

Institutional Effectiveness Report

Name of Program/Department:	Bachelor of Business Administration
Year:	2016-2017
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Program Mission Statement

- The Mission of the School of Business at Francis Marion University is to provide learning opportunities for students from a range of backgrounds and transform them into globally competitive business men and women.

We teach students to think logically, communicate effectively, develop an understanding and appreciation of the global business environment, and follow high ethical standards. Our students develop conceptual and analytical skills needed to be successful leaders in both private and public institutions. Our business curriculum is strengthened by a strong liberal arts focus within the broader university.

Accredited at both the graduate and undergraduate levels, the School of Business at Francis Marion University has a mission of teaching, research, and service. Nearly our entire faculty holds a doctorate in the area they teach. Our small classroom environment promotes interaction among students and faculty. Our internship program and placement efforts actively assist students in finding meaningful jobs. Our faculty conducts research and service activities that enhance the region's economic and industrial development. Most of our undergraduate students major in accounting, business economics, finance, general business, management, management information systems, or marketing, to achieve a Bachelor of Business Administration degree. Other School of Business students major in economics and achieve a Bachelor of Arts or Bachelor of Science degree. Our graduate student work to achieve a Master of Business Administration degree. Through the Center of Entrepreneurship, the School works with area for-profit and not-for-profit firms and integrates those experiences into our business classes. The School of Business seeks students locally and globally of all ages and ethnic backgrounds and serves them in a friendly, considerate manner.

Program Learning Outcomes (PLOs)

- Business Majors at FMU will apply critical and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas.
- Business Majors at FMU will effectively communicate with and respond to varied audiences in written and spoken forms
- Business Majors at FMU will understand the global business environment and will be sensitive to different cultures
- Business Majors at FMU will be productive and engaged members of society, demonstrating personal responsibility, and community and social awareness and an understanding of the ethical issues arising out of business decisions
- Business Majors at FMU will be creative in their approach to business decisions

- Business Majors at FMU will have functional knowledge of areas in Business: Accounting, Economics, Management, Quantitative Business Analysis, Finance, Marketing, Legal and Social Environment, Information Systems, International Issues.

Executive Summary of Report

The Bachelor of Business Administration (BBA) program has six program learning outcomes (PLO) which include teaching students to think critically and logically, communicate effectively, understand the global business environment, understand the ethical issues arising out of business decisions, be creative in their approach to business decisions, and have functional knowledge of areas in Business. These six PLO's translate into seven student learning outcomes (SLO). SLO 1 measures student's critical and analytical thinking, SLO 2.1 measures student's oral communication skills, SLO 2.2 measures student's written communication skills, SLO 3.0 measures student's understanding of global business environment and cross cultural issues, SLO 4.0 measures student's understanding and ability to analyze ethical dilemmas they would face in business situations, SLO 5.0 measures student's ability to solve business problems with creatively and SLO 6.1 – 6.9 measures student's knowledge in different functional areas of business. We measure SLOs 1, 2.2, 3, 4 and 5 by presenting graduating seniors a case asking them to analyze the business case. SLO 2.1 is measured by recording the graduating senior's final project presentation. SLO 6.1 – 6.9 is measured using the ETS major field test in Business.

For SLO 1-5 we take a random sample of 20 students from the 33 graduating seniors and three faculty members evaluate the responses using a departmentally developed normed rubric. Faculty rate the students on multiple items for each SLO on a 5 point scale with 5 representing "Exceeding Expectations" and 1 representing "Below Expectations". The median score is used from the three evaluators is used. SLO 2.1 is measured by recording graduating seniors as they present their project in the Capstone Strategic Management class and the same sample of 20 is used. Three faculty members evaluate the responses using a departmentally developed normed rubric. Faculty rate the students on multiple items for each SLO on a 5 point scale with 5 representing "Exceeding Expectations" and 1 representing "Below Expectations". The median score is used. The overall average on the ratings will meet or exceed 80%. Finally, SLO 6.1 – 6.9 is evaluated using the scores in the ETS major field test. The benchmark is that our students will perform above the national average.

We present data from Spring 2017. The targets for SLO 2.2, 3.0, 4.0, 5.0, 6.2, 6.3, 6.6, 6.7, and 6.9 were not achieved. We have identified the classes where these skills corresponding to the SLOs are taught and have decided to bring improved focus on these skill sets. A new faculty member will be added in the fall of 2017 to reduce class size and broaden our scope. In addition, we have decided to edit the case used for much of the evaluation to improve the students' clarity. We believe this will result in more robust evaluations. Lastly, given the poor performance in several SLOs, the faculty have decided to repopulate a curriculum map for two SLOs (SLO 3.0 and SLO 4.0) to systematically identify any weakness in our current curriculum.

Student Learning Outcomes (SLOs)

The students in the BBA Program in the School of Business:

SLO 1.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 60% Spring 2016 data) by identifying a problem, acquiring the correct information, organizing the information and evaluating the business problem.

SLO 2.1: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when making a presentation (benchmark = 75% Spring 2016 data) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating proper eye-contact with audience, using effective body language, and communicating with minimal reference to notes.

SLO 2.2: Eighty percent (80%) of students BUS 458 will meet or exceed the expectations when submitting a written report when analyzing a business case (benchmark = 65% Spring 2016) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating the proper use of grammar and spelling acumen, and demonstrating the ability to integrate into a finished document.

SLO 3.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 50% Spring 2016 data) by demonstrating the ability to relate business concepts within an international context, demonstrating a complex understanding of cultural appreciation, assessing the impact of cultural perceptions, and developing a plan to overcome obstacles created by cultural differences.

SLO 4.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 35% Spring 2016 data) by identifying the ethical dilemma, identifying direct and indirect stakeholders, identifying the implication, and recommending a response to the problem.

SLO 5.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 30% Spring 2016 data) by identifying multiple elements of a problem, analyzing the situation, and developing a solution.

SLO 6.0: Students in BUS 458 will perform above the national average in the ETS major field test in each of their functional areas in Business (benchmark for each area will be from Spring 2017 data).

1. Accounting (benchmark = 35)
2. Economics (benchmark = 36)
3. Management (benchmark = 49)
4. Quantitative Business Analysis (benchmark = 37)
5. Finance (benchmark = 43)
6. Marketing (benchmark = 50)

7. Legal and Social Environment (benchmark = 55)
8. Information Systems (benchmark = 47)
9. International Issues (benchmark = 37)

Assessment Methods

SLO 1.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 60% Spring 2016 data) by identifying a problem, acquiring the correct information, organizing the information and evaluating the business problem using a departmentally developed normed rubric.

SLO 2.1: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when making a presentation (benchmark = 75% Spring 2016 data) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating proper eye-contact with audience, using effective body language, and communicating with minimal reference to notes using a departmentally developed normed rubric.

SLO 2.2: Eighty percent (80%) of students BUS 458 will meet or exceed the expectations when submitting a written report when analyzing a business case (benchmark = 65% Spring 2016) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating the proper use of grammar and spelling acumen, and demonstrating the ability to integrate into a finished document using a departmentally developed normed rubric.

SLO 3.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 50% Spring 2016 data) by demonstrating the ability to relate business concepts within an international context, demonstrating a complex understanding of cultural appreciation, assessing the impact of cultural perceptions, and developing a plan to overcome obstacles created by cultural differences using a departmentally developed normed rubric.

SLO 4.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 35% Spring 2016 data) by identifying the ethical dilemma, identifying the direct and indirect stakeholders, identifying the implication, and recommending a response to the problem using a departmentally developed normed rubric.

SLO 5.0: Eighty percent (80%) of students in BUS 458 will meet or exceed the expectations when analyzing a business case (benchmark = 30% Spring 2016 data) by identifying multiple elements of a problem, analyzing the situation, and developing a solution using a departmentally developed normed rubric.

SLO 6.0: Students in BUS 458 will perform above the national average in the ETS major field test in each of their functional areas in Business (benchmark for each area will be from Spring 2016 data) using the ETS major field test.

Assessment Results

The students in the BBA Program in the School of Business will:

SLO 1.0: Eighty percent (80%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 60% Spring 2016 data) by identifying a problem, acquiring the correct information, organizing the information and evaluating the business problem. The target was achieved for SLO 1.0.

SLO 2.1: Eighty percent (80%) of students in BUS 458 met or exceeded the expectations when making a presentation (benchmark = 75% Spring 2015 data) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating proper eye-contact with audience, using effective body language, and communicating with minimal reference to notes. Data are pulled from Fall 2016. More recent presentations were recorded at the end of Spring 2017. However, due to time constraints these have not yet been evaluated. The target was achieved for SLO 2.1

SLO 2.2: Seventy percent (70%) of students BUS 458 met or exceeded the expectations when submitting a written report when analyzing a business case (benchmark = 65% Spring 2016) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating the proper use of grammar and spelling acumen, and demonstrating the ability to integrate into a finished document. The target was not achieved for SLO 2.2.

SLO 3.0: Forty-five percent (45%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 50% Spring 2016 data) by demonstrating the ability to relate business concepts within an international context, demonstrating a complex understanding of cultural appreciation, assessing the impact of cultural perceptions, and developing a plan to overcome obstacles created by cultural differences. The target was not achieved for SLO 3.0.

SLO 4.0: Sixty percent (60%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 35% Spring 2016 data) by identifying the ethical dilemma, identifying the direct and indirect stakeholders, identifying the implication, and recommending a response to the problem. The target was not achieved for SLO 4.0.

SLO 5.0: Seventy-five percent (75%) of students in BUS 458 met or exceeded the expectations when analyzing business case (benchmark = 30% Spring 2016 data) by identifying multiple elements of a problem, analyzing the situation, and developing a solution. The target was not achieved for SLO 5.0.

SLO 6.0: Students in BUS 458 will perform at or above the national average in the ETS major field test in each of their functional areas in Business. Spring 2016 data are also used as benchmarks for comparison.

Assessment Indicator Title	National Average	Spring 2016	Spring 2017
Accounting	41	35	42
Economics	40	36	39
Management	54	49	52
Quantitative Business Analysis	36	37	38
Finance	42	43	46
Marketing	55	50	51
Legal and Social Environment	59	55	55
Information Systems	50	47	51
International Issues	40	37	37

Table 1: ETS Major Field Test scores for the 33 BBA students tested.

¹ National Average is taken from the 2016 Comparative Data Guide – MFT for Business

1. Accounting, the target was achieved for SLO 6.1.
2. Economics, the target was not achieved for SLO 6.2.
3. Management, the target was not achieved for SLO 6.3.
4. Quantitative Business Analysis, the target was achieved for SLO 6.4.
5. Finance, the target was achieved for SLO 6.5.
6. Marketing, the target was not achieved for SLO 6.6.
7. Legal and Social Environment, the target was not achieved for SLO 6.7.
8. Information Systems, the target was achieved for SLO 6.8.
9. International Issues, the target was not achieved for SLO 6.9.

Action Items

To address concerns identified in the evaluation of data from the 2016-2017 academic year, the School of Business, Bachelor of Business Administration program, developed the following action plan to be implemented during the 2017-2018 academic year.

SLO 1.0: Eighty percent (80%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 60% Spring 2016 data) by identifying a problem, acquiring the correct information, organizing the information and evaluating the business problem. The target of 80% was achieved for SLO 1.0.

SLO 2.1: Eighty percent (80%) of students in BUS 458 met or exceeded the expectations when making a presentation (benchmark = 75% Spring 2015 data) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating proper eye-contact with audience, using effective body language, and communicating with minimal reference to notes. The target was achieved for SLO 2.1

SLO 2.2: Seventy percent (70%) of students BUS 458 met or exceeded the expectations when submitting a written report when analyzing a business case (benchmark = 65% Spring 2016) by presenting the information in an organized manner, properly using business-related vocabulary, demonstrating the proper use of grammar and spelling acumen, and demonstrating the ability to integrate into a finished document. The target of 80% was not achieved for SLO 2.2.

- Data collected in BUS 458 using a departmentally developed normed rubric indicated that seventy percent (70%) of students met or exceeded expectations relating to SLO 2.2. The faculty set a target of 80%. Faculty members discussed the appropriate approach to improve student outcomes for SLO 2.2. The faculty concluded that the best course of action was to better utilize existing university resources by promoting FMU Writing Center to students engaged in written projects.
- Greater emphasis on written communication will emerge in MGT 351, a core business class, through the exclusion of multiple-choice questions on all examinations. Evaluation of student outcomes in this course will be done through a series of six in-term written essay tests and one written essay final exam.
- Emphasis on improved written communication will also manifest itself in MKT 331, a core business class, through the utilization of two writing assignments, a marketing plan and an ethics assignment. The marketing plan is completed throughout the semester and requires the evaluation of multiple drafts.

SLO 3.0: Forty-five percent (45%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 50% Spring 2016 data) by demonstrating the ability to relate business concepts within an international context, demonstrating a complex understanding of cultural appreciation, assessing the impact of cultural perceptions, and developing a plan to overcome obstacles created by cultural differences. The target of 80% was not achieved for SLO 3.0.

- Data collected in BUS 458 using a departmentally developed normed rubric indicated that forty-five percent (45%) of students met or exceeded expectations relating to SLO 3.0. The faculty set a target of 80%. One explanation discussed by the faculty is that the outcome may result from ambiguous language in the case study used to evaluate SLO 3.0. This ambiguous language may obfuscate the underlying cultural elements of the case and render the measurement of SLO 3.0 unreliable. Upon faculty suggestion, the case will be rewritten for Fall 2017 to remove vague and ambiguous language. However, no central themes or fundamental content will be changed.
- To further address the results from SLO 3.0, the faculty also decided to repopulate the curriculum map pertaining to SLO3.0 in order to diagnosis whether there are any blind spots in the current curriculum and if so, where they may be. This process will begin in Fall 2017 and encompass entire School of Business undergraduate curriculum. Identifying where SLO 3.0 is addressed in the curriculum will allow the faculty to better address where and how to implement strategies designed to ensure that the curriculum pertaining to SLO 3.0 is aligned vertically and horizontally. Vertical alignment ensures that material pertaining to SLO 3.0 is addressed at each level of the curriculum as the student matriculates through the program. Horizontal alignment ensures consistency in courses offered by multiple instructors and that SLO 3.0 is addressed in an interdisciplinary manner. Upon completion, the results of the curriculum map will be distributed among the faculty and used to evaluate how best to improve the SLO 3.0 results.

SLO 4.0: Sixty percent (60%) of students in BUS 458 met or exceeded the expectations when analyzing a business case (benchmark = 35% Spring 2016 data) by identifying the ethical dilemma, identifying the direct and indirect stakeholders, identifying the implication, and recommending a response to the problem. The target of 80% was not achieved for SLO 4.0.

- Data collected in BUS 458 using a departmentally developed normed rubric indicated that sixty percent (60%) of students met or exceeded expectations relating to SLO 4.0. The faculty set a target of 80%. One explanation discussed by the faculty is that the outcome may result from ambiguous language in the case study used to evaluate SLO 4.0. This ambiguous language may obfuscate the underlying cultural elements of the case and render the measurement of SLO 4.0 unreliable. Upon faculty suggestion, the case will be rewritten for Fall 2017 to remove vague and ambiguous language. However, no central themes or fundamental content will be changed.
- To further address the results from SLO 4.0, the faculty also decided to repopulate a curriculum map pertaining to SLO 4.0 in order to diagnosis if there are any blind spots in the current curriculum and if so, where they may be. This process will begin in Fall 2017 and encompass entire School of Business undergraduate curriculum. Identifying where SLO 4.0 is addressed in the curriculum will allow the faculty to better address where and how to implement strategies designed to ensure that the curriculum pertaining to SLO 4.0 is aligned vertically and horizontally. Vertical alignment ensures that material pertaining to SLO 4.0 is addressed at each level of the curriculum as a student matriculates through the

- program. Horizontal alignment ensures consistency in courses offered by multiple instructors and that SLO 4.0 is addressed in an interdisciplinary manner. Upon completion, the results of the curriculum map will be distributed among the faculty and used to evaluate how best to improve the SLO 4.0 results.
- A continued focus on business ethics will take place in MKT 331, a core business class, through a written ethics assignment that focuses on a current business issue.

SLO 5.0: Seventy-five percent (75%) of students in BUS 458 met or exceeded the expectations when analyzing business case (benchmark = 30% Spring 2016 data) by identifying multiple elements of a problem, analyzing the situation, and developing a solution. The target of 80% was not achieved for SLO 5.0.

- Data collected in BUS 458 using a departmentally developed normed rubric indicated that seventy-five percent (75%) of students met or exceeded expectations relating to SLO 5.0. The faculty set a target of 80%. Within the core School of Business curriculum, creative problem solving skills are taught in MGT 351 and MKT 331. During the 2015-2016 academic year, the pedagogical approach in MGT 351 and MKT 331 was restructured to focus on techniques germane creative problem solving finding multiple solutions to a problem. Online sections of MGT 351 and MKT 331 were developed to provide an asynchronous learning environment for each course to relax standardize schedules and allow students the time and freedom to develop these skills at differing paces, relative to the concept under review and student needs. Also in the 2015-2016 academic year, based on feedback from prior assessment results, faculty reprioritized sections of the MGT 351 curriculum to emphasize creative problem solving skills. Specifically, a learning module was added focusing on the use of applied creative problem solving in relation to organization and leadership. This helped promote proficiency in creative problem solving by increasing the number of opportunities to exercise those skills in realistic learning applications. While the target of 80% was not met, the results for SLO 5.0 improved to 75%. Faculty will continue to focus on creative problem solving by continuing the fruitful approaches listed above.
- Given the improvement in the results of SLO 5.0, faculty discussion of further improvement centered on measurement error resulting from ambiguous language in the case study used to evaluate SLO 5.0. Upon faculty suggestion, the case will be rewritten for Fall 2017 to remove vague and ambiguous language. However, no central themes or fundamental content will be changed.

SLO 6.0: Students in BUS 458 did not perform above the national average in the ETS major field test in each of their functional areas in Business (benchmark for each area will be from Spring 2016 data)

1. Accounting (benchmark = 35), The target was achieved for SLO 6.1. No action need be taken.
2. Economics (benchmark = 36), The target was not achieved for SLO 6.2. The mean score for FMU business students is well above the benchmark set in Spring 2016, but slightly below the national mean. Additional faculty have been

- hired to increase the number of sections offered, further reducing class size for core economics classes (ECON 203 and 204).
3. Management (benchmark = 49), The target was not achieved for SLO 6.3.
The mean score for FMU business students is above the benchmark set in Spring 2016, but below the national mean. Core Management classes MGT 351 and MGT 355 redesigned their curriculum to improve the content of the classes. Both MGT 351 and MGT 355 were offered online for students. Recorded lectures were made available to students by their instructors. Two new courses, MGT 359 and MGT 469, were also offered to students in the Human Resource Management track of the major. Faculty teaching MGT 355 will continue to administer a one and a half hour tutoring block, once per week throughout the semester to assist students in need of additional support.
 4. Quantitative Business Analysis (benchmark = 37), The target was achieved for SLO 6.4. No action need be taken
 5. Finance (benchmark = 43), The target was achieved for SLO 6.5.
No action need be taken.
 6. Marketing (benchmark = 50), The target was not achieved for SLO 6.6.
The mean score for FMU business students is above the benchmark set in Spring 2016, but below the national mean. Marketing faculty will continue to refine the pedagogical approach in core Marketing classes. Specifically, an emphasis will be placed on the written communication and presentations.
 7. Legal and Social Environment (benchmark = 55), The target was not achieved for SLO 6.7.
The mean score for FMU business students is equal to the benchmark set in Spring 2016, but below the national mean. All business school students are required to take Business Law (BUS 206). An additional course (MGT 359 Employment Relations) has been added to the curriculum as an elective to give students access to greater depth and exposure to concepts dealing with the legal and social environment. Faculty teaching core business classes will also assess whether there are additional opportunities to include such content where relevant.
 8. Information Systems (benchmark = 47), The target was achieved for SLO 6.8.
No action taken
 9. International Issues (benchmark = 37), The target was not achieved for SLO 6.9.
The mean score for FMU business students is equal to the benchmark set in Spring 2016, but below the national mean. International issues are covered in two core business classes (ECON 203 and ECON 204). Three elective classes focus on international (International Economics ECON 325, International Marketing MKT 335, and International Management MGT 460). In Summer 2016, ECON 325 was taught combined with a trip to Germany to give additional international exposure. As permitted, we will continue to offer these international classes

combined with a trip to a foreign country in the future to improve student awareness and knowledge of international issues.

In addition, faculty will repopulate a curriculum map pertaining to international issues, to determine if there are any blind spots in the current curriculum. Upon completion, the results of the curriculum map will be distributed among the faculty and used to evaluate how best to improve the SLO 6.9 results.

Appendix

A.1 Case Administered in BUS 458

To Lie or not to Lie: That is the Question

“You did what?” screamed Ajay Srinivasan, the Senior Systems Manager for HTL Inc., over his cell phone while walking to his office from the parking lot. It is 8 am and it is already a sweltering 110 degrees in New Delhi, and he has already started sweating profusely. “How could you promise them a product which is still in development? We need at least 8 months to finish it, and then we will have about 4 – 6 months for testing and bug fixing, if everything goes according to plan. In the best case scenario, we are not going to be ready for about another 14 months, worst case 2 years. John, I suggest you go back and tell the client that it cannot be done. We cannot do this.”

John Wilson is on the other end of the call. He had been named the Vice President for Sales and Marketing South East Asia for HTL Inc. nine months ago and needed this deal to go smoothly. John knew he was a closer. He always had been. In college, John helped guide Northwestern University to its first Big Ten baseball title in 23 years. After Northwestern, John finished near the top of his class in Duke University’s internationally renowned MBA program. Given his success in the years since graduate school, he had come to terms with that fact that he did not actually finish first in his class.

John’s first job after graduate school was with Dell Computers in Austin, Texas. He became an essential part of moving the company into the newly emerging personal computer market. John’s first role in the company was to develop distribution networks with several big box electronic stores. His ability to quickly find new customers paired well with Dell’s ambitious expansion plan. Because Dell employed a lean and agile supply chain management system, there was never a concern that new orders could not be met. John’s first international experience came when he was asked to join a team tasked with scouting potential manufacturing sites in Asia. John loved the fact that everyday seemed to bring a new experience. In 1996, John moved to Bonn, Germany to head the European marketing division for Dell Computers’ chief rival Compaq Computer Corp. As the usage of personal computers soared across Europe in the late 1990’s, John became a rising star. He was later hired away by Acer Inc., a Taiwanese computer hardware company looking to expand into Europe and was headquartered in Paris, France. After only one year at Acer Inc., John realized that he had made a mistake. At Acer, John faced a consumer base already leery of his products due to quality control issues in the production process of the computer motherboards. To make matters worse, the marketing strategy that he inherited from his predecessor had no foundation or direction. Unable to significantly improve the company’s European sales, John was asked to resign after three years with the company. For the first time that he could remember, John was on the outside looking in. Then he received a phone call from Tim Norflake, CEO of HTL, Inc., a multi-billion-dollar software firm based in New York. Tim Norflake, the CEO of HTL Inc., is a serial entrepreneur. He was born in New York and did his Bachelors in Marketing and his MBA in Entrepreneurship at the Stern School of Business at New York University. He started HTL Inc. ten years ago and has very quickly built it into a multi-billion-dollar business. HTL Inc. has all of their software development done offshore in a development center in New Delhi.

Tim wanted John to head up sales and marketing for the Southeast Asian division of his software company. Tim's offer included a relatively low base salary compared to his previous jobs, but the financial incentives for bringing the firm new business were very generous. Initially John was hesitant about the offer. His area of expertise was Europe, and his last significant involvement in Asia seemed like a lifetime ago when he helped broker the Penang manufacturing plant deal in Malaysia for Dell Computers. Also, he had never dealt with software or software programmers before. His previous companies built personal computers and computer components, not the software that went on them. After some reflection and the realization that a better offer wasn't coming, John decided, "Sales is Sales." If he could sell computer hardware, then he could sell computer software.

Nine months into his new role at HTL, Inc., John began to have his doubts. The boyish charm that worked so well in the U.S. and Europe did not have the same effect on his Asian counterparts. He had expected that the large sales incentive package would more than supplement his salary. However, he had yet to make a significant deal, and he was beginning to face the prospect of selling his home or risk foreclosure. Pressure was also coming from Tim. John could sense the disappointment and frustration in Tim's voice every time they spoke.

That changed when John landed the TechPadu deal. It had taken John a month to get someone from TechPadu to return his calls and another month for them to read his proposal. Negotiations with TechPadu's executive team were prolonged and tenuous. TechPadu's executives were negotiating from a position of strength, and they knew it. It was the type of deal that could transform HTL, Inc. into a global power. If TechPadu decided to adopt HTL, Inc.'s software, it could pave the way for its software to become the industry standard in all of southeast Asia. HTL, Inc. needed the deal, and John had to promise the moon to get it. Personally for John, not only would the commission from the deal strengthen his personal finances, but it also would restore Tim's faith in him.

Still on the call with Ajay about the deal, John sighs, "Ajay, we have been trying to break into the market in Malaysia for the last year, and we have had no success. This is a fifty-million-dollar project. We need this to break into the market. Once this project is done, we will have multiple projects from this company and others. This is critical."

"The operative word is successful completion of the project, not just getting the project. You have promised TechPadu a product that is still under development." said Ajay.

"Where are we going to conjure up the product John?" "Well, I did tell them we are working out some of the kinks, and we should have it ready in 6 - 8 months." replied John.

The building's internal temperature is 55 degrees, which is optimal for the computers and servers. After coming in from 110 degrees outside, the sudden drop in temperature gives Ajay a blinding headache. "Six to eight months? It is not going to happen." replies Ajay. "Cancel the project or re-negotiate. Give me 14 months, and I will have a great product for you, I cannot do anything in 6 to 8 months." "I had a feeling you would say that Ajay. I have scheduled a teleconference for both of us with Tim Norflake in New York at 7 p.m. EST, which would be 9:30 a.m. your time. He will decide what needs to be done."

Last year, Tim Norflake decided that HTL Inc. should move from a project based business model to creating and implementing software products. He decided that HTL Inc. was going to develop an Enterprise Resource Planning software product called HTL 3C. This product is a huge gamble for HTL Inc. as they are trying to move up the value

chain from a project fee based service to a product based service. The key person during this transition is Ajay Srinivasan who was just hired specifically to head the team developing HTL 3C. Ajay has had a great deal of experience in product development in other companies, and he was eager to join HTL Inc. to create a completely new product from scratch. Ajay was born in India and did his bachelors in Engineering in Computer Science at the best engineering school in India and his Masters in Computer Science at Massachusetts Institute of Technology, Boston. He has had extensive experience working with Microsoft and Cisco Systems on computer networks and was handpicked by Tim Norflake to head the development team of HTL Inc. and its new enterprise software HTL 3C.

Tim Norflake believes that people respond to incentives, and his company has the following incentive structure. They have two reviews in a year. At the half yearly review, if an employee has not met targets, he or she is warned about it, and at the end of the year, if they still have not met the targets, they are fired. On the other hand, if they have met or exceeded their targets, their bonus could be as much as their annual pay. A lot of top performers double their annual pay under this system. Employees are given monthly targets and are expected to meet them. Exceeding a target in the previous month cannot compensate for missing a target in the current month. This has created a high pressure environment, which has people working late hours, and it is normal to see people working during weekends and holidays.

Ajay walks into his office with a splitting headache cursing under his breath. He starts his computer and opens a virtual conference window with his team. All of them are there. "Guys, I have some good and bad news," he says. "First the good news, we have a fifty-million-dollar contract from TechPadu for the HTL 3C software suite." He hears cheers from his team. "Now for the bad news, we have to deliver and implement it in six to eight months." There is complete silence. Ajay continues "Can it be done?" There is a long pause. Tina Reddy his senior programmer replies, "We can try to do it, but eight months would just be enough for the alpha phase. We won't even have it ready for beta testing, and all the bugs will still be there. Will that be all right?" Ajay replies, "No, of course that is not all right. We can't implement a product with a whole bunch of bugs. How about if we all work on Saturdays and Sundays?" Tina responds, "Sir, most of us are already working twelve hours a day, and some of us work on the weekends. I am not sure how much more time we have." Ajay responds, "But what if all of us work on Saturdays and Sundays, and put in extra time?" Krish Patel, another programmer, responds "It will be difficult, but I think we should be able to do it. There will be some bugs, but we can constantly update their package as we fix it." Ajay says, "So then maybe if we negotiate for ten months to a year we can do it?" Krish says, "Yes I think we can," and everyone else except Tina says yes. Ajay speaks to Tina, "Listen, I am going to fight to have the contract re-negotiated but I need to know the bottom line. Do you agree with Krish's assessment?" Tina replies, "It is going to be very hard, but if everything goes right, we should be able to have a working product by one year. There will be bugs, and we will spend another two to three months working 100 hours a week to fix all of it. If the client expects us to have a bug free product in a year, then it is not possible, but if they are willing to work with some bugs, we should be able to do it." Ajay says, "All right, so we have consensus in the team, we will be able to deliver this product in a year?" This time everyone agrees. "I am going to have a teleconference with Tim Norflake and John Wilson in half an hour, and I would like Tina and Krish to be available in case I have to patch you in to answer some questions on the product."

Ajay's headache has receded, and he nervously waits for his meeting with Tim and John. It was a video conference over Skype. Tim, looking very affable and cheerful, comes onto the screen. "This is a great coup for us Ajay. We have broken into the Malaysian market. That was a great job John." Ajay frowns and replies, "It is a great opportunity, but I think there are some unrealistic expectations. We cannot possibly get this done in eight months. When you hired me, I gave you an estimate of two to three years. We are jumping the gun here. We have to go back to TechPadu and ask for more time. I think if we rush it through, we should be able to give them a good product in 18 months." John jumps in, "Tim the only reason they chose us over SAP, IBM, or other bigger firms is that we promised a fast turnaround time." Ajay snaps irritably, "SAP and IBM have existing products which are already working. How can you go about promising a faster turnaround time than them when we don't even have a product?"

Tim interrupts, "Now now Ajay we are all under pressure. John is just trying to get us into the market, and you guys have already had one year of work. You told me that you would get this done in two years' time. One year is over, so we should have a product ready in another year. This is a \$50-million-dollar contract. If it goes through, we crack open the market in Southeast Asia. TechPadu is big in Malaysia, Singapore, Indonesia, and Australia. They have firms they consult with, and if they like HTL 3G, they will use it in all those firms. So this is not just a one-time fifty-million-dollar project. It could be a continuing long term partnership between us and them. It will be in the billions of dollars in the long run. Now, I can definitely talk to the CEO of TechPadu and ask them to extend it for twelve months. But if I go to him, I am putting my personal credibility on the line, and I want guarantees that we can get it done in twelve months. Tell you what, if we get this thing done successfully, I will double your annual bonus. All of you will get a bonus equal to twice your annual pay. Now, I know you can do this. I just need you guys to be positive and commit to it." Ajay comes back, "Tim give us fourteen months, and we should have it ready." John shakes his head, but Tim says, "Done, I am going to fly to Kuala Lumpur to meet with the CEO of TechPadu, I will offer to absorb the costs by \$10 million and give them a personal guarantee that it will be done in fourteen months. Now I want both Ajay and John there when I meet the CEO. They are going to ask us about the product Ajay. I want you tell them it is ready, but we need the time to study their processes and customize the product for their company." Ajay looks alarmed. "Tim that's not what we agreed on. Customizing our product for their company will take time. I don't have the man power to create the product and then customize it for them." Tim responds "How many people do you need? You have 20 programmers. We can double it, and you can get it done in 7 months." Ajay responds, "That is not how it works, we have to train the programmers to our product, and that will take anywhere from 3 – 6 months. Then, we cannot do all the activities in parallel. Some of them have to be done before others can start. If we have to customize the product, it will take us another six months or so in the best case scenario." John jumps in, "Didn't you tell me that you were using the best industry practices for our product, so if TechPadu's business practices are different, we will tell them to change their practices to fit our product as our business practices are based on best practices worldwide." Ajay sighs and responds, "Worldwide standards may not be applicable to Malaysia, and furthermore, there are legal issues to take into account. Any implementation of the product in a different country would require some customization, which could take anywhere from six months to a year." Tim replies, "Come on Ajay, I hired you because I thought you were a go-getter. But you keep coming up with problems and not solutions. You asked for more

time, and I am giving you more time. Fourteen months and we will deliver the product to TechPadu. You can manage their requirements and keep it to the minimum. I want you in Kuala Lumpur. You are going to give them a demo of the product, but don't tell them it is a prototype. Let them think that it is a working product and that we need fourteen months to customize it for them." Ajay buckles under pressure and agrees. The video conference ends. Ajay calls his team into the conference room.

"So I have good news and bad news," says Ajay. Tina narrows her eyebrows and says "I would like to hear the bad news first." Ajay smiles and responds, "Well let me give you the good news first, we got fourteen months to finish the project, and Tim has promised to double our bonuses if we complete this project successfully." Everyone but Tina smiles. Tina says, "Well what is the bad news then?" Ajay sighs, "We can't tell the client we don't have a product already. I need to show them a demo of the product, and we have to say that the fourteen months is for product customization." Tina says quite angrily "That is impossible. We don't have a working version of our product that does not crash, and we need the fourteen months to finish all the features. If we do it right the first time, we will have it done in fourteen months. How are we going to include their customization?" Krish says, "So long as you show them the demo and don't let them handle it, we can avoid the crashes. They won't know that most of the product is not working. We will have to keep the changes and customizations to the minimum when we gather requirements, and we will have to work 14 – 15 hour days 7 days a week to make this happen." Ajay says, "Pretty much, I will try and keep the customizations to the minimum, so it is not too burdensome. For the next year or so, please forget about any holidays or vacations. If you are not sleeping, you are going to be working. If we get this done, it will be a big break for us and probably a partnership with TechPadu, which could come to billions of dollars for the company."

"I don't see why we should break our backs, so Tim can reap the billions. We get our bonuses in rupees, which sounds a lot, but it is basically just twenty thousand dollars." mutters Tina. Ajay looks at her and says, "Tell you what, you get this thing done, and I will move you and anyone in this team to projects in places you like. Tina you wanted to go to London, since your husband is there on a long term project for TESCO. I am pretty sure I can arrange for your transfer to London after this project is completed, may be even in the same project as your husband. So are we all agreed? We need to get this done in fourteen months." The entire team agrees.

Ajay flies to Kuala Lumpur to meet John and Tim. They make a successful presentation to the CEO of TechPadu, with Ajay successfully navigating the demo so that there are no crashes. The CEO of TechPadu seems quite happy and signs a \$50 million contract, with promises of a partnership after successful implementation of the product. Tim flies back to New York, and Ajay meets John for a drink at the Petronas Towers. "So are we going to get this thing done?" John asks. "You screwed us over John." Ajay says. "This is going to be touch and go." John replies, "I don't have a choice Ajay. You know how the incentives work here, and if I don't meet my targets, I am fired. With this I have met my target, now I have to look for the next sale." Ajay replies, "Don't you see that if we mess this project up, it does not matter if you had the sale. Successful completion of the project should be your focus, not just a sale." John shook his head. "That is your problem. I am being judged on my performance, which has to do with making the sale. Once I am done, I am out of the picture. This is your baby. Now it's your turn. If you feel so strongly about it, why did you not tell Tim it can't be done? You should have stood your ground." Ajay says, "He is my boss. We don't tell our bosses no in India. That would be rude. I

tried telling him how difficult it was going to be, that it was dangerous, and that I needed more time. If he still insists we do it, then all we can do is try.” John shook his head. “Ajay, you have lived in the U.S. You should know better. He wasn’t listening to any of that. Every time you said I will try, he was hearing we can do this. Now you have made a commitment, and he is going to hold you and your team to it. There is no trying with Tim; you either do it or you don’t.” Ajay sighs and says, “Well I’ve got to get back to New Delhi, it’s going to be hell for the next fourteen months.”

Ajay and his team work around the clock for the next fourteen months. A typical work week is 100 hours and some weeks it is 120 – 130 hours. No one takes a break. Ajay tries his best to keep the customization requirements from TechPadu to a minimum, but there are some. The HTL 3G team is quite proud of their work ethic and their ability to deliver, but the task put before them is very difficult. Eight months later, Tim Norflake makes a trip New Delhi to visit the HTL Inc. development center. He meets with Ajay, and then, unable to sleep because of the time difference between New York and New Delhi, he walks into the development center at 1 a.m. in the morning. He sees Ajay, Tina, Krish, and the entire team there working. He walks up to them and says, “You guys couldn’t sleep either? I am jet lagged, what’s your excuse?” Tina says, “We haven’t been home for a couple of days now; we are really working hard to get this done.” The rest of the team chimes in to show Tim how hard they have been working. Tim lets them talk for ten minutes or so and then smiles and says, “Well guys, in business, hard work is appreciated, but it is results that are rewarded. So get this project done well and successfully, and all of you will go far in the company.” The team continues to work hard, and at the end of fourteen months, they have most of the work done. The product is completed and tested. There are no bugs in the main product, but there are about 200 or so bugs in all the customizations that TechPadu wanted. Ajay, under pressure from Tim, goes ahead with the implementation at Kuala Lumpur. He sends Tina to handle the implementation, as she is the most experienced programmer. The team back in New Delhi continues to work round the clock to fix the bugs, but as the bugs are being fixed, new ones surface. Tina does an excellent job in keeping the TechPadu employees happy with her explanations on why there seem to be some crashes and shows them workarounds. She also prioritizes the bugs back to the team in New Delhi, so that they can be fixed overnight. The patches are uploaded overnight, and TechPadu is still unaware that the team in New Delhi is still fixing bugs. Two more months pass, and the stress of doing this job tells on Tina. She has not seen her husband, who is London, for sixteen months now. She has not had a day off, and she talks to Ajay about a transfer to a different project. Ajay asks her to wait for a few more months, saying that they are nearly there, but Tina has had enough. She already has had an offer from another company with higher pay, and the only reason she was staying on here was because of the promised posting to London. The new company is already processing her visa for a project in London. She quits.

Ajay cannot spare anyone from the current development team, and John pulls someone working in Malaysia for HTL Inc. on another project to liaison with TechPadu. Satish has been in Kuala Lumpur for three years and has had fifteen years of experience in the software industry. He has been working with HTL Inc. since its incorporation. He, however, is not aware of the background of the situation of this project. John Wilson is focused on getting new projects and is not interested in a project that are already underway, and Ajay is under pressure to get this project done. Satish met with the TechPadu employees, and when asked why there are still these minor problems after

implementation, he told them that HTL Inc. had finished the product but was still bug fixing on the customization requested by TechPadu. There were about 80 more bugs to go. When asked why it was taking HTL Inc. sixteen months to get the modifications ready, he replied after looking at the internal documents that it took them fourteen months to finish the product, and the last two months was spent on creating and finishing the customizations. He assures them that all of it will be done in a month or so. The news reaches the CEO of TechPadu, who after talking to Satish, talks to his lawyer and threatens a law suit against HTL Inc. Tim Norflake, alarmed by this development, sends Harish Chandra over to Kuala Lumpur to talk to the CEO of TechPadu. Harish has an undergraduate degree in Computer Science and an MBA from the top schools in India and has had a very successful in turning around troubled projects. He flies over to meet with the CEO of TechPadu, John Wilson, Ajay Srinivasan, and the development team in New Delhi to analyze the situation and make his recommendations.

A.2 Case Evaluation Questions

SLO 1.0: Read the case and analyze it, identify one decision maker in this case, what are the issues and the dilemma for that decision maker. Identify the implications of the situation.

SLO 2.1 is not evaluated using this case study. It is evaluated using student presentations from the BUS 458 class.

SLO 2.2 is evaluated from the overall written composition of all answers to case study questions.

SLO 3.0: Given the information provided, explain any problems that might have arisen from the different cultural backgrounds of the principle characters and their impact on the ultimate success of the project. How might these issues have been better addressed?

SLO 4.0: Identify the ethical issues in the case. Who is impacted by these issues? Explain how they are impacted. Given your analysis of the ethical situation(s), and provide recommendations to address these ethical dilemma(s).

SLO 5.0: Recommend solution(s) to the problem(s) identified in question 1 and provide implications of the solution(s).

A.3 Case Evaluation Rubrics

SLO 1.0

Criteria	Identification of the problem	Analysis of the situation	Development of solution
Does not meet expectations Score: 1	Fails to provide sufficient information to indicate an understanding of the current problem	Does not included all relevant components of the situation and shows little understanding of the complexity of the problem	Solution to the problem is a minor change to the current situation or not likely to be perceived as being implemented as a solution to the problem
Score: 2			
Meets Expectations Score: 3	Provides sufficient information that indicates an understanding of the problem	Identifies all relevant components of the given situation and demonstrates an understanding of the complexity of the problem	Response has the potential for being implemented as a solution to the problem and reflects a solution that is not currently being used
Score: 4			
Exceeds Expectations Score: 5	Identifies multiple elements of the problem and elaborates on the problem in ways that show insights beyond the stated situation	Identifies components of the situation that are beyond the given information and identifies unanswered questions that are of consequence to the solution	Response transforms the assumptions of the situation and is easily visualized as being implemented as a solution to the problem

SLO. 2.1

Student	Organization	Use of vocabulary	Eye contact	Elocution	Mannerisms	Presentation of Information
Does not meet expectations Score: 1	Lacks logical sequence, may jump around and/or lose focus	Uses slang or inappropriate words	Has minimum/excessive/ no eye contact with the audience to the point that the audience is distracted	Mumbles; frequently uses words or sounds, such as “uhs,” “like”, “you know”; words are mispronounced	Frequently demonstrates distracting mannerisms, such as bad posture, shifting of feet, jingling of coins etc.	Reads information or appears to be uncomfortable with the information
Score : 2						
Meets Expectations Score: 3	Presents information in a logical sequence which audience can understand and easily follow	Uses appropriate vocabulary /grammar	Maintains and manages eye contact with audience the majority of the time	Voice is easily understood, delivery is mostly clear and natural without many inappropriate words such as: “uhs,” “like”, “you know”	Displays no or minimal distracting mannerisms	Refers to notes or presentation material minimally
Score : 4						
Exceeds Expectations Score: 5	Presents information that indicates understanding of the need to gain attention, keep attention and enhance the audience’s understanding Focus and linking of sections/information is easily followed by the audience	Vocabulary indicates knowledge and understanding of the business issues	Maintains and manages eye contact with total audience throughout the presentation	Voice is understandable to all audience, degree of inflection is appropriate	Uses body language effectively and naturally to maintain audience’s interest	Speaks with no referring to notes

SLO 2.2

Criteria	Use of vocabulary	Organization	Writing Mechanics	Depth of Discussion
Does not meet expectations Score: 1	Uses slang or inappropriate vocabulary	Writing lacks logical sequence, lack of linkages between concepts which causes the reader to become confused	Frequent grammar errors and/or misspellings	Few of the issues, recommendations and/or explanations are supported
Score : 2				
Meets Expectations Score: 3	Uses vocabulary relevant to the subject and information is readily understood by the reader	Presents information in a logical sequence which reader can understand and easily follow	Less than 2 grammar error and/or misspellings	Most of the issues, recommendations and/or explanations are relevant and supported
Score : 4				
Exceeds Expectations Score: 5	Vocabulary indicates understanding of the managerial issue	Definite flow of information with focus and linkage of sections/information	Free of grammatical errors and misspellings	All issues, recommendations and/or explanations are well integrated, relevant, and supported

SLO 3.0

Criteria	Application	Intercultural Competence (Analysis)	Evaluation	Synthesis
Does not meet expectations Score: 1	Unable to relate standard business concepts/frame works/literature /models within an international context	Unable to identify any aspect of cultural diversity in an international setting	Unable to assess the impact that unique cultural perceptions and experiences have in international business environments	Unable to develop a plan to overcome cultural obstacles
Score : 2				
Meets Expectations Score: 3	Demonstrates some ability to relate standard business concepts/frame works/literature /models within an international context	Demonstrates basic cultural appreciation by identifying basic differences and similarities among nations	Provides basic assessment of the impact that unique cultural perceptions and experiences have in international business environments	Able to develop a limited plan to overcome the obstacles created by unique cultural perceptions and experiences with some consideration for a few relevant factors
Score : 4				
Exceeds Expectations Score: 5	Demonstrates ability to clearly and accurately relate standard business concepts/frame works/literature /models within an international context	Demonstrates a complex understanding of cultural appreciation by identifying multiple cultural differences and similarities (e.g. values, ethics, communication style, beliefs, thought processes, practices, and rituals) among nations	Provides clear, accurate, and detailed assessment of the impact of unique cultural perceptions and experiences in the international business environments	Able to develop a realistic plan to overcome the obstacles created by unique cultural perceptions and experiences that addresses most/all relevant factors

SLO 4.0

Criteria	Identification of the situation	Identification of stakeholders	Identification of implications	Recommended response
Does not meet expectations Score: 1	Does not correctly identify the dilemma	Identifies few of the critical stakeholders	Identifies few of the positive and negative consequences of the situation	Does not articulate a reasonably good response to the situation
Score : 2				
Meets Expectations Score: 3	Identifies and explains the main dilemma	Identifies most of the critical stakeholders	Identifies the positive and negative consequences of the issue for all direct stakeholders	Indicates a good response to the situation that demonstrates a consideration of positive and negative implications for the direct stakeholders
Score : 4				
Exceeds Expectations Score: 5	Identifies multiple elements of the issue(s) and specifically identifies the dilemma of the decision maker	Identifies and explains the relationship among direct and indirect stakeholders	Identifies the positive and negative consequences of the issue by explaining the implications for all direct and indirect stakeholders	Recommended response clearly indicates the desire to balance the positive and negative consequences of the situation for all direct and indirect stakeholders

SLO 5.0

Criteria	Identification of the problem	Analysis of the situation	Development of solution
Does not meet expectations Score: 1	Fails to provide sufficient information to indicate an understanding of the current problem	Does not include all relevant components of the situation and shows little understanding of the complexity of the problem	Solution to the problem is a minor change to the current situation or not likely to be perceived as being implemented as a solution to the problem
Score: 2			
Meets Expectations Score: 3	Provides sufficient information that indicates an understanding of the problem	Identifies all relevant components of the given situation and demonstrates an understanding of the complexity of the problem	Response has the potential for being implemented as a solution to the problem and reflects a solution that is not currently being used
Score: 4			
Exceeds Expectations Score: 5	Identifies multiple elements of the problem and elaborates on the problem in ways that show insights beyond the stated situation	Identifies components of the situation that are beyond the given information and identifies unanswered questions that are of consequence to the solution	Response transforms the assumptions of the situation and is easily visualized as being implemented as a solution to the problem