



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Table with columns: College/School, Prefix, HCI, Number, 311, Title, Department, Health Innovation, Introduction to Health Care Innovation, Units, 3

Is this a cross-listed course? No If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials

BCM (Required)

Course description:

Organized around the Seven Pillars of Innovation: innovation process, leadership structure, outcomes, evidence-based practice, finance, policy, and technology and communication. Provides basic definitions and principles of innovation in addition to characteristics, skills and knowledge required for the innovator.

Requested designation:

Mandatory Review: Yes

Humanities, Arts and Design-HU

Note- a separate proposal is required for each designation.

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SQ/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
Criteria checklist for General Studies designation(s) being requested
Course catalog description
Sample syllabus for the course
Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Brenda Morris E-mail brenda.morris@asu.edu Phone 602-496-0850



ARIZONA STATE UNIVERSITY

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Brenda Morris Date: 9/27/16

Chair/Director (Signature): Brenda Morris

September 20, 2016

To: Phyllis Lucie, ASU GS Coordinator

From: Brenda Morris, Assistant Dean, CONHI

Bum

Re: General Studies Proposal

Course: HCI 311

Requested GS Designation: HU

Proposer: Please complete the following section and attach appropriate documentation.

ASU - [HU] CRITERIA			
HUMANITIES, ARTS AND DESIGN [HU] courses must meet <i>either</i> 1, 2 or 3 <i>and</i> at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria A CENTRAL AND SUBSTANTIAL PORTION of the course content.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Emphasizes the study of values; the development of philosophies, religions, ethics or belief systems; and/or aesthetic experience.	
<input type="checkbox"/>	<input type="checkbox"/>	2. Concerns the interpretation, analysis, or creation of written, aural, or visual texts; and/or the historical development of textual traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	3. Concerns the interpretation, analysis, or engagement with aesthetic practices; and/or the historical development of artistic or design traditions.	
<input type="checkbox"/>	<input type="checkbox"/>	4. In addition, to qualify for the Humanities, Arts and Design designation a course must meet one or more of the following requirements:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. Concerns the development of human thought, with emphasis on the analysis of philosophical and/or religious systems of thought.	
<input type="checkbox"/>	<input type="checkbox"/>	b. Concerns aesthetic systems and values, especially in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	c. Emphasizes aesthetic experience and creative process in literature, arts, and design.	
<input type="checkbox"/>	<input type="checkbox"/>	d. Concerns the analysis of literature and the development of literary traditions.	
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [HU] DESIGNATION EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO THE HUMANITIES, ARTS AND DESIGN:	
		<ul style="list-style-type: none"> • Courses devoted primarily to developing skill in the use of a language. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to the acquisition of quantitative or experimental methods. 	
		<ul style="list-style-type: none"> • Courses devoted primarily to teaching skills. 	

Course Prefix	Number	Title	General Studies Designation
HCI	311	Introduction to Healthcare Innovation	HU

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1, 4a	<p>Humanities explore human culture. Within that human experience is the study of self, personal values, philosophies and belief systems. HCI 311 delves into many aspects of the human framework by examining the top five strengths of each student in order for the student to develop his or her innate strengths and natural abilities.</p> <p>StrengthsFinders 2.0 includes a survey to identify the top five strengths defined by 40 years of research conducted by Gallup, Inc. Characteristics of effective teamwork and leadership such as emotional intelligence, humility, empathy and courage are considered in relation to a student's ability to participate in healthcare innovation and eventually carry its principles and dynamics into the future.</p> <p>Change is the only constant in any academic pursuit, and in any pursuit of knowledge in and out of a classroom. HCI 311 provides tools for a student to assimilate and continue to use throughout a lifetime, regardless of how his or her career may evolve. These skills introduced in this course are foundational and can then be built upon as an individual moves through continued education and professional goals while remaining a life-long learner.</p> <p>The ability to function as a responsive team member is an essential employee quality in many organizations and industries. The Five Dysfunctions of a Team by Patrick Lencioni exposes</p>	<p>Learning Outcome 3: Identify behaviors, characteristics, skills and knowledge required for the role of an innovator.</p> <p>Detailed assignments attached:</p> <p>Week 3: Communication Style Worksheet StrengthsFinder 2.0</p> <p>Week 4: StrengthsFinder 2.0</p> <p>Week 5: Emotional Intelligence, Discernment and other Leadership Qualities</p> <p>Week 7: The Five Dysfunctions of a Team Worksheet</p>

	students to a fable about poorly functioning team members in an organization. This particular study continues to reveal epiphany moments to students when they are able to readily understand and identify with the characteristics of well-functioning team members.	

	Topics/Lessons	Assignments
Week 1	Introduction to the 7 Pillars of Innovation	See course modules for further information
Week 2	Innovation Process and Principles	
Week 3	StrengthsFinder 2.0, Communication, Creativity Quotient	
Week 4	Leadership	
Week 5	Emotional Intelligence, Discernment	
Week 6	Mission Statements and E Portfolio	
Week 7	5 Dysfunctions of a Team	
Week 8	Fall Break	
Week 9	IDEO	
Week 10	Complex Adaptive Systems, Complexity and Chaos	
Week 11	Technology	
Week 12	Finance	
Week 13	Evidence-Based Practice and Policy	
Week 14	Teamwork, Definition of 7 Pillars of Innovation	
Week 15	Outcomes, E Portfolio, Final Presentations	

Week 3 – Communication Style Worksheet

Please print out and complete the [Communication Styles Worksheet](#)

You may find that you communicate differently at school or work than you do at home. For this assignment, choose the option that **fits your style when you are under pressure**, whether that be at home, school or work. Please total the numbers at the bottom of the sheet.

Please upload your sheet onto BlackBoard by Sunday, September 11, 2016, and bring this completed sheet with you to class on Monday, September 12, 2016.

Your Communication Style is something you will need in your toolbox for life. It will serve you well as you move forward in school and career by offering insight into how you and your words are perceived by others and how you can respond effectively to other people's styles, especially in difficult situations. Remember, first impressions really do make a difference.

Communication Style Worksheet due Sunday, September 11, 2016 by 11:59 pm. 10 points available.

Week 3 – StrengthsFinder 2.0

Since we will not be meeting on Labor Day, Monday, September 5, 2016, we will use the rest of the week to prepare for a September 12, 2016, teamwork assignment that will be started in class.

Please complete the survey at www.strengthsfinder.com. In the back of your ***Strengths Finder 2.0 book***, you will find a unique access key to enter to gain access to the site. This can only be used one time. This is why it was necessary for you to buy a new copy of the book or purchase a key from the website.

Complete the survey and then study your unique strengths and suggestions on how to use them. Be sure to read the information associated with that strength. My results were mind opening and I wished I had known this much earlier in my career path. It would have made quite a difference. Many of my choices would have been different.

Prepare a list of your individual strengths. Please upload your papers into BlackBoard by September 11, 2016. Don't forget to put your name on the sheet.

Please bring a copy of your list to class on Monday, September 12, 2016 for the team assignment.

Individual Strengths Finder 2.0 list due Sunday, September 11, 2016 by 11:59 pm. 10 points available.

Please bring your StrengthsFinder 2.0 book to class on Monday, September 12, 2016! We will be using it in our team work.

Week 4 – StrengthsFinder 2.0

In class, please share communication styles and StrengthsFinder 2.0 results with your team members. Analyze the results to see if you have duplications amongst the members.

This is an individual assignment:

Please write a one page paper about your StrengthsFinder 2.0 results and the significance of the knowledge of these strengths for the future. Please list your traits, a brief explanation about each trait and add an explanation of future impact that this knowledge delivers. Please make sure you spell and grammar check.

Your StrengthsFinder 2.0 information will be uploaded to your E Portfolio to show future schools or employers your top 5 strengths.

Please upload your papers to Blackboard by Sunday, September 18, 2016 by 11:59 pm. 20 points are available.

A list of your top 5 Strengths with a brief explanation will be uploaded to your E Portfolio. 5 points are available for the upload when completed.

Week 5 – Emotional Intelligence, Discernment and other Leadership Qualities

This week the graded assignment will take place on the Discussion Board. Working in your teams, please have a robust discussion around the topics of Leadership Qualities:

- Communication Skills
- Emotional Intelligence
- Discernment
- Self-Awareness
- Self-Regulation
- Motivation
- Empathy
- Social Skills
- Courage
- Humility

All team members must post their initial statement before seeing what other teammates have posted. Respond to two other postings in your group, and then a final response to one person who responded to your initial statement. Each team member must have at least 4 posts.

Please make sure your sentences have been spell checked, grammar checked and if you offer additional information, that information is cited in APA format.

You will have time in class to discuss how you would like to proceed with this assignment.

- **Initial post due Wednesday, September 21, 2016, 11:59 pm**
- **Two other posts due Friday, September 23, 2016, 11:59 pm**
- **Final post due Sunday, September 25, 11:59 pm**
20 points available

Week 7 – The Five Dysfunctions of a Team Worksheet

Worksheet due Thursday, October 6, 2016 by 11:59 pm, due to fall break.

Team Captains, please upload your team's responses to BlackBoard.

Please answer these questions in your teams:

1. Team members need to trust each other on fundamental and emotional levels and be comfortable being open and vulnerable. Why is this so important in effective teamwork?
2. Teams who trust their fellow team members are not afraid to discuss and challenge other's ideas when discussing key strategies for the organization. There is a shared quest to discover the best evidence and use that information to make enlightened decisions on how to proceed for the benefit of the organization. Discuss why this is critical for effective teamwork.
3. Team members who are comfortable engaging in conflict are able to eventually buy-in to important decisions as they ensure that all ideas and opinions have been discussed, heard and the group decision is for the greater good of the organization. They are committed to the group decision. What characteristics are necessary for the team members to function in this manner and why are they important?
4. Committed team members are not afraid to hold other team members accountable. They know that decisions made by the team were based on everyone's input and agreement to proceed. They do not go to the team leader to discuss accountability as issues arise, they go directly to their peers. Discuss the importance of peer-to-peer accountability.
5. What is best for successful outcomes, is an important focus for an effective team member. These team members are not ego-driven and do not put the needs of their departments or careers above the commitment to team success and results for the organization. What are three questions that you would ask a potential team member to assess their level of commitment to a new team?

Ideas used in developing the content for the worksheet from:

Lencioni, P. (2005). *Overcoming the Five Dysfunctions of a Team, A Field Guide*. San Francisco, CA: Josey-Bass.

HCI 311 Course Syllabus

Faculty Information

Name: Caryn Unterschuetz, MHI, RN-BC

Office: At large **Phone:** (623) 451-4401

Email address: caryn.unterschuetz@asu.edu

Office hours: By appointment

Course Information

Course Number

HCI 311

Course Title

Introduction to Health Care Innovation: Foundational Concepts

Credit Hours

3

Course Modality

Hybrid

Course Meeting Information

Mondays, 12:00 – 1:30 pm, Downtown Phoenix, Health South, Room 442

Prerequisites

- Completion of ENG 102 or 108 with 'C' or better and 45 credit hours

Corequisites

- None

Catalog Description

Introduction to foundational knowledge for leading healthcare innovation

Course Overview

The course is organized around the Seven Pillars of Innovation: innovation process, leadership structure, outcomes, evidence based practice, finance, policy, and technology and communication. The course provides basic definitions and principles of innovation in addition to characteristics, skills, and knowledge required for the innovator.

Learning Outcomes

At the completion of this course, students will be able to:

1. Describe 7 pillars of innovation
2. Explain the basic definition and principles of innovation
3. Identify behaviors, characteristics, skills and knowledge required for the role of an innovator
4. Recognize the characteristics of innovative environments such as self-organization, non-linear interactions, and emergent outcomes.
5. Articulate the need for innovation in healthcare

Required Course Materials

Rath, T. (2007) *Strengths Finder 2.0*. New York, NY: Gallup Press. ISBN: 978-1-59562-015-6

(You must purchase this book **new** as there is a key code in the back that is needed to access the survey and can only be used once.)

Lencioni, P. (2002) *The Five Dysfunctions of a Team: a leadership fable*. San Francisco, CA: Josey-Bass. ISBN: 0-7879-6075-6

MindMeister Edu Pro: <https://www.mindmeister.com/mind-map-pricing/education>

	Topics/Lessons	Assignments
Week 1	Introduction to the 7 Pillars of Innovation	See course modules for further information
Week 2	Innovation Process and Principles	
Week 3	StrengthsFinder 2.0, Communication, Creativity Quotient	
Week 4	Leadership	
Week 5	Emotional Intelligence, Discernment	
Week 6	Mission Statements and E Portfolio	
Week 7	5 Dysfunctions of a Team	
Week 8	Fall Break	
Week 9	IDEO	
Week 10	Complex Adaptive Systems, Complexity and Chaos	
Week 11	Technology	
Week 12	Finance	
Week 13	Evidence-Based Practice and Policy	
Week 14	Teamwork, Definition of 7 Pillars of Innovation	
Week 15	Outcomes, E Portfolio, Final Presentations	

Course Grading

Methods of Instruction

This course uses Blackboard™ for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at <http://my.asu.edu> or <http://myasucourses.asu.edu>.

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; case scenarios and mind mapping.

Methods of Evaluation

Mindmap, Discussion Board, Pre-class work, Short papers, Presentations, Worksheets

Total points available: 360

Description of Assessments:

Please see course modules.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 48 hours of the due date via the My Grades tab in Blackboard.

Grading

Grade	Percentage	Points Range
A	90 – 100%	90-100
B	80 – 89%	80-89.9
C	70 – 79%	70-79.9
D	60 – 69%	60-69.9
E	Below 60%	Below 60

Course Policies & Procedure

Course Requirements:

- Meet learning objectives
- Participate regularly in classroom discussions
- Complete required reading **before class**

Attendance considerations, absences and missed work:

Attendance is highly important even though this is a hybrid class. Students in prior classes have found a direct correlation between absences and final grades. If an absence is expected or necessary, call, text, or email the instructor prior to class to report the absence. The student is expected to call another student to find out what he/she missed in class.

All assignments are expected to be turned in as scheduled. Notify the instructor **before** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm.

One point per day will be deducted for late assignments. This is in addition to possible points taken off for grading purposes.

Submitting Assignments

All assignments, unless otherwise announced, **MUST** be submitted to the designated area of Blackboard™. Do not submit an assignment via other methods unless specifically directed.

Technology Enhanced Course

This is a face-to-face course that requires attendance in face-to-face meetings and utilization of online resources.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend 1.5 hours each week in class and around 7.5 hours each week completing homework and preparing for the class time.

Communicating With the Instructor

This course uses a Blackboard™ discussion board called "Hallway Conversations" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor. You can expect a response within 48 hours.

caryn.unterschuetz@asu.edu

Email and Internet

ASU email is an official means of communication among students, faculty, and staff

(<http://www.asu.edu/aad/manuals/ssm/ssm107-03.html>). Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Campus Network or Blackboard™ Outage

When access to Blackboard™ is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (<https://uto.asu.edu/system-health>). If a system-wide ASU outage is

NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Accommodations for Late or Missed Assignments

Please follow the appropriate University policies to request an accommodation for religious practices (<http://www.asu.edu/aad/manuals/acd/acd304-04.html>) or to accommodate a missed assignment due to University-sanctioned activities (<http://www.asu.edu/aad/manuals/acd/acd304-02.html>).

Drop and Add Dates/Withdrawals

This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (<https://students.asu.edu/academic-calendar>). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (<http://www.asu.edu/aad/manuals/ssm/ssm201-08.html>)
- Medical/Compassionate Withdrawal (<http://www.asu.edu/aad/manuals/ssm/ssm201-09.html>)
- Grade of Incomplete (<http://www.asu.edu/aad/manuals/ssm/ssm203-09.html>)

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (<https://catalog.asu.edu/appeal>).

Student Conduct and Academic Integrity

ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (<http://www.asu.edu/aad/manuals/ssm/ssm104-01.html>), Computer, Internet, and Electronic Communications policy (<http://www.asu.edu/aad/manuals/acd/acd125.html>), ASU Student Academic Integrity Policy (<http://provost.asu.edu/academicintegrity>), and outlined by the Office of Student Rights & Responsibilities (<https://eoss.asu.edu/dos/srr>). Anyone in violation of these policies is subject to sanctions.

Students are entitled to receive instruction free from interference by other members of the class (<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports (<https://eoss.asu.edu/dos/srr/filingreport>) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on

the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs/>

College of Nursing and Health Innovation Student Handbook

Students are expected to adhere to the policies and guidelines in the current edition of the College of Nursing and Health Innovation Baccalaureate Program Handbook for Clinical Nursing Students (<https://nursingandhealth.asu.edu/student-life/current-students>).

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services (<http://www.asu.edu/aad/manuals/acd/acd304-06.html>), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Students should contact the Disability Resource Center, campus-specific location and contact information (<https://eoss.asu.edu/drc/contactus>) can be found on the DRC website. DRC offices are open 8 a.m. to 5 p.m. Monday – Friday. Check the DRC website (<http://eoss.asu.edu/drc>) for eligibility and documentation policies.

Email: DRC@asu.edu

DRC Phone: (480) 965-1234

DRC FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements

This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (<https://www.google.com/chrome>) or Mozilla Firefox (<http://www.mozilla.org/en-US/firefox/new/>)
- Adobe Acrobat Reader (<http://get.adobe.com/reader/>)
- Adobe Flash Player (<http://get.adobe.com/flashplayer/>)
- Microphone (optional) and speaker

Computer Skills Requirements

It is expected that you will be able to do at least the following tasks on a computer:

- Use the Blackboard™ Learning Management System (see <https://asu.secure.force.com/kb/articles/FAQ/Blackboard-Help-for-Students> for assistance)
- Using ASU email
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs

Technical Support

This course uses Blackboard™ to deliver course content. It can be accessed through MyASU at <http://my.asu.edu> or the Blackboard™ home page at <http://myasucourses.asu.edu/>.

To monitor the status of campus networks and services, visit the System Health Portal at <https://uto.asu.edu/system-health> or via Twitter by following @ASUOutages.

To contact the help desk you have two options:

- Website: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Chat: accessed through the MyASU Service Center at <http://my.asu.edu/service>
- Call toll-free at 1-855-278-5080

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STRENGTHSFINDER: THE NEXT GENERATION

In 1998, I began working with a team of Gallup scientists led by the late Father of Strengths Psychology, Donald O. Clifton. Our goal was to start a global conversation about what's right with people.

We were tired of living in a world that revolved around fixing our weaknesses. Society's relentless focus on people's shortcomings had turned into a global obsession. What's more, we had discovered that people have several times more potential for growth when they invest energy in developing their strengths instead of correcting their deficiencies.

Based on Gallup's 40-year study of human strengths, we created a language of the 34 most common talents and developed the Clifton StrengthsFinder assessment to help people discover and describe these talents. Then in 2001, we included the initial version of this assess-

NATIONAL BEST-SELLER

The FIVE
DYSFUNCTIONS
of a TEAM

A LEADERSHIP FABLE



PATRICK LENCIONI

AUTHOR OF *THE FIVE TEMPTATIONS OF A CEO*

PATRICK LENCIONI | THE FIVE DYSFUNCTIONS OF A TEAM

2015

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Menlo Park, CA 94025-1741

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Patrick Lencioni.

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