

**Syllabus**  
**Professional Development Strategies**  
Spring 2015 - 37:575:368

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### 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 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, 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?*

#### Using Pearson Learning Studio

**(eCollege) platform:** using course tools or addressing exam issues.

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

877- 7RUTGER (877-778-8437)

Email: [help@ecollege.rutgers.edu](mailto:help@ecollege.rutgers.edu)

#### NetID or Rutgers email problems:

Call 732-445-HELP (4357)

#### Problems logging into the course:

Call 732-932-4702

Monday - Friday 9 am – 5 pm

Send an Email:

[help@ecollege.rutgers.edu](mailto:help@ecollege.rutgers.edu)

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

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- **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 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 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 assignment for peer and instructor review.

#### Assignment Process:

There are 2 writing assignments (blog posts) assigned throughout the semester; students will choose 1 of 2 writing assignments to complete. A list of subtopic options for both 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 assignment 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/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 guidelines and a template when developing journal material.

#### Assignment Process:

Journal work involves reflection on topics/concepts addressed throughout the semester. Assignment is due the last day of the semester. Check calendar for exact date.

In order to complete the Professional Development Journal assignment, a student must take a series of 4 assessments (aptitude tests.) Students may complete the online tests (through logging into the Psychtests testing area- instructions linked to Journal home page) at any point in the semester. Reflection on results from these aptitude and skills tests is required. Completing the assessments by the date that they are noted as due will result in earning extra credit points. (Completion due dates on course calendar.)

Journal areas:

Part 1 -Reflection on Work & My Place in the World of Work

My Understanding of Contemporary and Future Work; My Recognition of What It Will Take to Maintain Employment Over Time

Part 2 - Reflection on Specific Skills

Understanding of My Abilities and Aptitudes

Part 3 - Reflection on Success Strategies

My Definition of and Reflection on Success; My Core Values; My Goal Setting Abilities and Behavior

Part 4 - Opportunities for Change/Improvement/Leveraging Knowledge & Skills

My Plan for Professional Development

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 both writing assignments (not dependent on whether or not the student has authored a blog for the assignment.) 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 1<sup>st</sup> 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 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. The best three comments made in a forum are graded. Students are responsible for meeting first comment and forum close deadlines and reviewing the forum grading rubric. Forums open 12:01 Thursday mornings and close 11:59 pm Tuesday nights. First comment deadlines are 11:59 pm, 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

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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.

<b>Outstanding</b> 1000 - 900 Points = A	<b>Good</b> 899 – 870 Points = B+ 869 – 800 Points = B	<b>Satisfactory</b> 799 – 770 Points = C+ 769 – 700 Points = C
<b>Poor</b> 699 - 670 Points = D+; 669 - 600 Points = D; 599 and below = F		

% of Grade	Assignment and Points
<b>Writing Assignments</b> 50%	<p><b>Special Topic Writing Assignments (Blogs)</b> <u>Worth 200 points</u> Must complete 1 of 2 writing assignments</p> <p><b>Professional Development Journal</b> <u>Worth 300 points</u> Each journal area is worth a differing number of points.</p>
<b>Social Learning</b> 30%	<p><b>Threaded Discussions (Forums)</b> <u>Worth 120 points</u> Two forums worth 60 points each</p> <p><b>Commenting on Content of Peer Blog Contents</b> <u>Worth 180 points</u> Total of 6 comments (3 on each of the 2 blog assignments) worth 30 points each</p>
<b>Knowledge &amp; Skill Assessments</b> 20%	<p><b>Course Introduction Quiz</b> <u>Worth 20 points</u></p> <p><b>Unit Quizzes</b> <u>Worth a total of 180 points</u> 2 Unit quizzes worth 80 (Unit I) and 100 (Unit II) points</p>
<b>100%</b>	<b>Total</b> Assignment and Assessment Worth - 1000 points

## Policies and Procedures

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### ❖ 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, January 20, to get acclimated to the learning venue.  
Week 1 will begin Wednesday, January 21.  
  
The last day students will be expected to log into the course prior to final grades being posted is Tuesday, May 5.
3. A weekly message will be sent to each student as well as uploaded into the weekly messages file in document sharing 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.  
February  
Course Introduction Quiz **2/3**; Career Motivation Profile Assessment Completed **2/3**;  
1<sup>st</sup> Comment Forum #1 **2/8**; Forum #1 Closes **2/10**; Personal Profile (extra credit option) **2/10**; 1<sup>st</sup> Comment Forum #2 **2/22**; Forum #2 Closes **2/24**  
March  
Unit I Quiz **3/1**; Creativity and Problem Solving Aptitude Assessment **3/10**; Team vs. Individual Orientation Assessment **3/31**  
April  
Unit II Quiz **4/5**; Unit II Special Topic Blog **4/7\***; Comments on Unit II Special Topic Blog **4/14**; Goal Setting Skills Assessment **4/14**; Unit III Special Topic Blog **4/28\***  
May  
Comments on Unit III Special Topic Blog **5/5**; Journal **5/5**; Quiz III (extra credit option) **5/6**  
  
\* Students complete 1 of 2 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 10:00 am every workday. If you send a comment or question, you'll receive a response within 24 hours.

This policy excludes Saturdays and Spring 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 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 38 points.

1. Develop a Personal Profile prior to the due date week 3.

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. Complete Professional Development Journal assignment related assessments by the due dates stated on course calendar and earn 2 extra credit points each assessment: Career Motivation Profile (week 2); Creativity and Problem Solving Aptitude (week 7); Team vs. Individual Orientation (week 9); Goal Setting Skills (week 11.)

## Course Expectations

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### ❖ 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:

- Course Tools & Getting Help page – provides a link to instructions that address use of course tools.
- 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**

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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)

**Topic:** Personal Development Basics

**Video Presentation:** Topic Overview

## Reading

Motivation, Self-Value and Self Awareness

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

## 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
4. Complete Career Motivation Profile Assessment - by end of week 2; check calendar.

## Unit I: 21st Century Employment

Readings, Video, Assignments

Weeks 2 - 6

### Week 2

**Topic:** In the News: Contemporary Trends and Issues

**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, 2013-2015.

## Assignments:

2nd Weekly Message; required reading, video, audio

1. Quiz if not completed week 1
2. Career Motivation Profile Assessment (for Journal assignment)
3. Identify Special Topic for the Writing Assignment (Blog)

### Week 3

**Topic:** Work in the Future

## Topic Video Introduction:

Part I: The Future of Work

## 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 Work Styles

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 Reports:*

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.

PricewaterhouseCoopers, LLC (2014). The Future of Work, A Journey to 2022.

## **Video**

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

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

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

*Recommended (About Offices of the Future)*

Woodard, B. (September 9, 2010). Workplace of the Future, CBS News, 1:51 minutes

(September, 2010). The Future of the Workplace, No Office, ABC News, YouTube, 2:29 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**

**Video:** Topic Overview

**Topic:** The Knowledge Worker

## Reading

Prince, W.W. Knowledge Workers. Encyclopedia of Business, 2<sup>nd</sup> Edition, 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.

Rosen, E. (January 11, 2011). Every Worker Is a Knowledge Worker. Businessweek  
(online).

## 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 21<sup>st</sup> Century  
Needs More Skilled Workers

### Report:

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, D.C.

### 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) 21<sup>st</sup> 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:

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

**Assignments:**

- 4<sup>th</sup> Weekly Message
1. Required Reading and Video
  2. Work on Journal Part 1

**Week 5**

**Topic:** Education and Employment: Overview

**Reading**

*Required*

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

**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**

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

Self-Directed Learning

**Reading**

Long, Huey B. Skills for Self-Directed Learning, p. 1 - 4.

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.

*Recommended*

Is This Learning?, p. 19 – 22.

### **Videos**

*Recommended*

How Unique is the New Social Learning?, 1:03 Minutes

Challenges with Social Media at Work, 1:02 Minutes

### **Assignments:**

5<sup>th</sup> Weekly Message

1. Required Reading, Chart and Video

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

### **Week 6**

**Topic:** Journal Development & Quiz Completion Week:

#### **Assignments:**

6<sup>th</sup> Weekly Message

1. Work on Journal Parts 1 and 2

2. 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

#### **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

*Recommended*

Paul, R. & Elder, L. (2001). Modified from the book by Paul, R. & Elder, L. (2001). *Critical Thinking: Tools for Taking Charge of Your Learning and Your Life*.

Critical Thinking in Everyday Life: 9 Strategies

#### **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

*Recommended*

The Young Turks University (YouTube)

The Death of Critical Thinking, New York University, 3:33 Minutes

**Topic:** Creative Thinking

**Reading**

Brainstorming

Internet Resources:

Admin (2009). Brainstorming “Rules” and Best Practices at Work at Play

Wilson, Chauncey E. (2006). Brainstorming Pitfalls and Best Practices

*Recommended*

Barker, Eric (2012). Does Brainstorming for New Ideas Really Work?

Increasing Creative Thought

Ciotti, Gregory (2013). Nine of the Best Ways to Boost Creative Thinking

Cherry, Kendra. How to Boost Your Creativity

*Recommended*

Barker, Eric (2013). Creative Thinking Exercises: 8 Steps to Workplace Creativity

Wilson, Robert (2013). Surprise: Creativity is a Skill not a Gift!

**Chart**

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

**Video**

Topic Presentation Video: 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, 3:36 Minutes

**Topic:** Synthesizing Information

**Reading**

Internet Resource:

Reading Comprehension Strategies – Synthesizing Information

**Video**

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

**Assignments:**

7<sup>th</sup> Weekly Message

1. Required Reading and Video

2. Complete Creativity and Problem Solving Aptitude Assessment

**Week 8**

## 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.

Internet Resource

Ezine Articles: [exinearticles.com](http://exinearticles.com)

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

### 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

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.

### Assignments:

8<sup>th</sup> Weekly Message

1. Required Reading

## Week 9

### Topic: Collaboration and Teamwork: Basic Theory

#### Overview

**Video:** Topic Overview

#### Reading

Numamaker Jr., J., Reinig, B., & Briggs, R. (April 2009). 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](http://exinearticles.com)

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

Jones N. (July 7, 2010). Collaboration at Work: A Look at the Pros and Cons.

#### 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



Teamwork and Collaboration. Harvard Business Review. YouTube, February 6, 2009, 6:29 Minutes

**Topic:** Collaboration and Teamwork: Skill Development

**Reading**

ProjectSmart Article: [projectsmart.co.uk](http://projectsmart.co.uk)

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

eHow Business Article: [ehow.com](http://ehow.com)

(February 16, 2011) How to Develop Collaboration Skills

**Assignments:**

9<sup>th</sup> Weekly Message

1. Required Reading and Video
2. Complete Team vs Individual Orientation Assessment
3. Work on Unit II Special Topic Writing Assignment (Blog)

**Week 10**

**Topic:** Writing Assignment Development & Quiz Week:

**Assignments:**

10<sup>th</sup> Weekly Message

1. Writing Assignment for Unit II Special Topics (Blog#1) Due
2. Quiz: Unit II Concepts (Open/Close dates in calendar)
3. Work on Journal Part 2

**Unit III: Success in the 21<sup>st</sup> Century Workplace**

Readings, Audio/Video, Assignments

Weeks 11 - 14

**Week 11**

Topic Overview: Perspectives and Concepts on Success and Values

**Topic:** Defining & Achieving Success,

**Reading**

Denham, T. (October 21, 2011). What is Success? [Timesunion.com](http://Timesunion.com)

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

Looper, J. (March 25, 2013). The Foundations of Career Success, [suite101.com](http://suite101.com)

Mayo Clinic Staff (December 8, 2012). Job Satisfaction: How to Make Work More Rewarding

**Video**

Harrington, B. Redefining Success, Boston FoxNews; 4:33 minutes

*Recommended*

Achor, S. (February 1, 2012). The Happy Secret to Better Work. TEDxBloomington, 12:21 minutes.

Hamilton, J. What is Success?, TEDxSouthBankWomen; 6:30 minutes

St. John, R. (April 4, 2013). 7 Strategies to Success. TED; 3:47 minutes

**Topic:** Core Values

**Video**

Topic Presentation: Identifying Core Values & Principles

**Reading**

Looper, J. (March, 2013). Development of Personal Values. Suite101.com  
<http://suite101.com/article/development-of-personal-values-a33585>

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

Posner, R. The Power of Personal Values.

**Topic:** Setting & Achieving Goals

**Video**

Topic Presentation: SMART Goals

**Reading**

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

**Assignments:**

11<sup>th</sup> Weekly Message

1. Required Reading and Video
2. Read and Make Comments on Learning Community Blog Contents
3. Work on Professional Development Strategies Journal – Values Exercise
4. Complete Goal Setting Skills Assessment (Instructions – see Journal page.)

**Week 12**

**Topics:** Wellness & Balance

**Video** Introduction of Topic

Employee Wellness

**Reading**

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

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? - 2:31 Minutes

How to Relax Your Mind – 3:25 Minutes

How to Deal with Stress at Work - 2:31 Minutes

## 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

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:

12<sup>th</sup> Weekly Message

1. Required Reading and Video
2. Work on Writing Assignment (Blog) – Unit III Special Topics
3. Work on Journal Assignment Part 3

## Week 13

**Topic:** Student Writing Assignment and Journal Development Week

### Assignments:

13<sup>th</sup> Weekly Message

1. Submit Writing Assignment (Blog#2) associated with Unit III
2. Work on Journal Assignment Parts 3 and 4

## Week 14

**Topic:** Project: Professional Development Strategies Journal

### Assignments:

14<sup>th</sup> Weekly Message

1. Professional Development Strategies Journal Due
2. Read and Make Comments on Learning Community Unit III Special Topics Blog Contents
3. Extra Credit Quiz: Unit III Concepts (Open/Close dates in calendar)