



**COURSE OUTLINE**

**BUS 281**

**HUMAN RESOURCE MANAGEMENT**

**45 HOURS  
3 CREDITS**

PREPARED BY: Gabor Gyorgy  
Instructor

DATE: September 1, 2016

APPROVED BY: Margaret Dumkee  
Dean

DATE: September 1, 2016

APPROVED BY ACADEMIC COUNCIL



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## Human Resource Management

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<b>INSTRUCTOR:</b>	Gabor Gyorgy
<b>DAYS &amp; TIMES:</b>	Fridays, 9:00am - 12:00pm p.m., RM 2402
<b>OFFICE LOCATION:</b>	Room A2420
<b>OFFICE HOURS</b>	Monday to Thursday 10:30 - 12:00
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### COURSE DESCRIPTION

Of all the resources available to human endeavor, it is perhaps ironically the ‘human resource’ which most often presents the greatest perplexities to business managers. This makes for interesting study, especially as the field itself continues to evolve and grow at a rapid rate. This course will attempt to take a broad view on Human Resources while introducing the current theories that inform the discipline. It will introduce the student to current HRM concepts, skills, and practices and will detail both hands-on HR applications, and high level strategic thinking within the field. Topics are listed in the calendar below.

### PREREQUISITES

None

## **RELATED COURSE REQUIREMENTS**

None

## **EQUIVALENCY OR TRANSFERABILITY**

This course is BCCAT transferable.

## **LEARNING OUTCOMES:**

Students will

1. develop a clear and meaningful understanding of human resource management theory, functions and practices;
2. understand and defend the value of strategic human resource management to the success of modern organizations;
3. apply human resource management concepts and skills across a variety of professional contexts and situations

## **COURSE FORMAT:**

Content will be driven primarily through class room learning and interaction. As this course is the only offering in the Business Administration program that has the word 'Human' in it - get ready to interact, and embrace the resource that unites us all 😊 Case analysis, simulations, small group plenary discussions and whole group class discussions will be used to demonstrate and apply human resource management concepts. Attendance and full participation are equally essential for students to fully benefit from the learning process. Your learning experience depends on personal participation and involvement. Sharing perceptions and ideas with others is central to learning. You should be prepared to take some risks and to be supportive of others' efforts to do the same.

You will be expected to attend class, to have thought about class material and any assigned readings, and to contribute to the class by actively participating in discussions and exercises.

Examination content will be driven by lecture material, in-class discussions and activities, assigned readings, and supplementary materials.

Class slides will be posed to the course My YC website.

## **EVALUATIONS**

### **Assignments**

Students are responsible for four assignments in this course. Information about the assignments is found below. Late assignments will have 10% deducted for each day they are late, to a maximum of 50%. As the team debate, individual presentation, and conflict role play can only be evaluated in class, missing either of these dates will require you to present the following week, and therefore result in a penalty of 50% (5 school days x 10%/day).

### **Exams**

There will be a midterm and a final exam. Both will cover material presented through class lectures and student presentations. The final exam will be cumulative, however will be weighted approximately 75 : 25 to material covered after the midterm.

If you must miss an exam for valid reason, it is your responsibility to let me know in advance that you will be unable to write and to arrange an alternate test time with me before the scheduled test.

Examples of acceptable (valid) reasons for missing a scheduled evaluation include personal illness (supported by a doctor's note) or absence required by your employer (supported by a letter from your employer). Only one such deferral is allowed per semester. If no valid reason is given, your mark on that evaluation will be "0." As with the assignments, if you miss an exam, there will be a 10% per day penalty applied, beginning immediately after class. No one is allowed to write the mid term exam once they have been handed back to the class, and as I tend to turn them around quickly, you will have only a short time to come and see me to arrange a make up time.

A final grade for this course will be assigned on the following basis:

CRITERIA	ASSIGNMENT	VALUE
Class Participation and Professionalism	Success in this course requires active, positive and, professional engagement in class activities and discussions that reflects thoughtful consideration of course material.	20%
Mid Term	Review of: <ol style="list-style-type: none"> <li>1. class lectures and discussions</li> <li>2. presentations and debates</li> </ol>	20%
Conflict Simulation		5 %
Negotiation Simulation		10%
Presentation and Discussion		10%
Debate		10%
Final Examination	Cumulative Review of <ol style="list-style-type: none"> <li>1. all class lectures/discussions</li> <li>2. all assignments</li> <li>3. team debates and presentations</li> <li>4. any assigned readings</li> </ol>	25%

## OPTIONAL TEXT(S)

There is no required text for BUS281. However, the texts listed below can serve as a valuable resource to the interested student. These texts are available on short term loan at the library.

Schwind, Herman F., Das, Hari & Wagar, Terry H. (2013). Canadian Human Resource Management - A Strategic Approach, 10th Edition. McGraw-Hill Ryerson, 594 pp.

Godard, John. Industrial Relations, The Economy and Society, 2<sup>nd</sup> ed. Captus Press Inc, Concord. 2005.

McShane, Steven; Steen, Sandra. Canadian Organizational Behaviour, 9<sup>th</sup> ed. McGraw Hill Ryerson, 2012.

## ACADEMIC AND STUDENT CONDUCT

Information on academic standing and student rights and responsibilities can be found in the Academic Regulations:

[https://www.yukoncollege.yk.ca/downloads/Yukon\\_College\\_Academic\\_Regulations\\_and\\_Procedures\\_-\\_August\\_2013\\_final\\_v1.pdf](https://www.yukoncollege.yk.ca/downloads/Yukon_College_Academic_Regulations_and_Procedures_-_August_2013_final_v1.pdf)

Your learning experience depends on personal participation and involvement. Sharing perceptions and ideas with others is central to learning. Be prepared to take some risks and to be supportive of others' efforts to do the same. You will be expected to attend class, to take notes, and to contribute to the class by actively participating in the discussions and exercises. Classes are three hours in length, and as class content is conveyed entirely through lectures/discussion (there is no accompanying text), missing a class means that you will have missed a great deal of material.

### Professional Conduct

As BUS281 is offered through a professional program, it is incumbent on each student to behave professionally during class. Each student will be given a mark each class for their professionalism and participation that day. Distracting and/or unprofessional behaviours will impact negatively on this grade. For example: if a student is late to class, if their personal device is heard or seen during class, or if



they are talking while another person is speaking, they will forfeit their participation grade for the day.

## **Cheating**

Cheating involves actual, intended, or attempted deception and/or dishonest action in relation to any academic work of Yukon College. The penalties for academic dishonesty are severe and are described in section 4.02 and 4.03 of Yukon College's Academic Regulations and Procedures.

Examples of cheating include the following:

Taking unauthorized material into an evaluation and/or talking or communicating with another student during an evaluation. Unauthorized material in an evaluation will be regarded as attempted deception. Unauthorized material includes any notes/documents on your person and non-permitted equipment/devices (e.g. a prohibited model of calculator or an iPhone). If after the evaluation has started it is discovered that you have unauthorized material in your possession, including any information written on a part of your body or on clothing, it will automatically be assumed that cheating has taken place. The consequence will be the award of a mark of zero for the evaluation affected. Talking or communicating with another student during an evaluation is also considered cheating. You are not allowed to talk or communicate in any way with another student whilst you are writing the evaluation. Talking or communicating with another student during a test/exam may result in you receiving a mark of zero for that evaluation.

## **Plagiarism**

Plagiarism is a serious academic offence. Plagiarism occurs when students present the words of someone else as their own. Plagiarism can be the deliberate use of a whole piece of another person's writing, but more frequently it occurs when students fail to acknowledge and document sources from which they have taken material. Whenever the words, research or ideas of others are directly quoted or paraphrased, they must be documented according to an accepted manuscript style (e.g., APA, CSE, MLA, etc.). Resubmitting a paper which has previously received credit is also considered plagiarism. Students who plagiarize material for assignments will receive a mark of zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

## **YUKON FIRST NATIONS CORE COMPETENCY**

Yukon College recognizes that a greater understanding and awareness of Yukon First Nations history, culture and journey towards self-determination will help to build positive relationships among all Yukon citizens. As a result, to graduate from ANY Yukon College program, you will be required to achieve core competency in knowledge of Yukon First Nations. For details, please see [www.yukoncollege.yk.ca/yfnccr](http://www.yukoncollege.yk.ca/yfnccr).

## **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon College Academic Regulations (available on the Yukon College website). It is the student's responsibility to seek these accommodations. If a student requires an academic accommodation, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## **STUDENTS WITH DISABILITIES OR CHRONIC CONDITIONS:**

Reasonable accommodations are available for students with a documented disability or chronic condition. It is the student's responsibility to seek these accommodations. If a student has a disability or chronic condition and may need accommodation to fully participate in this class, he/she should contact the Learning Assistance Centre (LAC) at (867) 668-8785 or [lassist@yukoncollege.yk.ca](mailto:lassist@yukoncollege.yk.ca).

## **PLAGIARISM**

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zero (F) on the assignment and may fail the course. Plagiarism may also result in dismissal from a program of study or the College.

**SYLLABUS:**

Chapter references refer to the Schwind, Das & Wagar text, 10th Edition. All other references to texts are indicated by author's surname.

Class Date	Week	Topics	Resources	Assignments
Sept 9	1	Introduction to HRM ·HRM activities and roles ·Professionalism in a HRM context	·Ch. 1 ·www.chrp.ca	
Sept 16	2	Conflict in the Workplace		
Sept 23	3	Turnover ·Turnover impacts, calculations	·handouts	
Sept. 30	4	Meeting Legal Requirements ·Canadian Charter of Human Rights ·Employment Equity Act ·Employment Standards Act	·Ch. 4	<i>Debates and Presentations Begin</i>
Oct 7	5	Human Resource Policy ·Effective Policy Writing	·handouts	
Oct 14	6	Recruitment and Selection	·Ch.5 + 6	
Oct 21	7	Mid-Term Examination		
Oct 28	8	360 Performance Appraisals		
Nov. 4	9	Managing Employee Relations ·Positive/Progressive discipline ·Terminations	·Ch. 11	
Nov. 11		Remembrance Day - No Class		
Nov 18	10	The Union-Management Framework ·Philosophy of Unionism ·Functions of Unions	·Ch.13 ·Godard, Ch.6,7,8	
Nov 25	11	Collective Agreements · The Collective Bargaining Process Union as organizations	·Ch.13 continued ·Godard, Ch.12 + 15	
Dec. 2	12	Negotiation Simulation		
Dec.9	13	·The Negotiator ·Course Review		
Dec 12 - 16th		Comprehensive Final Examination		

## HR PRESENTATION AND DISCUSSION

Pretend that you are the Human Resources Director in an organization of your choosing, and that you have to brief the senior management team (will be role played by the class) on a controversial, or cutting edge, or “out of the box” HR strategy/process/idea that you have developed for your organization. During your presentation you will be required to briefly create the context for your organization, and then convince the class of the merits of your suggestion. Your presentation will be followed by a minimum 10 minute discussion on your topic that you will facilitate with the class. All presenters will be required to use PowerPoint to augment their talk, and provide a one-page information sheet that highlights their key ideas to classmates. For the discussion section, students will be required to drive conversation that further relates to their topic and presentation. Time spent responding to questions from the class can be considered as discussion time.

Students are strongly encouraged to not rely on speaking notes. If students choose to use speaking notes at any time during their presentation, they will automatically lose 50% of their grade for the presentation.

For further information please see the rubric below.

Some topics chosen by students in previous years have included:

*Introducing a Qi-Gong morning ritual.*

*Managing a subliminal brainwashing program to create a safety mindset with staff.*

*Breaking open our First Nations’s hiring policies.*

*The Non-Relevance of gender equality in the workplace and why we needn’t “fuss” anymore.*

*Tips for minimizing workplace negativity and gossip.*

*Subversive methods to create a more fashionable workforce.*

*The benefits of physical contact at YTG.*

*How to bust our organization’s union.*

*Facing the truth - Why we are still a racist company.*

*Why I want to replace our chairs with bouncy balls.*

*A training program on managing with “love and compassion.”*

	Excellent 80% +	Good 70% +	Average 50%+	Poor - 0% +
<b>Presentation</b>				
Topic: <i>Cutting Edge Controversial "Out of the Box"</i>	Topic was fresh, original, unusual and exploratory.	Topic was original and exploratory.	Topic was straightforward.	Topic returned several pages of hits when google searched.
Content	Innovative, and engaging. Thinking that moves away in diverging directions so as to involve a variety of aspects which lead to novel ideas and solutions.	Content innovative and relevant. Some out of the box thinking.	Some innovative content, however largely straightforward and at times mechanical.	Old ideas reintroduced, little to no attempt to introduce original content material.
Research	Information and ideas thoroughly researched, and insightful.	Current research in the field consulted.	Some HR research consulted.	Little, if any current research consulted.
Creative Presentation Style	Innovative approach to content, ideas presented in an unexpected way.	Creative ideas and elements incorporated into presentation content.	Some creative elements used, however approach generally straightforward.	Presentation largely routine in delivery.
Organization Flow	Consistently clear, concise, well organized. Points were easy to follow because of the organization of speaker/slides. Transitions smooth and coordinated, excellent flow.	Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections clear.	Not always clear or concise. Organization was adequate, but occasionally wandered and was sometimes difficult to follow. Transitions between sections tenuous.	Often unclear and disorganized. The presentation was confusing and difficult to follow. Transitions between sections awkward.
Oral Presentation	Engaging, strong and varied voice, well rehearsed with smooth delivery that holds audience attention.	Good voice, varied intonation, rehearsed with a fairly smooth delivery that usually holds audience attention.	Delivery seemingly unrehearsed, voice quiet, monotone or unvaried, but able to hold audience attention most of the time. Reading from slides.	Audience attention lost.
Body Language	Open, dynamic, presenting directly to audience, eye contact maintained throughout	Open, addressing the audience for the most part, generally good eye contact throughout	Some openness and direct communication and eye contact with class	Closed and indirect, little to any eye contact.

Professionalism	Formal and courteous throughout.	Generally formal and courteous.	Occasionally formal, presentation characterized by a casual approach.	Informal, far too casual.
Technology	PowerPoint effectively used and enhanced presentation throughout	PowerPoint used well and enhanced presentation	PowerPoint generally well used, though inadequately at times	PowerPoint did not enhance presentation
Timing	Between 8 and 10 minutes	Over/under by one minute	Over/under by two minutes	Considerably over/under time
Discussion				
Timing	Between 8 and 10 minutes	Over/under by one minute	Over/under by two minutes	Considerably over/under time
Class Response	Generated heated response and enthusiasm for further discourse from class.	Generated some enthusiasm and feedback from class.	Generated some feedback.	Feedback from class very minimal.
Responding to Questions	Responded to questions with confidence and poise, demonstrating mastery of content.	Responded to questions clearly.	Responded to questions, however at times unclearly.	Responses to questions inconclusive.
Enabling Conversation	Creative and enlivening conversation fostered, classmates enabled and acknowledged.	Conversation on topic was fostered and maintained. Drew classmates into a relevant discussion with questions.	Conversation largely mechanical.	Fostered little to no conversation with class.
Content Sheet				
Content	Organized, concise, clear and relevant. All pertinent ideas from presentation captured on sheet.	Organized and clear. Main ideas from presentation captured.	Generally organized and clear, however some inconsistencies or key ideas presentation omitted.	Unclear, unorganized, some content irrelevant.
Further Research	References of interest provided, and described. Original and insightful.	Informative references included.	Few references, some unrelated, or poor sources.	References missing or largely incomplete.

## TEAM PRESENTATION AND DEBATE

HR professionals are constantly required to articulate and defend their ideas and initiatives. This assignment will require you to take a side on a Human Resources issue, present an argument on the issue, and then defend your position from scrutiny. Students will be asked to form into groups of two, prepare a presentation outlining their arguments, and then defend these same arguments after a group with an opposing viewpoint has outlined their arguments. After both teams have presented and offered rebuttals, the “floor” will be opened up to class discussion.

Students are strongly encouraged to not rely on speaking notes. If students choose to use speaking notes at any time during their debate (rebuttals excluded), they will automatically lose 50% of their grade for the debate.

The assignment will be graded as per the attached rubric, and possible debate topics are listed below.

*If the bonuses usually reserved for senior management were instead distributed amongst staff, the organization would generally be more successful.*

*Traditional performance appraisals do not deliver value, and are a waste of time and resources.*

*HR personnel should not be allowed to research job candidates on Facebook for recruitment and selection purposes.*

*Drug and alcohol testing should be mandatory for all positions that have a bearing on the safety of others.*

*There is much that can be criticized about Canadian employment standards legislation.*

*The younger “generations” at work should be expected to adapt to the management customs of the generations before them, and not vice versa.*

*The notion of ‘professionalism’ has never really changed.*

*The traditional situational / behavioral interview does not present a true reflection of a candidate’s ability to excel in a(ny) position.*

*Organizations should ban the use of social media in the workplace.*

*Unions have eroded management’s ability to effectively discipline.*

*Religious symbols should not be allowed to be worn by public sector employees.*



*The Human Resources function is largely an afterthought in most companies, and will never truly occupy a front and center role in organizational strategic decision making.*

*Despite what you may read in school texts or hear from HR practitioners, the Human Resource function, at the end of the day, does not exist to support staff, but only to implement the designs of senior management.*

...or any other HR related topic that might interest you.

	EXCELLENT	GOOD	AVERAGE	POOR
<p>OPENING</p> <p>Initial position is presented clearly</p> <p>Presentation of relevant issues; facts and examples are given to provide support for position</p>	<p>A clear position is stated and fully articulated.</p> <p>Main issues presented clearly, logically, succinctly with a strong, highly effective delivery.</p> <p>Support for initial position is clearly presented and reasoned based on strong evidence. Many relevant supporting examples and facts given, all are relevant.</p> <p>A variety of HR + OB models/theories and concepts effectively applied.</p>	<p>A clear position is stated.</p> <p>Main issues presented clearly, logically, succinctly.</p> <p>Support for initial position is presented and reasoned based on evidence. Sufficient examples and facts given to substantiate argument, most are relevant.</p> <p>HR + OB concepts and theories applied to issues.</p>	<p>Position is recognized, but only clarified as presentation progresses.</p> <p>Main issues are only somewhat clear, some logic in presentation structure.</p> <p>Support for initial position is somewhat clear and reasoned based on some evidence. Some relevant examples and facts given.</p> <p>Some HR + OB models or concepts applied to issue, though some not necessarily fully or are completely relevant.</p>	<p>Position not clearly stated.</p> <p>Main issues are not clearly identified, not presented in a logical manner.</p> <p>Support for initial position is unclear; little or no evidence is used. Few or no relevant supporting examples and facts.</p> <p>Few or no course concepts or theories used.</p>
<p>REBUTTAL</p> <p>Effective refutation of opposition's main arguments. Clear re-articulation of viewpoints; effective critique of opposing positions;</p>	<p>Case restated with favorable precision. Viewpoints creatively reviewed</p> <p>Many effective counter-arguments made with solid</p>	<p>Case restated. Viewpoints reviewed.</p> <p>Some effective counter arguments</p>	<p>Case restated, however uncertainly.</p> <p>Few effective counter arguments</p>	<p>Case not restated</p> <p>No effective counter- arguments</p>

summarizes argument effectively.	evidence, and good flow.  Argument summarized conclusively and creatively.	made with adequate evidence.  Argument summarized.	made with little evidence. Somewhat scattered.  Attempt at summary, however, left largely inconclusive	made.  Summary not present.
COMMUNICATION  Clear, and ordered.  Body language, eye contact  Professionalism and level of enthusiasm are convincing to audience.	Clear, forceful, with excellent flow and organization.  Addresses class directly throughout.  Highly professional and enthusiastic throughout.	Clear and organized.  Addresses class directly often.  Courteous and energetic for greater part of presentation.	Somewhat clear, thought disjointed at times  Addresses class sometimes.  Occasionally professional and/or enthusiastic.	Disordered, often unclear.  Little to no direct contact with class  Lack of professionalism and/or enthusiasm
POWERPOINT  Effective use of supporting media. Reinforces and strengthens team's argument.	Content is clearly and concisely presented, and serves as an effective support to the opening arguments.	Most information is organized in a clear, logical way.	Some information is logically sequenced and vaguely supports main line of argumentation.	There is no plan or organization of information or points of argument.
TEAM WORK	Group shares tasks evenly and all performed responsibly and strategically all of the time.	Group shares tasks and performed responsibly most of the time.	Group shares tasks and performs responsibly some of the time.	Group often is not effective in sharing tasks and/or sharing responsibility.
TIMING  Opening  Rebuttal	Opening 8 - 10 minutes.  Used full 5 minutes for rebuttal.	Under/over by one minute  Used most of rebuttal time.	Under/over by two minutes  Only used fraction of rebuttal time	Considerably under/over time  Rebuttals brief.

## COLLECTIVE BARGAINING EXERCISE

Negotiating collective agreements is often a key responsibility of Human Resources senior management in a unionized workplace. This exercise will expose students to the negotiation process through a simulated collective bargaining role play where students will represent the interests either of management or the union. The exercise will require students to form into teams, and execute a negotiation strategy based around key bargaining issues. As the issues will be weighted quantitatively, students will earn points by securing favorable numerical outcomes for their respective team. This will require strong negotiation skills and a well implemented negotiation strategy. The grade for this assignment will be determined as follows:

- 50% Based on outcome as determined by negotiation points earned  
 50% Based on subjective assessment completed by Instructor, as below:

		Excellent	Good	Average	Poor
25%	Team Work	All team members were actively, and equally engaged in supporting each other throughout entire exercise	Team members supported each other throughout	Some team members seemingly disengaged at some points of negotiation	Team often disorganized and disjointed.
25%	Role Play	All team members stayed within role throughout entire negotiation. Continually focused conversation through perspective of given side.	Team members stayed within role for the most part. Attempts to focus conversation made.	Some teams members behaved 'out of role'. A few attempts to focus conversation.	Little effort made to engage role or focus conversation accordingly.
25%	Research	Team demonstrated keen understanding of industry dynamics by referencing other collective agreements, labour practices and precedents throughout.	Team often referenced other collective agreements, labour practices and precedents.	Some referencing of other collective agreements, labour practices and precedents.	Little to no research into broader context provided.
25%	Style	Team engaged issues and negotiating strategy through a creative blend of energetic and vigorous approaches	Team demonstrated some 'out of the box' thinking across issues and negotiation strategy.	Some attempts made at creatively addressing issues or implementing negotiating strategy.	Team engaged issues mechanically and or absentmindedly.

## CONFLICT ROLE PLAYS

All students will participate in a role play wherein they will be required to resolve a conflict situation with an unhappy and unprofessional colleague played by your Instructor or classmate. Your colleague's behavior will challenge you to stay in role and maintain a professional demeanor throughout, while attempting to engage the conflict negotiation skills learned in class. A brief description of the role plays will be handed out to performing students one week in advance. Role players will be evaluated according to the rubric below by their student peers. The principal value of the role plays lies in the class discussion that will ensue afterward, wherein students will get the opportunity to directly comment on the role play and offer feedback. Once students have completed this assignment, they can have the opportunity to role play the unhappy / unprofessional colleague.

	4	3	2	1
	Excellent	Good	Average	Poor
<b>EFFORT</b>	Was completely committed to resolving conflict situation	Was committed to resolving conflict, but only up to a point	Lost heart, remaining attempt seemingly halfhearted.	Walked away from conflict or gave up
<b>REALISM</b>	Played role with full commitment and exacting confidence	Played role with commitment, but cracks did show.	Played role, but at times seemingly unconvincing	Did not take role seriously.
<b>PROFESSIONALISM</b>	Exhibited exemplary dedication to professionalism throughout	Displayed most professional characteristics.	Displayed some professional characteristics	Displayed few professional characteristics
<b><i>Conflict Skill Set</i></b>				
<b>Active Listening</b>	Completed dedicated to providing Information and Affirmation throughout	Asked some questions and sought clarification. Summarized most points.	Asked only a few questions. Some attempt at summarization.	Did not employ Active Listening techniques.
<b>Awareness of Conflict Styles</b>	Discovered conflict style of partner, and engaged required strategy masterfully.	Discovered conflict style of partner, used some facets of required strategy.	Attempt made to discover conflict style, however strategy perhaps halfhearted, or premature.	Did not attempt to discover partner's conflict style
<b>Collaborative Approach</b>	Fully focused on the problem, with full intent to learn. Genuinely curious.	Focused on problem, intent to learn/curiosity communicated.	Some attempt to learn, focus on problem wavering at times.	Not focused, intention self serving.
<b>TOTAL</b>	<b>/24</b>			