HRD 5317: Training Design (26092)

Fall 2021

Department of Human Resource Development
Soules College of Business
The University of Texas at Tyler

Instructor: Dr. Yonjoo Cho (ycho@uttyler.edu) (COB 315.21)
Class Time: Aug 23 – Dec 11 (Thanksgiving: Week of Nov 22)
Office Hours: Tue & Thu at 7:00 pm – 9:00 pm CT (other times by appointment)
Communication: Canvas, emails, and Zoom (Tel: 903-566-7260)
Course Access: https://uttyler.instructure.com/courses/26092
Zoom: https://uttyler.zoom.us/my/yjcho

COURSE DESCRIPTION

To design and develop effective, efficient, and engaging training programs is a common goal of all trainers, HR practitioners, and instructional designers. In this course, students will go through a systematic process to design effective instruction and training including analysis, design, development, implementation, and evaluation (called **ADDIE**) using the procedures described in Dick et al.'s (2014) classical instructional design (ID) model. Many see ID as a science as well as an art. Effective training requires systematic analyses, integral evaluations, and evidence-based practices. Creative approaches based on ID experiences are also necessary. Students will learn the core skills of ID to design and develop training programs by applying the skills they learned into diverse organizational contexts. ID and training design will be used interchangeably in this course.

COURSE OBJECTIVES/LEARNING OUTCOMES

After successfully completing this course, students will be able to demonstrate competence in training design and development using Dick et al.'s (2014) systematic design model, including:

- Analyze performance problems, characteristics of learners, learning environments, and learning tasks
- Specify appropriate objectives and measures
- Select appropriate instructional strategies
- Design and develop instructional materials
- Conduct formative and summative evaluations of instruction
- Develop communication skills through working with team members, the instructor, and clients
- Reflect on class activities, teamwork, assignments, and lessons learned at the end

COURSE OUTLINE

In this course, students will learn Dick et al.'s (2014) systematic design model (see Figure 1).

Figure 1

Dick et al.'s (2014) Systematic Design Model
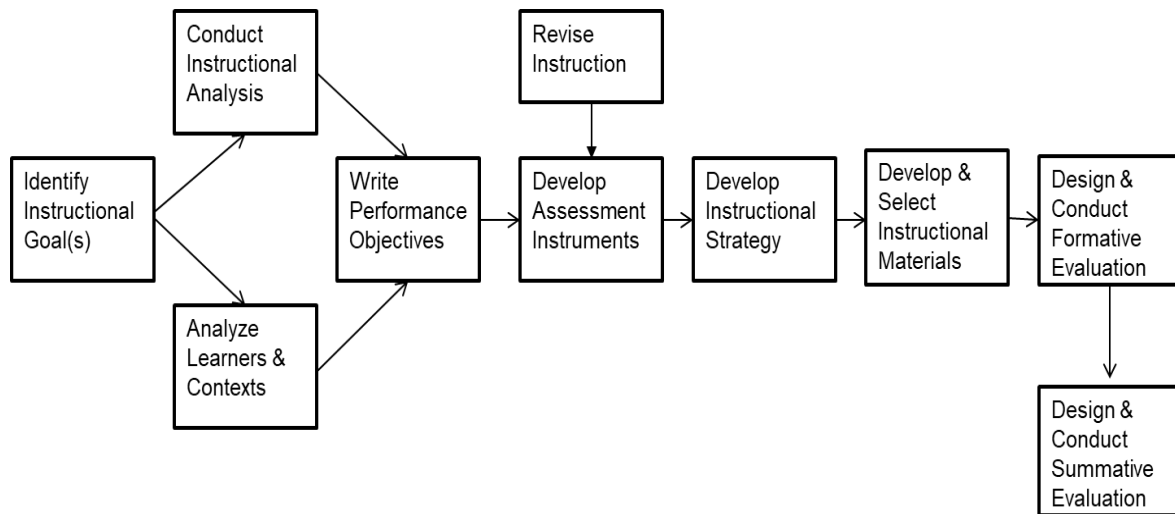
Based on Dick et al.'s classical ID model (Figure 1), students will complete a training design project which is to design and develop a training program and which will be done in teams of two or three students.

In the first week, students will form a team and decide a training design project topic that can be taught for one to two hours in consideration of common interests, client needs, and complexity of tasks. From the second week on, students will follow an ID sequence and complete the required steps one by one:

- Goal analysis: Conduct a goal analysis and identify subordinate skills
- Learner and context analysis: Identify learner characteristics and contextual characteristics of a training
- Objectives: Identify what learners will accomplish when completing a training
- Assessment: Develop assessment tools that will evaluate learners' achievement of training goals
- Instructional strategy: Design instructional strategies which lead to an effective, efficient, and engaging training
- Instructional materials: Develop students' materials and teacher's guide
- Formative evaluation: Develop a formative evaluation plan and conduct a one-on-one formative evaluation procedure

In the real world, trainers do not follow the ID sequence linearly due to the multiple factors involved in organizations. For learning purposes, this course will guide students to follow a step-by-step process and to accomplish one task at a time. After completing a training design project, student will be able to apply their ID competence and skills to diverse training contexts.

ID CASE DISCUSSION

Ertmer et al.'s (2019) *The ID CaseBook: Case Studies in Instructional Design* presents sample cases that training designers can use in diverse contexts. I will select four cases and ask students to discuss in Weeks 3, 6, 8, and 10 on Canvas Discussion. Four cases will be posted on Canvas Files.

READ ME FIRST (Canvas Modules)

Begin each week by reading a **Read Me First** (Canvas Modules) that will be posted by **Friday at 9:00 am CST** to guide you concerning what is covered and what to do in the following week.

SYNCHRONOUS MEETINGS

Research on online teaching (e.g., Garrison et al., 2000[1]) indicates that students need synchronous meetings to feel "presence" in online classes. To that end, we will have synchronous meetings via Zoom:

- Orientation in the first week (Week 1)
- Team clinics (Weeks 3, 6, and 13) throughout the semester
- Draft presentation before final submission (Week 15)

If you cannot make it to the orientation meeting, I will provide you with a Zoom recording so that you can visit whenever convenient. I will open weekly office hours via Zoom (https://uttyler.zoom.us/my/yjcho) on Tuesday and Thursday between 7:00 pm and 9:00 pm CT so that you can ask any questions.

TEAMWORK

As this course is based on team project-based learning as many business courses are, students are required to work in teams. To that end, post an introduction of yourself on Canvas Discussion so that you can form a team of two to three students to work on a training design project. Team formation and setting up ground rules should be done in the first week to begin the training design project up and running. To evaluate your teamwork, you will be asked to fill out a **peer evaluation form** (attached in this syllabus) twice, at the mid-term and end of the semester. Your average scores (out of 5) in peer evaluation will be translated into contribution points (out of 20).

CLIENT INVOLVEMENT

In this course, client involvement is highly recommended in the project process, particularly when choosing a project topic and completing a formative evaluation with one-on-one evaluation. If a client is not available, choose a team member's employer as an alternative. If this is an issue, please let me know.

FEEDBACK-BASED

This course is also based on constant, detailed feedback that I am going to provide throughout the semester. In the process, you will learn how to meet assignment requirements. If you need extra help, do not hesitate to reach out to me, using the following communication tools:

- If you want to have an individual meeting, send me an email. In the email, include "HRD 5317" in the subject line. If your message is urgent, include "urgent" in the subject line.
- Use my regular office hours via Zoom (https://uttyler.zoom.us/my/yjcho).
- If you need technical support, please contact the Help on Canvas.

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[1] Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education*, *2*(2/3), 87-105.

INSTRUCTOR EXPECTATIONS

Online courses are based on two-way communication between the instructor and students. I expect you to aim at achieving learning goals that meet the quality standards at the master's degree level. It is YOU that should take responsibility of achieving the learning goals and completing all assignments and class activities within the due dates. In each step of the process, I will be there to provide you with prompt, constant, and detailed feedback. If assignment guidelines are unclear, ask me for clarification. If you do not understand my evaluation comments, which happens sometimes, ask for extra feedback until it makes sense. As this is one of the project-based learning courses, I hope that this course will set the expectation for what to do (e.g., teamwork) and what not to do (e.g., free-ride) for student learning. The bottom line is to learn as intended so that you will become an informed instructional/training designer and/or HR practitioner in diverse contexts. To get there, please be willing to learn new and unfamiliar competencies such as ID sequence and skills and APA formatting guidelines.

RESOURCES

APA Formatting Guidelines

You must follow the APA style[2] in all writing assignments as it is required in UT Tyler HRD MS degree program. Follow the APA on Canvas Files and see how I referenced publications in this syllabus. Find more information on APA at:
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_style_introduction.html.

HRD Masterclass Podcast Series (hrdmasterclass.com)

The Academy of Human Resource Development (AHRD), which is the premier organization in HRD, has recently created ten episodes of podcast that explore the fundamentals of HRD. Each episode includes a one-to-one interview with a guest, as well as a group discussion where all of the guests discuss their shared interest in the episode topic. The seventh podcast on Diversity, Equity, and Inclusion, which is sponsored by UT Tyler's Department of HRD.

Episode	Topic	HRD Scholar
1	History and Foundation of HRD	Swanson & Perriton
2	Learning in Organizations	Watkins, Marsick, & Alston
3	Organization Development	McLean & Egan
4	Training & Development	Jacobs, Yoon, & Shirmohammadi
5	Career Development	McDonald & Ghosh
6	Critical HRD	Bierema, Elliott, & Greer
7	Diversity, Equity, & Inclusion	Byrd, Sparkman, & Cho
8	Cross-Cultural Issues	Osman-Gani & Rasdi

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[2] American Psychological Association. (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). American Psychological Association.

9	Evaluating HRD	Ruff-Eft & Ke
10	Strategic HRD	Garavan & Hutchins

ASSIGNMENTS AND DUE DATES

In this course, you are required to complete four assignments: weekly discussion postings (ID case discussions), a training design project, class participation activities, and a reflection paper. **All Assignments are due by Monday at 11:59 pm CT with a few exceptions**.

		Assignment		Level	Point	Due
	Weekly Discussion Postings (10x11)	ID Case 1 (Week 3)		Ind	110	Weeks 1 to 11 (Answers by Wed. & Comments by Sat.)
		ID Case 2 (Wee 6)				
		ID Case 3 (Week 8)				
		ID Case 4 (Week 10)				
2	Training Design Project	Team Ground Rules (10)		Team	240	8/30 (Mon)
		Topic Selection (10)				9/6
		Steps 1 & 2: Goal/Task Analysis (20)				9/13
		Step 3: Learner Analysis (20)				9/20
		Steps 4 & 5: Objectives & Assessment (20)				10/4
		Step 6: Instructional Strategy (30)				10/18
		Step 7: Instructional Materials (40)				11/8
		Step 8: Formative Evaluation (30)				11/15
		Draft Report (20) and Presentation (10)				11/29
		Final Report (30)				12/6
3	Class Participation Activities	Introduction (5)		Ind	60	**8/25 (Wed)**
		Discussion Lead (10)				(Your choice of a week)
		Team Contributions: Mid-term & final peer-evaluation (20x2)				9/27 & 12/6
		Class Evaluation (mid-term) (5)				9/27
4	Reflection Paper			Ind	20	12/6
	Total			430		

Weekly Discussion Postings (110 pts)

I will post weekly discussion questions on Canvas Discussion, and a discussion leader of a discussion group will lead the week's discussion. Post one **compact and pointed answer** within a short paragraph to the discussion question by the end of **Wednesday** and two comments on other students' answers by the end of **Saturday.** Four ID case discussions will be done in weeks 3, 6, 8, and 10. This assignment is worth of 10 points each week: 6 points for an answer and 4 points for two comments on other postings.

Choose a week to play a discussion lead role and write down your choice on **google docs**. **Discussion lead** is an excellent opportunity to manage a week's discussion. To lead discussion, do the following:

- Read all required readings.
- Read all your discussion group members' postings.
- Respond to intriguing or interesting postings and ask probing questions for in-depth discussion.
- To earn the full 10 points, you must be present throughout the week.

In the process of weekly discussions, students will better understand ID practices in the real world and develop critical thinking skills accordingly. I will provide immediate feedback on your postings if you did not meet the requirements, right after the first due date (Wed.), so that you can revise your answers by the second due date (Sat.). Post early so that you can have sufficient time to revise as directed (see **Appendix 1 for the weekly discussion postings rubric**).

Training Design Project (240 pts)

The purpose of the training design project is to practice the design and development of an effective, efficient, and engaging training program using Dick et al.'s systematic ID model. Students will complete a training design project in teams after going through a step-by-step process including:

- **Team formation and ground rules should be done in the first week**:
    - Form a team of two to three students, briefly introduce yourself on Canvas Discussion in the first week. The team member selection criteria include: similar interests, diversity, and time-zone proximity.
    - After forming a team, name the team, designate a team leader who will represent your team and communicate with me, and set up ground rules for what to do and what not to do in teamwork. Students have indicated that having **regular weekly meetings** were instrumental to complete a final project successfully.
- Topic selection: Decide a training project topic that can be taught for one to two hours in consideration of common interests, client needs, and complexity of tasks. To that end, seek for client feedback. If you cannot identify a client, use your current employer as an alternative. Remember, topic selection needs to be done as soon as you form a team to follow an ID sequence.
- Teams will follow the 10 steps of the ID process and complete small tasks one by one. See the **training design report template and samples** (Canvas Files) for details.
- Write a single-spaced final report (up to 20 pages except appendices and references) including:

    - Cover page
    - Front Matter: Executive Summary, Acknowledgements, and Table of Contents
    - Main Body
        - Introduction
        - Dick et al.'s 10 Steps of the Systematic ID Process
            - Step 1: Identifying Goals
            - Step 2: Instructional Analysis
            - Step 3: Learner Analysis
            - Step 4: Objectives
            - Step 5: Assessment
            - Step 6: Instructional Strategy
            - Step 7: Instructional Materials
            - Step 8: Formative Evaluation

- Step 9: Revise Instruction
- Step 10. Design Summative Evaluation
  - Conclusion
    - Appendix (if any)
    - References (if any)

- In Week 15, teams are scheduled to present their draft report in class via Zoom and receive feedback from me and classmates. In the presentation file, highlight the project process and lesson learned. After the draft presentation, student teams have a chance to revise the report.
- The final report will be evaluated for criteria including: (a) inclusion of all components of the report (see above), (b) relevance to the project topic, (c) organization and logical flow, (d) clarity, and (e) attention to details (e.g., APA formatting guidelines) (See **Appendix 2 for the training design report rubric**.

Class Participation (60 pts)

Actively participate in class activities including introduction, discussion lead, team contributions (mid-term and final peer evaluation), and mid-term class evaluation (see **Appendix 3 for the peer evaluation form**).

Reflection Paper (20 pts)

Write a (single-spaced, three-page) reflection paper. This end-of-class reflection paper should include lessons learned from accomplishing class assignments: (a) title, purpose, and introduction, (b) key points of lessons learned from the training design project and class participation activities, and (c) a conclusion with suggestions.

FINAL GRADES

Grade	A	B	C	D	F
Range	100% to 90%	< 90% to 80%	< 80% - 70%	< 70% to 60%	< 60% to 0%
Points	Over 387	344-387	301-344	258-301	Below 258

GRADING GUIDELINES

To complete assignments, see Assignment Guidelines on Canvas. I will provide detailed feedback on each assignment. Ensure that you understand evaluation criteria before beginning an assignment. No incompletes will be awarded unless there is an emergency (e.g., the Covid-19 pandemic).

COURSE POLICIES

Late Work
In case of a late submission, there will be one point subtracted from your grade per day. To receive no penalty for late submission, students must inform the instructor of reasons why they need an extension or incomplete in advance.

Academic Dishonesty Statement
The instructor expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that

degree, it is imperative that a student demonstrates a high standard of individual honor in his/her scholastic work. Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one's own work of material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event that disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor. **Plagiarism will not be tolerated** and students should be aware that all written course assignments will be checked by plagiarism detection software. Violations of academic integrity will be reported and processed according to the guidelines established by the University.

UNIVERSITY POLICIES and **UT TYLER RESOURCES FOR STUDENTS**
Information is available on Canvas Syllabus.

COLLLEGE OF BUSINESS STATEMENT OF ETHICS

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus.

TEXTBOOK

This course is based on all 13 chapters of Dick et al.'s (2014) book and four ID cases from Ertmer et al. (2019). **Students must read all required chapters and cases to follow ID steps.**

Required

Dick, W., Carey, L., & Carey, J. O. (2014). *Systematic design of instruction* (8th ed.). Pearson.

Recommended

Ertmer, P. A., Quinn, J. A., & Glazewski, K. D. (2019). *The ID casebook: Case studies in instructional design* (5th ed.). Routledge.

ID CASES

Glazewski, K. D., & Hicks, S. M. (2019). Natalie Morales: Managing Training in a manufacturing setting. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5th ed.) (pp. 249-255). Routledge **[Case 1]**

Jabaley, J., & Brantley-Dias, L. (2019). Camille Suarez: Redesigning curriculum for hybrid training in a public health setting. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5th ed.) (pp. 199-211). Routledge. **[Case 3]**

Rokaw, F. (2019). Fiona Roberts: "Joyne-ing" the learning team at a startup company. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5th ed.) (pp. 256-270). Routledge. **[Case 2]**

Ross, S. M., Morrison, G. R. (2019). Andrew Stewart: managing consulting activities in an evaluation context. In P.A. Ertmer, J. A., Quinn, & K. D. Glazewski, *The ID casebook: Case studies in instructional design* (5th ed.) (pp. 271-274). Routledge. **[Case 4]**

OPTIONAL READINGS

Following are the articles that will help students understand background information about ID and its link to HRD.

ADDIE

Allen, W. C. (2006). Overview and evolution of the ADDIE training system. *Advances in Developing Human Resources*, *8*(4), 430-441.

Instructional Design

Branch, R. M. (2018). Characteristics of foundational instructional design models. In R. A. Reiser & J. V. Dempsey (Eds.), *Trends and issues in instructional design and technology* (4th ed.) (pp. 23-30). Pearson.

Honebein, P. C., & Sink, D. L. (2012). The practice of eclectic instructional design. *Performance Improvement*, *51*(10), 26-31.

Nixon, E. K., & Lee, D. (2001). Rapid prototyping in the instructional design process. *Performance Improvement Quarterly*, *14*(3), 95-116.

Weinstein, M. G., & Shuck, B. (2011). Social ecology and worksite training and development: Introducing the social in instructional system design. *Human Resource Development Review*, *10*(3), 286-303.

Theory of Learning

Ertmer, P. A., & Newby, T. J. (2013). Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective. *Performance Improvement Quarterly, 26*(2), 43-71.

Theory of Instruction

Merrill, M. David. (2002). First principles of instruction. *Educational Technology Research & Development*, *50*(3), 43-59.

Interdisciplinarity

Cho, Y. (2017). Identifying interdisciplinary research collaboration in instructional technology. *TechTrends*, *61*, 46-52.

HRD 5317 COURSE SCHEDULE[3]

Week	Topic	Reading	Assignment
1 (8/23-8/29)	**Orientation (via Zoom) (all)** Introduction to ID Step 1: Identifying Goals (Goal Analysis)	Chapters 1 & 2	**Introduction (8/25)** Discussion 1 (Answer by Wed. & Comments by Sat.) Discussion lead (8/27) Discussion groups (assigned)
2 (8/30-9/5)	Step 2: Instructional Analysis (Task Analysis)	Chapters 3 & 4	**Team ground rules (8/30)** Discussion 2
3 (9/6-9/12)	Step 3: Learner Analysis **Team Clinic 1**	Chapters 5; ID case 1 (Glazewski & Hicks, 2019)	**Topic selection (9/6)** Discussion 3 **(ID case 1)**
4 (9/13-9/19)	Steps 4: Objectives	Chapters 6	Goal/Task Analysis (9/13) Discussion 4
5 (9/20-9/26)	Step 5: Assessment	Chapters 7	Learner Analysis (9/20) Discussion 5
6 (9/27-10/3)	Step 6: Instructional Strategy 1 **Team Clinic 2**	Chapter 8; ID case 2 (Rokaw, 2019)	Mid-term class/peer evaluation Discussion 6 **(ID case 2)**
7 (10/4-10/10)	Step 6: Instructional Strategy 2	Chapter 9	Objectives & Assessment (10/4) Discussion 7
8 (10/11-10/17)	Step 7: Instructional Materials	Chapter 10; ID case 3 (Jabaley & Brantley-Dias, 2019)	Discussion 8 **(ID case 3)**
9 (10/18-10/24)	Step 8: Formative Evaluation	Chapter 11	Instructional Strategy (10/18) Discussion 9
10 (10/25-10/31)	Step 9: Revise Instruction	Chapter 12: ID case 4 (Ross & Morrison, 2019)	Discussion 10 **(ID case 4)**
11 (11/1-11/7)	Step 10: Summative Evaluation	Chapter 13	Finalize Instructional Materials Discussion 11
12 (11/8-11/14)	Formative Evaluation with Client		Instructional Materials (11/8)
13 (11/15-11/21)	**Team Clinic 3**		Formative Evaluation (11/15)
14 (11/22-11/28)	Thanksgiving Day Week (no class)		
15 (11/29-12/5)	**Draft report and presentation**		**Draft report and presentation** (11/29)
16 (12/6-12/11)	Final submission & Reflection		**Final report** (12/6) Reflection paper (12/6) Peer evaluation (final) (12/6) Course evaluation

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[3] All due dates and assignments are subject to change depending on the circumstances throughout the semester.

APPENDIX 1: Weekl.y Discussion Postings

Rubric

Evaluation Criteria	Rating		
	Excellent	Needs Work	Unsatisfactory
Meeting two deadlines (Wed. & Sat.)	Posts (an answer and two comments) were posted by the two deadlines on Canvas	One of the posts was posted after the deadline on Canvas	Posts were posted after the deadline on Canvas, or posts were missing/not submitted
Citing required readings in the answer	Required readings were cited in your answer	A required reading was missing in your answer	All required readings were missing in the answer, or posts were not submitted
Answering in your own words	After citing required readings, your answer was written in your own words	After citing the required readings, the answer was partially written in your own words	Your answer was written without citing the required readings, or posts were not submitted
Writing is compact and pointed, following the APA style (7th ed.)	Writing was compact and pointed, following the APA	Writing did not follow the APA style or was not compact and pointed	Writing did not follow the APA style and was not compact and pointed, or posts were not submitted

APPENDIX 2: Training Design Report Template

Rubric

Criteria	Excellent	Good	Needs Improvement	Unsatisfactory/ No Submission
Required Components of the Report - *Did you include all components of the final report?*	The report includes all required components: cover page, executive summary, acknowledgments, main body (introduction, 10 steps, & conclusion), appendix, and references.	The report includes all but one or two of required components listed.	The report includes all but two or more of the required components listed.	The report is not submitted or does not include many required components listed.
Relevance to the Project Topic - *Does the report include relevant information on the project?*	The report includes most relevant information on the project. Content is relevant and clear.	For the most part, the report includes relevant information on the project. Content is mostly relevant and clear, but there are a few unnecessary details that are not relevant to the project.	The report includes few relevant information on the project. Content is not relevant and clear, as there are unnecessary details that are not relevant to the project.	The report does not include relevant information on the project. Content is not relevant and unclear. There are unnecessary details that are not relevant to the project. Or the report is not submitted.
Organization and Logical Flow - *Is the report well-organized?*	The report is well-organized. Writing demonstrates an understanding of the steps followed.	The report is adequately organized. Writing demonstrates an understanding of the steps followed.	The report is somewhat organized. Writing does not demonstrate an understanding of the steps followed.	The report lacks logical organization. Writing does not demonstrate any understanding of the steps followed. Or the report is not submitted.
Clarity - *Is the report written with clarity?*	The report is well written, clear, free from grammar and spelling errors.	The report shows above average quality and clarity in writing. There are minor errors in grammar and spelling.	The report shows an average quality writing. There are some errors in grammar and spelling.	The report shows a below average writing quality. There are frequent errors in spelling and grammar. Or the report is not submitted.
Attention to Details - *Did the report follow the APA (7th ed.) formatting guidelines?*	The APA formatting guidelines are used in text and references. The report demonstrates the authors' ability to pay attention to detail.	There are minor issues noted in APA formatting guidelines in text and references.	Some errors are noted in APA formatting guidelines in text and references.	Serval errors are noted in APA formatting guidelines in text and references. Or the report is not submitted.

APPENDIX 3: Peer Evaluation Form

Evaluate each member (including you) by circling the number that best reflects the extent to which he/she participated, prepared, helped the group excel and was a team player. Use the following ratings:

4 Usually (over 90% of the time)   2 Sometimes (less than half the time)
3 Frequently (more often than not)   1 Rarely (never or once in a great while)

Preparation Prepared for team meetings; has read course material and understands the issues and subject matter; completes team assignments on time; attends and is on time to team meetings				
Participation & Communication Articulates ideas effectively when speaking or writing; submits papers without grammatical errors; listens to others; encourages others to talk; persuasive when appropriate				
Helps Group Excel Expresses great interest in group success by evaluating ideas and suggestions; initiates problem solving; influences and encourages others to set high standards; doesn't accept just any idea but looks for the best ideas; stays motivated from beginning to end of projects			⇩	⇩
Team Player (Cooperation) Knows when to be a leader and a follower; keeps an open mind; compromises when appropriate; can take criticism; respects others		⇩	⇩	⇩
Member Name	⇩ **Team Player**	**Helps Group Excel**	**Participation & Communication**	**Preparation**
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely
(yourself)	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely	4 usually 3 frequently 2 sometimes 1 rarely

(Source: Adapted from Baker (2008), p. 205)

Please use this space for any additional comments.

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Honor Pledge: To the best of my recollection and ability, the above ratings accurately reflect the performance of my peers as well as mine.

Signature: _____   Date: _____