



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

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Submission Template for the 2017 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Title

“REACHing the student, reaching the destination. The design and integration of a career preparedness initiative into an undergraduate management curriculum.”

Abstract

This session will tell the story of the ‘REACH’ initiative - the efforts of a small management school to embed career preparedness into the undergraduate business curriculum. The REACH initiative represents the joint efforts of faculty and staff to provide students not just with a career plan on graduation but also a set of skills that will support the career decisions they make throughout their working lifetimes. As the world of work changes for millennials and the generations to follow, possession of these skills is likely to represent a source of competitive advantage for those who can navigate the changing landscape of employment.

Keywords

Curriculum, career planning and development, student success.

2) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

The primary objective of the session is to share and reflect upon the experiences of faculty in integrating course content and skill development that will facilitate career preparedness for the student into an already full curriculum. In addition, the presenters seek the input of session participants in relating their own experiences of this nature (if they have them) and their thoughts on the benefits and opportunities that are presented in attempting to implement career preparedness into the management classroom.

Hall and Mirvis (1996) outline the protean or self-managed career, where one actively charts their career path based upon sought experiences, rather than an organization

shaping an employee's career. Students today are socialized to expect multiple employers and a variety of jobs throughout their working lives. The successful execution of the protean career operates with a strong understanding of the self, values, and individual interests. The REACH curriculum helps encourage a solid foundation for the self-managed career by enabling students to explore careers, understand and assess their own personality and values, connect with others so they fully understand their career options. Armed with this knowledge, students can begin to chart their own course, selecting internships, coursework, and experiences needed to pursue their occupational objectives. Student will be able to arrive at employers with the knowledge, skills, and plan they need to pursue an independent and self-relevant career.

3) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.

The first 15 minutes of the session will be spent 'telling the story' of the REACH initiative, its inception, development and eventual integration and application. The session will then be opened up to participants using a discussion framework which highlights the following:

- Looking at the broader landscape – what is the need and why?
- Potential opportunities and challenges in curriculum integration
- Possible strategies and approaches
- Implementation / assessment
- Final thoughts / moving forward / wrap up

4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

The education landscape is changing. The employment landscape is changing. Students are more likely than ever to find themselves adopting not only new jobs, but new careers, throughout their time in the workforce (a period that is likely to last longer than it has done for previous generations.) Arguably, the idea that successful completion of a college degree will result not just in employment but in the tools to navigate this new landscape is no longer just an expectation – it is a necessity. For colleges to remain competitive and attractive they must operate within this continually

changing environment where employability of students and the skills of proactivity and reflexivity in following and changing career path are necessary outcomes of the process. How do we as educators navigate these changing expectations and balance the need to provide our students with all the benefits of a rigorous education while steering them on a course which will result in their success beyond college?

5) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

The work in this proposal has not been previously presented.

References

Hall, D. T., & Mirvis, P. H. (1996). The new protean career: Psychological success and the path with a heart. In D. T. Hall and Associates, *The career is dead—long live the career: A relational approach to careers* (pp. 15–45). San Francisco: Jossey-Bass.