

Bachelor of Business Administration in General Management (GM)
Audit and Review Self-Study 2003-2004

I. Program Highlights/Initiatives

A. Overview the current curriculum, including options available within the program

1. Required General Management Courses (6 credits)
 - 369 Leadership in Management
 - 419 Organizational Theory and Effectiveness
2. General Management Depth Courses (9 credits selected from)
 - Advanced Quantitative Analysis (3 credits)
 - 471 Management Decision Analysis
 - 480 Management Information Systems
 - 345 Advanced Statistics (Economics)
3. General Management Elective (6 credits)
 - 310 Organization and Management
 - 385 Managing the Small Business
 - 387 Entrepreneurship
 - 410 International Management
 - 486 Supervisory Management
 - 488 Management Seminar
 - 493 Coop/Internship in Management (strongly encouraged)
 - 496 Special Studies in Management
 - 498 Independent Studies in Management
4. International Component

Completed by taking 250410, International Management, or by taking a course, as approved by the Advisor, which includes and international management/business component.
5. Contracted Focus Courses (9 credit hours)

With the assistance of the advisor, the student selects a coherent body of course work, within the General Management context, from junior/senior (300/400) level courses offered by the University. The student drafts a formal statement of justification and rationale and executes a formal contract with the advisor. The contract is filed in the students advising folder which is maintained in the Management Department office. The courses selected are entered into the APR and become personalized requirements for the student. Changes can be and are made to the contract by formal written agreement between the student and the advisor. The purpose of the personalized component is to offer the student flexibility and responsibility for designing a component of the major. Data indicate that the most popular course areas selected are (in order):

Note: Advising is mandatory for management majors every semester. Compliance is ensured through a registration hold.

Suggested focus courses:
Management courses (especially Human Resource Management)
Marketing courses
Finance courses
Other College of Business & Economics courses
Other University courses

6. Appendix A presents a copy of the current program APR.

B. List any special recognition the program has received during the review period.

N/A

C. Highlight any new academic assessment initiatives you anticipate for the upcoming review period.

All sections of Organizational Behavior, MANGEMNT 301, will be assessed for learning outcomes in the content area of ethics and the skills areas of communication and group/team interaction. Where possible the assessment will be standardized across instructors. Outcomes will be recorded in order to assess learning trends over time. Data collected will be used to adjust learning outcomes as deemed appropriate. This initiative is course specific and is driven more by the College's accrediting agency.

The General Management Major, in conjunction with its advisory council, plans on developing an assessment survey for graduates 3-5 years out of the program. The purpose of this survey is to determine the value of existing courses and content in the workplace. The present thinking is that graduates 3-5 year out of college will recall sufficient information about the programs courses and course content to allow the faculty to make adjustments consistent with market needs.

Distribution and collection of the General Management Assessment Examination (Exit Exam) and accompanying General Management Perceptual Survey (Survey) will become the responsibility of General Management Advisors effective Fall Semester 2003.

II. Academic Assessment

Attach the program's AR(s) as Appendix C.

A. Centrality

1. Describe the centrality of the program to the mission and strategic plan of the University of Wisconsin-Whitewater.

The University's strategic plan suggests six priorities for the University and the general management faculty has consistently acted to meet these priorities:

- a. UW-Whitewater will keep student learning as the paramount focus of its programs and services.
 - The General Management faculty prepares students for successful careers in the public and private sectors and assesses student outcomes relative to program objectives.
- b. UW-Whitewater will deliver state of the art programs and services.
 - The General Management faculty delivers state of the art program as evidenced by almost universal faculty participation the web based MBA program and the development and delivery of an undergraduate core course via the web.
- c. UW-Whitewater faculty and staff will be exemplars in their fields.
 - All General Management tenure-track faculty are classified as graduate faculty with current publications in the field.
- d. UW-Whitewater will foster a sense of community, a respect for diversity, and an appreciation of global perspectives.
 - Respect for diversity and a global perspective are incorporated in all general management courses; and an international course is a component of the General Management Major. In addition, general management faculty have a diversity of international backgrounds and perspectives and speak several foreign languages.
- e. UW-Whitewater will serve as a vital resource, particularly to the region.
 - Members of the general management faculty serve as consultants to business and not-for-profit organizations in the region. Students assist businesses through a small business consulting course and internships.
- f. UW-Whitewater will continue to strengthen its leadership position as a premier comprehensive university.
 - The continuing commitment of the general management faculty to program improvement and professional development furthers the UW-Whitewater's position as a premier comprehensive university.

2. Explain the relationship of the program to other programs at the University.

As an AACSB accredited college of business the General Management major and management courses are a vital component of the academic program(s). The General Management Major serves other programs in the College of Business and Economics by offering two of the seven undergraduate "core" course required of all students pursuing a Bachelor's of Business Administration degree. The GM minor remains popular form with students form colleges other than the COBE. The GM faculty also offers eight graduate-level courses within the MBA program including some of the most heavily subscribed courses in the "web" MBA curriculum.

B. Program Goals and Assessment

1. Describe the current program goals and objectives, plus any stated mission of the program itself.

Mission of the General Management Program

There is no General Management program mission statement, however, the Mission Statement of the Management Department adequately includes the General Management Program:

The mission of the Department of Management is to support the mission of the College of Business and Economics, the University of Wisconsin-Whitewater and the University of Wisconsin System. Support is provided by:

- Maintaining a high quality faculty/staff
 - Providing comprehensive and current courses
 - Providing career-focused majors
 - Providing each of the Department's majors with the resources and support services necessary to continuously strive for improvement.
 - Working closely with other departments in and outside of the College of Business and Economics to provide support in meeting their specific needs.
- The Department strives to provide its faculty, students and guests with a professional yet friendly work environment that caters to the free flow of information and innovative ideas for continuous improvement.

Educational Objectives of the General Management Program (as revised 10/98)

1. Informational Objectives

General Management students should be presented information about, and develop an understanding of the following, in a diverse, global context:

- a. Organizational, environmental, ethical, management and leadership concepts, systems and processes
- b. Human behavior at individual, group and organizational levels

2. Conceptual Objectives

General Management students should possess the ability to develop and apply integrative frameworks to examine and interrelate organizational environments, designs, behavior, and effectiveness with respect to:

- a. Organization and management systems and processes
- b. Situations and processes impacting the behavior of individuals, groups and organizations
- c. Managerial, leadership, and supervisory processes and problems

3. Skill Objectives

General Management students should be able to:

- a. Communicate clearly orally and in writing (including effective use of computer-based applications software).
- b. Use quantitative methods (including computer software) appropriate to the analytic requirements of major and degree course work.
- c. Use qualitative analysis (including, logic, fragmentation, interpretation and synthesis) appropriate to the analytic requirements of major and degree course work.
- d. Demonstrate personal and interpersonal capacity to develop self-awareness, use or foster creativity, enhance cooperation, use power and influence, arouse the motivation of others and manage conflict and diversity.

2. **Summarize the ways by which the curriculum contributes to fulfilling the stated goals and objectives for the program. Explain gaps between specific goals/objectives and the curriculum.**

In addition to the COBE's core courses, General Management majors are required to take courses specific to the General Management program's learning objectives. Employing the headings from the immediately preceding, B. Program Goals and Assessment, courses from the major with significant corresponding content are listed following the heading.

1. General Management students should be presented information about, and develop an understanding of the following, in a diverse, global context. . .
 - 310 Organization and Management
 - 369 Leadership in Management
 - 419 Organizational Theory and Effectiveness
 - 410 International Management
 - 486 Supervisory Management
 - 488 Management Seminar
 - Contracted Focus Courses (9 credit hours)
2. General Management students should possess the ability to develop and apply integrative frameworks to examine and interrelate organizational environments, designs, behavior, and effectiveness with respect to. . .
 - 369 Leadership in Management
 - 419 Organizational Theory and Effectiveness
 - 493 Coop/Internship in Management (strongly encouraged)
 - 410 International Management
 - 486 Supervisory Management
 - 387 Entrepreneurship
 - 488 Management Seminar
3. General Management students should be able to communicate, use quantitative methods, use qualitative analysis, and demonstrate personal and interpersonal capacity to manage self and others. (summary)
 - 369 Leadership in Management
 - 419 Organizational Theory and Effectiveness
 - 471 Management Decision Analysis, or 250480 Management Information Systems, or 230345 Advanced Statistics
 - 493 Coop/Internship in Management (strongly encouraged)
 - 486 Supervisory Management
 - 387 Entrepreneurship
 - 488 Management Seminar
 - Contracted Focus Courses (9 credit hours)

There are no notable gaps between the curriculum and the programs objectives. However, objectives C, "General Management students should be able to communicate . . .," is essentially experiential in nature and is best served through internships.

3. Summarize the assessment data gathered during the review period. If it is helpful to include data from previous years for comparison purposes, the please do so. (Use tables where necessary.)

The following tables and their content summarizes results obtained form the exit exam and survey. Items correspond to the educational objectives for the General Management Major as delineated in section II.B.1.

General Management Assessment Examination (Exit Exam) Results						
Percentage Correct by Objective						
Category	98-99	99-00	00-01	01-02	02-03	Avg. of Avgs.
Respondents	27	31	30	22	27	
1a. 30 items	68.4	67.2	63.7	62.7	67.0	65.8%
1b. 22 items	73.4	70.5	65.5	64.7	66.5	68.1%
2a. 7 items	66.1	65.9	56.2	66.2	71.4	65.2%
2b. 19 items	74.9	70.6	67.5	69.1	72.7	71.0%
2c. 9 items	65.8	73.1	69.6	67.7	69.5	69.1%
3c. 12 items	71.0	68.5	63.9	67.8	67.6	67.8%
Avg. of Avgs.	69.9%	69.3%	64.4%	66.4%	69.1%	

General Management Perceptual Survey (Survey) Results						
Rating on a 5 Point Scale: 1=Poor, 3=Adequate, 5=Excellent						
Category	98-99	99-00	00-01	01-02	02-03	Avg. of Avgs.
Respondents	27	31	30	22	27	
1a. 10 items	3.66	3.72	3.78	3.67	3.70	3.71
1b. 5 items	4.04	4.08	4.10	4.25	3.97	4.09
2a. 7 items	3.70	3.90	3.91	3.66	3.78	3.79
2b. 4 items	3.53	3.78	3.91	3.67	3.77	3.73
2c. 3 items	3.56	3.76	3.81	3.59	3.73	3.69
3a. 7 items	3.75	3.95	3.85	3.62	3.97	3.83
3b. 4 items	3.69	3.77	3.66	3.60	3.83	3.71
3c. 5 items	3.46	3.70	3.51	3.55	3.66	3.58
3d. 6 items	4.19	4.11	4.08	4.12	4.13	4.13
Avg. of Avgs.	3.73	3.86	3.85	3.75	3.73	

The data suggest that assessment outcomes for General Management Majors have remained stable over the five-year period.

4. Describe how the program contributes to meeting specific state and societal needs. Describe how the program addresses diversity and global awareness issues.

The General Management program contributes directly to meeting state and societal needs by providing career-oriented students with management education preparing them for a wide range of positions in business, government, not-for-profit, and volunteer organizations. It also encourages its students to develop analytic, decision-making, and cooperative skills that will continue to be important to commerce and society. Additionally, the faculty and staff are active in research, presentations, and publication for a variety of regional, state, national and international publics. Several faculty are also active in consulting.

The General Management program addresses diversity and global awareness in the classroom through course content and the nature and background of its faculty. Four of the department's ten faculty were born outside the U.S., other faculty members have worked outside the U.S.

5. Explain any changes in goals, objectives, and/or curriculum that have occurred since the previous audit and review, indicating how the program has responded to the recommendations listed in the previous audit and review report. Refer to Appendix A as necessary.

There were no recommendations from the 1994-1998 Audit and Review that required a substantive response.

2002-03 General Management Goals and Objectives Completion Status:

Maintain or increase the demand for the General Management major and minor in the face of continued demand on faculty to accommodate the web MBA program.

Status: Enrollment was up to 124 majors in 2002, a 41% increase over 2001. The count for minors was 28, however the latest year for information was 2001.

Increase in the response rate to end of program feedback mechanisms compared to last year.

Status: The exam and feedback questionnaire are graduation requirements for all new and most current GM majors. In 2002, the latest year for which degree figures are available, 27 out of 40 students completed the exit examination and survey, a 67% response rate. It is expected that the completed figure will increase as the requirement is enforced.

Conducted the "annual" meeting with the GM Advisory Board in April and October 2002.

Status: One result of these meetings was the adoption of the co-teacher program. Under the co-teacher program a faculty member and a member of the business community co-teach a selected topic for a class session.

Offer COBE core courses over the web.

Status: The GM faculty offered Administrative Policy, a course in the COBE undergraduate core curriculum, entirely over the web with the cooperation of the web MBA program.

2001-02 General Management Goals and Objectives Completion Status:

Accommodate the numbers of GM majors and minors consistent with demand and begin a process enabling us to evaluate these programs from qualitative rather than quantitative perspectives.

Status: Ongoing. The number of students seeking the GM major is down for this academic year, and this appears to be at variance with trends in College enrollment. The growth of Web-MBA program demands for GM faculty has, in effect, offset the reduced number of majors. Qualitative assessments of the major are internal to the end-of-program survey, required of all GM majors and are a component of our Advisory Group's activities. Assessment of the minor is currently a responsibility of L&S, but this is being transferred to the College of Business & Economics.

Continue to emphasize internships to GM majors to continue or improve the excellent record of participation.

Status: Ongoing. As documented on the General Management program checklist sheet and the GM contract form, the Internship continues to be specifically identified as a recommend course selection. The level of participation of our majors in the internship declined in 2001-2002. Currently on-file GM contracts document that 30 % (compared to 73% a year ago) of GM majors intend to take the Internship.

General Management majors enrolled in the Internship (MANGEMNT 493) as follows over the past three academic terms:

<u>Term</u>	<u>Number</u>	<u>Class Size</u>	<u>Percent</u>
Summer 01	17	55	31 (36% in 00)
Fall 01	2	23	9 (29% in 00)
Spring 02	3	16	19 (42% in 01)

General Management majors were a decreased proportion of students taking the internship over the past year (23% overall during the most recent year compared to 36% overall during the previous year).

Continue dialog with the GM Advisory Board concerning GM program undergraduate and graduate curricula.

Status: Ongoing. Emphasis is on program assessment and recommendations regarding curricular offerings emphasizing keeping the program current and competitive. These will be agenda items at the April, 2002 meeting.

Continue the process of comparing and contrasting data provided by the GM assessment examination and survey instrument.

Status: Ongoing, summarized elsewhere in this report

Conduct a GM Advisory Board meeting in April of 2002.

Status: Ongoing, the meeting focused on the establishment of a co-teacher's program. The co-teacher program brings alumni, and others, from industry into the classroom to assist the instructor in presenting a topic with which the co-teacher has expertise. The program was well received by both faculty and industry participants.

2000-01 General Management Goals and Objectives Completion Status:

Within the constraints of available faculty, grow the number of majors enrolled in the GM program proportionally to overall enrollment in the College of Business and Economics.

Status: Ongoing. The number of GM majors appears to have stabilized. Graduations contributed to a reduction in the total number of declared majors in the fall, but that deficit was erased in the spring resulting in a net gain of one. Thus, we have stabilized at a satisfactory level for now. Because of the demands of the growing web MBA, GM faculty resources are not sufficient to grow the undergraduate major at this time.

Assess the attractiveness of the GM minor and determine if there are needs for changing how it is promoted and its structure

Status: Ongoing. As documented elsewhere, the Professional Business Minor in General Management has experienced surprisingly robust growth during the 2000-01 academic year. Growth in the university's Organizational Communication major appears to be having a positive influence in the number of our minors. The structure of the minor now provides a close parallel structure compared to the major. We will continue to monitor the attractiveness of the minor, but no curricular changes are needed at this time.

Continue to emphasize internships to GM majors to sustain or improve, if possible, participation.

Status: Ongoing. As documented on the General Management program checklist sheet and the GM contract form, the Internship is specifically identified as a recommend course selection. Because of continuing advising emphasis, the level of participation of our majors in the internship continues to be very strong. Currently on-file GM contracts document that 73% (compared to 74% a year ago) of GM majors intend to take the Internship.

General Management majors enrolled in the Internship (250493) as follows over the past three academic terms:

<u>Term</u>	<u>Number</u>	<u>Class Size</u>	<u>Percent</u>
Summer 00	21	58	36 %
Fall 00	7	24	29 %
Spring 01	8	19	42 %

Review recommendations made by the GM Advisory Board during the April, 2000 meeting for possible curricular modifications or additions to the GM major or minor. As appropriate, initiate changes where needed.

Status: Deferred. The April, 2000 meeting indicated a desire on the part of the Board to review General Management undergraduate and graduate curricula. A follow-on meeting was tentatively scheduled for September, 2000, but the discussion was deferred to a meeting scheduled for April, 2001. This meeting was conducted on April 20, 2001. Discussions on this topic between the Board and the GM faculty will continue. No definitive actions for change are currently scheduled. Faculty resource constraints currently prohibit adding courses to our programs.

Compare and contrast data provided by the last two cycles of the revised GM assessment examination and survey instrument.

Status: Completed.

Conduct a GM Advisory Board meeting in April of 2001.

Status: Completed. The meeting was conducted on Friday, April 20, 2001.

1999-2000 General Management Goals and Objectives Completion Status:

Sustain the number of majors enrolled in the GM program, consistent with overall enrollment the College of Business and Economics.

Status: The number of majors continues to grow at double-digit rates testifying to its popularity and desirability. The flexibility of the degree, inherent in its negotiated focus component, appeals to a wide variety of student needs and desires (The minor appears to have a relatively steady demand).

In academic advising, continue to emphasize internships to GM majors to sustain 80-90% participation.

Status: Advising is a requirement of the GM major. All advisors have been asked by the GM area coordinator to specifically emphasize internships during advising sessions. Students perceive the internship very positively. Current contracts on file indicate 74% of GM majors intend to take the Internship; however, recent contract submissions indicate that 90%+ of recently declared GM majors are opting for the internship. This reflects increased advising emphasis.

General Management majors enrolled in the Internship (250493) as follows over the past three academic terms:

<u>Term</u>	<u>Number</u>	<u>Class Size</u>	<u>Percent</u>
Summer 99	16	69	29
Fall 99	10	28	36
Spring 00	11	35	31

Review and revise as necessary the structure of the GM major (probable inclusion of the Entrepreneurship course as an elective in the major).

Status: Completed. 250387, Entrepreneurship, is now identified as a major elective.

Respond to recommendations and action requirements resulting from completion of Audit and Review.

Status: Audit and Review was successfully completed in May, 1999, and results were very positive. The program was approved for continuation with no significant concerns identified. There are no action items pending.

Require students in GM courses to use, to the extent practicable, computers, e-mail, analytic and presentation software, and the resources of the World Wide Web in courses at both the undergraduate and graduate levels.

Status: On going. GM faculty regularly employ and require students to use these resources in courses and for interactions with students. Rapid progress in developing and offering on-line graduate courses is indicative of improving faculty skill levels and commitment to effectively using these tools. Syllabi are routinely posted on the web, and many faculty make use of the capabilities of the Repository of On-line Academic Documents (ROAD).

Evaluate recent revisions to the GM assessment examination and survey instrument.

Status: On going. Results of data collection for the 98-99 academic year (documented and evaluated in the General Management Annual Assessment Report, compiled in July, 1999--immediately following the listing of Goals and Objectives for 2000-2001) indicate that revisions to both the survey feedback form and the exit examination are effective sources of information. When Spring 2000 data collection is completed at the end of the Spring 2000 semester, it will be possible to make direct comparisons between the 1998-99 results and the 1999-2000 results because both year's data collections will have been done using the same instrumentation. These comparisons will be provided in the area Annual Assessment Report which will be completed during the summer of 2000.

Conduct a GM Advisory Board meeting in April of 2000.

Status: Scheduled for late April, 2000. One of the agenda items will be soliciting from the Board specific comments for improving the GM major curriculum.

1998-99 General Management Goals and Objectives Completion Status:

With the intention of achieving a 5% increase in the numbers of General Management majors and minors, promote and market both programs effectively through all available means, including student organization, literature, web pages and information sessions.

Status: Majors are increasing, minors are holding relatively steady.

Majors increased by nearly 40% compared to 1997-98.

Minors increased in the fall semester by 32%, but the spring numbers are identical

In order to achieve at least 75% internship participation by General Management majors graduating in the 1998-99 academic year, continue to emphasize, through advising, that each GM major include an internship experience in the academic plan.

Status: All advisors strongly recommend the internship now. Approximately 80-90% participation is occurring now.

With the assistance of the Management Department internship coordinator, develop and publish a list of companies and organizations that have provided internships to GM students.

Status: The Internship coordinator maintains an extensive information database and makes this information available to students via published and electronic means.

By December of 1998, review all GM course titles and descriptions and revise as necessary to improve descriptive accuracy and communication effectiveness.

Status: 250310, Management Concepts has been re-titled and re-described for the next University Catalog. Other courses may be included in this process.

Enhance and improve faculty and student knowledge, skill and ability in the use of computers, e-mail, analytic and presentation software, and the resources of the World Wide Web in courses at both the undergraduate and graduate levels.

Status: Presentations on installed classroom technology were provided to College faculty and staff during the Fall, 98 College retreat. All GM faculty and staff use e-mail and most make use of computer technology in courses and student assignments.

Revise the GM assessment examination and survey instrument by the end of October, 1998.

Status: Complete.

During the 1998-99 academic year, encourage increased and active student membership in the General Management Organization (GMO) and evaluate the Organization's viability.

Status: Fall and Spring interest and involvement in the GMO is both active and substantial. Approximately 30 members are currently participating in the organization.

Arrange and conduct a GM Advisory Board meeting in April of 1999 as part of our on-going efforts to improve program assessment, planning, and revision.

Status: Conducted on April 23, 1999.

6. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new course, etc.) that you foresee over the next review period in view of projected trends in employment and the development of new technologies, etc.

Resource limitations imposed by budget cuts make it unlikely that the General Management major will develop a new course without the deletion of an existing course. Two faculty members have offered to develop a Business and Society (ethics) course. Survey responses from graduating students suggest the need for a more in-depth treatment of business ethics. MANGEMNT 385, Managing the Small Business, will most likely be deleted in favor of the proposed Business and Society course. MANGEMNT 385 is seldom offered and students have historically complained of an overlap with MANGEMNT 387, Entrepreneurship.

Two existing courses, MANGEMNT 485, Small Business Consulting and MANGEMNT 320, Human Resource Management, will be added to the list of General Management elective courses. Both courses fill specific needs noted on the Survey. Human Resource Management will be offered in response to the perceived demand for content and skills in the field. Small Business consulting, a hands-on course with Small Business Development Center clients, will meet both student and advisory council demands for increased opportunities for practical experience in the field of management.

C. Assessment of Student Learning/Outcomes

1. State performance objectives, specifying what subject matter, cognitive development, and skills the students will demonstrate upon completion of the program.

Refer to II. B.

2. Describe the data collection techniques used to determine how the program has been successful in achieving the desired performance objectives.

A. The revised (1998) multiple choice exit examination is employed to assess learning objectives (attached as Appendix G). It contains 50, 4-alternative, multiple-choice items. Items address the GM educational objectives as follows (See objective list in II. B.). Note: some items apply to multiple objectives):

1.a.30 items

1.b.22 items

2.a. 7 items

2.b.19 items

2.c. 9 items

3.c.12 items

The examination Items reflect content and cognitive development in these required GM courses:

301 Organizational Behavior

369 Leadership in Management

419 Organizational Theory & Effectiveness

489 Administrative Policy

B. The perceptual survey continues to be used (attached as Appendix H). It contains 42 structured-response items addressing development of knowledge, analytic ability, ability to integrate, and overall development of abilities and skills. The survey also solicits opinions on internship participation, job interviewing, strengths and weaknesses of the GM program, and recommendations for change. Survey items address the GM educational objectives as follows:

1.a.10 items

1.b. 5 items

2.a. 7 items

2.b. 4 items

2.c. 3 items

3.a. 8 items

3.b. 4 items

3.c. 4 items

3.d. 6 items

C. Institutional and College survey data as may be available.

The number of responses for the Student Survey, Audit and Reviews of Academic Programs, are too few to justify changes in the program. This may be more indicative of too small a sample as the response rates are relatively good. In General, the nature of the responses to these surveys are similar to those received on the General Management Exit Exam and Survey.

D. Recommendations from the GM Advisory Board as obtained at the annual meeting.

E. Internship on-the-job supervisor feedback as compiled and provided by the Department Internship Coordinator.

F. Feedback from the GM student group, the General Management Organization.

3. Summarize the assessment data gathered during the review period. If it is helpful to include data from previous years for comparison purposes, the please do so. (Use tables where necessary.)

A. General Management Assessment Examination

Twenty-seven students completed the exit examination and survey for the 2002-2003 academic year. This was a 84% response rate - somewhat up from the 81% response rate for the overall 2001-2002 academic year. The average score achieved by all examinees was 69.1% (compared to 66.4% in 01-02, 64.4% in 00-01, 69.3% in 99-00 and 69.9% in 98-99). Performance in the objective measurement categories is reported in II.B.3.

The results for 02-03 are consistently higher than those recorded for 01-02 and 00-01, some figures are still below those recorded in 99-00 and 98-99. Until there is a definitive improvement over all 99-00 and 98-99 figures, this remains a matter for concern.

B. Survey Results (see attached annotated survey for 2002-2003, Appendix H)

1. Development of knowledge

More than 67% of respondents perceived their knowledge development to be Good or Excellent, and more than 95% selected Adequate or above. Students rated knowledge development highest in the areas of management principles and concepts, individual behavior in organizations, motivation and leadership. On a 1-5 scale, the overall response average was 3.80 (compared to 3.82, 3.85, 3.81 and 3.75 for the previous four years).

2. Analytic ability

Approximately 74% of respondents perceived that their analytic ability had been developed Well or Excellently, and 100% selected Adequately or above. On a 1-5 scale, the overall response average was 3.792 (compared to 3.795, 3.992, 4.016 and 3.778 for the previous four years).

3. Ability to Integrate

Approximately 69% of respondents indicated that the GM program had built their integration ability Well or Excellently, and 95% selected Adequately or above. On

a 1-5 scale, the overall response average was 3.73 (compared to 3.58, 3.87, 3.79 and 3.61 for the previous four years).

4. Overall development of abilities and skills

Approximately 74% indicated that their skills and abilities had been developed to the levels of Good or Excellent, and over 93% selected Adequate or above. On a 1-5 scale, the overall response average was 3.95 (compared to 3.76, 3.84, 3.92 and 3.86 for the previous four years). This score is the highest recorded. However, it only constitutes the returns for one academic year and may not be indicative of a trend.

5. Open-ended comments

Satisfaction with internship experiences was again in evidence, however only 44% of the respondents have participated. Students continued to respect and approve the flexibility of the program and the student's ability to select a career-related focus. Weaknesses commonly identified were topic repetition in multiple courses (22%), lack of depth in topic development (15%), and a need for more quantitative treatment of topics (7%).

Overall the program remains responsive to student needs and has responded to the advice of the advisory council with the addition of international courses, increased participation in internships and the addition of a quantitative requirement.

4. Explain how individual courses are related to the student performance objectives.

The following table links the learning objectives, as stated in II.B.1., with the assessment instrument and corresponding course(s). Two courses, 250301 (Organizational Behavior) and 250489 (Administrative Policy) are components of the College's core curriculum, are taught by the faculty of the General Management Major and are management courses.

Objective	Assessment Instrument	Course
1.a.	Exit Exam Percept. Survey	250301 Organizational Behavior 250369 Leadership in Management 250419 Organizational Theory & Effectiveness 250489 Administrative Policy
1.b.	Exit Exam Percept. Survey	250301 Organizational Behavior 250369 Leadership in Management
2.a.	Exit Exam Percept. Survey	250301 Organizational Behavior 250419 Organizational Theory & Effectiveness 250489 Administrative Policy
2.b.	Exit Exam Percept. Survey	250301 Organizational Behavior 250369 Leadership in Management 250419 Organizational Theory & Effectiveness 250489 Administrative Policy
2.c.	Exit Exam Percept. Survey	250369 Leadership in Management 250489 Administrative Policy
3.a.		

	Percept. Survey	General Education and COBE core courses
3.b.	Percept. Survey	General Education and COBE core courses
3.c.	Exit Exam Percept. Survey	General Education and COBE core courses Most General Management Major courses
3.d.	Percept. Survey	General Education and COBE core courses Most General Management Major courses

5. Discuss potential revisions to the curriculum (e.g., the development of new academic emphases, new courses, etc.) that you foresee over the next review period based on the results of assessment of performance objectives.

The recurring theme in assessment, as reported by 22% of the survey respondents, is the perceived duplication across courses. The General Management faculty does not regard repetition of key concepts as a negative. Evidently 78% of the responding students do not see repetition as a problem or at least enough of a problem to warrant comment. The current consensus across the faculty is to treat the matter as a potential problem, but to take no action at this time.

Overall the data does not reveal trends that suggest substantive changes that need to be made in required, i.e. non-elective, courses in the major. In response to suggestions received in perceptual survey there will be changes in the list of required elective courses. Two existing courses, MANGEMNT 320, Human Relations Management, and MANGEMNT 485, Small Business Consulting, will be added. A new course, Business and Society, will be developed and an existing course, MANGEMNT 385, Managing the Small Business, will be deleted.

D. List any dual-level courses and indicate how course content, pedagogical processes, assignments, etc. creates differential educational experiences for graduate and undergraduate students.

No dual-level courses are offered. No Appendix D1 is required.

E. Program Improvements Resulting from Assessment Efforts

1. Highlight some of the important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period. Make sure to link the changes to the data collected during the review period.

There have been changes to the General Management curriculum that might be termed highlights:

- a. A requirement for an international course was added to the program resulting Primarily from feedback from the General Management Advisory Council.
- b. A requirement for a quantitative course was added to the program after the

College of Business and Economics dropped business calculus from the list of required courses. Again his requirement was largely in response to suggestions from the Major's Advisory Council. A minority of students, responding to the Perceptual Survey, suggested that the quantitative aspects of the program could be strengthened. The addition of the quantitative requirement may also be viewed as a response to student suggestion. Quantitative analysis is assessed through the questions coded as 3.b. on the Perceptual Survey. It is a bit early yet to suggest any definitive trend, but it appears that responses in category 3.b. may be moving upward.

- c. In order to raise student response rates, completion of the Assessment Examination and Perceptual Survey was made a graduation requirement. While no student is currently being prevented from graduating on the basis of exam and survey completion, the completion rate is now approaching 80% and near 100% completion rates should be expected within the next year.

See II. B. 5. for additional details.

2. Indicate how the program has responded to recommendations relevant to assessment of students' learning from the most recent Audit and Review Evaluation Report.

1. "It would be interesting to have more discussion of the five-year trends in the assessment test scores and survey scores. What do these scores, across time, say to the program? (see especially pp. 15-18; what does 73.5%, 75.5%, 70.3%, 78.5%, 74.0% mean?)"

Please see II.C.3.

Trends are deemed to be more important than the actual number reported. One possible interpretation of the score is that, on average, General Management students completing the exam in 2002-2003 were able to retain sufficient information about their major over a two-to-three year period to respond correctly to questions on material covered in their major 69.>1% of the time.

2. "Develop more external assessment techniques, perhaps including the AACSB instrument begin considered by the College. Consider also using the College's alumni survey."

The General Management Major has been slow to respond to this recommendation, as has the COBE. The first of the new AACSB instruments will be in place for spring semester 2004. The Management Major is currently developing a survey for graduates 3-5 years out of the program.

F. Information shared with Constituencies: Discuss how the assessment information has been shared with important constituencies, including students, staff, advisory boards,

etc. In particular, indicate systematic efforts, e.g., regularly scheduled orientation meetings, departmental newsletter, etc.

Information from the student exit exam and survey is shared annually with the Major's advisory council. This report to the Advisory Council is essentially oral in nature with key items highlighted on the agenda. The General Management Major's student organization, GMO, is consulted with regard to changes contemplated as the result of feedback from the exit exam survey. The General Management faculty weighs the advice of GMO carefully before making contemplated changes.

III. Enrollment

A. Trend Data: Respond to the following trend data for the program:

1. Number of student enrolled each fall for each of the past five years.

See Appendix E.

Students Enrolled In General Management					
Year	1998	1999	2000	2001	2002
Students Enrolled	94	116	110	88	124

2. Number of degrees granted each year for the past five years. (Data provided form the University's fact book.)

See Appendix E.

Degrees Granted in General Management					
Year	1998	1999	2000	2001	2002
Degrees Granted	32	33	48	62	40

3. Average number of total credits completed by those earning degrees for each year for each of the past five years if the program is an undergraduate major. (Data provided from the University fact book.) Undergraduate majors with a consistent pattern of students graduating with more than 120 credits should provide an explanation of the program elements that require credit accumulation in excess of that number.

See Appendix E.

Credits Completed for Earned Degree

Year	1998	1999	2000	2001	2002
Credits Completed	126	126	130	126	129

Excess credits appear to be accumulated in the General Education or as the result of a change in major, and not in the major. These numbers should improve as the result of the efforts of the Advising and Exploration Center.

4. Student placement information.

(Data to be provided by the department/program.)

(Attach trend data from the University Fact Book as Appendix E.)

The most recent report provided by the campus Career Planning and Placement Services office document a 100% employment placement rate for 2001-2002 graduates a trend that reflects the 95%+ employment placement rate for GM graduates since 1996 -1997. These data also include students enrolled in full-time graduate study. One particularly salient fact from the survey revealed that 41% of General Management majors were employed full-time at the time of graduation.

B. Demand for Graduates: Identify career opportunities available for graduates of the program. Placement statistics to be considered may include:

The latest figures suggest that average salaries of recent GM graduates averaged \$38,747.

This salary figure places General Management majors in the upper half of COBE graduates in terms of earnings.

1. Acceptance into graduate programs and employment.

See III.A.4.

The most recent report provided by the campus Career Planning and Placement Services office document a 100% employment placement rate for 2001-2002 graduates a trend that reflects the 100% employment placement rate for GM graduates since 1996 -1997.

2. Employment projections by the Bureau of Labor Statistics and/or state agencies; and /or

N/A

3. Other indicators of employment trends.

See III.A.4.

4. If it is appropriate, differentiate in the data between those graduates seeking full-time employment upon graduation and those graduates of the program who are already employed and may be seeking career enrichment opportunities, promotions, new job responsibilities, etc., upon the attainment of the degree.

N/A

C. Accreditation

1. Identify the role of program accreditation for employment of graduates or

program continuation.

The College of Business and Economics is accredited by AACSB International – The Association to Advance Collegiate Schools of Business. The General Management Major is not accredited independently of the College of Business and Economics.

2. If accreditation is not required for graduates' employment or program continuation, but provides a competitive edge for the program, provide a brief explanation for the advantages of holding this accreditation.

AACSB accreditation is the highest level of accreditation available to business schools in the U.S. and internationally. AACSB accreditation is only a part of the overall quality of education provided to UW-W business students. A business degree from the UW-W is well regarded in the region's employment market place.

D. Location Advantage: Explain any advantages (or disadvantages) the program has due to the location off the University of Wisconsin-Whitewater and its access to opportunities and resources in the region.

Whitewater, Wisconsin offers a locational advantage in the sense that it has geographical proximity to the metropolitan/urban markets of Chicago, Madison and Milwaukee. Despite the presence of similar academic programs in each of these markets there is an undoubted benefit to the GM program's central location when it come to recruitment and enrollment. This benefit is offset by the fact that these markets are too geographically remote for the program to maximize the number of internships and other forms of partnering that would otherwise be possible.

E. Comparative Advantage

1. Identify any unique features that set the program apart from other competing programs in the UW System or other colleges or universities in Wisconsin, and/or elements that contribute to the program having a competitive edge. Factors to discuss may include:

- a. The program's content or special emphases;**
- b. Its focus on a specific populations;**
- c. The expertise of the faculty and staff in specific areas;**
- d. The availability of practicum or internship experiences; and/or**
- e. The lack of duplication of the program at other institutions in the University of Wisconsin System.**

Majors such as General Management are common components of most undergraduate business programs. However, our program is unique in integrating flexibility, focus and career preparation. Additionally, the focus and career-preparation elements of the program are substantially the responsibility of, and under the decision-making control of, the student (with advisor concurrence). The faculty continues to be focused on providing a thorough and broadly based major for the purpose of improving program potential and impact.

The GM faculty are experienced instructors and active scholars. Their academic backgrounds include diverse fields in technical studies including engineering, liberal studies, and a breadth of exposure to the facets of the field of management education,

including actual organizational experience and consulting. All GM faculty members are qualified as graduate faculty, a qualification that is a function of publishing.

F. Community Impact

1. Discuss the impact that the program has on the community and/or region.

Factors to discuss may include:

- a. The involvement of students and/or faculty in the region;**
- b. The utilization of the program by consumers (i.e., performance and/or services); and/or**
- c. Support by regional constituencies.**

In addition to a service hour requirement for all majors, we place 50%+ of General Management students in internships with companies and organizations in SE-Wisconsin. In addition to teaching students, who reside mostly in the SE-Wisconsin area, faculty consult with businesses in the area and offer presentations and instructional programs. The solid support of the General Management Advisory Board, made up of members of business and organizations in the region, also speaks well of the program's relevance to and relationship with the greater community.

IV. Resource Availability and Development

Include a table summarizing specific faculty and staff contributions in teaching, research, and service as applicable as Appendix F. (On a chart, include names, bibliographic information for publications and creative activities, listing of service contributions, etc.)

Complete teaching, research and service information may be found in Appendix F.

A Summary of Faculty Teaching, Research and Service			
Faculty/Staff	Teaching Enhancement Count (IV.B.1.)	Research Publications Count (IV.C.1.)	Service Committee Count (IV.E.1.)
Bronson, James	4	4	29
Dougan, William	2	4	6
Drago, William	5	13	29
Godiwalla, Yezdi	1	7	21
Gosen, Jerry	2	2	6
Parboteeah, Praveen	3	7	13
Tourigny, Louise	1	1	7
Washbush, John	1	10	10
Detailed information, by faculty member, may be found in Appendix F.			

A. Faculty and Staff Characteristics

1. **Discuss the characteristics of the faculty and staff responsible for the program. Factors to be discussed include levels of professional preparation; appropriateness of expertise to the needs of the program; unit cohesiveness in enhancing program quality; and success in meeting affirmative action goals.**

Please refer to the Table in IV. A. 3. for professional preparation, expertise, and affirmative action. The primary vehicle for ensuring program cohesiveness is the overlap of teaching and research specialization across the General Management faculty. All faculty are hired with the ability to teach across two, or more, areas of specialization. The result of this practice is overlapping research interest across faculty members and an increase in faculty interaction across an already collegial group.

Recent criteria for hiring faculty have included: a terminal degree in business, or related area, with an emphasis in a predetermined specialization and the ability to teach in a second area, evidence of quality teaching, the willingness to teach over the web, a commitment to service, a demonstrated ability to conduct research, the desire to work in a multicultural environment, and relevant industry experience.

General Management Faculty & Staff Characteristics					
Faculty/Staff	Rank	Degree	Specialization	Sex	Race¹
Addae, Helena	Asst. Prof.	Ph.D.	Org. Behav./Intl. Mgmt.	F	Afr. Am.
Bronson, James	Assoc. Prof.	Ph.D.	Strategy/Entrepreneur.	M	White
Clements, Christine	Dean	Ph.D.	N/A	F	White
Dougan, William	Assoc. Prof.	Ph.D.	Org. Theory/Strategy	M	White
Drago, William	Professor	Ph.D.	Strategy/Org. Theory	M	White
Godiwalla, Yezdi	Professor	Ph.D.	Intl. Mgmt./Strategy	M	Asian
Gosen, Jerry	Professor	Ph.D.	Org. Behav./Strategy	M	White
Parboteeah, Praveen	Asst. Prof.	Ph.D.	Intl. Mgmt./Strategy	M	Two or more
Tourigny, Louise	Asst. Prof.	Ph.D.	Leadership/Org. Behav.	F	White
Washbush, John	Professor	Ph.D.	Strategy/Ops. Mgmt.	M	White

¹U.S. Census Bureau Categories

2. **Indicate the courses in the curriculum for which each faculty and staff member**

is responsible.

Please refer to the Table in IV. A. 3.

3. Identify anticipated staffing changes or areas of need, and the projected impact of these changes and needs on the program.

Professor Washbush has expressed his intention to retire in the near future. In recent years Professor Washbush has had teaching responsibilities in both the General Management Major and the Production/Operations Management major – a very unusual combination of talents. If the dubious assumption is made that the Department is allowed to replace Prof. Washbush on his retirement, then a decision will have to be made to hire either a General Management person or a Production/Operations person. Strictly from the perspective of the major, a candidate that could teach leadership, supervisory management and organizational behavior would be ideal.

B. Teaching and Learning Enhancement

1. Discuss the characteristics of the faculty and staff activities in the areas of teaching and learning enhancement since the previous audit and review. Participation in on-campus and off-campus teaching enhancement activities; involvement in academic advising and efforts to maintain or improve advising performance; work with undergraduate students on research projects; initiatives in student-learning based on outcomes; new course development; and/or involvement with interdisciplinary course development and/or delivery.

All GM faculty act as advisors to General Management majors. Every tenure-track faculty member is assigned 15-20 students to be advised both fall and spring semester by appointment. Course “holds” are used to ensure that all GM students are advised. Advising forms are periodically visited and updated by the GM coordinator and all GM faculty are advised of changes, typically via e-mail.

All GM faculty have attended web course training sessions. All GM faculty have developed, and are teaching, or have taught, web courses. The only exception is a new hire for Fall 2003 and this exception is simply a matter of timing.

Please refer to Appendix F. for a breakdown by faculty member.

C. Research and Other Scholarly/Creative Activities

1. Discuss the characteristics of the faculty and staff related to research and other scholarly/creative activities of the faculty and staff since the previous audit and review. Delineate participation in professional meetings, exhibits, performances, presentations and publications as means of presenting original basic and applied research initiatives.

All GM faculty are classified as graduate faculty, i.e. at a minimum they have published an article in a refereed journal within the last two years.

Please refer to Appendix F. for a breakdown by faculty member.

D. External Funding

- 1. Discuss the characteristics of the faculty and staff related to the efforts and successes of the program to generate funding through grants, contracts and/or gifts. Indicate sources, requested dollar amounts, and current status of such requests.**

External funding sources may be more limited for business faculty than for many other disciplines. Nonetheless there have been some notable successes in securing external funds.

James Bronson - Department of Education, FIPSE appropriation, lead author for committee, \$496,000

Louise Tourigny - US Department of Education, with G. M. Naidu, \$80,000

E. Professional and Public Service

- 1. Discuss the characteristics of the faculty and staff related to professional and public service activities of the faculty and staff since the previous audit and review. Discuss such activities as: service involvement in professional organizations at state, regional, national, or international levels; editing or reviewing for professional publications within the discipline; and/or roles and memberships in university, college, and departmental committees.**

All GM faculty are actively involved in service.

Please refer to Appendix F. for a breakdown by faculty member.

F. Resources for Students in the Program

- 1. Discuss the number of students in the program in relation to the resources available to the program. Factors that may be analyzed include: the number of students per faculty member; and the amount budgeted to student help, capital supplies/services, etc.**

The undergraduate major does not, in itself, place undue burdens on faculty and resources. However, General Management faculty carry a disproportionate load in the web MBA program in terms of the number of courses and the number of students taught. This results in an overall strain on the faculty and other resources.

G. Facilities, Equipment, and Library Holdings

- 1. Discuss the adequacy of the facilities, equipment, and library holdings available for the purposes of supporting a high quality program. Identify any deficiencies and describe plans to remedy them.**

Carlson Hall has been deficient as teaching facility in terms of classroom design, size and electronic interfaces for a number of years. It seems highly unlikely this situation will be rectified before the construction of a new business building. The availability of on-line journals and other reference materials has diminished the demand for traditional library resources in recent years. For the most part, the major has sufficient physical assets for its immediate needs.

Appendices:

The following appendices must be included as attachments to the self-study.

Appendix A: Audit and Review Evaluation Report from Last Review

AUDIT AND REVIEW EVALUATION FORM

Program: General Management

Major/Minor

BBA

Program Strengths:

Strategic Plan

1. The program addresses all six priorities of the University's Strategic Plan through multiple means.

Accreditation, Professional Standards

1. The program is accredited as part of the American Assembly of Collegiate Schools of Business accreditation of the College of Business and Economics.

Assessment

1. Overall, assessment is sound and utilizes a variety of assessment techniques as follows:
 - Exit exams and surveys of GM majors enrolled in Administrative Policy. The exit survey is well constructed and informative.
 - Program exit exam.
 - The Major Assessment Examination, given at the end of the undergraduate program, appears to thoroughly encapsulate informational, conceptual, and skills objectives.
 - Student perceptual survey
 - University survey
 - College alumni surveys have provided valuable information.
 - Department internship coordinator input
2. Well-developed and systematic assessment process.
3. The year-by-year summary is helpful.
4. Good use of ongoing planning tools (goals and objectives) to continuously improve the program.
5. Extensive networking is in place for sharing information with constituencies.
6. Regular use of assessment outcomes to continuously improve the program (program was completely revised in 1995 as a result of assessment feedback). Several changes have been implemented from evaluation of student examination data, survey feedback, GM Advisory Board recommendations, exit interviews, and general observations.
7. Assessment vehicles appear to be well integrated and are used effectively in driving programmatic changes.
8. This appears to be a most effectively used advisory board which actively solicits both faculty and student input providing an excellent barometer for program vitality and direction.

Curriculum

1. Advising is mandatory.
2. While the program is structured, it offers flexibility depending upon students' needs. The program offers choices in contracting for some focus courses.
3. The program serves all business majors through offerings of Organizational Behavior and Administrative Policy service courses. The program offers three courses, Organizational Behavior (250-301), Management Concepts (250-310) and Organizational Theory and Effectiveness (250-419), that serve a large number of non-majors.
4. Graduates complete their degree efficiently, finishing just below the university average of 134 credits.

Faculty

1. Active, concerned, involved and collegial faculty
2. As a whole, the faculty are quite prolific as research scholars.
3. All faculty are active in the service area, with extensive involvement in professional societies and organizations.

4. The faculty and staff have practical experience that they can bring into their teaching.
5. The faculty have up-to-date technology at their disposal for both professional and pedagogical purposes.

Opportunities for Students

1. Strong advising focus
2. Strong program promotion
3. The internship program is strong and well managed by a permanent coordinator.

Enrollment

1. Enrollment has remained steady with a substantial increase for 98-99.
2. Graduates increased sharply for 97-98.
3. Attrition rates appear to be relatively low.

Placement

1. The program maintains an excellent placement rate over 90% with graduates attaining very competitive salaries.
2. Good use of internships to develop career skills and job opportunities

Resources

1. Classrooms and faculty offices are adequate.
2. Faculty have computers in their offices.
3. Library holdings are adequate, especially with available electronic holdings.

Other

1. The program appears to have developed an excellent network of alumni employers.

Program Weaknesses:

Assessment

1. Low student response on graduating seniors assessment.

Faculty

1. It does not appear that the program has met diversity goals in staffing.

Extramural Funding

1. Other than funding efforts by one faculty member, there do not appear to be any other initiatives in this area.

Recommended Actions:

3. It would be interesting to have more discussion of the five-year trends in the assessment test scores and survey scores. What do these scores, across time, say to the program? (see especially pp. 15-18; what does 73.5%, 75.5%, 70.3%, 78.5%, 74.0% mean?)

4. Develop more external assessment techniques, perhaps including the AACSB instrument begin considered by the College. Consider also using the College's alumni survey.
5. Increase efforts to involve more of the faculty in seeking extramural funding.
6. Include a listing/summary of all extramural funding in future self-studies.

Recommended Result:

The program should be continued without qualification.

Appendix B: Accreditation Report (if relevant)

N/A

Appendix C: Program AR(s)

Transcript Results

THIS AR REFLECTS PROGRESS IN THE SELECTED PROGRAM

University of Wisconsin - Whitewater

800 West Main Street

Whitewater, WI 53190

United States

Name : Warhawk, Sue Doe

Student ID: 1499999

Address : 800 W Main Street

Whitewater, WI 53190

United States

Print Date : 2003-07-16

Undergraduate Career Totals

CUM GPA : 0.000 CUM TOTALS : 0.00 0.00 0.000

- - - - ACADEMIC ADVISEMENT REPORT - - - -

Report on Undergraduate Career

Requirements Not Satisfied

Business & Econ Undergraduate Program

Requirements Not Satisfied

A MINIMUM OF 120 UNITS, A UWW CUM GPA OF 2.00 & FULFILLMENT OF ALL ACADEMIC REQUIREMENTS ARE REQUIRED TO GRADUATE. SOME PROGRAMS REQUIRE A GPA HIGHER THAN

2.00 AND/OR MORE THAN 120 UNITS FOR ADMISSION, RETENTION & GRADUATION. A COMBINED

GPA MAY BE USED.

Requirement Not Satisfied -

120 CREDIT

Requirement Not Satisfied -

Units (required/needed): 120.00/120.00

UWW GPA - (Any coursework prior to 1979 is not reflected in UWW Cumulative totals.)

GPA (required/actual): 2.000/Unknown

COMBINED GPA - (The Combined GPA reflects all UWW and Transfer coursework. The Combined GPA for Transfer

students prior to summer 2001 reflects only those transfer courses accepted for credit by UWW.)

GPA (required/actual): 2.000/Unknown

I. DEVELOPMENTAL SKILLS

Requirement Not Satisfied -

ENGLISH 090 OR WAIVER

Requirement Not Satisfied -

Courses (required/needed): 1.00/1.00

MATH 040 OR WAIVER

Requirement Not Satisfied -

Courses (required/needed): 1.00/1.00

MATH 041 OR WAIVER

Requirement Not Satisfied -

Courses (required/needed): 1.00/1.00

II. COMMUNICATION AND CALCULATION SKILLS

Requirement Not Satisfied -

A. COMMUNICATION SKILLS (3 courses or waivers, must be completed within first 60 units)

Overall Requirement Not Satisfied -

1. ENGLISH 101

Requirement Not Satisfied -

Courses (required/needed): 1.00/1.00

2. ENGLISH 102 OR ENGLISH 105

Requirement Not Satisfied -

Courses (required/needed): 1.00/1.00

3. SPEECH 110

Requirement Not Satisfied -

Courses (required/needed): 1.00/1.00

B. CALCULATION SKILLS

Requirement Not Satisfied -

1. MATH 140 OR MATH 141

Requirement Not Satisfied -

Courses (required/needed): 1.00/1.00

III. UNIVERSITY REQUIREMENTS

Requirement Not Satisfied -

A. QUANTITATIVE & TECHNICAL REASONING

Requirement Not Satisfied -

1. SELECT A 4-5 LAB SCIENCE DESIGNATED GL

Requirement Not Satisfied -

Units (required/needed): 4.00/4.00

2. SELECT 3-6 UNITS OF SCIENCE, MATH OR COMP SCI DESIGNATED GL OR GM FROM AT LEAST 1 DISCIPLINE OTHER THAN THE LAB SCIENCE USED IN AREA A 1 (ASTRONOMY, BIOLOGY, CHEMISTRY, COMP SCI, GEOLOGY, LSINDP, PHYSICAL GEOGRAPHY, MATH, PHYSICS)

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

B. CULTURAL HERITAGES (6 UNITS)

Overall Requirement Not Satisfied -

1. GENED 110 WORLD OF THE ARTS

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

2. GENED 390 WORLD OF IDEAS (REQUIRES JR STANDING)

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

C. COMMUNITIES (6 UNITS)

Overall Requirement Not Satisfied -

1. GENED 130 INDIVIDUAL AND SOCIETY

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

2. GENED 140 GLOBAL PERSPECTIVES OR GENED 120 THE U.S. EXPERIENCE IN A WORLD CONTEXT *EDUCATION STUDENTS SEEKING LICENSURE MUST TAKE GENED 140*****

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

D. PHYSICAL HEALTH & WELL-BEING (1-2 UNITS)

1. PEGNRL 192 PERSONAL HEALTH AND FITNESS FOR LIFE

Requirement Not Satisfied -

Units (required/needed): 1.00/1.00

2. 0-1 UNIT IN HPRC COURSES DESIGNATED GP (IP)

E. ELECTIVES (7-12 UNITS TO BRING TOTAL TO 32 UNITS)

1. ADDITIONAL ELECTIVES DESIGNATED GA, GE, GH, GI OR GS; NO MORE THAN 1 COURSE FROM

ANY ONE DISCIPLINE MAY BE COUNTED IN AREA. (IP)

Requirement Not Satisfied -

Units (required/needed): 7.00/7.00

Courses (required/needed): 3.00/3.00

32 UNITS REQUIRED TO SATISFY UNIVERSITY REQUIREMENTS

Requirement Not Satisfied -

Units (required/needed): 32.00/32.00

IV. DIVERSITY

Requirement Not Satisfied -

1. SELECT 1 COURSE, LABELED DIVERSITY IN THE SCHEDULE OF CLASSES, IN AFRICAN-AMERICAN, NATIVE AMERICAN, ASIAN-AMERICAN OR HISPANIC EXPERIENCE. (DOES NOT APPLY IF YOU ENROLLED AT A UW SYSTEM CAMPUS BEFORE FALL 1989.)

Requirement Not Satisfied -

Courses (required/needed): 1.00/1.00

General Management Major Plan

Requirements Not Satisfied

V. COLLEGE OF BUSINESS AND ECONOMICS BBA DEGREE REQUIREMENTS

Overall Requirement Not Satisfied -

A. UNIQUE DEGREE REQUIREMENTS

Requirement Not Satisfied -

Units (required/needed): 9.00/9.00

1. MATH 143

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

2. ECON 201 AND ECON 202

Requirement Not Satisfied -

Units (required/needed): 6.00/6.00

3. INTERNATIONAL REQUIREMENT. SELECT ONE COURSE FROM FOLLOWING LIST:

Requirement Not Satisfied -

Courses (required/needed): 1.00/1.00

The following course(s) may be used to satisfy this requirement:

ANTHROPL 110, ANTHROPL 218, ECON 360, ECON 401, ECON 406, ECON 431, ECON 359, ENGLISH 323,

ENGLISH 324, FNBSLW 410, FRENCH 340, FRENCH 350, FRENCH 491, GEOGRPY 230, GEOGRPY 336,

GEOGRPY 346, GEOGRPY 362, GEOGRPY 363, GEOGRPY 364, GEOGRPY 365, GEOGRPY 368, GERMAN 350,

GERMAN 491, HISTRY 130, HISTRY 131, HISTRY 340, HISTRY 342, HISTRY 343, HISTRY 346, HISTRY 347,

HISTRY 352, HISTRY 360, HISTRY 372, HISTRY 381, HISTRY 432, HISTRY 433, INTRNAR 488, INTRNAR 494,

INTRNAR 496, MANGEMNT 410, MANGEMNT 491, MARKETNG 361, POLISCI 255, POLISCI 340, POLISCI 350,

POLISCI 351, POLISCI 352, POLISCI 460, POLISCI 461, POLISCI 463, POLISCI 471, POLISCI 472, RELIGST 211,

RELIGST 212, RELIGST 303, SOCIOLOGY 290, SOCIOLOGY 336, SOCIOLOGY 350, SOCIOLOGY 385, SOCIOLOGY 491,

SPANISH 350, SPANISH 360, SPANISH 491, SPEECH 424, SPEECH 491

4. COMPUTER APPLICATIONS TEST

Requirement Not Satisfied -

Condition Name

COMPUTER APPLICATIONS TEST

Status

False

B. LOWER AND UPPER DIVISION DEGREE REQUIREMENTS

Requirement Not Satisfied -

Units (required/needed): 31.00/31.00

1. ACCOUNT 244

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

2. ACCOUNT 249 OR ACCOUNT 341 OR ACCOUNT 342

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

3. ECON 245

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

4. FNBSLW 341, MANGEMNT 301, AND MARKETNG 311 (NOTE: COURSES SHOULD BE TAKEN PRIOR TO 90 UNITS)

Requirement Not Satisfied -

Units (required/needed): 9.00/9.00

5. BSEDCNA 353, FNBSLW 344, AND MANGEMNT 306 (NOTE: COURSES SHOULD BE TAKEN PRIOR TO 90 UNITS)

Requirement Not Satisfied -

Units (required/needed): 9.00/9.00

6. BSEDCNA 388 (SHOULD BE TAKEN PRIOR TO LAST SEMESTER)

Requirement Not Satisfied -

Units (required/needed): 1.00/1.00

7. MANGEMNT 489 (NOTE: BSEDCNA 353, FNBSLW 341, FNBSLW 344, MANGEMNT 301, MANGEMNT 306, AND MARKETNG 311 ARE PREREQS TO MANGEMNT 489)

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

C. ALL BBA STUDENTS ARE REQUIRED TO COMPLETE 20 HOURS OF COMMUNITY SERVICE PRIOR

TO GRADUATION

Requirement Not Satisfied -

COMMUNITY SERVICE HOURS

Condition Name

Status

BUSINESS COMMUNITY SERVICE

False

VII. GENERAL MANAGEMENT MAJOR (00)

Requirement Not Satisfied -

GPA (required/actual): 2.500/Unknown

Units (required/needed): 24.00/24.00

1. MANGEMNT 369 AND MANGEMNT 419

Requirement Not Satisfied -

Units (required/needed): 6.00/6.00

2. ADVANCED QUANTITATIVE ANALYSIS - SELECT 3 UNITS FROM MANGEMNT 471, MANGEMNT 480,

ECON 345 OR 3 UNITS (300 LEVEL OR ABOVE) QUANTITATIVE COURSE AS APPROVED BY THE ADVISOR. (A STDNT WHO HAS COMPLETED A CALCULUS COURSE MAY SUBSTITUTE A GEN MGT ELECTIVE)

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

3. GENERAL MANAGEMENT ELECTIVES - SELECT 6 UNITS FROM COURSES LISTED BELOW (INTERNSHIPS STRONGLY ENCOURAGED) NOTE: STUDENTS MAY TAKE MANGEMNT 385 OR MANGEMNT 387 UNDER THIS SECTION, BUT NOT BOTH.

Requirement Not Satisfied -

Units (required/needed): 6.00/6.00

The following course(s) may be used to satisfy this requirement: MANGEMNT 310, MANGEMNT 385, MANGEMNT 387,

MANGEMNT 410, MANGEMNT 486, MANGEMNT 488, MANGEMNT 493, MANGEMNT 496, MANGEMNT 498

4. IDENTIFY THROUGH A WRITTEN PROPOSAL AT LEAST 9 UNITS AT 300 OR 400 LEVEL IN CONSULTATION WITH A GENERAL MANAGEMENT ADVISOR. THE COURSES MUST CONSTITUTE A

LOGICAL AND COHERENT PROGRAM WITHIN GENERAL MANAGEMENT CONTEXT. (PERSONALIZATION REQUIRED)

Requirement Not Satisfied -

Units (required/needed): 9.00/9.00

5. COMPLETE AN INTERNATIONAL MANAGEMENT COURSE AS A GENERAL MANGEMENT ELECTIVE

(SECOND REQUIREMENT ABOVE, MANGEMNT 410) OR AN INTERNATIONAL COURSE AS PART OF THE FOCUS COMPONENT (THIRD REQUIREMENT ABOVE) AS APPROVED BY THE ADVISOR. (PERSONALIZATION REQ)

Requirement Not Satisfied -

Units (required/needed): 3.00/3.00

ELECTIVE BUSINESS COURSES & BUSINESS GPA

Requirement Not Satisfied -

1. BUSINESS COURSES

GPA (required/actual): 2.500/Unknown

COURSES OUTSIDE THE BUSINESS COLLEGE

Requirement Not Satisfied -

1. STUDENTS WHOSE 1ST TERM OF ENROLLMENT AT A UNIVERSITY IS FALL 93 OR LATER MUST TAKE 60 UNITS OUTSIDE THE COLLEGE OF BUSINESS & ECONOMICS AND THE MCS DEPT (A MAXIMUM OF 12 UNITS OF ECONOMICS MAY BE USED). OTHER STUDENTS MUST TAKE 48-49 UNITS. (IP)

Requirement Not Satisfied -

Units (required/needed): 60.00/60.00

MILESTONES

Requirement Not Satisfied -

Condition Name	Status
MANAGEMENT EXIT FEEDBACK	False

Appendix D: List Linking Courses to Learning Objectives

Objective	Assessment Instrument	Course
1.a.	Exit Exam Percept. Survey	250301 Organizational Behavior 250369 Leadership in Management 250419 Organizational Theory & Effectiveness 250489 Administrative Policy
1.b.	Exit Exam Percept. Survey	250301 Organizational Behavior 250369 Leadership in Management
2.a.	Exit Exam Percept. Survey	250301 Organizational Behavior 250419 Organizational Theory & Effectiveness 250489 Administrative Policy
2.b.	Exit Exam Percept. Survey	250301 Organizational Behavior 250369 Leadership in Management 250419 Organizational Theory & Effectiveness 250489 Administrative Policy
2.c.	Exit Exam Percept. Survey	250369 Leadership in Management 250489 Administrative Policy

3.a.	Percept. Survey	General Education and COBE core courses
3.b.	Percept. Survey	General Education and COBE core courses
3.c.	Exit Exam Percept. Survey	General Education and COBE core courses Most General Management Major courses
3.d.	Percept. Survey	General Education and COBE core courses Most General Management Major courses

Appendix D1: List of Dual-Listed Courses and Graduate Requirements (if any)

N/A

Appendix E: Trend Data included from the University's fact Book

Appendix E: General Management Trend Data					
	1998	1999	2000	2001	2002
Students Enrolled	94	116	110	88	124
Degrees Granted	32	33	48	62	40
Credits Completed	126	126	130	126	129

Appendix F: Table of Faculty and Staff Contributions in teaching, research and service

Appendix F			
A Summary of Faculty Teaching, Research and Service			
Faculty/Staff	Teaching Enhancement Count (IV.B.1.)	Research Publications Count (IV.C.1.)	Service Committee Count (IV.E.1.)
Bronson, James	4	4	29
Dougan, William			
Drago, William	5	13	29
Godiwalla, Yezdi	1	7	21
Gosen, Jerry	2	2	6
Parboteeah, Praveen	3	7	13
Tourigny, Louise			
Washbush, John	1	10	10
Detailed information, by faculty member, may be found in Appendix F.			

James W. Bronson

Associate Professor of Management

Personal information for Audit and Review

Teaching and Learning Enhancement

1. Teaching and learning enhancement since 1998.
 - a. Participation in on-campus and off-campus teaching enhancement activities:
 - On campus, Blackboard training 1999, WEB MBA training, 1999 & 2003, Desire2Learn training 2003
 - b. Involvement in academic advising and efforts to maintain or improve advising performance:
 - Regularly assigned General Management major advisees, 99-03
 - Department representative to the Undergraduate Curriculum Committee
 - General Management Area Coordinator 2002 – to date
 - c. Work with undergraduate students on research projects:
 - Undergraduate Independent Studies Supervised:
Morgan Saliny, Spring 2003
Tim Wuhrman, Fall 2002

Don Mrosz, Spring 2002
Joe Connolly, Spring 2001
Dang Thach, Spring 2000

- d. Initiatives in student-learning based outcomes:
 - N/A
- d. New course development:
 - Web based version of MANGEMNT 489, Administrative Policy
- e. Involvement with interdisciplinary course development or delivery:
 - Integrated Science Business Major Steering Committee

Research and Other Scholarly/Creative Activities

1. Research and other scholarly and creative activities.
 - a. Professional meetings
 - USASBE conferences, various locations, 1999-2003
 - WAM conference, Palm Springs, CA, 2003
 - Academy of Management, Chicago, IL & Washington, D. C., 1999, 2001
 - Institute for Behavioral and Applied Management, Annapolis, MD, 1999.
 - b. Exhibits: N/A
 - c. Performances: N/A
 - d. Presentations
 - Parboteeah, K. & Bronson, J. 2003. Convergence versus divergence: A comparison of managers and workers. Western Academy of Management, Palm Springs, California.
 - Parboteeah, K., Bronson, J. & Cullen, J. 2001. Does national culture affect intentions to commit unethical behaviors? A 20 nation study. Academy of Management, Washington, D. C.
 - Modarres-Fathee, M. & Bronson, J. 2001. Strategic priority of new CEO: An empirical assessment of changes in the CEO and Market Perceptions of Firm's New Financial Strategies. *Proceedings of the Western Decision Sciences Institute*, Vancouver, British Columbia
 - Faircloth, J. & Bronson, J. 2001. A preliminary examination of why small business don't adapt marketing practices following a natural disaster: An inertia theory explanation. *Proceedings of the United States Association for Small Business and Entrepreneurship*, Orlando, Florida.
 - Faircloth, J., Bronson, J. & Simon-Westlind, N. 2000. Small business marketing response to a natural disaster: An inertia theory explanation. *Proceedings of the Association for Marketing Theory and Practice National Meeting*.
 - Bronson, J. & Faircloth, J. 1999. Using a measure of dispositional optimism to identify at risk businesses following a natural disaster. *Proceedings of the Institute for Behavioral and Applied Management*, Annapolis, Maryland.
 - Bronson, J. & Dougan, W. 1999. Do part-timers pull their own weight: Evidence from a software-intensive industry. Academy of Management, Chicago, Illinois.
 - Bronson, J., Faircloth, J. & Chacko, J. 1999. Toward a strategic model of the franchise form of business organization. *Proceedings of the United States Association for Small Business and Entrepreneurship*, San Diego,

California.

e. Publications

Articles

- Dougan, W. & Bronson, J. 2003. Suboptimal technology adoption: The case of computer reservation systems in the travel industry. *The Journal of High Technology Management Research*, 14, 2: 289-305.
- Bronson, J., Dougan, J. & Krauss, J. 2001. Consortium affiliation and travel agency performance: Evidence of strength in numbers. *Journal of Travel and Tourism Marketing*, 11, 1: 1-15.
- Johnson, J., Cullen, J., Sakano, T. & Bronson, J. 2001. Drivers and outcomes of parent company intervention in IJV management: A cross-cultural comparison. *Journal of Business Research*, 52, 1: 35-50.
- Bronson, J. & Faircloth, J. 2000. A strategic model of the franchise form of business organization. *New England Journal of Entrepreneurship*, 3, 1: 47-56.

Book Reviews: N/A

External Funding

1. Department of Education, FIPSE appropriation, lead author, \$496,000, received April 09, 2003.

Professional and Public Service

1. Professional and public service activities since 1998:
 - a. Service involvement in professional organizations at state, regional, national, or international levels
 - Professional Memberships:
 - Academy of Management
 - Institute of Management Sciences
 - United States Association for Small Business and Entrepreneurship
 - Professional Certification: N/A
 - Professional Organization Service: N/A
 - b. Editing or reviewing for professional publications within the discipline
 - Reviewer (ad hoc), Journal of Management, Academy of Management Journal, New England Journal of Entrepreneurship
 - Reviewer, Business Policy and Strategy Division, AOM Conference 2002
 - Reviewer, Conference of the United States Association for Small Business and Entrepreneurship, 2001, 2003
 - Reviewer, Entrepreneurship Division, 2000 AOM Conference
 - Reviewer, 1999 Conference of the Association of Marketing Theory and Practice
 - c. Non-compensated consulting or intervention activities:
 - Strategic Planning for Elder Care of Dane County, 2003
 - Judge & moderator, 2002 & 2003, Young Entrepreneur Conference and Business Competition
 - National Conference on Undergraduate Research, Facilitator, 2002
 - d. Roles and memberships in university, college and departmental committees.

- COBE Building Committee, 2003
 - Dean's Ad Hoc, Outreach Center Committee, 2003
 - General Management Area Coordinator, 2002, 2003
 - Integrated Science-Business Major (ISBM) Steering Committee, 2002, 2003
 - Dean's Ad Hoc Strategic Planning Committee, Facilitator/Chair, 2002
 - Academic Advisement Center Search Committee, 2002
 - University Undergraduate Curriculum Committee, 2001, 2002
 - COBE Undergraduate Curriculum Committee, 2001, 2002, 2003
 - GMO Advisor, 2001, 2002, 2003
 - Merit/Performance Committee (Dept.), 2001, 2002, 2003
 - General Management Search Committee, Chair, 2000, 2001, 2002
 - Strategic Planning and Budgeting Committee, 2000, 2001, 2002, 2003
 - Long-Range Planning Committee, 1999-2001
1. Honors and Awards:
 - Irvin L. Young Professor of Entrepreneurship, 2001 – to date
 2. Promotions
 - To Associate Professor with tenure, 2003

William L. Dougan

Associate Professor of Management

Personal information for Audit and Review

Teaching and Learning Enhancement

1. Teaching and learning enhancement since 2001.
 - a. Participation in on-campus and off-campus teaching enhancement activities:
 - On campus, WEB MBA training, 2001, 2003
 - b. Involvement in academic advising and efforts to maintain or improve advising performance:
 - Regularly assigned General Management major advisees, 01-03
 - c. Work with undergraduate students on research projects:
 - N/A
 - d. Initiatives in student-learning based outcomes:
 - N/A
 - e. New course development:
 - Developed new courses
 - f. Involvement with interdisciplinary course development or delivery:
 - N/A

Research and Other Scholarly/Creative Activities

1. Research and other scholarly and creative activities.
 - a. Professional meetings
 - Annual Meeting of the Academy of Management, August, 2003, Seattle, WA
 - Annual Meeting of North Midwest Section of American Society for Engineering Education, September 2001.
 - b. Exhibits: N/A
 - c. Performances: N/A
 - d. Presentations
 - "Resisting Reliability: An Institutional Approach to Explaining Regulatory Outcomes in Aviation," Presented at the Annual Meetings of the Academy of Management, August 2003, Seattle, WA.
 - "Using Triadic Analysis to Determine the Origins of Errors in Actor Assessment of Advice Networks," Presented at the Annual Meetings of the Academy of Management, August 2003, Seattle, WA.
 - "Labor-Management Conflict and Industrial Accidents: Lessons from the Airline Industry," with S. Havlovic. Presented at the 55th Annual Meeting of the Industrial Relations Research Association, January 2-5, 2003, Washington, D.C.
 - "An Entrepreneurship Minor/Cognate for Graduate Engineering Degrees," with R. Schultz, A. Johnson, J. Wambsganss, C. Won, B. Giesinger, P. Osburnsen, J. Rydel, and T. Timpane. Presented at the 32nd Annual Meeting of the American Society of Electrical Engineers/IEEE Frontiers of Education Conference, November 6-9, 2002, Boston, MA.
 - "A Proposed Entrepreneurship Minor/Cognate for Graduate Engineering Degrees," with B. Giesinger, A. Johnson, P. Osburnsen, J. Rydel, R. Schultz, T. Timpane. Presented at the 2001 Meetings of North Midwest Section of American Society for Engineering Education, September 2001.

e. Publications

Articles

- “Electronic Governance: Locals and Cosmopolitans “in and as” a Virtual Community,” with Lynn Mulkey and Lala Steelman. *International Journal of Public Administration*, Provisional acceptance.
- “Examining Executive Integrity: Governance, Charisma, Personality and Agency,” with Louise Tourigny, John Washbush and Christine Clements. *Management Decision*, In Press.
- “Suboptimal Technology Adoption: The Case of Computer Reservations Systems in the Travel Industry,” with James Bronson. *Journal of High Technology Management Research*. 14:289-305, 2003.
- "Consortium Affiliation and Travel Agency Performance: Evidence of Strength in Numbers," with James Bronson and Joann Krauss, *Journal of Travel and Tourism Marketing*. 11(1):1-16, 2001.

Book Reviews

- *The Role of Corporate Reputation for Multinational Firms: Accounting, Organizational and Market Considerations* by Ahmed Riahi-Belkaoui. Accepted for publication in the *Journal of Global Business*.
- *The Architecture of Markets*, by David Fligstein Reviewed in the *Journal of Global Business*, 14(Spring 2003): 87-90.

External Funding: N/A

Professional and Public Service

1. Professional and public service activities since 1998:

a. Service involvement in professional organizations at state, regional, national, or international levels

- Professional Memberships:
Academy of Management
- Professional Organization Service:
Discussant, OMT Division Academy of Management
- b. Editing or reviewing for professional publications within the discipline
 - Paper reviewer, OMT Division, Academy of Management, 2001, 2003
 - Paper reviewer, OT/OB Track, Midwest Academy of Management 2002
 - Paper reviewer, Entrepreneurship Track, Midwest Academy of Management 2002
 - Paper reviewer, *Journal of Business Research*, 2002
- c. Non-compensated consulting or intervention activities:
 - Presentation “Marketing Your Business” at the 2003 Young Entrepreneurs Conference, The Institute for Entrepreneurship, Milwaukee Wisconsin, March 2003.
 - Presentation “Marketing for New Businesses” at Encourage New Business Conference, World Zarathrustri Chamber of Commerce – Chicago Chapter, July 2003.

2. Roles and memberships in university, college and departmental committees.

- Member of COBE Long Range Planning Committee, 2001-2002
- Member of COBE Strategic Planning Committee, 2002-2003
- Member, COBE Library Committee, 2003
- Member, Committee for Selection of Research Director for Wisconsin Innovation Service Center, 2003

Other

1. Honors and Awards:
 - Named Honorary Member of Golden Key Society, 2002
 - Reviewer Award: Entrepreneurship Track, Midwest Academy of Management, 2002
 - Reviewer Award: OB/OT Track, Midwest Academy of Management, 2002
2. Promotions: N/A

William A. Drago

Professor of Management

Personal information for Audit and Review

Teaching and Learning Enhancement

1. Teaching and learning enhancement since 1998.
 - a. Participation in on-campus and off-campus teaching enhancement activities:
 - On campus, WEB MBA training, 1998, 1999, 2000
 - UW-Stout web training 1999, 2000
 - b. Involvement in academic advising and efforts to maintain or improve advising performance:
 - Regularly assigned General Management major advisees, 98-present
 - c. Work with undergraduate students on research projects:
 - Majiedah Pasha, 2000-2003 Mentor Undergraduate Research and McNair Scholar
 - Darnell Malone, 2000-2003 Mentor Undergraduate Research
 - d. Initiatives in student-learning based outcomes:
 - Worked with Jimmy Peltier and Bob Schramm to develop, deliver and analyze a teaching effectiveness instrument for evaluating quality of on-line and traditional MBA courses, presented to faculty at the 2002 COBE retreat
 - e. New course development:
 - Management of Technology 738, 1998
 - Strategic Management in the Hospitality & Tourism Industry, 1998
 - f. Involvement with interdisciplinary course development or delivery:
 - Co-taught Strategic Management in the Hospitality & Tourism Industry with Michael Brown from Nottingham-Trent University (on-line course) 1998, 1999

Research and Other Scholarly/Creative Activities

1. Research and other scholarly and creative activities.
 - a. Professional meetings

25th Learner-Centered Universities for the New Millennium Conference, Johann Wolfgang Goethe University, Frankfurt, Germany, July 17-20, 2000
 - b. Exhibits: N/A
 - c. Performances: N/A
 - d. Presentations

Peltier, J., Schibrwski, J. and Drago, W., "An Investigation of Education-Based Virtual Communities: Developing and Assessing Online MBA Programs", Direct Marketing Educators Conference, San Francisco, California

Drago, W. and Gosen, J, "Web Course Instruction: Two Instructors' Perspectives", Presented at the International Human Resources and Industrial Relations Conference, Columbus, Ohio, November, 2002
 - e. Publications

Articles

Sorensen, D. and Drago, W (2003). 'Global Industry-specific Business Courses with Electronic Delivery', *International Journal of Internet and Enterprise Management*. (To be published)

Drago, W. (2003). 'Innovation', *Encyclopedia of Business and Industry*, ed. Sonja Matanovic, The Moschovitis Group, Inc., New York.

Drago, W. (2003). 'Strategic Planning', *Encyclopedia of Business and Industry*, ed. Sonja Matanovic, The Moschovitis Group, Inc., New York.

Drago, W., Peltier, J. and Sorensen, D. (2002). 'Course Content or the Instructor: Which is More Important in On-line Teaching?', *Management Research News*. V25, No.6/7.

- Drago, W. and Geisler, E. (2001). 'Business process re-engineering: Lessons from the past', *Industrial Management and Data Systems*, republished in *Topical Issues: Value-Based Management*, ed. R. Scarlett, Cima Publishing, London, 2001
- Drago, William (1999). 'Stakeholder Influence and Environmental Sector Volatility', *Management Research News*, V22, No.4, pp. 1-9.
- Drago, William and Folker, Cathleen (1999). 'Achilles Revisited: Impact of Incompetencies on Firm Performance', *Management Research News*, V22, No.8, pp. 18-25.
- Drago, W. (1999). 'Simplicity/Complexity as a Dimension of Strategic Focus: Effect on Performance in Different Organizational Domains', *Management Research News*, V22, No.7, pp. 12-20.
- Drago, William & Clements, Christine (1999). 'Leadership Characteristics and Strategic Planning', *Management Research News*, V22, No. 1, pp. 11-18.
- Drago, William A. (1999). 'How Strategic Planning Complexity Affects Performance,' *Handbook of Business Strategy*, Faulkner & Gray, pp. 93-98
- Drago, W. (1998). 'Structure as a predictor of strategic planning use', *Journal of Applied Business Research*, V14, No.1.
- Drago, W. (1998). 'Predicting organizational objectives: Role of stakeholder influence and volatility of environmental sectors', *Management Research News*, V21, No. 9.
- Drago, W. (1998). 'Mintzberg's 'pentagon' and organization positioning', *Management Research News*, V21, Nos. 4/5.

External Funding:

N/A

Professional and Public Service

1. Professional and public service activities since 1998:
 - a. Service involvement in professional organizations at state, regional, national, or international levels
 - Professional Memberships:
 - Academy of Management
 - Strategic Management Society
 - Phi Kappa Phi
 - Sigma Iota Epsilon
 - Professional Organization Service:
 - b. Editing or reviewing for professional publications within the discipline

Reviewer:

 - Academy of Management National Conference, BPS Division 2003
 - International Human Resources and Industrial Relations Conference, Columbus, Ohio, November, 2002
 - Academy of Management Review (2002)
 - Academy of Management National Conference, BPS Division, 2002
 - Journal of Management Studies (2001)
 - c. Non-compensated consulting or intervention activities: N/A
 - d. Roles and memberships in university, college and departmental committees.
 - General Management Area Coordinator, 1998
 - Member of COBE Graduate Studies Committee, 1998-2002
 - Member of University Graduate Counsel, 1998-2002
 - Honors Council, 1998-2000
 - College Salary Committee 1998-2001, Chair 2001
 - College Distance Ed Committee, 2001-present

- T&IR Grant Committee, 2001-present
- Member, Management Department Merit Committee, 1998-2000
- College 'Vision' Adhoc Committee 2002
- College 'Strategic Planning' Adhoc Committee 2002

Other

1. Honors and Awards:
Best Paper Award - Peltier, J., Schibrwski, J. and Drago, W., "An Investigation of Education-Based Virtual Communities: Developing and Assessing Online MBA Programs", Direct Marketing Educators Conference, San Francisco, California
October, 2002
2. Student Organization Advising
GMO (General Management Organization) 1998 to present
SIE (Sigma Iota Epsilon) 2000 to present
3. Promotions
To Professor, 2000

Yezdi H. Godiwalla

Professor of Management

Personal information for Audit and Review

Teaching and Learning Enhancement

1. Teaching and learning enhancement since 1998.
 - a. Participation in on-campus and off-campus teaching enhancement activities:
 - On campus, WEB MBA training, 1998
 - b. Involvement in academic advising and efforts to maintain or improve advising performance:
 - Regularly assigned General Management major advisees, 98-03
 - c. Work with undergraduate students on research projects:
 - N/A
 - d. Initiatives in student-learning based outcomes:
 - N/A
 - e. New course development:
 - N/A
 - f. Involvement with interdisciplinary course development or delivery:
 - N/A

Research and Other Scholarly/Creative Activities

1. Research and other scholarly and creative activities.
 - a. Professional meetings
 - Midwest Business Administration Association, Chicago, March 1998
 - Association of Management, Chicago, August 1998
 - Association of Global Business, New Orleans, November 1998
 - Midwest Business Administration Association, Chicago, March 1999
 - Association of Management, San Diego, August 1999
 - Association of Global Business, Las Vegas, November 1999
 - Midwest Business Administration Association, Chicago, March 2000
 - Association of Management, San Antonio, August 2000
 - Association of Global Business, Orlando, November 2000
 - Midwest Business Administration Association, Chicago, March 2001
 - Association of Global Business, Cancun Mexico, November 2001
 - Midwest Business Administration Association, Chicago, March 2002
 - Association of Management, Quebec City (via internet), August 2002
 - Association of Global Business, Las Vegas, November 2002
 - Midwest Business Administration Association, Chicago, March 2003
 - b. Exhibits: N/A
 - c. Performances: N/A
 - d. Presentations:
 - Managing Diverse Global Subsidiaries: Lessons from the Ancient Persian Empire. North American Management Society, Chicago, March 1998. Also published in Proceedings.
 - International Business Cases: Framework for Classroom Discussion. Society for Case Research, Chicago, March 1998. Also published in Proceedings.
 - Foreign Units Leadership, Organizational Culture and Performance. Association of Management, Chicago, August 1998. Also published in Proceedings.

- Effective Approaches of Organizational Leadership and Management Development for Different Phases of Organizational Growth. Association of Management, Chicago, August 1998. Also published in Proceedings.
- Conflict Management Strategies in Global Firms. Association for Global Business, New Orleans, November 1998.
- Global Strategy: Conceptual Foundations. North American Management Society, Chicago, March 1999. Also published in Proceedings.
- Strategic Management of a Foreign Subsidiary Unit: A Model for Navigating it Through Its Evolutionary Stages. Midwest Academy of International Business, Chicago, March 1999. Also published in Proceedings.
- MNE Global Goal Leadership Issues. Association of Management, San Diego, August 1999. Also published in Proceedings.
- Archetypes of MNE Organizational Leadership Strategies: An Organizing Framework. Association of Management, San Diego, August 1999. Also published in Proceedings.
- MNC Strategy Paths: A Conceptual Analysis for Foreign MNC Units. Association for Global Business, Las Vegas, November 1999.
- The Global CEO: Roles and Responsibilities. Academy of International Business, Chicago, March 2000. Also published in Proceedings.
- Leadership Strategies for International Competitiveness: Improving MNC Headquarters-Foreign Units Relationships. Association of Management, San Antonio, August 2000. Also published in Proceedings.
- Strategic International Leadership: Decentralizing Foreign Units Leadership for Competitiveness. Association of Management, San Antonio, August 2000. Also published in Proceedings.
- Strategic International HRM. Association for Global Business, Orlando, November 2000. Also published in Proceedings.
- US MNC Competitiveness for Emerging Economies: Training Strategies for Expatriates. Midwest Academy of International Business, March 2001. Also published in Proceedings.
- Improving MNC Competitiveness Through Effective Cross Cultural Negotiations. North American Management Society, Chicago, March 2002.
- Foreign Unit's Strategic Decision Making. Association for Global Business, Cancun Mexico, November 2001. Also published in Proceedings.
- Multinational Corporation as an Empire and Its Foreign Subsidiaries as Colonies. Business, Society Government Division of MBAA, Chicago, March 2002.
- Evaluating a Multinational Corporation's Potential Foreign Business Ventures and Formulating Its Strategies. Entrepreneurship Division, MBAA, Chicago, March 2002.
- Strategic Aspects of Health Care Administration. Health Care Administration Division, MBAA, Chicago, March 2002. Also published in Proceedings.
- Developing an International Growth Strategy: Considerations for MNC Strategy, Structure and Culture. Association of Management, Quebec City, August 2002. Also published in Proceedings.
- MNC Subsidiary Units Relationships. Association of Management, Quebec City, August 2002. Also published in Proceedings.

- MNC Corporate HQ-Foreign Subsidiary Unit Relationship: A Model for Analysis. Association for Global Business, Las Vegas, November 2002.
- Innovation Strategy for MNC and Its Foreign Subsidiaries. North American Management Society, MBAA, Chicago, March 2003. Also published in Proceedings.
- Entrepreneurship Challenges in Reformulating Firm's Corporate Strategy: A Framework for Analysis. Operations Management & Entrepreneurship Association, MBAA, Chicago, March 2003. Also published in Proceedings.

e. Publications

Articles

- Conflict Management Strategies in Global Business. *Journal of current Research in Global Business*, 1998, Vol. 10, pp. 138-145.
- Strategic International Leadership: Decentralizing Foreign Units' Leadership for Competitiveness. *Association of Management, Entrepreneurship Leadership and Organizational Management*, 2000, Vol. 18, No. 1, pp. 109-113.
- Leadership Strategies for International Competitiveness: Improving MNC Headquarters-Foreign Units Relationship. *Association of Management, Entrepreneurship, Leadership and Organizational Management*, 2000, Vol. 18, No. 1, pp. 121-126.
- Achieving International Competitiveness Through Improved Nurturing and Improved MNC Headquarters-Foreign Units Relationship. *Journal of Global Business*, 2000, Vol. 11, No. 21, pp. 47-57.
- Strategic International Human Resource Management. *The Journal of Current Research in Global Business*, 2000, Vol. 2, pp. 78-86.
- Marketing Issues in the Hospital Industry. *International Journal of Health Care Quality Assurance*, 2002, Vol. 15, No. 1, pp. 25-28.
- MNC Corporate HQ-Foreign Subsidiary Unit Relationship: A Model for Analysis. *The Journal of Current Research in Global Business*, 2003, Vol. 5, No. 7, pp. 35-44.

Book Reviews

- A.D. Amar, Managing Knowledge Workers: Unleashing Innovation and Productivity. *Journal of Global Business*, Vol. 14, No. 26, 2003, pp. 85-86.
- Leslie S. Hiraoka, Global Alliances in the Motor Vehicle Industry. *Journal of Global Business*, Vol. 14, No. 26, 2003, pp. 91-92.

External Funding: N/A

Professional and Public Service

1. Professional and public service activities since 1998:
 - a. Service involvement in professional organizations at state, regional, national or international levels
 - Professional meetings
 - Association of Management
 - Midwest Academy of International Business
 - North American Management Society
 - Case Research Association
 - Association for Global Business

- Discussant of sessions and reviewer of about 30 papers for the above-named associations over the past six years
- b. Editing or reviewing for professional publications
 - Reviewer, Journal of Global Business
 - Book Review Editor, Journal of Global Business
 - Reviewer to the associations listed above
- c. Non-compensated consulting
 - Consulted for a small advertising agency (free of charge)
- d. Roles and memberships in university, college and departmental committees
 - Chairperson, Management Department - June 2001 to present
 - Chairperson, University Organization Committee - August 1980 to present
 - Chairperson, University Academic Development Committee - 2000-2003, Member since 1997
 - Chairperson, College International Committee, August 1997 to present
 - Served over the years on various search and screen committees to hire faculty and academic staff

Jerry Gosen

Professor of Management

Personal information for Audit and Review

Teaching and Learning Enhancement

1. Teaching and learning enhancement since 1998.
 - a. Participation in on-campus and off-campus teaching enhancement activities:
 - On campus, WEB MBA training, 2000, 2003
 - b. Involvement in academic advising and efforts to maintain or improve advising performance:
 - Regularly assigned General Management major advisees, 99-03
 - c. Work with undergraduate students on research projects:
 - N/A
 - d. Initiatives in student-learning based outcomes:
 - N/A
 - e. New course development:
 - N/A
 - f. Involvement with interdisciplinary course development or delivery:
 - N/A

Research and Other Scholarly/Creative Activities

1. Research and other scholarly and creative activities.
 - a. Professional meetings
 - Association for Business Simulation and Experiential Learning (ABSEL) Conference, Baltimore, MD, March, 2003
 - Conference on Innovative Teaching in Human Resources and Industrial Relations Columbus OH, November 2002
 - ABSEL Conference, Pensacola Beach, FL, March, 2002
 - ABSEL Conference, Savannah, GA, March 2000
 - ABSEL Conference, Philadelphia, PA, March 1999
 - b. Exhibits: N/A
 - c. Performances: N/A
 - d. Presentations
 - A model for online education delivery and a look at online delivery effectiveness part of a panel on the effectiveness of experiential and simulation learning approaches. Association for Business Simulation and Experiential Learning Conference, Baltimore MD
 - A symposium on the assessment of learning effectiveness in simulations: A panel. With John Washbush. Association for Business Simulation and Experiential Learning Conference, Baltimore MD
 - Web Course Instruction: Two Instructors' Perspectives with William Drago. annual conference on innovative teaching in human resources and industrial relations. Columbus OH
 - The effectiveness of internet delivery for teaching MBA courses. annual conference on innovative teaching in human resources and industrial relations. Columbus OH
 - Learning in the Business Policy Course. With John Washbush. Association for Business Simulation and Experiential Learning Conference, Pensacola Beach, FL, March, 2002.

- A Validity Investigation of a Test Assessing Total Enterprise Simulation Learning. With John Washbush. Association for Business Simulation and Experiential Learning Conference, Pensacola Beach, FL, March, April, 2002.
 - An Initial Validity Investigation of a Test Investigating Total Enterprise Simulation Learning. With John Washbush. Association for Business Simulation and Experiential Learning Conference, San Diego, CA, March, 2001.
 - Initial Data on a Test Bank Assessing Total Enterprise Simulation Learning. With John Washbush and Tim Scott. Association for Business Simulation and Experiential Learning Conference, Savannah, GA, March, 2000.
 - Simulations and Learning: Dialog and Directions. With John Washbush. Association for Business Simulation and Experiential Learning Conference, Savannah, GA , March, 2000. Discussion session.
 - A Testbank For Measuring Total Enterprise Simulation Learning. With John Washbush, Alan Patz, Tim Scott, Joseph Wolfe, and Dick Cotters. Association for Business Simulation and Experiential Learning Conference, Philadelphia, PA, March, 1999.
 - Perceptions of Learning in TE Simulations. With John Washbush. Association for Business Simulation and Experiential Learning Conference, Philadelphia, PA , March, 1999.
- e. Publications
- Articles
- Washbush, John and Gosen, Jerry. An exploration of game-derived learning in total enterprise simulations. *Simulation and Gaming, an International Journal*, 2001, Vol. 32, No. 3, 281-296.
 - Gosen, Jerry and Washbush, John. As teachers and researchers, where do we go from here? *Simulation and Gaming, an International Journal*, 1999, Vol. 30 No. 3, 292-303.
- Book Reviews
- N/A

External Funding

N/A

Professional and Public Service

1. Professional and public service activities since 1998:

a. Service involvement in professional organizations at state, regional, national, or international levels

- Professional Memberships:
Association for Business Simulation and Experiential Learning (ABSEL)
- Professional Certification: N/A
- Professional Organization Service:
Board Member, ABSEL, 1999-2003
Newsletter Editor, ABSEL, 1999-2003
- Paper reviewer, ABSEL, 1999-date

b. Non-compensated consulting or intervention activities: N/A

2. Roles and memberships in university, college and departmental committees. N/A

Other

Coordinators

General Management Advisory Committee

1. Co-teacher program for the General Management Group of the Management Department
2. Steering committee of the General Management Advisory to facilitate partnership between the General Management Group of the Management Department and industry

Advisor to student organizations

1. Society for the Advancement of Management (1983 to present)
2. “What’s it like out there” seminar organized by the General Management Organization

K. Praveen Parboteeah

Assistant Professor of Management

Personal information for Audit and Review

Teaching and Learning Enhancement

1. Teaching and learning enhancement since joined department.

Participation in on-campus and off-campus teaching enhancement activities:

- 2001-2002 UW-W Teaching Scholar – participated in weekly seminars
- Web training for online course – 2002
- Eteach training in Fall of 2002 to design Social Responsibility course

a. Involvement in academic advising and efforts to maintain or improve advising performance:

- Regularly assigned General Management major advisees – until now.

b. Work with undergraduate students on research projects:

- Worked with Pao Lee as part of the McNair program. Met with student on weekly basis. Project culminated in a paper presentation at the 2003 Undergraduate Research Conference at the University of Utah.

c. Initiatives in student-learning based outcomes: N/A

d. New course development:

- New online social responsibility of business course development using eteach.

e. Involvement with interdisciplinary course development or delivery: N/A

Research and Other Scholarly/Creative Activities

1. Research and other scholarly and creative activities.

a. Professional meetings

- Academy of Management meetings 2001-present
- Western Academy of Management meeting – 2003
- International Conference on Comparative Management – 2000
- American Society of Business and Behavioral Sciences Ninth Annual Meeting

b. Exhibits: N/A

c. Performances: N/A

d. Presentations

Parboteeah, K.P., Lim, L., & Cullen, J.B. 2003. "Who Has Time? Towards an Integrated Cross-national Approach of Voluntary Behaviors." Accepted for presentation at the 2003 Academy of Management Meetings, Seattle, WA.

Parboteeah, K.P. & Hoegl, M. 2003. "Gender role expectations: A cross-national study." Accepted for presentation at the 2003 Academy of Management Meetings, Seattle, WA.

Hoegl, M. and Parboteeah, K.P. Hoegl, M. and Parboteeah, K.P. 2003. "Creativity-Relevant Skills and the Task performance of Innovation Teams: How Teamwork Matters." Accepted for presentation at the 2003 Academy of Management Meetings, Seattle, WA.

Parboteeah, K.P., Hoegl, M., and Styborski, R. 2003. "How effective are professional development methods? An investigation of an R&D unit in an information technology company." Accepted for presentation at the 2003 Western Academy of Management Meetings, Palm Springs, CA.

Parboteeah, K.P., Bronson, J., & Cullen, J.B. 2003. "Convergence versus divergence: A comparison of managers and workers." Accepted for presentation at the 2003 Western Academy of Management Meetings, Palm Springs, CA.

Hoegl, M., and Parboteeah, K.P. 2002. "Team-level antecedents of team

members' network building in innovation projects." Paper presented at the 2002 Academy of Management Meetings in Denver, CO. Selected as Best Paper Related to Practice in the Organization, Development and Change Division.

Parboteeah, K.P. and Cullen, J.B. 2002. "Justifications to commit unethical behaviors among managers: A social institutions approach." Paper presented and selected as Conference Best Papers at the 2002 Academy of Management Meetings in Denver, CO.

Parboteeah, K.P. and Cullen, J.B. 2002. "Does national culture affect work centrality and work values? A cross-national study." Paper presented at and included in proceedings of the 2002 American Society of Business and Behavioral Sciences Ninth Annual Meeting, Las Vegas, Nevada.

Parboteeah, K.P., Bronson, J., and Cullen, J.B. 2001. "Does national culture affect intentions to commit unethical behaviors?" Paper presented at the 2001 Academy of Management Meetings in Washington, D.C.

Parboteeah, K.P., Hoegl, M., and Cullen, J.B. 2001. "Unethical and deviant behaviors: Evidence from a cross-national study." Paper presented at the 2001 Academy of Management Meetings in Washington, D.C.

Parboteeah, K.P. and Cullen, J.B. 2000. "Social institutions and choice of work outcomes: A 27 nation study." Paper presented and included in proceedings at the International Conference on Comparative Management, Kaohsiung, Taiwan.

Parboteeah, K.P. and Cullen, J.B. 2000. "Do social Institutions affect work centrality? A study of 27 nations." Academy of Management Proceedings.

Parboteeah, K.P., Cullen, J.B., Victor, B. and Sakano, T. 1997. "Does National Culture Affect the Development of Ethical Climates? A Comparison of US and Japanese Accountants." Academy of Management Proceedings, 568. Publications

e. Articles

Hoegl, M., Parboteeah, K.P., and Gemuenden, H.G. Forthcoming. When teamwork really matters: Task innovativeness as a moderator of the teamwork-performance relationship in software development projects. *Journal of Engineering and Technology Management*.

Hoegl, M., Parboteeah, K.P., and Munson, C. Forthcoming. Team-level antecedents of team members' network building in innovation projects. *Decision Sciences Journal*.

Parboteeah, K.P., Hoegl, M., & Cullen, J.B. Forthcoming. Differences in cross-cultural controversial and illegal behaviors: A social institutions approach. *International Journal of Comparative Sociology*.

Cullen, J.B., Parboteeah, K.P., & Victor, B. Forthcoming. The effects of Ethical Climates on Organizational Commitment: A two-study analysis. *Journal of Business Ethics*.

Parboteeah, K.P., and Cullen, J.B. 2003. Social Institutions and Work Centrality: Explorations Beyond National Culture. *Organization Science*, 14: 137-148.

Hoegl, M., & Parboteeah, K.P. 2003. Goal-setting and the performance of innovation teams: on the moderating role of teamwork quality. *Small Group Research*, 34: 3-19.

Parboteeah, K.P. 2000. Corporate Entrepreneurship: Toward A Process Model. *Academy of Entrepreneurship Journal*, 6: 27-46.

Other Publishing

Cullen, J.B. and Parboteeah, K.P. 2004 (Third Edition). *Multinational Management: A Strategic Approach*. Cincinnati, OH: Southwestern Publishing.

Parboteeah, K.P., & Cullen, J.B. 2002. Ethical climates and workplace

spirituality: An exploratory examination of theoretical links. In Giacalone, R.A. and Jurkiewicz, C.L. (Eds), *Handbook of Workplace Spirituality*: 137-151. Armonk, NY: M.E. Sharpe Publisher.

Hoegl, M. and Parboteeah, K.P. Winter 2002. Team-level antecedents of team members' network building in innovation projects. *Organizational Development and Change Division Newsletter*, Academy of Management.

Parboteeah, K.P. 2001. *Student Electronic Study Tools for International Management: A Strategic Approach*, Cincinnati, OH: Southwestern Publishing.

Parboteeah, K.P. 2001. *Instructor's Manual for International Management: A Strategic Approach*. Cincinnati, OH: Southwestern Publishing.

Parboteeah, K.P., and Cullen, J.B. 1998. *Instructor's Manual for International Management: A Strategic Approach*. Cincinnati, OH: Southwestern Publishing.

External Funding: N/A

Professional and Public Service

1. Professional and public service activities since 1998:
 - a. Service involvement in professional organizations at state, regional, national, or international levels
 - b. Professional Memberships: Academy of Management
 - c. Editing or reviewing for professional publications within the discipline
 - Paper reviewer, various Academy of Management meetings, Ad hoc reviewer for Academy of Management meetings, Strategic Management Journal
2. Non-compensated consulting or intervention activities: N/A
3. Roles and memberships in university, college and departmental committees.
 - a. Member, Management Department Search and Screen Committee, Fall 2000; Fall 2003
 - b. Faculty advisor to Sigma Iota Epsilon and SAM (2000-present)
 - c. Management representative to Teaching Enhancement Committee (2001-present)
 - d. College of Business Research Committee (2001-2002)
 - e. Kemper Scholarship Award Committee (2001-2002; 2002-2003)

Other

1. Honors and Awards:
 - 2001 UW-W teaching scholar
 - Best Paper Related to Practice Award, Organization Development and Change Division, Academy of Management 2002
 - Included in 2002 *Who's Who Among America's Teachers*
 - Selected as 2002-2003 UW-Wisconsin Master Teacher
 - Research grant recipient
2. Promotions: N/A

Louise Tourigny

Assistant Professor of Management

Personal Information for Audit and Review

Teaching and Learning Enhancement

1. Teaching and learning enhancement since 2001

Participation in on-campus and off-campus teaching enhancement activities:

Harvard University, John F. Kennedy School of Government: The Art and Practice of Leadership Development, Spring, 2003

Involvement in academic advising and efforts to maintain or improve advising performance:

Assigned General Major students for advising on a regular basis Fall 2001 to Fall 2003

Work with undergraduate students on research projects:

N/A

Initiatives in student-learning based outcomes:

N/A

New course development:

N/A

Involvement with interdisciplinary course development or delivery:

Team teaching with Dr. Daniel Maranto Vargas, specialized in Strategic Management and Mexican Firms, from ITESM-Monterrey, Mexico for MBA 770, Fall 2002 and MBA 745, Fall 2003

Research and Other Scholarly/Creative Activities

Research and other scholarly creative activities

Professional meetings

- CIBER (2002). *Globalization Seminars*, Wang Center for International Business, The University of Memphis, Tennessee, June 6-9, 2002.
- Naidu, G.M., & Tourigny, L. (2001). Global Business Resource Center (GBRC) at Whitewater.
- Project directors' meeting, U.S. Department of Education, Tampa, Florida, October 25-27, 2001.

Exhibits: N/A

Performances: N/A

Presentations

Academy of Management Meeting in Seattle, WA (2003)

Association for the Study of Japanese Business, Montreal, Canada (2003)

International Society for the Study of Work and Organizational Values, Warsaw, Poland, June (2002) (two presentations)

International Leadership Association, James McGregor Burns Academy of Leadership, Seattle, November 15, 2002

International Sociological Association, World Congress of Sociology. Brisbane, Australia, July 8, 2002.

Academy of Management Meeting in Washington, D.C., 2001

Publications

Articles in referred journals

Tourigny, L., Dougan, W.L., Washbush, J., & Clements, C. (*in press*). Explaining executive integrity: Governance, charisma, personality, and agency. *Management Decision*.

Book Reviews

Tourigny, L. (accepted). The Future of Corporate Globalization: From the Extended Order to the Global Village Edited by: Jeremiah J. Sullivan, Westport, CT: Quorum Books, 2002. *Journal of Global Business*.

Tourigny, L. (accepted). Developing Global Business Leaders: Policies, Processes, and Innovations Edited by Mark E. Mendenhall, Torsten M. Kühlmann, and Günter K. Stahl. Quorum Books, Westport, CT, 2001. *Journal of Global Business*.

External funding

GBRC: US Department of Education Grant \$80,000 with G.M. Naidu (2002-2003)

Professional and Public Service

1. Professional and public service activities since 2001
2. Service involvement in professional organizations at state, regional, national, or international levels: NA
3. Professional memberships:
 - Academy of Management
 - International Society for the Study of Work and Organization Values
 - Administrative Sciences Association of Canada
4. Editing or Reviewing for referred conferences and/or journals:
 - Academy of Management Meeting: Organizational Behavior Division, 2003
 - Administrative Sciences Association of Canada: Organizational Behavior Division, 2001-2003
 - Management Decision, 2003
5. Non-compensated consulting or intervention activities: N/A
6. Roles and memberships in university, college, and departmental committees
 - Research committee COBE (2002-2003; 2003-2004)
 - Scholarships and awards COBE (2003-2004)
 - Library (alternate) COBE (2003-2005)
 - Strategic planning (alternate) COBE (2001-2005)
 - Student grievance/Grade appeals Management Department (2003-2004)
 - Honors Council University (2002-2003)
 - Job Search and Screen Committee: Department of Occupational and Environmental Safety and Health (2001 and 2002)
 - Job Search and Screen Committee: Management Department (2002)

Other

Honors and Awards

Diversity Grant Award (2003) (\$5,000) (Office of the Provost)

Promotions: N/A

John B. Washbush

Professor of Management

Personal information for Audit and Review

Teaching and Learning Enhancement

1. Teaching and learning enhancement since 1998.
 - a. Participation in on-campus and off-campus teaching enhancement activities:
 - On campus, WEB MBA training, 2000
 - b. Involvement in academic advising and efforts to maintain or improve advising performance:
 - Regularly assigned General Management major advisees, 99-03
 - Monitor GM major contracting and data entry into WINS, 99-03
 - c. Work with undergraduate students on research projects:
 - N/A
 - d. Initiatives in student-learning based outcomes:
 - N/A
 - e. New course development:
 - N/A
 - f. Involvement with interdisciplinary course development or delivery:
 - N/A

Research and Other Scholarly/Creative Activities

1. Research and other scholarly and creative activities.
 - a. Professional meetings
 - Association for Business Simulation and Experiential Learning (ABSEL) Conference, Baltimore, MD, March, 2003
 - ABSEL Conference, Pensacola Beach, FL, March, 2002
 - ABSEL Conference, Savannah, GA, March 2000
 - Midwest Business Administration Association Annual Meeting, Chicago, IL, March, 2000
 - ABSEL Conference, Philadelphia, PA, March 1999
 - Midwest Business Administration Association Annual Meeting, Chicago, IL, March, 1999
 - b. Exhibits: N/A
 - c. Performances: N/A
 - d. Presentations
 - Simulation Performance and Forecast Accuracy—Is That All? Association for Business Simulation and Experiential Learning Conference, Baltimore, MD, March, 2003.
 - Learning in the Business Policy Course. With Jerry Gosen. Association for Business Simulation and Experiential Learning Conference, Pensacola Beach, FL, March, 2002.
 - A Validity Investigation of a Test Assessing Total Enterprise Simulation Learning. With Jerry Gosen. Association for Business Simulation and Experiential Learning Conference, Pensacola Beach, FL, March, April, 2002.
 - An Initial Validity Investigation of a Test Investigating Total Enterprise Simulation Learning. With Jerry Gosen. Association for Business Simulation and Experiential Learning Conference, San Diego, CA, March, 2001.
 - Initial Data on a Test Bank Assessing Total Enterprise Simulation Learning. With Jerry Gosen and Tim Scott. Association for Business Simulation and Experiential Learning Conference, Savannah, GA, March, 2000.
 - Simulations and Learning: Dialog and Directions. With Jerry Gosen. Association for Business Simulation and Experiential Learning Conference, Savannah, GA, March, 2000. Discussion session.

- My Perspectives as an S&G Reviewer. Association for Business Simulation and Experiential Learning Conference, Savannah, GA, March, 2000.
 - Deming: A New Philosophy or Another Voice? Midwest Business Administration Association Annual Meeting, Chicago, IL, March, 2000. Distinguished Paper Award, North American Management Society.
 - A Testbank For Measuring Total Enterprise Simulation Learning. With Jerry Gosen, Alan Patz, Tim Scott, Joseph Wolfe, and Dick Cotters. Association for Business Simulation and Experiential Learning Conference, Philadelphia, PA, March, 1999.
 - Perceptions of Learning in TE Simulations. With Jerry Gosen. Association for Business Simulation and Experiential Learning Conference, Philadelphia, PA, March, 1999.
 - The Two Faces of Leadership: Considering the Dark Side of Leader-Follower Dynamics. With Christine Clements. Midwest Business Administration Association Annual Meeting, Chicago, IL, March, 1999.
- e. Publications

Articles

- Washbush, John B. Management. *Encyclopedia of Business and Industry*, 2003, in press.
- Washbush, John B. Management Theory. *Encyclopedia of Business and Industry*, 2003, in press.
- Washbush, John B. Total Quality Management. *Encyclopedia of Business and Industry*, 2003, in press.
- Washbush, John B. Deming: a new philosophy or another voice. *Management Decision: Focus on Management History*, 2002, Vol. 40, No. 10, 1029-1036.
- Rausch, Erwin, Sherman, Herbert, and Washbush, John B. Defining and assessing competencies for competency-based, outcome-focused management development. *Journal of Management Development*, 2002, Vol. 21, No. 3, 184-200.
- Washbush, John and Gosen, Jerry. An exploration of game-derived learning in total enterprise simulations. *Simulation and Gaming, an International Journal*, 2001, Vol. 32, No. 3, 281-296.
- Rausch, Erwin, Halfhill, Susan, Sherman, Herbert and Washbush, John B. Practical leadership-in-management education for effective strategies in a rapidly changing world. *Journal of Management Development*, 2001, Vol. 20, No. 3, 245-257.
- Clements, Christine and Washbush, John B. The two faces of leadership: Considering the dark side of leader-follower dynamics, *Journal of Workplace Learning*, 1999, Vol. 10, Issues 5 and 6, 170-175.
- Gosen, Jerry and Washbush, John. As teachers and researchers, where do we go from here? *Simulation and Gaming, an International Journal*, 1999, Vol. 30 No. 3, 292-303.
- Washbush, John B. and Clements, Christine. The two faces of leadership, *Career Development International*, 1999, Vol. 4, No. 3, 146-148.

Book Reviews

- Doug Guthrie, Dragon in a Three-Piece Suit: The Emergence of Capitalism in China. *The Journal of Global Business*, Vol. 13, No. 25, 2002, 81-82.
- Paul DiMaggio (ed.), The Twenty-First-Century Firm: Changing Economic Organization in International Perspective. *The Journal of Global Business*, Vol. 13, No. 25, 2002, 83-84.
- Robert Gilpin, The Challenge of Global Capitalism: The World Economy in the 21st Century. *The Journal of Global Business*, Vol. 13, No. 25, 2002, 79-80.
- Keith Patching, Management and Organisation Development. *The Journal of Management Development*, Vol. 20, No. 3, 2001, 275-277.
- Peter Thompson, Persuading Aristotle: A Master Class in the Timeless Art of Strategic Persuasion. *The Journal of Management Development*, Vol. 19, No. 4, 2000, 335-340.

External Funding: N/A

Professional and Public Service

1. Professional and public service activities since 1998:
 - a. Service involvement in professional organizations at state, regional, national, or international levels
 - Professional Memberships:
Academy of Management
American Production and Inventory Control Society (APICS)
American Psychological Society (APS)
Association for Business Simulation and Experiential Learning (ABSEL)
Phi Delta Kappa (professional educational society)
Society for Industrial and Organizational Psychology
Wisconsin Academy of Sciences, Arts and Letters
 - Professional Certification:
Certified in Production and Inventory Management, American Production and Inventory Control Society (re-certified in 2003)
 - Professional Organization Service:
Board Member, ABSEL, 1999-2003
Assistant Newsletter Editor, ABSEL, 1999-2003
 - b. Editing or reviewing for professional publications within the discipline
 - Associate Editor, *Simulation & Gaming: An International Journal*, 1999-date
 - Assistant editor, *Journal of Managerial Issues*, 2002-date
 - Paper reviewer, ABSEL, 1999-date
 - c. Non-compensated consulting or intervention activities: N/A
 - d. Roles and memberships in university, college and departmental committees.
 - General Management Area Coordinator, 1999-2002
 - Member of COBE Undergraduate Curriculum Committee, 1999-2001
 - Member of University Curriculum Committee, 1999-2000
 - Member, Management Department Merit Committee, 1998-2001

Other

1. Honors and Awards:
 - Distinguished Paper Award, North American Management Society, Midwest Business Administration Annual Meeting, March, 2000
 - 2000 MCB University Press Award for Excellence–Outstanding Paper in the 1999 volume of *The Journal of Workplace Learning*. Shared with Christine Clements (co-author)
2. Promotions
 - To Associate Professor with tenure, 2000
 - To Professor, 2003

Appendix G: General Management Assessment Examination (Exit Exam)

General Management Major Assessment Examination

Feedback from students who major in General Management is very important to the faculty because it enables us to assess the effectiveness of the major in providing a high quality program which meets its goals and objectives. Students who follow you in the major will benefit from the data you provide. Completion of the end of program test and survey is now a General Management Major requirement.

The following examination will be used to assess the knowledge of General Management majors on graduation. Performance on this examination will be strictly confidential and used only for assessment of the General Management program. However, the General Management faculty ask that you answer these questions to the very best of your ability.

Select the BEST answer for each of the following questions. Mark your answers on these sheets and then on the mark-sense form. Promptly return all materials to the instructor who gave them to you.

1. All of the following are reasons for making major changes in American management systems EXCEPT:
 - a. an increase in U.S. productivity
 - b. change in the composition of the labor force
 - c. increase in the rate of technological advancement
 - d. increased internationalism in the business arena

2. A deficiency in Scientific Management was that it:
 - a. made simplistic assumptions about human needs
 - b. decreased productivity rather than increasing it
 - c. consumed too much time in analyzing job designs
 - d. increased productivity so that it eventually led to mass unemployment

3. The approach to management that views the organization as a collection of components which interact with each other and with the environment is the:
 - a. open system
 - b. classical
 - c. behavioral
 - d. contingency

4. Corporate social responsibility is generally defined as the obligation to:
 - a. protect the environment
 - b. comply with all existing legislation
 - c. take action to protect and improve the welfare of society as a whole and also organizational interests
 - d. prioritize the organization's profit-making objectives below the organization's interests in improving the welfare of society

5. Organizational objectives:
 - a. should reflect the mission of the organization
 - b. should focus entirely on profits
 - c. are not necessary in small organizations
 - d. are not necessary in nonprofit organizations

6. Responsibility is:
 - a. the goal of the overall organizational structure
 - b. the effort required to do a good job
 - c. the obligation to perform assigned activities
 - d. a listing of specific activities that must be performed

7. Organizational effectiveness is the degree to which an organization:
 - a. increases productivity
 - b. accepts its social responsibilities
 - c. accomplishes its objectives
 - d. practices human relations

8. Communication is a process of:
 - a. sharing emotion
 - b. sending feedback
 - c. sharing information
 - d. reception

9. Sub-optimization occurs when:
 - a. an organization does not reach its optimal level of efficiency
 - b. an organization does not reach its optimal level of profitability
 - c. objectives of subunits are stressed while organizational objectives are neglected
 - d. organizational objectives are stressed while subunit objectives are neglected

10. The managerial component which has the greatest responsibility for establishing and monitoring organizational mission and strategy is:
 - a. top management
 - b. middle management
 - c. operating management
 - d. board of directors

11. Which of the following is NOT true of matrix organization structures?
 - a. They are flexible structures
 - b. They can only be efficient in stable environments
 - c. They encourage communication
 - d. They combine forms of departmentation

12. Which sequence best reflects how assumptions about the role of management in organizational behavior have changed from the Industrial Revolution to the contemporary era of management?
 - a. maintain employee social systems; facilitate employee development; control employee behavior
 - b. control employee behavior; maintain employee social systems; facilitate employee development
 - c. maintain employee social systems; control employee behavior; facilitate employee development
 - d. control employee behavior; facilitate employee development; maintain employee social systems

13. The manager of a restaurant announced a new bonus procedure in order to facilitate increased cooperation between the floor (e.g., waiter/waitresses) and kitchen (e.g., cooks) employees. The new procedure stated that if sales exceed \$3000/day, then a 1% bonus would be computed. Sixty percent of this bonus would go to kitchen employees (because they do not receive tips), and 40% would go to floor employees. As a result of this procedure, cooperation between floor and kitchen employees increased and record sales were made every day. Which one of the following was used to manage this inter-group relations situation?
- linking roles
 - boundary spanning
 - integrating roles
 - superordinate goals and rewards
14. Paychecks, special privileges and compliments are all examples of:
- intrinsic motivators
 - generic motivators
 - extrinsic motivators
 - achievement motivators
15. Which one of the following statements about conflict as a force in organizations is NOT true?
- the need to resolve conflict can cause people to search for ways of changing how they do things
 - competition that leads to conflict over one or more goals can sometimes lead to beneficial outcomes
 - conflict can negatively affect the psychological well-being of employees
 - the intentional introduction of conflict into the decision-making process results in politics and should never be attempted
16. Marilyn asks Ben, who is a dress designer in her department: "Why do you never join us in our TGIFs?" Ben replies: "Because the one time I joined in I didn't feel that I belonged; frankly, I didn't feel anybody cared about my presence." Marilyn reacts: "Well we get together to talk about current design problems, and I think you should be there." Apparently, Ben perceives the TGIFs as the gathering of a(n) _____ group, whereas Marilyn perceives them as a(n) _____ group.
- formal, informal
 - friendship, task
 - task, friendship
 - informal, friendship
17. Groupthink is a phenomenon that:
- opens groups to outside influences
 - opens groups to new ideas
 - nurtures an illusion of invulnerability
 - promotes freedom of expression in group members
18. Which style of leadership emphasizes being friendly to subordinates and sensitive to their needs?
- achievement-oriented leadership
 - participative leadership
 - directive leadership
 - supportive leadership

19. Which of the following is an advantage to group decision making?
- the amount of time it takes to make a decision
 - groupthink
 - groups have broader perspectives
 - groups tend to take bigger risks
20. All of the following are indications that intergroup competition may be getting out of hand EXCEPT:
- group activity becomes more quantity or task directed
 - the other group is viewed as the enemy
 - inter-group communication ceases
 - within-group leadership becomes very directive and autocratic
21. You have two secretaries, Janet and Richard, working in your office. Janet is a high self-esteem person and Richard is a low self-esteem person. Recently, you have noticed that Janet and Richard have been arguing over almost all office-related issues. You must think of a solution to encourage them to cooperate. Which of the following solutions would most likely work?
- ask them to set up mutually acceptable high and challenging goals, to be accomplished through their cooperation
 - ask Richard to show more friendship and work attachment to Janet, and ask Janet to lower her performance expectations of Richard
 - because Janet is the one with high self-esteem, simply convince her that she must cooperate
 - because Richard is the one with low self-esteem, simply convince him to cooperate, and mention that otherwise he could be fired
22. According to Douglas McGregor, the Theory X manager believes that employees work for:
- mainly wages and little else
 - self-satisfaction and a gained sense of accomplishment
 - a sense of belongingness
 - a wide variety of reasons
23. Jennifer tells you: "I never thought I would get the networking assignment. I thought that I didn't have the experience, and I'd made too many mistakes on the previous assignment. Jake should have received it." In applying equity theory to this situation, you would conclude:
- Jennifer is experiencing underpayment inequity
 - Jake is experiencing overpayment inequity
 - Jennifer is experiencing equity
 - Jennifer is experiencing overpayment inequity
24. An accounting department develops uniform procedures and guidelines for handling expense accounts. The sales department uses these guidelines for processing accounts. The purchasing department uses these guidelines for determining allowable expenses. In this situation, _____ is the uncertainty absorption department.
- sales
 - accounting
 - purchasing
 - both sales and purchasing

25. The sale of your company's supercomputer to one of your major customers has not been progressing well. You are well aware that the supercomputer is a very expensive product. Your customer has given you one last chance to explain the merits of your product. What method of communication would you use to do this explanation?
- send the customer a well-written letter, and then call later to see if any clarification is necessary
 - make a videotape in which you explain the merits of your product as clearly as possible
 - meet with the customer face-to-face to explain the merits of your product as clearly as possible
 - send your top salesperson for a meeting with the client and advise the salesperson to "get her to listen to you"
26. As a newcomer to XYZ organization you are told: "Maggie knows a lot of people outside and inside the organization." This statement suggests that Maggie's primary source of power is her:
- knowledge of the company's product and operations
 - access to scarce resources needed by the organization
 - decision making strength
 - networking ability
27. Which approach to the study of leadership is based on the assumption that instances of successful leadership are somewhat different and require a unique combination of leaders, followers and leadership situations?
- trait
 - scientific
 - situational
 - effectiveness
28. In the BCG matrix, a strategic business unit with low market share in a high growth industry is called
- question mark
 - star
 - cash cow
 - dog
29. Which of the following is generally NOT considered a characteristic of a bureaucratic organization structure?
- detailed use of rules and procedures
 - extensive use of project or product teams
 - clear hierarchy of authority
 - impersonal relations between organizational members
30. According to the managerial grid, the best style is one that emphasizes:
- task
 - system
 - people
 - both tasks and people

31. For effective change to take place, individuals must go through which of the following three steps?
 - a. planning, implementing, controlling
 - b. unfreezing, changing, refreezing
 - c. analyzing, choosing, implementing
 - d. recognizing, repositioning, responding

32. In Expectancy Theory, valence is:
 - a. the person's belief that the desired outcome can be attained
 - b. the strength of a person's preference for an outcome
 - c. positive
 - d. greater than one

33. In Maslow's "Hierarchy of Human Needs," the correct order of needs from lowest to highest was:
 - a. physical, social, security, self-actualization, esteem
 - b. physical, social, security, esteem, self-actualization
 - c. physical, security, social, esteem, self-actualization
 - d. security, physical, social, esteem, self-actualization

34. According to the "Five-Forces Model of Competition," the dominant force for most firms is:
 - a. potential new entrants to the industry
 - b. suppliers of necessary inputs
 - c. buyers of an organization's output
 - d. none of the above

35. Which of the following would increase the bargaining power of an organization over major suppliers?
 - a. the greater the importance of the input to the organization
 - b. the more the input is a standard product among firms in the supplier industry
 - c. a strong threat of forward integration by supplier firms
 - d. the organization purchases a small amount of a supplier's output

36. Which of the following would increase the bargaining power of an organization over the buyer of its output?
 - a. the more important the buyer is to total sales of the organization
 - b. the threat of backward integration by the buyer
 - c. the lower the switching costs for the buyer
 - d. the more the buyer is dependent on you as a supplier

37. Which of the following would lead to low entry barriers for an industry?
 - a. significant economies of scale for operations
 - b. low learning curve effects on costs of production
 - c. strong brand loyalty for firms in the industry
 - d. high technical requirements for production quality

38. A Strategic Group Map identifies clusters of firms in an industry based on:
- relative market share and market growth
 - competitive position and industry potential
 - quality of output and cost of production
 - any two uncorrelated characteristics of the industry which differentiates firms in the industry
39. Which of the following is NOT a characteristic of young, emerging industries?
- firms compete with few "rules of the game"
 - marketing must focus on first-time buyers
 - barriers to entry are high
 - product innovation is a key driving force
40. The strategy suggested by the Boston Consulting Group for a Star is:
- build and grow
 - vertically integrate
 - divest
 - harvest
41. An advantage to using the functional organizational design is that it:
- provides a training ground for general managers
 - is effective in solving problems which fit within functional specialties
 - is effective in solving problems which cross functional boundaries
 - simplifies organizational design
42. Under what environmental conditions would a low-cost strategy probably NOT be a good idea?
- the industry's product is highly standardized
 - buyers use the product in the same ways
 - switching costs for buyers of the industry's output are high
 - price is a dominant factor in the purchase decision
43. What conditions would support cost-savings through a backward integration strategy?
- suppliers have low profit margins
 - the input supplied is a minor cost component of the organization's output
 - the technical skills needed to compete in the supplier industry are easily mastered
 - your company can easily produce higher quality input
44. Which of the following would probably be an effective strategy in an emerging industry?
- de-emphasize research in production technology
 - improve product quality
 - reduce R&D spending
 - have few models or do not restyle
45. Which of the following is generally considered a strategic advantage of decentralization?
- puts responsibility for business strategy in closer proximity to each business' unique environment
 - enables the CEO to supervise more closely
 - ensures strong unity of direction throughout the corporation
 - simplifies information flows
46. Relationships that challenge the status quo by appealing to higher purpose and end values such as equality and liberty, are descriptive of:

- a. charismatic leadership
 - b. transactional leadership
 - c. power-wielding relationships
 - d. transformational leadership
47. Which of the following would be the best reason to delegate?
- a. explaining the job takes little time
 - b. others are not busy
 - c. you can legally delegate authority to complete the job
 - d. developing managerial talent is vital
48. Who is most likely to emerge as a task leader in a newly-formed group?
- a. The tallest person
 - b. The person who is most humorous
 - c. The oldest person
 - d. The person who talks the most
49. The degree of change in another person's attitudes, beliefs, values, or behaviors is a measure of:
- a. Influence
 - b. leadership
 - c. followership
 - d. power
50. Using behavioral feedback from a variety of sources is particularly useful for:
- a. personality trait assessment
 - b. managerial selection
 - c. managerial training and development
 - d. assessing subordinates' satisfaction levels

Thank you for your help.

Appendix H: General Management Perceptual Survey

Attached as an Excel Document (ARSurvey_2002-2003)