

COURSE OUTLINES: BH3602 HR Technologies, Metrics, & Performance Management

Academic Year	AY2022-23	Semester	2
Course Coordinator	Naina Gupta		
Course Code	BH3602		
Course Title	HR Technologies, Metrics, & Performance Management		
Pre-requisites	BH2601 Strategic HR Management and Consulting BH2602 Total Rewards Management		
No of AUs	4		
Contact Hours	4 X 13 weeks = 52hrs		
Proposal Date	6 May 2022		
A) Course Aims			
<p>The purpose of the course is to expose budding HR professionals to the role of technology in HR as well for them to understand how to motivate employees through effective performance management.</p> <p>In this course, you will learn how the application of technology in human resource management can improve the delivery of HR activities that, in turn, enhances the experience of the employee through their organizational life cycle. You will also learn how the rapid access to data & generation of analytics helps management make better decisions. Lastly, this course will allow you to understand how to harness the talent of an organization's human capital through strategic performance management.</p>			
B) Intended Learning Outcomes (ILO)/Objectives			
<p>By the end of this course, you should be able to:</p> <ol style="list-style-type: none"> 1. Explain the effects of application of technology in human resource management 2. Evaluate HR technology applications 3. Explain the use of common metrics and workforce analytics in organizations 4. Describe the theories, concepts and techniques related to performance management 5. Design an effective performance management process to execute business strategy 6. Develop critical thinking & problem-solving skills in the evaluation of HR technologies & effects of performance management on organizations 7. Develop competencies to collaborate effectively with team members to address organizational issues related to HR technologies and performance management 8. Develop effective communication strategies for presenting solutions to organizational decision-makers <p>See Annex F for learning objective taxonomy.</p>			
C) Course Content			
<p>Performance management – Aims, Performance Definitions & Measure, Appraisal process, Implementation of PM, Coaching & Feedback</p> <p>HR Technologies – Purpose of HRIS, Technology in specific HR functions, Delivery of HRIS, Change Management & Implementation of HRIS</p> <p>HR Metrics – case studies of new HR technologies, skills required for HR Analytics professionals.</p>			

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. Participation	ILO8	Motivation of Self and Others	15	Individual	Motivation of Self and Others Assessment
2. Individual report (Performance management)	ILO4 ILO5	Critical Thinking	20	Individual	Critical Thinking
3. Individual report (HR technologies)	ILO1 ILO2 ILO6	Problem Solving & Decision Making	20	Individual	Problem Solving & Decision Making
4. Group project (Performance management & HR technologies) report	ILO2 ILO5 ILO6	Problem Solving & Decision Making	20	Group	Problem Solving & Decision Making
Group project presentation	ILO8	Communication	10		Oral communications Assessment
Mandatory peer evaluation	ILO7	Teamwork & Interpersonal Skills			Teamwork and Interpersonal skills Assessment
5. Quiz	ILO1 ILO3 ILO4	Knowledge Acquisition	15	Individual	
Total			100%		

Individual Assignment (Performance Management)

You will critique an article relating to Performance Appraisal. You will be required to address the respective elements of critical thinking listed in the assessment rubric and using them as sub-heading in your written assignment.

Individual Assignment (HR Technologies)

You will identify a technology-based solution to help a company support employees' mental well-being (or support employee in a hybrid work-design) at the workplace. In your written report, you will explain how the technology (system or app) works, implementation feasibility and evaluate outcomes

Group Project (Performance Management & HR Technologies)

- Your project team will identify an actual company's Performance Management (PM) process. From your interview findings with the company, you will evaluate the strengths and weaknesses of the company's existing Performance Management (PM) process, propose solutions, implementation steps and discuss possible challenges, substantiating with relevant approaches, principles and processes learned in the course and from your research. If the company is using technology in their Performance Management process, you would be required to evaluate it and if they are not, you will recommend how they can incorporate technology to meet company's needs.

- Your project team will present your group’s findings and recommendations to revamp the organization’s performance management process. There will be a Q&A session following the oral presentation

E) Formative feedback

You will receive written rubric-wise feedback from me on the two individual reports as well as on the group project and presentation

F) Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
* Lectures / Seminars	The interactive * lecture/seminar session will provide you with a grounding in theories, conceptual frameworks and techniques
In-Class activities	Some learning outcomes for this course are skills which are practical in nature and cannot be achieved by reading and writing. The achievement of such learning outcomes requires hands-on experience, in-class activities such as group exercises & case study discussions provide such opportunities.

G) Reading and References

Aguinis, Herman, **Performance Management**, 3rd Edition, Pearson Education Inc. **Pearson New International Edition (2014)**

HF5549.5.D37H918

Kavanagh, Michael J, Thite, Mohan, Johnson, Richard D (2015), **HRIS – Basics, Applications, and Future Directions** 3rd Edition, **SAGE Publications, Inc.**

H) Course Policies and Student Responsibilities

(1) General

You are expected to complete all assigned pre-class readings and activities, attend all seminar classes punctually and take all scheduled assignments and tests by due dates. You are expected to take responsibility to follow up with course notes, assignments and course related announcements for seminar sessions they have missed. You are expected to participate in all seminar discussions and activities.

(2) Absenteeism

Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU’s approved activities supported by an excuse letter from the relevant bodies.

If you miss a lecture, you must inform the course instructor via email prior to the start of the class.

I) Academic Integrity

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour 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
Dr Naina Gupta	S3-B1B-76	67905702	naina@ntu.edu.sg	By appointment

K) Planned Weekly Schedule

Week	Topic	ILO	Readings/ Activities
Week 1	<ul style="list-style-type: none"> Course Introduction <ul style="list-style-type: none"> Course Overview & Assessments Teaching Strategies & Expectations, Performance Management (I) <ul style="list-style-type: none"> Performance Management (PM) and Performance Appraisal (PA) PM – Aims, Role & Organizational Context Integration of PM with other HR Activities Characteristics of an ideal PM System 	<ul style="list-style-type: none"> Introduce the course, explain assessments and clarify expectations <p>ILO4, ILO5</p> <ul style="list-style-type: none"> Explain the concept of PM and distinguish it from PA Describe why PM should be aligned to business strategy and the core values of an organization Identify the role of PM in organisations and its linkage to other HR activities Describe the dangers of a poorly implemented PM process 	<p>Aguinis, Ch 1, 2, 3</p> <p><i>Video</i></p> <p><i>Case Study</i></p> <p><i>Exercises</i></p>
Week 2	<ul style="list-style-type: none"> Performance Management (II) <ul style="list-style-type: none"> Defining Performance Measuring Performance <ul style="list-style-type: none"> Results, Behavior & Trait Approach 	<p>ILO4, ILO5</p> <ul style="list-style-type: none"> Describe the concept of performance 	<p>Aguinis, Ch 4, 5</p> <p><i>Video</i></p> <p><i>Case Study</i></p>

	Performance Planning through Goal Setting	<ul style="list-style-type: none"> Identify key result areas, objectives and performance standards for a job Identify competencies and behaviour indicators in the Behavior approach Distinguish between Comparative and Absolute measurement systems 	<i>Exercises</i>
Week 3	Performance Management (III) <ul style="list-style-type: none"> The Appraisal Form <ul style="list-style-type: none"> Components & Characteristics Appraisal Period & Reviews Overall Performance Rating Who provides performance Information? Performance Evaluation Challenges 	ILO4, ILO5 <ul style="list-style-type: none"> Develop an effective appraisal form Develop numeric rating for overall performance Describe the pros and cons of the various sources of performance information Identify the psychological mechanisms leading to rating errors and how to mitigate them 	Aquinis, Ch 6 <i>Video</i> <i>Exercises</i>
Week 4	Performance Management (IV) <ul style="list-style-type: none"> Implementing a PM System Performance Outcome and Rewards PM and Employee Development Reality Check - PM Challenges in Organizations PM across Cultural Borders 	ILO4, ILO5 <ul style="list-style-type: none"> Review the crucial steps to be taken before, during and after the launch of a PM system. Recognize the challenges of maintaining a PM system in organizations Discover how PM systems apply across difference cultures 	Aguinis, Ch 7,8 <i>Video</i> <i>Case Study</i>
Week 5	Performance Management (V) <ul style="list-style-type: none"> Performance Management Skills <ul style="list-style-type: none"> Coaching Giving Feedback The Performance Review Discussion Performance Improvement 	ILO4, ILO5 <ul style="list-style-type: none"> Identify the skills that managers need to manage the performance of their employees, including skills for coaching, giving feedback, overcoming evaluator affect and conducting performance review discussions. Practise how to conduct effective performance review discussions. 	Aguinis, Ch 9 <i>Pre-work</i> <i>Videos</i> <i>Exercises</i>
Week 6	HR Technologies (I): <ul style="list-style-type: none"> HRM & IT 	ILO1, ILO2 <ul style="list-style-type: none"> Explain the purpose and nature of an HRIS and the different functionalities. 	KTJ, Ch 1 <i>Case Study/ Exercise</i>

	<ul style="list-style-type: none"> • A Primer on HR Information System (HRIS) 	<ul style="list-style-type: none"> • Determine how the information from an HRIS can assist in decision making in organizations • Discuss how the developments in HRIS have led to HRM becoming a strategic business partner 	
Week 7	HR Technologies (II) Recruitment & Technology Recruitment Strategies & Social Networking Selection & Technology Performance Management online	ILO1, ILO2 <ul style="list-style-type: none"> • Discuss the potential advantages and disadvantages of online recruitment in the framework of recruiting objectives • Distinguish the relationship between e-recruitment and HRIS • Distinguish the relationship between selection and assessment with HRIS • Discuss the advantages of an online performance management system 	<i>KTJ, Ch 10, 14</i> <i>Case Study</i> <i>Exercise</i>
	RECESS		
Week 8	HR Technologies (III): <ul style="list-style-type: none"> • Strategies for HR Technologies • System Acquisition • HR Outsourcing • Offshoring & HRIS • Shared Service Centers & HRIS 	ILO1 <ul style="list-style-type: none"> • Examine the different structural approaches to the delivery of HR activities leveraging on technologies. 	<i>KTJ, Ch 5</i> <i>Exercise</i>
Week 9	HR Technologies (IV): <ul style="list-style-type: none"> • Change Management & HRIS • Implementation, Integration & Maintenance 	ILO1, ILO3 <ul style="list-style-type: none"> • Explain why system implementation can fail • Discuss the elements important to successful HRIS implementation system • Describe the management of change through the perspectives of change models 	<i>KTJ, Ch 12</i> <i>Case Study /Exercise</i>
Week10	HR Metrics & Analytics	ILO1,ILO3 <ul style="list-style-type: none"> • Application of HR analytics in organization. • Identify analytics skill sets required by HR professionals 	

Week11	HR Analytics	ILO1, ILO3 <ul style="list-style-type: none"> • Application of HR analytics in organization. • Identify analytics skill sets required by HR professionals 	
Week12	Project Presentation	ILO8 <ul style="list-style-type: none"> • Communicate and deliver a presentation relating to the group project 	
Week 13	Project Presentation Course Wrap Up	ILO8 <ul style="list-style-type: none"> • Communicate and deliver a presentation relating to the group project 	

ANNEX B: ASSESSMENT CRITERIA FOR:**Individual Assignment (Performance Management)
Critical Thinking Rubric**

Learning Objective: The ability to define¹, examine², evaluate³, analyze⁴ and synthesize⁵ various arguments and knowledge to form independent judgment.

Adapted from: Core Curriculum Learning Goals by Santa Clara University

<http://scu.edu/provost/ugst/core2009/corecurriculumoverview.cfm>

Traits	Performance	
Identifies and summarizes the issue at hand.	Scant Does not identify and summarize the issue, is confused or represents the issue inaccurately.	Substantially Developed Identifies the main issue and its implicit aspects, addresses their relationships to each other and recognizes nuances of the issue.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Identifies and considers other theoretical perspectives that are important to the analysis of the issue	Scant Deals only with a single perspective and fails to discuss other possible perspectives, especially those salient to the issue. Fails to identify or hastily dismisses strong, relevant counter-arguments.	Substantially Developed Addresses perspectives noted previously, and additional diverse perspectives drawn from outside information. Identifies the salient arguments (reasons and claims) pro and con.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Identifies and assesses the quality of supporting data/evidence and provides additional data/evidence related to the issue.	Scant Merely repeats information provided, taking it as truth, or denies evidence without adequate justification. Confuses associations and correlations with cause and effect.	Substantially Developed Examines the evidence and source of evidence; questions its accuracy, precision, relevance, and completeness. Observes cause and effect and addresses existing or potential consequences.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Identifies and considers key assumptions and the influence of the context on the issue.	Scant Does not surface the assumptions of the author and does not examine the contexts, e.g., cultural, and political.	Substantially Developed Identifies and questions the validity of the assumptions and analyzes the issue with a clear sense of scope and context.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Identifies and assesses conclusions, implications and consequences	Scant Fails to identify conclusions, implications, and consequences of the issue or the key relationships among the various elements such as context, evidence or assumptions. Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.	Substantially Developed Identifies and discusses conclusions, implications, and consequences, considering context, assumptions, data, and evidence. Objectively reflects upon own assertions. Draws warranted, judicious, non-fallacious conclusions.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	

References:

- Critical Thinking Rubric by Washington State University <http://wsuctproject.ctlt.wsu.edu/rf.htm>
- Facione, Noreen C. Facione (1994). *Holistic Critical Thinking Scoring Rubric*. California Academic Press

¹ Define the subject matter at hand.

² Discuss the subject matter from various theoretical perspectives.

³ Assess the truth, relevance and strength of evidence used to support arguments.

⁴ Bring to light hidden assumptions of arguments and examine the influence of the context on the subject matter and discuss the contingencies that constrain the validity of arguments.

⁵ Integrate, synthesize, or reconcile the various arguments presented and draw conclusions on the subject matter.

Copyright 2012 Nanyang Business School Accreditation Office. All rights reserved.

Group Project (Written Report) and Individual Assignment (HR Technologies)

Problem Solving and Decision Making Rubric

Learning Objective: The ability to identify problem, generate a plan, examine implementation feasibility and evaluate outcome in the process of solving a problem and making sound business decision.

Traits	Performance	
Define the Problem	Scant Does not identify the problem clearly; demonstrates limited understanding of the problem or related contextual factors.	Substantially Developed Identifies the problem clearly and thoroughly; demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Devise Strategies to Solve the Problem	Scant Selects a strategy without regard to fit; does not demonstrate the ability to consider new strategies even if his/her approach is clearly not appropriate; identifies alternatives that reflect limited understanding of the situation.	Substantially Developed Identifies multiple strategies for solving the problem that apply within a specific context; demonstrates the ability to invert a process to form a plan and clearly articulates his/her decision making process; identifies alternatives that reflect an in depth understanding of the situation.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Assess implementation feasibility	Scant Does not examine how well the stakeholders/ beneficiaries are involved and not able to identify areas of risk and possible side-effects. Does not specify how the implementation will be monitored and controlled. No indicators or instruments to review or analyze the success of the action.	Substantially Developed Clearly assess how well the stakeholders/ beneficiaries are involved; considers areas of risk and provides insights in addressing possible side-effects. Able to state how the implementation will be monitored effectively; identifies the stages at which progress should be measured and specify what results are expected to have been achieved at these stages.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Optional: Evaluate Outcomes	Scant Reviews results superficially in terms of the problem defined with no consideration of need for further work.	Substantially Developed Reviews results relative to the problem defined with thorough, specific considerations of need for further work.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	

References:

- Pólya, George (1957). *How to Solve It*. Garden City, NY: Doubleday.
- *Rubric for Problem-Solving Strategies - Hostos Community College*. Retrieved from http://www.hostos.cuny.edu/oaa/pdf/genedf09_problem%20solving%20rubric.pdf
- *Problem Solving Value Rubric - Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/value/rubrics/pdf/ProblemSolving.pdf>

Project Presentation

Oral Communication Rubric

Learning Objective: The ability to communicate well with others verbally so that it clearly expresses the intended message and is understandable and useful to the receiving party.

Traits		Performance	
Communication Outcome	Conveys a message with a clear take-away for audience Maximizes likelihood of the audience accepting the message	Scant Central message is not explicitly stated in the presentation. Main points are not clearly identified, audience unsure of the direction of the message.	Substantially Developed Central message is precisely stated; main points are clearly identified.
		Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	
Situational Factors	Effectively addresses the needs and concerns of the given audience <ul style="list-style-type: none"> Meets the most important objectives of the message Effectively addresses the speaker/listener relationship and establishes rapport 	Scant Topic is irrelevant to audience needs and interest. No attempt made to connect topic to audience.	Substantially Developed Connection of topic to audience needs and interest is stated with sophistication. Identifies and expresses a deep understanding of the target audience.
		Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	
Design Factors	Content <ul style="list-style-type: none"> Presents relevant and useful information for the given context Makes and supports claims with evidence and varied examples Adheres to the time limit 	Scant Content is erroneous or irrelevant; references and supporting materials are absent. Lacks of depth in content and little insights are exhibited. Presentation falls outside set time parameters.	Substantially Developed Content is accurate, thorough, and directly on point; strong support and references are provided. Exhibits depth and insight in content. Effective use of time and stays within time parameters.
		Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	
	Structure <ul style="list-style-type: none"> States the main point clearly and early to maintain the audience’s attention Organizes content coherently Has strong, attention grabbing opening and closing 	Scant Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is not observable.	Substantially Developed Organizational pattern is clearly and consistently observable and makes the content of the presentation cohesive.
Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed			
Verbal <ul style="list-style-type: none"> Articulates and pronounces words clearly and correctly 	Scant Grammar, pronunciation and word choice are deficient. Vocal delivery is too soft or too fast to understand; gap-fillers interfere with expression.	Substantially Developed Error-free grammar & pronunciation; good choices of word enhance clarity of expression. Vocal delivery is varied & dynamic. Minimal gap fillers.	

	<ul style="list-style-type: none"> • Speaks at appropriate speed and volume • Uses correct grammar and expression 	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	
	<u>Non-Verbal</u> <ul style="list-style-type: none"> • Stands poised and confidently • Establishes meaningful eye contact with all members of the audience • Uses appropriate facial expressions to show enthusiasm and energy 	Scant Eye contact, posture, gestures, movement and facial expressions are inappropriate and significantly distracting.	Substantially Developed Eye contact, posture, gestures, movement and facial expressions make the presentation compelling, and speaker appears polished and confident.
		Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed	

References:

- Garnett, J.L. (1992). "Applying a Strategic Model to Government Communication." *Communicating for Results in Government*. San Francisco, CA: Jossey-Bass.
- Munter, M. (2009). *Guide to Managerial Communication*. Upper Saddle River, NJ: Prentice Hall.
- Roger, P.S. & Hildebrandt, H.W. "Competing Values Instruments for Analyzing Written and Spoken Management Messages", *Human Resource Management*; 1993; 32, 1.
- Trevino, L.K., Daft, R.L. & Lengel, R.H. (1990). "Understanding Managers' Media Choices: A Symbolic Interactionist Perspective". *Organizations and Communication Technology*. (eds. Fulk, J. & C. Steinfeld). Sage Publications.
- *Oral Communication Rubrics - Mississippi Gulf Coast Community College*. Retrieved from http://www.mgccc.edu/instruction/rubrics/MGCCC_oral_communication_rubric.pdf
- *Oral Communication Value Rubric - Association of American Colleges and Universities*. Retrieved from <http://www.aacu.org/value/rubrics/pdf/OralCommunication.pdf>
- *Rubric for the Assessment of Oral Communication – Valencia College*. Retrieved from <http://valenciacollege.edu/learningevidence/documents/rubric>

Participation

Motivation & Development of Self & Others Rubric

Learning Objective: The ability to motivate and develop self and others.

Traits	Performance	
Motivate Self Drive to Learn	Scant Acquires knowledge of an issue by searching for information from only a few sources.	Substantially Developed Acquires knowledge of an issue by searching for information from diverse sources.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Motivate Self Knowledge Acquisition	Scant Illustrates a limited understanding of the issue of interest.	Substantially Developed Illustrates a comprehensive understanding of key concepts, frameworks and ideas related to the issue of interest.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Motivate Others Knowledge Sharing	Scant Encourages others by sharing superficial knowledge with others.	Substantially Developed Encourages others by sharing deep knowledge and enriching insights with others.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	
Motivate Others Genuine Discourse	Scant Pays little attention to the viewpoints of others and interacts superficially with others.	Substantially Developed Pays close attention to the viewpoints of others and engages meaningfully with others by providing well thought through feedback and insights.
	Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed	

References

- Merkle, L.A., Jackson, A.S., Zhang, J.J., and Dishman, R. K. 2002. Re-examining the construct validity of the self-motivation Inventory. *International Sports Journal*, Summer: 48-59
- Latham, G.P., Ernst, C.T., 2006. Keys to motivating tomorrow’s workforce, *Human Resource Management Review* 16: 181-1

Peer Evaluation

Teamwork & Interpersonal Skills Rubric

Learning Objective: The ability to work effectively with others in a group setting.

Traits	Performance	
<p><u>Roles and Responsibility</u> Behaves professionally by upholding responsibility and assuming accountability for self and others in progressing towards the team's goal.</p>	<p>Scant 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>Substantially Developed Always fulfills responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>Communication</u> Identifies appropriate mechanisms to coordinate and correspond with team members.</p>	<p>Scant Modes of communication are not appropriate, causing confusion and miscommunication among team members.</p>	<p>Substantially Developed Modes of communication are appropriate, and maintains timely communication and correspondence with team members.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>Conflict Resolution</u> Resolves conflicts using a variety of approaches.</p>	<p>Scant Does not recognize conflicts or is unwilling to resolve conflicts.</p>	<p>Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>Contributions</u> Contributes positive input for the team; effectively utilizes one's knowledge and expertise.</p>	<p>Scant 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>Substantially Developed Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		
<p><u>Relationship</u> Maintains cooperative interaction with other team members regardless of individual /cultural differences and respects diverse perspectives.</p>	<p>Scant Rarely listens to others and does not acknowledge the opinions that differ from his/her own.</p>	<p>Substantially Developed Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice.</p>
<p>Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> <u>7</u> <u>8</u> <u>9</u> <u>10</u> Substantially Developed</p>		

References:

Teamwork Value Rubric - Association of American Colleges and Universities. Retrieved from <http://www.aacu.org/value/rubrics/pdf/teamwork.pdf>

Teamwork Peer Evaluation

A peer evaluation is mandatory upon completion of the group project (Elearning video) and will be used to moderate individual mark for the team project. It is important that you evaluate your team members truthfully and objectively. Identity of appraisers will be kept confidential and will not be revealed to other team members.

A rating scale ranging from 1 to 6 is used. An average rating for each member is computed based on the rating received from other members in team. A member's mark for the group project will be awarded as follows:

1. If a member's average rating is ≥ 4 , the member will receive 100% of the overall mark awarded to the team project.
2. If a member's average rating is < 4 but ≥ 3 , the member will receive 80% of the overall mark awarded to the team project.
3. If a member's average rating is < 3 but ≥ 2 , the member will receive 50% of the overall mark awarded to the team project.
4. If a member's average rating is < 2 , the member will receive 30% of the overall mark awarded to the team project.

CONFIDENTIAL PEER EVALUATION FORM FOR TEAM PROJECT

Member’s name: _____

Seminar group and team number: _____

Please use the attached Peer Evaluation Rubric to evaluate yourself and your team members on each of the 5 stated attributes (on a scale of 1 to 7). State your ratings for yourself and each of your team members in the table below. For your self-assessment, insert “(Self)” after your name in the table below.

Index #	Name of team members	1 - RR	2 - CM	3 - CR	4 - CT	5 - RS	Average Rating
1							
2							
3							
4							
5							
6							

If any of your ratings above is < 4, please provide a brief explanation to justify the ratings.

Index #	Brief explanation to justify a rating of < 4

You may attach supporting documents (like emails and screen shots), if any, to support your explanations above.

ANNEX E: LIST OF NBS LEARNING GOALS

LEARNING GOAL	LEARNING OBJECTIVE	CHECK
TASK SKILLS		
Acquisition of Knowledge	The ability to describe and explain theories, concepts and approaches covered in the course	<input checked="" type="checkbox"/>
Ethical Reasoning	The ability to recognize and understand ethical issues, and apply sound ethical reasoning.	<input type="checkbox"/>
Critical Thinking & Creative Thinking	The ability to define, examine, evaluate, analyze and synthesize various arguments and knowledge to form independent judgment.	<input checked="" type="checkbox"/>
	The ability to provide insight in an innovative way characterized by high degree of adaptiveness.	<input type="checkbox"/>
Problem Solving & Decision Making	The ability to identify problem, generate a plan to solve problem, implement and evaluate the plan and make sound business decision.	<input checked="" type="checkbox"/>
Planning & Execution	The ability to set clear priorities and plans of action for the task and define task objectives to fulfill goals within a planned schedule for execution.	<input type="checkbox"/>
PEOPLE SKILLS		
Oral Communication & Written Communication	The ability to communicate well with others verbally so that it clearly expresses the intended message and is understandable and useful to the receiving party.	<input checked="" type="checkbox"/>
	The ability to communicate well with others in writing so that it clearly expresses the intended message and is understandable and useful to the receiving party.	<input type="checkbox"/>
Negotiation	The ability to systematically plan and prepare for negotiation and apply negotiation skills in personal and professional practice.	<input type="checkbox"/>
Cultural Intelligence	The ability to function effectively in situations characterized by cultural diversity.	<input type="checkbox"/>
Teamwork & Interpersonal Skills	The ability to work effectively with others in a group setting.	<input checked="" type="checkbox"/>
Motivation & Development of Self & Others	The ability to develop a better understanding of one's strengths and weaknesses, and learn to view others and mistakes positively as sources of personal and professional development.	<input checked="" type="checkbox"/>