

HOS2243 Leading Effort Instructions

Objective:

Your goal is to engage the class and provide opportunities for everyone to participate in solving the tasks for your assigned case. Remember, you should not be presenting; instead, you should encourage your classmates to help solve the tasks.

Process:

1. Individual Preparation:

- Each team member should read the case individually and take notes.

2. Team Planning:

- After completing the individual preparation, meet as a team to plan and brainstorm your leading effort.
- Ensure that the focus of your plan is to keep your classmates engaged and have them complete the tasks. Seek to not just do what the other teams have done. Be creative.
- Be open to the possibility that classmates might have better or more creative solutions. Do not assume you already know the solution.
- You can use AI to help plan your session creatively, but not to create scripts or presentations.

3. Creating Your Plan:

- Develop your presentation tools and a detailed plan for leading the class.
- Submit your pre-class leading plan 24 hours before your scheduled class time. This submission should include your presentation tools, timeline and planned activities.
- You will receive feedback and ideas on your leading plan and presentation if it is submitted on time.

4. Executing Your Leading Effort:

- During the class, remember you are there to facilitate, not present. Collect ideas and knowledge from your classmates.
- One team member should take notes on the feedback/answers provided along with who or which team contributed to each idea. This information will be needed for your written report. You can also take pictures of shared information if necessary.
- Recordings are not permitted.

Please direct any questions, comments, or concerns to your Professor.

Criteria	A+ (90%-100%)	A- to A (80%-89%)	B- to B (70%-79%)	C- to C (60%-69%)	D- to D (50%-59%)	F (0%-50%)	Criterion Score
Pre-Class Leading Outline Submission	<p>5 points</p> <p>All required elements are present including a completed PowerPoint slide deck as well as a detailed outline of how the team will be proceeding in each section.</p>	<p>4.25 points</p> <p>The majority of the required elements are present including a completed PowerPoint slide deck as well as a good outline of how the team will be proceeding in each section.</p>	<p>3.75 points</p> <p>Most of the required elements are present including an almost completed PowerPoint slide deck as well as an outline lacking some details as to how the team will be proceeding in each section.</p>	<p>3.25 points</p> <p>Some of the required elements are not present and PowerPoint slide deck is not quite organized. Outline of how the team will be proceeding in each section is somewhat superficial.</p>	<p>2.75 points</p> <p>Numerous required elements are not present including and PowerPoint slide deck is not organized at all. The outline of how the team will be proceeding in each section is incomplete.</p>	<p>0 points</p> <p>Submission was not completed or it was incomplete with no slide deck provided.</p>	/ 5
Background Discussion	<p>5 points</p> <p>Asks questions and engages the classroom that results in an insightful and thorough background and evaluation of the case study. No errors and misinterpretations occur.</p>	<p>4.25 points</p> <p>Leads the classroom through a good evaluation and discussion about the background of the case study. There are only a couple of errors and misrepresentations.</p>	<p>3.75 points</p> <p>Leads the classroom through a generally effective evaluation and discussion about the background of the case study. There are few errors and misrepresentations.</p>	<p>3.25 points</p> <p>Leads the classroom through a somewhat superficial evaluation and discussion of the background of the case. Some errors and misrepresentations occur</p>	<p>2.75 points</p> <p>Leads the classroom through a superficial evaluation and discussion of the background of the case. Numerous errors and misrepresentations occur.</p>	<p>0 points</p> <p>Leads the classroom to an incomplete evaluation of the case study and incomplete discussion about the background.</p>	/ 5
Previous Learning Reviewed	<p>10 points</p> <p>Leads the class through an insightful and thorough review of the previous learning that is connected to this specific case with no errors</p>	<p>8.5 points</p> <p>Leads the class through strong and solid review of the previous learning that is connected to this specific case with almost no errors</p>	<p>7.5 points</p> <p>Leads the class to generally good review of the previous learning that is connected to this specific case with limited errors.</p>	<p>6.5 points</p> <p>Leads the class through a basic review of the previous learning that is connected to this specific case with some errors present</p>	<p>5.5 points</p> <p>Leads the class through a flawed review of the previous learning that is connected to this specific case with errors present</p>	<p>0 points</p> <p>Leads the classroom through a weak review of the previous learning connected to this case. Numerous errs are present.</p>	/ 10
Timing and Organization	<p>5 points</p> <p>Team was exceptionally well prepared. Agenda was presented and followed through the entire process. Breaks were given and all the content was covered within the allotted time.</p>	<p>4.25 points</p> <p>Team was well prepared. Agenda was presented and generally followed. A least one break was given and the team was able to cover all the content.</p>	<p>3.75 points</p> <p>Team was prepared an agenda was presented and generally followed. Student or professor may have had to ask for a break. Most of the agenda items were given enough time and all items were covered</p>	<p>3.25 points</p> <p>Team presented an agenda. All items were covered and a break was given. Some of the last agenda items were rushed through in order to finish on time.</p>	<p>2.75 points</p> <p>Team may or may not have presented an agenda. Timing and organization was haphazard. Some key elements were not addressed or had to be rushed through to finish on time</p>	<p>0 points</p> <p>Team may or may not have presented an agenda. Timing and organization was very weak. Some key elements were not addressed as time ran out.</p>	/ 5
Creativity and Effectiveness	<p>5 points</p> <p>Using creativity, the team kept the entire class interested and engaged in the case discussion throughout the entire period.</p>	<p>4.25 points</p> <p>The team was effective in keeping the class engaged in the case discussion throughout most of the period</p>	<p>3.75 points</p> <p>The team provided a generally interesting environment which kept most of the students engaged throughout the period.</p>	<p>3.25 points</p> <p>At times the team was able to create an interesting environment where many of the students were engaged.</p>	<p>2.75 points</p> <p>The environment was not ideal for student engagement but the team did provide one or two moments which created some interest</p>	<p>0 points</p> <p>The presentation lacked any creativity. Team members did nothing to elucidate interest in the case.</p>	/ 5
Group Participation	<p>5 points</p> <p>All members of the team participated equally in leading the class. Leadership roles were shared and rotated smoothly.</p>	<p>4.25 points</p> <p>Most of the team members participated actively in leading the class. Leadership roles were mostly shared with occasional dominance by one</p>	<p>3.75 points</p> <p>Several team members participated actively in leading the class, while others were less involved. Leadership roles were</p>	<p>3.25 points</p> <p>Some team members participated actively in leading the class, while others were less involved. Leadership roles were somewhat shared,</p>	<p>2.75 points</p> <p>One or two team members led the class, with minimal participation from others. Leadership roles were not effectively shared.</p>	<p>0 points</p> <p>Only one team member led the class, with little to no participation from others. Leadership roles were not shared at all.</p>	/ 5