Experiential Learning Activities

The following educational content will be targeted on course learning outcome objectives 1-9:

The course will include an assessment of each student’s work related strengths based on at least three assessments made available to the students: Work Preference Indicator, Strengths Finder, Big Five, Holland’s RIASEC, and Myers-Briggs. Your paper must include results and reflections based on the Work Preference Indicator and the Strengths Finder. It must also include at least one of the other assessments. Two other students from one’s team will be responsible to read and critique a student’s paper prior to final submission. The two reviewers will provide guidance to the student regarding grammar and content, and will also coach the student in terms of the student’s strengths and career plans. All papers must include the reviewers’ comments in the appendix to the final paper submitted with reviewer names included. See “Personal Strengths and Career Planning” reading in the course content, in Blackboard, Week 2.

Additionally, for those who supervisor others, the professor’s 360 degree Leadership Effectiveness Assessment is made available on a strictly volunteer basis at no cost to the student.

All students will have weekly assignments and work with one another in teams and in discussion groups that focus on specific course content. Heavy emphasis is placed on understanding relevant theory and skills, and applying such to the world of work.

Throughout the course, the professor will use highly interactive case studies, simulations and individual and group problem solving activities that are directly related to the course content.

Content relevant videos, guest lecturers, and other media will be used in each course session to enhance learning.

Students will conduct action research in which they are enabled to apply empirically based knowledge directly to the world of work.

Weekly overviews of each chapter are provided by the professor in his weekly lectures and class meetings along with practical examples of theory in action.

Two major research reports will be conducted by all students. One, a personal strengths and career development assignment, is an individual undertaking and the other, a team term paper, is a team undertaking. Each report is expected to enable the students to demonstrate critical thinking, the integration of theory with practice and professional level writing skills. Other reports will also be requested of students to enable them to demonstrate their understanding of course content and apply them to the world of work, but these assignments will not require the same length and breadth of research as will the two major research reports.
There are three Discussion Assignments during the course. In each case, every student will submit his or her response to the Discussion Assignment and will submit at least two comments on other students’ submissions no later than midnight Sunday of the week that it is due. Student comments will need to be substantive, based on course literature and discussions as well as practical experience.

Starting with the second week of class, Discussion Assignments will be used to engage all in the class to provide their input relating to the assigned readings or other class content within the Discussion forum in Blackboard. The submissions will be substantive with examples from which other students respond.