Team Consulting Projects as Experiential Learning in an OB Classroom

ABSTRACT:

The purpose of this team consulting project is to provide a semester-long forum for the students' development of team skills, problem-solving skills and Organizational Behavior concepts and theories in a real-world organization. Session participants will receive a project overview, including theoretical background, milestones, timeline, rubrics, hurdles, CATME, etc., followed by a discussion of team success/failure and the construction of a team contract. Subsequently, participants will further develop this project model of experiential learning through brainstorming. Lastly, participants will be provided templates for the Team Consulting Project, the Team Contract Exercise, and the Oral Presentation and Project Report Rubrics.

Keywords: Experiential Learning, Teams, Organizational Behavior

Introduction

The ability to effectively work on a team and be able to solve problems are key skills desired by today's organizations, particularly in Business. Team projects are commonly used in many higher education institutions and likewise, problem solving is commonly taught through case studies and scenarios, particularly in many higher education management programs. However, less common is the use of experiential learning, sometimes for reasons of complexity, expertise and logistics; but there has been a recent push for more experiential learning in our classrooms. This team consulting project integrates all three of these elements (teams, problem-solving and experiential learning) into the classroom at once and has resulted in enhanced learning for our students and positive feedback from our students over the past several years. Many students have reported that this was the best team project experience in their college careers!

This project is designed for the late undergraduate or graduate Organizational Behavior (OB) class; however, it could be adapted for other classes such as a business capstone or marketing class.

Theoretical Foundation/Teaching Implications

This team consulting project contributes to effective teaching and learning in the field of management because it is grounded in pedagogical theory and practice. There are multiple elements of the project that are grounded in pedagogical theory and practice-we will focus on two key elements. First, the students encounter "experiential learning" as Kolb's Experiential Learning Cycle (Kolb, 1984). For example, the classroom instruction involves 'concrete experience' for many of the OB theories, then moves the students to 'reflective observation', leading them to the 'abstract conceptualization' as they are introduced to and build their

understanding of the various OB theories. The cycle continues in their project with their 'active experimentation' of testing those theories in an applied manner through the company problem solving.

Second, the project has been scaffolded, or broken down into smaller steps, which allows for students to focus on a smaller chunk of the project and for more opportunities for feedback. Each level of the scaffold builds upon the previous level, so students increase their skills and confidence as the project progresses. Ultimately, project success is more likely as the chance for correction and "righting the ship" occurs at each scaffold level (Schroeder, 2016).

Learning Objectives

The student learning objectives for this team consulting project include: 1) building their teamwork and leadership/follower skills through working actively on a consulting team; 2) applying what they have learned in the course (through course lectures, readings, activities and discussions) to solve problems in a real organization of their choice; 3) using analysis and reflection to link their team consulting experience with their learning in relation to organizational behavior theory; and 4) using reflection upon what they have learned and how they have applied that learning first hand solving problems in an organization and working together on their team.

The session participant learning objective for this team consulting project begins with learning through example one way to conduct a team consulting project within an Organizational Behavior undergraduate or graduate level class. Additionally, session participants will actively discuss team success/failure and then tap into that knowledge to construct a team contract. Subsequently, session participants will further develop this project model of experiential learning through conducting a brainstorming session about ways to improve this project or adapt it for other settings. Lastly, session participants will be provided templates for the Team Consulting

Project (see Appendix A), the Team Contract Exercise (Appendix B), the Oral Presentation

Rubric (Appendix C) and the Project Report Rubric (Appendix D) which they can adapt for their

own use in the future.

Exercise Overview

This comprehensive team consulting project provides Organizational Behavior instructors

with a semester-long, scaffolded example of how to direct student consulting teams in the "field"

of real world organizations on applying OB concepts to solve business problems (refer to

Appendix A). The team-assignment phase (Team Maker) and peer evaluations are completed

using the CATME tool (Layton, Loughry, Ohland, & Ricco, 2010; Ohland et al., 2012). The

scaffolding nature of the project includes a foundational team making exercise that sets the

student teams up for an increased level of success in this project by matching them based upon

select criteria set forth by the instructor. These criteria are heavily weighted towards students'

schedules. For example, students are provided with windows of 100% availability for their

teams to meet, and are also matched on their preferences for weekend versus weekday work.

Peer evaluations at both the midterm and final timepoints help to motivate learning and

participation. The online nature of the peer evaluations allows for fast and timely dissemination

of feedback. Detailed instructor feedback provided at each phase of the project keeps the teams

on track and challenged. A detailed project grading rubric helps to guide expectations and

assessment. The major milestones of the project include the team contract, proposal, midterm

peer evaluations, executive summary, oral presentation, final written report, and the final peer

evaluations.

Session Description

Our session would begin with an overview of the entire team consulting project via a presentation by the authors (10-15 mins). This would include the project's theoretical background, milestones, semester timeline, assessment rubrics, examples, hurdles (i.e. non-disclosure agreements), etc. Subsequently, we would have the participants experience two of the early foundational project exercises, which include the team success/failure discussion and the team contract exercise. The team success/failure discussion would begin in small groups (of four to six persons) and culminate with a full session discussion where the small groups appoint one person to share their summarized discussion results with the rest of the participants. The team success/failure discussion activity specifically would entail the following questions:

- Reflect upon your past positive team experiences...identify **three** issues that made them successful.

   o How can your team for this class learn from your previous success?

- Reflect upon any past negative team experience….identify **three** issues that caused the team to struggle.

   o How can your team for this class avoid those pitfalls?

   Appoint a spokesperson who will share your lists with the class.

The timeline for our session is summarized in the table below.

Time	Length (mins.)	Activity	
0:00-0:10	10	Team Consulting Project Overview	Authors
0:10-0:25	15	Team Success/Failure Discussion	Session Participants in Teams
0:25-0:40	15	Team Contract Exercise	Session Participants in Teams
0:40-0:55	15	Continuous Improvement – Brainstorming	Session Participants
0:55-0:60	5	Summary	Authors

References

Kolb D. (1984). *Experiential learning: experience as the source of learning and development.* Englewood Cliffs, New Jersey: Prentice Hall.

Layton, R. A., Loughry, M. L., Ohland, M. W., & Ricco, G. D. (2010). Design and validation of a web-based system for assigning members to teams using instructor-specified criteria. *Advances in Engineering Education*, 2 (1), 1-28.

Ohland, M. W., Loughry, M. L., Woehr, D. J., Finelli, C. J., Bullard, L. G., Felder, R. M., Layton, R. A., Pomeranz, H. R., & Schmucker, D. G. (2012). The comprehensive assessment of team member effectiveness: Development of a behaviorally anchored rating scale for self and peer evaluation. *Academy of Management Learning & Education*, 11 (4), 609-630.

Schroeder, C. (2016). *Designing a Learner-centered Course: Module 2 CIP#6 Scaffolded Assignments.* [PowerPoint slides].

Appendix A
Organizational Behavior Team Consulting Project

Organizational Behavior
Fall 2017
Business Administration 389-0001 Undergraduate Level 3 credits;
Mondays and Wednesdays 80 minutes
XYZ Hall 202

Purpose: There are multiple objectives for the team consulting project:
- **Build your teamwork and leadership/follower skills** through working actively on a consulting team.
- Provide the opportunity to **apply what has been learned** in the course (through course lectures, readings, and discussions) to solve problems in a real organization of your team's choice.
- **Use your reflection skills** to link your experience with this organization to your learning in relation to **organizational behavior theory**.
- Provide an opportunity to reflect upon what each of you have learned and how you have applied that learning first hand in an organization and working together on your team.

Size of Teams: Class members will work in teams of 4-6 people. This will generate about 8-10 teams for this class.

Importance of Team Project: This team consulting project is a very important part of your grade for this class-it equates in total to **20% of your grade for this course**.

The **goals** of this project are to identify a real organization and answer the following questions:
a)   What are some of the **organizational behavior key issues or problems facing the organization?**
b)   What organizational behavior concepts learned in this class can be applied to understand **why** this problem is occurring?
c)   What recommendations, based upon organizational behavior concepts learned in this class, can you offer to help improve organizational functioning and address the organizational behavior key issues or problems facing the organization you identified?
d)   What did your team learn about leadership and teams as a result of this "hands on" experience?

Your team project will be evaluated on the following criteria (refer to rubrics):
- a) **Problem definition:** How well (i.e., thoroughly and concisely) do you describe the organizational context, the relevant parties, and the factors that contribute to and are important to the problems/issues?
- b) Accurate and thorough integration of course concepts in the analysis of the problem and the development of the recommended solutions (with proper citation and reference).
- c) Extent to which recommendations are consistent with analysis.
- e) Quality of written analysis.
- f) Quality of oral presentation.
- g) Analysis of your 'hands on' learning (in Report portion only, not in Oral Presentation).

Grading of Consulting Team Project 20% of total grade for the class

Milestone	Points Grade	% of Team Project
CATME Matching Survey	10	5%
Team Contract	10	5%
Project Proposal	20	10%
Executive Summary	30	15%
Oral Presentation	40	20%
Project Report	60	30%
CATME Mid/Final Peer Evaluations	30	15%
Total	200	100%

This project is set up in a scaffolding manner. Each milestone assignment that you complete builds upon the work you have done in the previous assignments. This will enhance your chances of success in this project, as feedback is given at all stages of the project to be sure your team is on, and stays on, the right track.

1. **CATME Matching Survey (10 points or 5% of team project grade)**
The members of your team will be matched based upon your similarity of scheduling, weekend preferences, commute, etc. This matching will be completed using the CATME system (catme.org). You will be required to complete an initial survey and rater practice using the CATME tool. The initial survey will come via email to you and is due at **11:59pm on Friday, Sept. 15th, 2017.**

2. **Team Contract (10 points or 5% of team project grade)**

Your team contract will be initiated in-class on **September 20th, 2017** through an in-class team building exercise.

Your team contract should **include ALL of the following**:

1. the names, contact info of your team members
2. the team name (which you come up with) and your assigned team number
3. your planned meeting days and frequency
4. specific established rules and reactions for each of the following:
    a. tardiness
    b. team meeting absences
    c. failed commitments
    d. social loafing
5. Identify two strengths of each person that you will capitalize upon for this project
6. Identify a leader
7. Include signatures of all members

Please have **_one_** team member upload a scanned copy of your **typed** and **signed** contract to your D2L Group Dropbox titled 'Team Contract' no later than **11:59 on Wednesday, September 27th, 2017**. **Name your PDF file as follows:**

BA389_Team Contract_*(Insert your specific team number here)*

Failure to meet any of the above specified criteria will result in reduced points for the assignment; furthermore, **late assignments are not accepted**, so *do not leave your PDF creation and upload to D2L to the last minute…plan ahead and be sure you meet the deadline.*

Instructor feedback will be provided via D2L Dropbox approximately one week following the Team Contract submission due date.

2. **Consulting Project Proposal (20 points or 10% of team project grade)**

For this assignment, your team is charged with identifying an organization that at least one team member has access to (for example, an organization that you, your family or someone you know works at) **and** analyzing and identifying potential key organizational behavior related issues within that organization. The organization can be a for-profit business or a non-profit organization (but it cannot be a political, religious or student activity organization). You will need regular access to the organization and/or the person(s) who is(are) associated with the organization. When appropriate, proper permission from organizational authorities should be obtained. If you do not have access to an organization, please see me and we will discuss other options such as connecting you with an organization or using a public company that has an OB related issue that has been in the news recently.

Your consulting project proposal should include all of the following:
1. Names of your team members
2. Your team name and your assigned team number
3. Name of the organization

4. Name, contact information and level of your contact person(s)
5. Method your team will use to gain access to the organization (i.e. surveys, interviews, observation, online research, etc.)
6. Brief overview of the company (one paragraph) and a brief description (no more than one paragraph) of the key organizational behavior related issues facing the organization.

You can be creative with your layout, but your proposal document should be **no more than one page, single spaced, using no less than a 12 pt. font. This one-page total does not include a Reference page. If you have citations in your proposal, you need to attach a Reference page for those citations. References should be on their own page at the end of the document.** Be sure to properly cite from the textbook and your other sources using the 6th edition publication manual from the American Psychological Association (http://www.apastyle.org/).

The project proposal must be uploaded to the D2L Group Dropbox titled 'Project Proposal' by **one** member of your team no later than **Noon on Wednesday, November 1st, 2017**. **Name your MSWord file as follows:**
BA389_Team Proposal_*(Insert your specific team number here)*

Failure to meet any of the above specified criteria will result in reduced points for the assignment; furthermore, **late assignments are not accepted**, so *do not leave your upload to D2L to the last minute…plan ahead and be sure you meet the deadline.*

Instructor feedback will be provided via D2L Dropbox approximately one week following the Proposal team submission due date.

3. **Executive Summary (30 points or 15% of team project grade)**

This assignment extends your proposal in that you now need to have made a final selection as to which problem(s) you are going to address, and **what recommendations you are going to make**. The analysis of the problem(s) and the recommendations must fluently incorporate and apply the concepts and theories that you have learned about in this class (with proper citation).

You can be creative with your layout, but your MSWord document should be **no less than one page and no more than two pages, single-spaced, using no less than a 12pt font. This one to two page total does not include your Reference page. References should be on their own page at the end of the document.** Be sure to properly cite from the textbook and your other sources using the 6th edition publication manual from the American Psychological Association (http://www.apastyle.org/).

The one to two page (plus references) executive summary must be uploaded to your D2L Group Dropbox titled 'Executive Summary' by one member of your team no later than **Noon on Wednesday, November 22nd, 2017**. Your file needs to be in **MSWord**

format and named as follows:

> BA389_Executive Summary_Team_*(Insert your specific team number here)*

Your executive summary should include:
1. The names of your team members
2. Your team name and your assigned team number
3. The name of the organization
4. A brief overview of the company
5. A brief description of the key organizational behavior related issue(s) facing the organization.
6. A brief synopsis of your recommendations, based upon organizational behavior concepts learned in this class, to help improve organizational functioning and address the organizational behavior key issues or problems facing the organization you identified

Failure to meet any of the above specified criteria will result in reduced points for the assignment; furthermore, **late assignments are not accepted**, so *do not leave your upload to D2L to the last minute…plan ahead and be sure you meet the deadline.*

Instructor feedback will be provided via D2L Dropbox approximately one week following the Executive Summary team submission due date.

4. **Oral Presentations (40 points or 20% of team project grade)**

Your oral presentation should provide an overview of the organization, an analysis of the problem(s) and your proposed solution(s) in a persuasive manner, integrating the course concepts and evidence throughout. Your consulting team should assume you are presenting to the management of the firm, along with some board members who do not know about the problem you are analyzing. You are trying to persuade them to implement your recommendations and hire you as their consultants.

The oral presentations will be in class on **Monday, December 11th and Wednesday, December 13th**. You will have **10-13 minutes** for your presentation. Your team will be responsible for managing your presentation time effectively. If you don't, **the instructor's timer will buzz and stop your presentation at the 13-minute mark**. You should feel free to distribute any printed material that will assist with the presentation (appx. 40 copies), but this is optional. There are no restrictions on *who* has to present other than it must be done by member(s) of your team; you can select one team member, a few team members (i.e. your best public speakers), or all of your team members (equally sharing in the presentation) to present. Most importantly, be sure to properly cite from the textbook and your other sources using the 6th edition publication manual from the American Psychological Association (http://www.apastyle.org/). Provide your references in the PPT as the very last slide(s).

Please refer to the *BA89 Organizational Behavior Company Consultation Presentation Grading Rubric* posted on D2L for specific grading criteria.

Your oral presentation PowerPoint must be uploaded to your D2L Group Dropbox titled Project Oral Presentation **no later than Noon on the day you are scheduled to present.** Your file needs to be in MS PowerPoint format and named as follows:

BA389_Presentation_*(Insert your specific team number here)*

> ****In addition to the D2L upload, (1) one hard copy of the PowerPoint slides is to be provided to the instructor** at the beginning of the class (<u>print 3 slides per page</u>). **(2) The hard copy should have the names of the students speaking to each slide handwritten on the hard copy for the instructor. *Groups that fail to provide to the instructor prior to their start, a hard copy with speakers identified, will be penalized 10 points.***

Failure to meet any of the above specified criteria will result in reduced points for the assignment; furthermore, **late assignments are not accepted**, so do not leave your upload to D2L to the last minute…plan ahead and be sure you meet the deadline.

Team Consulting Project Presentation Day (Dec. 11th & 13th, 2017) Absences
Absences for the team consulting project presentation day will result in the student receiving a 0 for the project. The **_only_** acceptable excuses for missing the group project presentation are the following reasons supported by verifiable, medical or other appropriate documentation.

> 1) Participation in an authorized University activity **with advance written notification**;
> 2) Confinement due to illness, under a doctor's care and **documented by a licensed physician**;
> 3) Death in the immediate family – must be **documented with advance written notification**;
> 4) Participation in legal proceedings requiring your presence – must be **documented with advance written notification**; and
> 5) Absence due to observance of a religious holiday – with minimum two-week **advance written notification**.
> 6) Absence due to military obligation (i.e. reserves, etc.) – documented with **advance written notification**.

This policy will be strictly enforced - no exceptions. Anyone who does not have a valid reason will receive zero points for the oral presentation part of the group project. Again, this policy will be strictly enforced - no exceptions.

5. <u>Project Report (60 points or 30% of team project grade)</u>

This written project should cover the same topics as your oral presentation, but it should also have an additional section. The written report should **include a section outlining key points on what your team has learned about organizational behavior in doing this project, and what your team has learned about working on a team.** What did

you struggle with as a team? What did you excel at as a team? What was unexpected? Note: Your PPT presentation SHOULD NOT address this topic, **only your written report should include this section on your team learnings**.

The written consulting report should contain 7-10 **double spaced** pages (1-inch margins, 12 point font). The limit **does not include** the references, nor appendices (which you are free to use to provide charts, figures, or other background material not necessary in the main body of your analysis). However, appendices that are not directly referenced in the main text will not be read. The title page should contain the title, the class section (BA389-0001), Semester (i.e. Fall 2017), group name, and student names. Be sure to include page numbers. Most importantly, be sure to properly cite from the textbook and your other sources using the 6th edition publication manual from the American Psychological Association (http://www.apastyle.org/). Student teams are expected to include at least **three** relevant applicable organizational behavior concepts and/or theories learned in this class for both the 'issue identification and analysis' and the 'proposed solutions integration'. Student teams are also expected to identify at least **two** proposed solutions for each of the organizational behavior issue(s). Please refer to the *BA389 Organizational Behavior Company Consultation Project Report Grading Rubric* posted on D2L for specific grading criteria.

Your written project report must be uploaded to your D2L Group Dropbox titled Project Report no later than **Noon on the day you are scheduled to present**. Your file needs to be in MS Word format and named as follows:
BA389_Team Report_*(Insert your specific team number here)*

******In addition to the D2L upload, one hard copy of the Project Report is to be provided to the instructor at the beginning of the class that your team presents**.

Failure to meet any of the above specified criteria will result in reduced points for the assignment; furthermore, **late assignments are not accepted**, so *do not leave your upload to D2L to the last minute…plan ahead and be sure you meet the deadline.*

6. **Peer Evaluations of Presentations**

Each team will be required to evaluate some of the other team presentations. The presenting group's grade will not be affected by the evaluation conducted by the other groups. This rating activity will count for your in-class activity points for the day. Evaluations are expected to be thoughtful and justified to receive participation points. Giving feedback will be a large part of your job after graduating and the more experience you can build in doing this, the better.

7. <u>Teammate Evaluations (30 points or 15% of team project grade)</u>

Each team member will be required to fill out the CATME online "Peer-Evaluation" survey in which you will be rating the teamwork of yourself and each of your perspective team members both mid-term and at the end of the semester. Your self- and teammate-evaluations will count for 15% of your team project grade or 30 points; with each evaluation worth 7½% or 15 points of your team project grade. The online Peer Evaluation must be completed in the following survey windows: Midterm **(November 1ˢᵗ-7ᵗʰ, 2017)**, and Final **(December 13ᵗʰ – 17ᵗʰ, 2017)** (or 0 points will be awarded for the peer evaluation portion of your grade. A listing of the BARS type rating items is on the last page of this document. The midterm evaluations will be shared with your teammates. This will afford the opportunity for improvements to be made in team functioning while we are half-way through the semester. Reminder, we are striving for you to achieve a high functioning team experience in this class (so you have this to refer to in your team experience arsenal when you are interviewing for a job!). Discussion time for team evaluation feedback will be scheduled in-class.

Late peer evaluations cannot and will not be accepted.

******Mark your calendars to complete your CATME Self and Peer Team Evaluations for Nov 1-7ᵗʰ and Dec 13-17, 2017. The Evaluations close at 11:59pm.**

General Words about Teamwork
The issue of **equity** is a concern that some students have about working in teams and about team grades. If you work harder and do better work than your peers, why should your grade be dependent on them? This view is generally a function of coming from educational environments that only ask for and measure individual performance. Team tasks should be given team rewards. This means that you not only must make a direct contribution to the development of the project, but that you **also have an obligation to make your team work effectively.**

An infrequent problem associated with group projects is a team member who does not do his/her share of the job. You are urged not to let problems develop to the point where they become serious. Beware of excuses like: "I am too busy with urgent work - health - social - problems right now but I'll make it up later." It is surprising how many people who have one problem have a series of other problems. Be reasonable, but don't be a doormat. Everyone in this class is expected to carry an equal share of the teamwork load. Accountability is added to your teamwork in that each of you are incented to perform and contribute because you are held accountable to your peers through the evaluations. You receive points for completing the evaluations. The remaining 80% of your team consulting project grade is subject to adjustment based upon your final peer evaluations. The instructor reserves the right to adjust your team grade based upon your contribution. To be clear, the ratings of your peers can potentially affect 80% of your points for this team project. It is important that you participate with your team.

I will not supervise the process any more closely than would most managers in similar circumstances. Rather, you are expected to get the work done and to manage each other. You are on your honor that you will do your fair share. Teams often ignore problems wishing that they would go away. More often they don't; they only get worse. Try to solve the problem among yourselves. If you can't, bring it to me and we will have a team meeting together either before or after class. **But, only come to me AFTER you have followed your team contract protocol and made several attempts to address the situation yourselves and can show me documentation of your efforts to resolve the issue.**

APPENDIX B
Comprehensive Assessment of Team Member Effectiveness—Behaviorally Anchored Rating Scale (BARS) Version

	Your name					← Write the names of the people on your team including your own name.
						This self and peer evaluation asks about how you and each of your teammates contributed to the team during the time period you are evaluating. For each way of contributing, please read the behaviors that describe a "1," "3," and "5" rating. Then confidentially rate yourself and your teammates.
Contributing to the Team's Work	5	5	5	5	5	• Does more or higher-quality work than expected. • Makes important contributions that improve the team's work. • Helps to complete the work of teammates who are having difficulty.
	4	4	4	4	4	Demonstrates behaviors described in both 3 and 5.
	3	3	3	3	3	• Completes a fair share of the team's work with acceptable quality. • Keeps commitments and completes assignments on time. • Fills in for teammates when it is easy or important.
	2	2	2	2	2	Demonstrates behaviors described in both 1 and 3.
	1	1	1	1	1	• Does not do a fair share of the team's work. Delivers sloppy or incomplete work. • Misses deadlines. Is late, unprepared, or absent for team meetings. • Does not assist teammates. Quits if the work becomes difficult.
Interacting with Teammates	5	5	5	5	5	• Asks for and shows an interest in teammates' ideas and contributions. • Improves communication among teammates. Provides encouragement or enthusiasm to the team. • Asks teammates for feedback and uses their suggestions to improve.
	4	4	4	4	4	Demonstrates behaviors described in both 3 and 5.
	3	3	3	3	3	• Listens to teammates and respects their contributions. • Communicates clearly. Shares information with teammates. Participates fully in team activities. • Respects and responds to feedback from teammates.
	2	2	2	2	2	Demonstrates behaviors described in both 1 and 3.
	1	1	1	1	1	• Interrupts, ignores, bosses, or makes fun of teammates. • Takes actions that affect teammates without their input. Does not share information. • Complains, makes excuses, or does not interact with teammates. Accepts no help or advice.
Keeping the Team on Track	5	5	5	5	5	• Watches conditions affecting the team and monitors the team's progress. • Makes sure that teammates are making appropriate progress. • Gives teammates specific, timely, and constructive feedback.
	4	4	4	4	4	Demonstrates behaviors described in both 3 and 5.
	3	3	3	3	3	• Notices changes that influence the team's success. • Knows what everyone on the team should be doing and notices problems. • Alerts teammates or suggests solutions when the team's success is threatened.
	2	2	2	2	2	Demonstrates behaviors described in both 1 and 3.
	1	1	1	1	1	• Is unaware of whether the team is meeting its goals. • Does not pay attention to teammates' progress. • Avoids discussing team problems, even when they are obvious.
Expecting Quality	5	5	5	5	5	• Motivates the team to do excellent work. • Cares that the team does outstanding work, even if there is no additional reward. • Believes that the team can do excellent work.
	4	4	4	4	4	Demonstrates behaviors described in both 3 and 5.
	3	3	3	3	3	• Encourages the team to do good work that meets all requirements. • Wants the team to perform well enough to earn all available rewards. • Believes that the team can fully meet its responsibilities.
	2	2	2	2	2	Demonstrates behaviors described in both 1 and 3.
	1	1	1	1	1	• Satisfied even if the team does not meet assigned standards. • Wants the team to avoid work, even if it hurts the team. • Doubts that the team can meet its requirements.
Having Relevant Knowledge, Skills, and Abilities	5	5	5	5	5	• Demonstrates the knowledge, skills, and abilities to do excellent work. • Acquires new knowledge or skills to improve the team's performance. • Able to perform the role of any team member if necessary.
	4	4	4	4	4	Demonstrates behaviors described in both 3 and 5.
	3	3	3	3	3	• Has sufficient knowledge, skills, and abilities to contribute to the team's work. • Acquires knowledge or skills needed to meet requirements. • Able to perform some of the tasks normally done by other team members.
	2	2	2	2	2	Demonstrates behaviors described in both 1 and 3.
	1	1	1	1	1	• Missing basic qualifications needed to be a member of the team. • Unable or unwilling to develop knowledge or skills to contribute to the team. • Unable to perform any of the duties of other team members.

Ohland, M. W., Loughry, M. L., Woehr, D. J., Bullard, L. G., Felder, R. M., Finelli, C. J., . . . Schmucker, D. G. (2012). The comprehensive assessment of team member effectiveness: Development of a behaviorally anchored rating scale for self- and peer evaluation. *Academy of Management Learning & Education, 11*, 609-630. doi: 10.5465/amle.2010.0177

Appendix B

Team Contract Exercise

In your academic and professional careers, group projects have become quite common.

There are several reasons group projects are assigned in your curriculum:
1) to generate a synergistic outcome where the output created by many is better than the output generated by a single person
2) to allow for the experience of working with others in a team setting, a skill that is necessary for most careers in today's business environment
3) to allow for students to grow and learn together in the small group setting

These team experiences can be both positive and negative. To be sure your team starts out on the right track towards success, it is helpful to begin with a clear understanding of expectations. This can be accomplished through the development of a team contract outlining expectations.

Within your group, discuss the following issues/questions (appoint a recorder).
1. Exchange your names, majors, why you took this class, and contact information (including emails and phone, best way and hours to contact, i.e. is it ok to call at work, how late can you call at home, how quickly must everyone respond to team contacts, etc.?).
2. How often and when will you generally plan on meeting (i.e. after class, before class, on weekends, etc.)? Refer to your CATME schedule.
3. Expectations: What are the expectations you have for each other on this project?
4. What will your team do if a person is late for a meeting, misses a meeting, does not complete assignments by the specified time frame, or does not complete a fair share of work at all?
5. Strengths: Identify a key strength of each member, strategize how the team can best utilize these strengths (i.e. public speaking, writing, analysis, researching).
6. Leadership: Who will be your leader? Who will be your followers? Your team needs to designate one person to be your team leader.
7. Brainstorm and select a team name.
8. Each group member needs to sign the contract.

Your team contract should **include ALL of the following**:

1. The names, contact info of your team members
2. The team name (which you come up with) and your assigned team number
3. Your planned meeting days and frequency
4. Specific established rules and reactions for each of the following:
    a. tardiness
    b. team meeting absences
    c. failed commitments
    d. social loafing
5. Identify two strengths of each person that you will capitalize upon for this project
6. Identify a leader
7. Include signatures of all members

Please have **_one_** team member upload a scanned copy of your **typed** and **signed** contract to your D2L Group Dropbox titled 'Team Contract' no later than **Noon on Wednesday, September 27th**. **Name your PDF file as follows:**

BA389_Team Contract_*(Insert your specific team number here)*

Failure to meet any of the above specified criteria will result in reduced points for the assignment; furthermore, **late assignments are not accepted**, so *do not leave your PDF creation and upload to D2L to the last minute…plan ahead and be sure you meet the deadline.*

Grading Criteria for Organizational Behavior Company Consultation Oral Presentation 19

Class Section:_____ **Group Number:** _____ **Group Name:**_____ **Start time:** _____ **End Time:** _____
Organization: _____ **Total Minutes:** _____

40 points total	Exceptional	Acceptable	Minimal	Unacceptable
Company Overview (1 points) _____	**1** The company overview is **concise** (1-2 slides), yet contains relevant information including: **industry, what the company does, location, size, mission, customer base, market share (if available),** and any other particularly relevant information to your presentation.	**.5** The company overview is missing relevant information and is too long (more than 2 slides).	**.25** The company overview is **minimal.**	**0** The company overview is **not presented.**
Issue Identification & Analysis (7 points) _____	**7** Each issue/problem is **clearly** <u>identified</u> then <u>analyzed</u> such that the <u>causes</u> of the issue are **clearly** delineated and **described comprehensively and persuasively.**	**6** Each issue/problem is <u>identified</u> then <u>analyzed</u> such that that the <u>causes</u> of the issue are **delineated** and **described.**	**5** Each issue/problem is **vaguely** <u>identified</u> then <u>analyzed</u> such that the <u>causes</u> of the issue are **vaguely** delineated and **described.**	**<5** Only some of the issue/problem(s) are **vaguely** <u>identified</u> then <u>analyzed</u> such that **none or few** of the <u>causes</u> of the issue are **vaguely** delineated and **described.**
Integration of OB Concepts and Theories *for the Issue Identification & Analysis* (7 points) _____	**7** At least <u>three</u> relevant **applicable** organizational behavior concepts and/or theories learned in this class are **integrated comprehensively and persuasively** in the issue identification and analysis.	**6** At least <u>two</u> relevant **applicable** organizational behavior concepts and/or theories learned in this class are **integrated** in the issue identification and analysis.	**5** <u>Two or less</u> relevant applicable organizational behavior concepts and/or theories learned in this class are **vaguely integrated** in the issue identification and analysis.	**<5** <u>One or less</u> applicable organizational behavior concepts and/or theories learned in this class are **vaguely integrated** in the issue identification and analysis **OR** the **organizational behavior concepts and/or theories** learned in this class integrated are **not relevant** to the issue identification an analysis.
Proposed Solutions (7 points) _____	**7** At least <u>two</u> proposed solutions are <u>clearly</u> offered for each issue/problem. The proposed solution(s) are <u>**extremely convincing and persuasive (strong reasoning)**</u>.	**6** At least <u>one</u> proposed solutions are offered for each issue/problem. The proposed solution(s) are **convincing and persuasive.**	**5** At least <u>one</u> proposed solution is **vaguely** offered for each issue/problem. The proposed solution(s) are **somewhat convincing and persuasive.**	**<5** Proposed solutions are **not offered** for each issue/problem or are **so vague it is difficult to determine what solution is addressing what problem**. The proposed solution(s) are **unclear, *un*convincing and not persuasive.**
Integration of OB Concepts and Theories *for the Proposed Solutions* (7 points) _____	**7** At least <u>three</u> relevant **applicable** organizational behavior concepts and/or theories learned in this class are **integrated comprehensively and persuasively** in the proposed solutions.	**6** At least <u>two</u> relevant **applicable** organizational behavior concepts and/or theories learned in this class are **integrated** in the proposed solutions.	**5** <u>Two or less</u> relevant applicable organizational behavior concepts and/or theories learned in this class are **vaguely integrated** in the proposed solutions.	**<5** <u>One or less</u> applicable organizational behavior concepts and/or theories learned in this class are **vaguely integrated** in the proposed solutions **OR** the **organizational behavior concepts and/or theories** learned in this class integrated are **not relevant** to the proposed solutions.

Grading Criteria for Organizational Behavior Company Consultation Oral Presentation 20

40 points total	Exceptional	Acceptable	Minimal	Unacceptable
Conclusion (1 points) _____	**1** The team concludes the presentation **effectively and logically consistent with the presentation material**.	**.5** The team concludes the presentation.	**.25** The team concludes the presentation **ineffectively and not logically consistent with the presentation material**.	**0** The team **does not offer** a conclusion.
Organization, Grammar and Presentation Skills (10 points) _____	**10** Presentation is **professional, organized and flows smoothly**. Presentation is **free of grammatical errors**.	**8-9** Presentation is **somewhat professional, organized and flows smoothly**. Presentation is **mostly free** of **grammatical errors**.	**7** Presentation is **appropriate but not of professional quality.** Presentation is **somewhat difficult to follow and lacks fluidity** by some presenters. **Several grammatical errors are present**; **visual content is unaligned with major points**.	**<7 Poor presentation.** Presentation is **disorganized** and **generally not well presented. Several grammatical errors** are present and/or **content is poorly displayed**.
Requirements (-5 points) _____				**SUBTRACT 5 POINTS from overall score: Hard copy of presentation is not given to instructor prior to presenting OR the hard copy is provided, but not in the proper format** (i.e., following the instructions from Appendix A of the syllabus) **OR** electronic copy is not **uploaded to D2L by due date in syllabus**.
Timing (-5 points) _____				**SUBTRACT 5 POINTS from overall score: Presentation falls outside of the time limit.**
Proper Citations (-1 to -40 points) _____	**Be sure to properly cite (using APA guidelines) any definitions/theories/concepts, company information you may have obtained from company materials, websites, etc. you use in your presentations. Include a reference page at the end of your presentation.**			**SUBTRACT 1-40 POINTS from overall score: Plagiarism is a form of academic dishonesty. Presentations containing plagiarism will be subject to penalty and will be processed via the University procedures for academic misconduct.**

Total Score: _____/**40**

Comments:

60 points total	Exceptional	Acceptable	Minimal	Unacceptable
Company Overview (2 points) _____	**2** The company overview is **concise (no more than 1 long paragraph)**, yet contains relevant information including: **industry, what the company does, location, size, mission, customer base, market share (if available),** and any other particularly relevant information to your presentation.	**1.5** The company overview is missing relevant information and is too long.	**1** The company overview is **minimal.**	**0** The company overview is **not included.**
Issue Identification & Analysis (10 points) _____	**9-10** Each issue/problem is **clearly** <u>identified</u> then <u>analyzed</u> such that the <u>causes</u> of the issue are **clearly** delineated and described **comprehensively and persuasively.**	**8** Each issue/problem is <u>identified</u> then <u>analyzed</u> such that the <u>causes</u> of the issue are **delineated** and **described.**	**6-7** Each issue/problem is **vaguely** <u>identified</u> then <u>analyzed</u> such that the <u>causes</u> of the issue are **vaguely** delineated and **described.**	**<6** Only some of the issue/problem(s) are **vaguely** <u>identified</u> then <u>analyzed</u> such that **none or few** of the <u>causes</u> of the issue are **vaguely** delineated and described.
Integration of OB Concepts and Theories *for the Issue Identification & Analysis* (10 points) _____	**9-10** At least <u>three</u> relevant **applicable** organizational behavior concepts and/or theories learned in this class are **integrated comprehensively and persuasively** in the issue identification and analysis.	**8** At least <u>two</u> applicable organizational behavior concepts and/or theories learned in this class are **integrated** in the issue identification and analysis.	**6-7** <u>Two or less</u> relevant organizational behavior concepts and/or theories learned in this class are **vaguely integrated** in the issue identification and analysis.	**<6** <u>One or less</u> applicable organizational behavior concept and/or theory learned in this class are **vaguely integrated** in the issue identification and analysis <u>OR</u> the **organizational behavior concepts and/or theories** learned in this class integrated are **not relevant** to the issue identification an analysis.
Proposed Solutions (10 points) _____	**9-10** At least <u>two</u> proposed solutions are **clearly** offered for each issue/problem. The proposed solution(s) are <u>**extremely convincing and persuasive (strong reasoning)**</u>.	**8** At least <u>one</u> proposed solution is offered for each issue/problem. The proposed solution(s) are **convincing and persuasive**.	**6-7** At least <u>one</u> proposed solution is **vaguely** offered for each issue/problem. The proposed solution(s) are **somewhat convincing and persuasive.**	**<6** Proposed solutions are **not offered** for each issue/problem or are **so vague it is difficult to determine what solution is addressing what problem**. The proposed solution(s) are **unclear, *un*convincing and not persuasive.**
Integration of OB Concepts and Theories *for the Proposed Solutions* (10 points) _____	**9-10** At least <u>three</u> relevant **applicable** organizational behavior concepts and/or theories learned in this class are **integrated comprehensively and persuasively** in the proposed solutions.	**8** At least <u>two</u> relevant **applicable** organizational behavior concepts and/or theories learned in this class are **integrated** in the proposed solutions.	**6-7** <u>Two or less</u> relevant organizational behavior concepts and/or theories learned in this class are **vaguely integrated** in the proposed solutions.	**<6** <u>One or less</u> applicable organizational behavior concepts and/or theories learned in this class are **vaguely integrated** in the proposed solutions <u>OR</u> the **organizational behavior concepts and/or theories** learned in this class integrated are **not relevant** to the proposed solutions.

Grading Criteria for Organizational Behavior Company Consultation Project Report   22

60 points total	Exceptional	Acceptable	Minimal	Unacceptable
Key Learning Insights about Teams (10 points) _____	**9-10** The report **clearly** discusses **three** key learnings of your team experience. What did your team members learn first-hand about teams from this semester's team experience? Provide supporting examples. The discussion **integrates the applicable organizational behavior concepts and/or theories learned in this class.**	**8** The report **clearly** discusses **two** key learnings of your team experience. What did your team members learn first-hand about teams from this semester's team experience? Provide supporting examples. The discussion **integrates the applicable** organizational behavior concepts and/or theories learned in this class.	**6-7** The report discusses **one** key learning of your team experience. What did your team members learn first-hand about teams from this semester's team experience? Only a few examples are provided. The discussion integrates **some of** the organizational behavior concepts and/or theories learned in this class.	**<6** The report does not discuss **any** key learning insight about teams and **no** examples are provided. The discussion integrates **few to none of** the organizational behavior concepts and/or theories learned in this class.
Conclusion (2 points) _____	**2** The team concludes the report **effectively and logically consistent with the report material**.	**1.5** The team concludes the report acceptably.	**1** The team concludes the report **ineffectively and not logically consistent with the report material**.	**0** The team does not offer a conclusion.
Quality of Written Report (6 points) _____	**6** Report is professional, organized and flows smoothly. Makes good use of headers for organization. Report is **free of grammatical errors**.	**5** Report is **somewhat** professional, organized and flows smoothly. Report has **1-5 grammatical errors.**	**4** Report is **not of professional quality.** Report is **difficult to follow and lacks fluidity**. More than 5 grammatical errors are present.	**<4** Report is **not of professional quality.** Report is **difficult to follow and lacks fluidity**. More than 10 grammatical errors are present.
Timeliness of Report (-5 to -10 points) _____				**SUBTRACT 5-10 POINTS from overall score: Hard copy of report is not given to instructor at the beginning of class OR the** electronic copy is not **uploaded to D2L by due date in syllabus in the proper form**.
Requirements (-5 to -10 points) _____				**SUBTRACT 5-10 POINTS from overall score: Paper does not meet the requirements: page length, font, title page guidelines, etc. (see syllabus-Appendix A).**
Proper Citations (-1 to -60 points) _____	**Be sure to properly cite (using APA guidelines) any definitions/theories/concepts, company information you may have obtained from company materials, websites, etc. you use in your report. Include a reference page at the end of your report which contains a reference for the citations used in text. This is not a bibliography, only in text citations need to have a reference.**			**SUBTRACT 1-60 POINTS from overall score: Plagiarism is a form of academic dishonesty. Reports containing plagiarism will be subject to a grading penalty and will be processed via the University procedures for academic misconduct.**

Total Score: _____/**60**   **Comments:**