

Course Description: Sustainable career development

7.5 cp, doctoral level

Course leader	Claudia Bernhard Oettel	Phone: 08-163886 Email: cbl@psychology.su.se
Administrator	Monika Karlsson University of Calgary	Email: monika.karlsson@psychology.su.se
Examinator	Claudia Bernhard Oettel	Phone: 08-163886 Email: cbl@psychology.su.se

Language: Course can be taken in English or Swedish

Course level: Doctoral level

Eligibility criteria: Accepted for studies at doctoral level within social sciences including public health

Main field of study: Psychology

Host department: Department of Psychology, Stockholm University

Sustainable Career Development

Course Content

The course is given as a 7.5 credit point reading course (self-study). The course focuses on theoretical and practical aspects of individual career development through the lens of a psychological perspective of sustainability. This means that changes of how occupational career paths are chosen and may change over the course of occupational life are discussed, contrasting traditional trajectories of upwards mobility with modern career paths that oftentimes include career mobility vertically but also horizontally, career breaks, career re-orientations and even involuntary events such as spells of unemployment.

A specific focus is given the question how career paths can be made more sustainable, enabling the individual to work and age healthy, and thus, pursuing a career until or perhaps even after reaching retirement age. Here, themes such as lifelong learning, development and transferability of competence, changing occupational careers and workplaces, changes of jobs, workplaces and career paths, embeddedness and perceptions of being locked-in come to the fore, as well as prerequisites and consequences of such aspects are discussed. Relevant psychological theories for healthy work and career developments are emphasized and discussed in relation to recent empirical findings in that research area.

Each student formulates a research question of relevance within the broad area of sustainable career development and writes an individual paper seeking to answer and discuss the research question using course literature and own additional literature sources of importance for the specific research question.

Learning outcomes

Having finalized the course, students will be able to:

- Understand, analyze and critically evaluate aspects of sustainability in occupational career development
- Discuss requirements for and consequences of sustainable career paths from the point of view of the individual and/or organizations
- Critically reflect upon sustainability of careers as they are portrayed in the literature and in relation to empirical findings
- Independently identify and discuss research questions that are timely and relevant in the research area of sustainable career development, and on the basis of relevant literature

Instruction

The course is a reading course and may be given upon request. Students who intend to take the course take contact with the course instructor via email, and a 1 hour consultation is scheduled.

During the consultation, learning outcomes, course mode and examination forms are clarified. A time schedule is agreed upon that includes (a) time for handing in suggestion for a research question and (b) time point for handing in the individual paper. The course instructor gives feedback on the suitability and formulation of the chosen research question before students start to write their individual paper.

Learning environment

Students organize their self-study that comprises reading the course literature, identifying their research question, searching additional literature related to their specific question and writing their individual paper.

Examination

An individual paper that is handed in to course instructor (per email) where the student discusses and answers the research question that the course instructor has approved.

Grade and grade criteria

The course is graded on a pass/fail basis.

Pass: For a passing grade, the doctoral student has completed the individual examination paper with sufficient quality showing that the expected learning outcomes are achieved.

Fail: The examination task has been solved insufficiently, in such a way that the expected learning outcomes are not met.

Course literature

The course literature contains one book and a number of scientific papers. Additionally, the student is required to search literature related to the specific research question that is to be discussed in the paper.

1. Course book (450 pages):

- De Vos, A., & Van der Heijden, B. (2015). *Handbook of research on sustainable careers*. Cheltenham: Edward Elgar.

2. Scientific papers (166 pages):

- Aronsson, G., & Göransson, S. (1999). Permanent Employment But Not in a Preferred Occupation: Psychological and Medical Aspects, Research Implications. *Journal of Organisational Health Psychology*, 4(2), 152–163.

- Fahlén, G., Goine, H., Edlund, C., Arrelöv, B., Knutsson, A., & Peter, R. (2009). Effort-reward imbalance, “locked in” at work, and long-term sick leave. *International Archives of Occupational and Environmental Health*, 82(2), 191–197.
- Feldman, D. C., & Ng, T. W. H. (2007). Careers: Mobility, embeddedness, and success. *Journal of Management*, 33(3), 350–377.
- Feldman, D. C., & Ng, T. W. H. (2013). Theoretical approaches to the study of job transitions. In *Handbook of psychology, Vol. 12: Industrial and organizational psychology (2nd ed.)* (pp. 292–307). Hoboken, NJ: John Wiley & Sons Inc.
- Furåker, B. (2014) ‘Till frågan om hälsa och rörlighet’. *Arbetsmarknad & Arbetsliv* 20(4): 8-22.
- Furåker, B., Nergaard, K., & Salonemi, A. (2014). Lock-in Patterns among Employees: A Nordic Comparison *International Journal of Comparative Labour Law and Industrial Relations* 30(4): 435-458.
- Jiang, K., Liu, D., McKay, P. F., Lee, T. W., & Mitchell, T. R. (2012). When and how is job embeddedness predictive of turnover? A meta-analytic investigation. *Journal of Applied Psychology*, 97(5), 1077-1096.
- Mitchell, T. R., Holtom, B. C., Lee, T. W., Sablinski, C. J., & Erez, M. (2001). Why people stay: Using job embeddedness to predict voluntary turnover. *Academy of Management Journal*, 44(6), 1102–1121.
- Muhonen, T. (2010). Feeling double locked-in at work: Implications for health and job satisfaction among municipal employees. *Work*, 37(2), 199–204.
- Ng, T. W. H., & Feldman, D. C. (2012). The effects of organizational and community embeddedness on work-to-family and family-to-work conflict. *Journal of Applied Psychology*, 97(6), 1233–1251.
- Swider, B. W., Boswell, W. R., & Zimmerman, R. D. (2011). Examining the job search-turnover relationship: the role of embeddedness, job satisfaction, and available alternatives. *The Journal of Applied Psychology*, 96(2), 432–441.
- Tanova, C., & Holtom, B. C. (2008). Using job embeddedness factors to explain voluntary turnover in four European countries. *The International Journal of Human Resource Management*, 19 (9), 1553-1568.

3. Own choice of literature relevant to the specific research question (approx. 80-90 pages)