

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
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Prefix:	OGL	Number:	365	Title:	Organizational Contexts: Topic: Integrated Worker	Units:	3
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Course description: **This course will introduce students to the structure and divisions of knowledge systems in the university setting. After surveying the different types of disciplines, students will learn processes for using knowledge and insights from different sources in an integrative manner.**

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? Yes

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

Requested designation: Social-Behavioral Sciences–SB **Mandatory Review:** Yes

*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	Amanda Hess	E-mail	andi Hess@asu.edu	Phone	480-727-3265
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Department Chair/Director approval: (Required)

Chair/Director name (Typed):	Kevin Ellsworth	Date:	12/3/21
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Chair/Director (Signature): _____

Arizona State University Criteria Checklist for
SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

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

ASU--[SB] CRITERIA			
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	Syllabus
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	Syllabus
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:	
		• Courses with primarily arts, humanities, literary or philosophical content.	
		• Courses with primarily natural or physical science content.	
		• Courses with predominantly applied orientation for professional skills or training purposes.	
		• Courses emphasizing primarily oral, quantitative, or written skills.	

Course Prefix	Number	Title	General Studies Designation
IDS	315	Integration in Social Contexts: Sports Fans	SB

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)
C-1		
C-2		
C-3		
C-4		

Course Prefix	Number	Title	General Studies Designation
OGI	365	The Integrated Worker	Social-Behavioral Sciences [SB]

Criteria	How course meets spirit	Detailed evidence & location
<p>C-1 <i>Course is designed to advance basic understanding and knowledge about human interaction.</i></p>	<p>This course examines interpersonal dynamics within the work place from multiple vantage points. Students leave this course with a better understanding of personality dynamics, and productive and counter-productive behaviors in the work place, as well as the socialization process involved in starting a new job.</p>	<p>This focus on human interaction can be seen on the Syllabus in the following areas: (all marked in yellow) Course Description Learning Outcomes Course Schedule of Weekly Topics Assignment Learning Objectives</p>
<p>C-2 <i>Course content emphasizes the study of social behavior such as that found in Anthropology & Sociology.</i></p>	<p>The social behaviors of individual workers within organizations is the sole focus of this course.</p>	<p>This emphasis on content related to the study of social behavior can be seen on the Syllabus in the following areas: (all marked in green) Course Description Learning Outcomes Learning Materials Assignment Learning Objectives</p>
<p>C-3 <i>Course emphasizes the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological)</i></p>	<p>This class is modeled after a Sociology of Work course and expands to use a broader social science lens to explore interpersonal dynamics within the work place, drawing heavily on sociology, social psychology and cognitive studies.</p>	<p>This emphasis on social science knowledge is evidenced on the Syllabus in the following areas: (all marked in blue) Learning Outcomes Learning Materials Assignment Learning Objectives</p>
<p>C-4 <i>Course illustrates use of social and behavioral science perspectives and data.</i></p>	<p>The methods, contributions and perspectives of the social sciences are explicitly highlighted, including drawing from survey data, longitudinal studies and workplace ethnographies.</p>	<p>This direct look at knowledge generated by the social sciences appears on the Syllabus in the following areas: (all marked in pink) Learning Outcomes Learning Materials Assignment Learning Objectives</p>

OGL 365: Organizational Contexts
Topic: Integrated Worker

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*** ABRIDGED SYLLABUS ***

This abridged syllabus focuses on the learning outcomes, readings, and assignments and their correspondence with the General Studies Social-Behavioral Studies (“SB”) criteria. All required ASU & CISA policies appear on the online version of the syllabus along with class policies, grading scale, and specific due dates.

Catalog Description:

Students will explore how organizations function by analyzing in depth a specific organizational context such as: health care, technological innovation, family, education, government, community, religion, non-governmental organizations, or the economy, or country/country groups.

Course Description:

This topic-based course takes an integrative approach to better understanding interpersonal dynamics in the work place. In particular, **C-2** this course explores the behaviors and practices of individuals operating within workplace organizations. **C-1** Students will expand their understandings of human interactions within the familiar domain of the work place.

Note: *While this class focuses on the work place, it is not geared toward developing professional skills. Rather, it offers a framework for better understanding the social systems and networks operating within an organization or work place based on social science research.*

Learning Outcomes:

- **C-2 C-3 C-4** Examine individuals’ workplace behaviors in terms of social science perspectives.
- **C-1** Apply social science concepts and theories to workplace experiences.
- **C-1 C-2** Analyze the impact of social structures on individual and social behavior.

Learning Materials: (all available through class website)

Berg, Justin, Dutton, Jane & Amy Wrzesniewski (2008). What is Job Crafting and Why Does it Matter? Center for Positive Organizational Scholarship. Michigan Ross School of Business. C-2 C-3 C-4

Cain, Susan (2012). *Quiet: The Power of Introverts in a World that Can't Stop Talking*. Crown. C-2 C-3 C-4

Cohen, Aaron (2018). *Counterproductive Work Behaviors: Understanding the Dark Side of Personalities in Organizational Life*. Routledge. C-2 C-3 C-4

Dávila, Norma & Wanda Piña-Ramírez (2018). *Effective Onboarding*. ATD Press. C-2 C-3 C-4

Little, Brian (2016). Who are you, really? The puzzle of personality. TEDTalk. C-2 C-3 C-4

Little, Brian (2014). Confessions of a Passionate Introvert. TEDxTalks. C-2 C-3 C-4

Marsh, Nigel (2014). How to Make Work-Life Balance Work. TED Talk.

Podsakoff, Philip M., Scott B. MacKenzie & Podsakoff, Nathan P., editors (2018). *The Oxford Handbook of Organizational Citizenship Behavior*. Oxford University Press. C-2 C-3 C-4

Sandberg, Sheryl (2013). *Lean In: Women, Work, and the Will to Lead*. Knopf. C-2 C-3 C-4

Wrzesniewski, Amy (2014). Job Crafting: Creating Meaning in Your Job. TEDTalk. C-2 C-3 C-4

Learning Activities:

(descriptions of assignments appear at the end of the syllabus)

Reading Quizzes (5): 50 points (12%)

Discussion Boards (8): 160 points (37%)

Reflection Entries (2): 20 points (5%)

Papers (4): 200 points (46%)

TOTAL: 430 points

Course Outline: this class is always taught as a 7.5-week, online course

	TOPIC	READ/VIEW	ASSIGNMENTS
Module 0	Introductions		Discussion Board #0
Module 1	C-I Onboarding	Dávila & Piña-Ramírez, chapters 1 & 3	Reading Quiz #1 Discussion Board #1 Paper #1
Module 2	C-I Introversion & Extroversion in the Work Place	Cain, chapter 9 Brian Little's 2 TED Talks	Reading Quiz #2 Discussion Board #2 Paper #2
Module 3	C-I Organizational Citizenship Behavior	Podsakoff et. al, excerpts	Reading Quiz #3 Discussion Board #3 Reflection Entry #1
Module 4	C-I Counterproductive Workplace Behavior	Read Cohen, Ch. 1	Reading Quiz #4 Discussion Board #4 Reflection Entry #2
Module 5	C-I Job Crafting	Read Berg et. al, watch Amy W's TED Talk	Discussion Board #5 Paper #3
Module 6	C-I Work Life Balance	Read Sandberg Ch. 9 Watch Nigel Marsh TED Talk	Reading Quiz #5 Discussion Board #6 Paper #4
Module 7	Wrap Up		Discussion Board #7

C-I: Course is designed to advance basic understanding and knowledge about human interaction. The entire course focuses on deepening students' understanding of interpersonal dynamics in the work place including citizenship behaviors, counterproductive behaviors, and how the personality trait of introversion|extroversion influences people's behaviors at work.

ASSIGNMENTS

Reading Quizzes

Due Modules 1, 2, 3, 4 & 6

12% of overall grade

Learning Objectives

1. **C-2 C-3 C-4** Identify key social science concepts presented in the readings.
2. **C-2 C-3 C-4** Compare and contrast social science theories on workplace dynamics.

The weekly quizzes are designed to help students focus in on the key concepts and theories in each week's learning materials. All of the quizzes can be taken two times. The higher grade will count.

Discussion Boards

Due Modules 0, 1, 2, 3, 4, 5, 6, 7

37% of overall grade

Learning Objectives:

1. **C-1 C-2 C-3 C-4** Apply the week's concepts to your own experience in the work place.
2. **C-1** Compare and contrast your own social experiences as an employee with two other people's experiences.

For these weekly discussion board posts, students will be applying the concepts from the readings to their own lived experience as employees. They'll also be expanding their view of interpersonal workplace dynamics by responding to the experiences of other students in the class.

DB #0: Introductions

Introduce yourself: your name, where you live and your current or most recent employer and job title. List three key tasks of that position. Include an interesting fact about yourself. Reply to two class mates, pointing out something you have in common.

DB #1: Onboarding

For this week's Exchange, you'll be sharing examples of onboarding practices from your own work experiences: either at your current work place or at a previous job.

Respond to any **two** of the following prompts:

~ **Formal Socialization: Anticipatory Stage:** Clearly describe and assess (how effective is it?) what your organization currently does for new hires during the Anticipatory Stage. Or, describe and assess (how effective was it?) what formal socialization you yourself received during the Anticipatory Stage. Or, if your organization does nothing during this stage, suggest and briefly describe your own idea for what could be effective and useful for your organization to do for new hires during this stage.

~ **Formal Socialization: Encounter Stage:** Describe and assess (how effective is it?) what

your organization currently does for new hires during the Encounter Stage. Or, describe and assess (how effective was it?) what formal socialization you yourself received during the Encounter Stage. Or, if your organization does nothing or very little during this stage, suggest and briefly describe your own idea for what could be effective and useful for your organization to do for new hires during this stage.

~ **Formal Socialization: Follow Up Stage:** Describe and assess (how effective is it?) what your organization currently does for new hires during the Follow Up Stage. Or, describe and assess (how effective was it?) what formal socialization you yourself received during the Follow Up Stage. Or, if your organization does nothing or very little during this stage, suggest and briefly describe your own idea for what could be effective and useful for your organization to do for new hires during this stage.

~ **Informal Socialization Agent:** Describe a memorable encounter you had with an Informal Socialization Agent when you were new on the job. Who was it? What happened? What impact did it have on you?

**Keep in mind that "informal" here means that the person isn't assigned or required to help new hires. They take on this role voluntarily.*

~ **Informal Socialization Agent:** Describe a specific time when you voluntarily helped out a new hire. Who was it? What happened? Why did you choose to take action? What impact do you think it had?

~ **Newcomer Proactive Behavior:** Describe any specific proactive behaviors you've taken as a new hire to either a) build a relationship with your boss; b) learn new information; c) monitor and adopt behaviors; or d) learn from a role model. How well did it work?

DB #2: Introversion and Extroversion in the Work Place

Let's say you've done something amazing at work. How would you want to be recognized for a job well done?

1. What would be your first choice for how you'd be liked to be recognized?

Be detailed: include where, when and how this recognition would take place, who would be involved and what you would receive.

2. What would be your last choice?

Be detailed here too: where, when, how & who. Why would this be your last choice?

3. State if you're an extrovert, introvert or ambivert. In what ways do your choices for how you'd like to be recognized connect (or not) with your level of introversion or extroversion?

Post your answers AND respond to TWO other people.

DB #3: Organizational Citizenship Behavior

As you'll notice from the images posted here, most images of OCB portray people working together in what seems like a positive way. However, many of the types of OCB you've learned about take place individually. In other words, it's individuals, not groups, that decide to enact OCBs.

For this week's Exchange, you'll be presenting images to represent any **TWO** of the following OCBs:

- + Individual Initiative
- + Self Development
- + Civic Virtue
- + Organizational Compliance

What images would convey these ideas as they relate to the work place?

You can use images that you find online or you can create your own.

Aim to use visuals without words in them. In other words, how could you convey individual initiative without showing the word "initiative"?

What to post:

For each image, name the specific OCB it illustrates. Then, briefly describe how this visual image conveys that particular form of OCB.

So you will be posting TWO images, each with its own label and short description.

PLUS, responses to TWO others and the images they've posted.

DB #4: Counterproductive Work Behavior

This week you'll be sharing a CWB incident that happened at your work site (either current or in the past). This can be something you engaged in yourself, something you witnessed or experienced, or something you had to deal with as a supervisor or leader.

- a) Clearly describe the incident including who, what, when and where.
- b) Identify if this CWB was personal, political, property and/or production.
- c) Assess how serious this behavior was on a scale from 1-10 (with 10 being very serious).
- d) Discuss what personal, environmental or other factors may have prompted this CWB. In other words, why do you think it happened?
- e) Briefly describe the organization's response to this CWB. Do you think it was handled effectively?

PLUS: Respond to TWO other posts.

DB #5: Job Crafting

For this week's discussion, you'll be posting TWO ideas:

- I. ONE idea for **task crafting**: how might you alter the tasks of your job in some way? This could include improving the way something is done, using skills you haven't been using

much, taking on more tasks, taking on fewer tasks, expanding or diminishing the scope of your tasks. How might you approach or do a specific part of your job differently?

2. ONE idea for **relational crafting**: how might you alter the extent or nature of the interactions you have with others at your workplace? This can focus on co-workers or clients/customers.

& respond to TWO co-learners.

DB #6: Work|Life Behavior

Following Nigel Marsh's model, you will be presenting an "ideal" work day for yourself.

Post TWO schedules:

#1: Outline your usual or average work day schedule. Include at least 10 items.

#2: Outline an "ideal" work schedule. What would you most like your work day to look like? Include at least 10 items.

+ Since we're focusing on work, your ideal schedule must include attending to a paying job (in other words, you can't be on vacation!)

+ Include more details than Marsh does when he says, "work for three hours." Name specific work tasks. **What** would you most want to be doing and accomplishing on your ideal work day?

+ Feel free to be imaginative & fantastical! You most certainly can have a different job and/or live in a different city than you do now. The idea is to picture how you would most want to spend a working day.

And as Marsh says, it's nearly impossible to have an ideal life in one 24-hour period. Still, this is a powerful exercise to write down what an ideal work day would look like for yourself. It can help you see places where you can inch closer to a more ideal day.

DB #7: Wrap Up

For our final assignment, you'll be identifying THREE specific, key things you want to take with you from this class.

By "key" I mean that they are relevant to your own work life.

By "specific" I mean particular items (so don't just say you learned about Onboarding--what specifically about onboarding mattered to you the most?)

These can come from the readings, the assignments, the discussions and/or from insights that broke through while taking this course.

Name each item and briefly explain it.

Discussion Board Post ~ 50+ words for each of the three items.

REPLY to two class mates.

ASSIGNMENTS (continued)

Reflection Entries

Due Modules 3 & 4

5% of overall grade

Learning Objectives:

1. **C-1 C-2 C-3 C-4** Apply the week's concepts to your own experience in the work place.
2. **C-1** Compare and contrast your own social experiences as an employee with two other people's experiences.

Reflection Entry 1: Organizational Citizenship Behavior

The idea here is to respond to the answers you got on the OCB survey. Write for 10 minutes. *Keep in mind, these are voluntary behaviors. The goal is not to score 100% in all of these categories!*

Some possible starting places:

- ~ How would you explain the difference between the type of OCB you do the most and the type of OCB you do the least?
- ~ In what ways have your OCBs changed over time?
- ~ In what ways have your OCBs varied by work site or position?
- ~ How does your organization encourage certain OCBs?
- ~ How might you, as a leader, encourage others to engage in certain OCBs?

Push to make some connections and insights that matter to you.

A note on grading: if you write for 10 minutes on the topic of your OCBs, you'll get full credit. In other words, I won't be grading this for content or style. Use this as a chance to arrive at something that's meaningful to you about your Organizational Citizenship Behavior.

Reflection Entry 2: Counterproductive Work Behavior

1. Take this CWB Survey and tally your scores in the four categories. Keep in mind that pretty much all of us are guilty of some CWB at one point or another.

2. Go to the CWB Reflection assignment and spend 10 minutes writing about your responses to this survey.

Some questions to consider:

(Note: there's no requirement to answer all of these questions. They are here to jump start your writing. You're welcome to go in other directions too, as long as your writing about CWBs!)

- What stood out to you in your answers?
- What might explain any CWBs you do engage in?
- What is something you've done in the past but wouldn't do now?
- What types of CWB are most common at your work site?
- How might you, as a leader, discourage people from committing certain CWBs at your work place?

- How might you, as a leader, improve the work place such that CWBs are less likely to happen?

Push yourself to arrive at some new insights or new ways of understanding yourself, your work place and CWBs.

Papers

Due Modules 1, 2, 5 & 6

46% of overall grade

Paper #1: Insider's Guide to Onboarding

Due Module 1

3-4 pages

Learning Objectives

1. **C-1 C-2 C-3 C-4** Identify key aspects of Informal Socialization at your current or recent workplace.
2. **C-1 C-2** Analyze new comer proactive behaviors that you have engaged in.

For this short paper, you are going to play the role of a "semi-formal socialization agent." I've coined this term to mean that you are helping new hires but not in an official, formal way. You'll be putting together an insider's guide aimed at helping a new hire adjust to their new environment during their first days at your work site. It's different from the official employee handbook that covers a lot of macro information. Your guide will focus on the micro level: What specific information does a new hire need to know to start fitting in right away? You can also think of it like this: what do you wish you had known when you first started working there?

Your user-friendly guide will include the TOP TEN things you think a new hire needs to know about your organization in their first few days and weeks on the job. Use your current work place or a previous work place for this assignment. In other words, don't make up an organization! Use a work place you have first-hand experience with.

Include any combination from the following categories
more details provided online; shortened here for readability

Formal Rules or Policies

Functional How To's

Informal Rules

Insider Language

Navigational Aspects

Organizational Culture

Social Aspects

Paper #2: Introversion and Extroversion in the Work Place

Due Module 2

3-4 pages

Learning Objectives

1. **C-3 C-4** Analyze a current or recent workplace in relation to introversion/extroversion.
2. **C-1 C-2** Apply the concept of introversion-extroversion to your own workplace experience.

Below I've provided a variety of resources that deal with various aspects of introversion/extroversion in the work place.

STEP ONE: Read/Watch THREE of the sources listed below.

While you're reading/watching, have your antennae up for things that matter to you, that catch your attention, stop you in your tracks. Maybe it's a click of recognition (yeah, that definitely explains how my supervisor behaves!) or maybe it's a head scratcher (how does this make sense?!) Engagement is that feeling when you want to know more, want to spend more time thinking/learning/doing. It's when something bothers you or enlivens you or validates you or contradicts you. So while you're reading or watching, keep an eye and ear out for what really catches you in some way.

STEP TWO: Write a total of THREE new nuggets of knowledge that matter to you. (aim for ~250 words per entry) -- no need for an intro or conclusion; just write up your three separate entries.

These could be:

- ~ an insight or understanding about your own personality and work behavior
- ~ an insight or understanding about a co-worker or supervisor
- ~ an insight or understanding about the structure or layout of your work site
- ~ an insight or understanding about your own leadership style
- ~ an insight or understanding about the leadership style at your work place
- ~ a new idea/plan for how to do things differently at work
- ~ anything else that really caused you to see or think anew about something at work

Here's what I'll be looking for when I'm grading:

1. Each entry clearly connects with introversion/extroversion in the work place.
2. Each entry is coherent and clear and I can understand what you're saying.
3. Each entry appears to be pushing into new territory, meaning it's not stating something you likely already knew before this class.

Paper #3: Job Crafting

Due Module 5

3-4 pages

Learning Objectives

1. **C-3 C-4** Identify and apply the concept of Cognitive Crafting.

2. **C-1 C-2** Generate new task descriptions after engaging in Cognitive Crafting.

Re-Visioning

For this paper, you'll be returning to your introductory discussion board post from Module 0 and then using Cognitive Crafting to experiment with altering the presentation and perception of your job tasks.

Step 1:

Return to the discussion board from Module 0 and copy the three tasks/responsibilities you listed in that post.

Step 2:

Rewrite each of the three tasks to reflect what's meaningful to you about what you do.

What to Include in Your Paper:

1. A short introduction to the organization you're talking about. (1 paragraph)

2a. List task #1 exactly how you wrote it in the introductory discussion board.

2b. Reword that same task so that it better aligns with your interests, goals, identity, motivators.

2c. What impact does it have to reword this job task this way? Don't further describe the task. Rather, react to how it sounds to describe it this new way. (2 paragraphs).

3a. List task #2 exactly how you wrote it in the introductory discussion board.

3b. Reword that same task so that it better aligns with your interests, goals, identity, motivators.

3c. What impact does it have to reword this job task this way? Don't further describe the task. Rather, react to how it sounds to describe it this new way. (2 paragraphs).

4a. List task #3 exactly how you wrote it in the introductory discussion board.

4b. Reword that same task so that it better aligns with your interests, goals, identity, motivators.

4c. What impact does it have to reword this job task this way? Don't further describe the task. Rather, react to how it sounds to describe it this new way. (2 paragraphs).

5. Write an overall experience of recasting your main job tasks in different terms. Feel free to share negative reactions, positive reactions and mixed reactions to this exercise. (1 paragraph)

Paper #4: Work|Life Balance

Due Module 6

3-4 pages

Learning Objectives

1. **C-3 C-4** Apply concepts from the Work|Life Balance literature.

2. **C-1 C-2** Examine the experience of using your time differently for three days.

Sheryl Sandberg talks about eliminating the unnecessary from your life.

For this paper you'll be identifying THREE things you could eliminate OR reduce in your life to free up time for more useful, enjoyable or beneficial activities.

STEP ONE: Identify three things in your life that you could eliminate or cut back on.

STEP TWO: Select one of those items and actually go ahead and eliminate it (or seriously cut back) for THREE days!

STEP THREE: Write a 2-3 page paper including these items:

1. Name and briefly discuss the three things you identified that you would like to eliminate or reduce in your life.
2. Then name which activity/item you actually gave up for three days. Why did you select this one?
3. Day One: Describe your experience on the first day.
How did you react? How did others react? What differences did you notice? What did you do instead? How did it feel to not do this thing?
4. Day Two: Describe your experience on the second day.
How did you react? How did others react? What differences did you notice? What did you do instead? How did it feel to not do this thing?
5. Day Three: Describe your experience on the third day.
How did you react? How did others react? What differences did you notice? What did you do instead? How did it feel to not do this thing?
6. Wrap Up: What did you learn from this experience?