## INDEX

Administration, university and, 158–160
Agenda, for feedback meeting, 75
Alumni, 159
of Master’s in HR program, 162
students, 160
and business professionals, 162
Asynchronous technology, 182, 188
Audit form, organizational assessment and, 127–132
Babson Survey Research Group Survey, 9–10, 38
Barriers to the creation of swift trust in virtual teams, 105–114
individual barriers, 106–107
organizational barriers, 107–108
team barriers, 109–110
technological barriers, 108–109

Bill & Melinda Gates Foundation, 35–39
Brick-and-mortar institutions, 39
Brown’s School of Professional Studies (SPS), 18
Brown University, 18–19
Business professionals, alumni students and, 162

CEUs. *See* Continuing education units (CEUs)
Civic responsibility, 5, 46, 158–159

Client
communication with, 135–136
and community, 163–164
consultant relationship closure, 139–143
first draft of the consulting work to, 136–138
resetting goals and expectations, 138
Client–consultant calls, 121
Client–consultant relationship development, 101–103
Client–organizations, 151–153
in Master of Science in Human Resources (MSHR), 152–153
Client’s and consultant’s assumptions, 100–101
Columbia University, 19–20
Columbia Video Network, 19–20
Communication with client, 135–136
face-to-face, 63
Community, client and, 163–164
Community college students, 2
Community involvement, 5, 52
Community service, 4–6, 45, 46–47, 49–50, 155–156, 158–159, 187
activities, 5
traditional, 155–156, 173–174
Competencies, clear statement of, 177–178
Confidentiality, 63–64, 172–173
Consultancy goals of, 68
people involved in, 68
preparing for, 122
stages of, 68–77, 121
Consultant effective, 59–60
external, 60–61, 62
internal, 60–62
self-reflection, 142–143
skills and experience, 125
students as, 77–80
traits and skills, 59–60
Consulting for-profit vs. not-for-profit organizations, 66–67
in-person vs. virtual, 63–64
internal vs. external, 60–62
model, HR-related projects, 148–150
pro bono vs. paid, 64–66
stages, 67–77
action, 76
data collection and diagnosis, 72–73
entry and contracting, 69–72
evaluation and withdrawal, 76–77
feedback and design for action, 73–76
Consulting process
addressing low client and student engagement, 132–134
client’s resistance to change, 134–135
compliant client, 135
Consulting project draft, 138–139, 140
Consulting team, 87–100
consultant, 97–100
student teams, 97–100
faculty, 89–91
project manager, 91–94
job description, 95–96
selection, 91–94
team leader, 94–97
job description, 98–99
Continuing education units (CEUs), 22
Contract
entry and, 69–72
formulation, 71
ground rules for, 71–72
learning, 122, 172–173, 181–182, 188
Conventional control mechanisms, 107–108
Cornell University, 20
Corporate social responsibility, 162
Course release, 168, 174
Creators’ intention, 10
Credibility establishment, 103–104
Credit-bearing course, 46
Critical analysis, 52
Critical thinking, 147–148
Cultural factors, 109
Dartmouth College, 20–21
Defensive routines, 107
Dewey’s theory, 46
Digital learning, 39
Distance education
current trends in United States, 9–23
outside the United States, 33–40
Distance learning program, phone-based, 15
Doctor of Physical Therapy program, 40
e-Consulting, 51–52, 87
benefits of, 156–158
faculty, 160
project manager, 160–161
team leaders/students, 161–163
university and administration, 158–160
initiative in an online degree program, 147–150
legal considerations, 173
limitations, 170–173
model, 80–82, 119, 150
plan for long-term sustainability, 168–169
problem-solving environments with, 56
projects, 147–148
student, client, and faculty satisfaction, 164–168
eCornell program, 20
Education development, 26–33, 36–38
education 1.0, 28–29
education 2.0, 29
education 3.0, 29–31
education 4.0, 31
education 5.0, 31–33
EdX, 11, 12
Effective consultants, 59–60
e-Learning market, 16–17
Emotional web, 25–26
Emotiv Systems Inc., 25–26
Employee, marketability and social responsibility, 56
Employment and wages, 3
Engagement
client and student, 132–134
community service, 51–52
e-Service learning, 5–6, 46–52, 56, 159
benefits of, 53–56, 155–156
communication, 181–182
components, 179, 188
consulting projects, 117
cost, 169–173
courses
clear statement of competencies, 177–178
design, 183–185
digital access, 51–52
employee marketability and social responsibility, 56
initiatives, 177–180, 188
limitations, 170–173
metrics of success, 185–187
opportunities, 174
people, roles and responsibilities, 180–181
program, 174
projects by degree level, 79
skills acquired through, 55
technology, 182–183
typology, 47–50
value of, 55
Expert skills (expertise), 59–60
External consultants, 60–61, 62
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>External consulting vs. internal consulting</td>
<td>60–62</td>
</tr>
<tr>
<td>Extreme Service-Learning</td>
<td>50</td>
</tr>
<tr>
<td>Face-to-face communication</td>
<td>40, 63</td>
</tr>
<tr>
<td>Faculty, e-consulting</td>
<td>160</td>
</tr>
<tr>
<td>Fathom</td>
<td>19</td>
</tr>
<tr>
<td>Flawless Consulting (Block)</td>
<td>102</td>
</tr>
<tr>
<td>For-profit organizations vs. not-for-profit organizations</td>
<td>66–67</td>
</tr>
<tr>
<td>Gamification</td>
<td>40</td>
</tr>
<tr>
<td>Gen Z</td>
<td>31–32</td>
</tr>
<tr>
<td>Grading rubric</td>
<td>91, 92</td>
</tr>
<tr>
<td>Graduate school students</td>
<td>2</td>
</tr>
<tr>
<td>Ground rules, for contracting</td>
<td>71–72</td>
</tr>
<tr>
<td>GuideStar.org</td>
<td>89–90</td>
</tr>
<tr>
<td>Harvard University</td>
<td>21</td>
</tr>
<tr>
<td>Higher education institutions, online-learning enrollments in</td>
<td>45–46</td>
</tr>
<tr>
<td>Human Resources (HR), consultants, e-consulting course,</td>
<td>163–164</td>
</tr>
<tr>
<td>projects, consulting model</td>
<td>127–132</td>
</tr>
<tr>
<td>See also Master of Science in Human Resource (MSHR)</td>
<td></td>
</tr>
<tr>
<td>Hybrid Type I</td>
<td>47–48</td>
</tr>
<tr>
<td>Hybrid Type II</td>
<td>47–49</td>
</tr>
<tr>
<td>Hybrid Type III</td>
<td>47–48, 49–50</td>
</tr>
<tr>
<td>Hybrid Type IV</td>
<td>47–48, 50</td>
</tr>
<tr>
<td>ILN. See Interactive Learning Network (ILN)</td>
<td></td>
</tr>
<tr>
<td>In-person consulting vs. virtual consulting</td>
<td>63–64</td>
</tr>
<tr>
<td>In-person service-learning</td>
<td>155–156, 173–174</td>
</tr>
<tr>
<td>Interactive Learning Network (ILN)</td>
<td>15</td>
</tr>
<tr>
<td>Internal consultants</td>
<td>60–62</td>
</tr>
<tr>
<td>Internal consulting vs. external consulting</td>
<td>60–62</td>
</tr>
<tr>
<td>Internship</td>
<td>163</td>
</tr>
<tr>
<td>Ivy Leagues</td>
<td>17–23</td>
</tr>
<tr>
<td>students, 2</td>
<td></td>
</tr>
<tr>
<td>universities</td>
<td></td>
</tr>
<tr>
<td>Brown University</td>
<td>18–19</td>
</tr>
<tr>
<td>Columbia University</td>
<td>19–20</td>
</tr>
<tr>
<td>Cornell University</td>
<td>20</td>
</tr>
<tr>
<td>Dartmouth College</td>
<td>20–21</td>
</tr>
<tr>
<td>Harvard University</td>
<td>21</td>
</tr>
<tr>
<td>Princeton University</td>
<td>21–22</td>
</tr>
<tr>
<td>University of Pennsylvania</td>
<td>23</td>
</tr>
<tr>
<td>Yale University</td>
<td>23, 40</td>
</tr>
<tr>
<td>Job seekers</td>
<td>162</td>
</tr>
<tr>
<td>internship &amp; student</td>
<td>163</td>
</tr>
<tr>
<td>Index</td>
<td>229</td>
</tr>
</tbody>
</table>
Learner-centered approach, 3–4
Learner-centered higher education system, 3–4
Learning habits, 28
See also specific types of learning
Learning Agreement, 175
Legal considerations, e-consulting, 173
Massive open online courses (MOOCs), 10, 11–13, 21–22, 23
advantages, 13
disadvantages, 14
dropout rates, 14
Mass-scale distance education, 39
Master of Health Care Delivery Science, 21
Master of Liberal Arts in Extension Studies, 21
Master of Science in Human Resource (MSHR), 147–150
client-organizations in, 152–153
e-consulting initiative, 153
program at Western Carolina University, 151–153
Medical schools, 40
Meeting agenda for feedback, 75
one-on-one, 63
Purpose of the Meeting, 73
Millennial generation learners and workers, 56
MITx platform, 12
MOOCs. See Massive open online courses (MOOCs)
MSHR. See Master of Science in Human Resource (MSHR)
Multi-course certificate programs, 20
Nanodegrees programs, 42
National Center for Education Statistics (2016), 2–3
“The next web”, 25–26
Non-profit corporations, 66
Non-profit executive directors, 64–65
Non-profit organizations, 65, 66
Not-for-profit organizations vs. for-profit organizations, 66–67
On-demand learning, 13
One-on-one meetings, 63
Online courses, 10
service-learning in, 80–82
Online degree program, e-consulting initiative in an, 147–150
Online education, 10, 33, 35–39, 46–47
Online environments, building relational bonds in, 110–112
Online learning, 51–52 limitations, 53–55
Online schools, 40
Online service-learning, 56
Online students, 150–151
Open distance education universities, 35
Organizational barriers, 107–108
Organizational leaders, 59–60
Paid consulting vs. pro bono consulting, 64–66
Pedagogy, service-learning as, 53
Personality-based trust, 106
Pew Research Center survey (2016), 3
Philadelphia College of Osteopathic Medicine, 40
Phone-based distance learning program, 15
Press release, 121, 141
Princeton University, 21–22
Pro bono consulting vs. paid consulting, 64–66
Project Manager, 91–94, 180
Psychosocial trait, 105
Publicity, 159
Reading habits, 28
“Read-Only” web, 23–24
“Read-Write-Publish web” era, 24
Reflection papers, 185 end-of-course, 165–167 self, 142–143
Remote technology, 40
Retention, student, 53
Risk-taking behavior, 107
Samepage, 63, 171–172, 182
Samepage.io, 169–170 virtual chat, 170
Self-fulfillment, 160
Self-reflection consultant, 142–143 students, 185
Self-reflection paper, 142–143
Semantic Web, 24–25
Semester-long courses, 78
Service. See specific types of service
Service-learning, 53–55, 159

defined, 158–159
definition, 45–46
enhance relationships, 53
in-person, 155–156, 173–174
offerings in online environments, 46–47
in online courses, 80–82
as pedagogy, 53
practices, traditional, 183, 188
practitioners, 46–47
traditional, 46, 48
value of, 55
See also E-service learning

Skills
acquired through e-service-learning, 55
expert, 59–60

Small Business Administration’s website, 89–90

Social responsibility, 5, 56, 151, 159
corporate, 162

Student
as consultants, 77–80
retention, 53
self-reflection, 185
Student—consultant, 55, 101–102
teams, 117
Swift trust, 104, 105
situations, 107
in virtual teams, 105–114

client commitment, 112–114
individual barriers, 106–107
organizational barriers, 107–108
team barriers, 109–110
technological barriers, 108–109

Symbiotic educational relationship, 51–52

Synchronous
communication, 172, 174

technology, 182, 188

Taproot Foundation, 65

Team leader (consulting team), 94–97
job description, 98–99

Team leaders/students, e-consulting, 161–163
alumni students and business professionals, 162
internship & student job seekers, 163

Technology
asynchronous, 182, 188
based tools, 54
e-service learning, 182–183
remote, 40
synchronous, 182, 188
Three-step e-consulting model, 117
action, 120
communication with the client, 135–136
consultancy preparation, 122
during the consulting process
addressing low client and student engagement, 132–134
client’s resistance to change, 134–135
compliant client, 135
discovery and dialogue, 119–120
entry and contracting, 119
evaluation and withdrawal, 120–122
feedback and design for action, 120
first “meet & greet” call with the client, 122–132
call preparation, 122–124
client’s needs and expectations, 125
consultant’s skills and experience, 125
organizational assessment and audit form, 127–132
post-consulting implementation and client–consultant relationship closure, 139–143
closing the relationship, 140–141
consultant’s self-reflection, 142–143
ensuring successful implementation, 139–140
presenting the final consulting project draft, 138–139, 140
presenting the first draft of the consulting work to the client, 136–138
dealing with the client’s demands, 137
resetting goals and expectations, 138
Traditional community service, 155–156, 173–174
Traditional distance learning models, 33
Traditional service-learning, 46, 48
Traditional service-learning practices, 183, 188
Trust development, 104–114
personality-based, 106
See also Swift trust
TXT, 63
Udacity, 11, 12
United States current trends in distance education, 9
distance education outside the, 33–40
growth rate of online enrollments in, 9–10
higher education institutions, online-learning enrollments in, 45–46
University and administration, 158–160
Brown University, 18–19
Columbia University, 19–20
Cornell University, 20
Harvard University, 21
Princeton University, 21–22
Yale University, 23
See also specific types of university
University of North Carolina Engagement Report (2015), 45
University of North Carolina system, 148–150
University of Pennsylvania, 23
University’s McGraw Center for Teaching and Learning, 21–22
Virtual consulting vs. in-person consulting, 63–64
Virtual environment, challenges of working in, 109
Virtual teams, swift trust in, 105–114
Volunteerism, 4–5
Web development, 24–26, 34–35, 36–38
1990–2000. Web 1.0, 24
2020–2030. Web 4.0 and 5.0, 25–26
WeFeelFine.org, 25–26
Western Carolina University, MSHR program at, 151–153
Workforce, highly-skilled, 1–2
Yale University, 23