

THE UNIVERSITY OF HOUSTON CLEAR LAKE  
SCHOOL OF BUSINESS

**Management Theory and Practice – MGMT 3031**  
**Course Syllabus, Summer 2014**  
**Section 02 Fully Online**

<b>Professor</b>	Dr. T.A. Voelker (Dr. V. is fine for web communication)		 <b>This Class Emphasizes</b> <b>Communication</b> Connections Concepts Creativity
<b>Contact Information</b>	<b>Office:</b> Bayou 3321, Office 18 <b>Phone:</b> (281) 283-3134 <b>Email:</b> <a href="mailto:Voelker@uhcl.edu">Voelker@uhcl.edu</a>	<b>UHCL EMAIL REQUESTED</b> as I regularly travel between campuses, voice mail is highly discouraged. Please do not email me via Blackboard.	
<b>Office Hours</b>	TBD		

## General Course Information

### Textbook

Management, 1<sup>st</sup> Edition. Gulati, R., Mayo, A.J., Nohria, N. ISBN-13: 9780538478465

### Applied Critical Thinking Statement

This course has been authorized by UHCL as an Applied Critical Thinking (ACT) Course which means that in addition to learning about the specified course content, students will be engaged with some or all of the Elements of Thought and Universal Intellectual Standards of critical thinking. The objective of an ACT course is to develop the student’s ability to become skilled at analysis and evaluation by applying a set of intellectual tools that may be effectively used across all disciplines (as well as to the student’s personal life). Based on the Foundation for Critical Thinking (<http://www.criticalthinking.org/>), critical thinking involves thinking for a *purpose*, *asking questions*, *using information*, *applying concepts*, *drawing inferences and conclusions*, *identifying assumptions*, *anticipating implications and consequences*, and *recognizing points of view*. The Universal Intellectual Standards that are applied to these Elements of Thought of critical thinking in order to develop Intellectual Traits include *clarity*, *accuracy*, *precision*, *relevance*, *depth*, *breadth*, *logic*, *significance*, and *fairness*.

### Introduction

The catalog entry for this course informs you that Management 3031 covers, “management policies and processes including planning, organizing and controlling; overview of production and functions of organization theory and behavior.”

This course provides an introduction into the ways managers operate and the ways in which organizations are designed. This course provides information on the types of decisions managers face, insight into some of the options managers face in these choices, and context on the impact these choices have on various organizational stakeholders.

This course focuses on management in the concept of our membership, affiliation, and guidance within formal organizations: businesses, not for profits, governmental, and non-governmental

agencies. We study these practices to aid managers and other business principles in optimizing or improving the behavioral outputs of the employees and internal stakeholders of the organization.

### ***Critical Thinking and Management***

Critical thinking facilitates effective management. Managers regularly face situations which have multiple causes and for which multiple options for action exist. Diagnosing the causes of situations and selecting appropriate responses to those situations is an exercise in your critical thinking skills.

Further, a manager is never more effective than their employees or staff. Your ability to develop connections within your team, within your organization, and with key external stakeholders is tied directly to your effectiveness at communication. Effective communication relies on the clarity and precision of concepts, the relevance and logic of inferences, and the significance and fairness of consequences. Your ability to articulate your insight and your direction depends ultimately on your ability to think critically and, through critical thinking, communicate effectively.

### **Student Learning Objectives (SLO)**

1. Developing a **clear and precise** understanding of basic managerial *theories and concepts*
2. Investigate and explain **significant and relevant** *questions and issues* facing managers.
3. **Fairly and accurately** describe the *points of view* of key internal and external organizational stakeholders
4. **Accurately** interpret basic *assumptions* of managerial theories, **clearly** explaining why situations exist and identifying the **logical** courses of action available.

### ***Central Questions***

1. How can we build better organizations and work groups?
2. How can we, as managers, help our employees realize their full potential?

### ***Fundamental Concepts***

The fundamental concepts of a course can be thought of as the foundations of a course. They are the concepts upon which all other ideas are constructed and arranged. If you understand these concepts in a deep, personal, and meaningful way, you will find it much easier to grasp other concepts covered in this course. Whenever you come across a new idea, new readings, or new assignments related to this course ask yourself, “which fundamental concepts apply here and how do they apply?” As you develop an answer to these two questions, you begin the process of thinking critically about management.

**Subjective Reality** – While there are many objective things we face as managers: performance metrics, tangible assets, and the like, the more fundamental issues we face as managers are subjective ones. Understanding the different ways different people view situations is a key to better understanding those situations yourself and this, in turn, is crucial to your ability to communicate with key organizational stakeholders. When you think about subjective reality as

it pertains to managers, you are asking yourself “*how do other organizational stakeholders view this?*”

**Contingencies** – Whenever one is asked, “what should a manager do in [situation],” the correct answer is nearly always “it depends.” Each situation you face as a manager is the product of the actions of various individuals, organizations and is also confounded by events and timing. Further, nearly every situation has multiple options available as responses to the situation. These responses themselves likely lead to different situations which, in turn, impact organizational stakeholders differently. You need to strive to identify the relevant causes of action, the various significant choices of action available, and fairly interpret the likely consequences of those choices. Thus, whenever a student or manager answers “it depends,” the correct follow-up question is “on what?” When you think about contingencies as it pertains to managers, you are asking yourself “*why did this occur, what are the choices available, and what may be the likely outcomes of those choices?*”

**Congruence** – The choices you make as a manager do not take place in a vacuum. Your choices need to fit within a larger organizational context. The actions of all managers should be consistent with the mission and vision of the organization, the strategies the organization is currently employing, with the desired culture of the organization, and respective of the capabilities and resources available to your team. When managerial actions are congruent, they come together (e.g. they fit) with other organizational elements and become the parts of a larger, synchronized organizational direction. When you think about congruence as it pertains to managers, you are asking yourself “*how do my actions fit within the larger context of the organization?*”

### **Instructional Methodology**

This course strives for applied and reflective learning, emphasizing discussion and reflective writing instead of lecturing and note-taking. You do not adequately understand something that you can not in turn explain.

To that end, throughout the course you will be asked to **explain or describe phenomenon in your own words, using your own voice** (e.g. not simply repeating the textbook). Your work will be assessed for both its originality (e.g. that it is in fact your work) and to the extent that it meets intellectual standards of clarity, accuracy, precision, fairness, relevance, and significance.

Additionally, you will regularly be asked to apply what you have studied. How would (or should) a manager use this knowledge? To this end you will regularly be asked to **explain how (and why) you would apply this information**. Your academic career is the very beginning of the development of your managerial toolkit. Recognizing the tools you have available and understanding when, where, and how to use those tools is a key step in your development as a future manager.

The course requires reading and viewing of topical videos. Readings come from the textbook and additional outside readings as designated by the instructor. Video lectures are provided on

a number of topics ranging from participation in the course, to chapter and topic related lectures, and response videos to student writing activities. Students are expected to regularly complete their written journal activities and also participate in virtual learning community discussions with designated classmates.

The instructor will provide feedback on participation in a number of ways. All journal entries will be reviewed by the instructor and commented on a rotating basis (e.g. not every student every week, but some students each week and all students every few weeks). These comments are intended to offer developmental insight on communicating within the standards of intellect. Additionally, the instructor will intermittently prepare feedback video lectures which incorporate and aggregate the responses of various student's in their written activities. Finally, the instructor is a member of each virtual learning community (VLC) and may, at his discretion, participate in the discussions. I will, though, attempt to leave the VLC discussion as largely student driven (e.g. I will endeavor not to START discussions in *your* VLC).

For this method of instruction to work effectively, you must have read and thought about all assigned material prior to the class. A good rule of thumb is to spend as much time analyzing and preparing the material as you do reading it.

## Course Deliverables

### Assessment/Grading/Deliverables

Weight	ACT <sup>1</sup>	Content
<b>Major individual submissions</b>		
25%	Y	<b>Reflective Writing Assignments<sup>2</sup></b>
25%	Y	<b>Final Exam<sup>3</sup></b>
<b>Weekly Journal Entries<sup>2,4</sup></b>		
15%	Y	<b>Readings and Definitions (SEE-I)</b>
15%	Y	<b>Reflective responses to weekly videos</b>
<b>Virtual Learning Communities</b>		
10%		<b>Contributing new ideas (instructor graded)</b>
10%		<b>Participating in the discussion (peer graded)</b>

1. ACT indicates an assessed Applied Critical Thinking element of the course
2. Indicates an element evaluated using the SAFE ASSIGN tool (see policies).
3. Indicates a proctored element (see policies).
4. Indicates elements submitted through your Google Drive journal (see deliverables)

### Reflective Writing Assignment

#### ACT Activity (Student Learning Outcome #1, #2, #3 and #4)

Students will take a reflective writing assignment. This assignment will contain one question for each of the student learning outcomes identified. Students will provide up to one-page answers for each question.

The questions used will be open-ended and similar to those required in your weekly journal entries. The topics will integrate readings from the textbook, video lectures provided by the instructor, and external readings assigned to your virtual learning communities. However, the specific type and content of a question on the writing assignments will never exactly match an assignment to the weekly journal.

Students will complete the assignment in Microsoft Word and will upload their submission via the SAFE ASSIGN tool in Blackboard (see policies section of syllabus for a discussion of SAFE ASSIGN). Grading for each question will hinge upon the students ability to meet intellectual standards associated with the element of thought associated with each Student Learning Objective. See the Blackboard linked video on critical thinking for more detail on standards of intellect and elements of thought.

Sample Rubric for Reflective Writing Exams

Student Learning Objective	Insufficient Answers	Adequate Answers	Excellent Answers
SLO1: Developing a <b>clear and precise</b> understanding of basic behavioral <i>theories and concepts</i>	Brief or abrupt answers. Answers which largely repeat elements of the textbook (e.g. no attempt to put the student's own voice to ideas). Answers which are vague enough to overlap content domains.	Identifies important elements or components with minor lack of specificity or precision. The student's explanations are generally understandable with some minor points of confusion from lack of clarity.	Precisely identifies important components or elements. Clearly describes those elements in the student's voice.
SLO2: Investigate and explain <b>significant and relevant</b> <i>questions and issues</i> facing managers.	Includes significant issues alongside irrelevant or tangential issues. Unclear or inaccurate applications of relevant theories and concepts applicable to the situation.	Identifies major issues and at least implicitly identifies most significant issues. Implicitly identifies relevant theories and concepts at play.	Focuses on key issues and identifies most relevant points of information associated with the issue. Able to explicitly articulate relevant applicable theories and concepts.
SLO3: <b>Fairly and accurately</b> describe <i>points of view</i> of key internal and external organizational stakeholders.	Unclear in distinction of points of view either within or between stakeholder groups. Unable, unclear, or inaccurate depiction of primary points of view for stakeholder groups. Significant biases present in interpretation of stakeholders not immediately adjacent to the one occupied by the respondent.	Emphasizes likely primary points of view of stakeholders with minor blurring of perspectives between logically overlapping stakeholder groups (e.g. executives and managers). Slight biases present in presentation of points of view of those not immediately adjacent to the one occupied by the respondent.	Recognizes the diversity of views present within various stakeholder groups. Reasonably identifies likely primary points of view for each stakeholder group. Fairly depicts those points of view with appropriate depth.
SLO4: <b>Accurately</b> interpret basic <i>assumptions</i> of managerial theories, <b>clearly</b> explaining why situations exist and identifying the <b>logical</b> courses of action available	Applications of incorrect theory or incorrect applications of the theory. Failing to use the relevant information in the question or problem to interpret appropriate and logical response. Failure to explain or an incorrect explanation of the steps and processes needed to apply a theory. The logic of the explanation is implicit, absent, or inappropriate to the situation.	Applications of theory which are related to the key issues, with minor problems focusing on the most relevant information. Explanations for application which are consistent with the text, but may not fully take into account contextual issues relevant to the question. The logic of the explanation is present and explicit, minor lapses in linkage present.	Applications of theory which are relevant given the information provided. Explanations for application which are logical and encompass key elements of the appropriate theory or principle. The logic of the explanation is clearly developed and articulated.

## Final Exam

### ACT Activity (Student Learning Outcome #1, #2, #3 and #4)

The final exam will take place at the end of the semester in a manner consistent with UHCL policies for final examinations and with the School of Business policies for exam proctoring (see proctoring policy in this syllabus). The exam consists of four questions, one for each student learning outcome in the course.

This exam is a timed exam with a three-hour completion window. Answers for each question are anticipated in the one-page range. The questions will be highly similar to those found on the reflective writing assignments and in the weekly journal activities. However final exam questions will likely be integrative and your ability to articulate answers incorporating fundamental concepts is expected.

### **Weekly Journal Entries (SEE-I)**

#### **ACT Activity (Student Learning Outcome #1)**

You will indicate your completion and understanding of textbook readings by answering a series of SEE-I questions for each assigned chapter. SEE-I answers must be submitted to your Google Drive document the Sunday evening following the assigned reading. The schedule of SEE-I questions will be posted in the Blackboard folder pertaining to Google Drive information.

As an example, since Chapter 1 is assigned as readings for the first week of the course, your SEE-I responses are due on the first Sunday of the semester (the start of the second week of the semester). Please review the Blackboard folder for Google Drive for information on accessing and posting to your Google Drive document.

I will review all Google Drive postings on a rotating basis. During these reviews I will submit your written work through SAFE ASSIGN to assure that the work is your own and not copied from another source. Additionally, I will offer feedback regarding your work as comments towards the post. These comments will not adversely affect your grade on the journal entry. Rather, they are intended to help you improve the standards of intellect present in your written submissions. This, in turn, should help your performance in the graded Reflective Writing Activities and the Final Exam.

Grading for journal entries considers two elements. First, was the entry submitted at the appropriate time? Second, does the entry reasonably address the questions asked? As long as your answers are in your own words, in your own voice, on time, and seriously attempt to address the task you will receive full credit for the journal entry.

### **Weekly Journal Entries (Responses to Weekly Videos)**

#### **ACT Activity (Student Learning Outcome #2, 3, 4)**

Each week on Sunday or Monday, I will release a video lecture associated with the past weeks readings. As an example, since Chapter 1 is an assigned reading in week 1, expect a video lecture related to that reading on the first Sunday of the semester.

In the course of each video I will ask you to stop and engage in reflective writing. You should pause the video and prepare a response in your Google Drive document answering the question. The schedule of reflective questions will be posted in the Blackboard folder. Your answers to these questions are expected to be brief, typically no longer than a single paragraph for each answer. Your responses are due on the Thursday immediately following the posting of the video lecture.

I will review all Google Drive postings on a rotating basis. During these reviews I will submit your written work through SAFE ASSIGN to assure that the work is your own and not copied from another source. Additionally, I will offer feedback regarding your work as comments towards the post. These comments will not adversely affect your grade on the journal entry. Rather, they are intended to help you improve the standards of intellect present in your written submissions. This, in turn, should help your performance in the graded Reflective Writing Activities and the Final Exam.

Grading for journal entries considers two elements. First, was the entry submitted at the appropriate time? Second, does the entry reasonably address the questions asked? As long as your answers are in your own words, in your own voice, on time, and seriously attempt to address the task you will receive full credit for the journal entry.

Intermittently during the semester, I will post a video lecture providing feedback to the reflective writing questions. Each of these videos will address my thoughts on the question, the directions I expected for answers, and also integrate “common themes” in your and your classmates posts to their Google Drive folders. I will not identify specific students during these answer sessions, I will simply summarize and aggregate common and interesting responses.

### **Virtual Learning Community (Instructor graded)**

You will be assigned to a virtual learning community (VLC) at the start of the semester. Each VLC consists of eight to twelve students. Each VLC will use a Google+ community. These communities will be private and only available to group members, the instructor, and an instructional assistant to the professor.

Each community will progress through several rounds of discussions. The first round is simply introductions and allows each group to get to know each other. Subsequent rounds will be tied to special topics identified by the professor. During each round, students are expected to participate regularly and collegially with their group.

There are two aspects to your VLC grade. The first aspect of the grade is instructor assigned. This grade will be associated with your contributions to the group. This includes conversations you start and resources you link to the group. A sample grading rubric follows.

Please start your VLC conversations early enough so that others have the time to read, reflect, and respond appropriately. Conversations started in the last 72-hours are unlikely to be as valuable as those which start earlier in the discussion round.

### Sample Rubric for grading conversation starters

Element	0 points	1 point	2 points
Starting conversations	Failure to start conversations. Starting predominantly frivolous conversations. Often, or only, posting conversations so late into the discussion round that community members can not reasonably be expected to respond.	Starting a reasonable number of conversations. Starting conversations which are generally (although not always) serious and on-topic (occasional frivolity and tangents are fine). Most of the conversations are started early enough to allow reasonable student participation.	Starting highly relevant conversations. Providing unique, interesting, and meaningful topics to examine. Offering challenging, controversial, but fair perspectives on positions. Leading the discussion. Creativity, accessibility, and originality of conversation starters!
Sharing new resources	Failure to share material. Sharing material in an untimely manner (e.g. primarily near the deadline of a discussion round). Sharing material that is low-quality, unprofessional, or frivolous. Providing little or no context for a discussion of the shared resources.	Bringing in material of reasonable quality that is typically related to the discussion round. Providing a series of questions or observations as discussion starters that are relevant to the shared material. Shares new material in a timely manner.	Bringing in (linking and sharing) high quality external resources that are relevant to the discussion round. Asking a series of questions or stating a set of observations that are relevant, demonstrate consumption of the shared material, and are designed to advance a meaningful conversation on the shared resource.

### Virtual Learning Community (Peer graded)

The second aspect of the grade comes from your discussion group mates. This evaluation relates to your participation in the discussions started by others. Specifically, they will evaluate your timeliness, collegiality, and engagement in their posted discussions. These evaluations will occur in a Blackboard peer evaluation tool at the end of each discussion round.

**Timeliness:** responded to new discussions in a reasonable timeframe. Poor performance on this metric indicates a student who generally responds only near the deadline of a discussion round.

**Collegiality:** the topics chosen in each round will have some controversy associated with them and it is expected that your opinions and positions will differ, possibly extremely so. Even so, it is an expectation that you treat other classmates in an amicable, friendly, professional manner. Extend great courtesy when you agree or disagree. A poor performance in this metric indicates a student who is generally blunt, curt, or rude to their discussion participants.

**Engagement:** Each person in the community is expected to add to and extend the conversation. Doing so requires you to post responses which are clear, relevant, and significant. A poor score on this metric indicates that a student was difficult to understand, rarely (or poorly) explained the logic or evidence supporting their positions, or too frequently derailed conversations with frivolity or trivial posts.

## Policy Statements

### Academic Honesty

The Academic Honesty Policy at UHCL (found in the University of Houston-Clear Lake Catalog) states:

*Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior.*

Because honesty and integrity are such important factors in the professional community, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in this course. The Honesty Code of UHCL states "I will be honest in all my academic activities and will not tolerate dishonesty."

To demonstrate awareness with the academic honesty policies, students are required to view a video lecture related to plagiarism and take a plagiarism awareness quiz (the Academic Honesty Quiz) in the Blackboard course shell. You are also required to submit a signed Academic Integrity pledge during the first week of the course. Students must take the quiz and review their results in order to progress in the course. **This quiz is NOT part of the course grade**, however fulfillment of all requirements is necessary as they serve as a gate to the student's participation in graded content.

Students will not be allowed to submit written, graded work (reflective writing assignments or the final exam) until these requirements are met – any deadlines missed will result in the student receiving zero credit for potential submissions. Additionally, a statement of compliance with academic honesty must be included on each major written submission (reflective writing assignments and the final examination).

### Use of SAFE ASSIGN

The School of Business at the University of Houston Clear Lake mandates submission via Safe Assign for major written assignments prepared outside of a classroom. For purposes of this syllabus, this applies to the Reflective Writing assignments.

**You will submit one version of the assignment via SAFE ASSIGN inside of the Blackboard shell.** Submissions within SAFE ASSIGN are examined for duplication or near duplication of other written submissions within the SAFE ASSIGN database. This database includes other assignments submitted through SAFE ASSIGN (at all locations) as well as resources pulled from the publisher and the Internet. Write in your own words, in your own voice! Violations flagged by SAFE ASSIGN will be investigated by the instructor and treated as a possible violation of the academic honesty code.

The instructor will use a print out of your submission for commenting and grading. Once grades are made available, this hardcopy version can be picked up from the professor during office hours.

### Proctoring – UHCL School of Business Policy

The School of Business at the University of Houston Clear Lake mandates proctoring for any examination, or similar assessment protocol, given in a fully online class. For purposes of the

Management Theory and Practice course, this applies to the final examination. Students have two options in how they choose to Proctor this exam.

Students may attend a scheduled final exam session at UHCL. This session will occur on a Saturday and the date and time will be posted early in the semester. Booking of rooms for Saturday exam sessions requires coordination between all other online courses, the time and date we are provided is therefore a fixed time. Consistent with the final exam policy for face to face classes, our exam time is set and there are no alternate times available. If you wish to use this option, it is advisable to clear your schedule availability early.

Students who cannot attend the Saturday face to face exam option are permitted to take the exam in an online format. The online version of the exam must be proctored using a designee of the University of Houston Clear Lake. At this time, that designee is ProctorU ([www.proctoru.com](http://www.proctoru.com)). This option requires a payment and it is entirely the student's responsibility to setup their ProctorU account and provide payment. The cost of the examination is tied to the time and number of exams in the course. It is also influenced by how far in advance you schedule your exam time (earlier is cheaper, last minute is noticeably more expensive).

### **Late Work Notice**

It will be solely the responsibility of the student to be aware of due dates. Please review the schedule included in this syllabus for details. Late work will not be accepted. NO EXCEPTIONS!!!!

### **Incompletes**

Only in the event of a documented emergency will an extension be granted. Further, students must be passing the course – in good standing – at the time of the extension.

### **Important Dates**

2-JUN	FIRST DAY OF CLASSES (9-WEEK SESSIONS)
12-MAY	ONLINE GRADUATION APPLICATION AVAILABLE (ENDS 11-JUN)
12-JUN	LATE APPLICATIONS FOR GRADUATION (ENDS 26-JUN)
14-JUL	DROP DATE
2-AUG	FINAL CLASS ACTIVITIES
9-AUG	DEGREE CONFERRAL DATE (NO COMMENCEMENT CEREMONY FOR SUMMER SESSION)
20-AUG	GRADES AVAILABLE IN E-SERVICES

### **Disability Policy**

If you will require special academic accommodations under the Americans with Disability Act, Section 504, or other state or federal law, please contact the Disability Services Office at (281) 283-2626.

## Grading

The course uses a point system for all grades (not a percentage system). Students receive a grade if they meet the minimum threshold for that grade. Rounding up does not occur!

<b>Total Points</b>	<b>Letter Grade</b>	<b>Total Points</b>	<b>Letter Grade</b>
930+	A	730 to less than 770	C
900 to less than 930	A-	700 to less than 730	C-
870 to less than 900	B+	670 to less than 700	D+
830 to less than 870	B	630 to less than 670	D
800 to less than 830	B-	600 to less than 630	D-
770 to less than 800	C+	Less than 600	F

## Syllabus Statement - 6 Drop Rule

6 Drop Rule Limitation - Students who entered college for the first time in Fall 2007 or later should be aware of the course drop limitation imposed by the Texas Legislature. Dropping this or any other course between the first day of class and the census date for the semester/session does not affect your 6 drop rule count. Dropping a course between the census date and the last day to drop a class for the semester/session will count as one of your 6 permitted drops. You should take this into consideration before dropping this or any other course. Visit [www.uhcl.edu/records](http://www.uhcl.edu/records) for more information on the 6 drop rule and the census date information for the semester/session.

## Assessment for Accreditation

The School of Business may use assessment tools in this course and other courses for curriculum evaluation. Educational Assessment is defined as the systematic collection, interpretation and use of information about student characteristics, educational environments, learning outcomes and client satisfaction to improve program effectiveness, student performance and professional success. This assessment will be related to the learning objectives for each course and individual student performance will be disaggregated relative to these objectives. This disaggregated analysis will not impact student grades, but will provide faculty with detailed information that will be used to improve courses, curriculum and other student performance.

## Course Schedule

Week Sunday	Read <sup>†</sup> and Watch <sup>††</sup>	SEE-I (due Sunday)	Video Response (due Thursday)	Major Deliverables	VLC
1 1-Jun	Critical Thinking <sup>††</sup> Plagiarism <sup>††</sup> SEE-I <sup>††</sup> Google Drive <sup>†</sup> Virtual Learning Communities <sup>†</sup> Chapter 1 <sup>†</sup>	N/A	N/A	Student Integrity Pledge	Round 1: Introductions
2 8-Jun	Chapter 2 <sup>†</sup> Chapter 3 <sup>†</sup> Management <sup>††</sup>	Ch. 1	Management		Round 1: Introductions
3 15-Jun	Chapter 4 <sup>†</sup> Chapter 5 <sup>†</sup> Chapter 6 <sup>†</sup> Ethics <sup>††</sup>	Ch. 2 Ch. 3	Ethics		Round 2: To Be Announced
4 22-Jun	Chapter 7 <sup>†</sup> Chapter 8 <sup>†</sup> Chapter 10 <sup>†</sup> Strategy <sup>††</sup>	Ch. 4 Ch. 5 Ch. 6	Strategy		Round 2: To Be Announced
5 29-Jun	Chapter 14 <sup>†</sup> Chapter 16 <sup>†</sup> Chapter 19 <sup>†</sup> Structure <sup>††</sup> Culture <sup>††</sup>	Ch. 7 Ch. 8 Ch. 10	Structure Culture	Reflective Writing Ch. 1-6 (due Sunday)	Round 3: To Be Announced
6 6-Jul	Chapter 12 <sup>†</sup> Chapter 15 <sup>†</sup> Chapter 18 <sup>†</sup> Power <sup>††</sup> Communication <sup>††</sup>	Ch. 14 Ch. 16 Ch. 19	Power Communication		Round 3: To Be Announced
7 13-Jul	Chapter 13 <sup>†</sup> Chapter 17 <sup>†</sup> Chapter 20 <sup>†</sup> Leadership <sup>††</sup> Motivation <sup>††</sup>	Ch. 12 Ch. 15 Ch. 18	Leadership Motivation		Round 4: To Be Announced
8 20-Jul	Networking <sup>††</sup>	Ch. 13 Ch. 17 Ch. 20	Networking	Final Exam (F2F) (Saturday TBA)	Round 4: To Be Announced
9 27-Jul				Final Exam (Proctor) (Due by 2-Aug)	

Please remember that the final exam must be taken either Face to Face (F2F) at the time allotted by UHCL or via online proctoring using ProctorU (payment and exam scheduling with ProctorU is the responsibility of the student),

## Appendix 1: Template for Analyzing the Logic of an Article

In the second, third, and fourth VLC discussion rounds I will assign outside readings and videos. Additionally, your classmates may also suggest other readings and videos as the discussion advances. The following template should prove useful in thinking your way through the video or reading.

1. The main purpose of this articles is:
  - a. State as accurately as possible the author's purpose for writing this article
2. The key question that the author is addressing is:
  - a. Figure out the key question in the mind of the author when s/he wrote the article
3. The most important information in this article is:
  - a. Figure out the facts, experiences, data the author is using to support his or her conclusion.
4. The main inferences or conclusions in this article are:
  - a. Identify the key conclusions the author comes to and presents in the article.
5. The key concepts we need to understand in this article are: The meaning of each of these concepts is:
  - a. Figure out the most important ideas you would have to understand in order to understand the authors line of reasoning
  - b. Focus on the terms and definitions that would be outside the general dialog in a typical business or office
6. The main assumptions underlying the author's linking are:
  - a. Figure out what the author is taking for granted (not as in overlooking) but in explaining why their ideas fit together. As an example, If the author is arguing that x causes y, what specifically makes x cause y?
7. If we take this line of reasoning seriously, the implications (for practicing managers) are:
  - a. What consequences are likely to follow if people manage in a manner influenced by or consistent with the conclusions in this article?
8. If we fail to take this line of reasoning seriously, the implications (for practicing managers who ignore the implications) are:
  - a. What consequences are likely to follow if people manage in a manner ignoring or unaware of the conclusions in this article?
9. The main point(s) of view presented in this article are:
  - a. What is the author looking at and how does s/he see it?

## Appendix 2: Template for giving feedback to your VLC teammates

During the course of your participation in your virtual learning community you may find yourself unclear or uncertain as to the contribution of your fellow participants. Using the standards of intellect (see critical thinking resources), you can ask questions of your peers which should be helpful in improving your understanding of their meaning and intentions. Further, to the extent that you communicate with these ideas in mind, your own contributions will be easier to understand!

Can you make this easier to understand?	Can you prove this to me?	Can you show me why this is important?	How else might this apply?
<b>Clarity [C]</b> <ul style="list-style-type: none"><li>• Could you provide more details?</li><li>• Could you use simpler terms?</li><li>• Could you explain what these terms mean?</li><li>• Can you give an example?</li></ul>	<b>Accuracy [A]</b> <ul style="list-style-type: none"><li>• What evidence would make this more believable?</li><li>• Do you have facts to back this up?</li><li>• How do I know this isn't just random noise?</li></ul>	<b>Relevance [R]</b> <ul style="list-style-type: none"><li>• How is this related to your main point?</li><li>• How does this fit in with what you are talking about?</li><li>• Why is this here?</li></ul>	<b>Breadth [B]</b> <ul style="list-style-type: none"><li>• How would this look from the perspective of a(n) [organizational stakeholder]?</li><li>• How else might we use this?</li></ul>
<b>Precision [P]</b> <ul style="list-style-type: none"><li>• I'm not sure which thing you are referring to?</li><li>• Do you mean (a) or (b)?</li><li>• Who/what are we talking about here?</li></ul>	<b>Logic [L]</b> <ul style="list-style-type: none"><li>• How does this all fit together?</li><li>• What makes this work?</li><li>• Why does this [paragraph/sentence] follow the preceding [paragraph/sentence]?</li></ul>	<b>Significance [S]</b> <ul style="list-style-type: none"><li>• Can you tell me why this is important?</li><li>• How am I supposed to use this?</li><li>• Why am I reading this?</li></ul>	<b>Fair [F]</b> <ul style="list-style-type: none"><li>• What biases are you drawing on to interpret this?</li><li>• How can we verify that [stakeholder] thinks the way you describe them?</li></ul>