### Assurance of Learning

#### Learning Goal Assessment Report

<table>
<thead>
<tr>
<th>SEMESTER OF ASSESSMENT</th>
<th>FALL 2009</th>
<th>COURSE</th>
<th>MGMT 3605</th>
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**DEGREE PROGRAM LEARNING GOAL TO BE ASSESSED**

MGT LG 2 – Management majors will demonstrate the ability to apply management-related theories to practical applications.

**COURSE LEARNING OBJECTIVE: COURSE OBJECTIVES SHOULD BE OPERATIONAL AND MEASURE LEARNING GOAL**

Students will demonstrate an understanding of important factors that impact behaviors and attitudes at the individual, group, and organizational units of analysis.

**DESCRIPTION OF THE ASSIGNMENT: PLEASE DESIGNATE AS: CASE ANALYSIS (c), EXAM (e), PRESENTATION (p), QUANTITATIVE ANALYSIS (q), TECHNICAL ASSIGNMENT (t), WRITTEN ASSESSMENT (w), OR OTHER (o)**

Presentation (p): Since one of the three major areas that Organizational Behavior is studied is at the group level the students were placed into teams and were assigned to analyze the Organizational Behavior practices of a business and make recommendations for improvement. A copy of the assignment is attached.

**PERFORMANCE RATING**

<table>
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<tr>
<th>PERCENT CORRECT NEEDED TO MEET EXPECTATIONS</th>
<th>Expect 67% of responses to be at least “Well”</th>
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<tbody>
<tr>
<td>PERCENT CORRECT NEEDED TO EXCEED EXPECTATIONS</td>
<td>Expect 33% of responses to be at least “Very Well”</td>
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**COLLECTION PROCESS (INCLUDE SAMPLING PROCESS, IF APPLICABLE)**

The attached rubric was applied to the assignment. The rubric required students to rank their other members on the item, “How well does this team member work with others?”

**RESULTS: % OF STUDENTS WHO DID NOT MEET, MET, AND EXCEEDED EXPECTATIONS**

<table>
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<tr>
<th>PERCENT OF STUDENTS WHO DID NOT MEET EXPECTATIONS</th>
<th>5% of responses were “Not Well”</th>
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<tbody>
<tr>
<td>PERCENT OF STUDENTS WHO MET EXPECTATIONS</td>
<td>25% of responses were “Well”</td>
</tr>
<tr>
<td>PERCENT OF STUDENTS WHO EXCEEDED EXPECTATIONS</td>
<td>70% of responses were “Very Well”</td>
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**COURSE IMPROVEMENTS: PLEASE NOTE IMPROVEMENTS AS CHANGES IN CURRICULUM (c), PEDAGOGY (p), OR EVALUATION (e)**

An additional item should be added to the rubric that further assesses individual contributions of team members. For next year, an additional item that assesses individual contributions or individual knowledge would be beneficial.

**REVIEW AND COMMENT BY THE FACULTY PROGRAM COMMITTEE**

I agree that the assessment this year was a positive step in understanding individual contributions in this group project. Adding another individual-specific question for next year should help us even better understand the role that individual students play in this process.

Please attach the following: A sample of the assignment, a rubric, and additional analysis (if applicable).
Rubric for the Evaluation of Undergraduate

Learning Goal 2: Work effectively with others and lead in organizational situations

In answering these questions please refer to your team or group. This is a peer evaluation for learning assessment purposes only.

Select one option for each of the following categories.
Please circle your answer.

Referring to the leader (formal or informal) of this group, how strong are the leadership skills of this person?

- This person does not lead well
- This person is an average leader
- This person leads very well

Good leaders are also good followers. Referring to the followers in the group, how well do the members of the group follow the leader?

- Team members do not follow well
- Generally, team members follow well
- Our team always follows well

Please rate each individual in your group according the following questions.
You do not need to identify team member names, simply rate each team member

How well does this team member work with others?

Team Member 1 .................................................................
- Not Well (does not work well with others)
- Well (generally works well with others)
- Very Well (always works well with others)

Team Member 2 .................................................................
- Not Well (does not work well with others)
- Well (generally works well with others)
- Very Well (always works well with others)

Team Member 3 .................................................................
- Not Well (does not work well with others)
- Well (generally works well with others)
- Very Well (always works well with others)

Team Member 4 .................................................................
- Not Well (does not work well with others)
- Well (generally works well with others)
- Very Well (always works well with others)

Team Member 5 .................................................................
- Not Well (does not work well with others)
- Well (generally works well with others)
- Very Well (always works well with others)

Team Member 6 .................................................................
- Not Well (does not work well with others)
- Well (generally works well with others)
- Very Well (always works well with others)
A. Group Project Overview

The project first requires you to choose a business that you can research and analyze. It can be a business you work for or have worked for in the past. I am not real concerned with size or type of business but you will need to have some access to management to be able to effectively evaluate the business. If you need help or are having trouble finding a business let me know. The project requires you to make very specific recommendations about what OB policies are practiced at your business and potentially what could be more effective.

B. Group Project Content

The project requires you to apply the content from the class lectures to the businesses you choose. For example, one of the early lectures will provide an overview of Individual Differences. You will apply those topics to your business to decide things like what differences might be necessary to be effective in this organization. I have provided a list of questions, related to topics that we will cover that your Group Projects should (or might) answer. These questions will form the content of your presentation.

C. Group Project Format

In preparing and delivering this presentation, you are to pretend that you’re a group of consultants observing and evaluating the OB practices of the business you choose. You are to observe these practices and then make recommendation on whether they are affective or if there are some better options. You should use material from this class to support your decision.

Your group projects will culminate in a 20-minute Microsoft PowerPoint presentation delivered to the class. Group presentations will occur during class, as shown near the end of the Class Schedule. Specific dates and times will be chosen after Exam I. Groups presenting after the first day of presentations are not permitted to alter their presentation after turning it in. To insure that this does not occur, you will present using my copy of your PowerPoint file and printout. All members of the group must speak during the presentation, for approximately equal amounts of time.

D. Group Project Grading

The group project grade will be determined as follows:

60 %: OVERALL CONTENT

For example:

- Did you fully answer each and every part of each and every project question?
- Were your answers comprehensive, with as much richness and detail as possible? (Hint: if your presentation is too short, this is probably why).
- Did you provide good support for your OB choices?
- Did you provide good and detailed examples of your OB choices?
- Did you rely on OB choices that past research has shown to be most effective?
• When your OB choices had drawbacks, did you acknowledge those drawbacks?
• Would your OB choices impress investors who only cared about good OB?

40 %: PRESENTATION STYLE
For example:
• Did you have good eye contact with the audience?
• Was your speech clear and smooth, without “ums” and hesitations?
• Did your slides look good in terms of backgrounds, colors, style, effects, etc.?
• Was the order of your presentation reasonable and well-organized?
• Did you do something extra that makes your presentation stand out in people’s memories?
• Did all members of the group speak during the presentation, for approximately equal amounts of time?

E. Working on your Group Projects
You will occasionally be given time to work on your projects in class. That said, you will need to work on your projects outside of class time. And it is critical that you keep up with the project questions on a week-by-week basis, while the material is fresh in your minds. Do not wait until mid-term to really start working on the projects, because you will have forgotten important details and your grade will suffer for it. You will be required to provide a progress report on your project during the middle of the semester.

GROUP PROJECT
Project Questions

General Questions
- What kind of business is it?
- Who, specifically, are their major competitors?
- What makes this business more successful than their competitors’?
- Describe the culture of the organization. What part of the culture provides your cooperation with a competitive advantage and why?

Individual Differences
- What is one of the most important job at this business?
- List and describe the specific individual differences that you believe make someone good at that job, and explain exactly why those individual differences should be an asset.
- Prioritize your list in order of importance during the hiring process and detail what you think the business could do to assess those individual differences (NOTE: you may not use questionnaires for everything). Give your audience specific examples of your individual difference measurement strategies.
- Give specific traits that would not be beneficial at this organization and why?
- Assume that, because of current labor market conditions, you were unable to find people who possessed traits you were looking for, how could you use training to make up for those two deficiencies?

Leadership
- Who are the leaders?
- What types of leadership styles did you observe?
- What type of leadership style do you need to be effective at this organization?
Job Design
- For what job in this business is efficiency especially important?
- Consider again the most important job in your business (this is the job you used to answer the Individual Differences questions). Which core job characteristics are highest and lowest for this job? Describe specific strategies for improving two of the job’s core job characteristics.
- Consider the individual differences that you said would make someone good at this job. Will these individual differences amplify or neutralize the effects of the core job characteristics?
- What does “Quality” mean for this job? How can quality be tracked or measured, and how will employees be given input into the quality improvement process?

Motivation
- Consider again the most important job in your business (the job you did the Individual Differences and Job Design questions for). Is this a job for which expectancy may be lacking? If so, how could you increase expectancy?
- How is the motivating strategy of this business? What do they do now? What could they do better?
- What outcomes are potentially tied to performance for this job?
- Describe, in extensive detail, exactly how and on what basis job holders will be compensated. Describe two examples for your audience: a low paid employee (and why s/he is low paid) and a highly paid employee (and why s/he is highly paid).
- Describe, in extensive detail, how your pay plan makes greed work for you while fostering perceptions of equity. Are there any potential drawbacks to your pay plan? If so, list and describe them.

Job Satisfaction
- Consider again the most important job in your business. Anticipate and describe how this job could fall victim to role ambiguity, role conflict, and role overload.
- Describe the Wellness Plans and Flexibility Programs used by your business to help employees cope with stress.
- How does this business try to improve Job Satisfaction?

Interdependence & Communication
- Within your business, what employees most directly create your product or conduct your service? What type of interdependence do these employees work under?
- What implications does this interdependence have for communication? How will you manage the communication process to maximize richness, accuracy, and speed?
- What potential problems if any do you see with your communication process?

Power & Conflict
- In your business, who directly supervises the people who make your product or conduct your service (i.e., what position do they hold?). Discuss the types of power likely held by this position, and the sources of those types of power.
- How much conflict do you expect in your business, in light of the interdependence you described in your previous set of questions, and the other causes of conflict discussed in class. Which should be more prevalent, task or relationship conflict?
- Give specific examples of how the people with power in your business will manage conflict.
- How will you foster beneficial conflict?