

## STUDENT LEARNING ASSESSMENT REPORT

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**PROGRAM:**

**SUBMITTED BY:** Leadership and Management, MS

**DATE:** 30 September 2015

**BRIEFLY DESCRIBE WHERE AND HOW ARE DATA AND DOCUMENTS USED TO GENERATE THIS REPORT BEING STORED:**

Electronic data for reports is held by PIE; electronic syllabi and assignments are held by program faculty, program director, and SBA dean's office; physical copies of student reports are held by course faculty and students.

### EXECUTIVE SUMMARY

**Program description from the Course Catalog:** Please copy and paste the current year's catalog description of this program. This is generally a one-two paragraph description immediately following the name of the program. Please be sure to include the listing of program outcomes as printed.

2015-2016 graduate catalogue, page 52.

This master's degree program is for managers focused on the effective practice of organization management.

Upon successful completion of this program, students will be able to:

- Demonstrate the knowledge, skills, and attributes necessary for forward-looking, practicing managers;
- Make and communicate strategic, results-driven decisions; and
- Demonstrate strategic thinking and the ability to build relationships and manage effective work groups and teams.

The MS in Leadership & Management is accredited by the Association of Collegiate Business Schools and Programs (ACBSP).



NOTE - Planned change to include program learning outcomes was miscommunicated for '15-'16 graduate catalogue. See Exhibit 1 - note submitted to Associate Dean England requesting corrected catalogue change for '16-'17 graduate catalogue.

**List all of the program's learning outcomes:** *(regardless of whether or not they are being assessed this year)*

<b>Learning Outcome</b>	<b>Year of Last Assessment</b>	<b>Assessed This Year</b>	<b>Year of Next Planned Assessment</b>
Develop leadership capabilities for leading change and executing mission-driven organizational strategies.	2012-13	yes	2016-17
Develop and lead an effective work group or team.	2013-14		2015-16
Identify, analyze, and resolve ethical challenges and problems encountered in organizations.	2013-14		2015-16
Determine personal and interpersonal competencies for effective management applications within organizations.	2012-13	yes	2016-17
Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message.	2012-13	yes	2016-17
Demonstrate a comprehensive understanding of the management of projects within the context and template of processes of the Project Management Institute.	2013-14		2015-16

**Describe how the program's outcomes support Marymount's mission, strategic plan, and relevant school plan:**

The program's outcomes support the University's mission in terms of "emphasizing academic excellence," "career preparation," "professional development," and "the moral growth of the individual." Additionally, the program's outcomes are consistent with, and support, the SBA's mission in "educating current and future professional managers" with "knowledge that has value for the business community and society."

Each learning outcome links directly to both the University and the School mission.

- Developing and leading an effective work group or team along with develop leadership capabilities for change and executing mission-driven organizational strategies are extremely important skill sets for managers. This outcome links to University's "career preparation" emphasis and the SBA's "knowledge that has value for the business community" focus.
- Identify, analyze, and resolve ethical challenges and problems encountered in organizations links to the University's belief in the importance of "the moral growth of each individual" and the SBA's statement concerning "instilling in its students and ethical framework."
- Demonstrate a comprehensive understanding of project lifecycle through the design of a project inclusive of the basic tenets of project management knowledge areas is a set of skills highly valued by the business community (SBA mission) and a component of career preparation (University mission).
- Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message is consistent with the University's focus on professional development and is an increasing important skill required and highly valued in the business community (SBA mission).

**Provide a brief description of the assessment process used including strengths, challenges and planned improvements and provide evidence of the existence of a culture of continuous improvement based on assessment:**

Process of gathering indirect measure data occurs with annual reporting by IR -- GSS and Alumni reports are both forwarded by SBA dean and PIE. Those reports are compared with previous GSS reports for the noted years on the Alumni reports plus general comparison with reports from 4 previous years to ascertain any trends or distinctions.

Process of gathering direct measure data has both informal and formal elements. The selection of outcomes dictates the origins of data. Through a process of questioning students about where and in which courses they perceive a learning experience connected to the outcome, followed by contact, discussion, and negotiation with the course instructor, program director and faculty commit to sharing details of the assignment and where appropriate, development of a rubric.

Strength of process includes commitment to coordination among varying departments and is highlighted by engagement of students in both selection of materials and perceptions of outcomes. Challenge to the process primarily centers on faculty creation of assignment rubric for direct data measures on projects or papers. (i.e. not a test or exam.) This challenge becomes a planned improvement through coaching and determination of available resources for rubric development.

Results from LOA report are shared with current program students and faculty teaching in the program. Invited comments are considered in LOA planning.

**Describe how the program implemented its planned improvements from last year:**

<b>Outcome</b>	<b>Planned Improvement</b>	<b>Update</b> <i>(Indicate when, where, and how planned improvement was completed. If planned improvement was not completed, please provide explanation.)</i>
Identify, analyze, and resolve ethical challenges and problems encountered in organizations.	MGT 560 plan was to remove from curriculum and seek to establish ethics-related modules within courses.	Decision to remove ethics course was shared with program students and select alumni. All <u>strongly</u> encouraged and endorsed keeping a course focused on ethics in the curriculum. All believed the focused and applied content made a significant difference in their practice of leadership and management. MGT 560 continues as a required course in the curriculum. For the Fall

		<p>2015 offering, instructor will provide assignment and rubric for planned LOA '15-'16.</p>
<p>Develop and lead an effective work group or team.</p>	<p>As a follow-on to the recently completed program review and to fulfill the interests and suggestions of program students, MGT 565 Organization Communication will become a required course in the program beginning with AY '15-'16. This action increases the potential for more "team development" learning opportunities across the program curriculum, allowing for greater learning integration by program students.</p> <p>MGT 565 will be offered in Spring 2015. The program director and course instructor will collaborate on revising the course to more accurately reflect content for practicing managers, including some learning outcomes at higher Bloom level's. Additionally, they will identify other communication assignments to be completed as a team, along with a learning module to help students identify and improve communication</p>	<p>This change has been accomplished. MGT 565 now required course for MSL&amp;M beginning with 2015 - 16 academic year.</p> <p>Course instructor and program director began this project and were unable to completely finish due to time constraints.</p> <p>For the Spring 2016 course offering they will continue working and have items planned completed by January 2016.</p>

	<p>techniques “within” teams. Suggestions for improving the current rubric to more accurately reflect team development and leadership will be made.</p>	<p>This continued-plan has now been added as an item for the program’s LOA Plan 2016-17.</p>
<p>Demonstrate a comprehensive understanding of the management of projects within the context and template of processes of the Project Management Institute.</p>	<p>Due to the composites of the PMI being specific and exact, combined with the material covered having direct applicability for the program and the students, the delivery of content and the assessment of student learning is appropriate and sufficient. No planned curricular or program improvements are indicated.</p>	<p>N/A No planned changes were indicated.</p>

**Provide a response to last year’s University Assessment Committee review of the program’s learning assessment report:**

Last year’s report was accepted as submitted. All of the 4 critical areas indicated “met” and there were no recommendations. A note from PIE requested changing the graduate catalog copy so that the program’s learning outcomes were listed accurately. Due to a miscommunication this was not accomplished for the ’15-’16 graduate catalogue. It WILL match correctly in the ’16-’17 catalogue. See Exhibit 1.

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**Outcomes and Past Assessment**

**Learning Outcome 1:** Develop leadership capabilities for leading change and executing mission-driven organizational strategies.

**Is this outcome being reexamined?** X  Yes  No

*If yes, give a brief summary of previous results (including trends) and any changes made to the program.*

This learning outcome was previously examined in 2012-13. Using indirect measures of student/alumni surveys along with the direct measure of an Environmental Leadership paper in MGT 507 Leadership, the learning outcome was met. The UAC report indicated this learning outcome was met as submitted. The research paper assignment (and associated rubric) continues in MGT 507 Leadership, albeit the subject changes. For example for Fall 2015 course, the topic is "Leading in a Media-rich Environment."

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the data collected and student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure Photo Essay assignment from MGT 507 (Exhibit 2.1)	85% of individuals score "substantially developed" for the category "depth of reflection."	Reflection Rubric applied for both assignments (Exhibit 2.3)	MGT 507 Fall 2014 enrolled 21 students, 12 of which were MSL&M. Of those 12 students completing the photo essay, 11 (92%) scored "substantially developed" for the "depth of reflection" category.





b) Solve problems in your chosen field			The questions selected indicate the learning outcome is met.
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### Interpretation of Results

**Extent this learning outcome has been achieved by students** *(Use both direct and indirect measure results):*

Completing the photo essay assignment (“Images of Leader” for MGT 507) provides opportunity for students to be the leader and perceive the “message” as seen through the experience of the viewer. It requires a certain level of design capability plus a demonstration of “reflection,” one of the highest ranked elements of leadership focused on through the program. The assignment is one often noted when program students complete the Learning Portfolio as part of the capstone course (MGT 590) requirement. Results from application of the Reflection Rubric to both projects noted, demonstrated the standards of measure were exceeded. The direct measures indicate the learning outcome is met.

“Leadership” is the heart of the L&M degree and “Management” is the foundation. It is essential to find occasions where graduates may reflect on these aspects of their education both when they complete the degree AND as they progress through their careers. The questions selected appropriately do such as “Indirect Measures.” Responses on all of them exceeded the standard of measure and indicate the learning outcome is met.

**Program strengths and opportunities for improvement** relative to assessment of outcome:

The photo essay assignment (“Images of Leadership” in MGT 507) focuses students on their personal values and on the practice of being an “authentic” leader, a modern-day take on the principle “know thyself.” The assignment also requires they hold an “awareness” of their followers – what might their followers hold significant? – what might they find



inspiring? How do leaders convey messages through varying mediums when they may not be in the company of their followers?

The assignment is presented in a “gallery” format during the last class of the semester. Students wander through reading and viewing all images posted. MUCH conversation is sparked as they “wonder” the ways their student colleagues chose to present the same or similar concepts of leadership. Remarks frequently indicate completing the assignment both deepened individual considerations of where students are in their personal leadership development and expanded considerations of how students might proceed when charged with leader development in their direct reports or others.

The assignment occurs early in the student’s program and, as already stated above, the assignment is often selected as an “artifact” for the student’s learning portfolio submitted near the end of their program. This sort of “bookend” effect may also be considered a measure of the strength of the leadership learning outcome.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

Focusing on the assessment “activity” of the learning outcome, 2 improvements will be undertaken: 1) Performance standard for the direct measure(s) will be raised from 85% to 90%; and 2) a presentation component will be added to the learning portfolio created by graduating students in MGT 590. The presentation will initiate a “peer” assessment not for course grading purposes, rather for completion of an assessment rubric by observers to include other presenters plus recent program graduates.

**Learning Outcome 2:** Determine personal and interpersonal competencies for effective management applications within organizations.

**Is this outcome being reexamined?** X  Yes  No

*If yes, give a brief summary of previous results (including trends) and any changes made to the program.*

This learning outcome was previously examined in 2012-13. Using indirect measures of student/alumni surveys along with the direct measure of a Learning Portfolio completed by students in their capstone course, MGT 590, the learning outcome was met. The UAC report indicated this learning outcome was met as submitted. No changes to the program were prompted. Students continue to report the completion of a learning portfolio is an important “reflection” for them and provides encouragement for continued growth and development in their management careers.

**Assessment Activity**

<b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i>	<b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i>	<b>Data Collection</b> <i>Discuss the data collected and student population</i>	<b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i>
Direct Measure Global Management Presentation (team project) from MGT 585 (Exhibit 3.1)	85% of students score 54- 60 points on the “content” section of the rubric	Professor applied rubric for grading the project (Exhibit 3.2)	Ten students enrolled in MGT 585 and paired in 5 teams for the assignment. 3 teams scored 60 for “content,” 1 team scored 55, 1 team scored 54.  Learning Outcome is met.
Indirect Measures 1) Graduating Student Survey Questions d) Develop a coherent written argument	83% of responders report “good” or “excellent”	Graduating Student Survey results are provided by IR to program director and school dean.	GSS '14-'15  d) 3 of 3 (100%) report “good or excellent”  e) 3 of 3 (100%) report “good or excellent”

<p>e) Solve problems in your chosen field</p> <p>2) Alumni Survey Questions</p> <p>c) Develop a coherent written argument</p> <p>d) Solve problems in your chosen field</p>	<p>80% of responders report “good” or “excellent”</p>	<p>Alumni Survey results are provided by IR to program director and school dean.</p>	<p>Alumni 2014</p> <p>c) 6 of 7 (85.7%) report “good or excellent”</p> <p>d) 7 of 7 (100%) report “good or excellent”</p> <p>The questions selected indicate the learning outcome is met.</p>
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### Interpretation of Results

**Extent this learning outcome has been achieved by students** (*Use both direct and indirect measure results*):

Selecting the project from MGT 585 Global Business Management as a direct measure for this learning outcome is the first experience of assessment within this course. The professor for the course has an excellent reputation for developing critical thinking projects that both expand students’ “global” view and holds them to a high research performance standard. Students anecdotally reported the professor’s expectations of them and the desired aim of graduate research work, was engaging and pushed their scholarly endeavor to a higher level. Thus, it is no surprise they put forth their best effort and through application of the professor’s rubric, project scores exceeded the standard. The resulting direct measure indicates the learning outcome is met.

Questions selected from GSS and Alumni surveys – “Develop a coherent written argument” and “Solve problems in your chosen field” – are aptly applied to practicing managers, i.e. students in the program. Responses on both exceeded the standard of measure and indicate the learning outcome is met.

**Program strengths and opportunities for improvement relative to assessment of outcome:**

Whether managing projects for multinational organizations, doing business in other countries, or managing people/teams from cultures different from their own, L&M students are keenly aware technology enhancements and a knowledge economy are shaping organizational demands placed on them as leaders and managers. Having the opportunity to focus on learning modules related to multiple aspects of global management has become an essential element of the L&M program. The program director and program students are encouraged by the success of this one element of the management learning outcome and now look “across” the program to determine where other “global” learning modules may appear.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

Focusing on the assessment “activity” of the learning outcome, 2 improvements will be undertaken: 1) Performance standard for the direct measure(s) will be raised from 85% to 90%; and 2) an individual (not group) assignment from MGT 585 will be assessed using a rubric.

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**Learning Outcome 3:** Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message.

**Is this outcome being reexamined?** X  Yes  No

*If yes, give a brief summary of previous results (including trends) and any changes made to the program.*

This learning outcome was previously examined in 2012-13. Using indirect measures of student/alumni surveys along with the direct measure of a Design Thinking project in MGT 502 Leading Collaboration and Innovation, the learning outcome was met. The UAC report indicated this learning outcome was met as submitted. No program change resulted.

**Assessment Activity**

<p><b>Outcome Measures</b> <i>Explain how student learning will be measured and indicate whether it is direct or indirect.</i></p>	<p><b>Performance Standard</b> <i>Define and explain acceptable level of student performance.</i></p>	<p><b>Data Collection</b> <i>Discuss the data collected and student population</i></p>	<p><b>Analysis</b> <i>1) Describe the analysis process. 2) Present the findings of the analysis including the numbers participating and deemed acceptable.</i></p>
<p>Direct Measure – Established Leading Innovation Collaboration Project from MGT 502 (Exhibit 4.1)</p>	<p>75% of partnerships score 90 or more points</p>	<p>Professor applied presentation grading rubric (Exhibit 4.3)</p>	<p>14 students formed 4 partnerships. Two of the partnerships scored 97 points, one partnership scored 94 points, and one scored 90 points.</p>
<p>Direct Measure – Trial Same project as above</p> <p>Round- robin with each partnership “pitching” (sharing their concept’s “napkin pitch”) with other partnerships (Exhibit 4.2)</p>	<p>100% of partnerships receive 2 or more comments/suggestions from course colleagues based on napkin pitch presentation</p>	<p>Professor counted following each partnership’s “pitch” to class</p>	<p>Each of the 4 partnerships received multiple comments and suggestions – everyone became energetically involved! This was a highly engaging activity. During the final presentations (end of course) each partnership detailed the influence of comments and suggestions from the napkin pitch.</p> <p>Learning outcome is met.</p>

<p><b>Indirect Measures</b></p> <p>1) Graduating Student Survey Questions</p> <ul style="list-style-type: none"> <li>f) Develop a coherent written argument</li> <li>g) Find and evaluate quality sources of information</li> </ul> <p>2) Alumni Survey Questions</p> <ul style="list-style-type: none"> <li>a) Develop a coherent written argument</li> <li>b) Find and evaluate quality sources of information</li> </ul>	<p>83% of responders report "good" or "excellent"</p>           <p>80% of responders report "good" or "excellent"</p>	<p>Graduating Student Survey results are provided by IR to program director and school dean.</p>           <p>Alumni Survey results are provided by IR to program director and school dean.</p>	<p>GSS '14-'15</p> <ul style="list-style-type: none"> <li>f) 3 of 3 (100%) report "good or excellent"</li> <li>g) 3 of 3 (100%) report "good or excellent"</li> </ul> <p>Alumni 2014</p> <ul style="list-style-type: none"> <li>e) 6 of 7 (85.7%) report "good or excellent"</li> <li>f) 7 of 7 (100%) report "good or excellent"</li> </ul> <p>The questions selected indicate the learning outcome is met.</p>
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**Interpretation of Results**

**Extent this learning outcome has been achieved by students** (*Use both direct and indirect measure results*):



Developing leader communication capabilities along with deepening an understanding of how to strategically use communication systems within organizations, remains critical to the practicing managers in the program. Selecting the two questions for indirect measures (“coherent argument” and “evaluating quality sources of information”) paired well with the selected direct measure (components of the design-thinking project in MGT 502). Key activities for each partnership throughout the project involved continual refinement of their concept development through multiple iterations of presenting the concept, gathering information and feedback, refining/changing their concept and finally creating a prototype – and each partnership reported communication within their partnership and with the class was a key factor in their success. The established direct measure exceeded the standard and indicates the learning outcome is met.

The “trial” direct measure (“napkin pitch” component of the project) also exceeded the standard by more than the instructor and the students expected. The class in which “pitches” were presented was filled with energy, albeit with a tiny bit of trepidation on each partnership’s part as this was a new activity. Had there not been a time limit, partnerships would have been overwhelmed by the number of additional ideas “sparked” from the audience comments/suggestions.

Responses to the questions – “Develop a coherent written argument” and “Find and evaluate quality sources of information” -- from both GSS and Alumni survey exceeded the standard set for the measurement. Indirect measure indicates the learning outcome is met.

### **Program strengths and opportunities for improvement relative to assessment of outcome:**

Using communication capabilities to both effect change and to execute chosen organizational strategies is one highly desired areas of leadership and management program students seek to improve while participating in the program. And they report experiencing positive results as a three year trend continues on GSS and on Alumni surveys for the “Develop a coherent written argument” and “Find and evaluate quality sources of information” questions which exceed the measurement standard.

Traditional demonstrations of communication (project reports, presentations, etc.) occur across the program in multiple courses – thus students find numerous opportunities to improve and enhance their personal capabilities. Based on their own observations of experiencing the “napkin pitch” as part of a design-thinking project, the professor and students





desire to explore how they might enhance their skills at creating “pitches” and where the technique might be used in other projects throughout their program. Additionally exposure to design-thinking as a different way to solve problems is appealing to leadership students. They may challenge themselves to use the application in other courses where problem-solving projects exist.

**Discuss planned curricular or program improvements for this year based on assessment of outcome:**

Focusing on the assessment “activity” of the learning outcome, 2 improvements will be undertaken: 1) Performance standard for the direct measure(s) will be raised from 85% to 90%; and 2) presentation of the Design-Th8nking project in MGT 502 will incorporate both peer evaluation (not for grading purposes) and an assessment evaluation completed by our Communications professor along with additional invited guests.

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**Appendices**



## Exhibit 1 Note to SBA Associate-Dean Dr. Catherine England

MEMO

To: Associate Dean SBA, Dr. Catherine England

From: Dr. Lorri Cooper, Professor & Director, MS in Leadership & Management

Re: Corrected catalogue copy for '16-'17 Graduate Catalogue.

Please substitute the following currently found on page 52 for "Management" "Leadership and Management (M.S.)."

Remove existing 3 bullet points directly under "Upon successful completion . . ."

And substitute:

- Develop leadership capabilities for leading change and executing mission-driven organizational strategies.
- Develop and lead an effective work group or team.
- Identify, analyze, and resolve ethical challenges and problems encountered in organizations.
- Determine personal and interpersonal competencies for effective management applications within organizations.
- Demonstrate range of effective communication skills through the process of gathering information, analyzing data, composing and presenting the message.
- Demonstrate a comprehensive understanding of the management of projects within the context and template of processes of the Project Management Institute.

Thank you.



September 2015

## **Exhibit 2.1 Images of Leadership (from MGT 507)**

**MGT 507 Leadership**  
**Photo Essay Assignment**

**Fall 2014**

### ***Images of Leadership . . . Telling the New Story***

5 “images” total – 2 must be photos that you have taken

Image plus “caption” prepared on 8 ½ X 11inch sheet

- May be black and white, may be color
- Assign each image a title  
Plus
- 150-175 word caption for description

May link back to our readings and discussion

May link back to powerful moments/thoughts of leadership for you

Provide images for display PLUS photocopy of each to Dr Cooper

Due in-class Wednesday, 19 November

## Our Gallery Opens Wednesday, 3 December!

### **Exhibit 2.2 Learning Portfolio (from MGT 590)**

#### **MGT 590 Organization Learning & Strategy      Spring 2015**

##### Learning Portfolio Development

(I view this as a “living” document – below I’ve offered some direction and perspective – this will grow and expand as you as questions and wonder how to pull it all together – please share those musings and thoughts!)

##### Dedication

First, there’s the dedication – if you prepare something that looks like a book, you will want a dedication. For whom has all this work and learning been about? You have sacrificed greatly to pursue this program and achieve a degree – who or what has supported you, encouraged you, fostered your learning?

##### Table of Contents

Next, some table of contents to guide the reader through the portfolio.

##### Artifact Grid

I’ll provide, you complete.

##### Chapters – one for each Management Mindset

###### ■ Explanation and Reflection

- Describe the mindset, your interpretation of it, it’s relevance to management.
- Describe where and how throughout the program you experienced application and/or development of the mindset.
- Describe your learning.
- Explain why the chosen artifact is represented.

■ **Artifact**

- Include a brief description of the project
- Provide a few pages of the sample

Final program thoughts

Some considerations might include:

- How your “definition” and “perception” of the art and science of “management” has changed.
- How your capabilities of engaging with management and being a manager have broadened and deepened.
- How you have “increased” as a management “crafts-person.”
- What new/additional “skills” you have.
- Where you have felt frustrated.
- Where you have perhaps “stumbled” or made mistakes THAT invited learning.
- Where you have experienced “lite bulb” or “a-ha!” moments.
- Reconsider the Questions you drafted at the end of your leadership portfolio.

Impact letter

From someone who can speak to the changes in you since you began the program, can describe the difference the program has made. Perhaps this person has also been influenced or changed in some way through your studies.

**Exhibit 2.3 Reflection Rubric**

**Reflection Rubric**

**Spring 2015**

1<sup>st</sup> category – Depth of Reflection and Self-disclosure 55%

Minimally Developed

- Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in course materials and class discussions to date.
- Viewpoints and interpretations are unsupported or supported with flawed arguments.

- Examples, when applicable, are not provided or are irrelevant to the assignment.
- Limited self-disclosure.
- Tends to be superficial and factual without self-analysis.

#### Moderately Developed

- Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in course materials and class discussions to date.
- Viewpoints and interpretations are supported.
- Appropriate examples are provided, as applicable.
- Seeks to understand concepts somewhat cautiously through sometimes defensive or one-sided self-analysis.
- Asks probing questions about self but does not seek to answer them.

#### Substantially Developed

- Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in course materials and class discussions to date.
- Viewpoints and interpretations are insightful and well supported.
- Clear, detailed examples are provided, as applicable.
- Seeks to understand concepts through self-examination and demonstrates non-defensive ability to self-appraise.
- Asks probing questions about self and seeks to answer them.

#### 2<sup>nd</sup> category - Analysis, Synthesis, Evidence & Practice 30%

##### Minimally Developed

- Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course.
- Few implications of these insights for the student's overall leadership and management practice are presented, as applicable.

##### Moderately Developed

- Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course.
- The implications of these insights for the student's overall leadership and management practice are presented, as applicable.

#### Substantially Developed

- Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course.
- The implications of these insights for the student's overall leadership and management practice are thoroughly detailed, as applicable.

#### 3<sup>rd</sup> category - Inference 15%

##### Minimally Developed

- Response provides information how understanding has changed, but lacks examples or comparison.
- Does not convincingly connect ideas to applications

##### Moderately Developed

- Response describes, with examples or comparisons how understanding has changed.
- Communicates connections among ideas to applications

##### Substantially Developed

- Response describes, with specific detail plus examples and comparisons how understanding has changed.
- Convincingly connects ideas to applications

#### General Comments

### **Exhibit 3.1 Global Management Presentation**

#### **I. Global Management Presentation (Team Project): Presentation on a country**

These presentations contribute to 30% of your final grade. You will be randomly formed into groups of **two** members. You need to make **A PRESENTATION** for about 20 minutes on the main frameworks (political, economic legal, and cultural) and human resource management practices (Recruitment, Selection, Training, Performance Appraisal, and Compensation) of any country of your choice. The professor will be presenting on Mexico. The power point presentation for Mexico is posted on BB; students may use this as a model to start working on their presentations.

1. The teams will provide their choice of countries before the end of June.
2. You will be considered the “country expert” and provide an engaging presentation for about 20 minutes
3. There should be a minimum of 12 references (APA style) for this presentation. Use a variety of scholarly, non-scholarly, and institutional resources to support your information.
4. Each team will turn in a power point report and their scholarly references (hard or soft copies).
5. There are 3 Cs or components for this assignment- please review the rubric for details

→ **Global Management presentation: 30% of your grade.**

→ **Presentations due: August 1st (with power point report)**

→ **Every student has to submit a peer evaluation form (posted on BB)**

## Exhibit 3.2 Global Management Rubric

**Team:**

**Country:**

### → **Content (60%)**

- ✓ You must turn in a power point presentation handout to the professor.
- ✓ You need to turn in your scholarly journals with your final presentation.
- Political/Economic//Legal Framework
- Cultural Profile of country – 5 dimensions (reference provided below)
- <http://geert-hofstede.com/countries.html>





- Detailing HRM (human resource management) practices (staffing, training, performance appraisal, and compensation) in the country of your choice
- What should US multinationals should be aware of in terms of culture-specific practices?
- The presentation should have at least **12 references**

### → **Clarity in Presentation (20%)**

1. Points will be taken off for reading for **EXCEEDING** the time limit (15 minutes for presentation plus 5 minutes for any creative activity)
2. Points will be taken off for reading from your index cards
3. Your presentation must demonstrate that you are knowledgeable about the topic.
4. Your presentation must include an INTERACTIVE component to engage your classmates

### → **Creativity & Class Engagement: (20%)**

- Display artifacts
- Bring items of food
- Wear ethnic costumes
- Play music/videos
- Anything else that you can think of

**Total Points: 100**

Final Grade:

**Comments**

**Scoring of Points for each of the THREE components**

**Content**

- 6 points for *each aspect of the framework* (Political/Economic/Legal/Cultural)



- 6 points for *each of the HRM practices*  
(staffing, training, performance appraisals, compensation)
- 5 points for what US companies should know
- 7 points for scholarly references

### **Presentation**

- 5 points for exceeding the time provided
- 5 points for reading predominantly
- 5 points for demonstrating knowledge on the topic (answering my questions)
- 5 points for class interaction

### **Creativity**

- The more creative ways you showcase your country and engage the class, the more points you will receive in this category

20 points

### **Exhibit 4.1 Partners Collaboration Project (from MT 502)**

#### **Leading Innovation Collaboration Project**

**Spring 2015**

11 February = launch, sort of!

- The purpose of the project is to provide students with both an opportunity to experience and experiment with varying aspects of collaboration AND actually apply theories of design thinking.
- The project centers on innovation and may be designed and constructed:
  - To approach a problem in an innovative way
  - To solve a problem in an innovative way
  - To innovate a new process or procedure

- To innovate a new product or service.
- Focus and energy is more on the process than on the outcome – this is truly meant to be a learning experience, a right-brain experience, and something that looks unlike any project you’ve completed for another class.
- Project carries a theme of “learning” – describe how and what each person learned and, more important, how and what the group learned. The group must fail at least three times.
- Partners in the collaboration will use Liedtka & Ogilvie’s *Design Thinking* guide including select tools and steps.

Identification of Innovation – includes Steps 1 through 3 – finalizing a Design Brief DUE 4 March

“What is?” phase of the project brings partnerships through Step 7 and the Establishment of their Design Criteria DUE 25 March

“What if?” phase of the project brings partnerships through Step 10 and the Creation of a Napkin Pitch DUE 8 April

“What wows?” is the concluding phase of the project for our class purpose with Prototypes presented in class on 29 April

- Project Report (to be negotiated – possible inclusions) DUE 10 May
  - Background, people, organization, place, circumstance, etc.
  - (include a description of what each group member uniquely brings to the project)
  - How did partnership complete requirement to “fail” three times?
  - Group Reflection
  - Outcome of assigned activities (virtual meeting, select creativity exercises).



- Partnerships

Stephen + Judy + Mark + Alex + Syd

Heather + Kim + Parinaz

Melody + Mary + Yasmeen

Juan + Angela + Pam

LEC thoughts on Monday, the 16<sup>th</sup> . . . Were we together in our classroom I would emphasize . . .

- This is about the experience and not the end result.
- This is a “first” for all of us – I previously only used a couple of the design-thinking tools.
- I anticipate and hope for MESSY!
- We may desire to negotiate on some of the elements – once you begin, all of us may be open to this.

## **Exhibit 4.2 Napkin Pitch (from MGT 502)**

### **Partners Collaboration Project      MGT 502**

#### *Whatza Napkin Pitch?*

The Napkin Pitch is the culminating activity of your Design-Thinking project’s phase – **What if?**.

Using your concept, complete these four components:

- The Big Idea – in which the concept is described.
- Execution – where questions such as – How will we deliver? What capability does this leverage or require? What partners will enhance our concept? – are answered.

- Business Rationale – where questions such as – How will this address the opportunity defined in our design brief? What about us is unique and enables capable of delivering this? How will our competition react? How will we sustain our advantage? – are answered.
- Needs/Benefits – where questions such as – What unmet “need” does our concept serve? Who is the user? How will the user benefit? – are answered.

The napkin pitch provides a simple, consistent format for summarizing and communicating new concepts. The name derives from the notion that a good idea can be communicated simply – so simply that it will fit on the back of a napkin.

For our class evening of “pitches” – bring your pitch on a napkin – YES – a napkin of your choice – along with a detailed page of the four components to give to me.

And be prepared to take fast, quick note – you will receive MANY comments and suggestions!!!

### **Exhibit 4.3 Presentation Rubric**

#### **Concept & Prototype Presentation Rubric – MGT 502**

Focus Area

Points

- a) *Clearly organized and listeners told: 20 points*
- Began with an introduction, describing content
  - Data shared
  - Persuasive techniques used
  - Recommendations given
  - Defined conclusion/ending
  - Transitions throughout
  - Verbally acknowledged quotes/citations
  - Time for questions/answers

b) *Audience attention and involvement: 25 points*

- Interesting, engaging; examples and/or storytelling; analogies, etc.
- Demonstrated they analyzed the audience

c) *Professional movement and voice: 10 points*

- Gestures, facial expressions, voice, eye contact
- All partners participated

e) *Visuals/props engaged the listeners and followed the structure: 35 points*

- napkin pitch reviewed, changes described
- design brief reviewed
- prototype demonstrated
- prototype offered for hands-on by audience
- cover slide, purpose/objectives slide, and transition slides
- used bullets and as few words as possible: consistent spacing and style, phrases instead of sentences, used color strategically

f) *Practiced and flowed naturally: 10 points*

- demonstrated competence
- memorized most content; slides and notes as prompts
- natural gestures, phrasing, humorous comments, stories
- incorporated pauses
- avoided digressions
- summarized
- kept control



--demonstrated appreciation at the end