**ENGL2A10 EFFECTIVE COMMUNICATION IN THE WORKPLACE**

**WRITTEN ASSIGNMENT**

**DUE Week 13 April 19 Friday (12:30pm)**

**40%**

**COMMUNICATION SKILLS IN GROUPWORK**

The written assignment is an individual reflection by each student on their experience of working in a group whose goal is to successfully create a group presentation about poor communication. The written assignment is in two parts, the first part is completed before the presentation and the second afterwards.

In the first part, each student keeps records of the meetings (can be online/physical) of his or her group as they prepare for their presentation. This is done via a template, provided below, that students complete and upload individually to Blackboard. These records will form an individual’s diary of the group meetings.

There is an expectation that the group will meet at least three times before the presentation date, although they may meet more often. Thus, each student would complete three records about each of the meetings. If a group does not meet at least three times, each group member needs to reflect on why they did not arrange three meetings. (You may use Skype or some other means of communication.)

The second part of the assignment is an essay discussing how well your group fitted into Tuckman’s five stages of a group‘s life. This will be based on the records in the first part. Your essay uses the records you wrote to demonstrate a full understanding of each stage and how it either worked or did not in your group. This written assignment allows the student to use theory to understand why their group worked well or not together.

This is an individual assignment, so each student keeps their own group meeting records. While you may want to share some information for the first part of the assignment, both parts must be written independently. You must not collude with each other as you fill out the diary or write the assignment together. You must not plagiarize another student’s work.

Each student should be able to use this group experience in the future to better manage university group assessment and their own work lives as they work in different teams in their business lives.

Marks are allocated as follows:

**BEFORE THE PRESENTATION: WRITTEN GROUP RECORDS**

*Written assessment requirements:* Details of group meetings as per template. No word limit.

*Weighting:* 20%

*Note:*

To help you with your reflection see Exhibit 8.4 on page 138 in the assigned reading for Week 2.

The checklist gives you an idea of how you can write about what your group is actually achieving each week. It will help you answer the 10 points required for the assignment.

*Expectations:*

The records of your meetings at the beginning of the written assignment that you enter into Blackboard should give a comprehensive account of the group meetings from your perspective. This means that all of the 10 points in the record template are addressed each time the group meets.

While the expectation is that the group will meet at least 3 times, failure to do so will not necessarily lead to a reduction in marks. Meeting less than three times may seriously affect the quality of your presentation as you may not get all the tasks accomplished. If this happens, then adequately reflecting on how the lack of meetings impacted on the quality of the presentation will mean that no marks will be lost. Rather it shows insight into how a group can work effectively or not.

Similarly meeting 10 times does not assure you of the full 20%. In this case I would like each student to comment on whether meeting so often was useful or not. However, failure to reflect on frequency of meetings will lead to a reduction in marks. Reduction in marks will be related to a student not providing a reflection on this point.

**AFTER THE PRESENTATION: ESSAY ON YOUR GROUP FORMATION STAGES**

*Written assessment requirements:* Essay of 2500 words (maximum) linking to your meeting records, the actual presentation and how you felt it went with theory on group formation.

*Weighting:* Essay– 20%.

*Expectations:*

In this essay you discuss how well your group fitted into Tuckman’s five stages of a group‘s life.

Demonstrating a full understanding of each stage and how it worked or not in your group is critical (10%).

If the assignment is not logical and is poorly written (poor grammar or spelling errors) marks will be deducted (10%).

To ensure you develop a solid foundation in the knowledge, skills, and abilities required for this course, the usage of any generative AI (e.g., ChatGPT) is not allowed for any of your assessments. You are expected to do your assessment without any usage whatsoever of generative AI, and you will be required to declare that you have not used such tools in the production of your assessment.

Note that generative AI tools generate content that may be inaccurate and incomplete. They borrow existing data and rarely produce original content and fresh perspectives. You should not consider these tools as substitutes for traditional research approaches.

**Penalty for academic misconduct regarding the use of generative AI:**

If it is found (using Turnitin and other methods) that generative AI was used in your assessed work this will be considered academic misconduct. Depending on the severity of the case, such misconduct can result in an immediate failing grade or a significant reduction in marks for the assessment in question.

**GROUP MEETING RECORD - DETAILS TO BE COVERED**

|  |  |
| --- | --- |
| POINTS TO ADDRESS | STUDENT RESPONSE |
| 1. DATE OF MEETING AND LOCATION (FACE-TO-FACE OR VIRTUAL, PLEASE STATE). |  |
| 1. AGREED TIME OF MEETING AND THE TIME MEETING ACTUALLY COMMENCED |  |
| 1. DESCRIBE BRIEFLY WHAT YOU COVERED IN THE MEETING. |  |
| 1. WHAT WERE THE OUTCOMES FROM THE MEETING? |  |
| 1. HOW MUCH DID YOU CONTRIBUTE TO THE MEETING? – GIVE DETAILS. |  |
| 1. HOW MUCH DID THE OTHER MEMBERS CONTRIBUTE TO THE MEETING? – GIVE DETAILS. |  |
| 1. DID YOU EXPERIENCE ANY PROBLEMS OR DIFFICULTIES? IF YES WHAT WHERE THEY AND WERE THEY RESOLVED? |  |
| 1. DO YOU KNOW WHAT YOU HAVE TO DO BEFORE THE NEXT MEETING? IF YES, DESCRIBE TASKS TO BE COMPLETED, IF NOT, DESCRIBE WHY YOU ARE UNCLEAR? |  |
| 1. DID YOU AGREE ON NEXT MEETING DATE IF NO, WHY NOT? IF YES, WHEN AND LOCATION. |  |
| 1. IS THERE ANYTHING ELSE YOU WOULD LIKE TO ADD AT THIS POINT? FOR EXAMPLE, IF IT WAS NOT A PHYSICAL MEETING, HOW WELL DID THE MEETING FUNCTION, IN YOUR OPINION? WOULD FACE-TO-FACE HAVE BEEN BETTER FOR THIS PARTICULAR MEETING? |  |