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2013

Student Manual

Excellence In Higher Education for Liberian Development

Developed by:
The University of Michigan

PLAYLIST

Life Skills, List of Open Educational Resources

Creator: [Open.Michigan, University of Michigan](#) (Updated 08 Jun 2013)

Description:

Open Educational Resources are learning materials that are free, public, and shared under licenses that allow people to copy, translate, adapt, and share with others.

Tags: [Interpersonal](#), [skills](#), [Communication](#), [confidence](#), [self](#), [Reflection](#)

Definition: Reflection

1. WikiEducator, [Definition: Reflection](#) [<http://wikieducator.org/Reflection>]

Notes: Topic: Reflection

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2. Amana Linehan, [The Quick Guide To Self Reflection](#) [<http://amandalinehan.com/the-quick-guide-to-self-reflection/>]

Notes: Topic: Reflection

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3. Buck Institute for Education, [Self-Reflection on Project Work](#) [http://www.bie.org/tools/freebies/self_reflection]

Notes: Topic: Reflection

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Definition: Self-Confidence

4. Wikipedia, [Definition: Self-Confidence](#) [<http://en.wikipedia.org/wiki/Self-confidence>]

Notes: Topic: Self confidence and Self Esteem

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5. Wikipedia, [Definition: Confidence](#) [<http://en.wikipedia.org/wiki/Confidence>]

Notes: Topic: Self confidence and Self Esteem

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6. Wikipedia, [Definition: Self-Esteem](#) [<http://en.wikipedia.org/wiki/Self-esteem>]

Notes: Topic: Self confidence and Self Esteem

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A kinder, gentler philosophy of success

7. Alain de Botton, TedTalks, [A kinder, gentler philosophy of success](#) [http://www.ted.com/talks/alain_de_botton_a_kinder_gentler_philosophy_of_success.html]

Notes: Topic: What is ?Success?

Description: Alain de Botton examines our ideas of success and failure -- and questions the assumptions underlying these two judgments. Is success always earned? Is failure? He makes an eloquent, witty case to move beyond snobbery to find true pleasure in our work.

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8. Simon Sinek, TedTalks, [How great leaders inspire action](#) [http://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action.html]

Notes: Topic: What is ?Success?

Description: Simon Sinek has a simple but powerful model for inspirational leadership all starting with a golden circle and the question "Why?" His examples include Apple, Martin Luther King, and the Wright brothers ...

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Guidelines for Journaling

9. Patrick Frantz, Debbie Gulick, [Guidelines for Journaling](#) [<http://www.oercommons.org/courses/guidelines-for-journaling/view>]

Description: Some guidelines and hints for journaling

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What is Engineering?

10. C. Sidney Burrus , [What is Engineering?](#) [<http://www.oercommons.org/courses/what-is-engineering/view>]

Description: What is engineering? What is an engineer?? Although it is a very old activity or trade, engineering is a relatively young academic discipline or profession. Only in recent years has it reached a stage of maturity where some of its defining details and differentiating characteristics can be articulated.

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11. C. Sidney Burrus, [Engineering -- A Modern Creative Discipline](#) [<http://www.oercommons.org/courses/engineering-a-modern-creative-discipline/view>]

Description: This book is a collection of essays on Engineering and Engineers. It describes a variety of views of and approaches to Engineering with the goal of providing a modern picture of this exciting area and its contributions to society.

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Farmer's Agribusiness Training Course: Orientation

12. United States International University - USIU, [Farmer's Agribusiness Training Course: Orientation](#) [<http://www.oerafrica.org/agricultureoer/AgricultureResources/tabid/1485/mctl/Details/id/38870/Default.aspx>]

Notes: Topic: Understanding the Essence of your Career & Industry Practices: Agriculturalists, Engineers

Description: This Farmers' Agribusiness training course has been developed to help both farmers and farmer organisations. Its intention is to provide access to additional skills and knowledge that will allow farmers to move from a 'farm' to a 'firm'. The orientation module provides a module and lesson overview, study methodology, timetables and bibliographic information on the course.

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13. United States International University - USIU, [Farmer's Agribusiness Training Course: Module 1 - Structure of Agriculture and Agricultural Policies. Lesson 1: Introduction to Agriculture](#)

[<http://www.oerafrica.org/agricultureoer/AgricultureResources/tabid/1485/mctl/Details/id/38871/Default.aspx>]

Notes: Topic: Understanding the Essence of your Career & Industry Practices: Agriculturalists, Engineers

Description: This Farmers' Agribusiness training course has been developed to help both farmers and farmer organisations. Its intention is to provide access to additional skills that will allow farmers to move from a 'farm' to a 'firm'. Lesson 1 of Module 1 provides an overview of the role of agriculture and farmers in the Kenyan economy. It further provides an overview of the agro-ecosystem zones and soil types related to various production systems.

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14. Lisbeth Levey, [AgShare Resource Guide: Freely available academic readings to supplement course modules](#)

[<http://www.oerafrica.org/agricultureoer/ResultsPage/tabid/1784/mctl/Details/id/38885/Default.aspx>]

Notes: Topic: Understanding the Essence of your Career & Industry Practices: Agriculturalists, Engineers

Description: This resource guide is a compendium of the individual handbooks that were prepared for the AgShare university partners. It is subdivided into sections, such as lecture materials, student readings, websites, and video.

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Stress and Stress Management

15. WikiEducator, [Stress and Stress Management](#)

[<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/38134/Default.aspx>]

Notes: Topic: Balance

Description: This resource explains what stress is, the causes of stress, how the body reacts to stress, and coping with stress

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Community Resource Planning

16. Sandra Apgar, Sinclair Community College, [Community Resource Planning](#) [<http://www.oercommons.org/courses/community-resource-planning/view>]

Notes: Topic: Community

Description: Students will act as the administrator of an agency dealing with meeting the needs of diverse groups in a two county area. They will use census data to obtain information for the purpose of community resource planning.

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17. Wikipedia, [Community \(Definition\)](#) [<http://en.wikipedia.org/wiki/Community>]

Notes: Topic: Community

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18. Wikipedia, [Social Capital \(Definition\)](#) [http://en.wikipedia.org/wiki/Social_capital]

Notes: Topic: Community

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Life Skills Development: Time Management

19. WikiEducator, [Life Skills Development: Time Management](#) [<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/38128/Default.aspx>]
Notes: Topic: Time Management
Description: This resource focuses on creating a time line, identifying time wasters, planning and prioritising
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20. WikiEducator, [Semester-Long Study Schedule](#) [http://wikieducator.org/Time_Management/Activities/long_term_study_schedule]
Notes: Topic: Time Management
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21. WikiEducator, [Weekly Study Schedule](#) [http://wikieducator.org/Time_Management/Activities/Weekly_study_schedule]
Notes: Topic: Time Management
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22. WikiEducator, [Daily Study Schedule](#) [http://wikieducator.org/Time_Management/Activities/Daily_study_schedule]
Notes: Topic: Time Management
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Key skill assessment unit: working with others
23. Open University Open Learn, [Key skill assessment unit: working with others](#) [<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/36965/Default.aspx>]
Notes: Topic: Inter-Personal Skills
Description: Working effectively with other people in a group or a team is a skill valued highly by community and educational organisations, as well as employers. Working in a group is about communicating effectively, contributing ideas, listening and receiving feedback, and leading or following as appropriate. Developing your skills means thinking about and planning the tasks the group needs to do, negotiating with others to develop shared goals and purpose, collaborating to achieve agreed results and then reviewing the approach. In developing and assessing the key skill of working with others you will learn to use and adapt your skills confidently and effectively in different situations and contexts. This unit is designed to be studied for 1 hour per week over 50 weeks.
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24. WikiEducator, [Life Skills Development: Conflict Management](#) [<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/38139/Default.aspx>]
Notes: Topic: Inter-Personal Skills
Description: In this unit learners will recognize the various types of conflicts and utilize techniques to effectively resolve conflict and develop conflict resolution skills.
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25. Open University Open Learn, [The importance of interpersonal skills](#) [<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/36675/Default.aspx>]
Notes: Topic: Inter-Personal Skills
Description: To succeed in management you need good interpersonal skills, you need to understand how to deal with other people. This unit will help you gain an awareness of your skills and understand that an awareness of the interpersonal skills of others can help us enormously in dealing with the work tasks we are responsible for.
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Communication Skills: Study Skills
26. J. Sitima, F. Maulidi, M. Mkandawire, E. Chisoni, S. Samu, M. Gulule, G. Salanje, [Communication Skills: Study Skills](#) [<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/37513/Default.aspx>]
Notes: Topic: Study Skills
Description: A chapter on study skills from the textbook, Communication Skills, developed by the Language Communication for Development Department at the Bunda College of Agriculture, University of Malawi. In this section you will learn about the importance of knowing how to study properly in order to achieve your goal of succeeding at College. This section will cover the following areas: timetabling, planning for your work, sourcing for information, the process of making meaning or knowledge, note taking and note making, student health, study techniques, and listening to lectures.

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27. University of Southern Queensland Open Courseware, [Getting organised to study](#)
[<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/37415/Default.aspx>]
Notes: Topic: Study Skills

Description: When you have successfully completed this module you will have: worked out a systematic way of effectively monitoring and controlling your weekly study activities; used a systematic way of effectively monitoring and controlling your weekly study activities; identified all of your study goals for the current semester' identified what you need to consider in organising to achieve your study goals; identified resources available to you to achieve your study goals; identified how to use the available resources towards your study goal achievement; identified actual and potential constraints to your achievement of your study goals; identified how to deal with constraints to your achievement of your study goals; reviewed your medium-term management of your study program and made all changes that you consider necessary to your decisions, planning and organising in relation to studying in the current semester

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28. University of Southern Queensland Open Courseware, [Planning your study program day by day](#)
[<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/37417/Default.aspx>]
Notes: Topic: Study Skills

Description: This module covers creating an outline plan, a detailed action plan, and a detailed study schedule.

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29. University of Southern Queensland Open Courseware, [Studying, learning and preparing for exams](#)
[<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/38163/Default.aspx>]
Notes: Topic: Study Skills

Description: This module introduces students to the possible effects of stress on their achievement of study goals, and how to deal with these effects; introduces the use of a study log to monitor the efficiency of their use of available study time; helps identify aspects of students' learning styles, and their implications for the effectiveness and efficiency of their study effort; and looks at how to create action plans.

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30. WikiEducator, [Study Skills](#)
[<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/37060/Default.aspx>]
Notes: Topic: Study Skills

Description: This unit covers the following issues: getting organised, dealing with procrastination and preparing for assignments, essays and reports

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31. Open University Open Learn, [Reading and note taking - preparation for study](#)
[<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/36963/Default.aspx>]
Notes: Topic: Study Skills

Description: This unit is about the very basic study skills of reading and taking notes. You will be asked to think about how you currently read and then be introduced to a some techniques that may help you to alter the way you read according to the material you are studying. In the second section you will be asked to look at some useful techniques for note taking and how you may apply them to the notes you make. After studying this unit you should be able to: ?recognise some of the skills which are particularly associated with the way social scientists work; ?describe some basic techniques relating to reading, for example, highlighting, note-taking and the processing; ?write in your own words using references and quoting sources."

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7 steps to integrating goal setting for learning

32. WikiEducator, [7 steps to integrating goal setting for learning](#)
[<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/37413/Default.aspx>]
Notes: Topic: Goal Setting

Description: This resources covers goal setting - looking at setting long term and short term goals and integrating these with your skills and abilities in order to develop your learning strategy

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33. Matt Cutts, Ted Talks, [Try something new for 30 days](#)
[http://www.ted.com/talks/matt_cutts_try_something_new_for_30_days.html]
Notes: Topic: Goal Setting

Description: Is there something you've always meant to do, wanted to do, but just ... haven't? Matt Cutts suggests: Try it for 30

days. This short, lighthearted talk offers a neat way to think about setting and achieving goals.

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34. Derek Sivers, TedTalks, [Keep your goals to yourself](#) [http://www.ted.com/talks/derek_sivers_keep_your_goals_to_yourself.html]
Notes: Topic: Goal Setting

Description: After hitting on a brilliant new life plan, our first instinct is to tell someone, but Derek Sivers says it's better to keep goals secret. He presents research stretching as far back as the 1920s to show why people who talk about their ambitions may be less likely to achieve them.

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Ethical Decision Making in Engineering

35. William Frey, Jose A. Cruz-Cruz, [Ethical Decision Making in Engineering](#) [<http://cnx.org/content/col10552/latest/>]
Notes: Topic: Ethics and Professionalism

Description: This collection of modules is designed to implement ethics across the curriculum for engineering programs for ABET. It consists of an introductory module, a module that encourages students to consider social and global impacts, a module for developing skills in ethical decision making, and a module exploring exploring responsibility in the context of the NIEE video, "Incident at Morales." This course and its modules are part of the NSF-funded EAC Toolkit, NSF SES 0551779.

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36. William Frey, [Three Frameworks for Ethical Decision Making and Good Computing Reports](#) [<http://cnx.org/content/m13757/latest/>]
Notes: Topic: Ethics and Professionalism

Description: This module provides three frameworks that are essential to professional and occupational ethics classes being taught at the University of Puerto Rico - Mayaguez during the academic year of 2006-7. The first framework converts the Software Development Cycle into a decision-making framework consisting of problem specification, solution generation, solution testing, and solution implementation. The second framework zeros in on the solution testing phase of the software development cycle by offering four tests to evaluate and rank solutions in terms of their ethical implications. The third framework offers a feasibility test designed to identify obstacles to implementing solutions that arise from situational constraints like resource, interest, and technical limitations.

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37. William Frey, [Ethical Rights for Working Engineers and Other Professionals](#) [<http://cnx.org/content/m15554/latest/>]
Notes: Topic: Ethics and Professionalism

Description: This module is designed to give you the tools and the practice using them necessary to prevail in situations that require advocacy of ethical and professional standards. In this module you carry out several activities. (1) You will study the philosophical and ethical foundations of modern rights theory through a brief look at Kantian Formalism. (2) You will learn a framework for examining the legitimacy of rights claims. (3) You will practice this framework by examining several rights claims that engineers make over their supervisors. This examination will require that you reject certain elements, rephrase others, and generally recast the claim to satisfy the requirements of the rights justification framework. (4) Finally, in small groups you will build tables around your reformulation of these rights claims and present the results to the class. This module will help you to put your results together with the rest of your classmates and collectively assemble a toolkit consisting of the legitimate rights claims that engineers and other professionals can make over their managers and supervisors.

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38. Dr. Taft Broome, MIT, [ESD.932 Engineering Ethics](#) [<http://ocw.mit.edu/courses/engineering-systems-division/esd-932-engineering-ethics-spring-2006/>]
Notes: Topic: Ethics and Professionalism

Description: This course introduces the theory and the practice of engineering ethics using a multi-disciplinary and cross-cultural approach. Theory includes ethics and philosophy of engineering. Historical cases are taken primarily from the scholarly literatures on engineering ethics, and hypothetical cases are written by students. Each student will write a story by selecting an ancestor or mythic hero as a substitute for a character in a historical case. Students will compare these cases and recommend action.

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39. William Frey, [Being an Ethical Job Candidate](#) [<http://cnx.org/content/m14468/latest/>]
Notes: Topic: Ethics and Professionalism

Description: This student module has been developed to help students in the practical and professional areas become aware of the ethical issues that often arise in the pursuit of employment. The point of departure is the "Guidelines to Professional Employment for Engineers and Scientists" set forth by the IEEE (Institute of Electrical and Electronics Engineers) and republished by Stephen Unger in his book, Controlling Technology: Ethics and the Responsible Engineer, 2nd Ed. Each intermediate moral concept set forth in the guidelines is challenged by a case. Students from past professional and occupational classes at the University of Puerto Rico at Mayaguez have provided the cases. While realistic, these cases are not necessarily representative of actual historical events since in some occasions confidentiality concerns have led to the altering and generalizing of some facts. To add another dimension to this module, each case requires a decision as well as the application of concepts to realistic situations.

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40. William Frey, [Ethics of Team Work](#) [<http://cnx.org/content/m13760/latest/>]
Notes: Topic: Ethics and Professionalism

Description: This module developed for classes in Engineering and Computer Ethics at UPRM employs a value/virtue approach to encourage students to reflect on the ethical issues and problems that arise in group or team work. Throughout the class, students are given group assignments for which they receive group grades that are distributed to each individual member. The module then provides students with ethical goals to grade them as they execute these assignments. Student groups develop strategies for realizing these goals. They also envision pitfalls that often prevent groups from working cooperatively such as the Abilene Paradox, groupthink, and group polarization. Finally, students develop an assessment process based on these goals that they use to complete a group self-evaluation at the end of the semester. The primary purpose of this module is to use group work and cooperative learning as an occasion to reflect on the different ethical issues and problems that arise in collective activity.

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41. Robert Doherty, MIT, [Introduction to Technical Communication: Ethics in Science and Technology, Fall 2006](#) [<http://www.oercommons.org/courses/introduction-to-technical-communication-ethics-in-science-and-technology-fall-2006/view>]
Notes: Topic: Ethics and Professionalism

Description: This section of Introduction to Technical Communication deals with ethical issues associated with the design, use, and propagation of technology. At virtually all stages of development and use, any technology can carry with it ethical dilemmas for both creators and users. Of particular interest is how such dilemmas are resolved (or complicated) according to how effectively they are communicated to stakeholders

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42. Harold Abelson, MIT, [Ethics and the Law on the Electronic Frontier, Fall 2005](#) [<http://www.oercommons.org/courses/ethics-and-the-law-on-the-electronic-frontier-fall-2005/view>]
Notes: Topic: Ethics and Professionalism

Description: This course considers the interaction between law, policy, and technology as they relate to the evolving controversies over control of the Internet. In addition, there will be an in-depth treatment of privacy and the notion of "transparency" -- regulations and technologies that govern the use of information, as well as access to information. Topics explored will include: Legal Background for Regulation of the Internet Fourth Amendment Law and Electronic Surveillance Profiling, Data Mining, and the U.S. PATRIOT Act Technologies for Anonymity and Transparency, The Policy-Aware Web

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43. Jose A. Cruz-Cruz, William Frey, [Developing Ethics Codes and Statements of Values](#) [<http://cnx.org/content/m14319/latest/>]
Notes: Topic: Ethics and Professionalism

Description: This module serves two purposes. First, it reports on a successful effort by the College of Business Administration of the University of Puerto Rico at Mayaguez to design and implement a statement of values in response to AACSB requirements. Second, it provides students in occupational and professional ethics courses with a series of exercises designed to teach them about codes of ethics and statements of values.

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Science and society: A career and professional development course

44. Open University OpenLearn, [Science and society: A career and professional development course](#) [http://openlearn.open.ac.uk/course/view.php?name=SS_1]
Notes: Topic: Professional Development

Description: Scientists throughout the world are increasingly interested in the relationship between science and society. Part of their concern is with the social responsibilities scientists have in relation to broader public interests. That raises important issues to do with the ethical and social dimension of scientists' work and how scientists explain ? and perhaps justify ? their work to the wider public.

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45. Dennis Rivers, [Communication Skills for Personal and Professional Development: The Seven Challenges Approach](#) [<http://cnx.org/content/col10415/latest/>]
Notes: Topic: Professional Development

Description: The Seven Challenges course workbook introduces students to some of the most important processes in interpersonal communication, supported by readings, references and exercises. This is definitely a learn-how-to-do-it course, with the supporting materials arranged to facilitate behavior change and skill acquisition. Processes covered include listening, negotiating the shape of conversations (metacommunication), self-expression, translating complaints into requests, asking questions more open-endedly and creatively, expressing appreciation, and adopting the attitude and practice of continuous learning (embracing each conversation as an opportunity to further develop one's communication skills).

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46. Thoma Kochan, MIT, [People and Organizations, Fall 2005](#) [<http://www.oercommons.org/courses/people-and-organizations-fall-2005/view>]
Notes: Topic: Professional Development

Description: This course examines the historical evolution and current human and organizational contexts in which scientists, engineers and other professionals work. It outlines today's major challenges facing the management profession and uses interactive exercises, simulations and problems to develop critical skills in negotiations, teamwork and leadership. It also introduces concepts and tools to analyze work and leadership experiences in optional undergraduate fieldwork projects.

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47. David Dunaway, [Eight Leader Behaviors That Increase Motivation, Morale, and Performance...And One That Won't](#) [<http://cnx.org/content/m15614/latest/>]

Notes: Topic: Professional Development

Description: This work revisits the work of Frederick Herzberg and translates his landmark research into eight practical leader-behaviors consistent with the research. Those behaviors are: (1) creating a leadership platform; (2) becoming the principal-learner and principal-teacher about leadership; (3) affirming and teaching the powerful roles of organizational beliefs, vision, and mission; (4) leading and modeling reciprocity of accountability; (5) building collegiality around problems of practice; (6) emulating the actions of successful coaches; (7) developing the cultural understanding and affirmation that leadership and growth bring discomfort; (8) developing a sense of professionalism throughout the organization consistent with professionalism as demonstrated in and expected of other learned professions.

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48. Michele Williams, MIT, [Power and Negotiation, Fall 2002](#) [<http://ocw.mit.edu/courses/sloan-school-of-management/15-665b-power-and-negotiation-fall-2002/>]

Notes: Topic: Professional Development

Description: This course is designed to enhance your ability to negotiate within the context of an ongoing relationship. As a manager, consultant, or professional service provider you will negotiate with your counterparts, team members, clients, and subordinates on an ongoing basis. Further, in today's less hierarchical organizations, you will be forced to negotiate with others to get your work done. Every time a project falls behind, critical new information is uncovered, or the competitive landscape of your industry changes, you will need to renegotiate tasks, plans, goals, or fees with your key stakeholders.

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49. Open University Open Learn, [Making Decisions](#)

[<http://www.oerafrica.org/foundation/FoundationOERHome/FoundationOERResources/tabid/876/mctl/Details/id/37062/Default.aspx>]

Notes: Topic: Professional Development

Description: This unit covers a few key topics that will help you to think in broad ways about how you and others take decisions; we shall also introduce you to some themes in social science which have direct relevance to managerial decision making. The approach of this unit is descriptive: rather than prescribing how you should make decisions we look at frameworks that will help you to understand how decisions are actually made. We aim to help you to develop greater insight into both your own decision making processes and those of others.

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