



**Spring 2020 --- CRN 11199 --- MAN 6266**

## **Strategic Leadership**

*Virtual*

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**Office Hours:** WF 9:00-12:00, TR 11:45-1:00

### **My Background**

Dr. Dent serves as Professor and Uncommon Friends Endowed Chair in Ethics, Lutgert College of Business at Florida Gulf Coast University. He is a consultant to Fortune 500, government, and non-profit organizations as well as an invited speaker to national audiences. Prior to earning his Ph.D., Dr. Dent served as a corporate vice president in the financial services industry. He began his career as a computer scientist with IBM. He is committed to an interdisciplinary research agenda and has publications in journals of leadership, consulting, philosophy, workplace spirituality, history, communications, psychology, education, and others.

### **A. Course Description**

From Catalogue: MAN 6266 - The Challenge of Leadership - 3 credit(s) Engages students in a variety of activities designed to enhance their understanding of the challenges which confront today's business professionals. In addition to specific skill development in the areas of problem-solving, written and oral communications, leading teams, and goal setting, it will include models for examining personal career paths, ethical decision-making, and the role of organizational change-agents.

Expanded Course Description: The ability to influence and lead is a skill all college graduates must possess to thrive in our knowledge-based economy. Employers desire it

and entrepreneurs need it. This course will introduce you to the study of leadership and its use in achieving excellence in organizations. In this course you will be engaged in a variety of activities designed to enhance your understanding of the challenges, which confront today's business professionals. We will focus on how a true leader can create new ways of thinking and behaving -- ways that not only will result in more productive and satisfied employees, but will also help employees achieve their organizational goals and objectives. You will learn about leadership styles and the differences between management skills and leadership skills and the role of leadership in a global market. In addition, attention will be given to the specific skills and tools that can enhance your role as a leader in your current and future organizations. Examples of these skills and techniques include: time management, problem solving/ creativity, motivating others, empowerment, communications, public speaking, team building, and strategic planning. These skills and theories presented will be synthesized and personalized to better understand your potential role as a leader and will be the basis for an individual self-improvement and professional development plan for your future growth and personal success.

### **Pre-requisite**

None.

### **College of Business Curriculum Placement**

This is a core course required by all MBA students and for students in other graduate programs. The knowledge and skills of this course will be useful in all other graduate courses.

### **B. Key Topics Covered in this Course**

- Problem Solving
- Team Building
- Evidence-based Leadership
- Leadership and Gender
- Change Leadership

### **C. Textbook and Readings *and other required materials***

#### *Book*

Allison, J. A. (2015). *The leadership crisis and the free market cure: Why the future of business depends on the return of life, liberty, and the pursuit of happiness*. New York: McGraw-Hill.

#### *Articles*

Bernstein, E., Bunch, J., Canner, N., & Lee, M. (2016). Beyond the Holacracy HYPE. *Harvard Business Review*, 94(7/8), 38-49.

Chamorro-Premuzic, T., & Yearsley, A. (2017). The downsides of being very emotionally intelligent. *Harvard Business Review Digital Articles*, 2-5.

- Davenport, T. H., & Manville, B. (2012). From the judgment of leadership to the leadership of judgment: The fallacy of heroic decision making. *Leader to Leader*, 66, 26-32.
- Dent, E. B. (2001). Seinfeld, professor of organizational behavior: The psychological contract and systems thinking, *Journal of Management Education*, 25(6), 648-659.
- Dent, E. B. (Fall 2010). The senior leader as both a strategist and technical specialist. *Journal of Business Leadership*. 114-139.
- Dent, E. B., & Goldberg, S. G. (1999). Challenging "resistance to change." *Journal of Applied Behavioral Science*, 35(1), 25-41.
- Garvin, D. A. (2013). How Google sold its engineers on management. *Harvard Business Review*, 91(12), 74-82.
- George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review*. 85(2), 129-138.
- Goleman, D., & Boyatzis, R. E. (2017). Emotional intelligence has 12 elements. Which do you need to work on? *Harvard Business Review Digital Articles*, 2-5.
- Grant, A. (2013). In the company of givers and takers. *Harvard Business Review*, 91(4), 90-97.
- Gümüşay, A. A. (2018 in press). Embracing religions in moral theories of leadership. *Academy of Management Perspectives*.
- Hillard, J., & Dent, E. B. (2017). A positive approach answering business ethics educational ineffectiveness. *Journal of Applied Management and Entrepreneurship*.
- Jaques, E. (1990). In praise of hierarchy. *Harvard Business Review*. 68(1), 127-133.
- Javidan, M., Dorfman, P.W., Howell, J.P., & Hanges, P.J. (2010). Leadership and cultural context: A theoretical and empirical examination based on Project GLOBE. (pp. 335- 376). In N. Nohria & R. Khurana (Eds.), *Handbook of Leadership Theory and Practice*, Boston: Harvard Business School Press.
- Ovans, A. (2015). How Emotional intelligence became a key leadership skill. [https://hbr.org/2015/04/how-emotional-intelligence-became-a-key-leadership-skill?referral=03758&cm\\_vc=rr\\_item\\_page\\_top\\_right](https://hbr.org/2015/04/how-emotional-intelligence-became-a-key-leadership-skill?referral=03758&cm_vc=rr_item_page_top_right)
- Pfeffer, J., & Sutton, R. I. (2006). Management half-truths and nonsense: How to

practice evidence based management. *California Management Review*, 48(3), 77-100.

Rosenzweig, P. (2007). Misunderstanding the nature of company performance: The halo effect and other business delusions. *California Management Review*. 49(4), 6-20.

Vaill, P. B. (1992). Notes on "Running an Organization." *Journal of Management Inquiry*. 1(2), 130-138.

#### Websites

<https://rework.withgoogle.com/print/guides/5721312655835136/>

– for Gender (to be updated at the time, see Canvas)

### D. Grading and Assignments

For more information on each assignment, please refer to the “assignment specifics” section that follows and the Canvas course page.

| <u>%</u> | <u>Item</u>                |
|----------|----------------------------|
| 20       | Discussion Boards          |
| 20       | Midterm Examination        |
| 15       | Leadership Research Report |
| 20       | Self-directed Learning Log |
| 25       | Final Examination          |

You are encouraged to begin all assignments as soon as possible. You may ask questions about all assignments of the professor up to two business days before an assignment is due. No questions will be answered closer than that to an exam or assignment due date.

| <b>Grading</b> | <b>Scale</b> |           |    |           |    |
|----------------|--------------|-----------|----|-----------|----|
| 93.0-100       | A            | 80.0-82.9 | B- | 63.0-66.9 | D  |
| 90.0-92.9      | A-           | 77.0-79.9 | C+ | 60.0-62.9 | D- |
| 87.0-89.9      | B+           | 70.0-76.9 | C  | 00.0-59.9 | F  |
| 83.0-86.9      | B            | 67.0-69.9 | D+ |           |    |

Grading standards are described in the following guidelines:

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

course (i.e., has fulfilled all course requirements and has a clear grasp of the basic course materials).

- C = The grade for not meeting the benchmark in a number of areas. It indicates that the student has not demonstrated full competency in the subject matter of the course and/or met all course requirements.
- F = The grade for substantial failure to demonstrate comprehension and application of course content and/or to meet all of the course requirements.

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

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

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

## **What does it mean to "demonstrate your knowledge of a course concept?"**

Assume students are given a brief description of a case and asked to write a paragraph explaining whether or not the group expressed groupthink

"F" answer - "I really think this team should try to avoid groupthink."

"D" answer - "I really think this team should try to avoid groupthink because it will interfere with their best decision-making."

"C" answer - "This team is subject to groupthink because they are highly cohesive and the 'we' feeling is so strong I could see some members suspending their rational thinking to continue to appear to be a team player. The team is at risk of the "illusion of invulnerability" because Jean expressed some real arrogance when she stated 'our team is known for never making mistakes.'"

"B" answer - "This team is subject to groupthink because they are highly cohesive – they defend their teammates vigorously if anyone outside the team complains about them. The 'we' feeling is so strong I could see some members suspending their rational thinking to continue to appear to be a team player. The team is at risk of the "illusion of invulnerability" because Jean expressed some real arrogance when she stated 'our team is known for never making mistakes.' They have also allowed mindguarding to occur. When Roberto tried to introduce data that was counter to the group's implicit direction, they dismissed him as being resistant."

"A" answer - "This team is subject to groupthink because they are highly cohesive – they defend their teammates vigorously if anyone outside the team complains about them. The 'we' feeling is so strong I could see some members suspending their rational thinking to continue to appear to be a team player. Irving Janis (1992) identified groupthink and its eight symptoms. Two examples of the symptoms in action follow. The team is at risk of the "illusion of invulnerability" because Jean expressed some real arrogance when she stated 'our team is known for never making mistakes.' They have also allowed mindguarding to occur. When Roberto tried to introduce data that was counter to the group's implicit direction, they dismissed him as being resistant. Some of the other symptoms include illusion of morality and direct pressure."

### **Exams: (*Policy governing administration of exams, quizzes*)**

There will be a midterm and final exam. Details about the conduct of the exam will be discussed in class.

### **E. Attendance Policy**

You are required to login to Canvas a minimum of three times each week to check announcements, complete assignments, participate in discussion boards, etc. Points may be deducted from your course grade for failure to do so.

## **F. CLASSROOM BEHAVIOR**

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

## **G. ASSIGNMENT COMPLETION DEADLINES**

Please read the “Course Schedule” portion of this syllabus to see work due dates and times. Deadlines indicate the latest possible time that work must be successfully received—not the latest possible time students can send or submit their work.

### **Due Date Extensions**

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

Submit work through Canvas (<http://canvas.fgcu.edu/>) using the appropriate “Submit Assignment” button on the Sidebar by uploading a single Microsoft Word DOC/DOCX file or a single Adobe Acrobat PDF file.

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

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

## **H. Learning Outcomes and Assessment**

### *Lutgert College of Business Mission Statement*

The Lutgert College of Business educates students from Southwest Florida and beyond to address local and global business challenges. We are dedicated to student learning, scholarship, service, and community relationships that foster entrepreneurship and economic growth.

### *Management Department Mission Statement*

We believe that great leaders effectively deal with both people and problems. Therefore, the department of management provides managerial knowledge and skills that enable students, both individually and collaboratively, to: (1) recognize, evaluate, and cultivate business opportunities; and (2) identify, understand, and implement successful solutions to complex organizational issues in today’s dynamic global environment.

The Lutgert College of Business (LCOB) has established Learning Goals and Learning Objectives for all graduates of its undergraduate programs. The Learning Goals and

respective course Learning Objectives are listed below. Upon completion of the course, the student should be able to:



| <b>MBA Graduates will: LCGS (leadership critique global strategies)</b>  | <b>Learning Objectives – graduates will be able to:</b>   | <b>Course Learning Outcomes</b>   | <b>Assessment</b>   |
|--|---|---|---|
| Have leadership abilities<br>✓ Demonstrate effective communication skills.<br><br>✓ Construct personal leadership plan.  | <ul style="list-style-type: none"> <li>• Prepare and present reports that are clear and concise.</li> <li>• Work effectively with others as both a participant and a leader in a diverse team.</li> </ul>   | <ul style="list-style-type: none"> <li>* Implement and develop a three part strategic plan for professional development.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ Self-Directed Learning Log</li> </ul>  |
| Be critical thinkers:<br>✓ Formulate effective solutions to business problems.   | <ul style="list-style-type: none"> <li>• Solve business problems using critical thinking and analytical approaches.</li> </ul>  | <ul style="list-style-type: none"> <li>* Identify and assess individual leadership skills and capabilities.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Self-Directed Learning Log</li> <li>▪ Leadership Project Report</li> </ul>                                   |
| Have global awareness<br>✓ Evaluate the global impact of business decisions.<br><br>✓ Explain the ethical implications of business decisions.                          | <ul style="list-style-type: none"> <li>• Apply knowledge of the diverse demographics and environmental complexities to decision making within a global operating environment.</li> <li>• Apply legal, ethical, social and environmental considerations to business problems and opportunities.</li> </ul> | <ul style="list-style-type: none"> <li>* Demonstrate an awareness of different styles and approaches to leadership in diverse situations.</li> <li>* Demonstrate and apply core philosophies and concepts of the major leadership theorists.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Self-Directed Learning Log</li> </ul>  |
| Have a strategic perspective<br>✓ Synthesize interdisciplinary knowledge to make strategic decisions.<br><br>✓ Examine the environmental impact of business decisions. | <ul style="list-style-type: none"> <li>• Analytically link interdisciplinary business data, knowledge, and insight to make quality strategic decisions.</li> </ul>  | <ul style="list-style-type: none"> <li>* Demonstrate application of a variety of business skills necessary to function as an effective leader in a modern organization.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ Self-Directed Learning Log</li> <li>▪ Canvas Participation</li> <li>▪ Leadership Research Project</li> </ul> |

## **I. Academic Behavior Standards and Academic Dishonesty**

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

## **J. University Nondiscrimination Statement**

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

## **K. Disability Accommodations Services**

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

## **L. Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted

a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

## M. Making Contact

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

## N. Course Schedule *(subject to change with notice)*

You are to read the assignments *by* the date indicated

The following outline indicates the topics to be covered and assigned readings for the semester. While an effort has been made to balance the workload throughout the course, as in the real world, there will be periods of time during the semester when the workload is greater. Therefore, it is recommended that you review this schedule carefully and plan your time accordingly. Please note that the schedule may vary and I may make modifications as the term progresses.

|        |        |   |  |
|--------|--------|---|--|
| Week 1 | Jan 5  | Introduction to Challenge of Leadership                                     | Dent (2001); Allison – Chs. 1-4  |
| Week 2 | Jan 12 | Personality and Interpersonal Skills  | Goleman & Boyatzis (2017); Chamorro-Premuzic & Yearsley (2017); Ovans (2015); Allison – Ch. 13 |
| Week 3 | Jan 19 | Conflict  | Allison – Chs. 5-8; Rosenzweig (2007)  |
| Week 4 | Jan 26 | Delegating and Running an Organization                                      | Vaill (1992); Dent (2010)  |
| Week 5 | Feb 2  | Relationships and Teams   | Allison – Chs. 9-12; Google “teams” research link  |
| Week 6 | Feb 9  | Evidence-based Management   | Garvin (2013); Pfeffer & Sutton (2006)   |
| Week 7 | Feb 16 | Ethics<br><i><b>Distinguished Speaker in Ethics, evening of Feb. 19</b></i> | Grant (2013); Hillard & Dent (2017)  |
| Week 8 | Feb 23 | <b>Midterm Exam</b>   |  |
|        | Mar 2  | Spring break  |  |
| Week 9 | Mar 9  | Organizational Structure  | Jaques (1990); Bernstein et al. (2016)   |

|         |        |   |  |
|---------|--------|---|--|
| Week 10 | Mar 16 | Judgment  | Davenport & Manville (2012); Allison – Chs. 14-17<br><b>Leadership research report due</b> |
| Week 11 | Mar 23 | International and Cross-Cultural Management     | Javidan et al. (2010); Allison – Chs. 18-19  |
| Week 12 | Mar 30 | Change Management                               | Dent & Goldberg (1999); Allison – Chs. 20-21, and conclusion                               |
| Week 13 | Apr 6  | Leadership and Gender                           | Gender websites<br><b>Self-directed learning log due</b>                                   |
| Week 14 | Apr 13 | Workplace spirituality and authentic leadership | Gümüşay (2018); George et al. (2007)   |
| Week 15 | Apr 20 | Catch-up and review                             |  |
| Week 16 | Apr 27 | <b>Final Exam</b>                               |  |

***All work is due by the scheduled start time of class***

## Teaching Philosophy

### *Professionalism*

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

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

Although employees have consequences such as being fired, in the class, I will use everything that happens as a learning opportunity, and coach you. That doesn't mean there aren't consequences for actions such as not submitting assignments on time. It does mean that you will receive professional coaching about how better to handle such situations in the future.

### *Learning*

- Learning is not just knowing the answers. That is mastermind learning at its best, rote learning at its most boring, and conditioned response at its most basic. It does not help you to change or to grow, it does not move the wheel.
- Learning is not the same as study, nor the same as training. It is bigger than both. It is a cast of mind, a habit of life, a way of thinking about things, a way of growing. Learning is not measured by examinations, which usually only test the theory stage, but only by a growth experience, and experience understood and tested.
- Learning is not automatic, it requires energy, thought, courage, and support. It is easy to give up on it, to relax, and to rest on one's experience, but that is to cease to grow.
- Learning is not only for the intellectuals, who often shine at the theorizing stage, but are incurious and unadventurous and therefore add little to their experience as they go through life.
- Learning is not finding out what other people already know, but is solving our own problems for our own purposes, by questioning, thinking and testing until the solution is a new part of our lives.

The Age of Unreason, by Charles Handy, pp. 62-63.

## **Course Website**

We will utilize the course CANVAS website throughout the semester to support our course. Course announcements and changes to the syllabi will also be posted on the CANVAS website. Please visit this site frequently throughout the semester. You will be responsible for this content.

Please make sure you have a picture of yourself on CANVAS. It will greatly help in allowing me and your classmates to learn your name.

## **Assignment Specifics**

### *Leadership Research Paper*

You are to select one of the concepts (emotional intelligence, evidence-based management, teams, etc.) from the course and do further research on that concept and leadership. You should then use the library databases to find 10 peer-reviewed journal articles on your subject. Make sure your paper of at least 10 pages is well organized with a clear statement of the thesis, body paragraphs supporting thesis, and conclusion. Your paper must be well researched, demonstrating a good understanding of the journal articles you have found and integrating them effectively into your paper. Select thoughtful journal articles. Reference the journal articles correctly in your paper: Use APA format. Ensure your paper is well written, free of errors in spelling, grammar and

mechanics. You will be grouped with other students researching similar topics for a presentation to the class. More details will be provided in Canvas.

*Self-Directed Learning Log* – More details will be provided in Canvas

Several times during the course you will be provided with a self-assessment or other conceptual content in which you will be asked to provide analysis. Your process will typically follow these steps.

Step 1: Assess your skills by completing the diagnostic assessment provided in class. Do not include your completed surveys, just your results.

Step 2: Read the relevant assignment about the topic, or do some additional searching. Next, summarize your findings from the assessment in relation to what you have learned from the course. Did the class mention important ideas that you never have considered? Do you do things pertaining to a particular skill area that the class did not mention? What are your perceived strengths and weaknesses? Record your findings in a couple of paragraphs. Be sure to include personal growth objectives going forward for this topic.

Step 3: Describe at least two examples (preferably more), one from the past and one from the present where you have had an opportunity to utilize the skill focused on in this assessment. If possible, choose experiences to relate that happened fairly recently and which had a particularly positive or negative outcome. In your description, tell what happened, who was involved, what the outcome was, and how you felt. Use the STAR technique in your description – Situation, Task, Action, Results. Next assess the outcome and state what you would do again and what you would do differently in the future when faced with a similar situation.

When completed your self-directed learning log will contain sections for each assessment or assignment. Within each section will be the information collected in completing steps 1 - 3 above.

### **Lecture Capture Technology/FGCU Capture – Classroom Recording**

This course may employ technology that will allow for audio and/or video recording of live classroom sessions. This lecture capture technology is utilized for the sole purpose of enhancing student learning. It may provide for supplemental student instruction via secure links to recorded session(s), the live stream of courses, presentations of off-site guest speakers and/or the delivery of course instruction utilizing “flipped classroom” methodologies. Student questions and/or comments may be included as a part of any session being recorded. See FGCU-CAPTURE for additional details and training <http://aets.fgcu.edu/fgcucapture.asp>

### **Discussion Boards**

Discussion boards are the heart and center of this online course. Many weeks there will be one discussion board open that will contain all of our conversation for that week. That way, none of us has to check every single board for comments when we enter

Canvas. Even though I will have new topics for discussion each week, feel free to continue discussions from previous weeks. You are also welcome to begin your own discussion threads. Just as with a face-to-face course, you cannot get credit for course contribution during a week in which you aren't "there," i.e., you don't make any posts.

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

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

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

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

Early and Often ....

This is a good rule for participation. Discussion boards are supposed to produce meaningful discussions. You cannot have a discussion if you walk (virtually) into a room and find no evidence of anyone having been there. Organizing your time so you read ahead and are able to lead and/or contribute to a stimulating and substantive discussion or activity is therefore not only expected but necessary in this course. For this course, you must contribute substantively to the discussion on **at least three different** days each week. Each discussion week will begin on **Sunday**. To meet the minimum standard for course contribution you must make your first substantive post no

later than **Wednesday**. You should prepare a substantive comment for each discussion thread I initiate, and one substantive comment that builds on, or replies to another student's posting. You are also expected to dialogue with the students (and professor) who comment on your posts. These are minimal standards and I expect you will all plan and organize your time so you meet or exceed them. If you do not meet this deadline your grade will be negatively affected. Likewise, if you do not contribute with substantive value-added postings, you will not have met minimum standards for level of activity.

### Quality is more important than Quantity

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

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

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

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

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



(henceforth referred to as writing mechanics).

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

Minimal: Meets basic expectations: Demonstrates good understanding of the reading and ability to apply it.

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

Better: Knowledgeable and engaged participation

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

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

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

Grammar, etc.

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

Faculty input

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

**Credit Hours/ Weekly Hour Workload**

For this course you should expect on average to spend an additional 2 – 3 hours per credit hour preparing outside of class each week. Therefore, for this 3 credit hour course you should expect to spend 6 - 9 hours per week reading course materials and preparing for course assignments on average throughout the semester.