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THE UNIVERSITY OF HOUSTON CLEAR LAKE
COLLEGE OF BUSINESS
Management Theory and Practice – MGMT 3301
Course Syllabus, Spring 2017
Section 03: Mon/Wed 1:00 to 2:20 PM

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Professor	Dr. T.A. Voelker (Dr. V. is fine for web communication)		
Contact Information	**Office**: Bayou 3321, Office 18 **Phone**: (281) 283-3134 (office) ~~(281) 212-1600 (Pearland)~~ **Email**: Voelker@uhcl.edu	<u>UHCL EMAIL REQUESTED</u>. Please do not email me via Blackboard.	*QEP* This Class Emphasizes **Communication** Connections Curiosity Creativity
Office Hours	TUE - 2:00 to 5:00 PM WED - 3:00 to 5:00 PM		

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.*

You can find other courses and instructors participating in the QEP at the QEP website.

General Course Information

Textbook

The textbooks for this course have been selected from open source texts developed by The Saylor Foundation and Flatworld.org. The textbooks are available as a PDF FREE to all students. If you wish a printed and bound copy of the textbook you can order one from Amazon.com or through the UHCL bookstore. However, choosing to do so will require an out of pocket expense on your part (typical of textbooks) that is otherwise unnecessary. The

PDF link to each textbook will be made available within each week's course contents. Right click and "open link in new tab" for best results.

1. [Principles of Management](). Carpenter, M., Bauer, T., and Erdogan, B. The Saylor Foundation. ISBN 978-0-9820430-7-3
2. [Organizational Behavior](). Bauer, T. and Erdogan, B. The Saylor Foundation. ISBN 978-0-9820430-6-6
3. [Exploring Business](). Collins, K., The Saylor Foundation. ISBN: 978-0-9820430-0-4
4. [Project Management Simulation](). Harvard Business Publishing (requires online payment).

Introduction

The catalog entry for this course informs you that Management 3301 covers, "*management policies and processes including planning, organizing and controlling; overview of production and functions of organization theory and behavio*r."

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?

Central questions represent the purpose of the course. All knowledge in a course is organized to answer the central question of the course. As you read, view, and discuss the assignments in this course, it should always be done in the context of answering or addressing one or both of these central questions.

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. Ultimately, a thorough understanding of the fundamental concepts of a course should help you address, in a meaningful way, the central questions of a 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 inform the central question of the course*?" As you develop an answer to these two questions, you begin the process of thinking critically about management.

Stakeholders – The actions of managers economically affect a number of people both inside and outside of the organization. These individuals who are economically affected by the organization are considered stakeholders of the organization in that they have an economic stake in the success of the organization. Stakeholders are typically thought of in terms of the roles they occupy relative to the firm. This includes the ownership of the firm (stockholders for a publicly traded corporation), the executives or chief leadership of the firm, managers of all levels within the organization, and employees of the firm who have a direct, economic stake in the firm. But it also includes individuals external to the firm who have an interest in the firm's continuance and success. This includes suppliers, customers, other business partners (banks, etc.) along with the communities and governments within which the firm

operates. When you think about stakeholders as it pertains to managers, you are asking yourself "*who will be affected by these decisions, how will they be affected, and how are they likely to react to the effect?*"

Same page – 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 involve people. Your employees, customers, managers, and owners see the events facing the firm in distinct and different ways. It is often your job to align these different perspectives into one commonly held perspective (that is, to get everyone "on the same page"). In order to accomplish this, you must understand the different ways different people view situations, you must recognize the different tools at your disposal to align interpretation, and you must choose the most effective means at your disposal to achieve alignment on the same page. When you think about subjective reality as it pertains to managers, you are asking yourself "*how do other organizational stakeholders view this? How am I supposed to view this? And How can I communicate this to the stakeholders I am responsible towards?*"

Evidence Based Management – 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. A good manager uses the evidence and information at his or her disposal to arrive at decisions. You don't "go with your gut," you go where the numbers tell you. This means that 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 evidence based management as it pertains to managers, you are asking yourself "*what do I know to be true, how can I be certain, how are we performing, why did this occur, what are the choices available, and what may be the likely outcomes of those choices?*"

POLC – Fayol identified four functions of management: **P**lanning, **O**rganizing, **L**eading, and **C**ontrolling. At all times during your placement as a manager you will find yourself engaged in tasks which draw upon one or more of these functions. Throughout this course you will learn theories which apply to one or more of these functions. At times these theories are ones you must draw upon to analyze a POLC function and at other times these theories help you choose the appropriate action within a POLC function. Each and every chapter contains information that you must associate with the appropriate POLC function if you are to use it well. Further, you must recognize the linkages between the functions within the POLC framework. When you think about POLC, you are asking yourself, "*how does this theory help me understand a specific POLC function, which POLC function am I using when I draw upon this theory, or how does this theory help me perform better at [specific] POLC function?*"

Instructional Methodology

"Education is the kindling of a flame, not the filling of a vessel."
Socrates

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. You can not explain things for which you can only repeat.

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. Excessive quotation (or close imitation) of source material, even if it is appropriately cited and quoted, will not receive significant credit on course assignments and will be considered a "non answer" on examination questions.

I know what the textbook says. I need to know what you think about (and how you think about) what the textbook says.

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 to best answer the central question of the course**. 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 EoT activities.

The instructor will provide feedback on your prepared submissions. All written submissions 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.

For this method of instruction to work effectively, you must have read and thought about all assigned material prior to the class. In order to be successful with the content of this course, you should expect to spend at least as much time out of the classroom as you do in the

classroom. **This course is built with the assumption that you will spend 3-hours per week in class and another 4-6 hours per week outside of class.**

Course Deliverables

Weight	ACT[1]	Content
Major individual submissions		
200 pts	**Y**	**Mid-Term[2]**
200 pts	**Y**	**Final Exam[3]**
Weekly Journal Entries[2]		
200 pts	**Y**	**Weekly Elements of Thought (Textbook)** Submited Electronically every Saturday night
200 pts	**Y**	**Class Participation**
Other Activities		
150 pts	**Y**	**Going Beyond the Textbook - Business Simulation** ● **Simulation (75 points)** ● **Debrief Report (75 points)**
50 pts		**Personal Portfolio[2]**

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).

Mid-Term and Final Exam
ACT Activity (Student Learning Outcome #1, #2, #3 and #4)
Students will complete a pair of reflective writing exams. Each exam contains four to five questions; with at least one question for each of the student learning outcomes previously identified. Students will provide up to one-page answers for each question.

The questions used will be open-ended and build upon your weekly Element of Thought and Class Participation activities. The topics will integrate readings from the textbook, assigned videos, lectures provided by the instructor, and class participation activities. However, the specific type and content of a question on the writing assignments will never exactly match another deliverable in the course.

Sample Rubric for Reflective Writing Exams			
Student Learning Objective	Insufficient Answers (82 Percent or Lower)	Adequate Answers (80 to 92 Percent)	Excellent Answers (90 to 100 Percent)
SLO1: Developing a **clear and precise** understanding of basic behavioral *theories and concepts*	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. Demonstrates reasonable nuance and complexity in answer.
SLO2: Investigate and explain **significant and relevant** *questions and issues* 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. Demonstrates reasonable nuance and complexity in answer.
SLO3: **Fairly and accurately** describe *points of view* 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. Demonstrates reasonable nuance and complexity in answer.
SLO4: **Accurately** interpret basic *assumptions* of managerial theories, **clearly** explaining why situations exist and identifying the **logical** 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	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	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. Demonstrates

	theory. The logic of the explanation is implicit, absent, or inappropriate to the situation.	the explanation is present and explicit, minor lapses in linkage present.	reasonable nuance and complexity in answer.

The Mid-Term and Final Exam will be prepared during class meetings. Students will only have access to the exams during the prescribed meeting times. Students arriving late to the exam will not receive extensions on deadlines.

Students are permitted to use any of their submitted weekly Elements of Thought during this exam period. To use the Elements of Thought, students must print and bind their submissions into a single packet. This packet must have the student's name clearly labelled. These packets will be turned in with the examination. Any material included in this packet which was not submitted during a weekly assignment will be deemed a violation of the course academic honesty policy.

Since the Mid-Term exam is divided into two parts, students will submit their EoT packet with the first exam portion on Monday. The instructor or exam proctor will return the EoT packets with part two of the exam on Wednesday.

The instructor will provide an exam booklet with space for notes and answers for all examinations. Students need only provide a writing utensil (pen preferred) and their EoT packets. No other material may be used, referenced, or accessed during the exam period.

Weekly Class Participation

This is not a lecture intensive course - it is an experiential one. Experiential courses focus on application and practice. Our weekly class meetings will reflect this. This course has an organized a series of daily activities. Each of these activities consists of individual and group activities - each centered on an aspect of business operation.

Each class meeting there will be a deliverable class participation worksheet. Each of these activity sheets will be graded and your lowest two graded activities will be dropped. Missing one full week (two classes) beyond the dropped scores is the equivalent of giving up a +/- to your course final letter grade!

In a typical class meeting the instructor will serve as a mediator or facilitator. Activities will be introduced and explained. Each activity will typically have an individual (thinking) and group (discussing) format. Some activities require searching the Internet the use of laptops, tablets, and smartphones are highly encouraged.

Throughout the class meeting, time will be provided for an individual reflection page. This worksheet, provided by the instructor, allows you to reflect on the activity of the day. You are expected to identify key activities, specifically for their value towards your final business plan. This includes questions you need to answer, tasks you need to complete, or ideas for consideration. You must turn in this page at the end of the class period in order to receive credit.

You must be on time for class to be included in group activities. Students arriving after the activity has begun will have to work on their own through the activity. This will certainly mean missing any initial explanation from the instructor which will, in turn, adversely affect your ability to adequately complete this activity.

You will not be allowed to complete, nor receive credit for, any reflections that have been completed prior to your arrival in class. Late arrival to class can result in the loss of some, to most, of the class participation grade.

You will be graded on participation in the class session as well as on the quality of your written reflection page. Quality, in this case, refers to completion of all requested writing elements in a thoughtful and applied manner. You will not be held to standards of accuracy on these assignments - indeed, they offer an excellent opportunity to receive feedback on areas which you may not well understand. Brevity and frivolity, however, will be penalized.

Weekly Elements of Thought (SAFE ASSIGN Submission)

You will indicate your completion and understanding of textbook readings by developing an element of thought exercise for the core reading topic associated with each chapter.

~~In the summer semester we will frequently have more than one topic required. When this happens, you are expected to create an EoT activity separately for each topic. For example, in the second week of the course, we cover ETHICS and GLOBALIZATION. You will prepare an EoT activity for ETHICS and a separate EiT activity for GLOBALIZATION. These should be submitted in a single file for the week, separated using formatting and heading instructions provided in this syllabus.~~

Your EoT must be submitted to via Safe Assign in Blackboard by the end of the day, Saturday evening. All EoT activities up through the next exam are available - **you may submit work in advance, but not after the deadline**. If your personal schedule precludes submission on Saturday you are urged to submit on any day earlier than that. For those of you juggling work and family commitments, working ahead is highly recommended.

In general, the reading topics follow the lecture topics of the course. However, material covered in the lecture and the book are not necessarily identical. It is the student's responsibility to be aware of all material provided in the course; not merely the lectures or the textbook. Examination material is drawn from material covered in either the reading or the lectures; skipping either element of the course is likely to result in a failing grade on the examinations.

Submitting and Formatting an Element Assignment

These should be submitted in a single file for the week, separated using these formatting and heading instructions. Your submission should be in a Microsoft Word formatted file (.doc or .docx extensions). Blackboard does not allow in-client reading or commenting on other formats (.pdf, .pages, .opl, etc.) and I will not accept submissions in any of these latter formats. If you use an Apple or Linux based operating system or make use of an open-source office productivity suite, you need to be certain of how to EXPORT or SAVE AS your file structure to convert it to the appropriate file type. **It is your responsibility to format this correctly and there are no provisions for subsequent submission**. Double check your submission for safety!

The file is best presented in Landscape mode (sideways pages), but I will not deduct for portrait mode submissions. It should be submitted in a 12-point font, preferably Georgia or Times New Roman. I will not deduct for other fonts unless the readability of the submission suffers. Your writing should be single spaced and your paper should use 1" margins throughout. You should skip a line (include a blank line) following each paragraph or section change.

You should use HEADING tags at each change of topic. This means a TITLE tag when you start a document and a HEADING-1 tag when you start your response to a question. I read and grade a large number of student submissions each week, your proper use of formatting helps me read and comment more efficiently. Heading tags can be found on the main ribbon of Microsoft Word (which has defaults for 'normal,' 'Heading 1, Heading 2, etc.) and can be found as a dropdown menu in Google Documents (right below the Format menu).

You should take care in the structure of your writing. This means that you are expected to use correct grammar and spelling. You are also expected to use paragraphs as appropriate. While I will not deduct for each and every typo in an EoT submission, multiple errors, unnecessary walls of text, and run-on sentences will result in a failing grade on the assignment, regardless of the quality of ideas you express.

Reading Expectations for the Element of Thought submission

I expect you to read the entire assigned reading (which at times may mean more than one chapter) and not merely one or two sections of the reading. In general, each section of the reading has useful, important, and thus testable information. Should I determine that your

submission comes from a very narrow reading of the reading, you will receive a failing grade on the submission.

Grading Determination for Element of Thought Activity

Failing to follow formatting instructions may result in grade penalties in addition to those displayed in the following table. If the grader can not easily determine which section you are addressing and which component of the section you are addressing, you will receive no credit for the section.

Section	Weight	Common Deductions
1 - Purpose	10%	● Ignoring one or more of the questions ● Brief or frivolous responses
2 - 5 Concepts	40%	● Omitting one of the concepts ● Lack of detail in explanation and assumptions ● Cut and paste responses
3 - Implications	40%	● Failing to address at least two fundamental concepts ● Failing to link FC's to the 5-Concept table ● Lack of details, overly vague responses
4 - Conclusion	10%	● Failing to address course central question ● Brief or frivolous response

As long as your answers are reasonably well-written and in your own words, in your own voice, on time, and seriously attempt to address each task you will receive full credit for the journal entry. Deviations for any of the listed determinants (above) will result in deductions based on the weight of that section and the extent of the deviation.

Element of Thought Tasks (Best in Landscape Mode)

1. **Explain the PURPOSE of the reading(s)**. This involves (1) identifying the primary topic, (2) explaining the importance of the topic, and (3) identifying when (and under which conditions) a manager should apply this topic. For reference, the topic is usually the title of the chapter (e.g. strategy for PoM, Ch. 5). What is this topic and why is it relevant to the operation of a business venture? Please note that the purpose of a chapter is never 'to write a chapter on [topic].' Rather, I want to know the purpose of [topic]. If the chapter is about strategy, tell me what you learned about strategy - don't tell me that you read a chapter about strategy (or any other topic).

2. **The 5-CONCEPT table**. Concepts are the things we use to make sense of, or organize a(n) [topic]. This includes (a) relevant terminology that helps us explain and communicate about the idea, (b) systems we use to make sense of, or classify [topic], (c) models we use to make predictions about or from [topic]. Concepts are your tools

when you work within the [topic] - to be good with a tool, you must understand the tool. It's okay to use sparing quotes here (cite it with a page #), but you should try to explain it in your own words. I can't offer feedback on your accuracy if you just restate the text and I won't provide passing grades to submissions that are simply cut and paste of the text or outside source (and the latter would also be an academic honesty violation).   I provide a list of 3-4 concepts for each assigned reading. You are expected to identify and develop additional important building block ideas to round out the "5-concepts" for the week.

Concept Name	DEFINE (generally a one-sentence definition)	EXPLAIN (how is it used, what are its main parts, why is it important)	ASSUME (why is it organized the way it is, what makes it work, why does it work)	EXEMPLIFY (specify the example and how it fits to your explanation or assumption)
There should be a separate row here for each of the 5-Building Block concepts in this reading.	A sentence or two describing the meaning and purpose of the building block	Identify its important components and any significant processes used. This cell is likely to be quite long.	Try to describe how or why this building block works in terms of the course central question. You may find that this cell lends itself to identifying a Fundamental Concept.	Attempt to anchor this in your personal experiences or, if needed, use an example from the text or classroom.

3. **IMPLICATIONS.** How does thinking about, or using, this [topic] inform our understanding of the four fundamental concepts for the course? What did you learn specifically about STAKEHOLDERS? How did this reading influence your understanding of choices involving the SAME PAGE? How did this reading offer insight into our goal of using EVIDENCE BASED MANAGEMENT? What specific guidance was provided on POLC? It may be that one of the fundamental concepts was barely present in a reading, but at least one is always developed in detail in anything we read. **Try to address at least two** - and try to offer specifics and details for each.

This reading helped my understanding of STAKEHOLDERS when it...	
This reading contained the following important information about EVIDENCE BASED MANAGEMENT...	
This reading helped me to better understand POLC in that...	

This reading gave me… tools to get people on the SAME PAGE	

4. Based on your writing, come to a CONCLUSION. Given what you have written to this point, how does this reading help you answer one of the course central question. This should involve some restatement of ideas expressed earlier, if it doesn't, you need to revisit what you wrote earlier.

Concept Table for Assigned Readings

The following represents your building block concepts for your Element of Thought submissions. Note you are expected to provide detailed information on 5 building block concepts in each reading (section 2 of the weekly EoT). In this table, I provide 3-5 per chapter. If I provide fewer than five concepts, you are expected to review the reading and identify the remaining building block concepts on your own.

Week	Reading	Concepts
1	Syllabus	- Elements of Thought (Appendix) - Standards of Intellect (Appendix) - Course Central Question - Fundamental Concepts - Academic honesty policy
2	EB Ch. 6	- Planning - Organizing - Leading - Controlling - Add one topic of your own choosing
3	EB Ch. 12	- Income Statement - Balance Sheet - Vertical Percentage Analysis - Ratio Analysis - Add one topic of your own choosing
4	PM Ch. 5	- Strategic Inputs - Porter's Generic Strategies - Resources and Capabilities - PESTEL Analysis - The Strategy Diamond
5	PM Ch. 11	Levels of Decisions

		- Rational Decision Making - Creative Decision Process - Challenges to Decision Making - Group Decision Making Techniques
6	PM Ch. 8	- Organizational Culture - Measuring Organizational Culture - Strong Culture (Cultural Strength) - Cultural Maintenance - Signs of Organizational Culture
7	PM Ch. 7	- Building blocks of structure - Mechanistic organizations - Organic organizations - Causes of organizational change - Resistance to change
8	EXAM	No Reading Assignment Due
9	SPRING BREAK	SPRING BREAK
10	EB Ch. 2	- Characteristics of ethical organizations - Ethical dilemmas - Making ethical decisions - Ethical issues - Corporate social responsibility
11	OB Ch. 13	- Bases of power - Influence tactics - Impression management - Social Networks - Add one of your own choosing
12	OB Ch. 8	- Communication process model - Barriers to communication - Active listening - Communication channels (types of communication) - Add one of your own choosing
13	OB Ch. 10	- Types of conflict - Causes of conflict - Managing conflict - Negotiation phases - BATNA
14	PM Ch. 10	Leader decision making

		• Fiedler's Contingency Theory • Situational leadership • Transformational Leadership • Transactional Leadership
15	PM Ch. 16	• Key elements of HRM • Talent management • Selection best practices • Pay for performance • Succession planning

Going Beyond the Textbook - the Simulation

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

Effective learning requires consuming material from a variety of sources of material, thinking deeply about the material, and incorporating the ideas present into your understanding about a phenomenon. To encourage this, the instructor has adopted a business simulation activity. In the simulation, you will face a scenario common to management (budgeting and prioritizing). You will make choices on the scope, schedule, people, and processes you are managing. It will not be easy to reach your goals and even harder (but rewarding) to surpass your goals. This is a good opportunity to practice your knowledge of managing and your skills as a critical thinker.

The grade for the simulation consists of two components, one for the simulation and one for the debriefing. The simulation tracks and scores your progress towards the goal and use of resources. Your performance towards goal will determine half of your simulation grade.

The simulation requires registration and payment to Harvard Business Publishing. The course pack to register can be found at this link.

The Simulation

You may attempt the simulation as many times as you wish. Indeed, I highly recommend that you try it several times, experimenting with different choices. This will both improve your score on the simulation and will give you more information to discuss in the Debriefing Report.

Your grade for the simulation will be based on your final simulation score. Meeting the scope and expectation of your superiors in the simulation results in a score in the 650-700 range. This is an acceptable score and will receive a grade somewhere in the B-range (83% to 85%). The more you exceed expectations, the higher your score. The higher your score, the higher your grade.

Top-10 Scores from prior semesters

Score	Semester
882	SU16
862	F15
850	SU16
849	F15 (2-students)
848	F15
847	SU16
846	SU16 and F15
838	F15
834	F15
832	SU16

The Simulation Debrief

After completing the simulation, you will be asked to prepare a debriefing report. This short report includes several critical thinking questions which task you to evaluate and assess your choices and their outcomes. You will be evaluated here for the relevance, fairness, accuracy, precision, and logic you manifest in response to these questions.

The debrief report should be 3-4 pages typed (12-point font, 1.5 line spacing, one inch margins, Times New Roman or Georgia font).

Section 1: Describe expectations prior to the run
   1. What were your expectations
   2. What were your goals for the project (not the final score)
   3. How many attempts did you run
   4. What was your strategy (broadly) on your highest scoring run

Section 2: Experiential learning and discovery across attempts
   1. What did you discover about the relationship between resources, project outcomes, and timelines?
   2. What did you discover about the relationship between staffing (quality) and meetings (types)
   3. What did you discover about managing teams (meetings, goals, time management, etc.)
   4. What did you discover about team composition (numbers, quality, outsourcing, etc.)

Section 3: Discussion of takeaways
1. Discuss the types of trade-offs encountered in the simulation (situations where you had to sacrifice something in one place to gain something in another).
2. Discuss contingencies identified in the simulation (situations where a thing is good given one contingency but possibly bad or not beneficial in another).
3. Discuss the relationship between time, money, and final product as a function of project management.
4. Discuss perceptions of team composition trade-offs (when X, do Y)
5. Discuss perceptions on approaches to managing a team (when X, do Y)

Section 4: Link the simulation to Fundamental Concepts and Course Central Question
1. What stakeholders are present in this simulation and how are they represented?
2. How do the types of meetings and types of workers you have available to you relate to the "same page" concept (this may have already been touched on earlier)?
3. How does evidence based management relate to this simulation?
4. What aspects of POLC did you see in this simulation?
5. In a closing paragraph, summarize how the simulation helps you develop an answer to the course central question.

Personal Portfolio

The final project for the semester entails your submission of a personal portfolio. This portfolio clearly details who you are professionally and organizes your connections and experiences. Ultimately the creation of this portfolio should assist you in the early stage development of your career. You are encouraged to continue to develop, add to, and refine this portfolio as you progress through your career.

Resume

The first page of your portfolio should be a one-page version of your resume. Since this is not addressing a specific job posting, you need not include a statement of objectives. Simply provide a brief depiction of your education and professional accomplishments. **Career Services at UHCL can provide assistance and guidance on the creation of a one-page resume**. They are also an important resource available to you in your future career search - get to know them!

The remaining segments of the portfolio reflect activities that will occur, are occurring, or have occurred during your college education. If you have attended another University or College, you may incorporate your experiences from those institutions into your answers. Please clearly identify when you are referring to events which happened outside of UHCL.

Social Networking Activity

The first element of the portfolio requires a set of social networking activities on your part. You must attend one professional networking event this semester. At the networking event

you need to make at least three contacts. A contact can be considered made when you have a business card for that person and you know at least one piece of information about the person that is not listed on the business card (e.g. something that would come up in a conversation). Additionally, you should follow up, via email, with at least one of the contacts thanking them for the opportunity to meet them at the event.

Your social network section of the portfolio should include information about the event. This should include the name, date, and location of the event (a picture of the flyer or poster is encouraged) as well as a brief description of the event in your own words. You should identify why you chose the event and what you hoped to gain from attending the event. Recognize that events chosen just "to meet the course requirement," are unlikely to help you develop your professional network.

You should also include each of the three contacts you made and a short summary of what you learned about that person. Additionally, for each person you should indicate the types of situations where it might be beneficial for you to renew your contact. This could be for any reason of your choosing, including social reasons, it's simply an expectation that you think about the utility of your contacts.

I want you to conclude your assessment of each event with an examination of whether the event met up with your expectations going in, as well as why or why not. Not every event pans out and some deliver above our expectations. Reflecting on the outcomes and the why of the outcomes can help us make better decisions in the future.

You may choose any networking events for this assignment, I recognize that scheduling and availability may dictate what you can attend. Remember, though, if you don't come away with three business cards and a piece of unique information about each contact, the event was a bust! Some examples of networking events you should consider include:

· Business networking functions (Chamber of Commerce socials, Optimist or Rotary Club luncheons, University Alumni socials, etc.)
· Job fairs
· Trade Shows or Professional Conferences for the industry (or profession) in which you work or are interested in working
· Lectures or Speaker series events (TED talks, University functions, etc.) but remember you need to meet at least three people (with cards) for it to really be networking
· Charity or Not-for-profit social functions

The final section of your social network assessment should include a strategy statement for your plans to develop and refine your business contacts over time.

Capabilities Assessment

Employers regularly tell us that they want specific capabilities from our graduates: critical thinking, team skills, ethical awareness, global awareness, and communication skills. Additionally, employers routinely seek candidates well versed in common and emerging technologies. In this section of your portfolio, I want you to assess your current and prospective education at UHCL, specifically focusing on situations where you have developed (or should have the opportunity to develop) these capabilities as well as situations where you gained experience in common and emerging business technologies.

- **Critical Thinking** – situations requiring complex thinking, abstract thinking, or analyzing and interpreting large sets of data, facts or evidence.
- **Team Skills** – situations requiring you to collaborate, coordinate, and manage conflict and commitment in pursuit of a group endeavor.
- **Ethical Awareness** – situations requiring recognition of appropriate moral behaviors, complications to ethical action, and management of conflicting interests.
- **Global Awareness** – situations which led to a more thorough understanding of the world as well as better appreciation, respect, and comfort in dealing with multicultural issues.
- **Communication** – situations requiring you to write, speak, or present clearly and concisely. Additionally, situations requiring you to develop skills as an engaged, active listener.
- **Technological Skills** – situations requiring you to use, and ideally program or develop using both common and emerging technologies.

For each capability or technology you indicate experience, use a SBO (specific, behavioral, and outcomes) focused explanation. First, be very SPECIFIC about the activities (and classes) which developed these competencies. Second, identify what you did (BEHAVIORS). Be clear on what you, individually had to do, to complete the activity. Finally clearly indicate how the OUTCOME of the activity links to the competency developed.

Your goal here is to convince me that the competency is present and to provide yourself with ready examples (for future employment discussions) of ways in which you are prepared to contribute professionally. As an example, many people like to claim that they are a team player – some people can clearly articulate how and why.

In many cases, though, you may not have (as yet) had enough courses to provide experiences in a specific category. Should you not presently have such experiences for a specific category (e.g. technological skills) you should focus on upcoming courses which might provide an opportunity to develop and enhance this skill. Use your degree plan, the course catalog, and descriptions of courses to look for promising areas to practice such skills.

This should be a candid assessment. It is unlikely that you have had the opportunity to greatly advance every one of these capabilities during your time in school. Depending on the concentration of your education, the specifics of the courses you took (and will take), and issues associated with balancing work, school, and life you may have spent little or no time in some of these areas. Further, while all of these capabilities are important, some of these capabilities are far more important to certain professional career paths. Strategy is about managing trade-offs and placing emphasis on the appropriate capabilities is both an organizational and individual best practice.

Hopes and Dreams

The final section of your portfolio is forward looking. During your time in the program you have been (and will be) introduced to new phenomenon and had your existing knowledge expanded for other phenomenon. You should always be looking for ways to use what you learn. Don't wait for someone to tell you how a piece of knowledge will help you, figure it out for yourself!

In this section, you should identify and explain three such ideas. These are things you hope (or could) pursue in the future. It could include ideas for new businesses, new products, changes for your current employer, things to research, places to visit, ways to change how you currently work, or any number of other possibilities. For each of the things you identify, you need to discuss which of your courses (to the best of your recollection) introduced these ideas (or might be useful for future courses). You should explain what you would like to accomplish with the idea. You should provide a timeframe for when you would like to act on the idea.

You should conclude this section with a statement of aspiration. What should you accomplish in the next five years? What accomplishments in five years time would indicate you have performed exceptionally well? What accomplishments would indicate you have performed acceptably well? What are you going to do in the next year to put you on the road to these goals?

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 "0" on the assignment which contains the infraction. This score may not be dropped, even if the activity in question (e.g. Elements of Thought) would normally allow dropping one score. Further, in addition to the undroppable "0," the student in question will also receive a one-letter grade reduction in their final course grade. Additionally, paperwork documenting the infraction will be forwarded to the Dean of Students and the Associate Dean of the School of Business in accordance with the UHCL academic honesty policy.

The Honesty Code of UHCL states "*I will be honest in all my academic activities and will not tolerate dishonesty*." This means that work submitted by you, for credit, should always be of your own creation; written in your own words, representing your own thoughts. When outside work is used (e.g. textbooks or other sources), those sources should be cited in all cases and quoted in cases where the use is identical, or deeply similar to, the source material. Outside sources should only be used when the assignment itself permits and the outside material is within the parameters allowed in the assignment. Finally, the provision to "not tolerate dishonesty" means that you are expected to hold others to these standards as well. If you are aware of another student, or students, committing infractions you should forward that information to your instructor. Each student's grade at UHCL should reflect on their direct efforts; you would not want another student to graduate with academic honors they did not earn, nor should they want that of you.

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.

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, weekly element and SEE-I posts, and weekly interactive lecture responses.

You will submit each of these assignments via SAFE ASSIGN inside of the Blackboard shell. You will find the submission link for each assignment within the

appropriate Course Content weekly folder in Blackboard. Once submitted, that link will deposit your writing into the SAFE ASSIGN database for evaluation.

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.

Proctoring – UHCL School of Business Policy

Proctoring is required for online classes. This policy is printed in strikethrough format as this is a face to face class. It is included in the syllabus for your reference should you consider taking future online classes.

~~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.~~

~~Any students who cannot attend the Saturday face to face exam option must take the exam in a proctored 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). 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

· 17Jan FIRST DAY OF CLASSES
· 11Apr DROP DATE
· 8May FINAL CLASS ACTIVITIES

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.

The instructor is quite familiar with cooperating with Disability Services and strongly encourages you to make use of these accommodations if they apply to you.

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!

Total Points	Letter Grade	Total Points	Letter Grade
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 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 Schedules

Week	Begins (Monday)	Class Topic Monday	Class Topic Wednesday	Deliverables Saturday 11:59
1	16-Jan	MLK 16-Jan	Syllabus	Critical Thinking Plagiarism
2	23-Jan	Firm Valuation	Management	EB Ch. 6
3	30-Jan	Strategy	Strategy	EB Ch. 12
4	6-Feb	Decisions	Controls	PM Ch. 5 Simulation Opens
5	13-Feb	Culture	TRAVEL SBI	PM Ch. 11
6	20-Feb	Culture	Globalization	PM Ch. 8
7	27-Feb	Structure	Structure	PM Ch. 7
8	6-Mar	Reflective Writing #1.1	Reflective Writing #1.2	Nothing due
9	13-Mar	SPRING BREAK	SPRING BREAK	SPRING BREAK
10	20-Mar	Ethics	Ethics	EB Ch. 2 Simulation Closes
11	27-Mar	Power	Power	OB Ch. 13 Simulation Debrief
12	3-Apr	Communication	Communication	OB Ch. 8
13	10-Apr	Conflict	Conflict	OB Ch. 10
14	17-Apr	Leadership	Leadership	PM Ch. 10
15	24-Apr	Strategic HRM	Strategic HRM	PM Ch. 16 Personal Portfolio
16	1-May	FINALS	FINALS	FINALS

Appendix A - Elements of Thought

Purpose – All meaningful thinking has a purpose or central reason (similar to the central question of this course). By focusing on the purpose, we avoid becoming sidetracked into trivial and insignificant topics and we provide means to focus on relevant information.

Questions and Issues – All meaningful thinking can be sorted into significant issues or topics. Often these topics can be given voice by addressing the most significant of questions. Exploring questions and issues helps us make sure that we know "what we need to know" and tasks us to see whether we have gone far enough in our study.

Concepts – Any area of thinking has its set of appropriate theories, tools, methodologies, systems, and vocabulary. Theories are representations of the causal order of action between objects or events (in other words, "this caused that"). Theories tell us not just what to expect, but also why we should expect what we expect. While the names and labels within a theory are important, the predictive relationships are ultimately far more important to your success as a manager. In defining these ideas, theories, or models think about how they relate to a course central question or fundamental concept. This should include definitions and terms for major ideas which are not likely to be common language.

Assumptions – related to the concepts, how do things fit together and why do we think they work the way they do. We often sort things into bins that are alike or assume patterns of relationships or trends. These are our assumptions about the concepts within a phenomenon (it's like this, it's different from that, it's used for this, or it's best applied to that). For example, it's not enough to explain that "increasing Job Satisfaction improves Job Performance," we need to have a logical explanation of WHY we think that happens. In this way, assumptions are the explanatory logic of an explicit theory. In the same way, our personal expectations of the antecedents (that which came before) of an event and the likely consequences (the things which follow the event) represent our implicit theories of our working world. Collectively, these explicit (research tested) and implicit (self-perceived) assumptions make up our biases and prejudgments (or intuition). It can be the case, that checking our assumptions thoroughly may help us differentiate between evidence based beliefs we should adhere to and unsupported biases that we should abandon.

Points of View – Our backgrounds, experiences, and even our genetics affect how we perceive things, how we evaluate things, and even shape our judgment. No two people see things the same way, although there are reasons why groups of people see things similarly. In many ways, our points of view represent a description of our collected biases (see above in assumptions). Getting everyone on the same page is a central task for management. You can't do this (well) if you can't describe the different biases, perspectives, and opinions people might fairly and logically hold. You also can not readily counter the unfair and illogical biases, perspectives, and opinions of others if you do not yourself well understand those same

unfair and illogical biases, perspectives, and opinions Points of view tasks you to think through different starting points.

Information – what are the pieces of data, clues, or evidence you would expect to find using your eyes and ears in the workplace? Information is where we move from abstract concepts to data, facts, observations, and examples. Evidence based management suggests that we should be guided by the facts - to do this, we have to know what facts we have, what facts we can discover, and what standards we should judge facts against. The relevant information should, of course, be related to the concepts of the chapter. Information is where our concepts and assumptions about those concepts turn into measurable and predictable observations.

Conclusions – What should you do and what are your reasons for doing so? Conclusions often (but not always) bring us to the end of our critical thinking. They help us identify the right course (or courses) of action as well as the reasons for choosing to follow some paths and ignore other paths of thought. Conclusions generally lead us to a specific set of actionable behaviors. It should incorporate ideas from the chapter and specific ways you could use them (either today or in the near future). As you read the text, try to be specific and think about examples and situations where this knowledge would be useful. Your conclusion answers should also flow logically from - or relate to - the ideas developed in your other elements. A good conclusion directly applies the content of the reading towards an answer to the central question of the course drawing upon the ideas in the readings. As an example, "I would specifically use this knowledge on leadership to improve the performances of my employees by doing..."

Implications – what are the results you should expect from properly applying the conclusions? What would you expect to see happen if you (or other managers) failed to properly follow your advice? What does the data suggest will come next? Why do you think so? All of these are questions which represent the implications of a thought. This is a good place to emphasize the fundamental concept of same page. You may find it a bit challenging to separate inferences/conclusions from implications. That's okay, both look towards outcomes.

Appendix B - Standards of Intellect

Critical thinking is purposeful, deliberate, measured, and rigorous thinking. The elements of thought, covered earlier in the syllabus, are the building blocks of thought. But we can't simply "brainstorm through the elements" to critically think. We have to hold ourselves to measures and rigor, and that requires standards of intellect.

The Foundation for Critical Thinking advances nine standards of intellect. These standards represent ways to evaluate and judge the quality of our own thoughts, or of the communication of a thought from ourselves or others. As with the elements of thought, standards of intellect can be expressed through questions that you can ask of others, or of yourself.

The topics you address and the time and space allotted to address those topics will often determine which standards are most important. Further, some of these standards presume adherence to other standards. It's hard to imagine being logical without being clear and precise, for instance. Developing your skill as a critical thinker and a more effective communicator necessitates asking the questions associated with the elements of thought and assessing the answers to those elements through the questions associated with the standards of intellect.

Clarity - Clarity references the ease of understandability of a thought or communication. Clear expressions use simple statements. They strike a balance between too little, and too much, communication. They are generally free of jargon or, when jargon is necessary, they explain the jargon in straightforward terms. When you think about clarity, you should ask several questions. *Is this easy to understand? Could you provide more explanation? Could you offer an example?*

Accuracy - Accuracy speaks to the rightness or ability to provide evidence for an idea. Accuracy might also be thought of as the due diligence with which we evaluate our standards of evidence. This includes the facts themselves as well as the quality of sources which we use to support our arguments. With accuracy we are constantly asking ourselves how, or whether, we can check on the statements we make. *How might we prove, or verify, if a thought or communication is true? What would constitute evidence and where might it be found?*

Precision - It is not helpful to be clear and accurate if, in doing so, we are so vague as to be making statements that might be made about any number of subjects. With precision we demand of ourselves, and others, that our thoughts and communications remain focused on the matters at hand. Further, we require of ourselves and others that we address the distinctive and specific points regarding our topics. We are in search of specifics, details, and exactness when we focus on precision. *Could you be more precise? Could you offer more details?*

Relevant - Similar to precision, relevance tasks us to make certain our thoughts and communication stay on target. Where precision concerns itself with the unique and distinctive qualities of our topic, relevance demands that we do not become sidetracked to unrelated - or barely related - ideas. Questions of relevance pull us back towards the elements of thought. *How does that relate to our problem, or the issues surrounding our problem? How does thinking about this help us answer the question? How are the implications of this thought related to the problem we are working on?*

Significance - Even when we stay on topic, it is often easy for our thoughts to become derailed by trivia, frivolity, or details of lesser importance. Holding ourselves, and others, to standards of significance helps us hone into the most crucial aspects of our elements of thought. Questions related to the standard of significance pressure us to use our judgment to weigh the consequences of one thought on a topic relative to other thoughts on the topic. *How significant is this to our problem? Are there other aspects of more importance? How do we communicate the importance of this idea?*

Logic - The elements of thought demonstrate that complex thoughts are comprised of various parts, or elements. When we think, or communicate, we must link these elements together in a way that makes sense, is consistent with existing knowledge, and progresses in a fitting manner. When we judge the logic of a thought, we are examining its adherence to theory and evidence, its fit with established models, and the sensibility of its internal arguments. Logical questions speak to the coherence of the thought or argument. *Does this make sense together? Does this connect to the points you are making? What rules or theory suggest that this is so?*

Fairness - Often, when thinking or discussing something of merit, we will come across ideas or perspectives which are foreign and potentially disagreeable with our own perspectives. Critical thinking demands that we treat such diverging perspectives with fairness. Fairness demands that we reasonably represent the divergent and counter-arguments we face. It requires that we recognize the strengths of opposing positions and the weaknesses of our own positions. It tasks us to try to understand the point of view of others and to see the rightness of their perspective as they see it. Questions of fairness ask us to assess our biases and the impact of those biases on our judgment. *What is my interest here? What are my biases? How are these biases affecting my perception? Am I being fairly empathetic of this divergent position?*

Depth - Outside of natural and mechanically occurring phenomenon, nearly all phenomenon have complex and nuanced relationships. That is to say that with social phenomenon there are very few universally right answers, or statements that are true in all times, in all places. The standard of depth, though, demands that we go beyond simply shrugging complexity off with an "it depends." Depth requires us to recognize the specific contingencies which may complicate or even contradict the general relationships we expect to

observe. Depth moves us away from the slippery slope of relativism and towards discourse grounded in appropriate nuance and context. Questions of depth task us to disaggregate and segment our tendency for general or relative responses. *What factors complicate, or change, this response? What special issues within this topic deserve unique treatment? What things make this difficult, or complex, to think about or discuss?*

Breadth - The nature of human bias often predisposes us to consider things in an overly simplistic manner. Our judgment tends to be based in rules and perspectives learned over the course of our experiences. This in turn tends to make us judge something as "right" when what we really mean is that it is "consistent" with our past experiences. The standard of breadth demands that we incorporate more than one perspective, or that we consider a phenomenon from more than our ego-centric perspective. Questions related to breadth take us 'outside ourselves' and ask us to consider the same facts from a diverging orientation. *What other perspectives might be useful to apply here? How might someone in a different position than me consider this? How would someone who disagrees with me come to that conclusion?*

Appendix C - SEE-I

An SEE-I is a writing technique designed to help communicate ideas clearly and precisely. In order to prepare an effective SEE-I, you should first engage in Elements of Thought (Appendix A) grounded in Standards of Intellect (Appendix B). Then, guided by your need, your topic, and your audience, you should organize your thoughts around the SEE-I structure.

In general, you should practice writing an SEE-I from the point of view of you as a practicing manager or professional explaining the idea to an employee, or possibly a first year management student. You should not typically assume your reader has a deep knowledge of the material, so you need to explain ideas fully and simply, in a common voice.

While it is tempting to want to quote from the textbook, a dictionary, or other source – please realize that no one actually speaks that way. You should practice writing your SEE-I in a manner consistent with something you might actually say – it needs to come from your professional voice. Practicing writing in your own professional voice is a key component of developing your own professional perspective.

Components of an SEE-I

· **Statement** – two or three sentences which clearly sets up a definition for the main idea and helps us identify its importance and major components. While any of the elements might inform this statement, often the Purpose, Questions/Issues, and Concepts provide useful components.

· **Explanation** – four to eight sentences which expand on and clarify those major components. Any of the elements you introduced in the Statement should be fully explained in this section. This is where detail should be developed. Steps of a process, components of models, stages of an analysis, etc. should all be detailed in the explanation. You should not be introducing new material, unless it is directly related to explaining an idea introduced in your Statement. **This section is the body of your SEE-I - most of your writing should be in this section**. While any of the elements may be relevant to your explanation, concepts, assumptions, and information are often quite useful here.

· **Example** – two to six sentences telling us what it looks like in action along with a sentence or two which clearly tie the example back to the statement and explanation. This should be an example of something that was discussed in your Explanation. You should link the example back to a core idea you introduced in your Statement. It is often tempting to make this the longest part of your SEE-I, indeed we often try to use examples to explain. It is important, though, to remember that your example should be of something you have already explained. Learn to describe a thing (explanation) apart from exemplifying a thing. People learn and understand different things in different ways and your ability to describe a thing in two different ways improves your ability to help make sense of things! While any of the

elements may be relevant to your example, information, conclusions, points of view and implications are often useful here.

· **Illustration** – two to four sentences which illustrate the phenomenon. This could involve an analogy, metaphor, image, or model for the central idea along with a sentence or two which clearly tie the illustration back to the statement and explanation. As with your example, the thing you illustrate should have already been described in your Explanation and should relate back to an idea present in your Statement.

Closing Thoughts on SEE-I

Ultimately, your illustration and explanation should be of something detailed in your explanation. The explanation should, in turn, well detail your statement. Your statement should establish the context and importance of the topic. The standard of intellect, logic, is generally the degree to which one successfully and competently links aspects of an idea together. This is also true with the linkage between each component of the SEE-I.

In the descriptions above, various elements of thought were inserted into the SEE-I. You need not try to work every element into an SEE-I and you may find that working with one or two elements throughout the entire SEE-I is useful at times. The important point is that at least SOME of your elements should be visibly present in your SEE-I and that ideas from the reading should inform your choice of elements. Use good judgment on deciding on which and how many to incorporate.