Reviewer Evaluation [Round 2] – Journal of Critical Incidents Vol. 7

Critical Incident: Hasty

Reviewer #: 261

| CRITICAL INCIDENT | | | | | |
| --- | --- | --- | --- | --- | --- |
| Criteria | Yes | No | Comments | | |
| Blind Memorandum addressing feedback from Annual Meeting is provided. | X |  | Memo provided, although several items weren’t responded to | | |
| Describes a provocative/interesting situation | X |  | This is so | | |
| Focal point is a single decision point OR single descriptive event. | X |  | This has been sharpened. | | |
| Hook is effective for catching the reader’s interest. | X |  | Yes, this is now clear. | | |
| Introductory paragraph states the issue to be solved or analyzed. | X |  | Well… Paragraph 3 states this well. | | |
| Incident is timely – focuses on a current issue. | X |  | Contract employment situations such as this one are quite common. | | |
| Incident is discipline relevant – focuses on an issue or event common to many organizations. | X |  | Ditto | | |
| Contains information students will need to make an informed decision or analyze the situation. | X |  | Yes, I can see this. | | |
| If you mark NO to the above, is there additional CI information identified as companion readings/industry notes OR information presented in the teaching note that would enhance the story contained in the CI? |  |  |  | | |
| Fosters student’s use of their knowledge and skill. | X |  |  | | |
| Figures and tables are relevant to the CI. | X |  | Organization chart is quite helpful | | |
| Figures and tables are clearly referenced in the body of the CI. | X |  |  | | |
| CI flows well and is easy to read. | X |  |  | | |
| CI information accurately reflects a real situation. | X |  |  | | |
| CI meets 3 page limitation | X |  |  | | |
| Free of grammar, punctuation, & spelling errors. |  | X | I see an error in “since that essentially dictated by Ken” is missing “was”. There are several missing commas as in the phrase “In his haste to fire her he” is missing a comma after “her”. I see passive voice throughout and this can be resolved easily. The author could write the phrase “she had been placed at ClientB by ExpSol, her employer” in active voice “Her employer, ExpSol, had placed her at ClientB”. Word provides a much improved wording of the sentence that starts “In his haste to fire her he” that removes passive voice. There are several other examples. | | |
| Written in past tense | X |  |  | | |
| OVERALL ASSESSMENT | | | | | |
| For each item, place a check mark in the appropriate column. For both ‘minor’ and ‘major’ revisions, provide specific recommendations that must be met in order for you to recommend publication. | | | No additional revisions are needed before a publication decision can be made. | Minor revisions are needed before acceptance decision can be made | Major revisions are needed before publication decision can be made. |
| Critical Incident: | | | X |  |  |
| Comments: This CI is much more clear to me after this revision. At this point, I only believe that minor writing changes are needed to publish. | | | | | |

| TEACHING NOTE | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Yes | No | | Comments | | |
| Critical Incident Overview identifying the salient points of the CI. | X |  | |  | | |
| Critical Incident overview identifies courses in which the CI could be used. | X |  | | This list is especially thorough and thoughtful | | |
| Critical Incident overview states whether the CI is decision or descriptive. | X |  | | Yes | | |
| List of learning objectives [what the student will be able to do] NOT teaching objectives. | X |  | | I appreciate the revised list of 4 objectives instead of 7 | | |
| Learning objectives are appropriate for the focus of the CI (e.g. are there higher order Bloom’s Taxonomy verbs?).  **If not, suggestions for improvement?** | X |  | | The new set are very appropriate | | |
| Statement on whether or not the CI is disguised. If the later, states how. | X |  | | Clearly stated | | |
| Overview of extent of the fieldwork conducted [if applicable] |  |  | |  | | |
| List of questions for students to answer. | X |  | |  | | |
| Questions are appropriately rigorous for the stated learning objectives. | X |  | | Very well shaped to the case | | |
| Restatement of each question with answer. | X |  | |  | | |
| Answers provide a substantial response, including use of applicable theories, formulas, laws, etc. [A non-expert could use the answers to assess the students’ response] | X |  | | Responses are quite substantial and make very good application of theory. | | |
| Developing responses to the questions will help students understand and/or apply concepts, theories, and techniques appropriate to the courses identified. | X |  | | This case has excellent potential for teaching – the authors have directed faculty to a number of key theories that the case illustrates | | |
| General Discussion section [Is optional – contains class activities, class discussion points, etc.] |  |  | | N/A | | |
| Epilogue | X |  | | Very helpful | | |
| Additional Pedagogical Materials provided. If, yes, they are relevant to the desired learning. |  |  | |  | | |
| References are provided. | X |  | | Yes | | |
| OVERALL ASSESSMENT | | | | | | |
| For each item, place a check mark in the appropriate column. For both ‘minor’ and ‘major’ revisions, provide specific recommendations that must be met in order for you to recommend publication. | | | No additional revisions are needed before a publication decision can be made. | | Minor revisions are needed before acceptance decision can be made | Major revisions are needed before publication decision can be made. |
| Teaching Note: | | | X | |  |  |
| Comments: The TN is in good shape. I would suggest a review for minor writing items (such as missing commas). | | | | | | |
| Should this Critical Incident with its Teaching Note be considered for the Best Critical Incident Award? \_\_\_ YES \_X NO | | | | | | |