

Course Title	: Labour Markets, Employability and Career Development
Course Code	: CLC9017
Recommended Study Year	: Any
No of Credits/Term	: 3
Mode of Tuition	: Sectional Approach
Class Contact Hours	: 3 hour-lecture per week
Category	: Management & Society Cluster and Free Elective
Discipline	: -
Prerequisite	: Nil
Co-requisite(s)	: Nil
Exclusion(s)	: Nil
Exemption Requirement(s)	: Nil

Brief Course Description:

This course helps students to explore their career options, identify career preferences, establish career goals and gain insights into how to enhance and demonstrate their own employability. Students in groups are required to interview human resource management practitioners in order to identify requisite graduate attributes and how these are being assessed. Other learning activities include analysis of the market for occupations, self-assessment career tests to develop students' personal awareness of their own strengths and weaknesses, and career aspiration. This course requires students to engage critically with conceptual frameworks for diagnosing and assessing salient factors in career choices, and to apply appropriate conceptual frameworks when making self-representation decisions and applying employability strategies.

Aims:

This course aims to develop the employability of students and to help them embark on successful careers, by providing them with opportunities to gain first-hand insights through guided action learning research into contemporary entry requirements in chosen domains of employment, by using contemporary employee screening tools to diagnose their own strengths and weaknesses, and by using theoretically robust frameworks as tools to guide their self-development plans. It also enables students to consider issues of employability and career development within the context of changes in the global and local market for professionals.

Learning Outcomes:

On completion of this course, students will be able to:

1. Apply appropriate analytical frameworks when identifying relevant internal and external factors for setting career goals and making career related decisions.
2. Draw on the findings of contemporary research and a guided action learning study to analyze what employers generally value and look for among employees and job seeking candidates.
3. Explain the theoretical and empirical rationale behind the use of particular selection tools by the interviewers.
4. Illustrate how theoretically-grounded self-assessment tools and techniques guide career selection and employability preparation.

5. Analyze the impact of changes in the market for occupations on employment prospects and career development.

Indicative Contents:

Labour Market Analysis

Systematic analysis of labor market supply and demand generally and specifically in Hong Kong, with regard to particular occupations.

Career Planning and Development

Cognitive information processing theory and its application to Career Planning. Using the IPD pyramid of information processing domain and the CASVE (communication, analysis, synthesis, valuating and execution) cycle to represent and guide the career planning and decision making process.

Concepts, Theories and Principles in Recruitment and Selection

Organizational and external factors affecting recruitment and selection. Sources of recruitment. Assessing recruitment methods. Selection processes and methods. Problems in selection methods – halo effect, projection, contrast effect, etc. Validity and reliability of typical selection methods.

Strategic Career Planning

Written communications and interpersonal communications in job search. Employment tests, aptitude tests and other selection methods and their underlying rationales. Employability skills: self-assessment and skill development through self-development. Qualifications Framework (QF). Identification of career anchors. Establishment of personal career goals and aspirations.

Internal and External Factors affecting career development

Changing career trends in a changing and globalizing economy. Typologies of workplace cultures and of corporate and societal values. Work ethics. Employees' rights and legal protections.

Teaching Methods:

Students are required to engage actively in the learning process and will be given opportunities to put concepts learned into practice. There are four major learning modes used in this course:

- A. **Action learning** Students are encouraged to learn actively and cooperatively in teams. Students in groups will undertake an action learning project that includes at least one visit to an experienced human resource management practitioner in an organization. Each group conducts an in-depth interview with that practitioner to identify the graduate attributes that are being sought and discover how the company is assessing these attributes among candidates. After the interview, students present to the rest of the class what they have learned (20 minutes), and submit a 10 pp. written group report.
- B. **Readings** All students are responsible for reading the relevant articles, materials, and

information (e.g., government statistical information on labour-related issues, recruitment and selection strategies of particular companies).

- C. **In-Class Activities** Besides lectures and video shows, class sessions will involve active learning. Case studies, discussions, role plays, employment related tests and presentations of specified article topics related to course contents. Students will be required to look into the statistical information of the Hong Kong labour market and discuss its implications and trends. In addition, practitioners with specialist expertise in the area of employability (e.g., recruitment consultants) will be invited to share their insights, advice and techniques with the students. Students, in groups, will be required to prepare a set of questions in advance, so that they can capitalize on the guest speakers' expertise. They are also expected to raise questions and arguments during class discussions.
- D. **Self-Reflection Activities** Students will complete an initial individual reflection report assignment that requires them to engage in critical thinking about their career options and/or choices and to consider these choices in the context of the changing demand for particular professions and occupations. Students will write a second reflection report after completing a series of self-assessment tests, (e.g. self-awareness, marketing readiness, transferable skills and life preferences, etc.) to develop increased self-awareness about job preferences, abilities, personal goals, etc. In addition, students are required to attend one recruitment talk (within or outside the University) during the term and write a third self-reflection report (one-page) about their own suitability and employability for the associated domain of work/career by the end of term.

Measurement of Learning Outcomes:

1. Presentations after company visits will reflect students' understanding of the labour market demand and contemporary employment practices. (LO1, 2, 3 and 5)
2. Reflection reports on (a) career options; (b) demand for specific occupations; (c) reflection on self-assessment tests, (c) career talk will assess students' ability to apply the CASVE cycle, and to draw on self-assessment tools and techniques to guide their own career choice and career employability preparation (LO1, 4 and 5)
3. Mid-term quiz to assess students' knowledge in analytical frameworks of career development and theoretical rationale of selection tools. (LO1 and 3)
4. Assignments and in-class activities, such as case studies to assess students' knowledge and techniques in analyzing the labour market and employers' demands. (LO2, 3 and 5)

Learning Outcome	Assessment Methods			
	Action Learning Project	Self-Reflection Reports	Mid-Term Quiz	In-Class Activities
1. Students will be able to apply appropriate analytical frameworks when identifying relevant internal and external factors for setting career goals and making career related decisions.	X	X	X	
2. Students will be able to draw on the findings of contemporary research and a guided action learning study to analyse what employers generally value and look for among employees and job seeking candidates.	X			X
3. Students will be able to examine the theoretical and empirical rationale behind the use of particular selection tools by the interviewers.	X		X	X
4. Students will be able to illustrate how theoretically-grounded self-assessment tools and techniques guide career selection and employability preparation		X		
5. Students will be able to analyse the impact of changes in the market for occupations on employment prospects and career development.	X	X		X

Assessment:

Action Learning Project (oral presentation 10%; written report 25%, peer review 5%)	40%
Reflection Reports (three items, one counting 15%, the other 15%, the last 5%)	35%
Mid-Term Quiz	10%
In-Class activities and Attendance, e.g. case discussion on labour markets	15%
Total	100%

Required/Essential Reading:

Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2018). *Career Management for Life* (5th edition). Routledge.

Recommended/Supplementary Readings:

Reardon, Robert C., Lenz, Janet, G., Sampson, James, P., and Peterson, Gary W., *Career*

Development and Planning: A Comprehensive Approach, Kendall Hunt, 4th Ed., 2012.

Sukiennik, Diane, Bendat, William, and Raufman, Lisa, *The Career Fitness Program: Exercising Your Options*, 10th Ed., Upper Saddle River, N.J.: Pearson/Prentice Hall, 2012.

Lamarre, Helene M., *Career Focus: A Personal Job Search Guide*, Pearson Prentice Hall, 5th Ed., 2010.

O'Rourke, James S. IV, *Beginning Your Career Search: A Hands-on Approach to Building Your Career Portfolio*, Pearson Prentice Hall, 4th Ed., 2007.

Key Indicators of the Labour Market, International Labour Office –GENEVA, 7thEd., 2012.

Articles from the internet:

Accreditation of Academic and Vocational Qualifications Ordinance

<http://www.hkqf.gov.hk/media/doc_07.05.11_1e.pdf>

<http://www.ilo.org/global/research/global-reports/global-employment-trends/2012>

<http://www.youthactionnet.org/toolkit/employability.cfm>

<http://www.le.ac.uk/ssds/careers/employabilityskills.html>

http://www.le.ac.uk/ssds/careers/pdf/careerplan_first.pdf

<http://www.le.ac.uk/ssds/careers/jobhunting.html>

<http://www.aces.edu/crd/workforce/publications/employability-skills.PDF>

Try your traits before trying fate <<http://www.humanmetrics.com/>>

Humanmetrics = Jung Typology Test <<http://www.humanmetrics.com/cgi-win/JTypes3.asp>>

<http://www.mindtools.com/>

Videorecording

Ethics at work: Doing the Right Thing on the Job. Linx Educational in association with Spectrum Films presents; produced by Gary Hackney & Nicholas Furriss; writer, Deborah Simpson; directed by Gary Hackney & Patrick Herbert. Jacksonville, FL: Linx Education Publishing, Inc., c2004

Other up to date references will be introduced in class where appropriate.

Important Notes:

- (1) Students are expected to spend a total of 9 hours (i.e. 3 hours of class contact and 6 hours of personal study) per week to achieve the course learning outcomes.
- (2) Students shall be aware of the University regulations about dishonest practice in course work, tests and examinations, and the possible consequences as stipulated in the Regulations Governing University Examinations. In particular, plagiarism, being a kind of dishonest practice, is “the presentation of another person’s work without proper acknowledgement of the source, including exact phrases, or summarised ideas, or even footnotes/citations, whether protected by copyright or not, as the student’s own work”. Students are required to strictly follow university regulations governing academic integrity and honesty.
- (3) Students are required to submit writing assignment(s) using Turnitin.
- (4) To enhance students’ understanding of plagiarism, a mini-course “Online Tutorial on Plagiarism Awareness” is available on <https://pla.ln.edu.hk/>.