Syllabus
Self-Development for Professional Success
38:578:512 Fall 2013

Instructor: Anne-Michelle Marsden
marsden@work.rutgers.edu

Objectives
Students share, discuss, and develop an understanding of course materials within online peer learning communities and virtual teams. Within these communities/teams and through individual study and reflection students will:

- recognize the changing nature of work, organizations, and employee competencies.
- engage in activities that support career development.
- strengthen capacity to use competencies that foster long term professional success: working collaboratively, engaging in creative and critical thinking, applying work-life balancing strategies, identifying core values and setting and achieving goals.
- identify the need for workplace inclusionary practices, as well as the benefit of these practices.
- investigate emerging workplace topics that can impact professional success and satisfaction.

This course meets SMLR Learning Objectives:
VI) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance
VII) Professional Development – Demonstrate an ability to interact with and influence others in a professional manner, and to effectively present ideas and recommendations

Course Requirements

- Reading, Audio & Video Assignments
  All required and suggested reading/audio/video assignments are linked to the appropriate unit page in the online course shell.
  Students will be expected to be able to conduct Internet searches and download academic journal articles from the Rutgers University Library to complete some assignments.

- Portfolio
  Students will:
  1. reflect on meaning & application of course material/assignments and assessments as knowledge gained/skills learned relates to the student’s personal and professional life and goals.

Get Help
Need technical assistance?
Using Person Learning Studio platform:
course tools or addressing exam issues.
Call toll free 24/7:
877-7RUTGER (877-778-8437)
Send an Email 9 am-to-midnight:
help@ecollege.rutgers.edu

NetID or Rutgers email problems:
Call 732-445-HELP (4357)
Monday - Friday 9 am – 5 pm

Problems logging into the course:
Call 732-932-4702
Monday - Friday 9 am – 5 pm
Send an Email 9am-to-midnight
help@ecollege.rutgers.edu
2. engage in reflection on course concepts and aptitude/skill assessments to identify meaningful ways concepts can be applied for career/life success; synthesize concepts to establish new/comprehensive ways of perceiving course concepts; utilize instructions and template when addressing assignment specifics; communicate assignment content clearly.

Due date: Students are required to work in the portfolio throughout the semester. Assignment must be uploaded by December 3 for peer review/discussion and instructor grading.

Associated point bearing activities: Peer review and commenting on portfolio content.

 Collaborative Briefing Project
Students will exhibit:
1. knowledge of key concepts within their chosen topic.
2. skills in utilizing multiple information sources to create a comprehensive view of the most important key concepts associated with the topic.
3. intent to apply best practices in virtual collaborative strategies when developing assignment.
4. best practices in small group leadership when making comments and answering questions in the Forum associated with the briefing assignment.
5. ability to follow all instructions in completing assignment.

Assignment Process:
Detailed information is available by choosing the Briefing Project tab in the course shell. Students are responsible for reviewing briefing project information and approaching instructor with questions. Each student works collaboratively with 3 - 5 learning community members to complete a briefing.

Students select their team members and briefing topic. If a student neglects to meet the team member selection deadline, he/she will be assigned to a team. Missing the topic selection deadline will result in the instructor selecting the briefing topic for the team.

Each team submits the presentation not only to the instructor, but to their learning community for review and discussion. Once projects are available for peer review, the project team leads the community in a discussion about key concepts associated with the contents of their presentation.

Due date: by 11:59 pm, November 19.

Associated point bearing activities: Reflection on key collaborative strategies is required. A brief interim and final report on team activities and success/challenges in using best practices in virtual team collaboration is required.

 Asynchronous Threaded Discussions – Forums
Students will:
1. engage in academic discourse on select course topics during three scheduled Forums; clearly communicate one’s reflection and critical thinking on topics (content and context/expression scores).
2. build and maintain an online learning community that supports understanding and application of course topics; expand on initial comments through offering resources for consideration or asking questions that expand discussion; support a dynamic discussion by participating on an ongoing basis throughout the duration of the forum’s open period (participation score)
3. exhibit knowledge on topics and apply leadership skills when leading appropriate Forum discussion, as the discussion relates to the collaborative project submitted.

**Due Date:** Each forum opens Thursday 12:01 am and closes Tuesday, 11:59 pm. To be in the position to earn the highest number of participation points, a student must make at least one comment by Sunday, 11:59 pm of any forum week.

❖ **Special Topic Blogging Assignments**
Students will:

1. develop blog area content for two separate assignments: Peer Introduction blog and Contemporary Workplace and Career Issues blog.
2. apply critical and creative thinking when developing a brief biography, creating a metaphor to describe one’s life; and reflecting on a favorite quote. (Peer Introduction blog)
3. reflect upon, and synthesize information from 3 current event news pieces. (Students are given a list of materials as review choices.) Communicate a brief overview and opinion statement on contemporary workplace and career issues related to their selections.

**Due dates:** Peer Introduction blog, 11:59 pm, September 17; Contemporary Workplace and Career Issues blog, 11:59 pm, October 1.

**Associated point bearing activities:** Minimum of 3 comments on differing member’s blog contents; up to 15 points extra credit – Peer Introduction blog comments; up to 60 points - Contemporary Workplace and Career Issues blog. High quality reflective comments are required.

**Grading**

**Final Grade**
The final grade is based on a 1000 point system. Each assignment is worth a specific number of points. Total points accumulated determines final course grade.

<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Good</th>
<th>Satisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1000 - 900 Points = A</td>
<td>899 – 870 Points = B+</td>
<td>799 – 770 Points = C+</td>
</tr>
<tr>
<td>869 – 800 Points = B 7</td>
<td></td>
<td>69 – 700 Points = C</td>
</tr>
</tbody>
</table>

**Grading Rubrics**
A grading rubric for assignments worth 60 or more points is uploaded into the Grading page in the course shell. It is the student’s responsibility to review assignment grading rubrics to determine how points will be earned.

<table>
<thead>
<tr>
<th>Item</th>
<th>Assignment and Associated Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Final Project</strong></td>
<td>Comprehensive presentation of knowledge and skills learned throughout the semester; Reflection on topics as associated with desired personal/professional development.</td>
</tr>
<tr>
<td><strong>Peer Portfolio Review</strong></td>
<td>1 peer review</td>
</tr>
<tr>
<td><strong>Virtual Team</strong></td>
<td><strong>Briefing</strong></td>
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<tr>
<td><strong>Collaboration Assignment</strong></td>
<td>Project on topic/skill for career development</td>
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<tr>
<td><strong>Portfolio</strong></td>
<td>Worth 300 points</td>
</tr>
<tr>
<td>34.5%</td>
<td><strong>Worth 45 points</strong></td>
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<tr>
<td><strong>Worth 200 points</strong></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>----------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>27.5%</td>
<td><strong>Interim and Final Report</strong></td>
</tr>
<tr>
<td></td>
<td>Team activities, use of best practices, team</td>
</tr>
<tr>
<td></td>
<td>evaluation</td>
</tr>
<tr>
<td></td>
<td><strong>Worth total of 75 points</strong></td>
</tr>
<tr>
<td>Blog Assignments</td>
<td><strong>Short Topical Writing Assignment</strong></td>
</tr>
<tr>
<td>20%</td>
<td>Peer Introduction blog – 60 points</td>
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<tr>
<td></td>
<td>Contemporary Workplace and Career Issues blog – 80 points</td>
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<tr>
<td></td>
<td><strong>Review and Comments on Learning Community Blog Content</strong></td>
</tr>
<tr>
<td></td>
<td>Peer Introduction blog – extra credit option</td>
</tr>
<tr>
<td></td>
<td>Contemporary Workplace and Career Issues blog – 60 points</td>
</tr>
<tr>
<td>Asynchronous Threaded Discussions</td>
<td><strong>Forums</strong></td>
</tr>
<tr>
<td>18%</td>
<td>Engagement in 3 forums each worth 60 points</td>
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<tr>
<td></td>
<td><strong>Worth 180 points</strong></td>
</tr>
<tr>
<td>100%</td>
<td><strong>TOTAL</strong></td>
</tr>
<tr>
<td></td>
<td><strong>1000 Points</strong></td>
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</tbody>
</table>

**Policies and Procedures**

❖ **Class Sessions**
1. The course week begins on Wednesdays and ends 11:59 pm Tuesdays.

2. A weekly message is sent to each student as well as uploaded into the course weekly messages file in document sharing by 10 am Wednesday. Information about content or assignment procedure available within the weekly message is required reading.

3. Each week is 7 days in length. Students may enter the course and engage in coursework at any time 24 hours a day, 7 days a week.

❖ **Due Dates**
1. All assignments, unless otherwise indicated on the calendar, must be completed by **Tuesdays 11:59 pm Eastern Time**. A course calendar identifying each due date is available in the course shell.

2. **Late Penalties:**
   - Collaborative Team Project: 24 hours (12:01 am – 11:59 pm Wednesdays) 5% penalty applied all team member assignment score; 48 hours (12:01 – 11:49 pm Thursday) 10% penalty. No assignment accepted after 48 hours late.
   - Portfolio and Blog Assignments: 24 hours (12:01 am – 11:59 pm Wednesday) 10% penalty; 48 hours (12:01 am – 11:59 pm Thursday) late 15% penalty. No assignment accepted after 48 hours late.

   No late penalty applies for the forum assignments. Forums lock after 11:59 pm on Tuesdays, no comments can be posted. Missed Forum points cannot be made up.

❖ **Extra Credit**
1. Students who offer exceptional content in forum comments are subject to earning an additional 5 extra credit points per forum. Extra credit points are awarded at the instructor’s discretion.

2. Comments (minimum of 3 high quality comments) on Learning Community member’s Peer Introduction blog – earn up to 15 extra credit points.
Completion of assessments by date announced on course calendar, 3 extra credit points per assessment.

Checking Email
Instructor's Email Checking Policy
Unless students receive advance notification, I will check my email by 10:00 am Eastern Time every workday.

If you send a comment or question, you’ll receive a response within 24 hours. This policy excludes Sunday and Thanksgiving break.

Students Email Checking Policy
It is the responsibility of the student to check for incoming course related messages 2 times a week. Once a week – on Wednesday mornings - I send each student a weekly message. In addition, students receive messages from me regarding a variety of topics throughout the semester.

Forgetting or being unable to check your email is not an excuse.

Email messages are ALWAYS sent to the student’s default email address for the course.

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 and using course tools. A positive attitude about achieving success or solving problems is a key resource.

Resources available in Course
- Course Tools page – provides videos and written information and instructions that address all aspects of technical performance within the course.
- First Steps Instructions – Specific instructions and links are provided for students to identify how and where course information is organized.
- Resources available outside the course:
  Refer to contact information located on page 1 of the syllabus to access those who can assist in NetID or Rutgers email problems; problems logging into the course, or provide one-on-one assistance regarding use of any of the Pearson platform course tools. Helpline staff can also assist in diagnosing a software problem that is prohibiting a student from completing required tasks.

Embrace the Opportunities of Online Learning
Online courses are different than on-the-ground courses. Beyond enjoying the convenience in not having to commute to class, choose to become empowered by the other benefits of online learning. Well designed and facilitated, online courses:

- feature learner-centered/self-directed learning. Self-directed learning requires more involvement from the student. More involvement increases the likelihood of retention.
are assignment based. This difference requires students to continually do something with the topics being addressed in a course. Students are engaged to make a personal connection with the material.

expand resources for study beyond material available within the course shell. Students are often encouraged to explore a wide variety of Internet based information sources that address course topics.

foster student-to-student interaction and support opportunities that can serve as high quality learning opportunities.

offer time for students to consider concepts and skills being addressed beyond the period one would attend an on-the-ground classroom.

support one-on-one learning through ongoing interaction with the instructor. Instructors are readily available to answer questions, discuss course content and assignments.

Assist in Creating and Fostering an Online Community of Learners

Online learning communities are an important part and a benefit of an online course. Interacting with peers increases a sense of connection and belonging. Interaction during the semester reminds students that they are part of a larger group of individuals who are engaged in the same learning experience.

Beyond basic interaction, the development of a community of learners offers students the opportunity to collaborate. Students work together and assist one another while focusing on a common goal – successfully gaining knowledge and skills associated with course topics.

The responsibility of creating an online learning community is shared between the instructor and the student. The instructor develops a course format, activities, and policies that offer the possibility of a community. However, student engagement with community members is a critical component to the community’s success.

When participating in this course it is an expectation that students will:

- Engage in regular and sustained interaction with peers in forum discussions.
- Communicate clearly, authentically, and maintain a content-oriented focus in both forum and blog comments.
- Intellectually challenge peers to consider a topic/concept by offering comments that invite peers to share their thoughts and understanding of course material.
- Serve as a reliable teammate when developing the collaborative briefing project.
- Maintain a positive and respectful attitude when interacting with peers. “Flaming” – where students focus on demeaning a peer instead of constructively offering a differing opinion – has point deducting consequences.

Recognize Assignment Best Practices and Use Them to Achieve Success

Students are offered specific directions on how to complete each assignment. In addition, specific grading rubrics are published so that students understand how each assignment will be graded. It is expected that students will be attentive to directions and the grading criteria for assignments. Paying attention is in the student’s best interest.

It is the student’s responsibility to review best practices/grading rubrics and ask questions prior
Course Topics & Assignments
Reading/listening/viewing material below represents core material for the semester. Refer to topic pages in the course shell as material may change during the semester. Assignment due dates are presented on the course calendar as well as in the Course Requirements section of this document.

Unit I
Introduction

Week 1
Assignments Week 1

1. Become oriented to the learning venue.
2. Locate instructions for Peer Introduction Blog. Begin to develop blog contents. Peer Introduction blog due end of week 2. Blog contents may be uploaded once learning communities are established (end of drop/add period), see calendar.
3. Optional: Complete Career Motivation Profile Assessment. Assessment must be completed by the end of week 2.

Topic: Online Learning Orientation
Reading & Viewing
All reading material linked to the home page of the course:
Syllabus, Calendar, Course Grading, Tech FAQs, Critical Steps for Successful Online Learning
Videos
Instructor Presentation: Course Orientation

Topic: Self Development for Professional Success
Video
Instructor Presentation: Topic Overview
Reading
Motivation, Self-Value and Self Awareness
Personal Growth: Motivation: The Drive to Change, Psychology Today (online)


Recommended
MindTools
Self-Mastery

Tobak, S. (March 29, 2013). 7 Signs You’re Not as Self-Aware as You Think. Inc.com

Week 2
Assignments Week 2
1. Upload Peer Introduction Blog - Worth 60 points
2. Complete Creativity and Problem Solving Aptitude Assessment (for Portfolio)

**Topic: Synthesizing Information**

**Reading**
- Internet Resource:
  - Reading Comprehension Strategies – Synthesizing Information

**Video**
- GCFLearnFree.org (2012). Information Savvy: Synthesizing Information

**Topic: Creative Thinking**

**Reading**
- Internet Resources:
  - Mind Tools: Creativity Tools – An Introduction, DO IT A Simple Process for Creativity
  - [http://www.mindtools.com/pages/article/newCT_00.htm](http://www.mindtools.com/pages/article/newCT_00.htm) (rest of required reading is linked to this introduction page.)

**Video**
- (YouTube)
  - Johnson, S. (September 17, 2010) Where Do Good Ideas Come From. 4:07 minutes
    - [http://www.youtube.com/watch?v=NugRZGDbPFU](http://www.youtube.com/watch?v=NugRZGDbPFU)
  - DiLuzio, R. (June 28, 2012). 7 Steps of Creating Thinking, TEDxDirigo, 15:33 minutes
    - [http://www.youtube.com/watch?v=MRD-4Tz60KE](http://www.youtube.com/watch?v=MRD-4Tz60KE)

    - [http://www.youtube.com/watch?v=zEseeaFDVSw](http://www.youtube.com/watch?v=zEseeaFDVSw)

  **Video**
  - **Recommended:**
  - Global Integration
    - Working in Virtual Teams, 4:33 minutes
    - [http://www.youtube.com/watch?feature=player_embedded&v=0JiWg3Tp_yQ#at=97](http://www.youtube.com/watch?feature=player_embedded&v=0JiWg3Tp_yQ#at=97)
  - YouTube
    - Interdisciplinary Teams (Effective Teamwork & Collaboration) 9:44 minutes
    - [http://www.youtube.com/watch?v=NsndhCQ5hRY](http://www.youtube.com/watch?v=NsndhCQ5hRY)

**Week 3**

**Assignments Week 3**

1. Minimum 3 comments on contents of Peer Introduction Survey (worth up to 30 extra credit points)
2. Complete Team vs Individual Orientation Assessment (for Portfolio)

**Topic: Collaborative Teams**

**Video**

_Self-Development for Professional Success_
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Instructor Topic Overview

Reading
About Teamwork and Collaboration

Survey Report:

Required Sections: Differences between Virtual and Face-to-Face Teams p. 10; Challenges You Face Personally by Working Virtually p. 12 -13; Virtual Team Meeting Challenges You Face, p. 15; Characteristics of a Good Virtual Teammate, p. 16; Making Virtual Teams More Successful, p. 28 – 30.

http://www.iveybusinessjournal.com/topics/the-workplace/lifestyle-driven-virtual-teams-a-new-paradigm-for-professional-services-firms#.Uc3OPvmsh8E

Required Sections: Virtual Teams Defined, Virtual Teams Come with Unique Challenges, Virtual Teams Succeed by Using Best Practices

Six Sigma:

(September 4, 2011). Working on Teams Successfully and Productively

Mindtools.com
Forming, Storming, Norming, Performing: Helping New Teams Perform Effectively, Quickly
http://www.mindtools.com/pages/article/newLDR_86.htm

Recommended:

Ezine Articles: exinearticles.com
Rasing, M. (March 11, 2010). The Definition of Teamwork.

Skills: Virtual Teamwork and Collaboration
Eikenberry, Kevin. Nine Ways to Contribute to Project Team Success. Project Smart.
http://www.projectsmart.co.uk/nine-ways-to-contribute-to-project-team-success.html


eHow Business Article: ehow.com
(February 16, 2011) How to Develop Collaboration Skills
Week 4

Assignment Week 4

1. Communicate team members (minimum of 3 team members) for virtual collaboration briefing assignment.
2. Contemporary Workplace and Career Issues Blog (worth 80 points)

Topic: Today’s Workplace Challenges
Reading & Video of news and opinions associated with employment

Week 5

Assignment Week 5

1. Comments on Contemporary Workplace & Career Issues blog (Minimum of 3 comments worth up to 60 points)

Video: Instructor Overview of Work, Worker Orientation

Topic: Work in the Future

Reading
Introduction, p. 3 – 6

Trends: Continuing Distribution of Organizations; Availability of Enabling Technologies and Social Collaboration Tools; Shortage of Skilled Workers; Demand for More Work Flexibility; Pressure for More Sustainable Organizations and Workstyles

Excerpts: Intuit (October 2010) Intuit 2020 Report: Twenty Trends that will Shape the Next Decade

Trend #
8: Individuals Shoulder the Risk Burdon; 14: Work Shifts from Full-time to Free Agent Employment; 16: Small Businesses and Global Giants Form a Barbell Economy; 17 Working in the Cloud; Social and Mobile Computing Connect and Change the World; 20 Smart Machines Get Smarter

Recommended
Report:

Video
Ernst and Young Global (April 25, 2013). What Will the Future of Work Look Like?, 1:49 minutes
http://www.youtube.com/watch?v=AQpiA5qF1l

Recommended
YouTube
http://www.youtube.com/watch?v=sIK1RbPPGqY

Topic: Worker of the Future
The Knowledge Worker

Reading
Required: p. 42 -43. (Key factors that impact workplace performance and engagement)

Recommended

The Self-Managed Worker

Reading
About – Self-Managed Worker
http://www.psychologytoday.com/blog/fulfillment-any-age/201204/give-your-career-mindset-tune

Video
Recommended
Hoehn C. (May 12.2011). The New Way to Work. TEDxCMU, 16:45 minutes
http://www.youtube.com/watch?v=e5qUR3tpEdA

YouTube
McCann, T. A. (July 1, 2011). The Future of Work, 2:09 minutes
http://www.youtube.com/watch?v=qVkAGTJq_-_Q
Skills For - Self Managed Worker

Employee Desires and Needs

Reading
Recommended

http://familiesandwork.org/site/research/reports/Times_Are_Changing.pdf

Week 6
Assignments Week 6

1. Virtual teams communicate briefing assignment topic
2. Forum #1 The Future of Work, Workplaces and Career Issues (worth 60 points)

Topic: 21st Century Employee Competencies
Video: Instructor Overview of Topics

Reading

Required: The Future of Work and Careers, p. 7 – 11

American Management Association (April 29, 2010). Executives Say the 21st Century Needs More Skilled Workers

Report Excerpt:
p. 8 – 14.
http://www.shrm.org/research/surveyfindings/articles/documents/critical%20skills%20needs%20and%20resources%20for%20the%20changing%20workforce%20survey%20report.pdf


Chart

Video
Specialist Video:

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**Topic:** Gardner’s Five Minds for the Future

**Reading**

Excerpts:


**Video & Text Introduction:**

Gardner, H. Five Minds for the Future, Harvard Graduate School of Education, Usable Knowledge; Video 1: Disciplined, Synthesizing and Creative Minds; Video 2: Respectful and Ethical Minds

**Week 7**

**Topic:** Team and Individual Student Work Week

**Assignment**

Virtual teams work on briefing assignment. Complete interim survey of collaborative work progress - Worth 25 points

**Week 8**

**Assignment Week 8**

1. Work on portfolio areas: success and core values/principles

**Topic:** Defining and Achieving Success

**Reading**


**Video**

Harrington, B. Redefining Success, Boston FoxNews; 4:33 minutes http://www.myfoxboston.com/video?autoStart=true&topVideoCatNo=default&clipId=8759734

**Recommended**

Hamilton, J. What is Success?, TEDxSouthBankWomen; 6:30 minutes http://www.youtube.com/watch?v=M0hVY_9fWdE


**Topic:** Career Decision Making and Core Values

**Video**
Instructor Presentation: Identifying Core Values & Principles

**Reading**

Article series includes: The Value Based Life, A Personal Code of Values, and Five Steps to a Balanced Life (using values as base).


**Week 9**
**Assignments Week 9**

1. Forum #2: Success, Decisions and Core Values – Worth 60 points
2. Complete Goal Setting Skills Assessment

**Topic:** Setting & Achieving Goals

**Video**
Instructor Presentation: SMART Goals

**Reading**


**Week 10**
**Assignment Week 10**

1. Work on Portfolio: Work-Life Balance

**Topic:** Work-Life Balance

**Video:** Instructor Introduction to Topic

**Reading**
About Work-Life Balance


http://blogs.hbr.org/cs/2013/06/work-life_balance_isnt_the.poi.html?utm_source=feedburner&utm_medium=feed&utm_campaign=Feed%3A+harvardbusiness+%28HBR.org%29

Recommended
http://www.whenworkworks.org/be-effective/guides-tools/workflex-employee-toolkit

http://workfamily.sas.upenn.edu/static/casestudy


Skill Development
Albrecht’s Four Types of Stress: Managing Common Pressures, Mindtools.com

Uscher, J. 5 Tips for Better Work-Life Balance, WebMD
http://www.webmd.com/balance/guide/5-strategies-for-life-balance

Recommended
http://www.bc.edu/content/dam/files/centers/cwf/pdf/The%20New%20Dad%202013%20FINAL.pdf

Video
Recommended
http://www.ted.com/talks/nigel_marsh_how_to_make_work_life_balance_work.html

Unit IV
Select Career Skills and Topics

Week 11
Assignment Week 11
1. Team Collaborative Briefing – Worth 200 points
2. Work on Portfolio: Inclusion Perspectives

Topic: Inclusion and Respect
Video
Instructor Overview: Inclusion

Reading
About - Inclusion
Excerpt:
An Employer’s Guide to Creating an Inclusive Workplace
What Does An Inclusive Workplace Look Like? p. 2
www.equalityhumanrights.com/.../an_employers_guide_inclusive_work

Walking on Egg Shells: Fear of Talking About Differences in the Workplace (Part I)


Skill Building
Excerpt:

http://www.centerprogressive.org/310-2/

Richman, B. Ten Tips for Creating Respect and Civility in Your Workplace
http://www.lorman.com/newsletter/article.php?article_id=694&newsletter_id=150

Heathfield, S. M. How to Demonstrate Respect at Work, humanresources About.com
http://humanresources.about.com/od/workrelationships/a/demo_respect.htm

Recommended

Week 12
Special Topics: Skills and Topics for the 21st Century Career
Assignment Week 12
1. Forum #3: Special Topic Discussion (discussion of Collaborative Briefing Projects) - Worth 60 points
2. Virtual Collaboration Report – All Teams - Worth 50 points

Week 13 – Short Week (Includes Thanksgiving Break)
Assignment Week 13
1. Portfolio – Worth 300 points

Week 14
Assignment Week 14
1. Forum #4 The Self-Development Experience; Course Take Away (Worth 60 points)
2. Peer Review: Portfolio (Worth 45 points)