Affordable Materials Grants, Round 19:

Transformation Grants

(Spring 2021-Spring 2022)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission.
* The only way to submit the official proposal is through the online Google Form. The link to the online application is on the [Round 19 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r19).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 18 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 26, 2021 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just list leave the submitter blank.*

| Requested information | Answer |
| --- | --- |
| Institution(s) | Georgia Institute of Technology |
| Applicant name | Eugene Kim |
| Applicant email | Eugene.Kim@scheller.gatech.edu |
| Applicant position/title | Associate Professor |
| Submitter name | Jiani Zhu |
| Submitter email | jiani.zhu@scheller.gatech.edu |
| Submitter position/title | Ph.D. Candidate/Graduate Student Instructor |

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1: Instructor of record - Content | Eugene Kim | Eugene.Kim@scheller.gatech.edu |
| Team member 2: Graduate student instructor of record - Content | Jiani Zhu | jiani.zhu@scheller.gatech.edu |
| Team member 3: Case writing and storytelling consultant | Robert Griffin | rob.griffin@lmc.gatech.edu |
| Team member 4: Web designer | To be recruited |  |
| Team member 5: Interactive Designer | To be recruited |  |

If you have any more team members to add, please enter their names and email addresses in the text box below.

|  |
| --- |
| The team will hire **translators** to translate the learning materials into at least two foreign languages. |

# Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories  *Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | *Priority categories:*   * Collaborative Projects with Professional Support * Student Participation in Materials Evaluation and/or Development |
| Requested Total Amount of Funding  *$30,000 maximum total award per grant* | $24,000 |
| Final Semester of Project | Spring 2022 |
| Using OpenStax Textbook?  *This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | No |

# Impact Data

Please fill in the data below with impact data in below with one course (all sections) in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.** If the materials used by different instructors in a course vary drastically, it is possible to enter one course per instructor.

For a multi-course project, if a significant amount of students are assumed to take courses in a sequence and only one textbook is used for these courses, please take this into account in your total *(i.e. only include that book in the first course they would purchase it for OR adjust the number of students affected. Please explain in the notes section if making such adjustments).*

## Course 1

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | Organizational Behavior MGT3101 |
| N/A | Course instructors | Eugene Kim, Jiani Zhu |
| 1 | Average number of students enrolled per section | 54 |
| 2 | Average number of affected course sections scheduled in a summer semester | 1 |
| 3 | Average number of affected course sections scheduled in a fall semester | 2 |
| 4 | Average number of affected course sections scheduled in a spring semester | 2 |
| 5 | Total number of course sections scheduled in an academic year  *Add up rows 2-4.* | 5 |
| 6 | Total number of student section enrollments per academic year  *Multiply row 1 and row 5.* | 270 |
| 7 | Original required commercial materials  *Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | *Organizational Behavior: Improving Performance and Commitment in the Workplace* by Colquitt, LePine, and Wesson (7th Edition)  $164  A collection of Harvard Business Review cases  $35.8  The selection of cases varies by session. Some examples are cases are:  *Coach Knight: The Will to Win* by Scott A. Snook, Leslie A. Perlow, and Brian J. Delacey  *Engstrom Auto Mirror Plant: Motivating in Good Times and Bad* by Michael Beer and Elizabeth Collins |
| 8 | Original cost per student section enrollment  *Add up the cost of all materials in row 7.* | $199.8 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment  *Subtract row 9 from row 8.* | $199.8 |
| 11 | Projected total annual student savings per academic year  *Multiply row 10 and row 6.* | $53,946 |

**Impact Notes:**

Organizational Behavior is a core course in almost all business school undergraduate curricula. Therefore, our interactive materials can be easily adopted by other business schools throughout the USG, the US, and worldwide.

# Narrative Section

## 1. Project Goals

*Goals for a Transformation Grant project go beyond just cost savings. Include goals for student savings, student success, materials creation, and pedagogical transformation here.*

Our goal is to eliminate the cost of attending MGT3101-Organizational Behavior by creating interactive case instructional materials that are free and more relevant to undergraduate students compared to the currently available ones. This course is required for all Business majors and taken by many other Georgia Tech students, including Engineering and Operation Research majors, and students from other USG universities such as Georgia State who take certain classes at Georgia Tech.

**Student saving goals:**As case study is an essential part of management education, instructors of MGT3101-Organizational Behavior require students to purchase various materials to support case studies. This includes a textbook on Organizational Behavior (Price: $164), which includes short cases. Oftentimes, the content in this expensive textbook is substantially covered in lectures, and students only use the textbook for cases and related exercises. Students are also required to purchase additional Harvard Business Review long cases, which can cost up to a total of $35.8. Our first goal is to completely eliminate these substantial expenses for students by creating a collection of cases that are free to access online.

**Materials creation goals:** Our goal is to create a collection of short and long Organizational Behavior case studies that 1) are interactive and 2) cover topics that are more relevant to undergraduate students who will become entry-level employees in a few years. We will discuss our motivation for these conditions in the section below (Statement of Transformation). The collection of cases is intended to meet all case study needs for MGT3101. All learning materials created will be accessible via a dedicated case website.

**Student success goals:** By creating these materials,we aim at increasing 1) student interest, 2) student engagement, and 3) learning effectiveness.

**Pedagogical transformation goals:** Students in traditional case studies read (the case), think (through case questions), and discuss (in class). By creating an immersive online case study experience with interactive features, our cases will allow students to **experience, interact, feel, and think** before they **discuss** their insights with classmates.

## 2. Statement of Transformation

*Transformation Grants are awarded to teams focused on creating impactful changes. This section allows teams to describe why the project should be awarded. Include the following:*

* *A description of the current state of the course, department, and/or institution if relevant.*
* *An overall description of the project and how it will impact the course, department, and institution as described previously. Include references to scholarly literature to support the claims of your impact if possible.*

MGT3101-Organizational Behavior is a required core course for all Business majors at Georgia Tech. The course pertains to individual and team behaviors in organizational settings, and it covers topics including leadership, creativity, decision-making, and teamwork, etc. The learning objectives of the course are to 1) develop an understanding of OB concepts so that you can understand and analyze how organizations and the people within them work, 2) apply OB concepts to address real-world dilemmas that arise in the workforce, and 3) develop skills in the following areas: critical thinking, written and oral communication, teamwork, and leadership.

Case studies are in-depth examinations of scenarios within real-world contexts. The purpose of case studies is to prepare students to apply class concepts to their future careers and allow them to solve problems similar to those faced by professionals in the industry. Case studies have been a part of business education for decades, and research has demonstrated their effectiveness as a learning tool (Mesny, 2013).

However, **several issues** have become apparent regarding the current undergraduate case study curriculum for Organizational Behavior. First, using case studies **requires students to purchase expensive textbooks and case materials** as most high-quality cases are copy-righted. Second, the available cases, such as Harvard Business Review cases, **emphasize executive-level decision-making rather than issues faced by entry- and mid-level employees.** This is because most Organizational Behavior cases are written for MBA classrooms rather than undergraduate courses. Undergraduate students sometimes feel disconnected from the situations faced by high-level decision-makers described in the case. It’s hard for students to see the relevance when they know that they probably won’t enter executive-level positions soon and therefore will not encounter similar challenges in the near future. Third, the case reading experience could seem **tedious** for some, especially for longer cases (10+ pages) with detailed descriptions of the company and the accompanying challenges. Students often miss important details from the case because of a lack of interest and attention during the reading process.

Our team will provide a solution to the aforementioned three issues by creating a collection of short and long Organizational Behavior case studies that 1) are interactive, 2) cover topics that are more relevant to undergraduate students who will become entry-level employees in a few years, and 3) are freely accessible to instructors and students. All case materials created will be accessed via a dedicated case website.

1. **Interactive features.** Unlike traditional Organizational Behavior cases, which are read from the textbook or downloaded as a pdf file, our cases will be presented on our case website. Interactive components will be incorporated into the case reading experience to help students maintain attention and retain important details about the case. For example, rather than presenting the entire case article, the website will display one section at a time (i.e., segmenting; Mayer & Pilegard, 2005). We will also use question scaffolding to support active and reflective learning. Specifically, recall and reflection questions will be embedded throughout the case article. They will pop up when students read important details that warrant additional attention. To facilitate engagement, multimedia aids will be included in the reading experience. For example, rather than reading about a conversation between a manager and an employee, students will watch an animated video that demonstrates the conversation (this will be created by our interactive designer).

Another example of our interactive features allows students to make their final decision about cases by interacting with the case interface. Their decision will be demonstrated by an animated clip. For instance, if students, assuming the identity of the main character of the case, decide to quit their job, they will select the “quit” option and enter their reasons to quit onto the case interface. After that, an animated clip will play to show the character in conversation with the manager about quitting the job and the reasons for such a decision. The purpose of such design it to create an immersive case learning experience and motivate students to be intellectually and emotionally invested in the character and the situation.

Overall, the interactive components of our cases will help students better retain important information from the case to increase the effectiveness of class case discussions, boost case learning engagement, and encourage critical, reflective thinking.

1. **Increased relevance for undergraduate Business students.** Other thanexecutive-level decision-making, our collection of cases will also focus on issues faced by entry-level employees. While some pursue entrepreneurial endeavors, most Georgia Tech Business students enter the workforce as entry-level employees, such as analysts, junior consultants, and junior accountants. Therefore, for the undergraduate Business curriculum, we believe adding cases that emphasize challenges faced by entry-level employees will better prepare them to succeed in today’s globally competitive work environment. Specifically, in addition to cases that require students to make high-level decisions such as whether to keep or fire a plant manager, the cases in our collection will allow students to analyze situations such as handling office politics as a newcomer, dealing with supervisor unavailability, being an effective team member, gaining visibility as an entry-level employee, and building relationships with coworkers.

This type of topic will increase students’ perceived relevance of case assignments, which has been suggested to increase knowledge retention (e.g., Eng, 2017; McGuire, 2015) and learner engagement (Parsons, 2011). Students are also likely to encounter these challenges in the near future rather than a decade later, which makes them more likely to apply actionable knowledge acquired from the course when similar issues surface.

The undergraduate mission statement of Scheller College of Business of Georgia Tech is “get a firm grounding in the latest business thinking that will guide your *entire career*.” A collection of cases that emphasize both entry-level and managerial/executive level decision-making precisely reflects this goal.

## 3. Action Plan

*Transformation Grant projects are work-intensive and require project management in order to be successful. This section allows teams to describe how the team will fulfill the goals of the project. This section must include:*

* *The role(s) of each team member in the project with details as to the major tasks team members will complete, with an estimate of how long each task will take (e.g. number of hours).*

Dr. Eugene Kim and Jiani Zhu: Dr. Kim and Jiani will collect information about workplace challenges (~three weeks) and write the cases (~eight weeks). They will work with the interactive designer to design interactive case learning tools. The ease of use and effectiveness of the tools will be tested by Georgia Tech Business students. Dr. Kim and Jiani will also oversee the development and promotion of the case website. Finally, they will conduct qualitative and quantitative evaluations of the effectiveness of the case studies.

Dr. Robert Griffin: As a lecturer in the School of Literature, Media, and Communication, Dr. Griffin will help Dr. Kim and Jiani with the storytelling and general writing of the cases (~four weeks).

Web designer: The web designer will design and develop the case website (~six weeks).

Interactive designer: The web designer will develop the interactive case learning tools alongside Dr. Kim and Jiani (~four weeks).

Translators: Translators will translate the cases and learning tools to foreign languages (~two weeks).

* *A review of existing open, no-cost, and/or low-cost course materials for the course(s).*

*Organizations such as the Society for Human Resource Management offer some business cases, but few of them are pertinent to undergraduate Organizational Behavior classrooms, and the quality of the cases varies. Almost none of them are interactive.*

* *The plan for the selection, adoption, adaptation, and/or creation of new course materials (if applicable). Include plans for open licensing and plans for making your materials accessible. /The plan for redesigning your course(s), including any instructional design work, curriculum alignment, course accessibility changes, etc.*

Step 1: Evaluate MGT syllabi and make decisions concerning the topics the cases cover.

Step 2: Collect data about the challenges faced in the workplace by interviewing employees in various industries and gathering information from other resources such as business journals and magazines about events that can be transformed into Organizational Behavior cases.

Step 3: Draft the cases and receive feedback from Organizational Behavior scholars and case writers.

Step 4: Develop the case learning tools such as decision-making exercises, animated simulations, and case questions with the help of an interactive designer.

Step 5: Recruit Georgia Tech Business students to test the ease of use and effectiveness of the learning tools.

Step 6: Design and develop a website to house the materials.

Step 7: Translate the cases and relevant materials to other languages (at least two) to be accessible to Business schools in other parts of the world.

Step 8: Launch the case website, which is free to access for instructors and students around the world.

Step 9: Promote the case website worldwide by attending conferences, social media postings, and professional contacts.

Step 10: Collect feedback from users of the cases and domain experts.

* *The plan for providing open access to the new materials. Affordable Learning Georgia will host any newly created materials in our repository; please indicate if you are using other platforms in addition to the repository to host them.*

Beyond Affordable Learning Georgia, our case website will be hosted by Georgia Tech. It will also appear on the Georgia Tech Open Education website.

## 4. Quantitative and Qualitative Measures

*All Transformation Grant projects must measure student satisfaction, student performance, and course-level retention (drop/fail/withdraw rates), but teams and institutions will do this in varied ways. Outstanding applications will include measures beyond the minimum to gain meaningful insights into the impact of the project. Include the following:*

* *Each quantitative or qualitative measure to be used, along with a description of the methods and/or tools used to gather and analyze data.*

1. Collect student feedback on the usage of the cases and learning materials. A feedback survey will be included on the case website with both rating and open-ended questions. Students will be asked to fill out the feedback survey when they complete the case studies. We will also ask students if they would like to be interviewed regarding their usage of the cases. We plan to conduct 5-10 interviews at the end of the Spring 2021 semester.
2. Collect feedback from instructors who use the case website in their course on case quality and student performance. A survey for instructors will be included on the case website.
3. We will compare course grades and case study grades pre- and post-transformation for Georgia Tech MGT3101 sessions.
4. We will share the case website with Organizational Behaviors scholars and case writers in the community to request feedback and suggestions for further improvements.
5. We will present the case website at the 2022 Management & Organizational Behavior Teaching Society conference to gather feedback from the audience.

* *If the team needs IRB (Institutional Review Board) approval, please indicate this here. Each institution’s IRB functions differently, and teams will need to know how their institution’s IRB evaluates and approves of institutional research.*

*N/A*

## 5. Timeline

*This section allows teams to describe how the project will progress from its inception to the Final Report. Please provide a list of major milestones, events, and deadlines, aligned with your Action Plan and the final semester of your project. Include the submission of your Final Report in this list.*

Spring 2021

* Evaluate MGT syllabi and make decisions about the topics the cases cover.
* Collect data about the challenges faced in the workplace by interviewing employees in various industries and gathering information from other resources such as business journals and magazines about events that can be transformed into Organizational Behavior cases.

Summer 2021

* Write the cases based on the collected information.
* Develop case learning tools such as decision-making exercises, animated simulations, and case questions with the help of an interactive designer.

Fall 2021

* Design and develop a website to present the materials.
* Translate the cases and relevant materials to other languages (at least two) to be accessible to Business schools in other parts of the world.

Spring 2022

* Launch the case website.
* Promote the case website worldwide by attending conferences, social media postings, and professional contacts.
* Collect feedback from users of the cases and domain experts.

## 6. Budget

*Please enter your project’s budget below. Include personnel and projected expenses, keeping in mind that this funds the estimated time in your Action Plan. The maximum amounts for the award are as follows:*

* *$5,000 maximum per team member for salary, course release, travel, etc.*
* *Additional project expenses allowed, but must be adequately justified in this section*
* *$30,000 maximum total award per grant*
* Release time for Dr. Eugene Kim - $5,000
* Release time for Jiani Zhu - $5,000
* Release time for Dr. Robert Griffin - $5,000
* Salary for the web designer -$3,000
* Salary for the interactive designer -$3,000
* Salary for the translators -$2,000
* Travel and board for the Management & Organizational Behavior Teaching Society to present the case website - $1,000
* Total funds requested: $24,000

*Do not put this budget in the form of a table, as it will not transfer well to Google Forms for the official application—a bullet-point list is acceptable. Please keep all funding guidelines from the corresponding RFP in mind.*

## 7. Sustainability Plan

*Transformation Grants should have a lasting impact on the course for years to come. In order for this to happen, a Sustainability Plan needs to be in place after the end of the project. Please include here your plans for offering the course in the future, including:*

* *The maintenance and updating of course materials*

The content and assessment materials will be housed in the learning management system and on an open-access website at Georgia Tech. They are easy to maintain, modify, and update. Dr. Eugene Kim and Jiani Zhu will continue to maintain and update the case website.

* *The commitment of the department(s) or institution(s) to continue the use of affordable materials*

Dr. Kim and Jiani will use the case website in their future sessions of MGT3101.

* *Any possible expansion of the project to more course sections in the future*

After the efficacy is evaluated, Dr. Kim and Jiani will speak with other instructors of MGT 3101 about the effectiveness and cost-saving benefits of using the case website.

* *Future plans for sharing this work with others through presentations, articles, or other scholarly activities*

The team plans to present the final case website at the 2022 Management & Organizational Behavior Teaching Society conference and share their experience developing the case website, how to use it, and its effectiveness.

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the* [*Request for Proposals*](https://www.affordablelearninggeorgia.org/about/rfp_r18)*.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

|  |
| --- |
| Christina Shalley  Sharon M. and Matthew R. Price Chair  Professor of Organizational Behavior and  Area Coordinator  Scheller College of Business  Georgia Institute of Technology |

# Grants or Business Office Letter of Acknowledgment

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed letter.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of acknowledgment.*

*Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.*

|  |
| --- |
| Lakita Brooks MBA, CRA, CPCM  Division Manager | Assistant to General Manager  Office of Sponsored Programs  Georgia Institute of Technology | GTRC | GTARC |

**References**

Eng, N. (2017). *Teaching College: The Ultimate Guide to Lecturing, Presenting, and Engaging Students* (p. 266). New York, NY: CUNY Academic Works.

Mayer, R. E., & Pilegard, C. (2005). Principles for managing essential processing in multimedia learning: Segmenting, pretraining, and modality principles. *The Cambridge Handbook of Multimedia Learning,* 169-182.

McGuire, S. Y., & McGuire, S. (2015). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation.* Sterling, VA: Stylus.

Mesny, A. (2013). Taking stock of the century‐long utilization of the case method in management education. *Canadian Journal of Administrative Sciences, 30*(1), 56-66.

Parsons, J., & Taylor, L. (2011). Improving student engagement. *Current issues in education*, *14*(1).