

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department/School	Leadership and Interdisciplinary Studies
Prefix: <u>ogl</u>	Number: <u>482</u>	Title: <u>Pro-Seminar II</u>	Units: <u>3</u>

Course description: In Pro-Seminar II, students draw on their personal background, individual differences, knowledge and skills to assess career choices that maximize your strengths, values, and passions. Students will explore their own balance between work and the other important elements in your life, and develop strategies for living a meaningful and fulfilling life, at least through your work. Students will explore the notion of career management and work/life integration from a number of different perspectives, and centered on your own unique personal characteristics, life circumstances and goals. Students will explore some of the most relevant career management literature / theory, taking into consideration the interdisciplinary nature of this topic. You'll also connect with some of the ideas you became familiar with in your previous Organizational Leadership core courses, conduct a qualitative, thematic self-analysis, develop short term and long term career / life plans, and collect artifacts to help along life's journey.

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. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? No

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. _____ (Required)

Requested designation: Literacy and Critical Inquiry–L **Mandatory Review:** (Choose one)

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 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

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 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 David Thomas E-mail david.thomas@asu.edu Phone 480-727-7061

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Kevin Ellsworth Date: 4/5/2019

Chair/Director (Signature): 

Arizona State University Criteria Checklist for
LITERACY AND CRITICAL INQUIRY - [L]

Rationale and Objectives

Literacy is here defined broadly as communicative competence—that is, competence in written and oral discourse. **Critical inquiry** involves the gathering, interpretation, and evaluation of evidence. Any field of university study may require unique critical skills that have little to do with language in the usual sense (words), but the analysis of written and spoken evidence pervades university study and everyday life. Thus, the General Studies requirements assume that all undergraduates should develop the ability to reason critically and communicate using the medium of language.

The requirement in Literacy and Critical Inquiry presumes, first, that training in literacy and critical inquiry must be sustained beyond traditional First Year English in order to create a habitual skill in every student; and, second, that the skill levels become more advanced, as well as more secure, as the student learns challenging subject matter. Thus, two courses beyond First Year English are required in order for students to meet the Literacy and Critical Inquiry requirement.

Most lower-level [L] courses are devoted primarily to the further development of critical skills in reading, writing, listening, speaking, or analysis of discourse. Upper-division [L] courses generally are courses in a particular discipline into which writing and critical thinking have been fully integrated as means of learning the content and, in most cases, demonstrating that it has been learned.

Notes:

1. ENG 101, 107 or ENG 105 must be prerequisites
2. Honors theses, XXX 493 meet [L] requirements
3. The list of criteria that must be satisfied for designation as a Literacy and Critical Inquiry [L] course is presented on the following page. This list will help you determine whether the current version of your course meets all of these requirements. If you decide to apply, please attach a current syllabus, or handouts, or other documentation that will provide sufficient information for the General Studies Council to make an informed decision regarding the status of your proposal.

Revised April 2014

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

ASU - [L] CRITERIA		
TO QUALIFY FOR [L] DESIGNATION, THE COURSE DESIGN MUST PLACE A MAJOR EMPHASIS ON COMPLETING CRITICAL DISCOURSE--AS EVIDENCED BY THE FOLLOWING CRITERIA:		
YES	NO	Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 1: At least 50 percent of the grade in the course should depend upon writing assignments (see Criterion 3). Group projects are acceptable only if each student gathers, interprets, and evaluates evidence, and prepares a summary report. <i>In-class essay exams may not be used for [L] designation.</i></p> <p style="text-align: right;">Annotated Course Syllabus</p>
<p>1. Please describe the assignments that are considered in the computation of course grades--and indicate the proportion of the final grade that is determined by each assignment.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-1".</p> </div> <p>C-1</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 2: The writing assignments should involve gathering, interpreting, and evaluating evidence. They should reflect critical inquiry, extending beyond opinion and/or reflection.</p> <p style="text-align: right;">Annotated Course Syllabus</p>
<p>1. Please describe the way(s) in which this criterion is addressed in the course design.</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-2".</p> </div> <p>C-2</p>		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 3: The syllabus should include a minimum of two writing and/or speaking assignments that are substantial in depth, quality, and quantity. Substantial writing assignments entail sustained in-depth engagement with the material. Examples include research papers, reports, articles, essays, or speeches that reflect critical inquiry and evaluation. Assignments such as brief reaction papers, opinion pieces, reflections, discussion posts, and impromptu presentations are not considered substantial writing/speaking assignments.</p> <p style="text-align: right;">Annotated Course Syllabus</p>
<p>1. Please provide relatively detailed descriptions of two or more substantial writing or speaking tasks that are included in the course requirements</p>		
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center;"> <p style="background-color: yellow;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-3".</p> </div> <p>C-3</p>		

ASU - [L] CRITERIA

YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>CRITERION 4: These substantial writing or speaking assignments should be arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. <i>Intervention at earlier stages in the writing process is especially welcomed.</i></p>	Annotated Course Syllabus
<p>1. Please describe the sequence of course assignments--and the nature of the feedback the current (or most recent) course instructor provides to help students do better on subsequent assignments</p>			
<p>2. Also:</p> <div style="border: 1px solid black; border-radius: 50%; padding: 20px; text-align: center; margin: 20px auto; width: 80%;"> <p style="background-color: yellow; display: inline-block; padding: 5px;">Please circle, underline, or otherwise mark the information presented in the most recent course syllabus (or other material you have submitted) that verifies this description of the grading process--and label this information "C-4".</p> </div> <p>C-4</p>			

Course Prefix	Number	Title	General Studies Designation
OGL	482	Organizational Leadership ProSeminar II	L

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 checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
C1	There are no quizzes or exams in this course. 100% of the grade is based on six core written assignments / papers, and written discussion topic responses.	The syllabus (Assignments Summary & Grading Policy section) shows that 100% of the student's grade comes from six written assignments and six discussion topic-based essays. All are written, individual (not group) assignments.
C2	All of the writing assignments / discussion topic essays involve the gathering, interpretation and evaluation of evidence.	A description of the writing assignment / discussion topic essays demonstrate that they each require different forms of gathering, interpretation and evaluating various forms of evidence. (Assignments Summary & Grading Policy section of the syllabus.)
C3 & C4	There are six core, substantial writing assignments and six discussion topic / essay assignments arranged throughout the term (one each per learning module) so that the students will receive timely feedback to help them do better on the subsequent assignments. Detailed feedback (both individualized and group feedback announcements) are provided weekly. In Week 4, a detailed qualitative thematic analysis paper requires students to interpret evidence and synthesize data in the inductive development of life themes. Likewise, in Week 6 and in their e-portfolio (initially developed in ProSeminar I), students draw on key insights throughout the semester's self-assessments, and develop a detailed career plan, using project management best practices.	The syllabus shows that there are six substantial writing assignments and six discussion topic / essay assignments, and that they are arranged evenly throughout the term so that the students can receive timely feedback to help them do better on the subsequent assignments.

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OGL 482 Catalog Description

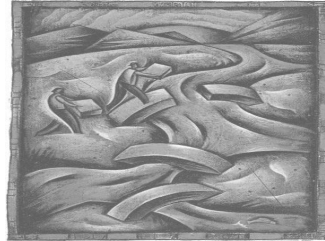
Students draw on their personal background, individual differences, knowledge and skills to assess career choices that maximize their strengths, values and passions. Students explore their own balance between work and the other important elements in life, and develop strategies for living a meaningful and fulfilling life, at least through work. Explores the notion of career management and work/life integration from a number of different perspectives, and centered on one's own unique personal characteristics, life circumstances and goals. Explores some of the most relevant career management literature/theory, taking into consideration the interdisciplinary nature of this topic. Also connects students with some of the ideas learned in previous organizational leadership core courses, conducts a qualitative, thematic self-analysis, develops short-term and long-term career/life plans, and collect artifacts to help along life's journey.

OGL 482: Pro-Seminar II

Bachelor of Arts, Organizational Leadership

College of Integrative Sciences & Arts / ASU Online

Arizona State University



Your Professor

David A. Thomas, Ph.D.
Principal Lecturer, Faculty of Leadership & Interdisciplinary Studies
College of Integrative Sciences and Arts

Office: USE 248 (Urban & Systems Engineering Building)

Office Phone: (480) 727-7061

Office Hours: Varies – E-mail me to set up an appointment

E-Mail: david.thomas@asu.edu

- ** When e-mailing, please make the **subject line** useful by including
- a) your last name
 - b) a word or two that captures the main point of your email.

In the **body** of your email, you might want to include your PHONE NUMBERS, in case it is faster/better for me to contact you that way.

** This course is offered by the College of Integrative Sciences & Arts. For more information about the college, visit our website: <https://cisa.asu.edu/>.

Course Overview

The Organizational Leadership Pro-Seminar is six credit hours divided into two specific courses. These particular courses, unlike some other college courses you may have taken, are not about the simple conveyance of facts to fill your head. The **OGL 481 Pro-Seminar Experience** moves beyond that, and provides you with material and assignments that encourage your development as a careful, constructively critical, integrative thinker. These courses will help guide you deeper, into more comprehensive thinking about yourself and organizations.

Beyond traditional organizational leadership content, your second half of your Pro-Seminar Experience is about learning how to think differently about your career management, your work-life balance, and your overall life design. Organizational and personal leadership blend, as the idea of *integrative thinking* becomes a deeper part of your sense of “self.”

Even though this is an online class, it involves “active learning” as the full responsibility for what you get out of it (and how well you do score-wise) falls to you. How pro-actively you engage the material, manage your time, follow instructions and apply yourself with care and an open-mind will determine your outcomes.

Course Description

In Pro-Seminar II, students draw on their personal background, individual differences, knowledge and skills to assess career choices that maximize your strengths, values, and passions. Students will explore their own balance between work and the other important elements in your life, and develop strategies for living a meaningful and fulfilling life, at least through your work. Students will explore the notion of career management and work/life integration from a number of different perspectives, and centered on your own unique personal characteristics, life circumstances and goals. Students will explore some of the most relevant career management literature / theory, taking into consideration the interdisciplinary nature of this topic. You’ll also connect with some of the ideas you became familiar with in your previous Organizational Leadership core courses, conduct a qualitative, thematic self-analysis, develop short term and long term career / life plans, and collect artifacts to help along life’s journey.

Category	Required Learning Outcomes
<p><i>Career Management & Work-Life Integration</i></p>	<ul style="list-style-type: none"> • Demonstrate best practices in the development of a personal narrative / autobiography. • Discuss the key concepts associated with values, purpose, and vision - in an individual sense and in an organizational sense. • Demonstrate best practices in qualitative interviewing by developing an interview guide sheet and conducting qualitative interviews. • Collect personal qualitative data by engaging in various interests, skills, personality, and communication style instruments / assessments and reflecting on your results. • Evaluate and discuss your own personal “organizational” versus “protean” career characteristics. • Experiment with various network planning methods and develop a networking plan.
<p><i>Synthesis, Assessment, and Transfer of Learning</i></p>	<ul style="list-style-type: none"> • Perform a self-assessment of program-based learning in alignment with Organizational Leadership learning outcomes, and include this assessment in an e-portfolio. • Develop, collect, and reflect on artifacts (across various academic and other life areas) indicative of personal interests

	<p>and achievements.</p> <ul style="list-style-type: none"> • Perform a qualitative thematic self-analysis and develop a set of “life themes.” • Demonstrate theory borrowing, using concepts from Jim Collins’ book <i>Good to Great</i> with respect to best practices in organizational leadership versus personal leadership. • Develop an integrated long term career strategic plan • Develop a short-term (1 – 2 years) career plan, using best practices regarding project planning / management knowledge and skills.
<p>Documentation & Self-Assessment of Key Learnings</p>	<ul style="list-style-type: none"> • Develop (or employ) technical skills and technology-based tools, including website design and publishing, in support of the continued refinement of an academic and professional e-portfolio. • Demonstrate project management, design, and creativity skills through the continued development of your e-portfolio. • Self-assess, describe and illustrate key interests, skills, and personal connections (gained in the Organizational Leadership Program) through the presentation of artifacts and reflective writing. • Develop a deeper understanding of learning theory, and how key knowledge and skills can be effectively showcased in an online environment. • Demonstrate a variety of communication skills and best practices with respect to electronic portfolio development.
<p>Literacy and Critical Inquiry</p>	<ul style="list-style-type: none"> • The vast majority of your grade in this course will depend upon writing, including multiple substantial writing tasks (Discussion Topics and Papers) arranged so that the students will get timely feedback from the instructor on each assignment in time to help them do better on subsequent assignments. • Papers and Discussion Topics require the gathering, interpretation, and evaluation of evidence.

Commented [DT1]: C1, C4

Commented [DT2]: C2

Text Books / Course Readings

The following textbook and materials are required for the course:

1. **Career Management and Work-Life Integration: Using Self-Assessment to Navigate Contemporary Careers** by Brad Harrington & Douglas T. Hall. Sage Publications, copyright 2007.

You should pick it up or order it from the ASU bookstore or order it ASAP online (available from most online retailers such as Amazon.com). You'd be wise to choose one of the faster shipping options as you do need the book starting in Week 1 of the course. Unfortunately, you can't do the class without the book so be sure to secure a copy right away!

2. There is also a **Harvard Business Review CoursePac** of articles that are part of the required readings for this course. The ASU bookstore has been provided with a list of articles included in the coursepac – but they have not been able to successfully provide the readings directly to students (at least not as of Fall 2015). There would also likely be a mark-up in price if you were able to purchase it through the ASU bookstore - since ASU does not have copyright clearance for these articles.

Your best bet is to purchase the digital coursepac directly from Harvard Business Publishing.

Click on the link under the "Textbook Information" tab of the course website (and create an account if necessary) to pay for and download the coursepac articles.

(See the "Textbook Information" navigation tab on the course website for the link to the HBR Coursepac.)

Assignments Summary & Grading Policy

Commented [DT3]: C1 – The course is divided into six modules, each with a weekly core written assignment and a writing / prompt-based weekly set of discussion questions for reflective and integrative thinking.

Commented [DT4]: C2, C3 **Applies for all Discussion Topics / Assignments.** All discussion topics and core assignments require interpretation and evaluation of both qualitative and quantitative evidence, as well as critical inquiry with respect to the psychology of learning and development, organizational leadership development, and project management.
C4 – See order of Discussion Topics / Assignments - Weekly

Commented [DT5]: C4 – Assignments and Discussion Topic essays are due weekly throughout the course.

ASSIGNMENTS / ACTIVITIES	POINTS	DUE DATES
WEEK 1:		
DISCUSSION TOPIC 1 - <i>The Three Questions, Managing Oneself, and Personal Identities (Qualitative and quantitative self-assessments.)</i>	30	SEE COURSE SCHEDULE OR WEEK 1
CORE ASSIGNMENT 1 - <i>E-Portfolio Updates & Interests / Skills Assessments (Analyzing and presenting academic and professional skills and knowledge within the context of demands of the contemporary workplace.)</i>	50	SEE COURSE SCHEDULE OR WEEK 1

WEEK 2:		
DISCUSSION TOPIC 2 - <i>Values, Desires, Structures & Inertia (Analysis of key characteristics of organizational structures and inertia with respect to alignment with core values and career aspirations.)</i>	30	SEE COURSE SCHEDULE OR WEEK 2
CORE ASSIGNMENT 2 - <i>Intellectual Autobiography: A Personal Narrative (Synthesis of academic and professional development, critical analysis of transferable skills, learning and development from a life-span developmental perspective.)</i>	50	SEE COURSE SCHEDULE OR WEEK 2
WEEK 3:		
DISCUSSION TOPIC 3 - <i>Personality / Leadership Assessments Collection, Career Anchors & 10 Years Out Activity (Qualitative and quantitative self- assessments.)</i>	30	SEE COURSE SCHEDULE OR WEEK 3
CORE ASSIGNMENT 3 - <i>Interviews with Significant Others & Self-Reflection (Qualitative interviews an analysis of qualitative interviewing best practices.)</i>	50	SEE COURSE SCHEDULE OR WEEK 3
WEEK 4:		
DISCUSSION TOPIC 4 - <i>Ideal Organization Exercise (Analysis of best practices with respect to effective cultural and leadership development.)</i>	30	SEE COURSE SCHEDULE OR WEEK 4
CORE ASSIGNMENT 4 - <i>Qualitative Research Project – Thematic Analysis (Qualitative research project illustrating a thematic analysis of data collected throughout the first four modules of ProSeminar II.)</i>	50	SEE COURSE SCHEDULE OR WEEK 4
WEEK 5:		
DISCUSSION TOPIC 5 - <i>Career and Life Orientation Index and Purpose & Mission Statement (Qualitative and quantitative self- assessments, inquiry into best practices developing professional aspirations.)</i>	30	SEE COURSE SCHEDULE OR WEEK 5

Commented [DT6]: C2, C3 Applies for all Discussion Topics / Assignments. All discussion topics and core assignments require interpretation and evaluation of both qualitative and quantitative evidence, as well as critical inquiry with respect to the psychology of learning and development, organizational leadership development, and project management.

C4 – See order of Discussion Topics / Assignments - Weekly

CORE ASSIGNMENT 5 - <i>The Career Decision Matrix (Analysis of career options based on research of various career fields within the context of the thematic analysis conducted in Week 4.)</i>	50	SEE COURSE SCHEDULE OR WEEK 5
WEEK 6:		
DISCUSSION TOPIC 6 - <i>BHAG / Vivid Description, Lifestyle Representation Activity / Exercise, and Final E-Portfolio Revisions (Final opportunity to review and revise e-portfolios.)</i>	30	SEE COURSE SCHEDULE OR WEEK 6
CORE ASSIGNMENT 6 - <i>Career Plan / Strategy & Goals (Inquiry into the career planning and career / life balance literature, and the presentation of a career plan that exhibits project management / project planning skills derived throughout the Organizational Leadership program.)</i>	50	SEE COURSE SCHEDULE OR WEEK 6

Commented [DT7]: C2, C3 Applies for all Discussion Topics / Assignments. All discussion topics and core assignments require interpretation and evaluation of both qualitative and quantitative evidence, as well as critical inquiry with respect to the psychology of learning and development, organizational leadership development, and project management.

C4 – See order of Discussion Topics / Assignments - Weekly

Total Point Score	Letter Grade
435 – 480 (90% and up)	A
385 – 434 (80% to 89%)	B
330 – 384 (70% to 79%)	C
285 – 329 (60% to 69%)	D

Commented [DT8]: C1 – 480/480 (100%) of points from written / critical analysis types of assignments. For Discussion Topics, students not only contribute an initial written essay / analysis, but also comment on / critique fellow classmate's postings.

Commented [DT9]: C2, C3 Applies for all Discussion Topics / Assignments.
C4 – See order of Discussion Topics / Assignments - Weekly

**** Details on the above assignments / discussion topics are in the Weekly Learning Module areas (Week 1 through Week 6) of course website.**

***** Success Note / Fair Warning**

If you are prone to procrastination, it is time to slay that dragon! Your life will be SO much easier and you will be MUCH more successful in this class if you habitually read the assignment materials AS EARLY as you can each week, and get an early start on the weekly assignments and discussion topics. That way you have time to read actively, review your work, reflect and connect the web-based content with your own life experience, and then write / proof-read your work by the end of each week.

Readings quizzes, Discussion Topics, and Core Assignments are generally due Sunday nights at 11:59 p.m. AZ time. Also, please remember, that I may not be as available on the weekends so do enough early in the week to see if you have questions.

Please note that while most assignments are due on Sundays (at 11:59pm), some assignments / due dates near the beginning / end of the course may be on a different day of the week (depending on semester schedule based on the ASU academic calendar). Take a look at the Course Schedule, or the Weekly Learning Modules (Week 1 through Week 6) introductory information for actual due dates.

Also, while these are firm due dates, you are generally in control of your schedule beyond that. So, for instance, if you know you need more time to read something, start earlier. Or, for example, you know you have a wedding coming up and you will be gone on a due date, plan ahead to get the work done early and submit it before you go. All assignments are visible from day one, so while this is NOT a self-paced class, you can build in your own wiggle room if you plan ahead. (Generally, if you plan ahead to spend at least as much time as you would coming to campus and sitting in a face-to-face class, plus homework, you should be fine!)

All assignments will be graded within a week of the due dates. Individual and group feedback will be provided as applicable.

Late Policy

Due to amount of work required for this course, **no late work will be accepted for credit except when the student has contacted the Professor prior to the assignment deadline with extraordinary circumstances and appropriate documentation.** If you think you will have trouble meeting the assignment deadlines for this course, you would be well advised to drop the course and take it when you have more time to devote to your studies.

There is sufficient time to do each assignment and you know about them all in advance so can plan ahead and basically start immediately on the next assignment once you have completed the previous one. As mentioned above, if you know you have a busy week coming up, start early or work ahead a bit. If the professor agrees to accept late work, a late work penalty will be assigned (-20% for up to one week late; -50% for between one and two weeks; 0 (zero) points for any work over two weeks - or for any work not submitted by the last day of classes. **But please remember that no late work will be accepted for any credit except when the student has contacted the Professor prior to the assignment deadline with extraordinary circumstances and appropriate documentation as applicable.**

Illness and/or catastrophes: The late work policy applies to students who are ill or who are having personal problems. These students are encouraged to face adverse conditions and survive. The key here is to get an early start and do not procrastinate!

However, students facing catastrophic illness or events are advised to make an appointment with the instructor, and develop a special plan of action.

Other workload considerations: Finally, lateness due to national or religious holidays, for athletic events or work/internship events has never come up in my online classes and “absences” don’t make sense either. I suspect because it isn’t really a valid reason as the due dates are laid out from the start of the course – and folks can plan ahead (to turn something in before the holiday or sporting event, etc.)... This is, in fact, one advantage of taking online classes!

Clearly specifying assignments, and other course requirements, at the beginning of the course is, again, by design so everybody has plenty of time to know what’s coming (and when) in order to give you more time on any one assignment if you personally think you need it, or if you want to work ahead a bit to clear some time on your calendar. So if you know you have travel plans for fun, will be super busy at work one period of time, gone for business, or have restrictions or celebrations to attend for your family or religion on a certain day, *please simply plan ahead so you can turn your work in any time before that.*

Online Course

This is an online course. There are no face-to-face meetings. You can log into your course via MyASU or <https://my.asu.edu>.

Communicating With Your Professor

This course uses a discussion board called **"Hallway Conversations"** for students to help each other with 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, feel free to post your question. You are encouraged to respond to the questions of your classmates.

IMPORTANT! If you would like to get your question answered quickly by me, please email me directly (since I'm not regularly checking that discussion board)! I'm always available via email for any of your questions, comments, or concerns! Thank you!

Email and Internet

ASU email is an [official means of communication](#) among students, faculty, and staff. 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.* For help with your email go to: MyASU > Service > Live Chat OR New Ticket.

All correspondence from your Professor will be sent to your ASU email account.

Course Time Commitment

This three-credit course requires approximately 135 hours of work. Please expect to spend around 18 hours each week preparing for and actively participating in this course. (See Arizona Board of Regents policy below.)

ABOR Policy Regarding Coursework Expectations

Please read this policy carefully. Sometimes students come into an online course (especially one of these intense, accelerated courses) with a full load of courses as well as other obligations, and find that they do not have the time to devote to their studies. This is a time-intensive course, and one that benefits students significantly. It's important, in terms of expectation setting, that you are aware of the official ASU policy regarding reasonable and required course workload (per credit hour of a course).

ASU POLICY: The Arizona Board of Regents, the governing board for ASU, NAU, and the U of A, has a policy for how much time students should invest in their courses: "A minimum of 45 hours of work by each student is required for each unit of credit.... Off-campus courses, regardless of mode of delivery, may be assigned credit based on competencies or learning outcomes that are acquired through coursework and are equivalent to those of students in a traditional classroom setting. An equivalent of 45 hours of work by each student is required for each unit of credit."

(<http://azregents.asu.edu/rrc/Policy%20Manual/2-224-Academic%20Credit.pdf>).

Therefore, in a 3-credit course, students should expect to invest 45 hours in class meetings (or the online equivalent), as well as 90 hours doing homework and assignments—a total of 135 hours in any given session (A, B, or C). In this course and in other courses in your degree program, your faculty are committed to this standard because it promotes the breadth and depth of learning required in a high-quality university education. As you register for courses, keep this 135-hour standard in mind because during some semesters your work and/or family commitments may prevent you from taking a full load of classes.

Submitting Assignments

All assignments, unless otherwise announced, MUST be submitted to the designated area of Blackboard. Please do not submit an assignment via email.

Assessment Guidelines

Following are my Assessment Guidelines for your perusal. Your grades will be assigned based on the principles there that relate to the quality and compliance with the detailed instructions laid out in each assignment.

I will post your points to the online Grade book. Then I will offer comprehensive feedback to the class on the Announcements page (my main way of communicating with the class) that speaks in general terms and offers examples of how people

did...what tended to earn a better versus a less good grade, etc. so you can learn from what everyone did right (and wrong) on each assignment to apply to doing better on the next assignment.

Please consider your points in the context of that feedback given and what was asked for in the instructions as a way of understanding your score. Through working with many online students I've learned that most prefer this method of feedback (once they get used to it) as it helps build community by letting you know how you fit in with the whole and how you might do better. It's like the comments the teacher gives a face-to-face class after an assignment is done.

Thus, I may not provide individual feedback to students (especially on weekly discussion topics) unless they ask for it after having first read the applicable feedback announcement. Many educators consider this a more advanced form of feedback helping good thinkers (which you should be at this stage of your education) build still better critical thinking skills and skills in self-evaluation, or at least practice them before asking for more specific, individualized feedback. (And it discourages students from ignoring contextual feedback and focusing only on themselves.) You will see that I give plenty of feedback in these announcements. If you re-read what you turned in objectively (in light of the instructions, assessment guidelines, and feedback announcement) you should be able to recognize why you fell where you did on the continuum. (When I do give individual feedback, it is usually attached via hyperlink to your grade in the gradebook...keep an eye out for it.)

All that is said so you understand how the class works and what is expected of you.

Still, please know, you are always welcome to email me if you do need some individual feedback in any given case – or if you would just like to develop a more in-depth relationship! I am here for you, and I look forward to getting to know you all better!

Assignments:

Module 1: Discussion 1

The Three Questions, Managing Oneself, and Personal Identities

Preparation:

Before going any further in this assignment, be sure you have actively read and reviewed all of the materials in the **Week One** content areas.

Formatting Instructions:

Please sure to copy/paste the prompts (and not all the set-up information) into your discussion topic thread, and then respond meaningfully to the prompts. (Remember, sometimes it's better to do this offline, and then create a thread to paste your entire discussion topic entry directly into.)

Some Tips for Doing Well on Discussion Topics:

Many times, each of these prompts have more than one question – be sure to read each prompt carefully, and respond to all aspects of each prompt. Short answers (two or three sentences) are generally NOT acceptable. Remember, more is better in terms of thoughtful engagement and writing. Also be sure to meaningfully connect with the readings (as well as any assessments and other course

content that may be applicable). Each discussion topic prompt warrants several well-constructed paragraphs of content if you hope to earn a high score!

Be sure your writing shows evidence of having read all of the assigned chapters from your textbook (and other assigned readings, web-links, assessments, etc. as applicable). Discussion topic threads that don't convey engagement in the various assessment instruments or integration of course content do not score as well as those that do.

Also, remember that beyond what is asked for above, and for all written submissions, be sure it is well written, easy to understand, free of spelling and grammar errors and that you follow the formatting instructions (and include the prompts / questions prior to your responses).

Remember to save a hard copy of all of your work. You will need this in Learning Module 4 where you will be performing a qualitative thematic analysis. Save and print out your work. Also, you will be adding your work here to your e-portfolio in a new "Self-Assessments & Reflective Writing" section – See Assignment #1 Instructions for more information on that.

And again, since much of what you are doing these first few weeks is building toward your *qualitative thematic self-analysis project* in Week 4, you will want to have a good collection of qualitative data to draw on, and here is where you start!

There are **four prompts** associated with this discussion topic.

Set-up for Three Questions Prompt (Prompt #1):

Review the three questions content under the *Week 1 Lectures / Presentations* content area. This video is by Fr. Michael Himes, a theologian at Boston College.

Prompt #1: Take a moment to respond meaningfully to the "three questions" that are discussed as key to vocational discernment, and provide any additional perspective that you may feel is necessary. Don't just settle for short, one sentence answers. Try to be very specific, aiming for a couple of cohesive, well-written paragraphs in response to each of the three questions. Also, write vividly and descriptively – paint a "picture" with your words here. Your responses to these prompts shouldn't read like a resume or take the form of "bullet points" – use analogies / metaphors, engage and inspire us by "painting a picture" with your words, and make some connections to the Father Himes videos.

The Three Questions:

What gives me joy? (What kinds of things am I doing when I'm most naturally content and happy?)

What am I good at? (What are my strengths?)

What does the world need me to do? (What can I contribute?)

Prompt #2: Consider this week's reading, *Managing Oneself*, by Peter Drucker. While we do not have the time in this course to conduct a thorough feedback analysis, we can consider some of our key decisions thus far in our lives reflectively. Although, admittedly, this isn't quite as objective of a process, it is helpful in light of the qualitative self-assessment we'll be doing later in this class.

First, consider several decisions /goals you have made over the last few years – ideally one or two that worked out well, and one or two that didn't work out as well as expected.

Briefly list those decisions / goals here:

Now, reflect on the ramifications / results / successes / failures of these decisions / goals, and respond to the following questions:

What results are you skilled at generating?

What abilities do you need to enhance in order to get the results you want?

What unproductive habits are preventing you from creating the results you desire?

Prompt #3: Now consider the following questions also posed in the Drucker article. Give each one some thought, and provide a brief response to each.

Am I a reader or a listener?

How do I learn? Make some connections to OGL 498 Pro-Seminar I (Assignment #1 - Plus / Delta – Significant Learning Experiences – Structure and Transfer)

Do I work well with people (and in what relationship), or am I a loner?

Do I produce results as a decision maker or as an advisor?

Do I perform well under stress, or do I need a highly structured and predictable environment?

Do I work best in a big organization or a small one?

Set-up for Identity Exercise Prompt (Prompt #4):

First, carefully read the instructions for the Identities Exercise (page 22 of your textbook), and follow those instructions. Remember to be specific and detailed in your responses – at least as detailed as the example given. Included at the bottom of this document is a template / table to help you organize your thoughts. Feel free to use it or to create your own. **Note:** *While this template suggests some specific roles / categories, you may have more than one role in many of these areas (such as two different jobs, with two very different influences on your identity). Be sure to define (and separate out) each role as applicable to you.*

Prompt #4: For this prompt, complete (and include) the identities exercise / table, and then answer the following questions.

(Insert Completed Identities Table Here)

- How do your various roles influence how you see yourself?
- How do your various roles influence how you see the world?
- How do you currently prioritize your roles? Which roles are most (and least) attended to? Are you happy with this prioritization? What changes would you like to make?

How do you see your roles changing in the future – and how will that affect your identity?

(See below for sample *Identities Table* entry and table template.)

Sample Table Entry:

Areas of identity <i>For example, if you listed one of your sub-identities as parent, you might fill out that section of the table as follows:</i>	How does it define your self-concept or views?	How does it influence your priorities and your actions?
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<p>1. Parent:</p>	<p>Provides an enormous sense of pride and self-esteem.</p> <p>Makes me think about my self-concept as less about me as an individual and more about my role as a family member.</p> <p>Makes me see myself more in the role of provider</p> <p>My self-concept is influenced not only by how I behave and whether I succeed or fail, but also by my spouse and children's successes and setbacks.</p>	<p>Plays a dominant role in occupying my time and energy. Other than work, the vast majority of my time is spent in domestic work or child rearing.</p> <p>Helps (forces?) me to take a more balanced view of my work life.</p> <p>Impacts career in that I do not make career decisions without always giving primary consideration to how it would impact my family.</p> <p>At the same time, strengthens my commitment to earning enough to provide a good standard of living for my family</p>
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(Table template – see next page)

Table Template:

Areas of identity / Life role I am a...	How does this role define your self-concept or views?	How does this role influence your priorities and your actions?
Professional or vocational role(s) - (job, career, etc.).		
Employee / employer / boss, etc.		
Family role(s)		
Son/daughter, parent, caregiver, etc.		
Cultural / ethnic group(s)		
Political affiliations		
Hobbies and avocations		
Religious affiliation(s)		
Community memberships		
Volunteer / service affiliations		
Socioeconomic group affiliations		
Professional organizational affiliations		
Fraternity / sorority		
Other social affiliations		
Others?		

Module 1: Core Assignment 1
Set-up for AzCIS Prompts (Prompts #1 and Prompt #2)

Prior to responding to the first two discussion topic prompts, you'll need to complete some career-related self-assessment exercises as outlined below. You'll want to allow at least a couple of hours to work through these assessments, and be sure to keep track of your results and thoughts as you work your way through!

Go to the ASU Career Services website (Career Services for Students page):

<https://eoss.asu.edu/cs/students/inventories>

There, you'll see the heading "Career Inventories and Assessments" First, note that you, as a student, can sign up to take the Myers-Briggs (MBTI), the Strong Interest Inventory, and the StrengthsQuest. Each of these instruments require that you meet with a career advisor. This may be something that you want to consider at some point, if possible. If you do participate in any of these assessments, you can certainly use that data as well when you are developing your life themes (the qualitative thematic analysis project in Week 4). Your textbook discusses the Strong Interest Inventory (in Chapter 2). In addition to those options, you'll see a link for the Arizona Career Information System (AzCIS). If you click on that link, it will take you to the AzCIS home page:

<http://www.azcis.intocareers.org/>

You can access the tools available at the site by entering the following login information (and then clicking the "Sign In" button):

Username: asucareer

Password: 4azcis02

Note: You have an option to create an account (portfolio) to save your results to – this is fine, but it's not required for doing the assessments – just be sure to save / print out your results as you go through each of the assessments. You'll need to refer back to this information in Week 4, when you turn your attention to your qualitative thematic self-analysis project!

Once you're at the home page for the AzCIS website, you'll see a number of options. (Younger students, who are just getting into their career should make note of these tools / options – some of them may be valuable to you as you begin your search for a career.)

For the purposes of Discussion Topic #1 preparation, click on the "Assessments" tab (the navigation panel near the top of your screen), and then click on the "Learn More" button.

This will take you to the **Assessments** page, where you will see a number of options, including interests, values, and lifestyles options. You are going to work through most of these assessments, and (again) be sure to save your results, since you will be using this data in Week 4 of the course!

Interests Assessments

First, you'll see the "What are my interests" category. Click on the "+" button (to the right) and that will take you to two interests-related assessments:

The "Career Cluster Inventory" and the "Interest Profiler."

Click on "Go to Career Cluster Inventory" and follow the instructions to complete that instrument.

CAREER CLUSTER INVENTORY - SCORES

Expand Print

Career Clusters	Score
Arts, Audio/Visual Technology, and Communications	10
Science, Technology, Engineering, and Mathematics	9
Hospitality and Tourism	8
Education and Training	7
Human Services	7
Information Technology	6
Finance	5
Architecture and Construction	4
Transportation, Distribution, and Logistics	4
Agriculture, Food, and Natural Resources	3
Law, Public Safety, Corrections, and Security	3
Marketing	3
Government and Public Administration	2
Health Science	2
Manufacturing	2
Business Management and Administration	1

(Be sure to print out your results when you complete the instrument. This is a very basic assessment, and many of you who are established in your careers might think it's silly – BUT there is something to be learned here. Take a look at the various "career cluster" categories. You can click on each category to find out a little more about it. Any surprises? Click around on some of the career clusters in your rankings, and make notes on any

questions or surprises you may find.) Remember to save / print your results for future reference.

Click on "[Go to Interest Profiler](#)" and follow the instructions to complete that instrument – go through this quickly, with your "gut instinct" for the Like/Unsure/Dislike choices.

- Artistic** Your Score : 24
People with artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.
- Investigative** Your Score : 13
People with investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.
- Social** Your Score : 10
People with social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.
- Enterprising** Your Score : 3
People with enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.
- Realistic** Your Score : 1
People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work, especially business ventures. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These people like working where the lines of authority are clear.
- Conventional** Your Score : 0
People with conventional interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These people like working where the lines of authority are clear.

(Again, be sure to print out / take note of your results when you complete the instrument. This is also a very basic assessment, – BUT again, there is something to be learned here. Take a look at your rankings in each of the six "interest areas." Click on the interest areas that you scored highest in (and the others if you like), and make note of the career type (you can click on the career names as well). Again, keep an open mind, explore,

and see if you can make any interesting connections / realizations. Any surprises? Again, be sure to make notes on any realizations, questions, or surprises you may find.

Skills Assessments

From the "Assessments" drop down menu, you'll also be able to access tow skills / work values assessments

Click on the "SKILLS" link. Follow the instructions and work your way through the process, starting with

Summary of Selected Skills

<p>Very Satisfying Skills</p> <ul style="list-style-type: none"> Instructive Writing Speaking Persuading Initiating 	<p>Moderately Satisfying Skills</p> <ul style="list-style-type: none"> Independent Work Creativity Listening Concentrating Synthesizing Planning Active Learning Using Knowledge Coordinating Directing/Leading 	<p>Somewhat Satisfying Skills</p> <ul style="list-style-type: none"> Dependability Flexibility Persistence Integrity Competitiveness Social Perception Teamwork Working with the Public Performing Aesthetic Judgment Science Reasoning Reading Information Gathering Evaluating Advising Analyzing Negotiating Decision Making Managing Resources Impact of Responsibility
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the "SKILLS Worksheet." Basically, you're just going to work through the instructions, then select the third option – "Select Skills" and enter your skill preference ratings as instructed. When you finish selecting your skill preferences, click "Get My Results" at the bottom of the page, and take some time to go through those. In particular, save your top skills summary, which will look something like this (your skill selections will be different):

Also, be sure to check out your Holland Personality Types, which will look something like this:

Holland Personality Types

One way of grouping occupations is to use the Holland Personality Types. The skills you selected have been compared to the six Holland Personality Types. The scores range from 100 to 0. Look for your three highest scores and combine them to get your Holland Code:

47 Social
42 Enterprising
33 Investigative
26 Artistic
6 Conventional
2 Realistic

The descriptions below explain each of the types. See how your top three fit you.

Realistic: You like to work with things you can see and touch. You prefer things that seem real rather than ideas or concepts. You enjoy mechanical and/or athletic tasks. You like to fix things or put things together.

Investigative: You enjoy logical thinking and like to understand how things work. You like scientific and mathematical tasks. You are good at solving problems.

Artistic: You enjoy art, dancing, acting, and music. You like to express yourself freely and you enjoy variety and creativity.

Social: You like to work with people. You enjoy solving problems by talking about them. You like helping, understanding, and teaching others. You are friendly and you care about the feelings of others.

Enterprising: You like to lead others. You enjoy competition and like to be in control. You are willing to be responsible for getting your work done and for supervising others.

Conventional: You like to keep things in order. You like clear rules and instructions. You are good with details and very careful to do things the right way.

Take some time to check out the “Occupational Clusters” and the “Top 30 Occupations” to see how your individual skill set matches up with these types of careers.

Look through the different careers, and click into onto the careers that interest you. Again, if you are already established in your career, be patient with this process. The goal is still to make some interesting connections, have an “aha moment” or two, and gain some additional perspective on how your own

skill set fits into the landscape of current career types. Again, don’t forget to print out or save your results – and any other things that interest you – for future reference in Week 4.

Now turn your attention to the Work Importance Locator – also under the Assessments / Skills are on the AzCIS website. Rate the statements as instructed and get your results. Again, don’t forget to print out or save your results – and any other things that interest you – for future reference in Week 4.

Other Occupational Connections

Now take a moment to check out the “Occupations” drop down menu (from the AzCIS Home page). Look through the different options. In particular, an interesting one is the “What Can I Learn About Working For Myself” content area, where you’ll find and “Entrepreneurial Career Assessment Form” as well as some other information that may be of interest to you budding entrepreneurs” out there! Look through those tools, and take note of / print out anything that strikes your interest. If you’re interested, feel free to look through the other resources and information provided through AzCIS, and again, takes note of anything that strikes your interest. Armed with all of this information, you are now ready to complete Prompt #1

E-Portfolio Updates & Interests / Skills Assessments

Objectives for this assignment:

- Update your e-portfolio with a “self-assessments & reflective writing” section for use with Pro-Seminar II assessments and data analysis.
- Complete career-based interests and skills assessments, and reflect on your results.
- Connect interests and skills with career progress and life satisfaction to date.

For this assignment, you’ll be adding a new section to your e-portfolio, and then adding some self-assessment data and other self-reflection types of artifacts – from this week as well as other related artifacts from previous coursework and other areas of your life. As you continue through the first few weeks of Pro-Seminar II, you’ll continue to collect personal self-assessment data in a number of different forms – all of which you will want to add to your e-portfolio for synthesis and analysis in Week 4 of the course.

Step 1: Add a “Self-Assessments and Reflective Writing” tab / content area to your e-portfolio, and start adding and organizing your self-assessment data.

Create a “Self-Assessments and Reflective Writing” Portfolio Content Area: With respect to e-portfolio modifications, you will want to add a section to your e-portfolio called “Self-Assessments and Reflective Writing” – or just “Self-Assessments” if you prefer.

From a design perspective, you can add it under an “OGL 498 Pro-Seminar II” tab, or just have a separate tab called “Self-Assessments” (or similar). *As long as I can find it easily when I look at your e-portfolio, that’s all I ask.*

This content area of your e-portfolio (as well as others you may have already created – or will create) isn’t necessarily something that will be part of the “professional image” aspect of your e-portfolio – rather, it’s part of the “learning portfolio” aspect of your e-portfolio. At some point, you’ll decide “who gets to see what” when it comes to your ultimate online professional e-portfolio. But, for now, while you are building your e-portfolio, you’ll also be using it as a platform for collecting and maintaining self-assessment data for use in this course.

What to Include: Here, in the “Self-Assessments and Reflective Writing” area of your portfolio, you’ll keep track of any self-assessment results and/or reflections and papers (writings / assignments / prompts that relate to your own perceptions, background and experiences) that you have completed; those you will complete here in Pro-Seminar II, and also possibly any others you have previously completed (if you still have them in electronic or hardcopies), or plan to complete on your own during the first four weeks of this course. Previous work can include self-assessments and reflective writing artifacts could be from your previous academic courses or from work-related sources (such as a self-assessment you took for your job or at a training seminar, etc.). You should also consider including performance reviews from others that discuss your skills and knowledge. This will be useful data for you in Week 4.

NOTE: *You may have already included some useful artifacts in this regard in your portfolio in either the “Professional Skills & Knowledge” content area or in the “Organizational Leadership / Key Learnings Associated with Academic Coursework” content area. If so, it’s fine to leave those artifacts there! Just be sure that you keep in mind that you will be reviewing much of this information on Week 4 of the course – so knowing where to go to find all of your useful data for Assignment #4 will be important!*

Take a moment to review your evolving e-portfolio, and your thoughts regarding any kinds of assessments (personality, independent research, peer evaluations, etc.) that you may have missed last semester – and add any of that additional self-assessment related content here.

Step 2: Add some applicable content to the “Self-Assessments” area of your e-portfolio.

Think carefully about what might be some good artifacts to add here. You have taken a number of self-assessments throughout your time here in the Organizational Leadership Program (leadership self-assessments, personality self-assessments, an organizational frames self-assessment in Pro-Seminar I, etc.). Think back about your experiences in past courses (remember, you may still have access to some of the course shells from previous semesters through myASU). Look through any self-assessments and written assignments that you may have saved copies of, and look through any work-related self-assessments (or reviews from other people – such as 360 degree reviews, or annual reviews letters, etc.).

Remember, any writing that you did that is reflective (or synthesizes information from across different sources) may be something you want to include. In *OGL 220 Behavioral Dynamics in Organizations*, as well as in your leadership and project management courses, you are bound to have had assignments / prompts that are reflective in nature – where your responses are informative with respect to who you are, what’s important to you, and what your goals might be. Seek out these assignments / discussion topics as possible artifacts to include in this section of your e-portfolio.

If you have yet to do so last semester in Pro-Seminar I – you should add your *Pro-Seminar I Assignment #1* – which is a great synthesis of the learning connections you have made throughout your time here in the Organizational Leadership Program (you could add this under a “Pro-Seminar 1” heading – of you could add it directly into the new “Self-Assessments” tab.

With respect to Pro-Seminar II, you'll want to include all of the assignments and discussion topics – at least through Week 4 of this course, where you will complete a qualitative thematic self-analysis which draws on the data you will collect here.

Key Point: *The more data you have accumulated here, the easier and more productive your thematic analysis will be. Your goal here is to collect and add as many meaningful artifacts as you can – for future consideration in Week 4!*

Step 3: Work through the AzCIS interests and skills assessments.

Please review the separate set-up document (*Assignment 1 Prep AzCIS Set-Up Instructions*). Complete the AzCIS assessments as highlighted in those instructions. This will be a significant contribution to your self-assessment data pool that you will use in your Week 4 analysis.

In addition to the AzCIS assessments, you may want to check out some other assessments that tools that are available. At the bottom of this document, you'll see a list of other websites where you can take (mostly free) self-assessments. These are some of the best sites I have found on the internet for self-assessment tools – if you know of better ones, let me know! Look through them, and consider adding some of these to your self-assessment data pool!

Step 4: Once you have worked through the AzCIS self-assessments, please respond to the following prompts (you might include these prompts / responses under a tab called “AzCIS Assessment Data Reflection” (something similar), in the “Self-Assessments & Reflective Writing” section of your e-portfolio. (Remember, you will be adding your ACIS self-assessment data there as well to your e-portfolio, and I need to be able to find this information easily in your e-portfolio!)

Prompt #1: Summarize your results and any particular “aha moments” that you may have had when working through the “interests-based” assessments on the AzCIS website. What particular *career clusters* stuck out to you? With respect to the interest profiler, how did your interests score in the *artistic / conventional / enterprising / investigative / realistic / social* categories? How could you use interests-based assessments to help move your career and your life forward? If you have taken any other interests-based assessments in the past, please comment on those, and any relevant connections to the AzCIS assessments.

Prompt #2: Summarize your results and any particular “aha moments” that you may have had when working through the “skills / work values-based” assessments through the AzCIS website. What are your top skills? *Are these the skills that you highlighted in your e-portfolio (from OGL 498 Pro-Seminar I)? Comment on any differences there, and how you might improve, or add to, the skills section of your e-portfolio based on this new perspective.* Also, be sure to comment on your Holland Personality Types scores, and how your skills and interests compared in that regard. How could you use skills-based assessments to help move your career and your life forward? If you have taken any other skills-based assessments in the past, please comment on those, and any relevant connections to the AzCIS assessments.

Step 5: Include this week's self-assessments and reflective writing assignments in your e-portfolio! Be sure to add your AzCIS self-assessment data and your responses to the above prompts to your newly created section of your e-portfolio.

Also, be sure to add your *Week 1 / Discussion Topic #1* prompts / responses.

Get in the habit of adding all of the assignments / discussions / activities you'll be doing in this course (at least through Week 4) into this new section of your e-portfolio!

Step 6: What to turn in?

For this assignment, I need the link to your e-portfolio. Be sure your e-portfolio links and functionality are working properly, and that I can readily identify the new section you have added for your self-assessment and reflective writing artifacts. Generally, when you are adding links to specific artifacts (whether they be Word documents, jpeg images of assessment results, PPT presentations, etc., it's helpful to introduce the artifact with a brief statement – what it is, why it's meaningful, and why it's included.

That said, in your new e-portfolio self-assessment section, be sure your AzCIS assessment data (and your responses to the AzCIS prompts) are clearly labeled and easy to find. You might want to create a separate document file, upload it to your e-portfolio, and create link.

When you click on the Assignment #1 tab on the course website, you can just enter the website to your e-portfolio, and any comments or instructions that you may have for me for how to locate your self-assessment data.

An example of self assessment data as part of developmental e-portfolios:

https://asu.digication.com/organizational_leadership_ogl_498_proseminar/Welcome/

You can check out my (constantly under construction) OGL 482 Pro-Seminar website to see a couple of additional instruments (the Gallup Strengths Finder and the DiSC) that I added as examples of other kinds of things you might add in this section.

Here's some examples from former student e-portfolios that you can click through:

<http://taylorstearman.weebly.com/>

<http://tgreerctr.wix.com/mysite>

<http://beanblossom.weebly.com/self-assessments.html>

<http://jamieraeros.weebly.com/self-assessments.html>

Here are some additional assessment possibilities to include in your e-portfolio.

Remember, the more "data points" you develop over these first few weeks of the course, the more powerful (and easier) your Week 4 Thematic Analysis project will be!

Some Additional Self-Assessment Resources (for your reference)

If you are interested in collecting additional self-assessment types of information (for Assignment 1 or over the next few weeks), here are some websites that may be of interest to you:

<http://testingroom.com/>

Offers a series of career interest, personality, and values assessments.

<http://www.careerkey.org/>

There is some good career-related information here. Some of their assessments are fee-based.

<http://www.careerkey.org/identify-your-skills/job-and-work-skills-smart.html#.U61RqvldXT8> Their

"Skills Identification" section is worth a read.

<http://www.keirsev.com/sorter/register.aspx>

A good personality test that I've used for other courses.

<http://www.assessment.com/>

Career Profiles / assessments

<http://www.enneagraminstitute.com/>

Another interesting personality-based instrument

Week 2: Discussion 2

Preparation:

Before going any further in this assignment, be sure you have actively read and reviewed all of the materials in the [Week Two Readings](#) content area, as well as viewed the presentation content under [Week 2 Presentations](#) (The Lemming Dilemma and the Lemming Dilemma Debrief).

Also be sure you have completed the **Values Worksheet** and the **Dreams & Desires Worksheet** (attached documents) prior to starting this discussion topic.

Formatting Instructions:

Please be sure to copy/paste the prompts (and not all the set-up information) into your discussion topic thread, and then respond meaningfully to the prompts. (Remember, sometimes it's better to do this offline, and then create a thread to paste your entire discussion topic entry directly into.)

Some Tips for Doing Well on Discussion Topics:

Many times, each of these prompts have more than one question – be sure to read each prompt carefully, and respond to all aspects of each prompt. Short answers (two or three sentences) are generally NOT acceptable. Remember, more is better in terms of thoughtful engagement and writing. Also be sure to meaningfully connect with the readings (as well as any other course content that may be applicable). Each discussion topic prompt warrants several well-constructed paragraphs of content if you hope to earn a high score!

Again, be sure your writing shows evidence of having read all of the assigned chapters from your textbook (and other assigned readings and presentations, as applicable) – as discussion topic threads that don't convey engagement or integration of all assigned readings / content do not score as well as those that do.

Also, remember for all written submissions, be sure it is well written, easy to understand, free of spelling and grammar errors – and that you follow the formatting instructions (and include the prompts / questions prior to your responses). Please just include / paste in the specific questions / prompts into your response – not all of the “set up” information.

There are **six prompts** associated with this discussion topic.

Discussion Topic #2 Prompts

Prompt #1: [Values Worksheet](#): What were your top 5 values? What kinds of defining characteristics did you associate with your values as you crossed them off the list one at a time until you had only one value listed? What did you learn about your values hierarchy through this activity?

Prompt #2: Take a moment to revisit your *Identities Table* (you completed this as part of last week's discussion topic – Prompt #4). Take a look at each of your “areas of identity” and reflect on your responses there – in light of your core values. What are your core values in each of those “areas of identity?” Highlight several key “areas of identity” that guide you in life and think about whether the values you ascribed to these areas are values that you truly live by or simply talk about. Discuss any “values gaps”

Prompt #3: [Dreams and Desires Worksheet](#): What underlying meaning did you discover through exploring your dreams and desires in this manner? Can you see a connection between what you desire and your inner sense of purpose? Explain.

Prompt #4: [Lemming Debrief](#): Think about the structures in your life – select two or three and discuss how each of these structures influence your life, the way you view the world, the way you relate to others, and your ability to be effective.

Now go back through your list and prioritize it. Come up with a “top 5” desires list.

Consider each item individually...

Why do you want it? What does having it get you? What’s really at the “heart” of each of those desires?

(For example, perhaps you listed a “mansion on the Italian Riviera.” **Why do you want it?** Perhaps it gives you a sense of being wealthy and successful. **Why do you want that?** Perhaps that gives you a sense of accomplishment – that you have proven to yourself that you can do well in life. **Why do you want that?** Perhaps that will give you feelings of security, and the freedom to explore other cultures. **Why do you want that?** Hmmmm, perhaps you want a sense of security just because you want it – not having to worry about your finances so that you have the freedom to explore the world. Perhaps you want to explore other cultures just because you’re interested in that... It’s something at the core of who you are...).

By the way, it’s OK to want lots of cool “stuff” if that’s what you’re interested in. Nothing is “off limits” in terms of your list. That’s why it’s important that you spend some time expanding the list (shoot for 50-100 items), and then reviewing and crystallizing your best “top 5” from the process. The purpose of this exercise is not to point out the “shallow” aspects of many of the things or situations we desire. Rather, this is an opportunity to explore what’s really behind some of the things we care deeply about bringing into reality in our lives – and what that might teach us about our motivations and perceptions – as well as the notion of purpose, or our reason for being. The more effort you put into the process, the more you’ll get out of it!

OK, now that you have considered your top desires in this manner, what have you learned about what you really want? What kinds of “categories” emerge from your list? Did you find any connections between what’s most important to you and the things that you most desire?

Values Checklist

Instructions: Take a look at the values listed on the following list. Please perform each of the steps in order (without thinking ahead).

Step 1) Check off (or star) your top 10 values on the list – there are blank spaces so you can add additional values that may not already be listed.

<input type="checkbox"/> Achievement	<input type="checkbox"/> having a family	<input type="checkbox"/> purity
<input type="checkbox"/> advancement and promotion	<input type="checkbox"/> helping other people	<input type="checkbox"/> quality of what I take part in
<input type="checkbox"/> adventure	<input type="checkbox"/> helping society	<input type="checkbox"/> quality relationships
<input type="checkbox"/> affection (love and caring)	<input type="checkbox"/> honesty	<input type="checkbox"/> recognition (respect from others, status)
<input type="checkbox"/> arts	<input type="checkbox"/> independence	<input type="checkbox"/> religion
	<input type="checkbox"/> influencing others	
	<input type="checkbox"/> inner harmony	

<input type="checkbox"/> challenging problems	<input type="checkbox"/> integrity	<input type="checkbox"/> reputation
<input type="checkbox"/> change and variety	<input type="checkbox"/> intellectual status	<input type="checkbox"/> responsibility and accountability
<input type="checkbox"/> close relationships	<input type="checkbox"/> involvement	<input type="checkbox"/> security
<input type="checkbox"/> community	<input type="checkbox"/> job tranquility	<input type="checkbox"/> self-respect
<input type="checkbox"/> competence	<input type="checkbox"/> knowledge	<input type="checkbox"/> serenity
<input type="checkbox"/> competition	<input type="checkbox"/> leadership	<input type="checkbox"/> sophistication
<input type="checkbox"/> cooperation	<input type="checkbox"/> location	<input type="checkbox"/> stability
<input type="checkbox"/> country	<input type="checkbox"/> loyalty	<input type="checkbox"/> status
<input type="checkbox"/> creativity	<input type="checkbox"/> market position	<input type="checkbox"/> supervising others
<input type="checkbox"/> decisiveness	<input type="checkbox"/> meaningful work	<input type="checkbox"/> time freedom
<input type="checkbox"/> democracy	<input type="checkbox"/> merit	<input type="checkbox"/> truth
<input type="checkbox"/> ecological awareness	<input type="checkbox"/> money	<input type="checkbox"/> wealth
<input type="checkbox"/> economic security	<input type="checkbox"/> nature	<input type="checkbox"/> wisdom
<input type="checkbox"/> effectiveness	<input type="checkbox"/> being around open and honest people	<input type="checkbox"/> work under pressure
<input type="checkbox"/> efficiency	<input type="checkbox"/> order (tranquility, stability, conformity)	<input type="checkbox"/> work with others
<input type="checkbox"/> ethical practice	<input type="checkbox"/> personal development (living up to the fullest use of my potential)	<input type="checkbox"/> working alone
<input type="checkbox"/> excellence	<input type="checkbox"/> physical challenge	_____
<input type="checkbox"/> excitement	<input type="checkbox"/> pleasure	_____
<input type="checkbox"/> expertise	<input type="checkbox"/> power and authority	_____
<input type="checkbox"/> fame	<input type="checkbox"/> privacy	_____
<input type="checkbox"/> fast living	<input type="checkbox"/> public service	_____
<input type="checkbox"/> fast-paced work		_____
<input type="checkbox"/> financial gain		_____
<input type="checkbox"/> freedom		_____
<input type="checkbox"/> friendships		_____
<input type="checkbox"/> growth		_____

Step 2) OK, now that you have identified your top 10 values, I want you to review them, and cross five of them off the list. That's right – you can't have 10, you can only have five! ;-) (At least for the purposes of this activity). Do that now.

Step 3) Take a moment to consider the following questions: Jot down your answers.

- What are your top five values? What are some specific behaviors that you would associate with?
- How prominent are these values across your various life roles? How consistently and effectively do you live / practice them?
- What effect does practicing these values have on your attitudes and behaviors?

Step 4) OK, now that you have identified your top 5 values, I want you to review them, and cross one off. Assume you can't have it. What assumptions or rationalizations did you make as you crossed off this value (i.e., how did you relate or subsume in into the remaining values)?

Repeat this process of crossing off (and reflecting on the question) one at a time until you're down to one value. What's your top value? What did you learn about how you define your top values as a result of this activity? What did you learn about your hierarchy of values as a result of this activity?

Week 2: Core Assignment 2

Your Life Story: A Personal Narrative

Objectives for this assignment:

- Systematically reflect on significant moments throughout your life, and the effects that these life experiences have had on who you are, and what you are passionate about accomplishing.
- Create an engaging story of what you have learned throughout your life – an artifact that will hopefully be handed down through the generations. How cool would it be to have the life-lessons and stories of your ancestors, written by their own hand?
- Connect life experiences with life direction.
- Develop an extensive array of qualitative self-data for use in your thematic analysis in Week 4.

Note: You might consider adding this assignment (like most others in this course) to your e-portfolio, under the “self-assessments” tab (or equivalent) that you set up in Week 1.

Although you may choose to include this paper in your e-portfolio, you’ll also be submitting it electronically through the Blackboard site directly to me – by the due date.

(For additional background information, please see the Harrington and Hall text, Chapter 2, pages 18-19, Activity 1: The Career Autobiography)

Background / Perspective

This assignment does not draw from theories learned in this course or any other. You are simply expected to construct the story of your life—a small task (ha-ha.). *The purpose of this assignment is to do a very thorough job of recounting and reflecting on the major experiences and people that have influenced your thinking, your work, and your life.*

What’s a “personal narrative” type of paper all about? The definition that I like best is:

“A narrative is a special genre of storytelling that uses history to give form to ideals.”

This narrative will be a reflection of the most important aspects of your entire life story. Given that, however, it’s important that you remember that you are “telling a story” and that you should practice some effective storytelling skills in the process, in this case – *using history to give form to ideals. Write vividly, use metaphors, paint a picture, and write in first person.*

Tips for Getting Started – Developing Your Life Story Personal Narrative

There are a number of approaches you could use to get started on this assignment. Here are several strategies that you might consider as you get going on your paper. The first two have proven particularly powerful for students who go on to create truly remarkable narratives.

- Take an hour or two and draw your “lifeline.” Beginning with childhood, plot the high points and the low points—the events that caused you great joy and great sorrow. Note the times you were most proud, most excited, and most strong and clear. Note also the times you felt lost and alone. Point out for yourself the transitions—times when things fundamentally changed for you. Now, look at the whole. What are some of the underlying themes? What seems to be ever present, no matter the situation? What values seem to weigh in most often and most heavily when you make changes in your life? Are you generally on a positive track, or have there been lots of ups and downs? Where does luck or fate fit in?

Note: If you do choose to do a lifeline, save that as well, and I would love to see a copy of it. Many people will use colored markers and also sketch images (like a waterfall to signify where everything “falls apart” for example). A lifeline is, in its own regard, a great reflective tool – and something that would be a nice addition to the self-assessments aspect of your e-portfolio.

- Initially, many people find that “free-writing” is an excellent approach to getting started. Begin with your earliest recollections, try to recall as much as you can about your history and background.

Write about who you are, where you've come from, what experiences you've had and what has brought you to where you are today. Make note of what might be the "morals of the story" along the way. When you "free write" you just do it – start at your earliest memories and write, write, write; don't worry about spelling and grammar; don't worry about paragraph structure; don't worry about chronological order. Just start writing and let the memories and stories flow out as they will.

- Another approach is to start by thinking about your own "personal truths" (core beliefs, ideals, convictions that reflect your identity) and how those truths connect up with specific experiences in your background. Then free write those stories as they come to mind.
- You might also consider your "peak experiences" (see the Harrington & Hall textbook, pages 19-20 for their "Peak Experiences Exercise" ideas) that might serve as themes as you develop in your Personal Narrative paper.
- *Idea:* Sometimes looking at old photographs (in chronological order if possible) is helpful in recalling historic details of your life more effectively.

The goal for this paper is to tell your life story through the turning points and important life lessons you have learned along your path. I want to know about your background and experiences, and how these experiences contributed to making you the person you are today.

Don't just limit your story to career-related content. By reflecting on earlier phases of your life, you'll find that everything is in some way connected... Look for these connections.

Some Questions to Ask Yourself – Another Approach to Getting Started

Here are some questions that you might consider free writing about as you begin to organize your thoughts around the premise of this paper...

What did you love to do as a child? What did you fear? What experiences contributed most to your current perceptions and beliefs about yourself, others, and nature of the world? How did your core beliefs, knowledge, and skills change as you grew older – and what experiences contributed most to that change?

As you look back on your life, what have been your most valuable learning experiences? Which events changed the very nature of your core, leaving you a forever changed person?

Have there been a few "peak experiences" you have had in your personal life or your work life? What about the experience, the environment, the people, or the situation made these particularly memorable?

With respect to your professional life / career: What kinds of work experiences have you had? (These can be paid experiences as well as volunteer work, or student activities, or any leadership positions that have required a significant time investment.) What did you like or dislike about these experiences?

What have been the major turning points and transitions in your work life?

Who have been your influencers (i.e. parents, teachers, role models, etc.) in your personal, school and work lives? Why were they so influential?

What did your parents do for work? In what ways did their work and work experiences formulate or influence your thinking about work and careers?

What have been some of your most enjoyable work experiences? Why?

What have been some roles that you have not enjoyed? Why?

If you're so inclined, feel free to jot down some of your own questions that come to mind:

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. .
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Crafting your Life Story Personal Narrative

Your initial draft may end up being a long collection of memories without any real story structure, so at some point, you'll have to craft your content into a form that's suitable for this assignment. Hopefully developing a lifeline, or doing a lot of free writing helped you discover some "threads" or key learning experiences that have significantly influenced you, and will influence your life decisions moving forward. Now, how do you craft a beautiful *life story personal narrative* from all of these memories? Here are some suggestions for how to craft your story:

- Overall structure: Your overall paper, while it will be a collection of the stories that shaped who you are today, will have elements common to a typical paper:
 - An introduction, which might include a "hook" or "repetend" (a repetend is a recurring phrase, like a refrain in music). A hook might be something like a statement about your story that catches the reader's attention, for example: a relevant quotation, question, fact, or definition. A repetend might be something like an expression that you use to repeatedly to introduce each of the stories that make up your *life story personal narrative* – something like "*Journeys bring both joy and hardship*" – for example.
 - A body, which will include stories from across the span of your life; *stories about major experiences and people that have influenced your thinking, your work, and your life – illuminating the elements that were forged to create the person you are today*. Rather than telling your life story from start to finish in chronological order, you'll select specific stories to highlight (maybe five to seven significant life experiences). Some of these experiences may be singular events (happening in a relatively short period of time), or alternatively, they may be experiences that took years to fully unfold.

With respect to each of these stories, you'll decide how best to weave them together (again, it doesn't have to be in chronological order). Like in your overall paper though, you will: 1) Introduce each story (see introduction bullet above) in some creative way; 2) Then you will set the scene for each story, providing the information the reader will need to understand the story, such as major characters and when / where it took place; 3) Be sure to craft the story effectively; 4) Conclude each story with some reflection or analysis of the significance of the event to you. What lesson did you learn? How has what happened to you affected your life now?

- A conclusion, which will draw your complete paper to a close, summarize your experiences developing the paper, and what you learned through writing your own *life story personal narrative*. Also a brief statement whether or not you included this document in your e-portfolio (if not, why not?), and if so, where it is located

Your Life Story Personal Narrative Paper

While I cannot attach a grade to your life, I can grade the quality and rigor of your effort to describe it, and how well you followed the assignment instructions. I can assess how *effectively you told your stories and reflected on the major experiences and people that have influenced your thinking, your work, and your life – illuminating the elements that were forged to create the person you are today*. I can assess how effectively you "painted a picture" of these life experiences, and used an effective approach to telling your story.

Like other writing tasks in the course, the key will be to explore ideas and experiences with a high degree of depth. Don't just say, for example, "My father was a stay-at-home dad, which taught me the meaning of commitment." Describe what it was like, how your father was in this role, how that influenced your concept of parenting or careers, how that challenged stereotypes, etc.

This paper will serve as the cornerstone of your self-assessment process so do not do a “once over lightly.” I expect you to put some significant effort into your work. I expect this paper to be one of the most enlightening pieces of work you have ever written – something that you could, indeed, pass on to your children and your children’s children. Toward that end, it may be a “work in process” long after the due date.

With respect to grading, one key way that I gauge effort is by the level of depth and detail – which is generally reflected by the length of your paper. Because this paper will be something special, and something that will be of great importance when you do your qualitative thematic self-analysis in Week Four, I would expect it to be long (possibly upward of 15 to 20 pages). **Please use Georgia 11 point font, or Arial will do (if you don’t have Georgia), 1.5 line spacing, and 1 inch margins.** But, please don’t think about page length guidelines as you approach this task. I’ve seen many of these that are way longer than that! Although generally papers under 12 or so pages in length tend to be less well-developed, and don’t have the depth of perspective required for a high score.

This task is about reflecting on your life, and creating an awesome account of the lessons learned on your evolution as a human being. Challenge yourself to make some really deep revelations with respect to how you came to be who you are in this world – and the strengths and weaknesses that you have brought with you to this present moment in time.

This paper will likely be several drafts in the making; getting some words down on paper, developing a structure, and then going back, filling in details, editing and “word-smithing” carefully.

Final words of wisdom: I know you can do this – there’s a part of you that is really excited about getting started – and perhaps a part of you that dreads this. Take a deep breath and just go for it – review the “Tips for Getting Started” information above. Also, please remember that investing some serious mental effort here will pay big dividends later in the course as you work toward the development of your enduring “life themes” in your Week 4 qualitative thematic analysis.

Enjoy! And I can’t wait to see what you come up with! I’ve “welled up” many times reading these papers in the past, and my own life (and the lives of my children) has changed significantly as the result of a few. I wish you the commitment to “go for it” fully, the effort to develop your detailed story, the courage to reflect on life-changing events, and the psychological rewards I know this assignment can foster. Best wishes for massive success!

(Optional) Alternative Structure for This Assignment

If the idea of this assignment horrifies you, read on. Otherwise, you can skip this section.

On occasion, I’ll have a student who feels that a personal narrative / autobiographical essay (even if it is just a few personal life stories) is just too personal, or perhaps a student who has some circumstances in their past that they prefer to put behind them (or has hashed tragic life circumstances out *ad nauseam* with a therapist). Interestingly, folks who have little exposure to therapeutic interventions for mental health issues or addiction recovery issues usually are unaware that recovery programs typically have clients write a full life story / autobiographical essay due to the therapeutic benefits that such an activity offers. In any case, I’m not asking you to share your deepest, most personal memories here – just some stories that had a transcendental effect on your perspectives on what’s important with respect to your life moving forward into the future.

If this seems just too overwhelming for you, I do have an alternative. It’s a little more difficult and will require more creativity, but here it is: Develop your autobiographical essay through analogy. In other words, you might describe key experiences in your life that forged your own perspective on life in a more abstract sense – rather than in a pure autobiographical sense.

That’s a bigger challenge, but the results can still be impressive. So, if you want to write analogically (harkening your life to a voyage or a series of epic battles or whatever), you might think about Joseph Campbell’s “Hero’s Journey” as a possible template that you can use. If you are considering this option, take some time to do a little research about the archetypes, and the “journey” itself – this is something

that resonates with all living beings, so there's no way that you won't be able to relate to these concepts. Here's a website to get you started:

<http://www.chrisjonesblog.com/2017/05/christopher-vogler-and-the-heros-journey-the-outline-archetypes-and-mythical-memo.html>

You can literally "make up" your personal narrative, write them through the lens of the archetypes and hero's journey – and you may just come up with one of the most powerful papers you have ever written – AND you won't have to be intimidated by sharing a lot of information that is very personal in nature.

***NOTE:** If you do want to exercise this option for Assignment 1, please email me and let me know.*

In any case, it's your option what you do with this assignment. You are not required to add it to your e-portfolio – just upload the assignment to Blackboard if that is what you prefer.

Week 3: Discussion 3

Personality / Leadership Assessments Collection, Career Anchors & 10 Years Out Activity

Preparation:

Before going any further in this assignment, be sure you have actively read and reviewed all of the materials in the [Week Three Readings](#) content area, as well as viewed the presentation content under [Week 3 Lectures / Presentations / PPTs / Clips](#)

Also, complete the ***Career Anchors Assessment*** and actively read through your results.

Formatting Instructions:

Please sure to copy/paste the prompts (and not all the set-up information) into your discussion topic thread, and then respond meaningfully to the prompts. (Remember, sometimes it's better to do this offline, and then create a thread to paste your entire discussion topic entry directly into.)

Some Tips for Doing Well on Discussion Topics:

Many times, each of these prompts have more than one question – be sure to read each prompt carefully, and respond to all aspects of each prompt. Short answers (two or three sentences) are generally NOT acceptable. Remember, more is better in terms of thoughtful engagement and writing. Also be sure to meaningfully connect with the readings (as well as any other course content that may be applicable). Each discussion topic prompt warrants several well-constructed paragraphs of content if you hope to earn a high score!

Again, be sure your writing shows evidence of having read all of the assigned chapters from your textbook (and other assigned readings and presentations, as applicable) – as discussion topic threads that don't convey engagement or integration of all assigned readings / content do not score as well as those that do.

Also, remember for all written submissions, be sure it is well written, easy to understand, free of spelling and grammar errors – and that you follow the formatting instructions (and include the prompts / questions prior to your responses). Please just include / paste in the specific questions / prompts into your response – not all of the “set up” information.

There are **three prompts** associated with this discussion topic.

Prompt #1 Set-Up

In previous courses, you have been exposed to a number of personality self-assessments and/or leadership self assessments. One example of that would be the “Frames Self-Test” that you completed at the beginning of OGL 498 Pro-Seminar I – dealing with the Reframing Organizations textbook and the concept of organizational frames. You have also likely taken other self-assessment instruments - personality, leadership, team skills, emotional intelligence, etc. These kinds of instruments are all good data points (and evidence) that can be used in a qualitative thematic self-analysis. (Remember, in *OGL 220 Behavioral Dynamics in Organizations*, you did a number of self-assessments – for the Week 2 Discussion topic – and I'm sure there are others you can think of.)

In Discussion Topic #1 (Week One of this course) you added some sections to your e-portfolio for the assessments you completed that week. I also encouraged you to think back about previous assessments and reflective writing that you have completed over the course of your academic, personal, and/or work life. For this first prompt, I want you to revisit that idea, and be sure that you have included any previous assessment data that might be useful to you in Week 4 – also I would like you to experiment with some additional assessment tools – ones you find meaningful, and on your own terms.

First, take some time to go back and see what kinds of self assessment data you can pull together (or already have pulled together) from pervious coursework, work-related seminars and the like. Be sure

that data is accessible and clearly labeled in your e-portfolio – in a “Self Assessments & Reflective Writing” content area (or equivalent).

You can also check out my (constantly evolving and always under construction) OGL 498 Pro-Seminar E-Portfolio page to see some things that I have added there:

https://asu.digication.com/organizational_leadership_ogl_498_proseminar/Welcome/

It’s also informative to take similar self-assessments over time – and see if they picked up on any changes over time. Depending on the instrument, they may be sensitive to different things you happen to be thinking and feeling at the time. Key Point: Remember – the goal in experimenting with a variety of self-assessment tools (whether you agree with any one’s specific results or not) is that each of these tools provide you with a different lens through which you can reflect on and contemplate your own behavioral tendencies – and think about what that might mean in terms of your values, purpose, vision, and goals. *The value of self-assessment tools is, above all, that they get you thinking about yourself – something most of us do not do often enough!*

So, for **Prompt #1**, I want you to comment on the array of self-assessments you have been able to pull together into your e-portfolio for the purposes of the project in Week 4. I also want you to experiment with a few more (some of your old favorites, or some new ones) as a means of collecting additional, more current data. Here are a few websites that you can go to for free self-assessments:

Some of the “classic” personality tests:

<http://www.humanmetrics.com/cgi-win/JTypes2.asp>

<http://www.keirsey.com/keirseytemptheory.aspx>

The “Big 5” self-assessment:

<http://www.123test.com/personality-test/>

The “DiSC” – this one is really interesting and worth a shot if you have never taken it before:

<http://www.123test.com/disc-personality-test/>

If you poke around on the internet, I’m sure you’ll find other sites as well that might be of some interest in this regard. Or perhaps there’s a fee-based assessment you have been “itching” to take for some time now. I like the Gallup StrengthsQuest (which you can buy at the following link for about \$10 – you can see a sample of that on the OGL 498 Pro-Seminar e-portfolio site referenced earlier in this document.)

<http://shop.gallup.com/index.php/strengths/strengthsquest-access-code-458.html>

You might also revisit the ASU Career Services website. There are a few additional free assessments you will find there – or you may want to sign up for one of their fee-based assessments:

<https://eoss.asu.edu/cs/students/inventories>

In any case, this is the final week of the course before your qualitative thematic self-analysis. I’ve mentioned that assignment several times over the course of this semester, and (based on my experience with the thematic analysis process in other courses) it’s a fantastic opportunity to “pull together” all of your reflective work – and develop a deeper understanding about yourself, your purpose, your values, and your vision for the future.

Prompt #1: With respect to self-assessment data – briefly discuss the “Self-Assessments & Reflective Writing” section of your e-portfolio (or equivalent), and what sorts of data were you able to pull together (beyond what was assigned).

With respect to any additional self-assessment instruments that you included (beyond what was assigned), write briefly about what you learned about yourself (cite the new assessments you took, and briefly describe your findings, and how those findings relate to how you see yourself in the world).

Throughout your personal or professional life, what have been the most useful self-assessments tools for you, and why?

Prompt #2 Set-Up:

Download / print out and complete the *Career Anchors Assessment* (See instructions document included with these discussion topic instructions). Actively review and consider your results.

Prompt #2: Discuss your primary and secondary career anchors. Any surprises? Make some connections between your current work / life and your scores on the career anchors assessment. What was your lowest scoring career anchor? Comment on your perceptions about that (and the career anchors instrument, in general).

Prompt #3 Set-up: (Ten Years Out Activity)

Relax your mind and consider all of your possible selves and possible futures...

Remember to answer all the following questions as if the date is 10 years from today!

Prompt #3: Please respond to each of the following **12 questions – as you hope to be answering them 10 years from today's date**). Be sure to give the questions some deep thought, and demonstrate your engagement in the process by responding thoughtfully to each one.

1. What is the date today? How old are you? (**Remember – 10 years from now!**)
2. Where and in what kind of environment are you living?
3. What is your family situation?
4. What kind of work are you doing?
5. Describe the institution/organization you work for.
6. What does your work place look like? What kind of building do you work in? Where is it located? Is the environment urban, rural, etc.?
7. Describe a typical work week/day.
8. Do you work standard hours or is your schedule flexible?
9. Describe your lifestyle.
10. Do you have much leisure time and, if so, how do you spend it?
11. What is your current financial situation?
12. Are you as happy as you thought you would be? Why or why not?

Motivation and Career Anchors Assessment

The Career Anchor serves to define which of our needs has the highest priority; which of the factors in our work lives we may not be willing to give up because they represent who we really are. Many people are not really clear about what is most important to them and find they make career choices that are inappropriate and lead to dissatisfaction at work. The purpose of knowing your Career Anchor is to develop sufficient insight to be able to make intelligent and appropriate career choices. Each of the anchors is discussed in detail following the assessment.

The items in this inventory are designed to help you identify the Career Anchor or self-concept that is most important to you in your work life. As you answer the questions, think in terms of what it is you really want in your work life. Remember, there is no right or wrong answers - only your answers.

For each statement, circle the number that best rates how important it is to you to have this factor in your work life. How willing would you be to give it up? How critical is it for you to retain it?

	Very Important					Not Important				
1. To belong to an organization and have a secure, long-term position is. . .	10	9	8	7	6	5	4	3	2	1
2. To have a strong sense of freedom and independence in my work is. . .	10	9	8	7	6	5	4	3	2	1
3. To be able to work in a job requiring state-of-the-art knowledge is. . .	10	9	8	7	6	5	4	3	2	1
4. To have a job where a group of people have to report to me is..	10	9	8	7	6	5	4	3	2	1
5. To own and run a business of my own is. . .	10	9	8	7	6	5	4	3	2	1
6. To have a job where I dedicate my time to others. . .	10	9	8	7	6	5	4	3	2	1
7. To be responsible for solving difficult problems of any kind is..	10	9	8	7	6	5	4	3	2	1
8. To include my family in my work life is. . .	10	9	8	7	6	5	4	3	2	1
9. Good benefits, guaranteed work, and a retirement program are. . .	10	9	8	7	6	5	4	3	2	1
10. Being able to follow my own way without rigid rules imposed by an organization is. . .	10	9	8	7	6	5	4	3	2	1
11. Doing the work I was trained for and interested in rather than being promoted out of my field of interest is..	10	9	8	7	6	5	4	3	2	1
12. To have a position where I influence others. . .	10	9	8	7	6	5	4	3	2	1
13. Being responsible for building a new business is. . .	10	9	8	7	6	5	4	3	2	1
14. Being excited about a worthwhile cause is. . .	10	9	8	7	6	5	4	3	2	1

15. Having tough problems to solve is. .	10	9	8	7	6	5	4	3	2	1
16. Integrating other parts of my life with my work life is. .	10	9	8	7	6	5	4	3	2	1
17. To have my work remain in the same location is. .	10	9	8	7	6	5	4	3	2	1
18. To be able to choose my own work hours is. .	10	9	8	7	6	5	4	3	2	1
19. Constantly learning new technical skills is. .	10	9	8	7	6	5	4	3	2	1
20. To work my up the management ladder is. .	10	9	8	7	6	5	4	3	2	1
21. To start from scratch and create something new and original is. .	10	9	8	7	6	5	4	3	2	1
22. Being of service to others in a meaningful way is. .	10	9	8	7	6	5	4	3	2	1
23. Reaching and growing beyond my current level is. .	10	9	8	7	6	5	4	3	2	1
24. Flexibility in location, work, and hours. .	10	9	8	7	6	5	4	3	2	1
25. Knowing where I will be working and what I will be doing year after year is. .	10	9	8	7	6	5	4	3	2	1
26. The freedom to choose the direction of my career path is. .	10	9	8	7	6	5	4	3	2	1
27. The ability to use technical skills or knowledge to complete a clearly defined project is. .	10	9	8	7	6	5	4	3	2	1
28. Supervising, leading, and influencing others is. .	10	9	8	7	6	5	4	3	2	1
29. Having the challenge of creating something new is. .	10	9	8	7	6	5	4	3	2	1
30. Knowing that my work is contributing to the well-being of others is. .	10	9	8	7	6	5	4	3	2	1
31. Having problems that stretch my abilities is. .	10	9	8	7	6	5	4	3	2	1
32. Having sabbaticals or other leaves to pursue activities outside of work is. .	10	9	8	7	6	5	4	3	2	1

How true is each of the following statements for you?

	<i>Very True</i>					<i>Not True</i>				
33. I would be more interested in remaining in my present location rather than moving even if it offered a promotion.	10	9	8	7	6	5	4	3	2	1
34. I am more concerned with my own freedom and autonomy than with any other factor in my work life.	10	9	8	7	6	5	4	3	2	1
35. I am very proud of my technical and functional competence.	10	9	8	7	6	5	4	3	2	1
36. Managing other people gives me a strong sense of achievement.	10	9	8	7	6	5	4	3	2	1
37. Owning my own business is very important to me.	10	9	8	7	6	5	4	3	2	1
38. I am turned on by being dedicated to a worthwhile cause.	10	9	8	7	6	5	4	3	2	1
39. Projects are interesting to me only when they are really challenging.	10	9	8	7	6	5	4	3	2	1
40. I am more interested in an integrated lifestyle than in career promotion.	10	9	8	7	6	5	4	3	2	1
41. I need to belong to an organization to feel satisfied in my work life.	10	9	8	7	6	5	4	3	2	1
42. The more freedom I have to do what I want the happier I am at work.	10	9	8	7	6	5	4	3	2	1
43. I would be interested in being a manager only if I could continue working in my area of expertise.	10	9	8	7	6	5	4	3	2	1
44. It gives me great satisfaction to be promoted into positions where I can exercise greater management authority.	10	9	8	7	6	5	4	3	2	1
45. Creating new business ideas and turning them into reality has been something I've wanted to do for a long time.	10	9	8	7	6	5	4	3	2	1

46. I enjoy volunteering with dedication to a cause even when there is little or no compensation.	10	9	8	7	6	5	4	3	2	1
47. I would live or work almost anywhere if the job had some real challenges.	10	9	8	7	6	5	4	3	2	1
48. My family, my hobbies, my friends, and my recreation are just as important to me as my work.	10	9	8	7	6	5	4	3	2	1
49. I would be unhappy working without job security.	10	9	8	7	6	5	4	3	2	1
50. I have difficulty dealing with organizational restraints.	10	9	8	7	6	5	4	3	2	1
51. Becoming more knowledgeable in my field is a great source of pride and satisfaction.	10	9	8	7	6	5	4	3	2	1
52. Supervising others and leading them to the achievement of targets and results is very important to me.	10	9	8	7	6	5	4	3	2	1
53. The thrill and tension of being on the edge in my own business is a strong motivator for me.	10	9	8	7	6	5	4	3	2	1
54. I think I have a contribution to make toward improving the world and helping people.	10	9	8	7	6	5	4	3	2	1
55. The challenge of competition turns me on to produce my best work.	10	9	8	7	6	5	4	3	2	1
56. I am only satisfied at work when my family life gets adequate attention.	10	9	8	7	6	5	4	3	2	1
57. I like being part of a large organization where I can be certain that my job, work, and salary are relatively secure.	10	9	8	7	6	5	4	3	2	1
58. I like working in a position that allows freedom and latitude.	10	9	8	7	6	5	4	3	2	1
59. I feel best when I can solve technical problems in my area of expertise.	10	9	8	7	6	5	4	3	2	1

60. I feel best when others come to me for advice about how to get their jobs done most effectively.	10	9	8	7	6	5	4	3	2	1
61. I want own my own ideas, turn them into reality, and benefit from the money earned by creating something new.	10	9	8	7	6	5	4	3	2	1
62. I care more about people, the environment, peace, and other critical issues than I do about promotions and success.	10	9	8	7	6	5	4	3	2	1
63. No pain, no gain!	10	9	8	7	6	5	4	3	2	1
64. Happiness is a function of a balanced and integrated lifestyle.	10	9	8	7	6	5	4	3	2	1

Scoring Your Career Anchor

To find your career anchor, transfer your ratings on each of the 64 questions onto the scoring sheet on the following page. Add the scores down each column and place this number in the corresponding TOTALS box below each column. The highest score is your Career Anchor. If any two scores are close (within 10 points), read the description of each of the two Career Anchors and see which one you feel best describes your true preference. The Career Anchor indicated by your second highest score may also be an important indicator and should also be recorded. The Career Anchor descriptions follow the scoring form. If one of the descriptions seems to be accurate with your own self-perceptions but is not your highest number, use that one as your Career Anchor, regardless of the scores. Record your Career Anchors on the lines below:

My primary Career Anchor is: _____

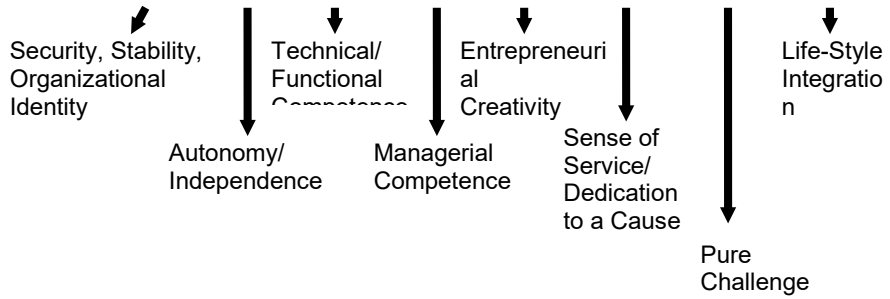
My secondary Career Anchor is: _____

Career Anchor Scoring Sheet

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56
57	58	59	60	61	62	63	64

**TOTAL
S**

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CAREER ANCHOR DESCRIPTIONS

SECURITY, STABILITY, ORGANIZATIONAL IDENTITY

This Career Anchor is usually subdivided into two categories. First, there are those people whose careers are anchored in the stability of employment in an organization. This person becomes strongly identified with the company and seeks the security of a long-term employment relationship, regular wages, and a modest progression through the ranks. They show loyalty, the willingness to change locations if the company and the job require it, and the acceptance of whatever assignments come along.

The second type of security anchor is geographic location. These individuals are strongly rooted in the region, often have most of their family members in the same area, are active in the community, and may sacrifice promotion and standard of living to avoid moving from one location to another.

Success for security anchored people is experienced through having contributed to a company over the long haul, regardless of the level of that contribution.

AUTONOMY/INDEPENDENCE

This anchor applies to people who have an overriding need to do things their own way, in their own time, and independent of others to the greatest extent possible. Being autonomous should not be confused with being an entrepreneur. Building a new business and taking risks is not necessarily a component of autonomy. People who value autonomy and independence may find the typical organizational roles constraining and prefer to pursue organizational career paths that are out of the ordinary. This independence is characteristic of what many organizations call individual contributors, or internal consultants.

The autonomy-anchored person does not feel a strong sense of loyalty or obligation to the organization and would probably refuse a promotion or transfer if it meant giving up his or her independence. If they work in large organizations, they are attracted to jobs in which independence is possible: research and development, field sales, data processing, financial analysis, etc.

Sometimes autonomous individuals reach a high level of education in their striving to be free, independent, and self-reliant. Many professionals such as university professors, doctors, lawyers, individual corporate contributors, internal corporate consultants, and free-lance consultants have chosen careers that allow them to express their autonomy.

TECHNICAL/FUNCTIONAL COMPETENCE

The person anchored in technical or functional competence is most motivated towards being very knowledgeable and producing highly effective work in some field of specialization. They are primarily motivated by the content of the work they perform. These people tend to identify strongly with their expertise, and their self-concept is dependent on their ability to succeed and be recognized in their area of specialty.

Technical or functional competence may lead to a managerial position, but these people are only satisfied if they can manage within their discipline and would avoid a promotion if it meant leaving their specialty and losing their connection with that field. People with this anchor are seldom satisfied in a generalist position.

Every occupation and organization has its technical/functional specialists who are capable of making outstanding contributions when they are allowed to develop and use their expertise.

MANAGERIAL COMPETENCE

The key motivations for people anchored in managerial competence are advancement up the corporate ladder to higher levels of responsibility, growing opportunities to serve in a position of leadership, increasing contribution to the overall success of the organization, and a long-term opportunity for high income and estate-building.

People committed to managerial competence recognize the need to excel in three basic areas of management: analytical, interpersonal, and emotional. **Analytical competence** is the ability to identify, analyze, and solve problems under conditions of uncertainty or incomplete information. **Interpersonal competence** includes the ability to supervise people and to influence, lead, and control them toward their achievement of organizational goals. **Emotional competence** includes the capacity to remain energized and proactive, without excessive anxiety or guilt, during periods of high stress, emotional and interpersonal crises, appearances of failure, and increasingly higher levels of responsibility and authority, and in general be able to handle the characteristic pressures and stresses that accompany management responsibilities.

The person with managerial competence as a Career Anchor has significant in all three areas, as differentiated from the technical or functional person who is highly developed in one skill area. This competence is recognized principally through promotion, and the managerial-anchored individual requires frequent promotions to remain satisfied.

ENTREPRENEURIAL CREATIVITY

The individual with an entrepreneurial anchor has a strong need to create a new business, the motivation to overcome obstacles, the willingness and the courage to run risks, and the desire for personal gain and recognition for what is accomplished.

It is important to separate entrepreneurial creativity from the autonomy anchor and from the technical/functional anchor. The entrepreneur is firmly rooted in ownership, creating a marketable and profitable product or service (regardless of the technology or intellectual discipline involved), and in making large amounts of money.

These individuals seldom stay with an organization that is not their own for long periods of time. They are eager to be fully active in an enterprise of their own creation where they can sink or swim on the merits of their personal ideas, abilities, personality, and drive.

SENSE of SERVICE/DEDICATION to a CAUSE

People with a service anchor are characterized as being principally motivated by dedicating their work and sometimes their lives in the service of others. This dedication may take the form of working in a position in which they can directly serve others as counselors, physicians, therapists, nurses, or in the other helping or supportive occupations and professions. Service may also take the form of providing comfort, entertainment, leisure activities, athletic training, personal or business support activities (personal or administrative assistant), or any support service that represents a contribution to others.

They may also manifest this dedication through a commitment to the preservation or realization of a set of values that they consider important not only in their own lives but also in the larger world around them. Money is not usually an important motivator for these people. Recognition, along with financial and working support for their work and cause, is far more important and often drives their major activities: public relations, fund raising, and enrolling volunteers.

Not everyone with this anchor is dedicated to a charitable cause. For example, a scientist who has a desire to improve the environment may stay in a job only if he or she can work on environmental matters. A personnel manager may be expressing a desire to serve people. An executive assistant may be committed to serving his or her boss, and full-time parenting may be an expression of the service anchor.

PURE CHALLENGE

For the challenge-anchored person, the one thing that matters is being challenged at the highest possible level. Success is defined in terms of winning the war or the game or the contract or the sale, overcoming obstacles, being the best, being the first, beating the competition, reaching for their highest, surpassing previous goals, and so on.

This person sees the area of work or the specific job to be performed as secondary to the experience of challenge. They often seek variety in their careers (and in their lives in general) and, in the absence of challenge, become highly dissatisfied. Easy things are boring.

LIFE-STYLE INTEGRATION

For people whose anchor is life-style integration, work is not the major vehicle of self-expression. They are most interested in ensuring that they have a life balanced among various interests such as family, friends, hobbies, recreational and leisure activities, study and learning other than work-related subjects, and so on. They develop their self-concepts around issues of their total life styles, and how they define those life styles is the major guide and constraint on their careers.

These people choose jobs, careers, and organizations that allow them to make all the major sectors of their lives work together into an integrated whole. Career decisions do not dominate their lives.

Week 3: Core Assignment 3 **Self-Reflection & Interviews with Significant Others**

The purpose of this assignment is three-fold:

- 1) To reflect on your perceptions regarding your strengths and opportunities for improvement with respect to contemporary leadership skills and sense of work-life balance.

- 2) To get useful feedback about yourself from those who know you well and can offer useful insights. *(You can conduct this activity multiple times with people from different spheres of your life including family members, close friends, work associates, people you might work with in a volunteer capacity, and others who have seen you in action.)*

- 3) To provide you with an opportunity to reflect on your current strengths and opportunities for improvement with respect to your leadership skills and sense of work-life balance.

Instructions -How To Complete This Assignment:

1. Review the PowerPoint Presentation "Interviews with Significant Others - Assignment Details" which you'll find that in Week 3, under the Lectures / Presentations tab.

2. Develop your interview guide sheet. You may have conducted interviews before in some of your previous courses, including OGL 220 Behavioral Dynamics in Organizations. Hopefully you found it to be a very useful and enlightening process! For the purposes of this assignment, you'll be conducting another round of interviews, although this time around, you'll have an opportunity to decide for yourself exactly what you would like to ask. If you're approaching this assignment with the right mindset, you'll carefully consider some "sensitive" topics, or things that you have really wanted to find out but the "right moment" never really arrived – until now. So, for this interview assignment, you will develop your own interview guide sheet (which can be different for each person you interview – at least one person from your personal life, and at least one person from your professional life).

Your first goal is to develop an interview guide sheet (or guide sheets) for your interviews. You should develop enough questions (with supporting back-up probes in case you end up with short answers) so that you can engage in at least a 20-30 minute discussion. I've included a sample guide sheet at the end of this document for your reference. You can use some of these questions if you like, but be sure to customize it, and come up with questions of your own as well (or don't use the sample guide sheet at all).

3. Conduct your interviews. You'll conduct at least two interviews, but as I said, you can feel free to conduct more if you have the inclination! Interview family, friends, peers, associates, supervisors, etc. Just be sure to interview at least one person from your personal life and at least one person from your professional life.
 - a. Select people to interview who know you well, have known you for a relatively long time, and have a somewhat intimate knowledge of how you operate.

- b. Schedule a time that is mutually convenient in a location that is private. Be sure you schedule at least 20-30 minutes for each interview to ensure you have time to get as much feedback as possible. *(Also, remember, in qualitative interviewing it's OK to stray some from your original questions, or to add questions, if you hit on something particularly productive that you would like to explore further.)*
 - c. You will want to record the interviewee's comments in some way. You can take notes (difficult at best), or much better, tape-record the session. **Helpful tip:** *There are many smart phone / computer / iPad applications that makes recording easy.* Reinforce (with the interviewee) that the data will only be used by you for the purpose of your own development and that their name / personal details will not be shared with others. Request permission to record the interview.
4. Write up the assignment. (See details below.)
 5. Include this assignment in your e-portfolio under the "Self-Assessments" tab (or equivalent). Although you may choose to include this paper in your e-portfolio, you'll also be submitting it electronically through the Blackboard site directly to me – by the due date.

Write-Up Instructions: (Use Section Headings in your write-up)

Assignment formatting instructions:

Please use **Georgia 11 point** font (or Arial will do, if you don't have Georgia), and **1.5 line spacing**, and **1 inch margins**. Also, please use the SECTION HEADINGS (see below) to separate out the various parts of the assignment as you are writing it up.

SECTION 1: Write up a 2 - 3 page summary of your thoughts (800-1200 words), answering the following questions: (Include each of the questions, as well as your response to each in your write-up.)

What was your rationale in developing your interview guide sheet(s)? What did you hope to discover? NOTE: With respect to the interviews assignment(s) you completed for OGL 220 Behavioral Dynamics in Organizations – or any other course requiring interviewing assignments – briefly describe the differences in your approach to this particular interviewing opportunity, differences in your interview guides sheets used, and your goals for this set of interviews (including what you learned before, and what you are hoping to learn this time).

What did you learn about yourself as a result of this process?

Were there any surprising results from your interviews? Explain?

How will you think differently, and what will you do differently, as a result of this assignment (self-monitoring, working on developing certain skills, etc.)?

SECTION 2: Include your interview guide sheets / interviewee responses (at least two interviewees). Include / summarize their responses to each of the questions separately (Interview #1 / Interviewee #2). Please combine this information into one document for the purposes of assignment submission (don't submit multiple separate documents).

Tips for doing well on this assignment:

1. Be sure to develop open ended questions for your interview guide sheets. Include some back-up probes and follow-up questions in case your interviewee isn't very talkative. **In the write-ups, short answers to these questions (two or three sentences) are generally NOT acceptable. I would expect that each response would be at least a couple hundred words.**

If your interviewee is providing very short answers, it will be up to you to draw that person out, and to try to get as much meaningful data as you can through the interview process. Sometimes a manual note taking process can yield short responses on the paper due to incomplete note taking or poor note taking skills. This is why I strongly suggest that you RECORD each interview. That way, you can play it back and do a much better job of capturing the depth and detail of the interview.

2. Be sure to review the PowerPoint presentation "Interviews With Significant Others - Assignment Details" which you'll find in Week 3 under the Lectures / Presentations tab.
3. Take a copy of your interview guide with you to each of your interviews so that you can be sure to cover all the necessary items – and (as stated above), consider including some of your own questions as well as probes / follow-ups to allow you to get more detail of interest, as applicable.

INTERVIEW GUIDE SHEET EXAMPLE

(You will create your own guide sheet(s) with your own questions based on your own specific goals for what you want to learn, but feel free to use some of these questions / content items if you like.)

Interview # _____

Person Interviewed: _____

Relationship: _____

Questions:

1. When you think about me, what are some adjectives or phrases that come to mind that are good descriptions?
2. What do you consider to be my greatest strengths?
3. What do you consider to be my greatest weaknesses or areas for improvement?
4. (Add your own question)
5. Specific Core Competencies (on a scale of 1 to 10 – 10 being highest):
(Include something like this in your interview guide sheet if you like)
 - a. Decision making / problem-solving skills. Rating: _____
Comments:
 - b. Creativity and innovation. Rating: _____
Comments:
 - c. Sense of humor. Rating: _____
Comments:

d. Interpersonal skills and teamwork abilities. Rating: _____
Comments:

e. Positive attitude. Rating: _____
Comments:

f. Intuition. Rating: _____
Comments:

g. Communication skills and present ideas (verbally, and/or in writing). Rating: _____
Comments:

h. Persuasive skills. Rating: _____
Comments:

i. Drive and motivation. Rating: _____
Comments:

j. Flexibility and adaptability. Rating: _____
Comments:

k. Planning and organization skills. Rating: _____
Comments:

l. Sense of confidence. Rating: _____
Comments:

6. If you could suggest three things I could do to improve my professional abilities, what would they be?

7. If you could suggest three things I could do to increase my sense of fulfillment in my work or personal life, what would they be?

Week 4: Discussion 4 ***Ideal Organization Exercise***

Preparation:

Before going any further in this assignment, be sure you have actively read and reviewed all of the materials in the [Week Four Readings](#) content area, as well as viewed any relevant information under [Week 4 Lectures / Presentations / PPTs / Clips](#)

Formatting Instructions:

Please sure to copy/paste the prompts (and not all the set-up information) into your discussion topic thread, and then respond meaningfully to the prompts. (Remember, sometimes it's better to do this offline, and then create a thread to paste your entire discussion topic entry directly into.)

Some Tips for Doing Well on Discussion Topics:

Many times, each of these prompts have more than one question – be sure to read each prompt carefully, and respond to all aspects of each prompt. Short answers (two or three sentences) are generally NOT acceptable. Remember, more is better in terms of thoughtful engagement and writing. Also be sure to meaningfully connect with the readings (as well as any other course content that may be applicable). Each discussion topic prompt warrants several well-constructed paragraphs of content if you hope to earn a high score!

Again, be sure your writing shows evidence of having read all of the assigned chapters from your textbook (and other assigned readings and presentations, as applicable) – as discussion topic threads that don't convey engagement or integration of all assigned readings / content do not score as well as those that do.

Also, remember for all written submissions, be sure it is well written, easy to understand, free of spelling and grammar errors – and that you follow the formatting instructions (and include the prompts / questions prior to your responses). Please just include / paste in the specific questions / prompts into your response – not all of the “set up” information.

There is **one prompt** associated with this discussion topic (with 8 sub-headings).

Prompt #1: Follow the instructions for the “Ideal Organization Exercise” in your textbook. Use each of the headings provided and briefly “sketch out” your conceptualization of the ideal organization. In responding to each heading, you can write a brief paragraph or “bullet” responses (as in the textbook example). *Be sure to see the specific questions posed under each heading in the text.* Elaborate, and be specific – let your mind wonder, and you can include your responses here as one of your data sources for Assignment #4.

My “ideal organization”

- *Products / Services*
- *Structure*
- *Culture*
- *Management Style*
- *Job Scope*
- *Values*
- *Evaluation Methods*
- *Reward Systems*

Week 4: Core Assignment 4

Qualitative Thematic Self-Analysis Research Project

The purpose of this assignment is three-fold:

- 1) To demonstrate your ability to use a qualitative research approach, based on inductive reasoning, to create a well-developed and well-supported themes-based self-assessment paper.
- 2) To reflect on “patterns of regularity” through thoughtful reflection and syntheses of personally meaningful self-data – such as previous self-assessments, interviews, academic / personal / professional assignments and experiences, and/or self-reflections regarding your attitudes, behaviors, values, personality characteristics, strengths, opportunities for improvement, and goals.
- 3) To develop a set of “life themes” that can be used as perspectives to view and shape you future decisions about your career and work/life balance.

Your **Qualitative Thematic Self-Analysis Research Project** is perhaps the most important deliverable of the semester. Grading of this paper is very rigorous. Your grade will be based on how effectively you have completed the exercises, compiled and analyzed your data sources, developed themes that are well-grounded in your data, and on the clarity and quality of your narrative. I am not grading your life or your values, just the rigor of your work and the clarity of the manner in which it is presented.

You have been reflecting on (and collecting / organizing) data relevant to yourself over the last four weeks of the semester. Now it’s time to reflect on and interpret that data meaningfully, and synthesize it into a set of life themes; themes about you that emerge from the data!

Background / Summary & Suggestions for Conducting Qualitative Thematic Analysis

(For background, please also review the *Harrington and Hall* text, *Career Management & Work-Life Integration*, Chapter 3, pages 47-57)

Developing Self-Assessment Themes - Clawson and his colleagues called for a rigorous inductive reasoning process of developing *life themes*. These themes are grounded in data and say something significant about the individual that could be used for the purposes of career planning and development. In essence, this is no different than the process any professional career counselor would use to help a person see how their interests, values, etc. might suggest a good career fit and help individuals choose the right career option.

The basic approach followed by the authors included the following steps (Clawson et. al 1992):

1. **Generate useful data:** This was done primarily by completing a battery of career planning instruments that cover a wide range of topics and perspectives about the individual – your data is all of the assessment-related tasks you have completed thus far in the course – as well as any tools / assessments that you may have saved from previous courses, personal experiences, or work-related experiences.

2. **Understand each data-gathering device:** Once you have used a device or instrument, ground yourself in an understanding of what the device can (and cannot) tell you.
3. **Practice interpretation following a process of inductive reasoning.** By inductive we mean working from the data to develop a theory, not working from a theory to assess findings. Induction is sometimes framed as reasoning about the future from the past, but in its broadest sense it involves reaching conclusions on the basis of what is observed.
4. **Interpret your own data.** To develop the integrated view, we will use a process borrowed from qualitative research. In qualitative research, there is a process that uses inductive reasoning to do “theory building.” Put more simply, the idea is to take various sources of information and mine each source for key pieces of information. The process of interpretation suggested is similar to one used by any qualitative researcher to understand, sort, and analyze data. In effect, one is using an inductive process to build a theory of oneself that is well-grounded in “facts.” The ground rules Clawson and his colleagues suggest for that process are:
5. **Stay close to the data:** State the facts in concrete terms. Do not abstract ideas or make generalizations.
6. **Do not filter:** Use all the data that seems significant. Do not use information selectively to bolster what you already know to be true. In a like way, do not ignore data that conflicts with “what you know.”
7. **Avoid use of inference or judgment:** Maintain a stance of objectivity when reviewing the data. It is particularly important at the early stages of reviewing data and developing potential themes to avoid making inferences or judgments about what you are reviewing.

You’ll be following a similar process in the analysis and interpretation of your data, and in the creation of your own “life themes” for the purposes of this assignment.

Instructions: How to conduct a qualitative thematic analysis, and what to turn in for this assignment.

We’ll cover the process of conducting a qualitative thematic analysis here – then we’ll cover the details for what to turn in – how I want your Assignment #4 to be structured / formatted.

Step 1 – Identify Your Data Sources

The first step in the process is to identify and collect your data sources. In your analysis, you will use as a minimum the following data sources that you have developed during the first few weeks of the class:

Week 1 Data Sources:

- AzCIS Assessments, which include:
 - Interest Profiler
 - SKILLS Assessments
 - Work Importance Locator
- Three Questions (3Qs) – Week 1 Discussion Topic
- Identities Exercise – Week 1 Discussion Topic

Week2 Data Sources:

- Values, Desires Purpose, Vision – Week 2 Discussion Topic

- Life Story Personal Narrative

Week 3 Data Sources:

- Personality Characteristics and other related assessments – Week 3 Discussion Topic
- Career Anchors Assessment
- Ten-Years-Out questions – Week 3 Discussion Topic
- Interviews With Significant Others

Week 4 Data Sources:

- Ideal Organization Exercise - Week 4 Discussion Topic

The best papers will also draw from and include additional data sources which you have accumulated throughout your academic, professional, or personal life – especially ones relevant to you throughout your experiences in the Organizational Leadership Program here at ASU. This paper will be framed around a set of “life themes” that you will develop through the qualitative thematic self-analysis process described here.

Step 2 – Review and Understand Your Data

To do a thorough job process of thematic analysis, I would suggest the following approach. Start with reviewing all of your “data sources” and documenting what each tells you (or cannot tell you) about yourself. Above (in Step 1) you will find a list of the data sources from the first few weeks of this course. *Don’t forget that you’ll ideally also be bringing in other data sources as well, from your academic / professional / personal life to include in your overall analysis.*

For each of these data sources / activities / assessments, consider the following:

1. What is the purpose of the instrument / activity?
2. What area does the instrument / activity focus on?
3. What kinds of information does it tell you?
4. What kinds of information does it not tell you?
5. What are the strengths of it as an assessment instrument / learning tool?
6. What are its weaknesses as an assessment instrument / learning tool?

Step 3 – Analyzing and Coding Your Data

Start with your *Life Story Personal Narrative* (Assignment #2). Reading through the paper, highlight key pieces of information and code each piece of data. By coding, we mean apply a *tentative* theme to the information that will allow you to begin to sort it into some rough categories. These categories might be labeled, for example:

- “I have a strong and persistent interest in working in a helping role.”
- “I am highly motivated to achieve financial success.”
- “I strive to excel at everything I take on.”
- “I follow my own instincts rather than the path prescribed by others.”
- “My roots in the Boston area are of great importance to me.”
- “I have always succeeded in roles that had a large technical component.”
- “There is a dominant role of the importance of family in my career decision making.”

An alternative is to create label codes using letters and numbers. For example, if geographic location surfaces amongst your data, you might label all data related to this with an “L” (for location). Sub-themes that emerge could be regarding the area of the country you want to live in (labeled L1), a preference toward living and working in an urban area (L2), a desire to work in a certain kind of environment (L3). This coding process will allow you to go through your data and quickly assign a code to every important piece of data. One piece of data can support more than one theme. Following the assignment of a code, all data should then be grouped accordingly. The important thing is to remember that these themes begin as highly tentative. The tentative themes derived from the data serve as a framework for beginning to sort and analyze the data.

The autobiography will likely be the richest single source of data for developing these tentative themes. However, when you move to data sources other than the autobiography, it is critical that you dig deeply into these to find and use as much information as possible.

For example, in using the AzCIS Work Important Locator assessment, it is natural to focus on the “Most Important” (columns 5 & 4) since these are areas that you have highlighted as important. However it may be nearly as important to look at items you placed in the “Least Important” column (column 1). The items you chose as “least important” also reveal important information about you and can have a profound bearing on your career options and choice. If financial gain, for example, does not weigh heavily in your career thinking or your needs, this opens up many options that might be closed to those who are more concerned about financial gains or material possessions.

Likewise, in reviewing your results from the AzCIS Interest Profiler assessment, utilize as much as possible the rich and detailed data that the report provides. Look beyond your scores in the specific categories (Artistic, Conventional, Enterprising, Investigative, Realistic, Social). Click on each link (even the dimensions you scored low on), and scan the clusters of career types listed. Click into some of the careers that seem interesting to you and you’ll find a great deal of information (and valuable additional links) to explore. Dig deep. As you peruse your assessment results at this deeper level, make note of your thinking – the connections you’re making, what you’re learning about yourself by monitoring your interest level with respect to the content you’re reviewing. Try to find some career clusters that are very interesting to you (as well as ones that you are particularly disinterested in) – and ask yourself some questions about what that means with respect to your own self-assessment.

This concept applies not only to the AzCIS tools, but to any other self-assessment results that you are evaluating. This is the “research” part. The topic of your research is “you” – but this is an opportunity to take a dispassionate, objective look at the data – a deep look at the data – to discover what it says.

Another example would be the personality and leadership assessments you have taken (or possible taken a number of times). Really dig deep into the assessment information and see what kinds of questions you can come up with regarding how to make the data as useful as possible. You’re not looking for “proof” that are this particular way or that particular way – you’re looking for puzzle pieces that will help you put together a more thorough research project – one that is grounded in specific, well supported (and well-cited) data points.

There are literally dozens of reference points that can be drawn from each of the instruments used in the self-assessment process. The better job you do digging into your assessments, the easier it will be to develop data-driven themes. This is a high pay-off activity!

Step 4 – Grouping Your Data

After you have gone through all of your documents and done your coding, each piece of coded data should then be clustered into a grouping. There are two ways to go about this (assuming you don't have qualitative research software on your computer.) One is to write each piece of data onto a Post-it or piece of paper. Then you must physically sort and re-sort the information into groups. The other is to type it in all data points on your computer and then sort the information into categories. Either process is laborious and time consuming.

Step 5 – Assigning Tentative Themes

Each grouping already has a tentative label or a code. At this point, the tentative theme should be ratified, modified, or perhaps even changed significantly. If the change is significant, then it is highly likely that some of the data you have clustered under the tentative label may need to be redistributed. It is important to start by reading all the data in the group and ask yourself, "How would I label this grouping?" Don't read the tentative theme and ask, "Can I justify this piece of data under this theme?" That may lead to force fitting of information into categories that may not be appropriate. As was stated earlier, an inductive reasoning process goes from looking at the individual "facts" in order to build a theory.

Step 6 – Constructing the Final Themes With Supporting Data

For presentation purposes, it is best to create a system with **one theme per page**. Put the theme label / title at the top of each page. Then, for each theme you should list all the supporting data that you have compiled that suggests the theme is truly an indicator of "who you really are." **A typical theme should have a minimum of 5–7 pieces of confirming data that suggests the theme's strength. This should include data from multiple sources.**

While the *Life Story Personal Narrative* is a rich source of data, you should be evaluating all of your data sources carefully – and reflecting by asking yourself questions like:

- 1) Was this theme supported by the values I identified in the values clarification exercise?
- 2) Does the theme seem to be supported by my goals as identified in the 10-Years-Out Exercise?
- 3) Do the interest areas identified in the inventory results support this theme?
- 4) Where did I see something that supports (or contradicts) this idea in other assessment data?

An important point in looking for information that builds and supports a theme, **it is important not to ignore data that may seem contradictory**. While challenging to work with, contradictory data or even contradictory themes are extremely important to factor into the career equation. Ultimately, careers are oftentimes riddled with some contradictions (e.g., "I'd like to help the poor, but I don't see how I

could live without that summer home in Nantucket”). These contradictions should not be ignored and may hold tremendous value in refining individual themes and understanding and ultimately resolving career conflicts.

Sample Themes

It might be helpful to look at one or two sample themes to better understand what themes will look like. The sample themes presented are merely that, they are not ideal nor should all themes be like these. It is reasonable and even desirable that some of your themes be highly specific and concrete. You might have themes that state:

- I am totally fulfilled in my work in the field of accounting.
- I want to be part of a very large organization with at least 10,000 employees.
- I would not consider a professional where I could not earn at least \$100,000 per year.

While it is not always possible to be so specific, if your data supports a very exacting theme, by all means you should embrace it. The more themes you have that are specific, the easier it will be to focus on strategically important career and life decisions.

You'll find some sample themes in your textbook (page 54-55). This is also the basic format that I want you to use for this assignment.

I'll also include (as a separate document) a sample paper from a former student – just to use as a reference point. Your thematic analysis is your own research path, and it will be up to you how you work through the process and present your results.

Step 7 – Developing Your Assignment #4 Paper

For Assignment #4 (Qualitative Thematic Self-Analysis Research Project), you will be expected to develop a minimum of 10 themes that are clearly derived from an objective review of all available data sources.

HOW TO STRUCTURE YOUR FINAL PAPER:

- First you will start your paper with an introduction. Here you will introduce your research, and discuss (in detail) the process and methods you used to compile your data into themes – what data you used, how you analyzed your data, your approach to coding your data, any struggles or challenges you encountered throughout the coding process, and a brief introduction to your life themes.
- Second, you will have list of all of your data sources – all of the self-assessments / reflections from this course that you used, other self-assessment related assignments, instruments, papers, etc. from other courses (or other areas in your life) that you used – with a brief description of each.

- Also be sure to include a key / legend with your introduction, so that you can refer / cite to your pieces of evidence easily throughout your document (See below for an example).
- With respect to presentation of your themes: Start a separate page for each theme. Write the theme at the top of the page (remember, you're shooting for at least 10 separate themes).
- Below each theme heading, you will list all supporting data and data sources as well as any contradictory data that you have identified (example in text).
- For each data source, describe the relevant evidence in support of that theme – using direct quotes or a brief summary) and cite the source (you can use your key / legend abbreviations here to make citing easier).
- Finish each "theme sheet" with a brief reflection, including some thoughts about the impact of that theme your personal and/or professional life.

You'll also find additional support and information regarding the development of themes in Chapter 3 of your textbook (pages 47-53), as well as sample themes (with a similar format) in Chapter 3 of your textbook (pages 54/55).

Legend Example (abbreviations you can use for your data sources, as you cite them throughout your paper:

AzCIS Assessments

Interest Profiler (AzCIS IP)

SKILLS (AzCIS S)

Work Importance Locator (AzCIS WIL)

Three Questions (3Qs) – Week 1

Identities Exercise (IE) – Week 1

Values, Desires Purpose, Vision – Week 2

Life Story Personal Narrative (LSPN) – Week 2

Personality Characteristics (PC) – Week 3

Big 5 Personality Assessment (Big5)

DiSC Styles Assessment (DiSC) (Etc. - Identify various instruments in a similar manner)

Ten-Years-Out (10YO) – Week 3

Interviews With Significant Others (ISO) – Week 3

The best papers will also include additional data sources which you have accumulated for your project. I also included a sample paper (from another class) for your reference.

Week 5: Discussion 5
Career and Life Orientation Index and Purpose & Mission Statement

Preparation:

Before going any further in this assignment, be sure you have actively read and reviewed all of the materials in the [Week Five Readings](#) content area, as well as viewed any relevant information under [Week 5 Lectures / Presentations / PPTs / Clips](#)

Formatting Instructions:

Please sure to copy/paste the prompts (and not all the set-up information) into your discussion topic thread, and then respond meaningfully to the prompts. (Remember, sometimes it's better to do this offline, and then create a thread to paste your entire discussion topic entry directly into.)

Some Tips for Doing Well on Discussion Topics:

Many times, each of these prompts have more than one question – be sure to read each prompt carefully, and respond to all aspects of each prompt. Short answers (two or three sentences) are generally NOT acceptable. Remember, more is better in terms of thoughtful engagement and writing. Also be sure to meaningfully connect with the readings (as well as any other course content that may be applicable). Each discussion topic prompt warrants several well-constructed paragraphs of content if you hope to earn a high score!

Again, be sure your writing shows evidence of having read all of the assigned chapters from your textbook (and other assigned readings and presentations, as applicable) – as discussion topic threads that don't convey engagement or integration of all assigned readings / content do not score as well as those that do.

Also, remember for all written submissions, be sure it is well written, easy to understand, free of spelling and grammar errors – and that you follow the formatting instructions (and include the prompts / questions prior to your responses). Please just include / paste in the specific questions / prompts into your response – not all of the “set up” information.

There are **three prompts** associated with this discussion topic.

Prompt 1 / 2 Set-Up:

Prior to attempting Prompt 1 / Prompt 2 of this discussion topic, be sure you have read all of the assigned readings for the week and viewed the summary slides under the Lectures / Presentations link. Also review the instructions for the “Career and Life Orientation Index” (pages 99-101 in your textbook). The Career and Life Orientation Index is intended to tell you how “protean” you are (vs. Organizational) in the way you look at your career. It will also tell you what “anchor” you cling to—that is, what is the thing you hold dearest in managing your career? This could include:

1. Self direction: you being in charge
2. Organizational orientation: identifying with and playing out your career with a particular organization
3. Values expression: having the opportunity to let your values drive your career goals
4. Whole-life balance: a focus on the whole person is important
5. Family focus: driving force is time with family
6. Community involvement: driving force is giving to the community

Prompt 1: Follow the instructions for the “Career and Life Orientation Index” in your textbook. What was your average score – and what category (from “highly organizational” to “highly protean”) did you

fall into? Based on what you have read about the organizational versus protean career models (review Chapter 1 / Our Career and Work-Life Model / page 11), do you feel that the instrument accurately captured your orientation? Why or why not? Please provide an example or two from your own life.

Prompt 2: As you review the hypothesized career and life facets, (self direction / organizational orientation / values expression / whole-life balance / family focus / community involvement), comment on your scores / priorities there. Which of these are most important to you? Which are least important to you? What implications does this have on your career choices? (Make some connections to your self-assessments).

Prompt 3 Set-Up:

Prior to attempting Prompt 3, be sure to carefully review the “Formulating a Personal Purpose and Mission Statement” (included with the Discussion Topic 5 instructions), and that you have also carefully reviewed the “Good to Great Connections” PowerPoint presentation under the *Week 5 Lectures / Presentations / PPT's / Clips* content area.

Prompt 3: Please provide your own Personal Purpose Statement and Mission Statement here. Also, please reflect on the process you used to develop your purpose and mission statements. Explain what you learned from the mission statement development process and any approach, strategy, or tool(s) specifically, that helped you craft your own statement.

FORMULATING YOUR PERSONAL PURPOSE AND MISSION STATEMENTS

Purpose statements (sometimes called vision statements) and mission statements can serve as one’s guide for daily living. These statements become the basis for a “personal constitution” that can serve as the basis for making major, life-directing decisions – as well as for making daily decisions in the midst of the circumstances and emotions that affect our lives. I have always seen a mission statement as a “touchstone.” Whenever one is asked to decide what to do, one can measure the correctness of the decision against one’s purpose / mission. If the decision is compatible, then it is probably the right decision. If not, then perhaps it’s best to decline that opportunity, no matter how great it looks. Developing a formal personal purpose statement and mission statement are extremely beneficial for the following reasons. A personal purpose / mission:

- Articulates your personal core purpose, deepest values, and what’s really important to you.
- Helps you synthesize your self-assessment and reflective work in this course – down to something that will fit on just one sheet of paper!
- Serves as a working document that you can review regularly (and to update periodically)
- Becomes motivational fuel, reinforcing your most important life goals in your subconscious mind and helping you move more effectively toward the realization of those goals.
- Helps you when it is necessary to make complicated and life altering decisions by adding greater depth of personal perspective to the decision making / problem solving process.
- Helps you with long term strategic planning – for your career and work / life balance.
- Serves as a template for guiding current behaviors and actions, by helping to make connections between your behaviors in the present – and what’s most important to you.

In order to get your “creative juices flowing” you might consider reviewing / reflecting on your efforts and contributions in this course thus far. You might even consider doing some additional “free-writing” now that you have developed your life themes. The following questions might help with purpose / mission clarification and can serve as a good starting point for synthesis:

- I am at my best when... I am at my worst when...
- I am truly happy when...
- I want to be a person who...
- Someday I would like to...
- My deepest emotions come when...
- My greatest talents and best gifts are...
- When all is said and done, the most important things are...

PERSONAL PURPOSE STATEMENT

Developing a purpose statement is an extremely difficult task for some people. The exercise requires one to ask introspective questions that require a great deal of consideration. That’s why this purpose / mission statement assignment is near the end of the course. You have developed a great deal of personal data, and now it’s time to synthesize and distill what you know to be your own unique “deepest truths.”

There are a number of different ways to conceive of the “purpose Statement” or “Mission Statement” concept. Some might say that your purpose statement should come from your heart, while your mission statement should come from your head. By that logic, possibly once your personal purpose statement is drafted, developing a mission statement should be somewhat easier. Here, you’ll see some examples of organizational Purpose Statements. Perhaps these examples help to give you a sense of just how simple a purpose statement can be. Take Walt Disney’s “To make people happy” as an example. You can imagine that that are many different organizational visions / strategies that are very different, yet still fulfill the spirit of the vision. Amusement parks, feature films, products, etc. can all serve the purpose – and the organization remains flexible enough to respond to global changes while still “preserving the core” as Jim Collins would say.

Another guideline for purpose statement writing is the “t-shirt” rule – if it’s not short enough to fit on a t-shirt (easily – so that it can be read from a distance), then it’s too long.

In any case, a purpose statement should be no more than a few sentences in length. The purpose of the purpose statement is to capture your true reasons for being. It is your guiding light, the foundation on which you will construct your mission statement.

In developing a purpose statement, you might consider questions like these:

- If a statue was to be erected in your honor, what would be the inscription?
- What gives me the greatest sense of accomplishment and self satisfaction?

A Few Examples of Core Purpose

3M	To solve unsolved problems innovatively
Boeing	To push the leading edge of aviation, taking on huge challenges and doing what others cannot do
Merck	To preserve and improve human life
Nike	To experience the emotion of competition, winning, and crushing competitors
Telecare	To help people with mental impairments realize their full potential
Teaching Co	To ignite in all people the passion for learning
Sony	To experience the sheer joy of advancing and applying technology for the benefit of the public
Becton-Dickinson	To help all people lead healthy lives
Walt Disney	To make people happy
Fannie Mae	To strengthen the social fabric by democratizing home ownership
Times Mirror	To contribute to the performance of the communities we serve
Marriott	To make people away from home feel they are among friends and really wanted
Mary Kay	To give unlimited opportunity to women
McKinsey	To help leading corporations and governments be more successful
Taylor Corp	To provide entrepreneurial opportunity and security for our people
WL Gore	To have fun doing innovative things that make money
Israel	To provide a secure place on Earth for the Jewish people
Patagonia	To be a role model and tool for social change
Univ. of Texas	To transform lives through inspired learning
Wal-Mart	To give ordinary folk the chance to buy the same things as rich people

- How do you most want to be remembered by others?

You can also find many examples and suggestions regarding purpose / vision statements on the internet. While approaches and examples vary, for our purposes, please keep in mind that your purpose (or vision) statement should follow these criteria:

- Short – remember the “tee-shirt” rule.
- Enduring – something that, regardless of life changes or different career / life paths, it’s what you remain true to – it “lasts 100 years.”
- Written in the present tense, first person. Try to avoid terms like “plan to” or “hope to” or even the word “will.” State your purpose as “self-evident” truth.
- If you have a burning desire to create a purpose / vision statement that does not confirm to the above criteria, feel free to “break the rules” (and then comment briefly on your path of inspiration and approach).

Some examples of purpose / vision statements:

- Love is the driving force behind everything I do. I live on my own terms with a reverence for our natural world and a deep respect for life.
- I generate new and profound ideas. I create and share opportunities for human development, performance improvement, and life-satisfaction for others.
- I am an inspiration in the field of human rights. I work to relieve the suffering of others, and to promote peace and empathy in a turbulent world.
- To inspire, motivate, and empower people to discover their life purpose and to reach their full potential.
- I develop and manage knowledge-based systems at the leading edge of technological innovation. The brilliance of scores of the greatest minds available virtually to analyze the world’s greatest challenges.
- I am the spark that lights the fire. I aim to make a difference in someone's life, every day, in any way.

PERSONAL MISSION STATEMENT

In contrast to your purpose statement, you can use your mission statement to elaborate on what’s important to you in all areas of your life – your *Life Themes* from Week 4 should come in handy here – as should your *Identities Table* (from the Week 1 discussion topic). Consider what’s most important to you in each area of your life. Examples of specific life areas you might consider as sections or paragraphs in your mission statement might include things like: Business & career / financial / family / mental / physical / social / spiritual.

These are only suggestions, and your mission statement should evolve as you see fit! I’m not looking for the massive document that Jerry Maguire started out with in the video clip you viewed this week!

Whether or not you do additional free writing to gain additional perspective on this project, I would like for your purpose statement and your mission statement both to fit on one page. Hopefully you will read it often, and remember that it should evolve over time.

There are a number of resources on the internet that you can use as well – to get you thinking about your mission statement development process.

You might also want to check out Covey’s mission statement builder suggestions at:

<http://www.franklincovey.com/msb/>

If you provide your email address, you can proceed to the mission statement builder, examples of other people’s mission statements, and some additional tools. I think it’s worth checking out. Also, here’s another resources that you may find helpful regarding your mission statement development process:

http://www.quintcareers.com/creating_personal_mission_statements.html

You can find many more resources simply by Googling “mission statement” if you would like to do some additional benchmarking.

Following is one example of a purpose (vision) and mission statement. Again, yours may be completely different (it’s one of those things that I hesitate to even give an example – but at least in terms of length (number of words), yours should not be any longer than the following.

Likewise, I think that it’s a worthwhile endeavor to distinguish between a vision statement and a mission statement (as in the example below) – and to develop your mission statement in a way that reflects your various life roles and aspirations. Toward that end, your mission statement should be something beyond just a few sentences.

Sample Vision Statement

I commit myself to maximizing my personal effectiveness and enjoyment in life, to continuous improvement, and to loving my family. Through my actions and ability to help others, my compassion, and my infectious zest for life, I have a positive impact on everyone I meet.

Sample Mission Statement

I will constantly continue to improve myself personally, periodically evaluating my personal mission and long term goals. I will take action steps each day to further my progress toward these goals.

I will love, protect, teach, and enjoy my family. I will raise my children to love, to value independence, to be proactive and solutions oriented, and to strive to continuously improve and achieve greater levels of success. My marriage will continue to prosper because I will continue to love and respect my partner in life, continuously working to create an even better relationship.

I will remember to enjoy life continuously. Living in the present, I will not allow self defeating thoughts and behaviors. I will maintain a positive mental attitude at all times. I will have the courage to make mistakes, and when I do, I will learn from them.

I will lead by example in my personal and professional life, and wherever possible, help others to become more successful individuals.

I will continue to live a healthy lifestyle, contributing to my physical well being by exercising regularly and eating properly.

I will strive to remain informed about the world around me, reading widely and participating in new experiences whenever possible. My vision and perception of the changing world, as well as my ability to identify and capitalize on trends, will improve daily.

I will strive to achieve financial independence, allowing me the freedom to pursue personal interests, and to acquire the physical possessions that I enjoy.

Week 5: Core Assignment 5
The Career Decision Matrix OR Networking Plan

Objectives for this assignment:

- Systematically explore career objectives and options based on life themes (Career Decision Matrix).
- Begin to develop (or take the opportunity to refine) your personal network (Networking Plan).

Note: You might consider adding this assignment (like most others in this course) to your e-portfolio, although you'll also be submitting it electronically through the Blackboard site directly to me – by the due date.

For Assignment #5, I'm giving you a couple of options. You can do **either one of the following options:**

- 1) Develop a career decision matrix from your self-assessment themes using a process similar to the Career Decision Matrix (Chapter 4 / Career Decision Making and Table 4.2 Sample Career Decision Matrix).

OR...

- 2) Develop a networking plan that you can use to help you reach your career goals.

Option 1) Career Decision Matrix Instructions

As you move through the data-gathering phase and begin to generate options for potential jobs and potential employers, this is when you can build and use the career decision matrix. See Chapter 4 in your textbook / Career Decision Making and Table 4.2 Sample Career Decision Matrix.

Step 1) Start by identifying and describing at least four possible career options. Hopefully you have already identified and explored a number of career options through your self-assessment efforts in this course (the AzCIS assessments in Week 1, in particular). In any case, your first goal is to come up with at least four career options that seem viable for you. Be as specific as possible when discussing career options. The more specific you are with respect to your options, the better the matrix results will be. Describe each career option in a much detail as possible (career field / organization / job-related responsibilities / opportunities for advancement / future outlook of the career field, etc.). Do some research. Be sure to demonstrate that you have carefully researched and fully understand these specific career options.

Step 2) Now, develop a matrix similar to Table 4.2 Sample Career Decision Matrix in your textbook (page 93):

- Down the left hand side of the matrix, you list your life themes.
- Across the top of the page, you list the career option alternatives you are considering.
- Next, fill in each cell with a high (h), medium (m), or low indication of the match between that theme and the alternative under consideration.
- At the end, you should be able to summarize, possibly using point system—high is 5, medium is 3, low is 1.

Step 3) Discuss the extent to which this career decision matrix development process helps with your career development decision making. Comment on the career option(s) that might be worth pursuing based on your results.

Option 2) Networking Plan Instructions

Carefully review Chapter 4 of your textbook / Networking and the Job Search (pages 77 to 83). Developing and managing your network of people who can help you is an important ongoing process whether or not you are currently happy in your career.

Step 1) Start by assessing your current network and networking needs. Follow the instructions on the “Network Expansion Sheet” (pages 79-82 in your textbook). Respond to each of the prompts associated with assessing your network.

Also, comment on your perceptions of the Network Expansion Sheet and what you learned through this assessment.

NOTES:

1. Do not complete the final “Action Planning” part of the Network Expansion worksheet – that is included in Steps 2 & 3 (below) for this assignment.
2. For responding to the Network Expansion Sheet items (Step 1), you can download the Assignment 5 Network Expansion Sheet worksheet included with the Assignment 5 files on the Course Website – and “cut & paste” that into your assignment document.)

Step 2) Now respond to the following questions:

- How will a well-developed network of contacts help you achieve your career goals?
- What are some of the characteristics of the people you are looking to include in your network?
- Where might you come in contact with these people? How will you grow your network / initiate contact with new potential networking contacts?
- Who in your network are you looking to enhance your relationship with? How will you go about enhancing these relationships?
- How can you leverage your existing network? Might some of your existing networking contacts know others who you should be in contact with?

Step 3) Action Planning – SMART GOALS: State several specific networking-related goals, and develop a detailed plan (with specific “SMART” goals and associated action plans) to accomplish those goals. Be sure to include some ideas for how you will use technology / social media to help you achieve your

networking goals – as well as how you might employ a more “personal” approach to your network building.

Note: Carefully review the SMART goal criteria. I’m expecting at least three fairly broad and substantive networking goals that meet the “SMART goal” criteria. With respect to each goal, consider “action steps” that will be required to meet those goals. Put together a “mini project plan” for each of your goals – including action steps (also meeting the SMART criteria) required to meet your goals.

(This will be good practice for Assignment 6, which also includes SMART goals as a major part of the assignment!)

NETWORK EXPANSION WORKSHEET

The purpose of this activity is to

- Help you assess and enhance (extend or strengthen) your developmental network relative to major challenges you will face in the next 1-3 years
- Help you develop a networking strategy that will work for you
- Help you develop a specific plan to pursue over the next 6 months to 1 year
- Create an accountability mechanism

Assessing Your Network

Research on leadership development has demonstrated that people benefit from a variety of developmental relationships, including short-term and long-term alliances with bosses, peers, senior executives, coaches, subordinates, and family members. The more diversity and depth there is in your developmental network, the better. Depending on our dominant learning tactics, we are more or less likely to pay attention to the quality of our developmental network.

This handout was adapted by Professor Kathy E. Kram from a worksheet developed by Professor Deborah Kolb, Simmons Graduate School of Management. Adapted by permission.

As you think about the major changes that are likely to take place at your place of work in the next few years, what major challenges and opportunities do you foresee that you will need to deal with in the next 1-3 years? List them here.

Given these challenges and opportunities, what type of help are you most likely to need?

- a. Help in getting the job done _____
- b. Help in advancing my career _____
- c. Emotional support _____
- d. All of the above _____

A. If your major challenge or opportunity is related to your work, how well positioned are you to get information, advice, and resources about new opportunities and possibilities?

Very well _____

Okay _____

Need to expand my network _____

Who can help?

B. If your major challenge or opportunity means making a move into a leadership position, do you have relationships with people who can give you advice and effectively advocate or champion you for important assignments or other developmental activities?

Yes _____

No _____

Who can help?

C. If your challenge or opportunity means that you will need emotional support, to what extent do you have people who can give you support?

I have a strong support network to help me. _____

I don't have people to help me through changes I will have to make. _____

Who can help?

D. If your challenge or opportunity means that you will need help getting the job done, advancing your career, or getting emotional support, do you have people in your network who can fulfill these functions?

Yes _____

No _____

Who can help?

What is your approach to building relationships? How are you at initiating relationships? In what settings are you most comfortable meeting people?

Joint or shared work, projects, and committees _____

One-on-one appointments, with specific agendas _____

Informal "no agenda" social settings _____

Going for coffee, lunch, or drinks _____

Leisure activities such as golf, tennis, or theater _____

Other _____

What is your preferred style?

Occasional phone calls or e-mails just to ask "how are you?" _____

Phone calls, e-mails, or visits with specific requests or questions _____

Holiday cards and letters _____

Dropping in or calling when you're in the neighborhood _____

Arranging in advance to get together at professional meetings _____

Relying on the chance that your paths will cross _____

Inviting people to join you for lunch, coffee, golf, and so on _____

Contacting people when you find some information, an article, or an opportunity that might interest them _____

Other _____

Part of Assignment 5 – Step 1) Comment on your perceptions here and what you learned through this assessment.

ACTION PLANNING

(See Assignment 5 - Step 2 & Step 3 the action planning part of this assignment.)

Week 6: Discussion 6

BHAG / Vivid Description, Lifestyle Representation Activity / Exercise, and Final E-Portfolio Revisions

Preparation:

Before going any further in this assignment, be sure you have actively read and reviewed all of the materials in the Week Six Readings content area, as well as viewed any relevant information under Week 6 Lectures / Presentations / PPTs / Clips

Formatting Instructions:

Please sure to copy/paste the prompts (and not all the set-up information) into your discussion topic thread, and then respond meaningfully to the prompts. (Remember, sometimes it's better to do this offline, and then create a thread to paste your entire discussion topic entry directly into.)

Some Tips for Doing Well on Discussion Topics:

Many times, each of these prompts have more than one question – be sure to read each prompt carefully, and respond to all aspects of each prompt. Short answers (two or three sentences) are generally NOT acceptable. Remember, more is better in terms of thoughtful engagement and writing. Also be sure to meaningfully connect with the readings (as well as any other course content that may be applicable). Each discussion topic prompt warrants several well-constructed paragraphs of content if you hope to earn a high score!

Again, be sure your writing shows evidence of having read all of the assigned chapters from your textbook (and other assigned readings and presentations, as applicable) – as discussion topic threads that don't convey engagement or integration of all assigned readings / content do not score as well as those that do.

Also, remember for all written submissions, be sure it is well written, easy to understand, free of spelling and grammar errors – and that you follow the formatting instructions (and include the prompts / questions prior to your responses). Please just include / paste in the specific questions / prompts into your response – not all of the “set up” information.

There are **three prompts** associated with this discussion topic.

Prompt 1: Following the example in the “Good to Great Connections” PowerPoint presentation under the Week 5 Lectures / Presentations / PPT's / Clips content area (and taking your Personal Purpose Statement and Mission Statement development efforts last week into consideration), carefully develop your own personal long term BHAG (10-25 years out – depending on your age; for example, a 55 year old person might be closer to the 10 year BHAG, whereas a 30 year old, or younger, person should be considering a BHAG 25 years out). *This BHAG may be related to your overall life / lifestyle aspirations, or it could be related to some organizational, protean, or entrepreneurial vision that you have for the future. That's up to you.*

There are three sub-prompts here:

- 1) What is your BHAG?
- 2) Please also provide a vivid description of life “the way it will be” once your BHAG is realized. (Take a look at the “Teaching Company” example in the Week 5 PPT presentation cited above.)
- 3) How does your BHAG align with your purpose and mission?

Be sure that you address your BHAG within the context of your Week 6 Career Plan!

Prompt 2 Set-Up:

Lifestyle Representation Activity / Exercise

Prior to attempting this prompt, go back to Chapter 1 in your textbook (in the “Lifestyle” section) and review the “Lifestyle Representation Exercise”

We’re going to take a slightly different approach than what is called for in the text. Now that you have completed the vast majority of your senior pro-seminar experience, I’m hoping that you learned a lot about yourself – and how you might go about the daunting task of creating a career / life for yourself that you will look back on (at some point in the future) with great satisfaction.

Throughout this course, we have explored different strategies and experiential approaches to self-discovery. These strategies are grounded in the fields of qualitative research methodologies, organizational studies, career development, psychology, sociology, and philosophy (to name just a few).

It seems fitting to move into a more “humanities-based” activity as a means of closing out our discussion topic efforts of the course, and an opportunity to share a different side of ourselves as a means of wrapping up this “road trip” we shared together.

Toward that end, I would like you to develop a “graphic representation” of your desired future. Unlike the Lifestyle Representation Exercise instructions in the textbook, I want you to look ahead – farther down the road – and give us a creative graphic representation of that future state – the achievement of your BHAG. Perhaps, if it were Emmy (from the Lemming Dilemma story in Week 2 of the course) doing this assignment, her graphic representation might be a magnificent drawing of the tree on the other side of the canyon – which she used to help focus attention on what was most important to her...

How might you visually and metaphorically represent your idea of a fulfilling future? The point of this exercise is to encourage you to think about and creatively depict the realization of your future vision (or visions). The important things are to:

- *Not use narrative descriptions to describe your future vision*
- *Be creative (use art, pictures, graphics, charts, etc.)*
- *Think about all the elements needed to accomplish your life’s dreams and desires, as well as their relative importance or place in your life*

In the past, students have used a wide range of creative approaches to depict their future vision. Some of my favorites have included collages, artistic renderings, mobiles, bulletin boards, life maps, calendars, and video / “digital stories.”

Prompt 2: Since this is an online course, you’ll have to share your creation electronically (be sure to use a file format that can easily be opened by standard viewers – and if you are linking to something on the internet, that it’s available for public viewing).

In addition to your “creation” please contextualize your contribution with a paragraph or two of text explaining your creative process and your intended meaning (the “vision” of your future that you are representing) – as well as any “aha” moments that you may have experienced.

Most importantly, have fun with it. We all need to exercise our “right brain” every once in a while – and, many times, it’s amazing to discover how differently we think about an issue when we “translate” the context into something different and wondrous.

I can’t wait to see what you come up with!

Prompt 3 Set-Up: You have come a long way in the development of your E-Portfolio (EP). For this final discussion topic prompt, I want you to revisit and update your EP one final time (at least for the purposes of this course – I hope that you continue to evolve and use your EP toward your own purposes as your career and life progress). Your goal here is to make sure you have all of the required elements (and Pro-Seminar II additions as applicable), and then include your EP link / address on this discussion board so that you can share your work with your classmates! *Please note – if you have some personal information on your EP that you would rather not share with the class, you can selectively exclude those*

items (or if you would rather not share your EP publicly, then you can email me about that – and share it privately with me).

You should start by reviewing the [Pro-Seminar I – Core Assignment #2](#) assignment instructions, as well as any feedback that I gave regarding your initial portfolio development (both in the feedback announcement, and individually).

Recall that there should be two central aspects to your EP that should be apparent to the reviewer – both of which you already “set up” in back in Pro-Seminar I – Core Assignment #2:

1. **A “Professional Portfolio” Aspect** - Here you describe and illustrate your key skills (with appropriate artifacts), as well as other items associated with your career – or career search (as applicable).

In reviewing your previous work, be sure you have included things that you might want an employer to see, such as the kind of things one might find on a *linkedin.com profile* (like a resume, educational summary, awards and certifications, etc.). As appropriate, you might also have links to your other professional places on the web (like your linkedin.com profile, your personal website, Facebook page, Twitter, or other). Feel free to add any updated that you feel might be useful.

Also, take note of your “skills and artifacts” section in your EP – it’s worth a revisit and possible update, given what you have learned since that time – perhaps even the addition of some new skills / artifacts!

You might also include your purpose / mission statements here if you like.

2. **A “Learning Portfolio” Aspect** – Hopefully you have been making contributions to your EP over the course of Pro-Seminar II! As you learned early in your EP development process, in a learning portfolio, it’s common to have things such as: A reflective element (such as a personal e-journal or blog); extensive details on your academic learning (or training and development / other learning experiences); learning tools and various learning assessment outcomes (which was part of your Week 1 assignment here in Pro-Seminar II); other kinds of reflective content or personal developmental data, as applicable. As I have mentioned, from a student’s perspective, e-portfolios can serve as dynamic, developmental spaces for representing and reflecting on your academic progress and accomplishments.

You should have already developed a “reflecting on your education” section of your portfolio as well, with appropriate artifacts, and focusing on each of the four specific learning outcomes / key result areas of the Organizational Leadership program (*Organizational Leadership, Organizational Behavior, Project Management, and Organizational Assessment*). Here you should have reflected meaningfully on your experiences and accomplishments during your academic career in the Organizational Leadership Program, and provided some details regarding the depth and breadth of your academic coursework.

Take the opportunity to review this section in light of our most recent accomplishments in Pro-Seminar II, and update as applicable.

Finally, take the opportunity to update your “Professional Goals.” In this section of your EP, you could include your final Career Plan and/or any other goals. You might also include your purpose / mission statements here, as well as any BHAGs, or any other representations of your future or future vision / goals as you see fit.

Prompt 3: Provide the link to your epic E-Portfolio here!

Week 6: Core Assignment 6

Career Plan

The purpose of this assignment is three-fold:

- 1) Integrate many of the insights you have developed over the course of the semester into an actionable plan for your career – present and future.
- 2) Connect your purpose and vision with more specific and tangible long term and short term planning techniques.
- 3) Employ your project planning skills toward the development of an actionable personal career plan.

Instructions - How To Complete This Assignment:

This assignment is designed to help you integrate many of the insights you have developed over the course of the semester into an actionable plan for your career in the future. There are **four sections** to this paper. In general, it is less structured than the thematic analysis in Week 4, in part because you may be at different places in your career (i.e., some of you are full-time students, others are happy in your present roles, others are actively involved in the job search, etc.).

The career plan is not just for people looking for a job or to make a career change. It is a description/plan of what steps you will be taking in your career over the short and longer term to achieve your goal of a meaningful work and an ideal work-life balance.

Please address each of the sections outlined below (and use the section headings) as you develop your paper.

Section 1: Career Vision (about 2 pages)

Consider your long-term vision for your career. Respond to the following questions, and make connections to your purpose / mission statements, your BHAG(s), the themes you developed in Week 4, and the textbook / supplemental readings (as applicable).

How do you see your career evolving over time?

Do you think you will have an organizational career or a protean career?

Do you feel you will have a career that moves you up the organization or will you seek alternative career paths? If alternative, which one(s) sound the most likely?

Finally, do you see yourself working alternative or flexible work options? If so, which ones and why?

Section 2: Long-Term Strategy (about 3 - 4 pages – be very specific with your interim steps / milestones)

Develop a strategy for moving toward your ideal future work/life situation – and the realization of your BHAG(s). Consider the timeframe for your BHAG(s). Also, in addition to the BHAG you created for Discussion Topic 6, you might look back at your responses to the 10-Years-Out Exercise (from the Week 3 Discussion Topic).

Describe your long term aspirations. What are the interim steps or milestones you have laid out for yourself that you will move you in this direction? These should be articulated in time frames (of perhaps 2 to 4 years each). In addition to career-related roles, consider your other life roles in relation to your career goals. Revisit your responses to the Identities Exercise that you completed in Week 1 of the course. Strategically, how do you see your career management and work-life integration goals integrating in the future?

Section 3: The 1 – 2 year plan (about 3 - 4 pages)

Using a SMART goals-based approach (and best-practices with respect to your project planning and management skill), create a *detailed project plan* for at least *two specific goals* (at least one related to your long-term BHAG, and possibly another one related to some other aspect of your career development or career-life integration). Both of these goals need to be things that you are passionate about accomplishing.

Your selected goals (and project plan) should be structured based on a one to two year timeline – and include specific milestones, action items, sub-tasks (as well as task-related interdependencies as applicable). With respect to each goal, what specifically are the things you will do in the next one to two years to achieve these goals?

Develop a clear and **detailed action plan, with facilitating goals and steps / actions required to accomplish your selected goals**. It should be evident, by looking at the format and structure of your plan, that you have developed some significant skills respect to project management. Include Gantt charts or other visual project representations as you see fit, and be sure to address your approach to tracking / measuring your progress.

I'm expecting a high quality effort here. Your Career Plan should be suitable as an artifact demonstrating your project planning competence – something worthy of inclusion in your e-portfolio.

Section 4: Pro-Seminar Summary Reflection

Please provide me with one final reflection and some feedback to help me with my own continuous improvement efforts for *OGL 498 Pro-Seminar I and Pro-Seminar II*.

What aspects of the Pro-Seminar Experience (Pro-Seminar I and Pro-Seminar II) do you consider the most valuable? How has going through the Pro-Seminar II self-assessment process clarified, confused, or changed your concept of a career and what kind of career will best work for you?

Also, please comment on the e-portfolio development process; How will you use / adapt your e-portfolio (or the specific content pieces) in the future? How might I make the e-portfolio development process better – or what kind of similar tool might I use instead?

Finally, what suggestions do you have for how the Pro-Seminar Experience could be more effectively structured? If you have any ideas with respect to additional, alternative, or different readings and/or assignments, please let me know.

Citing Style for Discussion Topics / Assignments

I do ask students to cite their references (in text), and in a "works cited" at the end of the document if you are referencing any materials outside of the required course readings. Here is some potentially useful info for citing, using the APA citation style.

<http://libguides.asu.edu/OrganizationalStudies/citingsources> The ASU Organizational Studies library guide.

http://www.wisc.edu/writing/Handbook/DocAPACitations_Def.html and for help with just about any sort of citation you need to do for several styles (including APA)

Some additional ones...University of Wisconsin Writing Center, "Writer's Handbook: Documentation Styles," pp. 1-2 (of 5),

<http://www.wisc.edu/writing/Handbook/Documentation.html>.

Assignment Formatting / Submission Tips

Please follow these instructions carefully:

- **If possible, write your assignments in Microsoft Word. If you are using Microsoft Word 2010 or any other word processor (such as Word Perfect or Pages for MAC), be sure to save your file as a Rich Text File (.rtf) or and an Adobe PDF file (.pdf) before you submit it to the course website. When in doubt, please save your work in one of these file formats.**
- **Always be sure to spell-check and proofread your work.**
- **Always back up your work – and do it regularly to an external drive or flash drive. You should always have your work saved in at least two places.**
- **Use the class naming convention for files of YourName_AssignmentName for each assignment).**

Required Format: Core assignments must be typed / word-processed (11 point font / 1.5 line spacing / 1 inch margins). When you are responding to specific questions / prompts, please **include the questions / prompts** before your responses (you can copy and paste them from the course website).

Put the assignment number/name on the top left, and your name on the top right, of the first page. Follow the assignment submission instructions carefully and save each file as outlined above. Failure to follow formatting and submission instructions may cost you points!

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. Thank you, and much appreciation for your thoughtful feedback!

Policy on Incompletes

Please note that incompletes will be given only in very special circumstances. An incomplete will only be granted to a student who has only a minor portion of the work left undone at the end of the semester, as the result of special circumstances only. An incomplete will be granted for serious grounds and not when a student, through negligence or procrastination, fails to complete a major portion of the work for the course on time.

Computer Requirements

This course requires a computer with Internet access and the following:

- Web browsers ([Chrome](#), [Internet Explorer](#), [Mozilla Firefox](#), or [Safari](#))
- [Adobe Acrobat Reader](#) (free)
- [Adobe Flash Player](#) (free)
- Microphone and speaker
- You will be provided with details on how to connect to Executive Insight Sessions (free). Contact jill.jordan@asu.edu for more details.

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <https://students.asu.edu/academic-success>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>
- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>
- ASU Writing Centers: <https://tutoring.asu.edu/writing-centers>
- ASU Police Department: <https://cfo.asu.edu/police>
- International Student Resources: <https://students.asu.edu/international/support/academic>

Technical Support

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

To monitor the status of campus networks and services, visit the System Health Portal at <http://syshealth.asu.edu/>.

To contact the help desk call toll-free at 1-855-278-5080.

Student Success

This is an online course. To be successful:

- check the course daily
- read announcements
- read and respond to course email messages as needed
- complete assignments by the due dates specified
- communicate regularly with your Professor and peers
- create a study and/or assignment schedule to stay on track

Other Course Policies

Grade Appeals

ASU has formal and informal channels to appeal a grade. If you wish to appeal any grading decisions, please see <http://catalog.asu.edu/appeal>.

Disability Accommodations for Students

Students who feel they may need a disability accommodation(s) in class must provide documentation from the Disability Resource Center to the class instructor verifying the need for an accommodation and the type of accommodation that is appropriate.

Students who desire accommodations for a disability should contact DRC as early as possible (i.e., before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the DRC. The site can be found here: <https://eoss.asu.edu/drc>

<p>Downtown Phoenix Campus University Center building, Suite 160 Phone: 602.496.4321 E-mail: DRCDowntown@asu.edu</p> <p>Polytechnic Campus Sutton Hall - Suite 240</p>	<p>Tempe Campus Matthews Center building, 1st floor Phone: 480.965.1234 E-mail: DRCTempe@asu.edu</p> <p>West Campus University Center Building, Room 130</p>
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Phone: 480.727.1039	Phone:602.543.8145
E-mail: DRCPoly@asu.edu	E-mail: DRCWest@asu.edu

Academic Integrity

Arizona State University and the College of Integrative Sciences and Arts strongly believe in academic integrity; thus cheating and plagiarism is not tolerated. If a student is charged with academic dishonesty and found to be in violation, disciplinary action will be taken and a student's name will be kept on file. Academic dishonesty includes borrowing ideas without proper citation, copying others' work (including information posted on the internet), failing to turn in your own work for group projects, as well as providing materials of any type to a homework help site or a study resource site. Disciplinary action may result in a reduced grade for the assignment or class, suspension or expulsion from the university, and/or an XE on his or her transcript. For further information, please read the Student Academic Integrity policy at <https://provost.asu.edu/academic-integrity>.

Prohibition of Commercial Note Taking Services

In accordance with [ACD 304-06 Commercial Note Taking Services](#), 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 notetaker's name as well as the instructor's name, the course number, and the date.

Drop and Add Dates/Withdrawals

Please refer to the [academic calendar](#) on the deadlines to drop/withdraw from this course. Consult with your advisor and notify your instructor if you are going to drop/withdraw this course. If you are considering a withdrawal, review the following ASU policies: [Withdrawal from Classes](#), [Medical/Compassionate Withdrawal](#).

Campus Resources

As an ASU student you have access to many resources on campus. This includes tutoring, academic success coaching, counseling services, financial aid, disability resources, career and internship help and many opportunities to get involved in student clubs and organizations.

- Tutoring: <http://studentsuccess.asu.edu/frontpage>
- Counseling Services: <http://students.asu.edu/counseling>
- Financial Aid: <http://students.asu.edu/financialaid>
- Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>

- Major/Career Exploration: <http://uc.asu.edu/majorexploration/assessment>
- Career Services: <http://students.asu.edu/career>
- Student Organizations: <http://www.asu.edu/studentaffairs/mu/clubs/>

Statement on Inclusion

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

Establishing a Safe Environment

Learning takes place best when a safe environment is established in the classroom. In accordance with [SSM 104-02 of the Student Services Manual](#), students enrolled in this course have a responsibility to support an environment that nurtures individual and group differences and encourages engaged, honest discussions. The success of the course rests on your ability to create a safe environment where everyone feels comfortable to share and explore ideas. We must also be willing to take risks and ask critical questions. Doing so will effectively contribute to our own and others intellectual and personal growth and development. We welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of others' viewpoints, whether you agree with them or not.

Harassment Prohibited

ASU policy prohibits harassment on the basis of race, sex, gender identity, age, religion, national origin, disability, sexual orientation, Vietnam era veteran status, and other protected veteran status. Violations of this policy may result in disciplinary action, including termination of employees or expulsion of students. Contact the professor if you are concerned about online harassment of any kind, and he/she will put you in contact with the Dean of Students office.

Title IX

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 <https://sexualviolenceprevention.asu.edu/faqs>.

“As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish discuss any concerns confidentially and privately.

Trigger Warning

Please note that some course content may be deemed offensive by some students, although it is not my intention to offend anyone. In addition, some materials that we link with online might also be considered offensive, troubling, or difficult to review in terms of language or graphics. I attempt to provide warnings when introducing this kind of material; yet if I forget to do so, or if something else (in my materials or posts from fellow students) seems offensive, please contact me via email.

Classroom Behaviors & Student Conduct Statement

Students are required to adhere to the behavior standards listed below:

- Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct <http://www.azregents.edu/policymanual/default.aspx>,
- ACD 125: Computer, Internet, and Electronic Communications <http://www.asu.edu/aad/manuals/acd/acd125.htm>, and
- The ASU Student Academic Integrity Policy <http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>.

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/usi/usi201-10.html>).

Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion.

Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate. Student access to the course Send Email feature may be limited or removed if an

instructor feels that students are sending inappropriate electronic messages to other students in the course.

Mental Health

As a student, you may experience a range of challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation. These emotional health concerns or stressful events may diminish your academic performance and/or reduce your ability to participate in daily activities. ASU Counseling Services provides counseling and crisis services for students who are experiencing a mental health concern. Any student may call or walk-in to any ASU counseling center for a same day or future appointment to discuss any personal concern. Here is the Web site: <https://eoss.asu.edu/counseling>. After office hours and 24/7 ASU's dedicated crisis line is available for crisis consultation by calling 480-921-1006.

Student Code of Conduct

Students are required to adhere to the behavior standards listed in the Arizona Board of Regents Policy Manual Chapter V –Campus and Student Affairs: Code of Conduct located online at <http://students.asu.edu/srr/code> and the ACD 125: Computer, Internet, and Electronic Communications available at <http://asu.edu/aad/manuals/acd/acd125.html>.

Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 <http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>. An instructor may withdraw a student from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor.

Syllabus Disclaimer

The course syllabus is an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes via email, or in the *Announcements* section on Blackboard.

Assessment Guidelines Rubric

Each assignment has a different focus with specific requests, but these general rules apply to each as I look for junior / senior-level work and good thinking and writing skills

in all work. Divide the points you earned by what the assignment was worth to calculate your grade.

* Application and integration of disciplines is always welcome and is encouraged. That said, it isn't specifically required for each assignment so, when you see that item below, realize that I know—and you should too from reading the assignment details—when it is required and when it isn't. :-) In some of our assignments, you will be able to substitute the word “frames” and such for disciplines.

A = Excellent = Exceptional Paper

- All items requested in the assignment details are included, exceptionally outlined
- Comprehensive grasp of subject matter is demonstrated
- In-depth understanding of relevant concepts issues related to topic addressed / assigned
- Profound analytical critique, synthesis, & evaluation of information
- Insight in thought and contribution of something new
- Thorough explanation of the connection and/or application of disciplines *
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A virtually flawless mastery of all aspects of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

B = Good = Above Average Paper

- All items are included: meets all requirements
- Good grasp of subject matter is demonstrated
- Basic understanding of relevant concepts & issues related to topic addressed
- Incorporates the connection between disciplines or the application thereof *
- Some in depth analytical critique, synthesis, & evaluation of information
- A clear, concise, and fluent style highlighting a well-written & logically structured essay.
- A good grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

C = Satisfactory = Competent Paper

- All items are not included: one key area weak or missing
- Basic grasp of subject matter is demonstrated
- Some understanding of relevant concepts & issues related to topic addressed
- Adequate attempt for analytical critique, more reporting than analyzing
- Minimal attempt to discuss/apply disciplines *
- Essay with an acceptable style and structure
- Basics of grammar, structure, and spelling
- Standard format of # of pages, margins, fonts, space, cover page, etc.
- Timely submission and academic integrity

D = Poor = Marginally Acceptable Paper

- All items are not included: more than one key item missing or very weak
- Confusion of subject matter is demonstrated
- Understanding of relevant concepts & issues related to topic addressed is weak
- Just reporting events
- Just mentions the connection between, or application of, disciplines *
- A basic grasp of grammar, structure, spelling, & style
- Standard format of # of pages, margins, fonts, space, cover page, etc.

E = Failing = An Unacceptable Paper

- All items are not included
- A basic lack of understanding of the subject matter
- No attempt to go beyond description
- No mention of the application or integration of disciplines *
- Written expression is disorganized and poorly expressed
- Serious errors in grammar, sentence structure, and spelling
- Timely submission & Academic integrity questionable
- Standard format not followed

Contents

Preface	ix
Acknowledgments	xiii
1. Understanding the New Career	1
Three Career Cases	1
<i>The Barnes Family</i>	1
<i>Helen Casey</i>	2
<i>The Smith Family</i>	3
The Changing Landscape of Careers	4
The Changing Nature of Families	8
The New Careers	9
Our Career and Work–Life Model	11
2. The Self-Assessment Process	15
The Basic Areas of Self-Assessment	16
<i>Reflecting on the Past</i>	17
<i>Identity as a Core Competence</i>	21
<i>Clarifying Your Values</i>	24
<i>Understanding Your Interests and Passions</i>	29
<i>Lifestyle</i>	32
<i>Understanding Your Life Goals and Personal Vision</i>	35
<i>Skill Assessment</i>	37
Summary	44
3. Integrating Your Self-Assessment and Developing Implications	47
Integrating Your Self-Assessment	47
Developing Themes From Your Data	50
<i>Step 1: Coding Your Data</i>	51
<i>Step 2: Grouping Your Data</i>	52
<i>Step 3: Assigning Tentative Themes</i>	53
<i>Step 4: Constructing the Final Themes</i>	
<i>With Supporting Data</i>	53
<i>Sample Themes</i>	54

Developing Career and Work–Life Implications	57
Summary	60
4. Finding Ideal Work	61
Job Loss	63
Assessing the Labor Market	66
Identifying the Right Opportunities for You	68
Job Search Tools	71
<i>References</i>	71
<i>Résumés</i>	73
<i>Starting a Professional Portfolio</i>	74
<i>Cover Letters</i>	75
Conducting the Job Search	76
Networking and the Job Search	77
Informational Interviews	83
<i>Guidelines for Conducting an Informational Interview</i>	84
<i>Questions to Ask</i>	85
Identifying the Ideal Employer	87
Special Challenges and Tips for International Students	
Who Want to Work in the United States	90
Career Decision Making	92
Summary	94
5. Career Development Strategies	97
Organizational Career Paths	102
<i>From Career Ladders to Career Lattices</i>	103
<i>Vertical Careers and Organizational Advancement</i>	105
<i>Managing Up</i>	106
Alternative Career Paths-Salzman's Typology	109
<i>Backtrackers</i>	111
<i>Plateauers</i>	112
<i>Career Shifters</i>	112
<i>Self-Employers</i>	113
<i>Urban Escapees</i>	114
The Portfolio Career	115
Ongoing Development	116
Organizational Career Systems	121
International Assignments	124
Financial Considerations	126
Summary	130

6. Work and Family	133
Men and Women, Families and Work	134
Dual-Career Couples	136
Dual-Career Families	141
<i>Sources of Stress</i>	142
<i>Role Conflict</i>	143
Summary	152
7. Workplace Flexibility	153
Flexible Work Arrangements	154
<i>Flextime</i>	155
<i>Compressed Work Week</i>	157
<i>Part-Time and Reduced-Load Work</i>	158
<i>Job Sharing</i>	161
<i>Telecommuting</i>	164
<i>Leaves</i>	170
<i>Sabbaticals</i>	171
Other Elements of the Family-Friendly Workplace	172
Family-Friendly Workplace Culture	174
The Dark Side of Flexible Work Arrangements	176
Summary	177
8. Career Development Over the Lifespan	179
Lifespan Development: Are Career and Life	
Stages Still Relevant Today?	180
Adult Life Stages	181
Gender and Life Stages	184
A New Model for Middle and Later Years: Learning Cycles	185
The Second (or Third or Fourth) Career	188
Protean Careers and Older Workers	190
How Do We Tap the Potential of Older Workers?	194
<i>Use Developmental Relationships</i>	194
<i>Opt for New and Varied Job Experience</i>	195
<i>Improve Person–Job Brokering</i>	195
<i>Use Information Technology</i>	196
Retirement	197
<i>How Do I Want to Design My Life for the Third Phase?</i>	198
<i>Financial Planning and Careers in Later Life</i>	199
Summarizing Careers Over the Lifespan	201
Book Summary	201

Required Readings / Text
OGL 482 Pro-Seminar II

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