

Syllabus
Professional Development Strategies
Fall 2013 - 37:575:368

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

TA: Pamela Temple
Pamela.Temple@comcast.net

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 students will:

- recognize the mandate for particular employee skills given contemporary organizational needs and 21st century workplace environments.
- learn key concepts regarding personal development skills: critical and creative thinking; synthesizing information, adaptability and flexibility; collaboration and teamwork.
- 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, goal setting, problem solving, and time management 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.
- 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.

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

Get Help

Need technical assistance?

Using Person Learning Studio (eCollege) platform:

course tools or addressing exam issues.

Call toll free 24 hours a day,
7 days a week:

877- 7RUTGER (877-778-8437)

Send an Email 9am-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

- Examine critically philosophical and other theoretical issues concerning the nature of human experience, knowledge, value, and/or cultural production.
- Communicate complex ideas effectively, in standard written English, to a general audience.
- Analyze and synthesize information and ideas from multiple sources to generate new insights.

Course Requirements

- **Reading, Audio, and Video Assignments**

All required and suggested reading/audio/video assignments are uploaded into the online course shell. No textbook is assigned for this course.

- **Writing Assignments**

Special Topic Writing Assignments (Blogs)

Students will:

1. investigate 2 subtopics of interest associated with major topic areas weeks 2 - 12.
2. acquire in-depth knowledge about the subtopics of choice – expanding one’s knowledge base beyond the basic course curriculum.
3. reflect on facts, theories, and opinions associated with the subtopics of choice. Develop or change an opinion about the subject.
4. author a 500 word overview that clearly indicates synthesis of information on chosen subtopic; develop a 200 word opinion statement that highlights critical thinking on the subtopic.
5. successfully upload assignments for peer and instructor review.

Assignment Process:

There are 3 writing assignments (blogs posts) assigned throughout the semester; students will choose 2 of 3 writing assignments to complete. A list of subtopic options for each of the blog writing assignments is available in course shell. Assignment due dates are associated with course units. Check calendar for exact due dates. Specific instructions and a grading rubric for the writing assignments are available. Students are responsible for reviewing and comprehending instructions.

Professional Development Journal

Student Outcomes

Students will:

1. reflect on meaning & application of course material/assignments as knowledge gained/skills learned relates to the student’s personal and professional life and goals.
2. answer instructor designed questions that are pertinent to select topics addressed in the course.
3. follow specific guidelines and a template when presenting answers to questions.

Assignment Process:

Journal work is required during Unit III, but material for consideration when completing the journal assignment originates from concepts addressed throughout the semester. Assignment is due the last day of the semester. Check calendar for exact date. Specific instructions, a journal template and a grading rubric for the assignment are available. Students are responsible for reviewing and comprehending the instructions and grading rubrics and using the assignment template.

- **Social Learning**

Peer Review and Comment on Writing Assignments**Student Outcomes**

Students will:

1. read and reflect on the content of each other's writing assignments (blogs).
2. provide well organized and clearly written insights and material to defend their position on the topic of selected writing assignments. Students may also expand on the content of the writing assignments.

Assignment Process:

A minimum of 3 comments on differing blog posts is required for each of the 3 writing assignments. Comments are required by the due dates published in the course calendar. Students are responsible for reviewing the blog commenting grading rubric.

Peer-to-Peer Discussions (Forums)**Student Outcomes**

Students will:

1. actively participate in forum discussions.
Active participation involves making a minimum of 1 comment (original or reflection on another learning community member's input) by the 1st comment deadline announced in the course calendar.
2. offer evidence that both 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 may offer material (or a link to material) meant for consideration by learning community members or meant to support a statement made within their comment.
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. At least one of the minimum 3 comments 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. 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 Wednesday mornings and close 11:59 pm Tuesday nights. First comment deadlines are 11:59 pm, Sunday evenings.

- **Knowledge & Skill Assessments**

Student Outcomes

Students will:

1. Exhibit proficiency in understanding overall course objectives, topics addressed in the course assignments (information from syllabus and instructor course overview video), and course tools by successfully completing a Course Introduction quiz.
2. Exhibit depth of understanding of key concepts involved in Units I and II by successfully completing 2 quizzes that are made available at the end of the first 2 units. Check calendar for open/close dates for quizzes.

Assignment Process:

The course introduction quiz and the 2 course concept quizzes are taken online. Students log into course during quiz open periods. Check calendar for quiz open/close dates and times. Introduction quiz is comprised of true/false and multiple choice questions. Students may refer to syllabus and other course material while completing the course introduction quiz. Unit I and II course content quizzes are comprised of true/false, multiple choice, short answer and essay questions.

Grading

A final grade is based on a 1000 point system. Each assignment is worth a specific number of points. Total points earned determines final course grade.

Outstanding

1000 - 900 Points = A

Good

899 – 870 Points = B+

869 – 800 Points = B

Satisfactory

799 – 770 Points = C+

769 – 700 Points = C

Poor

699 - 670 Points = D+; 669 - 600 Points = D; 599 and below = F

% of Grade	Assignment and Points
Writing Assignments 50%	<p>Special Topic Writing Assignments (Blogs) <u>Worth 300 points</u> Must complete 2 of 3 writing assignments Each worth 150 points</p> <p>Professional Development Journal <u>Worth 200 points</u> Each journal area is worth a differing number of points.</p>
Social Learning 30%	<p>Treaded Discussions (Forums) <u>Worth 120 points</u> Two forums worth 60 points each</p> <p>Commenting on Content of Peer Blog Contents <u>Worth 180 points</u> Total of 9 comments (3 on each of 3 blog assignments) worth 20 points each</p>
Knowledge & Skill Assessments 20%	<p>Course Introduction Quiz <u>Worth 20 points</u></p> <p>Unit Quizzes <u>Worth a total of 180 points</u> 2 Unit quizzes worth 80 (Unit I) and 100 (Unit II) points</p>
100%	Total Assignment and Assessment Worth - 1000 points

Policies and Procedures

❖ Class Sessions

1. This is an asynchronous 100% online course. All course sessions will be conducted in the course shell.
 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.
2. 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, Tuesday, September 3 to get acclimated to the learning venue.
 Week 1 will begin Wednesday, September 4.
 The last day students will be expected to log into the course prior to final grades being posted is Tuesday, December 10.

3. A weekly message will be sent to each student as well as uploaded into the weekly messages file in document sharing by 10 am each Wednesday.
Information about content or assignment procedure is available within the weekly message as well as on the page associated with each week's assignments.

❖ **Due Dates – Assignment Extensions for A Penalty**

1. The due date for each assignment is also clearly noted on the course calendar.

September

Course Introduction Quiz **9/17**; 1st Comment Forum #1 **9/22**; Forum #1 Closes **9/24**
Personal Profile (extra credit) **9/24**

October

1st Comment Forum #2 **10/6**; Forum #2 Closes **10/8**;
Blog #1 **10/13***; Comments on Blog #1 **10/15**; Unit I Quiz **10/15**

November

Blog #2 **11/10***; Comments on Blog #2 **11/12**; Unit II Quiz **11/12**

December

Blog #3 **12/3***; Comments on Blog #3 **12/10**; Journal **12/10**; Quiz III (extra credit) **12/11**

* Students complete two of the three blog writing assignments

2. All assignments must be completed by 11:59 pm Eastern Time if the student desires to be in the position to earn the highest number of points (writing assignments) – or – any points for the assignment (forums and blog commenting.)
3. Writing assignments (blogs and journal) are accepted up to 24 hours late (12 midnight – 11:59 pm the following day) for a deduction of 10% of points (1 letter grade deduction.) Submission of a writing assignment up to 36 hours late will be accepted for a deduction of 25% of points (2 ½ grade deduction). Assignments are not accepted after the 36 hour period. NO EXCEPTIONS.
4. 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.
5. Quizzes lock at midnight of the close date. No quiz make-up options are available.

Things happen. When you don't have to attend a class session in person, it's easy to let 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 not to wait until the last minute to participate in a forum, submit an assignment, make a comment on a learning community member's blog post, or take a quiz.

❖ **Checking Email**

Instructor's Email Checking Policy

Unless you receive advance notification, I will check my email by 9:00 am 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 individual 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.

❖ **Extra Credit**

There are three ways to earn extra credit. The maximum amount of extra credit a student can earn in this course is 40 points.

1. Develop a Personal Profile prior to the due date week 2.
Students earn up to 20 extra credit points for developing this assignment according to directions and successfully loading it into the blog area of the course no later than the due date. Extra credit will be applied in week 4 (check calendar)

Students who upload a personal profile after the due date will not earn extra credit.
2. Complete the Unit III Extra Credit Quiz by the due date and time (check course calendar.) This quiz is comprised of true/false and multiple choice questions. The extra credit quiz is worth 10 points.
3. Students can earn extra credit when two or more a learning community members recommend ("Likes") his/her writing assignment contents. Up to 10 points (5 points each blog assignment authored) can be earned when two or more learning community members recommend a writing assignment. Extra credit will be applied at the time that points for the assignment are published (see course calendar.)

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:

- Tech FAQs– provides written information and instructions that address all aspects of technical performance within this course. The material is linked on the left hand side of course, on home page of the course.
- Flash Videos – Offer visual demonstrations of how to use each course tool. Links to videos are located on the home page of the course.
- Step by Step Instructions – Basic and specific instructions and links are provided for students to identify how and where course information is organized. Upon entering the course, work toward understanding the layout of the course. Upon clicking on a page dedicated to work for each week of the course, follow all steps presented to become acclimated to the location of key pieces of information.

Resources available outside the course:

Staff to address course platform questions and problems are available 24/7. They can also assist you in diagnosing a software problem that is prohibiting you from completing required tasks. All assistance contact information is available on page 1 of this syllabus as well as linked to 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!

❖ **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.
- encourage students to expand resources for study beyond the required reading and audio/visual resources in the course. Students can be encouraged to explore a wide variety of Internet based sources of information that addresses 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.

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

Students are offered specific directions on how to complete each assignment within the course shell as well as within the weekly messages. In addition, specific grading rubrics are published so that students understand exactly 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 topic pages in course shell for a complete listing.

Course Overview & Orientation

Readings, Video, Assignment

Week 1

Topic: Course Orientation & Introduction

Reading

All reading material linked to the home page of the course:
Syllabus, Calendar, Grading, Blogging Instructions, Critical Tips for Successful Online Learning

Videos

Instructor Presentations:
Course Orientation; Course Tools; Assignment Videos (Blogs; Forums; Journal; Quizzes)

Assignments:

- 1st Weekly Message
1. Required Reading and audio/video
 2. Course Introduction Quiz – by week 2; check calendar
 3. Personal Profile (extra credit blog option) – by week 3; check calendar

Students may move onto week 2 material during week 1, if desired.

Unit I: 21st Century Employment

Readings, Video, Assignments

Weeks 2 - 6

Week 2

Topic: In the News: Contemporary Trends and Issues

Instructor Video Introduction: Today's Workplace Issues

Reading, Video, Audio

Selected news articles, broadcasts and reports that highlight current employment trends as well as challenges and issues, 2012 – 13.

Assignments:

2nd Weekly Message; required reading, video, audio

1. Complete Quiz if not completed week 1 - by week 2; check calendar
2. Personal Profile (extra credit blog option) – by week 3; check calendar
3. Identify Blog #1 Topic Choice

Week 3

Topic: Work in the Future

Instructor Video Introduction:

Part I: The Future of Work

Part II: 21 Century Workplace Changes: What They Are and The Driving Factors Behind the Change; 12:40 minutes.

Reading

Excerpt: Trilling, B., Fadel, C. (2009). Chapter 1 Learning Past and Future in *21st Century Skills*, John Wiley & Sons, San Francisco: CA.

Introduction, p. 3 – 6

Ouye, J. A. (2011), Five Trends that Are Dramatically Changing Work and the Workplace, Knoll Workplace Research, p. 1 – 12.

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 Burden; 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:

Galinsky, E., Aumann, K., Bond, J. T. (2009, Revised 2011). Times Are Changing, Gender and Generation at Work and at Home. Families and Work Institute.

Video

Specialist Videos:

Arum R. (2011). 21st Century Work, Life & Skills, New York University; 4:16 minutes

McCann, T. A. (July 1, 2011). The Future of Work, TED Talks; 2:09 minutes

Malone, T. (July 27, 2011). The Future of Work 2.0. Harvard Business School IdeaCast; 7:11 minutes

Assignments:

3rd Weekly Message

1. Required Reading and Audio/Video
2. Forum #1: Contemporary Issues & the Future of Work
(Open/close and first comment by dates in calendar)
3. Personal Profile (Extra Credit Assignment)

Week 4

Instructor Overview: Introduction to Employee Competencies

Topic: The Knowledge Worker

Reading

Prince, W.W. Knowledge Workers. Encyclopedia of Business, 2nd Edition, Online
Rosen, E. (January 11, 2011). Every Worker Is a Knowledge Worker. Businessweek
(online).
Russell, S. Knowledge Labor Vs. Skilled Labor, eHow (online).

Recommended

(2008). Lesson 7: Knowledge Workers in Information Society short course (online).
Pennsylvania State University College of Information and Technology.

Topic: 21st Century Employee Competencies

Reading

Trilling, B., Fadel, C. (2009). Chapter 1 Learning Past and Future in *21st Century Skills*,
John Wiley & Sons, San Francisco: CA.
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:

Society for Human Resource Management (June 2008). Critical Skills Needs and
Resources for the Changing Workforce. p. 8 – 14.

Recommended

Report: Gallup, Inc. (May 28, 2013) 21st Century Skills and the Workplace

Video

Specialist Video:

Arum, Richard (2011). Professional Competencies, Self-Employment vs Organizational
Employment in the Knowledge Based Economy, New York University.

Topic: Gardner's Five Minds for the Future

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

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

Assignments:

- 4th Weekly Message
- 1. Required Reading and Video
- 2. Work on Writing Assignment (Blog) #1

Week 5

Topic: Education and Employment

Overview

Instructor Video:

Topic Introduction: Education for 21st Century Employment

Reading

Excerpt:

Trilling, B., Fadel, C. (2009). Chapter 1 Learning Past and Future in *21st Century Skills*, John Wiley & Sons, San Francisco: CA.
Learning Through Time, p. 11 - 19

University Learning

Reading

Choose any 2 readings from week 2 “News and Views” list: Education and Work section.

Video

Arum, Richard (2011).Goals for Undergraduate Learning, New York University, 5:08 minutes.

Audio

Recommended

Study: College Graduates Unprepared for Workplace, NPR, Morning Edition, May 28, 2010, Minutes: 3:40

Lifelong Learning

Reading

Web Resource: Continuing Education and Lifelong Learning Trends, Encyclopedia of Management. (Required Sections: Continuing Education, Lifelong Learning, Corporate Education; other sections are recommended)

Video

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

Chart

Information Literacy Skills Trilling, B., Fadel, C. (2009). *21st Century Skills*, John Wiley & Sons, San Francisco: CA, p. 67.

Self-Directed Learning

Reading

Laff, M. (2008). The Role of Self-Directed Learning, *T + D*, 62(4), 38 – 41.

Social Learning in Workplaces:

Reading

Excerpt:

Bingham, T., Conner, M. (2010). The 36,000-Foot View in *The New Social Learning*, American Society for Training & Development, San Francisco: CA.

What is the New Social Learning? P. 6 – top of page 10.

Is This Learning?, p. 19 – 22.

Assignments:

5th Weekly Message

1. Required Reading and Video
2. Forum #2: Examining Weeks 4 and 5 Concepts: The Employment Skills and Education (Open/close and first comment by dates in calendar)

Week 6

Topic: Student Research and Development Week:

Assignments:

6th Weekly Message

1. Submit Writing Assignment #1 (Blog #1) – by Sunday, 11:59 pm of Week 6.
2. Read and Make Comments on Learning Community Blog Contents by Tuesday, 11:59 pm.
3. Quiz: Unit I Concepts (Open/Close dates in calendar)

Unit II: 21st Century Employee Skills & Competencies

Readings, Audio/Video, Assignments

Weeks 7 – 10

Week 7

Instructor Video: Unit II Overview

Critical & Creative Thinking

Topic: Critical Thinking

Reading

Internet Resources:

35 Dimensions of Critical Thought, Foundation for Critical Thinking

PowerPoint

About the Critical Thinking Assessment (Also linked to Journal page – Instructions)

Videos

Specialist Video: Arum R. (2011). Critical and Higher Order Thinking, New York University.

Digital Splash Media (YouTube)

Do You Think?

Recommended

The Young Turks University (YouTube)
The Death of Critical Thinking, New York University

Topic: Creative Thinking

Reading

Internet Resources:
Mind Tools: Creativity Tools – An Introduction, DO IT A Simple Process for Creativity

Video

Where Do Good Ideas Come From? (YouTube)

Topic: Synthesizing Information

Reading

Internet Resource:
Reading Comprehension Strategies – Synthesizing Information

Video

GCFLearnFree.org (2012). Information Savvy: Synthesizing Information

Assignments:

- 7th Weekly Message
- 1. Required Reading and Video
- 2. Complete Critical Thinking Assessment (Information on Journal page – Instructions)
- 3. Identify Blog #2 Topic Choice

Week 8

Topic: Adaptability & Flexibility

Instructor Video: Topic Introduction

Reading

Calarco, A., Gurvis, J. (2006). Three Elements of Adaptability in *Adaptability: Responding Effectively to Change*, Center for Creative Leadership, Greensboro, NC, p 12 -25.

Internet Resource

Ezine Articles: exinearticles.com

Singleton, S. (July 14, 2005). Coping with Change: Develop Your Personal Strategy

Defining Adaptive Performance

Pulakos, E. D., Arad, S., Donovan, M. A. (2000). Adaptability in the Workplace: Developing of a Taxonomy of Adaptive Performance, *Journal of Applied Psychology*, 85(4), p. 617.

Charts

Trilling, B., Fadel, C. (2009). *21st Century Skills*, John Wiley & Sons, San Francisco: CA, p. 77, 81.

Flexibility and Adaptability Skills
Social and Cross-Cultural Skills

Assignments:

- 8th Weekly Message
- 1. Required Reading and Video
- 2. Work on Blog #2

Week 9

Topic: Collaboration & Teamwork

Overview

Video: Instructor Topic Overview

Basic Theory

Reading

Nunamaker Jr., J., Reinig, B., & Briggs, R. (2009, April). Principles for Effective Virtual Teamwork. *Communications of the ACM*, 52(4), 113-117.

Internet Resources

Harvard Business Review

Campbell, A. (September 1, 2011). Collaboration is Misunderstood and Overused

Ezine Articles: exinearticles.com

Rasing, M. (March 11, 2010). The Definition of Teamwork.

Morgan, L. (April 9, 2009). Understand Teamwork.

Chart

Communication and Collaboration Skills Trilling, B., Fadel, C. (2009). *21st Century Skills*, John Wiley & Sons, San Francisco: CA, p. 55.

Skill Development

Reading

ProjectSmart Article: projectsmart.co.uk

Eikenberry, K. Nine Ways to Contribute to Project Team Success

eHow Business Article: ehow.com

(February 16, 2011) How to Develop Collaboration Skills

Assignments:

9th Weekly Message

1. Required Reading and Video
2. Work on Blog #2

Week 10

Topic: Student Research and Development Week:

Assignments:

10th Weekly Message

1. Submit Writing Assignment #2 (Blog #2) – by Sunday, 11:59 pm of Week 10.
2. Read and Make Comments on Learning Community Blog Contents by Tuesday, 11:59 pm of Week 10.
3. Quiz: Unit II Concepts (Open/Close dates in calendar)

Unit III: Success in the 21st Century Workplace

Readings, Audio/Video, Assignments

Weeks 11 - 14

Week 11

Introduction PowerPoint

Instructor Overview : Perspectives and Concepts on Success and Values

Topic: Defining & Achieving Success;

Reading

Sills, J. (November/December 2008). Take This Job and Love It. *Psychology Today*, 41(6), 58-59.

Kernsten, E.L. (November/December 2008). Outsourcing Motivation. *Conference Board Review*, 45(6), 65-66.

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

Recommended

Internet Resource

Mayo Clinic Article: Job Satisfaction: Strategies to Make Work More Gratifying

Video

Smith, L. (January 8, 2012). Why You Will Fail to Have A Great Career. TED XWaterloo University; 15:00 minutes.

Recommended

YouTube

Will Smith Shares His Secrets of Success

7 Strategies to Success; Richard St. John TED; 3:47 minutes

What is Success?; Jessica Hamilton, TED; 6:30 minutes

Topic: Core Values

Reading

Development of Personal Values

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

Looper. J. (February 2009). The Foundations of Career Success

Video

Instructor Presentation: Core Values

Assignments:

11th Weekly Message

1. Required Reading and Video

2. Work on Professional Development Strategies Journal – Values Exercise

3. Choose Blog #3 Topic

Week 12

Topics: Wellness & Balance

Video Instructor Introduction of Topic

[Employee Wellness](#)

Reading

Employee Wellness in the Workplace – Examples of Wellness Programs in the Workplace

Madsen, S. R. (2003). Wellness in the Workplace: Preparing Employees for Change, *Organization Development Journal*, 21(1), 48, 49.

Internet Resource
DefinitionofWellness.com

Dimensions of Wellness

Required Reading: Social Wellness, Occupational Wellness, Spiritual Wellness,
Physical Wellness, Intellectual Wellness, Emotional Wellness, and Environmental
Wellness

Recommended

Report:

(February 2012). Total Rewards and Employee Well-Being. WorldatWork, Scottsdale, AZ.

Videos

WorldatWork

Research in Brief: Trends in Employee Well-Being, March 2012, 7:14

Research in Brief: Global Wellness Survey, February 2010, 8:00 minutes

Recommended

Video Clips from Howcast, Presenter: Samantha Ibarguen

Stress Management clips: What is Stress? How to Relax Your Mind; How to Deal with
Stress at Work

Howcast

How to Manage Your Time; Stop Procrastination

Employee Balance

Reading

Schwartz, Tony, (Oct. 2007). Manage Your Energy, Not Your Time, *Harvard Business
Review*, 85(10), p. 63-73.

Skronski, Elizabeth (Aug 2007). Taming Time Management, *Canadian Transportation &
Logistics*, 110(8), p. 16-19.

Videos

Marsh, N. (May 10, 2010). How to Make Work-Life Balance Work, TED xSydney; 10:05
minutes.

Fried, J. (October 10, 2010). Why Work Doesn't Happen at Work, TEDxMidwest, 17:21
minutes

Thurman, D. (April 15, 2013). Off Balance On Purpose: The Future of Engagement and
Work-Life Balance, TEDxPSU, 18:08

Assignments:

12th Weekly Message

1. Required Reading and Video
2. Work on Blog #3 Assignment
3. Work on Journal Assignment

Week 13

Topic: Student Research and Development Week:

(Short Week –Thanksgiving Break Included in this week – see calendar

Assignments:

13th Weekly Message

1. Submit Writing Assignment #3 (Blog #3) – by Tuesday, 11:59 pm of Week 13.

Week 14

Topic: Project: Professional Development Strategies Journal

Assignments:

14th Weekly Message

1. Professional Development Strategies Journal by Tuesday, 11:59 pm of Week 14.
2. Read and Make Comments on Learning Community Blog Contents by Tuesday, 11:59 pm.
3. Extra Credit Quiz: Unit III Concepts (Open/Close dates in calendar)