

**SCHOOL OF BUSINESS**  
Graduate Management Programs  
**Course Outline**

<b>COURSE NAME:</b>	<b>Leadership and Teams in Cross Cultural Business Settings</b>	<b>COURSE NO.:</b>	NABU 334
<b>TERM:</b>	<b>Fall 2016</b>	<b>COURSE CREDITS:</b>	<b>3.0</b>
<b>INSTRUCTOR:</b> <b>OFFICE:</b>		<b>E-MAIL:</b> <b>PHONE (LOCAL):</b>	

**SCHOOL OF BUSINESS VISION** To be Canada’s most student-focused cross-disciplinary business school that provides innovative and relevant practice-based programs.

**SCHOOL OF BUSINESS MISSION** We inspire and empower future industry-ready professionals committed to engaging in business and community.

**COACHING HOURS** See the schedule posted outside of office door.

**COURSE PREREQUISITES:** None.

**REQUIRED TEXT:** Some resources will be distributed in class as noted in the course content. You are expected to find additional research resources  
Course Package – **print from moodle or from Instructor**

**OTHER RESOURCES:** **Course web site:** <http://moodle.capilanou.ca>  
Case studies, articles, lecture notes and other materials.

**COURSE FORMAT:** 3 hours of lecture per week x 13 weeks plus 2-week exam period plus 4th hour activities.  
Coaching hours for individual help.

**REQUIRED FOURTH HOUR ACTIVITIES**

Normally, courses are scheduled in classrooms for three hours per week. A fourth hour of instruction is delivered a variety of ways, which may include: on-line instruction, small group meetings with faculty, tutorials, etc. You are required to participate in the following fourth hour activities:

- Individual team meetings and contribution.
- Resolution of team challenges, conflicts and issues.
- Team assignment progress and status review.
- Online team leadership exercises and assessments.
- Supplementary YouTube video review and reflections.
- Weekly team leadership content application and reflections.

- Effective communications model practice and feedback.
- Individual Communications skills video review.
- Active participation in team leadership environmental project planning, promotion and execution.

**COURSE OUTCOMES:**

**General Outcomes:**

Effective leadership is an essential means to guiding intergenerational and intercultural teams, organizations and society to more productive and humane futures. In a time of great change and uncertainty, we cannot rely solely on routines to enable organizations to become prosperous. It takes more than the latest trends and systems to create visions for the future, to manage organizations, to respond to crises, to implement sound corporate social responsibility policies and to develop and retain motivated employees. Effective leadership is the critical factor in dealing with these issues successfully. This course is designed to provide advanced students with knowledge and skills in cross-cultural leadership and management, cross-cultural ethics, conflict, and negotiation. Students will be able to apply this knowledge and the accompanying skill sets to successfully manage in a variety of moderate to complex situations

**Specific Student Outcomes:**

Upon successful completion of this course, students should be able to demonstrate competence in the following abilities and skills:

ABILITIES	<u>LEARNING OUTCOMES</u>	LEVELS
COMMUNICATIONS	Effectively apply learning to communicate quality written and verbal discussions demonstrating an understanding of various leadership and group development concepts and recognize that leading is a complex activity which requires the following: <ul style="list-style-type: none"> <li>• Personal direction, integrity and courage</li> <li>• Communicating a vision, roles and objectives</li> <li>• Building a shared vision</li> <li>• Gaining consensus</li> <li>• Effectively dealing with conflict</li> <li>• Neutral messaging</li> <li>• Active listening</li> <li>• Clear, specific feedback</li> <li>• Developing a positive commitment and group ethics</li> <li>• Understanding group processes, development and dynamics</li> </ul>	4
	Identify and assess the cross-cultural challenges embedded in <b>conflict</b> and <b>negotiation</b> accurately.	6
	Understand the relationship between culture and communication as it pertains to international business, particularly in the realms of <b>conflict resolution and negotiation</b>	6

<b>ANALYSIS AND DECISION-MAKING</b>	<p>Demonstrate and apply leadership models and concepts and apply these in increasingly effective interactions in group and interpersonal situations.</p> <ul style="list-style-type: none"> <li>• Leading the analysis process during team projects</li> <li>• Effectively making decisions in self managed teams</li> <li>• Leading the analysis of team development and effectiveness during the course</li> </ul> <p>Demonstrate an ability to make ethical decisions from a personal and team perspective.</p> <p>Exhibit proficiency in identifying culturally-related <b>issues</b> as they arise in business situations.</p> <p>Design culturally specific <b>problem-solving</b> strategies to address culturally complex cross-cultural business challenges.</p> <p>Defend self-selected culturally relevant <b>strategies</b> for dealing effectively with these issues</p>	3-5
<b>SOCIAL INTERACTION</b>	<p>Demonstrate knowledge of one’s own leadership style and an ability to play a variety of leadership roles when required.</p> <p>Demonstrate an ability to function in a team environment from a variety of structural positions including: leader; team member; follower; coach and facilitator.</p> <p>Demonstrate an understanding of the role that values and ethics play in the exercise of leadership in different situations including an ability to resolve value differences at a personal, team and societal level.</p> <p>Demonstrate an ability to deal with the human dynamics of team building including:</p> <ul style="list-style-type: none"> <li>• Creating a shared commitment to new directions</li> <li>• Minimizing and overcoming resistance and conflict</li> <li>• Utilizing the principles of motivation to create action</li> <li>• Empowering others to act</li> </ul> <p>Understand the value that feedback brings</p> <p>Demonstrate ethical cross-cultural behaviours in negotiation, conflict, and a wide range of business situations</p>	3-5
<b>CITIZENSHIP, SUSTAINABILITY &amp; GLOBAL PERSPECTIVE</b>	<p>Effectively apply learning to solve leadership challenges relevant to a variety of local and global situations</p> <p>Identify and explain the concepts and challenges surrounding cultural sustainability.</p>	2-3

COMPETENCY LEVELS		DEFINITION
Knowledge	<b>1</b> Recognize	Be able to identify the components of a framework or tool.
	<b>2</b> Define	Be able to describe the aspects of the components of the framework or tool.
Application	<b>3</b> Use	Be able to manipulate the framework or tool to cause a result.
	<b>4</b> Interpret Results	To understand the result of the manipulation in a meaningful way.
Judgment	<b>5</b> Situational Use	To be able to identify situations where the framework or tool should be applied, and then apply the framework or tool, including using the results effectively.
	<b>6</b> Adaptation	To be able to creatively adapt the framework or tool such that its use will be maximized in a given situation.

Students are required to check the course web site and their [name@mycapilano.ca](mailto:name@mycapilano.ca) email at least 3 times per week. Course and instructor communications will not be sent to students' non-university personal email addresses.

**COURSE CONTENT:**

Week	Topic	Reading & Homework Assigned Due <u>Before</u> Class
1	Course Introduction Formation of Permanent Course Teams Team Charter Understanding Teams/ Intercultural teams Leadership Self Assessment Defining Groups and Teams What Makes Teams Succeed or Fail What is Culture? Cultural Needs Assessment	Chapter 1 – <i>Complete: Leadership Self Assessment</i> <i>Complete: Leadership Style Self Assessment - course pack</i> Complete: Team Formation Work Sheet <b>Homework: One page, your opinion, beliefs, assumptions and fears about working in intercultural teams</b> Read: Homework for next class. Bring to class “culture in the news” articles, information, etc. to assess the environment.
2	Types of Teams Defining Team Success Team Composition Intercultural Leadership Intercultural presentation skills Understanding the role of culture Values, norms, and belief systems Group 1: Culture presentation & discussion	For next class watch: Watch self managed team video (8 min) on moodle Complete: Developing Strategies for Value Realization Read: Space Shuttle Challenger case in course pack. Read: Symptoms of Groupthink <i>Dropbox in moodle: to the instructor your team name, members and goals.</i> Get familiar with the “Presentation Evaluation Form” for your culture specific presentation
3	5 Dysfunctions of a Team <b>** Go to the library today and book your AV equipment for filming early next week. Don't wait!!!</b> Understanding Group Development Understanding the Basic Team Processes Team Roles & Responsibilities Challenging stereotypes and generalizations Group Two: Culture presentation & discussion Case Study One	Chapter 3 – Team Beginnings pages 41-58 Read: Conquer Team Dysfunction summary, course pack Read: 5 Dysfunctions summary sheet in course pack Chapter 4 - Understanding the Basic Team Processes Read: Group Development Theories in course pack Prepare Group Development Theory Presentation Complete: Group Roles Worksheet Case: Ali, Maged, et al, Cultural Dimensions and CRM Systems: A Cross-Cultural Case Study, Brunel University (UK), undated.

4	<p>Diversity in Groups and Harassment Cooperation and Competition Accountability, Planning &amp; Action</p> <p><b>Team Video Project due 15% of grade</b> <b>Group Development Assessment Paper assignment</b></p>	<p>Read article in course pack “Developing Diversity – The Challenge” Read: Dimensions of Diversity Complete: Diversity Self-Assessment Complete: How much of a diversity change agent are you? Chapter 13 – Diversity</p> <p><b>Present Group Development Theory Presentations</b> <b>Edit your video – you should be in the production stage of your group project by now.</b> Chapter 5 – Cooperation and Competition</p>
5	<p>Managing Conflict Conflict management Conflict in-class exercise</p> <p><b>Work on Final Term Community Project Plan.</b> Conflict Resolution Approaches <b>Final Term Community Project Outline Due Today</b></p>	<p>Chapter 7 - Managing Conflict pages 125-135 Read: Escalation of Conflict - Levels of Conflict in course pack</p> <p><b>Final Term Community Project Outline Due Today:</b> Goals, task list, resources needed, who will do what when, etc. Case: Dodd, <i>Intercultural Communication and Conflict</i>, in <u><i>Dynamics of Intercultural Communication</i></u>, 5<sup>th</sup> Edition</p> <p><i>To complete in class today: What’s Your Conflict Management Style – course pack.</i> Read: Conflict Management Styles in course pack; Shark, Turtle, Teddy Bear, etc.</p> <p><b>Homework: Identify a conflict you have with someone: parent, partner, or sibling. Work through the conflict situation processing worksheet. One page reflection.</b></p>
6	<p>Building Trust Leading Teams Through Decision Making</p>	<p>Chapter 6.3 – Building Trust pages 107-108 only. Read article about Trust on moodle. Read Capacity for Trust in course pack. Complete: Interpersonal Trust Scale Complete: Team Trust Assessment Chapter 9 - Decision Making pages 163-179. Read: Decision Making Procedure in course pack Read article in course pack: North America’s First Legal Supervised Injection Site. Research this topic further on the internet and be prepared to have a class discussion on this topic.</p> <p><b>Homework: One page decision-making matrix.</b></p>

7	<p>Decision Making and Problem Solving</p> <p><b>MID TERM ASSESSMENT</b></p> <p><b>20% of Grade</b></p>	<p>Chapter 11 – Problem Solving pages 203-216</p> <p>Review Rational Problem Solving Model pages for class.</p> <p>Read: Mattel Situation</p> <p>Study all chapter content covered to date. Review notes from all classes to date. Notes are on moodle in PowerPoint format.</p> <p>Material covered in class and in the textbook so up to and including last class.</p>
8	<p>Verbal and Non Verbal Communication</p> <p>Communicating across culture</p> <p>Non-verbal communication</p> <p>Group 3: Culture presentation &amp; discussion</p> <p><b>Hand out</b></p> <p><b>Communications Self Analysis and Reflection Assignment handed out today</b></p> <p>Creativity in Teams</p> <p><b>One Page Final Term Community Project Status Update due to instructor – post on moodle forum.</b></p>	<p>Chapter 6 – Communication pages 101 -115</p> <p>Review: Communications Model in course pack.</p> <p>Complete: Effective Communications Practice Exercise</p> <p><b>Homework: one-page reflection on how it went when you used the communications model to communicate something difficult to another person.</b></p> <p>Chapter 12 - Creativity pages 223-235</p> <p><b>Group Development Presentations</b></p>
9	<p>Tools &amp; Techniques</p> <p>Tools for Innovation</p> <p><b>Communications Self Analysis and Reflection Due – 5% of Grade</b></p> <p>Leading Meetings</p>	<p>Read: Edward De Bono – Six Thinking Hats summary in course pack.</p> <p>Read: SCAMPER Creativity model.</p> <p>Review: Sample Mind Map</p> <p><b>Homework: Create a Mind Map for one of your courses or chapters or problems/decisions in your life. Examples are provided in your course pack. There is lots of free mind map software on the internet you can use. See moodle for links.</b></p> <p>Read: Tips for Successful Meetings in course pack.</p> <p>Review: Sample Agenda</p> <p>Read: Ford Turnaround Meeting</p> <p><b>Email instructor: Team Meeting Minutes and Agenda for next team project meeting.</b></p>
10	<p>Systems Theory</p> <p>Listening and Feedback</p> <p>Observing Behavior</p>	<p>Read article: Organizations and the System Concept</p> <p>Read article in course pack “Defining Characteristic of Social Organization”</p> <p>Read article How to Share Useful and Respectful Feedback in course pack.</p> <p>Review: Team Leadership 360 Performance Assessment</p> <p>Review: Emotions and Feelings</p>

11	Motivation across cultures Evaluating and Rewarding Ethics Leadership & Motive to Lead	Read: Factors that Influence Team Motivation Complete: Maslow's Needs in course pack Chapter 16 - Evaluating and Rewarding Teams pages 305-321 Complete: Ethical Decision Making in course pack Read: Value Profiles for Professional Ethics Read: Chilean Miners Case Study Chapter 10 – Leadership pages 183-198
12	<b>Final Term Community Project Presentations</b> <b>20% of Grade</b> <b>** You must email the instructor your final project PowerPoint presentation, and links to videos etc. today.**</b>	Check moodle for details on this class. Check moodle for details on this class.
13	<b>Group Participation Peer Evaluation in class - 5% of Grade</b>	
14-15	<b>Final Exam</b>	

*\*Schedules/Dates: Schedules shown here may change and the exact dates and times for the exams and the quizzes will be announced in class and/or on Moodle.*

### EVALUATION PROFILE:

Assessment	% Of Final Grade	Individual or Group	CAPabilities Assessed			
			Communications	Analysis & Decision Making	Social Interaction	Citizenship, Sustainability & Global Perspectives
Weekly in-Class Group/Individual Exercises, Case Studies & Assignments	15%	I and G	x	x	x	x
Team Video Project	15%	G	x	x	x	x
Mid Term Assessment	20%	G	x	x	x	
Communication Self Analysis & Reflection	5%	I	x		x	
Class Participation	5%	I			x	
Final Term Community Project	20%	G	x	x	x	x
Final Exam	20%	I	x	x	x	x
<b>TOTAL</b>	<b>100%</b>					

**STUDENTS MUST ACHIEVE A MINIMUM AVERAGE OF 50% ON THE COMBINED AVERAGE OF ALL INDIVIDUAL LEARNING ASSESSMENTS TO PASS THE COURSE."**

**UNIVERSITY POLICIES:**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

<b>Grading Profile:</b>	A+	90-100	B+	77-79	C+	67-69	D	50-59
	A	85-89	B	73-76	C	63-66	F	49 and below
	A-	80-84	B-	70-72	C-	60-62		

- A+ All aspects of the work submitted are to exceptional standards.**  
Comprehensively researched, clear and concise, extremely well structured and designed, with a diverse and exhaustive range of evidence (e.g.: literature, other data) used effectively and critically. Demonstrates enlightening, insightful, and/or original thinking of the topics. Presented to the highest standards (e.g.: references, style, grammar, length).
  
- A All aspects of the work submitted are to very high standards.**  
Thoroughly researched, clear and concise, excellently structured and designed, with an extensive range of evidence (e.g.: literature, other data) used effectively and critically. Demonstrates a thorough and comprehensive understanding of the topics. Presented to very high standards (e.g.: references, style, grammar, length).
  
- B All aspects of the work submitted are to high standards.**  
Accurately researched, clear discussion, well structured and designed, with a good range of evidence (e.g.: literature, other data) used effectively and critically. Demonstrates a thorough understanding of the topics. Presented to high standards (e.g.: references, style, grammar, length).
  
- C All aspects of the work submitted are to acceptable standards.**  
Sufficiently researched, providing good discussion, reasonably well structured and designed, with an acceptable range of evidence (e.g.: literature, other data) used effectively. Demonstrates satisfactory understanding of the topics. Presented to reasonable standards (e.g.: references, style, grammar, length).
  
- D All aspects of the work submitted are to adequate standards.**  
Insufficiently researched, needs improvement in flow and design, and/or level of detail, with a limited range of evidence (e.g.: literature, other data) used. Demonstrates rudimentary understanding of the topics. Presented to basic standards (e.g.: references, style, grammar, length).
  
- F All aspects of the work submitted are below adequate standards**  
Research, flow and design, and/or level of detail are unsatisfactory, with an insufficient range of evidence (e.g.: literature. Other data) used. Demonstrates unfamiliarity with the topics. Presented to below adequate standards (e.g.: references, style, grammar, length).



In addition to Capilano University and the School of Business policies, the following policies govern the management of this course and its curriculum.

#### **SCHOOL OF BUSINESS PROGRAM POLICIES:**

- Attendance:** Regular attendance and punctuality are both essential and expected due to the nature and format of the course materials. Specific details on course specific attendance requirements are located below in Course level policies.
- Professional Behaviour:** Students must demonstrate a professional attitude and behaviour toward work, fellow students and their instructors. Each student should demonstrate reliability, respect for and co-operation with colleagues. A willingness to work calmly and courteously under difficult conditions as well as a determination to achieve first-class work while meeting deadlines is necessary in the Business Faculty. Students should have respect for equipment and systems. Students should display a constructive response to criticism.
- English Usage:** All assignments are marked for correct English usage, proofreading and formatting. See Course level policies for specific details on English evaluation.
- Emergency procedures:** In the event of an emergency, students must follow the emergency procedures posted in the classrooms.
- Missed Exams and Quizzes:** Missed exams or quizzes will receive a grade of "0" unless PRIOR arrangements (wherever possible) are made with the instructor. Permission to make up an exam will only be given in extraordinary situations such as illness of the student or the death of a close family member. A doctor's certificate, or other proof supporting the reason for the absence, will be required. For further information, refer the "Examination & Pivotal Presentation Exemption Policy" located on the program Moodle site.
- Copyright Policy:** Students are expected to familiarize themselves with and abide by the University's Copyright Policy. The University's Copyright Policy is published in the University website.
- Cheating and Plagiarism:** Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage. Cheating includes permitting another person to use one's work as their own. Plagiarism is the presentation of another person's work or ideas as if they were one's own. Plagiarism is both dishonest and a rejection of the principles of scholarship. Information about how to avoid plagiarism by proper documentation of sources is available in the Writing Centre and is published on the University website in the University Policies page.
- Penalties for Cheating and Plagiarism:** A grade of '0' for an examination, quiz or assignment or 'F' for the course may be assigned if cheating or plagiarism has taken place. First incidents deemed by the instructor to be particularly serious or second or subsequent incidents of cheating and plagiarism will be dealt with under the provisions of the University Policy on Cheating and Plagiarism (see the University website). All students should familiarize themselves with the University Policy on Cheating and Plagiarism as such behaviour can result in suspension from the University.
- Incomplete Grades:** Incomplete grades will not be given unless special arrangements have been made with the instructor prior to the date set by University Administration.

## COURSE LEVEL POLICIES:

In addition to Capilano University and the School of Business Graduate Program policies, the following policies govern the management of this course and its curriculum.

### ***Assignments:*** **Weekly in-Class Group/Individual Exercises, Case Studies & Assignments:**

#### **Group Exercises and Assignments**

On the first day of class students will be assigned groups to work with throughout the duration of the course. During most classes students will be asked to conduct various group learning exercises and to prepare one page learning summaries. These exercises facilitate group interaction and learning as well as real-time application of course material and concepts. Each group will be assigned one mark per assignment and **only those group members present during that class will be given credit for the group assignment**. Each assignment is scored a 0 if not handed in or if the assignment does not demonstrate adequate application of the concept, a .5 if it demonstrates an adequate to average application of the course concept or a 1 if it is an excellent demonstration of the application of the course concept. Students not in class will be assigned a 0 mark.

**\*\*\**(Only students present in class receive credit for each group and individual exercise, no late reflections accepted, keep the original on file.)***

#### **Individual Leadership Reflection Assignments**

One-page case studies, exercises, in class assignments and homework reflections will be assigned randomly during class to facilitate student self-reflection and practical application of course concepts. Assignments are designed to increase student personal and group leadership awareness. **Assignments cannot be made up or handed in past the specified deadline date and time**. Some of these assignments will be randomly scored. Of those assignments, each is scored a 0 if not handed in or if the assignment does not demonstrate adequate application of the concepts, a .5 if it demonstrates an adequate to average application of the course concept or a 1 if it is an excellent demonstration of the application of the course concept. Please **keep these** once marked and returned so you have a record of your total marks at the end of the term.

**\*\*\**(Only students present in class receive credit for each group and individual exercise, no late reflections accepted, keep the original on file.)***

#### **Team Video Project**

Each group will be required to participate in an initial team-forming video project. Videos will be presented and shown in class. Dates and details will be provided on Moodle and vary each term.

#### **Individual Case Studies**

Case studies will be provided during the term. Specific details are provided in class and on Moodle.

#### **Mid-Term Assessment**

Students will be required to apply all course materials and concepts covered in the course up to the day of the mid-term and demonstrate a thorough understanding of the

content covered. Students are expected to use and apply the tools, theories and models discussed in the course.

The mid-term assessment may be conducted in groups or individually (depends on time and rooms available). If conducted in groups, each group member will be awarded the same mark as all group members unless they are absent, in which case the missing student will receive a 0 on the exam.

The mid-term assessment will be evaluated based on each individual's or group's ability to creatively adapt, apply and demonstrate appropriate use of the team leadership framework, tools and concepts covered during the course.

### **Communication Self Analysis & Reflection**

Each student will be required to observe a video recording of his/her interaction and participation in a group situation. Students are expected to assess and evaluate his/her communication strengths and weakness as well as identify changes they would like to make and a specific action plan for improvement.

### **Group Participation Peer Evaluation**

Each student's level of group participation will be assessed by his/her peers using specific criteria as outlines in the course package.

### **Class Participation**

The grade for class participation is based on both the **frequency and the quality** of the student's comments, questions and observations, with the emphasis on quality. The quality is determined by, among other things, the relevance, insight and clarity of remarks. Furthermore, students are expected to demonstrate active and positive engagement in class discussions that reflect thorough preparation of readings. Student attendance will form a portion of this assessment.

In addition to knowledge and skill acquisition, demonstration of appropriate professional or learner behaviour and attitude, as distinct from common courtesy and classroom etiquette, forms part of the desired outcome of the School of Business courses and programs.

### **Final Term Community Project**

Students will be required to conduct an advanced team project, which will require effective team leadership skills. Students will be assessed on their planning, organization, outcomes achieve and team leadership learning gained. Detailed instructions, specific requirements and details are available on Moodle. Final project focus varies each term.

### ***English Language Assessment***

English Usage: All assignments are marked for correct English usage, proofreading and formatting. Up to 50 percent of the mark on written assignments will be deducted for improper grammar, punctuation, spelling and syntax. The School of Business requires a professional presentation standard in business writing. *If the assignment is not up to University/University standard, it may not be graded. Visit the Writing Centre, 4<sup>th</sup> floor Fir if needed.*

**Misses Assessments**

Missed assessments that are documented in the course outline cannot be made up unless medical documentation is provided as reason for missing the assessment. If any resubmission of assignments is to be allowed it must be documented in the course outline. Where there are multiple sections of the same course being offered, instructors should be consistent with all policies on resubmission to avoid confusion and frustration.

**Classroom Participation Matrix**

RATING	CRITERIA
<p><b>10/9</b> MARKS IN TOTAL WOULD BE FULL MARKS</p>	<ul style="list-style-type: none"> <li>• Punctual attendance, class start and breaks</li> <li>• Exceptional content knowledge</li> <li>• Participates constructively, actively and respectfully in class</li> <li>• Exhibits consistent preparedness (homework completed, reading done)</li> <li>• Demonstrates teamwork by working well with others</li> <li>• Demonstrates positive personal leadership when appropriate, such as during class room activities</li> <li>• Demonstrates initiative and improvement</li> <li>• May supplement learning with additional activities, reading or research</li> <li>• Seeks to understand and acknowledge others' thoughts by asking probing questions</li> <li>• Encourages open, respectful dialogue; moves discussions forward by encouraging others to contribute</li> <li>• Demonstrates ability to integrate new knowledge into work</li> <li>• Challenges his/her own thoughts and ideas; remains open to new information and points of view; exhibits curiosity</li> <li>• Displays active listening skills</li> <li>• Uses technology (cell phone, laptop, etc.) appropriately at all times, for example, cell phones are turned off during class, laptops are used for note taking only during class)</li> <li>• Displays integrity and professionalism at all times</li> <li>• Remains engaged and attentive throughout the class</li> </ul>
<p><b>8/7</b></p>	<ul style="list-style-type: none"> <li>• Usually prepared</li> <li>• Usually punctual</li> <li>• Participates constructively in class, works well with others, and is a team player</li> <li>• Active role in classroom activities</li> <li>• Excellent content knowledge</li> <li>• Completes all class assignments; occasionally adds something extra</li> <li>• Demonstrates initiative and improvement</li> <li>• Open, respectful dialogue; occasionally moves discussions forward</li> <li>• Seeks to understand and acknowledge others' thoughts</li> <li>• Stretches to reach full potential</li> <li>• Almost always engaged and attentive</li> <li>• Uses technology (cell phone, laptop, etc.) appropriately at all times, for example, cell phones are turned off during class, laptops are used for note taking only during class)</li> </ul>
<p><b>6/5</b></p>	<ul style="list-style-type: none"> <li>• Sometimes prepared</li> <li>• Sometimes punctual for class</li> <li>• Average content knowledge</li> <li>• Occasionally or only challenges thought when encouraged by others</li> <li>• Assignments reflect average work</li> <li>• Average participation in classroom activities</li> <li>• Some participation in classroom discussions</li> <li>• Sometimes an active participant in class; works well with others</li> <li>• Occasionally inattentive, distracted by technology, class mates, sleepy</li> <li>• Does not demonstrate motivation</li> <li>• Uses technology inappropriately</li> </ul>
	<ul style="list-style-type: none"> <li>• Rarely prepared</li> <li>• Rarely participates constructively in class</li> <li>• Assignments are late, incomplete, or not turned in at all</li> </ul>

1-4	<ul style="list-style-type: none"><li>• Inattentive; sleeping in class</li><li>• Does not demonstrate motivation</li><li>• Lacks integrity</li><li>• Low engagement in classroom activities</li><li>• Low level of content knowledge</li><li>• Does not strive to reach potential</li><li>• Uses technology inappropriately</li></ul>
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