

THE ART & SCIENCE OF THRIVING IN THE NEW WORLD OF WORK WINTER 2018

MO468-Senior Capstone- 3 credits

Gretchen Spreitzer & Betsy Erwin



Class Overview

As you launch your post-Ross journey you will experience a great deal of change. Some you can anticipate (new geography, new schedule, and new dress code, new boss, new coworkers). Other changes may sneak up on you (personal impact of evolving business landscape, job loss, challenging relationships with managers & colleagues, changing personal priorities). The course will introduce you to the science in several related fields to help you learn to thrive for personal and professional success in the new world of work.

The new world of work might be characterized by more flexibility and uncertainty, more people are switching jobs and careers at a frequent clip. Sometimes this is by choice to learn new skills or move up the career ladder. Other times, employees may be choosing a more freelance or entrepreneurial career path. And for others, the choice to change jobs may be forced through corporate restructurings or displacement due to technology.

Through this course you will reflect upon and synthesize your academic studies and action learning experiences to proactively craft a meaningful career and life. Specifically, you will learn to reveal and leverage your knowledge to adapt to your evolving professional and personal priorities, and the changing business world.

Course Format

The course will meet in two ninety-minute sessions each week. One session each week will introduce our topics and explore the research foundation related to the curriculum. That content will be delivered through lectures, case discussion, engaged learning exercises and guest speakers. The second weekly session will provide action-learning opportunities to bring the research and theories to life, faculty-guided group work and provide resources and support for class deliverables.

Modules:

1. Setting the stage: understanding the new world of work. How are careers and workplaces changing
2. Knowing myself: using assessments to learn more about myself, strengths, values, and passions
3. Fortifying for success: becoming resourceful
4. Tools for navigating your career: scenario planning, seeing the possibility/opportunities not just threats, fundamental state of leadership, visioning process

Learning Objectives

- Understand the new world of work and the implications for your career (learning goals: business concepts and frameworks; strategic and integrative thinking)
- Have critically examined validated research and practice to draw on a more adaptive and effective version of your professional and personal self (learning goal: evidence-based decision making).
- Have drawn on and synthesized resources inside and outside the classroom to better understand your emerging role in business immediately after graduation and further into the future (learning goal: reflective leadership).
- Have collaborated with your student cohort, teaching team and classroom guests to build a resource-rich guide designed to equip you to thrive in an increasingly complex business landscape (learning goals: working with others, creativity and innovation, effective managerial communication).

Individual Contribution & Expectations:

Class contribution includes both your participation in class discussions as well as quality of many day to day deliverables for different class meetings assigned on Canvas. You are expected to come prepared to ask questions and make contributions that add to your understanding of the course material as well as to the knowledge base of your fellow students.

- ***Be courteous.*** Come on time and do not leave early. Do not interrupt or engage in private conversations while others are speaking. It is also disrespectful to read the newspaper or work on material for another class. This class also has a policy of no use of electronics during class.
- ***Have an opinion and respect others' rights to hold opinions and beliefs that differ from your own.*** There are many different possible lenses for interpreting the material in this class.
- ***Allow everyone the chance to talk.*** If you have much to say, try to hold back a bit. If you are hesitant to speak, look for opportunities to contribute.
- ***Students who are not in class will have a point deducted for each session missed***

Assignments*

INDIVIDUAL

What I Know Now Reflection: In order to start where we are, we need to know where we are. This exercise is aimed at revealing your experienced-based knowledge. Think about your peak memories as a student and consider why those things have stuck with you. These memories should be focused on what you have learned from others about the world, not necessarily about your personal strengths or talents. We will engage in a mind mapping exercise in class to help you mine your experiences for this reflection

Written reflection and presentation to class. *Reflection 15 pts /Presentation 5 pts TOTAL 20 points*

Crowdsourcing a Launch Plan: For this assignment, you will need to conduct seven (7) 1-hour interviews with alumni, friends and personal and professional contacts at different career stages -

millennial, generation x, baby boomers. The idea is to generate insights about how to jump start and develop your career from a diverse group of people.

Report should include interview protocol, synthesis of key themes, and final takeaways for your own career development. TOTAL 20 points

First 100 Days Personal Contract: This assignment is designed to help you set your personal and professional trajectory. It serves as a promise to your future manager, teammates and roommates as well as yourself about how you will “show up”, evaluate your contribution and live your values. You will need to identify and describe at least five guiding principles that will shape your day-to-day decisions and related practices for enacting those principles. *One-page graphic and two- page narrative TOTAL 20 points*

TEAM

Module for Thriving in the New World of Work Field Guide: As a class we will create eight modules for a collective Thriving in the New World of Work Field Guide. Teams of five students will work on one module assigned from the list below. A digital version of collected modules will be distributed to all students at the end of the semester. *Group assignment: 25 points for written deliverable/15 points for engaging presentation TOTAL 40 points*

*Grading rubrics and detailed assignment instructions and required deliverables can be found on our Canvas site.

Your Teaching Team

Gretchen Spreitzer is the Keith and Valerie Alessi Professor of Management and Organizations at the Ross School of Business at the University of Michigan (RSB). She joined the Michigan faculty in 2001 after spending nine years on the faculty at the University of Southern California Marshall School of Business. She was also a Visiting Professor at the Australian School of Business in Sydney in 2008.

Her research focuses on employee empowerment and leadership development, particularly within a context of organizational change and decline. Her most recent research is examining how organizations can enable thriving. This is part of a movement in the field of organizational behavior, known as Positive Organizational Scholarship (<http://positiveorgs.bus.umich.edu/>).

She has authored many articles on contemporary issues in leading journals such as the Academy of Management Journal, the Academy of Management Review, Administrative Science Quarterly, and the Journal of Applied Psychology. She is the co-author of many books including:

- How to Be a Positive Leader (2014) with Jane Dutton
- The Best Teacher in You (2014) with Bob Quinn, Kate Heynoski and Mike Thomas
- Oxford Handbook of Positive Organizational Scholarship (2012) with Kim Cameron
- The Leader’s Change Handbook: An Essential Guide to Setting Direction and Taking Action (1999) with Jay Conger and Edward Lawler
- The Future of Leadership: Speaking to the Next Generation (2001) with Warren Bennis and Thomas Cummings

- [A Company of Leaders: Five Disciplines for Unleashing the Power in Your Workforce](#) (2001) with Robert Quinn

Gretchen is Faculty Director of the Center for Positive Organizations and is currently teaching electives on Leadership and Organizational Change for MBAs and BBAs, and the Multidisciplinary Action Project (MAP) Program. She is a core faculty member in the Leading the Positive Organization and Emerging Leaders Executive Education Programs at Michigan.

She serves on the editorial boards of [Academy of Management Journal](#), [Organization Science](#), [Journal of Applied Behavioral Science](#), [Journal of Organizational Behavior](#), and [Organizational Dynamics](#). She has been elected to leadership positions in several professional organizations including the [Academy of Management](#) (where she is on their Board of Governors and was division chair of the Organization Development and Change Division) and the [Western Academy of Management](#) (where she served as President). Gretchen has been awarded the Western Academy of Management's Ascendant Scholar award for early career contributions.

Prior to her doctoral education, Gretchen worked with the management consulting group at Price Waterhouse's Government Services Office and with Partners for Livable Places, a not-for-profit urban planning firm in Washington, D.C. She has a Bachelor of Science in Systems Analysis from Miami University (in Ohio) and completed her doctoral work at the Michigan Business School.

Betsy Erwin is the Senior Associate Director of the Center for Positive Organizations where she leads student-learning programs. In 2012 she designed the Center's co-curricular +lab and in 2014 she launched the credit-earning Magnify program. Both initiatives are aimed at introducing students to research, practices and living examples that create workplaces that enable people and communities to flourish. Betsy also oversees The Small Giants Positive Organizing Award granted through the ZLI Michigan Business Challenge and delivers numerous workshops on strengths, social networks, best-self assessments and team building. Additionally, she teaches a core course on businesses and leaders to BBA sophomores, and serves as the faculty advisor for TEDxUofM. Her previous experience includes serving as Director of the Career Development Office at the Kellogg School of Northwestern University, and more than 10 years in Career Development and Admissions at the Ross School of Business and the University of Michigan.

Betsy earned both her undergraduate and graduate degrees from the University of Michigan. Her graduate work is in higher education administration with a cognate in business.

Isobel Futter is a senior in the BBA program, minoring in French Language and Literature. She is passionate about positive organizational scholarship and has been involved with the Center for Positive Organization's +Lab program for three years. Outside of school, she's a Peer Coach for the Career Development Office, Marketing Lead for the Positive Business Project, and on the Marketing Club board. She enjoys writing, cooking, and travelling to new places. After graduation, she is looking forward to new experiences and moving to Dallas, where she will be a Marketing Analyst at PepsiCo.

Teaching Team Commitment

- We commit to making this course a valuable learning experience for you. This class will be both difficult and rewarding.
- We commit to introducing action-learning experiences that bring your learning to life.
- We commit to equipping you with the skills and tools necessary for you to create a valuable resource for thriving personally and professionally in the new world of work

Please feel free at any time to ask questions and raise any concerns you have, however large or small. Please reach us by email to set up an appointment.

Materials: Required and Supplemental

Special Course Materials: Each student must pay individually for the required special course materials because these involve royalties for simulations and/or online tutorials and/or negotiation exercises used in the class. This material cannot be shared (even among spouses) because the user fee is per person. You must purchase the special course materials by the deadline date and (of course) participate in the exercise(s) in order to receive a passing grade for the course. A grade will not be assigned to any student who has not paid for the special course materials. Please see Canvas for instructions on how to pay for the special course materials, or contact kresge_learn@umich.edu. Access to the special materials will be provided at a later date based on the payment information collected for this course. Finally, do NOT share any information about special required course materials with students who have not taken this class. It is an honor code violation to post anything about the material used in this class on a public web site. Copyrights: Materials used in class, including but not limited to, handouts, exercises, cases, discussion questions, charts, and graphs, are copyrighted and may not be used for purposes other than the educational experience of the class without the written consent of the instructor or the copyright holder.

Class Sessions**

**LINKS to REQUIRED READINGS AND PREP WORK CAN BE FOUND ON OUR CANVAS SITE IN CLASS SESSION TAB

Module I: Understanding the New World of Work

DATE	TOPIC	DELIVERABLE/GUEST
Jan 9	Beginnings: Course Preview and Introductions	Bring something meaningful to share
Jan 11	Exploring the Changing Landscape of Work	
Jan 16	Intro to the New World of Work-part 1	
Jan 18	Learning Reflection & Synthesis	
Jan 23	Intro to the New World of Work -part 2	Guest: Sue Ashford
Jan 25	Journey Map Presentation Day	What I Know Now
Jan 30	Intro to the New World of Work- part 3	Guest: Stacey Scimeca
Feb 1	Generative Interviews & Embodied Questions	

Module II: Knowing Myself

Feb 6	Finding Purpose & Thriving	
Feb 8	Strength-based Launch	Guest: Chris Murchison
Feb 13	Social Identity and Team Formation	

Module III: Fortifying for Success

Feb 15	Thriving in the New World of Work- Building Better Teams	
Feb 20	Field Guide Work Day	Work plan due at end of class
Feb 22	Becoming Resourceful	Crowdsourcing a launch plan
March 6	Developing Grit & a Growth-mind Set	Complete Grit survey
March 8	Job Crafting & Side Hustles	Guest: Anna Maloney
March 13	Influencing w/out Authority	Guests: Chris White & Kevin Thompson
March 15	Building a Community of Helpers	
March 20	Fortifying your Energy for Work & Life	

Module IV: Tools for Navigating your Career

March 22	Becoming Mindful	First 100 Days Personal Contract Guest: Jamie Cameron
March 27	Prepping Field Guide Work Day	
March 29	Cultivating Gratitude and Resiliency Practices	
April 3	Envisioning Career Transitions	Guest: Christine Vanek
April 5-12	Field Guide Presentations	
April 17	Endings: Peer and Course Feedback & Evaluations	



Grading

Grading Percentages	% of Final Grade
Thriving in the New World of Work Field Guide (Team)	40%
What I Know Now Reflection Sketch/Presentation (Individual)	20%
Crowdsourcing a Launch Plan (Individual)	20%
First 100 Days Action Plan (Individual)	20%
	TOTAL: 100%
Class attendance & contribution (Individual)	1% will be deducted from your final grade for each unexcused* absence of class

The course will follow the required grading distribution for BBA elective courses at Ross:

A- and above <60%

B or above <90%

B-or below = or > 10%

Academic Honor Code

Personal integrity and professionalism are fundamental values of the Ross Business School community. This course will be conducted in strict conformity with the Academic Honor Code.

The Code and related procedures can be found at

www.bus.umich.edu/Academics/Resources/communityvalues.htm. The site also contains

comprehensive information on how to be sure that you have not plagiarized the work of others.

Claimed ignorance of the Code and related information appearing on the site will be viewed as irrelevant should a violation take place. Non-Ross Business School students taking the course should also familiarize themselves with the Code as they will be subject to the Code as well while in this course.

General Class Policies

- **Assignments are due on the date scheduled.** As in the business world, work has to be received on time to matter. If you are late on an assignment, your grade on that assignment will be reduced by 25% for each day it is late.
- **Disabilities.** The University of Michigan is committed to providing equal opportunity for participation in all programs, services and activities. Students wishing to receive testing accommodations must register with the UM [Services for Students with Disabilities \(Links to an external site.\)](#) as soon as possible. Students must then submit their Verified Individualized Services and Accommodations (VISA) form via online web form as early as possible, but no later than two weeks prior to the test or quiz for which accommodations are requested.
- **Academic Honor Code:** Personal integrity and professionalism are fundamental values of the Ross Business School community. This course will be conducted in strict conformity with the Academic Honor Code. The Code and related procedures can be found at www.bus.umich.edu/Academics/Resources/communityvalues.htm (Links to an external site.) The site also contains comprehensive information on how to be sure that you have not plagiarized the work of others. Claimed ignorance of the Code and related information appearing on the site will be viewed as irrelevant should a violation take place.
- **Plagiarism:** Any content in an assignment you submit that is based on the work of others must be properly cited. This includes any information found on the Web. The CVC website contains detailed information regarding proper citations: <http://www.bus.umich.edu/Academics/Resources/communityvalues.htm> (Links to an external site.) Failure to comply with these procedures will be treated as an honor code violation. In addition, the use of any materials prepared by students who have previously taken the course will constitute an honor code violation.
- The required grade distribution for BBA electives will be applied to this course