



# Learning & Feedback Guide

**Professor Woodrow**  
**8/18/2009**

### Oral Presentation Rubric: Professor Woodrow

Evaluation Rating >>>>>>	4: Exemplary	3: Accomplished	2: Developing	1: Basic
Criteria				
<p style="text-align: center;"><b>CONTENT</b> (40%)</p> <p>Subtotal: _____/_____ _____</p>	<p><input type="checkbox"/> An abundance of material clearly related to thesis; points are clearly made and all evidence supports thesis; varied use of materials</p>	<p><input type="checkbox"/> Sufficient information that relates to thesis; many good points made, but there is an uneven balance and little variation</p>	<p><input type="checkbox"/> There is a great deal of information that is not clearly connected to the thesis</p>	<p><input type="checkbox"/> Thesis not clear; information included that does not support thesis in any way</p>
<p style="text-align: center;"><b>COHERENCE AND ORGANIZATION</b> (20%)</p> <p>Subtotal: _____/_____ _____</p>	<p><input type="checkbox"/> Thesis is clearly stated and developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct, but not choppy; well organized</p>	<p><input type="checkbox"/> Most information presented in logical sequence; generally very well organized, but better transitions from idea to idea and medium to medium needed</p>	<p><input type="checkbox"/> Concept and ideas are loosely connected; lacks clear transitions; flow and organization are choppy</p>	<p><input type="checkbox"/> Presentation is choppy and disjointed; does not flow; development of thesis is vague; no apparent logical order of presentation</p>
<p style="text-align: center;"><b>CREATIVITY</b> (20%)</p> <p>Subtotal: _____/_____ _____</p>	<p><input type="checkbox"/> Very original presentation of material; uses the unexpected to full advantage; captures audience's attention</p>	<p><input type="checkbox"/> Some originality apparent; good variety and blending of materials/media</p>	<p><input type="checkbox"/> Little or no variation; material presented with little originality or interpretation</p>	<p><input type="checkbox"/> Repetitive with little or no variety; insufficient use of multimedia</p>
<p style="text-align: center;"><b>MULTIMEDIA APPLICATION</b> (10%)</p> <p>Subtotal: _____/_____ _____</p>	<p><input type="checkbox"/> Balanced use of multimedia materials; properly used to develop thesis; use of media is varied and appropriate</p>	<p><input type="checkbox"/> Use of multimedia not as varied and not as well connected to thesis</p>	<p><input type="checkbox"/> Choppy use of multimedia materials; lacks smooth transition from one medium to another; multimedia not clearly connected to thesis</p>	<p><input type="checkbox"/> Little or no multimedia used or ineffective use of multimedia; imbalance in use of materials—too much of one, not enough of another</p>
<p style="text-align: center;"><b>SPEAKING SKILLS</b> (10%)</p> <p>Subtotal: _____/_____ _____</p>	<p><input type="checkbox"/> Poised, clear articulation; proper volume; steady rate; good posture and eye contact; enthusiasm; confidence; within allotted time</p>	<p><input type="checkbox"/> Clear articulation, but not as polished; within 1-2 minutes +/- allotted time</p>	<p><input type="checkbox"/> Some mumbling; little eye contact; uneven rate; little or no expression; within 3-4 minutes +/- allotted time</p>	<p><input type="checkbox"/> Inaudible or too loud; no eye contact; rate too slow/fast; speaker seemed uninterested and used monotone; too long or too short (5 or more minutes +/- allotted time)</p>

**Comments:**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_/\_\_\_\_\_

### Research/Writing Rubric: Professor Woodrow

Evaluation Rating >>>>>>	4: Exemplary	3: Accomplished	2: Developing	1: Basic
Criteria				
<b>THESIS/FOCUS</b> (10%)  Subtotal: _____/_____  _____	<input type="checkbox"/> Thesis and purpose are clear to the reader; closely match the writing task	<input type="checkbox"/> Thesis and purpose are fairly clear and match the writing task	<input type="checkbox"/> Thesis and purpose are somewhat vague or only loosely related to the writing task	<input type="checkbox"/> Reader cannot determine thesis & purpose or thesis has no relation to the writing task
<b>COHERENCE AND ORGANIZATION</b> (30%)  Subtotal: _____/_____  _____	<input type="checkbox"/> Fully & imaginatively supports thesis & purpose. Sequence of ideas is effective. Transitions are effective	<input type="checkbox"/> Organization supports thesis and purpose. Transitions are mostly appropriate. Sequence of ideas could be improved	<input type="checkbox"/> Some signs of logical organization. May have abrupt or illogical shifts & ineffective flow of ideas	<input type="checkbox"/> Unclear organization or organizational plan is inappropriate to thesis. No transitions
<b>SUPPORT/ REASONING</b> (30%)  Subtotal: _____/_____  _____	<input type="checkbox"/> Substantial, logical, & concrete development of ideas. Assumptions are made explicit. Details are germane, original, and convincingly interpreted	<input type="checkbox"/> Offers solid but less original reasoning. Assumptions are not always recognized or made explicit. Contains some appropriate details or examples	<input type="checkbox"/> Offers somewhat obvious support that may be too broad. Details are too general, not interpreted, irrelevant to thesis, or inappropriately repetitive	<input type="checkbox"/> Offers simplistic, undeveloped, or cryptic support for the ideas. Inappropriate or off-topic generalizations, faulty assumptions, errors of fact
<b>USE OF SOURCES</b> (30%)  Subtotal: _____/_____  _____	<input type="checkbox"/> Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Combines material from a variety of sources, including personal observation, scientific data, authoritative testimony. Doesn't overuse quotes	<input type="checkbox"/> Uses sources to support, extend, and inform, but not substitute writer's own development of idea. Doesn't overuse quotes, but may not always conform to required style manual	<input type="checkbox"/> Uses relevant sources but lacks in variety of sources and/or the skillful combination of sources. Quotations & paraphrases may be too long and/or inconsistently referenced	<input type="checkbox"/> Neglects important sources. Overuse of quotations or paraphrase to substitute writer's own ideas. (Possibly uses source material without acknowledgement)

**Comments:**

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**Total Score:** \_\_\_\_\_/\_\_\_\_\_

### Participation Rubric: Professor Woodrow

**OUTSTANDING CONTRIBUTOR**

Contributions in class reflect thorough preparation. Ideas offered are usually substantive, providing one or more major insights as well as direction for the class. Arguments, when offered, are well substantiated and persuasively presented. If this person were not a member of the class, the quality of the discussions would be diminished considerably.

**GOOD CONTRIBUTOR**

Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights, and sometimes direction for the class. Arguments, when presented, are generally well substantiated and are often persuasive. If this person were not a member of the class, the quality of the discussion would be diminished considerably.

**ADEQUATE CONTRIBUTOR**

Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights, but seldom offer a major new direction for the discussion. Arguments are sometimes presented, and are fairly well substantiated and sometimes persuasive. If this person were not a member of the class, the quality of the discussions would be diminished somewhat.

**NON-PARTICIPANT**

This person has said little or nothing in class. Hence, there is not adequate basis for evaluation. If this person were not a member of the class, the quality of the discussions would not be changed.

**UNSATISFACTORY CONTRIBUTOR**

Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive; provide few, if any, insights; and rarely a constructive direction for the class. Integrative comments and effective arguments are absent. Class contributions are, at best, "time filler" efforts making isolated, obvious, or confusing points. If this person were not a member of the class, valuable class time would be saved.

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Examples of things that cause students *not* to earn the full amount of participation points:

- Texting; doing homework in class
  - Being disruptive
  - Not reading assigned material
  - Arriving late; leaving early
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**Comments:**

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Course:** \_\_\_\_\_ **Total Score:** \_\_\_\_\_ / \_\_\_\_\_



## Preparing Case Study Analyses: Professor Woodrow

The general guidelines listed below may be used in preparing for an oral or written case analysis.

There may be several feasible courses of action regarding the solution to any case. It is more important to concern yourself with the process of problem definition and isolation, analysis, and evaluation of alternatives, and the choice of one or more recommendations, rather than trying to find a single answer.

Very often, the right answer is the one that you can propose, explain, defend, and make work.

### The Process of Analyzing a Case

1. Read and study the case thoroughly and efficiently.  
Read the case once for familiarity, noting issues that come to the forefront. Read the case again. Determine all the facts, making notes about symptoms of problems, root problems, unresolved issues, and roles of key players. Watch for issues beneath the surface.
2. Isolate the problem(s).  
Get a feel for the overall environment by putting yourself in the position of one of the key players. Seek out the pertinent issues and problems.
3. Analyze and evaluate alternatives.
  - a. Once the problems and issues are isolated, work at gaining a better understanding of causes. In what area do the problems exist? Why? What caused them? Examine and evaluate the strengths and weaknesses of the processes under examination (e.g., planning, communication), human behaviors, and/or exhibits (e.g., financial statements, sales reports, etc.). Check the effectiveness of managerial competencies. Are the objectives and strategies compatible with the skills and resources available?
  - b. Formulate a solid evaluation of the case. Examine various alternatives. Weigh the pros and cons of each. Are they feasible? Decide on the most valid alternative.
4. Make recommendations.  
Prepare your recommendations on what must be done and create an agenda of corrective actions. What recommendations would you make? What specific functions and activities have to be performed in order to solve the problems? Are the recommendations workable? Affordable? A good rule of thumb to follow is to avoid recommending anything you would not do yourself if you were in management's shoes. Give reasons for your recommendations.

### Presenting the Case

1. Identify key problems and issues: State them as clearly and precisely as possible. It is essential that your presentation reflects a sharply focused diagnosis of significant problems and issues confronting management.
2. Present the analysis and evaluation: Support your evaluation with facts. If you add exhibits or documentation, discuss them; don't just tack them on to the report.
3. Recommendations and plan of action: Recommendations should address all of the problems and/or issues that were identified and analyzed. What are the consequences of your recommendations? Be sure there is financial ability to carry them out. Don't use generalities, such as: "Everyone should do more communicating." Be specific. What should be done? Who should do it? When? For example, state the following: "Manager X should take the following steps: 1., 2., 3., etc."

## Learning Techniques

Overview: The learning process can be maximized by integrating a variety of techniques, since each of our learning styles is often unique. Use of the lecture method should be limited while other learning techniques should be increased, based on the following research findings on retention. We retain:

- 10% of what we read,
- 20% of what we hear,
- 30% of what we see,
- 50% of what we hear and see,
- 70% of what we say, and
- 90% of what we say and do.

When groups are involved, below are some techniques that can assist with the coaching process in developing managers:

- *Question and Answer:* One person provoking response by inquiry, usually from person-to-person.
- *Group Discussion:* Two or more persons sharing knowledge, experiences, and opinions, building on ideas, clarifying, evaluating, and coordinating to reach an agreement or gain better understanding.
- *Lecture Forum:* One person combining the lecture with asking questions for clarification of specific points.
- *Symposium:* Three or more people discuss an issue before a group under the direction of a moderator, followed by a group discussion.
- *Debate:* Two speakers, under the direction of a moderator, presenting two sides of an issue.
- *Conversations:* Two people informally discuss a topic before an audience.
- *Buzz Groups:* A large group divided into smaller groups of 4-6 persons discussing a particular topic and then reporting back to the larger group.
- *Role Playing:* Selected members of a group spontaneously acting out a human relations situation or incident, followed by analysis and evaluation.
- *Laboratory:* One or more persons solving problems through testing and experimentation.
- *Exhibits:* Showing an arrangement or collection of materials.