

Chaminade University of Honolulu  
MBA Program  
Leading People in Organizations (MBA600)  
Summer 2012 Course Syllabus

**Class Schedule:**

July 6, 2012-September 14, 2012 (Friday; Kieffer Hall; Room 9; 5:45 p.m.- 9:50 p.m.)

**Required Texts/Reading:**

APA 6<sup>th</sup> Edition: American Psychological Association (2010). *Publication manual of the American psychological association* (6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

APA 6<sup>th</sup> Edition Website: <http://www.apastyle.org>

DISC® Dimensions of Behavior; Personal Profile System (2001). Minneapolis, Minnesota; Inscape Publishing

Manning, G. and Curtis, K.. (2012). *The Art of Leadership*. (4<sup>th</sup> ed.). New York, NY: McGraw-Hill

**Instructor:**

Dr. Stefanie D. Wilson

**Instructor Bio:**

Prior to joining Chaminade University of Honolulu, I currently hold and have held educational and business positions. I am currently a business professor at the University of Hawaii West Oahu (UHWO) , and for five years prior to joining UHWO was the business chair for the University of Phoenix (UOP) leading the undergraduate, graduate and information systems technology academic disciplines. Prior to the assuming the business chair capacity at UOP, I held marketing management capacities for over 17 years at Motorola, Inc. In these aforementioned positions, I gained a wealth of organizational, managerial and leadership expertise. At Motorola, my experience entailed managing global product portfolios and introducing products such as paging, two-way radios, cellular phones and satellite communications systems worldwide. I have also managed marketing communication budgets totaling millions dollars to support product launches that were global in scope. At University of Hawaii, West Oahu and University of Phoenix, managing academic programs was my primary focus. I earned my Bachelor of Science in Business Management degree from Hampton Institute, Masters degree in Business Administration with specializations in International Business and Marketing from the University of Miami, and Doctor of Management in Organizational Leadership degree from the University of Phoenix.

**E-Mail:** [sdwprof@hawaii.rr.com](mailto:sdwprof@hawaii.rr.com)

**Phone:** (808) 351-3066

**Availability:**

I am available to meet with each student, both individually or in-groups to answer questions or offer any assistance needed. Preferred method of contact is via phone on Mondays between 8 pm-10 pm. I can also be reached via email as well.

## **Course Description:**

This course is intended to enhance your familiarity with the central perspectives on leading people at work and your ability to engage those concepts critically in ways that will benefit your other management coursework in the MBA program, your own work satisfaction and performance, and your efforts as a leader. To give you a head start on critical thinking about people at work, we will include this opportunity for you to use what you have learned in the course to make sense of several organizational situations.

This course is constructed as a master's level seminar. All members of the class are expected to contribute their knowledge and experience to the course. The reading and participation requirements of the course are likely to be personally challenging. This is by design. Taking on the demands of leading people in organizations requires that we 1) integrate past and present research on people at work with an eye toward how organizations will function in the years ahead, 2) use the theories to examine ourselves in organizational contexts so that we can move toward having work lives we enjoy in our own futures, and 3) push our own skill development so that our knowledge can have an impact on our success in leading others. These goals suggest that our plates will be full in this course, and that we have the opportunity for a significant learning experience as well.

### **Course Objective 1: Demonstrate an understanding of theories of leadership and human behavior at work for addressing personal and case situations.**

When we are talking about people at work, we are really thinking about ourselves as well. After all, it is our leadership skills and perspectives we are looking to advance in a course like this. What this means is that this course is also centrally about you leading and working with others in groups and organizations. Consequently, a second goal of the course is to facilitate your understanding of how you operate at work. In tandem with examining what the management theorists have to say, this course will encourage you to identify your personal theories and assumptions about people at work... yourself and others. This facet of the course requires that you use the reading and self-assessments to do some substantive reflection on your unique perspective and how you came to think and act the way you do.

### **Course Objective 2: Demonstrate an understanding of your own "theory" of people and work as well as your own strengths and opportunities for growth in working with others.**

Of course, while expanding your understanding of people at work is valuable, left at that it could make you smarter about why you failed this time or how your organization did you in. So understanding is not enough. This course is also intended to provide you opportunities to push your leadership skills by allowing you to try yourself out through in-class cases and/or simulations. Using your knowledge to do things more effectively is the central aim of this course.

### **Course Objective 3: Demonstrate the ability to be a scholar-practitioner, to use knowledge of theory to determine appropriate actions when facing leadership situations.**

In order to help you achieve these objectives, there are five course activities for you to take part in and accomplish. First, do the assigned readings to prior to the class session in which discussion of them will take place. Second, provide written documentation of a self-assessment and personal leadership and action plan which assesses your current leadership readiness and provides a personal plan for self-development. Details concerning these assignments will be included in the first class session. Third, participate effectively in the team activities and case analysis which take place in class. Fourth, come to class ready to participate. One absence or significantly late arrival is allowed. A second absence or significantly late arrival must be made up for by an additional assignment and/or an exam designated by the instructor. Missing three class sessions or arriving significantly late three or more times will result in not receiving credit for the course. Fifth, complete the end of course exam.

### **Grading Scale:**

Individual grade totals will be computed at the end of the semester based on the following Chaminade University of Honolulu grading scale.

|   |            |
|---|------------|
| A | 90%-100%   |
| B | 80%-89.99% |
| C | 65%-79.99% |
| F | Below 65%  |

Students who earn "A" grades have evidenced thorough understanding of theory of themselves. They have sought opportunities to contribute to class discussions each week, and their contributions have reflected preparation, insight, and the willingness to take risks. They communicate effectively, both in speech and writing. Leadership skills and skill development are evident in class activities.

Students who earn "B" grades have evidenced basic understanding of theory and of themselves. Typically one or both of these could be developed further in the scope of the course. They contribute to some class discussions, and their participation when called on shows preparation for the class. Their communication skills are satisfactory, both in speech and writing, though there are opportunities for improvement in one or both to be professionally functional. Leadership skill development is evident in class activities.

Students who earn "C" grades in the course have evidenced inadequate performance and understanding of course material. This grade is typically earned through lack of preparation, thorough attention to assignments, and limited participation in class discussion and activities. Communication skills are often in significant need of improvement to be professionally adequate.

Students who receive "F" grades have not completed required assignments and/or have missed three or more class sessions.

## Course Assignments & APA Required Writing Format:

It is assumed that all students will perform professionally in preparing work for this class. All papers will be typed, double-spaced, spell-checked, and grammar-checked and prepared in APA format. Students, your assignments should adhere to the APA guidelines as stipulated in the APA 6<sup>th</sup> edition publications manual. **For this course, the running head and an abstract are required for each individual and team assignment. A minimum of five sources (published 2007 to date) stated on the reference page are required for all (individual and team) course assignments. The abstract page and reference page(s) should be excluded in the page count for all individual and team assignments. Please refer to the APA website (<http://www.apastyle.org>) or the APA 6<sup>th</sup> edition on page 41 for sample APA papers, additional comments and details.**

All students are expected to have graduate-level writing proficiency before they enter the MBA program. Should you need tutorial assistance to enhance your writing skills, **CUH Academic Achievement Program (AAP) offers tutoring services to assist students with editing papers and checking APA formatting.** Call AAP at 735-4770 should you require tutorial assistance.

## Late Assignments:

Late assignments are accepted for this course, and will be penalized with a 30% grade deduction for each day late unless you have made prior arrangements with me. Assignments are considered on time when the CUH system indicates a time stamp by 5 p.m. Hawaii Standard Time (HST). All assignments are expected to be turned in on time. **Late assignments submitted more than 2 days after the assignment due date will not be reviewed for feedback as no points will be earned for the assignment. In short, if the assignment is due on July 13, and the assignment is submitted on July 16, the assignment will not be reviewed for feedback, and no points will be earned for the assignment. No assignments can be accepted after the last day of instruction (September 14, 2012). Feedback on each assignment will be provided by seven days after the assignment due date. All assignments (including late assignments) must be submitted by week ten to receive a passing grade for this course. Be sure to copy yourself on all assignments emailed to me, to ensure that the assignment was submitted on time.**

## How I Grade Papers:

- 30% on Content and Development
- 10% on Organization
- 20% on Format
- 20% on Punctuation, Grammar, Spelling
- 20% on Readability and Style

## How I Grade Presentations:

- 30% on Content and Development
- 10% on Organization
- 20% on Style, Presentation, Appearance
- 20% on Effective Use of Visual Aids
- 20% on Questions and Comments

*(Note: Refer to pages 13 and 14 for additional details)*

| ASSIGNMENT | DUE DATE(S) | PERCENTAGE |
|------------|-------------|------------|
|------------|-------------|------------|

Individual Assignment(s)

|                       |      |     |
|-----------------------|------|-----|
| DISC Assessment Paper | 7/13 | 10% |
|-----------------------|------|-----|

|   |      |     |
|---|------|-----|
| Determining Your Perfect Position Paper | 7/27 | 10% |
|---|------|-----|

|   |   |     |
|---|---|-----|
| Personal Leadership and Action Plan Paper | Written Paper (10%) Due- 8/17<br>Power Point Presentation Submittal Due-8/17<br>Oral Presentation (10%): 8/17; 8/24; 8/31;<br>(Oral Presentation date to be assigned) | 20% |
|---|---|-----|

Team Assignment(s)

|  |  |     |
|--|--|-----|
| Creating a Plan for Positive Influence | (Written Paper (5%) Due- 8/24<br>Power Point Presentation Submittal Due-8/24<br>Oral Presentation (5%): 8/31 | 10% |
|--|--|-----|

|               |   |     |
|---------------|---|-----|
| Case Analysis | Written Paper (5%): Due- 8/31<br>Power Point Presentation Submittal Due-8/31<br>Oral Presentation (5%): 9/7 | 10% |
|---------------|---|-----|

Quizzes

|  |  |     |
|--|--|-----|
| Quizzes: Nine Course Quizzes (worth up to 5% each)<br>Eight of the nine quizzes will be included in the course grade, as the lowest scored quiz will be dropped. |  | 40% |
|--|--|-----|

|                                       |    |
|---------------------------------------|----|
| Quiz 1: 7/13 (Chapters 1, 2 & 3):     | 5% |
| Quiz 2: 7/20 (Chapters 4 & 5):        | 5% |
| Quiz 3: 7/27 (Chapters 6 & 7):        | 5% |
| Quiz 4: 8/10 (Chapters 8 & 9):        | 5% |
| Quiz 5: 8/17 (Chapters 10 & 11):      | 5% |
| Quiz 6: 8/24 (Chapters 12 & 13):      | 5% |
| Quiz 7: 8/31 (Chapters 14 & 15):      | 5% |
| Quiz 8: 9/7 (Chapters 16 & 17):       | 5% |
| Quiz 9: 9/14 (Chapters 18, 19, & 20): | 5% |

|       |  |      |
|-------|--|------|
| Total |  | 100% |
|-------|--|------|

All course assignments (paper and/or Power Point presentation as required) should be sent via email to [sdwprof@hawaii.rr.com](mailto:sdwprof@hawaii.rr.com) by 5 p.m. (Hawaii Standard Time) on the due date of the assignment to be considered on time. (IN WORD WITH A DOC EXTENSION or PPT EXTENSION). Be sure to copy yourself on the assignments sent to me via email, to ensure that the assignment was submitted on time. Also, a hard copy of the assignment and/or PowerPoint presentation should also be given to me in class on the assignment due date as well.

## Course Assignments:

### DiSC® Assessment Paper

Complete the DiSC® Platinum Rule Assessment. Identify your own predominant behavioral style and familiarize yourself with all of the behavioral styles using the DiSC® Platinum Rule Assessment, required text reading, and other researched publications. Prepare a four to five page paper, in APA format (to include the running head and an abstract), using at least five sources (published 2007 to date and stated on the reference page), summarizing your DiSC® Platinum Rule Assessment results to include your own predominant behavioral style.

### Determining Your Perfect Position Paper

Imagine that the company you work for is expanding and restructuring. As a valued and veteran employee, you are presented with the unique opportunity of determining the type of leadership position that best suits you. Essentially, you are able to define the role in which you can most benefit the company and be the most successful. To determine your position, you must identify the strengths and weaknesses of your personal leadership style by applying what you learned about yourself through the DiSC® Platinum Rule Assessment, the required text reading, and other researched publications. Write a four to five page paper, in APA format (to include the running head and an abstract), using at least five sources (published 2007 to date and stated on the reference page), describing your leadership style and identifying jobs within your organization that would fit well with that style.

### Personal Leadership & Action Plan Paper and Oral Presentation

Leadership is about relationships between leaders and their followers. The success of that relationship depends upon how well the leader can communicate his or vision to followers. Therefore, without knowing oneself and one's abilities, behaviors and communication can sometimes be ineffective. Using the assigned course text readings, results of your DiSC® Platinum Rule assessment, and additional researched publications write a five to six page paper, in APA format (to include the running head and an abstract), using at least five sources (published 2007 to date and stated on the reference page), and including the following elements:

- (a) **Leadership Theory** – The first phase of developing a plan is to use theory as a baseline. Therefore, identify and describe at least three major leadership theories. What are the key elements or features of each theory? What are the skills and competencies of an effective leader?
- (b) **Personal Theory** – Having identified the key features of each theory, compare and contrast the theories of leadership and choose a theory you believe best approximates the type of leader you would like to be.
- (c) **Leadership Style Gap Analysis** – Now that you have identified the key features that you would most like to pattern your own leadership style after, conduct an analysis of your personal performance skills such as communication and listening skills, traits, and behaviors. Identify the gaps between your desired style and your current performance.
- (d) **Personal Action Plan** – Based upon your personal analysis, present an action plan for those items that you would need to accomplish in order to achieve your desired personal leadership style. The action plan should consist of at least three measurable goals, deadline dates in order to achieve the goals, (to include how the goals will be measured) and the expected outcome when each goal is achieved.

Be prepared to present your findings in a 15 minute oral presentation to include a 5-10 minute question and answer session.

**\*\*NOTE: The abstract page and reference page(s) should be excluded in the page count for all individual and team assignments.**

### Team Assignment: Creating a Plan for Positive Influence Paper and Oral Presentation

Individually complete the DiSC® Platinum Rule Assessment. Then meet with your team members (selected during the first week of class) to discuss whatever results you feel comfortable sharing.

Imagine that your team has been assigned a large team project. Based on what you learned about yourself and your team members through discussion, prepare a plan that would increase the motivation, satisfaction, and performance of your team that can be applied in a business setting. Be sure to address specific differences in attitudes, emotions, personalities, and values that were discovered through your collaboration, as well as how each difference influences behavior. How can those differences be effectively implemented in the plan to influence the team positively? Write the plan in a four to five page paper, in APA format (to include the running head and an abstract) using at least five sources (published 2007 to date and stated on the references page).

Prepare and submit a soft and hard copy of the PowerPoint slide presentation illustrating your DiSC® Platinum Rule Assessment analysis to include the effectiveness of the communication process utilized by your team, comparing and contrasting each team member's predominant behavioral style, and evaluating the strengths and weaknesses of the team as a whole.

Be prepared to present your findings in a 15 minute Power Point oral presentation, followed by a 5-10 minute question and answer session. **(Note: Paper & Power Point Handout Due Date: 8/24; Oral Presentation Date: 8/31); (Team Evaluation Due Dates: 7/20; 8/10; 8/31;)**

### Team Assignment: Case Analysis Paper and Oral Presentation

**Team Assignment:** During the first week of class, each student will select **team members, receive a case study team assignment**, and due date for the case study team paper and oral presentation.

The Microsoft® PowerPoint® slide presentation should include the following:

#### Case Study Overview

- Key Points of the Case Study

#### Answer to Case Questions

- Respond to the case questions ( Note: In response to the case questions state how the case relates to the required readings --using academic theory and/or terminology learned from the course texts)
- Answers should include knowledge and in-depth analysis gained from the course text and other sources
- Answers should include comparisons and contrasting points of view and examples where appropriate

#### Summary

- A case summation to include the answers to the case questions, team conclusion, additional research conducted (using sources other than the text for this course), and/or recommendations is appropriate.

For this course all assignments (to include the case study assignment), the running head and an abstract are required. A minimum of five sources (published 2007 to date and stated on the reference page) are required for this case study assignment. The abstract page and reference page(s) should be excluded in the page count. Please refer to the APA website (<http://www.apastyle.org>) or the APA 6<sup>th</sup> edition on page 41 for sample APA papers, additional comments and details.

The case study team assignments are as follows: (Note: Team Evaluation Due Dates: 7/27; 8/27; 9/7;)

***1. Case: Pike Place Fish Market: McGraw-Hill/Irwin Asset Gallery-Ethics & Social Responsibility***

***Written Paper & Power Point Handout Due Date: August 31***

***Oral Presentation date: September 7***

Prepare a four to five page paper in which you answer the questions provided for the “Pike Place Fish Market” case study. Be prepared to present your findings in a 15 minute Power Point oral presentation, followed by a 5-10 minute question and answer session.

***2. Case: Google Extends to Charitable Giving : McGraw-Hill/Irwin Asset Gallery-Ethics & Social Responsibility***

***Written Paper & Power Point Handout Due Date: August 31***

***Oral Presentation date: September 7***

Prepare a four to five page paper in which you answer the questions provided for the “Google Extends to Charitable Giving” case study. Be prepared to present your findings in a 15 minute Power Point oral presentation, followed by a 5-10 minute question and answer session.

***3. Case: Bad Bosses: McGraw-Hill/Irwin Asset Gallery-Conflict and Power***

***Written Paper & Power Point Handout Due Date: August 31***

***Oral Presentation date: September 7***

Prepare a four to five page paper in which you answer the questions provided for the “Bad Bosses” case study. Be prepared to present your findings in a 15 minute Power Point oral presentation, followed by a 5-10 minute question and answer session.

***4. Case: Understanding Toyota’s Success: McGraw-Hill/Irwin Asset Gallery-Employee Development***

***Written Paper & Power Point Handout Due Date: August 31***

***Oral Presentation date: September 7***

Prepare a four to five page paper in which you answer the questions provided for the “Understanding Toyota’s Success” case study. Be prepared to present your findings in a 15 minute Power Point oral presentation, followed by a 5-10 minute question and answer session.

***5. Case: Whole Foods Market: McGraw-Hill/Irwin Asset Gallery-Ethics & Social Responsibility***

***Written Paper & Power Point Handout Due Date: August 31***

***Oral Presentation date: September 7***

Prepare a four to five page paper in which you answer the questions provided for the “Whole Foods Market” case study. Be prepared to present your findings in a 15 minute Power Point oral presentation, followed by a 5-10 minute question and answer session.

## Course Quizzes

The course quizzes will include 20 multiple choice, true/false and/or essay questions from the course required text readings of which you may earn up to 5% or 5 points for each question. Each question will be worth .25 points. The quizzes will occur as stated on pages 5, 9-12 of this course syllabus, as you will have up to thirty minutes to complete the quizzes.

## Course Schedule

### Course Date

### Course Topic(s)

July 6

#### **Course Introduction & Dialogue: Importance of Leadership-Setting the Stage**

- Introduction of class participants and review of course syllabus to include course processes and assignments.
- Dialogue on chapters one, two and three.

Required Reading (due by July 6):

**Chapter One:** The Importance of Leadership: Setting the Stage

**Chapter Two:** The Leadership Equation

**Chapter Three:** Leadership Qualities, Characteristics of Followers, and Situational Factors

July 13

#### **Dialogue: The Power of Vision**

- Quiz 1: Chapters One, Two & Three (Text: Manning/Curtis)
- Dialogue on chapters four and five.

Required Reading (due by July 13):

**Chapter Four:** The Importance of Vision and the Motive to Lead

**Chapter Five:** Organizational Climate

- **Individual Assignment:** DISC Assessment Paper Due

July 20

#### **Dialogue: The Importance of Ethics**

- Quiz 2: Chapters Four & Five (Text: Manning/Curtis)
- Dialogue on chapters six and seven.

Required Reading (due by July 20):

**Chapter Six:** Leadership Ethics

**Chapter Seven:** The Role of Value and Ethics at Work

## Course Schedule (continued)

| <u>Course Date</u> | <u>Course Topic(s)</u>  |
|--------------------|---|
| July 27            | <p><b>Dialogue: The Empowerment of People</b></p> <ul style="list-style-type: none"><li>• Quiz 3: Chapters Six &amp; Seven (Text: Manning/Curtis)</li><li>• Dialogue on chapters eight and nine.</li></ul> <p>Required Reading (due by July 27):</p> <p><b>Chapter Eight:</b> Leadership Authority</p> <p><b>Chapter Nine:</b> Empowerment in the Workplace and the Quality Imperative</p> <ul style="list-style-type: none"><li>• <b>Individual Assignment:</b> Determining Your Perfect Position Paper Due</li></ul>  |
| August 3           | No class session  |
| August 10          | <p><b>Dialogue: Leadership Principles</b></p> <ul style="list-style-type: none"><li>• Quiz 4: Chapters Eight &amp; Nine (Text: Manning/Curtis)</li><li>• Dialogue on chapters ten and eleven.</li></ul> <p>Required Reading (due by August 10):</p> <p><b>Chapter Ten:</b> Effective Leadership &amp; Human Relations</p> <p><b>Chapter Eleven:</b> The Team Concept</p>  |
| August 17          | <p><b>Dialogue: Understanding People</b></p> <ul style="list-style-type: none"><li>• Quiz 5: Chapters Ten &amp; Eleven (Text: Manning/Curtis)</li><li>• Dialogue on chapters twelve and thirteen.</li></ul> <p>Required Reading (due by August 17):</p> <p><b>Chapter Twelve:</b> Human Behavior and the Art of Persuasion</p> <p><b>Chapter Thirteen:</b> The Diversity Challenge</p> <ul style="list-style-type: none"><li>• <b>Individual Assignment:</b> Personal Leadership and Action Plan Paper &amp; Power Point Presentation Submittal and/or Oral Presentations Due</li></ul> |

## Course Schedule (continued)

| <u>Course Date</u> | <u>Course Topic(s)</u>  |
|--------------------|---|
| August 24          | <p><b>Dialogue: Multiplying Effectiveness</b></p> <ul style="list-style-type: none"><li>• Quiz 6: Chapters Twelve &amp; Thirteen (Text: Manning/Curtis)</li><li>• Dialogue on chapters fourteen and fifteen.</li></ul> <p>Required Reading (due by August 24):</p> <p><b>Chapter Fourteen:</b> Effective Delegation and How to Assign Work</p> <p><b>Chapter Fifteen:</b> The Role of Personality</p> <ul style="list-style-type: none"><li>• <b>Individual Assignment:</b> Personal Leadership and Action Plan Oral Presentations (Continued)</li><li>• <b>Team Assignment:</b> Creating a Plan for Positive Influence Paper and Power Point Presentation Submittal Due</li></ul>  |
| August 31          | <p><b>Dialogue: Developing Others</b></p> <ul style="list-style-type: none"><li>• Quiz 7: Chapters Fourteen &amp; Fifteen (Text: Manning/Curtis)</li><li>• Dialogue on chapters sixteen and seventeen.</li></ul> <p>Required Reading (due by August 31):</p> <p><b>Chapter Sixteen:</b> The Leader As Coach</p> <p><b>Chapter Seventeen:</b> Helping People Through Change and Burnout Prevention</p> <ul style="list-style-type: none"><li>• <b>Individual Assignment:</b> Personal Leadership and Action Plan Oral Presentations (Continued)</li><li>• <b>Team Assignment:</b> Creating a Plan for Positive Influence Oral Presentations</li><li>• <b>Team Assignment:</b> Case Analysis Paper and Power Point Presentation Submittal Due</li></ul> |

## Course Schedule (continued)

| <u>Course Date</u> | <u>Course Topic(s)</u>   |
|--------------------|--|
| September 7        | <p><b>Dialogue: Performance Management</b></p> <ul style="list-style-type: none"><li>• Quiz 8: Chapters Sixteen &amp; Seventeen (Text: Manning/Curtis)</li><li>• Dialogue on chapters eighteen, nineteen and twenty.</li></ul> <p>Required Reading (due by September 7):</p> <p><b>Chapter Eighteen:</b> Managing Performance</p> <p><b>Chapter Nineteen:</b> Professional Performance and Sustaining Discipline</p> <p><b>Chapter Twenty:</b> The Road Ahead: Challenge and Change</p> <ul style="list-style-type: none"><li>• <b>Team Assignment:</b> Case Analysis Oral Presentations</li></ul> |
| September 14       | <p>Quiz &amp; Course Wrap-Up</p> <p>Quiz 9: Chapters Eighteen, Nineteen &amp; Twenty (Text: Manning/Curtis)</p>  |

## ***Written Feedback***

### **Content Development (30%)**

#### Subject Matter:

- Key elements of assignments covered
- Content is comprehensive/accurate/persuasive
- Displays an understanding of relevant theory
- Major points supported by specific details/examples
- Research is adequate/timely
- Writer has gone beyond textbook for resources

#### Higher-Order Thinking:

- Writer compares/contrasts/integrates theory/subject matter with work environment/experience
- At an appropriate level, the writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing

### **Organization (10%)**

- The introduction provides a sufficient background on the topic and previews major points
- Central theme/purpose is immediately clear
- Structure is clear, logical, and easy to follow
- Subsequent sections develop/support the central theme
- Conclusion/recommendations follow logically from the body of the paper

### **Style and Mechanics (60%)**

#### Format--20%

- Citations/reference page follow guidelines
- Properly cites ideas/info from other sources
- Paper is laid out effectively--uses, heading and other reader-friendly tools
- Paper is neat/shows attention to detail

#### Grammar/Punctuation/Spelling--20%

- Rules of grammar, usage, punctuation are followed
- Spelling is correct

#### Readability/Style--20%

- Sentences are complete, clear, and concise
- Sentences are well-constructed with consistently strong, varied structure
- Transitions between sentences/paragraphs/sections help maintain the flow of thought
- Words used are precise and unambiguous
- The tone is appropriate to the audience, content, and assignment

## ***Oral Feedback***

### **Content (30%)**

- Presentation content clearly follows the written paper upon which it is based (if applicable)
- Topic is relevant and addresses assignment specifications
- Content presented is comprehensive, accurate, and believable
- Key points are noted
- Topic is researched adequately

### **Organization/Structure (10%)**

- Presentation is well-organized, clear, and effectively structured
- If this is a group presentation, it is integrated rather than being a disjointed series of individual presentations
- There is an introduction to gain the audience's attention and explain the purpose of the presentation

### **Style/Presentation/Appearance (20%)**

- Dress and grooming are appropriate to the setting
- Non-verbal cues/gestures are appropriate to presentation and flow of ideas
- Content knowledge/confidence are evident
- Time was used well/not rushed

### **Use of Visual Aids (20%)**

- Visual aids are used where appropriate
- Visual aids are appropriately professional given the presentation's context
- They are easy to see/read
- Media are used correctly--i.e., overheads, videos, computer generated slides, charts, etc.
- Visual aids contribute to the overall effectiveness of the presentation

### **Audience Participation (10%)**

- The presenter(s) involved the audience and solicited feedback
- Questions from the audience are effectively addressed and answered correctly

### **Adherence to Time Limit (10%)**

- The presenter(s) stayed within the allotted time limit (Failure to do so may result in a *deduction* of points)