

Journal of Management Education Special Issue

Call for Papers

**“Teaching About Contemporary Careers”**

Guest Co-Editors:

Suzanne de Janasz, Ph.D.  
George Mason University

Maury Peiperl, Ph.D.  
George Mason University

Careers reflect how an individual makes sense of his or her passage through life and, in a broader sense, how this contributes to a societal construction of *work* (Gunz & Peiperl, 2007). Over the last few decades, we’ve seen a shift from more bounded, stable careers to those described as boundaryless (Arthur & Rousseau, 1996)—reflecting the ongoing trends of economic uncertainty, globalization, evolving technology, and shifting workforce demographics (see, e.g., de Janasz & Murphy, 2019). Even before the pandemic, we saw dramatic shifts in careers (e.g., Sullivan, 1999), employment options, and jobs, characterized by increasing participation in the gig economy (30-40% in the US and Europe currently; see Spajic, 2021), part-time and contract work, virtual/remote work, start-ups, and entrepreneurial side hustles (traditionally called moonlighting).

How does one prepare for a career in this changing, uncertain, global environment? And what should business schools be doing to help students prepare for their careers beyond teaching the necessary skills and competencies and facilitating their transition to the first corporate job—through the help of a career placement office and their resume writing, networking, and interviewing workshops? The presumption was that once a graduate was employed, the work of teaching about careers, i.e., getting a job, was complete. From our vantage point, and despite

these dramatic shifts, little has changed: Career/placement offices offer various workshops (resume writing, networking), events (industry, recruiter), and placement help (internships, jobs); faculty (in courses like management, organizational behavior) offer theoretical and practical knowledge about employment trends, careers, career development, coaching, mentoring, etc. But what employment opportunities do current and future business students want? What is available to them? How well do they understand the changing, global environment in which they plan to work? How prepared are they to navigate in these uncertain waters? And given recent announcements by tech giants that they—and other companies—will continue to allow employees to work from home even as we emerge out of the pandemic, what does that mean for career-related skills and expectations for employees (and maybe future leaders) who rarely venture outside their homes for work?

We invite submissions that offer traditional and novel approaches to teaching about careers. Submissions may include papers that illustrate the purpose and outcomes of reflective assignments, consulting projects, or experiential exercises with evidence of their effectiveness. We also invite grounded descriptions of novel course approaches that demonstrate effectiveness in helping students think about, prepare for, develop/upskill, and adapt to key lifecycle and career-related events in the current and future world of work. We would envision submissions for this special issue to include topics such as:

- **“Learning to navigate complex career choices through analysis of present and projected real-life examples.”** Such a paper might include both example content and teaching process for dealing with multi-dimensional decisions, such as whether to accept an international move and promotion in the face of a currently successful partner/family situation that took some years to build; or whether/how to negotiate a changing career role in the face of an acquisition of one’s company by a larger firm. Focus might be on particular frameworks used and how they help students think about and reflect on complex career decisions.

- **“Doing the right work.”** This could include experiential learning activities that prepare students to advocate for a more socially responsible mission for one’s organization, and how to be aligned with it. Such a submission might focus on ways students can reflect on their values and look for (or create) connection within their job, organization, or community.
- **“Becoming and staying employable.”** Submissions could include learning activities that help students identify technological and labor market trends and what they mean for a given individual’s value on the job market and their short- and long-term prospects; how to remain highly-valued in a given industry or area; how to navigate possible changes as industries or professions wax and wane.
- **“Launching a lifelong learning process: the role of mentoring in career development.”** A submission in this vein provides faculty with frameworks that help students learn about and experience mentoring; it could provide a process for students to experience a mentoring relationship, including establishing the relationship, interacting with the mentor, and reflecting on the knowledge and skills gained through the process.
- **“The impact of national culture and government policies on students’ career choices, satisfaction, and success.”** Submissions might feature activities or assignments that teach students how to recognize contextual determinants affecting the set of career choices. Student assignments might focus on how cultural expectations and national policies (e.g., tax, employment, education, social support, immigration, retirement) affect individuals’ choices to e.g., start a business, work part-time, leave the workforce, have a child, provide care to family members.
- **“Reinventing your company’s HR function – or your HR course.”** Submissions might take the form of consulting projects or application assignments that encourage students to analyze a company’s approach to developing employees’ careers and propose changes that reflect a broader range of career models. An application assignment might lay out the rationale, challenges, and ways to overcome such changes, whereas a consulting project might involve student teams presenting their analysis and recommendations to the HR representative. Another possibility is the paper which provides faculty with an updated pedagogical approach to teaching HR, one that considers traditional and contemporary careers within the traditional subtopics of job analysis, selection, training/employee development, performance appraisal, career development, etc.
- **“Balancing work and family in the new world of work.”** We are looking for submissions that feature experiential or reflective exercises that effectively help students consider or prepare for non-traditional careers, such as those that feature gig work, temporary work, part-time work, and entrepreneurial ventures, while also considering the realistic benefits and drawbacks of such work. For example, while many entrepreneurs and gig workers may have greater control over their hours and schedule, they might deal with other issues such as unpaid leave or vacations, social isolation, or a lack of career development (e.g., de Janasz, Kim, Schneer, Beutell, & Wong, in press).

- **“Virtual careers: How to survive and thrive when all work is remote.”** Zoom fatigue, isolation, and depression are increasing among employees and students working from home. A submission on this topic might feature individual or group assignments that enable students to analyze and make recommendations regarding the contexts surrounding and mechanisms within which employees can effectively perform professionally (finding jobs, working on teams, negotiating with clients) as well as personally (maintaining well-being). It might also feature learning activities that help students compare/contrast virtual workers with digital nomads (remote workers who travel to different locations and engage in work using digital telecommunications technology while spending time in hotels, coffee shops, and flexible shared workspaces [e.g., WeWork]) and how they learn, grow, and adapt throughout the career.

We request submissions across the six types that the Journal of Management Education typically publishes: research articles, theoretical/conceptual articles, essays, rejoinders, instructional innovations, instructional change in context. If you have other manuscript structures in mind, please consult the Special Issue Editors before submission. Please follow all JME submission guidelines that are available online at <https://us.sagepub.com/en-us/nam/journal/journal-management-education#submissionguidelines>

Prospective authors and reviewers should contact the Special Issue Editors about potential contributions. Submissions should follow the timeline below and should be submitted to <https://mc.manuscriptcentral.com/jome>, selecting "Special Issue: Teaching About Contemporary Careers" in step 1 within the system. The Special Issue Editors are planning opportunities to discuss topics/submissions at the Eastern Academy of Management International Conference (Lyon, France; June 2022), the International Organizational Behavior Teaching Society Conference (Mannheim, Germany; June 2022), and the Academy of Management Annual Conference (Seattle; August 2022). Or, feel free to reach out to Suzanne de Janasz ([sjanasz@gmu.edu](mailto:sjanasz@gmu.edu)) to discuss your ideas for a manuscript.

### **Timeline:**

By March 15, 2022: Expressions of interest or abstracts of papers due. A developmental approach is offered—especially to early-career scholars/practitioners.

By September 15, 2022: Full submissions due.

By September 22, 2022: Papers are sent out to reviewers.

By November 1, 2022: Decisions will be sent to submitters

By February 1, 2023: Revised manuscripts are due.

By March 1, 2023: Some papers sent for editing; others are sent back to submitters for additional revisions.

By May 1, 2023: Final papers are due.

Publication may occur in late 2023.

## References

- Arthur, M.B., & Rousseau, D.M. (1996). *The boundaryless career: A new employment principle for a new organizational era*. New York, NY: Oxford University Press.
- de Janasz, S.C., Kim, S.C., Schneer, J.A. Beutell, N.J., & Wong, C.A. (in press). Work-family integration and segmentation in the gig economy: An exploratory study of Airbnb hosts' experiences. *International Journal of Hospitality Management*.
- de Janasz, S.C. & Murphy, W.C. (2019). Real career development with virtual mentoring: Past, present and future. In R. Landers (ed.) *The Cambridge Handbook of Technology and Employee Behavior*. Cambridge University Press, pp. 296-314.
- Gunz, H. & Peiperl, M.A. (2007). *Handbook of career studies*. Thousand Oaks, CA: Sage Publications.
- Spajic, D.J. (2021). The Future of Employment – 30 Telling Gig Economy Statistics. Available at: <https://www.smallbizgenius.net/by-the-numbers/gig-economy-statistics/#gref> (accessed 5 June 2021).
- Sullivan, S.E. (1999). The changing nature of careers: A review and research agenda. *Journal of Management*, 25, 457–484.