# **CA1 Team Meeting – 10%**

## **IMPORTANT INFORMATION**

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| Your mission | Conduct a meeting to discuss your upcoming OP1 | |
| Duration | 15 minutes/team | |
| The setup for each OP1 session | 1. Each team will be allocated a 15-min slot. 2. Your tutor will join your group or let you in on time and leave on time. 3. Begin the meeting when your tutor tells you to, and end after 15 minutes or you may choose to continue with your meeting, unobserved by the tutor and ungraded.   The meeting (15 mins) will be recorded for grading and reflection purposes. | |
| The purpose of this assessment | This activity aims to assess your ability to:   * lead and participate in a team meeting * interact effectively and productively with your team members | |
| Expectations | You are expected to:   * prepare for the discussion by agreeing on the agenda and conducting relevant background reading and preparation prior to the meeting * choose topics that allow for more vibrant and insightful discussion (e.g. avoid discussing logistics) * display appropriate task facilitating and group maintenance behaviours; show that you are able to initiate or move the discussion along, take turns, offer persuasive and relevant views, encourage participation, invite suggestions, respond critically yet respectfully to others’ opinions and suggestions, accept feedback gracefully, demonstrate positive nonverbal behaviour, work with others on the team to arrive at an amicable course of action or solution, and defuse a tense situation if the need arises. * make effort to listen to others and contribute to the discussion; *no member should dominate or remain silent* in the discussion, even if he/she is taking notes. * treat your tutor as an advisor to your team. You may ask your tutor questions pertaining to the presentation. * manage your own time and end the meeting at the 15-min mark. You may end earlier if you have completed your discussion. * write minutes for your own documentation.   You will be assessed individually for the team meeting. | |
| After the meeting | * Reflect on your performance in the team meeting. What did you do well, and what do you think you can enhance on? * Write your reflections in the forum by the end of the week (200 – 250 words). You can use the rubrics as a guide. | |
| FAQs | Do we need PowerPoint slides? | Not necessary. You may make use of the whiteboard function on zoom and any other software (e.g. shared document) during the meeting.  There have been students who created shared documents and used it before, during and after the meeting. |
|  | 15 mins is too short. Our regular group discussions take up to 2 hours sometimes. Can we have a longer meeting? | In an elevator pitch, you have less than 1 minute to impress your listener. In start-up-pitch events, participants typically have less than 3 minutes to showcase their ideas or product, no matter how complex they are. This is enough time for your listeners to evaluate the merit of your propositions.  Similarly, 15 mins is enough time for your boss (and tutor) to form an impression of how effective and productive a meeting participant you are. This assessment is not about how many items you can discuss in 15 mins, but instead about **how well you interact** with your team members to arrive at an agreeable decision. So, aim to focus on 2-3 major items that require discussion and team consensus, instead of 4-5 quick items that do not require much discussion. You can continue the conversation after your tutor leaves. |
|  | Some students put on an act just to get marks during the assessment. This act is not representative of their actual/normal meeting behaviour. | Any single-point assessment (whether it is an oral presentation, an essay, a laboratory experiment or an interview) assesses a candidate’s performance at that very specific point in time. This team meeting assessment is no different; what matters is your performance during the assessment.  Some people may be introverts and choose not to interact with others much in their daily activities, but when the occasion calls for it, they may turn out to be very engaging and entertaining speakers. Similarly, some quiet people may turn out to be very good discussion leaders and meeting participants when they have to be. Remember, still waters run deep.  While it would be ideal to follow every student around and scrutinize their performance in every team meeting to get the most accurate picture of their ability to participate in team meetings, unfortunately this is not possible due to time and human resource constraints.  Nevertheless, we recognise the need to observe your meeting behaviours over a longer timeframe. Therefore, in addition to this Team Meeting assessment, your tutors are observing your interactions with your team members and classmates in your CS2101 class activities throughout the semester, and you will be awarded up to 15% participation points for this. So, make sure you interact productively and respectfully with your team members throughout all your CS2101 in-class activities. |

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## **CA1 Team Meeting Rubrics**

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| **Aspect** | **6 Exemplary** | **5 Accomplished** | **4 Proficient** | **3 Developing** | **2 Emerging** | **1 Unacceptable** |
| **Content 30%** | Content is extremely persuasive and credible.  The participant makes a significant contribution to the discussion.  The participant demonstrates very strong audience awareness.  There are fresh or deep insights with well-reasoned justification for their views.  The participant demonstrates excellent preparation based on the agenda. | Content is very persuasive and credible.  The participant makes good contribution to the discussion.  The participant demonstrates strong audience awareness and addresses audience’s expectations, concerns and biases well.  There are some fresh or deep insights with well-reasoned justification for their views.  The participant demonstrates good preparation based on the agenda. | Content is persuasive and credible. The participant contributes to the discussion.  The participant demonstrates some audience awareness and addresses audience’s expectations, concerns and biases well.  There are some insights with well-reasoned justification for their views.  The participant demonstrates preparation based on the agenda. | Content is relevant and credible. The participant makes some contribution to the discussion.  The participant demonstrates some audience awareness but does not address audience’s expectations, concerns and biases sufficiently.  There are some justifications for their views.  The participant demonstrates some preparation based on the agenda. | Content is somewhat relevant but is not persuasive and credible.  The participant demonstrates little audience awareness and does not address audience’s expectations, concerns and biases sufficiently.  There are attempts at providing some justifications for their views.  The participant demonstrates little preparation based on the agenda. | Content is not relevant, persuasive and credible.  The participant demonstrates no audience awareness.  There is little attempt at providing relevant justifications for their views.  The participant demonstrates no preparation based on the agenda. |
| **Interaction Skills 30%** | Participant listens actively, engages extremely well in the discussion, and displays excellent task facilitating behaviours by initiating discussions, giving and seeking information and opinions, coordinating –showing relationships among ideas, clarifying issues and/or summarising discussions.  Participant displays excellent group maintenance behaviours by encouraging, harmonizing, and compromising effectively to arrive at a fair decision.  Participant establishes and maintains a friendly and professional rapport with others. | Participant listens actively, engages well in the discussion, and displays good task facilitating behaviours by initiating discussions, giving and seeking information and opinions, coordinating –showing relationships among ideas, clarifying issues and/or summarising discussions.  Participant displays good group maintenance behaviours by encouraging, harmonizing, and compromising effectively to arrive at a fair decision.  Participant establishes and maintains a friendly and professional rapport with others. | Participant listens well, engages in the discussion, and displays some task facilitating behaviours such as giving and seeking of information and opinions, and clarifying issues  Participant displays some group maintenance behaviours by encouraging, harmonizing, and compromising appropriately to arrive at a fair decision.  Participant has some engagement and rapport throughout the discussion. | Participant practices some active listening, is somewhat engaged during the discussion and displays some task facilitating behaviours such as giving and seeking of information and opinions, and clarifying issues  Participant displays some group maintenance behaviours by encouraging, harmonizing, and compromising appropriately but does not arrive at a fair decision.  Participant has limited engagement and rapport throughout the discussion. | Participant is frequently unengaged during the discussion and displays self-oriented behaviours such as controlling, withdrawing, seeking attention, diverting, excluding, belittling, blocking). There is little attempt at task facilitating behaviours such as giving and seeking of information and opinions.  Participant displays little group maintenance behaviours by encouraging, harmonizing and compromising to arrive at a fair decision.  Participants is generally disengaged or unable to establish rapport with others and speaks only when invited to or frequently interrupts the discussion. | Participant is not engaged throughout the discussion and displays self-oriented behaviours such as controlling, withdrawing, seeking attention, diverting, excluding, belittling, blocking). There is no attempt at task facilitating behaviours such as giving and seeking of information and opinions.  Participant does not display group maintenance behaviours by encouraging, harmonizing and compromising to arrive at a fair decision.  Participants is disengaged or unable to establish rapport with others and speaks only when invited to or frequently interrupts the discussion. |
| **Body Language 10%** | Non-verbal cues are used extremely well to show openness and engagement (e.g., eye contact, body language, facial expressions)  The cues are always used meaningfully to persuade and engage other participants (e.g., facial expressions, eye contact, posture, gestures) throughout the meeting.  Non-verbal cues always complement and enhance the speaker’s delivery. | Non-verbal cues are used well to show openness and engagement (e.g., eye contact, body language, facial expressions)  The cues are mostly used meaningfully to persuade and engage other participants (e.g., facial expressions, eye contact, posture, gestures).  Non-verbal cues generally complement and enhance the speaker’s delivery. | Non-verbal cues show some openness and engagement (e.g., eye contact, body language, facial expressions).  The cues are sometimes used meaningfully but they may not always aid in engaging or persuading other participants (e.g., facial expressions, eye contact, posture, gestures).  Non-verbal cues mostly complement the speaker’s delivery but may not enhance it. | Non-verbal cues do not show much openness and engagement (e.g., eye contact, body language, facial expressions).  There may be some distracting cues. The cues generally do not aid in engaging or persuading other participants (e.g., facial expressions, eye contact, posture, gestures).  Non-verbal cues complement parts of the speaker’s delivery but does not enhance it. | Non-verbal cues do not show openness and engagement (e.g., eye contact, body language, facial expressions).  The cues may be distracting or inappropriate. There is little attempt to engage other participants (e.g., facial expressions, eye contact, posture, gestures)  Non-verbal cues do not complement the presentation. | Non-verbal cues do not show any openness and engagement (e.g., eye contact, body language, facial expressions).  The cues are distracting and/or inappropriate. There is no attempt to engage other participants (e.g., facial expressions, eye contact, posture, gestures)  Non-verbal cues do not complement the presentation. |
| **Language & Delivery 30%** | The speaker is always fluent, and does not hesitate or use pauses, or fillers excessively.  The voice is varied and used to engage and sustain the audience’s interest throughout very effectively.  The speaker pronounces and enunciates clearly all the time.  The speaker always uses language and style appropriate for the context, audience, and purpose. | The speaker is generally fluent, and does not hesitate or use pauses, or fillers excessively.  The voice is quite varied and used to engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker pronounces and enunciates clearly in most instances.  The speaker generally uses language and style appropriate for the context, audience, and purpose. | The speaker is mostly fluent, and does not hesitate or use pauses, or fillers excessively.  The voice is somewhat varied and used to engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker pronounces and enunciates clearly in some instances.  The speaker mostly uses language and style appropriate for the context, audience, and purpose. | The speaker is fluent but may hesitate or use pauses, or fillers.  The voice is not often varied and does not always engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker may have some pronunciation or enunciation issues.  The speaker does not use language and style appropriate for the context, audience, and purpose. | The speaker is not fluent, and may hesitate or use pauses, or fillers.  The voice is not varied and does not engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker has some pronunciation or enunciation issues.  The speaker does not use language and style appropriate for the context, audience, and purpose. | The speaker is not fluent, and hesitates or use pauses, or fillers.  The voice is not varied and does not engage and sustain the audience’s interest (e.g., stress, pauses).  The speaker has some pronunciation or enunciation issues.  The speaker does not use language and style appropriate for the context, audience, and purpose. |