

Assessment Information and Rubric

Subject Code	MGT100
Subject Name	Introduction to Management
Assessment Number and Title	Assessment 3 Individual Case Study
Assessment Type	Case Study Analysis
Length / Duration	Individual Essay Assignment 2000 words (+/- 10%)
Weighting %	30%
Total Marks	100
Submission	Online Submission
Mode	Individual-Online submission
Format	The report must be in MS word format, 1.5 spacing, 11-pt Calibri (Body) font and 2 cm margins on all four sides of page (A4) with appropriate section headings. Reference sources must be cited in the text of the report listed appropriately at the end in a reference list using APA referencing style.

Assessment Description and Instructions

Students are required to cover both case studies given below and answer questions given under each case studies.

Case Study 1 has **3 Questions** and Case Study-2 has **4 Questions** to answer.

Support your answers with appropriate management theories and models. The essay should include:

- Definitions of all key concepts
- Reasons (support, evidence, examples)
- Counterarguments (objections, contrary considerations)
- Responses (refutations, answers to objections)

- Types include and may not be limited to reflective, critical, descriptive, persuasive, and narrative.
- Each essay should use **at least six** academic journals, books, e-books, websites or quality business articles from reputable and authoritative sources.

When?

The essay is due to be submitted by Sunday Week 10, 11:59pm.

Format

Submit either a Word document or a PDF.

At the top of your essay provide your full name and student identification number.

CASE-1

How Come They Make More Than Me?

Fran Jefferson began her job as the supervisor of the Training Department of Metro Bank and Trust Company almost four years ago. She was generally pleased with the four trainers and one secretary in her unit. Indeed, Fran took pride in her ability to create a high morale and high-performance unit. This was particularly pleasing to Fran because they were constantly busy and barely able to keep up with the volume of training expected from them.

Then, early on Wednesday morning, Fran's secretary, Judy Martin, knocked on Fran's door and asked to see her. Fran liked Judy and considered the secretary to be one of her "stars." Indeed, in an effort to develop Judy's talents and abilities, Fran had gone out of her way to give Judy special assignments, including her in all the major planning activities of the department and entrusting her with the administration of certain departmental programs, such as tuition assistance and evaluation follow-through. By now, Judy functioned more as an administrative aide than as a secretary.

It was clear that Judy was upset about something as she seated herself in the chair next to Fran's desk. Slowly, Judy placed a job-posting application form in front of Fran. She would not look her supervisor in the eyes.

Fran was surprised, to say the least. As far as Fran knew, Judy liked both her job and working in the Training Department. In turn, everyone else in the department liked and respected Judy.

Fran looked over the form and said casually, "So you want to post for the executive secretary job in the Branch Management Division." She paused. "Could I ask you for some additional information, Judy? I'm kind of surprised."

Judy looked at her clasped hands, thinking. Fran waited.

Finally, Judy looked up and said: "I noticed in last week's job posting that the executive secretary position is graded as a 14. Now that's two grades higher than my job!"

She caught her breath. "You know my friend Mary Johnson works over there. She told me that half the time the secretary sits around doing nothing."

Judy continued, gathering some anger in her look and resentment in her voice. "Look, Fran, you know how hard I work, how hard we all work, around here. I mean, I'm always busy. I don't see why I should work in a job graded at a 12 and work twice as hard and yet not be paid the same as that secretary. The job requirements for the job are just a little higher than mine, and the merit raise you gave me last month hardly helped at all."

Fran listened; then she replied: "It sounds to me, Judy, that you're feeling angry because you think you should be paid more for the work you do and that you want to switch jobs rather than put up with things as they are. Am I right?"

Judy nodded her head in agreement.

Fran knew, though, that the Metro job evaluation system was up to date and that the executive secretary position to which Judy referred did require additional background experience, skills, and responsibilities beyond what was needed in Judy's current job. Because her secretary was such a good employee and a nice person, Fran was quite concerned. She felt strongly that moving to the executive secretary job would not be what Judy really wanted, and she hated to lose Judy, especially if her decision was based on faulty reasoning and the move would not be good for her.

Fran tried to figure out what to do.

QUESTIONS

1. What are the reasons given by Judy Martin for wanting to post for a position in another department? What points are accurate and which are debatable?
2. How should Fran respond to Judy's request to transfer?
3. How should Fran respond to Judy's salary complaints?

CASE-2
Special Checking Is Handed a Loss

Background Information

Sammy Benson supervised the Special Check Sorting Unit of the Greater Downtown Bank and Trust Company for over two years. The Special Check Sorting Unit processed all the "special" checks that came into the bank, such as odd-sized, foreign, or mutilated checks. Once the checks were sent to his unit, they were manually interpreted, recorded, entered into the appropriate account transactions, and filed for return.

Sammy supervised three check sorting clerks in his department. These jobs were staffed by relatively untrained, entry-level individuals who had just graduated from high school. People who did well in this unit were often promoted into other positions in the bank. As such, turnover tended to be high and there was a fairly steady stream of employees through this unit.

During the summer, Greater Downtown Bank hired low-income, disadvantaged young people for various jobs throughout the company as part of its Community Upbeat campaign. To participate in this effort, representatives from the Human Resources Department visited selected high schools to interview students. Since the students were already pre-screened by the school, the interviews were little more than "get-acquainted" discussions. Last summer, Sammy's unit supplied one of the jobs in this effort.

Juanita Perez was hired in this context to work as a Special Checks clerk. She was scheduled to begin working in June after graduating from the local vocational high school, where she maintained a C average. This was her first full-time job.

When Juanita reported to work in June, she was scared. It was not only her first day on the job, but the first time she had ever been in the bank. Nevertheless, she kept up her courage and reported to the Human Resources Department as planned. After waiting in the lobby for a while, she was taken to a small meeting room where she and two other new hires were shown how to fill out and sign various forms and documents. Next, an administrative assistant read to the new hires a series of personnel policies about work schedules, breaks, overtime, pay secrecy, attendance, and benefits. She signed more forms, wondering what all this meant.

As the meeting drew to a close, Sammy Benson arrived after receiving a call from Human Resources. He and Juanita were introduced for the first time. Sammy escorted Juanita back to the Human Resources Department, showing

her the bank's various offices and other departments. He gave her a quick tour of his area, introducing her to the other clerks as he went. Sammy was careful not to interrupt their work, however, nor did he explain to Juanita what they were doing. It was obvious by the expressions on their faces that the employees were surprised to see her.

Sammy gave Juanita the job of processing foreign checks. He felt this task was the easiest job to learn and do correctly. During her first day on the job, Sammy spent

about 15 minutes showing her the procedure: inspect, record, enter, adjust, file. Since he had to prepare for a meeting later that day, that was all the time he could spend with her.

By the end of the first week, Juanita seemed to be getting the hang of things: She came to work on time, stayed busy, and was fairly pleasant and easy to get along with. Sammy intended to spend as much time as possible with her during this period; however, because she seemed to catch on quickly and he was very busy, he saw her only occasionally over the next few weeks. He would ask how the work was going, if she was getting it done, and whether she needed any help. Juanita would always smile and say everything was going fine.

Then, after about a month, Juanita called in sick one day. A replacement was brought in, and as she looked through Juanita's desk for a notepad, she found what appeared to be a large pile of unfiled checks. When Sammy looked through the pile, he found that there were, in fact, quite a few unprocessed checks, some of which dated from Juanita's first day on the job. As they were the more unusual kinds of checks the department handled, Sammy assumed that she apparently had not known how to process them. Unfortunately, the combined value of these checks totalled around \$65,000. The bank had lost the "float" value on them, and Sammy knew that customer complaints would be coming in soon.

Sammy expected Juanita to come back to work the following day, and he wondered if he should write up a warning notice for her immediately.

CASE QUESTIONS

1. What is the work maturity or competence level of Juanita Perez? What kind of supervisory behaviours should Sammy have used with her?
2. Describe the adequacy of the orientation process which Juanita received. What kind of orientation procedure should Sammy have used with her?
3. How should Sammy respond to the problem of the unprocessed special checks?
4. Sammy is considering issuing a formal, written warning notice to Juanita upon her return. Is this an appropriate action to take?

MGT100 Assessment 3 Marking Rubric Assessment Title and Weighting

Marking	F (Fail)	P (Pass)	C (Credit)	D (Distinction)	HD (High Distinction)
Criteria	0-49%	50-64%	65-74%	75-84%	85-100%
Key elements of the essay identified 15% Weighting	None of the key elements of the essay identified, or those Identified have minimal relevance to essay.	One or two of the key elements of the essay identified	Some of the key elements of the essay identified	Most of the key elements of the essay identified	All key issues that relate to management, planning, decision making, and strategy clearly Identified
Analysis is concise and related to key elements and required learning outcomes 15% Weighting	Topic is poorly addressed and little evidence of research to support the argument. The arguments are descriptive and general and incoherent with the case analysis.	Basic and sound understanding of the case analysis and/topic and acceptable argument related to the topic with basic justification. Given case scenario Is analysed with some depth and use of reasonable professional and academic research and examples is demonstrated.	Good presentation of arguments related to the topics with reasonable justification based on empirical and theoretical evidence. Good use of sources to support the Idea and reasonable use of engagement of contemporary authentic professional and academic research relevant to the arguments.	Very good and concise presentation of arguments related to the topics with good justification based on empirical and theoretical evidence. As well, very good engagement of contemporary authentic professional and academic research relevant to the arguments.	Excellent and concise presentation of arguments related to the topics with strong justification based on empirical and theoretical evidence. Excellent engagement of contemporary authentic professional and academic research relevant to the demonstrated arguments.
Identification and Evaluation of key elements 40% Weighting	Concepts of the essay are not described.	Limited key elements of the essay are described.	Most key elements of the essay are described.	Most key elements of the essay are accurately and logically described.	All key elements related to the essay are accurately and logically described.
Essay structure Mechanics of Expression (spelling, sentence structure, punctuation, grammar) 10% Weighting	Demonstrates inconsistent use of good quality, credible and relevant resources to support and develop ideas.	Demonstrates use of credible and relevant resources to support and develop ideas, but these are not always explicit or well developed.	Demonstrates use of high quality, credible and relevant resources to support and develop ideas.	Demonstrates use of good quality, credible and relevant resources to support and develop arguments and statements. Shows evidence of wide scope within the organization for sourcing evidence	Demonstrates use of high quality, credible and relevant resources to support and develop arguments and position statements. Shows evidence of wide scope within and without the organization for sourcing evidence
Conclusion relates to key elements of the case and is supported by analysis and relevant to the subject topic 20% Weighting	Failed to attempt the key points from the essay with explanation of conclusive statements based on the essay prepared, non-inclusive of sufficient research & references relevant to the subject outline.	Make attempts to describe the key points from the essay with explanation of conclusive statements based on the essay prepared, inclusive of research & references relevant to the subject outline.	Appropriately identified the key points from the case study with systematic conclusive statements and explanations based on the essay prepared, inclusive of detailed research & references relevant to the subject outline.	Thoroughly & consistent explanation of key points from the essay with well written conclusive statements and explanations based on the essay prepared, inclusive of detailed research & references relevant to the subject outline.	Exceptional clarity of substance of key points from the essay with well written conclusive statements and explanations based on the report prepared, inclusive of detailed research & references relevant to the subject outline.