

GROUP PROJECT FINAL REPORT

12/10/2007

This is a checklist – required, not optional.

Format

1. Create a title page giving student names, course, and date.
2. Number pages. Create a contents page with page numbers.
3. 3. Write a long (one page) summary. For examples see “how to do a group project near the top of the list of papers at www.gwu.edu/~umpleby/mgt201_or_mgt216.
4. Write a one paragraph summary. See below for examples.
5. Total length should be less than 25 double spaced typewritten pages. Appendices are ok. An appendix of overhead slides for the class presentation is a good idea. Make these small but readable, not one per page. The client evaluation should be one appendix.
6. Use a large clip, no plastic sheets or spiral binding. Color is nice when appropriate.
7. Give me a soft version. Email attachment is preferred.
8. All members of the group will receive the same grade unless you fill out the form at the end of www.gwu.edu/~umpleby/mgt201_or_mgt216.
9. I prefer you use the real name of the client organization. However, some clients are sensitive about negative information. In such cases, make up a descriptive name, for example Large Internet Provider for AOL or Mid-Atlantic University for GW or Gtn. Be sure to include the name and contact information (phone and email) for the human client you worked with.

Content

There are basically two parts – what you did with the client and how the student group operated. The last part can be rather short, if all went well, but do include it.

In the report you should use as many concepts from the course as you can without being procrustean. This is important! I want you to use concepts from the course. Using ideas and methods from other courses, such as project management, is fine, but this course takes priority.

There should be a section in which each person estimates how much time was spent doing work for the client and how much time was spent coordinating work within the team and with the client. There is a slight change in wording. Use this version. (See below.)

Time Estimates

I was impressed with Jixuan Hu’s presentation to my Monday night class. He is attempting something I have never seen attempted before. I would like to try to

operationalize his equation. That is, I want to figure out how to measure, or at least estimate, the values of the variables. So, please keep track of the time you spend working on your project. This would include:

1. Time you spend in student group meetings
2. Time you spend with the client
3. Time you spend doing work for the client
4. Time you spend (individually and/ or together) preparing reports for the client and for the class.

Divide the time estimates into two categories:

1. Time spent coordinating the work of the student group.
2. Time spent doing work for the client.

Each student should keep his / her own set of estimates. I suggest doing this at least each week. See the table below:

Put either separate or combined estimates in the final report, whichever arrangement you think will produce the most accurate set of estimates. I am interested in accuracy, not in who spent more or less time on the project. When assigning grades, I assume everyone contributed equally, unless you turn in the form you can find at www.gwu.edu/~umpleby/mgt201 or www.gwu.edu/~umpleby/mgt216 .

Week	Date Monday	Hours spent working for client	Hours spent coordinating with group
1.	9/ 10		
2.	9/17		
3.	9/24		

If you have questions about how to do this, ask. Working out how to do this is the task. For more background on why we are doing this, look at http://www.gwu.edu/~rpsol/lectures/2007_ODN_Seminar_Jx_Hu.pdf

Sample Paragraph Summaries

Quality improvement of an on-line education program at a Mid Atlantic University
GW students worked with a Mid Atlantic University helping to improve quality and increase control over the operation of its on-line degree program. The group aimed to supply the university with the necessary tools to continue analyzing and improving the process in the future. After researching numerous aspects of traditional and on-line programs, applying a proven evaluation technique for critiquing on-line educational programs, and determining primary areas of weakness and control, the group was able to provide useful recommendations to the client.

Enhancing Cultural Competency at Rising Hope United Methodist Mission Church

Rising Hope United Methodist Mission Church is provided with funding by a federal government agency due to its service-oriented programs. Rising Hope has a diverse constituent population. The students worked to increase the cultural awareness of current and future employees and volunteers as well as to increase the usage of the current mission services by the constituent population. They did this by meeting with staff and volunteers, receiving an overview of the programs offered and the populations served, and identifying cultural communication problems. After gathering data, they developed an action plan with the Rising Hope staff addressing each program within the church.

Best Buddies International: The Key to Future Success

GW students worked with Best Buddies International to help them find specific solutions to improving processes in the areas of marketing, strategic management, and human resources. Accomplishing these tasks will assist Best Buddies International in reaching their long-term goal of establishing offices in all 50 states as well as 50 countries by 2010. After researching business processes specific to non profit organizations and conducting interviews, the students were able to provide recommendations to Best Buddies International on how to secure additional funding, devise a strategic plan, transfer responsibilities, provide training to state offices, and, lastly, take advantage of alternative staffing solutions.

American Faculty Teaching at HOPE School of Nursing in Wuhan, China

The HOPE School of Nursing recruits faculty from the U.S. to go to China to teach and live 3 months out of the year. The School wanted to develop an orientation program to better acclimate the incoming faculty to the nuances of Chinese culture and learning with the hope that the faculty will utilize the information when preparing their lectures to maximize the students' learning. After the GW students researched Chinese culture, demographic information, and learning styles, it was decided to provide a power point presentation, fact sheets, and a written report to convey the information to faculty to ensure maximizing students' potential to learn.

Recommendations for Earth Rights International Compensation & Benefits Packages

GW students worked with EarthRights International (ERI), which is a non-profit organization with operations in Chiang Mai, Thailand, that works to defend human and environmental rights through legal means. ERI lacked clarity on where their organization stands with regard to salaries and benefits in relation to other similar organizations and desired to identify what changes need to be made in order to attract and retain the most qualified staff. After conducting interviews and surveys and learning about the challenges of creating an equitable salary and benefits package the students were able to find out where ERI stands in relation to other NGOs in regard to compensation.