

Career Development: Theory and Practice

Dr. Anat Geifman-Broder

Fall Semester 2020

Dr. Geifman-Broder Contact Information: anatgb@icloud.com, 054-4311774 (whatsapp)

Out of Class Availability: Monday-Thursday between 09:00-14:00 (by E mail)

Course Credits: 3 TAU Semester Credits

For course times/days and location, please visit the TAU International web site (Study Abroad Course Offerings and Schedules). Please note that all information below is subject to change and/or adjustment as necessary.

Course Description (Summary)

Career Development becomes a process run by the individual. To succeed in a career as an employee and then as a manager in the competitive and changing job market, you need to have a variety of career management tools and skills. This internship course aims to equip the students with a basket of practical tools for effective personal career development and management. It includes practical sessions on career planning and career advancement strategies, such as: resume writing, interview success, networking, self-presentation, and communication skills, coping with intercultural differences in an intercultural workplace etc. Guest lecturers, professionals from various fields, will share their career experience and offer students practical advice regarding their career development.

Course Requirements and Expectations

1. Students will submit a group assignment (presentation) on one of the course topics under the guidance of the lecturer. Groups' presentations will be held in class.

In the first class of the course you will be required to divide into groups (3-4 students in each group). At the end of the first class, each group will send the lecturer an e mail with group members' names. Each group will be assigned to present a topic related to one of this course main subjects.

2. At the end of the course students will submit an individual final paper.

3. As the course is of the nature of a workshop, it requires students' experience sharing and personal involvement. Thus, active participation in classes and preparation of short and practical classroom exercises (no grade) are required.

Learning Outcomes

At the end of this course students will be able to:

- Explore and consider various career paths.
- Reflect on and dissect your internship experience in order to ensure learning.

Tel Aviv University International

Carter Building, Room 108, Tel Aviv 6997801, Israel

Tel: +972-3-640-8118 Fax: +972-3-6409582

www.international.tau.ac.il



- Build real world work knowledge and experience.
- Gain knowledge and experience in the global working world and further develop your intercultural skills.
- Learn how to “translate” your professional internship experience and demonstrate your newly learned skills on your CV.
- Improve your interview, self-presentation, and salary negotiation skills.
- Develop practical networking and job searching skills.
- Develop essential skills for navigating an intercultural workplace.
- Build knowledge about current career tools, e.g. LinkedIn, Networking

Evaluation Criteria

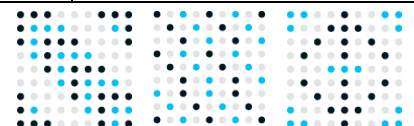
- Attendance- 10%
- Group Presentation – 20%
- Final Paper- 70%

Absence Policy

Please note the TAU International Absence Policy as outlined on the next page.

Course Schedule & Contents

#	Subject	Contents	Required Reading from the Bibliography list
1-2	<p>First Days in the Internship Organization</p> <p>Learning the new organization and how to make it a successful internship</p> <p>Self-Presentation Skills</p>	<ul style="list-style-type: none"> • Entry strategies • Organizational structures and Strategies • Organizational Culture • Work Processes • How to integrate in a new work place? • Analyzing work processes, what is your role in the process? • Goals and expectations from internship Your added value for the employer (internship) • Your USPs, Swot analysis 	<ul style="list-style-type: none"> • Watkins, M. (2003). The first 90 days: Critical success strategies for new leaders at all levels. Boston, Mass: Harvard Business School Press. • Sweitzer, H., & King, M. (2014). Chapter 9: Internship Essentials. In The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning (Fourth ed., pp. 264-277). Belmont, California, • Farner, S. M., & Brown, E. E. (2008). College



	<p>Integrating in a New Work Place - Challenges and Problem Solving</p>	<ul style="list-style-type: none"> • Self-Presentation skills • Practice your Elevator Pitch • How to integrate in a new work place? • Analyzing interpersonal problems at the work place (sharing experiences) • Analyzing work processes, your role in the process, in the team- case studies from your work place – discussion and solutions 	<p>students and work world. Journal of Employment Consulting, 45(3), 108-114.</p> <ul style="list-style-type: none"> • Ibarra, Herminia, and Kent Lineback. "What's your story?" Harvard business review 83.1 (2005): 64-71. CA: Brooks/Cole. • Watkins, M. (2003). The first 90 days: Critical success strategies for new leaders at all levels. Boston, Mass: Harvard Business School Press.
3-4	<p>CV workshop in class</p> <p>Cultural Differences and Challenges of Career Development in the Global Workplace</p>	<ul style="list-style-type: none"> • CV workshop -personal (please bring your resume (printed) Cover letters • Different layers of culture in the global work environment • Understanding culture - Models relevant to cultural differences (Hofstede, Trompanaar) • Characteristics of the Israeli culture and work environment • Work etiquette and ethics - Transparency Index (TI) • Formality vs. Informality • Challenge of working in multicultural teams • Different communication styles, the notion of context • Body language 	<ul style="list-style-type: none"> • Deresky, H. (2014). International management: Managing across borders and cultures: text and cases (8th ed.). Upper Saddle River, NJ: Pearson. Chapters 3-4. • Earley, P. Christopher, and Elaine Mosakowski. "Cultural intelligence." Harvard



		<ul style="list-style-type: none"> Your place in the global work environment Internship- Getting to know your work place and coping with the cultural differences 	business review 82.10 (2004): 139-146.
5	Networking as a job search tool a LinkedIn workshop	<ul style="list-style-type: none"> How to use LinkedIn in your job search? (bring your laptops) 	<ul style="list-style-type: none"> Baber, A., & Waymon, L. (2007). Make your contacts count: Networking knowhow for business and career success. New York: AMACOM. Gershon, I. (2016) "I'm not a businessman, I'm a business, man" "Typing the neoliberal self into a branded existence Hau: Journal of Ethnographic Theory 6 (3): 229-234 (only)
6	Interview Workshop and negotiation skills	<ul style="list-style-type: none"> The phone interview Preparation for a job interview How to pass a job interview successfully? How to answer the "difficult questions" on a job interview? 	



<p>7-8</p>	<p>Career Planning</p> <p>Self Effectiveness in your career building</p> <p>Summary of the course</p>	<ul style="list-style-type: none"> • Career building- Theory and practice • Identifying your career inclinations (Holland, Anigram Schein etc) • Planning your next career steps • What is Your professional DNA ? • The meaning of success for you ? • Re packaging your career - when and how? • Long Run Employability • How to keep your employability in life? Employability Strategies • Self-Effectiveness–goals setting and proactivity • Time management tools • Effective Interpersonal Communication -Giving and Receiving Feedback, listening • Presentation skills • Summary of the course and reflections-what was in it for me? (WWIIFM) • Personal Final Paper guidelines 	<ul style="list-style-type: none"> • Mikacic, M. T., & Ovsenik, M. (2013). Career planning as a building block for personal excellence. Organizacija. 46(6), 235-252. • Shensheng Chen, Kai Zhou (2018) "Career Planning Decision-making of College Students Based on Cognitive Science" , NeuroQuantology, Vol 16 (6) :487-493 • Gati I, Amir T. Applying a systemic procedure to locate career decision-making difficulties. Career Development Quarterly 2010; 58(4): 301-20. • Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2010). Career management. Thousand Oaks, CA: Sage. Chapter #6. Cameron, S. (2002). The business student's handbook: Developing transferable skills (2nd ed.). Harlow, Essex: Prentice Hall. • Murdock, A, and Scutt N. S. (2001), Personal Effectiveness, Butterworth Heinemann.
-------------------	--	---	--



Course Readings and/or Required Materials

1. Baber, A., & Waymon, L. (2007). Make your contacts count: Networking knowhow for business and career success. New York: AMACOM.
2. Cameron, S. (2002). The business student's handbook: Developing transferable skills (2nd ed.). Harlow, Essex: Prentice Hall.
3. Earley, P. Christopher, and Elaine Mosakowski. "Cultural intelligence." Harvard business review 82.10 (2004): 139-146.
4. Farner, S. M., & Brown, E. E. (2008). College students and work world. Journal of Employment Consulting, 45 (3), 108-114.
5. Gati I, Amir T. Applying a systemic procedure to locate career decision-making difficulties. Career Development, Quarterly 2010; 58(4): 301-20.
6. Gershon, I. () "I'm not a businessman, I'm a business, man" "Typing the neoliberal self into a branded existence", Hau: Journal of Ethnographic Theory ,6 (3): 223–246.
7. Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2010). Career management. Thousand Oaks, CA: Sage. Chapter #6.
8. Greer, J. (2010). The art of self-marketing online: To find a job, enhance your social network and expand your presence on the Web. US News & World Report, 147, (5), 30
9. Hansen, R. S. (2010). Building your online career brand: Five tools for job seekers. Retrieved from :[Http://www.quintcareers.com/career_branding.html](http://www.quintcareers.com/career_branding.html)
10. Ibarra, Herminia, and Kent Lineback.(2005) "What's your story?" Harvard business review 83.1 pp: 64-71.
11. Mikacic, M. T., & Ovsenik, M. (2013). Career planning as a building block for personal excellence. Organizacija. 46(6), 235-252.
12. Murdock, A, and Scutt N. S. (2001). Personal Effectiveness, Butterworth Heinemann.
13. Sweitzer, H., & King, M. (2014). Chapter 9: Internship Essentials. In The Successful Internship: Personal, Professional, and Civic Development in Experiential Learning (Fourth ed., pp. 264-277). Belmont, California, CA: Brooks/Cole.
14. Watkins, M. (2003). The first 90 days: Critical success strategies for new leaders at all levels. Boston, Mass: Harvard Business School Press.
15. Zemach-Bersin, Talya. "American Students Abroad Can't Be 'Global Citizens'". <http://chronicle.com> Section: Commentary Volume 54, Issue 26, Page- A34



Instructor Biography

Dr. Geifman-Broder is an experienced Human Resources and International Management lecturer and consultant both in Academic institutions as well as in for/nonprofit organizations. She has extensive experience in the teaching of International Management, Human Resource Management, Career Development, Employees Development and Business Strategy.

Dr. Geifman-Broder is a Senior Lecturer and Academic Director of Human Resources Trainings at the Israeli Center for Management (HAMIL) and in this field is engaged in the training of middle and senior managers from various sectors. She has extensive experience in management positions in high-tech companies in both Israel and the US, as well as in individual consulting for employees and managers in regard to their career development and advancement. In 2007 Anat was one of the founders of the "Gvahim" association, www.gvahim.org.il, which helps new immigrants integrate into the labor market in Israel, and is also currently a consultant and a central lecturer in Gvahim career development programs.

TAU International Academic Guidelines

Students may only attend classes which they are officially registered for. No auditing of courses is permitted. Students are responsible for reading and adhering to all policies and procedures in the TAU International Academic Handbook [posted here](#) at all times. Below is a summary of some of these relevant policies and procedures.

Learning Accommodations

In accordance to University guidelines, TAU International may be able to accommodate students with learning disabilities or accommodation requests if these requests are also honored at the student's home university or home school. To be considered, students must submit official documentation from their home school or university (if not in English, a notarized official copy translated into English is required) to TAU International in advance of arrival describing in detail any specific needs and how these are accommodated at the home school or university. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs or accommodations they may have. **Without official documentation from the home school submitted on or before the first day of courses, TAU will not be able to honor accommodation support.**

With supporting documentation and by following the correct procedure as outlined above, TAU International and its faculty will do the best it can to make any suitable accommodations possible. However, we cannot guarantee that all accommodations received at the home school can be similarly met at TAU. For example, TAU is usually not able to offer note-taking services in English, private testing rooms, or advance viewing of classroom presentations, exams, or assignments.

Tel Aviv University International

Carter Building, Room 108, Tel Aviv 6997801, Israel

Tel: +972-3-640-8118 Fax: +972-3-6409582

www.international.tau.ac.il



It may be an option to provide a student with additional tutoring or support outside the classroom as needed. Students should be aware that this additional support cannot be guaranteed and is based on teacher availability in the subject as well as the specific student level. If available, the cost of additional tutoring or support will be the sole responsibility of the student.

In-Class Exams

TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note if there is an in-class midterm or final exam as this date/exam cannot be changed. It is also the student's responsibility to clarify exam dates with the professors at the beginning of a course, with the understanding that not all exam dates can be decided up front as it can sometimes depend on the pace of the course and class learning. It is the student responsibility to plan to be present for all courses including the final day of class for this reason. Early departures from the program are not approved, nor are early or exception in-class exams.

TAU International Absence Policy

Attendance is mandatory in all of the courses including Hebrew Ulpan. Faculty can and will take attendance regularly. Missing classes will be reflected in the final grade of the course. Up to three justified and properly documented absences from classes may be accepted (for example: emergency matter or illness, both of which will require a doctor's note). Such cases of absence should be reported to the faculty immediately and again, a doctor's note is required. Teachers are entitled to treat any lateness or absence without documentation as unexcused. Some of our courses such as Service Learning or the Internship Seminar require more practical in-class work; thus, attendance policies may be stricter in some courses and students then must adhere to the stricter attendance policy as outlined by the faculty/syllabus.

Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence.

Please note that according to official TAU Academic Policy, if a student's behavior or attendance during is disagreeable his/her course participation may be cancelled at the discretion of TAU with no due refund.

Grade Appeals

Students are responsible for checking grades once posted or distributed by faculty. The limited grade appeals window and the detailed procedure for appealing a grade – whether a graded assignment, exam or final grade – is outlined clearly in the policies and procedures in the TAU International Academic Handbook [posted here](#).

