

Identification	Subject (code, title, credits)	MGT 101 Career Planning-3KU credits/6ECTS
	Department	Economics and Management
	Program	Undergraduate
	Term	Fall, 2026
	Instructor	Parviz Afandizada
	E-mail	parviz.afandizada@khazar.org
Prerequisites	Consent of Instructor	
Language	English	
Compulsory/Elective	Compulsory	
Textbooks and course materials	Core textbooks: • Bolles, R. N. (2022). <i>What Color Is Your Parachute? 2022: Your Guide to a Lifetime of Meaningful Work and Career Success</i>. Ten Speed Press. • Brown, D. (2020). <i>Career Information, Career Counseling, and Career Development</i> (11th ed.). Pearson. • A. Lisa Brown Jordan; Janet N. Marinaccio (2020). <i>Facilitating Career Development (revised fourth edition)</i>. • Brooks, K. (2021). <i>You Majored in What? Designing Your Path from College to Career</i>. Plume • Savickas, M. L. (2019). <i>Career Construction Theory and Life Designing Practice</i>. In <i>International Handbook of Career Guidance</i>. Springer. Data & trend sources: • World Economic Forum. (2020). The Future of Jobs Report 2020. WEF Geneva. • World Economic Forum. (2023). The Future of Jobs Report 2023. WEF Geneva. • World Economic Forum. (2025). The Future of Jobs Report 2025. WEF Geneva.	
Course outline	Career Planning is a comprehensive course designed to equip students with the systematic tools required to navigate the contemporary labor market. This course guides students through self-assessment processes, market analysis, and strategic personal branding, ultimately enabling them to construct a viable, long-term Individual Development Plan (IDP). Additional research-driven exercises are integrated to emphasize the role of digital networking and automation in modern recruitment.	
Course objectives	This course provides a structural overview of career development theories and practical methodologies. We have three distinct learning goals in this course: • The first is to master self-evaluation frameworks, analyze labor market paradigms, and systematically apply strategic planning models to individual career paths. • Our second goal is to achieve advanced competency in professional communication, self-presentation, and algorithmic job search strategies through active classroom simulations and empirical exercises. • Our third goal is to develop research and analytical skills — locating, evaluating, and comparing credible labor-market data (company sources, official reports) to support evidence-based career decisions.	
Learning outcomes	After completion of this course, the students should be able to:	

	- Assess their own skills, interests, and values using structured self-assessment tools. - Locate, evaluate, and compare credible sources (company data, labor market reports) to support a research-based career analysis. - Design a structured, evidence-based Individual Development Plan with SMART goals. - Apply at least four job search tools and techniques (e.g. resume writing, ATS optimization, interview techniques). - Build a professional LinkedIn profile and personal brand strategy. - Evaluate and apply AI tools appropriately within career planning tasks, including their limitations.		
Teaching methods	Lecture (Pedagogical foundation)	☐	
	Practices (Andragogical problem-solving)	☐	
	Group discussion & structured brainstorming	☐	
	Case analysis & role-play simulations	☐	
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	Week 7	30
	Attendance	Continuous	5
	Assessment	Continuous	10
	Individual projects	Week 11	15
	Final Exam	Week 16	40
	Total		100
Policy	Class attendance shall mean physical presence and active participation, i.e., contributing to case simulations, engaging in interactive brainstorming, and demonstrating readiness to apply practical career tools. Assessment shall mean completing structured tasks, short evaluations, or practical exercises related to the job search tools covered during lectures. An individual project shall mean a comprehensive Individual Development Plan (IDP) portfolio completed by the student in a creative, self-reflective, and academically rigorous manner. Generative AI Use: generative AI tools (e.g. ChatGPT, Claude, Gemini) may be used only to refine ideas, structure, and language in assignments where such use is not otherwise restricted (see IDP guidelines); this use must be disclosed by the student in accordance with the University's Generative AI Use Policy. AI use is strictly prohibited during the Midterm Exam, Final Exam, and all in-class assessments. All AI-assisted work is subject to review, and students may be asked to provide an oral explanation of their submitted work; undisclosed or unauthorized AI use will result in a reduced or zero grade for the relevant task. Make-up Exams: as assessments measure immediate practical readiness, Make-Ups are not permitted. Missing the final exam without a validated, documented institutional excuse will result in a grade of zero. Withdrawal (Pass/Fail): a student is normally expected to achieve a mark of at least 65% to pass the course. In case of failure, repeating the course in the subsequent academic term is required. Cheating/Plagiarism: academic dishonesty, plagiarism in resume building, or cheating during assessments will lead to immediate paper cancellation and an automatic score of zero (0) without exception. Professional behavior guidelines: students must maintain a professional and corporate-aligned environment during class hours. Unethical conduct or disruption will result in disciplinary action.		
Tentative Schedule			
Week	Date	Topics	Textbook

1		Introduction to Career Planning: Core concepts, definitions, and structural distinctions between job, profession, and career.	Chapter 1: Foundations of career paths. Class activity: Structural analysis of modern career shifts.
2		Labor market paradigms: Contemporary career development theories and changing ecosystems.	Chapter 2: Theoretical frameworks. Class activity: Mapping shifts in historical vs. modern employment
3		Self-Discovery Matrix I: Principles of self-awareness and internal data-driven evaluations.	Chapter 3: Self-Assessment models. Class activity: Structured self-evaluation and value mapping
4		Self-Discovery Matrix II – Competency taxonomy: Distinguishing skill, knowledge, competency, and ability frameworks — conceptual foundations for career self-assessment.	Chapter 4: Taxonomy of Skills. Class activity: structured competency mapping exercise — applying the taxonomy to personal skill/knowledge inventory.
5		Strategic self-analysis: formulating a personal SWOT analysis framework.	Chapter 5: Strategic mapping tools. Class activity: Comprehensive personal SWOT formulation and peer review.
6		Socio-professional dynamics: Tripartite roles in career planning – the individual as a citizen, family member, and professional.	Chapter 6: Role integration theories. Review: Comprehensive review of self-assessment milestones.
7		Mid-Term Exam	Assessment of core theoretical foundations.
8		Macro labor trends: Analyzing modern market vectors, emerging professions, and future skills.	Chapter 7: Labor economics and future trends Class activity: Industry trend analysis and market data gathering
9		Artificial Intelligence in recruitment: Leveraging generative AI tools and automation for strategic career mapping.	Chapter 8: AI integration frameworks. Class activity: interactive simulation using AI prompts for career tracking.
10		Strategic goal setting: Implementing the SMART Model for Career Target Definition.	Chapter 9: Strategic planning matrix. Class activity: Drafting targeted short-term and long-term career goals
11		The Blueprint: Constructing an Actionable Individual Development Plan (IDP / FIP).	Chapter 10: Designing the IDP lifecycle. Class activity: Peer evaluation of IDP structured layouts.

12		Dynamic adaptability: Strategic management of career transitions, pivots, and institutional adjustments.	Chapter 11: Change management in careers. Class activity: Simulation of sudden career disruption/pivot.
13		Digital reputation & networking: Building a personal brand and maximizing LinkedIn ecosystems.	Chapter 12: Personal Branding and Social Capital. Class activity: Profile optimization audit and professional networking simulation.
14		The recruitment suite I: Crafting High-Impact CVs/Resumes, navigating ATS Algorithms, and writing intentional cover letters.	Chapter 13: Technical written communication. Guest speaker: Talent acquisition expert from the industry
15		The recruitment suite II: Masterclass in interview techniques and deploying the STAR Methodology.	Chapter 14: Behavioral interview architectures. Class activity: Final portfolio review & mock interview sessions (online and offline).
16		Final Exam	