



UNIT EXERCISES

ONLINE PARTICIPATION, RESEARCH, AND ANALYSIS BY UNIT

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Overview

For each of the five units we are studying, you will complete a participation, research, and analysis activity. There are five activities to choose from for each unit. The grade you receive will be based upon how well you can demonstrate your ability to correctly apply the concepts from the course at higher levels of learning (application, analysis, and synthesis).

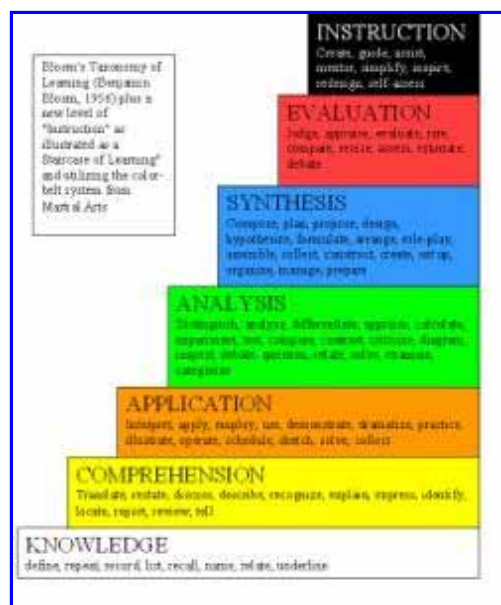
Understanding How We Learn

According to ***Bloom's Taxonomy of Learning***, there are six levels of instruction and learning.

In order to be effective with your learning, you need to practice each new skill and push yourself "up the stairs" to higher levels of understanding of the content. The goal of each module is not to be able to "quickly look up" an answer in textbook, but rather, to know the concepts and terms so well that you incorporate them into your

understanding and behaviors. When taking an examination, the answers should be obvious and immediate, if you are well prepared. When solving new work challenges, your past experience and new abilities to appraise a situation will allow you problem-solve more effectively.

The following graphic illustrates Bloom's levels of learning, and an additional text description follows.



[Illustration 1-1: Bloom's Taxonomy of Learning]

Bloom's Taxonomy of Learning (Benjamin Bloom, 1956) is illustrated by levels of learning. This example has added a new level of "Instruction" and the levels are considered as a staircase from Knowledge and Comprehension up through Evaluation and Instruction.

Level 1: KNOWLEDGE -- "What is $2 + 2$?"

define, repeat, record, list, recall, name, relate, underline

Level 2: COMPREHENSION – "Why is $2+2$ equal to 4?"

Translate, restate, discuss, describe, recognize, explain, express, identify, locate, report, review, tell

Level 3: APPLICATION – Use of simple addition and subtraction to create multiplication and division solutions.

Interpret, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, schedule, sketch, solve, collect

Level 4: ANALYSIS – Exploring algebra, calculus, geometry, and trigonometry

Distinguish, analyze, differentiate, appraise, calculate, experiment, test, compare, contrast, criticize, diagram, inspect, debate, question, relate, solve, examine, categorize

Level 5: SYNTHESIS – Design of mathematical models (new ideas never before dreamt)

Compose, plan, propose, design, hypothesize, formulate, arrange, role-play, assemble, collect, construct, create, set up, organize, manage, prepare

Level 6: EVALUATION – Multivariable analysis, "Which house will you buy of the 23 you viewed?"

Judge, appraise, evaluate, rate, compare, revise, assess, estimate, debate

Level 7: INSTRUCTION – Teaching it to others

Create, guide, assist, mentor, simplify, inspire, redesign, self-assess

Purpose of Online Participation, Research, and Analysis

You need to become a better problem solver within this discipline (area of study).

In addition to knowing the terms, concepts, and theories related to the practice of management, it is important that you gain skills in applying your understanding to new situations.

The explosion in the knowledge-base and the hyper-development of technology means that memorizing facts will not be nearly enough to prepare you to be a manager. You must finely tune your skills and hone your understanding through ongoing research, analysis and problem solving, and application of concepts to new situations and environments.

Throughout this course, you should:

- 1) develop your inventory of tools, including most importantly your sources of credible, relevant, and timely information (and being able to find data and information quickly).
- 2) practice creating proposals that offer multiple and viable alternatives to solving problems, including the utilization of different strategies, tactics, and techniques, and using effective presentation and persuasion techniques to get your points across.
- 3) communicate and collaborate with other in evaluating the potential opportunities, in critiquing the variety of plans and procedures, and in evaluating the "fit" and the success of projects, processes, and personnel.
- 4) analyze the successes and failures of others to determine what themes carry forward to your projects and responsibilities.
- 5) evaluate how well processes are running within your own organization and identify the constraints and failures that can be corrected to improve profitability, better manage customer expectations, and raise employee satisfaction/morale.

We are studying the following five units in the course.

- Overview
- Planning
- Organizing
- Leading
- Controlling.

For each unit, you will demonstrate your ability to do additional research and to incorporate your understanding into higher levels of learning.

There are five activities that you can use to demonstrate your knowledge and understanding of each of these five units.

Activity Choices

There are five units. For each unit, you can use one of the following activity choices to demonstrate your knowledge. You must use at least three different types of activities during the course (you can avoid 2 of the activities listed). You can use the activities in any order that you wish and within any unit you wish, but you must complete an activity for each unit, and you must use no fewer than three activities. You must use the **CHOICE 1: Online Discussion Conversations** for at least one of the five Units.

As an example, for a "news buff" a student might complete the following.

UNIT 1: Choice 2

UNIT 2: Choice 2

UNIT 3: Choice 1

UNIT 4: Choice 5

UNIT 5: Choice 2

You can use any of these activities up to three times in the course (so you will have to use at least 2 different activities during the term in order to cover all five topics). For each unit, you should choose only one type of activity to complete (partial work in multiple activities – without clearly meeting the learning goal, will result in a grade of 0 for the unit).

Choice 1: Online Discussion Conversations.

Completed within the D2L DISCUSSIONS tool under the appropriate UNIT name.

Using the conversation starters posted into the Discussions forums, develop online conversations with classmates to explore the issues as well as their impacts on how you might manage a similar situation or condition. For each week of the unit, you are expected to log in at least 2 separate days of the week and contribute at least 600 words a week toward the conversations (2 posts of 300 words each, or 6 posts of at least 100 words each, or 10 posts of at least 60 words each, etc.). Use the TASK ONE and TASK TWO format as identified in the syllabus.

Grading of this activity will expect that you are doing additional article research in order to share information with the group as well as to build up your researching skills.

In course discussions, the **most common problem** is that we are not detailed enough in our postings. In order to learn from each other, we need to be very clear about our thoughts and feelings, provide specific examples and evidence to support these, and provide justification for the recommendations we are making.

In the discussions, you will need to complete two types of tasks.

TASK ONE - ORIGINAL THOUGHTS / FIRST POSTING (50% of item grade)

The first task is to create at least one, but no more than four, new threads (starting messages) that pose significantly different points than those already offered. These must be completed by at least 3 days before the deadline for the discussion topic - in order for your peers to have an opportunity to reply back to your ideas. It will be to your benefit to contribute your first thought early (to avoid having to read all other messages in order to see what points have not yet been made).

TASK TWO - CARRYING AN CONVERSATION FARTHER / REPLIES TO PEERS (50% of item grade)

The second task is to make at least three, but no more than ten, new replies within each topic to message threads made by other students in the course. The responses to others can answer questions posed, amplify and support points (with evidence and observations), or question and pose counter-arguments to points made by others (with evidence and observations). These thoughts can reflect or support other statements already offered (to build additional evidence to support your view). Each contribution must offer significant additional information (i.e. -- an "I Agree!" message will not earn points).

If you are presenting any fact, result, or statements that state a conclusion, you are responsible for properly citing your sources so that the statements can be verified or clarified.

For instance, someone claiming "95% of Metropolitan State students are vegetarians" would likely demand some sort of evidence and source of the survey.

If you are using yourself and your personal experience as the source, then you must make this obvious, such as

"based upon my 12 years running a small business, I would estimate that 30% of my employees who were also college students worked more than one job to help pay for tuition and school expenses."

You are encouraged to bring your personal work experiences into the discussions.

The purpose of discussions within the course is to share experiences and backgrounds, as well as perceptions and ideas, so that we can learn in a peer-to-peer manner. The information that you gain from your classmates will help you shape and interpret the information from the text and from the other class resources.

Please realize that the role of the instructor is to monitor the discussions but to refrain from participating unless the conversation needs guidance into another direction. Also please understand that the instructor will not reply back to individual questions, but rather will address "themes" that arise in the discussions. The instructor will provide more generalized feedback based upon the needs and requests of the entire class. As with classroom discussions, please do not expect the instructor to "hear" or remember everything that everyone contributes. Comments to the class will reflect the entirety of the discussions observed and your grade will be based on your successful completion of the requirements (specified above).

Choice 2: "In the News" Executive Summaries of Article Sets.

Submit to the D2L DROPBOX under the appropriate UNIT name

Using the topics and concepts from the current unit, choose a topic to investigate and find at least five recent (last 12 months) news stories and editorials of sufficient length (each story must be at least 350 words long) to analyze and place into an "Executive Summary" that is at least 2 pages long. The first page should explain the facts, players, and environment that the stories presented. The second page is your analysis of how the concepts presented in the course are evident in the stories and the "lessons to be learned" that result (how does your understanding of the course concepts help you avoid mistakes, seize opportunities, and survive the environment?).

Choice 3: Creative Problem Solving of Case Studies.

Submit to the D2L DROPBOX under the appropriate UNIT name

For each unit, a case study will be created. Gathering research from credible sources (from academic journal articles, news stories, governmental and educational websites) along with the materials from the course, and create a solution to the problem.

The materials you submit can take the shape of the following electronic formats:

- Written paper
- Powerpoint
- Audio "Podcast" (must be compressed .WAV format - see tutorial)
- Brochure or Handout utilizing graphics effectively (MS Word or .PDF format)
- Blog or Wiki (must be publicly accessible through URL)
- Electronic resource page (MS Word or HTML page)

In some cases, you might need to install software located at links provided by the instructor. You are responsible for having updated virus protection to avoid any mishaps with downloading or using software by third-parties. If you are unsure that your computer is protected, do not choose these types of activities - as the instructor assumes no liability for the condition or safety of the suggested third-party materials.

Choice 4: Professional Development for Your Workplace

Submit to the D2L DROPBOX under the appropriate UNIT name

From the unit under study, identify a topic that you wish to learn more about, to increase your own skills as a manager (future manager). Research multiple sources to locate "tutorial" and self-paced learning materials on

your topics of interest.

Your result should be a 2-page reflection paper that describes what materials you read and how they helped you change your thoughts, behaviors, attitudes, and actions.

Choice 5: Building Better Workplace Relationships

Submit via EMAIL with a follow-up copy of the approved text to the D2L DROPBOX under the appropriate UNIT name

The "soft skills" of management are the most difficult. Becoming effective at managing, leading, inspiring, and coaching others is extremely difficult. One method for becoming more successful with interpersonal relationships is to practice them. For this activity, you will schedule a discussion with two professional or managerial employees from an organization. You will develop a list of questions and topics to talk about (within the context of the current UNIT content), and you will spend at least two hours interviewing and discussing the topics with these workers.

You will type up a summary of your notes (at least 2 pages) from the meeting paying particular attention to areas of common agreement and "themes" that arose. You need to document "what it meant" more than "what was said." When you are done with your summary, you will send it through the D2L Course EMAIL to your instructor and to the persons with whom you met to make sure that they agree that the notes are an accurate representation of the conversation. The top of your email should contain the following statement.

"Thank you very much for assisting me with my project for my course in Management Principles and Practices. Please review my notes (below) from our conversation. If you feel that I missed any important points that we discussed, or if you feel that I did not correctly understand your point of view, please REPLY ALL with your feedback. That will allow everyone to best understand each other's viewpoints. Please let me know within 3 days so that I can post the corrections to my course for grading."

After receiving approval of comments, create a Word document and submit it to the appropriate dropbox.

Grading

Your grade will be based upon how well you can demonstrate your ability to correctly apply the concepts from the course.

Each Unit Exercise is worth 5% of the overall course grade (100 points).

In all of the choices above, the following rubric shall be used.

<i>Criteria</i>	Does Not Meet Expectations: 0% of pts 0 Points	Meets Expectations: 80% of points 20 points	Exceeds Expectations: 100% of points 25 points	Your Score
<i>Research: 25pts</i> Located at least five credible, recent, and relevant articles of sufficient length (at least 500 words)	Fewer than 5 required resources. Does not use adequate amounts of research from outside, credible, current sources	5 to 7 required resources. Accurately interprets information and uses it to persuasive advantage.	8 or more required resources. Locates multiple sources that address a very specific issue under study and provides a thorough analysis of how the information proves relevant to the issues under study.	
<i>Course Concepts:</i> Accurately utilizes	Mistakes of understanding, mis-use of concepts, or	Accurately and significantly ties course concepts	Demonstrates the use of multiple course concepts and	

course concepts in the Unit Exercise without error and to sufficient depth	shallow analysis	into the exercise in a clear and convincing manner.	correctly relates the concepts to one another to provide a "theme" in the exercise materials	
Professionalism: Contributions and deliverables are created to professional business standards	More than 1% errors in grammar, punctuation, and spelling, or organization of materials is unclear, or is incomplete	Less than 1% errors in mechanics, clear organization, fully complete.	Project makes use of formatting to clearly show structure and organization; multiple persuasive appeals used (logos, pathos, and ethos) in an effort to convince the instructor of the student's depth of understanding of the topics and content.	
Analysis: Significant analysis that which demonstrates a correct	Application and analysis is superficial and does not appear to add to the student's understanding of materials beyond the scope of the course readings.	Analysis identifies themes and applications not previously raised in course content, and properly examines and solves issues presented. Analysis provides direct and relevant connections to the student's own work history and experiences.	Activities create new insight and knowledge at a high scholarly level with applications beyond the specific problem set, including creating a hypothesis and discussing ways that this hypothesis might be evaluated and appraised	

Bonus / Extra Credit

The activity that provides highest value for most students are the Online Discussion Conversations. In order for these to be successful, sufficient numbers of "ingredients" (postings, ideas, resources) need to be added during the conversation.

Students can earn a 4% "bonus" (80 pts) for participating in every **Online Discussion Conversation** offered. In order to earn the bonus, you must participate to an appropriate and professional level that demonstrates your correct use and higher level applications of the course concepts, including the identification and sharing of other resources as appropriate.

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