

Design Brief

Introduction to Management

Course ID: ITM_SR
Delivery Method: WebCT

Creation Date: 07/03/03
Revision Date: 0710/03

Development Team:
Faculty: Susan Russell
Course Developer: Marie-Pierre Huguet
Support Team: ----

Scope:

Integrate WebCT use with a face-to-face class..

Goal: Identify and assess what components of WebCT can be used effectively to support face-to-face interaction. Design a user interface and navigational pattern that support faculty teaching style, and course objectives. Assess students' response to use of WebCT and re-design of lectures. Identify, analyze, and evaluate what is involved when adding WebCT to a face-to-face class. Make recommendations for future use.

Performance Level: Evaluation

Target Audience: Faculty, ITM students

Prerequisites: Basic computer skills and familiarity with the Internet.

Outline

100 – WebCT Features

Performance Level: Evaluation

Objectives: Identify and assess what components of WebCT can be used effectively to support face-to-face interaction.

Strategy: Through classroom observation, faculty and students interview and questionnaires, identify, examine, and assess WebCT tools.

1A0 – Drop Box

Performance Level: Application

Objectives: Identify appropriate use of the drop box and adjust to reflect course objectives and faculty teaching style.

Application: Use the drop box to collect specific assignments, not to return them., and to collect assignments from students unable to attend class. Drop Box is set up for one submission only, late submission (48 hours) and with message sent to faculty.

1B0 – Discussion Board

Performance Level: Application

Objectives: Identify appropriate use of the discussion board and adjust to reflect course objectives and faculty teaching style.

Application: Use the discussion board for small group/team private discussions, and virtual teams.

Some identified topics are:

- o Suggestion Box (anonymous)
- o Technical Support
- o “Letter to the Editor” (students cartoons or other submissions, to be included in Insider’s Scoop)
- o Ask the Class (allows students to use the class as a resource)

1C0 – Other WebCT Features

Performance Level: Application

Objectives: Identify appropriate use of calendar, notes, glossary and adjust to reflect course objectives and faculty teaching style.

Application: Throughout the fall semester, monitor potential use of the WebCT features.

200 – User Interface

Performance Level: Synthesis

Objectives: Design a user interface and navigational pattern that support faculty teaching style, and course objectives.

Strategy: Through classroom observation and faculty interview meetings, examine, and design user interface.

2A0 – Homepage

Performance Level: Synthesis

Objectives: Within the limitations of WebCT, design a homepage that reflects course objectives and faculty teaching style.

Application: The following features will be accessible from the homepage:

- o Intro: Icon TBD. The icon is set up using the “conditional” feature (release is based on schedule).
- o Students Resources: Icon TBD. Takes the user to a menu page with links to a wide variety of supporting documents (“How to ...”), templates, and sites. TBD
- o Drop box: Icon TBD. Takes the user to the Drop box page.
- o Discussion Board: Icon TBD. Takes the user to the Discussion Board.

2B0 – Intro template

Performance Level: Synthesis

Objectives: Within the limitations of WebCT, design a template for the weekly lectures that reflects course objectives and faculty teaching style.

Application: The design is that of a magazine front page. The following features are available from the page:

- On the right, under the past issues and the proverb, summary of cases/topics, with image illustrating/supporting headlines
- Content area links to different features

2B0.a – Post It!

Description: Instructor’s useful notes.

Format: Background is an image of the case. Three to five rows, 3 columns to create cells (light yellow color) representing “PostIt notes”.

2B0.b – Insider’s Scoop

Description: TA’s and Students’ page. Not all features need to be present, as many as possible should.

- *Classroom Beat:* Moments in the classroom. Student’s posts pulled from discussion board, summarized every week. Core of this section. Guidance and advice from TA would also be in there.
- *Tales from the Past:* Feedback, recommendations, insight, examples from former students (good and bad)
- *Perspectives:* Relevant movies, TV shows, ... illustrating/presenting an issue in management (i.e. leadership style)
- *Did you Know?* ... quick recommendation, guidance or mention of effective behavior (i.e. dress code, PPT, ...)
- *Pick of the Week:* recommendations for books with a short introduction as to why this book was selected.

Format: Three columns, 16%, 42%, 42%

2B0.c – Up Front

Description: Weeks specific course materials.

- *Lesson Materials:* Lesson specific documents are posted (PPT, PDF, or Word)
- *URLs:* URLs specific to the week’s lectures are introduced with a short description.

Format: Two columns.

2B0.d – Culture Corner:

Description: Culture both foreign and social is presented in this section.

- *From our Table:* short recipe from a foreign country ... of for success.
- *Audio Clip:* Link to a music clip
- *Main Feature:* Article, story ... about another culture.
- *Intro Cover:* Translation into another language of the standard Intro cover page.
- *Secondary Feature:* Shorter article, story ... about another culture

Format: Three columns: 15%, 60%, 35%.

2B0.e – How to Succeed in Business

Description: This page provides a wide variety of features that provide guidance in study skills, time management, ... It includes cartoons, links to relevant sites, quotes and citations, links to PPT slides to critique, etc.

Format: Three columns 12%, 44%, 44%

2B0.f – Subscriber Services

Description: Links to Syllabus, Schedule, References, Netiquette, ...

Format: URLs.

2B0.g – Past Issues

Description: Icons linking to the previous weeks.

Format: Linked icon.

2B0.h – Quote

Description: Short quote or citation.

Format: Text, center aligned.

2B0.i – Cases

Description: Each case has an image with the name of the case on it, and is followed by a brief description and the case number.

Format: HTML

300 – Content: (Example – Week Three)

Lecture One: Saline Salt

Performance Level: Comprehension/Knowledge

Objectives:

Overt:

1. Assess students' grasp of concepts of internal and external organizational environments from Week 2
2. Introduce issues in organizational decision-making

Covert:

1. Introduce issues in individual decision-making
2. Illustrate the value of multiple perspectives
3. Encourage students to explore the idea of themselves as entrepreneurs

Application: In this case a small business, owned by two people, must decide whether to expand operations to satisfy the request of its only customer.

WebCT materials focusing on aspects of decision-making

- The link between decisions and experience (IS)
- What you don't know about decision-making (IS)
- Evaluating business opportunities (UF)
- Why do we make bad decisions (UF)
- The effective decision (Drucker) (UF)
- Principled decision-making (UF)
- A founder's perspective on decision-making (CC)
- The hidden traps in decision-making (HTSB)
- 5 steps to greater decisiveness (HTSB)
- What's your decision-making style? (HTSB)

WebCT materials focusing on entrepreneurship

- Not as many companies fail as everyone thinks (IS)
- Wrong ideas people have about entrepreneurs (IS)
- Are you thinking of starting your own business? (IS)
- A formula for entrepreneurial success (UF)
- Traps and mistakes common to many entrepreneurs and small business materials (UF)
- Watch videos of New Zealand entrepreneurs (CC)
- Are you an entrepreneur? (HTSB)

Lecture Two: Japanese Fax Industry

Performance Level: Knowledge

Objectives:

Overt

1. Introduce concepts and techniques of business case analysis
2. Introduce importance of recognizing differences between data, facts, opinion, information...

Application: This case covers the introduction of facsimile machines and the development of the facsimile industry. Used to illustrate techniques for analyzing a case, data vs information vs opinion etc.

WebCT materials focus on case analysis:

- Introduction to cases (UF)
- A note on case learning (UF)

Ongoing:

Performance Level: Knowledge

Covert Objectives

1. Expose students to non-US cultures and global issues
2. Provide information on how to develop business, study and life skills

Application: WebCT materials focus on

New Zealand general information

- Aotearoa (CC)
- Profile of New Zealand 2000 (CC)
- Kiwi words and phrases (CC)
- New Zealand newspaper and radio stations (CC)

Globalization and indigenous people

- Ar-moko (CC)

Anchoring theory with experience

- How we did this with class mission, vision, and values in weeks 1 and 2 (HTSB)

Developing skills

- Mission, vision, values, and goals in your own life (HTSB)
- Links to related sites (HTSB)
- Importance of person/culture fit (HTSB)