Please print and bring this syllabus to class for our only face-to-face meeting on January 30th (see below).

WESTERN KENTUCKY UNIVERSITY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION, LEADERSHIP, AND RESEARCH

EDLD 720 - INDIVIDUAL AND GROUP ISSUES IN LEADERSHIP

SYLLABUS

Spring 2016 – Web-Based (one Face-to-Face meeting)

Ric Keaster, Ph.D., Professor Emeritus

**BEING RETIRED, I AM NOW NO LONGER LOCATED ON CAMPUS;
PLEASE CALL (270-320-4510) OR EMAIL ME (ric.keaster@wku.edu)
IF YOU NEED TO COMMUNICATE WITH ME.**

*NOTE: This course will meet face-to-face only one time
on January 30, 2016 from 8:00 AM – 12:00 Noon.*

Course Description

EDLD 720 is intended to provide the student with an understanding of individual and group issues in organizational behavior, including theory and application of motivation, attitudes, group processes, problem solving, decision making, conflict management, team leading, and interpersonal communication. Specifically, students will learn prominent theories and their appropriate applications in organizations. As an organizational leader, it is important to have a "tool box" of applied theories along with knowledge of which theories are appropriate in various situations and an understanding of how theories may be used to make organizations and people in those organizations more effective. In addition, students will be exposed to a variety of real-world readings that will help formulate leadership strategies for various situations.

Required Texts

1. Forsyth, D. R. (2010). *Group dynamics* (5th Ed.). Belmont, CA: Wadsworth/Cengage Learning. [Order this text online. Used and new versions are less expensive there. I have not listed this in the Bookstore]

There is a newer version (6th Edition, 2014), but it is much more expensive, does not have many inexpensive copies available online at last check, and does not improve the 5th Edition

that much. Just be aware that some page numbers in the assignments may be from the 6th Edition instead of the 5th. I have tried to note this but may have missed a couple.

2. Heath, C. & Heath, D. (2013). *Decisive: How to make better choices in life and work.* London: Random House Books. (Likewise, go online.)

3. Lencioni, P. (2002). *The five dysfunctions of a team: A leadership fable.* San Francisco: Jossey-Bass. (Same here. Go online.)

4. Pink, D. H., (2011). *Drive: The surprising truth about what motivates us.* New York: Riverhead Books. (Again, find this book online in either Kindle or hard copy version.)

Other assignments (e.g., journal articles, book chapters, videos) will be posted on BlackBoard or links are provided toward the end of this Syllabus. Expect to print and read relevant materials in preparation for writing assignments and online discussion boards.

Course Objectives

Upon completion of the course, the student will be able to do the following:

1. Apply theories of employee motivation to appropriately direct follower efforts within the organization.
2. Apply principles of group processes and team dynamics to facilitate effective group interaction to accomplish organizational objectives.
3. Apply principles of and strategies for decision making and problem solving to lead followers to decisions that have both quality and acceptance.
4. Apply the principles of interpersonal dynamics to effectively interact with others at all organizational levels.
5. Demonstrate the application of this content knowledge in a hands-on project that leads a group through a problem-solving activity.

Course Topics

Motivation Theory
Group Formation/Development/Structure/Relationships
Influence/Power/Leadership/Performance
Team Leadership/Conflict Management
Decision Making/Group Problem Solving

Course Organization and Expectations

This course is designed on the assumption that learning is something a) in which we as adult learners actively engage by choice, b) to which we have a commitment, and c) for which we accept responsibility. The format of the class will be that of a community of scholars, each with

his or her rights and responsibilities of membership. Differing perspectives and opinions will not only be tolerated but also encouraged if delivered respectfully and professionally.

Plagiarism Policy

Plagiarism is a serious offense. The academic work of students must be their own. Students must give the author(s) credit for any source material used. To represent ideas or interpretations taken from another source as one's own is plagiarism. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage after having changed a few words, even if the source is cited, is also plagiarism. Plagiarism is an act of academic dishonesty. Students who commit any act of academic dishonesty may receive a failing grade for the course and may be subject to dismissal from the program. Student work will be subject to review and checks using plagiarism detection devices.

Based on my experiences as a university professor, I have decided to try to make students more aware of the various ways plagiarism occurs and how they can avoid these academic and scholarly transgressions that have the potential of ruining one's academic or professional career. Getting kicked out of a program can certainly damage one's aspirations of becoming a school administrator. This is serious business; please treat it as such and inform yourself – for your own protection.

First, I want to direct you to the information below. This is a quick overview of the ways that students most often commit plagiarism, either ignorantly or willfully.

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
- properly citing a source, but neglecting to put in quotation marks the text that has been copied word-for-word, or close to it

(The information above is taken from our College of Education and Behavioral Sciences Web site and printed with permission from Charlanne Pook, Dean of Students at the Providence School. The last bullet is the same source but another document under the same heading. **I should also mention that the standard for copying "word-for-word" is 4 or more consecutive words**.) Before receiving a grade in this course students will be expected to verify in writing that they have completed the Harvard Graduate School of Education online tutorial or the Indiana University tutorial on plagiarism. **[Use the form on the next page for your verification.]**

If you have already completed one or both of these tutorials for another class and have submitted a form to the EALR Department Office, then you do not have to do this again.

WKU
Department of Educational Administration, Leadership, and Research

Student Name (**PRINT**) _____

I verify that I have completed the plagiarism tutorial indicated below (**only one is necessary**) and that I understand what constitutes plagiarism:

_____ Harvard Graduate School of Education online tutorial: Principles of Paraphrasing: How to Avoid Plagiarism in Three Easy Modules

http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing

Date completed: _____

OR

_____ Indiana University tutorial on plagiarism

https://www.indiana.edu/~istd/

Date completed: _____

Student Signature: _____

Signature Date: _____

Participation

Students are expected to check their WKU email daily (or have it forwarded to the email account you do check daily). Active participation is expected for all students. Any behavior that is disruptive and interferes with other students' learning is not acceptable and will result in sanctions deemed appropriate. Students are expected to have read all assignments prior to discussion on Blackboard and be prepared to participate in the Discussion Boards (DBs). As graduate students, there is an expectation you will obtain and read relevant literature and information *beyond* what is assigned. Since this course in predominantly online and active participation is required, there shouldn't be personal or professional conflicts with participation. The student must prioritize and make decisions related to unexpected conflicts. Absences (of more than a couple of days) from participating in the Discussion Boards should be discussed with the instructor prior to the absence; if circumstances do not permit prior notice, contact the instructor as soon as possible during or after that absence. If a student misses something, it is the student's responsibility to review Discussion Board content and complete whatever the instructor assigns as make up.

Teaching Methods

This course relies heavily on class readings, student writing, and DBs. The true benefit of this course comes from a) a knowledge of the topics gained through the assigned and outside readings, b) reflection on and discussion of these theories and concepts as they apply in organizational settings (supplied primarily by the students and the instructor), and c) feedback from the instructor on written work from technical and conceptual standpoints. The focus will be upon active engagement as adult learners.

General Instructions for Blackboard (after this, referred to as BB) Use and for Discussion Boards (as noted above, referred to as DBs)

(The first paragraph may have been corrected by now; if not, use this information.)

I normally use Internet Explorer (IE) for all my browsing and use it as my default for any links. IE, however, and Blackboard do not always get along. If you have issues with the two together, you might try downloading another browser (Mozilla Firefox/Google Chrome/etc.) for your online work.

If this is your first online class, do the following:

1. Go to WKU homepage; Quick Links (upper right); and link to Blackboard.
2. Login (your NET ID and Password) and follow the directions below. If you have difficulty, call the help desk: 270/745-7000.
3. You should see the Web course(s) for which you have registered. Click on this course number and title: "EDLD 720 - INDIVIDUAL AND GROUP ISSUES IN LEADERSHIP."

4. This will take you to the menu for the class. Click on <u>Content</u> (on the left in the black box) to see a copy of this syllabus (should you need it in the future) and other documents or information for the course.

5. Depending on the number of students we have in the class, we may have more than one group. If we only have one (I will let you know before class begins), click on <u>Discussions</u>. If we have more than one, click on <u>My Groups</u> and your group should come up. Click on it and then on <u>Group Discussion Board</u>. You should come to a list that includes a Forum for your Introductions and for each week we will be interacting this semester. **Please do not create new Forums for anything you post**. Open threads under "Introductions" for your introduction and open threads under "Week 1 DB," (or something similar). Your posts should be listed here and you can see what others have entered as well (Use the "Expand All" command in the upper right-hand corner if you cannot see all – indicated by a "+" beside a post).

6. Your first assignment is to get to the <u>Group Discussion Board</u> page and post an introduction to yourself for the other members of your group.(By now, most of you will know this information, but I don't, and there may be "interlopers" from other cohorts for this online section). This introduction does not need to be long and involved, just where you are located, what you do in your job, how long you have been doing it, where you are in your program, etc. – sort of like what we would do (might do also when we meet) the first night of class if this course were an on-campus section. This will provide your group members with a background from which to help interpret what you offer in the online discussions, and it also makes sure everyone is on board and ready to function in the DBs. **Please take care of this activity <u>the week before</u> the first online DB begins (Jan. 25-29).** There is more information on the DBs below.

Grading/Evaluation

The grade for this course is based on the following four performance-based outcomes.

1. Appliflections (due Friday at midnight – dates posted toward end of Syllabus)   30%
2. Discussion Boards (participation every other week throughout semester)   30%
3. Critical Performance (due by Monday at midnight, May 9th)   20%
4. Project (Paper due to me by Monday at midnight, May 9th)   20%

1. Readings and "Appliflections"

There are four full texts that are required and three are what might be termed *light reading*. The primary theoretical text goes into considerable depth on various aspects of working with groups. Other assignments include a chapter from another text and the viewing of two videos. You will be submitting an Appliflection every other week based on these readings throughout the semester.

This syllabus includes prompts for *Appliflections* (or *Reflections*, if you prefer, but obviously are combinations of "Application" and "Reflection"). These Appliflections will consist of items related to assigned readings and your ability to apply them to your work and your experience in groups or organizations. Prompts will address key points made in the readings, requiring the

student to consolidate, summarize, or integrate assigned content with practice. Responses to these prompts should be created in MSWord and submitted electronically **by midnight on the Friday of that week. Appliflection responses are to be completed independently; they are not to be the product of joint effort between/among students.** I will not be using BB or a Dropbox for these submissions. Simply send me an email (ric.keaster@wku.edu) and attach the Appliflection to that email.

Last spring, I structured the course this way: 1) Complete all the readings in the first half of the course and submit all Appliflections; 2) participate in the DBs during the second half of the course. This required students to do intensive reading and writing the first half of the course and then attempt to recall the readings for the DBs in the second half of the course. **Based on that experience and feedback from the students, I decided to intersperse the readings, writings, and DBs throughout the semester this past fall.** At the point where I am creating this syllabus, I have not received the feedback I will be seeking from the students on how this arrangement has worked for them; however, I feel like it went well and helped them deal with the content in a more "distributed" fashion. I will be seeking your feedback on this as well and other aspects of the course at the end of the semester.

Toward the end of this syllabus (p. 22), there is a section called *Appliflections*. Included there are prompts for each of the writings for which you are responsible during the weeks for those assignments. Other faculty who have taught EDLD 720 have used something similar, and students, when asked about their value, spoke favorably concerning their usefulness in helping them review and synthesize the material. I have modified these in two ways: 1) we are using a different foundational text for most of the readings, and 2) I have tried to word the prompts so they will require you to "process" a little more and "simply recall" less. While the review is profitable, you can review the details while you deal with the material in some deeper way. There is one limitation, however, on this new text. Each chapter covers a particular topic in relative depth and breadth; therefore, it is impossible to create a prompt that synthesizes all aspects of the chapter adequately**. Please know that I have attempted to pick a salient issue for your response, rather than "capture" the entire chapter with the requirements of the prompt**.

The Appliflections are intended to serve a number of purposes. This course will cover a number of theories, principles, and strategies that, when applied, will help to make you a more effective leader in a variety of contexts. To be able to apply these approaches, you first must learn and understand them. The Appliflections will assist in both the learning and the application.

1. It is recommended that you read the Appliflection prompts prior to reading the assigned material. This effort should provide some perspective as you read the material and focus on important points in each assigned reading. Your Appliflection responses will help to ensure the key points in the readings are understood.
2. Two keys to learning are *repetition* and *organization*. As you respond to these prompts, it will require that you identify and refer to key points in an organized fashion. This *active learning* will help ensure a more thorough understanding of the course content.
3. Student feedback on these writings has been that they are beneficial and should be retained as a part of this course. They also have proven helpful to EDD students in the past as they prepared for their Qualifying Exams. Completed efforts provide a good

summary of the EDLD 720 key course content in a format that facilitates responding to Qualifying Exam items.

4. Your responses should prove very helpful in the assessment of the "critical performance" of this core course as well, an assessment required by the EDD program for each core course.

Unless otherwise indicated, an answer for any individual prompt should be no more than a page or two of double-spaced text; so your total page count for a week's Appliflection assignment will be the number of questions/prompts for that week times (X) 1 or 2 (e.g., 4 questions = max of 8 pages or so). Please include at least the number of the item (if not a few words from the prompt) that you are addressing at the top of your response. Bullets and lists or tables incorporated into responses, where appropriate, are acceptable; however, do not go overboard in this regard. I want to see samples of your writing. The Appliflections will be graded and contribute, overall, to 30% of your final grade. I will be looking for the following as I determine a grade for each one submitted:

a) demonstration of knowledge of the reading content,
b) attention to the requirements of the prompt,
c) appropriate application to practice,
d) clarity in points presented, and
e) solid technical writing.

You will use a 12-point Times New Roman font; you will double-space the text; you will use 1-inch margins; and you will left-justify (only) your text. Start each new response on a new page with some indication as to which question/prompt you are answering. Number it and/or include part of the question. Headers are not necessary, but do number your pages. You will use APA formatting and writing style (see http://www3.wooster.edu/psychology/apa-crib.html and/or http://www2.liu.edu/cwis/cwp/library/workshop/citapa.htm and/or the APA Manual you should have purchased by now). If you are still not familiar with APA at this point, make sure you spend some time on these Web sites or in your Manual learning the expectations for APA for citing authors, presenting reference lists, and other formatting and writing style guidelines. **Please know that you do not need to include an Abstract or Page Headers that suggest an abbreviated title. The APA manual is for journal article submissions, and I am primarily interested in the fact that you follow the formatting for citations within the text and references at the end (and other nuances).** It should be noted that you may not be citing any sources in your written assignments. However, if you do, you MUST make sure that you adhere to APA guidelines. Grading and feedback will be provided electronically using "Track Changes" and "Comments." These will be sent back to you prior to the subsequent deadline for the next Appliflection for improvement purposes on that next effort.

CAUTION **I cannot stress this enough. Study these Web sites (and/or your APA Manual) and make sure you follow APA formatting. It will cost you on your papers; this is not the only course that will use APA formatting for assignments. You will have to learn it sooner or later. You might as well get it under your belt now.**

CAUTION **Also, I am, unabashedly, a stickler for quality writing. Ask other students who have had me. I "bleed" on your work because I want you to be good communicators in your leadership/administrative positions. However, I also include comments concerning errors or suggestions for improving what you have said. If you are not aware of your weaknesses, you cannot work on them. Part of my job is to make you a better writer/communicator. We don't need graduates in the field making technical errors in their communication (e.g., spelling, punctuation, grammar, usage, structure, etc.) and making the rest of us look bad for giving you this advanced degree. Take this as a warning; do what you have to do to make what you turn in to me the best you can possibly make it.**

Quotes from Students:

Felt harsh at first but I prefer feedback that gives me points to improve on.

It was nice finding someone who could give me grammatical and mechanical feedback at a level that I actually need. I'm a former English teacher; I feel I have the basics and a bit beyond pretty well down pat, but I appreciated being stretched a bit more.

I really appreciated your feedback as it showed me certain areas of my writing I need to improve upon. I also appreciate how thorough and specific your feedback was in regards to the comments you made about my papers.

Most of all, I appreciate you being a writing stickler. I think my fellow students and I need the criticism so we improve before we "dissertate."

First, I've commented on your much-appreciated criticism of students' writing. This is important because you also manage to do it in a friendly / supportive sense. I appreciate you holding your students to a high standard and teaching us.

You undoubtedly give the best feedback of any professor I've had in the program. Your dedication to quality feedback is important to all of us.

2. **Readings and Discussion Boards (DBs)**
   a. **Readings**. You will need to deal with these readings in two separate formats (DBs and Appliflections). This is to your advantage. You will discuss these concepts through collaborative discussions with your classmates and then have an opportunity to respond to these works from your own perspective. As a doctoral offering should be, this class will place considerable responsibility on the student for his or her learning. I have selected a number of readings that should equip you to a) adequately respond to the written assignments and DBs; b) understand the process of motivating others within organizations and how to work effectively with groups to make wise decisions for effectiveness; and c) be able to discuss the process of these topics from both scholarly and practical perspectives.

b. **Posting on the Discussion Board**. Students will participate in discussions every other week during the course; prompts are provided at the end of the syllabus under *Prompts for DBs* (p. 19). **You must post an initial response to all parts of the prompts on Mondays by midnight**; I would recommend you create these initial posts before reading those of your classmates to avoid their influence and to help with diversity of thoughts/opinions that stimulate better discussions. **You will complete all of your responses to the posted prompts and to the members of your group on the group DB by 11:55 p.m. on Friday of each week**. **However, I will leave the DBs open through the following week so that you may refer back to them for your Appliflections if you choose (there is a "search function" available if you cannot remember who posted something).** Your postings should demonstrate a familiarity with the issues in the readings and will require you (in most cases) to make application of that material to your work experiences. Feel free to play "Devil's Advocate" from time to time to make sure that alternative views are discussed even though all in the group may basically agree on a given issue. **The discussions should be courteous, scholarly, and informed by your reading and personal experiences. Since we introduce ourselves to each other and indicate where we work, it is inevitable that "dirty laundry" from time to time might leak into the discussion. I recommend you protect yourself by using phrases like "At an institution where I worked . . ." or "At an institution with which I am familiar . . ." if you don't want what you say linked directly to where you currently work. We should all practice confidentiality in these discussions, but it cannot be guaranteed. On the other hand, please do your best to be "professional" in all communication and do what you can to keep what might be viewed as "juicy" information to yourself or within the group.** It is the student's and the group's responsibilities to make sure that <u>all parts of the prompts have been addressed</u>. Any part left out of the discussion will hurt the scoring for all members of the group—or at least those not addressing all parts.

You must demonstrate through your postings (original and responses to others) that you have read and understand the material within the reading materials assigned for that week's DB. While your experiences and your opinions are important for discussion content, speaking only from your experience or your opinions will not be sufficient. Your references to what you have read and learned in the readings is one of the few ways I have to measure your acquisition of knowledge in the course. If I cannot obtain this information by your references, I'll have to resort to other means to acquire this information, so do what you can to make these references on a semi-regular basis. It doesn't have to be in every individual post, but enough so that I know you are reading and learning these fundamental concepts about administration. (Page numbers might even be useful references for your fellow DBers should they want to review/check what you are citing for clarity.)

c. **Expectations for Postings/Responses.** You must make your original post (i.e., <u>your thoughts</u>) on the prompts on the **first day assigned for that week (MONDAY by midnight)**. Also, I will expect you to post responses to others (your "discussion") <u>THROUGHOUT</u> the week. Do not approach this class with what I will call a

"minimalist" approach—in other words, "How little can I do to get by?" This will be easy enough to judge on my part and will be easy for you to know if you are failing in that category by the grade you receive the first week. <u>You must post (original and responses to others) at least three of the five days across each week to even qualify for a "C" grade that week</u>. For anything higher, there must be enough participation to respond to each of the others: their original postings and their responses to you. **We are looking for an online <u>dialogue</u>, and if you don't participate enough, a dialogue cannot take place.** If I were going to make a mistake, it would be in offering too much rather than too little, just to be safe; you can always gear down a little once you get your fill of "A pluses." I am looking for both depth (more than just an "I agree with your thoughts on such and such") and breadth (multiple aspects of the issue) to address the thoughts of the postings of others in your group. Naturally, you don't have to glue yourself to the DB, but do make sure that you provide me with enough data so that I can assess your contribution. (Caution: Most students find these intellectual discussions about organizational life with their peers a little addictive.)

d. So, success will include the following:
1) Initial post each week by Monday midnight;
2) Participating at least three of the five days the DB is open;
3) Effective application of material to practice/personal experiences;
4) Occasional references of points made to the reading; and
5) Enough substance/participation so that you are effectively contributing to the dialogue with your classmates.

3. Critical Performance

You are required to complete a Critical Performance for this course. You have likely completed one for another core course, so posting it on the college's electronic portfolio site should not be a problem. The Critical Performance for EDLD 720 is a Theory-Based Action Plan. More detailed instructions are on BlackBoard and these include the Prompt and how to log on to the Electronic Portfolio System in the College of Education and Behavioral Sciences. You will identify a situation in your organization that is rooted in employee motivation or attitudes. (Do not name specific individuals or use information that would identify specific individuals; do identify specific characteristics of the situation that indicate a potential problem). The problem should be important enough to warrant the use of significant organizational resources to remedy.

Receiving a grade of B or better in EDLD 720 is contingent upon successful completion of the EDLD 720 Critical Performance. The completed Critical Performance should be **emailed to me and <u>uploaded to the EDD Portfolio</u> website no later than Midnight Monday, May 9. Feel free to submit it before then.**

Incidentally, a student contacted me recently and said she used elements of her Critical Performance in her work environment and responsibilities; so, it is not just an NCATE accreditation exercise. It is designed to have practical value as well.

4. Problem-Solving Project

This project is designed to allow you to practice the group problem-solving model discussed during the first class meeting. Details for how you will "present" your experience will also be covered in that first meeting (also see page 26 of this Syllabus).

Other Tips for Success

o The forums each week open at just after midnight on Monday morning. Saturdays and Sundays are your days to do things other than the DBs (e.g., review the readings for next week's DB). If you want to write up your original post for a DB in Word and get it ready to post Monday morning, do so. However, <u>do not create a new forum if you do not see the one that is supposed to be available</u>. If you try to post on Sunday, you will not see the next assignment's forum or if you do, it will not be accessible. That is because the timer releases it just after midnight on Sunday.

o <u>Do not simply "attach" your original post in a Word document</u>. When I grade at the end of the week, that will not show up in what I view. I know there may be formatting issues with cutting-and-pasting; let's hope they have been corrected in recent semesters. Just tolerate them and read around the lack of paragraphs, too much space between paragraphs, etc. Just go ahead and paste it into the thread.

o <u>Please do not cut-and-paste extensive text into your posts other than your original statements from Word</u>. If you want to point others to other information, either include the link (if on the Internet) or attach it in a Word document. **When I grade, I want to be seeing your written comments only** and don't want to have to "read around" other inserted material. Obviously, a quote or something brief is OK.

o Consider this: a typical face-to-face course meets from 2 1/2 to 3 hours each week or four 12-hour weekends – but that is of a 14-week semester. The face-to-face component of this class (the DBs) is compressed into 6-7 weeks of the semester, approximately 1/2 of the time. This means that your involvement needs to be more regular and more intensive in these weeks than it would have been for 14-week course. There is no magic number of hours; much depends on your ability to organize your thoughts and keyboard effectively. If you put in three hours during the week on these DBs, I do not know if it will be enough. **Also, in a face-to-face class, you can just show up (even sleep if your professor will allow it) and get by. Not in this class. Participation (regularly and with quality) is KEY.** I think you will find that in an online class, you get out of it what you put into it. Our discussions as a whole will be more beneficial if EVERYONE does his or her part to make them what they can be: 1) an effective tool for learning about motivation and groups in organizations through the experiences of others and 2) a stimulating and thoughtful discussion with colleagues about the literature you have read and discussed together.

o Timing – As I have said, post your initial thoughts by Monday midnight – earlier, if possible. This gives others something to "chew on" and something allowing for a response. Also, participate "across" the week. This encourages an ongoing conversation and keeps folks updated on new postings/responses.

o References to the readings - As I have said, I am not expecting a quote or a reference in every post, but "sprinkle" enough in your posts during the week so that I will a) know you are reading and b) know you are making connections - i.e., applications - between what you read and what you are discussing. Most of the prompts will require you to do this anyway.

Grading and Rubrics

You will have a grade for each Appliflection based upon the criteria noted above (30% of the total grade for the course) and each DB (one per week) based on your postings and feedback (30%). **All parts of the course must be completed in order to receive credit for the course.** I will be able to give you a "+" or a "-" for each grade so that you will be able to better judge where your contributions are falling relative to what I expect. It is my understanding (I can't see what the student sees) that you can check your grades for the course as we move through the semester. The grading scale for is listed below. Also, the Weighted Grade is just that: an accurate reflection of your grade to that point in the course.

> **The following rubric will be used to grade the Appliflections. If you receive a "B," "C," or "F" on a submission, it does not mean that <u>every</u> aspect of this rubric fell short. Only one aspect, if deemed insufficient enough, could push an effort into a lower grade category.**

> ### Excellent Paper, A Grade Level

> > All directions were followed as indicated in the syllabus and all parts of the issues are fully addressed. The headings and content are clearly presented as indicated in the directions. Technically sound use of the English language is incorporated (i.e., spelling, punctuation, grammar, etc.). Clarity of writing is in evidence (I understand what you are trying to say – the words you use are appropriate and your writing is not confusing in any way). Your organization is clear (thoughts are presented in an orderly fashion and logically flow from one sentence to the next, one paragraph to the next, etc.). You support your ideas well (while I am not expecting you to use citations [although you may if you wish], support your contentions with examples or details that strengthen your argument). You demonstrate a working knowledge of the topic (a demonstration that you are "versed" on the topic and could speak authoritatively about it in professional circles). APA formatting and style expectations were followed.

> ### Satisfactory Paper, B Grade Level

> > Directions were generally followed as indicated in the syllabus and all parts of the issues are adequately addressed. The appropriate headings and subsequent content are present. Sound use of the English language is incorporated for the most part with relatively few problems in evidence (i.e., spelling, punctuation, grammar, etc.). Arguments are presented but clarity is a problem (I generally understand what you are trying to say – but the words you use are in appropriate and your writing is in some way confusing). Your organization is unclear but your argument is still understandable (thoughts are presented in more of a haphazard fashion and don't logically flow from one sentence to the next, one paragraph to the next, etc.). The support you offer for your ideas is weak but present (you attempt to support your contentions with examples or details, but they are loosely related, not strong in content or presentation, etc.). Your working knowledge of the topic is weak (you

don't convincingly demonstrate that you are "versed" on the topic and it is doubtful that you could speak authoritatively about it in professional circles). There were some problems with APA formatting and style expectations.

Need More Work, C Grade Level

Few directions were followed as indicated in the syllabus. Inappropriate headings are used and content clearly does not follow the suggested issues. There are numerous problems in the use of the English language and good writing protocol (i.e., spelling, punctuation, grammar, etc.). Writing is generally unclear (it is difficult to follow your argument and understand what you are trying to say). Organization is not in evidence (thoughts are presented in a confusing fashion and do not flow from one sentence to the next, one paragraph to the next, etc.). There is little or no support for your ideas (you do not support your contentions with examples or details that strengthen your argument). You generally fail to demonstrate a clear knowledge of the topic (I would feel uncomfortable having you offer your opinions in professional circles and claim you owe your understanding of the topic to this course). There were several problems with APA formatting and style expectations.

Unacceptable Paper, F Grade Level

You do not turn in a paper at all or what is submitted falls far below what is offered above for a "grade-able" paper.

I will be looking for the following things in your original postings and responses to others and grade them accordingly. If you receive a "B," "C," or "F" on a DB during a week, it does not mean that every aspect of this rubric fell short. Only one aspect, if deemed insufficient enough could push a week's effort into a lower grade category.

a. *Excellent* postings – "A" grade level: All parts of the prompts are addressed. The responses are connected to the readings. The responses are connected to the student's professional experiences. References to outside reading (if available) are used. Generalizations are explained and examples given. Responses to group members are adequate to address their postings and appropriate for the topic under discussion.

b. *Satisfactory* postings – "B" grade level: The points of the prompts are addressed with only some detail. Generalizations are not explained. Evidence of connection to the reading is not clear and there is no evidence of any other outside reading. Experiences are omitted, not explained, and/or not connected to the topic at hand. There is a tendency to rely only on opinion. Generally, there was not enough depth or breadth in the posting/responses to warrant an A.

c. *Needs Some Work* postings – "C" grade level: Participation in the discussion is minimal. Original post is not made by Monday and/or posts do not span four different days. The issues are answered in one or two sentences with no connection to readings or experience and little detail is offered. Response is based only on opinion. Only minimal attempt apparent to meet the four postings per

week requirement. Generally, there was not enough in the posting/responses to warrant an A or a B.

    d. *Unacceptable* – "F" grade level: No postings are made or too few (or too weak in quality) are made to qualify for one of the grades above.

Incidentally, I will be monitoring these discussions and will be actively participating. Instructions for the particular DBs are noted toward the end of the syllabus in the "Schedule of Classes/Topics." I have given you from Monday 12:01 a.m. until Friday evening at 11:55 p.m. to complete the week's DB. However, do not save your discussion time until later in the week. As noted above, your group members need regular feedback from you <u>throughout</u> the week.

Finally, you will find that these discussions are relatively non-threatening and you should feel free to talk about the prompts especially as they relate to your experiences in organizational settings. This is a chance to get to know your fellow students possibly in ways that would not be the same if we were in a face-to-face setting. [One student recently told me she learned MORE about her cohort members in one of my online classes than she could ever learn in a face-to-face class.] Online DBs, according to the research, allow for and promote even greater and more open discussion than the regular classroom. Jump in and enjoy yourself!

No grade of incomplete (X) for the course will be changed to an "A" unless a documented emergency prevents you from completing your work on the designated due date. This will be discussed with you individually, should the need arise. **<u>There will be a reduction of at least one letter grade for all assignments submitted late.</u>** Feel free (it is encouraged) to submit assignments before due dates.

Grading Scale

All work (discussion boards and papers) will be assigned a number grade that will follow the scale offered below.

97-100	A+	77-79	C+
94-96	A	74-76	C
90-93	A-	70-73	C-
87-89	B+	Below 70	F
84-86	B		
80-83	B-		

Academic Dishonesty

Students who commit any act of academic dishonesty may receive a failing grade in that portion of the course work in which the act is detected or a failing grade in the course without possibility for withdrawal. Acts of academic dishonesty shall be reported to the Department of Educational Administration, Leadership, and Research and to the Doctoral Program for possible disciplinary action which may result in permanent disqualification from the program.

Participation

Regular classroom and/or online participation are essential for success. Students are expected to check their WKU email daily. Attentiveness and active participation are expected for all students. Any behavior that is disruptive and interferes with other students' learning is not acceptable and will result in loss of points for class participation credit. Graduate students should be able and willing to share information and ideas; therefore, regular and productive participation are critical. Students are expected to have read all assignments prior to discussion in class or on the web and be prepared to participate in discussion or other activities. Conscientious graduate students will consult relevant literature and information beyond what is assigned for a particular class or course. Understandably, there may be a personal or professional conflict with scheduled class meetings. The student must prioritize and make decisions related to these conflicts. Absences from class should be discussed with me prior to the absence; if circumstances do not permit prior notice, contact me immediately after the absence. If a student misses a class, it is the student's responsibility to secure materials, notes, and assignments. Also, additional assignments might be made to make up for the missed activities.

Technology Requirements

As mentioned under participation and attendance students will be expected to have access to the Internet and e-mail. Additionally, due to the temperamental nature of technology, the student shall have a contingency plan for connectivity and participation. In other words, perhaps the primary connection planned would be the student's home computer; a contingency plan may be to access from the student's school computer. **WKU EMAIL ADDRESS:** Every student has an email address as issued by WKU. Please check your email regularly.

Statement of Diversity

The faculty in the Department of Educational Administration, Leadership, and Research believe that diversity issues are of major import to student and career success. We fundamentally believe in and support the value of heterogeneous groups and the richness of benefits when students are involved with diverse populations, settings, and opinions. This course is designed on the basic assumption that learning is something we all actively engage in by choice and personal commitment. The format of this class will be a community of scholars, each with his or her rights and responsibilities of membership. We will not tolerate immoral, illegal, or unethical behavior or communication with one another, and we will respect one another's rights to differing opinions.

Students Disabilities Services

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center (270-745-5004). Please DO NOT request accommodations directly from me without a letter of accommodation from the Office for Student Disability Services.

Course Adjustments

I reserve the right to modify the course requirements, schedule, and syllabus. No change will occur after the beginning of the term, unless proper, timely, and prior notice is given to the students. I do not anticipate any changes at this point.

Schedule of Weeks/Topics/Assignments

(Other Assignments/Resources: Found on Blackboard (under "Content")

Weeks	Date	Topics/Assignments
0	1/30	**There will be one face-to-face meeting for this course. We will cover the requirements for the course and its delivery. We will also review the requirements for the course project at that time. The meeting will last approximately four hours (8:00-12:00). <u>You should have posted your introduction to yourself before we meet on this Saturday</u>.**
1	2/1-2/5	1. Read Ch. 8 from Jex, S. M. & Britt, T. W. (2008). *Organizational psychology: A scientist-practitioner approach.* Hoboken, NJ: John Wiley & Sons, Inc. (**This reading will be posted on the BlackBoard site for this class**.) 2. View the following videos and take notes on each (transcripts are available on the site). http://blog.ted.com/2013/04/10/what-motivates-us-at-work-7-fascinating-studies-that-give-insights/ http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html 3. Participate in the Discussion Board (DB) related to these assignments. Prompts for initial posts are found on the pages following this table.
2	2/13	Submit the **Appliflection** for these assignments by midnight on the date in the column to your left.
3	2/16-20	1. Pink, D. H. (2011). *Drive: The surprising truth about what motivates us.* New York: Riverhead Books. 2. Lencioni , P. (2002). *The five dysfunctions of a team: A leadership fable.* San Francisco: Jossey-Bass. 3. Participate in the DB related to these readings. Prompts for initial posts are found on the pages following this table.
4	2/27	Submit the **Appliflection** for these readings by midnight on the date in the column to your left.
5	3/2-6	1. Reading Assignment: **Chapters 1-4** in Forsythe, D. R. (2010). *Group dynamics* (5th Ed.). Belmont, CA: Wadsworth/Cengage Learning. 2. Participate in the DB related to this reading. Prompts for initial posts are found on the pages following this table.

6	**3/13**	Submit the **Appliflection** for this reading by midnight on the date in the column to your left.
7	**3/16-20**	1. Reading Assignment: **Chapters 5-8** in Forsythe, D. R. (2010). *Group dynamics* (5th Ed.). Belmont, CA: Wadsworth/Cengage Learning. 2. Participate in the DB related to this reading. Prompts for initial posts are found on the pages following this table.
8	**3/27**	Submit the **Appliflection** for this reading by midnight on the date in the column to your left.
9	**3/30-4/3**	1. Reading Assignment: **Chapters 10-13** in Forsythe, D. R. (2010). *Group dynamics* (5th Ed.). Belmont, CA: Wadsworth/Cengage Learning. 2. Participate in the DB related to this reading. Prompts for initial posts are found on the pages following this table.
10	**4/10**	Submit the **Appliflection** for this reading by midnight on the date in the column to your left.
11	**4/13-17**	1. Heath, C. & Heath, D. (2013). ***Decisive: How to make better choices in life and work.*** London: Random House Books. 2. Participate in the DB related to this reading. Prompts for initial posts are found on the pages following this table.
12	**4/24**	Submit the **Appliflection** for this reading by midnight on the date in the column to your left.
13	**4/27-5/1**	1. Complete your **Group Problem-Solving Project**. 2. Participate in the DB related to this reading. Prompts for initial posts are found on the pages following this table.
14	**5/9 (Mon.)**	**Submit the "Report" for the Project** by midnight on the date in the column to your left.

Prompts for DBs

Week 1 [2/1-2/5]
(Jex & Britt reading and videos – see "Schedule of Weeks/Topics/Assignments" above)
1. From what you learned in the reading from Jex and Britt (2008), lay out a strategy for keeping employees motivated in your "world," based on what you deem the most appealing theories encountered in the reading.
2. Ariely provides us with a modern-day interpretation of the Sysiphic Condition. How can we use the lessons of this talk to reduce frustration/demotivation and/or increase motivation?
3. Sinek presents the W/H/W "Golden Circle" for explaining how human motivation really works. How might you make this approach work for you in motivating employees in your organization?

Week 3 [2/16-20]
(Pink and Lencioni readings)
1. Pink introduces us to the three *Essential Elements: Autonomy, Mastery, and Purpose*. Discuss briefly Pink's Picks for focusing on what motivates people by justifying or disagreeing with each. Select one of these and provide a good example of how this element operated as an extremely strong motivator for you or someone you know. If you had to pick, which of these three operates as the strongest motivator for most employees you know. Justify your choice.
2. Lencioni provides us with an interesting story about a leader who transformed an organization by eliminating "dysfunctions." Discuss a cogent example of how one of these dysfunctions emerges in your organization; or, if none of them do, offer an explanations for how leaders have kept them at bay. Feel free to repeat something you may have offered in your Appliflection on this reading.
3. Discuss Kathryn's leadership style and her various approaches to changing the culture within this leadership/executive team. What impressed you the most about the way she handled the individuals/group?

Week 5 [3/2-6]
(Forsyth: Chs. 1-4)
1. Qualitative research has had difficulty achieving "status" within the hard-core research community. The formal study of groups tends to call upon predominantly qualitative methods. What are some ways that qualitative researchers studying groups can assure, to the best of their ability, that the research they conduct is sound and respected.
2. *Ostracism* is a reality of social life. Recount for your fellow DBers a "situation with which you are familiar" where an individual or small group was ostracized from the larger group. Discuss the impact this had on the ostracizee(s) and the broader effect on the larger group.
3. Assertion: Females have a higher "relationality quotient" and, as a result, tend to join (either formally or informally) more groups than males. Agree or disagree and support your position.

Week 7 [3/16-20]
(Forsyth: Chs. 5-8)
1. You are a leader of a newly-formed group and are acutely aware of the stages (Tuckman) through which they will need to go to ultimately be effective (perform) and dissolve (final stage). Come up with one strategy (each) you might use to a) help them get through the orientation/forming stage; b) effectively move through the conflict/storming stage; c) take advantage of the benefits of the structuring/norming stage; and d) finally move them from norming to the performing stage. In other words, four strategies briefly explained.
2. *Role ambiguity* and *role conflict* are described as creating *role stress* within a group. Pick one of these two, check the definitions to make sure you are applying the definitions accurately, and recount a situation where you or a colleague/family member/etc. was placed in a situation that illustrates your choice. Explain how this situation was resolved.
3. In your opinion, which of French and Raven's sources of power within groups is the strongest. Explain why. Give your best example to illustrate your choice.

Week 9 [3/30-4/3]
(Forsyth: Chs. 10-13)
1. *Synergy* is a concept often discussed with the context of group effectiveness. Provide the best definition of this concept you can find and then provide the best example you can come up with (real/imagined) to demonstrate its power. List at least two strategies a leader could use to enhance or capitalize on a group's synergy.
2. *Groupthink* is another common term that emerges when groups are under consideration. What is it? How does a leader avoid it within the group? How is it that synergy is considered good yet groupthink is considered generally bad? Sounds like they are related.
3. Kathryn (in *5 Dysfunctions*) wanted conflict. Pick two points from Ch. 13 that either illustrate/support her contentions or refute/call into question her approaches to group effectiveness.

Week 11 [4/13-17]
(Heath & Heath reading)
1. Like their book on *Change* (used in the EDFN 726 course I will be again offering this summer in July), this book, *Decisive*, has been roundly praised as extremely relevant and practical in its content and approach. Either agree or disagree with this assessment and justify your thoughts.
2. If you could only pick one of the four WRAP strategies for use in your organization, which would it be and why? Provide at least one example for the others in your group to illustrate your pick.
3. A student in the Change course complained that the Heaths' approach was a "formulaic process that purports to distill a rather complex process into rather simplistic steps" (may not be an exact quote but close) and stated, "I'm skeptical of recipes." This was offered as a critique of their other book but could also be used for this one as well. Present an argument as to whether you agree or disagree that this is a weakness of the approach they have proposed here.

Week 13 [4/27-5/1]
 (Completion of Problem-Solving Project)

1. Briefly explain to others a) the nature of the group you worked with, b) why you selected this particular group, and c) what concerns you had as you entered your work with them on this problem-solving effort.
2. Effective *brainstorming* is a difficult yet important part of any group problem-solving process. Why is this so, in your opinion, and what strategies did you use to make sure it didn't get out of hand or go off track?
3. Offer your opinions on the various benefits this model possesses. If you were going to try to convince your boss to use it an upcoming meeting or retreat, how would make your best argument for it and its benefits?

Week 14 [5/9]
1. Submit Report for Project

Appliflections

(Review requirements starting on p. 8 in this Syllabus)

Week 2 – Motivation (Using Jex & Britt chapter only—no writing on the videos, just the later DB)
Due at midnight 2/13/16.

1. Select any definition of motivation that works well for you. Explain why you selected this definition through the use of a couple of real-life examples.
2. Briefly summarize the theories of Maslow, Alderfer, and McClelland noting distinctions among them and unique contributions of each.
3. Briefly explain Equity Theory, Expectancy Theory, and Goal-Setting Theory, being clear about the differences among them. Pick one and provide an example from your experience that does a good job of illustrating how it works.
4. Behavioral approaches to motivation include the following constructs: reward, punishment, reinforcement, and feedback. Give an example (positive or negative) of each of these from your work experience. This can be in support of the theories or suggesting how they are flawed.
5. Compare Maslow's and Herzberg's approaches to motivation: similarities and differences.

Week 4 – Pink and Lencioni Readings (Sorry, lots of reading for this week. Work ahead on these.)
Due at midnight 2/27/16.

1. Discuss each of Pink's three *Essential Elements: Autonomy, Mastery, and Purpose* and offer your opinion on them individually and a group as an explanation for what motivates individuals.
2. Compare Pink's *Essential Elements* to the more traditional theories/explanations concerning what motivates humans. See if you can generalize the former theories into a "they tend to focus on . . ." characterization and then compare or contrast Pink's approach.
3. As you read Lencioni's work, I hope you had "ghosts of teams past" dancing before your eyes. Surely, in your professional life, you have experienced dysfunctional teams and were able to pigeonhole attitudes and behaviors you had witnessed. Pick your best example, explain context/characteristics briefly, and target to the best of your ability how this person/these people fit one or more of the *dysfunctions* mentioned in the book.
4. Get personal with this one. Examine one of the following in light of the book's content: 1) a team on which you currently work or lead; 2) a team of which you are currently aware enough to comment. What in your estimation and using the 5 dysfunctions as a standard is holding this team back from producing better results (the "ultimate test of a great team")?

Week 6 – Forsyth Text (Using Chapters 1-4; numbered by chapter)
Due at midnight 3/13/16.

1. Using examples, pull apart our text's definition of a *group* by explaining how each of the components are necessary: - *Two or more individuals - who are connected - by and within*

social relationships. Make a brief argument for why we should study groups and group processes in a leadership program.

2. Summarize the pros/cons concerning the various ways we study (conduct research on) groups (observation/self-report and case/experimental/correlational studies).

3. Maslow introduced us to the notion of *belongingness*. Chapter 3 fully explores this notion in a number of ways and on a number of levels. Using references to points made in the text, discuss how groups address this basic need.

4. Take an online Big Five (FFM) test if you have never taken one (try to find one that is somewhat valid). Discuss your results and (whether you agree/disagree) how they might affect your ability to effectively lead groups. Here is a good one (I think). I don't think you have to answer the personal questions at the end. http://www.outofservice.com/bigfive/

Week 8 – Forsyth Text (Using Chapters 5-8; numbered by chapter)
Due at midnight 3/27/16.

1. Pick a group of which you are a member. Identify which of Tuckman's Five-Stage Model of Group Development your group currently functions. Justify your classification with examples. Finally, talk about you're a) reflections (past stages); b) concerns (current stage); **OR** c) anticipations (next stages) for this group based on your experience with them.

2. Chapter 6, after introducing us to norms and roles, discusses relationships and *social network analysis*. Yes, you guessed it. I want you to pick a group (can be the same group as your #5) and map out a social network analysis for me (a figure) and then walk me through it explaining your *nodes*, *edges*, and *arrow directions*. Use Figure 6.3 as a model. (You may try to use Word: Insert/SmartArt or Word: Insert/Shapes (I tried both without satisfaction), but this may be more trouble than penciling it out on paper, cleaning it up, and scanning/pasting it into your document. This does not need consume major portions of your time trying to create a Word Figure. I am obviously more interested in your analysis and explanation.)

3. The text in Ch. 7 goes into considerable discussion about *majority* and *minority* influences. Summarize if you will the unique ways in which these two groups influence and then briefly recount an experience from your past when you witnessed (experienced?) one of these in action. I'd prefer the *minority* influence, but *majority* will do. Explain why you think in this particular case influences worked as they did.

4. Chapter 8 focuses on power, its sources, uses, and outcomes. Table 8.1 (and subsequent text) lays out French and Raven's (1959) original five *bases of power* with the addition of Raven's (1965) sixth *informational power*. Come up with situation (real or imagined) where an individual or group has several (as many as you can discern) of these sources of power from which to influence the behavior of followers.

Week 10 – Forsyth Text (Using Chapters 10-13; numbered by chapter)
Due at midnight 4/10/16.

1. Far from the most important (or detailed) portion of Ch. 10, yet important in its own right, is *brainstorming*. Pages 348-351 (pp. 305-309 if you are using the 2010 edition) include at least two sets of "rules" or "recommendations" for effective brainstorming. Recount an example from your past where a brainstorming effort was unsuccessful—at least in producing what was apparently intended by the exercise. Identify as many "brainstorming errors" (from these

lists—or other variables/influences that might have been present) that occurred in that event to keep it from achieving maximum profitability.

2. The chapter on decision making discusses on pp. 379-380 the *Abilene Paradox.* I have posted the original article under "Content" if you want a more thorough explanation of the situation. The book provides an overview, but reading the original might remind you of an organizational situation you experienced. That is the task for this one: recount an experience you have had where these conditions apparently existed because the group decided to do something (or continue doing something) that no one wanted to do or felt was the wise thing to do. Finally, briefly suggest ways to prevent this sort of organizational dysfunction from occurring.

3. The well-known and widely regarded philosopher, Terry Bradshaw, once said, "Bad attitudes will ruin your team." Of course, he was talking about a sports team and we could quote several other players and coaches who believe the same. Our text hits on this subject, especially when it discusses types of cohesion. Explain in your own words the importance of attitudes in any endeavor, but especially when discussing the productivity of teams. Provide at least one example that clearly illustrates your point(s).

4. Chapter 13 deals with *conflict*, a very common outcome when people interact and work together or in close proximity. Leaders must learn to accept that conflict is a) natural, b) controllable (most cases), and c) not always bad. Some say that much conflict in organizations is due to *miscommunication* which leads to *misperceptions* (p. 458). Recount an experience you had where this was the cause of the conflict. Now that you have had the benefit of reading this chapter, tell me how you would have handled if you had been in charge – or if you were, how you might handle it differently now.

Week 12 – Heath & Heath Reading
Due at midnight 4/24/16.

1. The authors up front discuss how poor we are at making decisions. Sadly, most of us think we are pretty good at making decisions about life, family, work, etc. using only our "gut" (AKA, our intuition). Pick a personal decision you made. Pick the most relevant of the author's suggestions from the book that would have made a big difference if you had only used it to help you make this decision and explain your logic and your choice.

2. Pick, in your estimation, the most common or influential of the four "Villains" of decision making listed and explained by the authors. Justify your choice (no real right/wrong here) and provide a real/imagined example to help illustrate your argument.

3. Of the major part of the book that developed the four WRAP Strategies, each major strategy contained several sub-strategies. Pick three of these sub-strategies (from any of the four major ones) that especially appealed to you and explain why.

4. Discuss the practicality of using the contents of this book in your current organization (loosely defined). If you are in charge of a group and its ultimate effectiveness, use that group; if you are a member of a group that makes decisions and are not in charge, what would you do if you were? Estimate the impact of using these strategies on your group's effectiveness and productivity.

Consequence Analysis Group Problem-Solving Project

[Due Midnight Monday (May 9) of Exam Week:]

In addition to participating in the DB on this part of the course, I want you to write up a summary of your experience addressing the following items:

1. How did the brainstorming go? Was it difficult to keep discussion to a minimum? Was it difficult as the facilitator to keep yourself from "defending" yourself or someone else who might have been implicated by an issue that was raised? How did you handle this and what strategies will you employ to fix this for the next time you lead this activity?
2. Talk about each of the steps and any problems you encountered. Did you do any "tweaking" of the process to make it work better for you and/or your group? (e.g., Was your problem already identified for you?)
3. What was your overall impression of this model and its usefulness in organizational settings? Evaluate its strengths and weaknesses.
4. Discuss your plans (potential or actual) for using this process in the future . . . or not.

This assignment will be graded and the grade posted, but no editing/corrective feedback will be provided by Keaster. You will have mastered the art of self-editing by this point in the semester.

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