MAN 6289: Organizational Development and Change (MAN 82240)

Online, Fall 2017; 3 Credit Hours

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Office Hours: M 2:00-4:15, T 2:00-5:45, R 2:00-5:45

A. COURSE DESCRIPTION
MAN 6289: Organizational Development and Change studies organization development as a process of planned change to improve an organization's problem-solving skills and its overall effectiveness within a changing and complex environment, including behavioral effects of power and authority, formal organizations, structural variation, leadership, motivation, and organizational change.
Prerequisite(s) MAN 3025

B. KEY TOPICS COVERED IN THIS COURSE

- Change Management
- Organizational Development
- Process Consultation
- Resistance to Change
- Strategic Change

C. TEXTBOOK AND READINGS and other required materials

Listed below as ODC


### D. GRADING AND ASSIGNMENTS

<table>
<thead>
<tr>
<th>%</th>
<th>Item</th>
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<tbody>
<tr>
<td>15</td>
<td>Course contribution</td>
</tr>
<tr>
<td>25</td>
<td>Diagnostic Project and presentation</td>
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<tr>
<td>20</td>
<td>Midterm examination</td>
</tr>
<tr>
<td>15</td>
<td>Team presentation on Change</td>
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<td>25</td>
<td>Final examination</td>
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You are encouraged to begin all assignments as soon as possible. Questions about all assignments can be asked of the professor up to 2 business days before an assignment is due. No questions will be answered closer than that to an exam or assignment due date.

<table>
<thead>
<tr>
<th>Grading</th>
<th>Scale</th>
<th>Item</th>
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<tbody>
<tr>
<td>93.0-100</td>
<td>A</td>
<td>80.0-82.9</td>
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<tr>
<td>90.0-92.9</td>
<td>A-</td>
<td>77.0-79.9</td>
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<tr>
<td>87.0-89.9</td>
<td>B+</td>
<td>70.0-76.9</td>
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<tr>
<td>83.0-86.9</td>
<td>B</td>
<td>67.0-69.9</td>
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<tr>
<td></td>
<td>D</td>
<td>63.0-66.9</td>
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<tr>
<td></td>
<td>D-</td>
<td>60.0-62.9</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>00.0-59.9</td>
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Grading standards are described in the following guidelines:

**A =** The grade for excellent performance in the course. It indicates that the student fully met all course requirements and demonstrated exceptional comprehension and application of the subject matter of the course (e.g., cogent analyses; development of alternative solutions; recognition of interrelationships; creative applications of material).
B = The benchmark grade for graduate courses. It indicates that the student has demonstrated competency in the subject matter of the course (i.e., has fulfilled all course requirements and has a clear grasp of the basic course materials).

C = The grade for not meeting the benchmark in a number of areas. It indicates that the student has not demonstrated full competency in the subject matter of the course and/or met all course requirements.

F = The grade for substantial failure to demonstrate comprehension and application of course content and/or to meet all of the course requirements.

If you complete the course requirements as stated, you can expect to get a "B." This does not mean you have to be an expert on the subject matter. You are expected to put in enough time to demonstrate an acceptable level of understanding. You can accomplish this by carefully reading the assigned material, doing each assignment thoroughly, and interacting regularly with the class. As long as you do what is called for in an assignment, you can expect to get a "B."

To get an "A" you have to earn it. An "A" represents excellence. In order to earn an "A", you must go above and beyond simply completing the assignment. This means that you must consistently demonstrate an excellent understanding of the subject matter to be assured of getting an "A." This doesn't mean perfection. Your definition of excellence is just as rigorous as mine, and you can recognize excellent work as well as I can.

When I provide my feedback to you, I will not comment line by line. I won't correct your typing or your spelling or your grammar. If you make more than a couple of mistakes I will usually make a comment about how you need to edit your work more carefully. I expect your assignments to be free from these mistakes. In addition, when I evaluate your assignment, I do not focus solely on your conclusions. I am much more interested in the process you use to reach those conclusions. In particular, I am interested in the assumptions you make. I recognize that given the same set of circumstances you and I could easily reach different conclusions. It doesn't mean that I am right and you are wrong. In some situations there is not one right answer. However, there are usually good decisions and better decisions. In my mind this comes down to the quality of the argument you make, the strength of the supporting documentation you use, and the reasonableness of your assumptions. It is especially important to start with good assumptions. When you do, you increase your chances of making the best possible argument.
Exams: *(Policy governing administration of exams, quizzes)*
There will be a midterm and final exam. Details about the conduct of the exam will be discussed in class.

**Important Note Regarding the Course’s Grading Scale**
Final numeric course grades will be converted into letter grades based on the aforementioned grading scale, which means, for example, that a grade of 69.9% falls within the 67.0-69.9 range and will therefore be converted into a D+ grade. No individual exception will be made to this grade conversation in order to be fair and equitable to all other students and to ensure consistent application of the rules specified on this syllabus. Likewise, no extra credit or extra work will be given to satisfy course requirements, missed assignments, or to help improve a final grade.

**Grading Issues**
Students wishing to review their exams or other graded items or would like to request a grade revision will be able to do so within seven (7) calendar days of general notification of grades for that particular exam or graded item. Requests should be made in writing via email to me. If a review for revision is requested, the entire assignment, or exam, will be regraded, which means the overall grade might not change, might decrease, or might improve.

**E. ATTENDANCE POLICY**

This course is designed so that active participation and significant involvement by students plays an integral role in the learning process for all students. Active class participation and your engagement and contribution in class are therefore important to facilitate a fruitful collective learning experience, and full attendance is essential and strongly recommended. Naturally, you are expected to attend every class. You are expected to participate effectively in the course, which requires the completion of all reading and additional assignments prior to each class session, clear and concise articulation of your thoughts and ideas, and the willingness to consider alternative positions presented by other classmates. All students are expected to facilitate the creation of a productive learning environment, free of distractions and disruptions. You should expect to sign-in and participate in the course a minimum of 3 different days each week.

**F. CLASSROOM BEHAVIOR**

Guidelines for interactive behavior in the course will be posted in Canvas.

**G. ASSIGNMENT COMPLETION DEADLINES**

Please read the “Course Schedule” portion of this syllabus to see work due dates and times. Deadlines indicate the latest possible time that work must be successfully received—not the latest possible time students can send or submit their work. Since due dates are known well in advance, late assignments or assessments will not be accepted under any circumstances. Students must submit their work early when a course deadline is in conflict with their other obligations or commitments.
Submit work through Canvas (http://canvas.fgcu.edu/) using the appropriate “Submit Assignment” button on the Sidebar by uploading a single Microsoft Word DOC/DOCX file or a single Adobe Acrobat PDF file.

Students are strongly encouraged to verify that their particular technology systems are compatible with the university’s systems. It is always the student’s responsibility to ensure that work is successfully submitted and successfully received—technology-related issues are not an acceptable excuse for late, incomplete, inaccessible, non-submitted, or non-received work.

Please make extensive use of the tools within Canvas to make sure that your work has been successfully submitted, successively received, and is ready to be graded.

**H. LEARNING OUTCOMES & ASSESSMENT**

<table>
<thead>
<tr>
<th>MBA Graduates will: LCGS</th>
<th>Learning Objectives – graduates will be able to:</th>
<th>Course Learning Outcomes</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate effective communication skills.</td>
<td>Prepare and present reports that are clear and concise.</td>
<td>Demonstrate positive written and oral communication to analyze and implement a change effort.</td>
<td>Diagnostic Project Paper</td>
</tr>
<tr>
<td>Construct personal leadership plan.</td>
<td>Work effectively with others as both a participant and a leader in a diverse team.</td>
<td>Identify the skills and practices of successful change agents.</td>
<td>Team Presentation</td>
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<tr>
<td>Be critical thinkers: Formulate effective solutions to business problems.</td>
<td>Solve business problems using critical thinking and analytical approaches.</td>
<td>Analyze different approaches to change.</td>
<td>Diagnostic Project Paper</td>
</tr>
<tr>
<td>Have global awareness Evaluate the global impact of business decisions. Explain the ethical implications of business decisions.</td>
<td>Apply knowledge of the diverse demographics and environmental complexities to decision making within a global operating environment.</td>
<td>Recognize and explain how defining moments and environmental factors shape leaders for today and tomorrow.</td>
<td>Discussion Boards</td>
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<td></td>
<td>Apply legal, ethical, social and environmental considerations to business problems and opportunities.</td>
<td>Analyze legal, ethical, social and environmental factors that apply to organizational change.</td>
<td>Team Presentation</td>
</tr>
<tr>
<td>Have a strategic perspective Synthesize interdisciplinary knowledge to make strategic decisions. Examine the environmental impact of business decisions.</td>
<td>Analytically link interdisciplinary business data, knowledge, and insight to make quality strategic decisions.</td>
<td>Conduct an analysis, evaluation and make recommendations for future steps that can be taken to increase the success of an existing change effort.</td>
<td>Diagnostic Project Paper and Discussion boards</td>
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</tbody>
</table>
I. ACADEMIC BEHAVIOR STANDARDS AND ACADEMIC DISHONESTY

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found under the “Student Code of Conduct” and “Policies and Procedures” sections in the Student Guidebook. All students are expected to study this document, which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html.

J. UNIVERSITY NONDISCRIMINATION STATEMENT

Florida Gulf Coast University is committed to ensuring equity and fairness for all University employees, students, visitors, vendors, contractors and other third parties. As such, the University prohibits discrimination on the bases of race, color, national origin, ethnicity, religion, age, disability, sex (including sexual harassment/assault), gender identity/expression, marital status, sexual orientation, veteran status or genetic predisposition with regard to admissions, employment, programs or other activities operated by the University. This prohibition extends to enforcement of Title IX of the Education Amendments of 1972. Questions or complaints should be directed to the Office of Institutional Equity and Compliance (OIEC). The OIEC’s phone number is (239)745-4366; the OIEC email address is OIEC@fgcu.edu.

K. DISABILITY ACCOMMODATIONS SERVICES

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please see me or contact the Office of Adaptive Services. The Office of Adaptive Services is located in the Wellness Building. The phone number is 239-590-7956 or Video Phone (VP) 239-243-9453. In addition to classroom and campus accommodations, individuals with disabilities are encouraged to create their personal emergency evacuation plan and FGCU is committed to providing information on emergency notification procedures. You can find information on the emergency exits and Areas of Rescue Assistance for each building, as well as other emergency preparedness materials on the Environmental Health and Safety and University Police Department websites. If you will need assistance in the event of an emergency due to a disability, please contact Adaptive Services for available services and information.

L. STUDENT OBSERVANCE OF RELIGIOUS HOLIDAYS

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized
due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

M. MAKING CONTACT

Instructor communications with students: I attempt to answer all e-mail within one business day, excluding weekends and university class holidays. Likewise, with the exception of weekends and university class holidays, you are expected to check your FGCU student e-mail daily and log into the course on Canvas (http://canvas.fgcu.edu/) daily. You are expected to respond within 1 business day to any communication from me that requires a response (excluding weekends and university class holidays).

N. COURSE SCHEDULE (subject to change with notice)
Assignments are to be read by the date indicated

For many weeks, an article will be assigned in addition to ODC. These articles will be listed in Canvas at least one week prior to the week they should be read.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1:</td>
<td>Into to Organizational Development (OD)</td>
<td>ODC Ch. 1, 2 Dent (2002)</td>
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<tr>
<td>August 21st</td>
<td>Nature of Planned Change</td>
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<td>Week 2:</td>
<td>OD Practitioner</td>
<td>ODC Ch. 3 Dent (2003)</td>
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<td>August 28th</td>
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<td>Week 3:</td>
<td>Entering &amp; Contracting</td>
<td>ODC Ch. 4</td>
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<td>September 4th-</td>
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<td>23rd</td>
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<td>Week 4:</td>
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<td>September 24th</td>
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<td>Week 5:</td>
<td>Diagnosing Diagnostic Information</td>
<td>ODC: Ch. 5, 6</td>
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<td>October 1st</td>
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<td>Week 6:</td>
<td>Designing Interventions Managing Change</td>
<td>ODC: Ch. 7, 8</td>
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<td>October 8th</td>
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<td>Week 7:</td>
<td>Evaluating and Institutionalizing Interpersonal</td>
<td>ODC: Ch. 9, 10</td>
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<td>October 15th</td>
<td>&amp; Group</td>
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<td>Week 8:</td>
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<td>Midterm exam</td>
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<td>October 22nd</td>
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<td>Week 9:</td>
<td>Process Approaches Restructuring Orgs</td>
<td>ODC: Ch. 11, 12</td>
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<td>October 29th</td>
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<tr>
<td>Week 10:</td>
<td>Employee Involvement</td>
<td>ODC: Ch. 13 Team Presentation</td>
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<tr>
<td>November 5th</td>
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</tbody>
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Week 11: November 12th  
Work Design Performance Management  
ODC: Ch. 14, 15

Week 12: November 19th  
Catch up  
No discussion board

Week 13: November 26th  
Talent Management Diversity & Wellness  
ODC: Ch. 16, 17  
Preliminary Diagnostic Project Report

Week 16: December 4th  
Continuous Change OD for Holistic Outcomes  
ODC: Ch. 19, 21

Week 17: December 11th  
OD in Non-industrial Future Directions in OD  
ODC: Ch. 22, 23  
Diagnostic Project and Presentations

Week 18  
Final exam week  
Final exam

Additional readings may be assigned and will be provided in advance.  
Dates subject to change.

**SCHEDULE OF ASSIGNMENTS**

**Diagnostic Project and Presentation**

Find an organization that will allow you, at no fee, to conduct an organizational project assessment (if you are working, it can be your own). Try to get the client's permission, before the interviews, to distribute the report to each person interviewed.

Conduct individual interviews with at least five employees of the organization using the interview protocol below. It will be easier for you if you select five people who all report to the same manager. If this is not possible, ensure that you ask about a common leader in the last section, perhaps a division head to whom everyone reports. You will probably have to ask dozens of additional questions to get the information you need. You must submit one additional question for each question below except those under the heading of Introductory Information. Be prepared to spontaneously add new questions during the interview if they will help you gather the information you need. Before you interview the employees, you may find it useful to practice with friends or family by having them pretend to be employees.

Write a report (at least 20 pages) of your results including an overview of the organization selected, your additional questions, and the written feedback you would offer your "client." Your job is to write a narrative which presents a complete picture of the six areas listed below. Do not include your raw data which consists of each respondent's answer to each question. You add value by content analyzing the raw data for common themes, consistent responses, and unusual observations (e.g., all five people gave you different responses about goals). You should write two-and-a-half to three pages for each of the six headings. The best papers will read as narrative discussion so well synthesized that it won't be apparent which questions were asked. It helps to include some specific examples of responses as long as they don't compromise an interviewee's confidentiality. The assignment should be written to your client. The only exception is the introductory information section which is necessary to provide a
context for the professor.

The purpose of this assessment is not to find problems with the project. The purpose is to describe what is happening during the change project. Some things that are happening may be problematic, and some things that are happening may be incredibly effective. Either way, your role is to document that. If decision-making, for example, works very well in the project, describe the process that is working so well. It is good for clients to hear both what is working and what needs improvement. Do not give the paper to your client until after you receive comments from your professor. Some changes may be necessary before the report is suitable to give to your client.

Organize your feedback using the headings below. You will make a 5-minute video presentation for the final class week. The presentation should not be a summary of your paper. Your presentation should answer the question, “What did you learn about organizational change from this project?” Post your video to YouTube and submit the link in the specified place in Canvas.

Interview Protocol: If the organization isn't your own, or you aren't familiar with it, start with questions that provide you with that information.
- What does your organization do?
- Who are its competitors?
- What products or services does your work group provide?
- What specifically do you do?
- Describe your major ongoing project.

Motivation
- Describe the level of satisfaction people in your work group have with this project?
- In what areas are employees encouraged to show initiative?

Communication
- What are the primary forms of communication of information on this project?
- Describe the level of communication among separate work groups on the project.

Decisions
- How are decisions made on this project?
- Describe the authority you have to make decisions necessary to accomplish your job.

Goals
- What goals has the project established?
- What performance criteria are established for you and your work group?

Controls
- What is the one thing that you don't currently have the authority to do that if you did would most help you work on the project?
• What is the process (who has to signoff) for purchasing a new computer (or other relevant acquisition) on this project?

Leadership
• Describe your project manager’s leadership style.
• What things should your project manager do more or less of?

Preliminary Diagnostic Project Report
At least three weeks prior to the assignment due date, you will submit a small portion of the assignment for evaluation and return. You should submit your write-up of one of the six headings of the assignment (leadership, motivation, etc.). In order to do this preliminary assignment, you must have completed all of your interviews. I will try to review your preliminary assignment as soon after it is submitted as possible. You should use these comments as a guideline for rewriting the one section, and the writing of the remaining sections. This feedback loop should be helpful in improving your grade on the assignment.

Team Presentation on Change
In addition to the materials we will explore in the class, there are a number of focus areas for organizational change that are occurring in many sectors. These include, for example, globalization, ethics, downsizing, technology, diversity, the aging workforce, restructuring, flexible work arrangements and means of sustaining change. Once the class enrollment has stabilized you will be assigned to work in a small team that will focus on one such change element. Each team will create a narrated powerpoint presentation or a video (about 10 minutes) that provides an overview of their topic. In presenting the topic, you should be creative in helping make your key points. Your grade is subject to your team’s peer review.

Exams
The midterm and final exams will require paragraph-length written responses to about 10 questions.

Course Contribution
Discussion Boards
Discussion boards are the heart and center of this online course. Many weeks there will be one discussion board open that will contain all of our conversation for that week. That way, none of us has to check every single board for comments when we enter Canvas. Even though I will have new topics for discussion each week, feel free to continue discussions from previous weeks. You are also welcome to begin your own discussion threads. Just as with a face-to-face course, you cannot get credit for course contribution during a week in which you aren’t “there,” i.e., you don’t make any posts.

Online discussion is how we interact and learn together as a community. This is how you demonstrate mastery of the subject matter, engage in discussions about ideas, and gather insights beyond what is in the readings. Indeed, discussion forums are one of the things that separate a quality online class from a "correspondence course" where you
simply submit assignments to an instructor and get a grade back.

In traditional face-to-face classes you can attend, and even if you just listen, it is assumed you absorb some information. Though such passive participation is not sufficient, it at least demonstrates "presence" and "putting time" in class. In our online delivery learning environment it is not possible to just “come to class.” Everyone must contribute and what we write together becomes a permanent shared record. Indeed, we are judged on the timeliness and quality of our contributions.

Thus, while we have a little more flexibility about when we “come to class” and participate, we have a greater responsibility to actively engage, lead, and contribute to conversation than may have been true in earlier educational experiences. In thinking about how much time you should spend reading and contributing in online discussion boards it may be helpful to consider what you would have had to do if this class were not online. If you were in a comparable face-to-face 3-credit seminar, you would first need to invest time in commuting and then you would have to sit in class for three hours on the same evening each week. You would also need to invest the time required to read and prepare in advance to contribute in class. And, you would need to allocate time to work on assignments. Past students have found it helpful to think about this when planning the level of time and commitment required for this class and, more specifically, for discussion participation. My experience indicates that those in classes with lively discussion get much more out of the course and leave more satisfied with their educational experience than is true for those with low levels of participation.

As with all assignments, there are minimal standards and expectations, and then there are those for "A" level work. My expectations are as follows.

Early and Often ....

This is a good rule for participation. Discussion boards are supposed to produce meaningful discussions. You cannot have a discussion if you walk (virtually) into a room and find no evidence of anyone having been there. Organizing your time so you read ahead and are able to lead and/or contribute to a stimulating and substantive discussion or activity is therefore not only expected but necessary in this course. For this course, you must contribute substantively to the discussion on at least three different days each week. Each discussion week will begin on Sunday. To meet the minimum standard for course contribution you must make your first substantive post no later than Wednesday. You should prepare a substantive comment for each discussion thread I initiate, and one substantive comment that builds on, or replies to another student’s posting. You are also expected to dialogue with the students (and professor) who comment on your posts. These are minimal standards and I expect you will all plan and organize your time so you meet or exceed them. If you do not meet this deadline your grade will be negatively affected. Likewise, if you do not contribute with substantive value-added postings, you will not have met minimum standards for level of activity.
Quality is more important than Quantity

The above said, I want to emphasize that quality, not quantity, should be your focus. It is more important to demonstrate understanding, add value, and stimulate a good discussion than make many postings. As is true in face-to-face classes, the last thing busy working people want is to come into a classroom and read/listen to people “talk for the sake of hearing themselves speak.” Thus, I encourage you to strive to produce the postings “everyone wants to read” because they learn something important each time they do so.

Sometimes you will find a participant raises a question in his or her posting that you can answer, or introduces an issue you had not thought about but find interesting. Sometimes you may disagree with a position taken on an issue and decide to develop and present an alternative perspective. These are examples of times when you should respond. Responses that merely state, "I agree," can dampen enthusiasm, especially when your colleagues are trying to use their time in the classroom most efficiently. Instead of posting this sort of thing in the discussion board, you might want to occasionally use an e-mail for encouraging/supporting comments that do not add substantive value but are important for community building. While I won’t penalize people for such postings, they will not be considered when assigning your course contribution grade. For substantive postings, include the page number of the concept you are referencing. For example, if you have a comment about the “school of hard knocks,” include “p. 17” in your post. See also the “Posts You Don’t Get Credit For” explanation in Canvas.

Here is more specific information about factors used to determine your grade:

Below standards: Does not meet basic expectations: Demonstrates weak understanding of the reading and the ability to apply it in relevant situations. Contributes little and/or late.

Students can earn a grade below B for contributions because of quality and/or quantity deficiencies. Areas typically needing improvement in such instances include demonstrating a stronger understanding of key course concepts; avoiding reliance on unsupported opinions; referring appropriately to ideas presented in the readings; using examples effectively to emphasize or illustrate a point; critically analyzing rather than just describing what others have said; increasing the frequency and timeliness of postings; and presenting ideas in clear, well organized, grammatically correct English (henceforth referred to as writing mechanics).

Timely contributions are particularly important for forums because we all rely on each other to build and develop a lively, substantive, value added discussion.

Minimal: Meets basic expectations: Demonstrates good understanding of the reading and ability to apply it.
Students can earn a low B grade for contributions for several reasons, having to do with both quality and level of engagement in the activities. Typical areas for improvement include strengthening the discussion of the relevant subject matter, demonstrating the ability to critically analyze ideas presented in the assigned and other readings, appropriately integrating relevant insights from the literature, developing and presenting well formulated and carefully supported arguments, increasing the frequency and timeliness of postings, and improving writing mechanics.

Better: Knowledgeable and engaged participation

Students can earn a high B grade when they demonstrate good knowledge of the subject matter, appropriately identify and integrate relevant ideas in the readings, critically analyze ideas using valid criteria, avoid unsupported opinions, use examples to illustrate points, apply ideas effectively, draw lessons from experience, contribute actively by posting on time, engage with others in discussions about important points, and present work free of mechanical errors. Areas for further improvement include mastery level demonstration of the relevant body of knowledge, leadership in initiating and/or following through on important topics/points, recognition and integration of ideas from leading scholars beyond those cited in the readings, analysis using a strong set of well explained and supported criteria, excellent use of examples to illustrate key points, and a high level of engagement in conference activities.

Best: A work: Participation that demonstrates mastery of the subject matter and leadership

Students can earn a grade in the A range by demonstrating outstanding knowledge of the subject matter; exhibiting an excellent grasp of the readings; introducing analysis using new academic sources; critically analyzing ideas using a comprehensive set of well supported criteria; initiating, leading, and/or facilitating an important discussion thread; appropriately integrating insights from the relevant scholarly literature; developing and presenting a well-reasoned and carefully supported argument in favor of a particular position; using examples effectively to illustrate key points; engaging actively with others in a professional level discussion; showing the ability to think creatively in your postings; and recognizing questions and ideas needing further exploration.

Grammar, etc.

I am particular about grammar, spelling, formatting, etc. on your papers, but a bit less so in the discussion boards, because the exchange of ideas is more important. However, if your contribution has many extra characters, poor grammar and spelling, and bad formatting, it will be hard for the rest of us to read and understand, much less respond to. It is therefore important to review and edit your work before posting. It is useful to consider that this contributes to a shared written record and that your writing has a significant impact on how others perceive you in this online environment.
Faculty input

I will participate in the discussion actively during the week but sometimes will wait to ensure others have had a chance to contribute.

**Due Date Extensions**
We are all professionals in this course. A professional who misses a deadline faces dire consequences. I expect papers to be handed in by the date due. Extensions negotiated more than a week prior to a due date are readily available. Extensions without penalty within one week of a due date will only be considered if an outline or 2 pages of the paper is handed in one week prior to the due date. Lateness penalties: up to one week - 1-10%; one to two weeks - 11-16%; over 2 weeks - 17-25%.

**Professionalism**
Although the primary purpose of a college education is to teach students how to think, how to learn, and how to see wholes and patterns, for most of you, this education is also career development. In order to give you an opportunity to practice in a completely safe environment, in addition to serving as your professor, in some ways I will also function as your “manager” in this course. We will model best-practice interactions between an employee and a manager. Examples include:

- being prepared for every interaction with your manager
- not having to ask your manager a second time about information that has been communicated to you already. Examples include: due dates for assignments (and any other information in the syllabus). This does NOT apply to concepts you are learning in the course. You can ask unlimited questions about that.
- notifying your manager in advance if you cannot keep any obligation in the course. Employees who simply don’t show up are generally just fired.
- making and keeping appointments with your manager. Although I have stated office hours, let’s start the professional practice of establishing appointments. FGCU sometimes calls me to meetings that happen during my office hours, so I will not always just be sitting there waiting for someone to drop in. The better practice is to establish an appointment. I am also far more available than simply my office hours.

Although employees have consequences such as being fired, in the class I will use everything that happens as a learning opportunity, and coach you. That doesn’t mean there aren’t consequences for actions such as not submitting assignments on time. It does mean that you will receive professional coaching about how better to handle such situations in the future.
Responsibility for Learning
In this class responsibility for learning is shared. As the professor I see my responsibility to create an environment in which meaningful and useful learning takes place. There is an old adage that “if the student hasn’t learned, the teacher hasn’t taught.” That is not an adage to which I subscribe. I see learning as an active process that requires the learner to take full responsibility for her/his learning, to actively test out abstract concepts in real world situations, to actively build connections between concepts, and to actively search for examples that confirm or disconfirm concepts. I know that as a professor I cannot do these things for you - these are your responsibility.
Name _____________________________________

Graduate level standards will be expected for all written assignments.

p=poor, f=fair, a=average, g=good, v=very good

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<thead>
<tr>
<th>Categories</th>
<th>Grading scale</th>
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<tbody>
<tr>
<td>Information obtained from interviews</td>
<td>p  f  a  g  v</td>
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<tr>
<td>Synthesis of interviews</td>
<td>p  f  a  g  v</td>
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<tr>
<td>Probe questions</td>
<td>p  f  a  g  v</td>
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<tr>
<td>Classification of interview information</td>
<td>p  f  a  g  v</td>
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<td>Completeness of information</td>
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<td>Goals</td>
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<td>Motivation</td>
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<td>Communications</td>
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<td>Decisions</td>
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<td>Leadership</td>
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<td>Communication skills and clarity of expression</td>
<td>p  f  a  g  v</td>
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<td>Grammar, mechanics, and appearance</td>
<td>p  f  a  g  v</td>
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Additional Comments:

Grade/Points ________