



## **MANA 5338-001: Careers and Managing in a Changing Environment Summer 2015**

**Instructor:** Faye K. Cocchiara, Ph.D.  
Email: [faye.cocchiara@uta.edu](mailto:faye.cocchiara@uta.edu)  
Course materials available on Blackboard Learn <https://elearn.uta.edu/webapps/login/>

**Office Hours:** Email for F2F appointment

**Location:** Virtual via Skype: faye.cocchiara

### **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 course calendar as "HBP." To obtain the HBP readings and cases, you will need to purchase the cases from Harvard's website using the link below.

Unique Course Link:

<https://cb.hbsp.harvard.edu/cbmp/access/34427909>

## GRADING

A grade of A (89.5% and above), B (79.5 to 89.4%), C (69.5 to 79.4%), D (< 69.5) will be earned based on your performance on the following assignments:

Semester Exam	30%
Assessments and Reflective Papers	30%
Self-Assessment Paper	30%
Attendance and Participation	<u>10%</u>
<b>Total</b>	<b>100%</b>

It is critical that you regularly attend class and participate in a positive and constructive manner. The class is conducted in a seminar format bolstered by class discussion, video clips, and other materials as the instructor deems necessary to enhance the content. 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.

## SEMESTER EXAM

The semester exam will take place during normal class time. It will consist of short answer and essay questions about the material covered in the course including all assigned readings, videos, and in class exercises. A review will be provided. Please bring a blue book. The semester exam will count for 30% of your grade.

## ASSESSMENTS AND REFLECTIVE PAPERS

There are six assignments due during the semester. Five will be graded. These will count for 30% of your overall grade. These assignments should be typed and submitted via Blackboard. 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 a 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 narrative consisting of 2-3 double-spaced pages. The Reflected Best Self-Portrait counts for 30% 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://www.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.

## **EVACUATION 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**

**Faye K. Cocchiara** is a former Associate Professor of Management at Arkansas State University and served as the university’s interim Chief Diversity Officer from August 2013 until she left the university in August 2014. Dr. Cocchiara earned her Ph.D. from UT Arlington. Prior to entering academia, Dr. Cocchiara worked for more than 10 years in a variety of mid-level management positions at Sabre, Inc. (now Sabre Holdings). As an installation services supervisor, she managed a staff of 25 help desk and installation services technicians stationed at Sabre headquarters and throughout the central region of the U.S. As a marketing manager, she wrote advertising copy and sales promotion materials for eAAasy Sabre, the precursor to Travelocity. As an HR business unit manager, she was responsible for executive level

succession planning and diversity management programs. Her research focuses on fairness in employment selection, performance stereotypes, and sex-based stressors and coping. Dr. Cocchiara's research appears in *Journal of Organizational Behavior*, *Organizational Behavior and Human Decision Processes*, *Human Resource Management*, and *Academy of Management Learning & Education* among others. Dr. Cocchiara has served as a lecturer in UT Arlington's college of business since the spring semester of 2015.

## COURSE CALENDAR

Week	Class Date	Topic/ Reading/ Assignment
1	June 8	<b>Course Introduction</b>  <b>The Changing Environment</b>  <u><b>Assigned Reading: Blackboard</b></u>  HBP -- Ofek, Elie, and Wathieu (2010). "Are you ignoring trends that could shake up your business?" <i>Harvard Business Review</i> , July-August.  Meister and Willyerd (2010). Ten trends shaping the future workplace now in The 2020 Workplace, New York, NY: Harper Collins.
	June 10	<u><b>Assigned Reading: Blackboard</b></u>  HBP -- Davenport and Patil (2012). "Data Scientist: The sexiest job of the 21 <sup>st</sup> century," <i>Harvard Business Review</i> , October, 72-76.  <b><i>DUE: Assignment #1 – Details on Blackboard; Submit by 11:59 p.m.</i></b>
2	June 15	<b>What is a Career?</b>  <u><b>Assigned Reading: Blackboard</b></u>  HBP -- Ibarra, H. (2002). "How to stay stuck in the wrong career," <i>Harvard Business Review</i> , December, 40-47.  Greenhaus, J. Callahan, G., and Godshalk, V. (2010). Career Contexts and Stages in Career Management, Thousand Oaks, CA: Sage.  <b><i>DUE: Assignment #2 – Details on Blackboard; Submit by 11:59 p.m.</i></b>
	June 17	<u><b>Assigned Reading: Blackboard</b></u>  Peters (1997). "The Brand Called You." <i>Fast Company</i> , August 31, 1997.  Kamaenetz (2012). "Career of the Future." <i>Fast Company</i> , January 9, 2012.

Week	Class Date	Topic/ Reading/ Assignment
3	June 22	<b>Career Success</b>  <u><b>Assigned Reading: Blackboard</b></u>  Hall, D. (2002). Career Choice and Decision-Making in Careers In and Out of Organizations. Thousand Oaks, CA: Sage.  <i><b>DUE: Assignment #3 – Details on Blackboard; Submit by 11:59 p.m.</b></i>
	June 24	<u><b>Assigned Reading: Blackboard</b></u>  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.
4	June 29	<b>Play to Your Strengths</b>  <u><b>Assigned Reading: Blackboard</b></u>  Rath, T. (2009). StrengthsFinder 2.0, New York: The Free Press.  <i><b>DUE: Assignment #4 – Details on Blackboard; Submit by 11:59 p.m.</b></i>
	July 1	<b>Assigned Reading: Blackboard</b>  Boyatzis, R.E. (2008), "Competencies in the 21st century", <i>Journal of Management Development</i> , 27: 5 – 12.  <b><i>BEGIN DATA COLLECTION FOR SELF-ASSESSMENT PAPER</i></b>
5	July 6	<b>Relational Styles</b>  <u><b>Assigned Reading: Blackboard</b></u>  HBP -- Goleman, D. (1998) “What makes a leader?” <i>Harvard Business Review</i> NOTE: Please complete the assessments before reading this article.  Bradberry, T. & Greaves, J. 2009. <u>Emotional Intelligence 2.0</u> , San Diego, CA: Talent Smart.  <i><b>DUE: Assignment #5 – Details on Blackboard; Submit by 11:59 p.m.</b></i>
	July 8	<b>Assigned Reading: Blackboard</b>  Bielaszka-DuVernay, C. (2008) “Hiring for emotional intelligence,” <i>Harvard Management Update</i> .

<b>Week</b>	<b>Class Date</b>	<b>Topic/ Reading/ Assignment</b>
6	July 13	<b>Career Skills</b>  <u><b>Assigned Reading: Blackboard</b></u>  HBP -- Ibarra, H. and Hunter, M. (2007). "How leaders create and use networks." <i>Harvard Business Review</i> , 40-47.  <b>DUE: Assignment #6 – Submit to Blackboard by 11:59 p.m.</b>
	July 15	<u><b>Assigned Reading: Blackboard</b></u>  HBP -- Hill, L., and Linebeck, K. (2010). "Can people trust you? Influence begins with trust." In <i>Being the Boss: The 3 Imperatives for Becoming a Great Leader</i> . Boston, MA: Harvard Business Review Press.  <b>SELF ASSESSMENT PAPER DUE NEXT CLASS</b>
7	July 20	<b>Generations in the Workplace</b>  <u><b>Assigned Reading: Blackboard</b></u>  HBP -- Howe, N. and Williams, S. (2007). "Next 20 years: How customer and workforce attitudes will evolve," <i>Harvard Business Review</i> , July-August, 41-52.  HBP -- Hewlett, S., Sherbin, L., and Sumberg, K. (2009). "How Gen Y and boomers will reshape your agenda." <i>Harvard Business Review</i> , 71-76.  <b>FIRST DAY TO SUBMIT SELF-ASSESSMENT PAPER</b>
	July 22	<b>Gender Issues and Work-Life Balance</b>  <u><b>Assigned Reading: Blackboard</b></u>  HBP -- Fels, A. (2004). "Do women lack ambition?" <i>Harvard Business Review</i> , 50-60.  HBP -- Tannen, D. (1995). "The power of talk." <i>Harvard Business Review</i> , Sep-Oct 139-148  Williams, J., Blair-Loy, M., and Berdahl, J. (2013). "The flexibility stigma." <i>Rotman Magazine</i> , 34-39.



<b>Week</b>	<b>Class Date</b>	<b>Topic/ Reading/ Assignment</b>
8	July 27	<b>Leading Organizational Change</b>  <u><b>Assigned Reading: Blackboard</b></u>  HBP -- Kotter, J. (1995). "Leading change: Why transformation efforts fail." <i>Harvard Business Review</i> , 96-103.  Levesque, L., and Roberto, M. (2005). "The art of making change initiatives stick." <i>MIT Sloan Management Review</i> , 46  <b>LAST DAY TO SUBMIT SELF ASSESSMENT PAPER</b>
	July 29	<b>Semester Exam – Bring a blue book</b>