

**COURSE OUTLINE: BH2605 Strategic Human Resource Management & Consulting**

<b>Academic Year</b>	2022/23	<b>Semester</b>	1
<b>Course Coordinator</b>	Don Willis		
<b>Course Code</b>	BH2605		
<b>Course Title</b>	STRATEGIC HUMAN RESOURCE MANAGEMENT AND CONSULTING		
<b>Pre-requisites</b>	AB1601-Organizational Behavior & Design AB1202-Statistical & Quantitative Methods		
<b>No of AUs</b>	3		
<b>Contact Hours</b>	3hr x 13 weeks = 39		
<b>Proposal Date</b>	2 Jun 2022		

**A) Course Aims**

People are at the heart of all organizations. The finest hardware, systems, policies etc., can only function as effectively as the people operating/implementing them. **Human Capital** plays a pivotal role in providing organizations with the edge to not only survive but to thrive amidst the stiff global competition that pervades the business world of today. People are a precious resource in any organization and if well nurtured and led, will form the platform upon which success can be achieved.

In this course, you will acquire the body of knowledge to understand the **key elements in the field of HR** as well as to be a **Business Partner** and an **HR Consultant**. This course is for all students who are pursuing the HRC Specialization and for those who are interested to learn about Strategic HRM and how to become an HR Consultant.

**B) Intended Learning Outcomes (ILO)/Objectives**

By the end of this course, you should be able to:

1. **Explain** the **key HR functions** of Staffing, Development, Compensation, Health & Safety, Employee Relations and Research.
2. **Explain** the importance of ensuring **fit between these HR practices and the overall strategy** of the organization.
3. **Analyze** the **current challenges** faced by organizations and apply their knowledge of HR to meet these challenges.
4. **Develop** knowledge of **the consulting process and core skills** required of **HR consultants**.

**C) Course Content**

The course comprises 13 three-hour Seminar-styled sessions from teaching weeks 1-13. You will learn about the fundamentals of HRM, Strategic HR and how to be an HR Consultant.

**Key Topics** include Talent Acquisition, Talent Development, Total Rewards, Employment Law and TAFEP, Employee Engagement, Employee Health and Safety, Strategic HR and HR Strategies and competencies and skills required of HR Consultants.

In addition, contemporary issues involving HR Digitalization, HR Analytics and HR Competencies will be introduced.

**D) Assessment (includes both continuous and summative assessment)**

Component	ILO Tested	NBS Learning Goal (Refer to Annex E for list)	Weighting	Team/ Individual	Assessment Rubrics (Please insert rubrics as Appendix)
1. Critical Thinking Team Assignment	1,3,	Critical Thinking, Teamwork & Interpersonal Skills	20%	Team	<ul style="list-style-type: none"> <li>Critical Thinking (Pg 7)</li> <li>#Teamwork and Interpersonal Skills (Peer Evaluation) (Pg 8)</li> </ul>
2. Flipped Classroom Presentation	1,2,3	Acquisition of knowledge, Oral Communication	20%	Individual	<ul style="list-style-type: none"> <li>Strategic Consulting and Communication (Individual Presentation) (Pg 9)</li> </ul>
3. Class Participation	1,3,4	Critical Thinking, Oral Communication	20%	Individual	<ul style="list-style-type: none"> <li>Class Participation (Pg 10)</li> </ul>
4. Team Presentation <sup>1</sup>	1,3,4	Oral Communication, Teamwork & Interpersonal Skills	20%	Team: 15% Individual:5%	<ul style="list-style-type: none"> <li>Strategic Consulting and Communication (Team Presentation – Team Component) (Pg 11)</li> <li>Strategic Consulting and Communication (Team Presentation – Individual Component) (Pg 12)</li> <li>#Teamwork and Interpersonal Skills (Peer Evaluation) (Pg 8)</li> </ul>
5. Quiz	1,2	Acquisition of knowledge	20%	Individual	Nil
<b>Total</b>			<b>100%</b>		

**E) Formative feedback**

Formative Feedback is central to this course. You will be provided with the following:

- Written Assignments:** Written feedback on strengths and areas for development will be provided in relation to the respective assignment rubrics.
- Quiz:** Correct answers and corresponding explanations will be provided at the end of the quiz. Students will also receive their scores at the end of the quiz.
- Class Participation and Presentations:** Written feedback will be provided to help participants to improve on their presentation skills.

<sup>1</sup> The project is to be done collectively as a team. All team members will have to present. Content marks will be awarded at the team level while presentation marks will be awarded at the individual level (see rubrics on pages 11 & 12).

# Peer Evaluations will be used to moderate final grades if necessary.

**F) Learning and Teaching approach**

Learning will be made relevant through the direct and explicit application of theoretical HR-related frameworks and concepts to real life issues and problems. This is achieved through:

- **Interactive Seminars** to provide grounding in theories and frameworks.
- **Experiential Learning Exercises** e.g., self-assessments, reflections, simulations etc., to reinforce and internalize learning.
- **Active Learning Pedagogies** e.g., case studies, video vignettes, team research-cum-seminar level sharing, etc., to facilitate critical thinking and application of theories to real life situations.

Approach	How does this approach support you in achieving the learning outcomes?
Seminars	Seminars are designed to provide opportunities for you to gain theoretical knowledge on HR and HR Consulting (both as internal and external consultants). These will be achieved through presentations, experiential learning activities and flipped classroom (working in teams of 5, all of you will have the opportunity to teach your peers on a pre-determined topic which will be given in advance).
Skills development	A major learning outcome is the development of skills which are practical in nature and cannot be achieved by reading and writing. These include: <ul style="list-style-type: none"> <li>• <b>Effective Presentation Skills:</b> You will learn how to deliver an effective presentation in terms of both content and delivery.</li> <li>• <b>Consulting Skills:</b> You will learn how to be an effective HR consultant (both internal to your organization, and external to other organizations).</li> </ul>
Critical Thinking Team Assignment	<ul style="list-style-type: none"> <li>• Working in teams of 4-5, you are to carry out independent research using the internet, HR publications, journals, etc., on a specific HR related topic.</li> <li>• Teams are to apply critical thinking to evaluate articles on contemporary HR topics. Details will be provided in the <b>BH2605 Assignment Guide</b>. This includes summarizing key issues, identifying and evaluating the credibility of various perspectives (including analysis of relationships and tensions) and assumptions, and deriving concrete conclusions, implications and/or recommendations.</li> <li>• The above-mentioned is to culminate in a 2000-word essay. Grading will be for content and critical thinking, using the <b>Critical Thinking rubrics</b>.</li> <li>• A Peer Evaluation using <b>rubrics on Teamwork and Interpersonal Skills (Peer Evaluation)</b> will be used to moderate individual final grades.</li> <li>• The assignment is due at the end of <b>Week 7</b>.</li> </ul>
Flipped Classroom Presentation (mini-teach)	<ul style="list-style-type: none"> <li>• You will have to do research on various HR Consultancy related topics. The topics for discussion will be provided in the <b>BH2605 Assignment Guide</b>.</li> <li>• You will then present your research findings in a <b>Flipped-Classroom setting</b>.</li> <li>• This 'mini-teach session' will be done via a video-recording and is to be uploaded on the Blog site(s) in NTULearn that will be created for this purpose.</li> <li>• You are strongly encouraged to do your own research and apply critical thinking to the relevant issues prior to the seminar.</li> <li>• Marks will be awarded accordingly on an individual basis (<b>see rubrics Strategic Consulting and Communication: Individual Presentation</b>)</li> </ul>

	<ul style="list-style-type: none"> <li>The schedule for these presentations will be made known during Seminar 2.</li> </ul>
Class Participation	<p>Class Participation marks will be awarded from the following:</p> <ul style="list-style-type: none"> <li>Participation/Contributions during the Seminars</li> <li>Participation/Contributions to the flipped-classroom 'mini-teach' sessions</li> </ul>
Team Presentation	<ul style="list-style-type: none"> <li>This is a follow up from the Team Critical Thinking Assignment. Details will be provided in the <b>BH2605 Assignment Guide</b>.</li> <li>Taking on the role of HR Consultants, you are to present your solutions to a mock panel comprising the HR directors of various organizations.</li> <li>This will be done during Week 14 (Seminar 13).</li> <li>Each team will have 15 minutes to present their findings, with a maximum of 10 slides.</li> <li>This will be followed by a 10 min Q+A.</li> <li>Marks will be awarded for both content (at the team level) and effective presentation (at the individual level), i.e., Communicating to Influence using <b><i>Strategic Consulting and Communication (Team Presentation) – Team Component and Individual Component Rubrics</i></b>.</li> <li>A Peer Evaluation using <b><i>rubrics on Teamwork and Interpersonal Skills (Peer Evaluation)</i></b> will be used to moderate individual final grades.</li> </ul>
Quiz	<ul style="list-style-type: none"> <li>4 Quizzes (each testing on the major areas of HR Consulting) will be conducted during the course. The dates for the quiz will be made known during Seminar 2.</li> </ul> <p>These will comprise MCQ-type questions.</p>

### G) Reading and References

You will be provided with customized readings. Supplementary Readings for certain topics will also be provided. Details will be provided in the announcements in NTULearn at least 2 weeks before the commencement of the course.

### H) Course Policies and Student Responsibilities

- (1) **Attendance:** To get the most out of the course, you are required to all seminars. You are required to provide a valid reason, e.g., medical certificate if you are not feeling well to your instructor to account for any absence. Failure to do so will be taken as absence without a valid reason, and will affect your grades for class participation, quizzes, etc.
- (2) **Punctuality:** Lessons will start on time. You are expected to be punctual and arrive before the start of class as late arrivals will be disruptive to class activities and considered disrespectful to the instructor and your fellow students.
- (3) **Preparation and Participation:** To gain the most out of the seminars, you are expected to prepare well by reading and working on all assigned material prior to seminar and to participate actively in all sessions.
- (4) **NTULearn:** The NTULearn system will be used to facilitate the posting of assignments, course materials, blogs, discussion forums, announcements, etc.
- (5) **Penalties for late submissions/exceeding word-count:** Penalties will be imposed for late submissions that are not supported with valid reasons. A penalty of **1(ONE)** grade will be imposed for **each** day that the

assignment is submitted late. For example, a grade of 'A-' would be reduced to a 'B+' if the assignment is submitted up to 24 hours late, and to a 'B' if it is between 24-48 hrs late and so on. To ensure equity, you are reminded to stay within the word limit set for each assignment. Parts of the assignment that exceed the work limit will not be considered for grading.

- (6) **Consultations:** These will be provided during the seminar itself. In addition, time will be set for you to see your instructor outside seminar times.

### I) Academic Integrity

Good academic work depends on honesty and ethical behavior. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honor Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### J) Course Instructors

Instructor	Office Location	Phone	Email	Consultation Hours
Don Willis	S3-B1B-74	Ext 4896	dwillis@ntu.edu.sg	By prior appointment via email

**K) Planned Weekly Schedule**

Week	Topic	ILO	Readings/ Activities
Week 1	<b>SHRM 1:</b> Introduction to SHRM	Customized Reading	Team Formation
Week 2	<b>SHRM 2:</b> HR Strategy & Analysis	Customized Reading	Briefing on Assignments
Week 3	<b>SHRM 3:</b> HRM and Org Development	Customized Reading	<ul style="list-style-type: none"> <li>• 'Mini' Team Building</li> </ul> <b>Trial Quiz</b>
Week 4	<b>SHRM 4:</b> Job Analysis and Talent Management	Customized Reading	<ul style="list-style-type: none"> <li>• <b>FC 1:</b> IHRP's Competency Framework</li> </ul> <b>Quiz 1</b> (SHRM 1,2,3)
Week 5	<b>SHRM 5:</b> Personnel Planning & Recruitment	Customized Reading	<b>FC 2:</b> Internal and External Consultants
Week 6	<b>SHRM 6:</b> Selecting Employees + Reliability, Validity	Customized Reading	<ul style="list-style-type: none"> <li>• <b>FC 3:</b> The Barnum Effect</li> </ul> <b>Quiz 2</b> (SHRM 4+5)
Week 7	<b>SHRM 7:</b> Training and Development	Customized Reading 1	<b>FC 4:</b> HR Analytics in Trg and Dev
Week 8	<b>RECESS WEEK</b>		
Week 9	<b>SHRM 8:</b> Performance Management and Appraisal	Customized Reading	<ul style="list-style-type: none"> <li>• <b>FC 15:</b> 360 Deg Feedback Systems</li> </ul> <b>Quiz 3</b> (SHRM 6+7)
Week 10	<b>SHRM 9:</b> Managing Employee Retention, Engagement & Careers	Customized Reading	<b>FC 6:</b> The Psychological Contract
Week 11	<b>SHRM 10:</b> Compensation and Total Rewards	Customized Reading	<ul style="list-style-type: none"> <li>• <b>FC 7:</b> HR Digital Transformation</li> <li>• <b>Quiz 4</b> (SHRM 8+9)</li> </ul>
Week 12	<b>SHRM 11:</b> Employee and Labor Relations	Customized Reading	<b>FC 8:</b> TAFEP
Week 13	<b>SHRM 12:</b> Employee Health and Safety	Customized Reading	
Week 14	<b>SHRM 13:</b> Team Presentations		

**Critical Thinking Rubrics: (Adapted from NE Illinois University's General Education Critical Thinking Rubric)**

Criteria	Weight (%)	1-4 Poor	5-6 Average	7-8 Good	9-10 Excellent
Identifies & Summarizes all the <b>Main Issues</b>	5	Fails to identify, summarize or explain the main issues. Represents the issue inaccurately/inappropriately.	Identifies the main issues but does not summarize or explain them clearly.	Identifies & summarizes the main issues but does not explain how or why they are related.	Identifies & summarizes the main issues & explains how or why they are related. Identifies implicit issues and nuances.
Identifies & considers <b>various perspectives</b> that are important to the analysis of the issue	10	Fails to identify and explain more than one perspective.	Correctly identifies <i>some</i> of the main perspectives.	Correctly identifies <i>most</i> of the main perspectives.	Correctly identifies <i>all the</i> main perspectives and highlights the relationship and/or tensions between them.
<b>Evaluates</b> the supporting evidence and <b>provides own perspectives &amp; evidence</b> related to the various issues.	30	Does not evaluate and provide new information/data for consideration. Merely repeats information provided, taking it as truth, or denies evidence without adequate justification.	Evaluates and provides new data or information for consideration but does not link any of these back to the main issues.	Evaluates and provides new data or information for consideration and links <i>some</i> of these back to the main issues.	Evaluates and provides new data or information for consideration and links <i>most</i> of these back to the main issues.
Identifies and considers <b>key assumptions and the influence of the context</b> on the issue	15	Fails to identify or evaluate more than one of the assumptions that underlie the issue.	Identifies <i>some</i> of the important assumptions but does not evaluate them for plausibility or clarity.	Identifies and evaluates <i>all of</i> the important assumptions but does not analyze them in the context of the issue.	Identifies and evaluates <i>all of</i> the important assumptions and analyses the issues with a clear sense of scope and context.
Identifies and assesses <b>conclusions, implications and consequences</b>	30	Fails to identify and assess conclusions, implications, and consequences of the issue or the key relationships among the various elements such as context, evidence or assumptions.	Suggests some implications, conclusions and consequences but without clear reference to context, assumptions, data and evidence.	Identifies and briefly discusses implications, conclusions and consequences considering most but not all the relevant assumptions, contexts, data and evidence.	Identifies and discusses conclusions, implications, and consequences, considering context, assumptions, data, and evidence. Objectively reflects upon own assertions.
<b>Quality of Writing:</b> Clarity of Expression and Organization of ideas. Referencing.	10	Poor Expression of ideas and does not demonstrate good integration and flow to the essay. Poor Referencing.	<i>Some</i> Ideas, thoughts and arguments are adequately expressed & there is an adequate integration and flow to the essay. <i>Adequate</i> Referencing using APA format.	<i>Most</i> Ideas, thoughts and arguments are adequately expressed & there is an adequate integration and flow to the essay. <i>Good</i> Referencing using APA format.	<i>Most</i> Ideas, thoughts and arguments are clearly expressed & there is good integration and flow to the essay. <i>Excellent</i> Referencing using APA format.

**Teamwork and Interpersonal Skills (Peer Evaluation)**

Traits	Weight (%)	Performance	
<p><b>Roles and Responsibility</b></p> <p>Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.</p>	20	<p><b>Not Yet</b></p> <p>Unclear about his/her own role; refuses to take a role in the group; insists to work individually and has limited coordination or communication with others.</p>	<p><b>Substantially Developed</b></p> <p>Always fulfils responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p><b>Evaluation:</b></p> <p>Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed</p>			
<p><b>Communication</b></p> <p>Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	20	<p><b>Not Yet</b></p> <p>Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p><b>Substantially Developed</b></p> <p>Modes of communication are appropriate and maintain timely communication and correspondence with team members.</p>
<p><b>Evaluation:</b></p> <p>Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed</p>			
<p><b>Conflict Resolution</b></p> <p>Resolves conflicts using a variety of approaches.</p>	20	<p><b>Not Yet</b></p> <p>Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p><b>Substantially Developed</b></p> <p>Consistently resolves conflicts through facilitating open discussions and compromise.</p>
<p><b>Evaluation:</b></p> <p>Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed</p>			
<p><b>Contributions</b></p> <p>Contributes positive inputs for the team; effectively utilizes one's knowledge and expertise.</p>	20	<p><b>Not Yet</b></p> <p>Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members.</p>	<p><b>Substantially Developed</b></p> <p>Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</p>
<p><b>Evaluation:</b></p> <p>Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed</p>			
<p><b>Relationship</b></p> <p>Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.</p>	20	<p><b>Not Yet</b></p> <p>Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p><b>Substantially Developed</b></p> <p>Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.</p>
<p><b>Evaluation:</b></p> <p>Not Yet <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed</p>			

**\*To be completed in Eureka**



*Strategic Consulting and Communication (Individual Presentation)*

Criteria	Weight (%)	1-4 Not Yet	5-7 Adequate	8-10 Substantial/Excellent
Shares valuable <b>knowledge</b> and insights	40	<ul style="list-style-type: none"> <li>Shares some valuable knowledge and insights that somewhat contributes to the understanding of topic at hand</li> </ul>	<ul style="list-style-type: none"> <li>Shares some valuable knowledge and insights that enriches understanding of the topic at hand</li> </ul>	<ul style="list-style-type: none"> <li>Creates 'Ah-Ha!' and 'So-What!' moments with interesting and insightful take-aways.</li> </ul>
Speaks in a conversational style ( <b>Verbal Behaviour</b> )	15	<ul style="list-style-type: none"> <li>Speaks monotonously</li> <li>Pace is too fast (or slow)</li> <li>Does not pause in between key points.</li> <li>Mostly reading off a script</li> </ul>	<ul style="list-style-type: none"> <li>Varies volume and tone adequately</li> <li>Pace of delivery is acceptable.</li> <li>Occasionally pauses between key points</li> </ul>	<ul style="list-style-type: none"> <li>Varies volume and tone for good effect</li> <li>Pace is just right</li> <li>Pauses for key points to set in before moving on to the next point</li> </ul>
<b>Nonverbal communication</b> (eye contact, facial expression, body posture, hand gestures)	15	<ul style="list-style-type: none"> <li>Poor eye contact</li> <li>Fails to use hand gestures</li> <li>Distractive body movements</li> </ul>	<ul style="list-style-type: none"> <li>Adequate eye contact</li> <li>Makes use of some gestures</li> <li>Minimizes distractive body movements</li> </ul>	<ul style="list-style-type: none"> <li>Good eye contact</li> <li>Relevant use of gestures to align with verbal cues</li> <li>No distractive body movements</li> </ul>
Speaks assertively	15	<ul style="list-style-type: none"> <li>Presents ideas vaguely</li> <li>Does not speak fluently</li> <li>Does not display confidence</li> <li>Does not support assertions with appropriate citation from credible sources</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas somewhat clearly</li> <li>Speaks somewhat fluently</li> <li>Displays adequate confidence</li> <li>Supports some of the assertions with appropriate citations from credible sources</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas very clearly</li> <li>Speaks fluently</li> <li>Displays much confidence rather well</li> <li>Supports most of the assertions with appropriate citations from credible sources</li> </ul>
<b>Engages the Audience and creates presence.</b>	15	<ul style="list-style-type: none"> <li>Does not attempt to engage the audience</li> <li>Does not display enthusiasm</li> <li>Remains in the same place and does not create presence.</li> </ul>	<ul style="list-style-type: none"> <li>Engages the audience adequately</li> <li>Shows some enthusiasm</li> <li>Creates some presence with subtle movements.</li> </ul>	<ul style="list-style-type: none"> <li>Engages the audience throughout with questions, stories, etc.</li> <li>Shows much enthusiasm</li> <li>Creates strong presence with subtle movements and aligns these with verbal and non-verbal cues e.g. varying tone/volume and using hand gestures to good effect</li> </ul>

*Class Participation Rubrics (Individual)*

Criteria	Weight (%)	1-4 Not Yet	5-7 Adequate	8-10 Substantial/Excellent
<b>Knowledge Sharing</b>	40	<ul style="list-style-type: none"> <li>Contributes information that scarcely enriches understanding of concepts and frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes information that somewhat enriches understanding of concepts and frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>Contributes information that enriches understanding of concepts and frameworks to a large extent.</li> </ul>
<b>Drive to learn</b>	30	<ul style="list-style-type: none"> <li>Asks questions that scarcely promote critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Asks somewhat probing questions that promote critical thinking to a certain degree.</li> </ul>	<ul style="list-style-type: none"> <li>Asks probing questions that promote critical thinking to a great degree.</li> </ul>
<b>Enthusiasm and Motivation</b>	30	<ul style="list-style-type: none"> <li>Limited participation.</li> <li>Does not take interest in others' viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate participation.</li> <li>Takes some interest in others' viewpoints and responds to them.</li> </ul>	<ul style="list-style-type: none"> <li>Substantial participation.</li> <li>Takes much interest in others' viewpoints, responds and even builds upon them.</li> </ul>

*Strategic Consulting and Communication (Team Presentation – Team Component: 75% of the Assignment)*

Criteria	Weight (%)	Performance		
		Not Yet (1-4)	Adequate (5-7)	Substantially Developed (8-10)
<b>Summarizing main challenges and context:</b> Summarizes the main challenges. Demonstrates good knowledge and understanding of the challenges in relation to their context.	10	Fails to summarize or explain the main challenges. Demonstrates a lack of understanding of the challenges in relation to their context.	Summarizes and explains the main challenges. Demonstrates understanding of the challenges in relation to their context.	Summarizes and explains the main challenges well. Demonstrates strong understanding of the challenges in relation to their context.
<b>Assessing the challenges:</b> Assesses the impact of the challenges to the industry. Provides critical opinions and additional insights.	20	Fails to assess the impact of the challenges to the industry. Does not provide critical opinions and additional insights.	Presents analysis on the impact of the challenges to the industry. Includes some critical opinions and additional insights.	Presents a comprehensive & in-depth analysis on the impact of the challenges to the industry. Includes substantial critical opinions and additional insights
<b>Solutions:</b> Propose solutions that address the challenges considering relationships and tensions and balancing the interests of different stakeholders. Provide concrete details, plans and/or supporting evidence to substantiate the proposal.	20	Fails to present solutions that address the challenges. Fails to consider relationships and tensions. Fails to balance the interests of different stakeholders. Does not provide concrete details, plans and/or supporting evidence to substantiate the proposal.	Presents solutions that address the challenges. Considers relationships and tensions. Balances the interests of different stakeholders. Provides details, plans and/or supporting evidence to substantiate the proposal.	Presents credible solutions that address the challenges. Considers relationships and tensions. Balances the interests of different stakeholders well. Provides concrete details, plans and/or supporting evidence to substantiate the proposal.
<b>Assessing Feasibility of Solutions:</b> Assess the feasibility of the recommendations by considering the expenditure, projected impact, timeline and other relevant considerations.	20	Does not assess the feasibility of the recommendations by failing to consider expenditure, projected impact, timeline and other relevant considerations.	Assesses the feasibility of the recommendations by considering with some details, expenditure, projected impact, timeline and other relevant considerations.	Assesses the feasibility of the recommendations by considering in details, the expenditure, projected impact, timeline and other relevant considerations.
<b>Limitations and Mitigations:</b> Identify inherent limitations, risks, etc., of the proposed solutions and address them accordingly.	20	Does not identify/address limitations and risks and/or provide solutions to address them.	Identifies some limitations and risks and develops solutions to address them.	Identifies most of the limitations and risks and develops concrete and effective solutions to address them.
Q + A	10	Does not respond well to questions e.g., did not analyze the question, provides snap and/or inadequate answers.	Responds moderately well to questions by analyzing them and providing answers accordingly.	Responds very well to questions by analyzing them and providing credible answers accordingly.

*Strategic Consulting and Communication (Team Presentation – Individual Component: 25% of the Assignment)*

Criteria	Weight (%)	1-4 Not Yet	5-7 Adequate	8-10 Substantial/Excellent
<b>Speaks in a conversational style (Verbal Behaviour)</b>	25	<ul style="list-style-type: none"> <li>Speaks monotonously</li> <li>Pace is too fast (or slow)</li> <li>Does not pause in between key points.</li> <li>Mostly reading off a script</li> </ul>	<ul style="list-style-type: none"> <li>Varies volume and tone adequately</li> <li>Pace of delivery is acceptable.</li> <li>Occasionally pauses between key points</li> </ul>	<ul style="list-style-type: none"> <li>Varies volume and tone for good effect</li> <li>Pace is just right</li> <li>Pauses for key points to set in before moving on to the next point</li> </ul>
<b>Nonverbal communication (eye contact, facial expression, body posture, hand gestures)</b>	25	<ul style="list-style-type: none"> <li>Poor eye contact</li> <li>Fails to use hand gestures</li> <li>Distractive body movements</li> </ul>	<ul style="list-style-type: none"> <li>Adequate eye contact</li> <li>Makes use of some gestures</li> <li>Minimizes distractive body movements</li> </ul>	<ul style="list-style-type: none"> <li>Good eye contact</li> <li>Relevant use of gestures to align with verbal cues</li> <li>No distractive body movements</li> </ul>
<b>Speaks assertively</b>	25	<ul style="list-style-type: none"> <li>Presents ideas vaguely</li> <li>Does not speak fluently</li> <li>Does not display confidence</li> <li>Does not support assertions with appropriate citation from credible sources</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas somewhat clearly</li> <li>Speaks somewhat fluently</li> <li>Displays adequate confidence</li> <li>Supports some of the assertions with appropriate citations from credible sources</li> </ul>	<ul style="list-style-type: none"> <li>Presents ideas very clearly</li> <li>Speaks fluently</li> <li>Displays much confidence rather well</li> <li>Supports most of the assertions with appropriate citations from credible sources</li> </ul>
<b>Engages the Audience and creates presence.</b>	25	<ul style="list-style-type: none"> <li>Does not attempt to engage the audience</li> <li>Does not display enthusiasm</li> <li>Remains in the same place and does not create presence.</li> </ul>	<ul style="list-style-type: none"> <li>Engages the audience adequately</li> <li>Shows some enthusiasm</li> <li>Creates some presence with subtle movements.</li> </ul>	<ul style="list-style-type: none"> <li>Engages the audience throughout with questions, stories, etc.</li> <li>Shows much enthusiasm</li> <li>Creates strong presence with subtle movements and aligns these with verbal and non-verbal cues e.g. varying tone/volume and using hand gestures to good effect</li> </ul>

**Teamwork Peer Evaluation Rubric: *For Critical Thinking and Team Presentation-Team Component Assignments***

As I will not be able to accurately assess the contribution of each member for various team-based assignments, it is critical for you to rate the contribution of your team members objectively and impartially. This is to ensure that due diligence is accorded to the assignment of marks. Hence, it is **mandatory** for you to submit your peer evaluation at the end of each team project. **Ample reminders will be provided. Failure to submit your peer evaluation despite these reminders will result in a reduction to 90% of the grade.**

To factor peer evaluations into the final grades of various team-based assignments, the following computation will be used:

- If, on average, you receive a rating of **9 or more, you will receive 100%** of the team's grade.
- If, on average, you receive a rating of less than 9, you will receive a specific percentage of the team's grade as determined below:

<b>Average rating</b>	<b>Score</b>
9.0 and above	100% of the grade
Between 8 to 8.9	90% of the grade
Between 7 to 7.9	80% of the grade
Between 6 to 6.9	70% of the grade
Between 5 to 5.9	60% of the grade
Between 4 to 4.9	50% of the grade
Between 3 to 3.9	40% of the grade
Between 2 to 2.9	30% of the grade
Between 1 to 1.9	20% of the grade