

need 4-5 pages
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%.

NSU Cover Sheet

Nova Southeastern University
H. Wayne Huizenga College
of Business & Entrepreneurship

Assignment for Course: HRM 5360 – Human Resource Development

Submitted to: Dr. Jason Cavich

Title of Assignment (*Add specific topic as the secondary title. For example, Team Report: Safety Training*):

CERTIFICATION OF AUTHORSHIP: I certify that I am the author of this paper and that any assistance I received in its preparation is fully acknowledged and disclosed in the paper. I have also cited any sources from which I used data, ideas or words, either quoted directly or paraphrased. I also certify that this paper was prepared by me specifically for this course.

Submitted by: All authors' names (For team submission, put Team name in the front)

Students' Signatures: All authors' signatures (no signature, no grade)

Date of Submission: _____

Team Building Activities Report (Template)

Attendance	Does not attend the class	Partially attends the class	Fully attend the class	
Application of theories/concepts in class discussion	Does not make comments; comments are terse and lack of content; numerous grammatical or spelling mistakes; does not follow APA.	Makes less than required number of comments; some comments are comprehensive (meet length requirement) and apply theories/concepts properly; few grammatical or spelling mistakes; follows APA.	Make at least required number of comments; required number of comments are comprehensive (meet length requirement) and apply theories/concepts properly; free of grammatical or spelling mistakes; follows APA.	
Total (out of 100%)				

Grade Rubric for Team Building Report (weighed as 4% of total grade)

Team number:

Students' names:

Grade Rubric for Team Building Report	Points (%) (zero for lack of required content)	Score
When was the meeting held?	10	
Where was the meeting held?	10	
What was the theme of the meeting?	10	
Who attended the meeting?	10	
Present a photo of all attendants performing the activities	20	
How were the team building activities carried out? Describe briefly.	20	
How do you like this team experience? Provide your comments and suggestions .	20	
Total (out of 100%)		

Grade rubric for the Team Agreement (weighed as 5% of total grade)

Team number:

Students' names:

Grade Rubric for Team Agreement	Points (%) (zero for lack of required content)	Score

Team leader identified	10	
Members' contact information collected	20	
Team Report 1 timeline	20	
Team Report 2a timeline	20	
Team Report 2b timeline	20	
All member signed the agreement	10	
Total (out of 100%)		

Grade rubric for the Team report – Part 1 (weighed as 10% of total grade)

Team number:

Students' names:

	Earning maximum points in each box in 'PROFICIENT' column and / or points in columns to the right of 'PROFICIENT' meets standard					
	<<<<<<<<<< less quality more quality >>>>>>>>>>					
Performance Criteria	Basic (0%)	Developing (5%)	Proficient (10%)	Accomplished (15%)	Exceptional (20%)	Score
Review benchmark practices of needs assessment, focusing on task analysis	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.	
Needs Assessment Stage: Task analysis	Does not explain the stage. Does not develop instruments and tools for the analysis.	Attempts to explain the stage. Attempts to develop instruments and tools for the analysis.	Explains the stage. Describes the practice. Develops instruments and tools for the analysis.	Substantially explains the stage. Substantially develops instruments and tools for the analysis.	Effectively explains the stage. Effectively develops instruments and tools for the analysis.	
Review benchmark practices of needs assessment, focusing on person analysis	Does not specify the benchmark practices involved in the task analysis	Attempts to specify the benchmark practices involved in the task analysis.	Specifies the benchmark practices involved in the task analysis.	Specifies the benchmark practices involved in the task analysis.	Specifies the benchmark practices involved in the task analysis.	

Needs Assessment Stage: personal analysis	Does not explain the stage. Does not develop instruments and tools for the analysis.	Attempts to explain the stage. Attempts to develop instruments and tools for the analysis.	Explains the stage. Describes the practice. Develops instruments and tools for the analysis.	Substantially explains the stage. Substantially develops instruments and tools for the analysis.	Effectively explains the stage. Effectively develops instruments and tools for the analysis.	
Writes at the Graduate Level NOTE: Student will be awarded zero points for intellectual dishonesty and risks failing course and other sanctions.	Does not introduce and conclude the paper. Does not demonstrate the structure of the paper with segmentations and headings. Does not write using appropriate grammar, spelling, sentence structure and format (numerous major errors). Does not use APA to cite references.	Attempts to introduce and conclude the paper. Attempts to demonstrate the structure of the paper with segmentations and headings. Attempts to write using appropriate grammar, spelling, sentence structure and format (several major errors). Attempts to use APA to cite references (frequent errors).	Introduces and concludes the paper. Demonstrates the structure of the paper with segmentations and headings. Writes clearly using appropriate grammar, spelling, sentence structure and format (a few major and minor errors). Uses APA style (few errors).	Substantially Introduces and concludes the paper. Substantially demonstrates the structure of the paper with segmentations and headings. Substantially, clearly, and creatively writes using appropriate grammar, spelling, sentence structure and format (very few minor or no errors). Uses APA to cite references effectively.	Effectively Introduces and concludes the paper. Effectively demonstrates the structure of the paper with segmentations and headings. Effectively, clearly, and creatively writes using appropriate grammar, spelling, sentence structure and format (very few minor or no errors). Uses APA to cite references effectively.	
OVERALL GRADE(out of 100%)						

Grade rubric for the Team report – Part 2 (weighed as 15% of total grade)

Team number:

Students' names:

	Earning maximum points in each box in 'PROFICIENT' column and / or points in columns to the right of 'PROFICIENT' meets standard.					
	<<<<<<<<<< less quality more quality >>>>>>>>>>>>					
Performance Criteria	Basic (0%)	Developing (5%)	Proficient (10%)	Accomplished (15%)	Exceptional (20%)	Score

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.	

Writes at the Graduate Level NOTE: Student will be awarded zero points for intellectual dishonesty and risks failing course and other sanctions.	Does not introduce and conclude the paper. Does not demonstrate the structure of the paper with segmentations and headings. Does not write using appropriate grammar, spelling, sentence structure and format (numerous major errors). Does not use APA to cite references.	Attempts to introduce and conclude the paper. Attempts to demonstrate the structure of the paper with segmentations and headings. Attempts to write using appropriate grammar, spelling, sentence structure and format (several major errors). Attempts to use APA to cite references (frequent errors).	Introduces and concludes the paper. Demonstrates the structure of the paper with segmentations and headings. Writes clearly using appropriate grammar, spelling, sentence structure and format (a few major and minor errors). Uses APA style (few errors).	Substantially Introduces and concludes the paper. Effectively demonstrates the structure of the paper with segmentations and headings. Effectively, clearly, and creatively writes using appropriate grammar, spelling, sentence structure and format (very few minor or no errors). Uses APA to cite references effectively.	Effectively Introduces and concludes the paper. Effectively demonstrates the structure of the paper with segmentations and headings. Effectively, clearly, and creatively writes using appropriate grammar, spelling, sentence structure and format (very few minor or no errors). Uses APA to cite references effectively.	
OVERALL GRADE(out of 100%)						

Grade Rubric of Mid-term team self-evaluation (Individual submission) (weighed as 2% of total grade)

Students' name:

Team number:

	Earning maximum points in each box in 'PROFICIENT' column and / or points in columns to the right of 'PROFICIENT' meets standard.			
	<<<<<<<<<< less quality more quality >>>>>>>>>>			
Performance Criteria	Basic (0%)	Developing (25%)	Accomplished (50%)	Score
Questionnaire	Does not fill out the questionnaire.	Partially fills out the questionnaire.	Fully fills out the questionnaire.	
Score	Does not calculate the sores.	Partially calculates the sores.	Fully calculates the sores.	
Total (out of 100%)				

Grade Rubric of Mid-term team self-evaluation (Team submission) (weighed as 5% of total grade)