

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

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 organizational needs and 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, 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.

Get Help

Need technical assistance?

Recommended:

Local Rutgers Helpdesk

Call: 848-932-4702

7 Days a week.

9 am – 6 pm

Send an Email:

help@ecollege.rutgers.edu

Pearson Learning Studio (eCollege) platform helpdesk:

Call toll free 24 hours a day,

7 days a week:

877- 7RUTGER (877-778-8437)

+++++++

For Assistance with Proctortrack
Assistance during authentication and
verification process

Call: 888-326-5219

Extension 3

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

- 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**

Student Bio and Contemporary Employment Issues (Writing Assignment #1)

Student Outcomes

Students will:

1. Introduce themselves to their learning community and instructor associated with topics that will be addressed in the course
2. Investigate and consider contemporary/future employment trends and issues.
3. author summaries and opinion statements associated with three categories of trends and issues provided to students.
4. follow specific instructions and a template when developing assignment.
5. successfully upload assignment for instructor grading and learning community review/discussion.

Special Interest Topic (Writing Assignment #2)

Student Outcomes

Students will:

1. investigate a subtopic 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 - 600 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. follow specific instructions and a template when developing assignment.
6. successfully upload assignment for instructor grading and learning community review/discussion.

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 instructor grading.

Journal Parts and Sections

Part I: Reflection on Success Strategies

Section 1 –Self-Awareness & Career Motivation – 20 points

Section 2 –My Definition of and Reflection on Success – 20 points

Section 3 - My Core Values – 50 points

Section 4 - My Goals, Goal Setting Abilities and Behavior – 40 points

Section 5 - My Reflections on Wellness and Balance – 20 points

Part II: Reflection on Specific Skills & Professional Development Plan

Section 6 – My Recognition of What It Will Take to Maintain Employment Over Time - 30

Section 7 – Understanding My Abilities and Aptitudes - 70

Section 8 - My Plan for Professional Development - 50

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 – 5 are due at the end of Unit II; sections 6 -8 are due at the end of Unit III. Check calendar for exact due dates.

In order to complete several Professional Development Journal sections a student must complete 4 assessments (aptitude tests.) 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 Journal home page. Check calendar for due dates. Reflection on results from these aptitude and skills tests is required.

- **Social Learning**

Peer Review of Writing Assignments; Peer-to-Peer Discussions (Forums)

Student Outcomes

Students will:

1. read and reflect on the content of each other's writing assignments (#1 and #2)
2. 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 peer writing assignments, 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. At least one of the minimum 3 comments must be an original comment – one that starts a discussion thread in the forum on a concept that is not already being discussed by a learning community member. 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 (except for Forum #4- opens Wednesday) and close 11:59 pm Tuesday nights. First comment deadlines are 11:59 pm, Sunday evenings.

- **Knowledge & Skill Assessments**

NOTE: The course introduction quiz and the final exam are taken online. Both use Proctortrack for student verification and monitoring. For more information see course policies and the Quiz and Exam home page in the course shell. **Students must be able to use Proctortrack to complete the course orientation quiz and the final exam. If a student can't use Proctortrack, the student can't complete the assessments.** *No alternative is offered*

Student Outcomes

Course Orientation Quiz

Students will:

Exhibit proficiency in understanding overall course objectives, topics addressed in the course orientation and assignment videos; the syllabus and calendar; the Critical Tips for Successful Online Learning and Avoiding Plagiarism documents by successfully

completing a Course Introduction quiz. The quiz is open book. Students may refer to course material when answering questions.

Comprehensive Final Exam

Students will:

Exhibit depth of understanding of key concepts involved in Units I – III by successfully completing a comprehensive final exam. Knowledge gained/skills learned through material from all course weeks is assessed in final exam. The Final exam is open book.

Assignment Process:

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.

The final exam is comprised of true/false, multiple choice, short answer and essay questions. Check calendar for quiz and final open/close dates and times.

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 55%	<p style="text-align: center;">Student Bio and Contemporary Employment Issues (Writing Assignment #1) <u>Worth 100 points</u> Assignment shared with and discussed by learning community members in forum #1</p> <p style="text-align: center;">Special Interest Topic (Writing Assignment #2) <u>Worth 150 points</u> Choose project topic from a listing Students are encouraged to work in teams. Assignment shared with and discussed by learning community members in forum #4.</p> <p style="text-align: center;">Professional Development Journal <u>Worth 300 points</u> Journal is submitted in two parts. Total of 8 sections within all parts of the journal. Each journal section is worth a different number of points.</p>
Social Learning 24%	<p style="text-align: center;">Threaded Discussions (Forums) <u>Worth 240 points</u> Four forums worth 60 points each</p>

Knowledge & Skill Assessments 17%	<p>Course Introduction Quiz <u>Worth 20 points</u> Open book T/f. multiple choice and short answer questions. 20 minutes</p> <p>Midterm Test Yourself Quiz Optional: Worth 40 points extra credit</p> <p>Comprehensive Final Exam <u>Worth 150 points</u> Open book comprehensive final. T/f, multiple choice, fill in the blank and essay questions 90 minutes</p>
Assessment Completion 4%	<p>Completion of Personal Assessments <u>Worth a total of 40 points</u> Four assessments must be completed by the due date identified on the calendar.</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 1 to get acclimated to the learning venue.
Week 1 will begin Wednesday, September 2.

The last day students will be expected to log into the course prior to final grades being posted is Friday, December 11.
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**

1. The due date for each assignment is also clearly noted on the course calendar.
September
Course Orientation Quiz **9/8**; Introduction to 21st Century Employment – Writing Assignment #1 **9/15**; Forum #1: 1st Comment **9/20**; Closes **9/22** ; Forum #2: 1st Comment **9/27**;Closes **9/29**

October

Career Motivation Profile Assessment **10/6**; Identify and record preferred special interest topic for writing assignment #2 **10/6**; Goal Setting Skills Assessment Completed **10/20**; Test Yourself at Midterm Quiz Closes (extra credit portion) **10/20**; Journal Assignment Part 1 **10/27**

November

Forum 3 1st Comment **11/1**; Closes **11/3**; Creativity and Problem Solving Aptitude Assessment **11/10**; Special Interest Topic Writing Assignment #2 **11/17**; Team vs Individual Orientation Assessment **11/24**;

December

Journal Part II **12/1**; Forum #4: 1st comment 12/6 closes **12/8**; Final Exam – **12/9 - 12/11**

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 forums or Psychtest assessments for Journal work.)

3. **Late Submission Penalty for Writing Assignments**

Writing assignments #1 and #2 and Journal Parts I and II are accepted up to 24 hours late (12 midnight Tuesday – 11:59 pm Wednesday) for a deduction of 10% of points (1 letter grade deduction.)

Submission of a writing assignment up to 48 hours late (by 11:59 pm Thursday) will be accepted for a deduction of 25% of points (2 ½ grade deduction). Students must contact instructor for permission to submit work 2 days late.

Assignments are not accepted after the 48 hour period. NO EXCEPTIONS.

4. **No Late Submissions for Forums, Quiz/Final or 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. The quiz and final exam lock at midnight of the close date. No quiz or final exam 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 not to wait until the last minute to participate in a forum, submit an assignment, or take a quiz/final exam.

❖ **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 Saturdays 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 opportunities for students to earn extra credit during the semester. Students may choose to complete one, two, or all three of the options identified below.

Option #1 Students may complete the "Test Yourself at Midterm" quiz to earn up to 30 points extra credit. Test Yourself at Midterm quiz involves True/false, multiple choice, and short answer questions. This option is available week 7.

Option #2 Students who choose to work in a team to complete Writing Assignment #2 (Special Interest Topic) will earn an extra 10 points. Extra credit is uploaded at the time of grading the assignment.

Option #3 Students evaluate and recommend writing assignment #2s submitted by two of their learning community members. Students developing a review and recommendation receive up to 15 extra credit points; the students who authored the writing assignments recommended receive up to 10 extra credit points. Students use a form when developing their review/recommendation. This option is available week 14.

❖ **Academic Integrity**

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 will not be 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.

Exam Cheating

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

See below section on use of Proctortrack in this course. In addition, students should be aware that all testing material, both point bearing (Course Orientation quiz and Final exam) as well as extra credit (Test Yourself at Midterm) assessments are developed using a test bank. No two tests are the same.

The final exam in this course is open book. Students are allowed to access material to assist them when completing the final.

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

❖ **Use of Proctortrack**

The course introduction quiz and final exam use Proctortrack for verification of student identity and for monitoring student activities while completing the quiz/exam. Proctortrack videotapes student identification activities prior to and monitors student behavior during the exam period. Students must own a video camera associated with their laptop or PC to use Proctortrack. Specific instructions regarding the use of Proctortrack are offered on the Quiz and Exam homepage in the course.

❖ **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 regarding the process of applying for a letter of accommodation:

<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 – provides a link to instructions that address use of course tools.
- 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 technical associated questions can be accessed through two locations, our local Rutgers helpdesk that is staffed through COHLIT (Center for Online and Hybrid Learning and Instructional Technology); and through Pearson Learning Studio.

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 is linked to the home page of the course:
Syllabus, Calendar, Grading, Critical Tips for Successful Online Learning, About Plagiarism

Videos

Course Orientation
Assignments
Course Tools

Assignments:

- 1st Weekly Message
1. Required Reading and Audio/Video
 2. Course Introduction Quiz (Uses Proctortrack) – worth 20 points

Unit I: 21st Century Employment

Readings, Video, Assignments
Weeks 2 - 4

Week 2

Instructor Video Introduction: Unit I: 21st Century Employment Topics

Topic: Trends, Events and Issues Shaping 21st Century Employment

In the News: Contemporary Trends and Issues

Reading, Video, Audio

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

Choose one news and views piece from three of the following areas:

The New Economy & Work, The Workplace: Trends and Changes, What Employees Think - Desire
Technology in the Workplace, Wellness Balance and Success.

Choose one news and views piece from three of the following areas:

Employment Skills for Success, Education and Work, Employment Diversity and Equity.

The 21st Century Workplace & Employment

Reading

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 Work Styles

Morgan, J. (March 4, 2015.) Changing The Workplace: Past And Future, Forbes. (online)

Video

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

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

Interviewed: Tom Malone, MIT Sloan School of Management

Price Waterhouse Coopers (October 22, 2014.) The Futures of Work – Three Visions of the Future, 3:57 Minutes.

Audio

NPR, Morning Edition

Zappos: A Workplace Where No One and Everyone Is the Boss

July 21, 2015, 4:32 minutes

Assignments:

2nd Weekly Message

1. Required Reading and Audio/Video

2. Writing Assignment #1: Student Introduction & Contemporary Employment Issues – worth 100 points

Week 3

Topic: Tomorrow's Workforce

Reading

Morgan, J. (September 2, 2014.) The Evolution of the Employee. Forbes Magazine, p. 1 - 3

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 (online.)

The Millennial Employee

Report Excerpt

Council of Economic Advisers. (October 2014.) 15 Economic Facts about Millennials.

Office of the President. Required:

Fact 5: College-going Millennials are more likely to study social science and applied fields – p. 14 – 15.

Fact 10: Investments in human capital are likely to have a substantial payoff for Millennials - p. 27 - 28

Fact 11: Working Millennials are staying with their early-career employers longer – p. 29 – 30

Survey Results

National Association of Colleges and Employers. (August 6, 2014). The Most Important Benefits for the Class of 2014.

Harrington, B. (March 20, 2015) Is It Time to Retire 'Millennials'? Huffington Post (online)

(Brad Harrington, Executive Director, Boston College Center for Work & Family and Professor, Carroll School of Management.)

Assignments:

3rd Weekly Message

1. Required Reading and Audio/Video
2. Review Learning Community Writing Assignment #1 Submissions
3. Forum #1: Contemporary Issues & the Future of Work – worth 50 points
(Open/close and first comment by dates in calendar)

Week 4

Topic: 21st Century Learning

Video

Instructor Presentation –21st Century Learning

Reading

Chart

Trilling, B., Fadel, C. (2009). Society's Educational Goals Throughout the Ages in *21st Century Skills*, John Wiley & Sons, San Francisco: CA.
Learning Through Time, p. 14 – 15

University Learning

Reading

Leonhardt, D. (May 27, 2014.) Is College Worth It? Clearly, New Data Say, New York Times (online.)

Belkin, D. (January 16, 2015) Test Finds College Graduates Lack Skills for White-Collar Jobs. The Washington Post. (online)

Report:

Gray, K., Konc, A. (November 18, 2014) The Skills/Qualities Employers Want in New College Graduate Hires. National Association of Colleges and Employers.

American Association of American Colleges and Universities and Hart Research Associates (April 10, 2013). It Takes More Than A Major: Employer Priorities for College Learning and Student Success, Washington, DC.

Video

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

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

Lifelong Learning

Video

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

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.

Assignments:

1. Reading, Video Assignments
2. Forum #2 Education & Employment – worth 50 points
(Open/close and first comment by dates in calendar)

Unit II: Self Development for Employment Success

Readings, Audio/Video, Assignments

Weeks 5 – 8

Week 5

Topic: Personal Development Basics

Video Instructor Presentation: Foundations for Self-Development Work

Reading

Motivation, Self-Value and Self Awareness

Personal Growth: Motivation: The Drive to Change, Psychology Today (online)

Assignments:

5th Weekly Message

1. Required Reading and video

2. Complete Career Motivation Profile Assessment – worth 15 points
3. Work on Journal Part I Sections 1 and 2
4. Select Writing Assignment #2 Special Interest Topic

Week 6

Topic: Defining & Achieving Success,

Reading

- Denham, T. (October 21, 2011). What is Success? Timesunion.com (online)
- Looper, J. (March 25, 2013). The Foundations of Career Success, suite101.com (online)
- Busteed, B. (May 24, 2015) The Two Most Important Questions for Graduates, Gallup (online)
(Brian Busteed: Executive Director, Education and Workforce Development, Gallup)
- Baker, E. (September 2014). Be More Successful: New Harvard Research Reveals A Fun Way To Do It. (online)

Video

- Harrington, B. Redefining Success, Boston FoxNews; 4:33 minutes
(Brad Harrington, Executive Director, Boston College Center for Work & Family and Professor, Carroll School of Management.)

Topic: Core Values

Video

- Instructor Presentation: Identifying Core Values & Principles

Reading

- Looper, J. (March, 2013). Development of Personal Values. Suite101.com
Article series includes: The Value Based Life, A Personal Code of Values, and Five Steps to a Balanced Life (using values as base).

Assignments:

- 6th Weekly Message
1. Reading, Video Assignments
 2. Work on Journal Part I Section 3

Week 7

Topic: Setting & Achieving Goals

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.
- Instructor Handout: SMART Goals

Assignments:

- 7th Weekly Message

1. Required Reading and Video
2. Complete Goal Setting Skills Assessment – worth 15 points
3. Work on Journal Part I Section 4
4. OPTIONAL: Complete Test Yourself at Midterm Quiz (40 point extra credit)

Week 8

Topic: Wellness & Balance

Video

Instructor Introduction: Wellness & Balance

Employee Wellness

Reading

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

DefinitionofWellness.com

Dimensions of Wellness

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

Chart

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

Employee Balance

Reading

Gazica, M.W. (2015) Redefining the Family-Friendly Workplace. in 2015 Workplace Trends, Sodexo (online)

Recommended

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

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

Recommended

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

Assignments:

8th Weekly Message

1. Required Reading and Video
2. Work on Journal Part I Section 5
3. Submit Journal Part I: Sections 1 – 5 – worth 150 points

Unit III: 21st Century Employee Skills & Competencies

Readings, Audio/Video, Assignments

Weeks 9 - 14

Week 9

Topic: 21st Century Employee Competencies

Reading

Report Excerpt:

2015 Workplace Trends Report, Sodexo.

Excerpt: 10 Skills for the Future Workforce, p. 11 - 16.

Accessed online: http://sodexousa.com/usen/Images/01_Future%20Work%20Skills337-839488.pdf

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

Video

Instructor Overview - Five Minds for the Future

(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

Audio

Example of the Use of the Respectful Mind

Study Says Creativity Can Flow From Political Correctness

NPR; January 24, 2015; All Things Considered; 3:33 Minutes

Interviewed: Michelle Duguid, Washington University (St. Louis)

Assignments:

9th Weekly Message

1. Required Reading and Video

2. Forum #3 (Open/close and first comment by dates in calendar)

Week 10

Video

Instructor Overview: Employee Competencies

Chart

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

Topic: Critical Thinking**Reading**

Internet Resources:

35 Dimensions of Critical Thought, Foundation for Critical Thinking

Chart

Trilling, B., Fadel, C. (2009). Critical Thinking and Problem Solving Skills in *21st Century Skills*, John Wiley & Sons, San Francisco: CA, p. 52.

Videos

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

Digital Splash Media (YouTube)

Do You Think? January 14, 2010 4:04 Minutes

Topic: Creative Thinking**Reading**

Barker, E. Does brainstorming for new ideas really work? (Blog)

Ciotti, G. (March 15, 2013) Nine of the Best Ways to Boost Creative Thinking, Creativity (online)

Chart

Trilling, B., Fadel, C. (2009). Creativity and Innovation Skills in *21st Century Skills*, John Wiley & Sons, San Francisco: CA, p. 59.

Video

Instructor Overview – Creative Thinking

Where Do Good Ideas Come From? YouTube, September 17, 2010, 4:07 Minutes

How to Have Better Creative Thinking, YouTube, April 12, 2011, 3:35 minutes

Topic: Synthesizing Information**Reading**

(February 22, 2012) Reading Comprehension Strategies – Synthesizing Information, Rourke Educational Media (online)

Video

GCFLearnFree.org (2012). Information Savvy: Synthesizing Information, 2:31 Minutes

Assignments:

10th Weekly Message

1. Required Reading and Video

2. Complete Creativity and Problem Solving Aptitude Assessment – worth 15 points

3. Work on Journal Part II Section 7

Week 11

Topic: Adaptability & Flexibility

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.

Video

Miglani B. (February 27, 2015) How to Adapt to Change in the Workplace, YouTube, 10:58 minutes

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:

11th Weekly Message

1. Required Reading and Video
2. Work on Journal Part II Section 7
3. Submit: Special Interest Topic Writing Assignment #2 – worth 150 points

Week 12

Topic: Collaboration and Teamwork

Overview

Video: Instructor Topic Overview – Collaboration & Teamwork

Basic Theory

Reading

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

Gremion N. (May 24, 2012) Team Collaboration: The Good, the Bad & the Ugly, The Fast Track (online)

Lewis, J. The Definition of Teamwork in the Workplace. Chron (online)
<http://smallbusiness.chron.com/definition-teamwork-workplace-36105.html>

Chart

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

Video

Arum, R. (2011). The Importance of Written Communication in Today's Workplace, 4:08 Minutes

Skill Development

Reading

Eikenberry, K. Nine Ways to Contribute to Project Team Success. ProjectSmart (online)

Sindell, T., Sindell, M. (June 10, 2014) The Three Steps Maximizing Your Collaboration Skills, *Psychology Today* (online)

Bruzzese, A. (June 24, 2013.) Four Ways to Boost Team Collaboration – Interview. The Fast Track, Intuit.com (online)

Assignments:

12th Weekly Message

1. Required Reading and Video
2. Complete Team vs Individual Orientation Assessment – worth 15 points
3. Work on Journal Part II Section 7

Week 13

Video

Your Professional Development Plan

Assignments:

13th Weekly Message

1. Complete Journal Part II - Section 8
2. Submit Journal Part II – Sections 6 – 8 – worth 150 points

Week 14

Assignments:

14th Weekly Message

1. Read Learning Community Writing Assignment #2
2. Forum #4 (Open, 1st comment and close dates in calendar) – Worth 50 points
3. Complete Final Exam (Uses Proctortrack - Open and close dates in calendar.) – worth 150 points
- 4, OPTIONAL: Extra Credit Assignment: Review of Learning Community Writing Assignment #2 – worth 15 points.