

COURSE OUTLINES: BU5601 FUNDAMENTALS OF MANAGEMENT

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|---------------------------|----------------------------|-----------------|---|
| Academic Year | 2022-2023 | Semester | 2 |
| Course Coordinator | Ng Sin Ain | | |
| Course Code | BU5601 | | |
| Course Title | Fundamentals of Management | | |
| Pre-requisites | Nil | | |
| No of AUs | 3 | | |
| Contact Hours | 3 | | |

A) Course Aims

As the world becomes more Volatile, Uncertain, Complex and Ambiguous, technical skills alone are insufficient for the needs of many jobs. To become an accomplished professional in today's workforce, you will need to understand how people behave at work, work well with others, and be able to manage people regardless of whether your job title has the word "manager" in it!

BU5601 is an introductory course for non-business undergraduates to help you understand, think and act like managers. Knowledge and skills gained from this course will help you in any situation where you need to manage yourself and other people. This includes other university courses, final year projects, internship experiences, and eventually your careers.

B) Intended Learning Outcomes (ILO)

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

1. Explain the key principles of management that are relevant for managing people in a variety of educational and workplace settings.
2. Apply the principles of management to analyse complex managerial issues.
3. Analyse the role of a manager based on today's managerial practices and academic research on managers.
4. Discuss the relevance and applicability of management topics.
5. Understand and Apply the interdisciplinary team competencies.

C) Course Content

Part I: Introduction to Management

- Management and Managers

Part II: Business Environment & Globalisation

- Organisational Environment
- Globalisation
- Ethics & Social Responsibility

Part III: Decision Making Process & Problem Solving

- Decision Making

Part IV: Planning Process & Management of Strategies

- Planning Process
- Management of Strategies

Part V: Organising & Organisational Structure

- Organising Process

- Organisational Structure

Part VI: Controlling & Organisational Change

- Controlling Process
- Managing Change and Innovation

Part VII: Leading & Leadership

- Understanding Individual Behaviour & Leadership

Part VIII: Interpersonal Effectiveness & Skills

- Motivation
- Communication
- Effective Team Management
- Management of Human Resources

D) Assessment (Includes both continuous and summative assessment)

| | Component | ILO Tested | NBS Learning Goal | Weightage | Team/Individual | Assessment Rubrics (See appendices) |
|-------|------------------------|---------------------|--|-----------|-----------------|---|
| 1 | Quizzes | ILO1, 2 | Acquisition of Knowledge | 20% | Individual | |
| 2 | Reflection Journals | ILO 1, 2, 3 | Acquisition of Knowledge & Critical Thinking | 20% | Individual | Critical Thinking Rubric for Reflection Journal |
| 3 | Group Project Report | ILO 3, & 5 | Critical Thinking | 40% | Team | Group Project Report Assessment Rubric |
| 4 | Tutorial Participation | ILO 4, & 5 | Teamwork and Interpersonal Skills | 15% | Individual | Tutorial Participation Rubric |
| 5 | Peer Evaluation | ILO 1, 2, 3, 4, & 5 | Teamwork and Interpersonal Skills | 5% | | Teamwork & Interpersonal Skills |
| Total | | | | 100% | | |

E) Formative Feedback

You will be able to assess your own performance based on the results you get from the Quizzes and Reflection Journals. Your tutors will provide written feedback for your reflection journals.

You will receive feedback throughout the course to indicate how well you are progressing towards the course learning objectives. This will be delivered verbally in tutorials and you will also receive written feedback through the on-line platform “eUreka” for submissions of reflection journals. As part of the group project and team discussions during tutorial, team members will receive written feedback through interdisciplinary team competency surveys. The interdisciplinary team surveys are purely formative feedback and not assessment.

Before each tutorial, you are to look up relevant lecture material and the textbook in order to answer “tutorial questions” posted in the Tutorial Guide. After discussions in tutorials, you will receive feedback on the ideas that you or your group have expressed in answer to the tutorial questions; in particular, how well you have been able to explain key principles of management (ILO1) and apply them to the analysis of managerial issues (ILO2).

F) Learning and Teaching Approach

| Approach | How does this approach support you in achieving the learning outcomes? |
|-----------|---|
| Lectures | <p>You are required to attend a 2-hour lecture weekly for 12 weeks. In this lecture, the fundamental concepts of management will be covered in a way that will help you achieve ILO1 and ILO2. The lecture will be informative with anecdotes and real cases, so that you can link the theoretical concepts to the real world. The lectures are conducted physically.</p> <p>To ensure that you have understood the key principles (ILO1) and how to apply them (ILO2), the lecturer will use various polling tools that are accessible via your mobile phone or laptop.</p> <p>The lecturer will also use some interactive experiential activities during lectures to make some key points in memorable and impactful ways.</p> |
| Tutorials | <p>You are required to attend a 2-hour tutorial fortnightly for 6 sessions. These tutorials will help confirm the fundamental principles (ILO1) and their application (ILO2) by having you discuss your answers to various tutorial questions.</p> <p>The questions are provided in the Tutorial Guide, which has a complex 3-page case study followed by 3-5 questions for each tutorial. You are to use material from the previous lecture and the relevant textbook chapter(s) to prepare your answers to the tutorial questions. Some of the questions relate to the case study and some require you to do further research related to the concepts covered in the lectures and textbook.</p> <p>Therefore, you are expected to complete your tutorial assignment prior to each tutorial. You will come to each tutorial prepared to discuss the tutorial questions, and other questions posed by your tutors, in order to</p> |

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| | <p>gain deeper understanding of management topics and their applicability (ILO4).</p> <p>In the tutorials, there will be opportunities to improve your teamwork and interpersonal skills through various forms of active participation.</p> |
| Quizzes | <p>At the start of Lecture 6 & 12, your lecturer will conduct a quiz consisting of 10 MCQ. Quiz 1 during Lecture 6 will cover content from Lecture 1 – 5, while Quiz 2 during Lecture 12 will cover content from Lecture 6 – 11.</p> <p>By doing these quizzes, you get to assess the effectiveness of your learning of various concepts and frameworks. (ILO 1 & 2)</p> |
| Reflection Journals | <p>Submit your insight on the chosen concepts or frameworks applying to your daily life or workplace.</p> <p>These journals will stimulate you to explore deeper into the chosen concepts or frameworks in relation to real life situations.</p> |
| Group Project Report | <p>In your first tutorial, you will be allocated into teams of four or five students. Each team will work on completing a Literature Analysis initially and then a Group Project Report in which you are required to analyse the knowledge, skills and attitudes you will need as managers in the future based on today's managerial practices and academic research on managers (ILO3). Your tutors will guide you on what is required and how to develop your critical thinking and problem solving skills in each tutorial so they can be put to good use in the assignments.</p> <p>Information on both assignment and assessments are provided in the separate document: "Group Project Assignments"</p> |
| G) Reading and References | |
| <p>The prescribed textbook for the course is: Richard L. Daft & Dorothy Marcic. 2017. <i>Understanding Management</i>, Cengage Learning, 10th edition.</p> <p>(This book is referred to as "DM" in the Lecture and Tutorial Schedule.)</p> <p>This book is available in the Library Outpost Reserve collection. Call number: HD31.D124u2017 and as an e-book from the library on-line at (Call number): XX(1752796.1) although it can only be "loaned" digitally to 5 students at a time and only for one day at a time.</p> <p>Other readings will be prescribed as appropriate during the lectures.</p> | |
| H) Course Policies and Student Responsibilities | |

Submission of written work

The following written work for BU5601 must have an attached cover page with your Declaration of Academic Integrity (see next section), as per the instructions below:

All Assignments are to be submitted via Turnitin in NTULearn.

| Assignment | Deadlines (Tutorial Group A) | Deadlines (Tutorial Group B) |
|---------------------------|--|--|
| Tutorial Assignment 1 - 6 | 1 hour before every Tutorial | |
| Reflection Journal 1 | 48 hour after Tutorial 3 (Week 6 → 13-17 Feb) | 48 hour after Tutorial 3 (Week 7 → 20-24 Feb) |
| Group Report | 1 hour before Tutorial 5 (Week 10 → 20-24 Mar) | 1 hour before Tutorial 5 (Week 11 → 27-31 Mar) |
| Reflection Journal 2 | 48 hour after Tutorial 6 (Week 12 → 3-7 Apr) | 48 hour after Tutorial 6 (Week 13 → 10-14 Apr) |

You should copy and paste the “cover page” (provided in the Course Documents section of the BU5601 main NTULearn site) onto the front of your assignment. On this cover page, type your group member names and tick or cross the box next to the words: “**We have read, and we accept, the above**”, to indicate your declaration of academic integrity. If not, the assignment cannot be accepted.

Before each tutorial, you are required to submit a word document with your **answers to the tutorial questions**. Please name this file: Tutorial X(group number)_yourname. You should copy and paste to the front of this document the “Cover page for Tutorial Answers”. On this cover page, you should mark the box next to the words: “**I have read, and I accept, the above**” and type your name & date.

All documents above should be submitted into the relevant “Turnitin” folders that are set up in your tutorial class NTULearn site. **Turnitin** is a software program that identifies any material in your assignment that overlaps with material from anything on the internet (other assignments, sample essays, websites, etc.) If the overlap indicates that you have copied from another source, then this is considered to be *plagiarism* and penalties range from a zero grade for your assignment (in the case of tutorial preparation, no marks for that component of your tutorial participation) to disciplinary hearings within your school (and possible suspension from the university).

BU5601 late policy

In order to be fair to all students, **the deadlines will be strictly enforced**. This is also to ensure that the instructors can release the results on eUreka as quickly as possible.

There will be a **5% reduction in your Reflection Journals & Group Project Report** mark for every 12-hour period (or part thereof) that the submission is late. Tutorial preparation answers are to be submitted at least one hour before the beginning of your tutorial or they will not be counted towards your tutorial participation mark.

You are strongly advised to submit well before the deadlines on the due dates in order to avoid last minute problems with the submission process.

It is *your responsibility* to ensure your submissions are successfully completed by the deadline.

Absenteeism

Absence from class without a valid reason will affect your tutorial participation 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 tutorial, you must inform your tutor via email prior to the start of the class.

Attendance at lectures is not recorded, but the lectures are interesting and informative. The lectures are conducted physically. When you subscribed to this course, you have committed your time for all the lectures and tutorials. Unless it is medical or compassionate reason, your priority should be attending the lectures and tutorials. If it is due to medical or compassionate reason that you missed the lectures or tutorials, please provide the necessary documentary proof to your lecturer or tutors, we will explore ways to help in making up the missed session with you individually or collectively. The key consideration is discipline. A disciplined student manage his/her time and energy well, therefore they are able to work the scheduled lectures into their work plan.

Poor contribution to group project

Your performance and contribution to the group will be primarily reflected in your peer evaluation which contributes **5% to your overall grade. Peer Evaluation is mandatory.** If you failed to submit the peer evaluation, you will score 0 for your peer evaluation and your individual grade for the group project will be withhold. In addition, if any student's contribution to preparing the Group Project Report is poor, the fellow team members should bring this to the attention of their tutor as soon as possible. The tutor will then discuss with the student his/her contribution to the team's work. After submission of the Group Project Report, if the student's team members are still adamant that the student did not contribute fully, the tutor will discuss this with the student who will have a final chance to argue his/her case. Based on the evidence, if the tutor believes the individual's contribution was below that of the rest of the team, the tutor will moderate the Group Project Report grade for that student by an amount agreed upon by the course coordinator.

Participation in Tutorial

You will be assessed by your tutor, based on your attendance and the level of engagement in each tutorial, as well as demonstration that you have prepared for each tutorial. **You are required to submit your answers to the tutorial questions (on-line through Turnitin for your class NTULearn site) one hour before attendance at the associated tutorial class.** Participation will be assessed according to criteria in the Tutorial Participation Rubric.

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 & 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 |
|--|------------------------|----------|--|
| Course Coordinator & Lecturer: Ng Sin Ain (Mr) | S3-B1c-103 | 67901167 | sang@ntu.edu.sg |
| Tutors | | | |
| Vijayan Munusamy (Dr) | Part-Time / By Appt | | vijayan.munusamy@ntu.edu.sg |
| Jomay Wan (Ms.) | Part-Time / By Appt | | jomaywan@ntu.edu.sg |

K) Lecture and Tutorial Schedule for BU8601 in S2 AY22-23

| Lecture and Tutorial Schedules | | | | | | | |
|---------------------------------------|------------|-----|------------|----------|--------------|-----------------------------------|-------------------------|
| Class Type | Session ID | Day | Start Time | End Time | Venue ID (*) | Occupancy | Instructors |
| Lecture | 1 | Mon | 1900 | 2050 | LT26 | All Teaching Weeks | Ng Sin Ain |
| Tutorial | 1 | Tue | 1430 | 1620 | FTR1 | Teaching Weeks 2, 4, 6, 8, 10, 12 | Wan Yuke Kuan Jomay |
| Tutorial | 2 | Tue | 1430 | 1620 | FTR1 | Teaching Weeks 3, 5, 7, 9, 11, 13 | Wan Yuke Kuan Jomay |
| Tutorial | 3 | Tue | 1730 | 1920 | S3-B3C-CSI | Teaching Weeks 2, 4, 6, 8, 10, 12 | Vijayan P Munusamy (Dr) |
| Tutorial | 4 | Tue | 1730 | 1920 | S3-B3C-CSI | Teaching Weeks 3, 5, 7, 9, 11, 13 | Vijayan P Munusamy (Dr) |
| Tutorial | 5 | Tue | 1930 | 2120 | S3-B3C-CSI | Teaching Weeks 2, 4, 6, 8, 10, 12 | Vijayan P Munusamy (Dr) |
| Tutorial | 6 | Tue | 1930 | 2120 | S3-B3C-CSI | Teaching Weeks 3, 5, 7, 9, 11, 13 | Vijayan P Munusamy (Dr) |
| Tutorial | 7 | Wed | 1830 | 2020 | S3-B3C-CSI | Teaching Weeks 2, 4, 6, 8, 10, 12 | Vijayan P Munusamy (Dr) |
| Tutorial | 8 | Wed | 1830 | 2020 | S3-B3C-CSI | Teaching Weeks 3, 5, 7, 9, 11, 13 | Vijayan P Munusamy (Dr) |
| Tutorial | 9 | Thu | 1830 | 2020 | S3-B3C-CSI | Teaching Weeks 2, 4, 6, 8, 10, 12 | Wan Yuke Kuan Jomay |
| Tutorial | 10 | Thu | 1830 | 2020 | S3-B3C-CSI | Teaching Weeks 3, 5, 7, 9, 11, 13 | Wan Yuke Kuan Jomay |

| Teaching Week * and Lecture | Lecture Topic | Main Concepts | Textbk Ch. | Tutorial and Ass'ment |
|---|----------------------------|--|------------|-----------------------|
| Part I: Introduction to Management | | | | |
| Week 1 Lecture 1 (9 Jan) | 1. Management and Managers | <ul style="list-style-type: none"> Management process Management roles & skills Efficiency & Effectiveness of | DM1 | Group Formation |

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|--|--|--|-------------------|--|
| | | Organizational Performance | | |
| | | Part II: Business Environment & Globalization | | |
| Week 2 Lecture 2 (16 Jan) | 2. Organizational Environment, Globalization, Ethics & Social Responsibility | <ul style="list-style-type: none"> • The internal and external environment of the organization • Globalization & its impact • Nature of Ethics, ethical systems and management of ethics in organizations • Social Responsibility and its management | DM2 DM3 DM4 | A1 |
| | | Part III: Decision Making Process & Problem Solving | | |
| Week 3 Lecture 3 (23 Jan)* *Public Holiday (Chinese New Year) – Make-up lecture (TBC) | 3. Decision Making | <ul style="list-style-type: none"> • Nature of managerial decision making • Barriers to effective decision making • Individual and group decision making | DM6 | B1 |
| | | Part IV: Planning Process & Management of Strategies | | |
| Week 4 Lecture 4 (30 Jan) | 4. Planning Process & Management of Strategies | <ul style="list-style-type: none"> • Planning fundamentals • Vision, mission & strategic objectives • Strategies | DM5 | A2 Submit Project Scope (Tutorial Group A) |
| | | Part V: Organizing & Organizational Structure | | |
| Week 5 Lecture 5 (6 Feb) | 5. Organizing Process, & Organizational Structure | <ul style="list-style-type: none"> • The organizing process • Approaches to designing adaptive organizational structures • Organizational change and Innovation | DM 7 DM 8 | B2 Submit Project Scope (Tutorial Group b) |

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| | Part VI: Controlling & Organizational Excellence | | | |
| Week 6 Lecture 6 (13 Feb) | 6. Controlling Process, & Management of Organizational Excellence | <ul style="list-style-type: none"> • The controlling process • Managing Quality and Performance • Organizational excellence | DM15 | A3 Quiz 1 (Covers Lecture 1 – 5) Project Scope Approval (via online consultation) (Tutorial Group A) Reflection Journal 1 (Insights from Lecture 1 – 5). Due 48 hours after Tutorial 3 |
| | Part VII: Leading & Leadership | | | |
| Week 7 Lecture 7 (20 Feb) | 7. Understanding Individual Behaviour & Leadership | <ul style="list-style-type: none"> • Characteristics of individuals that impact job performance [e.g. personality, values, attitudes, etc.] • The Leading Process • Key leadership theories • Leadership styles | DM10 DM11 | B3 Project Scope Approval (via online consultation) (Tutorial Group B) Reflection Journal 1 (Insights from Lecture 1 – 5). Due 48 hours after Tutorial 3 |
| Recess Week (27 Feb – 3 Mar) | | | | |
| | Part VIII: Interpersonal Effectiveness and Skills | | | |
| Week 8 Lecture 8 (6 Mar) | 8. Motivation | <ul style="list-style-type: none"> • Key motivational theories • Job enrichment & engagement | DM12 | A4 |
| Week 9 Lecture 9 (13 Mar) | 9. Communication | <ul style="list-style-type: none"> • The communication process, barriers, & effective communication. • Social Media and its application | DM13 | B4 |

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| Week 10 Lecture 10 (20 Mar) | 10. Effective Team Management | <ul style="list-style-type: none"> • Team dynamics & effectiveness of teams | DM14 | A5 Group Project Report due 1 hour before Tutorial 5 (Tutorial Group A) |
| Week 11 Lecture 11 (27 Mar) | 11. Management of Human Resources | <ul style="list-style-type: none"> • Management of human resources • Management of diversity | DM9 | B5 Group Project Report due 1 hour before Tutorial 5 (Tutorial Group B) |
| Week 12 Lecture 12 (3 Apr) | 12. Special Management Topic (To be confirmed) | <ul style="list-style-type: none"> • Lecturer will decide on the contemporary management topics for week 12 lecture. | | A6 Quiz 2 (Covers Lecture 6 – 11) Reflection Journal 2 (Insights from Lecture 6 – 11) due 48 hours after Tutorial 6 (Tutorial Group A) |
| Week 13 | | | | B6 Reflection Journal 2 (Insights from Lecture 6 – 11) due 48 hours after Tutorial 6 (Tutorial Group B) |
| <p>Quiz 1 & 2 will be conducted on the beginning of Lecture 6 & 12</p> <p>Group A [Even Weeks] – includes Tutorial Group 1, 3, 5. / Group B [Odd Weeks] – includes Tutorial Group 2, 4, 6.</p> <p>*Note: The teaching weeks are numbered as given on NTU's website for the Academic Year 2022-2023 Semester 2 https://www.ntu.edu.sg/docs/default-source/office-of-academic-services/ntu-academic-calendar_ay2022-23-(semester).pdf?sfvrsn=ae5a1ca_3</p> | | | | |

Rubrics used in BU8601

Group Project Report Assessment Rubric

| Criteria | Standards | | |
|--|---|--|---|
| | Below expectations | Meets Expectations | Above Expectations |
| Introduction- Issues & scope: (20% of overall grade) | - Weak introduction that repeats texts from readings. - Does not adequately identify purpose of report and issues to be addressed. | - Adequate introduction that guides the reader. - Adequately identifies purpose of report and issues that will be addressed. | - Exceptional introduction that grabs interest of the reader. - Clearly identifies purpose of report, and issues that will be addressed. |
| Quality of Information and Discussion (20% of overall grade) | - Lack of thorough research. - Limited information on the issues. - Own position, views or ideas are unclear, simplistic, inadequately explained, under developed, unconvincing or missing. | - Adequately researched. - Issues are discussed citing relevant materials and credible sources. - Adequately presents and justifies own position, views and ideas with evidence and support though gaps may exist. | - Exceptionally well-researched. - Issues are well discussed, providing specific and relevant references or examples. - Clearly presents and justifies own position, views and ideas and develops new insights on the issues with critical evidence and well developed support. |
| Critical Thinking (40% of overall grade) | - Fails to consider other perspectives or alternative views, or does so superficially showing weak analyses and syntheses of materials. - Weak, ungrounded conclusion that lacks proper summary of the discussion or missing conclusion. | - Adequately considers alternative views with adequate analyses and syntheses but lacks strong development or connection to own position. - Concludes with adequately summarized findings and discussions. | - Addresses and/or integrates alternative or others' perspectives and materials from a variety of sources showing excellent analyses and syntheses of materials. - Concludes with well-grounded and balanced views and incisive summary of findings and discussions. |
| Communication and presentation (20% of overall grade) | - Poorly organized, unfocused, distracting errors, inappropriate or inconsistent paragraphing - Failure to use a recognised Referencing System. | - Organized, clear, adequate paragraphing, may contain some errors but not distracting. - Most sources are cited, referenced and used correctly. | - Well organized, very concise, clear, with proper paragraphing and minimal errors. - All sources are cited, properly referenced & used correctly |

An on-line version of the above rubric will be used to grade your reports and provide feedback on them. All students in your group will receive the same grade and feedback. Overall... A+, A and A- represent "above expectations"; B+, B, B-, C+ and C represent "meets expectations"; D and F represent "below expectations"

Tutorial Participation Assessment Rubric

| Criteria | Standards | | |
|--|--|---|--|
| | Below expectations | Meets Expectations | Above Expectations |
| State of Preparedness (35% of overall grade) | Shows no sign of preparation for the tutorials. Has not submitted tutorial answers on-line prior to the tutorials | Demonstrates that s/he has read the required chapter(s) of the textbook and thought about the relevant materials prior to attending the tutorials. Has submitted the tutorial answers on-line prior to most tutorial | Demonstrates that s/he has read beyond the required textbook chapters and lecture materials, and thought deeply about the relevant materials prior to attending the tutorials. Has submitted the tutorial answers on-line prior to most tutorial |
| Actual Participation during tutorials (65% of overall grade) | Absence of engagement in discussions and collaborative learning: Shows little or no engagement with other students or the tutor. Little or no interest in the tutorial content or activities. Little or no participation in collaborative learning with other fellow students. Passively take down notes of proceedings only. | Evidence of engagement in discussions and collaborative learning: Engages with other students in most tutorials and sometimes with tutor. Discusses issues that require application of knowledge to various case scenarios. Makes valuable contribution of ideas. Gives enhancement of ideas, and suggestions to fellow students [peer teaching]. | Evidence of engagement in discussions and collaborative learning: Engages with other students in every tutorial and often with tutor. Communicates effectively and quotes references and sources in support of his/her arguments. Comments on strengths and weaknesses of issues at hand. Makes valuable contribution of ideas. Gives enhancement of ideas, and suggestions, to fellow students [peer teaching]. Sharing of insights with fellow students [collaborative learning]. |

Students will receive grades for their participation (provided on-line), where overall: A+, A and A- represent “above expectations”; B+, B, B-, C+ and C represent “meets expectations”; D and F represent “below expectations”

Assessment Criteria for Peer Appraisal (Teamwork & Interpersonal Skills)

| Traits | Performance | |
|---|---|--|
| Roles and Responsibility (20%) | 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 | Substantially Developed Always fulfils responsibilities; performs his/her role within the group with enthusiasm and demonstrates willingness to work collaboratively |
| | Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed | |
| Communication (20%) | Scant Modes of communication are not appropriate, causing confusion and miscommunication among team members. | Substantially Developed Modes of communication are appropriate, and maintains timely communication and correspondence with team members. |
| | Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed | |
| Conflict Resolution (20%) | Scant Does not recognise conflicts or is unwilling to resolve conflicts. | Substantially Developed Consistently resolves conflicts through facilitating open discussion and compromise. |
| | Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed | |
| Contributions (20%) | Scant | Substantially Developed |

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| | Largely disinterested in working in a group and refuses to participate; observes passively or is unwilling to share information with other team members | Actively attends and participates in all activities and provides meaningful contribution in articulating ideas and opinions. |
| | Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed | |
| Relationship (20%) | Scant Rarely listens to others and does not acknowledge the opinions that differ from his/her own. | Substantially Developed Engages in respectful relationships with all other members in the team. Embraces and accepts diverse points of view without prejudice. |
| | Evaluation: Scant <u>1</u> <u>2</u> <u>3</u> <u>4</u> <u>5</u> <u>6</u> Substantially Developed | |

Assessment Criteria for Reflection Journals

Adopted from Rubric for Journals, Grand Valley State University

| Criteria | Performance | | |
|--|---|--|--|
| Critical Thinking (45% of overall grade) | Rudimentary and superficial; little analysis, synthesis or evaluation; little or no connections with real-life situation or other content within the course; off topic. | Substantial information; evidence of analysis, synthesis and evaluation; general connections are made, but are sometimes too obvious or not clear. | Rich in content; Insightful analysis, synthesis and evaluation, clear connections made to real-life situations or other content within the course. |
| | 1-4 | 5-7 | 8-10 |
| Personal Reflection (35% of overall grade) | Little evidence of personal connection, many connections need further explanation or justification; Lack of connection to personal experiences. | Connects ideas and thoughts to personal life; evidence of personal connection to learning, community. | Entries are high quality consisting of personal reflections that connect between personal experiences, learning, and course content. |
| | 1-4 | 5-7 | 8-10 |
| Quality of Writing (20% of overall grade) | The writing lacks clarity, coherence and/or persuasiveness | Coherent, with a tone that is clear and reflective | Well-constructed, balanced in tone, fluent and persuasive. |
| | 1-4 | 5-7 | 8-10 |