WESTERN KENTUCKY UNIVERSITY

DEPARTMENT OF EDUCATIONAL ADMINISTRATION, LEADERSHIP, AND RESEARCH

EDLD 720 - INDIVIDUAL AND GROUP ISSUES IN LEADERSHIP

SYLLABUS – Fall 2020 – Online

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**I AM RETIRED AND 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 have no face-to-face meetings
but we will have a ZOOM meeting (TBA) prior
to the beginning of classes on August 23.*

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 "toolbox" 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. That said, this is not a "theory course." Students will be exposed to a variety of real-world readings and discussions that will help formulate leadership strategies for various situations.

I had a concern that using an online format for one of the Core Leadership courses in the program, those courses being intended to promote the "cohort environment." I asked a student who had just taken the course online about this; she responded, "Dr. Keaster, I learned more about my fellow cohort mates in your online class than I did in the face-to-face classes. I wouldn't worry about that at all. You make us all talk to one another so much, we can't help but get to know each other better."

Quote from Fall 2019 section of EDLD 720: "I have learned so much from this class specifically, that I will make changes to my online class as well as my face-to-face class. I enjoy our talks. It is almost as if our posts are therapeutic, giving us the conviction and understanding that everything will be okay. This class specifically has been good for the soul."

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Required Texts

1. Forsyth, D. R. (2014). *Group dynamics* (6th Ed.). Belmont, CA: Wadsworth/Cengage Learning. [Order this text online. Used versions are considerably less expensive there - $15-$30. **There is a 7th Edition for $100; do not buy it; I'll be using the one listed here.]**

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

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 (under *Content*), or links are provided toward the end of this Syllabus under *Schedule of Weeks/ Topics/Assignments*. Read/view relevant materials in preparation for 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 Expectations and Environment

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 (<u>Graded writing assignments are no longer required for this course, but the information below is for your information and use as you continue in your program</u>.)

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. 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**.) **If you completed EDLD 702, you should have an updated form for the Harvard Tutorial (or an appropriate substitute) on file in the Program Office.** If not, 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 <u>do not</u> 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 (**<u>only one is necessary</u>**) 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: _____

<u>OR</u>

_____ 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 possibly obtain and read relevant literature and information *beyond* what is assigned. Since this course is 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. Anticipated absences (of more than a few days) from participating in the DBs 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 DB content and complete whatever the instructor assigns as make-up work, if deemed appropriate.

Teaching Methods

This course relies heavily on class readings/videos, DBs, and the assigned individual project. The true benefit of this course comes from a) a knowledge of the topics gained through 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) enthusiastic participation in the group problem-solving project. The focus will be upon active engagement as adult learners.

General Instructions for BlackBoard Use and for Discussion Boards (referred to hereafter as BB and DBs). If this is your first online course, read the following carefully. If not, skip to #5 below for details concerning this class.

Internet Explorer (IE) and BB have not always worked well together. If you have issues using them, you might try downloading another browser (Mozilla Firefox/Google Chrome/MS Edge, etc.) for your online work. By the current semester, these problems may have been resolved.

If this is your first online class, here are detailed instructions for the novice:
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. The syllabus should also be available on the Schedule of Classes site under this course.

5. Depending on the number of students we have in the class, we may have more than one discussion group. If we have only one (I will let you know before class begins), click on Discussions. If we have more than one, click on Users and Groups and then My Groups and your group should come up. Click on it and then on Group Discussion Board. 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 "Display" command in the upper right-hand corner next to "Search" if you cannot see all posts; click on "Show All").

6. Your first assignment is to get to the Group Discussion Board page and post an introduction to yourself for the other members of your group. Conceptually, these Core Leadership courses will be taken consecutively within cohorts, but I believe the program administrators have realized this is unrealistic. You may know some others within the course, but I don't, and there may be students 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 if we met in a face-to-face situation early in the semester. 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 the week before the first online DB begins, which is Aug. 23-29; so, the week before that.** There is more information on the DBs in another section below.

Grading/Evaluation

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

1. Discussion Boards (participation every week throughout semester)   80%
2. Project (Paper submitted to me by Wednesday at midnight, Dec. 9th)   20%

The Project will be explained in detail during our ZOOM meeting. There is a Video link found under "Content" on the BB site near the top I have used before. I will leave this up in case you want to view and/or review it at any point in the process.

1. "Appliflection"

[ONLY ONE IS REQUIRED, BUT IT IS NO LONGER PART OF YOUR COURSE GRADE]

Prior to the Fall 2019 (the prior 9-10 semesters), I had traditionally required student writing in the course; you may have heard about these from students who have taken the course. My purpose was two-fold: 1) allow students to respond directly to me concerning the reading of the

materials and how they apply to the student's personal experiences and/or conceptual thinking; 2) allow me to provide feedback on their writing skills (both technical and using APA formatting). Also, this requirement provided me with a third means of grading for the course (probably more quantitative in nature than the other two) as well as giving the students an educated estimate of where they stood as they anticipate the engagement in and completion of their upcoming significant, scholarly endeavor: the dissertation.

Most students appreciated and were thankful for this level of feedback at this critical time in their program. Although the grading of these could be severe, I felt that if not graded, they would not be taken as seriously as they should be. Some students—generally those students whose writing skills were not as strong—felt this course requirement was over-emphasized in the grading scheme and the grading itself was too harsh. Whatever. My goal was simply to get them to improve their writing in areas that probably should have been addressed at some point in their academic careers before now but were not. Having chaired 32 dissertations over the years and proofread (for the college or the program) too many to count, I can tell you that our writing skills indeed need improving overall. Nothing is more frustrating for a dissertation chair/committee than to work with a student who has difficulty successfully engaging in scholarly writing.

However, I listened to my students and their feedback. I regret—to a degree—that I will no longer be able to *force* students (through graded work) into improving their writing skills. **I have decided that this particular course benefit was incidental to the overall purpose of the course, and I have elected to offer this feedback as a *service* to students within the course. Students will be required to submit one paper for feedback. It will not be a part of the course grade, but the feedback I give will include what *would have been the grade* had it been submitted in previous sections of the course**. My feedback is thorough, but in most cases, I provide an explanation for a correction (the grammar/punctuation/usage rule) and even some websites that will help the students improve that particular aspect of their writing. I review APA formatting as well as standard technical writing conventions.

Essentially, you are obtaining a free technical/scholarly writing mini-course along with this academic course—with no consequences to your grade but with considerable potential for improving your writing skills. The only things I ask are these:
1. Read and study the corrections I have taken the time to provide you.
2. Go to the websites I mention or some other place to burn these rules/conventions into your writing psyche.
3. Do everything you can to incorporate your new learning into subsequent efforts, if you choose to submit them. Humor me on this; work at getting better; if you don't, you are simply obtaining a measure of your writing skills at this point in your life/program/career. I have decided that *you can submit as many as two* over the course of the semester. That should allow for enough feedback for your purposes without killing me.

There are four full texts that are required, and three of those 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.

In the last section of this syllabus, there is a section called *Appliflections* (p. 27). Included there are prompts for each of the writings from which you may choose for your submissions to me for this unofficial feedback on your writing. I will maintain the formatting for these responses discussed in the paragraph below. Since I have borrowed some of these for the *expanded* DBs (since we now are not requiring Appliflections), there used to be 4 per paper. You may also use a prompt from the DBs if you like. I'm not picky; I just want a sample of your best writing.

Unless otherwise indicated, an answer for any individual prompt should be no more than a page or two of double-spaced text. Please include words from the prompt so I will know which one you are addressing (technically, you can choose any prompt from any reading; just make sure I know which one it is). 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. 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/use of APA formatting.

You will use MSWord with 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 (APA). Start each response with some indication as to which question/prompt you are answering. Number it and/or include part of the question. 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 websites 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 *primarily* for journal article submissions, and I am interested in the fact that you follow the formatting for citations within the text and references at the end (and other nuances).** Place all references you cite on the **last page** of your document under a section entitled, "REFERENCES." It should be noted that you might 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 relatively soon for improvement purposes on your next effort, whether that be in this course or after. Please, if you have any questions about anything I correct or suggest in your papers, contact me. I am happy to explain my thoughts or retract them if I am wrong.

Quotes from Past 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)**

Since I have dropped the writing assignments as part of the course, I have "upped" the requirements for the DBs. What used to be an Appliflection one week and DB the next throughout the semester approach, <u>we will now have a DB each week of the semester.</u> This will allow for a more thorough examination of the readings and the topics they introduce and cover. As the readings and subsequent discussions are the main portion of the course and its benefits, students will be expected to participate each week of the semester. A grade will be posted for each week's efforts and will—as indicated above— contribute to 80% of the final grade. This is both good and bad. First, persistent participation is expected. Second, each week's grade is only about 6% of your total grade (I was an English major, not a math major, so forgive me if I am wrong.) Persistence is the key. Now that the writings are not graded, this course is a relatively easy "A," but <u>regular participation is necessary</u>; however, as a doc student, you should be more interested in *how* this course will help you rather than the grade you will receive. I and students who have taken the course agree that participation in these DBs and in the Project are indeed both personally and professionally beneficial and strongly enhance one's potential for leading groups.

a. **Readings/Videos**. 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/ videos that should equip you to a) adequately respond to the 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 importance of these topics from both scholarly and practical perspectives.

b. **Posting on the Discussion Board**. Students will participate in online discussions every week during the course; prompts are provided at the end of the syllabus under *Prompts*

for DBs (p. 21). **DBs will run from early Sunday mornings through late Saturday nights. Prior to this semester, they have run from Monday through Friday; however, students have asked for more time—especially weekend time, as weeks can get busy. I have split the weekend into "finishing up" and "starting again." <u>It is not necessary that you post on the weekends; I am simply providing that opportunity based on feedback from students</u>.** **You must, however, post an initial response to all parts of the prompts by midnight on Mondays**; 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 Saturday of each week**. **However, also based on student input lately, I will keep the DB link open through Monday (even later, really) the following week in case you were unable to review late postings from the week before. <u>Know that if you respond during the weekend, others may or may not see it, and also know that your grade will have been figured based on contributions up through Saturday evening</u>**.

c. 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/life 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 ("But what if someone might say/feel/do . . . ."). **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.

⚠ CAUTION **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 content 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 leadership/administration. (Page numbers might even be useful references for your fellow DB-ers should they want to review/check what you are citing for clarity, but they are not required.)

d. **Expectations for Postings/Responses.** You must make your original post (i.e., <u>your thoughts</u>) on the prompts on the **second day assigned for that week (MONDAY by midnight)**. Also, I will expect you to post responses to others (your "discussion") **THROUGHOUT 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 regard by the grades you receive each week. **<u>You must post (original and responses to others) at least three of the seven 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: Many students find these intellectual discussions about organizational life with their peers a little addictive.)

e. **So, success will include the following:**
   1) **Initial post each week by Monday midnight;**
   2) **Participating at least three of the seven 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. Problem-Solving Project

This project is designed to allow you to practice the group problem-solving model discussed during the video/ZOOM meeting related to this part of the course. Details for how you will "present" your experience will also be covered in that video/ZOOM meeting (also see page 26 of this Syllabus). There is also a DB (our last) related your project.

Recent Student Comments on the Project Model/Process:

This model is easy to maneuver. It really opens the door for constructive application. Actively going through it confirmed my preconceived opinion about it. On paper it looks nice. In action, it really brings things to light. Additionally, my husband has sat in on many problem-solving sessions in the military with key leaders. He was genuinely smitten by this model.

I enjoyed facilitating the group problem session. I thought the model had merit, but it was not until I initiated the model with our team that I realized the true potential of the model. Not only does this model identify problems lurking in organizations, it provides a roadmap for resolving the issues. The major strength of this model is the fact that it is a straightforward recipe that provides the opportunity for all members to participate in problem solving. Another major strength I would share is the fact this model is transferable to a multitude of settings. This model can improve decision making in profit-driven organizations, families, civic organizations, churches, and nonprofits.

I love the problem-solving model. It is instrumental in encouraging groups to address issues that need attention through discussion and resolution. Organizationally, it is a great way to get conversation flowing without endangering individual safety in contributing to collective dynamics.

The problem-solving model presented a logical framework for carrying out the decision-making process. Overall, I was quite impressed with this model and I will continue to use it for situations that involve more complex decision making. I believe that one advantage to the model is that it may help extend the thinking of individuals beyond the immediate environment in which they work. Another strength of this model is that it requires us to be more intentional in working through the decision-making process. I found that the model also provided a useful, built-in structure for evaluating the process while it is underway.

The strengths of this model lie in its structure. Each step is purposeful and directly connected to all other previous steps. The intentionality of exploring both the intended benefits and the negative consequences during the solution stage force the group members to truly explore their possible solutions in depth and anticipate any pitfalls they might need to address. With the right facilitator, this is one of the best models I have experienced for problem solving with a group. Our organization, as a whole, also would benefit from experience with this model. I hope to find opportunities in the future to use it with groups other than the math team.

Aside from obtaining several potential solutions, the process itself created a more cohesive team that I may not have ever achieved without involving my leadership team in this assignment. The team members felt valued in being asked to help come up with solutions. Another benefit is that I already have their buy-in when we implement the needed changes which saves a lot of time and energy.

Brainstorming with the group gives each individual an opportunity to contribute to the solution. This will empower the group members and can ultimately impact the entire workplace in a positive way. In addition to the brainstorming sessions, I think the management plan setup with this model is outstanding. If followed well, it will definitely lead to a quality result.

In my view, this model is an excellent one to use as a problem-solving tool for several reasons. Indeed, if it is followed as described and facilitated by a competent leader, it presents no weaknesses. I think the management plan setup with this model is outstanding. If followed well, it will definitely lead to quality results. Honestly, I have been part of too many proposals that

never are accomplished because there was not sufficient thought given to the steps outlined by this model. Finally, I like the model's focus on potential Negative Consequences. Too often plans are implemented without taking into consideration the fact that there are always consequences to any new initiative. If there is no acknowledgement of these negative consequences ahead of time, a potentially excellent solution could become derailed.

Final Tips for Success in the Course

o   The forums each week open at just after midnight on Sunday morning and close Saturday at midnight. Saturdays and Sundays are your days to do things other than the DBs and posting on those days are not required; they have been offered due to expressed student desires. If you want to write up your original post for a DB in Word and get it ready to post Sunday or 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 before 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 Saturday evening, early Sunday morning.

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. (You can also edit it once you have pasted it, or I will edit it to fit with other's formatting.)

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 additional 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 course requires somewhere in the area of 45 "contact hours" over the semester—plus outside reading/preparation assignments. An online course should expect no less. There is no magic number of hours you spend in these DBs; much depends on your ability to organize your thoughts and keyboard effectively. If you put in three hours during the week on these DBs, it should 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. Obviously, the asynchronous nature (when convenient for you) allows for considerable flexibility.** 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. 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.

- 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

Both 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 that you can check your grades for the course as we move through the semester. The grading scale is listed below. Also, the *Weighted Grade* on BlackBoard is just that: an accurate reflection of your grade to that point in the course.

So you will have it, the following rubric will be used to grade the Appliflections. As noted above, only one of these is required (but two allowed), and these grades will simply be for your information—<u>not a part of your grade for the course</u>. Also, I will be currently "grading" only one prompt response at a time, where former students had to respond to four for each writing.

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. [<u>I have posted examples of graded A Papers under *Content* on the opening page of the Course.</u>]

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.

Discussion Board Postings - Grading

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. <u>Go back to the requirements for these listed above; if you cannot figure out why you received the grade you did, contact me and I will explain.</u>

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 on p. 19 in the "Schedule of Weeks/Topics/Assignments." I have given you from Sunday 12:01 a.m. until Saturday 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. 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. [These last two statements are holdovers for when papers were regularly required, but they also apply to late entry into DBs and for the Final Project Report.]

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+	65-69	D
84-86	B	Below 65	F
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.

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 have access to the student's school computer or a friend's computer. **WKU EMAIL ADDRESS:** Every student has an email address as issued by WKU. Please check this email regularly or have it forwarded to the one you use most.

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.

Schedule of Weeks/Topics/Assignments

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

Weeks	Date	Topics/Assignments
0	**By 8/23**	**As noted earlier in the syllabus, we will have a ZOOM meeting early in the semester. Ideally, this would take place prior to the first official week of classes, but we will figure out together the best timing for this event. I will go over class expectations/recommendations for success, and we will run through a simulation of the group problem-solving model project. There is also a video PowerPoint at "Problem-Solving Model" under Content on BB if you need a review before you get started.** **Also, <u>you should have posted your introduction to yourself before we begin the first DB on the 23rd</u>.**
1	**8/23-29**	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 under "Content" on the BlackBoard site for this class**.) 2. Participate in the Discussion Board (DB) related to these assignments. Prompts for initial posts are found on the pages following this table.
2	**8/30-9/5**	1. View the following videos and take notes on each (transcripts are available on the site). http://www.ted.com/talks/dan_ariely_what_makes_us_feel_good_about_our_work http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html 2. Participate in the Discussion Board (DB) related to these assignments. Prompts for initial posts are found on the pages following this table.
3	**9/6-12**	1. Pink, D. H. (2011). ***Drive: The surprising truth about what motivates us.*** New York: Riverhead Books. 2. Participate in the DB related to these readings. Prompts for initial posts are found on the pages following this table.
4	**9/13-19**	1. Lencioni, P. (2002). ***The five dysfunctions of a team: A leadership fable.*** San Francisco: Jossey-Bass. 2. Participate in the DB related to these readings. Prompts for initial posts are found on the pages following this table.
5	**9/20-26**	1. Reading Assignment: **Chapters 1-2** 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.
	9/27-10/3	**Fall Break – No Class Responsibilities**
6	**10/4-10**	1. Reading Assignment: **Chapters 3-4** in Forsythe, D. R. (2010). *Group dynamics* (5th Ed.). Belmont, CA: Wadsworth/Cengage Learning. Participate in the DB related to this reading. Prompts for initial posts are found on the pages following this table.

7	10/11-17	1. Reading Assignment: **Chapters 5-6** 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	10/18-24	1. Reading Assignment: **Chapters 7-8** 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.
9	10/25-31	1. Reading Assignment: **Chapters 12-13** 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	11/1-7	1. Reading Assignment: **Chapter 16** 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.
11	11/8-14	1. **Chapters 1-7** in Heath, C. & Heath, D. (2013). ***Decisive: How to make better choices in life and work.*** 2. Participate in the DB related to this reading. Prompts for initial posts are found on the pages following this table.
12	11/15-21	1. **Chapters 8-12** in Heath, C. & Heath, D. (2013). ***Decisive: How to make better choices in life and work.*** 2. Participate in the DB related to this reading. Prompts for initial posts are found on the pages following this table.
	11/22-28	**Thanksgiving Week – No Class Responsibilities**
13	11/29-12/5	1. Prior to this week, complete as much of the **Consequence Analysis Problem-Solving Model** as possible with your committee. 2. Participate in the DB related to this project. Prompts for initial posts are found on the pages following this table.
14	12/9	**Submit the "Report" for the Project by midnight on Wednesday, 12/9**. You may do this earlier (preferred). **Email this as an attachment, please**.

Prompts for DBs

Week 1 [8/23-29]
(Jex & Britt Reading—see "Schedule of Weeks/Topics/Assignments" above)
1. 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.
2. 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.
3. 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.

Week 2 [8/30-9/5]
(Ariely and Sinek Videos – Start reading Pink book for next week)
1. 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?
2. Relate an example from your experience where you "de-motivated" someone or someone demotivated you (although it might have been innocently). Connect it to points made in Ariely's talk.
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 or simply generating support for your organization?

Week 3 [9/-12]
(Pink Reading)
1. Pink introduces us to what he calls *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.
2. Has Pink persuaded you about the difference between what science knows and what organizations do—and that we need to upgrade our motivational believes and practices? Explain your response.
3. If you had to pick one, which of these three operates as the strongest motivator for most employees you know? Justify your choice with rationale and/or examples.

Week 4 [9/13-19]
(Lencioni Reading)

1. 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 explanation for how leaders have kept them at bay.

2. 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?

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.

Week 5 (9/20-26)
(Forsyth: Chs. 1-2)

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. *Interdependence* is a key term for effective functioning of teams. Provide your own definition of this term and discuss (with at least one example) its importance.

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

4. 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 strategies that qualitative researchers studying groups can assure, to the best of their ability, that the research they conduct is sound and respected? I'm not looking for the *types* or *forms* of qualitative research but *safeguards* that support validity/reliability.

Week 6 [10/4-10]
(Forsyth: Chs. 3-4)

1. The text mentions research on "the need to belong" (p. 64). Explain how this research matches up with Jex and Britt's summaries of Maslow's and Alderfer's theories. Is this need innate in all humans? Explain.

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.

4. Take an online Big Five (FFM) test if you have never taken this one (some say this test is more reliable and valid than MBTI and others). 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): http://www.outofservice.com/bigfive/. I am not sure if you have to answer the personal questions at the end.

Week 7 [10/11-17]
(Forsyth: Chs. 5-6)
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. Most likely, you are (or have been in the past) a member of a face-to-face group; likewise, you are likely part of an online group (don't choose this DB) using social media or some other format for communication (or know someone who is). Talk about how these groups differ in their *cohesion* (social/task/collective/emotional/structural) and if these differences are influenced by whether interaction is carried out face-to face or online.
3. *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 (or not).
4. Sketch out a sociogram (social network) for a group with which you are affiliated. No need to share the figure with us but make some observations about what you found. Any revelations or recommendations for change/improvement?

Week 8 [10/18-24]
(Forsyth: Chs. 7-8)
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. 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*. Describe a 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 9 [10/25-31]
(Forsyth: Ch. 12-13)

1. In your own words, discuss the difference between a *group* and a *team*. Give examples from your own experiences that illustrate your distinctions.
2. Based on the information within Ch. 12, consider the following scenario: You have been assigned to form and lead a team within your organization to solve a challenging organizational problem. Regardless of the nature of the challenge (no specificity offered here), what are the considerations you will contemplate concerning the makeup of your committee? How will you make sure you have the best committee available for solving any organizational problem?
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.
4. After reading Ch. 13, you now have a fairly thorough understanding of *conflict* and how it arises and influences groups. Recount an experience you have had where you were called upon to work through a conflict between two individuals. (If you have not had this experience, surely you have seen someone else do it. Talk about that one.) Explain of how we get from conflict to resolution in these situations.

Week 10 [11/1-7]
(Forsyth: Ch. 16)

1. There is a quote on p. 542 from Kurt Lewin (a formative researcher/theorist in his own right) that says, "It is usually easier to change individuals formed into a group than to change any one of them separately." First, do you agree? Second provide your rationale.
2. Two other researchers on change (Hall & Hord (2015). *Implementing change: Patterns, principles, and potholes*, Upper Saddle River, N.J: Pearson.) have offered this quote: "In order to change some*thing*, you have to change some*one*." Discuss this reality within organizations.
3. Pick one "aha moment" you had as you read the chapter. If there was no audible "aha," discuss something you learned that you did not know about organizational change that impressed you.

Week 11 [11/8-14]
(Heath & Heath Reading Chs. 1-7)

1. In the *Introduction* of this book, the authors make a pretty good argument for not trusting our "gut" when we make decisions. What points do they make, and what is your experience with this strategy?
2. Pick one of the *Four Villains of Decision Making* and briefly explain how it works. Provide an example from your experiences (organizational or personal) that illustrate your explanation.
3. Of these *Four Villains*, which one is your organization most often guilty of (or "an organization with which you are familiar")? How does this unproductive approach negatively impact the organization and its employees?

4. From your experiences (personal/organizational), pick a decision that went wrong. Briefly explain that situation and what occurred. Select one of the sub-strategies from *Widen Your Options* or *Reality-test Your Assumptions* that would have given the decision a better chance of working.

Week 12 [11/15-21]
(Heath & Heath Reading Chs. 8-12)
1. By now in the course, we will likely have discussed the necessity for a leader to *take a view from the balcony*. Based on your understanding of this concept, how does it mesh with the third approach to decision making (*Attain Distance before Deciding)*? Why is this approach important for effective decision making? [Here is a quick overview: https://gettingchangeright.wordpress.com/2010/03/18/the-dance-floor-and-the-balcony/]
2. One of the sub-strategies of this third approach deals with *core priorities*. The point is that an organization should have core priorities or *values* that should influence all decisions made within that organization. Get personal. If *you were an organization*, what would your core values/priorities be (3-4) and what would be an example of how they might influence a decision you would make?
3. What is this notion of *tripwires* in this book? Explain their thoughts on them and then come up with an example of how these work in your world. If nothing comes to you, devise a scenario where tripwires might be a good thing to have.
4. A student in the Change course (referring to a similarly constructed/supported book on *Change*) complained that the Heaths' approach was a "formulaic process that purports to distill a rather complex process into rather simplistic steps" 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 used here.

Week 13 [11/29-12/5]
(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. What modifications to the process (as delivered in the video) did you make and what prompted these modifications?
4. 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?

Consequence Analysis Group Problem-Solving Project

[Due Midnight Wednesday, Dec. 9)]

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.

Basically, I just want to hear you "talk" about your project in ways that you might not have been able to do within the DB. I am thinking you ought to be able to cover these four questions (and anything else you would like to offer) within a few pages.

As noted throughout this syllabus, these papers are no longer required as a graded part of this course. However, I am requiring one paper to provide you feedback on your writing and assign a grade *that would have been assigned had these been required*. As also indicated, I will provide you with corrections, rationale, and occasional websites for strengthening your writing. You may submit these (maximum of two across the semester) at any time during the semester; just <u>answer one of the questions, not all four, for any particular reading assignment</u>. I realize there may be some overlap with some DB prompts; no problem. You are talking to me here, not others, and you will be more particular with what you say and how you say it.

Appliflections

Motivation (Using Jex & Britt chapter only)

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.

Pink and Lencioni Readings

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. Get personal with this one. Examine one of the following in light of the Lencioni 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—using the 5 dysfunctions as a standard—is holding this team back from producing better results (the "ultimate test of a great team")?

Forsyth Text (Using Chapters 1-4; numbered by chapter)

1. 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.
2. 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 am not sure if you have to answer the personal questions at the end. http://www.outofservice.com/bigfive/

Forsyth Text (Using Chapters 5-8; numbered by chapter)

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, 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 to consume major portions of your time trying to create a Word Figure. I am obviously more interested in your analysis and explanation.)

Forsyth Text (Using Chapters 9-13; numbered by chapter)

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 (also a Pro QB), 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 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.

Heath & Heath Reading

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.