

Victoria Management School

MGMT 317
ORGANISATIONAL INNOVATION AND CHANGE

Trimester One 2010

COURSE OUTLINE

COURSE COORDINATOR

A/Professor Dai Gilbertson JP FANZAM PhD

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ADMINISTRATOR

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TUTORIAL COORDINATOR

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Class Times and Room Numbers

Lecture: 1.30 - 2.30 Day: Monday Venue: Rutherford House: LT3

Lecture/Workshop: 1.30 - 3.30 Day: Thursday Venue: Rutherford House: LT3

Teaching Period: Monday 1st March – Friday 4th June 2010

Study Period: Monday 7th June – Thursday 10th June 2010

Examination Period: Friday 11th June – Wednesday 30th June 2010 (inclusive)

Withdrawal from Courses:

Information available via

**Withdrawal dates: Late withdrawals with Associate Dean (Students) permission
(See Section 8: Withdrawals - from the Personal Courses of Study Statute)**

<http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~000000001743.pdf>

Withdrawal dates: refunds:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Course Introduction

This course is both project and experiential based and, as an elective, will require a high degree of commitment from all parties. The course will use many strategies to achieve the learning objectives – on-line case studies blended with presentations and a highly involving, applied project. Students will be fully responsible for their learning that will occur largely in small project teams as well as in the total class. There will be a strong emphasis on individual presentations.

This course is designed for students who wish to take new ideas and make them happen via the Innovation Project. A key emphasis this year will be the development of real projects with real deliverables and reports that will be worthy of presentation ‘in the real world’.

Attendance at all sessions and personal commitment are crucial to the learning process.

Participants in this course come from a wide range of backgrounds - science, commerce, arts, law, public policy and architecture. This provides fertile ground for the exchange of ideas and experiences.

The course aims to *stretch* the student towards forming their own conclusions and insights. **Regurgitating the work of others is not a valued outcome.** Personal insight based on reflexive thought and sound critical analysis is highly valued.

Course-related Student Learning Objectives

By the end of this course students should be able to:

- Manage a process to generate creative ideas. *This will be assessed by working in and reporting on team activities in all phases of the project via reports on both the planning and implementation of the innovation project.*
- Lead a process of innovation and implement ideas through all phases from idea conception to adoption and diffusion – ‘making ideas happen’. *This will be assessed by the group learning process.*
- Design an environment that helps build a creative and task focused culture. *This will be assessed by applying and reporting on the innovation experience via the innovation report.*
- Critically analyse information, ideas, problems and questions, synthesise the data and come up with specific recommendations for action. *This will be assessed by engaging in a real innovation project and by reporting on the New Zealand case studies in class and workshop sessions.*
- Investigate and critically review research to discover what it takes to be a successful entrepreneur in New Zealand and the personal challenges each student faces in this regard. *This will be assessed by case presentations in class, journal entries regarding application of innovation principles, participation and reporting on experiences in an innovation project team and an examination testing ability to apply knowledge.*

Expected Workload

Students can expect the workload to be approximately 16hrs per week (24pt course), including both scheduled contact time (lectures, tutorials, workshops) and ‘outside class’ meeting with their project teams and meeting sponsors.

Collaboration

While the course has a tradition of study group collaboration, there are important elements in the assessment process that are strictly individual. Collaboration on individual assignments is not allowed beyond general discussion as to how one might interpret the nature of the assignment question.

Please do not work together to formulate a response and do not loan out your completed assignments. You will be expected and encouraged to work in groups on in-term cases and assignments; however reports must be individual submissions.

The Innovation Project Learning Process (Group Work)

Students will form into teams of five to six students. The team is to choose a project to plan and implement – *making your ideas happen!*. Working in groups is an essential skill for management students. The Innovation Project provides a vehicle to develop and hone these group skills.

Most project teams work very well, but sometimes difficulties arise. An important entrepreneurial skill is to constructively raise issues and seek to resolve them. If there is an irreconcilable breakdown in a team, it is possible for a negotiated solution to be found so all students can demonstrate their learning and achievement. This may include a member being invited to join another team or a subgroup developing a new aspect of the project. Dai Gilbertson must be informed of any major difficulties immediately by email so that an intervention strategy can be implemented.

In the event of a major team dispute students need to:

- Raise the issue with affected students.
- Apply problem solving and conflict resolution skills to resolve the issue.
- If the issue is not satisfactorily resolved contact Dai Gilbertson immediately.
- Meet with Dai as a team.

Some projects will be progressed but not be completed in the course timeframe. Complexity of the project will be taken account of in such cases. Illness of a student, team difficulties or other factors beyond the control of the student may also contribute to non completion of a project. Individual grades are not solely dependant on the outcome achieved. Marking will take account of individual effort, challenges of the project, the student's response to those challenges and progress made.

Please keep a brief log or diary of your hours, observations, inputs and milestones as if you were a consultant. A model log/diary will be provided. This log must be available at all times. Include team meeting times as well as time spent on the Innovation Project working on your own. Do not include travel time. The time you spend in project teams is within the hours per week expected from students (16hrs).

Textbook and Cases

The *required* textbook is: **Burns, P. (2008). *Corporate Entrepreneurship*. (Second Edition) Palgrave Macmillan; New York.**

The *required* case studies: Blackboard is the source for your on-line resources for case studies:

Course Content/Schedule

For each class session students must:

1. Read the assigned chapters of the Burns text.
2. Log on to Blackboard and read the assigned case(s).
3. For each class session you will need to read and prepare power point slides in advance as follows:

Course Schedule – MGMT 317 - 2010
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1. Introduction, Orientation and Expectations

An overview lecture giving Dai's paradigm or way of viewing innovation and change: *the Black Magic recipe!*

Setting up Innovation Project Teams.

Part 1 Entrepreneurial DNA

2. Entrepreneurial DNA

Burns Text: Chapters 1 and 2

**Prepare list of key insights that you can stand up and present to the class (same for each case)*

Case: 42 Below

3. Entrepreneur Spiderman

Burns Text: Chapters 3 and 4

Cases: F&P and Air New Zealand

**Prepare list of key insights that you can stand up and present to the class (same for each case)*

Part 2 Leading and managing the entrepreneurial organisation

4. Entrepreneurial Leadership/ Creating the Entrepreneurial Culture

Burns Text: Chapters 5 and 6

Case: Formway/OBO

**Prepare list of key insights that you can stand up and present to the class (same for each case)*

5. Building the Entrepreneurial Organisation

Burns Text: Chapters 7 and 8

Case: Furnware

**Prepare list of key insights that you can stand up and present to the class (same for each case)*

6. Managing the Entrepreneurial Organisation / Entrepreneurial Strategies

Burns Text: Chapters 9

Case: Glidepath

**Prepare list of key insights that you can stand up and present to the class (same for each case)*

Part 3 Strategies for entrepreneurial organizations

7. Life Cycle and Portfolio Strategies/Growth

Burns Text: Chapters 10, 11 and 12

Case: Icebreaker

**Prepare list of key insights that you can stand up and present to the class (same for each case)*

Part 4 Encouraging creativity and innovation

8. Entrepreneurial Innovation

Burns Text: Chapters 13

Case: Living Nature

**Prepare list of key insights that you can stand up and present to the class (same for each case)*

9. Encouraging Creativity

Burns Text: Chapters 14

Cases: MACPAC and Trimax

**Prepare list of key insights that you can stand up and present to the class (same for each case)*

10. Encouraging Marketing and Product Innovation

Burns Text: Chapters 15

**Prepare list of key insights that you can stand up and present to the class (same for each case)*

11. Innovation and its impact

The profile of an entrepreneurial organisation

Cases: Methven and ORCA

**Prepare list of key insights that you can stand up and present to the class (same for each case)*

Part 5 Conclusions and implications - both personal and organisational

Each student will present their key insights from the course.

For each tutorial students must be ready to answer the specific questions located at the end of the assigned chapter.

Assessment Requirements

All students must hand in both a hard copy and an electronic copy of all assessments (that may be sent through 'Turn-it-in.com. for plagiarism tests) and must keep an electronic copy of their work on a suitable storage device in case of computer problems so that staff are not faced with 'computer crashing' as a reason for lateness.

Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The

findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

All hand-in materials are expected to be typewritten, single spaced, 12 point, Times New Roman. The referencing style must be APA.

Individual Assignment 1	15 %	15 March
Individual Assignment 2	20 %	29 March
Innovation Report	25%	24 May
Final Examination	40 %	TBA

Details:

Individual Assignment 1 – 15 March hand in by 1200

Case Questions on page 60 of the Burns text concerning Richard Branson.

(15%)

Individual Assignment 2- 29 March hand in by 1200

Select nine topics from those provided in the ‘*Application of Entrepreneurship Principles*’ attachment and write two incidents or stories on how you have applied the entrepreneurship principles. Reflect on the readings and your experiences and demonstrate your thoughtfulness, insight and judgment. Each incident/story should be half a page in length.

(20%)

Innovation Report – 24 May hand in by 1200

A report must be prepared using the following headings:

- Executive summary
- Project concept
- Project aims
- Market evaluation
- Financial projections
- Other factors affecting this project, eg intellectual property, strategic alliances.
- Critical analysis and lessons learned

(25%)

Final examination – TBA

A final three-hour examination at a time and place notified by VUW. In accordance with University policy, students must obtain a minimum of forty percent (40%) of the marks available on the final examination in order to pass the course.

(40%)

Students who enrol in courses with examinations are obliged to attend an examination at the University at any time during the formal examination period.

The final examination for this course will be scheduled at some time during the period from **Examination Period: Friday 11^h June – Wednesday 30th June 2010**

Handing in assignments

Assignments should be dropped in the relevant MGMT 317 Box # 28 on the Mezzanine floor of Rutherford House (Pipitea Campus) in hard copy form by the due time on the due date. All completed assignments must have a cover sheet. The cover sheet is in Annex A. Students must also keep an electronic copy of their work, archived in case the original assignment goes missing. Failure to do so will jeopardise any claim by you that your work was submitted in the rare cases where your work goes astray.

Assignments received after the due time will be deemed to be late, and must be handed to the Administrator for this course in RH912 where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

Tutorial Signup

Tutorial signup is done through the online programme 'S-Cube'.

You will be notified by email about how to sign-up to a tutorial using this system. Go to the signup website at: <https://signups.vuw.ac.nz> and enter your SCS username and password to log into the system. Click on MGMT317 and follow the instructions.

If you have been unable to sign up by the end of the first week please contact the Tutorial Coordinator.

Mandatory Course Requirements

To meet Mandatory Course Requirements, students are required to:

- a. Attend class/workshop sessions – this will be randomly checked.
- b. Be an active participant in an Innovation Project Team.
- c. Submit all assignments within the allowable timeframe (see Penalties section) below (i); and
- d. Obtain at least 40 per cent of the marks available for each of the assignments and the final exam.

Students who fail to satisfy the mandatory requirements for this course but who obtain 50% or more overall, will be awarded a "K" grade.

Standard fail grades (D or E) will be awarded when the student's overall course mark falls below the minimum pass mark, regardless of whether the mandatory course requirements have been satisfied or not.

Notice of Failure to meet Mandatory Course Requirements will be posted on Blackboard.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Penalties - for Lateness

- (i) In fairness to other students, work submitted after any deadline will incur a penalty for lateness. **The penalty is 2 of the marks available (marks available means what the assignment is worth i.e. 20% or 20 marks) for an assignment submitted after the due time on the due date for each part day or day late.** (for example if an assignment is out of 20 and the assignment receives 50% then one day late means

the mark will be out of 18 and the student will receive 50% of 18). **Saturdays, Sundays and public holidays** will be included when counting the number of days late. Assignments received **more than 7 days after the due date** will not be accepted and the student will **automatically fail the Mandatory Course Requirements**.

- (ii) Course Outlines provide a signal to students of forthcoming workload, dates of submission etc, and thus student study plans should take account of course requirements across all courses. Consequently, workload issues related to other courses and employment will not be accepted as reason for dispensation from mandatory requirements or waiver of penalties. **Extensions** to submission deadlines for any assigned work will only be granted in **exceptional circumstances**.
- (iii) Students who are unable to comply with any of the mandatory requirements should make a written application for an extension to the due date for submission of assigned work or for waiver of a penalty, **in advance**, to the **Course Coordinator**, providing documentary evidence of the reasons of their circumstances.

All such applications must be made **before** the deadline and be accompanied by documentary evidence, eg a medical certificate, or counsellor's report clearly stating the degree of impairment, and the dates the illness or event prevented you from undertaking your academic studies. This can be applied retrospectively.

- (iv) In the event of unusual or unforeseeable circumstances (e.g. serious illness, family bereavement or other exceptional events), that precludes an application in advance, students should make contact with the **Course Coordinator** as soon as possible, and make application for waiver of a penalty as soon as practicable.

Grading Guidelines

The following broad indicative characterisations of grade will apply in grading assignments and the exam:

A+	excellent performance in all respects at this level
A	excellent performance in almost all respects at this level
A-	excellent performance in many respects at this level
B+	very good, some aspects excellent
B, B-	good but not excellent performance at this level
C+, C	work satisfactory overall but inadequate in some respects
D	poor performance overall, some aspects adequate
E	well below the required standard
K	failure to achieve mandatory course requirements and have achieved at least an average "C" over all the assessment. Note this is a failing grade.

Policy on Remarking

Every attempt is made to ensure that the marking is consistent and fair to students. Students may ask for their written work to be remarked. Experience from previous years is that almost all remarks are within 10% and where there is a change in mark, half the assignments go up and half go down. Occasionally there is a significant shift in the mark.

Application for remarks must be made within 5 days after the marks are available. To apply for a remark, complete the request for re-examination of assessed work form (Annex B) stating which sections (criteria listed in the mark sheet) you wish re-examined. Write on why you think the mark does not, in your view, fairly reflect the quality of your work. Hand this with your assignment into the following place:-

- Pipitea Campus – the Reception Desk on Level 10 Rutherford House where your assignment will have the **time, date and signature** noted on the front cover by the person receiving it.

Allow up to 5 days for remarks to be completed.

Referencing

There are many different styles of referencing and the Faculty of Commerce & Administration at VUW has decided to make APA (American Psychological Association) referencing style the common standard across the Faculty. The Commerce and Central Libraries hold the APA Style Guide. You can also access the information from the online VUW library site: (<http://www.vuw.ac.nz/library/research/reference/referencingguides.aspx>).

Communication

Information on course-related matters will be announced at class and posted on the **Blackboard** website at <http://blackboard.vuw.ac.nz/>. Grades will be announced via Blackboard. It will be crucial for you to regularly check Blackboard for messages, announcements and materials.

Email Contact

Students wishing to contact staff by email should adhere to the following instructions:

- Include the **Course Code**, your **Name**, your **Student ID** and the **Topic** in the subject area of the email, eg MGMT317_Smith_Pauline_3000223344_Ass 1 Query
- All students must use their VUW SCS email account and ID. Otherwise, email will be classified as Spam and will be dumped without being read. All emails with attachments will be dumped, unless requested by staff..

Use of Turnitin

The following words (modified as necessary for particular circumstances) should appear in course outlines, when work submitted by students is likely to be checked by Turnitin.

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an on-line plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting mis-referencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. *At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin.* You are strongly advised to check with your course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

For other important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy>

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/

Case Studies to be presented in class

Below are some key case studies from the BetterbyDesign website

These contemporary cases from New Zealand provide a rich seam of learning for management and innovation students.

Below are a list of the case studies from the website you might want to look at.

42 Below

Getting premium New Zealand vodka poured in the world's hippest bars.



Air New Zealand

Inspiring people to travel with a new world-class airline.



Fisher & Paykel

Building international sales based on revolutionising the way we approach doing dishes.



Formway

Redefining how the world sits with the Life Chair.



Furnware

Starting out to make a budget school chair, Furnware ended up with a premium-priced seating system that's now in hot demand.



Glidepath

Designing market-leading integration into the airport baggage handling industry.



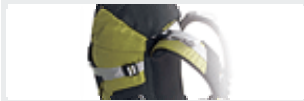
Icebreaker

Creating an entirely new category of 100 per cent natural high performance outdoor clothing.



Living Nature

Making the whole body healthier with natural skincare products.



Macpac

Equipment for carrying loads, sleeping, sheltering and moving in maximum comfort through changeable outdoors environments.



Methven

The home of the latest Italian designer shower isn't Milan. It's Methven.



OBO

Netting international market dominance with top performing hockey goalie gear.



Orca

Building an international market by making the world's elite triathletes go faster.



Trimax

Cutting out a niche in the tractor powered mower market.

Prepared by Nigel Sutton from the Better by Design website.



Victoria Management School

MGMT317 Individual Assignment Cover Sheet

Name: _____ Student ID: _____

Tutor's Name: _____ Tutorial Number: _____

Tutorial Day: _____ Tutorial Time: _____

Date Due: _____ Date Submitted: _____

*I have read and understood the university policy on Academic Integrity and Plagiarism.
I declare this assignment is free from plagiarism.*

Signed: _____

Extension of the due date (*if applicable*)

Please attach a copy of the note authorising your extension.

Date extension applied for: _____

Extension granted until: _____

Extension granted by: _____



Victoria Management School

MGMT317

Request for re-examination of assessed work

Assessment affected <i>e.g. Individual Assignment, In-class Test</i>		
Student ID	Name As it appears in your enrolment	Tutorial No/Tutor's name
Contact Details	<i>Phone</i> _____	
	<i>Email</i> _____	

Specify which section (criteria specified in the mark sheet) you wish to be re-examined

Note: requests to re-examine "all" criteria will not be considered.

Clearly state why you believe each of these sections should be re-examined:

Note: "I think it is worth more," is insufficient.

In requesting a re-examination of my submitted work, I understand that the result may be an increase OR decrease in the mark obtained.

.....
Signature Date

MGMT 317 Application of Entrepreneurship Principles

Below are some of the key ideas that you will be learning in MGMT 317 sessions. Write 18 stories of your personal application of these principles, with a maximum of two stories for any one topic. Each story should be about half a page, with a total of nine pages for this piece of assessment.

You will be evaluated on how well you understand and have applied and illustrated these ideas and concepts.

See page xvii of the text

Entrepreneurs can come from large and small firms
 Disciplines influencing entrepreneurial management
 Character traits of entrepreneurs
 Entrepreneurial culture
 Freedom vs control
 Creating a value chain
 The creative process

From Dai

Creating a winning team
 Knowing about China as a key future market
 Knowing about India as a key future market

Personal Skills

Visualisation	Describe events fully using all of the senses. Look back to know from being successful in the future. Word it with positiveness. Paint the picture and put people in it.
Confidence	Draw on the feelings of past successful experiences. Merge them with the current challenge.
Action orientation	Just do it! Best market research is from taking action and learning from customers. Engage people in an active process.
Motivation	Expect good outcomes, match outcomes to the needs of the person (eg Maslow's ideas of needing basic needs, security, friendship, ego and self actualisation), ensure fair equity otherwise people are demotivated, notice and reflect all achievements, set goals, build a strong and supportive organisation culture, foster intrinsic motivation rather than focusing on extrinsic motivation, careful of too much reliance on financial rewards – they can be demotivating or missing the real motivators.
Optimism and resilience	Language patterns that we talk to ourselves. For more information go to www.authentic happiness.org and read Martin Selgman's work.
Team building	Competing, accommodating, avoiding, compromising, collaborating. Manage conflict early.
Leading change	Paint the picture, put people in it. Be the change you want to see.

Creativity	All ideas are good ideas, brainstorming, metaphor, change viewpoints, drop an assumption, ask what if, make an analogy, make lots of mistakes and learn from them.
Time management	Addict to long term benefits, five minute plan, do the worst first, knock off one challenge at a time, set a time to do things, arrange consequences, visualise benefits, control the stimulus for when you do things (eg avoid bedroom for work), trust your judgement, go for it!
Decision making	IQ, EQ and SQ. Use your intuition as well as your thinking

Innovation Concepts

Adoption and diffusion	Innovators, early adoptors, early majority, late majority, laggards. People in each stage influence people in the next stage. Find the innovators for a new idea who are cosmopolitite, connected, high social status. Choose a sticky message.
Innovation process	Idea, concept development, evaluate potential, design, pilot test, scale up, market, adoption and diffusion of idea. Rarely linear steps. Driven by passionate people not the quality of the idea. Market pull more powerful than technology push.
Rapid diffusion	R.A.P.I.D. D.I.F.F.U.S.I.O.N. <ul style="list-style-type: none"> ○ Rapid results – early successes encourages further collaboration ○ Appropriate costs to benefactors – in particular jointly fund partly appropriable research ○ Passion – people passionate about the goal make collaboration work ○ Involve partner early – people build passion if involved early in the project ○ Demand led innovation – technology push just creates a shelf full of unused inventions ○ Drumbeat of industry – decisions on projects and funding needs to be speedy ○ Internal venture capital funds – will help link entrepreneur energy with resources ○ Funding decisions consistent with outcome sought – especially collaboration ○ Foster collaborative work – trust, candour and win:win strategies ○ Understand different cultures – share time and the ultimate goal ○ Success stories – Myths and legends like Black Magic raise a nation ○ Inspire innovation – at every level: the firm, industry, region and nation ○ Outwardly mobile staff – collaboration follows people ○ Networks – possibilities abound when people interact.

Your own innovation/entrepreneurship concepts

If you have an idea or concept that you feel is vital but is not listed above then state it, explain and apply it in your stories.

MGMT 317 – INNOVATION PROJECT MARKSHEET

PROJECT NAME:	PROJECT MARK:
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STUDENT’S NAME:	MARK:	/25
STUDENT’S NAME:	MARK:	/25
STUDENT’S NAME:	MARK:	/25
STUDENT’S NAME:	MARK:	/25
STUDENT’S NAME:	MARK:	/25

	I understand the concept of the project	
Clearly	_____	Not clearly

	I understand the financial issues	
Clearly	_____	Not clearly

	I understand the key market issues	
Clearly	_____	Not clearly

	I understand other issues affecting this project	
Clearly	_____	Not clearly

	The report is professional	
Absolutely	_____	Not at all

	The project has strong merits	
Highly	_____	Not at all

	In assessing this project consideration needs to be given to the fact that the project is	
Complex	_____	Elementary

	The report is professional and well written	
Highly	_____	Not at all

	In assessing this project consideration needs to be given to the fact that the project is	
Complex	_____	Elementary

GENERAL COMMENTS:

CONCLUSION - “Overall this project has made impressive progress”

Absolutely		Not at all
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Critical Thinking Rubric

ANNEX E

Date: _____

Rater: _____

Course: _____

Student: _____

TRAIT	Unacceptable	Acceptable	Exemplary	Score
Identifies and Summarizes problem at issue	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue	
Personal perspective and position	Addresses a single source or view of the argument and fails to clarify presented position relative to one's own	Identifies, appropriately, one's own position on the issue	Draws support from experience and information not available from assigned sources	
Other salient perspectives and positions	Deals only with a single perspective and fails to discuss other salient perspectives	Identifies other salient perspectives drawn from outside information	Addresses and analyzes salient perspectives drawn from outside information	
Key assumptions	Does not surface the assumptions and ethical issues that underlie the issue	Identifies some of the key assumptions and ethical issues	Identifies and questions the validity of the key assumptions and addresses the ethical dimensions that underlie the issue	
Quality of evidence	Merely repeats information provided, taking it as truth or denies evidence without adequate justification	Examines the evidence and source of evidence, questions its accuracy, precision, relevance, and completeness	Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between fact, opinion, and acknowledges value judgments	
Conclusions, implications, and consequences	Fails to identify conclusions, implications, and consequences of the issue	Identifies and discusses conclusions, implications, and consequences	Objectively reflects upon own assertions	

Oral Presentation Rubric- Guidelines for Assessment

ANNEX F

PRESENTATION TRAITS	UNACCEPTABLE	ACCEPTABLE	SUPERIOR
Body Language	Appears nervous or distracted. Paces, fidgets, or sways. Poor use of hands (e.g., jiggles, taps or plays with something). Body language distracts from presentation.	Appears slightly nervous, but it doesn't interfere with the presentation. Occasional use of meaningful hand gestures. Body language needs some improvement but it doesn't significantly distract from the presentation.	Appears confident, poised and comfortable. Is relaxed and in control. Body language (e.g., posture, facial expressions, gestures) enhances the presentation. Good use of appropriate hand gestures to emphasize points.
Eye Contact	Reads speech directly from notes or visual aids (e.g., PowerPoint). Little to no eye contact with the audience.	Occasionally refers to notes or visual aids. Sometimes fails to make eye contact with audience.	Never or rarely glances at notes or visual aids. Consistently makes eyes contact with audience.
Vocal Presentation and Tone	Speaks too fast or too slow. Halting, uneven pace. Volume inappropriate. Giggling or other inappropriate vocal behaviors interfere with the message. Extremely monotone, ineffective tone. Tone is unprofessional and disrespectful of the audience. Complete lack of enthusiasm.	Articulation, volume, pace, and pronunciation are acceptable. Slightly monotone. Tone is acceptable, but somewhat casual for a professional business presentation. Somewhat lacking in enthusiasm and assertiveness.	Articulation, volume, pace, and pronunciation are excellent. Fluid, natural delivery. Excellent vocal tone. Tone is professional. Enthusiastic and assertive.
Attire	Attire is inappropriate for type of presentation. Attire distracts from the quality of the presentation.	Attire is appropriate for type of presentation.	(N/A)
Word Choice	Uses clichés, slang, jargon, racist, or sexist language. Word choice is inappropriate and exhibits bias.	No inappropriate language. No apparent bias.	Word choice illustrates grasp of content and enhances presentation.
Use of Visual Aids	Visual aids missing, inappropriate, or poorly designed and executed. Visual aids have errors, are difficult to read, and don't enhance the presentation. Visual aids not properly integrated into presentation.	Visual aids are adequate but could be improved. Easy to read and informative, but not outstanding. No significant errors. Adequate integration of visual aids.	Visual aids are easy to read, attractive, informative and error free. Visual aids greatly enhance the presentation. Excellent integration of visual aids.
Organization	Information presented in a disorganized manner. Abrupt transitions from one topic to another with no clear transition or logic. Does not appear prepared or practiced. <u>If appropriate</u> : Lacks a clear introduction and conclusion.	Information organized and presented adequately. Minor problems with topic transitions or logical flow. <u>If appropriate</u> : Introduction and conclusion are clear, but not used effectively.	Information presented in an organized, logical fashion. Obviously prepared and practiced. <u>If appropriate</u> : Has an effective introduction and conclusion.
Support/evidence	Much too general or anecdotal. Insufficient use of evidence to support key points. Lacks appropriate source citations.	Adequate use of specifics and evidence. Sources cited appropriately.	Excellent details. Uses multiple forms of evidence to support key points. Sources cited appropriately.

Oral Presentation Rubric: Assessment Checklist and Comments

Evaluator _____

Presenter _____

Using the guidelines from the oral presentation rubric, please rate each of the following. In addition, please make comments that identify strengths and weakness of the presenter.

Traits	Ratings		
	Unacceptable (1)	Acceptable (2)	Superior (3)
Body Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye Contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocal Presentation and Tone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attire	<input type="checkbox"/>	<input type="checkbox"/>	N/A
Word Choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use of Visual Aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support/evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>