RUTGERS
School of Management
and Labor Relations

Syllabus
Self-Development for Professional Success
38:578:512
Fall – 2011

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Get Help:
Staff members are waiting to assist you.

- **Using Person Learning Studio (eCollege) platform:**
  Using course tools or course platform issues.
  Call toll free 24 hours a day, 7 days a week: 877- 7RUTGER (877-778-8437)
  Email: help@ecollege.rutgers.edu

- **NetID or Rutgers email problems:** Call 732-445-HELP (4357)

- **Problems logging into the course:** Call Monday through Friday 9 am – 5 pm: 732-932-4702

Objectives
Students will have the opportunity to share, discuss, and develop an understanding of course materials within online peer learning communities. Within these communities and through individual study and reflection students will:

- recognize the changing nature of work, organizations, and employee/leader competencies.
- identify the need for workplace inclusionary practices, as well as the benefit of these practices to the organization and workforce.
- engage in activities that will support career development while considering personal values/priorities and the need to bring meaning to one's professional endeavors.
- strengthen capacity to use competencies that foster long term professional success: working collaboratively, being adaptable/flexible, engaging in creative and critical thinking, applying work-life balancing strategies, identifying core values and setting and achieving goals.
- investigate emerging workplace topics that can impact professional success and satisfaction.

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 (40% of final grade)

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 each topic addressed in the course.
3. use critical thinking skills and creativity when completing assignment.

Due date: Students are required to work in the portfolio throughout the semester. Must be uploaded by November 29 for peer review/discussion; peer evaluation and instructor grading.

Asynchronous Threaded Discussions – Forums (40% of final grade)

Students will:

1. engage in academic discourse on course topics within an introductory forum and in each of the five scheduled Forums. This will be accomplished by clearly communicating reflection and critical thinking on topics (content score).

2. build and maintain an online learning community that supports understanding and application of course topics through fostering and participating on an ongoing basis (participation score)

3. exhibit knowledge on topics and use of leadership skills when leading appropriate Forum discussion, as the discussion relates to the collaborative project which each team publishes in the course for peer review and discussion.

Due Date: Each forum is one week in length. All but forum 5 open on Wednesdays and close 11:59 pm Tuesday evenings. Forum 5 opens Saturday (12/3) and closes Friday (12/9). Open and close dates for each forum is listed on the course calendar.

Refer to course expectations section on page 5 of syllabus for best practices in forum involvement.

- **Collaborative Briefing Project** (20% of final grade)

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. best practices in teamwork strategies when developing the collaborative assignment.

4. best practices in small group leadership when making comments and answering questions in their topic's Forum.

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.

- Each student will work collaboratively with 3 - 5 learning community members to complete a briefing that is developed either as a paper or a PowerPoint presentation.

- Students will select their collaborative team members. If a student neglects to meet the self selection deadline, he/she will be assigned to a team.

- Each team submits the presentation not only to the instructor, but to their online community group for review.

- 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.

- Each team member evaluates collaboration and teamwork competencies (including contribution level) of him/herself as well as other members of the team. Reflection on key collaborative strategies is required.

Collaborative Project Topic Options: 1. Meaningful Work 2.Work/Life Balance

Assignment due date:

Collaborative projects must be uploaded by 10/18.

Grading

A 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.

See Course Rules & Grading document for grading rubrics.

Outstanding	**Good**	**Satisfactory**
1000 - 900 Points = A	899 – 870 Points = B+	799 – 770 Points = C+
	869 – 800 Points = B	769 – 700 Points = C

Item % of Grade	Assignment and Assocated Points
Portfolio **40%**	**Final Project** Comprehensive presentation of knowledge and skills learned throughout the semester. Worth 400 points
Asynchronous Threaded Discussions **40%**	**6 Forums** Worth 400 points Introduction Forum Includes upload of Peer Introduction Survey (50 points) Forums 1, 2, 5 = 50 pts each (150 points) Forums 3 & 4 = 100 points each (200 points) multiple discussion areas per Forum
Collaborative Project **20%**	**Collaborative Briefing Assignment** Worth 200 points
100%	**TOTAL**

Policies and Procedures

❖ Class Sessions

1. The course week begins on **Wednesdays** with the exception of week 1, which will begin on the first day of the semester, Thursday, September 1st.
2. A weekly message will be 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 is available within the weekly message.
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. The Collaborative Project and Portfolio late penalties on assignment grade: Up to 24 hours late (12 midnight – 11:59 pm Wednesday) = deduction of 10% of points(1 letter grade); Up to 36 hours late (12 midnight – 11:59 pm Thursday) = deduction of 20% (2 letter grades). Assignments will not be accepted after the 36 hour period.

   Learning community members review and evaluate both assignments. When either assignment is late, students place their peers at a disadvantage as assignment review time is limited before all must begin to discuss your work. A deduction greater than the instructor penalty can be imposed by peers responsible for reviewing your assignment.

3. Forums lock after 11:59 pm on Tuesdays, no comments can be posted. Missed Forum points can not be made up.

❖ Extra Credit

There are two ways to earn extra credit:

Students who not only begin a discussion in a forum and interact with at least 1 peer who has responded to their initial comment, earn a total of 5 points per Forum.

These options are available for each of the 5 regular forums (not Introductory Forum). Extra credit options are only available for those who contribute for the first time by Saturdays, 11:59 pm.

Total extra credit points that can be earned through serving as a forum leader is 25 points.

❖ Checking Email

Instructor's Email Checking Policy

Unless you 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 Saturday/Sunday and Thanksgiving break.

Students Email Checking Policy

It is the responsibility of the student to check for incoming course related messages AT LEAST 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. Attitude about achieving success or solving problems is a key resource.

Resources available in course:

- Tech FAQs document – provides written information and instructions that address all aspects of technical performance within this course. The document is linked on the left hand side of course, on home page, and available on the default page of document sharing.

- Flash Videos – Offer visual demonstrations of how to use each course tool (example: document sharing, dropbox, changing default email address). Links to videos are located on the home page of the course.

- First Steps Instructions – Basic and specific instructions and links are provided for students to identify how and where course information is organized. Upon entering the course, follow all steps presented to become acclimated to the location of key pieces of information and feel comfortable entering all areas of the course shell.

Resources available outside the course:

- Refer to the phone numbers prominently located on page 1 of the syllabus (in Get Help section) to access those who can assist in NetID or Rutgers email problems; problems logging into the course, or provide 24/7 one-on-one assistance regarding use of any of the eCollege/RutgersOnline platform course tools or the exam feature. eCollege helpline staff can also assist you in diagnosing a software problem that is prohibiting you 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 the textbook. Students are often encouraged to explore a wide variety of Internet based information sources 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.

❖ 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 involvement within their community 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 to encourage others to interact with you.

- Serve as a reliable teammate when working on the collaborative briefing project.

- Conduct a serious and fair review when evaluating peer briefing assignments and portfolios.

- Intellectually challenge peers to consider a topic by offering well developed comments that invite peers to share their thoughts.

- 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 Best Practices and Use Them to Achieve Success

General Information on Directions and Assignment Grading

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. Paying attention is in the student's best interest.

An overview of best practices for forum participation is provided below. A complete grading rubric for forum work as well as the collaborative briefing project and portfolio assignment are available in the grading document linked to the course.

Best Practices in Forum Participation

Forum involvement is worth 40% of a student's final grade in this course. While forums are designed to be active and expressive, they are not chat rooms. A forum is an established area of the course where peers contribute to the greater understanding or appropriate expansion of course topics. Working together, students create an intriguing, supportive, and useful "community of learners" where peers choose to visit and participate.

Earning the highest number of points in a forum requires following these best practices:

Comment Quality (50% of Points)
3 comments:

- are relevant to the topics addressed in a forum

- exhibit critical thinking ability
- are constructed so that overall understanding of topic is evident and citation of original work is available

Participation (40% of points)

- 3 or more comments; 1st comment made prior to Saturday 11:59 pm (4 days after forum opens)
- 2 comments on different topics
- Fosters learning community development through: replies acknowledge and then build upon the ideas/thoughts of others. (no echoing)
- At least 1 comment offers an appropriate question for community to consider AND/OR offers an appropriate web resource for peers to consider.

Context and Expression (10% of Points)

- Comments are presented using appropriate grammar, sentence structure, and spelling.
- Comments are well communicated. It is easy for peers to understand points being made.
- Expression of ideas/thoughts is outstanding.
- Comments are appropriate for an academic Forum.

Course Topics & Assignments by Unit

Reading/listening/viewing material below represents core material for the semester. Refer to topic pages in the course shell for a complete listing. Assignment due dates are presented in the course calendar.

Unit I
Introduction
Weeks 1 - 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

Recommended:
Kassop, M. (May/June 2003). Ten Ways Online Education Matches, or Surpasses, Face-to-Face Learning. *The Technology Source*, University of North Carolina.

Videos
Instructor Presentation: Course Orientation

Topic: Collaborative Team Development

Reading

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

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

Recommended:
Silver, S. R. (2008). Transforming Professional Relationships. *T & D*, 62(12), 63-67.

Topic: Creative Thinking, Critical Thinking & Self-Awareness

Reading & Viewing

Safi, A., Burrell, D. N. (2007). Developing Advanced Decision-Making Skills in International Leaders and Managers. *Vikalpa: The Journal for Decision Makers*. 32(3), 1-8.
Required reading sections: Critical Thinking: The Concept p. 2-4, Using Critical Thinking Process, p. 4, Variables that Hamper Critical Thinking Skills, p. 4-5. Other sections recommended.

Weiss, R. (2001). How to Foster Creativity at Work. *T & D*, *55(*2), 61 – 65.

Recommended:
Begley, S. (20 October, 2006). Critical Thinking: Part Skill Part Mindset and Totally Up to You. The Wall Street Journal, B1.

Facione, P. A. (2011) Critical Thinking: What It Is and Why It Counts. Insight Assessment, 1-25.

Creativity Tools – An Introduction… Mind Tools
http://www.mindtools.com/pages/article/newCT_00.htm

DO IT A Simple Process for Creativity
http://www.mindtools.com/pages/article/newCT_09.htm

Videos
Instructor Presentation: Success Strategies for this Course and in the Workplace - Creative Thinking, Critical Thinking & Self-Awareness.

Unit I Assignments

1. Peer Introduction Survey:

   Part 1: Biography (draft for portfolio); Part 2: Quote; Part 3: Creative Thinking Exercise

2. Introduction Forum (Discuss contents of peer surveys in relation to introduction topics)

3. Portfolio Activities:

   Activities: Create Portfolio file; Review Portfolio Section in Course

   Topical Reflections: Critical Thinking, Creativity & Creative Thought; Working Collaboratively

   Assessment: Critical Thinking Disposition

4. Identify Collaborative Teams

Unit II
Work in the 21st Century
Weeks 3 - 4

Topic: The Workplace

Reading & Viewing

Karoly, L. A, Panis, C. W. A. (2004). Implications for Work in the Twenty-First Century in *The 21st Century at Work*, Rand Corporation, Santa Monica: CA, p. 183 – 206.

Recommended
Davis, A., Blass, E. (2007). The Future Workplace: Views from the Floor. *Futures*, 39(1), 38-52. Selected topics within article: Section 7. Themes Emerging from the Floor and Section 8. Trends for the Future of Work p. 47 – 51.

Video

The Future of Work Discussion: The Future of Attraction, Retention and Motivation. Presentation by President, WorldatWork, Anne Ruddy.

Topic: The Employee

Reading

Brown, M. (2008). Take Charge of Your Career. *T+D*, 62(6), 84-85.

Fisher, A. (2009, May 25). When Gen X Runs the Show. (cover story). *Time*, 173(20), 48-49.

Miller, S. (2008). Skills Critical for a Changing Workforce. *HRMagazine*, 53(8), 24.

Recommended
The Society for Human Resource Management (2008). *Critical Skills Needs and Resources for the Changing Workforce*. Research Report Excerpts p. 8-14.

Chart

Performance Evaluation Criteria
Trilling, B., Fadel, C. (2009). *21st Century Skills*, John Wiley & Sons, San Francisco: CA, p. 74.

Topic: Workplace Inclusion

Reading

Soyars, M., & Brusino, J. (2009). Essentials of Engagement. *T+D*, 63(3), 62-65.

Anderson, Lisa. So You Have Cultural Diversity, Now What? The Tools and Theories of Inclusion. http://www.diversitycentral.com/diversity_practitioners/research.html

Two article series:
Ferdman, B. M. (2007). Inclusion Starts with Knowing Yourself. *San Diego Psychologist*, 22(4), 1, 5-6.
Ferdman, B. M. (2007). Self-Knowledge and Inclusive Interactions. *San Diego Psychologist*, 22(5), 25-26.

Unit II Assignments

1. Forum 1: The Contemporary Workplace, the Future Workplace, and Career Issues

2. Portfolio Activities

A Vision of the Qualities of My Future Work Environment; Qualities of the Employee and Leader I'd like to Be
Topical Reflections: Employee Signature Character Strengths Examination; Inclusive Knowledge & Behavior

Unit III
Foundations for Success
Weeks 5 - 8

Introduction to Foundations for Success

Reading, Viewing & Listening

Recommended Reading
Martin, J. (March 6, 2009). Successfully Aligning Your Passion with Your Personal Brand. Worklife Nation. Accessed on July 10, 2009 < http://www.worklifenation.com/tag/success/ >

Recommended Video
Pausch, R. Time Management, Presentation at the University of Virginia, 2007.

Recommended Audio
Uncommon Life, St. Augustine J., Interviewed by Judy Martin, Worklife Nation

Topic: Career Decision Making and Core Values

Reading & Viewing

Ramsey, R. (2007). Seven Critical Choices that Shape Your Career. *Supervision*, 68(8), 10-12.

Kersten, E. L. (2008). Outsourcing Motivation. *Conference Board Review*, 45(6), 65-66.

Looper, J. (October, 2007). Development of Personal Values. Accessed July 16, 2009 < http://personaldevelopment.suite101.com/article.cfm/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. Access July 17, < http://personaldevelopment.suite101.com/article.cfm/the_foundations_of_career_success >

Video
Instructor Presentation: Identifying Core Values & Principles (required)

For Portfolio Work: Core Values Exercise: http://www.ucunlimited.com/cve.html

Topic: Meaningful Work

Reading & Listening

Kolodinsky. R.W., Giacalone, R. A., Jurkiewicz C. L.. (2008). Workplace Values and Outcomes: Exploring Personal, Organizational, and Interactive Workplace Spirituality. *Journal of Business Ethics* 81(2), 465-80.
(Selected topics within article: Introduction, Overview of Spirituality in the Workplace and Workplace Spirituality Outcomes, 465-68.)

Marques, J. (2005) Yearning for a More Spiritual Workplace. *Journal of American Academy of Business, Cambridge*, 7(1), 149-153.

Rhodes, K. (2006). Six Components of a Model for Workplace Spirituality, *Graziadio Business Report* (online), Pepperdine University, 9(2).

Recommended
Ramlall, S. J. (2008). Enhancing Employee Performance Through Positive Organizational Behavior. *Journal of Applied Social Psychology*, 38(6), 1580 – 1600.
(Selected topics within article: Introduction, Literature review – 1. Purpose of Work and the Relationship to Satisfaction, Commitment, and 2. Performance and Work as a Significant Source of Happiness – p 1580 - 84 and discussion of these topics 1594 – 95.)

Recommended Audio
Expressing Human Values and Spirituality in the Workplace
On the Edge of Work and Purpose

Topic: Work/Life Balance

Reading, Viewing & Listening

Beauregard, T. A., Henry, L. C. (2009). Making the Link Between Work-Life Balance Practices and Organizational Performance. *Human Resource Management Review*, 19(1), 9 – 22.
(Selected topics within article: Introduction and Individual Level Explanation - p. 9 - 14).

Neault, Roberta (2005). That Elusive Work-Life Balance!, National Consultation on Career Development Accessed January 2, 2008
http://www.conat.org/natcon/papers/natcon_papers_2005_e5.pdf

Mayo Clinic Staff. (May 31, 2008). Work-Life Balance: Ways to Restore Harmony and Reduce Stress. Accessed April 13, 2009 < http://www.mayoclinic.com/health/work-life-balance/WL00056 >

Recommended:
Wells, Susan J. (October 2007). Are You Too Family Friendly? *HR Magazine*, 52(10), p.1 -7. Accessed January 5, 2008 <http://www.masspolicy.org/pdf/pressrelease/HR_cover.pdf>

Klun, Sharon (2008). Work-Life Balance is a Cross-Generational Concern. *Global Business and Organizational Excellence*, 27(6), 14-20.

Quick, J., Henley, A., & Quick, J. (2004). The Balancing Act -- At Work and At Home. *Organizational Dynamics*, 33(4), 426-437.

Video
The Stress of Balancing Work and Family, New America Foundation, September 19. 2007

PBS – Nightly Business Report Series
Working for Balance Series – Blackberry Backlash, August 20, 2008
A Family Friendly Work Life, August 21,2008
Results Only Work Environment, September 1, 2008

Audio
The Changing Workplace Minute, Worklife Minute

Topic: Setting & Achieving Goals
Reading & Viewing

Faidley, R. (2009). Keys to Success. *Supervision*, 70(6), 12- 14.

Tracy, B. (2008). Success Is No Accident. *T+D*, *62*(6), 76-78.

Video
Instructor Presentation: SMART Goals

Unit III Assignments

1. Collaborative Briefing (Collaborative Work – Group Review/Discussion)
2. Forum 2: Success, Decisions and Core Values
3. Forum 3: Selected Topics Briefing Discussion: Work/Life Balance and Meaningful Work

   (Discussions lead by teams submitting briefings)
4. Portfolio Activities:

   Exercises – Identifying Core Values; Goal Setting and Taking Action

What is the Good Life? What is Success?; Core Values & Principles;

Topical Reflections: Meaningful Work and Work/Life Balance

Unit IV
Contemporary Career Topics
Weeks 9 – 11

Topic: Social Networking, Learning 2.0 & Technology 2.0
Reading & Listening

AFP (October 8, 2009). No Facebook at Work in Most US Companies.

Bingham, T., Conner, M (2010). The 36,000-Foot View in *The New Social Learning*, American Society for Training & Development, San Francisco: CA, p. 3 – 22.

Ketter, P. (2009). Social Net-What? *T & D*, 63(3), 22.

Wilkins, D. (2009). Learning 2.0 and Workplace Communities. *T+D*, *63*(4), 28-30.

Willmer, D. (2009). Managing Your Digital Footprint. ***T+D*,** 63*(*6), 84-5.

Audio

Companies Check Out Applicants on Facebook, NPR, Morning Edition, October, 2008.

Social Networking for Work Explored, NPR, All Things Considered, November 2008.

When is Social Networking Kosher in the Office? NPR, All Things Considered, November 2008.

Topic: The New "Intelligences"

Reading

Earley, P., & Mosakowski, E. (2004). Cultural Intelligence. *Harvard Business Review*, *82*(10), 139-146.

Truty, Daniela (2006). Political Savvy: Elusive and Vital. Presented at the Midwest Research-to-Practice Conference in Adult, Continuing, and Community Education.

Zohar, Danah. (2005). Executive Forum: Spiritually Intelligent Leadership, *Leader to Leader*, 2005(38), 45 – 51.

Recommended:
Todd, S., Harris, K., Harris, R., & Wheeler, A. (2009). Career Success Implications of Political Skill. *Journal of Social Psychology*, *149*(3), 179-204. (recommended pages 179 - 187).

Video
Tracom Group Webinar: Emotional Intelligence What's New, What's True – Improving EQ Through Behavioral Style 2009
http://www.tracomcorp.com/forms/eiwhitepaper.html

Required Sections: EI: What it is and Why it Matters, Can EI Be Learned, EI and Leadership, EI in More Detail. Other sections recommended.

Topic: The Intergenerational Workforce: Understanding and Collaborating
Reading

Patterson, Constance Kindrick, Constance (2007). The Impact of Generational Diversity in the Workplace. *The Diversity Factor*, 15(3), p. 17 – 22.

Nancherla, A. (2008). Just a Number After All. *T+D*, *62*(6), 22.

Recommended:
Ramsey, R. (2009). The Mature Supervisor. *Supervision*, *70*(6), 5-7.

Sacks, Danielle (January 2006). Scenes from the Culture Clash. Fast Company (Internet Edition). Issue 102, p. 72-75.

Video
Monster.Com Webinar: Leading an Intergenerational Workforce, Presenter; Susan A. Murphy, Ph.D. 2006

Required Sections: Overview of Generations and Workplace Implications. Other sections recommended.

Unit IV Assignments

1. Forum 4: Selected Topic from Unit III

2. Portfolio Activities:

Topical Reflections – Social Networking, New Intelligences, Intergenerational Workforces

Exercise – Cultural Intelligence

Portfolio

Weeks 12 - 14

Final Project Assignments

1. Complete and Upload Portfolio; Growth & Change Process, Bibliography; Summary: End of Week 12

2. Review and evaluate assigned peer portfolios. Participate in Forum 5: Learning Community Discussion of Portfolio Contents: Weeks 13 & 14. Week 14 is a short week. See calendar.