I. Past Year Activity

A. Progress in Meeting Annual Goals. Following are annual goals we set for the last year. Achievements or progresses are noted following each goal item.

- Continue to assess the quality of the program offered to students. Make any needed changes. We have conducted a series of statistical analyses examining reliability and validity of the program assessment measures for Principles of Management (MGT 295) course; and streamlined the instrument and process. Results of this improvement will show in the following year’s assessment.

- Maintain the qualifications of the department’s faculty (full-time and adjunct). Full-time faculty members have engaged and participated in scholarly activities and demonstrated their academic qualifications. See in Appendix A the list of the faculty academic activities and achievements during the past one year.

- Continue to assess quality of potential adjunct faculty. If potential faculty are qualified, add them to the adjunct pool. Prospective adjunct faculty members are added to the pool and kept on file as their inquiries come to the department. During past one year, we did not experience a problem identifying and staffing adjunct instructors.

- Continue to monitor the advising process and make any needed changes. Management faculty have continued discussions in the monthly meeting and outside the regular meeting to see the need of student advising and to improve the process.

- Continue auditing records for Management and International Business majors in order to reduce the number of problems for continuing and graduating students. A stable number of students in the international management concentration are steadily coming into the program; and we also have successfully managed to meet the needs of the graduating seniors during the past year.

- Continue our work with stakeholders outside CCSU.

1) Business organizations such as Travelers. Dr. David Fearon provided continuing services for Travelers Insurance Company, whose community engagement program targets underprivileged students in the Greater Hartford area. Dr. Fearon reports:
“Travelers includes in our grant funds to “reach back” down identified pipelines to the collegiate EDGE Scholar destination to start middle schools thinking of business careers at the level that a baccalaureate degree is required. IFS careers are, of course, highlighted. CCSU’s ConnCAP Program, which works with promising students from New Britain’s diverse, most low-income student population, has become one of these pipeline programs. ConnCAP eight graders may elect to participate in a 35 hour program aimed at having them discover their own “powers” to propel them through high school and into a college where they can fulfill their dream to graduate and become well employed. They meet for five Saturdays in the Fall from 8 – 2; working with Dr. Fearon, other instructors, and college student “Power Coaches” to make this future more real to themselves in their own unique terms. Versions of this Program have been run for five years. Now, as it turns out, three of the ten new Freshmen EDGE Scholars at CCSU and Uconn were participants when they were in the eighth grade.”

2) Community organizations such as those involved with Community Central. Department faculty involved in community engagement activities. Dr. David Fearon reports,

“Under community engagement, I ran a half day workshop for The Connecticut Municipal Clerks Academy School for Town Clerks and I moderated the panel CT Works for the Connecticut Humanities Conference on Work in Connecticut.”

3) Entrepreneurs and other business representatives who interact with our students and faculty. The department continued supporting students in entrepreneurship classes and community in Connecticut. Dr. Greg Berry reports:

“In terms of community engagement my ENT 320 class is really nothing but community engagement. In this class the students are formed into student teams ranging in size from three to six. Community business owners are then brought into the class to present their "needs" to the whole class (essentially a five or ten minute elevator pitch) and the students then choose who they would like to work with as a "student consulting team". These business projects last semester (with overlap, and some owners having two or three projects at once) included three marketing plans, two focused business plans, three b-owners wanted help in setting up social media advertising systems, and one was searching for a major business makeover. Two of these businesses were essentially start-ups, and four were ongoing operations. The students work directly with the real-life business clients throughout the semester, along with time spent in the class with me and the textbook. I serve as coordinator and coach, and professor. At the end of semester major reports are submitted to the class as a whole, with a copy directly to the business owner. I'm happy to note that many of the suggestions from these reports are already being implemented by the business owners, and feedback from the owners is universally positive.”

B. Progress with Strategic Planning. N/A.

C. Administrative Changes. .
• Hired an emergency full-time faculty appointment, Dr. Frank Scalia, for one semester, the fall semester, 2014.

D. Special Initiatives.

• Contribution to the new master’s degree program (Master’s Degree of Business Administration, planned to offer starting Fall-2014) with two management courses (MGT 500: Management of Contemporary Organizations; and MGT 531: Managing and Leading in the Contemporary Organization). Description of the courses are as follows.

  MGT 500 Management of Contemporary Organizations. Focuses on learning the structure and process of complex and dynamic contemporary organizations. Students will also develop skills and knowledge needed to successfully manage employees in such organizations.

  MGT 531 Managing and Leading in the Contemporary Organization. Admission to MBA program or permission of MBA director Introduces and applies self-management, small group dynamics and leadership theories and techniques. Provides both a theoretical and practical basis on leadership. Students are expected to practice the course content through self-defined projects, typically in their workplace.

E. Significant Accomplishments.

• Accredited by AACSB (Association to Advance Collegiate Schools of Business).

G. Assessment.

• Assessment report for 2012-13 is appended (Appendix B for Fall-2012 and Spring-2013).

II. Planning for 2013-2014

A. Goals.

• Continue to assess the quality of the program offered to students. Make any needed changes.

• Maintain the qualifications of the department’s faculty (full-time and adjunct).

• Continue to assess quality of potential adjunct faculty. If potential faculty are qualified, add them to the adjunct pool.

• Continue to monitor the advising process and make any needed changes.
• Continue auditing records for Management and International Business majors in order to reduce the number of problems for continuing and graduating students.

• Continue our work with stakeholders outside CCSU

  1) Business organizations such as Travelers
  2) Community organizations such as those involved with Community Central
  3) Entrepreneurs and other business representatives who interact with our students and faculty

B. Needs.

• Administrative and funding support for possible graduate (MBA) concentration in Organization and Management
Appendix A. Faculty Academic Activities and Achievements

Greg Berry (Professor)

- Professional Experience
- Reviewer, Paper or Article, Academy of Management ONE Division. (2001 - Present).

Steven Cavaleri (Professor)


David Fearon (Professor)

- “My 40 Year OB Teaching Life as an Open Book; Changing Colleges. Can OB Stand (for) the Difference? ; Gather Around the Experiential Fire,” presented at Organizational Behavior Teaching Conference, in NC, 5/21 - 6/10/2013.
- “Quality Listeners Take Home All The Marbles; Gather Around the Experiential Fire,” presented at OBTC in TN, 6/8 - 6/15/2014.
• Professional Experience
  Member, Board of Directors of the Organizational Behavior Teaching Society. (2008 - Present).

Drew Harris (Professor)


• Professional Experience
  Reviewer, Paper or Article, Academy of Management. (2000 - Present).

Chester Labedz (Associate Professor)


Lee W. Lee (Professor)


• Reviewer of Academy of Management Annual Conference, 2013-2014.


Daniel Miller (Professor)


• Professional Experience
  Reviewer, Paper or Article, Advances in International Comparative Management. (2004 - Present).
Margaret Mitchell (Professor)


Professional Experience
Session Chair, Association of Business and Technology. (2003 - Present).
Session Chair, Association of Business and Technology. (2001 - Present).
Session Chair, Association of Business and Technology. (2000 - Present).
Session Chair, Association of Business and Technology. (1999 - Present).
Discussant, Annual meeting of the International Association of Business Disciplines. (1998 - Present).
Discussant, Annual meeting of the International Association of Business Disciplines. (1998 - Present).
Session Chair, Association of Business and Technology. (1998 - Present).
Session Chair, Annual meetings of the International Association of Management. (1997 - Present).
Discussant, Annual meetings of the International Association of Management. (1996 - Present).
Discussant, Annual meetings of the International Association of Management. (1996 - Present).
Session Chair, Annual meetings of the International Association of Management. (1996 - Present).
Session Chair, Annual meetings of the International Association. (1996 - Present).
Session Chair, Annual meetings of the Association of Management. (1995 - Present).
Session Chair, Annual meetings of the Association of Management. (1995 - Present).
Reviewer, Paper or Article, Annual meetings of the Association of Management. (1993 - Present).
Session Chair, Annual meetings of the Association of Management. (1993 - Present).
Session Chair, Annual meetings of the Association of Management. (1993 - Present).
Session Chair, Annual meetings of the Association of Management. (1993 - Present).
Session Chair, Annual meetings of the Association of Management. (1992 - Present).
Discussant, Discussant or program concerning career and rewards in human resource management. (1992 - Present).

Sarah Stookey (Associate Professor)


  http://www.emeraldinsight.com/products/books/series.htm?id=2046-6072

- Professional Experience
Assessment Report
Fall 2012

Department of Management & Org
PREAMBLE

The aim of the School of Business degree program is to provide students with a broad educational foundation to prepare for responsible citizenship and leadership roles in business and society — domestic and worldwide. The curriculum of the School of Business is designed to provide a strong liberal arts foundation plus a high quality business education. The School of Business offers the following majors:

- Accounting
- Finance
- Management Information Systems
- Management and Organization
- Marketing

SECTION 1 – LEARNING OUTCOMES

Description of learning objectives (LO’s) measured in MGT 295 course (BSBA)

The six Learning Objectives (LO1 through LO6) correspond to six learning objectives identified for the School of Business BSBA program. A list of each objective and its description are included in Table 1.

<table>
<thead>
<tr>
<th>Objective in BSBA plan</th>
<th>Description of objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 BSBA-1-Management (1)</td>
<td>Describe how society at large and specific stakeholder groups affect and are affected by organizational actions</td>
</tr>
<tr>
<td>LO2 BSBA-1-Management (2)</td>
<td>Describe methods and theories used to analyze and influence human behaviors in organizations</td>
</tr>
<tr>
<td>LO3 BSBA-1-Management (3)</td>
<td>Identify interests, functions, and processes within an organization, and describe the relationships and dynamics among them</td>
</tr>
<tr>
<td>LO4 BSBA-1-Management (4)</td>
<td>Identify major theories in management and describe their use in organizational contexts</td>
</tr>
<tr>
<td>LO5 BSBA-4 (1)</td>
<td>Describe and identify characteristics of effective leadership</td>
</tr>
<tr>
<td>LO6 BSBA-4 (4)</td>
<td>Describe, identify, and explain characteristics of effective teams</td>
</tr>
<tr>
<td>LO7 BSBA-5</td>
<td>Describe global and/or cross-cultural variations of values and beliefs in management.</td>
</tr>
</tbody>
</table>

SECTION 2 – FINDINGS

Measurement of the objectives

\(^1\) This goal was added for Fall 2009. \(^2\) This goal originally was designated for MKT 295. Beginning in Fall 2009, this goal was designated for MGT 295; \(^3\) This goal was added for Fall 2012.
These objectives were measured in the introductory Management course (Fundamentals of Management and Organizational Behavior (MGT 295). This is the first course taken by Management majors, and it is required for all Business School majors. This course also is taken by Business School minors and students outside the Business School who take this course as an elective.

The seven learning objectives were measured through a forty item multiple-choice examination that was administered to all students enrolled in all section of MGT 295. A copy of the examination appears as Appendix A.

Each of the seven learning objectives was measured through seven multiple-choice items that were included in the forty item test. The correspondence of specific test items with individual learning objectives is described in Table 2. See actual test items in Appendix A.

<table>
<thead>
<tr>
<th>Objective in BSBA plan</th>
<th>Questions used to measure each objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 BSBA-1-Management (1)</td>
<td>Questions 1-6</td>
</tr>
<tr>
<td>LO2 BSBA-1-Management (2)</td>
<td>Questions 7-12</td>
</tr>
<tr>
<td>LO3 BSBA-1-Management (3)</td>
<td>Questions 13-18</td>
</tr>
<tr>
<td>LO4 BSBA-1-Management (4)</td>
<td>Questions 19-24</td>
</tr>
<tr>
<td>LO5 BSBA-4 (1)</td>
<td>Questions 25-30</td>
</tr>
<tr>
<td>LO6 BSBA-4 (4)</td>
<td>Questions 31-36</td>
</tr>
<tr>
<td>LO7 BSBA-4 (5)</td>
<td>Questions 37-40</td>
</tr>
</tbody>
</table>

Assessment Methods, Summarizing Student Performance

Responses were scored with the answer key listed in Appendix A. Students’ total scores, which reflected the sum of correct responses to all forty questions, were summarized through three categories: Below acceptable, Acceptable, or Above acceptable. The correspondence between total scores and these three categories is listed in Table 3.

For each learning objective, each student’s total number of correct responses for the six relevant test items was determined. The total number of correct responses was used to categorize responses into three categories: Below acceptable, Acceptable, or Above acceptable. The correspondence between the score for individual learning objectives and these three categories is listed in Table 3.

<table>
<thead>
<tr>
<th>Total score (36 items)</th>
<th>For each objective (six items for each objective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below acceptable</td>
<td>&lt;25 (&lt;70%) correct</td>
</tr>
<tr>
<td>Acceptable</td>
<td>25-28 (70-79 %)correct</td>
</tr>
<tr>
<td>Above acceptable</td>
<td>29-36 (80-100 %) correct</td>
</tr>
</tbody>
</table>

Summary of Findings:

Fall 2012 responses for 213 students were analyzed according to the aforementioned definitions. The number of students (and the percentage of students) categorized in each category for each learning objective is summarized in Table 4.
Number below acceptable | 82 | 37 | 66 | 42 | 114 | 121 | 29
Percent below acceptable (%) | 38.5 | 17.4 | 31.0 | 19.7 | 53.5 | 56.8 | 13.6
Number acceptable | 56 | 32 | 47 | 34 | 25 | 21 | 112
Percent acceptable (%) | 26.3 | 15.0 | 22.1 | 16.0 | 11.7 | 9.9 | 52.6
Number above acceptable | 75 | 127 | 85 | 124 | 61 | 58 | 72
Percent above acceptable (%) | 35.2 | 59.6 | 39.9 | 58.2 | 28.6 | 27.2 | 33.8
Missing (due to incomplete responses) | 0 | 17 | 15 | 13 | 13 | 13 | 0
Percentage (%) | 0 | 8 | 7 | 6.1 | 6.1 | 6.1 | 0
Number acceptable or above acceptable | 131 | 159 | 132 | 158 | 86 | 79 | 184
Percent acceptable or above acceptable (%) | 61.5 | 74.6 | 62.0 | 74.2 | 40.3 | 37.1 | 86.4
Total number of students | 213 | 213 | 213 | 213 | 213 | 213 | 213

SECTION 3 - ANALYSIS

| LO1 | BSBA-1-Management (1) | Describe how society at large and specific stakeholder groups affect and are affected by organizational actions |

For Learning Objective 1, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.

| LO2 | BSBA-1-Management (2) | Describe methods and theories used to analyze and influence human behaviors in organizations |

For Learning Objective 2, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.

| LO3 | BSBA-1-Management (3) | Identify interests, functions, and processes within an organization, and describe the relationships and dynamics among them |

For Learning Objective 3, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.

| LO4 | BSBA-1-Management (4) | Identify major theories in management and describe their use in organizational contexts |

For Learning Objective 4, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.

| LO5 | BSBA-4 (1) | Describe and identify characteristics of effective leadership |
For Learning Objective 5, Many students fell in the category of Below Acceptable. The department faculty will continue to watch the trends and discuss plans to improve the student learning in this area. See Table 4 for the summary.

| LO6 | BSBA-4 (4) | Describe, identify, and explain characteristics of effective teams |

For Learning Objective 7, Fall 2012 is the first assessment, and most students achieved over Acceptable category. The assessment items show reasonable face validity and the outcome of the assessment shows reasonable representation. We will continue to watch their assessment power and outcome trends.

| LO7 | BSBA-4 (5) | Describe global and/or cross-cultural variations of values and beliefs in management |

SECTION 4 – USE OF RESULTS

Faculty members who taught MGT 295 between fall 2012 and spring 2013 collectively examined the results carefully and discussed about how to improve student learning on the targeted learning objectives as well as all other subject matters the course covered. We discussed pros and cons of various teaching methods. In addition, the faculty discussed any possibility that lead to measurement errors and discussed the ways to (1) improve the consistency among measures, (2) to clarify some of the individual measures that may have confused students because of ambiguity, etc., and (3) to enhance attention of students in the assessment. We looked closely the assessment items particularly for Learning Objective 5 and 6, and discussed the way to improve the measurement. The faculty decided to ask all students across sections 1) to identify their names on the test, and 2) to ask all MGT 295 instructors to allocate 10% of the student final grade to this assessment test, starting the spring 2013. For the fall 2012, some instructors offered 10% grade just for participation in the assessment. For the spring 2013, all instructors will be asked to offer up to 10% of student grades proportionate to their correct responses in the assessment.
SECTION 1 – LEARNING OUTCOMES

Description of learning objectives measured in MGT 480 Capstone course (BSBA)

- Synthesize the discipline-specific concepts.
- Demonstrate effective interpersonal teamwork skills.

SECTION 2 – FINDINGS

All students are placed in a team of five to six students. They must work together to compete in a simulated business competition, using CapSim platform (available at http://www.capsim.com).

All students are assessed in the built-in assessment tool of the platform for their acquired and demonstrated knowledge of synthesizing all business discipline-specific concepts.

All students in the team are also evaluated by their peers for their contribution to the business competition, teamwork, and interpersonal skills. The CapSim platform provides the assessment tools built in the simulation program.

Fall 2012 responses for 104 students were analyzed according to the aforementioned definitions. The following table summarize the findings.

<table>
<thead>
<tr>
<th>Goal BSBA 2</th>
<th>Goal 3 Synthesis of discipline-specific concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome</td>
<td>Course(S) Where Measured</td>
</tr>
<tr>
<td>3) Synthesis of discipline-specific concepts</td>
<td>MGT480</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal BSBA 2</th>
<th>Learning outcome: 2) Demonstrate effective interpersonal teamwork skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Outcome</td>
<td>Course(S) Where Measured</td>
</tr>
<tr>
<td>3) Demonstrate Effective Interpersonal teamwork skills</td>
<td>MGT480</td>
</tr>
</tbody>
</table>

SECTION 3 - ANALYSIS
Most students demonstrated their ability to synthesize discipline-specific concepts. Most students also demonstrated their effective interpersonal teamwork skills.

SECTION 4 – USE OF RESULTS

The faculty teaching the class using the simulation are content with the results and are encouraged to continue using the CapSim platform for enhancing student learning of integrating/synthesizing their functional knowledge as well as interpersonal skills.
Appendix A: MGT 295, Principles of Management Assessment Items
Multiple choice questions (40 items)

1. A firm’s external environmental analysis does not include:
   a) Social issues and social interest groups
   b) Political activity
   c) The strategic wishes of the Board of Directors
   d) Local community concerns

2. Strategic planning is founded on:
   a) The external environment and a firm’s internal strengths and weaknesses
   b) Competitive forces and internal leadership
   c) Almost exclusively on economic forces and constraints
   d) A firm’s internal culture and human resource practices

3. Given the reality of constant economic, competitive and social change impact on the organization, the environmental analysis done by an organization ________________.
   a) Is often pointless because immediately dated
   b) Only vaguely useful as a trend predictor
   c) Important, but less critical than constant internal financial review and cost analysis
   d) Still essential, but must be continuously updated to be kept current

4. Corporate Social Responsibility is ________________.
   a) Required by Sarbanes-Oxley and other government regulation
   b) A voluntary obligation toward society assumed by a business
   c) A new form of competitive advantage used by marketers
   d) A philosophy identifying benefit to the corporation as the main responsibility of the corporation.

5. General environment conditions exclude which one of the following categories?
   a) Technological conditions.
   b) Human relations conditions.
   c) Economic conditions.
   d) Legal-political conditions.
   e) Natural environment conditions.

6. Which of the following would NOT be an important stakeholder element in the specific environment of most organizations?
   a) Customers.
   b) Suppliers.
   c) Competitors.
   d) Regulators.
   e) Political parties.

7. Which of the following best explains the relationship of motivation to performance?
   a) Performance is not related to motivation
   b) Performance and motivation are factors that limit ability
   c) Ability and motivation are important factors in performance
   d) Performance and ability determine motivation
   e) All of the above

8. Mrs. K is promoted to manager. She strives to be professional in dealing with associates; however, she can't help covering for Janet who is a single mom with four children. Sometimes she ignores lax performance from Tom because she does not want him to be mad at her. Mrs. K's need for which of the following is interfering with her ability to be a good manager?
9. Unlike salespeople whose performance can be measured by the number of sales, it is sometimes difficult to find comparable measures for plant workers. A manager of a printing company was concerned about wasted paper and decided to set an objective to increase employees' bonuses by reducing wasted paper by 20 percent during the next six months. Which of the following motivational theories was the manager using?
   a) Reinforcement theory
   b) Expectancy theory
   c) Alder’s ERG theory
   d) Goal-setting theory
   e) Equity theory

10. Which of the following would be considered an example of an extrinsic reward?
   a) A vacation awarded for highest sales performance
   b) The pleasure associated with performing an enjoyable task
   c) A sense of achievement upon reaching a goal
   d) A feeling of satisfaction for a job well done

11. Effective feedback is likely to have a positive impact on motivation by:
   a) Providing information that is valuable to high achievers
   b) Developing expectancies and instrumentalities
   c) Providing explanations that influence perceptions of fairness
   d) Enhancing the goal-setting process
   e) All of the above

12. The basic premise of the goal-setting theory is that __________.
   a) Supervisors do a better job of setting goals than subordinates do.
   b) Tasks should be viewed as goals in and of themselves.
   c) Tasks should be separated from goals.
   d) Task goals can be highly motivating if they are properly set and are well managed.
   e) Task goals can be very intimidating and are the cause of low levels of motivation.

13. An organization is a __________.
   a) Collection of people working on the same projects
   b) Collection of people working together to achieve a common purpose
   c) Collection of people reporting to the same manager
   d) Collection of people working in different departments
   e) Collection of people working together in a business

14. Which of the following is the most accurate description regarding the purpose of an organization structure?
   a) To divide up and coordinate resources and tasks to be done for performance success.
   b) To identify relationships between suppliers and company buyers.
   c) To design titles for different types of workers.
   d) To allocate management authority to department heads.
   e) To assign daily work tasks to workers.

15. Three common types of traditional organizational structures are __________.
   a) Centralized, decentralized, and integrated.
   b) Functional, horizontal, and vertical.
   c) Divisional, centralized, and line.
16. _________ is the process of choosing and implementing structures that best arrange resources to accomplish the organization’s mission and objectives.
a) Cultural management.
b) Structural strategizing.
c) Controlling.
d) Mechanizing the organization.
e) Cultural adaptation.

17. A(n) _________ operates in a shifting network of external strategic alliances that are engaged as needed, and typically are supported by extensive information technology (IT) utilization.
a) Virtual organization.
b) Upside-down pyramid.
c) Functional organization.
d) Divisional organization.
e) Matrix structure.

18. A highly adaptive organization can become one that is designed for continuous adaptation through problem solving, innovation, and learning. This type of organization is known as a _________.
a) Matrix organization.
b) Learning organization.
c) New age organization.
d) Contemporary organization.
e) Change management organization.

19. Which of the following fields do not contribute to understanding organizational behavior?
a) Psychology & Political Science;
b) Sociology & Anthropology;
c) Social Psychology & Political Science;
d) Sociology & Political Science;
e) None; that is, they all contribute.

20. Which of the listed items is not a goal in the study of organizational behavior?
a) Explanation
b) Prediction
c) Control
d) None; that is, they are all goals.

21. Which management theory predicts that logic, order and legitimate authority may be used to produce a rational and efficient form of organization?
a) Systems theory
b) Bureaucracy theory
c) Social responsibility theory
d) Cultural relativism

22. Which is not a level at which we study organizational behavior?
a) Individuals within organizations
b) Groups within organizations
c) The organizations as a system
d) None; that is, we study at all of these

23. Which pair of theories would best describe the leadership influence on many Americans of Dr. Martin Luther King, Jr.?
a) Transactional and group decision
b) Visionary and coercive
c) Visionary and charismatic  
d) Leadership style and formal  

24. When managers approve performance goals that workers view to be achievable, and the accomplishment of which will lead to rewards that the workers find attractive, which theory do they apply?  
a) Equity theory  
b) Bureaucracy theory  
c) Expectancy theory  
d) Herzberg’s two-factor theory  

25. Which of the following gives the BEST description of the management function called leading?  
a) Determining what is to be achieved, setting goals, and identifying appropriate steps.  
b) Monitoring performance, comparing results, and taking corrective action.  
c) Defining tasks, assigning personnel, and supporting them with resources.  
d) Setting goals, allocating resources, and giving corrective feedback.  
e) Building commitment and enthusiasm for people to apply their talents to help accomplish plans.  

26. Vision, which is frequently associated with effective leadership, refers to __________.  
a) The leader’s capacity to plan, organize, and control.  
b) A future that one hopes to create or achieve in order to improve upon the present state of affairs.  
c) The ability to spontaneously take charge in a group situation.  
d) The leader’s capacity to influence superiors.  
e) The knowledge of when to use position power and when not use it.  

27. Which of the following is NOT a core principle that should be practiced by managers who want to meet the challenges of visionary leadership?  
a) Be a team player.  
b) Be a pioneer.  
c) Be a consistent role model of behavior.  
d) Be enthusiastic and inspire others to share a common vision.  
e) Be first with ideas and right in all you do.  

28. Effective leaders empower others by providing them with the __________ to make decisions and act independently within their areas of expertise.  
a) Information, problem-solving techniques, team cohesiveness, and information technology.  
b) Responsibility, concern for people, concern for task, and supportive style.  
c) Authority, task directions, task orientation, and information technology.  
d) Trust, task needs, maintenance needs, and participation.  
e) Information, responsibility, authority, and trust.  

29. Personal traits that are common among successful leaders include all of the following EXCEPT:  
a) Drive, motivation, and self-confidence.  
b) Honesty and integrity.  
c) Cognitive ability and business knowledge.  
d) Being a people person.  
e) Creativity and flexibility.  

30. __________ leaders develop special leader-follower relationships and inspire followers in extraordinary ways.  
a) Participative.  
b) Charismatic.  
c) Transformational.  
d) Transactional.  
e) Old-fashioned.
31. The group members are more open and respectful toward each other, and willing to ask each other for both help and feedback at the stage of:
   a. Forming
   b. Storming
   c. Norming
   d. Adjourning

32. A type of interdependence that is highly interactive among the members (like in basketball) is called:
   a. Pooled interdependence
   b. Sequential interdependence
   c. Outcome interdependence
   d. Reciprocal interdependence

33. Individuals in a highly cohesive group
   a. are high achievers within the team
   b. are self-motivators without group relationships
   c. are problem seekers outside the organization
   d. strive to maintain positive relationships with other group members.
   e. do not value their group membership.

34. Jim belongs to the special project group assigned to investigate possible recreation activities for the upcoming summer work program. Jim knows others are present to do his work and is considered to be a “free rider” by other group members. This group has encountered
   a. social imperfection
   b. synergy
   c. social loafing
   d. poor work ethics
   e. slow learners

35. Groups that emerge within organizations from “spontaneous” relationships among people and are not officially created by the organization to serve a purpose are called
   a. informal groups
   b. psychological groups
   c. aggregate groups
   d. emergent groups
   e. ad hoc groups

36. Steve is a member of a group of nine employees who meet weekly to discuss work flow problems and to suggest ways of improving operations and quality. Steve’s group is a
   a. quality circle
   b. task force
   c. linking pin group
   d. goof-off group
   e. focus group

37. A visitor who takes offense at a foreign custom and considers it inferior to his or her own culture is acting in a(n) way ____________.
   a) Individualistic.
   b) High-context
   c) Monochromic
   d) Ethnocentric

38. In Hofstede’s study of national cultures, America was found to be the most ____________ among the 40 countries in his sample.
39. American management theories have been found to be universally applicable around the world.

   a) True
   b) False

40. In addition to new markets, the possible business reasons for going international or global include the search for ___________.

   a) Political risk
   b) Protectionism
   c) Lower labor costs
   d) Corrupt practices

KEY
PREAMBLE

Upon completion of the program, management majors will possess competencies and skills needed for the managerial dimensions of roles they will play in their careers, as well as for graduate study. The program provides a foundation in management theory and practice.

SECTION 1: LEARNING OUTCOMES AND NUMERIC RESULTS.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course(S) Where Measured</th>
<th>Number Of Students Measured</th>
<th>Number Of Sections Measured</th>
<th>Number of Students Above Acceptable</th>
<th>Number of Students Acceptable</th>
<th>Number of Students Below Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions</td>
<td>MGT 403</td>
<td>51</td>
<td>2</td>
<td>31 (61%)</td>
<td>16 (32%)</td>
<td>4 (8%)</td>
</tr>
<tr>
<td>2.) Identify and examine major theories in management and their use in organizational contexts</td>
<td>MGT 345</td>
<td>56</td>
<td>2</td>
<td>35 (63%)</td>
<td>18 (32%)</td>
<td>3 (5%)</td>
</tr>
<tr>
<td>3a.) Identify functions and processes within an organization</td>
<td>a.) MGT 326</td>
<td>68</td>
<td>3</td>
<td>52 (76.5%)</td>
<td>14 (20.6%)</td>
<td>2 (2.9%)</td>
</tr>
<tr>
<td>3b.) Analyze the relationships and dynamics among organizations</td>
<td>b.) MGT 345</td>
<td>56</td>
<td>2</td>
<td>35 (63%)</td>
<td>18 (32%)</td>
<td>3 (5%)</td>
</tr>
<tr>
<td>4.) Use methods and theories to analyze and influence human behaviors in organizations</td>
<td>MGT 326</td>
<td>68</td>
<td>3</td>
<td>66 (97.1%)</td>
<td>2 (2.9%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

SECTION 2 – FINDINGS

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

Students completed a project requiring integration of an international view with an analysis of leadership and culture. This analysis required analysis of ethical issues related to Finance, Human Resources, Accounting, Sales, Marketing, Technology and Production. Information on
the rubric used to classify responses appears in the Appendix. See the summary of learning outcomes and results on Section One.

**Objective 2)** Identify and examine major theories in management and their use in organizational contexts

Each student completed a case analysis of changes made in a large organization. This analysis required students to identify and describe major theories of management applicable to the observed organizational changes. Requirements for the analysis are described further in the Appendix. See the summary of learning outcomes and results on Section One.

**Objective 3a)** Identify functions and processes within an organization

Students answered a set of multiple-choice questions that referred to the various functions and processes within an organization. Correct responses required knowledge of these functions and processes. These questions appear in the Appendix.

These questions were chosen for their content validity and face validity. The multiple-choice questions were administered at the time of the midterm and final exams. See the summary of learning outcomes and results on Section One.

**Objective 3b)** Analyze the relationships and dynamics among organizations

Students completed a case analysis of conditions in a large organization that worked with a variety of other major organizations. This analysis required students to analyze relationships among the different organizations and describe the dynamics observed. Requirements for the analysis are described further in the Appendix. See the summary of learning outcomes and results on Section One.

**Objective 4)** Use methods and theories to analyze and influence human behaviors in organizations

Students answered a set of multiple-choice questions related to methods and theories used to analyze and influence human behaviors in organizations. Correct responses required knowledge of these functions and processes. These questions appear in the Appendix.

Questions were chosen for their content validity and face validity. The multiple-choice questions were administered at the time of the midterm and final exams. See the summary of learning outcomes and results on Section One.
SECTION 3 – ANALYSIS

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

Objective 1 was met. Most students described and analyzed selected issues at an acceptable (or above acceptable) level. See the summary table on the first page.

Most students were able to analyze leadership and culture with respect to ethical issues for Finance, Human Resources, Accounting, Sales, Marketing, Technology and Production.

Objective 2) Identify and examine major theories in management and their use in organizational contexts

Objective 2 was met. Most students identified and examined major theories at a level that was acceptable or above acceptable. See the summary table on the first page. Many students identified and examined major theories at a level that was classified as above the acceptable level.

Students used multiple theories to explain the same objective outcome. As expected, different theories with different assumptions led students to different methods for analyzing the problems and offering different solutions to the management problem.

Objective 3a) Identify functions and processes within an organization

Objective 3a was met. Most students demonstrated an acceptable (or above acceptable) level of knowledge related to the functions and processes within an organization. Most students demonstrated this knowledge at a level classified as above acceptable. See the summary table on the first page.

Objective 3b) Analyze the relationships and dynamics among organizations

Objective 3b was met. Most students analyzed the relationships and dynamics among organizations at a level that was acceptable or above acceptable. See the summary table on the first page. Many students completed this analysis at level classified as above acceptable.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations
Objective 4 was met. Most students were able to use methods and theories to analyze human behaviors in organizations at an acceptable (or above acceptable) level. Most students performed at a level that was judged as being above the acceptable level.

SECTION 4 – USE OF RESULTS

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

The results of the assessment suggest that students satisfied this goal. In future semesters, student performance related to this goal may be studied in more detail. Also, the analysis required by students may be made more difficult in order to challenge the students more.

Objective 2) Identify and examine major theories in management and their use in organizational contexts

The findings were not used to make any curricular changes at this time. While curricular changes were not made, pedagogical changes were made to reinforce the major ideas. Additional class time was devoted to discussing the interrelationship among the various theories being studied. The current assessment method seems appropriate for the learning goals. Student performance will continue to be assessed.

Objective 3a) Identify functions and processes within an organization

No recommendations were made for curricular change or programmatic change from the results of this assessment. Students demonstrated a level of learning at or above an acceptable level. In future semesters, we may set the criterion levels higher and expect higher levels of performance.

Objective 3b) Analyze the relationships and dynamics among organizations

The findings were not used to make any curricular changes at this time. (Please see Objective 2 above.) Student performance will continue to be assessed.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations

No recommendations were made for curricular change or programmatic change from the results of this semester’s assessment. Students demonstrated an acceptable (or above acceptable) level of learning related to this learning objective. In future semesters, we may set the criterion levels higher and expect higher levels of performance.
Appendix

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

ASSESSMENT:

Students completed a project requiring integration of an international view with an analysis of leadership and culture. This analysis required analysis of ethical issues related to Finance, Human Resources, Accounting, Sales, Marketing, Technology, and Production.

The students’ projects were evaluated as follows:

**Above Acceptable** = Identified basic social and ethical issues underlying reported event/analysis for all levels of analysis and elaborated on the significance of issues to a higher degree of sophistication, recognizing connections between a greater variety of social actors/sectors/regions, etc. and/or referring to ongoing themes of the course.

**Acceptable** = Identified basic social and ethical issues underlying reported event/analysis for all levels of analysis.

**Below Acceptable** = Unable to identify basic social and ethical issues underlying reported event/analysis for all levels of analysis.

Objective 2) Identify and examine major theories in management and their use in organizational contexts

Students in MGT345 were assigned Lou Gerstner’s book, *Who Says Elephants Can’t Dance*, to analyze and identify the management theories he used to change IBM during his tenure as CEO. Students were asked to identify relevant theories from the main textbook of the course—*Reframing Organizations* (Bolman and Deal) and apply those theories to specific instances faced by Gerstner.

Student responses were classified according to the following Rubric:

<table>
<thead>
<tr>
<th>Above Acceptable</th>
<th>Acceptable</th>
<th>Below Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to identify and apply appropriate management theories in an organizational case study and use competing theories to explain the same organization process.</td>
<td>Demonstrates the ability to identify and apply appropriate management theories in an organizational case study.</td>
<td>Cannot identify appropriate management theories in an organizational case study.</td>
</tr>
</tbody>
</table>

Students completed a course project, which was scored through use of the aforementioned rubric. The project description follows.

**MGT345 - Organizational Theory**
Fall 2012 (assessment)

Final project – this is the project that we used the semester prepared the entire semester. This project is worth 100 points.

I. Overview of the project. This is NOT the submission. The submission guidelines and headings are found below.
   b. Each group will be assigned a problem that faced Lou Gerstner. Evaluate that problem using theories we learned in class. **This is the major part of the assignment.**
   c. How do the theories presented in *Reframing Organizations* help you explain, predict, and, possibly, control what happened at IBM?
   d. What did Gerstner do?

<table>
<thead>
<tr>
<th>Format of your submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please use the following sections and indicate these sections in your paper as headings. Please use <strong>all</strong> these headings.</td>
</tr>
<tr>
<td>I. Title of the project – include the problem assigned to you in the title.</td>
</tr>
<tr>
<td>II. Names of the group members. Your name must be listed to receive credit for this assignment.</td>
</tr>
<tr>
<td>III. Theory 1:</td>
</tr>
<tr>
<td>a. Choose an appropriate frame (i.e. structural, human resource, political, or symbolic).</td>
</tr>
<tr>
<td>b. Identify one theory from this frame that you will use to explain, predict, and control the problem (dependent variable) assigned to you.</td>
</tr>
<tr>
<td>c. What are the assumptions underlying this frame (i.e. rational, consensus, political, socialization, or ethnomethodology.)?</td>
</tr>
<tr>
<td>d. Given those assumptions, what questions are important?</td>
</tr>
<tr>
<td>i. How will you frame this problem?</td>
</tr>
<tr>
<td>ii. Given the insights and limitations of this theory, what further questions need to be asked? In other words, does this theory <strong>completely</strong> satisfy your goal of explanation?</td>
</tr>
<tr>
<td>IV. Theory 2:</td>
</tr>
<tr>
<td>a. Choose a different frame (i.e. structural, human resource, political, or symbolic).</td>
</tr>
<tr>
<td>b. Identify one theory from this frame that you will use to explain, predict, and control the problem (dependent variable) assigned to you.</td>
</tr>
<tr>
<td>c. What are the assumptions underlying this frame (i.e. rational, consensus, political, socialization, or ethnomethodology.)?</td>
</tr>
<tr>
<td>d. Given those assumptions, what questions are important?</td>
</tr>
<tr>
<td>i. How will you frame this problem?</td>
</tr>
</tbody>
</table>
|   ii. Given the insights and limitations of this theory, what further questions need to be asked? In other words, does this theory
completely satisfy your goal of explanation?

V. You have now attempted to understand this problem from two perspectives.
   a. Are you satisfied with the explanations that you have developed? Have you left anything out?
   b. Which of the two theories is better at explaining, predicting, and controlling the problem (dependent variable)?

VI. Last, what did Gerstner do? Give him a grade on his performance based on your analysis.

Remember:
Good theory should allow you to predict, explain, and control the dependent variable.

II. Submission: (same as before)
   a. Each group member will receive the same grade on the project.
   b. Please type your response and submit your response as an attachment on BB Vista under Final Project. (But please do not use attachments on HW.) There should be 1 submission per group.
   c. The name of your file should be FinalProject_Group_. There should be no spaces in the filename.
   d. Please use Microsoft Office 2003 or 2007, or Open Office version 3.0 (free download)—but not Microsoft works.
   e. Boxes, arrows, charts, graphs, or other illustrative means are always appreciated and will positively affect (not effect) your grade.
   f. Misspelled words, misused words, or incorrect grammar will lower your grade.

III. Presentations:
   a. For the Monday/Wednesday classes, we will begin presentations on Monday, May 10, 2010. The presentations will undoubtedly continue on Wednesday May 12, 2010.
   b. For the Thursday night class, all presentations will be done on Thursday, May 6, 2010.
   c. Please be prepared with your presentation on PowerPoint. I expect your presentation to be 10 to 15 minutes.

objective 3a) Identify functions and processes within an organization (MGT 326)

Nine multiple-choice questions related to this objective were developed and administered at the time of the midterm and final exams.

- The cutoff score to be classified "Acceptable" was 25 to 49 percent correct answers.
- The cutoff score to be classified "Above Acceptable" was at least 50 percent correct answers.

Specific questions follow.

Goal 3a Items: Goal 3a: (Identify functions and processes within an organization)
112. The __________ to organizational effectiveness looks at the output side to
measure achievement of key operating objectives.
A. Systems resource approach.
B. Internal process approach.
C. Technological approach.
D. Goal approach.
E. Strategic constituencies approach.

113. Suppose a manager starts an affirmative action program to increase opportunities for minority advancement and then clearly and convincingly communicates the objectives of the program to all employees. By doing this the manager gains their support and participation. This manager is performing which management function?
A. Planning.
B. Organizing.
C. Leading.
D. Motivating.
E. Controlling.

114. According to the research conducted on the nature of managerial work, which of the following is false?
A. Managers work at fragmented and varied tasks.
B. Managers work at an intense pace.
C. Managers work long hours.
D. Managers spend much time working alone.
E. Managers work with many communication media.

115. Any work schedule that allows a full-time job to be completed in less than the standard five days is known as __________.
A. Flexible working hours.
B. The compressed workweek.
C. The noble dream.
D. Telecommuting.
E. Job simplification.

216. __________ is the creation of a whole that is greater than the sum of its parts.
A. Exchange.
B. Association.
C. Synergy.
D. Harmony.
E. Union.

217. __________ is the tendency for one’s behavior to be influenced by the presence of others in a group.
A. Social loafing.
B. Social facilitation.
C. Social compensation.
D. Social thinking.
E. Social norming.
218. The essence of power is __________.
   A. Personal desire.
   B. The ability to provide support.
   C. A distinguished reputation.
   D. Control over the behavior of others.
   E. Having a Machiavellian personality.

219. Which strategy for exercising relational influence can be defined as “using facts and data to support a logical argument?”
   A. Assertiveness.
   B. Higher authority.
   C. Sanctions.
   D. Reason.
   E. Coalition.

220. The __________ strategy of exercising relational influence “uses relationships with other people for support.”
   A. Assertiveness.
   B. Sanctions.
   C. Bargaining.
   D. Coalition.
   E. Friendliness.

Objective 3b) Analyze the relationships and dynamics among organizations

Objective 3b was analyzed with the same case for MGT345 that was used in Objective 3a.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations

Twenty-six multiple-choice questions related to this objective were developed and administered at the time of the midterm and final exams.

- The cutoff score to be classified "Acceptable" was 25 to 49 percent correct answers.
- The cutoff score to be classified "Above Acceptable" was at least 50 percent correct answers.

Specific questions follow.

Goal 4 Items: Goal 4: (Use methods and theories to analyze and influence human behaviors in organizations)

101. Which of the following statements about locus of control is correct?
A. External locus of control people tend to be more introverted.
B. Internal locus of control people tend to be more extroverted.
C. Internal locus of control people tend to perform better on tasks requiring complex information processing and learning.
D. External locus of control people tend to perform better on tasks where they must take personal initiative.
E. Many managerial and professional jobs require behavior that is consistent with an external locus of control.

102. __________ describes a state of inconsistency between an individual’s attitudes and behavior.
   A. Cognitive dissonance.
   B. Subjective strife.
   C. Subconscious friction.
   D. Sociological discord.
   E. Psychological disharmony.

103. A __________ contains information about a person’s own appearance, behavior, and personality.
   A. Script schema.
   B. Self schema.
   C. Domestic schema.
   D. Person-in-situation schema.
   E. Indigenous schema.

104. A __________ occurs when one attribute of a person or situation is used to develop an overall impression of the individual or situation.
   A. Primacy effect.
   B. Halo effect.
   C. Projection error.
   D. Contrast effect.
   E. Statutory error.

105. In the attribution theory framework, __________ takes into account how likely it is for all those facing a similar situation to respond in the same way.
   A. Consistency.
   B. Distinctiveness.
   C. Consensus.
   D. Individuality.
   E. Accord.

106. __________ of motivation focus on the physiological or psychological deficiencies that people seek to reduce or eliminate.
   A. Content theories.
   B. Process theories.
   C. Reinforcement theories.
   D. Methods theories.
   E. Personality-linked theories.
107. In Maslow’s needs hierarchy, __________ needs refer to the needs for respect, prestige, recognition, mastery, and a personal sense of competence.
A. Physiological.
B. Esteem.
C. Self-actualization.
D. Safety.
E. Social.

108. Kathy notices that most of her coworkers take extended lunch breaks. Kathy doesn’t do this, but feels she is therefore justified in working a little less hard during the day. Kathy’s decision to work “less hard” is best explained by the __________ theory of motivation.
A. Expectancy.
B. Equity.
C. Two-factor.
D. Goal-setting.
E. Acquired needs.

109. __________ is the probability assigned by the individual that work effort will be followed by a given level of achieved task performance.
A. Instrumentality.
B. Inducement.
C. Valence.
D. Motivator.
E. Expectancy.

110. According to the law of contingent reinforcement, to have maximum reinforcement value, a reward must be delivered only __________.
A. By an employee’s superior.
B. If it is coupled with public recognition.
C. If the employee receiving the reward is in the presence of other coworkers.
D. If it has a monetary value.
E. If the desired behavior is exhibited.

111. Occasional praise by a boss on unscheduled visits is an example of a __________ reinforcement schedule.
A. Variable ratio.
B. Variable interval.
C. Ratio interval
D. Fixed ratio.
E. Fixed interval.

201. The __________ stage of group development is a period of high emotionality and tension among the group members.
A. Forming.
B. Storming.
C. Norming.
D. Performing.
E. Adjourning.
202. In __________, group members actively generate as many ideas and alternatives as possible, and they do so relatively quickly and without inhibitions.
   A. The nominal group technique.
   B. Brainstorming.
   C. The Delphi technique.
   D. Groupthink.
   E. The round-robin technique.

203. According to the Michigan leadership studies, __________ supervisors are those who place strong emphasis on their subordinates’ welfare.
   A. Production-centered.
   B. Administration-centered.
   C. Employee-centered.
   D. Task-centered.
   E. Process-centered.

204. According to Hersey and Blanchard, a telling style of leadership is best for __________.
   A. Low follower readiness (low maturity).
   B. Low to moderate follower readiness.
   C. Moderate to high follower readiness.
   D. High follower readiness.
   E. Veteran employees who are highly prepared for a particular job.

205. In contrast to other approaches to studying leadership, the __________ theory argues that sometimes hierarchical leadership makes essentially no difference.
   A. House’s path-goal theory of leadership.
   B. Hersey and Blanchard’s situational leadership model.
   C. Contingency theory of leadership.
   D. Substitutes for leadership.
   E. Attribution theory of leadership.

206. __________ involves leader-follower exchanges necessary for achieving routine performance agreed upon between leaders and followers.
   A. Transformational leadership.
   B. Laissez-faire leadership.
   C. Transactional leadership.
   D. Dynamic leadership.
   E. Organic leadership.

207. The __________ dimension of transformational leadership provides vision and a sense of mission, and it instills pride, along with follower respect and trust.
   A. Charisma.
   B. Inspiration
   C. Physical stamina.
   D. Intellectual stimulation
   E. Individualized consideration.

208. When Linda, a manager in a department store, tells someone to do something and refers to the fact that she is the boss and therefore the other person must do as asked, she is trying to use __________ to influence the other person’s behavior.
209. Ralph makes it a point to always offer help in technical areas in which he is skilled and knowledgeable. His subordinates trust his judgment, and form one of the most productive units in the company. What type of power is Ralph exerting?

A. Legitimate power.
B. Coercive power.
C. Referent power.
D. Reward power.
E. Expert power.

210 In order to increase their centrality and criticality in the organization, managers may seek to acquire a more central role in the workflow by doing all of the following EXCEPT:

A. Having information filtered through them.
B. Occupying an office convenient to main traffic flows.
C. Expanding their network of communication contacts.
D. Increasing their political savvy.
E. Making at least part of their job responsibilities unique.

211. __________ refers to the extent to which a person feels able to control his or her own life.

A. Agreeableness.
B. Machiavellianism.
C. Locus of control.
D. Emotional adjustment.
E. Social conception.

212. __________ is the process through which people select, organize, interpret, retrieve, and respond to information from their environment.

A. Attribution.
B. Perception.
C. Assimilation.
D. Cognition.
E. Recognition.

213. The director of engineering at a local company was very impressed that Jerry, a production engineer, had not missed a single day of work in the past 12-month period. Based on this one item, the director of engineering rated Jerry very high on all dimensions of his performance appraisal. This error in the performance appraisal process is known as a__________.

A. Halo effect.
B. Projection error.
C. Contrast error.
D. Leniency error.
E. Statutory effect.
214. __________ is used to measure a person’s leadership style based on a description of the person with whom the respondent has been able to work least well.
   A. Undesirable colleague grid.
   B. Unattractive co-worker grid.
   C. Least preferred co-worker scale.
   D. Least attractive colleague grid.
   E. Most preferred co-worker scale.

215. According to Hersey and Blanchard, a __________ style of leadership is best for high follower readiness (high maturity).
   A. Delegating.
   B. Directing.
   C. Participating.
   D. Selling.
   E. Telling.
The stated learning objectives for students in this course (see syllabus, attached) are:

1) **Identify** key assumptions underlying your own and others’ views of business and society.
2) **Interpret** business-related current events and cases, using knowledge from a variety of disciplinary, historical and value-based perspectives.
3) **Analyze** ethical and social implications of key business, social and economic practices on organizations, individuals, and society, considering the local and global.
4) Be more aware of interdependence between ourselves and diverse sectors of society locally and globally.

A regular feature of course meetings and student work was the analysis of current events related to business and society, with special emphasis on the implications for different groups, regions, etc. In order to evaluate the learning achieved over the course of the semester I used a short answer format exercise. Students were given a recent copy of *The New York Times* and asked to choose two articles. For each article they were asked to describe the implications/effects of the reported news story for each of four spheres (see attached instruction sheet):

- the relationship between the state and the private sector,
- business,
- the relationship between local, national and global interests,
- themselves, as individuals (rooted in families, communities, etc.)

The students’ responses were evaluated as follows:

**Above Acceptable** = Identified identify basic social and ethical issues underlying reported event/analysis for all 8 levels of analysis and elaborate on significance of issues to a higher degree of sophistication, recognizing connections between a greater variety of social actors/sectors/regions, etc. and/or referring to ongoing themes of the course.

**Acceptable** = Identified basic social and ethical issues underlying reported event/analysis for all 8 levels of analysis.

**Below Acceptable** = Unable to identify basic social and ethical issues underlying reported event/analysis for all 8 levels of analysis.
RESULTS of MGT 403-01  
N = 28  
<table>
<thead>
<tr>
<th>Above Acceptable</th>
<th>Acceptable</th>
<th>Below Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>57%</td>
<td>36%</td>
<td>7%</td>
</tr>
</tbody>
</table>

RESULTS of MGT 403-70  
N = 23  
<table>
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<tr>
<th>Above Acceptable</th>
<th>Acceptable</th>
<th>Below Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>65%</td>
<td>26%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Combined Results:  

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course(S) Where Measured</th>
<th>Number Of Students Measured</th>
<th>Number Of Sections Measured</th>
<th>Number of Students Above Acceptable</th>
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<td>MGT 403</td>
<td>51</td>
<td>2</td>
<td>31 (61%)</td>
<td>16 (32%)</td>
<td>4 (8%)</td>
</tr>
</tbody>
</table>

MGT 403  
Fall 2012  
Assessment of Learning

Using today’s *New York Times*, choose TWO articles that seem appropriate for the assignment (don’t choose the articles until you've read and thought about the assignment).

For EACH article describe the implications/effects of the reported news story (the event or analysis that is being written about) for each of four spheres:
- the relationship between the state and the private sector;
- business;
- the relationship between local, national and global interests;
- yourself, as an individual (rooted in families, communities, etc.)

You should have a total of EIGHT short answers. To the extent that you can describe the connections between the different spheres and make reference to the “big issues” we’ve discussed this semester.
Assessment Report
Spring 2013

Department of Management & Org
PREAMBLE

The aim of the School of Business degree program is to provide students with a broad educational foundation to prepare for responsible citizenship and leadership roles in business and society — domestic and worldwide. The curriculum of the School of Business is designed to provide a strong liberal arts foundation plus a high quality business education. The School of Business offers the following majors:

- Accounting
- Finance
- Management Information Systems
- Management and Organization
- Marketing

SECTION 1 – LEARNING OUTCOMES

Description of learning objectives (LO’s) measured in MGT 295 course (BSBA)

The seven Learning Objectives (LO1 through LO7) correspond to seven learning objectives identified for the School of Business BSBA program. A list of each objective and its description are included in Table 1.

<table>
<thead>
<tr>
<th>Objective in BSBA plan</th>
<th>Description of objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 BSBA-1-Management (1)</td>
<td>Describe how society at large and specific stakeholder groups affect and are affected by organizational actions</td>
</tr>
<tr>
<td>LO2 BSBA-1-Management (2)</td>
<td>Describe methods and theories used to analyze and influence human behaviors in organizations</td>
</tr>
<tr>
<td>LO3 BSBA-1-Management (3)</td>
<td>Identify interests, functions, and processes within an organization, and describe the relationships and dynamics among them</td>
</tr>
<tr>
<td>LO4 BSBA-1-Management (4)</td>
<td>Identify major theories in management and describe their use in organizational contexts</td>
</tr>
<tr>
<td>LO5 BSBA-4 (1)</td>
<td>Describe and identify characteristics of effective leadership</td>
</tr>
<tr>
<td>LO6 BSBA-4 (4)</td>
<td>Describe, identify, and explain characteristics of effective teams</td>
</tr>
<tr>
<td>LO7 BSBA-5</td>
<td>Describe global and/or cross-cultural variations of values and beliefs in management.</td>
</tr>
</tbody>
</table>

SECTION 2 – FINDINGS

Measurement of the objectives

2 This goal was added for Fall 2009. This goal originally was designated for MKT 295. Beginning in Fall 2009, this goal was designated for MGT 295; 2This goal was added for Fall 2012.
These objectives were measured in the introductory Management course (Fundamentals of Management and Organizational Behavior (MGT 295). This is the first course taken by Management majors, and it is required for all Business School majors. This course also is taken by Business School minors and students outside the Business School who take this course as an elective.

The seven learning objectives were measured through a forty item multiple-choice examination that was administered to all students enrolled in all section of MGT 295. A copy of the examination appears as Appendix A.

Each of the seven learning objectives was measured through multiple-choice items that were included in the forty item test. The correspondence of specific test items with individual learning objectives is described in Table 2. See actual test items in Appendix A.

<table>
<thead>
<tr>
<th>Objective in BSBA plan</th>
<th>Questions used to measure each objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 BSBA-1-Management (1)</td>
<td>Questions 1-6</td>
</tr>
<tr>
<td>LO2 BSBA-1-Management (2)</td>
<td>Questions 7-12</td>
</tr>
<tr>
<td>LO3 BSBA-1-Management (3)</td>
<td>Questions 13-18</td>
</tr>
<tr>
<td>LO4 BSBA-1-Management (4)</td>
<td>Questions 19-24</td>
</tr>
<tr>
<td>LO5 BSBA-4 (1)</td>
<td>Questions 25-30</td>
</tr>
<tr>
<td>LO6 BSBA-4 (4)</td>
<td>Questions 31-36</td>
</tr>
<tr>
<td>LO7 BSBA-4 (5)</td>
<td>Questions 37-40</td>
</tr>
</tbody>
</table>

Assessment Methods, Summarizing Student Performance

Responses were scored with the answer key listed in Appendix A. Students’ total scores, which reflected the sum of correct responses to all forty questions, were summarized through three categories: Below acceptable, Acceptable, or Above acceptable. The correspondence between total scores and these three categories is listed in Table 3.

For each learning objective, each student’s total number of correct responses for the six relevant test items was determined. The total number of correct responses was used to categorize responses into three categories: Below acceptable, Acceptable, or Above acceptable. The correspondence between the score for individual learning objectives and these three categories is listed in Table 3.

<table>
<thead>
<tr>
<th></th>
<th>For total score (40 items)</th>
<th>For each objective (six items for each objective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below acceptable</td>
<td>&lt;25 (&lt;70%) correct</td>
<td>&lt;4 (&lt;66% correct)</td>
</tr>
<tr>
<td>Acceptable</td>
<td>25-28 (70-79 %) correct</td>
<td>4 (66%-79%) correct</td>
</tr>
<tr>
<td>Above acceptable</td>
<td>29-36 (80-100 %) correct</td>
<td>5-6 (80-100%) correct</td>
</tr>
</tbody>
</table>

Summary of Findings:

Spring 2013 responses for 187 students were analyzed according to the aforementioned definitions. The number of students (and the percentage of students) categorized in each category for each learning objective is summarized in Table 4 in terms of percentages and Table 5 of frequencies.
<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Course Where Measured</th>
<th>Number of Students</th>
<th>Number of Sections</th>
<th>Below Acceptable</th>
<th>Acceptable</th>
<th>Above Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO-1</td>
<td>MGT295</td>
<td>187</td>
<td>8</td>
<td>22.99%</td>
<td>24.60%</td>
<td>52.41%</td>
</tr>
<tr>
<td>LO-2</td>
<td>MGT295</td>
<td>171</td>
<td>8</td>
<td>22.81%</td>
<td>12.28%</td>
<td>64.91%</td>
</tr>
<tr>
<td>LO-3</td>
<td>MGT295</td>
<td>157</td>
<td>8</td>
<td>42.04%</td>
<td>18.47%</td>
<td>39.49%</td>
</tr>
<tr>
<td>LO-4</td>
<td>MGT295</td>
<td>159</td>
<td>8</td>
<td>20.13%</td>
<td>15.72%</td>
<td>64.15%</td>
</tr>
<tr>
<td>LO-5</td>
<td>MGT295</td>
<td>150</td>
<td>8</td>
<td>42.00%</td>
<td>15.33%</td>
<td>42.67%</td>
</tr>
<tr>
<td>LO-6</td>
<td>MGT295</td>
<td>161</td>
<td>8</td>
<td>50.31%</td>
<td>11.18%</td>
<td>38.51%</td>
</tr>
<tr>
<td>LO-7</td>
<td>MGT295</td>
<td>187</td>
<td>8</td>
<td>8.02%</td>
<td>54.01%</td>
<td>37.97%</td>
</tr>
</tbody>
</table>

### Table 5: Frequencies

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Total Participants</th>
<th>Missing: incomplete response</th>
<th># Assessed</th>
<th>Below Acceptable</th>
<th>Acceptable</th>
<th>Above Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO-1</td>
<td>187</td>
<td>0</td>
<td>187</td>
<td>43</td>
<td>46</td>
<td>98</td>
</tr>
<tr>
<td>LO-2</td>
<td>187</td>
<td>16</td>
<td>171</td>
<td>39</td>
<td>21</td>
<td>111</td>
</tr>
<tr>
<td>LO-3</td>
<td>187</td>
<td>30</td>
<td>157</td>
<td>66</td>
<td>29</td>
<td>62</td>
</tr>
<tr>
<td>LO-4</td>
<td>187</td>
<td>28</td>
<td>159</td>
<td>32</td>
<td>25</td>
<td>102</td>
</tr>
<tr>
<td>LO-5</td>
<td>187</td>
<td>37</td>
<td>150</td>
<td>63</td>
<td>23</td>
<td>64</td>
</tr>
<tr>
<td>LO-6</td>
<td>187</td>
<td>26</td>
<td>161</td>
<td>81</td>
<td>18</td>
<td>62</td>
</tr>
<tr>
<td>LO-7</td>
<td>187</td>
<td>0</td>
<td>187</td>
<td>15</td>
<td>101</td>
<td>71</td>
</tr>
</tbody>
</table>

### SECTION 3 - ANALYSIS

<table>
<thead>
<tr>
<th>LO1</th>
<th>BSBA-1-Management (1)</th>
<th>Describe how society at large and specific stakeholder groups affect and are affected by organizational actions</th>
</tr>
</thead>
</table>

For Learning Objective 1, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.

<table>
<thead>
<tr>
<th>LO2</th>
<th>BSBA-1-Management (2)</th>
<th>Describe methods and theories used to analyze and influence human behaviors in organizations</th>
</tr>
</thead>
</table>

For Learning Objective 2, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.

<table>
<thead>
<tr>
<th>LO3</th>
<th>BSBA-1-Management (3)</th>
<th>Identify interests, functions, and processes within an organization, and describe the relationships and dynamics among them</th>
</tr>
</thead>
</table>

For Learning Objective 3, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.
For Learning Objective 4, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.

For Learning Objective 5, many students fell in the category of Below Acceptable. The department faculty will continue to watch the trends and discuss plans to improve the student learning in this area. See Table 4 for the summary.

For Learning Objective 6, many students fell in the category of Below Acceptable. The department faculty will continue to watch the trends and discuss plans to improve the student learning in this area. See Table 4 for the summary.

For Learning Objective 7, and most students achieved over Acceptable category. The assessment items show reasonable face validity and the outcome of the assessment shows reasonable representation. We will continue to watch their assessment power and outcome trends.

**SECTION 4 – USE OF RESULTS**

Faculty members who taught MGT 295 between fall 2012 and spring 2013 collectively examined the results carefully and discussed about how to improve student learning on the targeted learning objectives as well as all other subject matters the course covered. We discussed pros and cons of various teaching methods.

In addition, the faculty discussed any possibility that lead to measurement errors and discussed the ways to (1) improve the consistency among measures, (2) to clarify some of the individual measures that may have confused students because of ambiguity, etc., and (3) to enhance attention of students in the assessment. We looked closely the assessment items particularly for Learning Objective 5 and 6, and discussed the way to improve the measurement.

The faculty decided to ask all students across sections 1) to identify their names on the test, and 2) to ask all MGT 295 instructors to allocate 10% of the student final grade to this assessment test, starting the spring 2013. However, a couple of instructors offered the same grade for all participating students in the assessment. The department will continue to discuss the best way to improve the measure and the implementation of the measure in the class.
SECTION 1 – LEARNING OUTCOMES

Description of learning objectives measured in MGT 480 Capstone course (BSBA)

- Synthesize the discipline-specific concepts.
- Demonstrate effective interpersonal teamwork skills.

SECTION 2 – FINDINGS

All students are placed in a team of five to six students. They must work together to compete in a simulated business competition, using CapSim platform (available at http://www.capsim.com).

All students are assessed in the built-in assessment tool of the platform for their acquired and demonstrated knowledge of synthesizing all business discipline-specific concepts.

All students in the team are also evaluated by their peers for their contribution to the business competition, teamwork, and interpersonal skills. The CapSim platform provides the assessment tools built in the simulation program.

Spring 2013 responses for 50 students were analyzed according to the aforementioned definitions. The following table summarizes the findings.

Goal BSBA 2: Goal 3)-1 Synthesis of discipline-specific concepts
Goal BSBA 2: Goal 3)-2 Demonstrate effective interpersonal teamwork skills
Goal BSBA 2: Goal 3)-3 Demonstrate effective interpersonal teamwork skills/Quality of contributions to teamwork

Table: Percentages

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Course Where Measured</th>
<th>Number of Students</th>
<th>Number of Sections</th>
<th>Below Acceptable</th>
<th>Acceptable</th>
<th>Above Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 3)-1: syn</td>
<td>MGT480</td>
<td>50</td>
<td>2</td>
<td>2.00%</td>
<td>0.00%</td>
<td>98.00%</td>
</tr>
<tr>
<td>LO 3)-2: int</td>
<td>MGT480</td>
<td>50</td>
<td>2</td>
<td>4.00%</td>
<td>0.00%</td>
<td>96.00%</td>
</tr>
<tr>
<td>LO 3)-3: team</td>
<td>MGT480</td>
<td>50</td>
<td>2</td>
<td>6.00%</td>
<td>0.00%</td>
<td>94.00%</td>
</tr>
</tbody>
</table>

Table: Frequencies

<table>
<thead>
<tr>
<th>Learning Outc</th>
<th>Total Participants</th>
<th>Missing: incomplete response</th>
<th># Assessed</th>
<th>Below Acceptable</th>
<th>Acceptable</th>
<th>Above Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO-3)-1</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>1</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td>LO-3)-2</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>2</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>LO-3)-3</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>3</td>
<td>0</td>
<td>47</td>
</tr>
</tbody>
</table>
SECTION 3 - ANALYSIS

Most students demonstrated their ability to synthesize discipline-specific concepts. Most students also demonstrated their effective interpersonal teamwork skills.

SECTION 4 – USE OF RESULTS

The faculty teaching the class using the simulation are content with the results and are encouraged to continue using the CapSim platform for enhancing student learning of integrating/synthesizing their functional knowledge as well as interpersonal skills.
Appendix A: MGT 295, Principles of Management Assessment Items

Multiple choice questions (40 items)

7. A firm’s external environmental analysis does not include:
   e) Social issues and social interest groups  
   f) Political activity  
   g) The strategic wishes of the Board of Directors  
   h) Local community concerns

8. Strategic planning is founded on:
   e) The external environment and a firm's internal strengths and weaknesses  
   f) Competitive forces and internal leadership  
   g) Almost exclusively on economic forces and constraints  
   h) A firm's internal culture and human resource practices

9. Given the reality of constant economic, competitive and social change impact on the organization, the environmental analysis done by an organization ______________.
   c) Is often pointless because immediately dated  
   f) Only vaguely useful as a trend predictor  
   g) Important, but less critical than constant internal financial review and cost analysis  
   h) Still essential, but must be continuously updated to be kept current

10. Corporate Social Responsibility is__________.
    e) Required by Sarbanes-Oxley and other government regulation  
    f) A voluntary obligation toward society assumed by a business  
    g) A new form of competitive advantage used by marketers  
    h) A philosophy identifying benefit to the corporation as the main responsibility of the corporation.

11. Which of the following is NOT part of organization’s general environment conditions?
    f) External technological conditions.  
    g) Internal human relations conditions.  
    h) Economic conditions.  
    i) Legal-political conditions.  
    j) Natural environment conditions.

12. Which of the following would NOT be an important stakeholder element in the specific environment of most organizations?
    f) Customers.  
    g) Suppliers.  
    h) Competitors.  
    i) Substitute product sellers.  
    j) Political parties.

7. Which of the following best explains the relationship of motivation to performance?
   a) Performance is not related to motivation  
   b) Performance and motivation are factors that limit ability  
   c) Ability and motivation are important factors in performance  
   d) Performance and ability determine motivation  
   e) All of the above

8. Mrs. K is promoted to manager. She strives to be professional in dealing with associates; however, she can't help covering for Janet who is a single mom with four children. Sometimes she ignores lax performance from Tom
because she does not want him to be mad at her. Mrs. K's need for which of the following is interfering with her ability to be a good manager?
   a) Power
   b) Safety
   c) Self-esteem
   d) Achievement
   e) Affiliation

9. Unlike salespeople whose performance can be measured by the number of sales, it is sometimes difficult to find comparable measures for plant workers. A manager of a printing company was concerned about wasted paper and decided to set an objective to increase employees' bonuses by reducing wasted paper by 20 percent during the next six months. Which of the following motivational theories was the manager using?
   a) Reinforcement theory
   b) Expectancy theory
   c) Alder’s ERG theory
   d) Goal-setting theory
   e) Equity theory

10. Which of the following would be considered an example of an extrinsic reward?
   a) A vacation awarded for highest sales performance
   b) The pleasure associated with performing an enjoyable task
   c) A sense of achievement upon reaching a goal
   d) A feeling of satisfaction for a job well done

11. Effective feedback is likely to have a positive impact on motivation by:
   a) Providing information that is valuable to high achievers
   b) Developing expectancies and instrumentalities
   c) Providing explanations that influence perceptions of fairness
   d) Enhancing the goal-setting process
   e) All of the above

12. The basic premise of the goal-setting theory is that __________.
   f) Supervisors do a better job of setting goals than subordinates do.
   g) Tasks should be viewed as goals in and of themselves.
   h) Tasks should be separated from goals.
   i) Task goals can be highly motivating if they are properly set and are well managed.
   j) Task goals can be very intimidating and are the cause of low levels of motivation.

13. An organization is a __________.
   f) Collection of people working on the same projects
   g) Collection of people working together to achieve a common purpose
   h) Collection of people reporting to the same manager
   i) Collection of people working in different departments
   j) Collection of people working together in a business

14. Which of the following is the most accurate description regarding the purpose of an organization structure?
   f) To divide up and coordinate resources and tasks to be done for performance success.
   g) To identify relationships between suppliers and company buyers.
   h) To design titles for different types of workers.
   i) To allocate management authority to department heads.
   j) To assign daily work tasks to workers.

15. Three common types of traditional organizational structures are __________.
   f) Centralized, decentralized, and integrated.
   g) Functional, horizontal, and vertical.
   h) Divisional, centralized, and line.
16. __________ is the process of choosing and implementing structures that best arrange resources to accomplish the organization’s mission and objectives.
   f) Cultural management.
   g) Designing organizational structure based on strategy.
   h) Motivating.
   i) Mechanizing the organization.
   j) Cultural adaptation.

17. A(n) __________ operates in a shifting network of external strategic alliances that are engaged as needed, and typically are supported by extensive information technology (IT) utilization.
   f) Virtual organization.
   g) Upside-down pyramid.
   h) Functional organization.
   i) Divisional organization.
   j) Matrix structure.

18. A highly adaptive organization can become one that is designed for continuous adaptation through problem solving, innovation, and learning. This type of organization is known as a __________.
   f) Matrix organization.
   g) Learning organization.
   h) New age organization.
   i) Contemporary organization.
   j) Change management organization.

19. Which of the following fields do not contribute to understanding organizational behavior?
   a) Psychology & Political Science;
   b) Sociology & Anthropology;
   c) Social Psychology & Political Science;
   d) Sociology & Political Science;
   e) None; that is, they all contribute.

20. Which of the listed items is not a goal in the study of organizational behavior?
   a) Explanation
   b) Prediction
   c) Control
   d) None; that is, they are all goals.

21. Which management theory predicts that logic, order and legitimate authority may be used to produce a rational and efficient form of organization?
   a) Systems theory
   b) Bureaucracy theory
   c) Social responsibility theory
   d) Cultural relativism

22. Which is not a level at which we study organizational behavior?
   a) Individuals within organizations
   b) Groups within organizations
   c) The organizations as a system
   d) None; that is, we study at all of these

23. Which pair of theories would best describe the leadership influence on many Americans of Dr. Martin Luther King, Jr.?
   a) Transactional and group decision
   b) Visionary and coercive
24. When managers approve performance goals that workers view to be achievable, and the accomplishment of which will lead to rewards that the workers find attractive, which theory do they apply?
   a) Equity theory
   b) Bureaucracy theory
   c) Expectancy theory
   d) Herzberg’s two-factor theory

25. Someone with a clear sense of future and actions needed to get there is considered a __________ leader.
   f) Laissez-faire
   g) People-oriented
   h) Transactional
   i) Informal
   j) Visionary

26. Vision, which is frequently associated with effective leadership, refers to __________.
   f) The leader’s capacity to plan, organize, and control.
   g) A future that one hopes to create or achieve in order to improve upon the present state of affairs.
   h) The ability to spontaneously take charge in a group situation.
   i) The leader’s capacity to influence superiors.
   j) The knowledge of when to use position power and when not to use it.

27. Which of the following is NOT a core principle that should be practiced by managers who want to meet the challenges of visionary leadership?
   f) Be a team player.
   g) Be a pioneer.
   h) Be a consistent role model of behavior.
   i) Be enthusiastic and inspire others to share a common vision.
   j) Be first with ideas and right in all you do.

28. Effective leaders empower others by providing them with the __________ to make decisions and act independently within their areas of expertise.
   f) Information, problem-solving techniques, team cohesiveness, and information technology.
   g) Responsibility, concern for people, concern for task, and supportive style.
   h) Authority, task directions, task orientation, and information technology.
   i) Trust, task needs, maintenance needs, and participation.
   j) Information, responsibility, authority, and trust.

29. Personal traits that are common among successful leaders include all of the following EXCEPT:
   f) Drive, motivation, and self-confidence.
   g) Honesty and integrity.
   h) Cognitive ability and business knowledge.
   i) Being a people person.
   j) Creativity and flexibility.

30. __________ leaders develop special leader-follower relationships and inspire followers in extraordinary ways.
   f) Participative.
   g) Charismatic.
   h) Transformational.
   i) Transactional.
   j) Old-fashioned.

31. Behavioral norms are established and accepted by the end of the ________________ stage, as are
leadership and other roles in the group.
A) forming
B) storming
C) norming
D) performing

32. A type of interdependence that is highly interactive among the members (like in basketball) is called:
e. Pooled interdependence
f. Sequential interdependence
g. Outcome interdependence
h. Reciprocal interdependence

33. Individuals in a highly cohesive group
f. are high achievers within the team
g. are self-motivators without group relationships
h. are problem seekers outside the organization
i. strive to maintain positive relationships with other group members.
j. do not value their group membership.

35. Jim belongs to the special project group assigned to investigate possible recreation activities for the upcoming summer work program. Jim knows others are present to do his work and is considered to be a “free rider” by other group members. This group has encountered
f. social imperfection
g. synergy
h. social loafing
i. poor work ethics
j. slow learners

35. Groups that emerge within organizations from “spontaneous” relationships among people and are not officially created by the organization to serve a purpose are called
f. informal groups
g. psychological groups
h. aggregate groups
i. emergent groups
j. ad hoc groups

36. Steve is a member of a group of nine employees who meet weekly to discuss work flow problems and to suggest ways of improving operations and quality. Steve’s group is a
f. quality circle
g. virtual group
h. linking pin group
i. goof-off group
j. informal group

37. A visitor who takes offense at a foreign custom and considers it inferior to his or her own culture is acting in a(n) way ____________.
e) Individualistic.
f) High-context
g) Monochromic
h) Ethnocentric

38. In Hofstede’s study of national cultures, America was found to be the most ______________ among the 40 countries in his sample.
e) Individualistic  
f) Collectivistic  
g) Masculine  
h) Long term oriented

39. Workplaces in high power distance cultures will most likely be characterized by ________.  
a) flexible schedules  
b) autocratic leadership  
c) loosely defined chains of command  
d) informality between customers and workers

40. In addition to new markets, the possible business reasons for going international or global include the search for ____________.

e) Political risk  
f) Protectionism  
g) Lower labor costs  
h) Corrupt practices

KEY

| Q 01 = C | Q 11 = E | Q 21 = B | Q 31 = C |
| Q 02 = A | Q 12 = D | Q 22 = D | Q 32 = D |
| Q 03 = D | Q 13 = B | Q 23 = C | Q 33 = D |
| Q 04 = B | Q 14 = A | Q 24 = C | Q 34 = C |
| Q 05 = B | Q 15 = D | Q 25 = E | Q 35 = A |
| Q 06 = E | Q 16 = B | Q 26 = B | Q 36 = A |
| Q 07 = C | Q 17 = A | Q 27 = E | Q 37 = D |
| Q 08 = E | Q 18 = B | Q 28 = E | Q 38 = A |
| Q 09 = D | Q 19 = E | Q 29 = D | Q 39 = B |
| Q 10 = A | Q 20 = D | Q 30 = B | Q 40 = C |
Assessment Report
Spring 2013

SCHOOL OF BUSINESS
MANAGEMENT MAJORS

Department of
Management & Org
PREAMBLE

Upon completion of the program, management majors will possess competencies and skills needed for the managerial dimensions of roles they will play in their careers, as well as for graduate study. The program provides a foundation in management theory and practice.

SECTION 1: LEARNING OUTCOMES AND NUMERIC RESULTS.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course(S) Where Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions</td>
<td>MGT 403</td>
</tr>
<tr>
<td>2.) Identify and examine major theories in management and their use in organizational contexts</td>
<td>MGT 345</td>
</tr>
<tr>
<td>3a.) Identify functions and processes within an organization</td>
<td>MGT 326</td>
</tr>
<tr>
<td>3b.) Analyze the relationships and dynamics among organizations</td>
<td>MGT 345</td>
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<tr>
<td>4.) Use methods and theories to analyze and influence human behaviors in organizations</td>
<td>MGT 326</td>
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SECTION 2 – FINDINGS

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions
Students completed a project requiring integration of an international view with an analysis of leadership and culture. This analysis required analysis of ethical issues related to Finance, Human Resources, Accounting, Sales, Marketing, Technology and Production. Information on the rubric used to classify responses appears in the Appendix. See the summary of learning outcomes and results on Section One.

**Objective 2) Identify and examine major theories in management and their use in organizational contexts**

Each student completed a case analysis of changes made in a large organization. This analysis required students to identify and describe major theories of management applicable to the observed organizational changes. Requirements for the analysis are described further in the Appendix. See the summary of learning outcomes and results on Section One.

**Objective 3a) Identify functions and processes within an organization**

Students answered a set of multiple-choice questions that referred to the various functions and processes within an organization. Correct responses required knowledge of these functions and processes. These questions appear in the Appendix.

These questions were chosen for their content validity and face validity. The multiple-choice questions were administered at the time of the midterm and final exams. See the summary of learning outcomes and results on Section One.

**Objective 3b) Analyze the relationships and dynamics among organizations**

Students completed a case analysis of conditions in a large organization that worked with a variety of other major organizations. This analysis required students to analyze relationships among the different organizations and describe the dynamics observed. Requirements for the analysis are described further in the Appendix. See the summary of learning outcomes and results on Section One.

**Objective 4) Use methods and theories to analyze and influence human behaviors in organizations**

Students answered a set of multiple-choice questions related to methods and theories used to analyze and influence human behaviors in organizations. Correct responses required knowledge of these functions and processes. These questions appear in the Appendix.

Questions were chosen for their content validity and face validity. The multiple-choice questions were administered at the time of the midterm and final exams. See the summary of learning outcomes and results on Section One.
SECTION 3 – ANALYSIS

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

Objective 1 was met. Most students described and analyzed selected issues at an acceptable (or above acceptable) level. See the summary table on the first page.

Most students were able to analyze leadership and culture with respect to ethical issues for Finance, Human Resources, Accounting, Sales, Marketing, Technology and Production.

Objective 2) Identify and examine major theories in management and their use in organizational contexts

Objective 2 was met. Most students identified and examined major theories at a level that was acceptable or above acceptable. See the summary table on the first page. Many students identified and examined major theories at a level that was classified as above the acceptable level.

Students used multiple theories to explain the same objective outcome. As expected, different theories with different assumptions led students to different methods for analyzing the problems and offering different solutions to the management problem.

Objective 3a) Identify functions and processes within an organization

Objective 3a was met. Most students demonstrated an acceptable (or above acceptable) level of knowledge related to the functions and processes within an organization. Most students demonstrated this knowledge at a level classified as above acceptable. See the summary table on the first page.

Objective 3b) Analyze the relationships and dynamics among organizations

Objective 3b was met. Most students analyzed the relationships and dynamics among organizations at a level that was acceptable or above acceptable. See the summary table on the first page. Many students completed this analysis at level classified as above acceptable.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations
Objective 4 was met. Most students were able to use methods and theories to analyze human behaviors in organizations at an acceptable (or above acceptable) level. Most students performed at a level that was judged as being above the acceptable level.

SECTION 4 – USE OF RESULTS

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

The results of the assessment suggest that students satisfied this goal. In future semesters, student performance related to this goal may be studied in more detail. Also, the analysis required by students may be made more difficult in order to challenge the students more.

Objective 2) Identify and examine major theories in management and their use in organizational contexts

The findings were not used to make any curricular changes at this time. While curricular changes were not made, pedagogical changes were made to reinforce the major ideas. Additional class time was devoted to discussing the interrelationship among the various theories being studied. The current assessment method seems appropriate for the learning goals. Student performance will continue to be assessed.

Objective 3a) Identify functions and processes within an organization

No recommendations were made for curricular change or programmatic change from the results of this assessment. Students demonstrated a level of learning at or above an acceptable level. In future semesters, we may set the criterion levels higher and expect higher levels of performance.

Objective 3b) Analyze the relationships and dynamics among organizations

The findings were not used to make any curricular changes at this time. (Please see Objective 2 above.) Student performance will continue to be assessed.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations

No recommendations were made for curricular change or programmatic change from the results of this semester’s assessment. Students demonstrated an acceptable (or above acceptable) level of learning related to this learning objective. In future semesters, we may set the criterion levels higher and expect higher levels of performance.
Appendix

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

ASSESSMENT:

Students completed a project requiring integration of an international view with an analysis of leadership and culture. This analysis required analysis of ethical issues related to Finance, Human Resources, Accounting, Sales, Marketing, Technology, and Production.

The students’ projects were evaluated as follows:

**Above Acceptable** = Identified basic social and ethical issues underlying reported event/analysis for all levels of analysis and elaborated on the significance of issues to a higher degree of sophistication, recognizing connections between a greater variety of social actors/sectors/regions, etc. and/or referring to ongoing themes of the course.

**Acceptable** = Identified basic social and ethical issues underlying reported event/analysis for all levels of analysis.

**Below Acceptable** = Unable to identify basic social and ethical issues underlying reported event/analysis for all levels of analysis

Objective 2) Identify and examine major theories in management and their use in organizational contexts

Students in MGT345 were assigned Lou Gerstner’s book, *Who Says Elephants Can’t Dance*, to analyze and identify the management theories he used to change IBM during his tenure as CEO. Students were asked to identify relevant theories from the main textbook of the course—*Reframing Organizations* (Bolman and Deal) and apply those theories to specific instances faced by Gerstner.

Student responses were classified according to the following Rubric:

<table>
<thead>
<tr>
<th>Above Acceptable</th>
<th>Acceptable</th>
<th>Below Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to identify and apply appropriate management theories in an organizational case study <em>and</em> use competing theories to explain the same organization process.</td>
<td>Demonstrates the ability to identify and apply appropriate management theories in an organizational case study.</td>
<td>Cannot identify appropriate management theories in an organizational case study.</td>
</tr>
</tbody>
</table>

Students completed a course project, which was scored through use of the aforementioned rubric. The project description follows.

**MGT345 - Organizational Theory**
Spring 2013 (assessment)

Final project – this is the project that we used the semester prepared the entire semester. This project is worth 100 points.

IV. Overview of the project. This is NOT the submission. The submission guidelines and headings are found below.
   b. Each group will be assigned a problem that faced Lou Gerstner. Evaluate that problem using theories we learned in class. **This is the major part of the assignment.**
   c. How do the theories presented in *Reframing Organizations* help you explain, predict, and, possibly, control what happened at IBM?
   d. What did Gerstner do?

<table>
<thead>
<tr>
<th>Format of your submission</th>
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</thead>
<tbody>
<tr>
<td>Please use the following sections and indicate these sections in your paper as headings. Please use <strong>all</strong> these headings.</td>
</tr>
<tr>
<td>VII. Title of the project – include the problem assigned to you in the title.</td>
</tr>
<tr>
<td>VIII. Names of the group members. Your name must be listed to receive credit for this assignment.</td>
</tr>
<tr>
<td>IX. Theory 1:</td>
</tr>
<tr>
<td>a. Choose an appropriate frame (i.e. structural, human resource, political, or symbolic).</td>
</tr>
<tr>
<td>b. Identify one theory from this frame that you will use to explain, predict, and control the problem (dependent variable) assigned to you.</td>
</tr>
<tr>
<td>c. What are the assumptions underlying this frame (i.e. rational, consensus, political, socialization, or ethnomethodology.)</td>
</tr>
<tr>
<td>d. Given those assumptions, what questions are important?</td>
</tr>
<tr>
<td>i. How will you frame this problem?</td>
</tr>
<tr>
<td>ii. Given the insights and limitations of this theory, what further questions need to be asked? In other words, does this theory completely satisfy your goal of explanation?</td>
</tr>
<tr>
<td>X. Theory 2:</td>
</tr>
<tr>
<td>a. Choose a different frame (i.e. structural, human resource, political, or symbolic).</td>
</tr>
<tr>
<td>b. Identify one theory from this frame that you will use to explain, predict, and control the problem (dependent variable) assigned to you.</td>
</tr>
<tr>
<td>c. What are the assumptions underlying this frame (i.e. rational, consensus, political, socialization, or ethnomethodology.)</td>
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<tr>
<td>d. Given those assumptions, what questions are important?</td>
</tr>
<tr>
<td>i. How will you frame this problem?</td>
</tr>
</tbody>
</table>
|   ii. Given the insights and limitations of this theory, what further questions need to be asked? In other words, does this theory
completely satisfy your goal of explanation?

XI. You have now attempted to understand this problem from two perspectives.
   a. Are you satisfied with the explanations that you have developed? Have you left anything out?
   b. Which of the two theories is better at explaining, predicting, and controlling the problem (dependent variable)?

XII. Last, what did Gerstner do? Give him a grade on his performance based on your analysis.

   Remember: Good theory should allow you to predict, explain, and control the dependent variable.

V. Submission: (same as before)
   a. Each group member will receive the same grade on the project.
   b. Please type your response and submit your response as an attachment on BB Vista under Final Project. (But please do not use attachments on HW.) There should be 1 submission per group.
   c. The name of your file should be FinalProject_Group_. There should be no spaces in the filename.
   d. Please use Microsoft Office 2003 or 2007, or Open Office version 3.0 (free download)—but not Microsoft works.
   e. Boxes, arrows, charts, graphs, or other illustrative means are always appreciated and will positively affect (not effect) your grade.
   f. Misspelled words, misused words, or incorrect grammar will lower your grade.

VI. Presentations:
   a. For the Monday/Wednesday classes, we will begin presentations on Monday, May 10, 2013. The presentations will undoubtedly continue on Wednesday May 12, 2013.
   b. For the Thursday night class, all presentations will be done on Thursday, May 6, 2013.
   c. Please be prepared with your presentation on PowerPoint. I expect your presentation to be 10 to 15 minutes.

Objective 3a) Identify functions and processes within an organization (MGT 326)

Nine multiple-choice questions related to this objective were developed and administered at the time of the midterm and final exams.

- The cutoff score to be classified "Acceptable" was 25 to 49 percent correct answers.
- The cutoff score to be classified "Above Acceptable" was at least 50 percent correct answers.

Specific questions follow.

Goal 3a Items: Goal 3a: (Identify functions and processes within an organization)
112. The __________ to organizational effectiveness looks at the output side of
measure achievement of key operating objectives.
F. Systems resource approach.
G. Internal process approach.
H. Technological approach.
I. Goal approach.
J. Strategic constituencies approach.

113. Suppose a manager starts an affirmative action program to increase opportunities for minority advancement and then clearly and convincingly communicates the objectives of the program to all employees. By doing this the manager gains their support and participation. This manager is performing which management function?
F. Planning.
G. Organizing.
H. Leading.
I. Motivating.
J. Controlling.

114. According to the research conducted on the nature of managerial work, which of the following is false?
F. Managers work at fragmented and varied tasks.
G. Managers work at an intense pace.
H. Managers work long hours.
I. Managers spend much time working alone.
J. Managers work with many communication media.

115. Any work schedule that allows a full-time job to be completed in less than the standard five days is known as __________.
F. Flexible working hours.
G. The compressed workweek.
H. The noble dream.
I. Telecommuting.
J. Job simplification.

216. __________ is the creation of a whole that is greater than the sum of its parts.
F. Exchange.
G. Association.
H. Synergy.
I. Harmony.
J. Union.

217. __________ is the tendency for one’s behavior to be influenced by the presence of others in a group.
F. Social loafing.
G. Social facilitation.
H. Social compensation.
I. Social thinking.
J. Social norming.
218.  The essence of power is _________.
   F.  Personal desire.
   G.  The ability to provide support.
   H.  A distinguished reputation.
   I.  Control over the behavior of others.
   J.  Having a Machiavellian personality.

219.  Which strategy for exercising relational influence can be defined as “using facts and data to support a logical argument?”
   F.  Assertiveness.
   G.  Higher authority.
   H.  Sanctions.
   I.  Reason.
   J.  Coalition.

220.  The _________ strategy of exercising relational influence “uses relationships with other people for support.”
   F.  Assertiveness.
   G.  Sanctions.
   H.  Bargaining.
   I.  Coalition.
   J.  Friendliness.

Objective 3b) Analyze the relationships and dynamics among organizations

Objective 3b was analyzed with the same case for MGT345 that was used in Objective 3a.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations

Twenty-six multiple-choice questions related to this objective were developed and administered at the time of the midterm and final exams.

- The cutoff score to be classified "Acceptable" was 25 to 49 percent correct answers.
- The cutoff score to be classified "Above Acceptable" was at least 50 percent correct answers.

Specific questions follow.

Goal 4 Items: Goal 4: (Use methods and theories to analyze and influence human behaviors in organizations)
101. Which of the following statements about locus of control is correct?

F. External locus of control people tend to be more introverted.
G. Internal locus of control people tend to be more extroverted.
H. Internal locus of control people tend to perform better on tasks requiring complex information processing and learning.
I. External locus of control people tend to perform better on tasks where they must take personal initiative.
J. Many managerial and professional jobs require behavior that is consistent with an external locus of control.

102. __________ describes a state of inconsistency between an individual’s attitudes and behavior.

F. Cognitive dissonance.
G. Subjective strife.
H. Subconscious friction.
I. Sociological discord.
J. Psychological disharmony.

103. A __________ contains information about a person’s own appearance, behavior, and personality.

F. Script schema.
G. Self schema.
H. Domestic schema.
I. Person-in-situation schema.
J. Indigenous schema.

104. A __________ occurs when one attribute of a person or situation is used to develop an overall impression of the individual or situation.

F. Primacy effect.
G. Halo effect.
H. Projection error.
I. Contrast effect.
J. Statutory error.

105. In the attribution theory framework, __________ takes into account how likely it is for all those facing a similar situation to respond in the same way.

F. Consistency.
G. Distinctiveness.
H. Consensus.
I. Individuality.
J. Accord.

106. __________ of motivation focus on the physiological or psychological deficiencies that people seek to reduce or eliminate.

F. Content theories.
G. Process theories.
H. Reinforcement theories.
I. Methods theories.
J. Personality-linked theories.

107. In Maslow’s needs hierarchy, _________ needs refer to the needs for respect, prestige, recognition, mastery, and a personal sense of competence.
F. Physiological.
G. Esteem.
H. Self-actualization.
I. Safety.
J. Social.

108. Kathy notices that most of her coworkers take extended lunch breaks. Kathy doesn’t do this, but feels she is therefore justified in working a little less hard during the day. Kathy’s decision to work “less hard” is best explained by the _________ theory of motivation.
F. Expectancy.
G. Equity.
H. Two-factor.
I. Goal-setting.
J. Acquired needs.

109. _________ is the probability assigned by the individual that work effort will be followed by a given level of achieved task performance.
F. Instrumentality.
G. Inducement.
H. Valence.
I. Motivator.
J. Expectancy.

110. According to the law of contingent reinforcement, to have maximum reinforcement value, a reward must be delivered only _________.
F. By an employee’s superior.
G. If it is coupled with public recognition.
H. If the employee receiving the reward is in the presence of other coworkers.
I. If it has a monetary value.
J. If the desired behavior is exhibited.

111. Occasional praise by a boss on unscheduled visits is an example of a _________ reinforcement schedule.
F. Variable ratio.
G. Variable interval.
H. Ratio interval
I. Fixed ratio.
J. Fixed interval.

201. The _________ stage of group development is a period of high emotionality and tension among the group members.
F. Forming.
G. Storming.
H. Norming.
I. Performing.
J. Adjourning.  
202. In __________, group members actively generate as many ideas and alternatives as possible, and they do so relatively quickly and without inhibitions.
   F. The nominal group technique.  
   G. Brainstorming.  
   H. The Delphi technique.  
   I. Groupthink.  
   J. The round-robin technique.  
203. According to the Michigan leadership studies, __________ supervisors are those who place strong emphasis on their subordinates’ welfare.
   F. Production-centered.  
   G. Administration-centered.  
   H. Employee-centered.  
   I. Task-centered.  
   J. Process-centered.  
204. According to Hersey and Blanchard, a telling style of leadership is best for __________.
   F. Low follower readiness (low maturity).  
   G. Low to moderate follower readiness.  
   H. Moderate to high follower readiness.  
   I. High follower readiness.  
   J. Veteran employees who are highly prepared for a particular job.  
205. In contrast to other approaches to studying leadership, the __________ theory argues that sometimes hierarchical leadership makes essentially no difference.
   F. House’s path-goal theory of leadership.  
   G. Hersey and Blanchard’s situational leadership model.  
   H. Contingency theory of leadership.  
   I. Substitutes for leadership.  
   J. Attribution theory of leadership.  
206. __________ involves leader-follower exchanges necessary for achieving routine performance agreed upon between leaders and followers.
   F. Transformational leadership.  
   G. Laissez-faire leadership.  
   H. Transactional leadership.  
   I. Dynamic leadership.  
   J. Organic leadership.  
207. The __________ dimension of transformational leadership provides vision and a sense of mission, and it instills pride, along with follower respect and trust.
   F. Charisma.  
   G. Inspiration  
   H. Physical stamina.  
   I. Intellectual stimulation  
   J. Individualized consideration.
208. When Linda, a manager in a department store, tells someone to do something and refers to the fact that she is the boss and therefore the other person must do as asked, she is trying to use _________ to influence the other person's behavior.

F. Personal power.
G. Reward power.
H. Legitimate power.
I. Coercive power.
J. Process power.

209. Ralph makes it a point to always offer help in technical areas in which he is skilled and knowledgeable. His subordinates trust his judgment, and form one of the most productive units in the company. What type of power is Ralph exerting?

F. Legitimate power.
G. Coercive power.
H. Referent power.
I. Reward power.
J. Expert power.

210. In order to increase their centrality and criticality in the organization, managers may seek to acquire a more central role in the workflow by doing all of the following EXCEPT:

F. Having information filtered through them.
G. Occupying an office convenient to main traffic flows.
H. Expanding their network of communication contacts.
I. Increasing their political savvy.
J. Making at least part of their job responsibilities unique.

211. _________ refers to the extent to which a person feels able to control his or her own life.

F. Agreeableness.
G. Machiavellianism.
H. Locus of control.
I. Emotional adjustment.
J. Social conception.

212. _________ is the process through which people select, organize, interpret, retrieve, and respond to information from their environment.

F. Attribution.
G. Perception.
H. Assimilation.
I. Cognition.
J. Recognition.

213. The director of engineering at a local company was very impressed that Jerry, a production engineer, had not missed a single day of work in the past 12-month period. Based on this one item, the director of engineering rated Jerry very high on all dimensions of his performance appraisal. This error in the performance appraisal process is known as a__________.

F. Halo effect.
G. Projection error.
214. ________ is used to measure a person’s leadership style based on a description of the person with whom the respondent has been able to work least well.

   F. Undesirable colleague grid.
   G. Unattractive co-worker grid.
   H. Least preferred co-worker scale.
   I. Least attractive colleague grid.
   J. Most preferred co-worker scale.

215. According to Hersey and Blanchard, a _________ style of leadership is best for high follower readiness (high maturity).

   F. Delegating.
   G. Directing.
   H. Participating.
   I. Selling.
   J. Telling.
The stated learning objectives for students in this course (see syllabus, attached) are:

1) *Identify* key assumptions underlying your own and others’ views of business and society.
2) *Interpret* business-related current events and cases, using knowledge from a variety of disciplinary, historical and value-based perspectives.
3) *Analyze* ethical and social implications of key business, social and economic practices on organizations, individuals, and society, considering the local and global.
4) Be more aware of interdependence between ourselves and diverse sectors of society locally and globally.

A regular feature of course meetings and student work was the analysis of current events related to business and society, with special emphasis on the implications for different groups, regions, etc. In order to evaluate the learning achieved over the course of the semester I used a short answer format exercise. Students were given a recent copy of *The New York Times* and asked to choose two articles. For each article they were asked to describe the implications/effects of the reported news story for each of four spheres (see attached instruction sheet):

- the relationship between the state and the private sector,
- business,
- the relationship between local, national and global interests,
- themselves, as individuals (rooted in families, communities, etc.)

The students’ responses were evaluated as follows:

**Above Acceptable** = Identified basic social and ethical issues underlying reported event/analysis for all 8 levels of analysis and elaborate on significance of issues to a higher degree of sophistication, recognizing connections between a greater variety of social actors/sectors/regions, etc. and/or referring to ongoing themes of the course.

**Acceptable** = Identified basic social and ethical issues underlying reported event/analysis for all 8 levels of analysis.

**Below Acceptable** = Unable to identify basic social and ethical issues underlying reported event/analysis for all 8 levels of analysis
RESULTS 403-01

N = 27

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</tr>
<tr>
<td></td>
<td>52%</td>
<td>33%</td>
<td>15%</td>
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</table>

MGT 403
Spring 2013
Assessment of Learning

Using today’s New York Times, choose TWO articles that seem appropriate for the assignment (don’t choose the articles until you’ve read and thought about the assignment).

For EACH article describe the implications/effects of the reported news story (the event or analysis that is being written about) for each of four spheres:

- the relationship between the state and the private sector;
- business;
- the relationship between local, national and global interests;
- yourself, as an individual (rooted in families, communities, etc.)

You should have a total of EIGHT short answers. To the extent that you can describe the connections between the different spheres and make reference to the “big issues” we’ve discussed this semester.

Assessment Report
Spring 2013

Department of Management & Org
PREAMBLE

The aim of the School of Business degree program is to provide students with a broad educational foundation to prepare for responsible citizenship and leadership roles in business and society — domestic and worldwide. The curriculum of the School of Business is designed to provide a strong liberal arts foundation plus a high quality business education. The School of Business offers the following majors:

- Accounting
- Finance
- Management Information Systems
- Management and Organization
- Marketing

SECTION 1 – LEARNING OUTCOMES

Description of learning objectives (LO’s) measured in MGT 295 course (BSBA)

The seven Learning Objectives (LO1 through LO7) correspond to seven learning objectives identified for the School of Business BSBA program. A list of each objective and its description are included in Table 1.

<table>
<thead>
<tr>
<th>Objective in BSBA plan</th>
<th>Description of objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 BSBA-1-Management (1)</td>
<td>Describe how society at large and specific stakeholder groups affect and are affected by organizational actions</td>
</tr>
<tr>
<td>LO2 BSBA-1-Management (2)</td>
<td>Describe methods and theories used to analyze and influence human behaviors in organizations</td>
</tr>
<tr>
<td>LO3 BSBA-1-Management (3)</td>
<td>Identify interests, functions, and processes within an organization, and describe the relationships and dynamics among them</td>
</tr>
<tr>
<td>LO4 BSBA-1-Management (4)</td>
<td>Identify major theories in management and describe their use in organizational contexts</td>
</tr>
<tr>
<td>LO5 BSBA-4 (1)</td>
<td>Describe and identify characteristics of effective leadership</td>
</tr>
<tr>
<td>LO6 BSBA-4 (4)</td>
<td>Describe, identify, and explain characteristics of effective teams</td>
</tr>
<tr>
<td>LO7 BSBA-5</td>
<td>Describe global and/or cross-cultural variations of values and beliefs in management.</td>
</tr>
</tbody>
</table>

SECTION 2 – FINDINGS

Measurement of the objectives

3 This goal was added for Fall 2009. This goal originally was designated for MKT 295. Beginning in Fall 2009, this goal was designated for MGT 295; 2 This goal was added for Fall 2012.
These objectives were measured in the introductory Management course (Fundamentals of Management and Organizational Behavior (MGT 295). This is the first course taken by Management majors, and it is required for all Business School majors. This course also is taken by Business School minors and students outside the Business School who take this course as an elective.

The seven learning objectives were measured through a forty item multiple-choice examination that was administered to all students enrolled in all section of MGT 295. A copy of the examination appears as Appendix A.

Each of the seven learning objectives was measured through multiple-choice items that were included in the forty item test. The correspondence of specific test items with individual learning objectives is described in Table 2. See actual test items in Appendix A.

<table>
<thead>
<tr>
<th>Objective in BSBA plan</th>
<th>Questions used to measure each objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1 BSBA-1-Management (1)</td>
<td>Questions 1-6</td>
</tr>
<tr>
<td>LO2 BSBA-1-Management (2)</td>
<td>Questions 7-12</td>
</tr>
<tr>
<td>LO3 BSBA-1-Management (3)</td>
<td>Questions 13-18</td>
</tr>
<tr>
<td>LO4 BSBA-1-Management (4)</td>
<td>Questions 19-24</td>
</tr>
<tr>
<td>LO5 BSBA-4 (1)</td>
<td>Questions 25-30</td>
</tr>
<tr>
<td>LO6 BSBA-4 (4)</td>
<td>Questions 31-36</td>
</tr>
<tr>
<td>LO7 BSBA-4 (5)</td>
<td>Questions 37-40</td>
</tr>
</tbody>
</table>

Assessment Methods, Summarizing Student Performance

Responses were scored with the answer key listed in Appendix A. Students’ total scores, which reflected the sum of correct responses to all forty questions, were summarized through three categories: Below acceptable, Acceptable, or Above acceptable. The correspondence between total scores and these three categories is listed in Table 3.

For each learning objective, each student’s total number of correct responses for the six relevant test items was determined. The total number of correct responses was used to categorize responses into three categories: Below acceptable, Acceptable, or Above acceptable. The correspondence between the score for individual learning objectives and these three categories is listed in Table 3.

<table>
<thead>
<tr>
<th>Total score (40 items)</th>
<th>For each objective (six items for each objective)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below acceptable</td>
<td>&lt;25 (&lt;70%) correct</td>
</tr>
<tr>
<td>Acceptable</td>
<td>25-28 (70-79 %)correct</td>
</tr>
<tr>
<td>Above acceptable</td>
<td>29-36 (80-100 %) correct</td>
</tr>
</tbody>
</table>

Summary of Findings:

Spring 2013 responses for 187 students were analyzed according to the aforementioned definitions. The number of students (and the percentage of students) categorized in each category for each learning objective is summarized in Table 4 in terms of percentages and Table 5 of frequencies.

Table 4: Percentages
<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Course Where Measured</th>
<th>Number of Students</th>
<th>Number of Sections</th>
<th>Below Acceptable</th>
<th>Acceptable</th>
<th>Above Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO-1</td>
<td>MGT295</td>
<td>187</td>
<td>8</td>
<td>22.99%</td>
<td>24.60%</td>
<td>52.41%</td>
</tr>
<tr>
<td>LO-2</td>
<td>MGT295</td>
<td>171</td>
<td>8</td>
<td>22.81%</td>
<td>12.28%</td>
<td>64.91%</td>
</tr>
<tr>
<td>LO-3</td>
<td>MGT295</td>
<td>157</td>
<td>8</td>
<td>42.04%</td>
<td>18.47%</td>
<td>39.49%</td>
</tr>
<tr>
<td>LO-4</td>
<td>MGT295</td>
<td>159</td>
<td>8</td>
<td>20.13%</td>
<td>15.72%</td>
<td>64.15%</td>
</tr>
<tr>
<td>LO-5</td>
<td>MGT295</td>
<td>150</td>
<td>8</td>
<td>42.00%</td>
<td>15.33%</td>
<td>42.67%</td>
</tr>
<tr>
<td>LO-6</td>
<td>MGT295</td>
<td>161</td>
<td>8</td>
<td>50.31%</td>
<td>11.18%</td>
<td>38.51%</td>
</tr>
<tr>
<td>LO-7</td>
<td>MGT295</td>
<td>187</td>
<td>8</td>
<td>8.02%</td>
<td>54.01%</td>
<td>37.97%</td>
</tr>
</tbody>
</table>

Table 5: Frequencies

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Total Participants</th>
<th>Missing: incomplete response</th>
<th># Assessed</th>
<th>Below Acceptable</th>
<th>Acceptable</th>
<th>Above Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO-1</td>
<td>187</td>
<td>0</td>
<td>187</td>
<td>43</td>
<td>46</td>
<td>98</td>
</tr>
<tr>
<td>LO-2</td>
<td>187</td>
<td>16</td>
<td>171</td>
<td>39</td>
<td>21</td>
<td>111</td>
</tr>
<tr>
<td>LO-3</td>
<td>187</td>
<td>30</td>
<td>157</td>
<td>66</td>
<td>29</td>
<td>62</td>
</tr>
<tr>
<td>LO-4</td>
<td>187</td>
<td>28</td>
<td>159</td>
<td>32</td>
<td>25</td>
<td>102</td>
</tr>
<tr>
<td>LO-5</td>
<td>187</td>
<td>37</td>
<td>150</td>
<td>63</td>
<td>23</td>
<td>64</td>
</tr>
<tr>
<td>LO-6</td>
<td>187</td>
<td>26</td>
<td>161</td>
<td>81</td>
<td>18</td>
<td>62</td>
</tr>
<tr>
<td>LO-7</td>
<td>187</td>
<td>0</td>
<td>187</td>
<td>15</td>
<td>101</td>
<td>71</td>
</tr>
</tbody>
</table>

SECTION 3 - ANALYSIS

<table>
<thead>
<tr>
<th>LO1 BSBA-1-Management (1)</th>
<th>Describe how society at large and specific stakeholder groups affect and are affected by organizational actions</th>
</tr>
</thead>
</table>

For Learning Objective 1, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.

<table>
<thead>
<tr>
<th>LO2 BSBA-1-Management (2)</th>
<th>Describe methods and theories used to analyze and influence human behaviors in organizations</th>
</tr>
</thead>
</table>

For Learning Objective 2, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.

<table>
<thead>
<tr>
<th>LO3 BSBA-1-Management (3)</th>
<th>Identify interests, functions, and processes within an organization, and describe the relationships and dynamics among them</th>
</tr>
</thead>
</table>

For Learning Objective 3, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.
<table>
<thead>
<tr>
<th>LO4</th>
<th>BSBA-1-Management (4)</th>
<th>Identify major theories in management and describe their use in organizational contexts</th>
</tr>
</thead>
</table>

For Learning Objective 4, most students gave responses that were classified as Acceptable or Above Acceptable. Many students gave responses that were classified as Above acceptable. See Table 4 for the summary.

<table>
<thead>
<tr>
<th>LO5</th>
<th>BSBA-4 (1)</th>
<th>Describe and identify characteristics of effective leadership</th>
</tr>
</thead>
</table>

For Learning Objective 5, Many students fell in the category of Below Acceptable. The department faculty will continue to watch the trends and discuss plans to improve the student learning in this area. See Table 4 for the summary.

<table>
<thead>
<tr>
<th>LO6</th>
<th>BSBA-4 (4)</th>
<th>Describe, identify, and explain characteristics of effective teams</th>
</tr>
</thead>
</table>

For Learning Objective 6, many students fell in the category of Below Acceptable. The department faculty will continue to watch the trends and discuss plans to improve the student learning in this area. See Table 4 for the summary.

<table>
<thead>
<tr>
<th>LO7</th>
<th>BSBA-4 (5)</th>
<th>Describe global and/or cross-cultural variations of values and beliefs in management</th>
</tr>
</thead>
</table>

For Learning Objective 7, and most students achieved over Acceptable category. The assessment items show reasonable face validity and the outcome of the assessment shows reasonable representation. We will continue to watch their assessment power and outcome trends.

**SECTION 4 – USE OF RESULTS**

Faculty members who taught MGT 295 between fall 2012 and spring 2013 collectively examined the results carefully and discussed about how to improve student learning on the targeted learning objectives as well as all other subject matters the course covered. We discussed pros and cons of various teaching methods.

In addition, the faculty discussed any possibility that lead to measurement errors and discussed the ways to (1) improve the consistency among measures, (2) to clarify some of the individual measures that may have confused students because of ambiguity, etc., and (3) to enhance attention of students in the assessment. We looked closely the assessment items particularly for Learning Objective 5 and 6, and discussed the way to improve the measurement.

The faculty decided to ask all students across sections 1) to identify their names on the test, and 2) to ask all MGT 295 instructors to allocate 10% of the student final grade to this assessment test, starting the spring 2013. However, a couple of instructors offered the same grade for all participating students in the assessment. The department will continue to discuss the best way to improve the measure and the implementation of the measure in the class.
SECTION 1 – LEARNING OUTCOMES

Description of learning objectives measured in MGT 480 Capstone course (BSBA)

- Synthesize the discipline-specific concepts.
- Demonstrate effective interpersonal teamwork skills.

SECTION 2 – FINDINGS

All students are placed in a team of five to six students. They must work together to compete in a simulated business competition, using CapSim platform (available at http://www.capsim.com).

All students are assessed in the built-in assessment tool of the platform for their acquired and demonstrated knowledge of synthesizing all business discipline-specific concepts.

All students in the team are also evaluated by their peers for their contribution to the business competition, teamwork, and interpersonal skills. The CapSim platform provides the assessment tools built in the simulation program.

Sping 2013 responses for 50 students were analyzed according to the aforementioned definitions. The following table summarizes the findings.

Goal BSBA 2: Goal 3)-1 Synthesis of discipline-specific concepts
Goal BSBA 2: Goal 3)-2 Demonstrate effective interpersonal teamwork skills
Goal BSBA 2: Goal 3)-3 Demonstrate effective interpersonal teamwork skills/Quality of contributions to teamwork

Table: Percentages

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Course Where Measured</th>
<th>Number of Students</th>
<th>Number of Sections</th>
<th>Below Acceptable</th>
<th>Acceptable</th>
<th>Above Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO 3)-1: syn</td>
<td>MGT480</td>
<td>50</td>
<td>2</td>
<td>2.00%</td>
<td>0.00%</td>
<td>98.00%</td>
</tr>
<tr>
<td>LO 3)-2: int</td>
<td>MGT480</td>
<td>50</td>
<td>2</td>
<td>4.00%</td>
<td>0.00%</td>
<td>96.00%</td>
</tr>
<tr>
<td>LO 3)-3: team</td>
<td>MGT480</td>
<td>50</td>
<td>2</td>
<td>6.00%</td>
<td>0.00%</td>
<td>94.00%</td>
</tr>
</tbody>
</table>

Table: Frequencies

<table>
<thead>
<tr>
<th>Learning Outc</th>
<th>Total Participants</th>
<th>Missing: incomplete response</th>
<th># Assessed</th>
<th>Below Acceptable</th>
<th>Acceptable</th>
<th>Above Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO-3)-1</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>1</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td>LO-3)-2</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>2</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>LO-3)-3</td>
<td>50</td>
<td>0</td>
<td>50</td>
<td>3</td>
<td>0</td>
<td>47</td>
</tr>
</tbody>
</table>
SECTION 3 - ANALYSIS

Most students demonstrated their ability to synthesize discipline-specific concepts. Most students also demonstrated their effective interpersonal teamwork skills.

SECTION 4 – USE OF RESULTS

The faculty teaching the class using the simulation are content with the results and are encouraged to continue using the CapSim platform for enhancing student learning of integrating/synthesizing their functional knowledge as well as interpersonal skills.
Appendix A: MGT 295, Principles of Management Assessment Items

Multiple choice questions (40 items)

13. A firm’s external environmental analysis does not include:
   i) Social issues and social interest groups
   j) Political activity
   k) The strategic wishes of the Board of Directors
   l) Local community concerns

14. Strategic planning is founded on:
   i) The external environment and a firm’s internal strengths and weaknesses
   j) Competitive forces and internal leadership
   k) Almost exclusively on economic forces and constraints
   l) A firm’s internal culture and human resource practices

15. Given the reality of constant economic, competitive and social change impact on the organization, the environmental analysis done by an organization ________________.
   i) Is often pointless because immediately dated
   j) Only vaguely useful as a trend predictor
   k) Important, but less critical than constant internal financial review and cost analysis
   l) Still essential, but must be continuously updated to be kept current

16. Corporate Social Responsibility is______________.
   i) Required by Sarbanes-Oxley and other government regulation
   j) A voluntary obligation toward society assumed by a business
   k) A new form of competitive advantage used by marketers
   l) A philosophy identifying benefit to the corporation as the main responsibility of the corporation.

17. Which of the following is NOT part of organization’s general environment conditions?
   k) External technological conditions.
   l) Internal human relations conditions.
   m) Economic conditions.
   n) Legal-political conditions.
   o) Natural environment conditions.

18. Which of the following would NOT be an important stakeholder element in the specific environment of most organizations?
   k) Customers.
   l) Suppliers.
   m) Competitors.
   n) Substitute product sellers.
   o) Political parties.

7. Which of the following best explains the relationship of motivation to performance?
   a) Performance is not related to motivation
   b) Performance and motivation are factors that limit ability
   c) Ability and motivation are important factors in performance
   d) Performance and ability determine motivation
   e) All of the above

8. Mrs. K is promoted to manager. She strives to be professional in dealing with associates; however, she can't help covering for Janet who is a single mom with four children. Sometimes she ignores lax performance from Tom
because she does not want him to be mad at her. Mrs. K's need for which of the following is interfering with her ability to be a good manager?

a) Power  
b) Safety  
c) Self-esteem  
d) Achievement  
e) Affiliation

9. Unlike salespeople whose performance can be measured by the number of sales, it is sometimes difficult to find comparable measures for plant workers. A manager of a printing company was concerned about wasted paper and decided to set an objective to increase employees' bonuses by reducing wasted paper by 20 percent during the next six months. Which of the following motivational theories was the manager using?

a) Reinforcement theory  
b) Expectancy theory  
c) Alder’s ERG theory  
d) Goal-setting theory  
e) Equity theory

10. Which of the following would be considered an example of an extrinsic reward?

a) A vacation awarded for highest sales performance  
b) The pleasure associated with performing an enjoyable task  
c) A sense of achievement upon reaching a goal  
d) A feeling of satisfaction for a job well done

11. Effective feedback is likely to have a positive impact on motivation by:

a) Providing information that is valuable to high achievers  
b) Developing expectancies and instrumentalities  
c) Providing explanations that influence perceptions of fairness  
d) Enhancing the goal-setting process  
e) All of the above

12. The basic premise of the goal-setting theory is that __________.

k) Supervisors do a better job of setting goals than subordinates do.  
l) Tasks should be viewed as goals in and of themselves.  
m) Tasks should be separated from goals.  
n) Task goals can be highly motivating if they are properly set and are well managed.  
o) Task goals can be very intimidating and are the cause of low levels of motivation.

13. An organization is a __________.

k) Collection of people working on the same projects  
l) Collection of people working together to achieve a common purpose  
m) Collection of people reporting to the same manager  
n) Collection of people working in different departments  
o) Collection of people working together in a business

14. Which of the following is the most accurate description regarding the purpose of an organization structure?

k) To divide up and coordinate resources and tasks to be done for performance success.  
l) To identify relationships between suppliers and company buyers.  
m) To design titles for different types of workers.  
n) To allocate management authority to department heads.  
o) To assign daily work tasks to workers.

15. Three common types of traditional organizational structures are __________.

k) Centralized, decentralized, and integrated.  
l) Functional, horizontal, and vertical.  
m) Divisional, centralized, and line.
16. ________ is the process of choosing and implementing structures that best arrange resources to accomplish the organization’s mission and objectives.
  k) Cultural management.
  l) Designing organizational structure based on strategy.
  m) Motivating.
  n) Mechanizing the organization.
  o) Cultural adaptation.

17. A(n) ________ operates in a shifting network of external strategic alliances that are engaged as needed, and typically are supported by extensive information technology (IT) utilization.
  k) Virtual organization.
  l) Upside-down pyramid.
  m) Functional organization.
  n) Divisional organization.
  o) Matrix structure.

18. A highly adaptive organization can become one that is designed for continuous adaptation through problem solving, innovation, and learning. This type of organization is known as a ________.
  k) Matrix organization.
  l) Learning organization.
  m) New age organization.
  n) Contemporary organization.
  o) Change management organization.

19. Which of the following fields do not contribute to understanding organizational behavior?
   a) Psychology & Political Science;
   b) Sociology & Anthropology;
   c) Social Psychology & Political Science;
   d) Sociology & Political Science;
   e) None; that is, they all contribute.

20. Which of the listed items is not a goal in the study of organizational behavior?
   a) Explanation
   b) Prediction
   c) Control
   d) None; that is, they are all goals.

21. Which management theory predicts that logic, order and legitimate authority may be used to produce a rational and efficient form of organization?
   a) Systems theory
   b) Bureaucracy theory
   c) Social responsibility theory
   d) Cultural relativism

22. Which is not a level at which we study organizational behavior?
   a) Individuals within organizations
   b) Groups within organizations
   c) The organizations as a system
   d) None; that is, we study at all of these

23. Which pair of theories would best describe the leadership influence on many Americans of Dr. Martin Luther King, Jr.?
   a) Transactional and group decision
   b) Visionary and coercive
c) Visionary and charismatic  
d) Leadership style and formal

24. When managers approve performance goals that workers view to be achievable, and the accomplishment of which will lead to rewards that the workers find attractive, which theory do they apply?  
a) Equity theory  
b) Bureaucracy theory  
c) Expectancy theory  
d) Herzberg’s two-factor theory

25. Someone with a clear sense of future and actions needed to get there is considered a ____________ leader.  
k) Laissez-faire  
l) People-oriented  
m) Transactional  
n) Informal  
o) Visionary

26. Vision, which is frequently associated with effective leadership, refers to __________.  
k) The leader’s capacity to plan, organize, and control.  
l) A future that one hopes to create or achieve in order to improve upon the present state of affairs.  
m) The ability to spontaneously take charge in a group situation.  
n) The leader’s capacity to influence superiors.  
o) The knowledge of when to use position power and when not use it.

27. Which of the following is NOT a core principle that should be practiced by managers who want to meet the challenges of visionary leadership?  
k) Be a team player.  
l) Be a pioneer.  
m) Be a consistent role model of behavior.  
n) Be enthusiastic and inspire others to share a common vision.  
o) Be first with ideas and right in all you do.

28. Effective leaders empower others by providing them with the __________ to make decisions and act independently within their areas of expertise.  
k) Information, problem-solving techniques, team cohesiveness, and information technology.  
l) Responsibility, concern for people, concern for task, and supportive style.  
m) Authority, task directions, task orientation, and information technology.  
n) Trust, task needs, maintenance needs, and participation.  
o) Information, responsibility, authority, and trust.

29. Personal traits that are common among successful leaders include all of the following EXCEPT:  
k) Drive, motivation, and self-confidence.  
l) Honesty and integrity.  
m) Cognitive ability and business knowledge.  
n) Being a people person.  
o) Creativity and flexibility.

30. __________ leaders develop special leader-follower relationships and inspire followers in extraordinary ways.  
k) Participative.  
l) Charismatic.  
m) Transformational.  
n) Transactional.  
o) Old-fashioned.

31. Behavioral norms are established and accepted by the end of the ________________ stage, as are
leadership and other roles in the group.
A) forming  
B) storming  
C) norming  
D) performing

32. A type of interdependence that is highly interactive among the members (like in basketball) is called:
   i. Pooled interdependence  
   j. Sequential interdependence  
   k. Outcome interdependence  
   l. Reciprocal interdependence

33. Individuals in a highly cohesive group
   k. are high achievers within the team  
   l. are self-motivators without group relationships  
   m. are problem seekers outside the organization  
   n. strive to maintain positive relationships with other group members.  
   o. do not value their group membership.

36. Jim belongs to the special project group assigned to investigate possible recreation activities for the upcoming summer work program. Jim knows others are present to do his work and is considered to be a “free rider” by other group members. This group has encountered
   k. social imperfection  
   l. synergy  
   m. social loafing  
   n. poor work ethics  
   o. slow learners

35. Groups that emerge within organizations from “spontaneous” relationships among people and are not officially created by the organization to serve a purpose are called
   k. informal groups  
   l. psychological groups  
   m. aggregate groups  
   n. emergent groups  
   o. ad hoc groups

36. Steve is a member of a group of nine employees who meet weekly to discuss work flow problems and to suggest ways of improving operations and quality. Steve’s group is a
   k. quality circle  
   l. virtual group  
   m. linking pin group  
   n. goof-off group  
   o. informal group

37. A visitor who takes offense at a foreign custom and considers it inferior to his or her own culture is acting in a(n) way ____________.
   i) Individualistic.  
   j) High-context  
   k) Monochromic  
   l) Ethnocentric

39. In Hofstede’s study of national cultures, America was found to be the most ____________ among the 40 countries in his sample.
i) Individualistic
definition or term: Individualistic

j) Collectivistic
definition or term: Collectivistic

k) Masculine
definition or term: Masculine

l) Long term oriented
definition or term: Long term oriented

39. Workplaces in high power distance cultures will most likely be characterized by ________.

ey) flexible schedules
definition or term: flexible schedules

f) autocratic leadership
definition or term: autocratic leadership

g) loosely defined chains of command
definition or term: loosely defined chains of command

h) informality between customers and workers
definition or term: informality between customers and workers

41. In addition to new markets, the possible business reasons for going international or global include the search for ____________.

i) Political risk
definition or term: Political risk

j) Protectionism
definition or term: Protectionism

k) Lower labor costs
definition or term: Lower labor costs

l) Corrupt practices
definition or term: Corrupt practices

KEY

| Q 01 = C | Q 11 = E | Q 21 = B | Q 31 = C |
| Q 02 = A | Q 12 = D | Q 22 = D | Q 32 = D |
| Q 03 = D | Q 13 = B | Q 23 = C | Q 33 = D |
| Q 04 = B | Q 14 = A | Q 24 = C | Q 34 = C |
| Q 05 = B | Q 15 = D | Q 25 = E | Q 35 = A |
| Q 06 = E | Q 16 = B | Q 26 = B | Q 36 = A |
| Q 07 = C | Q 17 = A | Q 27 = E | Q 37 = D |
| Q 08 = E | Q 18 = B | Q 28 = E | Q 38 = A |
| Q 09 = D | Q 19 = E | Q 29 = D | Q 39 = B |
| Q 10 = A | Q 20 = D | Q 30 = B | Q 40 = C |
Assessment Report
Spring 2013

SCHOOL OF BUSINESS
MANAGEMENT MAJORS

Department of Management & Org
PREAMBLE

Upon completion of the program, management majors will possess competencies and skills needed for the managerial dimensions of roles they will play in their careers, as well as for graduate study. The program provides a foundation in management theory and practice.

SECTION 1: LEARNING OUTCOMES AND NUMERIC RESULTS.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course(S) Where Measured</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions</td>
<td>MGT 403</td>
</tr>
<tr>
<td>2.) Identify and examine major theories in management and their use in organizational contexts</td>
<td>MGT 345</td>
</tr>
<tr>
<td>3a.) Identify functions and processes within an organization</td>
<td>MGT 326</td>
</tr>
<tr>
<td>3b.) Analyze the relationships and dynamics among organizations</td>
<td>MGT 345</td>
</tr>
<tr>
<td>4.) Use methods and theories to analyze and influence human behaviors in organizations</td>
<td>MGT 326</td>
</tr>
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</table>

TABLE: PERCENTAGES

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<tr>
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<td>LO-3a</td>
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</tr>
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<tr>
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TABLE: FREQUENCIES

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<tr>
<th>Learning Outc</th>
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<th>Missing: incomplete response</th>
<th># Assessed</th>
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<th>Acceptable</th>
<th>Above Acceptable</th>
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<td>0</td>
<td>53</td>
<td>3</td>
<td>14</td>
<td>36</td>
</tr>
</tbody>
</table>

SECTION 2 – FINDINGS

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions
Students completed a project requiring integration of an international view with an analysis of leadership and culture. This analysis required analysis of ethical issues related to Finance, Human Resources, Accounting, Sales, Marketing, Technology and Production. Information on the rubric used to classify responses appears in the Appendix. See the summary of learning outcomes and results on Section One.

**Objective 2) Identify and examine major theories in management and their use in organizational contexts**

Each student completed a case analysis of changes made in a large organization. This analysis required students to identify and describe major theories of management applicable to the observed organizational changes. Requirements for the analysis are described further in the Appendix. See the summary of learning outcomes and results on Section One.

**Objective 3a) Identify functions and processes within an organization**

Students answered a set of multiple-choice questions that referred to the various functions and processes within an organization. Correct responses required knowledge of these functions and processes. These questions appear in the Appendix.

These questions were chosen for their content validity and face validity. The multiple-choice questions were administered at the time of the midterm and final exams. See the summary of learning outcomes and results on Section One.

**Objective 3b) Analyze the relationships and dynamics among organizations**

Students completed a case analysis of conditions in a large organization that worked with a variety of other major organizations. This analysis required students to analyze relationships among the different organizations and describe the dynamics observed. Requirements for the analysis are described further in the Appendix. See the summary of learning outcomes and results on Section One.

**Objective 4) Use methods and theories to analyze and influence human behaviors in organizations**

Students answered a set of multiple-choice questions related to methods and theories used to analyze and influence human behaviors in organizations. Correct responses required knowledge of these functions and processes. These questions appear in the Appendix.

Questions were chosen for their content validity and face validity. The multiple-choice questions were administered at the time of the midterm and final exams. See the summary of learning outcomes and results on Section One.
SECTION 3 – ANALYSIS

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

Objective 1 was met. Most students described and analyzed selected issues at an acceptable (or above acceptable) level. See the summary table on the first page.

Most students were able to analyze leadership and culture with respect to ethical issues for Finance, Human Resources, Accounting, Sales, Marketing, Technology and Production.

Objective 2) Identify and examine major theories in management and their use in organizational contexts

Objective 2 was met. Most students identified and examined major theories at a level that was acceptable or above acceptable. See the summary table on the first page. Many students identified and examined major theories at a level that was classified as above the acceptable level.

Students used multiple theories to explain the same objective outcome. As expected, different theories with different assumptions led students to different methods for analyzing the problems and offering different solutions to the management problem.

Objective 3a) Identify functions and processes within an organization

Objective 3a was met. Most students demonstrated an acceptable (or above acceptable) level of knowledge related to the functions and processes within an organization. Most students demonstrated this knowledge at a level classified as above acceptable. See the summary table on the first page.

Objective 3b) Analyze the relationships and dynamics among organizations

Objective 3b was met. Most students analyzed the relationships and dynamics among organizations at a level that was acceptable or above acceptable. See the summary table on the first page. Many students completed this analysis at level classified as above acceptable.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations
Objective 4 was met. Most students were able to use methods and theories to analyze human behaviors in organizations at an acceptable (or above acceptable) level. Most students performed at a level that was judged as being above the acceptable level.

SECTION 4 – USE OF RESULTS

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

The results of the assessment suggest that students satisfied this goal. In future semesters, student performance related to this goal may be studied in more detail. Also, the analysis required by students may be made more difficult in order to challenge the students more.

Objective 2) Identify and examine major theories in management and their use in organizational contexts

The findings were not used to make any curricular changes at this time. While curricular changes were not made, pedagogical changes were made to reinforce the major ideas. Additional class time was devoted to discussing the interrelationship among the various theories being studied. The current assessment method seems appropriate for the learning goals. Student performance will continue to be assessed.

Objective 3a) Identify functions and processes within an organization

No recommendations were made for curricular change or programmatic change from the results of this assessment. Students demonstrated a level of learning at or above an acceptable level. In future semesters, we may set the criterion levels higher and expect higher levels of performance.

Objective 3b) Analyze the relationships and dynamics among organizations

The findings were not used to make any curricular changes at this time. (Please see Objective 2 above.) Student performance will continue to be assessed.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations

No recommendations were made for curricular change or programmatic change from the results of this semester’s assessment. Students demonstrated an acceptable (or above acceptable) level of learning related to this learning objective. In future semesters, we may set the criterion levels higher and expect higher levels of performance.
Appendix

Objective 1) Describe and analyze how society at large and specific stakeholder groups affect and are affected by organizational actions

ASSESSMENT:

Students completed a project requiring integration of an international view with an analysis of leadership and culture. This analysis required analysis of ethical issues related to Finance, Human Resources, Accounting, Sales, Marketing, Technology, and Production.

The students’ projects were evaluated as follows:

**Above Acceptable** = Identified basic social and ethical issues underlying reported event/analysis for all levels of analysis and elaborated on the significance of issues to a higher degree of sophistication, recognizing connections between a greater variety of social actors/sectors/regions, etc. and/or referring to ongoing themes of the course.

**Acceptable** = Identified basic social and ethical issues underlying reported event/analysis for all levels of analysis.

**Below Acceptable** = Unable to identify basic social and ethical issues underlying reported event/analysis for all levels of analysis

Objective 2) Identify and examine major theories in management and their use in organizational contexts

Students in MGT345 were assigned Lou Gerstner’s book, *Who Says Elephants Can’t Dance*, to analyze and identify the management theories he used to change IBM during his tenure as CEO. Students were asked to identify relevant theories from the main textbook of the course—*Reframing Organizations* (Bolman and Deal) and apply those theories to specific instances faced by Gerstner.

Student responses were classified according to the following Rubric:

<table>
<thead>
<tr>
<th>Above Acceptable</th>
<th>Acceptable</th>
<th>Below Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to identify and apply appropriate management theories in an organizational case study <strong>and</strong> use competing theories to explain the same organization process.</td>
<td>Demonstrates the ability to identify and apply appropriate management theories in an organizational case study.</td>
<td>Cannot identify appropriate management theories in an organizational case study.</td>
</tr>
</tbody>
</table>

Students completed a course project, which was scored through use of the aforementioned rubric. The project description follows.

**MGT345 - Organizational Theory**
Spring 2013 (assessment)

Final project – this is the project that we used the semester prepared the entire semester. This project is worth 100 points.

VII. Overview of the project. This is NOT the submission. The submission guidelines and headings are found below.
   b. Each group will be assigned a problem that faced Lou Gerstner. Evaluate that problem using theories we learned in class. **This is the major part of the assignment.**
   c. How do the theories presented in *Reframing Organizations* help you explain, predict, and, possibly, control what happened at IBM?
   d. What did Gerstner do?

<table>
<thead>
<tr>
<th>Format of your submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please use the following sections and indicate these sections in your paper as headings. Please use <strong>all</strong> these headings.</td>
</tr>
<tr>
<td>XIII. Title of the project – include the problem assigned to you in the title.</td>
</tr>
<tr>
<td>XIV. Names of the group members. Your name must be listed to receive credit for this assignment.</td>
</tr>
<tr>
<td>XV. Theory 1:</td>
</tr>
<tr>
<td>a. Choose an appropriate frame (i.e. structural, human resource, political, or symbolic).</td>
</tr>
<tr>
<td>b. Identify one theory from this frame that you will use to explain, predict, and control the problem (dependent variable) assigned to you.</td>
</tr>
<tr>
<td>c. What are the assumptions underlying this frame (i.e. rational, consensus, political, socialization, or ethnomethodology.)</td>
</tr>
<tr>
<td>d. Given those assumptions, what questions are important?</td>
</tr>
<tr>
<td>i. How will you frame this problem?</td>
</tr>
<tr>
<td>ii. Given the insights and limitations of this theory, what further questions need to be asked? In other words, does this theory <strong>completely</strong> satisfy your goal of explanation?</td>
</tr>
<tr>
<td>XVI. Theory 2:</td>
</tr>
<tr>
<td>a. Choose a different frame (i.e. structural, human resource, political, or symbolic).</td>
</tr>
<tr>
<td>b. Identify one theory from this frame that you will use to explain, predict, and control the problem (dependent variable) assigned to you.</td>
</tr>
<tr>
<td>c. What are the assumptions underlying this frame (i.e. rational, consensus, political, socialization, or ethnomethodology.)</td>
</tr>
<tr>
<td>d. Given those assumptions, what questions are important?</td>
</tr>
<tr>
<td>i. How will you frame this problem?</td>
</tr>
</tbody>
</table>
| ii. Given the insights and limitations of this theory, what further questions need to be asked? In other words, does this theory **completely** satisfy your goal of explanation?
completely satisfy your goal of explanation?

XVII. You have now attempted to understand this problem from two perspectives.
   a. Are you satisfied with the explanations that you have developed? Have you
      left anything out?
   b. Which of the two theories is better at explaining, predicting, and controlling
      the problem (dependent variable)?

XVIII. Last, what did Gerstner do? Give him a grade on his performance based on your
        analysis.

Remember:
Good theory should allow you to predict, explain, and control the dependent variable.

VIII. Submission: (same as before)
   a. Each group member will receive the same grade on the project.
   b. Please type your response and submit your response as an attachment on BB Vista
      under Final Project. (But please do not use attachments on HW.) There should be
      1 submission per group.
   c. The name of your file should be FinalProject_Group_. There should be no
      spaces in the filename.
   d. Please use Microsoft Office 2003 or 2007, or Open Office version 3.0 (free
      download)—but not Microsoft works.
   e. Boxes, arrows, charts, graphs, or other illustrative means are always appreciated
      and will positively affect (not effect) your grade.
   f. Misspelled words, misused words, or incorrect grammar will lower your grade.

IX. Presentations:
   a. For the Monday/Wednesday classes, we will begin presentations on Monday,
      May 10, 2013. The presentations will undoubtedly continue on Wednesday May
      12, 2013.
   b. For the Thursday night class, all presentations will be done on Thursday, May 6,
      2013.
   c. Please be prepared with your presentation on PowerPoint. I expect your
      presentation to be 10 to 15 minutes.

objective 3a) Identify functions and processes within an organization (MGT 326)

Nine multiple-choice questions related to this objective were developed and administered at the

time of the midterm and final exams.

- The cutoff score to be classified "Acceptable" was 25 to 49 percent correct answers.
- The cutoff score to be classified "Above Acceptable" was at least 50 percent correct
  answers.

Specific questions follow.

Goal 3a Items: Goal 3a: (Identify functions and processes within an organization)
112. The __________ to organizational effectiveness looks at the output side to
measure achievement of key operating objectives.
K. Systems resource approach.
L. Internal process approach.
M. Technological approach.
N. Goal approach.
O. Strategic constituencies approach.

113. Suppose a manager starts an affirmative action program to increase opportunities for minority advancement and then clearly and convincingly communicates the objectives of the program to all employees. By doing this the manager gains their support and participation. This manager is performing which management function?
K. Planning.
L. Organizing.
M. Leading.
N. Motivating.
O. Controlling.

114. According to the research conducted on the nature of managerial work, which of the following is false?
K. Managers work at fragmented and varied tasks.
L. Managers work at an intense pace.
M. Managers work long hours.
N. Managers spend much time working alone.
O. Managers work with many communication media.

115. Any work schedule that allows a full-time job to be completed in less than the standard five days is known as __________.
K. Flexible working hours.
L. The compressed workweek.
M. The noble dream.
N. Telecommuting.
O. Job simplification.

216. __________ is the creation of a whole that is greater than the sum of its parts.
K. Exchange.
L. Association.
M. Synergy.
N. Harmony.
O. Union.

217. __________ is the tendency for one’s behavior to be influenced by the presence of others in a group.
K. Social loafing.
L. Social facilitation.
M. Social compensation.
N. Social thinking.
O. Social norming.
218. The essence of power is __________.
   K. Personal desire.
   L. The ability to provide support.
   M. A distinguished reputation.
   N. Control over the behavior of others.
   O. Having a Machiavellian personality.

219. Which strategy for exercising relational influence can be defined as “using facts and data to support a logical argument?”
   K. Assertiveness.
   L. Higher authority.
   M. Sanctions.
   N. Reason.
   O. Coalition.

220. The __________ strategy of exercising relational influence “uses relationships with other people for support.”
   K. Assertiveness.
   L. Sanctions.
   M. Bargaining.
   N. Coalition.
   O. Friendliness.

Objective 3b) Analyze the relationships and dynamics among organizations

Objective 3b was analyzed with the same case for MGT345 that was used in Objective 3a.

Objective 4) Use methods and theories to analyze and influence human behaviors in organizations

Twenty-six multiple-choice questions related to this objective were developed and administered at the time of the midterm and final exams.

- The cutoff score to be classified "Acceptable" was 25 to 49 percent correct answers.
- The cutoff score to be classified "Above Acceptable" was at least 50 percent correct answers.

Specific questions follow.

Goal 4 Items: Goal 4: (Use methods and theories to analyze and influence human behaviors in organizations)
101. Which of the following statements about locus of control is correct?

   K. External locus of control people tend to be more introverted.
   L. Internal locus of control people tend to be more extroverted.
   M. Internal locus of control people tend to perform better on tasks requiring complex information processing and learning.
   N. External locus of control people tend to perform better on tasks where they must take personal initiative.
   O. Many managerial and professional jobs require behavior that is consistent with an external locus of control.

102. ________ describes a state of inconsistency between an individual’s attitudes and behavior.

   K. Cognitive dissonance.
   L. Subjective strife.
   M. Subconscious friction.
   N. Sociological discord.
   O. Psychological disharmony.

103. A ________ contains information about a person’s own appearance, behavior, and personality.

   K. Script schema.
   L. Self schema.
   M. Domestic schema.
   N. Person-in-situation schema.
   O. Indigenous schema.

104. A ________ occurs when one attribute of a person or situation is used to develop an overall impression of the individual or situation.

   K. Primacy effect.
   L. Halo effect.
   M. Projection error.
   N. Contrast effect.
   O. Statutory error.

105. In the attribution theory framework, ________ takes into account how likely it is for all those facing a similar situation to respond in the same way.

   K. Consistency.
   L. Distinctiveness.
   M. Consensus.
   N. Individuality.
   O. Accord.

106. ________ of motivation focus on the physiological or psychological deficiencies that people seek to reduce or eliminate.

   K. Content theories.
   L. Process theories.
   M. Reinforcement theories.
N. Methods theories.
O. Personality-linked theories.

107. In Maslow’s needs hierarchy, __________ needs refer to the needs for respect, prestige, recognition, mastery, and a personal sense of competence.
   K. Physiological.
   L. Esteem.
   M. Self-actualization.
   N. Safety.
   O. Social.

108. Kathy notices that most of her coworkers take extended lunch breaks. Kathy doesn’t do this, but feels she is therefore justified in working a little less hard during the day. Kathy’s decision to work “less hard” is best explained by the __________ theory of motivation.
   K. Expectancy.
   L. Equity.
   M. Two-factor.
   N. Goal-setting.
   O. Acquired needs.

109. __________ is the probability assigned by the individual that work effort will be followed by a given level of achieved task performance.
   K. Instrumentality.
   L. Inducement.
   M. Valence.
   N. Motivator.
   O. Expectancy.

110. According to the law of contingent reinforcement, to have maximum reinforcement value, a reward must be delivered only __________.
   K. By an employee’s superior.
   L. If it is coupled with public recognition.
   M. If the employee receiving the reward is in the presence of other coworkers.
   N. If it has a monetary value.
   O. If the desired behavior is exhibited.

111. Occasional praise by a boss on unscheduled visits is an example of a __________ reinforcement schedule.
   K. Variable ratio.
   L. Variable interval.
   M. Ratio interval
   N. Fixed ratio.
   O. Fixed interval.

201. The __________ stage of group development is a period of high emotionality and tension among the group members.
   K. Forming.
   L. Storming.
   M. Norming.
   N. Performing.
O. Adjourning.

202. In __________, group members actively generate as many ideas and alternatives as possible, and they do so relatively quickly and without inhibitions.

K. The nominal group technique.
L. Brainstorming.
M. The Delphi technique.
N. Groupthink.
O. The round-robin technique.

203. According to the Michigan leadership studies, __________ supervisors are those who place strong emphasis on their subordinates’ welfare.

K. Production-centered.
L. Administration-centered.
M. Employee-centered.
N. Task-centered.
O. Process-centered.

204. According to Hersey and Blanchard, a telling style of leadership is best for __________.

K. Low follower readiness (low maturity).
L. Low to moderate follower readiness.
M. Moderate to high follower readiness.
N. High follower readiness.
O. Veteran employees who are highly prepared for a particular job.

205. In contrast to other approaches to studying leadership, the __________ theory argues that sometimes hierarchical leadership makes essentially no difference.

K. House’s path-goal theory of leadership.
L. Hersey and Blanchard’s situational leadership model.
M. Contingency theory of leadership.
N. Substitutes for leadership.
O. Attribution theory of leadership.

206. __________ involves leader-follower exchanges necessary for achieving routine performance agreed upon between leaders and followers.

K. Transformational leadership.
L. Laissez-faire leadership.
M. Transactional leadership.
N. Dynamic leadership.
O. Organic leadership.

207. The __________ dimension of transformational leadership provides vision and a sense of mission, and it instills pride, along with follower respect and trust.

K. Charisma.
L. Inspiration
M. Physical stamina.
N. Intellectual stimulation
O. Individualized consideration.
208. When Linda, a manager in a department store, tells someone to do something and refers to the fact that she is the boss and therefore the other person must do as asked, she is trying to use __________ to influence the other person’s behavior.

K. Personal power.
L. Reward power.
M. Legitimate power.
N. Coercive power.
O. Process power.

209. Ralph makes it a point to always offer help in technical areas in which he is skilled and knowledgeable. His subordinates trust his judgment, and form one of the most productive units in the company. What type of power is Ralph exerting?

K. Legitimate power.
L. Coercive power.
M. Referent power.
N. Reward power.
O. Expert power.

210. In order to increase their centrality and criticality in the organization, managers may seek to acquire a more central role in the workflow by doing all of the following EXCEPT:

K. Having information filtered through them.
L. Occupying an office convenient to main traffic flows.
M. Expanding their network of communication contacts.
N. Increasing their political savvy.
O. Making at least part of their job responsibilities unique.

211. __________ refers to the extent to which a person feels able to control his or her own life.

K. Agreeableness.
L. Machiavellianism.
M. Locus of control.
N. Emotional adjustment.
O. Social conception.

212. __________ is the process through which people select, organize, interpret, retrieve, and respond to information from their environment.

K. Attribution.
L. Perception.
M. Assimilation.
N. Cognition.
O. Recognition.

213. The director of engineering at a local company was very impressed that Jerry, a production engineer, had not missed a single day of work in the past 12-month period. Based on this one item, the director of engineering rated Jerry very high on all dimensions of his performance appraisal. This error in the performance appraisal process is known as a__________.

K. Halo effect.
L. Projection error.
M. Contrast error.
N. Leniency error.
O. Statutory effect.

214. __________ is used to measure a person’s leadership style based on a description of the person with whom the respondent has been able to work least well.

K. Undesirable colleague grid.
L. Unattractive co-worker grid.
M. Least preferred co-worker scale.
N. Least attractive colleague grid.
O. Most preferred co-worker scale.

215. According to Hersey and Blanchard, a __________ style of leadership is best for high follower readiness (high maturity).

K. Delegating.
L. Directing.
M. Participating.
N. Selling.
O. Telling.
The stated learning objectives for students in this course (see syllabus, attached) are:

1) *Identify* key assumptions underlying your own and others’ views of business and society.
2) *Interpret* business-related current events and cases, using knowledge from a variety of disciplinary, historical and value-based perspectives.
3) *Analyze* ethical and social implications of key business, social and economic practices on organizations, individuals, and society, considering the local and global.
4) Be more aware of interdependence between ourselves and diverse sectors of society locally and globally.

A regular feature of course meetings and student work was the analysis of current events related to business and society, with special emphasis on the implications for different groups, regions, etc. In order to evaluate the learning achieved over the course of the semester I used a short answer format exercise. Students were given a recent copy of *The New York Times* and asked to choose two articles. For each article they were asked to describe the implications/effects of the reported news story for each of four spheres (see attached instruction sheet):

- the relationship between the state and the private sector,
- business,
- the relationship between local, national and global interests,
- themselves, as individuals (rooted in families, communities, etc.)

The students’ responses were evaluated as follows:

**Above Acceptable** = Identified basic social and ethical issues underlying reported event/analysis for all 8 levels of analysis and elaborate on significance of issues to a higher degree of sophistication, recognizing connections between a greater variety of social actors/sectors/regions, etc. and/or referring to ongoing themes of the course.

**Acceptable** = Identified basic social and ethical issues underlying reported event/analysis for all 8 levels of analysis.

**Below Acceptable** = Unable to identify basic social and ethical issues underlying reported event/analysis for all 8 levels of analysis.
RESULTS 403-01

N = 27

<table>
<thead>
<tr>
<th>Above Acceptable</th>
<th>Acceptable</th>
<th>Below Acceptable</th>
</tr>
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<tr>
<td>14</td>
<td>9</td>
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<td>52%</td>
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MGT 403
Spring 2013
Assessment of Learning

Using today’s New York Times, choose TWO articles that seem appropriate for the assignment (don’t choose the articles until you’ve read and thought about the assignment).

For EACH article describe the implications/effects of the reported news story (the event or analysis that is being written about) for each of four spheres:

- the relationship between the state and the private sector;
- business;
- the relationship between local, national and global interests;
- yourself, as an individual (rooted in families, communities, etc.)

You should have a total of EIGHT short answers. To the extent that you can describe the connections between the different spheres and make reference to the “big issues” we’ve discussed this semester.