

Data Analysis + Theories

Design Stage: Objectives, methods, instructors, outline, training materials and evaluation plan	Does not explain the stage. Does not develop training materials.	Attempts to explain the stage. Attempts to develop training materials.	Explains the stage. Describes the practice. Develops training materials.	Substantially explains the stage. Substantially develops training materials.	Effectively explains the stage. Effectively develops training materials.	
Review benchmark practices of training design	Does not explain the stage of needs assessment. Does not specify the benchmark practices involved in the task analysis	Attempts to explain the stage of needs assessment. Attempts to specify the benchmark practices involved in the task analysis.	Explains the stage of needs assessment. Specifies the benchmark practices involved in the task analysis.	Substantially explains the stage of needs assessment. Specifies the benchmark practices involved in the task analysis.	Effectively explains the stage of needs assessment. Specifies the benchmark practices involved in the task analysis.	
Evaluation Stage	Does not explain the stage. Does not develop instruments and tools for the evaluation.	Attempts to explain the stage. Attempts to develop instruments and tools for the evaluation.	Explains the stage. Describes the practice. Develops instruments and tools for the evaluation.	Substantially explains the stage. Substantially develops instruments and tools for the evaluation.	Effectively explains the stage. Effectively develops instruments and tools for the evaluation.	
Review benchmark practices of training evaluation	Does not explain the stage of needs assessment. Does not specify the benchmark practices involved in the task analysis	Attempts to explain the stage of needs assessment. Attempts to specify the benchmark practices involved in the task analysis.	Explains the stage of needs assessment. Specifies the benchmark practices involved in the task analysis.	Substantially explains the stage of needs assessment. Specifies the benchmark practices involved in the task analysis.	Effectively explains the stage of needs assessment. Specifies the benchmark practices involved in the task analysis.	

* Include
DATA Analysis
1 page
1 PPT

* Add Kinlaw Theories
Brinkerhoff Theories
1 page
1 PPT

items 5, 13, 21, 29, 37, 45, 53) and calculate their ratings of each dimension of team effectiveness. Submit your filled and scored questionnaire with **your name** printed on the front page (Due: **Sunday Week 4**). https://www.cu.edu/sites/default/files/Team_effectiveness_questionnaire.pdf

2. Team members meet and use the Team Effectiveness Questionnaire as instructed on the first page of the questionnaire (*ignore the intergroup relations*).
3. The team should use the average scores of the effectiveness dimensions to identify the strengths of the team, as well as areas to be improved.
4. The meeting should also review and renew the Team Agreement and see if the initial plan should be adjusted for future teamwork. Renew and sign the Team Agreement.
 - a. Compose the report according to the following **outline (2-3 pages; due Sunday Week 5)**.
5. Report the results of the Team Effectiveness Questionnaire. Use figures and/or tables to demonstrate your results.
6. Identify two strong dimensions of your team and analyze how you achieve effectiveness on these dimensions.
7. Identify two dimensions where your team needs improvements and analyze how you can enhance effectiveness on these dimensions.
8. Describe changes of Team Agreement, explain rationale of change based on the analysis in the previous sections, and attach renewed Team Agreement.

1. **Team Report – Part 2: Design & Evaluation.**

- a. **Design.** Using Chapter 5 as a guide, teams should develop all program materials **except** the detailed training content. Write a description of the materials and include materials as appendix to your writing.
 - Training objectives
 - Training methods to be used, and a rationale for using them, based on training theory
 - Proposed instructors, and the reason for using them
 - A tentative training outline
 - A tentative list and description of training materials needed
2. **Evaluation.** Using Chapter 7 as a guide, develop the evaluation tools and explain your rationale. Describe the procedure and tool (e.g., a survey instrument) you plan to use for data and how you plan to analyze the data you collected.
3. Here is the outline of your report:
 - **Introduction.** give an overview of your program, with a very brief review of your target trainees
 - **Theories:** review the textbook chapter and explain the purpose and benchmark practices of training design.
 - **Design:** see requirements above.
 - **Theories:** review the textbook chapter and explain the purpose and benchmark practices of training evaluation.
 - **Evaluation:** see requirements above.
 - **Conclusion.**
 - **Appendix:** put all your assessment tools/instruments here.

Hints:

1. When you develop the list of training materials, do **not** include the detailed materials for implementation (e.g., PowerPoint slides, classroom handouts).
2. You may adapt a small part of the materials from existing documents. Be sure to cite the source of the documents when you do so.
3. Assignment Due: **Sunday Week 7**
1. **Team Report – Presentation (on both Part 1 and Part 2)**
2. Due in **Week 8**
3. For **online** class, both the PPT files and the videos (i.e., mp4 files) of the presentations are due by the end of Week 8.
4. For **in person** class, the PPT files are due prior to the class of Week 8, and the presentations are due during the class.
5. The PPT file should include at least 10 slides that reflect the main text of the Team report - Part 1 &

- 2.
6. The PPT slides should be visually effective/attractive in information delivery (e.g., organization/team specific, not too crowded, rich in multi-media content)
7. Each presentation is limited to 15 minutes. All team members should present part of the work. For online classes, a video of the presentation with images of presenters is required.
8. Besides the quality of the visual aids, the content of the presentation, presenters will be evaluated based on the presentation skills such as interact (or attempt to interact) with audience (rather than reading from the slides/paper), time management, and smooth transition between presenters.
9. Note on technical requirements:
 - Only **PPT files** are accepted for the slides.
 - Only **mp4 files** are accepted for the video. Each team should submit **one** integrated video.
 - Due to the large size of video files, you may upload your video on your NSU One Drive (accessible from Outlook menu) and share it with me through a link. Be sure to make your video public or accessible to anyone who receives the link. **The team will not receive a grade on the presentation if I cannot view the video.**
1. **Rate my peers.** During the last week, each member of your team will evaluate each other's contribution. Please note that the default of each member's evaluation is 100%. Therefore, you do not need to submit anything if you intend to give all your teammates 100%.