RUTGERS
School of Management
and Labor Relations

Course Instructor: Pamela Temple
To Interact: Send a message via the Canvas messaging tool.

Objectives and Competencies

Objectives

Students will have the opportunity to learn, share, and make meaning of course material. Within learning communities and through individual reflection on course topics and assessment results students will:

- recognize the mandate for particular employee skills given contemporary and future work and workplaces.

- learn key concepts regarding personal development skills: critical and creative thinking; synthesizing information, collaboration and teamwork and a variety of other soft skills.

- explore competencies that support long term professional success: developing one's professional life while considering personal values and priorities; strengthening capacity to make choices involving wellness and work/life balance.

- establish and use decision-making and goal setting skills to address personal/professional development issues.

Competencies

At the conclusion of the course it is expected that students will demonstrate knowledge and skills in several core areas. Specifically, students should be able to:

- apply critical and creative thinking skills, including ability to synthesize information from various sources.
- apply competencies to address long term professional development needs: values clarification, goal setting, problem solving, and decision making.
- establish a plan to utilize knowledge and skills gained through course content.

Access the Course
This course is taught 100% online using the **Canvas** LMS.

Canvas login:
https://onlinelearning.rutgers.edu/canvas-login
Once the login page opens, click "NetID Login" and enter your NetID and password. You will gain access to the course.

Get Help
*Need Assistance with
a technical question?*

It is the student's responsibility to be able to perform technically in the course. Contact the helpdesk staff if you need assistance using the **Canvas** LMS. *Your instructor cannot assist you with technical issues – but the helpdesk staff can!*

Rutgers University's Teaching and Learning with Technology (TLT) Helpdesk
Email: help@canvas.rutgers.edu
Call: 877-361-1134 (24 hrs/7 days)

Course objectives and competencies above relate to the following overall LSER learning outcome goals:

- Apply employment relations concepts, and substantive institutional knowledge, to understanding contemporary developments related to work. (Goal 2).
- Work productively in teams, in social networks, and on an individual basis (Goal 13).

School of Management and Labor Relations learning goals:

- Demonstrate an understanding of how to apply knowledge necessary for effective work performance. (Goal VI)
- Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations (Goal VII).

Course Requirements

Reading, Audio, and Video

Required Texts:
These texts can be purchased in ebook format or in paper from. Either form is acceptable.

10 Soft Skills You Need in the Workplace	Virtual Teams: Mastering Communication and Collaboration in the Digital Age
Author: Lori Gillin	**Author:** Terri R. Kurtzberg
Published: 2015	**Published:** 2014
Publisher: Global Courseware	**Publisher:** Praeger
Link in amazon: https://www.amazon.com/Soft-Skills-You-Need-Workplace/dp/1507789432	**Link in Amazon:** https://www.amazon.com/Virtual-Teams-Mastering-Communication-Collaboration/dp/1440828377/ref=sr_1_cc_1?s=aps&ie=UTF8&qid=1535921118&sr=1-1-catcorr&keywords=virtual+teams%3A+mastering+communication+and+collaboration+in+the+digital+age

All other reading/audio/video assignments are uploaded into the online course shell.

Assignments

NOTE: This course requires significant effort within a virtual team formed around a common interest in a chosen professional development related topic. The virtual team works together for half of the semester. The team produces a course project worth 15% of one's final grade. Teamwork involves *at least* one fully synchronous meeting online and ongoing interaction/collaboration. Students are required to learn how to function within the team's work area within the Canvas shell.

If you are willing to engage in experiential learning, you'll gain experience and learn skills that can be applied in the workplace and future online course team assignments.

- **Social Learning**
  Review of Virtual Team Course Project; Learning Community Discussions (Forums)
  Student Outcomes
  Students will:

  1. read, reflect on and develop a discussion about Virtual Team Projects
  2. offer evidence that Virtual Team Projects, course material and learning community member comments have been read and reflected upon.

     Students are required to identify the material on which they are reflecting when developing an original comment or replying to a learning community member's thoughts/ideas.

  3. exhibit knowledge on topics through comments shared with learning community members and/or move the discussion forward by asking clarifying questions.

     Students are required to defend their position and/or identify what they do not understand about a particular topic.

     Students are encouraged to offer and discuss topic appropriate material they have found from outside of the required material in an effort to support a statement they've made within their comment or to move a discussion forward.

  4. exhibit ability to communicate higher order thinking and synthesis of information.
     Statements made must clearly communicate reflection on material and learning community member thoughts/ideas. Comments must be well organized, academically oriented and grammatically correct.

Assignment Process:

A minimum of 3 comments are required. One comment must be an original comment – one that starts a discussion thread in the forum. A minimum of 2 comments must be made after reflecting on content of learning community member's thoughts/ideas.
Students are encouraged to offer more than the minimum 3 comments. The best three comments made in a forum are graded.

Students are responsible for meeting first comment and forum close deadlines and reviewing the forum grading rubric. Forums open 12:01 Thursday mornings and close 11:59 pm Tuesday nights. First comment deadlines are 11:59 pm, Saturday evenings.

Four discussions are mandatory: #2, 4, 7 and 8
Students choose 2 out of the following 4 elective forums in which to participate: #1, 3, 5, 6
   When students choose to participate in more than 2 of the elective forums, the forum(s) that contain(s) the least amount of points earned will be dropped.

Topic, Schedule and Point Worth:
   Forum #1: Current & Future Employment Desires – 50 points
   Forum #2: Employment Issues: Now and in the Future – 60 points
   Forum #3: Professional Development and Learning in the 21st Century – 50 points
   Forum #4 - Organizing and Completing a Virtual Team Assignment – 60 points

Forum #5 – Critical Reflection on Change and Life Transitions - 50 points

Forum #6: - Critical Reflection on the Five Minds and Soft Skills – 50 points

Forum #7 – Employment Skills and Team Projects – 50 points

Forum #8– Employment Skills and Team Projects – 50 points

- **Team Based Assignments**

Two integrated types of assignments are involved in team based assignments. Established teams of students underline collaborate (not simply cooperate) on a course project using best practices in virtual team behavior to produce a course project. Teams work together for seven weeks (week 5 through week 11.) Students are graded on use of best practices in virtual team operations as well as graded on the final product of virtual team efforts – the course project. Students receive team scores for most assignments associated with the team based assignments. An individual score is earned from evaluation by team members and instructor on specific criteria related to virtual teamwork.

Virtual Team Course Project

Student Outcomes

Students will:

1. investigate a topic of interest out of choices offered for the course project.

2. acquire in-depth knowledge about the topic and associated subtopics – expanding one's knowledge base beyond the basic course curriculum.

3. reflect on facts, theories, and opinions associated with topic of choice. Make intellectual links to course content/resources that we have addressed. Synthesize information of multiple sources offered outside of and from within the course to present original content that indicates a sophisticated knowledge of the topic and its components. Develop or change an opinion on components of the topic and on the topic as a whole.

4. communicate a range of critical topic components. Depth of knowledge and higher order thinking about the topic are expected. Communicate material in a way that is easily understood by learning community members; strive for a lively and interesting presentation of material.

5. create a list of meaningful topics/questions to encourage learning community member discussion around important components/concepts communicated within the project. Engage learning community members in a meaningful discussion that supports increased understanding of the team's topic.

6. follow specific instructions and a template when developing assignment; successfully upload assignment for instructor grading and learning community review/discussion.

Note: Only high quality course projects will be published for learning community member review and discussion in either forum 7 or 8.

There is only 1 team course project grade for all members of the team. Project worth 150 points (15% of final grade.)

Project Components
Part I: Importance of Topic
Involves an argument of the:

A. Importance of topic in relation to the trends and issues shaping 21st century employment, careers, workplaces and the nature of work. (Topics and content associated with weeks 1 through 3)
B. Importance of topic as it related to any of the following: meeting an individual's career needs, professional development, career readiness, career advancement.

Part II: Introduction to Topic and Subtopics; Complexity of Topic
Involves explanation of facts, theories, results, events and professional opinions.
A. Mini literature review focused on overarching topic, including more involved or complex issues. Must include a description of the impact that the topic has within the workplace (on the employee and/or the employer.)
B. Association between overarching topic and multiple subtopics, including at least a mention of the subtopics highlighted in Part III.

Part III: Subtopics
Involves selection of and research on three "subtopics" associated with the topic; presentation of facts, theories, results, events and professional opinions associated with the subtopic.
A. Mini literature review on each subtopic, including more involved or complex issues.
B. Identification of connection between subtopics presented in the project.

Part IV: Topic Reflection
Involves reflection on material in Parts I, II and III. Sharing of opinion statements, experiences or stories (case studies) directly associated with the topic.

A. Each team member provides their personal reflection on the topic, a subtopic, or concept presented within the project.

Part VII: Suggested Discussion Questions for Learning Community
Involves the development of 2 – 3 "critical thinking" questions that require learning community members to:
  ▪ understand project content.
  ▪ synthesize information from within the project.
  ▪ engage in meaningful reflection and discussion about more involved/complex elements of the topic, subtopics or concepts presented in the project.

Virtual Team Experience and Application of Best Practices
Student Outcomes
Students will:
  1. review and utilize material in weeks 4 & 5 of the course, (along with any other virtual team success related material brought into the course) when experimenting with best practices in virtual teamwork.

  2. engage in required virtual team activities: develop and upload Contact & Competency sheet for teammate review and use; complete an icebreaker exercise; develop and submit a team charter; hold at least 1 video conference; develop and submit progress report; working outline of course project along with notation of areas of collaboration.

3. complete and submit a team evaluation. Observe and identify virtual team based strengths and challenges of team members as well as of self during period of work (week 4 – 11.) Evaluation of extent to which each team member met their responsibilities identified; extent that team relied on team charter to address developmental processes and responsibilities.

Schedule, Point Worth and Group vs individual score:

Contact & Competency Sheet – 10 points – Individual Points – Week 5
1st Deliverable – 60 points – Team Points – Week 7
> Team Project Charter; Icebreaker Exercise Reflection; Communication Tools Used, Strategies Used in Meeting Objectives/Goals; Video Conference Feedback

Virtual Team Deliverable #2– 25 points – Team Points – Week 9
> Team Project Interim Report: Preliminary Draft of Project Outline, Collaboration Activities; Opportunities and Challenges

Team Evaluation: Rating of Self and Others – 55 points – Individual Points – week 11
> Rating of Self and Others

- ## Professional Development Journal

Student Outcomes

Students will:

1. reflect on meaning & application of course material/assessments as knowledge gained/skills learned relates to the student's vision of personal and professional life and goals. Students make meaning out of course material and state action plans associated with assessment results.

2. follow specific instructions and a template when developing journal material.

3. successfully upload assignment for grading.

Journal Parts and Sections

Part I:

Section 1 – Reflection on Working in Teams – 20 points
Section 2 –Self-Awareness & Career Motivation – 40 points
Section 3 - My Definition of and Reflection on Success – 20 points

Part II:

Section 4 - My Core Values – 60 points
Section 5 - Applying Goal Setting Best Practices – 20 points
Section 6 - Wellness and Balance Visioning – 30 points

Part II: Professional Development Plan

Section 7 - My Plan for Professional Development – 60 points

Specific instructions, a journal template and grading rubrics for the assignment are available. Students are responsible for reviewing and comprehending the instructions and grading rubrics as well as using the assignment template.

Assignment Process:

Journal work involves reflection on topics/concepts addressed throughout the semester. Journal sections 1 – 3 are due end of week 6; sections 4 - 6 are due at the end of week 9; section 7 is due the end of week 12. Check calendar for exact due dates.

In order to complete select Professional Development Journal sections a student must complete 3 assessments. Students must complete the assessments on or before the date that they are

assigned to earn 10 points. Assessments are completed through logging into the Psychtests testing area. Instructions linked to the Taking Aptitude Assessments page. Check calendar for due dates. Reflection on results from these aptitude and skills tests is required.

- **Knowledge & Skill Assessments**

Course Orientation Quiz

Students will:

> Exhibit proficiency in understanding the following materials: PowerPoint Mix overviews of course content and assignments; overall course objectives, the syllabus and calendar; the Critical Tips for Successful Online Learning and Avoiding Plagiarism documents, material associated with the Critical Thinking and Information Synthesis page in the course. Proficiency is assessed through a Course Introduction quiz. Students may refer to course material when answering questions.

Skills Quiz

Students will:

> Exhibit depth of understanding of key concepts involved in soft skill material: Critical Thinking and Information Synthesis (Week 1 & 2); Team Skills (Week 4); Communicating with Technology Skills (Week 5); 5 Minds for the Future (Week 10); Soft Skills (Week 10)

Assignment Process:

Both quizzes are "open resource." Students may refer to notes and/or course material when answering questions.

Course Orientation quiz is comprised of true/false, multiple answer and multiple choice and multiple answer questions. The skills quiz is comprised of true/false, multiple choice, multiple answer, short answer and a possible essay question.

Check calendar for quiz and final open/close dates and times.

Grading

Each assignment is worth a certain number of points; see chart below. Highest number of points a student can earn is 1,000. Points accumulate to determine final percentage grade (percent of 1,000 points.)

Outstanding	Very Good	Good	Satisfactory	Poor
100 – 90% = A	89 – 87% = B+	86 – 80% = B	79 – 77% = C+	66 – 60% = D
			76 – 70% = C	59% and below = F

% of Grade	Assignment and Points
Learning Community Discussions **32%**	Worth 320 points MANDATORY Forums: #2,4, 7, 8 Choose 2 of 4 forums: #1, 3, 5, 6 Forums #2 and #4 = 60 points each Forums #1, 3,5,6,7, 8 = 50 points each
Team Based Assignments	**Team Development & Competency Assignments** Worth 150 points 4 assignments associated with team activities & individual

30%	team member evaluation. Point worth varies by assignment **Team Project** Worth 150 points Collaborative assignment accomplished in virtual team
Professional Development Journal **25%**	**Professional Development Journal** Worth 250 points Journal is submitted in three parts. Total of 7 sections within all parts of the journal. Each journal section is worth a different number of points.
Knowledge & Skill Assessments **9.5%**	**Course Orientation Quiz** Worth 20 points **Skills Quiz** Worth 75 points
Task Completion **3.5%**	**Completion of Personal Assessments** **for Journal Assignment** Worth a total of 30 points Three assessments must be completed by the due date identified on the calendar. **Updating of Account Information in Canvas** Worth 5 points Students upload photo, offer profile, review email address for notifications and check notification settings
100%	**Total** Assignment and Assessment Worth - 1000 points

Policies and Procedures

❖ **Class Sessions**

This is an asynchronous course. The course week begins on Wednesdays.
Check course calendar. The course week begins on **Wednesdays** and ends 11:59 pm, **Tuesday** nights.

> Students are expected to enter the course for the first time the first day of the semester, September 4, to get acclimated to the learning venue. The last day students are expected to log into the course prior to final grades being posted is Tuesday, December 11.

A weekly message reminding students of the topic(s) for the week and the week's assignment is uploaded into the announcements area of the course by 10 am each Wednesday.

❖ **Due Dates**

Check the course calendar for due dates. A calendar is available through the navigation bar (red) in the course shell. One that can be downloaded as well as seen is available within the Course Essentials module. Due date for each assignment is also clearly noted on the course calendar.

Assignments <u>must</u> be completed by 11:59 pm Eastern Time if the student desires to be in the position to earn the highest number of points for an assignment.

Late Submission Penalties

Journal Sections and Virtual Team Course Projects are accepted up to <u>24 hours</u> late (12 midnight Tuesday – 11:59 pm Wednesday) for a deduction of 10% of points (1 letter grade deduction.)

Submission up to <u>48 hours</u> late (by 11:59 pm Thursday) will be accepted for a deduction of 20% of points. Submission area is locked after the 48-hour late period. Assignments are not accepted after the 48-hour period.

5% of points will be deducted for late Virtual Team assignments.

1. **No Late Submissions for Forums, Quiz, Completing Psychtest Assessments**
Forums lock at midnight of the close date. Students cannot make up points lost due to lack of participation in forums before the close dates. Quizzes lock at midnight of the close date. No quiz make-up options are available. No points will be earned for completing assessments late.

> *Things happen.* When you don't have to attend a class session in person, it's easy to allow a situation in your personal or professional life get in the way of online course work. In addition, remember the first rule in computer use – the computer or Internet connection will act up at the most critical time.
>
> Because "things happen" it's a best practice <u>*not to wait until the last minute*</u> to participate in a forum, submit an assignment, or take a quiz.

❖ **Message Checking Policy**

Messages Sent to Instructor's Canvas Inbox

Unless students receive advance notification, the instructor will check her Canvas Inbox by 10:00 am ET on regular workdays. (This excludes Sundays and Thanksgiving break.) If a student sends a comment or question, the instructor will address the contents of the message within 24 hours.

Messages Sent to Student Canvas Inbox

It is the responsibility of the student to regularly check for incoming messages. Messages are always sent through the Canvas messaging system. Students will receive a notification when a new message has been sent to his/her Canvas inbox. Forgetting or being unable to check for messages in one's Canvas inbox is not an excuse.

❖ **Extra Credit**

The extra credit option is available to all students. *No other extra credit is available at any other time – or - for individual students.*

Students who desire to earn extra credit points can take advantage of an additional writing assignment associated with specific soft skills. Writing assignment is available beginning week 10. Extra credit writing assignment is due end of week 13. Worth 50 points.

❖ Academic Integrity

Academic Integrity at Rutgers: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/

Plagiarism

One form of an academic integrity violation is plagiarism. Students must understand the forms of plagiarism. Students are provided material titled *Plagiarism: Identifying & Avoiding* as a link under the Course Home tab and are responsible for the contents of the document. Some facts are assessed as part of the Course Orientation quiz.

Plagiarism is not tolerated. All material taken from another source must offer proper attribution. No component of a student's writing assignment should originate from a past submitted assignment or material downloaded or purchased.

Impact of plagiarism in this course ranges from rewriting the assignment - to – earning no points for the assignment. Depending on the extent and form of plagiarism, the situation will be reported to Rutgers University.

Quiz Cheating

Engaging in cheating when completing a quiz is a serious academic integrity violation. The student who is registered for the course must be the student who completes his/her assessments. Completing quizzes with other classmates and/or calling/texting/emailing peers while taking course assessments will not be tolerated.

When a student is caught cheating, no points will be earned for the quiz. Depending on the severity of the cheating violation, the situation will be reported to Rutgers University.

❖ Students with Disabilities

To receive consideration for reasonable accommodations, students with a disability must send their letter of accommodation to me and discuss the needed accommodation(s) as early in the semester as possible. For more information: https://ods.rutgers.edu/students/documentation-guidelines. https://ods.rutgers.edu/students/registration-form.

Course Expectations

❖ Self-Empowerment

Use of Technical Tools & Problem Solving

It is each student's responsibility to learn to maneuver around the course and use course tools. Each student has a wealth of information and support to achieve this goal.

Student Resources

Use a "can do" attitude when getting acclimated to the online learning venue. Attitude about achieving success or solving problems is a key resource.

Resources available in course:

Using Course Tools; Canvas Guides for Students; Help tab in the (red) navigation bar all provide a link to instructions that address technical questions.

Resources available outside the course:

Contact Rutgers helpdesk with technical questions. All assistance contact information is available on page 1 of this syllabus and by clicking on the Syllabus tab in the course essentials module and on the home page of the course.

Do not contact your instructor expecting her to solve computer or technical problems. She cannot solve your technical problems!

❖ **Recognize Best Practices and Use Them to Achieve Success**

Students are offered specific directions on how to complete each assignment within the course shell. In addition, specific grading rubrics are published so that students understand <u>exactly</u> how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments.

Course Topics & Assignments by Week

Reading/listening/viewing materials listed below represent core material for the semester. Refer to week pages in course shell for a complete listing.

21st Century Employment & Development Issues

Week 1 & 2: Course Overview & Orientation

Topic: Course Orientation & Introduction

Reading

All reading material is linked to the Course Essential module:

Syllabus, Calendar, Critical Tips for Successful Online Learning, About Plagiarism, Critical Thinking & Information Synthesis Information

PowerPoint Mix Presentations

Course Orientation; Assignments; Professor Marsden

Assignments:

1. Required Reading and Audio/Video for Course Orientation

Topic: Course Orientation

2. Attending to Account Information – worth 5 points (By end of week 2)
3. Course Orientation Quiz – worth 20 points (By end of week 2)
4. Topic of Interest for Team Course Project (By end of week 2)

Week 1: Part I: Trends and Issues Shaping 21st Century Employment

Reading & Video

Selected materials highlight survey results on the expressed desires of individuals ranging in age from 22 – 50 regarding their employment needs: how they want to work; salary and benefit areas. As we take the first steps in exploring strategies for professional development, it's important that we have an idea about what we want from our future employers and what would satisfy us regarding employment.

Topic: What We Want

Videos

> Here's What Makes Gen Z and Millennials Happiest in the Workplace; 2016
> Time Magazine
>
> Millennials Prefer Peace and Quiet to Office Freebies; 2017
> Time Magazine

Reading

> Generation Z
> What Employers Should Know About Generation Z; 2017
> University of Pennsylvania; Wharton Business School
>
> Meet the Next Wave of Workers Who are Taking Over Your Office; 2016
> Survey results from Future Workplace
>
> Generation Y (Millennials) and Generation X
> The State of the American Workplace, Gallup, 2017
>
> All Employees 20 - 50
> The Most Desirable Employee Benefits; 2017
> Harvard Business Review
>
> Employers, Take Note: Here's What Employees Really Want; 2016
> Forbes

Assignments:

1. Required Reading and Audio/Video
2. Forum Discussion #1: Current & Future Employment Desires
   <u>Only for this forum</u> there is no 1st comment deadline.

Week 2: Part II: Trends and Issues Shaping 21st Century Employment

Topic: **Tomorrow's Workplace**

Reading & Video

Selected materials that highlight current employment trends and forecasts for the future of work, workplaces and the employment relationship.

Reading

> The Future of Work and Workers Series
> Center for Advanced Studies – Stanford University
> http://www.psmag.com/series/the-future-of-work-and-workers
>
> Choose 2 of the following:
> - Re-Defining the Workplace – Jacob Morgan, Author, The Future of Work
> - Working with Constant Connectivity – Judy Wajcman, London School of Economics
> - Will Future Work Be Good for our Health? – Mark Cullen, Stanford University
> - Exploring the Quality of Work – Ann Markusen, University of Minnesota

- o Who Will Thrive and Who Will Not – Jedd Bleich, Chair, California State University Board of Trustees
- o The Water Cooler and the Fridge - Mario L. Small, Harvard University
- o A Nightmare Scenario—and Three Things That Might Prevent It - Andrew Schrank, Brown University

Video

On-Demand Economy Spurring Use of Contract Workers; 2016

Audio

NPR, Morning Edition
Zappos: A Workplace Where No One and Everyone Is the Boss
July 21, 2015, 4:32 minutes

Topic: Tomorrow's Workforce

What are "knowledge workers?" Will I be (am I already) a "knowledge worker? In this topic area we examine how work is changing from the employee perspective.

Reading

Forbs.com
Morgan, J. (November 10, 2014.) 7 Principles of the Future Employee.
Morgan, J. (September 1, 2014.) The Evolution of the Employee

Jacob Morgan: Futurist, author *The Future of Work*

Hagel III, J., Seely, J., Davidson, L. (April 5, 2010) Are All Employees Knowledge Workers? Harvard Business Review

Video

Specialist Video:
Arum, Richard (2011), New York University

21st Century Work, Life & Skills

Professional Competencies, Self-Employment vs Organizational Employment in the Knowledge Based Economy

Assignments:

1. Required Reading and Audio/Video
2. Forum Discussion #2: Employment Issues: Now and in the Future

Week 3: Part III: Trends and Issues Shaping 21st Century Employment

Topic: 21st Century Learning

All students are currently engaged in one form of learning we'll examine this week – university education. In the future – we will all be engaged in self-directed, lifelong, social learning – at work and throughout our lifespan. This topic area requires recognizing/questioning the benefit of a university education and explores other types of learning in relation to one's professional development.

PowerPoint Mix Overview: 21st Century Learning

<u>University Learning</u>

Reading

>Lodon, S. (2015.) The Changing World of Work What Should We Ask of Higher Education? National Issues Forums Institute and Augsburg College

>The Changing World of Work What Should We Ask of Higher Education? Prepare Students for the Job Market; Educate for Leadership and Change

>Schaffhauser, D. (May 9, 2017.) College Students Feel Unready for Careers but Upbeat About Job Prospects. Campus Technology.

>Hart Research Associates. (2015.) *Falling Short? College Learning and Career Success*. Washington, DC: Association of American Colleges and Universities.
>Page 1 - 12

Video

>Specialist Video:
>Arum, Richard (2011), New York University

>Goals for Undergraduate Learning, New York University, 5:08 minutes.

<u>Lifelong Learning</u>

Reading

>Institute for the Future. (2017.) Emerging Technologies' Impact on Society & Work in 2030.
>Excerpt: In the Moment Learning. P. 14

Video

>Schurman, S. (2009) Lifelong Learning What it is and Why it Matters to Everyone, School of Management and Labor Relations, Rutgers University.

<u>Social Learning at Work</u>

Reading

>Chattopadhyay, S. (April 10, 2015.) Integrating Social Learning in the Workplace. idreflections.

Assignments:

>1. Reading, Video Assignments
>2. Forum #3: Education & Employment

Skills for Virtual Teamwork

Week 4: Working in Teams & Virtual Team Assignment

We will focus on virtual teamwork for two weeks, beginning this week. As a skill building precursor to course oriented virtual teams forming, we investigate strategies for addressing the forming and functioning of virtual teams. These topics include: team building, networking, building trust and cooperation, and effective decision making. In addition, we engage in a basic overview of behaviors effective team members exhibit – whether these team members are co-located or virtual.

Note: Virtual teams are announced at the end of the week.

Overview - PowerPoint Mix Presentation
Professor Marsden

Topic: **Virtual Teams: Issues and Best Practices**

    Reading

        Textbook: Virtual Teams

        Preface; Introduction;

        Chapters:

            5: Team Building and Networking

            6: Building Trust and Cooperation Online

            9: Electronic Decision Making

        Textbook: 10 Soft Skills You Need in the Workplace

        Gillin, L. (2015.) 10 Soft Skills You Need. Global Courseware, Dover, DE.

        Chapter:

            3: Teamwork

        Riordan, C. M., O'Brien, K. (April 7, 2012.) For Great Teamwork, Start with a Social Contract. Harvard Business Review.

        Eikenberry, K. (June 28, 2017.) Nine Ways to Contribute to Project Team Success. ProjectSmart

        (n.d.) How to Be a Great Team Player, Mindtools

    Assignments:

        1. Reading, PowerPoint Mix Assignments
        2. Team vs Individual Orientation Assessment
        3. Become oriented to the Journal assignment; Work on Section 1
        4. Forum #4: Organizing and Completing a Virtual Team Assignment

Week 5: Communicating with Team Members

How will you be communicating with virtual team members to complete your team project? Sometimes you may find that it is more beneficial to interact face-to-face via video conferencing (such as our in course video meeting program.) Other times you may send group or individual messages within your group area. Before moving forward, let's examine the issues and best practices that surround virtual team communication. The material we cover this week will not only positively impact the quality of your team interactions when sending messages to one another. You can apply what you're learning immediately in the workplace.

Topic: **Communication and Technology**

    Reading

        Textbook: Virtual Teams

        Chapters:

            1: Understanding the Problem

            2: Pace and Policy

3: The Multitasking Effect

4: Crafting Effective Messages

Assignments:

1. Reading
2. Work on Journal Section

    1 – My Teamwork Orientation & What I Bring to a Team
3. Learn to Navigate and Use Team Work Area and Conference area.
4. Team Information: Contact & Competency Sheet

    <mark>Submit in two areas!</mark> Submit through Team Information: Contact & Competency assignment page – AND – upload material into the FILES area of your team's work area.
5. Set 1st meeting date; complete icebreaker exercise in team's work area work on team charter.

    - In order to set 1st meeting date, one member of the team will need to take the initiative to send a message to all team members. All team members will need to respond.
    - In order to complete an icebreaker exercise, team members should meet via a video meeting.

Self-Development for Employment Success

Week 6: Personal Development Basics; Defining and Achieving Success

Topic: **Motivation, Self-Value and Self Awareness**

Overview - PowerPoint Mix Presentation

Professor Marsden - Foundations for Self-Development Work

Reading

Self-Awareness

Chamorro-Premuzic, T. (March 10, 2015.) Why You Lack Self-Awareness and What to Do About It. Fast Company

Recommended

Showry, M., & Manasa, K. L. (2014). Self-Awareness - Key to Effective Leadership. IUP Journal of Soft Skills, 8(1), 15-26.

Appropriate content begins on page 17:

Internal Awareness of Self; Social Side of Self-Awareness: Awareness of How Others Perceive; Obstacles of Self-Awareness (Incompetence, Motives, Self-Preservation, Core Self Evaluation, Self-Deception, Defense Mechanism, Distorted Feedback, Narcissism)

Motivation

Taylor, J. (January 2, 2012.) Personal Growth: Motivation: The Drive to Change, Psychology Today.

Self-Value and Self-Compassion

Stosny, S. (April 12, 2013.) Forget Self-Esteem: Develop Self-Value. Psychology Today.

Grant, H. (September 20, 2012.) To Succeed, Forget Self-Esteem, Harvard Business Review.

Topic: **Defining & Achieving Success**

Reading

Lebowitz, S. (March 22, 2017.) 12 Rich, Powerful People Share their Surprising Definitions of Success, Business Insider

Video

Refusing to Settle; 2015

TED X

Adam Smiley Poseolsky; Author, The Quarter-Life Breakthrough: Invent Your Own Path, Find Meaningful Work, and Build a Life That Matters

What is Success?; 2013

TED X South Bank women

Jessica Hamilton; Team leader, award winning marketing professional

Assignments:

1. Required Reading and video
2. Complete Career Motivation Profile Assessment
3. Work on Journal Sections
      2 – Self-Awareness & Career Motivation
      3 – My Definition of and Reflection on Success
4. Submit Sections 1 -3 of Journal
5. Virtual Team Deliverable #1: Team Project Charter; Report of progress, communication tools used, strategies used in meeting objectives; evidence that video conference has been held

Week 7: Core Values; Choices and Transitions

Topic: **Life Transitions & Change**

Videos

Watch two of the following 4 TED Talks in preparation for Forum #5

Why² -- Navigating the Quarterlife Crisis; 2014 – 16 minutes
TEDx University of Maryland; Barbara Jacoby, Professor, UMD

How to Change Careers When You're Lost; 2015 – 11 minutes
TEDx Yale; Felicia Ricci, Yale graduate, author, entrepreneur

Reshaping the Story of Your Career; 2014 – 17:38
TEDx Cardiff; 2014

Joseph Liu, Career Consultant
Stop Searching for Your Passion; 2015 – 11 minutes
TEDx Kansas City; Terri Trespicio; Branding Strategist

Topic: **Core Values**

Video

Overview - PowerPoint Mix Presentation

Professor Marsden, Identifying Core Values & Principles

Reading

(n.d.) What Are Your Values?, Mindtools

Assignments:

1. Reading, Video Assignments
2. Values Profile Assessment
3. Work on Journal Section
    4 – My Core Values
4. Forum #5 – Critical Reflection on Change and Life Transitions
5. 1st Deliverable
    Team Project Charter; Icebreaker Exercise Reflection; Communication Tools
    Used, Strategies Used in Meeting Objectives/Goals; Video Conference Feedback

Week 8:

Topic: Goal Setting

Reading

Tracy, B. (2001). Setting and Achieving Goals, *Executive Excellence*, 18 (2), p.15-16.

Tracy, B. (June 2008). Success Is No Accident. T & D, p. 76 – 78.

Williams, R. (July 11, 2014.) Why Goal Setting Doesn't Work. Psychology Today.

Assignments:

1. Required Reading
2. Work on Journal Section
        5: Applying Goal Setting Best Practices
4. Work within virtual teams; work toward collaborative course project

Week 9: Wellness & Balance

Overview - PowerPoint Mix Presentation

Wellness & Balance; Professor Marsden

<u>Wellness</u>

Reading

DefinitionofWellness.com
Dimensions of Wellness
Required Reading: Social Wellness, Spiritual Wellness, Physical Wellness, Intellectual
Wellness and Emotional Wellness

MacErlean, N. (July 17, 2017.) How Companies Are Fostering Wellbeing in the
Workplace. Real Views

Chart

Madsen, S. R. (2003). Wellness in the Workplace: Preparing Employees for Change,
Organization Development Journal, *21*(1), 48.
(Examples of Wellness Programs in the Workplace)

Video

The Disruptive Power of Exercise; 19:25 Minutes
TEDxACCD
Wendy Suzuki, Professor, NY University, Neuroscientist

Balance

Reading

Riordan, C. M. (June 4. 2013). Work-Life "Balance" Isn't the Point, Harvard Business Review (HBR) Blog.

Videos

Work-Life Balance: Balancing Time or Balancing Identity?; 2015; 13 Minutes
TEDx Exeter, Michelle Ryan, Professor of Social and Organizational Psychology and Dean of Postgraduate Research at the University of Exeter, UK

The Way We're Working Isn't Working; 2012; 18 Minutes
TEDx Midwest; Tony Schwarz, Journalist, Author, The Way We're Working Isn't Working

Assignments:

1. Required Reading and Video
2. Work on Journal Section
   6: Wellness & Balance Visioning
3. Submit Journal Sections 4 – 6
4. Virtual Team Deliverable #2
   Team Project Interim Report: Preliminary Draft of Project Outline, Collaboration Activities; Opportunities and Challenges

Skills for Employment Success

Week 10: Skills for the Future

Topic: Gardner's Five Minds for the Future

Overview - PowerPoint Mix Presentation

Five Minds for the Future; Professor Marsden

Video

(May 1, 2007). Howard Garner's Five Minds for the Future, Open Mind, PBS, 28:26 minutes (required 1:00 – 7:00 minutes)

Reading

Excerpts:

Gardner, H. (2007). *Five Minds for the Future*, Harvard Business School Press, Boston, MA.

Principle features of each mind: Disciplined Mind, Synthesizing Mind, Creating Mind, Respectful Mind, Ethical Mind, p. 154 – 158

Topic: Soft Skills Overview

Reading

Textbook: 10 Soft Skills You Need in the Workplace
Chapters:

1: What Are Soft Skills?

2: Communication

4: Problem Solving

5: Time Management

6: Attitude and Work Ethic

7: Adaptability

8: Self-Confidence

10: Networking

Assignments:

1. Required Reading and Video
2. Forum #6: Critical Reflection on the Five Minds and Soft Skills
3. Work on Team Project

Week 11: Team Project Work Week

Assignments:

1. Submit Team Project – worth 150 points (One member of team only!)
2. Submit Team Evaluation: Rating of Team Success, Self and Others in Meeting Goals – worth 50 points (Each member of the team submits!)

Week 12: Skills Quiz & Professional Development Plan

Assignments:

1. Employment Skills Quiz

   Critical Thinking and Information Synthesis; 5 Minds for the Future; Soft Skills; Team Skills; Communicating with Technology Skills
2. Develop and Submit Journal Section 7: Professional Development Plan

Week 13: Employment Skills Discussion

Assignments:

1. Review Team Projects
2. Forum #7: Soft Skills & Team Projects

Week 14: Employment Skills Discussion

Assignments:

1. Review Team Projects
2. Forum #8: Soft Skills & Team Projects