



MGMT 294X
UNDERSTANDING CAREERS AND MANAGERIAL LABOR MARKETS
(0.5 CU)
Spring 2022

INSTRUCTOR

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Sections: 001 (TTH at 1:45-3:15 PM)
 002 (TTH at 12:00-1:30 PM)

Please let me know if I can help with anything. I arrive at class meetings early, and I will stay until you have no more questions. I hold office hours weekly. I email frequently and will respond to questions as quickly as possible. I am happy to help with anything related to this class; just let me know what you need!

COURSE OVERVIEW

This course examines the structure of managerial careers in order to help understand how those careers can be managed most effectively. Long gone are the days when students graduated into well-defined career paths that they could steadily follow through their working lives. Today, careers involve a lot more uncertainty. Studies show that managers can expect to move jobs multiple times, changing roles within firms and moving from one organization to another. The opportunities available to them are much more varied than they used to be, but greater uncertainty also means that most people will experience setbacks at one time or another. This course examines the nature of those opportunities and setbacks and how managers can navigate them, as well as employers.

A particular goal of the course is to build the knowledge necessary to successfully manage a career in such an uncertain environment by developing a career path that aligns with personal values and with abilities. By drawing on extensive economic, sociological and psychological research on careers, we will examine such questions as when should managers move on to the next job, or

even change fields altogether, and what are effective means of finding jobs, achieving promotions, managing networks, having a fulfilling career, and achieving work-life balance.

A fundamental characteristic of careers is also that they are shaped by the actions of employers as much as individuals themselves, and a successful career achieves an evolving match between the needs of each. By examining how modern careers play out, we can also build an understanding of what organizations need to do in order to effectively hire, retain and develop a workforce.

COURSE CONTENT

The class will examine a variety of aspects of careers. The first few sessions explore the basic building blocks of the career, outlining our knowledge on the different orientations that individuals take to their careers, how approaches to the career change as people get older, and how different kinds of job moves within and across firms advance careers. We will complement academic research by also hearing from an experienced executive who can talk about the issues that she dealt with as her career unfolded, and how she approached major decisions.

The second part of the course explores in more detail the social resources that affect careers. Much research has examined how the structure of social networks affect success in the workplace and access to job. We will review this evidence with an eye to understanding how effective relationships can be developed. We will also examine some of the most critical relationships for shaping careers – those involving mentors and sponsors.

The third section of the course then examines a number of the most important and difficult issues affecting modern careers. We explore one of the most difficult transitions that forms part of many careers, moving into management from an individual contributor role. We will also explore important social psychological conditions and strategies that allow individuals to persist and succeed in their career pursuit, especially in the face of obstacles, such as career setbacks and employer rejections. We then turn to issues of gender and careers. There is much evidence on the particular challenges that have faced women managers and executives in moving up the corporate ladder. We examine that evidence and discuss possible responses by managers and by organizations. We also discuss how individuals and organizations can manage the challenges of balancing work and personal life throughout the career.

COURSE GOAL

The goal of this class is to understand the structural dynamics that shape careers and personal strategies that individuals can adopt to manage careers, in order to prepare students for the decisions that they will need to make during the rest of the career. Similarly, we aim to provide knowledge that will help students manage the careers of others in order to effectively manage talent. We will draw on recent research to build a base of knowledge about how careers tend to unfold, and to help students develop a set of skills for making the most of them. Among other things, the course will:

- Study the different kinds of moves that people make within and across firms, what their long term consequences tend to be for careers, and how people can make the most of them.

- Examine different frameworks for exploring the kinds of rewards that people might seek from their careers.
- Expose students to some of the most difficult issues that they may have to deal with in their careers, such as dealing with setbacks, changing direction and managing work life balance, and discuss strategies for managing those issues.
- Explore some of the strategies that research has found most effective for building career success.
- Explore some of the issues that help achieve well-being while achieving career success.

TEACHING APPROACH

We will examine these issues using a wide range of different approaches. A particular goal is to make the course as interactive as possible, in order to facilitate deep engagement with the material and to encourage you to reflect on what these issues mean. As we explore how to manage your career, the course will include:

- Lectures and readings on what we know about how careers unfold and how to make the most of them
- Case discussions to explore how others have built their careers, and why they took the decisions that they did
- Guest speakers discussing the issues employers look for in mid-career, and what you must do to meet their demands
- Self-assessments to build an understanding of your own career goals and needs
- Group exercises to surface different issues that we face in our careers and novel approaches to resolving them. We will build particularly on the experience that you have already gained in managing a career in the workplace.
- Online discussions and feedback to maintain the conversations throughout the quarter

MATERIALS

I realize that you have to read extensively for all of your classes, so I want to make sure that the readings for this class are as worthwhile as possible. I sought to identify readings that will help you learn the course concepts while also being engaging. Nearly all reading materials I selected are written in an accessible way (in the style of popular books) by organizational scholars and social scientists who have training in social science methods. Unless otherwise noted on the syllabus, the materials will be available on Canvas through the “Course Materials @Penn Libraries” tab. Other readings will be available in the “Files” folder on Canvas.

ASSIGNMENTS AND GRADING

Grading

This course is only for registered students (no audits) and must be taken for a grade. You will not be graded on a curve. Instead, your grade will correspond to the sum of the points you have accumulated as a proportion of the total points available. This course uses the following grade distribution:

A+: 98-100%	B+: 87-89%	C+: 75-79%	D+: 63-66%
A: 93-97%	B: 83-86%	C: 71-74%	D: 59-62%
A-: 90-92%	B-: 80-82%	C-: 67-70%	F: 58% and below

Grading Components:

- Course attendance 10%
- Course participation 10%
- In-class exercise 10%
- Assessment Reflection Paper 20%
- Career Project 50% (5% for initial projected career path; 40% for final project; 5% for feedback to group members' drafts)

Course attendance (10%)

The class will be highly participative. The goal is that we should all learn from one another. As a consequence, I expect active participation from everyone. Attendance will be a major component of the participation grade, and repeated unexcused absences will be grounds for failing the class.

Participation (10%)

The class will be highly participative. The goal is that we should all learn from one another. As a consequence, I expect active participation from everyone. In this class, “participation” is defined as enriching your own learning and the learning of your classmates by contributing thoughtfully to class discussion and exercises. Here are my expectations for your participation:

- Be prepared.

Attend the class on time and come prepared. It is important that you have completed the assigned readings thoroughly before class on the day shown in the schedule.

- Enrich the conversation.

There are at least five ways to participate effectively: (1) ask a thought-provoking question, (2) share an example of a course concept from your experience, (3) stimulate debate by respectfully challenging a point made, (4) build on a prior comment to deepen understanding, and (5) integrate course readings insightfully.

- Be engaged.

This class is “unplugged.” Once class starts, all electronics (e.g., computers, cell phones, tablets, etc.) should be turned off and put away. If you need to use a device because of a language or disability issue, you need to secure permission at the beginning of the class. The misuse of an

electronic device (e.g., surfing the web or texting) will adversely affect your class participation grade.

- Be courteous.

Successful participation includes treating your classmates in a considerate and professional manner. Listen carefully to the comments and questions that your classmates voice. You may learn something new from their perspectives, and you will be able to avoid simply repeating something that another classmate has said earlier in discussion. Also, it is perfectly acceptable for you to voice disagreement with an opinion provided by another student or me. Open debate often leads to the most thoughtful and informative class discussions, as long as you do it respectfully.

Please see the detailed rubric for participation in the Appendix at the end of the syllabus.

In-class exercises (10%, 1% for each)

Throughout the semester, there will be exercises students do in the class either on their own or with groups. These exercises are designed to engage students and assess their learning. There are two formats for these exercises: either a report of discussion results or a short-essay.

Assessment Reflection Paper (20%)

Session 2 of the class will involve taking a career assessment instruments in order to assess your career goals and orientations. Following this session, you are to write up a **5-page, double** paper where you discuss the following issues:

1. What did you learn from the exercise? Where there any surprises?
2. How well do the career anchors that you identified for yourself fit the job that you plan to go into after graduation? Why do you think that?
3. What implications do your career anchors have for how you should seek to develop your career over the next ten years?

This is due in Session 3 and is worth 20% of the grade.

Career Project (50%)

The class will involve a course-long project to reflect on your career plans, based on the material that we cover in class as well as your own research. This will involve devising a projected career plan, exploring the implications for it of the class materials and readings, both required and additional, and then interviewing people who are more advanced in their careers to help you reflect on the various factors that have shaped other people's careers and their implications for your future. The project is structured around a number of deliverables:

1. An initial projected career path. Imagine that it is twenty years from today. You are looking back over your career so far. Briefly describe the job that you are in, and how you got there (i.e. what jobs you moved through during the twenty years after your graduation). The goal of this assignment is to get you thinking about how the next twenty years could unfold. In order to be most helpful, I would encourage you to balance being:

- a. Imaginative. What do you think are the opportunities facing you? How do you think opportunities might arise that you could seize? What might you be doing in twenty years' time that would fit your goals?
- b. Aspirational. The goal of this exercise is to form a basis for understanding what you might want to do and who you might want to be, and figure out how to get there. Describe something that you think you would be happy with.
- c. Realistic. Things aren't going to pan out exactly as you plan, but there should be some element of realism in your plan - a sense that this could happen.

This document is **3 pages** long, double space. It is due in **session 4** and is worth 5% of the total grade.

2. A final project in which you blend your projected career path with the insights from interviews and the frameworks and material covered during the class. This project is **10-15** pages long, double spaced. The project requires you to interview **at least 5** people who are at least 20 years older than you, in order to explore their careers. Those people should include at least 2 people who are in a field that is similar to the one that you would like to be in by this stage (Wharton alums are an excellent place to start looking for people to interview). Other interviewees could be from any walk of life: maybe your parents, maybe people that you have worked with in the past. Your interviews should cover the following topics:

- A description of their careers. What are all of the jobs that they have held? How and why did they move from one to another?
- What were the most important decisions that they made during their careers? How do they feel about the way that those decisions turned out?
- What were some of the luckiest breaks that shaped their careers? How did they build on those opportunities?
- What were some of the biggest setbacks that they experienced? How did they deal with those setbacks?
- What advice do they have for you about ensuring that you have the most fulfilling career possible?

Your project should include a description of the careers of your interviewees, and an analysis of what it means for your projected career path. Some questions that you might address are:

- a. How might you modify your career path in the light of your discussion? What alternative paths might be better, easier, more realistic?
- b. What do you think you could do early in your career to prepare you for the moves that you want to make subsequently? What do you think will be necessary in order to put your plan into effect?
- c. What might be some alternative paths and goals that you feel you should also consider?

In discussing these questions, you should incorporate insights from your interviewees, your own reflections, and class discussions. An important component of the grade will be how

well you are able to draw connections between what you find and some of the frameworks that we have discussed in lectures and drawn from the class readings.

A first draft of this project should be uploaded to Canvas by **session 10**. The final draft is due in **session 14**. It is worth 40% of your total grade.

3. Feedback on others' drafts. You will be put in project groups based on similar interests. Members within those groups will read each other's drafts and offer ideas and feedback on alternative career paths and strategies. You can insert comments in the draft you read, and/or attach a few paragraphs of additional comments. You will be graded on the quality of that feedback. The goal is to spur conversation that will enable you to learn collectively and from each other. This feedback must be provided by **session 12**. It is worth 5% of the total grade.

COURSE POLICIES

Turn on video

For the spring semester, the first three classes will be held synchronously (that is, I will be holding the class “live” on Zoom during the regularly scheduled session time). I expect you to be on Zoom with your video enabled through the duration of class. I might not be able to see your video because of Zoom's capacity limitations, but it is important that we are all as present as we can conceivably be.

Electronics – “unplugged”

I expect you to be off of your phone and not to toggle between the class video and other windows, including email and social media. This is very important for the full participation of the class. Although we will take the virtual class on zoom, I want each of you to get full value out of the class, to really absorb the material and to use it productively in your career. So I am asking you to not be on your phone or browsing internet during the class.

Attendance

Since the root of “attendance” is “attend”, you must be present mentally, such that you're paying attention. The class is taught in such a way that it is not possible to “catch up” later via the readings. Given the size of the class, there won't be an opportunity for everyone to talk on a regular basis. However, I expect you to be online on time and be prepared for each class. Thank you for taking this part of the course seriously. You are allowed one unexcused absence, and each further unexcused absence will lead to a reduction of 1 point. Excused absences are for medical reasons and religious holidays only. Please note that if you miss class as a result of an interview, then it is an unexcused absence. As noted above, one of the main reasons for this is that many of the exercises will involve collaborations with others. If you are absent, then your peers are at a disadvantage.

Stay on schedule

It is important to stay on track with your assignments; not only will this help you feel less stressed, but it is also an important skill you will need in your career. Being able to meet deadlines and juggle many tasks are important career and life skills. Thus you will need to complete all assignments according to the schedule. However, I recognize that personal circumstances may at times make it difficult or impossible to complete a learning task on schedule. If you have a personal situation that prevents you from completing a task on time, you will need to discuss this with me prior to the due date, if possible, so we can explore options. If it is not possible to discuss this prior to the due date, please reach out as soon as it is possible to do so.

Academic Integrity

Students are required to abide by the University's policy of academic integrity at all times. This applies to exam-related issues as well as plagiarism on graded assignments. Additional information on plagiarism is available online.

COURSE OUTLINE

Session 1 (Jan 13th) - Understanding Careers

The first session will discuss some of the benefits of building a deeper knowledge base on careers in order to manage our own careers most effectively and for managing others. We will introduce various core frameworks for understanding careers and examine data on how the careers of alums have played out in the past.

Required Readings:

- Sloan & Harrison: The Associate Challenge – HBS Case Study

Questions: Sloan & Harrison

- Do you think that the associates at Sloan and Harrison are happy with their career choices?
- Why are different associates having such different experiences in their early careers?
- What are some of the root causes of their dissatisfaction?

Session 2 (Jan 18th) - Career Anchors and the Lifecourse

What kinds of jobs people choose, and how they then experience them, reflects the kinds of things that they want out of life. In this class, we explore a canonical framework for thinking about what people want from their careers, Ed Schein's "Career Anchor" scale, which describes the different themes that people seek in their work. We explore what it means to be high on each of the different anchors, and how that might inform decision-making. We also explore the implications of differences in career anchors for how managers manage. We also discuss how the rewards that people seek from their careers and the challenges that they face change as they grow older.

Assignment: Complete the "Career Anchors" assessment and bring your scores to class

Required Readings: Hall, Douglas T. (2002) "Careers in and out of organization" pages 107-120

Questions:

- What do you think are some of the biggest challenges that you might face during the early-career and mid-career phases?
- Are there any ways in which anticipating those challenges might help you to prepare for them?

Session3 (Jan 20th) – Paths to the Top: Building Careers within and across Organizations

A big part of building a career is moving across jobs: from jobs with less responsibility to jobs with more; from jobs that are less remunerated to jobs that pay well; from jobs that are a poor fit for a worker's interests and skills to jobs that make the most of their potential. In this session we

examine the research describing the effects these kinds of moves. What are the pros and cons of moving companies? What tend to be the patterns of moves within companies? What kinds of jobs maximize opportunities for making successful moves subsequently? We also examine what these results mean for the best way for companies to staff their jobs.

Assignments: Assessment reflection paper is due. Please see description in the syllabus.

Required Readings:

- Leading the Josie Esquivel Franchise (A)
- Sandberg (2013) “Lean In”, Chapter 4

Questions

Josie Esquivel

- Why did Josie leave her prior jobs? Do you agree with her reasoning?
- What are some of the reasons that Josie has been so successful in her job? What things has she done to increase her success? What role has luck, or the behavior of others played?
- Should Josie take the job at Morgan Stanley?

Sandberg

- What is the main piece of career advice implicit in this chapter?

Bidwell and Mollick

- What is the main piece of career advice implicit in this paper? When do you think it makes sense to follow that advice, and when can you safely ignore it?

Optional readings

- Bidwell, M.J. And Mollick, E. (2015) "Shifts and Ladders. Comparing the Role of Internal and External Mobility in Executive Careers." *Organization Science*
- Hamori, M. (2010). "Job-hopping to the top and other career fallacies." *Harvard Business Review*, July-August
- Rivera, Lauren. 2012. Hiring as Cultural Matching: The Case of Elite Professional Service Firms. *American Sociological Review*. 77: 999-1022.

Session 4 (Jan 25th) – The Employer’s Perspective

Every move in every career is ultimately facilitated by an employer’s decision to put somebody in a particular job. Just as workers must figure out what path works best for them, employers also have to work out how to best manage workers’ careers over time in order to meet their needs for talent. In this session we explore how they think about what a career looks like, and how it fits into how they meet their talent needs.

- Assignments:** Your initial career path is due. This should be 1-2 pages in length, and describe how you see the next twenty years unfolding. More detail is in the assignment section of the syllabus.
- Required Readings:** A.P. Moeller Maersk: Evaluating Strategic Talent Management Initiatives - Harvard Business School Case
- Netflix Culture – slide deck available at <http://www.slideshare.net/reed2001/culture-1798664>
- Questions:**
- What parts of Moeller-Maersk’s approach to managing people do you like? What seems not to work?
 - What differences do you see between the Maersk and Netflix approach – and which seems best to you?
- Optional readings** Bidwell, Matthew (2016) Understanding Contemporary Staffing Processes – Initial Findings

Session 5 (Jan 27th) - Expecting the Unexpected: Adaptability in Careers

Careers have always been unpredictable, and may be becoming more so. Many people find that they need to make a major change in their kind of work if they are to find fulfillment in their career. Others find that their job disappears unexpectedly through downsizing or business failures, forcing a change. In this session we will explore some of the challenges of making a career switch in those circumstances, and the strategies that have proved successful.

- Required Readings:**
- Craig Parks (A) – Harvard Business School Case
 - Ibarra, Herminia (2002). "How to stay stuck in the wrong career." *Harvard Business Review* December: 4-11
 - Stybel, Laurence J. and Peabody, Maryanne (2001) “The Right Way To Be Fired” *Harvard Business Review* July-August 87-95

- Questions:**
- Craig Parks
- Assess Craig’s career decision-making to date. What mistakes (if any) do you think that he has made, and why?
 - What advice would you give Craig about what he should do now?
 - What advice does the Ibarra article hold for Craig?
- Ibarra
- Do you agree with Ibarra’s focus on identity as a critical part of career changes?
 - How easy do you think her advice would be to put into practice?

Optional readings

- Herminia Ibarra (1999). Provisional Selves: Experimenting with Image and Identity in Professional Adaptation. *Administrative Science Quarterly*, 44(4): 764-791
- Markus, H., P. Nurius. 1986. Possible selves. *American Psychologist* 41(9) 954-969

Session 6 (Feb 1st) – Conversations with a Headhunter

Todd Taylor and **Katherine Pluck** from Heidrick and Struggles will join us to offer his experience in analyzing resumes and placing individuals with career experience.

Session 7 (Feb 3rd): Managing Promotions

Successful careers involve being promoted into roles with greater responsibilities. Those promotions are an important reward, but also a challenge as we must adapt to our new setting and new responsibilities. Many people underestimate the scale of the change, and struggle to adjust to the very different expectations, challenges and even definitions of success that accompany their new role. We explore those challenges in this session, with the aim of preparing students for these transitions and helping them think about how firms can support managers undergoing this change.

Required Readings:

- Peter Isenberg at Fischer Stevens (A) **and** (B)
- Hill, Linda (2002). “Reconciling Expectations: the unexpected challenges of transitioning from individual contributor to manager” *Becoming a Manager* Chapter 2

Questions:

Peter Isenberg:

- Imagine that you are writing a performance appraisal for Peter Isenberg. How would you evaluate his first year as a Managing Director? What do you think he has done well? Where has he been less successful?
- What advice would you give him about growing into the new role?

Hill:

- What do you see as the biggest challenges that managers and executives face when they move into management?
- What do you think would be the best way to prepare for such a move?

Session 8 (Feb 8th): Mentoring and Mentors

Many successful careers are shaped by close relationships with mentors and sponsors. They provide valuable information on organizations, skill building, and norms. They also help managers to, find the right opportunities, build key relationships and navigate the political landscape within

the organization. We study those relationships in this session, exploring why they are important for managers and their employers, how they can be formed and how both parties can get the most out of them.

- Required Readings:**
- Case Study: The Mentorship of John Cooper (A)
 - Chandler, Dawn E., Hall, Douglas T. and Kram, Kathy (2009) “A Developmental Network and Relational Savvy Approach to Talent Development.” *Organizational Dynamics* 39: 48-56

- Optional Readings:**
- Sandberg (2013) “Lean In”, Chapter 5

- Questions:**
- What kind of sponsors would you hope to have in your first job?
 - What are the three best pieces of advice in these articles about how to get the best support from sponsors and mentors in your career?
 - What benefits do you think you could receive from mentoring others?

Session 9 (Feb 10th): Social Networks

It's almost a truism that career success is as much about who you know as what you know. In this session, we explore what kinds of relationships drive people's careers. In particular, we examine what effective networks of relationships look like, and what tactics can be used to build those relationships.

- Required Readings:**
- Russell Mehta at Rosy Blue: INSEAD case study
 - Brian Uzzi and Shannon Dunlap “How to Build Your Network.” *Harvard Business Review*, reprint R0512B

- Questions:**
- Russell Mehta:
- How should Russell be spending his time going forward?
 - How have relationships shaped Russell’s success so far?
- Uzzi and Dunlap:
- What key piece of advice do the authors have about what a successful career looks like?
 - Do you believe them? Under what circumstances is that advice likely to be wrong?

Optional Readings

- Yakubovich, Valery. Weak Ties, Information, and Influence: How Workers Find Jobs in a Local Russian Labor Market" *American Sociological Review*, Mar 2005, Vol. 70(3), p. 408-421
- Mark S. Granovetter. The Strength of Weak Ties. *American Journal of Sociology*. Vol. 78, No. 6 (May, 1973), pp. 1360-1380
- Roxana Barbulescu. 2013. Social networks across the job search process: Identifying opportunities, generating interviews, and getting offers *Organization Science*, 2013

Session 10 (Feb 15th): Gender, Race and Careers

There continue to be important differences in the careers of American men and women. Similarly the labor market demonstrates strong and persistent racial disparities In this session, we examine some of the reasons for those differences, and what they mean for the challenges that different groups face in the labor market

Assignments Due: First draft of your individual career project to be submitted online. It should be 7-10 pages, single spaced.

Required Readings: Bertrand, Goldin, Katz (2010): Dynamics of the Gender Gap for Young Professionals in the Financial and Corporate Sector. *American Economic Journal: Applied Economics* 2:228-255

Additional Readings: Barbulescu, R. and Bidwell, M.J. (2013) Do women choose different jobs from men? Mechanisms of application segregation in the market for managerial workers. *Organization Science* 24: 737-756
 Fryer, Roland G., et al. "Racial Disparities in Job Finding and Offered Wages." *The Journal of Law & Economics*, vol. 56, no. 3, 2013, pp. 633–689. *JSTOR*, www.jstor.org/stable/10.1086/673323.

Questions:

- What are the reasons that women in Bertrand et al's study earn less money than their male counterparts?
- What implications do you think that this has
 - For your career?
 - For policy?
 - For how you should manage people?

Session 11 (Feb 17th): Conversations with a former Executive

McNabb III, F. William
 Former CEO of Vanguard

Session 12 (Feb 22nd): Work-life balance

Balancing our ambitions for our careers with our personal and family goals is perhaps the biggest challenge for managing the modern career. In this session, we seek in part to understand the nature of those demands and the different strategies that people and organizations have adopted for managing work-life conflicts.

Assignment: Feedback on the other career projects within your group is due

- Required Readings**
- Alex Montana at ESH Manufacturing Co.
 - Slaughter, Anne-Marie, 2012 "Why Women Still Can't Have it All" *The Atlantic*
 - Rothbard, Nancy, 2014. "You Can Have It All" *Psychology Today*

Questions

Case:

- What behaviors of Taylor are contributing to the problems that he is facing?
- How could Taylor have managed his situation better?
- What do you think that Taylor should do now?

Slaughter:

- Do you agree with Anne-Marie Slaughter that women can't have it all?
- How do you plan to manage the tensions between the demands of your career and your personal life?

Additional Readings

- Nancy Rothbard, Katherine W. Phillips, Tracy L. Dumas (2005), Managing multiple roles: Work-family policies and individuals' desires for segmentation, *Organization Science*, 16, 243-258.
- Nancy Rothbard (2001), Enriching or Depleting? The dynamics of engagement in work and family roles, *Administrative Science Quarterly*, 46: 655-684.

Session 13 (Feb 24th): Entrepreneurship

Increasingly, many workers choose to leave working in large organizations to work either as an independent contractor or as an entrepreneur. What are the implications of those decisions - what benefits might do people receive from working for themselves, and what are the challenges that they need to be aware of? Similarly, what should firms be aware of in working with contractors rather than regular employees? We discuss those questions in this class.

- Required Readings:** Noam Wasserman (2012) *The Founder’s Dilemma*, Chapter 2 “Career Dilemmas”
Philip McCrea: Once an Entrepreneur... (A)
- Questions:** Philip McCrea case:
- What do you think of McCrea’s decision to enter entrepreneurship?
 - Do you think he should have started his own company earlier? Later?
 - What would you advise him to do next?

Session 14 (Mar 1st): Global Careers and Wrap-up

Increasingly, careers take executives across multiple countries, as expatriate assignments become more common. What are the benefits of such assignments, and what challenges do they bring for both executives and their employers? We explore those questions in this session.

In addition, we will also discuss what we learned from the projects and the class more generally

- Assignments:** Final career project papers due
- Required Readings:** Andreas Weber’s reward for success in an international assignment (A)
- Questions:**
- Was it a good idea for Andreas Weber to take the job in the US?
 - How could he have avoided his current predicament?
 - What should he do next?

Appendix

Participation Rubric

	20 pts	15 pts	10 pts	5 pts
Engagement/ Contribution	Student consistently provides insightful ideas about the texts under discussion and supported by the text; ask questions that demonstrate a solid understanding of the reading;	Student speaks frequently in class or group discussion, has some good ideas, and usually backs those ideas up with evidence from the text.	You speak occasionally ; Offer vague generalized ideas, remotely connected to the texts under discussion or to other students' comments. Student sometimes contributes to class in a positive way.	Student rarely speaks in class or participate in group discussion; and when you do show little understanding of the texts under discussion.
Collaboration	Student always listens when others talk in groups and actively engages in collaborative tasks. Student incorporates and builds off of others.	Student listens when others talk, and participates in group work. Student sometimes incorporates and build off of others.	Student occasionally listens when others talk. Occasionally incorporate others' ideas into group work.	Student does not listen when others talk, and fails to incorporate others' ideas into group work.
Preparation	Student is always prepared for class with assignments and required materials.	Student is usually prepared for class with assignments and required materials.	Student is sometimes prepared for class with assignments and required materials.	Student is rarely prepared for class with assignments and required materials.
Behavior & Attitude	Student always follows school and class rules and procedures and always brings a positive attitude	Student usually follow school and class rules and procedures and brings a mostly positive attitude.	Student sometimes follow school and class rules and procedures and brings a modestly positive attitude.	Student displays disruptive behavior during class and usually has a negative attitude.