3-Year Academic Assessment Plan Cover Sheet

Assessment plans are due February 16, 2015
Email to: assessment@unlv.edu

Program Information:

<table>
<thead>
<tr>
<th>Program Assessed</th>
<th>Business BS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>Business</td>
</tr>
<tr>
<td>College</td>
<td>Business</td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td>Assessment Coordinator</td>
<td>KC Tan</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>11/5/15</td>
</tr>
</tbody>
</table>

Contact Person for This Plan

<table>
<thead>
<tr>
<th>Name</th>
<th>KC Tan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>702-895-3362</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:Kctan@unlv.edu">Kctan@unlv.edu</a></td>
</tr>
</tbody>
</table>

Please address the following items:

- What are the student learning outcomes? Please provide a numbered list.
- **Plans must include a curriculum map showing which courses will address which learning outcomes.** Examples can be found here: [http://provost.unlv.edu/Assessment/map.html](http://provost.unlv.edu/Assessment/map.html)
- Which learning outcomes will be assessed in each cycle year (i.e., assessment timeline)?
- How will the learning outcomes be assessed? (Programs must use at least one direct assessment of student learning.)
- Undergraduate programs should assess at least one University Undergraduate Learning Outcome (UULO) each year, which may or may not overlap with a program learning outcome.
- Graduate programs should assess at least one outcome related to one of the following graduate level requirements each year:
  - student engagement in research, scholarship, creative expression and/or appropriate high-level professional practice.
  - activities requiring originality, critical analysis and expertise.
  - the development of extensive knowledge in the field under study.
- What is your plan for sharing the assessment results and acting on them (i.e., closing the loop)?
Lee Business School

Undergraduate Program NWCCU Assessment Plan

Please limit the narrative portion of your report to no more than four pages. You may attach appendices with data, tables, charts, or other materials as needed. Please explain the relevant conclusions from any appendices in your narrative. Please contact the Office of Academic Assessment if you have questions or need assistance.

Lee Business School
NWCCU Assessment Plan: Fall 2015 – Spring 2018

Table 1: LBS NWCCU Undergraduate Assessment Goals, Objectives and Criteria ................................................................. 4
Table 2: LBS Undergraduate Assessment Implementation Plan (implemented Spring 2014) ............................................................. 6
Table 3: Oral Presentation Assessment Rubric for Goal #2A ........................................................................................................... 9
Table 4: Writing Assessment Rubric for Goal #2B ........................................................................................................................ 10
Table 5: Teamwork Assessment Rubric for Goal #3 ..................................................................................................................... 12
Table 6: Legal and Ethics Issues Assessment Rubrics for Goal #4 .............................................................................................. 14
Table 7: Global and Cultural Business Issues Assessment Rubric for Goal #5 ........................................................................... 15

Appendix 1: Core Business Concepts Assessment Questions – Goal #1 .................................................................................... 16
Appendix 2: Answer Keys for Core Business Concept Questions – Goal #1 ................................................................................. 26
Appendix 3: Case Note for Writing Assignment for Goal #2B .................................................................................................. 27
Appendix 4: Teamwork Survey Questionnaire for AACSB Goal #3 ................................................................................................. 28
Appendix 5: Legal and Ethics Issues Case Assignment for Goal #4 ........................................................................................... 30
Appendix 6: Global and Cultural Business Issues Case Study for Goal #5 ..................................................................................... 32
Introduction

This NWCCU (Northwest Commission on Colleges and Universities) Assessment Plan for Fall 2015 to Spring 2018 has been revised to align with our AACSB (Association to Advance Collegiate Schools of Business) Assessment Plan. There are nine Bachelor of Science in Business Administration majors (BSBA in Accounting, Finance, Marketing, International Business, Management, MIS, Entrepreneurship, Economics, and Real Estate) and one Bachelor of Art major (BA in Economics) in the Lee Business School. This assessment plan covers the nine BSBA majors. A separate NWCCU assessment plan covers the BA in Economics program.

Under this revised plan, assessment data will be collected during the spring semester, and analyzed in the summer. Assessment results are disseminated to the faculty during the fall semester. The school’s Assessment Committee will present and discuss the results with the Undergraduate Curriculum Committee to determine necessary actions, if any, to improve students’ learning outcomes. We repeat this assessment cycle annually to ensure continuous improvement in our BSBA programs.

NWCCU University Learning Outcomes (UULO)

The followings are UNLV’s NWCCU University Learning Outcomes,
(1) Intellectual Breadth and Lifelong Learning
(2) Inquiry and Critical Thinking
(3) Communication
(4) Global/Multicultural Knowledge and Awareness
(5) Citizenship and Ethics

LBS AACSB and NWCCU Learning Goals

The followings are Lee Business School’s AACSB and NWCCU Learning Goals,
(1) Students will demonstrate knowledge of core business concepts [UULO 1]
(2) Students will communicate effectively in a business setting [UULO 3]
(3) Students will work effectively in a team environment
(4) Students will recognize and analyze legal and ethics dimensions of business decisions and identify the probable outcomes and effects on stakeholders [UULO 5]
(5) Students will identify global and cultural issues that affect how a firm operates and describe how these issues affect business decisions [UULO 4]

The original set of LBS AACSB learning goals are quite similar to the UULOs. Indeed, four of the five learning outcomes/goals are very similar. Hence, it makes sense for the Lee Business School to integrate the NWCCU Assessment Plan with our AACSB Assessment Plan.
### Table 1: LBS NWCCU Undergraduate Assessment Goals, Objectives and Criteria

<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>CRITERIA/COMPETENCIES</th>
</tr>
</thead>
</table>
| **Goal 1**  
Students will demonstrate knowledge of core business concepts | Students will have a functional understanding of core business concepts | A. Students will have basic accounting skills  
B. Students will have basic finance skills  
C. Students will have a fundamental understanding of the role of MIS in organizations  
D. Students will have basic marketing knowledge  
E. Students will understand the fundamentals of management  
F. Students will have a basic knowledge of economics |
| **Goal 2**  
Students will communicate effectively in a business setting | Students will be able to speak effectively about a business topic  
Students will be able to write effectively about a business topic | A. Students will make effective oral presentations on a business topic to an audience  
B. Students will express in writing their position on business issues in a clear, concise and professional manner |
| **Goal 3**  
Students will work effectively in a team environment | Students will exhibit proper cooperation with other team members  
Students will demonstrate individual responsibility for component parts of team project | A. Students will exhibit teamwork and cooperation with team members  
B. Students will demonstrate that they carried a fair share of their team responsibility |
| **Goal 4**  
Students will recognize and analyze legal and ethics dimensions of business decisions and identify the probable outcomes and effects on stakeholders | Students will recognize and analyze legal and ethics issues | A. Students will recognize significant legal aspects in the business environment including but not limited to diversity and firm social responsibility  
B. Students will recognize forces that pertain to ethics in business practices and to be cognizant of ethical dilemmas |
| **Goal 5**  
Students will identify global and cultural issues that affect how a firm operates | Students will recognize the existence of global and cultural issues and their effects on how a firm operates | A. Students will recognize global and cultural issues and their effects on a firm |
<table>
<thead>
<tr>
<th>Lee Business School</th>
<th>Undergraduate Program NWCCU Assessment Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>operates and describe how these issues affect business decisions</td>
<td>Students will suggest solutions to problems that are recognized as global and cultural issues</td>
</tr>
<tr>
<td></td>
<td>B. Students will suggest solutions to problems that are recognized as global and cultural issues</td>
</tr>
</tbody>
</table>
### Table 2: LBS Undergraduate Assessment Implementation Plan (implemented Spring 2014)

<table>
<thead>
<tr>
<th>GOALS</th>
<th>CRITERIA/COMPETENCIES</th>
<th>WHERE TAUGHT</th>
<th>WHERE ASSESSED</th>
<th>ARTIFACTS</th>
<th>METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1</strong>&lt;br&gt;Students will demonstrate knowledge of core business concepts</td>
<td>A. Students will have basic accounting skills</td>
<td>ACC 201&lt;br&gt;ACC 202</td>
<td>ACC 201&lt;br&gt;ACC 202</td>
<td>Course imbedded questions that are counted as parts of course grades&lt;sup&gt;1&lt;/sup&gt;</td>
<td>Ten questions from each discipline are imbedded in the courses where the topics are taught during the spring semester</td>
</tr>
<tr>
<td></td>
<td>B. Students will have basic finance skills</td>
<td>FIN 301</td>
<td>FIN 301</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Students will have fundamental knowledge of the role of MIS in organizations</td>
<td>IS 383</td>
<td>IS 383</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Students will have basic marketing knowledge</td>
<td>MKT 301</td>
<td>MKT 301</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Students will understand the fundamentals of management</td>
<td>MGT 301</td>
<td>MGT 301</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F. Students will have a basic knowledge of economics</td>
<td>ECON 102&lt;br&gt;ECON 103</td>
<td>ECON 102&lt;br&gt;ECON 103</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Goal 2</strong>&lt;br&gt;Students will communicate effectively in a business setting.</td>
<td>A. Students will make effective oral presentations on a business topic to an audience</td>
<td>COM 101</td>
<td>BUS 496&lt;br&gt;BUS 498</td>
<td>Team presentations in two sections of BUS 496 or BUS 498 will be videotaped</td>
<td>Assess individual speakers against an oral presentation assessment rubric</td>
</tr>
<tr>
<td></td>
<td>B. Students will express in writing their position on business issues in a clear, concise and professional manner</td>
<td>ENG 101&lt;br&gt;ENG 102&lt;br&gt;ENG 407A</td>
<td>BUS 496&lt;br&gt;BUS 498</td>
<td>Written case briefs will be collected from a section of BUS 496 or BUS 498</td>
<td>Assess case briefs against a writing assessment rubric</td>
</tr>
<tr>
<td><strong>Goal 3</strong>&lt;br&gt;Students will work effectively in a team environment</td>
<td>A. Students will exhibit teamwork and cooperation with team members</td>
<td>IS 383</td>
<td>IS 383</td>
<td>Students in IS 383 will be asked to complete a questionnaire about various aspects of teamwork</td>
<td>Analyze questionnaire responses and assess implications against a team work assessment rubric</td>
</tr>
<tr>
<td></td>
<td>B. Students will demonstrate that they carried a fair share of their team responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<sup>1</sup> From spring 2010-2013, a 60-question multiple choice test that has no impact on course grade was administered in BUS-496.
Goal 4
Students will recognize and analyze legal and ethics dimensions of business decisions and identify probable outcomes and effects on stakeholders

<table>
<thead>
<tr>
<th>GOALS</th>
<th>CRITERIA/COMPETENCIES</th>
<th>WHERE TAUGHT</th>
<th>WHERE ASSESSED</th>
<th>ARTIFACTS</th>
<th>METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 4</td>
<td>A. Students will recognize significant legal aspects in the business environment including but not limited to diversity and firm social responsibility</td>
<td>PHIL 102</td>
<td>BLW 302</td>
<td>Students in BLW 302 will be asked to provide written responses to sets of questions about a short case study about legal and ethics issues in a business situation</td>
<td>Assess written responses against ethics and legal issue assessment rubrics</td>
</tr>
<tr>
<td></td>
<td>B. Students will recognize forces that pertain to ethics in business practices and to be cognizant of ethical dilemmas</td>
<td>BLW 302</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 5
Students will identify global and cultural issues that affect how a firm operates and describe how these issues affect business decisions

<table>
<thead>
<tr>
<th>GOALS</th>
<th>CRITERIA/COMPETENCIES</th>
<th>WHERE TAUGHT</th>
<th>WHERE ASSESSED</th>
<th>ARTIFACTS</th>
<th>METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 5</td>
<td>A. Students will recognize global and cultural issues and their effects on a firm</td>
<td>ACC 450</td>
<td>BUS 496</td>
<td>Students in one section of BUS 496 or BUS 498 will be asked to write responses to questions about a short case study of an international business situation.</td>
<td>Assess written responses against a global business and cultural assessment rubric</td>
</tr>
<tr>
<td></td>
<td>B. Students will suggest solutions to problems that are recognized as global and cultural issues</td>
<td>ECON 358</td>
<td>BUS 498</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General Remarks:

1. Assessment data are collected in the spring and analyzed in the summer semester. Assessment committee will share the assessment results with the Curriculum Committee, faculty, and staff in the fall semester. Based on the results, the Curriculum Committee will propose changes if there is a need to revise the undergraduate curriculum, including revising to course syllabi to improve learning outcomes.
2. The first assessment data was collected in the spring 2010 semester. Pre-test data collection was discontinued in ACC 201 after spring 2012. Instead, previous spring results for Goal #1 are used as “pre-test” to compare against the “post-test” results of the next spring results.
3. Each objective must have at least one direct measure. Course grades cannot be used as assessment data.
4. NWCCU Assessment
   a) New NWCCU academic assessment plans (3-year cycle) are due Monday, February 16, 2015
   b) Assessment reports (maximum 4 pages, plus appendices if needed, focuses on closing the loop) are due by the first Wednesday after the fall term (First report is due Wed, December 16, 2015)
   c) Do not need to assess all learning outcomes every year, but create a systematic cycle instead
Lee Business School  Undergraduate Program NWCCU Assessment Plan

d) Must assess at least one UULO each year

e) One report for each degree program, no reports for minors, no reports for certificate programs under 30 credits
### Table 3: Oral Presentation Assessment Rubric for Goal #2A

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>BELOW EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Organization</strong></td>
<td>• Logical flow</td>
<td>• Some incidences with lack of logical flow and incomplete understanding of topic was evident</td>
<td>• Inadequate or illogical flow</td>
</tr>
<tr>
<td></td>
<td>• Purpose and support information easily understood</td>
<td>• Purpose was sometimes difficult to discern</td>
<td>• Ill-defined or no discernible purpose</td>
</tr>
<tr>
<td></td>
<td>• Demonstrated thorough understanding of topic, audience and flow</td>
<td>• Support information was not easily understood</td>
<td>• Support information was unclear or incorrect</td>
</tr>
<tr>
<td></td>
<td>• Inadequate or illogical flow</td>
<td>• Lacked basic understanding of topic, audience and flow</td>
<td>• Lacked basic understanding of topic, audience and flow</td>
</tr>
<tr>
<td><strong>2. Content</strong></td>
<td>• Accomplished assignment directly and completely in an exceptional manner</td>
<td>• Accomplished assignment in a capable manner</td>
<td>• Accomplished assignment only partially or indirectly</td>
</tr>
<tr>
<td></td>
<td>• All major topics covered and supported by relevant data</td>
<td>• Major topics covered but supporting data lacks specificity, accuracy, or relevance</td>
<td>• No supporting data; or data that was presented was not relevant or accurate</td>
</tr>
<tr>
<td><strong>3. Delivery</strong></td>
<td>• Pace, volume, and enunciation enhanced the presentation</td>
<td>• Pace, volume, and enunciation were acceptable but did not enhance the presentation</td>
<td>• Exhibited extremely low level of enthusiasm and confidence</td>
</tr>
<tr>
<td></td>
<td>• Exhibited high level of enthusiasm and confidence</td>
<td>• Uneven levels of enthusiasm and confidence exhibited</td>
<td>• Projection consistently detracted from presentation; speech was too slow/fast, could not be heard, used fillers such as “uhm”, incorrect pronunciation</td>
</tr>
<tr>
<td></td>
<td>• Generated audience interest and interaction</td>
<td>• Some questions were answered more effectively than others</td>
<td>• Non-verbal consistently detracted from presentation (read from notes, monitor or screen; made no eye contact; no/excessive movement, stood behind podium or in front of screen)</td>
</tr>
<tr>
<td><strong>4. Non-Verbal</strong></td>
<td>• Eye contact, gestures, and movement were used effectively</td>
<td>• Eye contact, gestures, and movement occasionally distracted from the presentation</td>
<td>• Either did not use media or did so ineffectively</td>
</tr>
<tr>
<td><strong>5. Effective use of Media</strong></td>
<td>• Used media extremely effectively to clarify, simplify, or emphasize numerical data or main points</td>
<td>• Media used distracting slide design (template, font, clip art)</td>
<td>• Media were unclear, unattractive, or unprofessional</td>
</tr>
<tr>
<td></td>
<td>• Media was clear and professional</td>
<td>• At least one spelling or grammatical error</td>
<td>• Did not support presentation and contained several spelling and/or grammatical errors</td>
</tr>
<tr>
<td></td>
<td>• Media reinforced the presentation</td>
<td>• Used visuals fairly effectively to clarify, simplify, or emphasize numerical data or main points</td>
<td>• Many visuals did not clarify, simplify, or emphasize numerical data or main points</td>
</tr>
<tr>
<td></td>
<td>• No spelling or grammatical errors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Performance Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. Appearance</strong></td>
<td>• Highly professional attire and demeanor enhanced credibility of speaker</td>
<td>• Acceptable professional attire and demeanor</td>
<td>• Unprofessional attire and demeanor&lt;br&gt;• Seated presenters exhibited distracting behavior during presentation</td>
</tr>
</tbody>
</table>
| **Table 4: Writing Assessment Rubric for Goal #2B**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Below Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Content</strong></td>
<td>• Accomplished purpose of assignment directly and completely in an exceptional manner&lt;br&gt;• All major topics thoroughly supported by specific, accurate, relevant data</td>
<td>• Accomplished purpose of assignment in a capable manner&lt;br&gt;• Major topics covered but supporting details somewhat lacking in specificity, accuracy, or relevance</td>
<td>• Accomplished purpose of assignment only partially or indirectly&lt;br&gt;• Little or no supporting data or data presented was not relevant, specific, or accurate</td>
</tr>
<tr>
<td><strong>2. Organization</strong></td>
<td>• Exceptionally clear sense of unity and order, logical transitions, highly effective opening and closing</td>
<td>• Adequate sense of unity and order, most transitions effective, clear opening and closing</td>
<td>• Lacked sense of unity and order, ineffective/lack of transitions, ineffective opening and closing</td>
</tr>
<tr>
<td><strong>3. Style (clarity &amp; conciseness)</strong></td>
<td>• Used smooth, clear, readable prose in a superior way throughout, no clichés or wordiness, consistently effective word choice</td>
<td>• Used smooth, clear readable prose throughout most of paper, few clichés, occasional wordiness, generally appropriate word choice</td>
<td>• Lacked smooth, clear, readable prose, contains clichés and wordiness, generally ineffective word choice</td>
</tr>
<tr>
<td><strong>4. Grammar &amp; Mechanics</strong></td>
<td>• Few, if any, errors throughout in use of Standard English rules of grammar, spelling punctuation, capitalization, and usage</td>
<td>• Not more than a few errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and usage, but did not affect overall clarity</td>
<td>• More than a few errors per page in use of Standard English rules of grammar, spelling, punctuation, capitalization, and usage that made the paper unclear or difficult to read</td>
</tr>
<tr>
<td><strong>5. Citation &amp; Documentation</strong></td>
<td>• Correctly and clearly incorporated source material into the paper, documented sources accurately and correctly</td>
<td>• No more than a few clarity problems incorporating source material or in documenting sources accurately and correctly</td>
<td>• Frequently incorporated source material unclearly or documented sources inaccurately or incorrectly</td>
</tr>
<tr>
<td><strong>6. Professionalism</strong></td>
<td>• Writing was exceptionally reader-center and valid, used positive language, and lacked sexist language and non-relevant references to age, gender, or race</td>
<td>• Writing was consistently reader-center and valid, used positive language, and lacked sexist language and non-relevant references to age, gender, or race</td>
<td>• Writing was not reader-centered and valid, used negative or sexist language, or made non-relevant references to age, gender, or race</td>
</tr>
<tr>
<td>Lee Business School</td>
<td>Undergraduate Program NWCCU Assessment Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>7. Format</strong></td>
<td>• Paper had an extremely professional, balanced appearance, pages were numbered, and any headings were descriptive, in parallel form, and extremely helpful to the reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Paper had a professional, reasonably well-balanced appearance, pages were numbered, and any headings were generally descriptive, in parallel form, and helpful to the reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Paper did not have a professional, balanced appearance, pages were not numbered, and/or any headings were not generally descriptive, in parallel form, or helpful to the reader</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8. Revision</strong></td>
<td>• Ample evidence of comprehensive revision and close proofreading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Some evidence of revision and proofreading</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• No evidence of revision and/or proofreading</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Undergraduate Program NWCCU Assessment Plan

#### Table 5: Teamwork Assessment Rubric for Goal #3

<table>
<thead>
<tr>
<th>PLAN CRITERIA/COMPETENCY</th>
<th>RUBRIC CRITERIA</th>
<th>EXCEEDS EXPECTATIONS/OUTSTANDING</th>
<th>MEETS EXPECTATIONS/Acceptable</th>
<th>BELOW EXPECTATIONS/NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.A</strong></td>
<td></td>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Set clear, high, and challenging performance expectations of each other (A1)</td>
<td>1) Set performance expectations of each other</td>
<td>1) Do not form expectations of each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Creatively structure (i.e., roles and responsibilities) team’s work (A2)</td>
<td>2) Structure team work logically</td>
<td>2) Arbitrarily structure team work or do not structure it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Practice participative leadership (A3)</td>
<td>3) Choose team leaders</td>
<td>3) Hesitant to assume leadership or participate in it</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Regularly communicate a wide variety of topics related to team’s work (A4)</td>
<td>4) Regularly communicate with each other about team’s work</td>
<td>4) Avoid or infrequently communicate with each other about team’s work</td>
</tr>
<tr>
<td><strong>3.B</strong></td>
<td></td>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Act in highly professional (reliable, honest, respectful, work-focused, etc.) manner towards each other (B1)</td>
<td>1) Act professionally towards each other</td>
<td>1) Act unprofessionally towards each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Anticipate potential team conflicts; agree beforehand to methods of mutual resolution of conflicts (B2)</td>
<td>2) Seek methods for mutual resolution when team conflicts arise</td>
<td>2) Don’t anticipate team conflicts; lack methods of conflict resolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Make impressive contributions to team efforts (B3)</td>
<td>3) Predictably contribute to team efforts</td>
<td>3) Recognize contributions from others</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4) Seek diverse and dissenting viewpoints (B4)</td>
<td>4) Welcome diverse and dissenting viewpoints</td>
<td>4) Feel threatened by diverse and dissenting viewpoints</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) Seek opportunities to make everyone’s job easier (B5)</td>
<td>5) Regularly assist each other when problems arise</td>
<td>5) Try to assist when others ask for help</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1) Produces beyond what team expected (C1)</td>
<td>1) Produces what team expected</td>
<td>1) Produces less than what team expected</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2) Maximizes their personal effort (C2)</td>
<td>2) Gives enough effort for team needs</td>
<td>2) Could do more to help meet team needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3) Works inter-dependently with and assist others in their duties when</td>
<td>3) Operates inter-dependently with team members</td>
<td>3) Operates independently of other team members</td>
</tr>
</tbody>
</table>

---

**Notes:**

- **Questions A1 – A4**
- **Questions B1 – B5**
- **Questions C1 – C3**
<table>
<thead>
<tr>
<th>PLAN CRITERIA/COMPETENCY</th>
<th>RUBRIC CRITERIA</th>
<th>EXCEEDS EXPECTATIONS/OUTSTANDING</th>
<th>MEETS EXPECTATIONS/ACCEPTABLE</th>
<th>BELOW EXPECTATIONS/NEEDS IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>possible (C3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### (A) Rubric for Assessment of Learning Regarding Legal Dimensions of Business Decisions

<table>
<thead>
<tr>
<th>Criteria/Competency</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies Legal Issues in a Business Context</td>
<td></td>
</tr>
<tr>
<td>Did not identify legal issues, or identification is unintelligible or incorrect</td>
<td>Correctly identified federal or state legal issues but not both or showed no in-depth understanding</td>
</tr>
<tr>
<td>Fails to recognize the ways employees may legitimately make their case under either disparate impact or treatment</td>
<td>Identifies applicable federal legislation as well as the need to consider variability in state legislation</td>
</tr>
<tr>
<td>Recommendations show minimal comprehension of disparate impact</td>
<td></td>
</tr>
<tr>
<td>Recommendation shows minimal comprehension of disparate impact but fails to adequately explain its application in the case and/or to provide an effective alternative example</td>
<td>Shows thorough grasp of disparate impact and its relevance to the case and provides an effective alternative example</td>
</tr>
</tbody>
</table>

### (B) Rubric for Assessment of Learning Regarding Ethics Dimensions of Business Decisions

<table>
<thead>
<tr>
<th>Criteria/Competency</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identifies ethical issues in the case</td>
<td></td>
</tr>
<tr>
<td>Did not identify issues, or identification is unintelligible</td>
<td>Identified issues but shows no in-depth understanding.</td>
</tr>
<tr>
<td>Fails to list trade-offs and/or implications, or those identified are incorrect</td>
<td>Identifies issues, shows understanding and a balanced perspective</td>
</tr>
<tr>
<td>Enumerates some trade-offs and implications</td>
<td></td>
</tr>
<tr>
<td>Enumerates all major trade-offs and implications</td>
<td></td>
</tr>
<tr>
<td>RUBRIC CRITERIA</td>
<td>EXCEEDS EXPECTATIONS/ OUTSTANDING</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Students will recognize global and cultural issues and their effects on a firm</td>
<td>Students • Easily identifies specific cultural beliefs or values that impact a business situation decision • Distinguishes cultures along higher-level dimensions (e.g., high vs. low context; individualist vs. collectivist) • Evaluates impact of issues due to interdependence of national systems (economic, political, regulatory, etc.) on business decisions</td>
</tr>
<tr>
<td>Students will suggest solutions to problems that are recognized as global and cultural issues</td>
<td>Students • Recommends sophisticated, creative, and sound courses of action that address issues arising from cultural and national differences that bear on a business decision</td>
</tr>
</tbody>
</table>
(A) Accounting

1. Expenses are shown on the
   A. Income statement in the time period in which they are paid.
   B. Income statement in the time period in which they are incurred.
   C. Balance sheet in the time period in which they are paid.
   D. Balance sheet in the time period in which they are incurred.

2. Cash had a beginning balance of $68,900. During the month, Cash was credited for $16,000 and debited for $18,300. At the end of the month, the balance is
   A. $2,300.
   B. $71,200.
   C. $66,700.
   D. $(2,300).

3. Contra-accounts
   A. Are used to increase the original value of the account they offset.
   B. Always appear in the same column of the trial balance as the account they offset.
   C. Always reduce the account they offset.
   D. Are not allowed according to GAAP.

4. A study has been conducted to determine if Product A should be dropped. Sales of the product total $200,000 per year; variable expenses total $140,000 per year. Fixed expenses charged to the product total $90,000 per year. The company estimates that $40,000 of these fixed expenses will continue even if the product is dropped. These data indicate that if Product A is dropped, the company's overall net operating income would
   A. Decrease by $20,000 per year.
   B. Decrease by $10,000 per year.
   C. Increase by $20,000 per year.
   D. Increase by $30,000 per year.

5. Further information about financial data, accounting methods, and financial statements is included in what part of the annual report?
   A. The balance sheet.
   B. The unaudited condensed quarterly data.
   C. The notes to the financial statements.
   D. The summarized financial data.

6. Your company buys 500 pairs of socks at $3 each (including other purchasing costs such as transportation) and sells them for $5 each. Which of the following statement is true?
   A. The sales revenue is $1,500.
   B. The gross profit is $1,500.
   C. The cost of goods sold is $1,500.
   D. The net income is $1,500.

7. Variable cost
   A. Remains constant on a per unit basis as the number of units produced increases.
   B. Increases on a per unit basis as the number of units produced increases.
   C. Remains the same in total as production increases.
8. Residual income is a better measure for performance evaluation of an investment center manager than return on investment because
   A. Desirable investment decisions will not be rejected by divisions that already have a high ROI.
   B. Returns do not increase as assets are depreciated.
   C. Only the gross book value of assets needs to be calculated.
   D. The problems associated with measuring the asset base are eliminated.

9. Which of the following formulas is used to calculate the contribution margin ratio?
   A. \((Sales - Fixed expenses) \div Sales\)
   B. \((Sales - Total expenses) \div Sales\)
   C. \((Sales - Variable expenses) \div Sales\)
   D. \((Sales - Cost of goods sold) \div Sales\)

10. Menlove Company had the following income statement for the most recent year:

    |                          |       |
    |-------------------------|-------|
    | Sales (17,000 units)    | $357,000 |
    | Variable Expenses       | $255,000 |
    | Contribution Margin1    | $102,000 |
    | Fixed Expenses          | $68,000  |
    | Net Operating Income    | $34,000   |

Given this data, the unit contribution margin was:
   A. $15 per unit
   B. $6 per unit
   C. $2 per unit
   D. $4 per unit

(B) Economics

11. An opportunity cost arises
   A. Only when a time cost is incurred.
   B. Only when a monetary cost is incurred.
   C. Whenever any choice is made.
   D. Only when the wrong decision is made.

12. Firms maximize profit when the
   A. Extra revenue generated from selling one more unit equals the extra cost associated with producing that unit.
   B. Average cost of production is minimized.
   C. Price of the product equals the firm’s average cost of production.
   D. The firm’s market share is maximized.

13. Which of the following is true?
   A. Developed countries should not trade with less-developed countries because developed countries have an absolute advantage in the production of most goods.
   B. International trade always results in one country being made better off at the expense of its trading partner.
   C. The total amount of goods available for consumption increases when countries reduce imports from other countries.
D. Trade based on comparative advantage makes both countries better off.
14. To halt the increase in the price of gasoline, the government freezes the price of gas at $3 a gallon. If the freeze were lifted the price of gas would rise to $3.75. This policy
   A. Unambiguously makes all consumers better off.
   B. Has no effect on amount of gasoline supplied.
   C. Reduces the total gains from trade in the market for gasoline.
   D. Increases oil company profits because they sell more gas.

15. Which of the following best describes the effect a $3 increase in an excise tax has on the equilibrium price and quantity in a market where the demand curve slopes downward and the supply curve slopes upward. Assume that the government collects the tax from sellers.
   A. The market price increases by $3.
   B. The market price rise by more than $3.
   C. The quantity traded increases.
   D. The market prices rises, but the increase is less than $3.

16. A budget deficit is created when the government
   A. Buys back more bonds than it issues.
   B. Spends more than it receives in tax revenue.
   C. Receives more tax revenue than it spends.
   D. None of the above is correct.

17. To increase economic growth and, in the long run, the standard of living, policymakers should try to encourage
   A. Population growth.
   B. Saving.
   C. Consumption.
   D. Spending.

18. Suppose the U.S. increases the quantity of goods it sells to people in other countries. Ceteris Paribus, what happens to the exchange rate value of the U.S. dollar?
   A. The U.S. exchange rate appreciates.
   B. The U.S. exchange rate depreciates.
   C. The U.S. exchange rate is not affected.
   D. The US exchange rate collapses to zero.

19. Theoretically, the Federal Reserve could end a recession by ______ the money supply, and could reduce inflationary pressures by ______ the money supply.
   A. increasing; decreasing
   B. increasing; increasing
   C. decreasing; increasing
   D. decreasing; decreasing

20. In the long run, there is generally ______ between inflation and unemployment.
   A. a positive relationship
   B. a negative relationship
   C. no relationship
   D. Cannot be determined.
21. A firm has an issue of $1,000 par value bonds with a 12 percent stated rate outstanding. The issue pays interest annually and has 10 years remaining to its maturity date. If bonds of similar risk and maturing are currently yielding 8 percent, the firm’s bonds will sell for $____ today.
   A. $1,000
   B. $805.20
   C. $851.50
   D. $1,268.40

22. Which of the following statements is most correct?
   A. Investors are able to eliminate virtually all market risk if they hold a large diversified portfolio of stocks.
   B. Investors are able to eliminate virtually all company-specific (unique or diversifiable) risk if they hold a large diversified portfolio of stocks.
   C. Holding a large diversified portfolio of stocks will not impact investors’ risk
   D. Holding a large portfolio of similar stocks from the same industry will reduce risk more than a diversified portfolio of stocks.

23. According to the traditional approach to capital structure, the value of the firm will be maximized when the
   A. Financial leverage is maximized.
   B. Cost of debt is minimized.
   C. Weighted average cost of capital is minimized.
   D. Dividend payout is maximized.

24. Which of the following causes common stock prices to increase?
   A. A lower required rate of return
   B. A lower dividend growth rate.
   C. A higher required rate of return.
   D. A smaller current dividend.

25. Which of the following events would make it more likely that a company would choose to call its outstanding callable bonds?
   A. A reduction in market interest rates.
   B. The company’s bonds are downgraded.
   C. An increase in the default risk premium.
   D. Statements A and B are correct.

26. What is the present value of a 5-year ordinary annuity with annual payments of $200 (at the end of each year), evaluated at a 15 percent interest rate?
   A. $ 670.43.
   B. $ 842.91.
   C. $1,169.56.
   D. $1,348.48.

27. The Asset Turnover of a company can be improved by ________.
   A. increasing its operating margin
   B. investing more efficiently with its assets
   C. borrowing more debt
   D. cutting operating and interest expenses
28. Which of the following statements about a capital budgeting project is CORRECT? Assume that the project being considered has normal cash flows, with one outflow followed by a series of inflows.
   A. The lower the required rate of return used to calculate it, the lower the calculated NPV will be.
   B. If a project’s NPV is less than zero, then its IRR must be less than the required rate of return.
   C. If a project’s NPV is greater than zero, then its IRR must be less than zero.
   D. The NPV of a relatively low risk project should be found using a relatively high required rate of return.

29. An investment offers a 7% annual rate for the next 5 years. In order to maximize the future value of your investment, which of the following do you prefer?
   A. Daily compounding.
   B. Monthly compounding.
   C. Quarterly (every 3 months) compounding.
   D. Annual compounding.

30. Popular Corp.’s CFO has proposed that the company issue new debt and use the proceeds to buy back (or reduce) common stock. Assume that the company adopts this policy, and that total assets and operating income (EBIT) remain the same. Net Income remains positive after taking into account the additional interest expense. The company’s tax rate (40%) remains the same. Which of the following are likely to occur if this proposal is adopted?
   A. The debt ratio, defined as Total Debt/Total Assets, will increase.
   B. The times interest earned ratio (TIE), defined as EBIT/Interest Expense, will increase.
   C. The inventory turnover will increase.
   D. The gross profit margin will increase.

(D) Management

31. The statement which expresses the purpose of an organization is called a(n)
   A. Goal statement.
   B. Vision statement.
   C. Intention statement.
   D. Mission statement.

32. A general manager at a department store is giving an important presentation to several departments to engage the whole staff in a new customer retention effort beginning this month. This is an example of
   A. Planning.
   B. Organizing.
   C. Leading.
   D. Controlling.

33. Which of the following is an example of an external stakeholder of an organization?
   A. A member of Wal-Mart’s board of directors.
   B. A customer who purchases a barbecue at Wal-Mart.
   C. A new cashier at Wal-Mart.
   D. The CEO of Wal-Mart.

34. Standards of right and wrong that influence behavior are known as
   A. Ethics.
   B. Morals.
   C. A value system.
   D. Values.
35. The major advantage of scientific management is that it
   A. Allows greater freedom for the workers.
   B. Is consistently able to increase short-run productivity.
   C. Leads to higher turnover.
   D. Is based on science.

36. Which of the following are not major Leadership theories?
   A. Path-Goal theory of Leadership.
   B. Managerial Grid.
   C. Leadership Trait Theory.
   D. All of the above are major leadership theories.

37. Which of the following are not included in Fayol’s functions of the manager?
   A. Organizing.
   B. Planning.
   C. Coordinating.
   D. Controlling.

38. The steps of planning include all of the following except
   A. Analyzing alternative pathways.
   B. Setting a goal.
   C. Creating alternative pathways.
   D. All are essential steps of planning.

39. Which of the following are not steps in Human Resources management?
   A. Recruiting.
   B. Training.
   C. Compensation.
   D. All of these are steps in Human Resources management.

40. The established stable set of relationships between and among people in an organization that includes job
descriptions, policies and standard operating procedures is called
   A. Interpersonal relations.
   B. Leadership.
   C. Structure.
   D. Human technology.

(E) Management Information Systems

41. Which of the following is not one of the factors that drive businesses to adopt new business intelligence systems?
   A. The fast pace of IT innovation.
   B. Strong competition in markets.
   C. Increased customer demands.
   D. All of the above.

42. One-tier, two-tier and three-tier are all types of system ______________ used in business intelligence systems.
   A. hierarchies
43. Automated decision systems (ADS) are intended to automate decisions that are highly structured and solve a(n) ____________ management problem.
   A. highly complex
   B. non-routine
   C. routine
   D. untested

44. Why is business intelligence so important for contemporary businesses in the U.S.?
   A. Contemporary businesses increasingly compete based on leveraging information.
   B. The way people work is now completely tied to computers.
   C. Contemporary businesses in the U.S. no longer compete in building products (manufacturing).
   D. All of the above.

45. The most common method for shortening activity durations involves the decision to
   A. Increase project resources.
   B. Eliminate bureaucracy.
   C. Assign more senior personnel to the activity.
   D. Alter the technology used in the activity.

46. A ____________ is anyone who can impact a project, positively or negatively.
   A. client
   B. customer
   C. stakeholder
   D. project manager

47. A ______________ is an event—a point in the life of a project when a significant event occurs.
   A. milestone
   B. marker
   C. specification
   D. timeline

48. Which of the following is NOT true about project cost estimation?
   A. Estimations should be made based on the WBS.
   B. Senior management cost estimates should always be accepted by project managers.
   C. Cost estimates can be reduced by reducing risks.
   D. Cost estimation should be done by the people actually performing the work.

49. Which of the following has the primary responsibility for creating the work breakdown structure (WBS)?
   A. The project customer or client.
   B. The project team.
   C. The project sponsor.
   D. All of the above.

50. In Excel, all of the following are "What-if" functions, EXCEPT
   A. Data tables.
   B. Goal seek.
(F) Marketing

51. Mall of America hopes to increase traffic in the shopping center by offering free lunches to children in Mall restaurants on Tuesdays. This promotion is directed to families who currently do not shop at the mall. This is an example of the implementation of a __________ strategy.
   A. market penetration
   B. market development
   C. product development
   D. diversification

52. Which market-product strategies do NOT require product changes?
   A. Market development and market penetration.
   B. Market development and diversification.
   C. Market penetration and product development.
   D. Diversification and market penetration.

53. Among the brands of Ford Motor Company are Jaguar, Volvo, Lincoln, Ford, and Mercury. Jaguar is viewed by many as a fine, imported sports car. Volvo is seen as a brand especially concerned with safety, Lincoln as a luxury family car, Ford as a traditional family car, and Mercury as a sportier family car. This illustrates
   A. Niche marketing.
   B. Family branding.
   C. Company product positioning.
   D. Competitive product analysis.

54. Which stage of the product life cycle is characterized by the greatest number of outlets and high levels of repeat purchase by the target market?
   A. Introduction.
   B. Growth.
   C. Decline.
   D. Maturity.

55. During a heavy rainstorm, Avery Battle slipped into a drugstore and bought an umbrella—just like the one he had at home—for $15.00 plus tax. In this case, the umbrella is a(n)
   A. Specialty product.
   B. Shopping product.
   C. Convenience product.
   D. Emergency good.

56. Sears' Kenmore brand of appliances sold in all Sears stores illustrates two kinds of brands.
   A. Dealer and family brands.
   B. Local and national brands.
   C. Generic and family brands.
   D. Licensed and dealer brands.

57. An important characteristic of a direct channel of distribution is
   A. A contractual channel arrangement.
   B. Low capital requirements.
Lee Business School  Undergraduate Program NWCCU Assessment Plan

C. A high level of channel control.
D. Control over the channel by the dominant channel member.
58. What is the optimal method of promotional budgeting?
   A. Competitive parity.
   B. Percentage-of-sales.
   C. Objective-and-task.
   D. Incremental.

59. Many producers and resellers use Markup-on-Selling Price instead of Markup-on-Cost pricing method. That is, the markup is viewed as a percentage of the selling price instead of cost. A producer makes an item for $32 and sells it with a 50 percent markup on selling price to a wholesaler. The wholesaler then applies a 20 percent markup. A retailer then uses a 60 percent markup. Using the Markup-on-Selling Price method, the final retail selling price is
   A. $200.00.
   B. $73.60.
   C. $64.00.
   D. $80.00.

60. Trying to sell a firm’s new product to a large market at one low price is known as
   A. A skimming pricing policy.
   B. Introductory price dealing.
   C. Non-price competition.
   D. A penetration pricing policy.

Appendix 2: Answer Keys for Core Business Concept Questions – Goal # 1

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Economics</th>
<th>Finance</th>
<th>Management</th>
<th>MIS</th>
<th>Marketing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
<td>Question</td>
<td>Question</td>
<td>Question</td>
<td>Question</td>
<td>Question</td>
</tr>
<tr>
<td>Answer</td>
<td>Answer</td>
<td>Answer</td>
<td>Answer</td>
<td>Answer</td>
<td>Answer</td>
</tr>
<tr>
<td>1 B</td>
<td>11 C</td>
<td>21 D</td>
<td>31 D</td>
<td>41 C</td>
<td>51 B</td>
</tr>
<tr>
<td>2 B</td>
<td>12 A</td>
<td>22 B</td>
<td>32 C</td>
<td>42 B</td>
<td>52 A</td>
</tr>
<tr>
<td>3 C</td>
<td>13 D</td>
<td>23 C</td>
<td>33 B</td>
<td>43 C</td>
<td>53 C</td>
</tr>
<tr>
<td>4 B</td>
<td>14 C</td>
<td>24 A</td>
<td>34 A</td>
<td>44 A</td>
<td>54 D</td>
</tr>
<tr>
<td>5 C</td>
<td>15 D</td>
<td>25 A</td>
<td>35 B</td>
<td>45 A</td>
<td>55 D</td>
</tr>
<tr>
<td>6 C</td>
<td>16 B</td>
<td>26 A</td>
<td>36 D</td>
<td>46 C</td>
<td>56 A</td>
</tr>
<tr>
<td>7 A</td>
<td>17 B</td>
<td>27 B</td>
<td>37 C</td>
<td>47 A</td>
<td>57 C</td>
</tr>
<tr>
<td>8 A</td>
<td>18 A</td>
<td>28 B</td>
<td>38 D</td>
<td>48 B</td>
<td>58 C</td>
</tr>
<tr>
<td>9 C</td>
<td>19 A</td>
<td>29 A</td>
<td>39 D</td>
<td>49 B</td>
<td>59 A</td>
</tr>
<tr>
<td>10 B</td>
<td>20 C</td>
<td>30 A</td>
<td>40 C</td>
<td>50 C</td>
<td>60 D</td>
</tr>
</tbody>
</table>
Wynn Resorts

This case note is due not later than the beginning of class on Wednesday, February 29. If it is not received by that time, the grade for the assignment will be zero. Your case note should be five pages long, typed double-spaced with reasonable margins. You need not include a cover or a title page. Assume that the reader is familiar with the case: do not take up any significant amount of space simply summarizing the case. Do not repeat the questions in your paper, simply answer them. Since written expression is important in business practice, up to two points (of a possible twenty) may be deducted if your spelling and/or grammar are seriously deficient. Take time to proof-read; a number of papers submitted in the last set had the grades lowered because of excessive grammar and spelling errors. Chapter 4 of the textbook describes the theories involved in these questions.

Which of the four building blocks of competitive advantage does Wynn Resorts emphasize most? Which is second most important to them? Why do you say so? Be specific and give examples. Do they emphasize the same building blocks in Macau as they do in Las Vegas? Explain. What is the most important distinctive competence of Wynn Resorts? Is this distinctive competence durable, in the sense described in Chapter 4? Explain why or why not. The authors of this case clearly feel that Wynn Resorts’ expansion into Macau carries significant risk for the company’s success due to dependence on the government. Compare the competitive environment in Las Vegas with that in Macau for Wynn Resorts. If this company’s senior executives were forming a five-year strategic plan right now for the company as a whole, what advice would you give them? Explain your recommendations.
## Teamwork Survey

Please rate the following 12 statements on a scale of 1-5 (1 represents strongly disagree; 5 represents strongly agree).

**A** Statements A1-A4 concern your team’s behavior on the project assigned for this course.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Scale 1</th>
<th>Scale 2</th>
<th>Scale 3</th>
<th>Scale 4</th>
<th>Scale 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 sets clear, high, and challenging performance expectations of each other</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2 creatively structures the roles and responsibilities of each team member</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A3 practices participative leadership</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A4 regularly communicates a wide variety of topics related to team’s work</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**B** Statements B1-B5 concern your team’s ability to work in harmony toward a common goal.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Scale 1</th>
<th>Scale 2</th>
<th>Scale 3</th>
<th>Scale 4</th>
<th>Scale 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 acts in highly professional (reliable, honest, respectful, work-focused, etc.) manner towards each other</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B2 anticipates potential team conflicts; agree beforehand to methods of mutual resolution of conflicts</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B3 makes impressive contributions to team efforts</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B4 seeks diverse and dissenting viewpoints</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B5 seeks opportunities to make everyone’s job easier</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**C** Statements C1-C3 concern each of your teammates’ ability to fulfill their individual responsibility for the project.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Scale 1</th>
<th>Scale 2</th>
<th>Scale 3</th>
<th>Scale 4</th>
<th>Scale 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 produces beyond what the team expected</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C2 maximizes their personal effort</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C3</td>
<td>works inter-dependently with and assist others in their duties when possible</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
NutsandBolts Inc.

NutsandBolts Inc. is a manufacturer of industrial fasteners, mostly nuts and bolts. It has a total of 500 employees, the majority of whom work in its manufacturing plant and the rest of whom perform standard business functions such as accounting, sales and marketing, human resources etc. The company’s operations are all located in the United States, and the majority of its sales are domestic with a limited number of international customers. For the last two years, competition has been increasing in the industry, and profit margins for the company have been shrinking. The company is still profitable, but top management is concerned with the trends and sees a real possibility of a net loss next year. Because of this, the CEO and the President are discussing the need for layoffs.

Company turnover is low, and most employees stay with the company for five or more years. The company has a history of treating its employees well, and there is no labor union representation. The company is considering expanding its international business, but fears that it does not have either the time or the money to do this before financial results turn from profit to loss. After some discussion, the CEO and the President agree that a labor force reduction of about ten percent would be sufficient to keep the company profitable for the foreseeable future. The company has no history of layoffs, so they are exploring uncharted territory.

They feel that the layoffs must be done quickly to have the desired effect, so reducing staff by attrition will take too long, and they have rejected this option. After reviewing what other companies in similar situations have done, they have reduced their action plan to two options.

Option 1 is to carry out all the layoffs on the first working day of the next month. Fifty employees will be told that their employment is being terminated on that day. Each terminated employee will receive two weeks’ severance pay, and have their health insurance continued for one month. Layoffs will be effective immediately: for these employees the day that they are told will be their last day at work. The layoffs will be proportional by work division: that is, the number of layoffs in each division will be ten percent of the number of employees in that division. Division heads will be informed of the plan one week before the layoffs take place. Each division head will determine which specific employees will be laid off.

Option 2 is the same as option 1 with the following exceptions. In order to avoid any possible legal entanglements based on discrimination, employees to be laid off will be selected alphabetically by last name. All those whose last name begins with “A” will be laid off, then “B” and so on until the required number of employees has been reached. This approach will assure randomness and prevent even accidental bias. In addition to two weeks’ severance pay and one month’s health insurance, an employment service will be retained and each employee terminated will receive up to three hours’ free counseling and help from this service.
A. Answer the following questions relating to ethical issues (each answer should be between 1/4 and 1/2 page long):

1. Is it ethical for the company’s management to lay off ten percent of the employees while the company is still profitable, regardless of which method is used to identify those who will lose their jobs? Why?

2. Assuming that it has been established that layoffs are needed and that the good to be accomplished justifies removing some satisfactory employees from their jobs, is the manner of proceeding outlined in Option 1 ethical? Why or why not?

3. Assuming that it has been established that layoffs are needed, that the good to be accomplished justifies removing some satisfactory employees, is the manner of proceeding in Option 2 ethical? Why or why not?

B. Answer the following questions relating to legal issues (each answer should be between 1/4 and 1/2 page long):

1. Does NutsandBolts, Inc. have a potential legal duty to inform the workers that there will be layoffs? Why?

2. The NutsandBolts layoff Option 1 calls for each division head to determine which specific employees will be laid off. Some of these employees will almost certainly fall into various classifications, such as race, color, religion, national origin, sex, disability and age, which are protected under federal law, most notably Title VII of the Civil Rights of 1964 which protects the first five. It is quite likely that some of these workers will feel they are being laid off not because of their lack of skills and abilities, which is presumably what the division heads will say (and quite likely are applying) is their criteria, but are in fact being laid off because of their race etc. How would these workers make their case that they being intentionally fired for such an illegal act?

3. The NutsandBolts layoff Option 2 calls for employees to be terminated by alphabetical order beginning with the letter “A” until the desired number is reached. This approach would be applying facially neutral criteria since all people have names and thus, on the surface this does not appear to be illegally discriminatory. However, under Title VII even using facially neutral criteria is illegal if it has a disparate impact on protected groups. Give an example of disparate impact analysis, and then discuss whether this is likely to occur in this scenario.
Wal-Mart in Germany

Germany accounts for around 15% of Europe’s $2 trillion a year retail market. At a GDP of $2.25 trillion and a population of about 80 million people, Germany is by far the biggest retail market in Europe. However, the market is highly competitive with razor thin profit margins and a low growth rate. While consumers spent about 40% of their disposable income in retail stores 10 years ago, this number went down to only 30% in 2003.

In January 1998, Wal-Mart acquired 21 Wertkauf hypermarkets in Germany. Later that same year, the company acquired 74 units of the Interspar hypermarket chain. Wal-Mart has since invested in the remodeling of these stores and today operates 92 Supercenters in Germany. Wal-Mart Germany employs more than 14,000 associates across the country.

Wal-Mart’s attempt to apply the proven U.S. success formula to the German market turned out to be problematic. The company’s operating loss is estimated to be Euro 100 million ($ 125 Million) per year. Also, sales were decreasing by 2% in 2003.

Wal-Mart is insistent to offer its merchandise at the cheapest price. Customers who find the products at a cheaper price will get the difference reimbursed. Wal-Mart Germany’s CEO Kay Hafner comments: “We are offering the cheapest prices in town”. When Wal-Mart first opened in 1998, the company was so adamant about establishing the reputation of being a price breaker that it lost 12 cents on every dollar sold. In order to avoid further dramatic losses of this kind, Wal-Mart offers its reimbursement guarantee now only for selected products. This did not go unnoticed by customers. A survey revealed that the majority of 85% of customers do not perceive Wal-Mart as offering the best deals.

Wal-Mart’s value proposition to offer “excellent customer service” has been plagued by a variety of regulatory and cultural obstacles. Germany’s restrictive shopping hour regulations (at a maximum stores can be open for 80 hours/week, Sunday and holiday openings are not permitted at all) prevent Wal-Mart from offering its customers the convenience and shopping comfort associated with 24/7 operations. The typical greeter was often perceived by German customers as an underpaid worker who does not add any value but costs money to be paid through higher prices. Also, German consumers are a lot less service oriented than their American counterparts. A recent survey revealed that price and value is more important than service and quality to 63% of Germans versus 18% of Americans.

With 60,000 different products, Wal-Mart offers a substantially better selection than its competitors in the low price segment of the market. Its biggest competitor in this segment, Aldi Group, only offers 600 different products. Aldi, which operates 3741 stores in Germany, combines ultra-low prices (and margins) with high product quality, a very narrow assortment of about 600 products, and a no-frills self-service shopping environment that translates in the highest labor productivity of the industry.

At a typical Wal-Mart you will find a food section with fresh vegetables, meat, fish, frozen and packaged food, all being offered by friendly sales people. The labor force is well organized by unions. The unions’ initial enthusiasm prompted by Wal-Mart’s decision to hire more staff immediately after its entry in Germany to provide “excellent customer service” quickly faded away. As losses mounted, Wal-Mart
Lee Business School  

Undergraduate Program NWCCU Assessment Plan

tried to cut staff and close the most unprofitable locations to reduce its high personnel costs. However, due to Germany’s strict worker protection regulations, firing workers and closing stores is a complicated, time consuming, and very costly affair. The struggle with unions and regulators in turn had a negative impact on Wal-Mart’s image as an employer providing reasonable salaries and high job security. Now Wal-Mart has difficulties in finding workers for its central warehouse. This affects the goods deliveries to stores, where not much is seen of Wal-Mart’s famous logistics. As Jürgen Glaubnitz, one of Wal-Mart’s union representatives put it: “The German workers do not like to be regarded as cheerleaders, but as personalities with their own ideas and rights”. It was probably not helpful for motivating its employees that Wal-Mart Germany’s first CEO Rob Tiarks, a U.S. citizen who refused to learn the German language, expected his management and workers to adopt the same mystique and cult-like company culture inspired by its founder Sam Walton.

Admitting defeat, Wal-Mart sold its German business to rival Metro in late 2006. While the official sales price has not been disclosed, people familiar with the deal say Metro paid little more than the retail value of Wal-Mart’s inventory.

Sales, Productivity per unit of Sales Floor and Customer Satisfaction 2003

<table>
<thead>
<tr>
<th>Company</th>
<th>Sales (billion Euro)</th>
<th>Sales (Euro/sq. meter)</th>
<th>Customer Satisfaction Max: 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aldi</td>
<td>25</td>
<td>7,500</td>
<td>73.45</td>
</tr>
<tr>
<td>Rewe</td>
<td>29</td>
<td>5,850</td>
<td></td>
</tr>
<tr>
<td>Globus</td>
<td>3.4</td>
<td>5,250</td>
<td>71.42</td>
</tr>
<tr>
<td>Schwarz</td>
<td>17</td>
<td>4,900</td>
<td>70.2</td>
</tr>
<tr>
<td>Metro</td>
<td>32</td>
<td>4,000</td>
<td>64.1</td>
</tr>
<tr>
<td>Edeka</td>
<td>25</td>
<td>3,600</td>
<td></td>
</tr>
<tr>
<td>Tengelmann</td>
<td>12.5</td>
<td>3,600</td>
<td></td>
</tr>
<tr>
<td>Wal-Mart</td>
<td>2.9</td>
<td>3,500</td>
<td>64.39</td>
</tr>
</tbody>
</table>

Please answer the following questions

1. Identify and elaborate on the *global* and *cultural* beliefs or values that have accounted for Wal-Mart’s failure in Germany. In addition to the information provided in the case, you may consider other broad global and cultural beliefs or values that a company should consider when operating in more than one country.

2. If you were Wal-Mart’s CEO, what would you have done differently to address the factors identified in # 1 above? You should recommend creative and effective solutions that address issues arising from cultural and national differences in a global market place.

Endnotes

Anderson, J. S., and Mohrweis, L. C., 2008. “Using Rubrics to Assess Accounting Students’ Writing, Oral Presentations, and Ethics Skills,” American Journal of Business Education (Fourth Quarter, 85-93); Rubric found on St. John’s University web site at the following URL on August 17, 2012:
http://www.stjohns.edu/media/3/b70496a33395485e99c83c24f67364f1.pdf