

ODL 400: Leadership Capstone

Fall B 2019

3 Credit Hours



INSTRUCTOR INFORMATION

Instructor: Stephen Craig
Email: scraig@walsh.edu
Phone: 330.819.7994
Virtual Office Hours: Respond to all emails within 48 hours

COURSE DESCRIPTION

The culminating capstone experience is encapsulated in the final two assignments for this course. The first is an organizational analysis presentation and the second is an action plan paper. The presentation and paper will require students to analyze a service organization and make recommendation to improve a problem identified in this service organization. This will happen after the student has completed 5 hours of community service with the organization, interviewed a leader within the organization and researched the organization through print and online resources. The student will choose an organization, identify a problem and analyze the problem using content and materials provided in the concentration courses and found in the required text. The action plan should describe gaps and resources and apply evidenced based practices to develop a model addressing the identified organizational problem.

Course Prerequisites:

ODL 200

PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)

- PSLO 1: demonstrate knowledge of theories, facts, methodologies and research in the respective discipline to evaluate, propose and provide solutions to problems.
- PSLO 2: A graduate of the Social and Behavioral Sciences Program will demonstrate the ability to recognize and evaluate ethical issues and situations.
- PSLO 3: A graduate of the Social and Behavioral Sciences Program will apply quantitative and qualitative analytical reasoning skills to solve problems and evaluate outcomes.
- PSLO 4: A graduate of the Social and Behavioral Sciences Program will communicate effectively in forms appropriate to the discipline, individually and/or in groups.
- PSLO 5: A graduate of the Social and Behavioral Sciences Program will compare the beliefs, behaviors, values and worldview of others.

COURSE STUDENT LEARNING OUTCOMES (CSLOS)

Upon completion of this course, students will be able to:

- CSLO 1: Students will integrate course material from prior core and concentration courses to evaluate new information.
- CSLO 2: Students will utilize creative and critical thinking skills to complete complex problem solving activities.
- CSLO 3: Students will critically analyze a variety of information sources.
- CSLO 4: Students will demonstrate effective written and verbal communication skills in discussions, papers, presentations and projects.

REQUIRED COURSE MATERIALS

Primary Text: Northouse, P. G. Introduction to Leadership: Concepts and Practice (4th ed.). Thousand Oaks, CA: © 2018, SAGE Publishing..

On-Line Materials: Assigned course materials can be found under each week's lessons.

Additional Readings & Handouts: Supplemental materials can be found under each week's lessons.

Students are responsible for all material discussed and assigned in class throughout the semester.

STUDENT REQUIREMENTS AND EXPECTATIONS

Attendance/Course Participation

It is an expectation in this course that all students complete the readings and other assignments, and actively contribute to all discussion topics. Many of the course activities are built upon collaborative learning and rely on the input and feedback of others. Because of the nature of online course work, late or missing activities may have a negative impact on the overall student learning and course performance.

Participation in this course is taken to mean sharing of self with others with respect to thoughts and feelings as well as engaging actively in the exercises and experiences that are a part of the teaching-learning design. There is also the expectation that contributions made should reflect a growing understanding of course topic(s). Students are required to reflect informed and articulate answers and thoughts based on careful readings and completion of assigned activities and materials.

Discussion Forum Participation

Participation in discussion forums is critical for maximizing students' learning experiences and is required for the online delivery of this course. Each student is required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group.

Active participation in discussion topics is defined as making at least one (1) original posting per week for each discussion topic and at least two (2) responses to colleagues' postings. This will result in a minimum total of three (3) postings each week, per topic.

NOTE: Your original post will be due each week by Wednesday at 11:55 p.m. and all subsequent posts will be due by Saturday at 11:55 p.m.

The course discussion rubric provides specific guidelines on how discussion contributions will be graded and what is considered a substantive response. Some characteristics that are considered to be a part of excellent discussion contributions are outlined below. The instructor will consider these characteristics when assessing students' quality and level of participation.

- Each student should submit his/her initial post(s) early in the session and your subsequent responses to the posts of other learners at timely intervals within the duration of the session. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session.
- Posts and responses should be thorough, thoughtful and properly posted BEFORE the due dates for the week. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support statements with examples, experiences, or references. However, students are encouraged to be brief – try to keep each post and response to one or two short paragraphs. Keep in mind that fellow students will be reading and responding too.
- Make certain to address the discussion prompt(s). This does not mean one should not extend the topic, but do not stray from the topic.
- Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Revisit the discussion forum and respond (if necessary) to what other learners have posted to initial responses.
- When relevant, add to the discussion by including prior knowledge, work experiences, references,

websites, resources, etc. (giving credit when appropriate).

- Contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

Assignments

All course written requirements should be submitted via the Assignments tool in ECN. Lessons will run Monday-Sunday of each course week. Lessons will open on the Friday prior to the start of a lesson. All assignments, other than discussion forum posts, should be completed and submitted by the last day of the lesson week (Saturday) at 11:55 p.m. Because of the way the course is structured, students must stay on track with assignment dates and cannot complete assignments from previous weeks once the due date is passed.

Computerized Web-Based Evaluations for Courses/Faculty

Students will be given the opportunity to evaluate the course and faculty at the end of the semester. Students have a professional responsibility and obligation to complete these evaluations.

Communicate with Your Instructor

Instead of sending email questions/concerns regarding the course, please post course questions in the General Discussion Forum. This is the best place to post all non-private questions that pertain to the course, since other students will benefit from the exchange. The instructor will respond to all questions posted there within 48 hours. Please contact the instructor via Walsh email (see Page 1) with any personal and/or private issues or questions. Professor will read all postings in Discussion Forum, though will not reply to all postings unless they are the within the General Discussion section.

GRADING METHODOLOGY AND POLICIES

Final course grade will be based on graded assignments, interactive participation, and demonstration of ethical and professional conduct in all learning activities. Course assignments will be weighted as follows:

Category	Points	Percent (%)
1. Discussions (8)	80	16%
2. Resume'	20	4%
3. Goal setting assignment	30	6%
4. Category 4	30	6%
5. Category 5	30	6%
6. Category 6	30	6%
7. Goal setting assignment	30	6%
8. Goal setting assignment	100	20%
9. Goal setting assignment	150	30%

TOTAL: 500 pts

A grade will be assigned based upon achievement of points within one of the following ranges:

Letter Grade	Percentage	Total Points
A	93% - 100%	465-500 points
A -	90% - 92%	450-460 points
B+	87% - 89%	435-445 points
B	83% - 86%	415-430 points
B-	80% - 82%	400-410 points
C+	77% - 79%	385-395 points
C	73% - 76%	365-380 points

C-	70% – 72%	350-360 points
D+	67% – 69%	335-345 points
D	63% – 66%	315-330 points
D-	60% – 62%	300-310 points
F	Below 60%	< than 300 points

Late Assignments

All assignments are due by on the day indicated on the assignment. If accepted by the instructor, late submissions (via email, Assignments Tab, etc.) will be assessed a penalty.

Make-up assignments will only be permissible under EXCEPTIONAL circumstances. It is the student's responsibility to notify the instructor in-advance of the assignment. The instructor will evaluate each situation on a case-by-case basis. A request is not synonymous with approval. In some cases, the assignment will be due or examination taken prior to the original due-date.

All course assignments must be completed before a course grade will be issued. If not completed, an incomplete grade may be negotiated. Refer to Walsh University Catalog for incomplete grade protocol and policies.

Grade Appeal

Refer to the Walsh University Catalog for the specific policy.

COURSE POLICIES

Writing Policy

To support the program expectation that all students demonstrate acceptable writing skills as evidenced by error-free grammar and acceptable professional style a minimum of twenty-five (25%) percent of the grade on ALL written assignments is based on the writing skills evidenced in the writing assignment. All assignments should follow APA formatting policy.

Computer and Digital Literacy Skills:

It is expected that students have a working understanding of ECN as well as the Microsoft Office Suite. Students will be asked to place assignments in the Assignments Tab. Students will also be asked to utilize the Discussion Board. Correspondence with instructor will be conducted through the ECN messaging application and through Walsh Email. Students are expected to check their email on a regular basis. If you are not sure how to utilize any of the beforementioned technology, please contact the course facilitator. Students will also be asked to prepare presentations. The preferred format for the personal video / PowerPoint presentations will be Walsh's video-conferencing service, ZOOM. This is now setup with your MyWalsh single sign-on. To access and initiate your ZOOM account, go to [zoom.walsh.edu](https://zoom.us) -> Click the Sign-In button -> Enter your Walsh username and password -> and you are ready. Zoom is similar to Skype, in allowing face to face video conferences. Zoom is accessible, discover more here: <https://zoom.us/accessibility>

UNIVERSITY AND DEPARTMENTAL POLICIES

Academic Integrity

Appropriate source documentation must be supplied for all quoted and/or referenced materials. If any student has specific questions about proper citations, quotations, etc., please contact the instructor.

The Walsh Digital Campus subscribes to the Academic Integrity Policy as published in the Walsh University Catalog ("Academic Integrity Policies & Procedures" section). If a student engages in academic dishonesty – as defined by the policy – the penalties may include an "F" for the assignment, an "F" for the course, and/or submission of the student's (or group's) name to the University for further action. The instructor will follow procedures set forth in handling issues of alleged violations. The student should become familiar with these policies, procedures, etc.

Accessibility Services for Students with Disabilities

Walsh University is committed to fostering an institutional climate in which qualified students with disabilities have full access to the academic environment. It is our practice to create an inclusive and accessible learning environment consistent with federal law.

If you feel that you may need an accommodation based on the impact of a disability or temporary medical condition, please contact Meredith Sodik, the Director of Academic Support Services, at 330-490-7529 or msodik@walsh.edu. Accessibility Services will confidentially discuss your needs, review your documentation, and determine your eligibility for reasonable accommodations. Please know that it is the student's responsibility to request and coordinate accommodations. Although students may contact Accessibility Services at any point throughout the semester, it is ideal for a student's accommodations to be arranged and communicated as early as possible because accommodations are not retroactive.

University Administrative Withdrawal Policy

After one written warning to the student, and with appropriate notice of such a practice in the syllabus, an instructor may administratively withdraw a student from a course after unexcused non-attendance in an on-ground course, or unexcused non-participation in an online course, in at least 20% of the specific course schedule per the following schedule:

- 8 week course – after two weeks
- 15 week course – after three weeks

The student must receive one written warning from the instructor to the student's Walsh University email address. Administrative withdrawals will not be permitted after the last day to withdraw from the term (per appropriate term of the Academic calendar) without permission of the Associate Vice President and Dean of Academic Administration and Department Chair of the program. Refer to the academic calendar for specific dates. A student who is administratively withdrawn from a class will receive a final grade of W (withdrawal).

STUDENT SUCCESS SUPPORT

Sarah Shaeffer
Student Support Manager
Cell Phone: 330-933-5417
Email: ojustus@walsh.edu

TECHNICAL SUPPORT

Walsh University Help Desk
Phone: 330-244-4357
Email: helpdesk@walsh.edu

COURSE ORGANIZATION AND TEACHING STRATEGIES

This course is organized in alignment with Walsh University's online course template. Each lesson contains an overview and outcomes, readings and related materials, learning activities and assessments, as well as supplemental resources. The schedule below is tentative; all assignments, projects, grades, and due dates are subject to change through the course of the semester as needed at the instructor's discretion.

Week	Topics	Activity	Due Date
Week 1	Course Introduction & Overview Purpose of Capstone Course Professional Associations Transitioning from Student to Graduate Resume'	Resume' Service site & Professional Association Discussion	Resume' due by Sat. 11:55pm
Week 2	Introduction to Mission Statements Value of Mission Statements	Goal-setting Paper Mission Statements Discussion	Goals paper due by Sat. 11:55pm
Week 3	Ethics Professional Code of Ethics Ethical Decision-Making Model	Profession/Career Paper Culture of Ethics Discussion	Profession paper due by Sat. 11:55pm
Week 4	Leadership Traits Leadership Skills Leadership Types Leadership Styles	Research Article Summary Leadership Discussion	Research article summary due by Sat. 11:55pm
Week 5	Culture Cultural Competence Global Citizen Value of Workplace Diversity	Diversity Reflection Presentation Global Citizen Discussion	Diversity reflection presentation due by Sat. 11:55pm
Week 6	Workplace Conflict Advantages and Disadvantages of Workplace Conflict Conflict Resolution Model	Conflict Resolution Paper Conflict Discussion	Conflict resolution paper due by Sat. 11:5pm
Week 7	Types of Communication Common Communication Errors Effective Communication	Organizational Analysis Presentation Communication Discussion	Organizational Analysis Presentation
Week 8	Organizational Change Organizational Culture	Organizational Analysis Presentation Discussion Action Plan Paper	Action plan paper due by Sat. 11:55pm

APPENDICES

Discussion Rubric

Criterion	Below Average	Average	Very Good	Excellent	Score*
Quality of Information in Posting	Posting simply restates the main concept.	Postings consistently focus on the week's topic, but do not relate the underlying concepts in the readings to the discussion. No details and/or examples are given.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Provides at least 1 supporting detail or example.	Postings consistently focus on the week's topic and relate the underlying concepts in the readings to the discussion. Comments including several supporting and details and/or examples.	
Citations and Resource Development	Never cites sources and /or does not provide information regarding outside resources related to the topic.	Rarely cites sources or provides information regarding outside resources related to the topic.	Occasionally cites sources or provides information regarding outside resources related to the topic.	Consistently cites sources used to develop posting and provides information regarding outside resources related to the topic.	

Criterion	Below Average	Average	Very Good	Excellent	Score*
Critical Thinking	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	Provides exemplary insights, engages other opposing postings, and draws support from experience and information not available from assigned sources	
Participation	A post own comments but does not interact with others in the online community.	Rarely interacts or responds to other members of the online community other than required responses.	Occasionally responds to other members of the online community over the required minimum number of postings.	Consistently encourages and facilitates interaction among members of the online community on an ongoing basis over the required minimum number of postings.	
Total Score: (May be recorded in decimals or fractions)					

Assignment I: Resume' Rubric

	Below Average (5)	Average (8)	Very Good (9)	Excellent (10)	
Formatting & Appearance	Font is too small or unprofessional. Margins are too large/small. Resume' length is too long/short. Typos present.			12 point font and either Calibri, Arial or Times New Roman. Resume' is one page, with one-inch margins. No typos.	
Contact Information Section	Contact information is missing name, phone number, email or address. Email name is unprofessional. Typos present.			Name, address, phone and email provided. Name stands out on resume'. Email name is professional. No typos.	
Education, Certification & Licensure Section	Education/degree information is not listed. Certification/licensure not listed. Typos present.	Education/degree information is listed but not reverse chronological order. Certification/licensure listed.	Education/degree information is complete and listed in reverse chronological order. Certification/licensure listed.	Education/degrees listed in reverse chronological order. Full name of degree spelled (e.g., Associate of Arts). Institution's full name listed. Certification /licensure listed in order of relevance. No typos.	
Work & Volunteer Experience Section	Relevant work/volunteer experience is not included. Typos present.	Relevant work/volunteer experience is listed without details.	Relevant work/volunteer experience listed with some details.	Relevant details for each work/volunteer experience listed. Explanation of relevance of work/volunteer experience is clear to reader. No typos.	
Total Score:					

Assignment 2: Goal Setting Paper Rubric

	Below Average (5)	Average (8)	Very Good (9)	Excellent (10)	
Goal Statement	Does not identify a professional goal.	Identifies a professional goal.	Professional goal is clearly identified, well-written and succinct.	Professional goal is clearly identified, well-written and succinct. Goal is also measurable.	
Response to Questions	Paper does not respond to most of the questions.	Paper responds to most questions, but responses are brief and vague.	Responds to all the questions, but some answers do not provide sufficient explanation.	Responses to all questions are thoughtful, complete and well-written.	
Steps to Achieve Goal	No steps are given to realistically achieve goal.	Some steps are given toward achievement of the goal.	Most steps are clearly written, measurable, attainable and reasonable.	All steps toward goal are clearly written, attainable, measurable and reasonable.	
Writing Style	Paper has significant writing issues, grammatical issues, and/or misspellings.	The paper has grammatical errors, spelling issues, written colloquially, and/or word issues found within the paper.	The paper is generally well-written. The paper demonstrates average writing mastery at the undergraduate level	The paper is written in a tight and crisp manner. Overall, the paper demonstrates advanced writing skill mastered at the undergraduate level.	
Total Score:					

Assignment 3: Profession/Career Paper Rubric

	Below Average (5)	Average (8)	Very Good (9)	Excellent (10)	
Overview of Job Responsibilities	Does not identify and summarize the job responsibilities.	Identifies some of the job responsibilities, but includes limited explanations.	Identifies all job responsibilities with some explanation of their relevance.	Identifies all salient job responsibilities with a clear understanding of their relevance.	
Necessary Education and Training	Does not identify the necessary education or training for the selected profession/career.			Identifies all necessary education and training for the selected profession/career.	
Projected Job Outlook & Pay	Does not identify rate of job growth or median pay.	Lists the rate of growth in the Job Outlook and the rate of pay.	Adequately describe the job growth percentage and the median rate of pay.	Clearly identifies the rate of job growth and the explanation given. Identifies median pay, as well as the upper and lower 10% of earnings for the occupation.	
Writing Style	Paper is written in the first-person, has significant writing issues, grammatical issues, and/or misspellings.	Paper is written in the third-person, but has grammatical errors, spelling issues, written colloquially, and/or word issues found within the paper.	Paper is written in the third-person, is generally well-written. The paper demonstrates average writing mastery at the undergraduate level	Paper is written in third-person in a tight and crisp manner. Overall the paper demonstrates advanced writing skill mastered at the undergraduate level.	
Formatting (APA)	Paper does not include appropriate headings or page numbers and the Paper's presentation	Paper includes either headings or page numbers. Paper is average in its presentation. There are	Paper includes identified headings and page numbers. In-text citations are consistent and follow	Paper includes clearly identified headings, page numbers, and is expertly presented and very visually	

	is rudimentary. There are no or very basic in-text citations that appear to be inconsistent and do not follow APA formatting. Reference list is incomplete and inconsistent.	in-text citations that appear to be consistent but do not follow APA formatting. Reference list is complete, but does not follow proper APA guidance.	APA guidance with some errors. Reference list follows APA guidelines with some errors. The paper is generally well-presented.	appealing. In-text citations are excellent and follow APA guidance with little to no errors. Reference list is complete and consistently follows APA guidelines with little to no errors.	
Total Score:					

Assignment 4: Research Article Summary Rubric

	Below Average (5)	Average (8)	Very Good (9)	Excellent (10)	
Research Problem/Purpose	Does not identify the research problem or purpose.	Identifies research problem or purpose, but not does rephrase in own words.	Identifies research problem or purpose, using own words.	Identifies research problem using own words and clearly summarizes the purpose of the research.	
Literature Review/Prior Research Summary	Does not include a summary of prior research results on the topic of investigation.	Includes a list of prior research results.	Briefly summarizes prior research results.	Effectively summarizes prior research and explains its relevance to the topic of investigation.	
Research Methods/Sample Description	Does not identify the research method or sample.	Identifies either the research method or sample.	Briefly describes the research method and sample.	Describes the research method and sample, including a critique of the research design.	
Results and Significance Discussion	Does not describe the results of the study and does not include a discussion of the significance of the findings of the study.	Describes the results of the study and provided a limited explanation for the significance.	Adequately describes the results of the study and significance.	Provides a thorough explanation of the results. Demonstrates the significance of the findings by applying them to organizational leadership.	
Writing Style	Paper is written in the first-person, has significant writing issues, grammatical issues, and/or misspellings.	Paper is written in the third-person, but has grammatical errors, spelling issues, written colloquially, and/or word issues found within the paper.	Paper is written in the third-person, is generally well-written. The paper demonstrates average writing mastery at the undergraduate level	Paper is written in a tight and crisp manner. Overall, the paper demonstrates advanced writing skill mastered at the undergraduate level.	
Total Score:					

Assignment 5: Workplace Diversity Reflection Presentation Rubric

	Below Average (5)	Average (8)	Very Good (9)	Excellent (10)	
Reflective Thinking	Presentation does not demonstrate the student's thoughts on the subject.	Explanation of student's thoughts on the subject is unclear or vague.	Explanation of student's thoughts on the subject is clear.	Presentation demonstrates student's thoughts and learning process on the subject.	
Application	Does not discuss readings/video content and does not apply it to future goals.	Discusses some of the content in readings/video but does not discuss application to future goals.	Discusses most of the content in readings/video and makes limited application to future goals.	Thoughtfully discusses all relevant content in readings/video and demonstrates possible application to future goals.	

Integration of Course Materials	Presentation simply restates content in course materials.	Presentation consistently focuses on the week's topic, but does not relate the underlying concepts in the readings/video to the discussion. No details and/or examples are given.	Presentation consistently focuses on the week's topic and relate the underlying concepts in the readings/video to the discussion. Provides at least one supporting detail or example.	Presentation consistently focuses on the week's topic and relates the underlying concepts in the readings/video to the discussion. Comments include supporting details and/or examples.	
Total Score:					

Assignment 6: Conflict Resolution Paper Rubric

	Below Average (5)	Average (8)	Very Good (9)	Excellent (10)	
Critical Thinking	Does not identify and summarize the problem.	Identifies the main problem and some of the underlying aspects of the issue.	Identifies the main problem and most of the underlying aspects of the issue.	Thoughtfully identifies the main problem and clearly explains the most relevant aspects of the issue.	
Proposed Resolution to Workplace Conflict	Does not propose a resolution to workplace conflict.	Proposes a simplistic and unrealistic resolution to workplace conflict.	Proposes a resolution to workplace conflict that meets two of the three expectations: just, realistic, agreeable to all parties.	Proposed resolution is just, realistic and agreeable to all parties.	
Integration of Course Materials	Does not include all relevant steps of the Conflict Resolution Model. Does not incorporate information from assigned article.	Includes some of the relevant steps of the Conflict Resolution Model. Includes some content from the assigned article.	Includes most of the relevant steps of the Conflict Resolution Model. Includes most of the relevant content from the assigned article.	Includes all relevant steps of the Conflict Resolution Model. Incorporates information from assigned article. Thoroughly explains, with examples, how to achieve an acceptable solution.	
Writing Style	Paper is written in the first-person, has significant writing issues, grammatical issues, and/or misspellings.	Paper is written in the third-person, but has grammatical errors, spelling issues, written colloquially, and/or word issues found within the paper.	Paper is written in the third-person, is generally well-written. The paper demonstrates average writing mastery at the undergraduate level.	Paper is written in third-person in a tight and crisp manner. Overall the paper demonstrates advanced writing skill mastered at the undergraduate level.	
Formatting (APA)	Paper does not include appropriate headings or page numbers and the Paper's presentation is rudimentary. There are no or very basic in-text citations that appear to be inconsistent and do not follow APA formatting. Reference list is incomplete and inconsistent.	Paper includes either headings or page numbers. Paper is average in its presentation. There are in-text citations that appear to be consistent but do not follow APA formatting. Reference list is complete, but does not follow proper APA guidance.	Paper includes identified headings and page numbers. In-text citations are consistent and follow APA guidance with some errors. Reference list follows APA guidelines with some errors. The paper is generally well-presented.	Paper includes clearly identified headings, page numbers, and is expertly presented and very visually appealing. In-text citations are excellent and follow APA guidance with little to no errors. Reference list is complete and consistently follows APA guidelines with little to no errors.	
Total Score:					

Assignment 7: Organization Analysis Presentation Rubric

Below Average (5)	Average (8)	Very Good (9)	Excellent (10)
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Critical Thinking	Does not identify and summarize the problem.	Identifies the main problem and some of the underlying aspects of the issue.	Identifies the main problem and most of the underlying aspects of the issue.	Thoughtfully identifies the main problem and clearly explains the most relevant aspects of the issue.	
History and Development	Presents little to no information on the organizations history and development	Some information on History but not how organization has developed	Information on history and development of organization but not tied to course material in any way	Information on history and development of organization tied to course material	
Organizational Structure	Presents little to no information on the organizational structure	Some information structure but incomplete	Information organizational structure but not tied to course material in any way	Information on history and development of organization tied to course material	
Philosophy on Leadership/Management	Presents little to no information on the philosophy on leadership of individual interviewed or organization	Some information on Leadership philosophy of individual interviews but none on organization leadership philosophy	Information on leadership philosophy of individual interviewed and organization but not tied back to course material	Information on leadership philosophy of individual interviewed and organization and tied back to course material	
Culture	Presents little to no information on the organizations culture	Some incomplete information on organizational culture is presented	Information on organizational culture but not tied to course material in any way	Information on culture of organization discussed and tied to course material	
Commitment to Diversity	Presents little to no information on the organizations commitment to diversity	Some information on organizations commitment to diversity but incomplete	Information on organizations commitment to diversity but not tied to course material in any way	Information on organizations commitment to diversity tied to course material	
Interview Summary	Little to no mention of interview is made	Student discusses interview but does not incorporate it into analysis	Interview incorporated into analysis but not tied to course material in any way	Interview incorporated into analysis and tied to course material	
Professionalism in Presentation Communication	Presentation medium not appropriate, not effectively communicated and not professional	Presentation medium appropriate and professional but not effectively communicated	Presentation medium appropriate and effectively communicated but could have been more professional	Presentation effectively communicated using appropriate medium, in a professional manner	
Analysis	Student fails to mention weaknesses and opportunities of organization	Some analysis is made but incomplete	Weaknesses and opportunities are explained but not in relation to course materials	Utilizing course materials student explains what the current state of the organization is and where their weaknesses and opportunities lie	
Total Score:					

Assignment 8: Organization Analysis Presentation Rubric

	Below Average (5)	Average (8)	Very Good (9)	Excellent (10)	
Problem Identification and Analysis	Does not identify and summarize the problem. Does not include analysis of the problem.	Identifies the main problem and some of the underlying aspects of the issue. Includes some analysis of the problem. Explanation is limited, no external sources and uses one perspective.	Identifies the main problem and most of the underlying aspects of the issue. Analysis includes external sources and shows understanding from two perspectives.	Thoughtfully identifies the main problem and clearly explains the most relevant aspects of the issue. Thorough analysis includes external sources and incorporates multiple perspectives.	
Proposed Solutions	Does not propose a resolution to improve the problem identified in an organization.	Proposes a simplistic and unrealistic resolution to the identified problem.	Proposes a reasonable resolution to the identified problem. The explanation is clear and generally well-written.	Proposes a resolution to the problem that is realistic, evidence-based and meets the needs of the organization. The explanation is clear and very well-written.	
Integration of Course Materials	Does not include any integration of previous courses in the ODL program.	Integrates some of the relevant concepts and ideas from previous courses in the ODL program.	Includes several relevant concepts and ideas from previous courses in the ODL program. Application of course material to the problem is generally good. Source material is adequately identified.	Integrates relevant concepts and ideas from multiple courses in the ODL program. Source material is clearly identified. Application of course material is relevant, credible and current.	
Formatting (APA)	Paper does not include appropriate headings or page numbers and the Paper's presentation is rudimentary. There are no or very basic in-text citations that appear to be inconsistent and do not follow APA formatting. Reference list is incomplete and inconsistent.	Paper includes either headings or page numbers. Paper is average in its presentation. There are in-text citations that appear to be consistent but do not follow APA formatting. Reference list is complete, but does not follow proper APA guidance.	Paper includes identified headings and page numbers. In-text citations are consistent and follow APA guidance with some errors. Reference list follows APA guidelines with some errors. The paper is generally well-presented.	Paper includes clearly identified headings, page numbers and is expertly presented and very visually appealing. In-text citations are excellent and follow APA guidance with little to no errors. Reference list is complete and consistently follows APA guidelines with little to no errors.	
Writing Style	Paper is written in the first-person, has significant writing issues, grammatical issues, and/or misspellings.	Paper is written in the third-person, but has grammatical errors, spelling issues, written colloquially, and/or word issues found within the paper.	Paper is written in the third-person, is generally well-written. The paper demonstrates average writing mastery at the undergraduate level	Paper is written in third-person in a tight and crisp manner. Overall the paper demonstrates advanced writing skill mastered at the undergraduate level.	
Total Score:					