UNIVERSITY OF WISCONSIN-MILWAUKEE
School of Information Studies

INFOST 790 (201) Project Design, Implementation, and Evaluation

SYLLABUS

Fall 2019 (September 3 – December 12)

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Meeting Times & Location: Online (Canvas)

Document revision history

Version	Date of version	Summary of changes from previous version
1	9/3/2019	First version

CATALOG DESCRIPTION:

Culminating experience for MSIST degree program comprising the design, implementation, and evaluation of a capstone project related to the MSIST degree tracks. 3 credits.

GENERAL DESCRIPTION:

Projects and teamwork is a key feature in the workplace for information science and technology (IST) graduates. The objective of this course is for you to integrate the knowledge and skills that you gained throughout the MSIST degree program by completing a group-based capstone project related to the core IST courses in the MSIST degree, namely, user interface (UI) design and human computer interaction (HCI), web and mobile design and development, data science, and/or information security.

PREREQUISITES:

Open to MSIST degree candidates only. Passed all core MSIST courses in INFOST and COMPST: INFOST 547 (P). INFOST 582 (P). INFOST 583 (P). INFOST 584 (P). COMPST 701 (P). COMPST 702 (P). COMPST 703 (P) or cons instr.

REQUIREMENTS:
It is recommended that you review the course material from all the core MSIST classes *before* the semester starts since you will likely apply at least some of the knowledge and skills gained in each of these classes to complete the capstone project.

In this class, you will be expected to have regular access to the Internet and to have access and basic proficiency to use:

- word processing software (MS Word),
- presentation software (MS PowerPoint), and
- CASE software for diagramming purposes (MS Visio 2016).

You also will need access to the following and will complete a LinkedIn Learning courses to certify your proficiency:

- project management software (MS Project), and
- collaboration software (MS Teams).

Through the Microsoft Imagine Program students enrolled in one or more SOIS courses can download this licensed software at no cost. For general information including eligibility, support, and technical details please see: http://uwm.edu/informationstudies/resources/it/tutorials/#eAcademy.

If you are using a Mac you will need to install *VMware Fusion* to allow you to run *MS Visio*. VMware Fusion is available at not cost from: http://uwm.edu/informationstudies/resources/it/tutorials/#eAcademy. Note that the performance will depend greatly on the specifications of your machine. A new high-end Mac with 6 or 8GB of RAM will run Visio in *VMware* flawlessly. An older Mac with 2 or 4GB or RAM will have more trouble. If you do not want to deal with the hassle of running *VMware* you can use the Virtual Lab: http://uwm.edu/informationstudies/resources/it/sois-virtual-computer-lab/.

If you have questions or need assistance, please contact the SOIS tech office for support during regular office hours:

- Monday – Thursday: 8AM-9PM
- Friday: 8AM-5PM
- **Saturday: Closed**
- Sunday: 11AM-3PM (e-mail only as building is closed)

They can be reached at via e-mail at soistech@uwm.edu, by at phone 414-229-4707, or by stopping by at tech support office (NWQ 3432).

You can also contact the UWM Help Desk for technical assistance:

- (414) 229-4040

- help@uwm.edu
- GetTechHelp.uwm.edu

You will also need to be able to record your presentations, which implies functionality to record your voice as well as your screen and the skills to record and upload a video. Apart from Voice over PowerPoint, there are a variety of tools available online such as Screencastomatic.

In addition, depending on the nature of the capstone project that you will be working on, you will need to identify the necessary software and hardware and ensure that group members have the necessary access and demonstrate proficiency acquired from the core classes completed in the MSIST program. This forms part of the planning and procurement processes of project management, which is assessed in the class, among other aspects.

PROGRAM COMPETENCIES:
The class contributes to the following Master's of Science in Information Science and Technology (MSIST) learning outcomes:

2. Use systems, and tools of information technology to solve problems in a rapidly changing information technology field;
3. Develop analytical and critical thinking skills and capacities in a variety of Information Technology contexts;
4. Assure the quality of technology related information as well as its value to those who will ultimately use it for decision-making; and
5. Demonstrate the ability to communicate effectively, cogently and persuasively about ongoing or anticipated work with colleagues, end-users and corporate leadership.

CLASS LEARNING OUTCOMES:
By the end of the class you should demonstrate the ability to propose, design, implement and evaluate an IST-based solution to meet expected needs using the relevant techniques, skills, and tools necessary as a member of a group while also acknowledging professional, ethical and social responsibilities.

To complete this class, you must demonstrate the ability to do the following (assignments used for assessment in parenthesis):

1. *Design a project (Business case and presentation of proposed project, Initiation documents, Plan and design documents):*
   - Define a new project and secure authorization to start.
   - Establish the project scope, set objectives, and develop the project plan to achieve the project objectives.
2. *Implement the project (Implement and control documents, Closure, user and technical documents, Presentation slide deck):*
   - Implement the project plan by executing the work defined in the aforementioned project plan to achieve the project objectives and oversee the progress and performance of the project, adapting the plan as needed to create all the deliverables.

3. *Evaluate the project (Discussion of presentations, Lessons learned, Peer evaluation, Reflection):*
    - Conduct post-project review, document lessons learned, perform team member evaluation, and reflect on project experience.
4. *Demonstrate professional skills (all assignments):*
    - Produce professional documentation, including project, technical and user documentation (written communication skills).
    - Present professionally (oral communication skills).
    - Work as a member of a group (interpersonal skills).

REQUIRED MATERIALS

REQUIRED TEXT BOOK:
• None
RECOMMENDED TEXT BOOKS[1]:
• **[S8]** Schwalbe, K. (2016). *Information Technology Project Management*, 8th edition. Course Technology - Cengage Learning [ISBN: 978-1285452340] • **[S10]** Sommerville, I. (2016). Software Engineering, Global Edition. 10th edition. Pearson Education Limited [ISBN: 978-1292096131] • Other required text books and/or reading from MSIST core courses.

INSTRUCTOR POLICIES:

Attendance and Participation In order to facilitate effective teamwork and timely completion of your group's project, you will have to work CONSISTENTLY throughout the semester, and you will also need to be available to communicate with your group members on the term project several times throughout each week synchronously and asynchronously. Failure to participate and contribute substantively to assignments may negatively impact your grade.

Format for written assignments Word processed assignments are to be double-spaced using a 12-point kerned font such as Times New Roman with 1 to 1.25 inch margins in Word or PDF format only except where stated otherwise. All diagrams must be incorporated into relevant word-processed documents where applicable. Rely on a commonly used style manual for your submissions (e.g. Harvard, APA); these are available in the Library or UWM Bookstore or may be purchased through online book vendors.

Late submission Written assignments are due on the specified date on Canvas. Grades will be reduced for late submissions (one full grade for each week or part thereof).

Special consideration The principle of equal treatment of all students shall be a fundamental guide in responding to requests for special consideration. No student should be given an

[1] All reading from recommended textbooks will be provided on Canvas.

opportunity to improve a grade that is not made available to all members of the class. This policy is not intended to exclude reasonable accommodation of verified student disability, or the completion of work missed as the result of religious observance, verified illness, or justified absence due to circumstances beyond the student's control. See https://www4.uwm.edu/secu/policies/saap/upload/S29.htm for more.

Group communication Once you are assigned to a project group, you will be invited to join a team on MS Teams of which the instructor is an owner. **Use of MS Teams as your primary platform for substantive communication and collaboration in your group is mandatory** since it is the only platform that the instructor can access to verify the accuracy of your weekly status reports and updated project plans as well monitoring consistent contributions of all group members. You can, of course, use other platforms to alert each other to sign in to MS Teams but it is preferable to change your settings on MS Teams so that you receive notifications of updates, mentions, etc.

Academic integrity Rules of academic conduct require that you not use the work of others without clearly indicating it as such. You may not resubmit work that has already been used in fulfillment of the requirement of this or any other course. Academic misconduct may result in a lowered grade, no credit for a given assignment, or removal from the course. Please note that in the context of group work academic dishonesty includes but is not limited to, when one or more students engages in:

- Copying the original work, in whole or in part, of an individual who is not a member of the group, with or without the knowledge of other members of the group, and contributes the plagiarized work to a group assignment;
- Contributing less, little, or nothing to a group assignment and then claiming an equal share of the work or marks; and/or
- Discussing with other members of the group how to approach a common assessment item that requires individual submissions and relies on the same or very similar approach in the submitted assessment, without any acknowledgement of collaboration with colleagues and without the permission of the instructor.

GRADING BREAKDOWN:

Assignment	**Weight**
Discussions *(individual)*	10
Business case for proposed project and presentation *(individual)*	10
Initiate documents (group)*	10
Plan, design and organize documents (group)*	10
Implementation and control documents (group)*	10
Final project (group)*	20
Presentation and demonstration of final project (group)*	10
Lessons learned report (group)*	5
Peer evaluation score earned (excluding self-evaluation score) *(individual)*	10
Reflection *(individual)*	5
Total	**100**

* All participating and contributing group members will receive the same grade for group assignments. Group members who do not participate and contribute to a particular assignment as reported by the group will not be eligible for credit unless there is evidence of timely participation and contribution *on MS Teams*.

TIME INVESTMENT:
Although you will be assessed on your performance, *a minimum* of 144 hours of work is expected for the course. This time will be met as follows:

- Lectures and required reading - approximately 36 hours
- Group-based term project - approximately 108 hours

Note that assessment is based on outcome and performance, not on the time spent on the course.

GRADING SCALE:

94-100	A	74-76.99	C
90-93.99	A-	70-73.99	C-
87-89.99	B+	67-69.99	D+
84-86.99	B	64-66.99	D
80-83.99	B-	60-63.99	D-
77-79.99	C+	Below 60	F

COURSE SCHEDULE (SUBJECT TO CHANGE WITH ADVANCE NOTICE):

Week	Start date	Topic(s)	Required reading, watching and/or software[2]	Assignment(s) due before first class of the next week on Canvas	Learning outcomes
1	Sep 3	Course overview and introduction Review of project management (PM)	Syllabus S10 Ch 22-24	• Introduction discussion forum[3] • Discussion of PM reading	
2	Sep 9	Review of PM (continued)	S10 Ch 22-24	• Discussion of PM reading	
3	Sep 16	Review case study of an example project incl. PM Overview of Business Model Canvas (BMC) by Brian Thompson for LEC - **TBC**	S8 Ch 3	• Discussion of PM reading • Discussion of BMC - **TBC**	1
4	Sep 23	Prepare business case and presentation for proposed project		• Business case of proposed project (individual) • Presentation of proposed project (individual)	1
5	Sep 30	Presentations and project preferences		• Project preference sheet (individual)[3]	1, 4
6	Oct 7	Software for project management and collaboration	LinkedIn Learning[4]	• LinkedIn Learning certificates of completion[5] ○ MS Project ○ MS Teams	4
7	Oct 14	Work on project: initiate	MS Teams	• Initiation documents on Team	1, 4
8	Oct 21	Work on project: plan and design	MS Teams	• Plan and design documents	1, 4
9	Oct 28	Work on project: implement and control	MS Teams	• Implement and control documents	2, 4
10	Nov 4	Work on project: implement and control	MS Teams	• Implement and control documents	2, 4
11	Nov 11	Work on project: implement and control	MS Teams	• Implement and control documents	2, 4
12	Nov 18	Work on project: implement and control	MS Teams	• Implement and control documents	2, 4
13	Nov 25	Work on project: finalize and terminate	MS Teams	***Due Tuesday Nov 26:*** • Implement and control documents	2, 4

[2] Required reading from recommended texts as well as articles will be provided on Canvas.

[3] Use the institutional portal, enter <uwm.edu> and then log in with your PantherID and password. Review *Project Management Foundations* (3h 20m) if you feel that you need a refresher. Note: You do not need to have a LinkedIn profile to use LinkedIn Learning.

[4] Required but not graded for credit. ***Note that if you do not submit your project preference sheet, you will not be assigned to a project team!***

[5] **Complete *Microsoft Teams Essential Training* (2h 18m) by Nick Brazzi and *Microsoft Project 2016 Essential Training* (5h 5m) by Bonnie Biafore.**

				• Support documents for project	
	Nov 27	**THANKSGIVING RECESS**			
14	Dec 2	Work on project: prepare presentations and demonstrations	Neville-Neil[6] Appendix A MS Teams	• Presentation and demonstration	2, 4
15	Dec 9	Work on project: evaluate presentations and demonstrations, peers	Appendix B	***Due Thursday Dec 12:*** • Discussion of presentations • Lessons learned (individual) • Peer evaluation (individual)	3, 4
Exam week	Dec 14	Work on project: evaluate and reflect individually		***Due Saturday Dec 21:*** • Reflection (individual)	3, 4

ASSIGNMENTS:

Discussions

Discussions of project management material as well as of the final project presentation(s). Expectations will be posted on Canvas.

Business case and presentation of proposed project

The objective of this course is for you to integrate the knowledge and skills that you gained throughout the MSIST degree program by completing a group-based capstone project related to the core IST courses in the MSIST degree, namely, user interface (UI) design and human computer interaction (HCI), web and mobile design and development, data science, and/or information security.

To this end, prepare a business case and presentation in which you propose a project to the instructor and the class for the capstone (see S8 Table 3-2 on pp. 91-93 for an example). The project can comprise developing a solution to meet a specific need such as developing a website or mobile app, or investigating a particular issue/answering a well-developed research question in depth, for example, developing and distributing a survey for UI designs for a particular information system and developing initial designs based on responses.

The project scope should be such that at least two people are required to *collaborate throughout the semester* (not work independently and then simply merge their work in the final week) to successfully complete by the due date. Clearly explain if and to what extent your proposed project incorporates each of the four MSIST tracks. Furthermore, please note that your proposed project should:

- Not rely on or capture any personally identifiable, private, sensitive or company confidential information, or any other information that cannot be seen by the

[6] Neville-Neil, G. V. (2010). Presenting Your Project: The what, the how, and the why of giving an effective presentation. *Communications of the ACM*, 53(8), 33-34. [available on Canvas]

entire class and the instructor (if this is the case, you should generate sufficient dummy data for use in the class); and
- Not be used by a for-profit commercial entity as a substitute for work that would normally be performed by regular employees, contractors or consultants for commercial purposes.

If your project is for an organization, please ensure that you obtain an agreement/waiver from the organization, which states that UWM does not provide any guarantees regarding the quality of the process or product and cannot be held liable for any costs or losses incurred as a result of participating in the project or subsequent use of the project deliverables. Also, be sure to obtain agreement upfront about any likely expenditures to successfully complete the project. Please include these agreements and/or waiver with your submission.

Your presentation should capture the key points from the business case and be no more than 10 minutes in duration. You should be prepared to answer questions from the class and the instructor.

Project preference sheet (individual)

The instructor will evaluate all business cases and assign team members to approved projects based on their preferences. Not all business cases will be assigned team members and therefore not all proposed projects will move forward to the project initiation stage. Please be aware that there is no guarantee that you will be allocated to your top choices. Furthermore, the instructor may suggest changes to the project to ensure that the scope, complexity, etc. is suitable. Finally, if too few suitable projects are proposed, the instructor may also assign project topics.

Complete the project preference distributed in class by ranking in order the top three (3) projects that you would like to work on from most to least based on the business cases and presentations. Explain what you can bring to a project team in general (250 words) and, for each project, specifically what you can contribute to the particular project based on the business case and presentation (250 words). Please note that although the sheet does not earn any credit, if you do not fully complete and submit your sheet, you cannot be assigned to a project and may forfeit credit for the capstone project.

Note: The following sections provide the project management-related deliverables using the predictive approach. You are welcome to use an agile approach, BUT you still need to still need to submit a project plan (Figure 3-6), submit documentation weekly to report on work done (sprint planning, daily scrums, etc.), etc. Take into account when making your decision that this approach requires frequent meetings (typically daily) and that Schwalbe recommends co-located teams and smaller risks when using this approach. Furthermore, the entire team must agree on using a particular approach. If there is no agreement among team members on the approach to be used, then the default is the predictive PM approach as set out below.

Initiation documents
Submit the following documents to the drop box on Canvas:

- Project kick-off meeting agenda (see S8 Figure 3-2 on p. 97 for an example);
- Minutes of project kick-off meeting;
- Team contract (see S8 Table 3-8 on page 101 for an example) including a commitment to a professional code of ethics such as the *ACM Code of Ethics and Professional Conduct*; and
- Project charter (see S8 Table 3-6 on page 96 for an example).

Plan and design documents
Submit the following documents to the drop box on Canvas:

- Weekly status report (see S8 Table 3-14 on pp. 113-114 for an example);
- Project scope statement (see S8 Table 3-9 on p. 102-104 for an example);
- List of prioritized risks (see S8 Table 3-10 on p. 107 for an example); and
- Baseline project plan with WBS and milestones in .mpp format (see section below for information).

To compile the project plan you will need to analyze project requirements, assumptions and constraints, develop the WBS (see S8 Figure 3-3 for an example of what this comprises), obtain commitments from resources (all the group members) to tasks, and estimate time and cost to define the project baseline. The default view of the project plan file must be the Gantt chart (similar to S8 Figure A-37) and must include:

- project information
- summary tasks
- numbered tasks
- completed calendar for all resources
- task durations
- task dependencies
- resource allocation
- milestones

Include the initiation and planning as well as the presentation and demonstration at the end of the semester in your project plan.

Implementation and control documents
Every week the group must resubmit the following two documents to the drop box on Canvas:

- Weekly status report (see S8 Table 3-14 on pp. 113-114 for an example); and
- Updated project plan (.mpp).

In addition, all working documents and milestones must be available in the Locker on Canvas for instructor review in conjunction with the weekly status report and the updated project plan. You may also be asked to provide further evidence of your reported progress by the instructor at any time.

Supporting documents for project

Please provide all relevant supporting documents for your project. Exactly what to include in the documentation will vary according to the nature of your project but make sure that your documentation accurately and comprehensively documents the project the group completed in such a manner that a reader/user without or minimal training and an IST professional that was not a member of the team will fully understand your project and be able to maintain it and make modifications in future (if applicable).

For example, if you developed a website this would include the following:

- Any systems analysis and design documents such as user requirements analysis, logical models, etc.
- URL in document of website, or executable for the solution with readme file [NOTE: this must be accessible until the end of the exam period for final assessment purposes]
- User documentation describing what the system does and how to use it to meet the requirements.
- Technical documentation describing how the system does it

Final presentation and demonstration (group)

After completing your project, you will present your solution to the class. During your session, you should cover at least the following:

- Summarize the main business objectives for your project.
- List the project requirements (so that you can demonstrate how well your solution meets these requirements during the presentation and/or demonstration).
- Explain your approach to meeting the objectives and requirements (consider using a diagram). Explain the strengths and weaknesses of your approach and eventual solution. Discuss why you chose this approach and why it is preferable to any alternatives. This section will be more in-depth if your project does not warrant a demonstration.
- Provide a brief demonstration if applicable to your project to showcase how you've met the project requirements.

The presentation and demonstration should be no more than 20 minutes long in total. Be sure to keep it succinct and focused on the key aspects. Groups will be expected to answer questions posed by the class and instructor. Keep in mind, as with all other project deliverables, that professional skills are assessed and therefore not only the content but also how you present, conduct the demonstration, and answer any questions are also assessed. The rubric for assessment is included (see Appendix A).

Lessons learned report (group)
After completing and discussing the class' projects, compile a Lessons Learned Report documenting the lessons the group learned from the project (see S8 Figure 3-16 on p. 116 for an example).

Peer evaluation (individual)
Performance evaluation is a reality of the workplace. Many workplaces use 360-degree feedback in which colleagues provide input. The peer evaluation in this course will introduce you to being evaluated by your group members and also serves to motivate everyone to participate and contribute to the project.

Each group member will have the opportunity to individually complete **ONE confidential** peer evaluation **for each of your group members at the end of the semester** as well as a self-evaluation. A copy of the form is included (see Appendix B). Be sure to review this rubric before the capstone project kicks off so that you know what is expected and will be evaluated in terms of teamwork by your peers. A template that can be completed will be provided on Canvas at the end of the semester.

Reflection (individual)
Write a paper of between 3 to 5 pages in which you discuss what YOU learned in the class about IST, IST projects, project management, and about yourself as a team member of a project team. Although technically outside the scope of the class, you can also reflect on your overall experience during the MSIST.

UWM AND SOIS ACADEMIC POLICIES:

The following link will take you to UWM pages/links which contain university policies affecting all UWM students.

http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf

For graduate students, there are additional guidelines from the Graduate School (http://www.graduateschool.uwm.edu/students/current/), including those found in the ***Graduate Student and Faculty Handbook***:
http://www.graduateschool.uwm.edu/students/policies/expanded/.

The following link will take you to pages/links that contain SOIS policies affecting all SOIS students.

http://www4.uwm.edu/sois/resources/formpol/policies.cfm

APPENDIX A: Rubric for Assessment of Project Presentation and Demonstration

Topic	Exceptional (3)	Acceptable (2)	Marginal (1)	Unacceptable (0)	Points
Organization, structure and coherence *overall*	All information is presented in a logical, coherent and appropriate sequence, which is easily followed. Agenda is included and followed. Balanced use of presentation and demonstration. Addresses target audience.	Most information is presented in logical order which is easy to follow. Agenda is included and mostly followed. Addresses target audience.	Difficult to follow presentation due to erratic topical shifts and jumps. Agenda included but mostly not followed and/or not appropriate. Does not address target audience.	Not possible to understand presentation/demonstration due to absence of structure. No agenda / Agenda is inappropriate and not followed. Imbalance in use of materials (presentation vs. demonstration) - too much of one, not enough of the other. Does not address target audience.	
Content and technical competency *in presentation, demonstration and Q&A session*	Demonstration of full knowledge of the subject with explanations and elaboration. Covers all system functionality in demonstration and clearly demonstrates functionality. Able to explain all prototype's technicalities as appropriate and able to overcome associated technical limitations. Answers all questions.	At ease with content and able to elaborate and explain to some degree. Covers most system functionality in demonstration and demonstrates functionality with some gaps. Able to explain most of the prototype's technicalities and understand associated limitations. Answers most questions.	Uncomfortable with content. Covers some core system functionality in demonstration but not all and/or demonstration does not adequately show intended functionality. Able to explain most of the prototype's technicalities. Capable of answering rudimentary questions adequately. Answers almost all questions.	No grasp of content. Does not cover core system functionality in demonstration and/or demonstration does not show what is intended sufficiently. Does not comprehend technicalities of the system prototype project/ Limited ability to explain some of the technical aspects. Unable to answer most questions. / Answers only a few or none of the questions.	
Use of visual aids *in presentation and demonstration*	Text and presentation are reinforced by the use of visual aids. Clear. Appropriate use and number on each slide and the in presentation overall.	Visual aids are related to text and presentation. Can read clearly, not too much detail.	Occasional use of visual aids, however they barely support text or presentation. / Too much dependency on visual aids. Too busy/blurry.	No visual aids / superfluous and/or overwhelming. Illegible.	
Delivery: speaking skills and participation *in presentation and demonstration*	Delivery techniques make presentation compelling. All speakers sound polished and confident. Clear voice and correct, precise pronunciation of terms, steady rate, equal volume, equal enthusiasm, professional, confident, transition from one speaker to the next and/or presentation and demonstration is always smooth.	Delivery techniques make presentation interesting. Most speakers sound comfortable. Voices are clear and at a proper level. Most words pronounced correctly, steady rate, equal volume but sounds excessively rehearsed, some enthusiasm, transition from one speaker to the next and/or presentation and demonstration is generally smooth.	Delivery techniques make presentation understandable. Several speakers appear tentative. Occasional mispronunciation of terms, uneven rate/volume, inaudible/too much background noise, excessive use of filler words such as um's, lack of enthusiasm, transition from one speaker to the next and/or presentation and demonstration is somewhat abrupt/uneven/choppy.	Delivery techniques detract from the understandability of the presentation. Several speakers appear uncomfortable. Significant mumbling and incorrect pronunciation of terms, monotonous, voice level too low or too high, rate of speech too fast or too slow, transition from one speaker to the next and/or presentation and demonstration is abrupt/uneven/choppy.	
Attention to detail *overall*	No misspellings and/or grammatical errors.	A few misspellings and/or grammatical errors.	Several misspellings and/or grammatical errors.	Numerous misspellings and/or grammatical errors.	
Total presentation length	+/– 30 seconds or less than limit.	+/– 1 minutes or less than limit.	+/– 2 minutes or less than limit.	+/– 3 minutes or more or less than limit.	
Total					____/18

APPENDIX B: Rubric for Group Project Peer/Self-Evaluation

Group number:	*<insert number here>*
Your name:	*<insert your full name here>*
Name of person you are evaluating:	*<insert your group member's full name here or SELF for self-evaluation>*

The rubric below is meant to assess the teamwork of an individual student, not the team as a whole. Therefore, it is possible for an individual to receive high ratings, even if the team as a whole is rather flawed. Similarly, an individual could receive low ratings, even if the team as a whole works fairly well.

Instructions:
Evaluate the person listed above by selecting the most appropriate statement for each of the criteria listed. Record the corresponding points in the last column. ***You can assign zero (0 points) if the individual did not meet Benchmark level performance.*** Once completed calculate the total points earned out of 20 by adding the points earned for each of the criteria.

Criteria	**Exemplary** *4 points each*	**Accomplished** *3 points each*	**Constructive** *2 points each*	**Benchmark** *1 point each*	**Points earned**
Contributes to team meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.	_
Facilitates the contributions of team members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.	_
Individual contributions outside of team meetings	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.	_
Fosters constructive team climate	Supports a constructive team climate by doing ALL of the	Supports a constructive team climate by doing ANY THREE of	Supports a constructive team climate by doing ANY TWO of	Supports a constructive team climate by doing ANY ONE of	_

	following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	
Responds to conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.	_
Total					**__/20**

COMMENTS

Required regardless of points awarded BUT when awarding 2 points or less on any criteria please provide thorough motivation with reference to the stated criteria with one or preferably more examples to justify your point allocation

I will work with this person in a team again *(NOT APPLICABLE TO SELF-EVALUATION)*	Yes	No