



MGMT 572 GA Managing Performance: Motivating, Coaching, and Evaluating

Fall 2015, Accelerated Session II

Dr. Monica Law

mlaw@moravian.edu

610-861-1591 (Economics Business Department)

Office Hours 12:00pm Saturday or By appointment

Class Meeting Time Saturday 9:00am-12:00pm
and Online via Blackboard

Class Location PPHAC 116

This syllabus is distributed for your information at the beginning of the semester. The official course syllabus, including assignments and examination schedules, is held in the class Blackboard site. Information in Blackboard takes precedence over information in this syllabus. Check the Blackboard site frequently for information on assignments and examinations.

Blackboard URL: <http://blackboard.moravian.edu/>

Course Description(Taken from AMOS)

Coaching and Evaluating. Managers and human resource professionals must have a good understanding of performance management principles in order to coach managers in managing employee performance. This course focuses on the underlying principles of performance management and ways to intervene early to manage behavioral problems. Topics to be covered include an overview of performance management, methods for motivating staff, coaching employees, including executives, for success, establishing performance plans, and conducting performance evaluations. 3 graduate credits.

Student Learning Objectives

Upon completion of this course, students will:

- I Determine how to clarify performance expectations and create performance plans for subordinates
- II Identify and address performance issues
- III Describe how to rate performance objectively and legally and provide meaningful feedback to employees
- IV Understand vital components of a performance evaluation document
- V Explain how to coach employees in order to improve performance

Assessment

| Students will demonstrate mastery of the following course objectives by: | | Reference to Objective # |
|--|---|--------------------------|
| ☞ | Participating in class discussion and cooperative learning activities that focus on the course objectives | I, II, III, IV, V, VI, |
| ☞ | Completing a series of assignments including: | |
| | Online Work: The Happiness Advantage | I, II |
| | Harvard Business Review Article Analyses | I, II, III |
| | Coaching Case Studies | V |
| | Performance Evaluation Document | IV |

Required Texts

Green, M. (2005.) Painless Performance Evaluations. Prentice Hall.

Achor, S. (2010.) The Happiness Advantage. Crown Publishing.

HBR's 10 Must Reads: The definitive management ideas of the year. (2015). Harvard Business Press.

Recommended Texts and Other Information Sources

An important aspect of this course includes becoming informed with current topics of interest related to the course material. Students should regularly peruse outside material, other than what's required for the class, for such information. The following includes examples of such material that can be found either through the Reeves Library or professional membership organizations.

The Wall Street Journal

Business Week

Harvard Business Review

Sloan MIT Management Review

The Academy of Management Perspectives

The Society for Human Resource Management (SHRM) "HR Magazine"

The American Society for Training and Development (ASTD) "T&D Magazine"

The International Society for Performance Improvement (ISPI) "Performance Improvement"

Assignments and Grades

All assignments are to be turned in on the specified due date as posted in this syllabus. Late assignments will not be accepted.

1. Blackboard Postings: Students will post material that corresponds to chapters read in "The Happiness Advantage" each week. Students must post material substantial in nature intended to mimic traditional classroom discussion. Additional information will be distributed and discussed in class. Additional details, including due dates, are outlined in the appendices. Late posts will not be accepted.

2. Participation

Students are expected to actively participate in each class and in Blackboard discussions and assignments. Participation is defined as working actively within your assigned group(s), adding to the discussion of in-class activities whether role-play debriefing, case analysis, or learning opportunities in the classroom, and posting responses to and questions for discussion threads assigned in Blackboard. Participation will be included as part of the grade in this course. You will be assessed on your participation in the classroom (beyond simply attended class) and your participation in discussion threads.

3. Harvard Business Review Article Reviews

This assignment is detailed in the appendices

4. Coaching Case Studies

This assignment is detailed in the appendices

5. Performance Evaluation Documents

This assignment is detailed in the appendices

In addition, there may be video clips or journal articles assigned to watch/read.

Video Clips and Journal Articles: Participation grade will include in-class discussions of watching periodic video clips or reading journal articles posted on Blackboard. These clips and/or articles will highlight topics discussed in class. Please take notes while watching clips and/or reading articles as the information will be discussed in class. The instructor will post the URL for the clips and/or articles under the Announcement section on the class Blackboard shell. Please check the shell regularly to view such announcements. Additional information will be discussed in class.

The instructor reserves the right to use qualitative judgment when assigning grades to assignments or for the course.

Grading System

| Grade | Points Needed | Percentage | Breakdown | Points |
|-------|---------------|------------|----------------------|------------|
| A | 400 | 93 - 100% | | |
| A- | 387 | 90 - 92% | 1. Participation | 50 |
| B+ | 374 | 87-89% | 2. Happiness Adv. | 160 |
| B | 357 | 83 - 86% | 3. HBR Articles | 30 |
| B- | 344 | 80 - 82% | 4. Coaching Case St. | 90 |
| C+ | 327 | 76 - 79% | 5. Performance Docs | 100 |
| C | 301 | 70 - 75% | | |
| D | 280 | 65 - 69% | | |
| F | 0 | below 64% | Total Points | 430 |

Other Important Information

Academic Honesty

Students are expected to comply with Moravian College's policy on academic honesty as found in the "Moravian College Comenius Center Graduate Academic Policies Handbook" (Handbook) when preparing assignments and reports, or taking quizzes and exams. The College's policy is stated on pages 10 to 14 of the Handbook. Please make yourself familiar with that policy. If you do not have a copy of the Handbook please request one from the Comenius Center office directly or through your instructor.

Students are responsible for following the copyright policy established by Moravian College and Theological Seminary. You can review the College's policy on copyright on the Reeves Library web site at <http://home.moravian.edu/public/reeves/about/policies.htm>.

Academic dishonesty will not be tolerated in this course. Cheating, forgery, plagiarism, and collusion in dishonest acts are serious academic offenses that cannot be tolerated in a community of scholars. Students are expected to read and follow the rules and regulations of the College and bear individual responsibility for their work. Violations of academic honesty will be addressed at the classroom and college levels and may result in a decision of course failure or program dismissal.

Attendance

Students are expected to attend each class session whether in class or online. In the event of an absence, the student is responsible for finding out what material was covered in class that day and any work assigned. Students should prepare all readings and assignments prior to class in order to actively participate in class and online discussions and activities. Absences may result in a lowered participation grade as the student isn't able to actively participate in class exercise and discussions.

Participation:

The participation component is emphasized because success in the workplace requires the development of effective oral communication skills. Participation evaluations will be based on quantity and quality of participation. For evaluation purposes, students will be placed into one of the following categories throughout the duration of the course:

| Category | Description | Points |
|-----------------|--|---------------|
| Outstanding | Contributions reflect exceptional preparation, ideas nearly always provide important insights and direction for the class. If such a person were not in the class, the quality of the discussion would diminish significantly. | 50 |
| Good | Contributions reflect thorough preparation, ideas frequently provide good insights and direction for the class. | 40 |
| Adequate | Contributions reflect satisfactory preparation | 35 |
| Poor | Contributions are of little or no substances. This includes all those class members who sit quietly and listen. | 25 |
| Truant | Contributions are lacking. This includes missing class without a valid excuse. A valid excuse includes documentation that student was sick/or emergency occurred. | 0 |

Blackboard

The instructor will enroll students in the Blackboard shell for this course. Blackboard will be used on a regular basis for a variety of purposes. One such purpose includes the use of discussion threads for posting of group comments in regard to articles assigned and read each week. Students are expected to actively participate in each class and in Blackboard discussions and assignments. Participation is defined

as working actively within your assigned groups(s), adding to the discussion of in-class activities whether role play, debriefing, cases analysis, or learning opportunities in the classroom, and posting responses to and questions for discussion threads assigned in Blackboard. Assignments and Discussion Threads will be posted on the Blackboard site until the end of the due date period. Once the due date has passed, the assignments and discussion threads will be removed from the Blackboard site.

If you plan to use an e-mail address other than your Moravian address, please check spam filters to ensure that your machine will accept e-mail messages from Moravian.edu addresses.

Documents posted by the instructor will typically be posted in Microsoft Word or PowerPoint.

Please check the Blackboard homepage for hardware and software requirements.

Students should check E-Mail regularly in order to stay informed about important class topics.

Copyrights

Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder's permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

Disabilities

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

e2Campus

In the event of an emergency the system called e2Campus allows Moravian College to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Up to two cell phone numbers and two e-mail addresses per user may be registered. This service is an integral part of the College's emergency response system. If you are not already registered on the system, please do so as soon as possible. To register for e2Campus visit <http://intranet.moravian.edu/e2campus/index.asp> from a computer on Moravian's campus.

Expectations of Students

Appropriate classroom behavior is expected of all students. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. The classroom environment should be free from late arrivals, early departures, inappropriate conversations and other behavior that might disrupt instruction or otherwise interfere with another student's access to their Moravian College education. Please be courteous and respectful to others.

Cell phones, beepers, and other items that transmit an audible tone must either be turned off or placed on silent mode when entering the class.

Grading Judgment

It is within the purview of the instructor to apply qualitative judgment in determining grades for an assignment or for a course.

Inclement Weather

In the case of inclement weather, the instructor will send an e-mail through Blackboard to inform students if the class is canceled. It is the student's responsibility to check his/her e-mail prior to each class period for cancellations due to inclement weather. Please ensure you check the e-mail registered on Blackboard.

Inclusion

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and employment of students, faculty, and staff.

You may wonder what that statement means. For the purposes of this class, the statement means that all persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, mental or physical disability, use of guide or support animals and/or mechanical aids have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner.

In other words, in this class we all promote a culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas. By respecting and valuing these differences we can make problem solving and decision making multi-dimensional leading to more learning and better outcomes for all, including project clients.

Behaviors such as those listed in the table below will lead to an inclusive classroom culture.

| Behavior | Description |
|-----------------------------------|--|
| Listening to understand | Listening with an open mind to fully understand all aspects of a situation |
| Seeing multiple points of view | Understanding that our perspective is not the only one when looking at a situation, issue, or person |
| Giving and receiving feedback | Inviting and giving feedback |
| Enhancing inclusion | Helping others feel included and involved |
| Addressing inappropriate behavior | Acknowledging inappropriate behavior; communicating expectations and consequences for repeated behavior. |

Source: MIT Human Resources, Diversity & Inclusion, <http://hrweb.mit.edu/diversity/affirmative-action-plan-admins/resources>

Syllabus Status

This syllabus and the course contents are subject to change at the discretion of the instructor. Generally changes will be finalized only after discussion of the change with students in the class.

Workload

Students can expect to work at least 9 hours on average outside of class in reading, preparation, and project activities for each hour of class time.

Topic Outline

| | Topic | |
|------|---|---|
| I | Introduction to Performance Management | |
| | | Concepts of performance management |
| | | Consequence of not using performance management |
| | | Reasons for conducting performance management activities |
| II | Navigating the Performance Management System | |
| | | Performance Management cycle |
| | | Link between money and performance management |
| | | Role of standardized performance evaluation form |
| | | Roles of supervisors, employees, reviewers, and human resource department |
| III | Clarifying Performance Expectations and Setting Goals (Performance Plans) | |
| | | Criteria for setting clear and measurable performance goals |
| | | Appropriate goals for employees |
| | | Model for establishing clear expectations of others |
| | | Future-focused goal setting to develop performance plans |
| IV | Documenting Performance Fairly and Legally | |
| | | Preparing and maintaining complete and detailed documentation |
| | | Documentation tool for day-to-day employee performance |
| | | Kinds of documentation |
| | | Effective documentation for complete files |
| V | Why Should Performance Management Be a Priority? | |
| | | Daily Performance Management activities |
| | | Communication tools to support employees in successful job performance |
| | | Priority in day-to-day work life |
| VI | Identify and address performance issues | |
| | | Legitimate issues or pet peeves |
| | | Confident performance-related discussions |
| | | Difference between employee behavior and attitude |
| | | Tough performance-related discussion |
| VII | Rating Performance Objectively and Legally | |
| | | Ratings that appear on the evaluation forms |
| | | Differentiating performance using various rating categories |
| | | Differences in performance |
| | | Legally defensible performance ratings |
| VIII | Writing the Performance Evaluation Document | |
| | | Integrating documentation into a written performance evaluation |

| | | |
|-----|--|---|
| | | Specific and action oriented performance evaluations |
| | | Poor performance |
| | | Employee's self-evaluation |
| IX | Conducting the Evaluation Meeting | |
| | | Confidence |
| | | Productive experience for supervisor and employee |
| | | Employee participation |
| X | Encouraging Employees to Participate in the Performance Management Process | |
| | | Involve employees in the performance management process |
| | | Employee input throughout rating period |
| | | Employee comment on performance evaluation document |
| | | Coach employees as they participate in the performance management cycle |
| XI | Motivating Employees | |
| | | Motivation Theories |
| | | Goal-Setting |
| | | Motivational Techniques |
| | | Leadership and Motivation |
| XII | Coaching for Success | |
| | | Description of coaching |
| | | Employee coaching |

Class Schedule

| Class Date | Summary | Notes |
|------------|---|-------|
| October 31 | <p>IN CLASS: Introduction, Syllabus, Assignment Discussion Chapter 1: Introduction to Performance Management</p> <p>ONLINE: The Happiness Advantage: Part One: Change is Possible</p> | |
| November 7 | <p>IN CLASS: Chapter 2: Navigating the Performance Management Process Chapter 3: Clarifying Performance Expectations and Setting Goals</p> <p>ONLINE: Principle # 1</p> | |

| | | |
|-------------|--|--|
| November 14 | <p>IN CLASS: Chapter 4: Documenting Performance Fairly and Legally Chapter 5: Making Performance Management a Priority</p> <p>ONLINE: Principle # 2</p> | |
| November 21 | <p>IN CLASS: Chapter 6: Identifying and Addressing Performance Issues Chapter 7: Rating Performance Objectively and Legally</p> <p>ONLINE: Principle # 3</p> | |
| November 28 | <p>IN CLASS: <u>No In Class Meeting: Thanksgiving</u></p> <p>ONLINE: Principle # 4</p> | |
| December 5 | <p>IN CLASS: Chapter 8: Writing the Performance Evaluation Document Chapter 9: Conducting the Evaluation Meeting</p> <p><u>**Class Meets in Comenius 111 Today</u></p> <p>ONLINE: Principle # 5</p> | |
| December 12 | <p>IN CLASS: Coaching Case Studies (Due in Class)</p> <p>ONLINE: Principle # 6</p> | |
| December 19 | <p>IN CLASS: Chapter 10: Encouraging Employees to Participate in the Performance Management Process</p> <p>Discussion: Performance Evaluation Documents (Due in Class)</p> <p>ONLINE: Principle # 7</p> | |

Guiding Principles of the Moravian MBA Program

The development of the expanded MBA program was guided by a set of concepts about managing organizations, specifically that managers in the 21st century need

- (1) to be aware of their emotional intelligence and how it affects others, to develop their interpersonal skills to become more effective leaders, and to learn how to manage knowledge;
- (2) to lead teams, and develop and coach team members to achieve organizational goals;
- (3) to understand the external environment of their organization and how that environment affects the processes by which products and services are created and delivered using tools including economic and financial analysis, as well as thinking strategically;
- (4) to understand the internal environment of their organizations and how to work within that environment to manage processes and lead change;
- (5) to understand that every decision is a decision to change; and,
- (6) to be aware of their personal ethical and behavioral standards, as well as those of their employing organization and society at large, and to apply them appropriately in their day-to-day activities.

Learning Objectives of the MBA Program

Learning objectives are guidance for the selection of courses to be included in the MBA program, for the content of the courses selected for the program, and for guiding evaluation of the program. A student in the MBA program will gain knowledge and skills in the following functions of management:

1. **Analyzing** – Students will develop advanced skills in environmental, financial, and organizational analysis, and will learn to apply those tools to strategic thinking, process management, and action.
2. **Collaborating** -- Students will further develop the knowledge and skills needed to create collaborative processes in the workplace leading to the achievement of personal and organizational goals, including managing change, developing subordinates, understanding different cultures, ethnicities and lifestyles, and displaying ethical leadership in their organizations.
3. **Communicating** -- Students will acquire understanding of the dynamics of communication, including the management of interpersonal and electronic networks to communicate information and attain organizational goals.
4. **Decision-Making** -- Students will build a multifaceted understanding of problem solving and develop skills in using the tools of decision making with an emphasis on strategic thinking, creativity, and managing information and complexity.
5. **Organizing** -- Students will develop an appreciation of organizations and organizational processes, of managing change in organizations with diverse human resources, and of the tools, such as performance and project management, used to manage change in organizations.
6. **Reflecting** -- Students will develop awareness of how they as individuals respond to people and change, and what they need to continually develop themselves as leaders, managers, and colleagues through the application of reflective practice.

APPENDIX A: Performance Evaluation Document

Directions: You will develop a performance evaluation document. This document should be reflective in nature with focus on the students' workplace contexts. Specifically, you will develop a sample/template evaluation document for (any) job of interest to you. Many students choose to develop an evaluation for their current position. The deliverable for each student will look different. The document needs to contain (at least) the following sections. In addition, students may choose to add anything relevant to the job. I will grade the document looking for the inclusion of each bullet point.

Major sections of the document should include:

- Job description
- Quantity of work
- Quality of work
- Job and/or technical knowledge
- Oral and written communication
- Compliance with policies
- Company values
- Pride
- Safety
- Innovation
- Responsibility
- Teamwork
- Professional development goals
- Decision making
- Planning
- Prioritizing
- Delegating
- Leading
- Overall performance
- Professional goals for following year
- Performance Improvement plan

This assignment allows you to:

- Utilize the concept of performance management
- Realize the consequence of not using performance management
- Understand the role of the performance evaluation form
- Clarify criteria for setting clear and measurable goals
- Clarify future-focused goal setting to develop performance plans
- Prepare a complete and detailed employee documentation form
- Differentiate performance using various rating categories
- Explain differences in performance
- Understand legally defensible performance ratings
- Integrate documentation into a written performance evaluation
- Define specific and action oriented performance evaluations

This assignment is due in class on Saturday, December 19.

APPENDIX B
Case Studies: Effective Coaching Techniques

Directions: You will create three work-based case studies in which coaching an employee(s) is relevant. For each case study you will describe what coaching techniques you would utilize and explain how you would coach the employee(s) involved. Case studies will be presented in class through role-plays.

There will be two aspects to the role-plays: 1) scenarios will be acted out. There will be a pause after the scenario is completed, this will give class members a chance to give feedback as to what they would do in this particular situation. Then, 2) the remainder of the scenario will be acted out. This will include the “coaching” that takes place with the employee(s). **Examples will be shown in class.**

This assignment allows you to:

- Utilize the coaching skills you will need in order to develop the potential of your employees.
- Apply coaching techniques to unlock employee potential and maximize performance
- Utilize coaching to forge collaborative working relationships
- Structure frameworks needed for mutually effective learning and development
- Recognize and be able to adapt to differences with individuals and situations
- Learn to create a positive , supportive environment that will generate commitment and enthusiasm from employees
- Understand how utilizing coaching can enhance employee motivation and productivity
- Develop a partnership of trust and respect (between manager/employee(s))
- Learn about your own coaching style and how you can utilize your style to provide a pathway of excellence for the entire organization

This assignment is due in class on Saturday, December 12th.

Grade Checklist for Coaching Case Studies
(Each case study is worth 30 points. This is the rubric for all 3)

| Student's Name | Grade: | | | Points of 30 |
|--|----------------------------|-----------|------------|----------------------------|
| | Points | | | |
| Did the student address the following items: | Response Categories | | | Instructor Comments |
| | YES | NO | N/A | |
| 1. Was the current performance described? | | | | |
| 2. Was the desired performance described? | | | | |
| 3. Did the student explain how he or she would coach the employee? | | | | |
| 4. Was commitment to the change addressed? | | | | |
| 5. Were follow up actions addressed? | | | | |

APPENDIX C

The Happiness Advantage (Online Assignments)

The Seven Principles of Positive Psychology that Fuels Success and Performance at Work

The Happiness Advantage was written to help us understand how we can reap the benefits of a happier and more positive mind-set to achieve the extraordinary in our work and in our lives.

DIRECTIONS FOR ONLINE WORK

Each week, students will read a portion of “The Happiness Advantage” and post work as outlined above. Students typically ask me how long each post should be. Quality and quantity of the post are both taken into consideration for grading purposes, and there isn’t a minimum/maximum per se. However, as a general guideline, each post should equal approximately 1.5 pages in length, 12 point font, 1 inch margins, double-spaced.

Each week you will:

1. Read the assigned portion of the book
2. Develop and post your work within the appropriate thread on the discussion board. Please title your post in accordance to what we are covering each week. For example, Week One’s Post heading would be “Change is Possible”, Week Two would be “Principle One”, etc.
3. Read all classmates postings for the week
4. Make at least three comments about any posting from classmates. You can make all three comments about one post, or you can comment about 3 different posts, or even comment to someone’s comment about a post. We will discuss the “commenting” during our first class
5. Come to class each week prepared to debrief about the weekly posts.

There are 8 online assignments. Each assignment is worth 20 points for a total of 160 points.

Week One: Change is Possible

Post Due: Wednesday, November 4th, 11:59pm

Comments Due: Saturday, November 7th, 9:00am

The author points out (Page 30) that we do not know the limits of human potential. We do not know the limits of our brain’s enormous potential to grow and adapt to changing circumstances. All we know is that this kind of change is possible. This book is about how we can capitalize on our brain’s capacity to change so that we can reap the benefits of the Happiness Advantage.

Directions for Post: Think about an issue at work where some sort of change is needed in order to improve motivation, performance, or productivity. First, describe the situation, in as much detail as possible. Next, explain what you think needs to change in order to improve upon the motivation, performance, or productivity. Finally, describe “how” this particular change effort could be employed in order to improve upon the situation.

In summary, there are 3 parts to this post:

1. Describe situation
2. Explain what needs to change
3. Describe how to make the change

Week Two: Principle One

Post Due: Wednesday, November 11th, 11:59pm

Comments Due: Saturday, November 14th, 9:00am

Famed CEO Richard Branson has said that, “more than other element, fun is the secret of Virgin’s success.” The author of the book says this isn’t just because fun is, well, fun. It’s because fun also leads to bottom-line results.

Directions for Post:

1. Do you believe that having “fun” in the workplace leads to positive bottom-line results? Please provide rationale for your answer
2. Describe at least 3 examples of something “fun” that occurred in your workplace. Do you feel any of these examples led to a positive change? Please explain.

Week Three: Principle Two

Post Due: Wednesday, November 18th, 11:59pm

Comments Due: Saturday, November 21th, 9:00am

The author states that we shouldn’t question “why are there only 24 hours in a day?” (Page 70) but “how can I use my relative experience of the workday to my best advantage?”

Directions for Post: Think of a typical workday. Then respond to the following:

1. Are you using the time in order to achieve your best possible advantage? Please explain.
2. If not, where do you think you can improve, within the workday, in order to achieve the best advantage?
3. Complete the exercise described on page 80. What did you find out?

Week Four: Principle Three

Post Due: Wednesday, December 2nd, 11:59pm

Comments Due: Saturday, December 5th, 9:00am

Directions for Post: Everyone knows someone stuck in some version of the Tetris Effect. (Page 90.)

1. Think of someone at work stuck in the Tetris Effect. Describe the person. Have you seen this have negative consequences within the workplace?
2. Describe at least one instance of the “positive Tetris effect” that you ‘ve seen at work. Describe the consequences.

Week Five: Principle Four

Post Due: Wednesday, December 2nd, 11:59pm

Comments Due: Saturday, December 5th, 9:00am

The most successful people see adversity not as a stumbling block, but as a stepping stone to greatness (page 111.)

Directions for Post: Comment on the following:

1. Thomas Edison claimed that he “failed his way to success.” What does this mean to you? Please explain through the use of at least 3 examples.
2. Read “Finding the Path Up” in the middle of Page 118. Describe how you’ve seen these sorts of examples in the workplace.
3. Think of a problem you are facing. Now, describe how you can turn the adversity into opportunity by using the ABCD model (Page 125.)

Week Six: Principle Five

Post Due: Wednesday, December 9th, 11:59pm

Comments Due: Saturday, December 12th, 9:00am

How do we reclaim control from the jerk and put it back into the hands of the Thinker? The answer is the Zorro Circle.

Directions for Post: Think of a goal you would like to accomplish. Work through the Zorro Circle (Page 136-137) exercise. In your post, summarize what you found through doing this exercise

Week Seven: Principle Six

Post Due: Wednesday, December 16th, 11:59pm

Comments Due: Saturday, December 19th, 9:00am

Directions for Post: Describe 5 examples of ways you can use the 20 second rule in order to improve your performance in the workplace.

Week Eight: Principle Seven

Posts Due on Saturday, December 19th, 11:59pm

*Comments Due on Saturday, December 19th, 11:59pm

Directions for Post: Go back to Pages 185-186 to read “High Quality Connections.” Then, describe how your organization invests in social capital. Explain your example(s) in detail.

APPENDIX D

Harvard Business Review Article Summary

Directions: Students will be assigned to read one article from “HBR’s 10 Must Reads” and present a summary to the class. Students will submit a written summary on the day of their in-class presentation. The written summary will include the following:

1. highlight the article contents
2. tie the article to performance in the workplace (anyway you see fit)

The in-class presentation will also highlight the article contents and then student will discuss how he/she has tied the article to performance in the workplace

Article presentation dates will be assigned the first day of class, October 31st.

Grade Checklist for HBR Article

| Student's Name | | Grade: Points | | Points of 30 |
|---|---------------------|------------------|-----|---------------------|
| Did the student address the following items: | Response Categories | | | Instructor Comments |
| | YES | NO | N/A | |
| 1. Did the student present a summary of the article contents in class? | | | | |
| 2. Did the student explain how the article contents ties to performance in the workplace? | | | | |
| 3. Did the student submit a written summary of the article? | | | | |