American Public University System

The Ultimate Advantage is an Educated Mind

School of Science and Technology
Department of Information Technology
ITMG421: Virtual Management
Credit Hours: 3
Length of Course: 8 weeks
Prerequisite(s): None

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Instructor Information

Instructor:
Email:
Phone:
Office Hours:

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Course Description (Catalog)

This course is designed to provide an overview of key individual, group, and organizational issues involved in Virtual Management (technology-assisted employee management). Topics include gauging employer and employee readiness for technology-enabled communication and telecommuting; identifying appropriate job types and flexibility options; applying effective communication strategies and methods when utilizing computers and telecommunication technologies; and implementing and evaluating management procedures and policies in flexible organizations.

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Course Scope

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when utilizing computers and telecommunication technologies; and implementing and evaluating management procedures and policies in flexible organizations.

Course Objectives

The successful student will fulfill the following learning objectives:

1. Discuss the effectiveness of virtual management in today's workplace.
2. Profile the roles and functions within virtual teams.
3. Assess the policies, practices, and procedures required for managing virtual teams; also propose modifications to adapt them to new virtual teams.
4. Summarize the characteristics required to be an effective virtual manager.
5. Establish the need for good communications skills on a virtual team.

Course Delivery Method

This B.A. in Business Administration course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Resources and access to an online learning management system will be made available to each student. **Online assignments are due by the last day of each week** and include Forum questions (accomplished in groups through a threaded Forum), examinations (graded electronically), written textbook assignments and other written assignments as assigned. (Submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

Resources

Required Text

Derosa D. & Lepsinger R. (2010) Virtual Team Success: A Practical Guide For Working and Leading From a Distance, San Francisco: Joss-Bass, a Wiley Imprint.

Software Requirements

- Microsoft Word Office 2007 or newer
- Adobe Acrobat Reader (Click here for free download)

Evaluation Procedures

Your final course grade will be based upon the following:

Text book Questions (3) 1) Week 1- Virtual Management 2) Week 2 – Virtual Organization 3) Week 4 – Setting up Virtual Teams	15
Text book Exercises (2) 1) Week 6 – Management in a New Virtual World 2) Week 8 – Virtual Managers	15
Essays (2) 1) Week 3 - Virtual Teams 2) Week 5 – Virtual Rules and Regulations 3) Week 7 – Virtual Learning in Organizations	20
Forum Participation Points (8)	16
Term Paper	34
Total	**100**

Assignments

Text book Questions (week 1,2 & 4)

You will respond to text book based questions which will consist of questions and short essays covered in the week's reading. They should be prepared in Microsoft Word and uploaded to the appropriate online assignment. Answers to the essay questions must be supported by textbook, research or experience based examples. Additional instructions if necessary will be in the assignment instructions or amplified in the weekly course announcements.

Text book Exercises (Week 6 & 8)

You will complete two text book exercises based questions on the class text book tolls to be completed. These tools covers material covered in the week's reading. They should be prepared in Microsoft Word and uploaded to the appropriate online assignment. Each tool should contain a conclusion based on your understanding of the exercise. Additional instructions if necessary will be in the assignment instructions or amplified in the weekly course announcements.

Essays (week 3, 5 & 7)

You will write two ten-page essays not counting cover page or sources, at the end of Week 3, 5 and Week 7. Each essay must comply with APA format standards and summarize a section of the text which by no accident coincides with the readings for each week. Additional instructions if necessary will be in the assignment instructions or amplified in the weekly course announcements.

Term Paper

You will write a term paper on Virtual Team success that covers all the sections covered in the class. It is highly encourage to start developing your paper from week one. Your paper must be in depth and address the main areas of class objectives that include;
- Building High performance Virtual teams
  - Profiles of Virtual team success
  - Differentiators of great teams (RAMP model)
  - Virtual team launch kit
- Leading virtual teams
  - How to lead virtual team
  - Team accelerating factors
  - Facilitating high impact Virtual team meetings
- Conclusion
  - Six lessons for successful Virtual teams

The term paper is due at the end of week 8 and must be APA compliant. The paper should be at least 10 pages excluding cover page and references section. The paper should be prepared in Microsoft Word and uploaded to the Week 8 Term Paper tab. Additional instructions if necessary will be in the Final paper instructions or amplified in the weekly course announcements.

Forum Participation Points

Classroom interaction is a vital part of the online experience. Valuable knowledge can be gained from understanding the experiences of other class participants. You will earn participation points for activity in the Forums.

I monitor the boards for participation so there is no reason for you to submit your comments and peer reviews as separate assignments.

Each week one or more questions will be posted in the Forum. Each student will provide at a minimum a 300-350 word response to answer the Forum questions. Additionally, you must provide a peer review of similar length in response two other students Forum input. Your peer review will review/analyze an input and provides justification why you agree/disagree with the information in the student input. You must always be courteous (professional) even in disagreement. Information from personal experience and other reading is encouraged.

Instructions to submit a Forum input:
1. Log into the classroom
2. Click the "Forum" link
3. Click the appropriate Forum under the column labeled "group name."
4. Click the message labeled "instructions."
5. Click on the "reply to this message" link.
6. Provide your input.
7. Click the "submit" button.

Submission of Assignments

Please include your name, course number, student and assignment name at the top of your submissions
e.g Matthew Kioko – Week 1 Essay, Matthew Kioko –Week 6 text book exercise
Upload assignments, Essay or Questions from the text book per the instructions below.

NOTE: Uploaded files are time stamped using Eastern Standard Time (EST). This time stamp is used to determine if an assignment is submitted on time.

Weekly Textbook Assignment and Project Document submission instructions:

1.   Log into the classroom.
2.   Click the "my profile" link.
3.   Click the appropriate project assignment in the grade builder summary.
4.   Click on the "Optional File Upload" and choose the correct file to upload. Submit final paper in word document (*.doc), text document (*.txt) or spreadsheet.
5.   Check the box "submit for grading."
6.   Click the "submit" button.

Grading Scale

Please see the Student Handbook to reference the University's Grading Scale.

Course Outline

Week	Topics	Objectives	Readings	Assignments
1	Key challenges Four pitfalls to virtual team performance	CO-1 Students will learn why virtual teams fail	Book Introduction and Chapter One	Complete Week 1 Textbook questions Complete Week 1 Forum Input/Peer Review
2	Team composition Communication and training Leadership	CO-1, CO-2 Students will learn the profiles of virtual team success, what a good one looks like	Chapter 2	Complete Week 2 Textbook Questions Complete Week 2 Forum Input/Peer Review
3	Test your virtual launch team IQ Setting virtual teams up for success	CO-2, CO-3 Student will learn how to start up a successful virtual team and judge the	Chapter 3	Complete Week 3 Short Essays Complete Week 3 Forum Input/Peer Review

		ability of their organization to support one		
	Is your organization prepared to support virtual teamwork?			
4	Your team's performance The ShingleSeal Standstill: How would you handle it? RAMP up virtual team performance	CO-2, CO-3, CO-4 Students will be able to evaluate their virtual team's performance, learn strategies to overcome obstacles to success and improve their virtual team's performance	Chapter 4	Complete Week 4 Textbook Questions Complete Week 4 Forum Input/Peer Review
5	Challenges virtual team leaders face Raygen company slump: How would you handle it? Virtual team leadership self-assessment What makes up an effective virtual team leader Obstacles at a glance: A quick reference guide	CO-3, CO-4 Students will learn what makes an effective virtual team leader, be able to evaluate their readiness to be a virtual team leader and learn strategies to overcome obstacles to success	Chapter 5	Complete Week 5 Short Essays Complete Week 5 Forum Input/Peer Review
6	Taking Virtual Team Performance to the next level	CO-3, CO-4, CO-5 Students will learn how to obtain the maximum performance possible from their virtual teams	Chapter 6	Complete Week 6 Textbook Exercises Complete Week 6 Forum Input/Peer Review
7	The facilitator's role V-Meeting checklist Building a V-Meeting agenda Keeping virtual meetings on track Dealing with other common challenges	CO-4, CO-5 Students will learn how to plan, run and facilitate virtual team meetings for maximum effectiveness	Chapter 7	Complete Week 7 Short Essays Assignment Complete Week 7 Forum Input/Peer Review
8	Focus on people issues	CO-5 Students will review	Chapter 8	Complete week 8 Textbook exercises

| | No trust, no team

"Soft" skills are essential

Watch out for performance peaks

Create a "High-Touch" environment

Virtual team leadership matters | the six lessons for successful virtual teams as brought to the fore by the previous Resource | | Complete Week 8 Forum Input/Peer Review

Complete & Submit Term Paper |

Policies

Please see the student handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

Drop/Withdrawal Policy
Plagiarism Policy
Extension Process and Policy

WRITING EXPECTATIONS
All written submissions should be submitted in a font and page set-up that is readable and neat. It is recommended that students try to adhere to a consistent format, which is described below.
- Typewritten in 1.5 -spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 10 or 11-point font or Times New Roman styles.
- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE
Assignments completed in a narrative essay or composition format must follow APA guidelines. This course will require students to use the citation and reference style established by the American Psychological Association (APA), in which case students should follow the guidelines set forth in *Publication Manual of the American Psychological Association* (6th ed.). (2010). Washington, D.C.: American Psychological Association.

Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES
The Online Library Resource Center is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search

engines on the open Web. In addition, the Center provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to orc@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Turnitin.com:** Turnitin.com is a tool to improve student research skills that also detect plagiarism. Turnitin.com provides resources on developing topics and assignments that encourage and guide students in producing papers that are intellectually honest, original in thought, and clear in expression. This tool helps ensure a culture of adherence to the University's standards for intellectual honesty. Turnitin.com also reviews students' papers for matches with Internet materials and with thousands of student papers in its database, and returns an Originality Report to instructors and/or students.
- **Smarthinking:** Students have access to 10 free hours of tutoring service per year through Smarthinking. Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), **accounting, statistics, economics, Spanish,** writing, grammar, and more. Additional information is located in the Online Research Center. From the ORC home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

Selected Bibliography

In addition to the excellent references in your text you may want to review these selected sources for even more background into the nature of successful virtual teams:

Free Management Library (2010, December). Virtual Teams (teams developed and/or operated over the Internet/Web Available: http://managementhelp.org/grp_skll/virtual/virtual.htm

Meister, J. & Willyerd K. (2010, June) Leading Virtual Teams to Real Results Harvard Business Review Blog available at: http://blogs.hbr.org/cs/2010/06/leading_virtual_teams_to_real.html

Beyerlein, M., Beyerlein S., Bradley L. & Nemiro J. (Eds.). (2010). The Handbook of High-Performance Virtual Teams. San Francisco: Jossey-Bass, a Wiley Imprint.

Appendix A – Grading Rubric

All written assignments will be assessed according to this rubric. Note that a score of 0 may be assigned in any category where your work does not meet the criteria for the beginning level.

APUS Assignment Rubric Undergraduate Level 300-400	EXEMPLARY LEVEL 4	ACCOMPLISHED LEVEL 3	DEVELOPING LEVEL 2	BEGINNNIG LEVEL 1	TOTAL POINTS
FOCUS/THESIS	Student exhibits a defined and clear understanding of the assignment. Thesis is clearly defined and well constructed to help guide the reader throughout the assignment. Student builds upon the thesis of the assignment with well-documented and exceptional supporting facts, figures, and/or statements.	Establishes a good comprehension of topic and in the building of the thesis. Student demonstrates an effective presentation of thesis, with most support statements helping to support the key focus of assignment.	Student exhibits a basic understanding of the intended assignment, but the thesis is not fully supported throughout the assignment. While thesis helps to guide the development of the assignment, the reader may have some difficulty in seeing linkages between thoughts. While student has included a few supporting facts and statements, this has limited the quality of the assignment.	Exhibits a limited understanding of the assignment. Reader is unable to follow the logic used for the thesis and development of key themes. Introduction of thesis is not clearly evident, and reader must look deeper to discover the focus of the writer. Student's writing is weak in the inclusion of supporting facts or statements.	10
CONTENT/SUBJECT KNOWLEDGE	Student demonstrates proficient command of the subject matter in the assignment. Assignment shows an impressive level of depth of student's ability to relate course content to practical examples and applications. Student provides comprehensive analysis of details, facts, and concepts in a logical sequence.	Student exhibits above average usage of subject matter in assignment. Student provides above average ability in relating course content in examples given. Details and facts presented provide an adequate presentation of student's current level of subject matter knowledge.	The assignment reveals that the student has a general, fundamental understanding of the Resource. Whereas, there are areas of some concerning in the linkages provided between facts and supporting statements. Student generally explains concepts, but only meets the minimum requirements in this area.	Student tries to explain some concepts, but overlooks critical details. Assignment appears vague or incomplete in various segments. Student presents concepts in isolation, and does not perceive to have a logical sequencing of ideas.	20

CRITICAL THINKING SKILLS	Student demonstrates a higher-level of critical thinking necessary for 300-400 level work. Learner provides a strategic approach in presenting examples of problem solving or critical thinking, while drawing logical conclusions which are not immediately obvious. Student provides well-supported ideas and reflection with a variety of current and/or world views in the assignment. Student presents a genuine intellectual development of ideas throughout assignment.	Student exhibits a good command of critical thinking skills in the presentation of material and supporting statements. Assignment demonstrates the student's above average use of relating concepts by using a variety of factors. Overall, student provides adequate conclusions, with 2 or fewer errors.	Student takes a common, conventional approach in guiding the reader through various linkages and connections presented in assignment. However, student presents a limited perspective on key concepts throughout assignment. Student appears to have problems applying information in a problem-solving manner.	Student demonstrates beginning understanding of key concepts, but overlooks critical details. Learner is unable to apply information in a problem-solving fashion. Student presents confusing statements and facts in assignment. No evidence or little semblance of critical thinking skills.	20
ORGANIZATION OF IDEAS/FORMAT	Student thoroughly understands and excels in explaining all major points. An original, unique, and/or imaginative approach to overall ideas, concepts, and findings is presented. Overall format of assignment includes an appropriate introduction (or abstract), well- developed paragraphs, and conclusion. Finished assignment demonstrates student's ability to plan and organize research in a logical sequence. Student uses at least of 5-7 references in assignment.	Student explains the majority of points and concepts in the assignment. Learner demonstrates a good skill level in formatting and organizing material in assignment. Student presents an above average level of preparedness, with a few formatting errors. Assignment contains less than 5 resources.	Learner applies some points and concepts incorrectly. Student uses a variety of formatting styles, with some inconsistencies throughout the paper. Assignment does not have a continuous pattern of logical sequencing. Student uses less than 3 sources or references.	Assignment reveals formatting errors and a lack of organization. Student presents an incomplete attempt to provide linkages or explanation of key terms. The lack of appropriate references or source materials demonstrates the student's need for additional help or training in this area. Student needs to review and revise the assignment.	20
WRITING CONVENTIONS (GRAMMAR & MECHANICS)	Student demonstrates an excellent command of grammar, as well as presents research in a clear and concise writing style. Presents a thorough, extensive	Student provides an effective display of good writing and grammar. Assignment reflects student's ability to select appropriate word usage	Assignment reflects basic writing and grammar, but more than 5 errors. Key terms and concepts are somewhat vague and not completely explained by	Topics, concepts, and ideas are not coherently discussed or expressed in assignments. Student's writing style is weak and needs	20

	understanding of word usage. Student excels in the selection and development of a well-planned research assignment. Assignment is error-free and reflects student's ability to prepare a high-quality academic assignment.	and present an above average presentation of a given topic or issue. Assignment appears to be well written with no more than 3-5 errors. Student provides a final written product that covers the above-minimal requirements.	student. Student uses a basic vocabulary in assignment. Student's writing ability is average, but demonstrates a basic understanding of the subject matter.	improvement, along with numerous proofreading errors. Assignment lacks clarity, consistency, and correctness. Student needs to review and revise assignment.	
USE OF COMPUTER TECHNOLOGY/ APPLICATIONS	Student provides a high-caliber, formatted assignment. Learner exhibits excellent use of computer technology in the development of assignment. Quality and appropriateness of stated references demonstrate the student's ability to use technology to conduct applicable research. Given assignment includes appropriate word processing, spreadsheet and/or other computer applications as part of the final product.	Assignment presents an above-average use of formatting skills, with less than 3 errors. Students has a good command of computer applications to format information and/or figures in an appropriate format. Student uses at least two types of computer applications to produce a quality assignment.	Student demonstrates a basic knowledge of computer applications. Appearance of final assignment demonstrates the student's limited ability to format and present data. Resources used in assignment are limited. Student may need to obtain further help in the use of computer applications and Internet research.	Student needs to develop better formatting skills. The student may need to take additional training or obtain help from the Educator Help Desk while preparing an assignment. Research and resources presented in the assignment are limited. Student needs to expand research scope. The number of formatting errors is not acceptable.	10
TOTAL POINTS					100