

**MANA 5338-001Careers and Managing in a Changing Environment**

**Spring 2014**

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<http://management.uta.edu/Benson/default.htm>

Course materials available on Blackboard <https://elearn.uta.edu/webapps/login/>

**Office**: COBA 213

Thursday 3:00 – 5:00 pm and by appointment

**Location:** Thursday 7:00 – 9:40 pm

COBA 349

**COURSE DESCRIPTION**

This course focuses on practical and theoretical perspectives on careers and managing in a changing work environment. Includes multiple self-assessments, career plan development, feedback interviews, readings and exercises designed to lead to a better understanding of managing self and others. We will discuss the trends shaping the future of work and careers, assess your readiness to thrive in the career of your choice, and prepare you to lead change in organizations.

**COURSE OBJECTIVES**

You should expect to be provided with a broad and comprehensive exposure to current thinking and research related to careers and managing change. The objectives of this course are to:

* Increase your level of ***self-awareness*** by gaining a broader understanding of your decision-style preferences, interpersonal attributes, skill strengths, interests, and management styles
* Review the research on individual careers and understand models of career choice, career goals, and career paths that can help you develop your career.
* Master career skills in managing career transitions, developing trust, networking and persuasion.
* Develop an appreciation for positive psychology and how it can help you pursue a career in which you can thrive and develop.
* Understand perspectives on organizational change and develop skills for managing change in organizations.

**REQUIRED TEXT**

1. Self-assessment package available at the UTA Bookstore. The self-assessment instruments we will use are as follows: 1) Myers-Briggs Type Indicator Test, 2) Strong Interest Inventory 3) Thomas-Kilmann Conflict Resolution Inventory (TKI).
2. Rath, T. 2009. Strengths Finder 2.0, New York: The Free Press. Please note you must buy a new copy of the book.
3. Bradberry, T. & Greaves, J. 2009. Emotional Intelligence 2.0, San Diego, CA: Talent Smart. Please note you must buy a new copy of the book.
4. A set of readings are available for purchase through Harvard Business School Publishing. These readings are noted on the syllabus as (HBS). To obtain the HBS readings and cases, you will need to purchase the cases from Harvard’s website.

Course Link:

<https://cb.hbsp.harvard.edu/cbmp/access/24340062>

General Link:

<http://www.hbsp.harvard.edu>

**GRADING**

A grade of A (90%), B (80%), C (70%), D (60%), or F (<60%) will be earned based on:

Midterm Exam 30%

Assessments and Reflective Papers 30%

Self-Assessment Paper 20%

Individual Change Analysis Paper 10%

Attendance and Participation 10%

**Total 100%**

It is critical that you regularly attend class and participate in a positive and constructive manner. The class is conducted in a seminar format with numerous in class exercises. Students may be assigned various topics and will be responsible for leading the discussion during particular classes. The instructor's evaluation of your class room participation will account for 10% of your final grade. On-time attendance is important in this class, and missing classes will impact your final grade.

**MIDTERM EXAM**

Exam will take place during normal class time. Bring a #2 pencil and a bluebook depending on test format. Tests will consist of multiple choice, true/false, and short answer and essay questions about the material covered in the course including all assigned readings, videos, and in class exercises.

**ASSESSMENTS AND REFLECTIVE PAPERS**

There are seven assignments due during the semester and six will be graded. These will count for 30% of your overall grade. These assignments should be typed and brought to class for discussion. Late assignments will not be accepted.

**SELF-ASSESSMENT PAPER**

In addition to the assignments based on the self-assessments or class readings you will write a “Reflected Best Self-Portrait” based in the process described in:

**Roberts, L. M., Spreitzer, G., Dutton, J.E., Quinn, R., Heaphy, E., & Barker, B. (2005). How to play to your strengths. *Harvard Business Review*, 83 (1), 74‐80.**

The “Reflected Best Self Portrait” requires you to seek feedback from 5-15 people that know you and examine the feedback for themes and commonalities. You need to identify 4-6 common themes in the feedback and reflect on what these say about you when you are at your best. After you gather feedback organize your findings using the three column format on p. 78 (Themes, Examples, and Possible Interpretation). You need a minimum of 3 examples for each theme identified so feedback from as many people as possible helps. You will need approximately 2-3 pages of three column summary. Use this summary to write a self-portrait of your best strengths. Every theme you identify should be included in a self-portrait of 2-3 pages double-spaced. The Reflected Best Self-Portrait counts for 20% of your grade.

**INDIVIDUAL CHANGE ANALYSIS PAPER**

Write a two to three double-spaced page analysis of organizational change from the Change Management Simulation. First, present a description of your experience with the change simulation. How might your approach have been shaped by your own Conflict Resolution Styles? Second, briefly assess the effectiveness of your overall change approach. What worked and what did not work? Why? What would you do differently if you were able to start over from the beginning? Finally, discuss how your team dynamics either helped or hindered your performance on the simulation. What are the implications for how you work most effectively with teams in the future? The individual change analysis paper counts for 10% of your grade.

**ATTENDANCE AND PARTICIPATION**

Attendance in class is expected. Because this is an interactive class, outside work is important. All required readings should be completed and prepared for discussion before class. Class participation and completion of assignments is essential in order to gain maximum benefit from the course and will count as 10% of your final grade. Your participation is evaluated on your attendance, preparation for class, and the quality of contributions you make to discussions and exercises in the classroom.

**DROP POLICY**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/ses/fao>).

**STUDENT SUPPORT SERVICES**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**AMERICANS WITH DISABILITIES ACT**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**ACADEMIC INTEGRITY**

Academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form at The University of Texas at Arlington. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

“Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2., Subdivision 3.22).

Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

**EVACTUATION PROCEDURES**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move towards the south exit of the College of Business. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**ABOUT THE INSTRUCTOR**

**George S. Benson** is an Associate Professor at the University of Texas at Arlington. Dr. Benson earned his Ph.D. from the University of Southern California and completed a Post-Doctoral Fellowship at the Center for Effective Organizations in the Marshall School of Business. Dr. Benson’s research focuses on HR measurement, employee involvement, and strategic management of human capital. He co-authored with Ed Lawler and Sue Mohrman *Organizing for High Performance* (Jossey-Bass, 2001). Dr. Benson’s writing has appeared in *Journal of Applied Psychology, Academy of Management Journal, Human Resource Management*, *Organizational Dynamics, Sloan Management Review*, and *Training & Development* among others*.* Dr. Benson’s work with companies has included HR metrics, job design, compensation, employee engagement and retention programs, employee attitude surveys, and training design and evaluation. He has worked with a wide range of organizations including Alcon Laboratories, ADESA Corporation, Aetna, Frito-Lay, HKS Inc., KFC-Yum Brands, Pratt & Whitney, and PriceWaterhouse Coopers. Dr. Benson previously worked as a researcher at the American Society for Training and Development in Alexandria, Virginia. He also holds degrees from Washington and Lee University and Georgetown University.

**COURSE ASSIGNMENTS**

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| **Week 1** | **January 16** | | **Introduction to the course** |
| **Week 2** | **January 23** | | **The Changing Environment**  **Assigned Reading: Blackboard**  Ofek, Elie, and Wathieu. 2010. Are You Ignoring Trends That Could Shake Up Your Business? *Harvard Business Review*, July – August 2010.  Meister and Willyerd. 2010. Ten Trends Shaping the Future Workplace Now in *The 2020 Workplace*, New York, NY: HarperCollins. Davenport and Patil. 2012. Data Scientist: The Sexiest Job of the 21st Century, *Harvard Business Review*, October 2012, p. 72-76. **Due**   1. What are the major trends impacting your current or desired industry and profession? How will you current job be different 10-20 years from now? 2. How is your industry or profession different from it was 10-20 years ago. 3. Make a prediction, any prediction, not in the readings for how work will be different in the future.   **Supplemental Reading: Blackboard**  Keonig.. 2011. *Assessing 21st Century Skills*, National Research Council, Washington DC.  Bollier. 2011. *The Future of Work, What it Means for Individuals, Markets and Governments*. The Aspen Institute, Washington DC. |
| **Week 3** | **January 30** | **What is a career?**  **Assigned Reading: Blackboard**  Ibarra, H. 2002. How to Stay Stuck In the Wrong Career *Harvard Business Review* December, p. 40-47.  Greenhaus, J., Callanan, G., and Godshalk, V., 2010. Career Contexts and Stages. In *Career Management*, Thousand Oaks, CA: Sage.  Peters, 1997. The Brand Called You. *Fast Company*, Aug. 31, 1997  Kamenetz, 2012. Career of the Future. *Fast Compan*y, Jan. 9, 2012.  **Career Models Cont’d next page**  **Career Models Cont’d**  **Due**   1. Complete the Strong Interest Inventory (to be mailed in for scoring). 2. Bring your resume to class. | |
| **Week 4** | **February 6** | | **Career Success**  **Assigned Reading: Blackboard**  Hall, D. 2002. Career Choice and Decision-Making, in *Careers In and Out of Organizations*. Thousand Oaks, CA: Sage.  **Due**   1. Complete “Career Anchors” Self-Assessment 2. Reflect on your “Career Anchors” score. Do they fit with your perceptions of yourself? Why or why not? What do they suggest about the type of job or career that you would be best suited for? 3. Bring some salary data to class for a job you are interested in and could reasonably apply for upon graduation.   **Supplemental Reading: Blackboard**  Hallock, K., 2012. The Facts: Who Makes What and What are Their Characteristics?, in *Pay: Why People Earn What They Earn*, Cambridge: Cambridge University Press. |
| **Week 5** | **February 13** | | **Play to Your Strengths**  **Assigned Reading**  Rath, T. (2009). Strengths Finder 2.0, New York: The Free Press. .  **Due**   1. Complete the Stengths Finder assessment online, print the scores and bring them to class. 2. Reflect on your Strong Interest Inventory and Strengths Finder scores. Do they fit with your perceptions of yourself? Why or why not? What do they suggest about the type of job or career that you would be best suited for? 3. Bring a help-wanted ad to class – one you are interested in and could reasonably apply for upon graduation.   **Supplemental Reading: Blackboard**  Boyatzis, R. 2008. Competencies in the 21st Century. *Journal of Management Development* pp 5-12. |
| **Week 6** | **February 20** | | **Relational Styles**  **Assigned Reading: Blackboard**  Goleman, D. 1998. What Makes a Leader*? Harvard Business Review*, (November‐December): 93‐102. NOTE: Please complete the assessments before reading this article.  **Due**   1. Complete the MBTI and self-score 2. Complete the EQ 2.0 online and bring the scores to class. 3. Reflect on your MBTI and EQ scores. Do they fit with your perceptions of yourself? Why or why not? What do they suggest about the type of job or career that you would be best suited for?   **Supplemental Reading: Blackboard**  Zeidner, M. et al. 2004. Emotional Intelligence in the Workplace: A Critical Review. *Applied Psychology: An International Review*, 53(3), 371-399. |
| **Week 7** | **February 27** | | **Mid-Term Exam** |
| **Week 8** | **March 6** | | **Thriving at Work**  **Assigned Reading: Blackboard**  Csikszentmiahalyi, M. 1999. If we are so rich, Why aren’t we happy? *American Psychologist*, 54(10), 821-827.  Spreitzer, G., and Portath, C. 2012. Creating Sustainable Performance. *Harvard Business Review*, January-February, 93-99.  **Supplemental Reading: Blackboard**  Rob Cross, Wayne Baker, and Andrew Parker. 2003. “What creates energy in organizations?” *Sloan Management Review*, Summer, pages 51-56.  Barbara. L. Fredrickson. 2003. “The Value of Positive Emotions.” *American Scientist*, July-August 2003.  Heaphy, E. and J. Dutton, 2008. “Positive Social Interactions and the Human Body at Work: Linking Organizations and Physiology”. *Academy of Management Review*, Vol. 33, No. 1, 137-162.  Henig, R. 2008. Taking play seriously. *New York Times Magazine*, Feb 17, 2008. |
| **Week 9** | **March 13** | | **Spring Break** |
| **Week 10** | **March 20** | | **Business Week – Guest Speaker** |
| **Week 11** | **March 27** | | Career Skills **Assigned Reading: Blackboard**  Cialdini,R. 2001. Harnessing the Power of Persuasion, *Harvard Business Review*, 79(9), p.72-79.  Ibarra, H. and Hunter, M. 2007. “How Leaders Create and Use Networks,” *Harvard Business Review*, January, 40-47.  **Assigned Reading: Harvard Publishing**  Hill, L. and Lineback, K. 2010. Can People Trust You? Influence Begins with Trust. *In Being the Boss: The 3 Imperatives for Becoming a Great Leader*. Boston, MA: Harvard Business Review Press.  **Due**  Think of two people, one you trust, and one you don’t trust.   1. List the reasons that have led you to trust or distrust each person (no names please). 2. How do you let someone else know that you trust/distrust them? (i.e. what behaviors show trust or distrust)? 3. What, if anything, could the person you distrust do to earn your trust?   **Supplemental Reading: Harvard Publishing**  Watkins. M. 2009. The Leading-Former-Peers Challenge: A Guide to Navigating this Important Career Transition. In *Your Next Move: The Leader’s Guide to Navigating Major Career Transitions*. Boston, MA: Harvard Business School Press. |
| **Week 12** | **April 3** | | Development and Mentoring **Assigned Reading: Blackboard**  Meister, J., and Willyerd, K. 2010. Mentoring Millennials, *Harvard Business Review*, May, p. 68-72.    **Assigned Reading: Harvard Publishing**  Developing Professionals: The BCG Way (A)  **Developmental Networks Cont’d next page**  **Developmental Networks Cont’d**  **Due (Required)**   1. What should Josh, Eric, Michael, and Madeleine have done differently in their first 18 months at BCG? What should their mentors have done differently? 2. Evaluate BCG’s career development and mentorship processes. What are their strengths and weaknesses? 3. What can you do to make mentorship more effective with either (1) your mentors or (2) your mentees?   **Supplemental Reading: Blackboard**  Hewlett, S., Marshall, M., and Sherbin, L. 2011. The Relationship to Get Right. *Harvard Business Review*, p. 131-134. |
| **Week 13** | **April 10** | | **Generations in the Workplace**  **Assigned Readings: Blackboard**  Howe, N. and Williams, S., 2007. The Next 20 Years. *Harvard Business Review*, July-August, 2007, p. 41-52.  Hewlett, S., Sherbin, L., and Sumberg, K. 2009. How Gen Y and Boomers will Reshape Your Agenda. *Harvard Business Review*, July-August, 2009, p. 71-76.  **Supplemental Reading: Blackboard**  *The Reflexive Generation: Young Professionals Perspectives on Work, Career, and Gender*. 2009. London Business School. |
| **Week 14** | **April 17** | | **Gender Issues and Work-Life Balance**  **Assigned Reading: Blackboard**  Williams, J. Blair-Loy, M., and Berdahl, J. 2013. The Flexibility Stigma. *Rotman Magazine*, Winter 2013, pp. 34-39.  Morris, B. 1997. Is Your Family Wrecking Your Career? (And vice versa). *Fortune*, May 17, 1997.  Gray, K. 2005. “Quarterlife Crisis Hits Many in Late 20s” ABCnews.go.com.  **Assigned Reading: Harvard Publishing**  Pfeffer, J., 2012, *Women’s Careers and Power: What You Need to Know*. Palo Alto, CA: Stanford Business School Publishing  **Gender Issues and Work-Life Balance Cont’d next page**  **Gender Issues and Work-Life Balance Cont’d**  **Supplemental Reading: Blackboard**  Fels, A. 2004. Do Women Lack Ambition? *Harvard Business Review*, April 2004, p. 50-60.  Tannen, D. 1995. The Power of Talk. *Harvard Business Review*, September –October 1995, p. 139-148.  Linkow, P., and Civian, J. 2011. *Men and Work-Life Integration: A Global Study*, World at Work. |
| **Week 15** | **April 24** | | **Leading Organizational Change**  **Assigned Readings: Blackboard**  Kotter, J. 1995. Leading Change: Why transformation efforts fail. *Harvard Business Review.*(reprint January 2007 pp. 96-103).  Levesque, L., and Roberto, M. 2005. The art of making change initiatives stick. *MIT Sloan Management Review* 46.4.  **Due:**   1. Complete the Thomas-Kilmann Conflict Resolution Inventory (TKI) and self-score. 2. Reflect on your TKI assessment. Does it fit with your perceptions of yourself? Why or why not?   **Supplemental Reading: Blackboard**  Hamel, G. 2000. Waking up IBM: How a gang of unlikely rebels transformed big blue. *Harvard Business Review*, July-August 2000, p. 137-146.  D.E. Meyerson, 2001. “Radical Change the Quiet Way,” *Harvard Business Review*. October. |
| **Week 16** | **May 1** | | **Change Management Simulation: Power and Influence**  **Due**  **Self-assessment paper** |
| **Week 17** | **May 8** | | **Final Exam**  **Due**  **Individual change analysis paper** |
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