

Equine Management



COOP WORK TERM
REPORT GUIDELINES

Dept Animal Biosciences
Dept Food Agricultural & Resource Economics
University of Guelph

DEPARTMENT OF
**ANIMAL
BIOSCIENCES**



ONTARIO
AGRICULTURAL COLLEGE
DEPARTMENT OF FOOD, AGRICULTURAL
AND RESOURCE ECONOMICS

Objectives and Learning Outcomes

Reporting on your work term provides the opportunity to consider what you experienced and how you can apply your new capabilities. The objectives of the work term reports are to document your goals, experiences and skill development and use them for future career planning. Work reports address eight learning outcomes. Outcomes 1-6 are core to the Equine Management program itself and consider your understanding of the field in which you work and the skills and competencies you need to be employable. Outcomes 7-8 are additional for the Co-op major and consider your skills in the workplace.

Learning Outcomes for the BBRM EQM Co-op major

Upon completion of Co-op work terms and associated reports you will have demonstrated that you are able to:

1. Apply knowledge of the life sciences (including biology, chemistry, and physiology) in a holistic approach to management of the equine. Demonstrated through the basic understanding of the anatomy and physiology of equids from the micro level to the macro level as it relates to nutrition, behaviour and management.
2. Accurately and effectively communicate ideas, arguments and analyses to stakeholders in the diverse equine industry in visual, oral and written forms. Demonstrated through successful completion of written assignments and oral presentations, including the appropriate and correct use of literature and citation.
3. Engage fully and respectfully as a leader and/or team member to solve relevant equine industry issues. Demonstrated through working as a cohesive team with all interns registered in this course.
4. Effectively acquire, critique, share and apply expertise and skills relevant to the equine industry. Demonstrated through team meetings.
5. Critically reflect on their personal, academic and professional goals (values) to promote ongoing positive change within themselves as well as local & global communities. Demonstrated through successful completion of written and oral assignments requiring self-reflection and articulation of personal opinions.
6. Present themselves as credible candidates for career opportunities by demonstrating an understanding of the breadth of the equine industry in Canada, workplace and professional expectations, and successful completion of tasks requiring effective organization, time management and knowledge of equine industry standards.

7. Develop, analyze and discuss potential solutions to managerial problems relating to the equine industry in a workplace setting.
8. Demonstrate the skills and knowledge required to work effectively in the workplace setting, in a manner that maintains and promotes professional integrity.

Submission Requirements

Co-op work reports must be submitted to the Co-op Faculty Advisor by the 5th class day of the semester following the co-op work term. For continuous work terms the submission should follow the same guidelines.

Year	Fall	Winter	Summer
1	Academic	Academic	Off
2	Academic	Academic	Work 1
3	Academic	Academic	Work 2
4	Work 3	Work 4	Off
5	Academic	Academic	

Your report should be submitted, along with a cover letter, on the due date specified on the co-op office web site. The cover letter should be addressed to the co-op advisor and include information on where you worked, your main responsibilities, the topic of your report and an acknowledgement of the supervisors who helped you during your co-op term.

The papers and presentations will be graded according to the criteria provided in the grading rubric. You will be assessed on:

- the level of clarity in your writing and presentation;
- the relevance of your reflections, i.e. are they meaningful and connected to your goals;
- your ability to move beyond describing your work term, analyzing how the experience contributed to your development; and,
- the connections you make between your work experience, classroom learning, and your goals.

The grading scale is Outstanding, Very Good, Good, Satisfactory, and Unsatisfactory (resubmit). This grade will appear on your official transcript.

Assessment Structure

The assessment structure and alignment of learning outcomes for the four work-term reports are indicated below (Table 1). Learning outcomes are introduced sequentially. For example, work reports 2 and 3 include components that can be revised and included in the final summative reflection. This gives students an opportunity to revise and improve their reporting as their experiences develop and evolve.

Table 1. Assessment Structure

	Form of Assessment	Content/Activity	LO	Timeline/ Due*
Work Report 1:	Key Competency Presentation	Short written report and brief presentation (video, poster, or voice over power point) on one key competency learned.	2-6, 8	After Work Placement 1
Work Report 2:	Workplace Experience	Oral presentation Emphasis on evaluating performance and self-reflection.	1-8	After Work Placement 2
Work Report 3:	Analytical Report	Written report on analysis of specific aspect of business placement	1, 2, 4, 5, 7, 8	After Work Placement 3
Work Report 4:	Summative Reflection	Written Paper Consider your experiences in the industry, future impact of your experiences and what you learned about yourself	1-8	After Work Placement 4

Work term report 1

Key competency presentation

This will take the form of a short written report and a brief presentation by each student on one key competency that you needed to successfully complete your Co-op placement. Some key competency examples are: oral and written communication skills, decision making, problem solving, teamwork & collaboration, leadership, responsibility and adaptability. In preparing the presentation, students will be expected to address the following questions:

- 1) Provide an introduction containing background information on the organization or company where you spent your co-op work term. Explain your position within the organization in terms of organizational structure as well as your duties.
- 2) State your chosen competency. Before starting the Co-op placement, what were your expectations on how proficient you were in this competency? Why do you think this competency is important to your job?
- 3) Did your perception of your skills/proficiency level change as you began your job and interacted with your coworkers/clients? If so, how?
- 4) What strategies did you use to develop this competency over the course of the work term? Were you successful in improving your proficiency?
- 5) How will this competency help you meet your future career goals or how will this help you in other employment opportunities?

Written submissions should be no more than four pages double-spaced. The preferred font is Arial, font size 12 with 1" margins all around.

Presentations can be videos, posters, or voice over power point and should be 1-2 minutes or a one-page/one slide infographic. Marks will be assigned based on the following rubric:

	Reflective Practitioner	Aware Practitioner	Novice	Significant improvement needed
	"Outstanding"	"Very Good"	"Satisfactory"	"Unsatisfactory"
Presentation Skills (presentation only)	The presenter was well prepared and rehearsed, using regular eye contact, appropriate speaking volume and body language.	The presenter could have rehearsed more to improve overall presentation. Eye contact, body language, and speaking tone were fine but could have minor improvements.	The presentation was informative, but some elements were missing. The presenter could improve use of eye contact, volume and gestures.	The presenter was not engaged. Effort was lacking to answer all the questions. Minimal eye contact and body cues.

Comprehension & Content (written and presentation)	The content was well organized, clear and concise. All questions were fully answered.	The content gave a good summary of the topic. Most important information was covered.	Some topics were left out. Lacking logical flow and organization.	Many topics were left unanswered. Significant points were left out. No logical flow and organization.
Format and Creativity (written and presentation)	Free from error, easy to read, logical flow, creative and engaging. Presentation was creative, original and captured the audience's attention.	The visuals were simple, mostly free of error and connected to content. Some creativity and originality, reasonable use of medium.	Some issues with visuals being difficult to read or comprehend and lacking creativity. Material presented with little originality or interpretation.	Minimal effort put into making information interesting. Significant grammatical errors. Repetitive with little or no variety; poor use of media.

Work term report 2

Slideshow on workplace experience

This will take the form of a public oral presentation by each student on their workplace experience.

Key elements will include:

- 1) overview of the business
- 2) overview of position held and related responsibilities
- 3) learning goals for the placement and the degree to which these were satisfied in the following categories:
 - a. academic (application to classroom theory, academic motivation)
 - b. professional (career goals, workplace culture, skills and knowledge gained)
 - c. personal (confidence, strengths improved and weaknesses overcome, interpersonal skills developed or refined)
- 4) reflections on the workplace experience
- 5) implications and recommendations for other students or your own future work terms.

Presentations should use power point for visuals and should be 8 minutes long with 2 minutes for questions. Marks will be assigned based on the following rubric:

	Reflective Practitioner	Aware Practitioner	Novice	Significant improvement needed
	“Outstanding”	“Very Good”	“Satisfactory”	“Unsatisfactory”
Presentation Skills	The presenter was prepared and rehearsed, using regular eye contact, appropriate speaking volume, and body language.	The presenter could have rehearsed more to improve overall presentation. Eye contact, body language, and speaking tone were fine, but could have minor improvements.	The presentation was informative, but some elements were missing. The presenter could improve use of eye contact, volume, and gestures.	The presenter was not engaged. Effort was lacking to answer all the questions. Minimal eye contact and body cues.
Comprehension & Content	The presentation content was well organized, clear and concise. All reflective questions were addressed.	The presentation gave a good summary of the topic. Most important information was covered.	Some topics were left out. Lacking logical flow and organization.	Many topics were left unanswered. Significant points were left out. No logical flow and organization.
Visual Appeal and Creativity	Visuals were free from error, easy to read, connected to the content and engaging. Presentation was creative and original and captured the audience’s attention.	The visuals were simple, mostly free of error and connected to content. Some creativity and originality in the presentation.	Some issues with visuals being difficult to read or comprehend and little connection with content. Material presented with little originality or interpretation.	Minimal effort put into making visuals interesting and no connection to content. Repetitive with little or no variety; poor use of media.

Work term report 3

Analytical report

This will take the form of a written report on an example of a specific analysis related to the student’s work placement. Such examples might include a market analysis and plan, analysis of training and

conditioning program for horses, a plan for improving current practices, etc. The analysis must be decided upon in consultation with the employer. The written report will include:

- 1) Context
- 2) Focus of the analysis and possible related research questions
- 3) Data sources
- 4) Methods employed
- 5) Results of the analysis
- 6) Implications for the employer and wider equine sector
- 7) Challenges faced
- 8) Reflections

Written submissions should be no more than 20 pages double-spaced. The preferred font is Arial, font size 12 with 1" margins all around. Marks will be assigned based on the following rubric:

	Reflective Practitioner	Aware Practitioner	Novice	Significant improvement needed
	"Outstanding"	"Very Good"	"Satisfactory"	"Unsatisfactory"
Analysis Inquiry (focus and methods)	The focus of the analysis was targeted to the business. The research questions were clear with a logical approach to examine them.	The focus of the analysis was somewhat targeted to the business. There was a logical approach to solve the questions.	The focus of the analysis lacked relevance to the business. The approach to solve the questions was not the best choice.	The focus of the analysis was not relevant to the business. There approach to solve the questions was not applicable.
Comprehension & Content (results, implications and challenges)	The results were clearly and logically displayed. The results were linked to the business and the wider equine industry. The challenges of obtaining or implementing the results are discussed in depth.	The results were logically displayed. The results gave a good summary of the topic. Most important information was covered. The challenges of obtaining or implementing the results are discussed.	The results gave a summary of the topic although some topics were left out. The challenges of obtaining or implementing the results are lacking.	Many topics were left unanswered. Significant points were left out. No logical flow and organization.
Reflection	The learning experience is reflected upon as	The learning experience is reflected upon as	Student makes attempts to demonstrate	Most of the reflection is irrelevant to self,

	meaningful to the understanding of self, others, the equine industry and/or academic concepts. The student goes above and beyond reflecting on their ability to work efficiently, effectively and independently.	to the understanding of self, others, the equine industry and/or academic concepts. The student reflects on their ability to work efficiently, effectively and independently.	relevance, but the reflection is unclear to the reader. There is difficulty in making links to self, others, the equine industry and/or academic concepts, one's ability to work efficiently, effectively and independently.	others, the equine industry and/or academic concepts. There may be almost no reflection on one's ability to work efficiently, effectively and/or independently.
Format and Creativity	Free from error, easy to read, logical flow, creative and engaging. Submission was creative, original and captured the reader's attention.	The submission was simple, mostly free of error and connected to content. Some creativity and originality.	Submission difficult to read or comprehend and lacking creativity. Material presented with little originality or interpretation.	Minimal effort put into making information interesting. Significant grammatical errors. Repetitive with little or no variety.

Work term report 4

Summative reflections paper

The final required report will provide students with an opportunity to reflect deeply on their overall Co-op experience. This paper could address some or all of the following questions in each of the three categories:

1. Introduction
 - a. Provide a brief summary of each of your work terms (where did you work, what did you do)
2. Experience of individual work terms
 - a. What surprised you about each of your work terms and what have you learned about the environment you would like to work in when you graduate?
 - b. What was the most difficult work term you went through? Why was it so difficult?
 - c. What was your favourite work term? Why, what made it so? Was this also the work term where you feel you improved the most in terms of workplace skills and competencies?
3. Overall Reflection

- a. What did you expect to get from your co-op experiences when you applied for co-op initially?
- b. Were your experiences what you expected?
- c. Do you think your work term experiences changed how you approached your academic work? If so, how?
- d. What did you learn about the process of looking for a job through your co-op experiences? How will your co-op experiences influence your search for a permanent job?
- e. What did you learn about yourself and your own key competencies over the past four years? What strengths/weaknesses do you have that you were not aware of when you started the program?
- f. What advice would you give to incoming co-op students to get the most out of the co-op experience?

Include reflections on each work term. You can also include discussion of your job search preparation, the work experience, your performance and work report feedback. Focus on how you changed over the course of your education and co-op experience at UofG, what your future plans are, and the steps you can take to achieve them.

The paper should be between 10-20 pages double-spaced, including title page, references and appendices, highlighting the skills and knowledge you have gained via your education, co-op program and other experiences here at the University of Guelph. The preferred font is Arial, font size 12 with 1" margins all around. Marks will be assigned based on the following rubric:

	Reflective Practitioner "Outstanding"	Aware Practitioner "Very Good"	Novice "Satisfactory"	Significant improvement needed "Unsatisfactory"
Clarity	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.	Minor, infrequent lapses in clarity and accuracy.	There are frequent lapses or contradictions in clarity and accuracy.	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.

Relevance	The learning experience being reflected upon is relevant and meaningful to the student and learning goals. The student goes above and beyond the assignment reflecting on one's ability to work efficiently, effectively and independently.	The learning experience being reflected upon is relevant and meaningful to student and learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader. There is difficulty in making links to learning goals, reflecting on one's ability to work efficiently, effectively and independently.	Most of the reflection is irrelevant to student and/or learning goals. This may involve almost no reflection on one's ability to work efficiently, effectively and/or independently.
Analysis	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or academic concepts.	The reflection demonstrates student attempts to analyze the experience but analysis lacks depth. i.e. able to make some connections between describing the experience and the understanding of self, others, and/or academic concepts	Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but is unable to demonstrate the connection, or depth of analysis.	Reflection does not move beyond description of the learning experience(s).
Interconnections	The reflection demonstrates clear and specific connections between the experience and material from other courses; past experience; and/or personal goals.	The reflection demonstrates some connections between the experience and material from other courses; past experience; and/or personal goals.	There is little attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.	No attempt to demonstrate connections to previous learning or experience.
Self-Critique	The reflection demonstrates	The reflection demonstrates	There is some attempt at self-	No attempt at self-criticism.

	ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.	ability of the student to question their own biases, stereotypes, preconceptions.	criticism, but the self-reflection does not demonstrate a new awareness of personal biases, etc.	
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