

COURSE SYLLABUS

Managing Sustainable Career Development throughout Multi-directional Careers, 7.5 credits

Att leda för hållbar karriärutveckling genom mångriktade karriärer, 7.5 högskolepoäng

Course Code: LHMR25	Education Cycle: Second-cycle level
Confirmed: May 06, 2025	Disciplinary domain: Social sciences
Valid From: Sep 01, 2025	Subject group: Education
	Specialised in: A1N Second cycle, has only first-cycle course/s as entry requirements
	Main field of study: Education

Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- describe aspects of career as a concept and as a social phenomenon in transformation, in relation to changes in working life, globalisation and societal development

Skills and abilities

- identify and compare different perspectives on career
- reflect on how different perspectives influence ideas, values and practices in different institutional and organisational contexts
- apply a scientific approach in terms of ability to relate to, understand, and explore different perspectives
- apply a career development-supportive approach to strategies and practices for multi-stage career navigation challenges

Judgement and approach

- critically scrutinize perspectives on career and career development in different institutional and organizational settings and professions
- judge the significance different perspectives will bring to developing strategies and practices for sustainable career development
- critically discuss challenges and possibilities for future careers in different contexts in relation to how sustainable careers can be supported

Content

- Careers as concept and social phenomenon
- Central concepts and phenomenon related to career
- Perspectives on career and career development in different institutional, organizational and professional contexts
- Societal transformation and changes in the world of work
- Challenges and possibilities for future sustainable career development
- Institutional, organizational and professional strategies and practices towards career

Type of instruction

The teaching consists of lectures, seminars and exercises performed individually and in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

Language of instruction is in English.

Entry requirements

The applicant must hold the minimum of a bachelor's degree (i.e. the equivalent of 180 ECTS credits at an accredited university) with at least 90 credits in Education, Social science, Social Work or Study and career guidance. English proficiency is required.

Examination and grades

The course is graded A, B, C, D, E, FX or F.

The grades A, B, C, D and E are all passing grades. For courses with more than one element of examination, students are given a final grade based on an overall assessment of all the elements included in the course. The final grade of the course is issued only when all elements of examination have been passed.

The examination is based on the intended learning outcomes.

The forms of examination are oral group assignment and individual written assignment.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

To receive a final grade, the student must achieve a passing grade on all examinations. The grade received on the individual written assignment decides the final grade for the full course.

Registration of examination:

Name of the Test	Value	Grading
Oral group assignment	1.5 credits	G/U
Individual written assignment	6 credits	A/B/C/D/E/FX/F

Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

Other information

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the associate dean of education. A student may not make a second attempt at any examination already passed in order to receive a higher grade.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

The examiner has the right to give an adapted examination or let the student carry out the examination in an alternative way provided that the intended learning outcomes can be secured and that there are exceptional reasons for this, including the student's right to targeted study support.

Course literature

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

Bergmo-Prvulovic, Ingela (2020). Playing the Career Game in a Changing World of Work: Career Navigation and Support Strategies in Advice Columns. *Nordic Journal of Transitions, Careers and Guidance*, 1 (1). Pp. 53-68.

Bergmo-Prvulovic, Ingela. (2013). Social Representations of Career - Anchored in the Past, Conflicting with the future. *Papers on Social Representations, Vol 22* . pp. 14.1-14-27. (ca 25 p.)

Bergmo-Prvulovic, Ingela. (2018). Conflicting Perspectives on Career. Implications for Career Guidance and Social Justice. In Tristram Hooley, Ronald G Sultana, and Rie Thomsen (Eds.), *Career Guidance for Social Justice. Contesting Neoliberalism*. pp. 144-158). Routledge. (ca 15 p.)

Claussen, Jörg., Grohsjean, Thorsten., Luger, Johannes., & Probst, Gilbert. (2014). Talent management and career development: What it takes to get promoted. *Journal of World Business* , vol 49. pp. 236 - 244. (9 p.)

Hirsh, Åsa. & Bergmo-Prvulovic, Ingela (2018). *Teachers leading teachers - understanding middle-leaders' role and thoughts about career in the context of a changed division of labour. School Leadership & Management*. (ca 30 p.)

Jackson, E.A., Jackson, E.E.S., Jackson, H.F. (2021). Nurturing Career Development for Human Resource Sustainable Development. In: Leal Filho, W., Azul, A.M., Brandli, L., Lange Salvia, A., Wall, T. (Eds.), *Decent Work and Economic Growth. Encyclopedia of the UN Sustainable Development Goals* . Springer, Cham.

Meyers, Maria Christina., & van Woerkom, Marianne. (2014). The influence of underlying philosophies on talent management: Theory, implications for practice, and research agenda. *Journal of World Business*, vol 49, pp. 192-203 (11 p.)

Savickas, Mark. (2008). Helping people choose jobs: A history of the guidance profession. In J. A. Athanasou & R. Van Esbroeck (Eds.), *International handbook of career guidance* (pp. 97-113). Dordrecht: Springer Science + Business Media.

Sullivan, Sherry E., & Baruch, Yehuda (2009). Advances in Career Theory and Research: A Critical Review and Agenda for Future Exploration. *Journal of Management*. 35 (6). 1542-1571. (ca 30 p)

Articles and other literature of about 200 pages may be added

Citing Sources – How to Create Literature References

<https://ju.se/library/search--write/reference-management.html>

Sourcewise: A Student's Guide to Avoiding Plagiarism

Information about plagiarism at higher education institutions
Available in the learning management system