

Victoria Management School

MGMT 317 ORGANISATIONAL INNOVATION AND CHANGE

Trimester One 2011

COURSE OUTLINE

Course Coordinator

A/Professor Dai Gilbertson JP FANZAM PhD

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Administrator

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Class Times and Room Numbers

Lectures: 10.30 – 11.20

Tuesday and Thursday

Venue: RHLT3

Workshop: 8.30 - 9.20

Thursday

Venue: GBLT3

Assignment Box

Box 28, Mezzanine Floor, Rutherford House.

Trimester Dates

Teaching Period: Monday 28 February – Friday 3rd June

Study Period: Monday 6 June – Thursday 9 June

Examination Period: Friday 10 June – Saturday 2 July (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before 11 March 2011.
2. The standard last date for withdrawal from this course is 14th of May. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an 'Application for Associate Dean's Permission to Withdraw Late' including supporting documentation

The application form is available from either of the Commerce Faculty's Student Customer Service Desks at Ground floor Rutherford House, Pipitea campus.

Course Introduction

This course is designed for students who wish to take new ideas and make them happen in organisations. The 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 –case studies, academic readings, developing personal presentations and insights, and leading a global virtual team to develop a business concept proposal. Students are fully responsible for their learning that will occur largely in pair groups as well as in the total class. There will be a strong emphasis on individual presentations.

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 global virtual teams are very diverse with every team having participants from developed and developing countries, differing world views and time zones.

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 managing a creative process with your global virtual team, and insights and understanding from the case studies and readings on creativity processes.
- Lead a process of innovation. This will be assessed by the GEE 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

A total of 150 hours is expected from students in this course. This consists of 31 hours of classes (24 lecture and 7 workshop/tutorial), 8 hours outside classes working on the Innovation Project, weekly case presentations and answers to questions posed in the text, and a further 23 hours revision in the mid trimester study break in preparation for the final examination.

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.

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.

Communication of Additional Information

Course instructors may be contacted via Blackboard, during scheduled office hours, or by appointment.

The Blackboard site has a discussion board for you to post any general questions about the course structure or course content. Please use this Blackboard feature, as many students may have similar questions or concerns.

All of your course marks will be uploaded to Blackboard as soon as they are available. Course notices will also be updated under *Announcements*.

Please make use of the Blackboard site. If you are unfamiliar with Blackboard, there is a help section available on your personal Blackboard login site.

Assessment Requirements

Your final mark will be comprised of individual and group work. Individual assessment comprises 85% and group work 15% of your final mark. A breakdown of the final mark and description of each piece of assessment follows.

GEE – Global team business concept proposal & journal	15%	Deadline: April 14
Innovation report Part A for 1 st 7 weeks	21%	Deadline: May 3 10am
Innovation report Part A for 2 nd 5 weeks	15%	
Part B	3%	
Part C	<u>6%</u>	24% Deadline: June 5 10am
Final examination	<u>40%</u>	TBA
Total	100%	

Global Enterprise Experience Business Case Study Report with Your Global Team

The Global Enterprise Experience (www.geebiz.org) is a worldwide contest run by the Faculty of Commerce at Victoria University. To date it has had participants from 150 universities in 59 countries. Participants are formed into global teams of eight with members from diverse countries who communicate via the web. At 01:00 GMT on March 23 all participants are emailed the details of their team and the challenge. Teams produce a six-page business concept proposal on a profitable product or service, with the theme changing each year. Previous themes have included fostering environmental sustainability, women's development, financing development, and unity in diversity. Examples of previous work can be seen on the website under archives. All global teams are led by Victoria University students.

You also need to hand in a one-page journal on your experiences and insights on leading a Global Enterprise Experience team. The report and journal are emailed to Dr Dai Gilbertson (dai.gilbertson@vuw.ac.nz) and also to the Global Enterprise Experience organisers.

Your team's report and personal journal will be assessed for a mark out of 15 by Dr Dai Gilbertson for meeting the academic criteria for MGMT 317. That is the report and journal is a reflection of your skills in organisational innovation including in making ideas happen, producing a professional business concept proposal, developing a strategy for an innovative venture, building a group culture, managing cross cultural relations, leading a global team, fostering creativity, taking an international focus, overcoming issues, managing conflict, showing resilience to setbacks, and writing a business document that influences decision makers.

The report and journal will also go to a panel of international judges to be assessed for a range of awards for the Global Enterprise Experience. Past judges have included the Deputy Secretary General of the United Nations, the Deputy Prime Minister of New Zealand, and the Pro Chancellor of Victoria University. There is a prize of NZ\$1000 for each participating member of the winning team i.e. up to \$NZ8000 in total for the team. There is an additional NZ\$1000 for the best one-page journal, as well as non-cash prizes for the Commitment Awards and the Best Team Leader Award, and certificates and letters of reference for all completing participants. You are eligible to win all of these awards. The prize giving ceremony is held in parliament where you will be expected to collect awards and certificates for yourself and on behalf of overseas participants.

You need to partner with a colleague in MGMT 317 to enrol as joint team leaders for the Global Enterprise Experience on www.geebiz.org by March 9 and upload your personal bio by March 15. Note that the journal and business concept proposal must be handed in if it is April 13 anywhere in the world which translates to before midnight April 14 New Zealand time.

Innovation Report

The educational purpose of the Innovation Report is to help you make the direct linkages between what is being taught in class, workshops and tutorials, the Global Enterprise Experience, and your personal experiences and observations. Each week you will be attending lectures, completing assigned and other reading, and case analyses. You will also be reading the latest business news and checking web-based resources on innovation. You will need to synthesise all of these opportunities for learning, list unanswered questions, and finally come up with your insights about the particular topic and then complete the learning loop by suggesting ways that your insights can be applied.

There are three parts to your Innovation Report. You must complete part A for the hand in on May 2 and all parts (A, B and C) for the final hand in on June 5.

Part A – Weekly Powerpoint and Insights from Case Studies and Readings

Each week read the case studies and readings in advance and prepare a six minute Powerpoint presentation that you can present to the class if called upon. Prepare a page of accompanying notes that provides:

- an understanding of the topic using the case studies,
- your key insights into the learning from the case studies,
- your key insights from other reading, lectures and activities,
- and the relevance of these insights to your colleagues in making ideas happen, in particular to the challenges of leading their Global Enterprise Experience to develop a winning business concept proposal that can lead to a successful venture.

Label a section of your Innovation Report with Weekly Case Analysis and insert your Powerpoint presentation and your one page set of notes linked to the points made in your presentation.

All of the case studies are available on Blackboard except for Whale Watchers Kaikoura which is available on:

www.landcareresearch.co.nz/publications/researchpubs/Harmsworth_report_trad_values_tikanga.pdf

Part B - Composite Mindmap

Using something like a sheet of A3 paper, develop a composite mindmap about the issues you have identified through the cases, readings, lectures and activities. Add to this composite mindmap each week from your weekly case presentations and then re-organise your data to come up with a polished composite or overall mindmap.

Part C – Composite Presentation and Notes

Prepare a 20 minute Powerpoint presentation with explanatory notes identifying ‘What it takes to make ideas happen in New Zealand’. Use the cases, readings, lectures, and activities to inform this presentation.

If mindmaps are handwritten, please remember that a staff member is going to have to read your writing so make it as legible as possible. Use your presentation skills to ensure that all sections are clearly labelled and well presented.

Quality Assurance

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.

Final examination

The final will be a written 3-hour exam and will cover the contents of the entire course. The best preparation for this exam will be: active participation in GEE and the collaborative learning groups; thoroughness in the individual assignments, as well as participation, presentation and discussion in sessions/lectures.

Assessment of your exams will not emphasise memorising information but will seek to establish a level at which you are able to use knowledge and understanding (C-level, minimum) to apply concepts and analyse situations (B-level minimum), as well as synthesise approaches and evaluate alternatives (A-level).

Handing in assignments

Assignments should be dropped in **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.

Mandatory Course Requirements

To pass this course all students must hand in all assignments, participate in the collaborative learning group work and presentations, participate in the Global Enterprise Experience (GEE), obtain an overall mark of at least 50%, and a mark of at least 40% on the final examination.

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 to 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 10 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.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

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

General University Policies and Statutes

Find key dates, explanations of grades and other useful information at www.victoria.ac.nz/home/study.

Find out about academic progress and restricted enrolment at www.victoria.ac.nz/home/study/academic-progress.

The University's statutes and policies are available at www.victoria.ac.nz/home/about/policy, except qualification statutes, which are available via the Calendar webpage at www.victoria.ac.nz/home/study/calendar (See Section C).

Further information about the University's academic processes can be found on the website of the Assistant Vice-Chancellor (Academic) at www.victoria.ac.nz/home/about_victoria/avcacademic/default.aspx

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/

COURSE SCHEDULE:

Wk	Date	Topic	Burns Text	Case Studies	Due dates
1	Tue 1 Mar 10:30	Introduction to MGMT 317			
	Thu 3 Mar 8:30	Intro to the GEE, technology, and form pairs to lead GEE teams			
	Thu 3 Mar 10:30	Leadership and visualisation			
2	Tue 8 Mar 10:30	Entrepreneurial DNA	Ch 1 & 2	Natureshop Online	
	Thu 10 Mar 8:30	Entrepreneur spiderman / Entrepreneurial architecture	Ch 3 & 4	42 Below Switzer	
	Thu 10 Mar 10:30	Entrepreneur spiderman / Entrepreneurial architecture	Ch 3 & 4	42 Below Switzer	
3	Tue 15 Mar 10:30	Encouraging creativity	Ch 14	MACPAC Howard Wright	
	Thu 17 Mar 8:30	Encouraging creativity	Ch 14	MACPAC Howard Wright	
	Thu 17 Mar 10:30	GEE topic and creativity			
4	Tue 22 Mar 10:30	Business concept proposal			GEE starts at 1pm NZ time on March 23
	Thu 24 Mar 8:30	Entrepreneurial leadership	Ch 5	Living Nature (Suzanne Hall) Annie's Marlborough	
	Thu 24 Mar 10:30	Entrepreneurial leadership	Ch 5	Living Nature (Suzanne Hall) Annie's Marlborough	
5	Tue 29 Mar 10:30	Creating an entrepreneurial culture	Ch 6	Whale Watch Kaikoura* Orca	
	Thu 31 Mar 8:30	GEE – No class			
	Thu 31 Mar 10:30	Creating an entrepreneurial culture	Ch 6	Whale Watch Kaikoura* Orca	
6	Tue 5 Apr 10:30	Building the entrepreneurial structure Intrapreneurship and corporate venturing	Ch 7 & 8	No-Tillage Rivera	
	Thu 7 Apr 8:30	GEE – No class			
	Thu 7 Apr 10:30	Building the entrepreneurial structure Intrapreneurship and corporate venturing	Ch 7 & 8	No-Tillage Rivera	

Wk	Date	Topic	Burns Text	Case Studies	Due dates
7	Tue 12 Apr 10:30	Managing the entrepreneurial organisation	Ch 9	Obo RPS Switchgear	GEE finishes Apr 14 NZ time. Email in business concept proposal and journal
	Thu 14 Apr 8:30	GEE – No class			
	Thu 14 Apr 10:30	Managing the entrepreneurial organisation	Ch 9	Obo RPS Switchgear	
8	Tue 3 May 10:30	Entrepreneurial strategies	Ch 10	Pacific Aerospace ASR	May 3 hand in Innovation Report for week 2 to week 7
	Thu 5 May 8:30	Entrepreneurial strategies	Ch 10	Pacific Aerospace ASR	
	Thu 5 May 10:30	Debrief GEE business strategies			
9	Tue 10 May 10:30	Lifecycle and portfolio strategies Developing strategies for growth	Ch 11 & 12	Global Career Link Beca	
	Thu 12 May 8:30	Lifecycle and portfolio strategies Developing strategies for growth	Ch 11 & 12	Global Career Link Beca	
	Thu 12 May 10:30	Debrief GEE cross cultural management			
10	Tue 17 May 10:30	Encouraging entrepreneurial innovation	Ch 13	Glidepath Methven	
	Thu 19 May 8:30	No class			
	Thu 19 May 10:30	Encouraging entrepreneurial innovation	Ch 13	Glidepath Methven	
11	Tue 24 May 10:30	Encouraging marketing and product innovation	Ch 15	Fisher and Paykel Seperex	
	Thu 26 May 8:30	No class			
	Thu 26 May 10:30	Encouraging marketing and product innovation	Ch 15	Fisher and Paykel Seperex	
12	Tue 31 May 10:30	The profile of an entrepreneurial organisation	P360	Icebreaker Furnware	Hand in Innovation Report with weeks 8 to 12 added, plus composite presentation and mindmap
	Thu 2 Jun 8:30	The profile of an entrepreneurial organisation	P360	Icebreaker Furnware	
	Thu 2 Jun 10:30	Exam review			

*Case study is accessed via www.landcareresearch.co.nz/publications/researchpubs/Harmsworth_report_trad_values_tikanga.pdf



Victoria Management School

MGMT317 Individual Assignment Cover Sheet

Name: _____ Student ID: _____

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

MGMT 317

Request for re-examination of assessed work

	Assessment affected <i>e.g. Individual Assignment</i>	
Student ID	Name As it appears in your enrolment	Student Number
Contact Details	<i>Phone</i> _____ <i>Email</i> _____	

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

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

Rubrics that will be used to guide our learning.

FCA / BCA Learning Goal 1: Critical and Creative Thinking Rubrics (September 2009) - LO1c

Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical problems.

FCA / BCA LO1c: Reflect critically on practical and theoretical issues.

Trait	Exemplary	Satisfactory	Unsatisfactory
Questions assumptions	Key assumptions of situation and disciplinary tools are identified and discussed in thorough and/or insightful fashion, validating, challenging, and/or revising as appropriate.	Key assumptions of disciplinary tools and situation are identified and clearly stated.	Assumptions are not identified, only tangentially discussed or implied rather than stated.
Draws valid conclusions	Draws thorough, appropriate conclusions demonstrating an ability to identify priority, significance and impact.	Draws appropriate, justifiable conclusions addressing major outcomes.	Conclusions do not follow from evidence and analysis, are far-fetched or trivial in scope.
Reflection	Comments in a structured and insightful way on: <ul style="list-style-type: none">• Outcomes;• Process;• The initial situation;• The disciplinary tools used;• Their learning experience.	Makes a substantive reflective statement addressing at least one of: <ul style="list-style-type: none">• Outcomes;• Process;• The initial situation;• The disciplinary tools used.	No attempt at reflection, or only superficial comments apparent.

FCA / BCA Learning Goal 1: Critical and Creative Thinking Rubrics (September 2009) - LO1d

Our graduates will demonstrate application of critical and creative thinking skills to practical and theoretical problems.

LO1d: Display **creative thinking** when faced with practical and/or theoretical problems.

Trait	Exemplary	Satisfactory	Unsatisfactory
Fluency: number of ideas generated	<input type="checkbox"/> Many ideas generated	<input type="checkbox"/> Good number of ideas	<input type="checkbox"/> Not many ideas generated
Flexibility: variety of ideas generated	<input type="checkbox"/> Ideas provide several distinct avenues worth pursuing	<input type="checkbox"/> A few distinct avenues identified	<input type="checkbox"/> Ideas are very similar or serve the same basic function
Originality: novelty of ideas	<input type="checkbox"/> Ideas are totally new or even unique	<input type="checkbox"/> Ideas are modifications or improvements of existing concepts	<input type="checkbox"/> Ideas are copies of existing ideas
Effectiveness: potential value of ideas	<input type="checkbox"/> Ideas meet all objectives	<input type="checkbox"/> Ideas show promise in meeting objectives	<input type="checkbox"/> Ideas offer little potential for meeting objectives

FCA / BCA Learning Goal 2: Written Communication Rubric LO2b

Our graduates will be effective communicators.
They will be able to:

FCA / BCA LO2b: Apply advanced written communication skills in a private or public sector ‘business’ context

Trait	Exemplary	Satisfactory	Not Satisfactory
Structure and style: Document, paragraph and sentence structure, flow and layout, appropriate to audience.	<input type="checkbox"/> Variety of sentence construction; <input type="checkbox"/> Logical flow; style and structure appropriate for task, audience and genre. <input type="checkbox"/> Uses engaging delivery that enhances understanding. <input type="checkbox"/> Thoughtful presentation.	<input type="checkbox"/> Not overly repetitive <input type="checkbox"/> some variety in sentence construction <input type="checkbox"/> Generally flows well <input type="checkbox"/> Some awareness of audience and genre	<input type="checkbox"/> Overly repetitive or simplistic sentence structure <input type="checkbox"/> Consistently disjointed, lack of flow <input type="checkbox"/> Style/structure inappropriate for audience
Clarity and conciseness: Answers the question, succinct, appropriate complexity.	<input type="checkbox"/> Argument effectively and efficiently conveyed. <input type="checkbox"/> Highly focused on the question <input type="checkbox"/> Easily understood.	<input type="checkbox"/> Argument reasonably clear <input type="checkbox"/> Occasionally misses the point but answers the question <input type="checkbox"/> Not over-elaborate or over-complicated	<input type="checkbox"/> Main point and/or argument confused/unclear. <input type="checkbox"/> Irrelevant information, no transition between ideas. <input type="checkbox"/> Unclear conclusion.
Technical writing skills: Spelling, capitalisation, punctuation, grammar, general proofreading.	<input type="checkbox"/> Very few spelling errors, <input type="checkbox"/> Correct punctuation, <input type="checkbox"/> Grammatically correct, <input type="checkbox"/> Complete sentences.	Occasional lapses in: <input type="checkbox"/> Spelling, <input type="checkbox"/> Punctuation, <input type="checkbox"/> Grammar, but not enough to seriously distract the reader.	<input type="checkbox"/> Numerous spelling errors, <input type="checkbox"/> Non-existent or incorrect punctuation, <input type="checkbox"/> Severe errors in grammar that interfere with understanding.
Vocabulary: Originality, breadth, appropriateness, variety.	<input type="checkbox"/> Highly appropriate, well chosen, precise and varied vocabulary. <input type="checkbox"/> Consistently uses correct word choice and discipline-specific terminology.	<input type="checkbox"/> Generally appropriate vocabulary; <input type="checkbox"/> Not overly repetitive. <input type="checkbox"/> Generally uses correct word choice and discipline-specific terminology.	<input type="checkbox"/> Excessively limited or inappropriate or repetitive vocabulary. <input type="checkbox"/> Misuses discipline-specific terminology.
Holistic judgement:	Exemplary written communication.	Satisfactory written communication.	Unsatisfactory written communication.

FCA / BCA Learning Goal 2: Oral Presentation Skills Rubric LO2c

Our graduates will be effective communicators.
They will be able to:

BCA LO2c: Deliver a professional quality presentation using appropriate technology

Aspect	Exemplary	Satisfactory	Unsatisfactory
Audience Engagement	<input type="checkbox"/> Audience fully engaged; <input type="checkbox"/> Convincing responses to questions; <input type="checkbox"/> Invokes useful discussion.	<input type="checkbox"/> Audience mostly engaged; <input type="checkbox"/> Adequate response to questions; Invokes some discussion.	<input type="checkbox"/> Audience not engaged; <input type="checkbox"/> Inability to answer questions; <input type="checkbox"/> Inability to invoke discussion.
Organisation	<input type="checkbox"/> Tightly focussed; <input type="checkbox"/> Well structured, theme is clear; <input type="checkbox"/> Message very clear; <input type="checkbox"/> Good timing.	<input type="checkbox"/> Mostly focussed; <input type="checkbox"/> Discernible theme; <input type="checkbox"/> Message is mostly clear; <input type="checkbox"/> Keeps almost to time.	<input type="checkbox"/> Rambling, unfocussed; <input type="checkbox"/> Disorganised, unrelated; <input type="checkbox"/> Message is unclear; <input type="checkbox"/> Runs over time or too brief.
Delivery	<input type="checkbox"/> Smooth effective delivery; <input type="checkbox"/> Good voice control; <input type="checkbox"/> Appropriate eye contact; <input type="checkbox"/> Appears relaxed; Speaks without notes.	<input type="checkbox"/> Appropriate language; <input type="checkbox"/> Okay voice control; <input type="checkbox"/> Mostly appropriate eye contact; <input type="checkbox"/> Appears mostly relaxed; <input type="checkbox"/> Uses notes occasionally.	<input type="checkbox"/> Incorrect or inappropriate language; filler words, verbose; <input type="checkbox"/> Problems with voice control; <input type="checkbox"/> Inappropriate eye contact; <input type="checkbox"/> Appears tense, nervous; <input type="checkbox"/> Reads and/or relies heavily on notes.
Visual Aids (Quality and Use)	<input type="checkbox"/> Excellent visual aids; <input type="checkbox"/> Seamless use of visual aids.	<input type="checkbox"/> Appropriate visual aids; <input type="checkbox"/> Appropriate use of visual aids.	<input type="checkbox"/> Poor quality visual aids; <input type="checkbox"/> Inept use of visual aids.
Holistic judgement	Oral communications exceed standard.	Satisfactory oral communications.	Unsatisfactory oral communication.