COURSE TITLE	Introduction to Macro Practice
DIVISION NUMBER:	762
COURSE NUMBER:	560
CREDIT HOURS:	3
PREREQUISITES:	None
LOCATION:	Foundation Macro methods; required for all students
SEMESTER:	Fall 2004
FACULTY:	Mary Lou Davis E-mail: davisml@umich.edu
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	Phone: (734) 623-4964

1.   **Course Description**

        This course is a foundation offering in the Macro Practice Concentrations (Community Organization, Management, and Policy/Evaluation). It covers basic content in these areas of social work method and prepares students to take the more advanced courses in their concentration. It is partly survey in nature, touching on a range of methodologies and emphases, and providing an appreciation of the historical and contemporary importance of these methods in social work. In addition, it deals with the process of professionalization and introduces students to a range of practice tools. Issues of gender, race, and ethnicity will be emphasized throughout, with special focus on culturally sensitive practice – i.e., multicultural community organizing, culturally sensitive management practices, culturally sensitive analyses of policy proposals and their impact, and culturally sensitive research practices. Students' field experience and future methods courses will build upon the knowledge and skills presented in this course.

2.   **Course Content**

        Students learn beginning macro practice skills, including skills sets in the areas of community organization, management, and policy analysis. They learn the overall sequence of phases and roles and skills attached to them – the beginning phase, the middle phase, and the ending phase. The course will also provide students with the opportunity to integrate learning from relevant HBSE, policy, and research courses, designed to be taken concurrently.

        During this course, students focus on (1) understanding the context of macro practice; (2) identifying problems at the community and organizational level; (3) organizing and building relationships within communities and organizations; and (4) organization-based and community-based policy making, planning, and program development .

        This course will provide a common framework for learning, which sets the stage for more detailed development of skills sets. Readings will be related to theories, concepts, and practice skills involving assessments and interventions at the mezzo-macro level and in working effectively with communities and organizations. Some class time will be devoted to a discussion of issues raised by students' experiences in the field, in the context of the theories, concepts, and skills covered by the readings, lectures, and exercises. These include various community assessment and problem solving models, reflective practice, interpersonal skills in macro policy research, and the analysis of organizational culture.

3. **Course Objectives:**

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

1. describe the historical, social, political and economic forces that have shaped and continue to shape macro practice in social work, with special attention to community organization, management, policy, and research.

2. identify community organization, management, and policy-planning strategies for dealing with contemporary social work and social welfare problems;

3. demonstrate beginning level community organization, management, and policy/ evaluation skills in identifying the major internal and external environmental factors that affect the selection of those strategies;

4. apply NASW's *Code of Ethics* to the selection of action strategies, and in particular to those situations which affect women, people of color, and disadvantaged/discriminated against populations;

5. demonstrate the ability to utilize selected assessment tools for designing practice relevant issues (e.g., human resource assessment, flow-charts, force field analysis, nominal group technique, task analysis, community profiling, Eco-Mapping, asset mapping, community needs and strengths assessment, and utilizing frameworks of ethical and policy analysis);

6. specify/identify those situations in which social workers are likely to be central to and have leverage over major social welfare concerns;

7. identify salient connections between Macro Practice and IP Practice.

4. **Course Design**

While using the lecture/discussion mode as the primary pattern, class sessions will also include skill building activities and exercises.

5. **Relationship Of This Course To Four Curricular Themes**

- **Multiculturalism and Social Diversity** are addressed through methods such as the use of readings, examples, cases, and role plays, and the development of intervention tools that explore multi-cultural and diversity issues from at least five perspectives: 1) the worker, (community organizer herself or himself); 2) the manager; 3) the policy analyst/ advocate; 4) the organization or program; 5) the community or client system;

- **Social Justice and Social Change** are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that enable workers to secure better representation of underrepresented community members and points of view in the community, agency, and polity, and to address, through the attainment of program goals, issues of historic exclusion and exploitation. Techniques of both transactional and transformational change are considered, as well as the five costs of change and ways to address them: inertia costs; rationality costs; self-interest costs; cultural costs; and subordination costs.

- **Behavioral and Social Sciences Research** is addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore the perspectives of social and behavioral science theory on the community, the organization, and the polity. Organizational, political science, and community theories will be important bases for class analyses.

- **Promotion, Prevention, Treatment, and Rehabilitation** are addressed through the use of readings, examples, cases, and role plays, and the development of intervention tools that explore special attention to the benefits of early intervention, (promotion and prevention), risks attendant to the use of various methods (treatment), and the need for longer term connection and follow-up (rehabilitation).

6. Relationship of the Course to Social Work Ethics and Values

The course will address ethical and value issues related to working with, and in, organizations, communities, societies, and in conducting policy-focused research in these areas. For example, as employees of organizations, members of communities, and citizens of states, social workers must work to ensure equal treatment for all citizens, while at the same time expressing preferential programmatic attention to the most disadvantaged within those systems. The course will also focus on social workers' responsibility as professionals to promote the general welfare through working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

7. Required Reading

The following book is the required text for the course. The book is available for purchase at Ulrich's Bookstore (across the street from the School of Social Work):

F. Ellen Netting, Peter M. Kettner, and Steven L. McMurtry (2004), *Social Work Macro Practice***, 3rd edition, New York: Allyn & Bacon**

In addition:

We have several required articles and book chapters that can be accessed on-line at **http://sitemaker.umich.edu/SW560.Articles**.

8. Assignments

There are three (3) major assignments for this course. They are summarized below with their relative weight in parentheses. Details follow the course outline.

- **Assignment 1 – Community Profile Group Project** (35 % of Final Grade)
- **Assignment 2 – Organizational Analysis** (25 % of Final Grade)
- **Assignment 3 – Concept/Pre-Proposal Paper** (35 % of Final Grade)
- **In class participation, writing exercise, readings discussion, role plays. group work, panels, etc.** (5% of Final Grade)

9. Grading

Grades are earned by successfully completing the work on the assignments and by attending and participating in class. A 100 point system is used. At the end of the term, the numerical grades earned for each written assignment will be translated into letter grades according to the following formula:

A+	97-100	B+	87-90	C+	77-80	D	<69 (no credit)
A	94-96	B	84-86	C	74-76		
A-	91–93	B-	81-83	C-	70-73		

10. Please note:

Incomplete Grade Option: Incompletes are not granted unless it can be demonstrated that it would be unfair to hold the student to the normal limits of the course. The student must formally request an incomplete with the instructor prior to the final week of classes.

Assignment Guidelines and Submission Policy: All assignments are to be completed by the date due. Exceptions will need the permission of the instructor in advance of the due date for the assignment. At least one letter grade will be deducted for late submission of assignments.

Students are to use APA citation format (when appropriate) for each of the assignments. Each assignment needs to include appropriate attribution of authorship for paraphrases or ideas acquired from another source or appropriate citations, including page numbers for direct quotes. The School of Social Work Library has an on-line tutorial that helps you in preparing proper citations for assignments. The web site is: http://www.lib.umich.edu/ugl/searchpath/index.html. Another web site focusing primarily on APA style referencing is:
http://www.lib.umich.edu/ugl/research/citationguide/APA5thed.pdf.

Academic Conduct: Please review the Student Handbook section on Ethical Conduct in the University Environment. This section addresses academic integrity, plagiarism, harassment and discrimination policies. It can be found on page 18. The Student Handbook is on-line at: http://www.ssw.umich.edu/studentGuide/2004/studentGuide2004.pdf.

Students Needing a Learning Accommodation: If you need or desire an accommodation for a disability, please let me know at your earliest convenience. Many aspects of this course, the assignments, the in-class activities and the way that the course is taught can be modified to facilitate your participation and progress throughout the semester. The earlier that you make me aware of your needs, the more effectively we will be able to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you do decide to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential.

II.   Course Outline and Readings
<u>**Session**</u>   <u>**Topic**</u>

Sept.
7   Introductory Class: The Values, History and Components of Macro Practice

<u>Reading</u>:   Netting, et al, *Social Work Macro Practice*, Chapter 1 "An Introduction to Macro Practice (pp. 3-35) and Chapter 2 "The Historical Roots of Macro Practice" (pp. 36-72)

Sept.
14   Models of Community Organization Practice & Their Implications
**   Understanding Community and Organizational Problems**
      -- Rothman's Typology and Updates
      -- Empowerment Theory and Community Organization Practice
      -- Multiculturalism and Community Organization

<u>Reading</u>:   Netting, et al, *Social Work Macro Practice*, Chapter 3 "Understanding Community and Organizational Problems" (pp. 75-103)

      *Midgley, J. (1996). "Involving Social Work in Economic Development." *International Social Work* 39, 13-25.

      Mizrahi, T. (2001). "The Status of Community Organizing in 2001: Community Practice Context, Complexities, Contradictions and Contributions. *Research in Social Work Practice* 11(2), 176-189.

      *Norris, T. (2001). "America's Communities Movement: Investing in the Civic Landscape." *American Journal of Community Psychology* 29(2), 301-307.

Sept.
21   Understanding, Assessing and Analyzing Community Needs and Strengths
      -- Defining the Community
      -- Conducting a Needs Assessment
      -- Community Profiles
      -- Asset Mapping

<u>Reading</u>:   Netting, et al, *Social Work Macro Practice*, Chapter 5 "Understanding Communities" (pp. 125-162) and Chapter 6 "Analyzing Communities" (pp. 163-206).

      *Delgado, M. (1998).   "Murals in Latino communities: Social Indicators of community strengths." *Social Work* 43 (4), 346-356.

      *Kretzmann, J. and McKnight, J. (1996). "Assets-Based Community Development," *National Civic Review 85* (1), 23-29.

      Nelson, G., Prilleltensky, I. & MacGillivary, H. (2001). "Building Value-Based Partnerships: Toward Solidarity with Oppressed Groups." *American Journal of Community Psychology* 29 (5), 649-677.

      *Sonn, C.C. & Fisher, A.T. (1998). "Sense of Community: Community Resilient Responses to Oppression and Change".*Jounral of Community Psychology* 26(5), 457-472.

Sept.

28   Changing Macro Systems –Building Support for the Proposed Change
>   -- Organizer Roles in Community Development, Social Planning
>   and Social Action
>   -- Group Skills in Community Work (Meetings, etc)
>   -- Selecting Appropriate Strategies and Tactics

Reading: Netting, et al, *Social Work Macro Practice*, Chapter 9 "Building Support for the
                  Proposed Change" (pp. 307-335) and Chapter 10 "Guidelines for Assessing the
                  Political and Economic Context" (pp. 337-366)

                  *Boland, M. & McCallum, D. (2002). "Neighboring and Community Mobilization in
                  High-Poverty Inner City Neighborhoods." *Urban Affairs Review* 38(1), 42-69.

                  *Portney, K. E. and Berry, M. (1997). "Mobilizing Minority Communities: Social
                  Capital and Participation in Urban Neighborhoods," *American Behavioral Scientist
                  40(5),* 632-644.

Oct.

5   Understanding Organizations
>   **The Structure of Community-Based Nonprofit Organizations**
>   -- Nature of Nonprofit Organizations (Mission, Goals, Structure, Systems)
>   -- Decisionmaking, Power, Authority, and Politics in Organizations

Reading: Netting, et al, *Social Work Macro Practice*, Chapter 7 "Understanding Organizations"
                  (pp. 209-254)

                  *Bradach, J. (2003). "Going to Scale: The Challenge of Replicating Social
                  Programs." *Stanford Social Innovation Review* 19-25 (www.ssireview.com)

                  *Stone, M. (1999). "Research on strategic management in nonprofit organizations:
                  Synthesis, analysis, and future directions." *Administration and Society* 31(3), 378-
                  424.

Oct.

12   Resource Development and Management in Organizations
>   **Analyzing Human Service Organizations**
>   -- Strategies for Resource Development
>   -- Budgeting
>   -- Management Information Systems

Reading: Netting, et al, *Social Work Macro Practice*, Chapter 8 "Analyzing Human Service
                  Organizations" (pp. 255-304)..

                  *Froelich, K. (1999). "Diversification of revenue strategies: Evolving resource
                  dependence in nonprofit organizations." *Nonprofit and Voluntary Sector Quarterly*
                  28(3). 246-269.

(Fall Break)

Oct.

26   Social Planning and Program Development at the Community Level
-- Logic Models: Moving from Problem Definition to Problem Solution
-- Promoting Community Participation in the Planning Process
--Stages of Planning and Program Development

Reading: Netting, et al., *Social Work Macro Practice*, Chapter 4 "Understanding Populations"
(pp. 104-122)

*Queralt, M. and Witte, A.D. (1998). "A Map for You? Geographic Information
Systems in the Social Services," *Social Work 43(5)*, 455-469.

Page-Adams, D. (1997). "Asset building as a community revitalization strategy."
Social Work 42(5), 423-435.

*Cohen, C.S. (1997). "Building community: Principles for social work practice in
housing settings. *Social Work* 42(5), 471-482.

*Nystrom, N. & Jones, T. (2003). "Community Building with Aging and Older
Lesbians." *American Journal of Community Psychology* 31(3/4), 293-300.

Nov.

2   SWOT Organizational Analysis Due.

Ethical and Legal Issues in Macro Practice
-- Meaning of Ethics/Ethical Analysis
-- Legal Foundation of Nonprofit Organizations
-- Case Analyses

Reading: *Alinsky, S. (1972). "Of Means and Ends," in *Rules for Radicals*, New York:
Vintage Books, 24-47.

Hugman, R. (2003). "Professional ethics in social work: living with the legacy."
Australian Social Work 56(1), 5-15.

National Association of Social Workers, (1996). *Code of Ethics*, revised edition,
Washington, DC: NASW (On NASW website)

Nov.

9   Community Profile Presentations and Projects Due

Program Planning and Development in Organizations
-- Linking Programs to Organizational Mission and Goals
-- Translating Goals into Objectives
-- Evaluating Program Outcomes: Efficiency, Effectiveness, Effect

Reading: Netting, et al, *Social Work Macro Practice*, Chapter 11 "Planning, Implementing,
Monitoring and Evaluating the Intervention" (pp. 367-406)

*Chow, J. (1999). "Multiservice Centers in Chinese American Immigrant
Communities: Practice Principles and Challenges," *Social Work 44(1),* 70-80.

Crose, R. and Minear, M. (1998). "Project CARE: A Model for Establishing Neighborhood Centers to Increase Access to Services by Low-Income, Minority Elders," *Journal of Gerontological Social Work 30 (3/4),* 73-82.

Fong, L. and Taylor Gibbs, J. (1995). "Facilitating Services to Multicultural Communities in a Dominant Culture Setting: An Organizational Perspective," *Administration in Social Work 19(2),* 1-24.

Nov.
16   Human Resources Management: Managing Staff in Organizations
            -- Personnel Policies
            -- Supervisory Roles and Functions
            -- Staff Development

Reading: *Sutton, R. (2003). "Sparking Nonprofit Innovation: Weird Management Ideas That Work." *Stanford Social Innovation Review* 42-49. (www.ssireview.com)

Gibelman, M. (2003). "So How far Have We Come? Pestilent and Persistent Gender Gap in Pay." *Social Work* 48(1), 22-32.

Jones,Deborah (2004) "Screwing Diversity out of the workers? Reading Diversity" Journal of Organizational Change Movement Vol. 17 (3), 281-291.

*Shaw, J.B. & Barrett-Power, E. (1998). "The Effects of Diversity on Small Work Group Processes and Performance." *Human Relations* 51(10), 1307 +

National Association of Social Workers (1997). *Standards for Personnel Practice*, Washington, DC: NASW . (On NASW website)

Nov.
23   The Relationship of Social Policy to
            Community & Organizational Practice- Program Implementation
            -- Policy Development & Implementation at the Community Level:
            Translating Problems into Policies
            Social Agency Policy: Translating Policies into Programs
            Monitoring and Evaluation of Change
            Advocacy as a Form of Social Action
            -- Models of Advocacy (case, class, self)
            -- Legislative Advocacy: Blending Policy and Practice

Reading: *Schneider, R. L. and Lester, L. (2000), "Advocacy: A New Definition," in *Social Work Advocacy: A New Framework for Action*, Belmont, CA: Brooks/Cole, 56-85.

*Sherraden, M., Slosar, B. & Sherraden, M. (2002). "Innovation in Social Policy: Collaborative Policy Advocacy." *Social Work* 47(3), 209-221.

*Queiro-Tajalli, McNutt, J. & Campbell, C. (2003). "International Social and Economic Justice and On-Line Advocacy." *International Social Work* 46(2), 149-161.

30   Inter-Organizational Practice
> -- Coalitions, Collaboratives, Networks
> -- Issues of Power
> -- Practice in Multicultural Communities

<u>Reading</u>:   *Mulroy, E. (1997). "Building a Neighborhood Network: Inter-Organizational Collaboration to Prevent Child Abuse and Neglect," *Social Work 42(3),* 255-264.

*O'Neal, G. & O'Neal, R (2003). "Community Development in the USA: An Empowerment Zone Example." *Community Development Journal* 38(2), 120-129.

Dec. 7 Concept/PreProposal Papers Due.
> **Course Evaluation**

Descriptions of Assignments for SW 560

1. Community Profile Assignment

        This is a group assignment in which 3-4 students will identify a community and develop a profile of that community using one or more of several models used for this purpose. The community profiled can be a geographic community (e.g., a neighborhood or a catchment area); a community of identity (e.g., African American youth, the elderly and their caretakers, the hearing impaired, gays and lesbians, victims of domestic violence); or some combination of the two. This multi-part assignment will focus on data collection, analysis, and presentation of findings, as well as the skills involved in working with task-oriented groups. **Use the Outline on pages 202-204 to guide your analysis process.** The assignment will be completed in the following stages:

Week 2: Students will select their topics and form groups. Within each group, students will assign themselves key roles (facilitator, timekeeper, note taker, scribe, and reporter). Students will (1) Develop ground rules for their group; (2) Select the profile model(s) they will use; (3) Identify and assign work-tasks; and (4) Develop a work plan.

Week 3-4: Students will conduct the research needed to profile their community. This includes resolving such issues as: (1) What type of data will be collected? (2) How will these data be collected? (e.g., analysis of written documents, interviews, focus groups, windshield surveys); (3) Who will collect which data? (i.e., task assignments) (4) When will be the data be collected? (timeline) What about human subject protections?

Week 5, 6, 7: Students will integrate the data collected. This will involve (1) Identifying major themes; (2) Synthesizing quantitative and qualitative materials; (3) Determining what findings should be included/excluded; and (4) Resolving conflicts in the data. Students will determine in what format(s) they will present their profiles and begin to develop these presentations. These include (1) Written report; (2) Photovoice project; (3) Geographic Information System (GIS) Presentation; (4) Videotape; (5) Powerpoint (or some combination thereof).

Week 10 : Students will turn in an **Executive Summary (2-3 pages)** of their profile and make **Brief Presentations in class** (schedule to be determined). Students will turn in (1) their **Final Profile Report** (includes the presentation materials and a community profile narrative with references) and (2) a **Process Evaluation** critiquing their task group experience.

In addition, beginning with **second class session** , students will be expected to turn in minutes of their meetings. Class time will be set aside for brief group meetings, for updates, and for group problem-solving.

2. SWOT Organizational Analysis Assignment

In this assignment, you need to select an organization to analyze using the SWOT approach.. For those of you who are in a field placement, you may select your field site for this project. For those of you who are not in field placement or have not worked/volunteered recently in a human service organization, you may complete this assignment, using web-based information on a human service organization. If you use a web-based information approach, the organization you select needs to have available on the web-site the most recent annual report, a description of the services provided, a strategic plan, and the mission statement as a minimum requirement. You may need to contact by e-mail the organization for additional information.

1. To guide your preparation for the SWOT analysis you should review the Appendix: Framework for Analyzing a Human Service Organization located on pp. 298-301 in Netting et al. (2004) for this assignment. You will not be required to answer each question under the two primary task areas but you need capture enough information to complete an analysis of the task environment and the organization internally. This framework should help you in gathering the critical information that you need to conduct a SWOT analysis.

2. Conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) Organizational Analysis based on the information you gathered from the organization. In the SWOT Analysis address/discuss at a minimum:
- 3-4 greatest strengths of the agency/organization
- 3-4 most concerning weaknesses.
- Potential threats to the agency and how the threats may be exacerbated by the agency's weaknesses.
- Potential opportunities for the agency.
- Strategies the agency may want to consider (based upon its strengths) to counter these potential threats.

The SWOT organizational analysis should be approximately 3-5 pages (single spaced). Include in the Appendix any supporting documentation such as, organizational charts, program descriptions and mission statement. If the organization that you are analyzing does not have some of the information for this assignment, discuss this in your SWOT Analysis.

3. Concept/Pre-Proposal Paper – Due the last day of class.

        In this assignment, you are developing a concept or pre-proposal paper for program innovation/development to be submitted to a foundation or funding organization. Identify a target population for the project. The paper <u>may not</u> exceed 5 pages. The concept/pre-proposal paper needs to contain the following:

1.   A brief description of the problem you propose to address and why it is important
(include relevant literature/research/policies, document need for addressing the problem now)

2.   State the project's goals and major objectives
(link the goals and the objectives to your description of the project)

3.   Discuss principal components of the project and expected measurable outcomes
(include enough information for the potential funder to understand how their money will be used to address problem area and goals identified)

4.   Estimate project cost
(how much money will you need to carry out the project…develop a budget)

5.   Provide a timeline
(This should give the funding source an idea of the project steps and activities)

Include a transmittal letter with the proposal. The transmittal letter should highlight the main points of the concept paper and indicate to the potential funding source why this project is important for them to fund. Check out foundations on the web that might be relevant for your proposal to determine which foundation you might send this transmittal letter**.**

Checklist to Evaluate an Oral Technical Presentation

Note: All presenters have their own style. The goal is to improve each person's ability to communicate using his or her own style, not to get everyone to use a similar style.

The Opening

No -------

Yes

Immediately captured the interest of the audience and convinced them to pay attention 1 2 3 4 5
Made the necessary introductions of self and others..1 2 3 4 5
Indicated what would be covered and how it would be covered 1 2 3 4 5
Clarified the audience's role (e.g., what is expected of them, when questions should be asked) 1 2 3 4 5
The room arrangement, podium, AV equipment (if present) helped involve the audience 1 2 3 4 5

Organization

Communicated an obvious organizing scheme making comprehension and retention easy 1 2 3 4 5
Is clearly organized and the progression of ideas is easy to follow...1 2 3 4 5
Main ideas were clearly distinguished, e.g., into comprehensible parts or sections 1 2 3 4 5
Each section was introduced and concluded well 1 2 3 4 5
Transitions were used from one section to the next..1 2 3 4 5

Content

Appropriate content (not too much or too little covered) 1 2 3 4 5
Supporting facts and data were adequate 1 2 3 4 5
Information was geared toward the needs and concerns of the audience..1 2 3 4 5
Basic content (who, what, when, where, why and how) were covered 1 2 3 4 5

Delivery Style

Presentation was not predominately the reading of a pre-written speech...1 2 3 4 5
Presenter(s) was(were) well prepared...1 2 3 4 5
Used a natural and relaxed speaking style appropriate to the audience..1 2 3 4 5
Did not speak too fast or too slow 1 2 3 4 5
Used appropriate eye contact..1 2 3 4 5
Used appropriate body language, e.g., gestures and movements..1 2 3 4 5
Was easy to hear and understand...1 2 3 4 5
Affect was appropriate, e.g., enthusiasm, confident, concerned, indignant, etc......................................1 2 3 4 5
Uses obvious repetition, parallel, rhythm & pace, varied volumes, and pauses to break monotony.......1 2 3 4 5
Uses a variety of styles, e.g., logical (arguments), intellectual (facts), emotional (stories), humor 1 2 3 4 5

Audiovisuals

Audiovisuals were titled, clear, easy to understand and not overly simple/complex...............................1 2 3 4 5
Audiovisuals were used appropriately (as handouts, overheads, appropriate number) 1 2 3 4 5
Presenter was familiar with the audiovisuals 1 2 3 4 5

The Closing

The conclusion summarized the presentation...1 2 3 4 5
Major points/results and their importance were emphasized..1 2 3 4 5
The next steps were spelled out (if appropriate) and persuasively endorsed 1 2 3 4 5

Audience Participation (optional)

Presenter(s) listened to questions (possibly planted by speaker to break the ice) and answered appropriately 1 2 3 4 5

List several things about the presentation you liked:

_____
_____

List several things about the presentation that could be improved:

_____
_____

Write additional comments on back:

Signature _____

Group Name: _____

Task Group Member Evaluation

Rank each group member according to the following scale.

(1. = terrible)   (2. = poor)   (3. = average)   (4. = superior)
(5. = excellent)

She did her fair share of the work. _____

She attended all of our meetings. _____

She was cooperative. _____

She actively participated in producing the final product. _____

She followed through on assignments. _____

She had a constructive attitude. _____

Comments:

_____

_____

Name of person being evaluated: _____

Signature of person evaluating: _____

Date: _____