

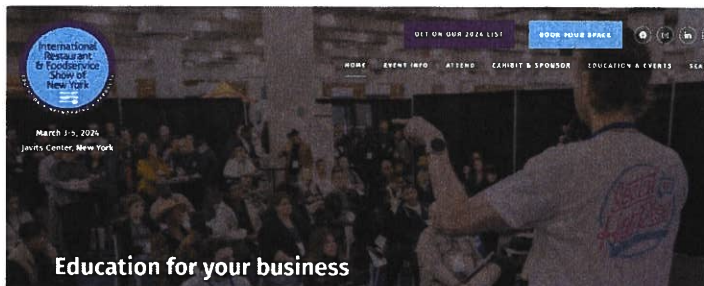
The Active Learning Project



2023 Teaching Innovation Award

MAACBA Conference

October 3, 2023



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Contents

| | |
|---|----|
| <i>The Active Learning Project Description</i> | 2 |
| <i>The Active Learning Project Rubric</i> | 9 |
| <i>The Active Learning Project Power Point Slides</i> | 11 |

The Active Learning Project Description

Students will be placed into a team of between 4 to 7 students. Each team will be assigned to one Active Learning Project. These projects are one of the following:

1. Participate in a field trip on March 24, 2023, to the United States Military Academy. The focus of this project is organizational culture.
2. Attend an industry trade show, designated by the Professor. The focus of this project is organizational change.
3. Visit an organization selected by the Professor. The focus of this project is organizational change.
4. Put forth the change plan for a new academic requirement for Stillman Undergraduate Students. The focus of this project is organizational change.

This assignment is worth 250 points. The requirements for each of these are described below.

United States Military Academy Visit

Students will visit the United States Military Academy on March 24, 2023. The purpose of the visit is for students to study the organizational culture of that institution. They will analyze and report on that culture's key elements, as defined in our textbook. They will assess whether the institution has a strong or weak culture. They will evaluate the functions and dysfunctions of that culture. They will assess whether the culture is sustainable. Last, they will recommend elements of that culture that may be well-suited to be adopted by the Stillman School of Business

In preparation for this visit:

- . Students will read and prepare a team briefing document of the materials in Chapter 16 by February 13, 2023, and submit the briefing document, both electronically and in hard copy. This document provides the fundamental theories / constructs on the definition of organizational culture, what are the components of organizational culture, and what are the signs of a weak or strong culture. It will ultimately be Chapter 2 of the written report.
- . Students will meet with the professor no later than March 1 to prepare for the visit, as a team of the whole. This meeting can take place on nights or weekends as well as during the day.
- . Students will do research ahead of time with the meeting with the professor to answer the following questions. The questions and the responses are part of the appendix to the final report.
 - What is the mission of West Point?
 - What are freshmen, sophomores, juniors, and seniors called?
 - What is Beast Barracks?
 - What does West Point call the residence halls? And the campus?
 - What is an Army Branch? What is an Army Post?
 - What is the lowest rank of commissioned officers in the Army?
 - What is Ring Weekend and why is it significant?
 - What is the Affirmation ceremony?
 - What undergraduate degrees can cadets earn?

What uniforms do cadets wear?

- . Students will make sure they have their Stillman name badge on the visit to the Academy .
- . Students will be attired with jackets / khakis, sweater sets. They wear comfortable walking shoes and have Stillman business cards.

They will sit in a class, have lunch with cadets, and tour the facility. They will take notes on what they observe.

Their final report has to include a roster of items that the Stillman School could adopt for the betterment of its own organizational culture and those that would not align with our culture .

They will prepare a report of their findings from the visit, about 12 to 15 pages, complete with an attractive cover, according to the guidelines for this document. They will make a video presentation to the class on May 3 of about 8 minutes.

Attend an Industry Trade Show

Students will be assigned an Industry Trade Show to attend, at least for one entire day of the show. It is possible that a team from each of the classes will be assigned the same trade show, BUT each team’s work product is its own. The purpose of attending the show is for students to gain insights from exhibitors about the forces of organizational change in their industry and how organizations have adapted to that change.

Students will compile their findings into a coherent report. They will report their findings, nesting what they learned in terms of the theoretical constructs on organizational change. As part of their preparation:

- . Students will prepare a team briefing document of certain materials in Chapter 18 by February 13, 2023, and submit the briefing document, electronically and in hard copy. This document provides the fundamental theories / constructs on organizational change. It will ultimately be Chapter 2 of the written report.
- . Students will meet with the professor no later than February 10 to prepare for their trade show visit, as a team of the whole. This meeting can take place on nights or weekends, as well as during the day. They will have already visited the website of the show to which they are assigned prior to this meeting. They will understand the nature of the show.

Students will have the following responsibilities in preparation for the briefing report, for attending the show, and the final report.

| Student # | Responsibility |
|-----------|--|
| 1 | Overall logistics of coordinating the team’s travel, registration assurances, pick up meal tabs, hold receipts; assemble the briefing document and final report; provide two lessons learned about the industry and your own level of professionalism |
| 2 | State the Mission of the Show; specify the nature of the industry, taken from current articles in the WSJ or other media outlets; describe the first 3 forces for change, from Exhibit 18-1 of the text, with a current WSJ article that describes a firm facing that change; provide two lessons learned about the industry and your own level of professionalism. Articles go in the appendix of the report. |

| | |
|---|--|
| 3 | Take pictures of the team going to the show and otherwise keep artifacts from the show; describe the individual sources of resistance to change, from Exhibit 18-2 of the text; provide at least 3 articles from the WSJ that affirm that resistance; provide two lessons learned about the industry and your own level of professionalism. Create an attractive cover. Articles go in the appendix of the report. |
| 4 | Describe the last 3 forces for change, from Exhibit 18-1 of the text, with a current WSJ article that describes a firm facing that change; provide two lessons learned about the industry and your own level of professionalism. Articles go in the appendix of the report. |
| 5 | Describe the organizational sources of resistance to change, from Exhibit 18-2 of the text; provide at least 5 articles from the WSJ that affirm that resistance; create an intriguing cover page for the final report; provide two lessons learned about the industry and your own level of professionalism. Articles go in the appendix of the report. |

Students will make sure they have their Stillman name badge on the visit to the trade show. Students will be attired with jackets / khakis, sweater sets. They will have Stillman business cards.

The Stillman School will underwrite transportation and registration fees for attending the show. Students will also have a modest meal allowance.

After the visit, the first draft of Chapter 3 of the report is no later than 7 calendar days, in hard copy format and electronically. This will ultimately be placed in the final report.

They will prepare a report of their findings from the visit, about 12 to 15 pages, according to the guidelines for this document. They will make a video presentation to the class on May 3 of about 8 minutes.

Visit an Organization

In teams, students will visit one of three organizations. One class will have a team go and a team from the second class will also go on the same day to the same organization. BUT, each class team will prepare its own report and video. Each team will probe into how the organization has changed in the last 5 years. They will gain insights about the forces of organizational change that have caused these changes in their industry. They will query the organization on how it adapted to that change and what were the forces or people that resisted those changes. Students will have the following responsibilities in preparation for the briefing report, for visiting the employer, and the final report.

| Student # | Responsibility |
|-----------|---|
| 1 | Overall logistics of coordinating the team's travel, coordinate with the host organization, pick up meals, hold receipts; assemble the briefing document and final report; provide by name two lessons learned about the industry and your own level of professionalism |
| 2 | Provide the Mission of the Organization; its size; current news articles about the firm; specify the nature of the industry, taken from current articles in the WSJ or other media outlets; describe the first 3 forces for change, from Exhibit 18-1 of the text, with a current WSJ article that describes a firm facing that change; provide two lessons learned about the |

| | |
|-------------------------|---|
| | industry and your own level of professionalism. Articles go in the appendix of the report. |
| 3 and 6 (as applicable) | Take pictures of the team going to the visit and otherwise keep artifacts from the visit; list the names and titles of persons to whom they spoke; describe the individual sources of resistance to change, from Exhibit 18-2 of the text; provide at least 3 articles from the WSJ that affirm that resistance; provide two lessons learned about the industry and your own level of professionalism. Articles go in the appendix of the report. |
| 4 | Describe the last 3 forces for change, from Exhibit 18-1 of the text, with a current WSJ article that describes a firm facing that change; provide two lessons learned about the industry and your own level of professionalism. Articles go in the appendix of the report. |
| 5 | Describe the organizational sources of resistance to change, from Exhibit 18-2 of the text; provide at least 5 articles from the WSJ that affirm that resistance; create an intriguing cover page for the final report; provide two lessons learned about the industry and your own level of professionalism. Articles go in the appendix of the report. |

Students will make sure they have their Stillman name badge on the visit to the employer. Students will be attired with jackets / khakis, sweater sets. They will have Stillman business cards.

The Stillman School will underwrite transportation and registration fees for attending the show. Students will also have a modest meal allowance.

After the visit, the first draft of Chapter 3 of the report is due no later than 7 calendar days, in hard copy format and electronically. This will ultimately be placed in the final report.

They will prepare a report of their findings from the visit, about 12 to 15 pages, according to the guidelines for this document. They will make a video presentation to the class on May 3 of about 8 minutes.

Put Forth the Change Plan for a New Academic Requirement for Stillman Undergraduate Students

In a team, students will be assigned to put forth the change and implementation plan of a new academic requirement for Stillman undergraduate students. They will detail the forces that indicate this change is needed. They will anticipate the sources of resistance to this change and how to overcome these areas of resistance. They will collect information from fellow students to help understand areas of resistance and how to overcome this. They will prepare the financial plan to execute this change. They will design one flyer and a one-page press release to alert students of this change.

AB 0930 Class: Change Plan for a required physical education / health requirement
AC 1100 Class: Change Plan for a requirement to study abroad

| Student Number | Task |
|----------------|--|
| 1 | Assemble the briefing document and the final report; provide two lessons learned from preparing this change plan and your own level of professionalism. Create an attractive cover for your project. Describe how this |

| | |
|---|--|
| | change comports with Seton Hall's and the Stillman School's mission . This is included in Chapter 2. |
| 2 | Describe all the forces for change, from Exhibit 18-1 of the text and how these are forces (or not) for your proposed change. This is part of Chapter 2 of your report. For Chapter 4, describe the goal of the change and why it is needed; provide a budget for the proposed change. |
| 3 | Describe the individual sources of resistance to change, from Exhibit 18-2 of the text. This is part of Chapter 2 of your report. For Chapter 4, describe the goal of the change and why it is needed. |
| 4 | Describe the organizational sources of resistance to change, from Exhibit 18-2 of the text. This is part of Chapter 2 of your report. For Chapter 4, describe how you will implement the change. |
| 5 | Create a survey of about 15 questions, conduct it by getting at least 45 respondents, and submit findings by March 1, 2023 to obtain a sense of students' agreement with the proposed change. Compile your results and factor that into your implementation plan as part of Chapter 4. |
| 6 | Conduct an environmental scan of at least 5 colleges of your choosing to see what competitors are doing in this area. This is part of Chapter 2 of your report. Work with Student 5 on all the survey and analysis work, ultimately placing this in Chapter 4. |

The Written Report

Regardless of the Active Learning Project to which the student team is assigned, the written report has to be comprised as follows, all completed in MSWord.

- . Attractive cover page
- . Table of Contents
- . Chapter 1: The Overview and Summary Conclusions
- . Chapter 2: The Applicable Theories (this varies depending on the Project). The Briefing document constitutes a significant portion of this chapter. It is submitted electronically and in hard copy form.
- . Chapter 3: The Actual Visit to the Trade Show or Employer. Except for the visit to the USMA, the draft of this chapter is due no later than 7 days after the visit, in hard copy and electronically. For the Academic Requirement Project, the draft of your findings from the survey is due on March 1 and this will be incorporated in this chapter.
- . Chapter 4: The Application of the Theory to the Visit. Here, you especially note "here is what the theory said" and " here is what we learned, either agreeing or not agreeing with the theory." For the Academic Requirement Project, all are responsible to describe the goal of the change and why it is needed. There are subparts in this section describing your implementation plan, with your budget. You provide one flyer that you would use to announce the change as well as a 1-page press release.
- . Chapter 5: Lessons Learned from the Project
- . References (in bibliographic format)
- . Index
- . Appendix (artifacts, handouts, business cards, pictures, WSJ articles, the survey instrument, etc.)

Each chapter needs a separate section header. The "shell" of the report that is due on February 13 and has to be fully formed. It is submitted both in hard copy form and electronically. The Briefing Document is part of Chapter 2, but the rest of the sections may be blank. The Table of Contents has to be automatically generated in Word. The Index feature has to be working and automatically generated; the Briefing Document text can be used to demonstrate mastery of the Index feature.

The pages have to be paginated. The section headers have to be working, changing automatically for each chapter.

Grading Components

The entire project is worth 250 points and is composed of the following parts. Please note that, in several cases, the points below are the base numbers of points an individual on the team can earn, BUT THIS BASE NUMBER CAN BE HIGHER OR LOWER, DEPENDING ON HOW MANY PERCENTAGE POINTS THE PERSON RECEIVED ON THE TEAM MEMBER ASSESSMENT. So, as an example, if the team earned 50 points on an assignment, if everyone on the team shared equally in the work, AS EVALUATED BY THEIR TEAMMATES, every student earns 50 points. If, however, a given student did not carry his/her fair share and teammates rank another's effort level at 90%, a given student will earn only 90% of the 50 points, or a score of 45. Others on the team will earn more than 50 points, since others had to carry the load of the person, for whatever reasons, did not contribute equally.

A. The Briefing Document: 50 points (Chapter 2)

Each team has to submit a briefing document, on the topical material relevant to their project, on February 13, with the shell report. This document contains the fundamental theories or concepts of the topic under study. It is an easy read, helping students get ready for their application of these concepts for their project. The document ranges from 5 to 8 pages. It is submitted in hard copy form. This document can be subsequently incorporated into the final written report.

B. Meeting with the Professor: 30 points

Students will meet with the professor in person as a team of the whole. Teams associated with the same project can meet at the same time with her. These meetings can take place during the day, during evenings, or on weekends. Students will come prepared with the preparatory materials associated with this team meeting. Absent team members will receive no credit for this aspect of the grade.

C. The Shell Report: 20 points

On February 13, each team has to submit both its electronic copy and a hard copy of its shell report. In this way, students will have already handled the mechanics of making the automated table of contents work, ensuring section breaks work with headers, and making sure the index compiles automatically. Students are to put in the Briefing Document in the shell to demonstrate that they have the index feature working. A sample shell from an older class will be provided for examination.

D. Final Written Report: 100 points

The final written report is due on May 3, both electronically and in hard copy form. Reports will have the required features and contain no grammatical errors; refer to the Common Grammatical Errors to help you here. It is a comprehensive document and could be used as an artifact in one's job search, demonstrating technical skills, creativity skills, mastery of organizational behavior concepts, and overall excellence of a Stillman student. Reports are submitted both in hard copy format as well as electronically.

E. Video Presentation: 50 points

This takes place on May 3. All members of the team have to be in attendance for its respective video presentation and in the video itself. TEST THIS VIDEO beforehand to be sure that it can be heard in the back of the classroom and that links work. The video is about 8 minutes in duration. It highlights the important elements of the project. The clarity, content and organization of the presentation, its creativity in delivery, and the extent to which it appears that the team is cohesive about its work will matter. Complete business attire is expected in the video unless the use of other attire is part of the presentation's message.

F. Team Member Assessment: no points but this will impact the grades for D and E above on the Project

Team members will make one assessment of the work of their team members, using a pink sheet and following its instructions. Individuals will receive the average of their awarded scores. Whatever that average is will be the percentage that will be applied to the BASE NUMBER earned for D and E above. In making these rankings, students must prepare at least one paragraph per team member, defending their decisions. They must also prepare a paragraph about themselves. These rankings are due on May 3, 2023. Students who fail to submit their rankings or who do not substantiate their rankings, both due May 3, will receive an automatic 10% deduction on the base number grade of their formal report, regardless of how others ranked them. See the Team Member Final Assessment Cover Sheet that follows.

Summary of Grading

| Dimension | Point Range |
|------------------------|-------------|
| Briefing Document | 0-50 |
| Meeting with Professor | 0-30 |
| Shell Report | 0-20 |
| Final Written Report | 0-100 |
| Video Presentation | 0-50 |
| Total | 0-250 |

The total team grade can be modified, based on the team members' assessment of the work of their teammates.

BMGT 2503

Dr. Karen E. Boroff

The Active Learning Project Rubric

Team: _____

Topic: Organizational Change Organizational Culture

Report

Creativity

Report is Cohesive

Quality of the executive summary

Corrections made to Chapter 2 incorporated

ToC works

Index Works

Headers Work

Free of Common Grammatical Errors

Comprehensiveness of the visit itself

Comprehensiveness of theory to applications: support, contradictions, unexpected, missing elements of theory, as examples OR Comprehensiveness of Implementation Plan, as per the Kotter / Lewin theories. For both, adherence to the "gray sheet" expectations.

Lessons Learned

Submitted on time

Video

Creative

Engagement of the team in the video with added value

Quality of concept to application

Quality of lessons learned

Video can be heard / seen

Delivered on time

Gray sheet expectations

The Active Learning Project Power Point Slides
Introductory Slides from pages 11 to 17
Final Preparation Slides from pages 18 to 21

BMGT 2503

The Active Learning Project

Learning Objective

Understand

And

Apply

Core concepts of organizational change or
organizational culture

Remember Nurture!!

- Every exchange counts
- Have your resume at the ready
- Have your name badge
- Be well-groomed

The ALP Grading Components

Page 7

Summary of Grading

| Dimension | Point Range |
|------------------------|-------------|
| Briefing Document | 0-50 |
| Meeting with Professor | 0-30 |
| Shell Report | 0-20 |
| Final Written Report | 0-100 |
| Video Presentation | 0-50 |
| Total | 0-250 |

The total team grade can be modified, based on the team members' assessment of the work of their teammates.

The Written Report

- . Attractive cover page
- . Table of Contents
- . Chapter 1: The Overview and Summary Conclusions
- . Chapter 2: The Applicable Theories (this varies depending on the Project). The Briefing document constitutes a significant portion of this chapter. It is submitted electronically and in hard copy form.
- . Chapter 3: The Actual Visit to the Trade Show or Employer. Except for the visit to the USMA, the draft of this chapter is due no later than 7 days after the visit, in hard copy and electronically. For the Academic Requirement Project, the draft of your findings from the survey is due on March 1 and this will be incorporated in this chapter.
- . Chapter 4: The Application of the Theory to the Visit. Here, you especially note "here is what the theory said" and "here is what we learned, either agreeing or not agreeing with the theory." For the Academic Requirement Project, all are responsible to describe the goal of the change and why it is needed. There are subparts in this section describing your implementation plan, with your budget. You provide one flyer that you would use to announce the change as well as a 1-page press release.
- . Chapter 5: Lessons Learned from the Project
- . References (in bibliographic format)
- . Index
- . Appendix (artifacts, handouts, business cards, pictures, WSJ articles, the survey instrument, etc.)

Chapter 2 is
the Briefing
document
due on
February 13

Meeting with Me

- Set that up
- Can be virtual
- All must attend
- About 30 minutes long

Reaching out to Employers

- Weichert

Mary Tunny Weichert, CRS, SRES, ABR
maryweichert@gmail.com

- Taubman

Sarah Williams
SWilliams@Taubman.com

- Gary's Wine

Mike Fisch
mike@garyswine.com

The Coordinator

IMMEDIATE WORK

Introduce yourself as the Point of Contact (POC) for Prof. Boroff's Organizational Behavior course at Seton Hall University

Express excitement and appreciation

Confirm date, time, location

We are studying organizational change and are particularly interested in learning about the forces that have caused you to change.

Introduce the rest of the team.

As the date gets closer, I'll write again.

Due Dates

- February 13

Shell Report
Briefing Document
Organizational Change Chapter 18
Organizational Culture Chapter 16
Look at your Student Number for work

- Various

7 days after your visit
Focus Group Results on International and Phys. Ed

More Dates

- May 3 Final Report
- May 3 Video
- May 3 Team Assessments

The Pink Sheet

BAGT 2503
Spring 2023
Dr. Karen E. Boroff

**ACTIVE LEARNING PROJECT
TEAM MEMBER FINAL APPRAISAL COVER SHEET**

Due May 3, 2023

Evaluate each of the members on your Active Learning Project team. Assign each team member a set of points. If you believe someone on your team did not do his/her fair share, then you might want to give the person something less than the "equal amount of work" of 100 points allocation. At the same time, you would give someone else on the team something more than the 100-point allocation since that person had to pick up the slack of the other person. List your team member's names alphabetically, including yourself. Attach this cover sheet to a one-paragraph summary for each team member (including yourself) defending why you made the point allocation that you did. Be sure to focus on behaviors as you prepare your evaluations. The text of your appraisals had to be written to show differentiation in behaviors observed to justify the different ratings. **DAMNING THE SYSTEM IS AN HONOR VIOLATION.** These write-ups will be kept confidential with the instructor.

First, fill in the following: [# of persons on my team] x \$100 = _____ Then, take this number and now allocate this larger number among each member of the team, including YOURSELF.

| Team Member Name | Allocation | Instructor Notes |
|------------------|------------|------------------|
| | | |
| | | |
| | | |

Team Evaluation-Pink Sheet

First fill in the following: [# of persons on my team] x \$100 = _____ Then take this number and now allocate this larger number among each member of the team including YOURSELF

| Team Member Name | Allocation | Instructor Notes |
|------------------|------------|------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| Total | | |

Submitted by: _____

Date: _____

I have attached my one-paragraph summaries, one paragraph for each of my team members.

These have to be the same number!

Bottom portion of the sheet-#1

Submitted by: ABBOTT

Date: _____

I have attached my one-paragraph summaries, one paragraph for each of my team members

| Names of Team Members (in list name alpha order) | Allocation of Points (each from 0 to 100) | Instructor's Use |
|--|---|------------------|
| Abbott | 100 | |
| Beizer | 100 | |
| Devide | 100 | |
| Masters | 100 | |
| | | |
| | | |
| | | |
| Total: (must be 100 x [# of persons on the team]) | 400 | |

Hoped for: Equal Allocation

Reality: We each have different priorities and goals, different levels of effort, and different events that take us off our game.

Bottom portion of the sheet: #2

Submitted by: ABBOTT

Date: _____

I have attached my one-paragraph summaries, one paragraph for each of my team members.

| Name of Team Members (in list name alpha order) | Allocation of Points (each from 0 to 100) | Instructor's Use |
|--|---|------------------|
| Abbott | 100 | |
| Baker | 95 | |
| David | 105 | |
| Winters | 100 | |
| | | |
| | | |
| | | |
| Total (must be 100 x [# of persons on the team]) | 400 | |

Hoped for: Equal Allocation

Reality: We each have different priorities and goals, different levels of effort, and different events that take us off our game.

Grade for Baker:

.95 X [summation of all the points for the Active Learning Project]

Grade for David: 1.05 X [summation of all the points for the Active Learning Project]

Safety and More

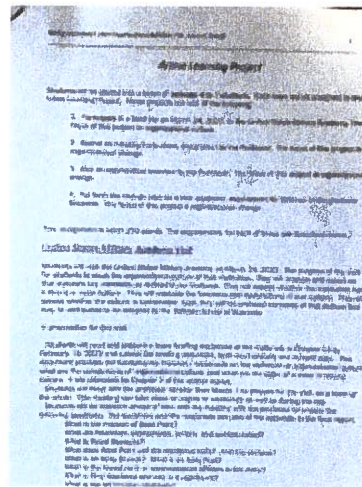
- You are your brother's keeper
- Civil Rights and more
- Safety
- Prior Miscues.....

BMGT 2503

Getting Ready for your Active Learning Project Submission

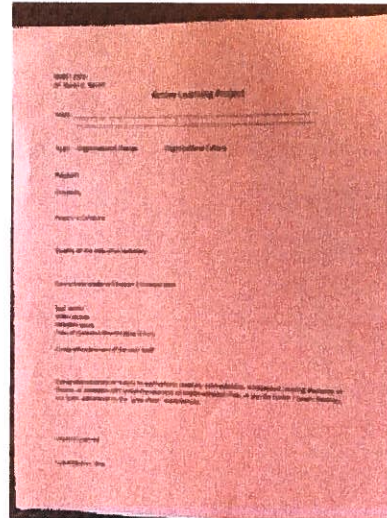
The Report Itself

- Go over the gray handout in your folder
- Examine page 5
- Be sure you have the elements each student had to complete
- Place your written report in the folder that you received from your Chapter 2 feedback
- **ELECTRONIC AND HARD COPY; no printer excuses!!**



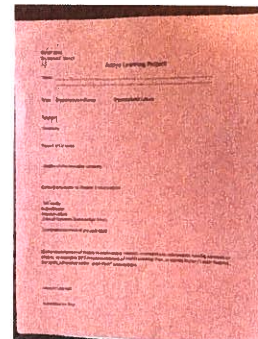
The Report (continued)

- Examine the Salmon handout
- You have a sense of what I am grading



The Video

- Send me the link before class
- Air the video in class using your laptop
- Be sure the sound works before May 3 —test it out in the classroom using the class audio to be sure it can be heard
- Gray handout and salmon handout addresses the video grading



BE CREATIVE!

The Video and the Petersheim Expo

- Your videos are a part of the Expo and will be publicly aired!

The Petersheim Academic Exposition

About the Petersheim Exposition

Now in its 27th year, the 2023 Petersheim Academic Exposition "Share, Honor, Unite" will take place on **Monday, April 24 - Friday, April 28, 2023**.



This annual celebration of scholastic accomplishments involves the entire Stony Brook University community including undergraduate and graduate students, faculty, administrators, and staff from among the various disciplines.

The Opening Reception of the 2023 Exposition will be held from 12 - 2 p.m. on Monday, April 24, 2023 in Bathany Hall with Carl W. Lewis, Provost of Stony Brook University, as the keynote speaker. In-person seating is limited and registration is required. [Save your seat!](#)

The Closing Ceremony of Celebration will be held from 3:30 - 5 p.m. on Friday, April 28, 2023, with Monica Burnette, Ph.D., Vice President of Student Services, as the keynote speaker.

Team Ranking Sheet

- The pink sheet in your folder
- Rate each person, including yourself
- I need a one-paragraph write-up on all your team members

Due Date for everything:



Births On This Day,
May 3

May 3

- **1933 James Brown**
American singer, songwriter, producer, actor
- **1921 Sugar Ray Robinson**
American boxer
- **1919 Pete Seeger**
American singer, songwriter, guitarist
- **1898 Golda Meir**
Israeli educator, politician, 4th Prime Minister of Israel
- **1469 Niccolò Machiavelli**