

CAREER MANAGEMENT

Course Syllabus

The Darden Graduate School of Business Administration
University of Virginia
Fall, 1998
James G. Clawson

CAREER MANAGEMENT

Syllabus 1998

COURSE OBJECTIVES

This course is designed for second-year MBA students who want to manage careers more effectively: their own and those of people with whom they will work. The course is specifically intended to:

1. Help you develop skills in generating and using personal data in making career decisions and self-development plans. These self-awareness skills will be of value in many areas of management including leadership, team activities, interpersonal relationships, personal effectiveness and inductive reasoning, not just career management.
2. Help you develop a conceptual picture of the job search process and a plan for managing it for yourself and others.
3. Help you develop skills in knowing what kind of job data is relevant to you and generate that data.
4. Increase your understanding of current career related issues facing individuals and organizations.
5. Develop your skills at an essential managerial skill, inductive logic or the ability to reach conclusions from large pools of data under conditions of uncertainty and high personal investment.

COURSE DESIGN

This course may be different from other courses you take in several respects:

1. The personal stakes are high. Your decisions will affect your life and career.
2. The issues, conclusions and processes of the course extend beyond the course. The implications of your work will reach in a real way beyond the semester to your job search and early years on the job. Each class builds on the previous one. Discussions and data from each class continue to be used and relevant throughout the term.
3. The work load is significant. In part because of the high, personal stakes, you may find yourself tempted to devote lots of time to the materials. You will have to manage your time investments wisely.
4. The bi-level (individual and organizational views) nature of the course will ask you to shift perspectives frequently.
5. Personal issues will often arise. Although no one will be asked to reveal personal data

unless they so desire, the course deals in the personal as well as the professional. Class members will be asked to treat the personal issues and data with respect and understanding.

The course will address the following modules or topics:

Self-Assessment. We will use various instruments to generate personal data and then use cases to discuss those data and what they mean for each individual. Value will be placed on reducing personal blind spots and on using self-assessment data effectively. This part of the course will be approximately 60% of the whole and extend past the mid-semester break. This schedule will ease the mid-semester crunch for you and give us sufficient time for thorough data generation and analysis.

Career Management Strategies. Alternative strategies for managing one's own career and the careers of others will be addressed and explored in the second half of the course. Although there will be no one right strategy, we will seek consistency and rigor in establishing strategies from carefully generated self-assessment data.

Organizational Perspectives. The course will ask that you understand and wrestle with managing careers from an organizational as well as an individual standpoint.

Contemporary Issues. Issues that face professional people today will be raised and explored. Again, no one right answer will be sought, but a thorough understanding of the issues from several sides will. Class members will be expected to use their own data and career conclusions to make personal sense of the career dilemmas facing us today.

REQUIRED MATERIALS

Self Assessment and Career Development, Third Edition, by James G. Clawson, John P. Kotter, Victor A. Faux, and Charles C. McArthur, Prentice-Hall, Englewood Cliffs, N.J, 1992.
Available from DEMS.

The Drama of the Gifted Child: the Search for the True Self, Alice Miller, 1997, Basic Books.

Supplementary Case Packet, DEMS.

A large, strong, 3-ring binder. You should have a colored tab in your binder for each instrument you develop data for during the course. There will be approximately 20 instruments.

GRADING

Your grade will be composed of one-third Self Assessment Paper, one-third Career Development Paper, and one-third class contribution. Class participation will be marked daily according to the following framework: Outstanding contributions will receive a 3, significant contributions a 2, modest contributions a 1, silence or up to two recruiting/sick absences

communicated to the instructor in advance or same day, a 0, repeats or useless chip shots a -1, wholly unnecessary diversions a -2, unexplained or unexcused absences a -3. All absences should be reported to the instructor in advance or on the same day if ill. You may take two absences for recruiting or ill health purposes without penalty if I am advised. Each absence beyond the second *for whatever reason* will result in a grade reduction in the course.

FACULTY

Associate Professor James G. Clawson
Course Secretary Mary Darnell

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CAREER MANAGEMENT
COURSE SCHEDULE, Fall 1998

I. INTRODUCTION

1. Tu 9/01 Introduction (*Reflections on a Summer Internship in Investment Banking and Dan and Mandy*)

II. SELF ASSESSMENT

2. We 9/02 The Figure Test
3. Mo 9/07 Multiple Intelligences (LSI and EQ)
4. Tu 9/08 Values
5. We 9/09 Class canceled to complete Written Interview
6. Mo 9/14 Resumes and Correspondence Campaigns (*Jim Lydon*)
7. Tu 9/15 Resonance and Dreams
8. Mo 9/21 Career Anchors and Career Concepts
9. Tu 9/22 Interpersonal Style I (MBTI and PDT)
10. Mo 9/28 Interpersonal Style II (ISI and FIRO-B)
11. Tu 9/29 Life Styles (24 Hour Diary and Diagrams)
12. Mo 10/05 Leadership Style (VCM and LPI)
13. Tu 10/06 Strong Interest Inventory
14. Mo 10/12 Written Interview (WRITTEN INTERVIEWS DUE)
15. Tu 10/13 Developing Life Themes (Written Interview II) and Dyad Assignment
***** **Exam Week** *****
16. Mo 10/26 Class devoted to Dyad Exercise
17. Tu 10/27 Dyad Exercise Debrief
18. We 10/28 Personal Theme Development (**SAP Assignment**)
19. Mo 11/02 Completing a Self Assessment
20. Tu 11/03 Implications of Self Assessment (**SAP's Due**)

III. GENERATING OPPORTUNITIES

21. Mo 11/09 The Job Search Process (*Steven Taylor's Hong Kong Job Search*)
22. Tu 11/10 Building a Career Strategy (*Carrie Baugh's CDP and Steven Taylor's CDP*)
23. Mo 11/16 Managing Job Search and Negotiating and Deciding (Vignettes)
24. Tu 11/17 Choosing a Job or a Career? (*Mike Downer*)

IV. INDIVIDUALS AND ORGANIZATIONS

25. Mo 11/23 *The Drama of the Gifted Child*
26. Tu 11/24 The First Year Out (*Jewel Savadelis* or *My First Annual Review*
(SAP's Due Back)
27. Mo 11/30 Mentoring and Career Management (*Karen Harper*)
28. Tu 12/01 Darden MBA at Mid-Career (*BM or WS*)
29. Mo 12/07 Workaholism and Balancing Your Life (*Hassan Shahrsebi*)
30. Tu 12/08 Setting Career Policies (*Marriott*)
- Fr 12/11 Career Development Papers Due at 4:30 pm sharp in the box in Room 264.
May be handed in earlier if you wish.

I. INTRODUCTION

NOTE: **SACD** refers to the text, **DOGC** refers to the Miller book.
CP refers to the case packet distributed at the beginning of the semester by the Darden Educational Materials Department,
RP means *Reserve Packet* on reserve at the main desk in the library, and
TBD means *To Be Distributed* throughout.

1. INTRODUCTION TO THE COURSE

Read:

SYLLABUS

INTRODUCTION (SACD, p. 1),

THE SELF ASSESSMENT PROCESS (SACD, p. 5),

DAN AND MANDY (SACD, p. 10) and

Reflections on a Summer Internship in Investment Banking (CP).

Study Questions:

1. How was your summer work experience similar to or different from Charles Nelson's?
2. What did you learn about yourself and your future career choices from your summer experience?
3. What decisions do Dan and Mandy need to make?
4. What kinds of information do Dan and Mandy need to make their decisions?
5. How should they make their decisions?

In Class: We will discuss the course and the major assignments in some detail. After a discussion of the case, the WRITTEN INTERVIEW ASSIGNMENT (SACD, p. 13) will be assigned. Also, the STRONG INTEREST INVENTORY, LPI, ISI, and JOB SEARCH DIARY assignments will be made.

II. SELF-ASSESSMENT

2. THE FIGURE TEST

Assignment:

Complete the **Strong Interest Inventory** (CP).

Distribute the **Interpersonal Style** forms (SACD, p. 89-96) to associates to complete. Be careful not to tear out page 97 as you will need the back side later. Instructions are on page 83. Do not distribute pages 85-87 which are *self inventories*.

Distribute the **Leadership Practices Inventory** (LPI) associate forms to associates to complete.

Complete the **Background Data Sheet** (CP). Be ready to hand it in in class. We will reproduce these on a class roster so that the career experience in the room will be available to all.

Begin writing your **Written Interview** (SACD, p. 13). ***DO NOT POSTPONE THIS!*** It helps to write it 2 or 3 or more sittings rather than in a marathon exercise. You will get better data. The Interview encourages you to take a break after Question #4, but feel free to leave your writing at any point. The sequencing is important (don't skip ahead), but the time spent in each sitting or on each question is up to you. NOTE that class 5 is canceled to help you complete this assignment.

In Class: *The Figure Test* (TBD) will be administered, scored, and analyzed. We'll also begin the Feelings Record.

Due: Hand in your completed *Strong Interest Inventory* today in order to get it back in time! Be SURE to complete the name and demographic data at the top.

3. **MULTIPLE INTELLIGENCE STYLES**

Assignment: Continue writing your Written Interview.

Complete the **Learning Style Inventory** (CP). Be prepared to explain it and what it says. Record your reactions in your Feelings Record. Be prepared to interpret Bob Baker's Learning Style Inventory (UVA-PACS-0089).

Complete the **EQ test** as explained in class. (TBD, As of this writing, there were several options we were exploring.)

Also, **PLAN NOW** which two days, a week day and a weekend day, between now and the class on Life Styles, you will record in your **24 HOUR DIARY**. See the 24 HOUR DIARY assignment, SACD p. 113.

4. **VALUES**

Assignment: Complete the **SORTING CAREER AND LIFE VALUES** Exercise (SACD, p. 39). Record your reactions in your **FEELINGS RECORD** or on page 42.

Read: Steven Taylor's and Carrie Baugh's Life and Career Values Card Sort (SACD) and Bob Baker's Values Card Sort (CP, p. 4-5) and be prepared to interpret them.

5. **WRITING YOUR WRITTEN INTERVIEW**

Assignment: Class is canceled so you can use the time and preparation time to devote to writing your Written Interview.

USE THIS TIME WISELY. YOU'LL NEED IT LATER ON!!!! If you have time, be sure you're current on your Feelings Record entries and inferences for each of the preceding instruments.

6. **RESUMES and CORRESPONDENCE CAMPAIGNS**

Assignment:

Read MAKING CONTACT (SACD, p. 297), JIM LYDON (A) (SACD, p. 301), and JIM LYDON (D) (CP). Read GETTING JOB LEADS (SACD, p. 291).

Read WRITING EFFECTIVE RESUMES (CP, UVA-PACS-0085). Bring your resume to class and be prepared to read a classmate's resume using the principles introduced in the note.

Study Questions: If you were Jim Lydon's roommate and had been asked by him to critique his cover letter before he sent it, what advice would you give him? Try drafting a better letter for Jim.

7. **RESONANCE AND DREAMS**

Assignment:

On one sheet of paper list the most important living principles you've learned thus far in your life. That is, summarize in simple declarative sentences the most important "rules for living" or "**rules for managing your life**" that you've concluded thus far in life. Do not use one word principles, rather complete sentences. Consider examples from Stephen Covey, (*Seven Habits of Highly Effective People* and Jack Welch, *Control Your Destiny or Someone Else Will* to stimulate your thinking.)

Take five minutes without interruption. Breathe deeply for one minute to collect your thoughts. Then, consider the question, "**What is your life's dream?**" Write your answer. If you feel it has changed over time, feel free to record this. What is the purpose of your life?

Write down the **five most important books** you'd recommend to your children to read. Choose books that most closely convey your philosophy of life. Beside each, write a short explanation of why you chose that book.

Finally, write a **metaphor for life**. How do you see life, in metaphorical terms? For instance, someone once wrote, "life is like a maze in which you're always trying to avoid (rather than find) the exit." Or more cynically, "life is like a bagel, lots to enjoy around the outside, but basically a big hole in the middle." Then explain your metaphor and why you chose it.

Continue writing on your Written Interview IF you haven't finished it by now.

8. **CAREER ANCHORS AND CAREER CONCEPTS**

Assignment: Complete the *Career Orientations Inventory* on pages 3-7 in CAREER ANCHORS workbook (CP). Read pages 9-36. Be prepared to explain how you think your career anchor scores should impact your future career decision making.

Complete the *Career View Inventory* as explained in class. See the website <http://www.decdynamics.com/online.htm>. The registration password will be given in class. Be sure to keep track of your *signature* and *password*. Be prepared to discuss the implications of the various Career Concept types on your career choices.

9. **INTERPERSONAL STYLE I**

Assignment:

Complete the **Myers-Briggs Type Indicator** (MBTI) (CP). You may have done this last year or earlier in your career as well; that's okay. If you have your data from the previous administration, bring it along. Read the booklet on scoring and interpreting the MBTI instrument and the chapter in SACD (p. 71) and score and interpret your own data. Record your reactions in your Feelings Record. Be prepared to discuss Steven Taylor's and Carrie Baugh's profiles on SACD, p. 78, and Bob Baker's type (p. 6 in his self assessment data case).

Complete the **PREDISPOSITION TEST** (SACD, p. 105). Record your reactions to each in your FEELINGS RECORD. Read Steven Taylor's and Carrie Baugh's Predisposition Tests (SACD, p. 112) and Bob Baker's (p. 8) and be ready to interpret them.

10. **INTERPERSONAL STYLE II**

Assignment:

Complete the **INTERPERSONAL STYLE INVENTORY** (SACD, p. 83) and be prepared to discuss Steven Taylor's and Carrie Baugh's scores (SACD, p. 102-104) and Bob Baker's (p. 12) as well. Collect the ISI forms you distributed earlier and summarize the scores.

Also, complete the **FIRO-B** instrument (CP). Then read Scoring and Interpreting the FIRO-B (SACD, p. 79) and score and interpret your own data. Be prepared to discuss Bob Baker's (p. 7) profile.

11. **LIFE STYLES**

Assignment:

Complete the **LIFE STYLE DIAGRAM** assignment (SACD, p. 117). Be ready to interpret Steven Taylor's and Carrie Baugh's Life Style Diagrams, (SACD, p. 122-123) and Bob Baker's (p. 11). Note that this assignment can and should take some time to reflect your natural tendencies toward structuring a very ambiguous assignment. Feel free to use your creative tendencies to complete this assignment.

Complete the **Survey of Behavioral Characteristics** (SACD, p. 47) Read the note on scoring and interpreting the instrument and score and interpret your own data. Record your reactions in your Feelings Record. Read *Developing Your Creativity* (SACD, p. 51).

Complete two **24-HOUR DIARIES** as outlined in the text assignment (SACD, p. 113). Be ready to interpret the diaries of Steven Taylor and Carrie Baugh (SACD, p. 114-116) and Bob Baker (p. 13)

Complete **Assessing Your Behavior Pattern** (UVA-OB-360) (CP). Read the note on scoring and interpreting the instrument and score and interpret your own data. Record your reactions in your Feelings Record. Note Bob Baker's score, p. 6.

Study Questions: What inferences can you draw about Steven and Carrie and Bob from their 24 HR Diaries? What inferences could you draw about the people who drew the life style diagrams on pages 119-120 in the text?

12. **LEADERSHIP and PERSONAL STYLE**

Assignment:

Complete the **SURVEY OF MANAGERIAL BEHAVIOR** (SACD, p. 63). Score and interpret your own data. Record your reactions in your Feelings Record. Note Bob Baker's profile (p. 10).

Complete the **LEADERSHIP PRACTICES INVENTORY SELF FORM**. Collect and summarize the assessments from the people you sent them to earlier. Work through the workbook to develop your own scores. Be prepared to explain and interpret scores. See Bob Baker's profile (p. 9)

13. **STRONG INTEREST INVENTORY**

Assignment:

Read **THE STRONG INTEREST INVENTORY** (SACD, p. 89). Be prepared to draw inferences from Steven Taylor and Carrie Baugh's **STRONG** profiles (SACD, p. 138-141) and Bob Baker's (pp. 15-20) on all sections of the profile. Note that the pages are mixed up in the text.

Complete your **SACD TEST SCORES REPORT FORM** (attached to this syllabus OR on the web if available). **USE RAW DATA NOT PERCENTAGES TO COMPLETE YOUR FORM.** We'll collect these to make a summary of class data for you to compare and contrast your data.

Read **OTHER DATA GENERATING DEVICES** (SACD, p. 195). Add any additional data pools you may have and wish to analyze to your Career Management binder. Include these along with the various **MISCELLANEOUS TESTS** we've done so far. (Living principles, Life's Metaphor, Life's Dream, Five Books to Recommend, etc.)

Due: Your **Dyad Partner choices**. Please choose someone from the class. Hand in your mutually agreed upon selection on a sheet of paper.

Due: Bring your completed **SELF-ASSESSMENT TEST SCORES REPORT FORM** to class to hand in (IF not submitted on the Web page). We will aggregate the information and feed it back to you.

14. **WRITTEN INTERVIEW**

Assignment:

Complete your **Written Interview**. Read **ANALYZING THE WRITTEN INTERVIEW** (SACD, p. 143) and EITHER Steven Taylor's, Carrie Baugh's **WRITTEN INTERVIEWS** (A), (SACD, p. 148-166) OR Bob Baker's **Written Interview** (CP).

Study Questions: This is a key class for developing our inferential skills. What inferences do you draw about Steven and Carrie and Bob? What evidence do you have to support your conclusions? What are the strengths and weaknesses of the **Written Interview** as a data-generating device?

Due: Your **WRITTEN INTERVIEWS** should be completed by now.

15. **DEVELOPING LIFE THEMES**

Assignment:

Read **THE FEELINGS RECORD** (SACD, p. 167), Steven Taylor's and Carrie Baugh's **FEELINGS RECORDS**, (SACD, p. 168-174), **DEVELOPING LIFE THEMES** (SACD, p. 175) and Steven Taylor and Carrie Baugh's **WRITTEN INTERVIEWS (B)**, (SACD, p. 177-187).

Develop a single theme (using the worksheet, page 176) for Steven or Carrie or Bob. Marshall as much data as you can and be as careful as you can in writing the theme label. Be prepared to present your analysis in class. Bring an extra copy of your theme and an overhead transparency of it.

Our next class will be after exam week. **BE SURE TO HAVE EXCHANGED YOUR DATA BEFORE YOU GO INTO EXAMS.**

****** EXAM WEEK ******

16. **CLASS CANCELED AND DEVOTED TO DYAD EXERCISE. Meet with your Dyad Partner and exchange feedback to your data. USE THIS CLASS TO CONDUCT YOUR DYAD EXERCISE. Be sure you have analyzed your partner's data before you meet.**

Canceled for Dyad Feedback Exercise. See **DYAD EXERCISE** (SACD, p. 189). Make an appointment with your partner and conduct your interviews before the next class.

17. **DYAD EXERCISE**

Assignment:

Be prepared to report on your Dyad Exercise. Review Steven Taylor's and Carrie Baugh's and Bob Baker's Dyad Exercise data and be prepared to discuss them. Be prepared to evaluate the quality of the themes returned in the Dyad Exercise by their partners.

18. **PERSONAL THEME DEVELOPMENT:**

Assignment:

Re-read **WRITING YOUR SELF-ASSESSMENT** (SACD, p. 225). **Develop a complete theme from your own data**, including the feedback from the Dyad Exercise, using the form on page 226. Bring it to class and be prepared to describe the process you used to develop it.

In Class: SELF ASSESSMENT PAPER ASSIGNMENT.

19. **COMPLETING A SELF ASSESSMENT**

Assignment:

Read **WRITING YOUR SELF ASSESSMENT** (SACD, p. 225). Read **ASSESSING THE SELF-ASSESSMENT EXERCISE (LAUREN DAVIS' SELF ASSESSMENT DATA and PAPER** (SACD, p. 197 ff) and/or Bob Baker's Self Assessment Paper.

Study Questions: Grade Lauren's or Bob's paper as if you were her or his instructor. WRITE out and be prepared to read the summary comments that you would attach to the paper as you returned it to her. Don't wing this. REPEAT: WRITE out your summary comments to Lauren and be prepared to read them in class. This will help in a number of ways, including seeing how to present your data better, how to read what you write, how to assess a paper, and how to construct the tightness of logic to grade.

20. **IMPLICATIONS OF SELF ASSESSMENT**

Assignment:

Read **DRAWING IMPLICATIONS FROM THEMES** (SACD, p. 229).

In Class: Consider Steven Taylor's and Carrie Baugh's THEMES LISTs (SACD, p. 231). Develop two or three well-documented implications from the themes presented there. Be prepared to present these in class. What careers or job arenas should Steven and Carrie and Bob Baker focus their job search?

DUE: Hand in your SELF ASSESSMENT PAPER and your entire Self-Assessment notebook at the end of class in my office, FOB 277. The Self-Assessment Paper should be the first thing one sees upon opening the binder. Put the data and your analyses for EACH instrument we have used under a SEPARATE index tab, clearly marked. **MARK THE OUTSIDE of your binder on the binding with your name.** Also, be sure your name is on your paper. **KEEP A COPY OF YOUR PAPER. DO NOT INCLUDE ANY LOOSE PAPERS IN YOUR BINDER OR YOU MAY LOSE THEM!!!!**

III. GENERATING OPPORTUNITIES

21. THE JOB SEARCH

Assignment:

Read THE CAREER DEVELOPMENT PROCESS (SACD, p. 233), SOME HARD FACTS ABOUT MBA JOB SEARCHES (SACD, p. 239), and *Steven Taylor's Hong Kong Job Search* (CP) (and if you wish HENRY ROCK (SACD, p. 245). Read FOCUSING A JOB CAMPAIGN (SACD, p. 261) and Steven Taylor's and Carrie Baugh's LIFE THEMES and IMPLICATIONS (SACD, p. 269-274).

Study Questions: Develop a Gantt Chart that represents the job search process that Steven Taylor went through. Include unpredictable events and note their impact on Steven. Note the relationship between Steven's job search and his Life Themes List.

22. BUILDING A CAREER STRATEGY

Assignment:

Read the CAREER DEVELOPMENT PAPER (SACD, p. 373).

Read *Bob Baker's Career Development Paper*, *Carrie Baugh's Career Development Paper*, and *Steven Taylor's Career Development Papers*. Give grades to each and write out a paragraph or two of comments you would put on their papers. Be prepared to read these in class.

23. MANAGING A JOB SEARCH AND NEGOTIATING AND DECIDING

Assignment:

Read MANAGING YOUR LIFE DURING JOB SEARCH (SACD, p. 341).

Study Questions:

Given your own values, how would you handle each situation on pp. 344-345?
Write down your approach to negotiating the vignettes outlined in the note on page 363.
Given your Life Themes, what challenges do you anticipate facing during job search?

24. CHOOSING A JOB OR A CAREER

Assignment:

Read ANALYZING AND CHOOSING A JOB OFFER (SACD, p. 347), MIKE DOWNER (SACD, p. 351), and NEGOTIATING AND ACCEPTING A JOB OFFER (SACD, p. 361).

Study Questions: Which offer should Mike accept and why? Under what conditions?

TWO PERSON CHOOSING (OPTIONAL)

NOTE: Those of you who will be making your career decisions with a partner may wish to complete the following assignment as a supplemental exercise.

OPTIONAL Assignment: Read DECISION MAKING FOR COUPLES (SACD, p. 365) and THE BRADSHAWS (SACD, p. 366).

Study Questions: What should the Bradshaws do? How should they make their decisions? What do they need to know in order to make those decisions? What do you predict will happen?

25. **THE DRAMA OF THE GIFTED CHILD**

Assignment:

The Drama of the Gifted Child: The Search for the True Self.
Why Good Managers Make Lousy Fathers, (CP)

Study Questions:

What is a gifted child? What are the key concepts from the book that bear on career management both for you and for others? Make an entry in your Feelings Record related to your thoughts and feelings as you reflected on your life while reading the book.

IV. INDIVIDUALS AND ORGANIZATIONS

26. **FIRST YEAR OUT**

Assignment:

My First Annual Review (CP)
THE FIRST YEAR OUT (SACD, p. 389)
THE EARLY CAREER (SACD, p. 411)

Study Questions: What could this person have done differently in managing his first year? What lessons stand out for you? What should he do now? Why?

27. **MENTORING AND CAREER MANAGEMENT**

Assignment:

Read DEVELOPMENTAL RELATIONSHIPS (SACD, p. 399) and KAREN HARPER (SACD, p. 406).

Study Questions:

What should Karen do? Why?
How would you describe Karen's relationship with her boss?
Be prepared to describe your experience or lack of it with mentoring in your previous jobs.

What does it take to be a good mentor?
What does it take to be a good protégé?

28. **DARDEN MBA at MID-CAREER**

Assignment:

Read ADULT LIFE AND CAREER STAGES (SACD, p. 426) and either WS or BM as assigned (TBD)

Study Questions:

What were the major turning points in this person's life?
How much of this was predictable given their Life Themes and adult development theory?

Using the material from the chapter, your knowledge of scenario building from the strategy course (see technical note UVA-BP-360), write three reasonable scenarios for your life. Include major turning points and key outside events that might push one in one direction or another.

29. **WORKAHOLISM AND BALANCING YOUR LIFE**

Assignment:

MANAGING A CAREER OVER TIME (SACD, p. 423),
BALANCING YOUR LIFE (CP),
Workaholism (TBD)
Hassan Shahrsebi (CP)

Study Questions:

Is there such a thing as workaholism? What evidence do you have for your answer?
If you were Hassan's boss, what would you do and why?
If you were Hassan, what would you be able to do, what would you do, and why?
What strategies will you use to manage the tendency to overwork in your career?
What is your definition of success? Bring your written definition to class.

Optional Reading:

Workaholism by Marilyn Machlowitz,
Working Ourselves to Death by Diane Fassel,
Overworked Americans by Juliet Schor,
Work Addiction by Bryan Robinson
The Addictive Organization, by Anne Schaeff.

30. **SETTING CAREER POLICIES**

Assignment:

Read *The Work and Family Life Department at Marriott Corporation C*, (UVA-OB-435/CP).

Study Questions: What trends do you see in the business world that address the question of balancing work and family life? If you were in Donna Klein's position, what policies would you recommend to senior management? Why? What would be the costs and benefits to the corporation of these policies? Be prepared to present and defend your perspective.

CAREER DEVELOPMENT PAPERS

CAREER DEVELOPMENT PAPERS are DUE AT **4:30 PM SHARP** ON Friday, DECEMBER 11, in Room 264, Darden School Office Building. Be sure to put your NAME on the paper. KEEP A COPY FOR YOURSELF.

CAREER MANAGEMENT TEST SCORES REPORT FORM

Darden Graduate School of Business (1998)

In order to generate class profiles for your use in your data analysis, we need to know your scores on the various tests we have used. Please fill out this page completely and hand it in on the date requested. Assuming the web page development is completed, we prefer that you use that media to report your scores. **REPORT RAW SCORES ONLY!! DO NOT REPORT PERCENTAGES!**

1. **DEMOGRAPHICS:**

SEX M F MARRIED Yes No U.S. CITIZEN Yes No AGE _____

2. **FIGURE TEST:**

ENVIRONMENT		PEOPLE						OTHER
ACT	PAS	AFF	AGG	COM	DEP	DIR	EXH	

3. **LEARNING STYLE INVENTORY:** CE RO AC AE

4. **PREDISPOSITION TEST:** AMB AUTH SOLI
(Total Score, NOT divided by 7) _____

5. **FIRO-B**

	Inclusion	Control	Affection
Expressed			
Wanted			

6. **MBTI Type** _____

7. **LEADERSHIP** Vision Commitment Management

8. **CREATIVITY** Part One Part Two
