

MT490 Unit 1 Assignment Examples

These examples are intended to help you “see” the way you need to complete the Assignment yourself, using your own words and ideas. Copying any portion of the examples is considered plagiarism, so it is important not to copy the words and ideas in the examples, but rather use them as a guide to support your understanding of the components, the structure, and the underlying principles that support writing these types of essays.

Introduction:

The process of experiential learning requires an intern/extern to put the knowledge, skills, abilities, and behaviors learned in a formal educational setting, into practice. This is called putting "Theory to Practice." In the courses you completed throughout your degree plan, you learned many theories and concepts and attained knowledge, skills, abilities, and behaviors at various levels of rigor. Now, it is time for you to put what you know and can do into action for your intern/externship employer. Upon application of the theoretical and conceptual knowledge, skills, abilities, and behaviors, you will return to the academic setting to reflect on your experiences, thoughts, ideas, observations, emotions, etc. by putting "Practice to Theory". Your ability to put "Theory to Practice" and "Practice to Theory" is the essence of your experiential learning journey here at Kaplan University. The two-steps in the process of experiential learning are described as follows:

1. Theory to Practice: This is the process of practically applying learned knowledge, skills, abilities, and behaviors in a real world setting. As stated by Dunmade (2013), theories are verified empirical truths that may be used in application, by practitioners, as a point of reference when making decisions and thinking critically about a topic. Throughout your experiential learning journey, you will put theory to practice while working for your intern/externship employer. However, as part of the learning process, it is also important to reflect on your experiences in applying theory to practice. This learning process is called going from "practice to theory."

2. Practice to Theory: This is the process of academically reflecting on experiences related to the application of knowledge, skills, abilities, and behaviors in connection with research. From an academic standpoint, the process of applying knowledge, skills, abilities, and behaviors in a real world setting is not complete without the analysis, synthesis, and evaluation of your experiences in connection with viable research sources. In this reflective exercise, interns/externs are expected to analyze, synthesize, and evaluate practical experiences with research sources found within the Kaplan University library, textbooks, or other sources deemed acceptable. A best practice would be to connect your experiences with research in consideration of the topics contained within the Course Outcomes and Professional Competencies.

Below, please find several examples of putting "Theory to Practice" and "Practice to Theory" to help you understand how it is accomplished in written communication.

References:

Dunmade, I. (2013). Effectiveness of Term Projects in Helping Students to Connect Theory with Practice: an Evaluation of Students' Perspectives. Retrieved from: <http://article.sciencepublishinggroup.com/pdf/10.11648.j.edu.20130201.11.pdf>

Example of Theory to Practice:

1. This is an example of how to address stress management from a "Theory to Practice" perspective in your written communications:

Early in my course work here at Kaplan University, I learned about the Transactional Stress Theory. The transactional stress theory suggests that individuals may react differently to stressful situations because of the different ways information is processed. This is particularly the case when considering differences in how individuals perceive, experience, and manage feelings under stressful conditions and deadlines (Yuntao, 2014). This theory is relevant to my professional development process in this course. My experiences in week 5 of the course triggered my interest in this topic. Due to the high stress environment at my place of employment, I find it essential to assess the way I react under stress situations, especially when receiving spontaneous demands from my managers. Over the next 10 hours of work next week, I will monitor and take notes of my reactions to stress and deadlines to identify how I may improve my behaviors (such as my temper), body language, and verbal responsiveness. This will surely be a valuable learning experience.

References:

Yuntao, D., Myeong-GU, S., & Bartol, K. M. (2014). No Pain, No Gain: An Affect-based Model of Developmental Job Experience and the Buffering Effects of Emotional Intelligence. *Academy Of Management Journal*, 57(4), 1056.
doi:10.5465/amj.2011.0687

2. This example addresses Time Management, using a concept from a textbook used in a Kaplan university course.

Over the past three weeks, I was assigned to shadow three different supervisors that oversee production in the manufacturing plant. I observed that all three supervisors hold hour-long meetings with their direct reports on a weekly basis. In all three meetings, each supervisor covered the same exact safety protocol as a mandatory training exercise. After each meeting, I discussed the purpose of such training with each supervisor. Each complained that they were unable to cover important issues and topics because of the required training. I observed several other instances where efforts are being duplicated in the manufacturing plant. Such duplication of efforts can negatively

impact efficiency and productiveness in any business, which is the reason for planning and organizing labor and resources as precisely as possible. As indicated by Bateman and Snell (2009), "Within an organization's structure, differentiation is created through division of labor and job specialization" (pg. 128). In the coming week of work with my externship employer, I plan to discuss with leadership, several observations where duplication of efforts may be negatively affecting efficiency and productiveness in the business.

References:

Bateman, T.S. & Snell, S.A. (2009). Management. New York, NY. McGraw Hill Irwin

Example of Practice to Theory:

1. This is an example of how to reflect on ethical practices in your intern/externship place of employment in connection with research.

The culture of KapConsulting is influenced by the application of the consequential ethical theory by intern leadership. According to Holsinger (2013), "A consequential theory judges the rightness or wrongness of an action based on the consequences that action has" (p. 1). For example, KapConsulting leadership has gone through great measures in making all interns aware of the consequences of committing plagiarism by providing information relating to what it is and why it's important not to do it, in the Employee Handbook. They know the importance of doing what's right from an ethical standpoint, so this is why they continue to encourage us to give credit to the author that deserves it, to ensure no one has to directly or indirectly suffer the consequences of poor choices or actions.

Holsinger, K. (2013). Consequentialist vs. non-consequentialist theories of ethics. Retrieved from: <http://darwin.eeb.uconn.edu/eeb310/lecture-notes/value-ethics/node3.html>

2. This is an example of how to reflect on the organizational planning efforts of the business in connection with research.

Planning provides direction and strengthens confidence in understanding where the organization is heading and provides opportunities along the way to analyze alternative courses of actions if needed. By planning, an organization reduces uncertainties, minimizes impulsive decision making and brings about effective integration of the decisions and activities of the managers. Business planning is much more than just forecasting future events and activities. It is a formal, intellectual and standardized process through which management conceives of and prepares for the business's future (Steiner, 1997).

As information regarding KapConsulting and what projects and activities are in the pipeline have not been discussed with my department I am not sure what the plan is now regarding getting more clients, assisting existing clients with their needs, etc. If this

information has been shared with others in management, it has not been shared with the IT team members during our team meetings. These are things that need to be discussed so that new interns coming into the organization can have a sense of direction, which will strengthen their understanding of what KapConsulting is and what they do.

When developing and using planning and control within an organization, management must be vigilant and consistent in reviewing the plans since they are made in the present about things that will happen in the future (Porter, 1980). KapConsulting management needs to remember that the environment is constantly changing and they need to seek improvement with each new class of interns and educate the entire organization so that everyone is confident in where the organization is heading. By educating the new interns on what is going on within the organization and what the plans for KapConsulting are for the future, everyone will strive to improve the process and help make KapConsulting a successful, profitable organization that provides a service to the community and to future students of Kaplan University.

References:

Porter, Michael E. (1980). *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. New York: Free Press.

Steiner, George A. (1997). *Strategic Planning: What Every Manager Must Know*. New York: Free Press.