

Texas A&M University's
Center for Teaching Excellence
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Dynamic Consulting

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- EHRD 625: Organization Development (OD) and Performance in Human Resource Development (HRD)
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Additional Secondary Sources Available on Request

- Organization Chart (October 2011)
- CTE Annual Report 2009-2010
- CTE Annual Report 2010-2011
- CTE Vision and Strategic Focus Areas (revised June 2010)
- Specific Activities Related to Strategic Focus Area I
- QEP drafted and final documents
- ITS training schedule

Description of the Organization and Context

The Center for Teaching Excellence (CTE) is responsible for “enhancing the practice of teaching to improve student learning and advancing the teaching mission of Texas A&M” (Center for Teaching Excellence, 2012, p. 1). The CTE is a sub-organization of the Office of the Dean of Faculties and Associate Provost, which “strives to achieve and preserve a university environment in which faculty feel inspired and enabled to reach their full potential” (Office of the Dean of Faculties and Associate Provost, 2010, p. 1.).

Located in Henderson Hall, the CTE is led by Dr. Ben Wu, Director, and Dr. Debra Fowler, Associate Director, and consists of six additional staff members--four instructional consultants, an administrative coordinator, and a senior office assistant--and six student workers. The CTE’s programs and services are designed to enhance professional development in teaching and include a variety of formats: academies, such as the Faculty Teaching Academy (FTA) and workshops; consulting with individuals and programs on teaching and curriculum; graduate student professional development in teaching, including a science, technology, engineering, and mathematics (STEM) Ph.D. learning community, teaching assistant (TA) training, and the Graduate Teaching Academy (GTA); and the annual Wakonse-South College Teaching Conference. Since 2010, two additional initiatives have been developed and implemented: the Faculty Teaching and Learning Portal and consulting with departments on curriculum redesign.

Within the larger context, Texas A&M University is on the verge of implementing a new Quality Enhancement Plan (QEP), a required component of the university’s decennial application for reaffirmation of accreditation by the Southern Association of Colleges and Schools’ Commission on Colleges (SACS). According to the Office of the Provost and Executive Vice President for Academic Affairs’s (2012) website, the QEP’s theme is *Aggies Commit to Learning for a Lifetime* and has two goals:

- Student learning goal: To improve student learning by developing habits and skills for integrative and lifelong learning.
- Institutional goal: Create a culture that makes intentional and thoughtful engagement in high-impact learning experiences the norm for A&M students.

Based on the QEP’s theme and goals, the CTE faces exciting opportunities, new challenges, and increased demand for programs and services.

During preliminary discussions, the CTE and Dynamic Consulting analyzed work compatibility and the consulting group discerned the client was ready and willing for an organization development (OD) assessment, based on their awareness of changes in the environment, potential challenges, and commitment to performance excellence. CTE leaders are committed to *being the best we can be*, by addressing critical transitions and optimizing resources and internal processes (Philbin & Mikush, 2000).

As a team of internal and external consultants, Dynamic Consulting offered several advantages and OD practices to maximize the CTE’s efficiency and effectiveness. Internal consultant advantages include familiarity with inner workings and culture, existing relationships and trust level, and greater accountability; external consultant advantages include no preconceived ideas, freedom to be honest, and the opportunity for staff members to share

confidential information (McLean, 2006). The consulting team also offered diversity in gender, ethnicity, culture, age, education, and work experience, which fostered varying perspectives to benefit the client.

Identification of Organizational Issues

On February 22, 2012, Dynamic Consulting met with Dr. Ben Wu, CTE Director, and Dr. Debra Fowler, Associate Director to get acquainted, establish rapport, share information, discuss expectations, and explore problems and challenges. The clients shared general information about the CTE, including strengths, weaknesses, opportunities, threats, and hopes for the future. The presenting problem asked the question, “What does the CTE (organization) need to look like in order to meet the design of the QEP, while incorporating blended learning, online learning, and high-tech engagement of students?”

Dr. Ben Wu co-chaired the QEP Committee and the CTE, because of its mission, is a critical partner in the execution of the plan. Academic support units, including the CTE, Instructional Technology Services (ITS), and other related units, will develop and provide professional development opportunities for faculty and staff. Web-based resources will be developed and made available through the university’s Faculty Teaching and Learning Portal. Topics for these professional development opportunities and resources include development and implementation of high-impact learning experiences for specific learning outcomes and for large numbers of students, development and implementation of a solid assessment plan, curriculum redesign, and application of pedagogies that support integrative and lifelong learning.

Dr. Debra Fowler was designated as the point person for the consulting project, due to her leadership role and CTE knowledge. Based on the initial meeting, and using McLean’s (2006) sample OD consulting contract, Dynamic Consulting prepared a contract outlining the roles and responsibilities of each party (see Appendix A). Project management included the use of McLean’s Organization Development Model (2006) (see Appendix B) as an organizing framework and semi-weekly or weekly consulting group meetings, at the client’s offices, with the point person available as a resource. In order to explore the presenting problem and identify potential additional problems and challenges, key CTE stakeholders were identified, including leadership, employees, faculty, and institutional partners.

Diagnostic Methods and Processes and Report of Findings

OD diagnostic method and processes include four assessment approaches: observation, secondary data, individual and group interview, and questionnaire/survey (McLean, 2006).

Observations

First impressions of the CTE were overall positive, including observations of employees as busy, professional, and knowledgeable, and collegial when interacting with clients and colleagues. The work environment is professional and well-organized, but divided into three distinct areas due to office layout. The leadership team, instructional consultants, and one of the administrative employees have nice offices with space to meet with faculty and colleagues in private, if needed. The undergraduate students work in a common area with individual

workstations. The graduate students and one undergraduate student, work in another common area, adjacent to an office shared by the other administrative and development employees and a second office housing a temporary portal development associate.

Secondary Data

The second assessment approach was secondary data, such as documents and websites, presenting explanations, assumptions, or information, which are added to, or different from, first-hand resources (Hakim, 1982; Smith, 2008). For this diagnosis, Dynamic Consulting analyzed a variety of CTE documents, including the October 2011 organization chart, 2009-2010 CTE annual report, 2010-2011 CTE annual report, revised June 2010 CTE Vision and Strategic Focus Areas, Fall 2011 Specific Activities Related to Strategic Focus Area I; and QEP and ITS' websites and documents. Descriptions and analysis of select data are detailed below.

The **CTE website** (cte.tamu.edu) is divided into four sections: What We Do for You, Why It Matters, Help Us Make a Difference, and About Us. The website presents a partial list of programs and services available for faculty and TAs. Testimonials express how faculty clients and others feel about the CTE. Initially, the mission statement was thought to be missing, but was eventually found by Googling *TAMU CTE mission* and locating a *Spotlight* article containing the mission. The website provides an unobvious link, through another *Spotlight* article, to the new Faculty Teaching and Learning Portal, which provides resources related to teaching topics with summary information, examples and suggestions, and links to recommended sites and sources on the web.

During the first meeting with the client, the CTE leadership mentioned peer teaching centers at public and private higher education institutions, including University of Michigan's Center for Research on Learning and Teaching (CRLT) and Carnegie Mellon University's Eberly Center for Teaching Excellence. The consulting group performed a **website comparative analysis** (see Appendix C), using Mclean's (2006) website content guidelines.

ITS is a key CTE institutional partner and critical player in the QEP's implementation. The **ITS website** (its.tamu.edu) clearly states its mission, role in the university, and responsibilities on the homepage. ITS supports the university's educational mission to enhance student learning, by supporting online learning initiatives. To enhance teaching, in-person and online training includes Professional Certification in Online Teaching, eLearning/Blackboard Vista, instructional development, multimedia use, enhancing on-line communications, MediaMatrix, and Turnitin. In addition, the website includes ITS Docs, an online resource for technical support and training materials, for the systems, software, and devices supported by ITS. The Teaching and Learning Resources page provides descriptions of and links to other resources, including the CTE. The CTE description, however, refers to an old Blocker location and may need content updating (http://itsinfo.tamu.edu/Resources/Teaching_Learning_Resources.php). In order to effectively identify both organizations' roles in the QEP implementation, Dynamic Consulting performed a QEP/CTE/ITS comparative analysis (see Appendix D).

Interviews

The third assessment approach was interviews. Since organizations are comprised of people working together, interviews can be beneficial in understanding attitudes, behaviors, and contexts from multiple points of view; identifying underlying issues and roots of problems, and exploring opportunities for improvement and increased productivity (Patton, 1990). Interview participants were selected based on job roles, primarily focused on associates working with faculty and graduate students for teaching excellence. The first phase was an unstructured joint interview of CTE leadership (within the first meeting). Three themes with key findings emerged from the leadership interview, supplemented by observations and secondary data:

- Points of strength
 - Great program with wonderful colleagues
 - Knowledgeable, experience, collegial, and helpful employees
- Challenges
 - Needs and wants to serve more faculty (15% of faculty in 2009-2101)
 - Recent expanded responsibility for graduate students
 - Insufficient human resources: six staff members, supporting 10 colleges, 66 departments, and 3,000 instructors, teaching 50,000 students
 - Diverse cultures of various departments on campus
 - Further develop and define collaborative partnership and role clarity with ITS
- Insights for the future
 - Website quality is critical for effective communication with faculty
 - Would like to provide department-specific programs
 - Human resources, facilities, and equipment are needed

The second phase consisted of structured individual interviews of the three instructional consultants and the temporary portal associate. Dynamic Consulting prepared open-ended questions (see Appendix E) based on the client's presenting problem, preliminary observations, and secondary data. The open-ended questions were designed to encourage participants' information sharing without presupposing answers (Brotherson, 1994). Since the participants preferred not to be recorded, the interviewer(s) took notes. Based on an analysis of the instructional consultants and portal development associate structured interviews, six themes with key findings emerged:

- Points of strength
 - CTE's chain of command is overall clear.
 - CTE personnel are committed to their projects, so they respond in a timely manner.
 - CTE personnel are mindful/open/supportive about their projects.
 - There is fluid communication between CTE personnel.
 - CTE personnel get along well and are very respectful.
- QEP
 - CTE is still seeking information from the colleges regarding the QEP.
 - No self-analysis has been done to see if the CTE is prepared to execute the QEP requirements.
 - Prior to the QEP approval, the staff was unfamiliar with the QEP. Postscript: By now, staff may be more familiar with the scope and requirements.
- ITS
 - There is little interaction, communication, and collaboration between CTE and ITS, which is responsible for technology knowledge and training for faculty.

- There are overlaps between CTE and ITS' responsibilities and functions. Waste of resources seems to be an issue here. Note: This was unconfirmed in additional research.
- Stated problems and concerns
 - Insufficient resources are a problem, especially with the new QEP responsibilities.
 - Difficult to develop an online presence, while continuing the routine face to face activities.
 - Insufficient funds and fund-raising issues
 - Portal is still incomplete and is not widely used by the faculty
 - Marketing is limited because the CTE cannot support many clients; however, the CTE wants to have more clients.
 - There is not enough support for faculty to find the tools they need; the information on the portal is not well organized so it makes searching difficult.
 - Insufficient CTE attention by faculty
- Leadership issues
 - Different QEP implementation approaches and speeds
 - There seems to be a leadership structure issue which creates problems for leaders and employees
- Suggestions for improvement
 - Finding ways to connect with more people and engaging more of the faculty in the CTE activities
 - Helping the faculty to use technology more effectively
 - Establishing a more productive and direct line of communication with the colleges and departments
 - Being more intentional with the QEP by setting appropriate strategies and goals
 - Creating positive change in the instructors' teaching rather than merely providing workshops and feedback
 - Making sure the actual teaching in the classroom has improved
 - Finding channels of collaboration and communication with ITS

Surveys

In order to generate additional employee feedback, an eight-question survey (see Appendix F) was sent to the nine CTE employees who were not interviewed. Survey questions included three quantitative and five open-ended, qualitative questions and had a 78% response rate. All seven respondents generally captured the CTE's mission, though there were six variations. Two survey questions focused on the CTE's top strengths and problems/challenges/weaknesses (see Table 1). In addition, 67% of respondents believe the CTE has the capacity, 33% believe the CTE does not have the capacity, to increase work with faculty, staff, and graduate student to achieve teaching excellence. In response to a question about familiarity with the QEP, those who responded indicated 33% *very familiar*, 33% *familiar*, 17% *vaguely familiar*, and 17% *unfamiliar*. Finally, when asked to dream, one respondent described the CTE as being "the top center in the nation, a place where other centers come for best practices."

Table 1: Highlights of the CTE staff survey results

Top Strengths	Top Problems/Challenges/Weaknesses
<ul style="list-style-type: none"> ● People and staff ● Leadership ● Working environment 	<ul style="list-style-type: none"> ● Need more marketing and visibility ● Need more staff and resources

In preparation for a large-scale written faculty survey, similar questions were used for a small-scale face-to-face survey, unsuccessfully attempted with Dwight Look College of Engineering faculty and successfully conducted with College of Education faculty. One consultant approached eight College of Education faculty members, resulting in four completed surveys. The same two survey questions focused on the CTE's top strengths and problems/challenges/weaknesses (see Table 2). With respect to QEP familiarity, four respondents were *somewhat familiar* and one faculty member was *very familiar*. One of the participants mentioned the QEP had recently been brought to faculty's attention by the department head. All the participants expressed they did not have enough information to determine if the organization has the capacity to increase activities/responsibilities.

Table 2: Highlights of the College of Education face-to-face faculty survey

Top Strengths	Top Problems/Challenges/Weaknesses
<ul style="list-style-type: none"> • Personnel (good reputation) • Wide range of resources (e.g. teaching strategies and technology) 	<ul style="list-style-type: none"> • Need to customize programs for different levels of expertise • Need to develop relationships with academic departments • Need marketing and visibility (e.g. present personnel's credentials/qualifications) • Need to provide different ways to deliver programs to overcome faculty's time constraints

Next, in order to gather diagnostic data from faculty, Dynamic Consulting recommended a large-scale electronic survey. The CTE, however, declined a large-scale faculty survey due to university guidelines and required approvals. The client and a consultant brainstormed feasible options to provide similar assessment information. Alternatively, in order to generate faculty feedback, an eight-question survey (see Appendix G) was sent to the 21 faculty members of the CTE's Faculty and Student Advisory Board (FSAB). The eight-question survey included three quantitative and five open-ended, qualitative questions. The survey had a 77% response rate with 16 respondents, representing nine colleges. Five questions focused on the CTE's top strengths and problems/challenges/weaknesses, reasons faculty choose and don't choose to access CTE resources, and what actions the CTE can take in order to increase faculty choosing to access CTE resources (see Table 3). In a separate question, 62% of respondents believe the CTE has the capacity and 39% believe the CTE does not have the capacity to increase work with faculty, staff, and graduate students to achieve teaching excellence. Lastly, only 13 of the 16 respondents answered a question about familiarity with the Quality Enhancement Plan (QEP). Those who responded indicated 39% *very familiar*, 23% *familiar*, 31% *somewhat familiar*, and 8% *unfamiliar*.

Analysis of Findings and Assessment of the Organization's OD Practice

Swanson's (1995) Performance Diagnosis Matrix (see Appendix H) is a diagnostic tool used to identify performance gaps and alignment areas. For this consulting project, the matrix is used as a conceptual and organizational framework to analyze the findings and assess the CTE as an organization. The matrix and combined analysis of findings and assessment are divided into

five performance variables—mission/goals, systems design, capacity, motivation, and expertise. Within each performance variable, three performance levels are addressed—organizational, process, and individual. The resulting matrix includes 15 performance enabling questions, which are answered by analyzing the findings from the diagnostic methods and processes—observations, secondary data, interviews, and surveys.

Table 3: Highlights of the CTE Faculty and Student Advisory Board (FSAB) survey results

Top Strengths	Top Problems/Challenges/Weaknesses
<ul style="list-style-type: none"> • Developing faculty teaching, with multiple programming specifically mentioned • People, staff • Teaching assistant (TA) training • Miscellaneous: focus, award, across college perspective, retreat leaders, forum for discussion 	<ul style="list-style-type: none"> • Too few people, not enough resources • Faculty attitudes
Why Faculty Choose to Access CTE resources	Why Faculty Choose Not to Access CTE Resources
<ul style="list-style-type: none"> • To improve teaching • Because teaching is improved 	<ul style="list-style-type: none"> • Need more time • Lack of awareness
What actions can the CTE take in order to increase faculty choosing to access CTE resources?	
<ul style="list-style-type: none"> • Work through the departments and department heads • Communicate, communicate, communicate 	

Mission/Goals Performance Level

The first performance variable, mission/goal, focuses on “the central purpose, or charge, to which an endeavor and efforts are directed” (Ruona & Lyford-Nojima, 1997, p. 91). A mission statement is usually short and communicates an organization’s purpose for being. Effective mission statements are narrow enough to manage the organization, but broad enough to accommodate changes (McLean, 2006).

At the organizational performance level, the mission/goal enabling question asks, “Does the organizational mission/goal fit the reality of the economic, political, and cultural forces?” (Swanson, 1995, p. 210). Based on the findings, the CTE’s mission/goal, of “enhancing the practice of teaching to improve student learning” (Center for Teaching Excellence, 2012), overall fits the reality of current economic, political, and cultural forces. However, while all the staff members interviewed and surveyed could articulate the spirit of the CTE’s mission, there were variations on wording and phrasing. The CTE’s mission/goal supports the economic reality of increased budget cuts, decreased funding, and teaching ramifications such as larger classes. Politically, various stakeholders are focused on quality of teaching and student learning, for example students, parents, political officials, teachers, and staff. Culturally, the academic environment values teaching; however, as a Tier One research university, there is an ongoing tension between teaching and research for time, finances, and other resources.

Next, at the process performance level, the enabling question asks, “Do the process goals enable the organization to meet the organizational and individual mission/goals?” (Swanson,

1995, p. 210). Our findings, based on secondary data, indicate the CTE's mission supports the university's mission of "providing the highest quality undergraduate and graduate programs [and]...developing new understandings through research and creativity" (Texas A&M University, 2012) and individual faculty and staff goals to teach effectively and help student learn.

Lastly, at the individual performance level, the enabling question asks, "Are the professional and personal mission/goals of individuals congruent with the organization?" (Swanson, 1995, p. 210). Based on secondary data and staff interviews and surveys, staff and faculty's mission/goals to enhance teaching in order to improve student learning are congruent with the CTE and university's mission/goals. However, in interviews some staff members expressed interest in conducting research and publishing about teaching, which has limited execution at the CTE.

Systems Design

The systems design performance variable focuses on "the form or plan that facilitates the interaction of interrelated elements forming a complex whole" (Ruona & Lyford-Nojima, 1997, p. 91). Systems design refers to an organization's policies and procedures established to assist members with the completion of their jobs (Burke, 2011).

At the organizational performance level, this variable's enabling question asks, "Does the organizational system provide structure and policies supporting desired performances?" (Swanson, 1995, p. 210). Systems design is divided into seven elements: structure, policies/guidelines, technology, reward system, control, goal/budget setting, and human resource allocation (Burke, 2011). The findings indicate the CTE provides effective systems design for all but three elements. First, based on observation, secondary data, interviews, and discussion with the clients; there are administrative, but not faculty development, policies/guidelines. Similarly for element two, there is a teaching reward system, but no staff reward system, though leadership periodically self-funds gifts of appreciation. The CTE is limited in offering rewards due to public funding; however, the possibility of private funding being used to recognized exemplary performance on a project, for example, bears further research.

The third element of opportunity is technology, specifically the website/ portal. Dynamic Consulting analyzed the CTE, Carnegie Mellon's Eberly Center, and University of Michigan's CRLT's websites using McLean's (2006) 10 website criteria focused on content effectiveness and value (see Appendix C). This analysis benchmarked the CTE's website, compared to public and private peers, and identified basic areas of website content that are lacking or need improvement. The CTE's website scored the lowest, fulfilling six out of the 10 criteria. The four website content areas for improvement include (a.) overview of the organization, (b.) key personnel (qualifications in addition to the existing names and photos), (c.) a brief description of cases on which the organization has worked, and (d.) publications that personnel in the organization have authored. A fourth element, human resource allocation, was originally questioned, but it was determined the CTE is working as best they can within the personnel structure, for example, recently working with Personnel to create an instructional consultant job role.

Next, at the systems design process level, the enabling question asks, “Are the processes designed in such a way as to work as a system?” (Swanson, 1995, p. 210). Based on observation, secondary data, interviews, and surveys, the systems are designed to create a team atmosphere at the CTE. For example, the CTE facilitates team communication through shared Outlook calendars and network drives for easy scheduling, information, and collaboration.

Lastly, at this performance variable’s individual level, the enabling question asks, “Does the individual design support performance?” (Swanson, 1995, p. 210). According to the internal consultant, individuals are empowered to perform appropriate job duties within administrative policies and professional good practice.

Capacity

The capacity performance variable focuses on “the quality of being suitable for or receptive to a specific treatment or condition” (Ruona & Lyford-Nojima, 1997, p. 91). Capacity in organizations is related to the theory of growth: “A firm’s rate of growth is limited by the growth of knowledge within it, but a firm’s size is limited by the extent to which administrative effectiveness can continue to reach its expanding boundaries....With increasing size, both the managerial function and the basic administrative structure of firms seemed to undergo an administrative reorganization to enable them to deal with the increasing growth (Penrose, 1995, p. xvii).

At the organizational performance level, this variable’s enabling question asks, “Does the organization have the leadership, capital, and infrastructure to achieve its mission/goals?” (Swanson, 1995, p. 210). The CTE faces critical capacity issues at the organizational level. It does not have sufficient capacity to grow and fully support the mission and upcoming QEP requirements. On one hand, the CTE is required to grow and extend activities to support more faculty members, but on the other hand it has insufficient resources to support present needs. Lack of resources includes human resources and infrastructure. The CTE needs an adequate number of professional instructional consultants, to credibly advise new and experienced faculty members on how to enhance teaching. In terms of the infrastructure, the most significant need and opportunity is the website/portal, which lacks the essential features to enable faculty members to enhance their teaching effectiveness online, as compared to best practices in other institutions.

Next, at the capacity process level, the enabling question asks, “Does the process have the capacity to perform (quantity, quality, and timeliness)?” (Swanson, 1995, p. 210). The success of a particular product or service design resides in the management of the total design processes from idea generation to full-scale production (Ruona & Nojima, 1997). First, the CTE’s part-time director/part-time faculty and full-time associate director/staff leadership structure is proposed to boost the CTE’s credibility with a faculty member as leader. However, based on observations, interviews, and surveys the leadership structure seems to create operational and policymaking challenges, confusion, and redundancy. More research is needed in this area. Second, according to the CTE’s annual report, faculty members’ level of satisfaction with the CTE’s activities is high, but the same source indicates a low percentage of participating faculty members. Further research is needed, but our findings seem to indicate a high quality work for a low quantity of participants. Lastly, based on the QEP/CTE/ITS analysis

(see Appendix D), the CTE and ITS partnership will need to be carefully coordinated in order to deliver on the QEP. Analysis can be used as a tool to begin discussions about gaps and overlaps.

Lastly, at this performance variable's individual level, the enabling question asks, "Does the individual have the mental, physical, and emotional capacity to perform?" (Swanson, 1995, p. 210). At this level, the focus is on identifying, measuring, training, and evaluating human capabilities (Ruona & Nojima, 1997). Based on our findings, clear job descriptions are available and there was no evidence of mental, physical, or emotional capacity issues to perform.

Motivation

The motivation performance variable focuses on "the aroused behavioral tendencies to move towards goals, take action, or persist" (Ruona & Lyford-Nojima, 1997, p. 91). Motivation in organizations can be defined as the employees' drive that helps individuals to attain certain goals (Bright, 2005). Successful organizations provide employees with the ability to acquire wealth and perform in an open and inclusive environment. Organization leaders must be able to align organization and individual goals and provide internal processes that allow employees to do meaningful work (Burke, 2011).

At the organizational performance level, this variable's enabling question asks, "Do the policies, culture, and reward systems support the desired performance?" (Swanson, 1995, p. 210). In terms of policies, the CTE's administrative policies appear to support the desired performance; as mentioned earlier, faculty development policies are needed in order to support performance. Based on observation and secondary data, the CTE rewards teaching excellence, for example through the Montague-CTE Scholars program. Based on interviews and surveys, the staff is overall content with the organization's culture or way of doing things, the work challenges resulting from a human resources shortage, and a desire to improve programs and services. Additionally, while citing challenges, the staff is mostly content with the leadership structure. However, as mentioned earlier, no formal employee reward system is in place, though leadership periodically gives gifts of appreciation and hosts celebrations.

Next, at the motivation process level, the enabling question asks, "Does the process provide the information and human factors required to maintain it?" (Swanson, 1995, p. 210). Specifically, the organization's internal practices are analyzed in regards to providing relevant information and humanitarian support that could impact employees' performance. All of the CTE's relevant information (e.g. teaching materials and reports) is available on a local shared drive, which can be accessed at any time by staff. In addition, based on observations, secondary data, and interviews, the human factor is present in the form of family-friendliness (e.g. flexible schedule) and individual support/empathy (e.g. supporting academic activities/dissertations).

Lastly, at this performance variable's individual level, the enabling question asks, "Does the individual want to perform no matter what?" (Swanson, 1995, p. 210). The need for growth and the desire to be the best can motivate employees to become better performers in their field (Bright, 2005). CTE employees are encouraged to research the latest teaching strategies (e.g. currently three research studies are in process) and present at professional conferences. Employees expressed enjoying their jobs and responsibilities, despite human resource and

financial limitations. Simply put, the CTE staff is passionate about enhancing teaching for improved student learning.

Expertise

The last performance variable, expertise, focuses on “the specialized knowledge or skill to accomplish work...that results in performance above the norm” (Ruona & Lyford-Nojima, 1997, p. 91). In an organization, expertise refers to the ability of individuals and the organization to adjust to changes in the external environment. An organization’s willingness to change is influenced by whether an organization has the ability to change or the existing support for change (Washington & Hacker, 2005).

At the organizational performance level, this variable’s enabling question asks, “Does the organization establish and maintain selection and training policies and resources?” (Swanson, 1995, p. 210). In order to strategically compete and perform, a knowledge-providing organization recruits employees and develops career training based on the knowledge (Zack, 2003). In order to answer the performance enabling question, expertise is divided into employee selection and training. The CTE selects staff based on their professional competency, according to the leadership. Based on observations, secondary data, and interviews, Dynamic Consulting concluded staff members are experienced and competent in designing teaching pedagogy for faculty. However, in terms of attracting certain fields and levels of expertise, such as experienced website and/or on-line content developers, the CTE has budgetary and salary limitations. In addition, the onboarding and training of new CTE employees needs improvement. While colleagues are friendly and helpful, there is no structured onboarding, including orientation and information sharing to support the start-up stage for new employees, which results in feelings of uncertainty and lost productivity.

Next, at the expertise process level, the enabling question asks, “Does the process of developing expertise meet the changing demands of changing processes?” (Swanson, 1995, p. 210). Change processes are designed to improve an organization’s competence and provide better adaptation to the external environment (Chapman, 2002). Supporting the improvement of employees’ abilities and proficiencies to be effective in the change process can empower them to be ready to change (Smith, 2003). One upcoming change for the CTE is the execution and support of the QEP. Based on observation, secondary data, and interviews, the CTE is developing training and resources about high impact practices, which connects to the QEP’s goals.

Finally, at this performance variable’s individual level, the enabling question asks, “Does the individual have the knowledge, skills, and experience to perform?” (Swanson, 1995, p. 210). Individuals must possess and develop expertise, so they can provide organizational competitive advantage (Bartlett & Ghoshal, 2002). Based on observations, secondary data, interviews, and surveys, the CTE has the knowledge, skills, and experience to perform. However, based on the analysis of CTE and peer institutions’ websites (see Appendix C), greater knowledge, skills, and experience are needed for website/portal and online content development.

Recommended Interventions

Based on the analysis of the findings and diagnosis of and discussion with the organization, and discussion with the organization, Dynamic Consulting recommends the CTE execute five interventions. In order to assist the CTE in prioritizing interventions, the consulting group determined high impact versus low impact and easy to implement versus hard to implement (see Figure 1).

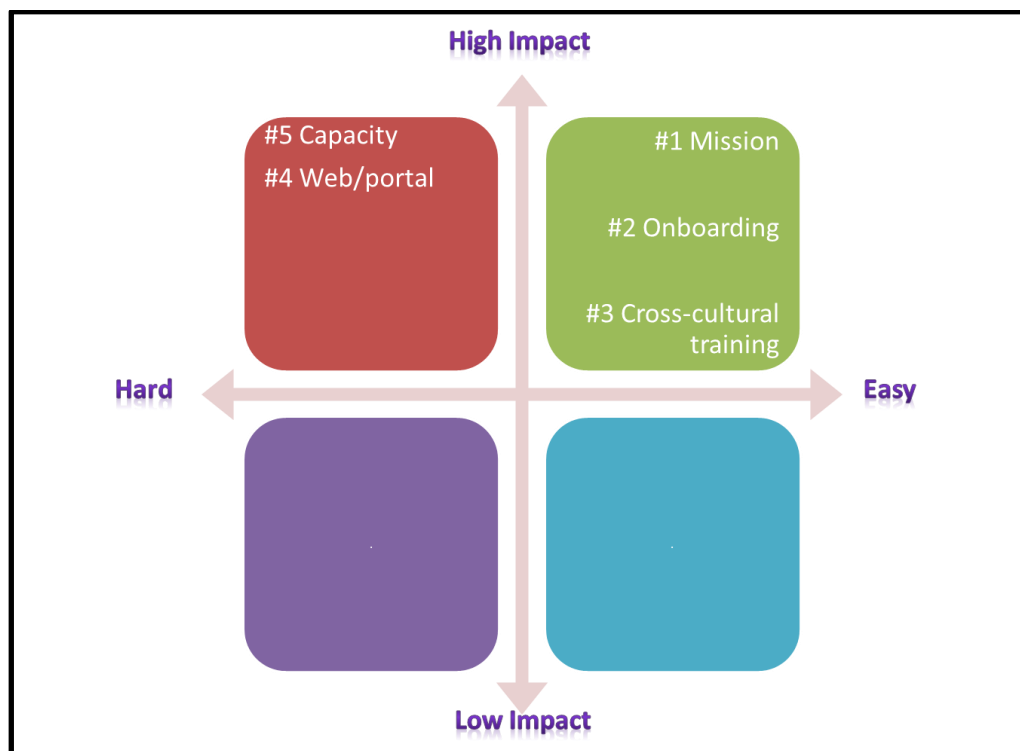


Figure 1: OD intervention impact and ease of execution

Intervention #1: Mission/Vision/Goals, Strategic Alignment, and Responsibility Charting

In 2010, the CTE developed *Vision and Strategic Focus Areas* for the next three to five years. Due to changes in the environment, including the introduction of QEP, Dynamic Consulting recommends the CTE reexamine its mission/vision/goals to check for accuracy and needed updates. Next, using the confirmed or updated mission/vision/goals, check to see if the CTE's main components are strategically aligned in general and with the QEP. The consulting group suggests using Swanson's Performance Diagnosis Matrix (1995), and the staff's knowledge and experience, to strategically align the main organizational components: vision, values, purpose, strategy, culture, rewards, structure, practices, systems, and behaviors (McLean, 2006). Lastly, use responsibility charting to align and coordinate staff's job responsibilities. The CTE completed a similar exercise in 2011, but new associates are joining the team and QEP may change responsibilities and priorities.

Intervention #2: New Employee Onboarding, Including Orientation

Successful organizations must recruit employees capable of contributing knowledge and skills as quickly as possible. Dynamic Consulting recommends the implementation of an

onboarding process, developed by a CTE subcommittee, with an orientation and acclimation plan. A new employee onboarding process offers several benefits, including reduced time spent by the Associate Director and other full time staff on informal and improvised training, increased speed to performance and productivity for new employees, greater reinforcement of the organization's mission/vision/goals, and clearer communication of new employees' expectations and responsibilities. New employee onboarding and orientation consists of four steps (Chen, 2010; Finch & Crunkilton, 1979):

1. Form subcommittees for different areas of the orientation
 - a. Mission, vision, and goals
 - b. Regulations and policies
 - c. Relevant information for the organization (to be determined by management)
 - d. Training according to different areas (e.g. consulting sessions, workshops, website content, internal guidelines) or roles
 - e. Feedback and evaluation
2. Establish a timeline based on the material and employee/business availability
3. Develop a new employee training manual, plan, or checklist (e.g. university's policies, CTE website/portal, local shared drive)
4. Generate an evaluation form for future improvements

Intervention #3: Cross-Cultural Training

Cross-cultural training is a set of activities to examine and understand behaviors from different perspectives. The expansion of CTE's international clientele, including the QEP's support of Texas A&M's Qatar campus, requires cross-cultural training for CTE staff, international faculty, and international TAs. These activities can improve interpersonal relationships and promote empathy, which can translate into more effective work performance (Chien & McLean, 2011). Offering continuous activities to support cultural transitions for international faculty can increase motivation and work performance (Marquardt, Berger, & Loan, 2004). The cross-cultural training intervention contains three steps:

1. Obtain international faculty, TA, and student demographic information for College Station, Galveston, and Qatar. While all nationalities would ideally be included in the program, prioritize the highest-frequency nationalities.
2. Administer the Mclean, Tolbert, and Larkin's (1998) Discovering Global Effectiveness Profile (see Appendix to the instructional consultants to measure areas of strength and weakness in working with international clients
3. Based on the results of the first two steps, design cross-cultural training courses. The training's objective is to increase cross-cultural knowledge and competency for enhanced communication and interaction. Hofstede's (2012) dimensions, including power distance, individualism versus collectivism, masculinity versus femininity, and uncertainty avoidance play an important role in working with international faculty, TAs, and students. For example, Middle-Easterners need time for daily prayers during workshops, find direct criticism offensive, and consider games childish. They are also high in power distance and uncertainty avoidance, which means the facilitator should demonstrate high levels of professionalism, academic expertise, and clarity to gain trust (Marquardt et al., 2004).

Intervention #4: Website/Portal Improvements

Improving the CTE's website/portal is critical to the organization's success in marketing the CTE and delivering the quantity and quality of programming and resources needed for faculty, especially given the increased focus of the QEP on student learning. Dynamic Consulting recommends leveraging the current committee and adding resources with development expertise. The website/portal improvements intervention includes five steps:

1. Analyze the current website/portal's traffic via a usability test
 - a. Assign a Test Facilitator responsible for interacting with the users, recording feedback, and presenting the information to management
 - b. Elaborate a plan for testing the access to specific areas of the website content (e.g. access to online workshops or CTE's schedule)
 - c. Perform an online survey about what end users want to do/want to access on the CTE's website
 - d. Select participants (e.g. faculty and teaching assistant)
2. Use this project's website analysis of CTE and peer institutions (see Appendix C) and additional peer institutions' websites to identify good practices
3. Add the following information for ease, credibility, and enhancement
 - a. Clear statement of the vision, mission, values, and/or goals
 - b. Staff and student's degrees, qualifications, research interests, publications, and expertise areas
 - c. Annual reports
 - d. Current research
4. Provide teaching and learning sources at beginning, intermediate, and advanced levels
5. Provide filtering or searching by job role, college, discipline, and/or expertise-level

Intervention #5: Instructional Consultant Capacity

In order to meet the needs of faculty, especially given the QEP's focus on student learning, the CTE needs greater instructional consultant capacity. The organization currently has two-and-a-half instructional consultants, to support over 2,000 full-time faculty members (Texas A&M University, 2010) in 10 colleges, who teach over 46,000 students (Texas A&M University, 2011), and most of the programming is in-person. An additional instructional consultant has been hired to focus on graduate student professional development in teaching, including TAs, and a new instructional designer is in the process of being hired. Currently, Texas A&M's CTE has a faculty to instructional consultant ratio of 890:1, as compared to University of Texas at Austin's (2011, 2012) Center for Teaching + Learning's 338:1 and University of Michigan's (2011, 2012) CRLT's 472:1 (see Table 4).

Dynamic Consulting recommends four steps:

1. Benchmark the ratios of professors and/or students to instructional consultants
2. Conduct a faculty-wide survey to prioritize faculty's teaching development needs and preferred program delivery methods, including in-person, online, and blended
3. Using the QEP/CTE/ITS Analysis (see Appendix D), collaborate and partner with ITS to complement each other's offerings and eliminate overlap.
4. Hire College of Education professors as part-time instructional consultants, based on university-level teaching experience and expertise (Course release or other motivation would likely be required)

Table 4: Full time faculty to instructional consultant ratios for CTE and peer institutions

Item	Texas A&M University	University of Texas at Austin	University of Michigan
Type of Institution	Public	Public	Public
Number of Students	46,422	51,195	42,716
Number of Academic Colleges	10	17	19
Number of Full Time Faculty (Tenure, Tenure Track & Non Tenure)	2224	2363	3071

Item	CTE	CTL	CRLT
Instructional Consultants	2.5	7	6.5
Faculty to Instructional Consultant ratio	890:1	338:1	472:1
Total Full Time Staff	8	45	24
Faculty to Full Staff ratio	278:1	53:1	128:1

Proposed Evaluation Plan

In order to evaluate the effectiveness of the five interventions, Dynamic Consulting recommends the continued use of Swanson's Performance Diagnosis Matrix (1995) (see Appendix E), Kirkpatrick's (1998) four levels of evaluation, McLean's (2006) good website practices, and the CTE's overall staffing. More specifically, to evaluate the effectiveness of the first intervention's mission/vision/goals, strategic alignment, and responsibility charting, Swanson's Performance Diagnosis Matrix (1995) can be used to determine congruency within and between each performance variable and level. Periodically, the CTE can check the alignment of current and proposed work to the overall mission/vision/goals and compare the staff's pending work with the job responsibility chart. If aligned, priorities can be set using the matrix; if disconnected, the work can be questioned and a conscious decision made not to pursue.

Specifically for training-related interventions two and three, the CTE can use Kirkpatrick's (1998) four levels of evaluation in order to measure the effectiveness of new employee onboarding and cross-cultural training

- Perform a short online survey to know the opinion of the participants
- Perform a short written test to measure the level of understanding of the information presented during the orientation session about different key areas (e.g., university policies, cultural protocols, ease of website navigation)
- Generate a report based on observations about the delivery methods chosen to present the material content (e.g., power point or video content, most effective learning activities, best web components)
- Generate a report with testimonials about the effectiveness (e.g., orientation's impact on first month's performance, increased cultural competency and professional effectiveness, application of new teaching methods from online learning module)

Conclusion

Dynamic Consulting's positive first impression of the Center for Teaching Excellence as a healthy and dynamic organization was confirmed by our analysis of the findings and diagnosis of the organization. Furthermore, the findings and diagnosis support an alignment between the organization and individuals' missions and evidence of personnel's commitment to enhance the practice of teaching to improve student learning. The leadership and staff are aware of the changing external environment and want to meet the teaching development needs of faculty and graduates students. In gathering and analyzing data and diagnosing the organization, we constantly referenced the CTE's great work and asked, "How can the CTE reach more faculty, in order to impact more students?" Our sense of urgency increased as the QEP was approved, which will increase the demand for CTE programs and services. As consultants, we believe the execution and evaluation of the five interventions—mission/vision/goals, strategic alignment, and responsibility charting; new employee onboarding; cross-cultural training, website/portal improvements, and instructional consultant capacity--will enhance the CTE's effectiveness. As Texas A&M University's President R. Bowen Loftin said about the CTE (see Figure 2) at April 2012's Faculty Groups Reception, "We hold in our hand a [CTE] jewel. Now is the time to unwrap the jewel and let it shine."



Figure 2: President R. Bowen Loftin, Dr. Karen Loftin and the CTE staff at the April 2010 Faculty Groups Reception at the president's home.

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Appendix A
Consulting Agreement
Center for Teaching Excellence (CTE) and Dynamic Consulting
(Adapted from McLean, 2006)

By this contract, the Center for Teaching Excellence (CTE) and Dynamic Consulting, an independent consulting firm, formed as a work team in EHRD 625: Organization Development and Performance in HRD, acknowledge and agree to the following:

1. All materials and information furnished during the course of this consultancy, including brochures, reports, correspondence, etc., are for the exclusive use of Dynamic Consulting in support of this contract. Dynamic Consulting agrees to use such materials only for purposes consistent with the objectives of CTE. All materials remain the property of the CTE, to be returned at its request or upon termination of this contract.
2. Dynamic Consulting agrees that, upon termination, no materials or property belonging to the CTE will be taken, including but not limited to the originals or copies of any correspondence, memos, manuals, or any other documents or records, and that Dynamic Consulting will return whatever may be in his possession at that time, except for what is needed to fulfill EHRD 625 course requirements and as agreed on and specified in writing. All products developed under the provisions of this contract are the proprietary rights of the CTE and may not be used by Dynamic Consulting for any further financial gain, but may be used to fulfill EHRD 625 course requirements. Dynamic Consulting will destroy notes taken that might violate confidences if returned to the client. One copy of all materials developed will be given to Dynamic Consulting for its files or may be retained in its computer files.
3. All information gained during the contract, including but not limited to clients, procedures, etc., shall be considered confidential information. Such information shall not be shared with any person, agency, or corporation, directly or indirectly, at any time, either prior to or subsequent to termination of this contract, other than the EHRD 625 course professor and participants. This provision will expire three years after termination of the consultation.
4. During the course of this contract, Dynamic Consulting will not undertake any other consulting relationship that will be detrimental to the contracted obligations to CTE.
5. Dynamic Consulting's hourly pay is to be compensation by drinks and snacks while consulting.
6. This contract will remain in force until canceled by either party in writing, without advanced notice being required.
7. The CTE will provide all facilities and supplies for the proposed activities, as needed.
8. Dynamic Consulting will use some of the CTE's facilities to support a quality management transformation. This activity may include, but not be limited to, coaching of senior management in the implementation of a quality management process, providing feedback

during management and employee meetings designed to improve processes, assisting in identifying processes for statistical process control, and so on. Additional organization development activities would also fit under the purview of this contract as mutually agreed upon.

9. Dynamic Consulting agrees that it will not attempt to induce clients, members or employees of CTE or its successors away from CTE, either during the contract or after its termination. It will not canvass, solicit, take away, or interfere with any business, clients, or trade of CTE.
10. In the event of any violations of this agreement, any fees, costs, or expenses incurred by the injured party in seeking compliance will be borne by the other party, assuming that reasonable efforts have been made to reach satisfactory compliance through means other than the courts.

This agreement was signed on the 29th day of February 2012.

Dynamic Consulting

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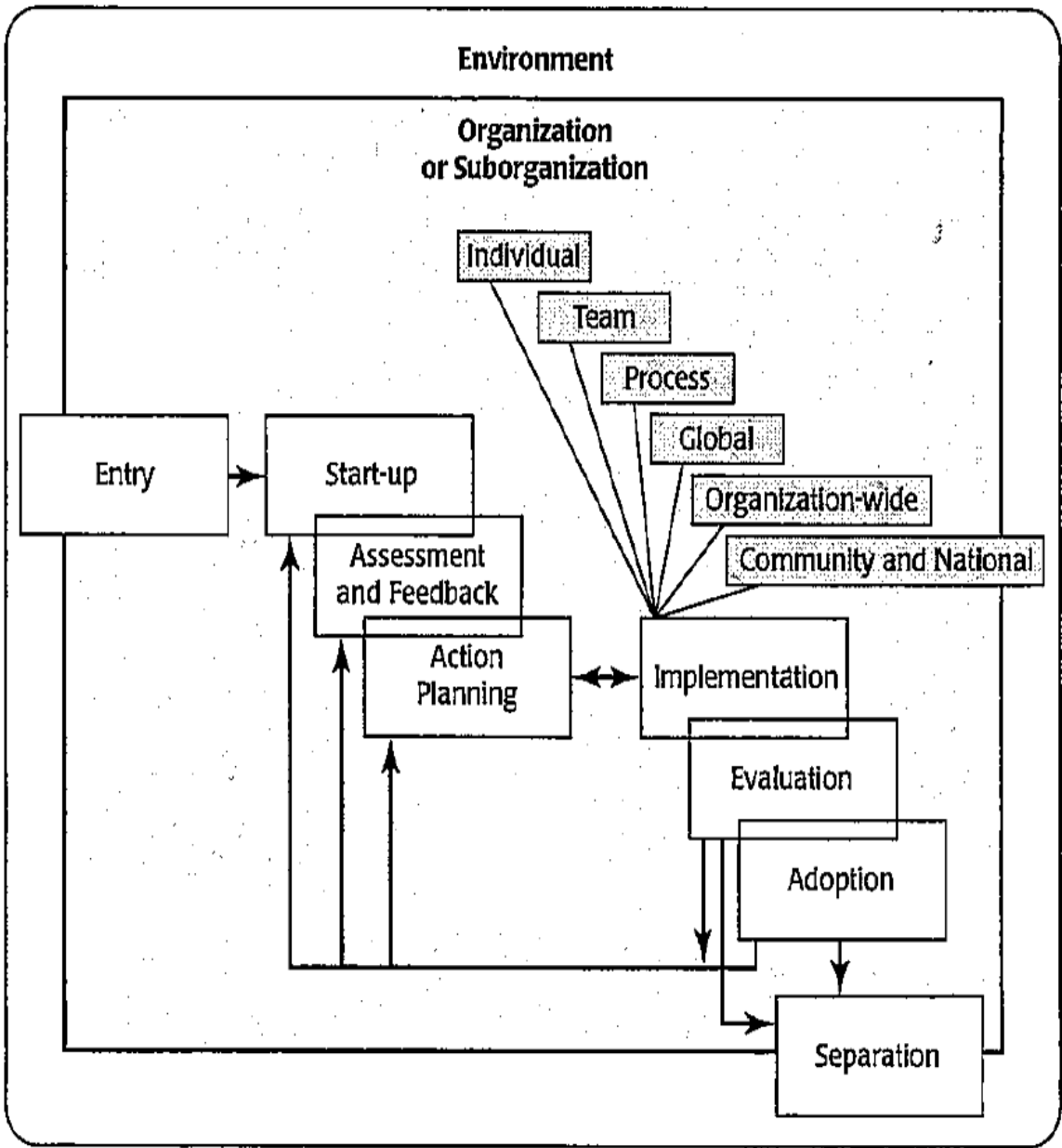
Center for Teaching Excellence (CTE)

By:

X. Ben Wu, Director

Debra Fowler, Associate Director

Appendix B
Organization Development Model (McLean, 2006)



Appendix C
Website Analysis of CTE and Peer Institutions

Website Checklist	TAMU	Carnegie Mellon	University of Michigan
	Center for Teaching Excellence	Enhancing Education	Center for Research on Learning and Teaching (CRLT)
	http://cte.tamu.edu	http://www.cmu.edu/teaching/index.html	http://www.crlt.umich.edu/assessment/index.php
Overview of the Organization	No. CTE only lists its services.	Yes. They present themselves answering the question “Who we are” (e.g. when did they establish and who work in this organization).	Yes. They present themselves on their home page. (e.g. when did they establish and who do they partner with).
Mission Statement	Yes. CTE provides the information answering “What do we do for you”.	Yes. They provide the information answering “Our Mission”.	Yes. They provide the information answering “Mission Statement”.
Key personnel (include name, qualifications, photos)	No. CTE only lists its personnel photos and their titles in the organization.	Yes. They provide a brief description of the professional and academic profile of each member of the organization.	Yes. They provide a brief description of the professional and academic profile of each member of the organization.
The kind of work that the organization do	Yes. CTE answers the question “What we do for you” (e.g. lists of workshops and consulting).	Yes. They list their services on the home page and provide an individual link to each of them.	Yes. They list their services on the home page and provide a filter for their clients (e.g. filter for faculty or postdocs).
A list of previous clients (with permission)	Yes. Some testimonials provided come from within the organization.	No. They provide a direct link to their center annual report.	No. They provide a direct link to their center annual report.
A brief description of cases on which the organization has worked (e.g. annual report)	No.	Yes. They provide a direct link to their center annual report.	Yes. They provide a direct link to their center annual report.

Website Checklist	TAMU	Carnegie Mellon	University of Michigan
Publications that personnel in the organization have authored	No.	Yes (ENHANCING EDUCATION > Other Resources) They provide a direct link for reports and document generated by the center	Yes (Home > Services for Graduate Students and Postdocs > Publications for GSIs and Postdocs) They provide a direct link for reports and document generated by the center
An opinion piece that lends a dynamic character to the Website and will give people a reason to return	Yes. CTE's website lists upcoming events and highlight important information of the center	Yes. They provide news and document update in their website	Yes. They provide news and document update in their website
Any product that the organization has for sale	CTE provides a registration link for an upcoming teaching conference (e.g. Wakonse South Conference)	They provide a link for a new book written by their staff.	They provide a link for a new book written by their staff.
Information on how the organization can be reached	Yes.	Yes	Yes

Appendix D
QEP/CTE/ITS Analysis

	QEP	CTE	ITS
Links	http://provost.tamu.edu/initiatives/quality-enhancement-plan/TAMUQEPforWEB_021712.pdf	http://cte.tamu.edu/	http://itsinfo.tamu.edu/
Overview			
Vision		<ul style="list-style-type: none"> • The Center for Teaching Excellence enhances the practice of teaching to improve student learning. <i>Source: 2010-11 Annual Report p.1</i> 	<ul style="list-style-type: none"> • Instructional Technology Services provides professional development opportunities, administers online learning resources, and empowers instructors to use best practices in higher education to enhance student learning through the use of technology at Texas A&M University. <i>Source: ITS Training & Events p.1</i>
Mission		<ul style="list-style-type: none"> • Design and deliver programs to meet the teaching needs of our faculty, teaching assistants, and institution • Promote evidence-based teaching practice, support the scholarship of teaching and learning, and contribute to the scholarship of faculty development. • Support effective peer mentoring and formative assessment to improve teaching. • Recognize and highlight teaching innovations and achievements of our 	<ul style="list-style-type: none"> • We conduct a full range of no-cost, hands-on training that complements various learning styles, leverages teaching and learning resources, and fosters effective course design • We provide reliable support and assistance—at our offices or yours, by phone, or through email—to demonstrate best practices in using instructional technology tools • We continually expand the scope of our professional development and support services with a focus on emerging and relevant instructional

	QEP	CTE	ITS
		faculty <ul style="list-style-type: none"> • Market the Center and seek funding to sustain and grow our programs <i>Source: 2010-11 Annual Report p.ii</i>	technology in higher education <ul style="list-style-type: none"> • We share techniques for integrating the pedagogical principles behind specific software or technology concepts and demonstrate how they can benefit your curriculum • We can bring customized, onsite training to you, whether for an entire department <i>Source: ITS Training & Events p.2</i>
Goals	<ul style="list-style-type: none"> • Student learning goal (p. 11): to improve student learning by developing the habits and skills for integrative and lifelong learning • Institutional goal: to create a culture that makes intentional and thoughtful engagement in high-impact learning experiences the norm for our students 	<i>Goals are the plan of action needed to reach a vision. Goals establish the framework of your vision.</i> <ul style="list-style-type: none"> • Develop a web based Texas A&M Faculty Teaching and Learning Portal to engage faculty in scholarly teaching, promote communication in teaching and learning, and showcase teaching innovation and achievements. • Support individual departments in curricular redesigns (focused on high impact practices). <i>Source: 2010-11 Annual Report p.1</i>	<ul style="list-style-type: none"> • Not specified

Staffing	<ul style="list-style-type: none"> • Not applicable (multi-departmental committee) 	<ul style="list-style-type: none"> • One (1) Director (Part-time) • One (1) Assistant Director • Six (6) full time staff <p><i>Source: CTE Organizational Chart</i></p>	<ul style="list-style-type: none"> • One (1) Director • Two (2) Assistant Director • Twelve (12) full time staff <p><i>Source: ITS Training & Events p.10</i></p>
High Impact Educational Practices (p. 13)			
	1. First-year seminars and experiences	<ul style="list-style-type: none"> • Graduate Teaching Academy (GTA) • Teaching Assistant Training 	
	2. Common intellectual experiences	<ul style="list-style-type: none"> • Wakonse South • Faculty Teaching Academy <p><i>Source: 2010-11 Annual Report p.11</i></p>	<ul style="list-style-type: none"> • Teaching with Technology Conference <p><i>Source: Technology conference</i></p>
	3. Learning communities	<p>-Learning Communities 2009-2010:</p> <ul style="list-style-type: none"> • How people learn • Inquiry/Research Based Learning • Transfer • International Teaching Assistant Forum • Teaching First Year Students • Writers Group <p><i>Source: 2009-10 Annual Report p.9</i></p> <p>-Learning Communities 2010-2011:</p> <ul style="list-style-type: none"> • Writers Group <p><i>*2010-11 Annual Report p.9</i></p>	<p>-Communications:</p> <ul style="list-style-type: none"> • What a Wiki Can Do for You • Create and Customize a WordPress Blog <p>-E-Learning</p> <ul style="list-style-type: none"> • eLearning Collaboration & Communication Tools • 100 Inspiring Ways to Use e-Learning Groups <p><i>Source: ITS Training & Events p.6&9</i></p>
	4. Writing intensive courses	<p>-Assessment Strategies Series:</p> <ul style="list-style-type: none"> • Creating Learning Outcomes (Kinesiology department). • Writing and Grading Multiple Choice Test Questions • Syllabus Workshop <p><i>Source: 2009-10 Annual Report p.7</i></p>	<ul style="list-style-type: none"> • None

		<i>Source: 2010-11 Annual Report p.7</i>	
	5. Collaborative assignments and projects	<ul style="list-style-type: none"> -Workshops: <ul style="list-style-type: none"> • Why Clickers? -Consulting: <ul style="list-style-type: none"> • Early Feedback Program (EFP)- CTE & MARS -Teaching Academies: <ul style="list-style-type: none"> • Graduate Teaching Academy (GTA)- CTE & GTA <i>Source: 2010-11 Annual Report p.10-12</i>	<ul style="list-style-type: none"> • None
	6. Undergraduate research	<ul style="list-style-type: none"> • Undergraduate Research Workshop <i>Source: 2010-11 Annual Report p.5</i>	<ul style="list-style-type: none"> • None
	7. Diversity/global learning	<ul style="list-style-type: none"> -Workshops: <ul style="list-style-type: none"> • Lecturing Well • Engaging Students in Classroom Discussion • Teaching Today's Student <i>*2010-11 Annual Report p.6-7</i>	<ul style="list-style-type: none"> • None
	8. Service learning/community-based learning	<ul style="list-style-type: none"> Consulting: <ul style="list-style-type: none"> • Program Consulting • Individual Consulting • One Semester Teaching Enhancement Program (OSTEP) <i>*2010-11 Annual Report p.8-9</i>	<ul style="list-style-type: none"> -Communications: <ul style="list-style-type: none"> • What a Wiki Can Do for You • Create and Customize a WordPress Blog -E-Learning <ul style="list-style-type: none"> • eLearning Collaboration & Communication Tools • 100 Inspiring Ways to Use e-Learning Groups <i>Source: ITS Training & Events p.6&9</i>
	9. Internships	<ul style="list-style-type: none"> • One (1) graduate level intern. 	<ul style="list-style-type: none"> • None
	10. Capstone courses and projects	<ul style="list-style-type: none"> • Course Design Series 	<ul style="list-style-type: none"> • None

		-Consulting: <ul style="list-style-type: none"> • One Semester Teaching Enhancement Program (OSTEP) <i>Source: 2010-11 Annual Report p.9-10</i>	
Integrative learning is a set of skills and abilities that students develop over time to make conceptual links among different perspectives, formal education, and life experiences (p. 14),			
	<ul style="list-style-type: none"> • Classroom experiences 	Teaching Strategies Series: <ul style="list-style-type: none"> • Active & Collaborative Learning • Teaching Large Classes • How Students Learn • Engaging Students in Classroom Discussion Assessment Strategies Series: <ul style="list-style-type: none"> • Developing Critical Thinking <i>Source: 2010-11 Annual Report p.8-9</i>	<ul style="list-style-type: none"> • Professional Certification in Online Teaching Description and Requirements. <i>Source:</i> https://wikis.tamu.edu/display/itsdocs/Professional+Certification+in+Online+Teaching+Description+and+Requirements
	<ul style="list-style-type: none"> • Experiential strategies: service learning, study abroad, internships 	DoF-CTE Faculty Professional Development Series: <ul style="list-style-type: none"> • Developing High Impact International Experiences for Students <i>Source: 2010-11 Annual Report p.5</i>	<ul style="list-style-type: none"> • None
Lifelong Learning (p. 14)			
	1. The preparation of individuals for the management of their adult lives	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
	2. The distribution of education throughout an individual's lifespan	-Teaching Strategies Series: <ul style="list-style-type: none"> • Lecturing Well <i>Source: 2010-11 Annual Report p.6</i>	<ul style="list-style-type: none"> • None

Blackboard Learn as next learning management system (LMS) (p. 17)			
	<ul style="list-style-type: none"> • Organize and implement high-impact learning experiences 	<ul style="list-style-type: none"> • Faculty Teaching and Learning Portal (portal not synchronized/linked to Blackboard) <i>Source: 2010-11Annual Report p.16</i> 	<ul style="list-style-type: none"> -E-Learning: <ul style="list-style-type: none"> • Introduction to e-Learning for New Users • E-Learning Grade Books with Excel & Compass <i>Source: ITS Training & Events p.6</i>
	<ul style="list-style-type: none"> • Facilitate and assess commitments and reflections 	<ul style="list-style-type: none"> • Faculty Teaching and Learning Portal (portal not synchronized/linked to Blackboard) <i>Source: 2010-11Annual Report p.16</i> 	<ul style="list-style-type: none"> -E-Learning: <ul style="list-style-type: none"> • E-Learning Assessment & Evaluation Tools -Instructional Development: <ul style="list-style-type: none"> • Effective Use of the Turnitin Plagiarism and Citation Tool -Core Courses: <ul style="list-style-type: none"> • Assessment in Online Learning <i>Source: ITS Training & Events p.2& 6-7</i>
	<ul style="list-style-type: none"> • Blackboard Learn “communities” 	<ul style="list-style-type: none"> • Faculty Teaching and Learning Portal (portal not synchronized/linked to Blackboard) <i>Source: 2010-11Annual Report p.16</i> 	<ul style="list-style-type: none"> -User Group Meetings-We coordinate frequent user group meetings for the Texas A&M teaching community to exchange ideas and share practical experiences in using instructional technology. <ul style="list-style-type: none"> • Blackboard Webinar Demo • McGraw-Hill Connect Demo • Second Life <i>Source :Link to User Group Meeting</i>
	<ul style="list-style-type: none"> • Blackboard Learn “ePortfolio tool” 	<ul style="list-style-type: none"> • Faculty Teaching and Learning Portal (portal not synchronized/linked to Blackboard) <i>Source: 2010-11Annual Report p.16</i> 	<ul style="list-style-type: none"> • None

Academic and support units, including the CTE, ITS, OIA, and other related units will develop and provide professional development opportunities [see below] for faculty and staff (p. 21)			
	<ul style="list-style-type: none"> • Workshops 	<ul style="list-style-type: none"> • Syllabus • Teaching Portfolio • Teaching Strategies Series • Lecturing Well • Engaging Students in Classroom Discussion • Active & Collaborative Learning • Why Clickers? • Blended Approaches for Enhancing Student Learning in Large Classes • How Students Learn • Teaching Large Classes • Assessment Strategies Series • Creating Rubrics • Critical Thinking • <u>Course Design Series</u> <ul style="list-style-type: none"> Session I: Beginning with the End in Mind Session II: Assessment and Feedback Session III: Designing Learning Experiences Session IV: Putting It All Together <p><i>Source: 2010-11 Annual Report p.5</i></p>	<p>-Core Courses:</p> <ul style="list-style-type: none"> • Fundamentals of Teaching Online • <u>Content Design and Development</u> • Assessment in Online Learning <p>Source: <i>Source: ITS Training & Events p.5</i></p>
	<ul style="list-style-type: none"> • Learning communities 	<ul style="list-style-type: none"> • Writers Group <p><i>Source: 2010-11 Annual Report p.10</i></p>	<p>-User Group Meetings-We coordinate frequent user group meetings for the Texas A&M teaching community to exchange ideas and share practical</p>

			<p>experiences in using instructional technology.</p> <ul style="list-style-type: none"> • Blackboard Webinar Demo • McGraw-Hill Connect Demo • Second Life
	<ul style="list-style-type: none"> • Consultation 	<ul style="list-style-type: none"> • Individual Consulting • Program Consulting <p><i>Source: 2010-11Annual Report p.5</i></p>	<ul style="list-style-type: none"> • Personal Consultations in workrooms with equipment. <p><i>Source: ITS Training & Events p.10</i></p>
<p>Web-based resources will be developed and made available through the university's Faculty Teaching and Learning Portal. Topics are likely to include (p. 21).</p>			
	<ul style="list-style-type: none"> • Development and implementation of high impact learning experiences for 	Reference High Impact Learning Experiences, above	
	<ul style="list-style-type: none"> • Specific learning outcomes 	<p>-DoF-CTE Faculty Professional Development Series:</p> <ul style="list-style-type: none"> • Teaching in Honors – Many Paths from Promise to Achievement <p><i>Source: 2010-11Annual Report p.5</i></p>	<ul style="list-style-type: none"> • None
	<ul style="list-style-type: none"> • Large numbers of students 	<p>-Teaching Strategies Series:</p> <ul style="list-style-type: none"> • Blended Approaches for Enhancing Student Learning in Large Classes • Teaching Large Classes <p><i>Source: 2010-11Annual Report p.8</i></p>	<p>-Core Courses:</p> <ul style="list-style-type: none"> • Fundamentals of Teaching Online • Content Design and Development • Assessment in Online Learning <p>-E-Learning</p> <ul style="list-style-type: none"> • 100 Inspiring Ways to Use e-Learning Groups • E-learning Assignments & Grading Forms • E-learning Collaboration & Communication tools. <p>-Communication:</p> <ul style="list-style-type: none"> • Introduction to Web conferencing with Centra • Off-the-Chart Success Using Web

			<p>conferencing to Achieve Extraordinary Results.</p> <p>-Multimedia:</p> <ul style="list-style-type: none"> • Introduction to Podcasting with Audacity • Advanced Podcasting with Camtasia Studio <p><i>Source: ITS Training & Events p.8-9</i></p>
	<ul style="list-style-type: none"> • Development and implementation of a solid assessment plan 	<ul style="list-style-type: none"> • Student Evaluations: What are they telling me? <i>Source: 2009-10 Annual Report p.6</i> • Early Feedback Program (EFP) <i>Source: 2010-11Annual Report p.10</i> 	<p>-E-Learning:</p> <ul style="list-style-type: none"> • E-learning Assessment & Evaluation Tools <p><i>Source: ITS Training & Events p.8</i></p>
	<ul style="list-style-type: none"> • Curriculum redesign 	<ul style="list-style-type: none"> • Department Consulting on Curriculum Redesign <i>Source: 2010-11Annual Report p.17</i> 	<ul style="list-style-type: none"> • None
	<ul style="list-style-type: none"> • Integrative learning 	<p>-Teaching Strategies Series:</p> <ul style="list-style-type: none"> • Learning Well • Engaging Students in Classroom Discussion. • Active & Collaborative Learning <i>Source: 2010-11Annual Report p.7</i> 	<p>-E-Learning:</p> <ul style="list-style-type: none"> • E-Learning Collaboration & Communication Tools <p><i>Source: ITS Training & Events p.8</i></p>
	<ul style="list-style-type: none"> • Lifelong learning 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

Creating a Culture (p. 23)			
	<ul style="list-style-type: none"> • New teaching assistant (TA) training 	<ul style="list-style-type: none"> • Teaching Assistant Training <i>Source: 2010-11 Annual Report p.12</i>	<ul style="list-style-type: none"> • None
	<ul style="list-style-type: none"> • New faculty orientation 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
	<ul style="list-style-type: none"> • Faculty and graduate students in teaching roles 	<ul style="list-style-type: none"> • Graduate Teaching Academy • Faculty Teaching Academy <i>Source: 2010-11 Annual Report p.11</i>	<ul style="list-style-type: none"> -Please see list of: • Core Courses • E-Learning • Instructional Development • Multimedia • Communications <i>Source: ITS Training & Events</i>

Appendix E
Staff Interview Questions

1. What is your job role?
2. Do you have a clear understanding of the CTE mission? What is the CTE's mission?
3. Are you familiar with QEP? Share with us your understanding.
4. How do you think QEP will affect your role in CTE?
5. Have you seen any positive/negative reaction from faculty/staff/departments about the QEP?
6. Do you know about any specific activities/actions done by CTE in preparation for QEP?
7. Talk about the interrelations in the center.
8. What do you think about the communication between CTE & ITS?
9. What would be the ideal situation for the interaction between CTE & ITS?
10. What are the CTE issues/challenges in regards with QEP?
11. Do you think there is an understanding of the relevance of the CTE by faculty/staff/departments?
12. Share with us 2-3 things that could enhance the presence/functions of the CTE
13. Share with us the interaction of the CTE with the academic departments/colleges.

Appendix F
CTE Staff Email and Survey

Subject: By insert date: Complete CTE survey (please!)

Dear CTE colleague:

As you may know, I'm taking Organization Development (OD) this semester and have teamed with four classmates to form a consulting group. For our major course project, the CTE has graciously agreed to be our client.

Our consulting group meets at least weekly (you may have seen us in the small conference room on Wednesday afternoons) and is using a model to assess the CTE, explore the changing environment, and make recommendations. As an example, one of the changes we're analyzing is the university's Quality Enhancement Plan (QEP) and the CTE's role in implementing the QEP.

By insert date, will you please complete an eight-question online survey? We need your input! Your voice is important to the CTE and critical to the project. You can access the survey by clicking on the following link: insert link.

Thank you in advance for your time and input. If you have any questions, please let me know.

Best,

Appendix G
CTE Faculty and Student Advisory Board (FSAB) Email Survey

Subject: By insert date: Your input regarding the CTE

Dear FSAB faculty member:

The Center for Teaching Excellence (CTE) is interested in your input, please.

I'm a CTE graduate student intern taking Organization Development (OD) and Performance this semester. For our major course project, four classmates and I formed a consulting group and the CTE graciously agreed to be our client.

Our consulting group is using a model to assess the CTE, explore the changing environment, and make recommendations. As an example, one of the changes we're analyzing is the university's Quality Enhancement Plan (QEP) and the CTE's role in implementing the QEP.

By insert date, will you please complete an eight-question online survey? Since the CTE's primary clients are faculty, we need your input and perspective. Your voice is important to the CTE and critical to the project.

You can access the survey by clicking on the following link: insert link.

Thank you in advance for your time and input. If you have any questions, please let me know.

Best,

Appendix H
Swanson's (1995) Performance Diagnosis Matrix
CTE Analysis of Findings

Performance Variables	Performance Levels		
	Organizational Level	Process Level	Individual Level
Mission/Goal	<p>Does the organization mission/goal fit the reality of the economic, political, & cultural forces?</p> <ul style="list-style-type: none"> • Economic: Yes • Political: Yes • Cultural: Yes & no 	<p>Do the process goals enable the organization to meet organization & individual missions/goals?</p> <ul style="list-style-type: none"> • Organization: Yes • Individual: Yes 	<p>Are the professional & personal mission/goals of individuals congruent with the organization?</p> <p>Yes & no</p>
Systems Design	<p>Does the organizational system provide structure & policies supporting the desired performance?</p> <ul style="list-style-type: none"> • Structure: Yes • Policies/Guidelines: No • Technology: No • Reward System: Yes & no • Control: Yes • Goal/Budget Setting: Yes • Human Resource Allocation: Yes, within limitations 	<p>Are processes designed in such a way as to work as a system?</p> <p>Yes</p>	<p>Does the individual face obstacles that impede job performance?</p> <p>No</p>
Capacity	<p>Does the organization have the leadership, capital, & infrastructure to achieve its mission/goals?</p> <ul style="list-style-type: none"> • Leadership: Yes & no • Capital: No • Infrastructure: Yes & no 	<p>Does the process have the capacity to perform (quantity, quality, & timeliness)?</p> <ul style="list-style-type: none"> • Quantity: No • Quality: Yes • Timeliness: Yes & no 	<p>Does the individual have the mental, physical, & emotional capacity to perform?</p> <ul style="list-style-type: none"> • Mental: Yes • Physical: Yes • Emotional: Yes
Motivation	<p>Do the policies, culture, & reward systems support the desired performance?</p> <ul style="list-style-type: none"> • Policies: No • Culture: Yes • Reward System: Yes & no 	<p>Does the process provide the information & human factors required to maintain it?</p> <p>Yes</p>	<p>Does the individual want to perform no matter what?</p> <p>Yes</p>
Expertise	<p>Does the organization establish & maintain selection & training policies & resources?</p> <ul style="list-style-type: none"> • Selection: Yes • Training: No 	<p>Does the process of developing expertise meet the changing demands of changing processes?</p> <p>Yes & no</p>	<p>Does the individual have the knowledge & expertise to perform?</p> <p>Yes & no</p>

5. When ordering at a restaurant, I prefer to choose a food item I have not tried before. 1 2 3 4 5 6
6. I am invited to attend a play or concert that will be conducted in a language I do not understand. I accept the invitation. 1 2 3 4 5 6
7. I am asked to be a consultant on a global project. My suggestions are continually ignored by the multi-country team. I withdraw, making suggestions only when I am asked. (reverse) 1 2 3 4 5 6
8. My primary reason for wanting an international business experience is that it will help me forward my career. (reverse) 1 2 3 4 5 6
9. The company for which I work is engaged in a global continuous improvement initiative. In this effort, I believe that it is important to reflect from time to time on how past developments and progress impact our current work. 1 2 3 4 5 6
10. I become ill while in a host country. I trust the doctors to do a good job even though they do not speak my language. 1 2 3 4 5 6
11. Following a large international company event, I choose to join an informal international group for continued socializing. 1 2 3 4 5 6
12. My primary reason for wanting an international business experience is that it will provide me with a sense of adventure. 1 2 3 4 5 6
13. While preparing for a two-year assignment in another country, my spouse and I discuss schooling arrangements for our children. I prefer a school that is similar to one in which they are currently enrolled. (reverse) 1 2 3 4 5 6
14. While traveling in another country, I use that culture's normal way of greeting people. 1 2 3 4 5 6
15. While on an international assignment, our company asks for volunteers for community programs. I choose not to volunteer. (reverse) 1 2 3 4 5 6

16. My primary reason for wanting an international business experience is that it will help me improve my image with my co-workers. (reverse) 1 2 3 4 5 6
17. I consider whether an e-mail message being sent to another country should be composed differently from those I send in my own country. 1 2 3 4 5 6
18. When meeting people from different cultures, I refrain from asking questions about their culture as I do not want to appear ignorant or make them uncomfortable. (reverse) 1 2 3 4 5 6
19. When visiting another country, I often do not understand comments that cause others to laugh, even though everyone is speaking in my language. I attempt to discover why the comments are considered funny. 1 2 3 4 5 6
20. My primary reason for wanting an international business experience is that it will help me help others. (reverse) 1 2 3 4 5 6
21. When I arrive at my international destination, my host is not there to meet me. I have never been in this country, do not speak the native language, and cannot reach my host. Even after a few hours have passed, I continue to wait, confident that my host will arrive. 1 2 3 4 5 6
22. I am assigned to a country in which I have difficulty understanding many of the cultural differences. I do not get along with my assigned liaison. I analyze the cultural reasons why we do not work well together. 1 2 3 4 5 6
23. When facilitating an international brainstorming session to generate ideas, I wait until all ideas have been presented before making judgments about the usefulness of the ideas. 1 2 3 4 5 6
24. My primary reason for wanting an international business experience is that it will help me escape undesirable current circumstances and make a new start. (reverse) 1 2 3 4 5 6
25. At a business meal in another country, I am not familiar with the eating utensils provided. I choose to use my preferred utensils. (reverse) 1 2 3 4 5 6

26. While in another country preparing to make a presentation, a co-worker offers to share experiences from that country. I decline as I do not want to be biased by anyone's perspective. (reverse) 1 2 3 4 5 6
27. When a colleague from another country and I have a different solution to a business problem, I listen fully to their recommendations before stating my opinion. 1 2 3 4 5 6
28. My primary reason for wanting an international business experience is that it will allow me to experience a style of living that is superior to my current life style with servants, better house, lower cost of living, and so forth. (reverse) 1 2 3 4 5 6
29. I am invited to join my international host and colleagues for dinner. Throughout the dinner, they speak in their language which I do not understand. I am frustrated. (reverse) 1 2 3 4 5 6
30. At an international dinner party, my colleagues ask me what I value most in my culture. This is easily answered as I have thought through my cultural values. 1 2 3 4 5 6
31. When in another country, my attempts at humor are often met with silence. I keep trying, knowing from experience that my humor is appreciated; it will be appreciated in this country once the people get to know me. (reverse) 1 2 3 4 5 6
32. My primary reason for wanting an international business experience is to learn how businesses operate in other cultures. 1 2 3 4 5 6
33. On an international business trip, I brought along work that I planned to complete in the evenings. My hosts made other plans for my evenings. Although I do not want to participate, I do so at the expense of my planned work. 1 2 3 4 5 6
34. When asked by someone from another country about the religious values of my country, I avoid the question, as it is too personal and inappropriate. (reverse) 1 2 3 4 5 6
35. I am an advisor for an international Research and Development team. During a team meeting, an idea is selected that I know is difficult, if not impossible, to produce. I say nothing because the team has already selected the idea. (reverse) 1 2 3 4 5 6

36. My primary reason for wanting an international business experience is to learn best practices and principles regarding diversity to apply in my home country. 1 2 3 4 5 6
37. I am on the food committee for a reception for company representatives from three countries. As the majority of attendees are from my home country, we choose food primarily from my home country. 1 2 3 4 5 6
38. I am on a work assignment outside of my home country. I prefer not to drink the beverage(s) traditionally served with the meal. I ask my liaison ahead of time to help arrange for my preferred beverage. 1 2 3 4 5 6
39. In business cultures, I often use humor. When in the same situation with someone from another country, I use logic because I fear that my humor and what is humor in their country could create a barrier between us. 1 2 3 4 5 6
40. My primary reason for wanting an international business experience is to learn about and experience different types of organizational structures. 1 2 3 4 5 6
41. At an international business banquet in my honor, the main course is food that I have never tried. It looks strange to me, but I try it anyway. 1 2 3 4 5 6
42. In an effort to value others, I attempt to treat everyone the same. (reverse) 1 2 3 4 5 6
43. At an international reception, I hear someone telling a joke that is disrespectful of colleagues from another country. I do not laugh with the group. 1 2 3 4 5 6
44. My primary reason for wanting an international business experience is to help improve business structures and styles in other countries. (reverse) 1 2 3 4 5 6
45. When working on a global business project, I am comfortable not knowing exactly what the end result will be. 1 2 3 4 5 6
46. While on a business trip to another country, I find that my views on many issues are different from my hosts'. I ask questions to determine how and why their views are so different from mine. 1 2 3 4 5 6

47. While traveling in another country for the first time, I am asked what to do in a particular business situation. I offer several suggestions, but the person who made the request wants only one solution. I choose what I think is the best suggestion and present it. (reverse) 1 2 3 4 5 6
48. My primary reason for wanting an international business experience is to gain prestige. (reverse) 1 2 3 4 5 6
49. An international team member suggests improvements to our global project after our team has worked months to obtain final approval. We decide to move forward as our colleague has had sufficient time for input earlier. (reverse) 1 2 3 4 5 6
50. When traveling in another country, I try to find out how my behaviors will need to change if I am to be effective. 1 2 3 4 5 6
51. When speaking in my language with someone whose native language is different from mine, I speak at my normal pace and enunciation, while attempting to determine if I am understood. If I am not, I then speak more slowly and distinctly than I would normally. 1 2 3 4 5 6
52. My primary reason for wanting an international business experience is to receive higher pay because of hardship posting. (reverse) 1 2 3 4 5 6
53. When visiting my company's facilities in another country and finding that a process used at home is not working well there, I attempt to discover how the process needs to be modified to work better in that country. 1 2 3 4 5 6
54. I usually continue my normal tipping practices when I travel outside of my country. (reverse) 1 2 3 4 5 6
55. While working as a trouble-shooter in another country, a colleague and I, from different countries, are having trouble agreeing on a solution to a problem. To avoid conflict, I go along with my colleague's solution. (reverse) 1 2 3 4 5 6
56. My primary reason for wanting an international business experience is to learn or practice another language. 1 2 3 4 5 6

57. I prefer not to be around smoking. The international meeting I am attending is filled with people smoking. I ask the organizers to prohibit smoking during sessions. (reverse) 1 2 3 4 5 6
58. When traveling to a country that is new to me, I wait until I arrive in the country to learn about it to avoid becoming biased by others' experiences. (reverse) 1 2 3 4 5 6
59. If I have difficulty understanding someone whose native language is not mine, I keep our conversation short. (reverse) 1 2 3 4 5 6
60. My primary reason for wanting an international business experience is to get bargains by purchasing goods at low prices. (reverse) 1 2 3 4 5 6
61. In the middle of my presentation to an international audience, the audio part of a video fails. I keep the video running and paraphrase the audio, as I know the video. 1 2 3 4 5 6
62. While at a reception where one-quarter of those in attendance are from another country, I choose to spend most of the time with people from a country other than my own. 1 2 3 4 5 6
63. I try to understand other people's thoughts and feelings when communicating with them. 1 2 3 4 5 6
64. My primary reason for wanting an international business experience is to travel at company expense. (reverse) 1 2 3 4 5 6
65. In another country, my host is not able to provide me with a computer during my four-week visit. I explain that I cannot complete my work under these circumstances, and they will need to provide me with a computer. (reverse) 1 2 3 4 5 6
66. I know the appropriate customs used in another country when being introduced to someone of the opposite sex. Nevertheless, I wait for the other person to set the example. 1 2 3 4 5 6

67. I am comfortable meeting and relating to people who are from other cultures and quite different from me. 1 2 3 4 5 6
68. My primary reason for wanting an international business experience is to provide educational experiences for my family. (reverse) 1 2 3 4 5 6

Discovering Global Effectiveness Profile Feedback

Enter the number you have circled for each question in the appropriate cell in the table below. If a question has been marked with (reverse), enter 1 for a 6, 2 for a 5, 3 for a 4, 4 for a 3, 5 for a 2, and 6 for a 1. When all cells have been filled in, total each column.

Flexibility, Adaptability, & Ambiguity	Cultural Awareness	Relationships	Motives
1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
13.	14.	15.	16.
17.	18.	19.	20.
21.	22.	23.	24.
25.	26.	27.	28.
29.	30.	31.	32.
33.	34.	35.	36.
37.	38.	39.	40.
41.	42.	43.	44.
45.	46.	47.	48.
49.	50.	51.	52.
53.	54.	55.	56.
57.	58.	59.	60.
61.	62.	63.	64.
65.	66.	67.	68.

