

**DEPARTMENT OF MARKETING AND LOGISTICS
LSCM 4510 LOGISTICS AND BUSINESS ANALYSIS - 2017 Spring
COURSE SYLLABUS**

- TERM:** Fall Semester, 2016
Thursdays 06:30-09:20 PM, WH 315
- COURSE TITLE:** LSCM 4510 Logistics & Business Analysis - 2017 Spring
- INSTRUCTOR:** Jonathon T. Fite
Email: Jonathon.Fite@unt.edu
Office: BLB 338B
Phone: 940-565-3673
Cell Phone: 817-690-5876
- OFFICE HOURS:** Times by appointment. I tend to respond to email inquiries fairly quickly.
- COURSE MATERIALS:**
1. A Wall Street Journal subscription is required for this class. Go to WSJ.com/studentoffer. I recommend you establish a subscription for every semester, but at a minimum select the 15 weeks for \$15 offer. After filling out your contact information select the following under the School Information section:
 - a. Zip Code = 76201
 - b. School = University of North Texas
 - c. Referring Professor = Fite, Jonathon
 2. *Learn.* Course materials, assignments, and outside readings will be available within Blackboard/Learn portal. Students can access the online Blackboard using the Internet at the website learn.unt.edu. The site is password protected. You can learn more about Blackboard by reviewing the on-line student manuals.
 3. *Outside readings:* Outside readings will be required for some class sessions.

**COURSE
MATERIALS
CONTINUED:**

4. *Internet Software:* You will need Internet access. Course materials and assignments will be distributed via the Internet using Blackboard or group emails. You will be responsible for accessing Blackboard to obtain all course materials. Adobe Acrobat Reader will be required to read some of these materials. Acrobat Reader is available free from the Adobe web site: www.adobe.com. Many of the printed materials required for this course will be in stored in PDF. This format is common for materials published throughout the web and for full-text articles obtained on-line from the UNT library.
5. *Class Powerpoint Presentations:* Copies of the PowerPoint slides used during the in-class lectures can be downloaded from Blackboard. I will generally save these files in PDF. I would encourage you to download and print copies of the slides in advance of their coverage in class. You may find this useful to follow along while in class, and/or to review the slides on-line from home or work.

It will be assumed that you have a working knowledge of the topics covered in the prerequisites for this class. The prerequisite material includes statistics, forecasting and regression. Effort will be made to not address material already covered in those courses.

**COURSE
OVERVIEW:**

Note: I may revise the following schedule to accommodate class progress, to provide more in-depth discussion where warranted, to take advantage of guest speakers or tours if the opportunity should arise. We will attempt to stay as close to this schedule as possible.

**SCHEDULING
DISCLAIMER**

The schedule, policies, and assignments contained in this course syllabus are subject to change in the event of extenuating circumstances, class progress, or by mutual agreement between the instructor and the students. All changes will be announced in class prior to the change with a posted change to the syllabus given to each student and placed in Blackboard.

Date	Location	Topics Covered	Assignments Due
17-Jan	- Live Class	- Project Intros, Syllabus Review - Case Discussion	In-Class Cases: Denton Barbers In-Class Cases: MoJo Motors
24-Jan	- Remote - Online	- Interview Week - Pivot Table Analysis	- Resume Posted - Interviews Complete
31-Jan	TBD	- Project Communication Strategies	- Projects Assigned
7-Feb	TBD	- Professor Review #1	- Project Clarifying Questions Compiled - Client Meeting #1
14-Feb	TBD	- Professor Review #2	- Project Scope and Plan Draft - Client Meeting #2
21-Feb	TBD	- Professor Review #3	- Project Scope and Plan Final - Client Meeting #3 – Project Update
28-Feb	TBD	- Professor Review #4	
7-Mar	TBD	- Professor Review #5	- Client Meeting #4 – Project Update
14-Mar	TBD	Spring Break	
21-Mar	TBD	- Professor Review #6	
28-Mar	TBD	- Professor Review #7	- Client Meeting #5 – Project Update
4-Apr	TBD	- Professor Review #8	
11-Apr	TBD	- Professor Review #9	- Client Meeting #6 – Project Update
18-Apr	TBD	- Professor Review #10	
25-Apr	TBD		- Final report outs
2-May	TBD		

GRADING:

The grading elements for the course are summarized below:

Graded Element	Percentage
Individual: Resume	0% or -5%
Individual: Professional Development	04%
Team: Professor Updates (10)	20%
Team: Project Scope and Plan Draft	04%
Team: Project Scope and Plan Final	04%
Team: Client Updates (6)	24%
Team: Client Feedback on Results	34%
Individual: Peer Review	10%
Total	100%
Note: Failure to actively participate in class may result in a multi-letter grade deduction from the final course grade.	

Grade	Numeric Range	Grade points
A	90 to 100	4.0
B	80 to 90	3.0
C	70 to 80	2.0
D	60 to 70	1.0
F	Below 60	0.0

Note: There will be no extra credit in this class. Students will not be allowed to resubmit cases or exams.

The grading scale is guaranteed. You will receive no less than the grade listed within the appropriate interval. I reserve the right to adjust the grading scale in favor of the class if warranted. The points assigned to each grade comply with the points identified in the UNT Graduate Catalog.

Numeric grades are not rounded up to the next high letter grade. I frequently curve the grades for many of the assessments in the course. Rounding would result in an additional curve for a limited number of students near grade “breaks.”

**ASSIGNMENT
FORMATS AND
DUE DATES**

You are expected to approach each assignment with the professionalism required in the “business” world by fulfilling completed staff work.

**MISSING A
PROJECT
ACTIVITY:**

Project activities cannot be made up. If you must miss an activity due to work or other unavoidable circumstances, you must contact me in advance. If the circumstances merit, I will schedule a make-up activity. These situations will occur on an exception basis and must be justified on extraordinary circumstances.

In order to be considered for the make up of an assignment, you **must** notify me (via phone, fax, e-mail, or in-person) **before** the day of the assignment. Failure to provide notification will result in a failing grade for the course. Exceptions will only be made in very extreme cases.

**REQUIRED
OUTSIDE
READINGS:**

The outside readings provide different perspectives on the class topics. The readings are meant to provide a foundation for in-class discussion and to broaden the students’ understanding of the topics. Material in these readings may be testable; students can improve their understanding of the topics by scanning these articles. The majority of the outside readings will be made available in Blackboard.

**CLASS
ATTENDANCE:**

I hold you responsible for all material covered during class, including changes to the syllabus, course schedule, and course materials. I will not supplement missed lecture material. If you must miss a class, you need to make the necessary arrangements to obtain any missed material or lecture notes from other students in the class. **I recommend you establish a “backup” or study group to supplement your notes or to obtain missed material.**

Class attendance is mandatory; and I will call on students by name to answer questions, discuss case assignments, and to comment on key concepts. Missing these opportunities may result in a reduction in your final grade (see class participation under Grading). Class participation and attendance cannot be made up without a valid medical excuse, an absence approved by the Dean of Students, or bona fide family emergency.

**CLASS
PARTICIPATION:**

Class participation will affect the case grades and your final grade. Points will be based on preparation for class, quality of class input, organization, and conciseness. If you do not actively participate, you will not receive any points for this grading element.

Students are expected to fully prepare for the in-class discussions. Case discussion requires significant effort and should not be taken lightly. I will call on students by name to provide an overview of the case, define the problem, identify key issues and themes, suggest alternatives, discuss the analysis, critique inputs, provide recommendations, and summarize the in-class discussion. I will record in-class discussion on a daily basis using a 5-point scale. The points assigned will be based on degree of participation as well as the quality of participation. Failure to be prepared will result in 0 points.

Students are also expected to incorporate an understanding of current economic events within their case and class discussions. To prepare, students are required to incorporate readings of economic periodicals (*Wall Street Journal*, *Financial Times*, etc.) into their daily routines. Students can obtain a reduced rate subscription through the University.

**CASE
PARTICIPATION:**

While case work may be completed as a group, you are required to make a full contribution to your team. Each student will be required to complete a peer review for yourself and each member of your case team (see Attachment 5). The peer reviews should be submitted individually, not shown to your teammates, and submitted with the final case.

FAILURE TO SUBMIT THE PEER REVIEW WILL RESULT IN AN AUTOMATIC 20% DEDUCTION FROM YOUR OVERALL CLASS AVERAGE!

The peer reviews are important as they will affect your case grades and those of your case team members. I will use the peer evaluations to compute your case scores as shown on page 10. Your review should consider how you and your teammates performed on both cases. As a result, you will receive two scores for each case: the team grade for the cases and your individual grade for the cases. The individual grades will not be posted until all peer evaluations have been received.

LIBRARY ASSIGNMENTS:

Students are expected to use the library or internet sources to obtain outside readings and research industry information regarding the investing topics selected for the case assignments.

In addition, students use the library resources for access to the economic periodicals. Outside readings may be downloaded from the UNT library's electronic resources.

ACADEMIC INTEGRITY:

Academic Integrity Standards and Sanctions for Violation.

According to UNT Policy 18.1.16, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

Cheating, plagiarism, or other inappropriate assistance on examinations will be treated with **zero tolerance** and will result in a grade of "F" for the course. The work should be solely your effort with ABSOLUTELY NO outside help or assistance. When working on exams, you must not discuss the exam with anyone (other faculty, other teams, or other students) unless specifically approved by the instructor. Students must be familiar with and adhere to the University's Academic Integrity policies.

Copying or using material from assignments previously submitted by other students (at UNT or other learning institutions) or downloaded from the Internet is plagiarism. If you quote material, you must cite your sources. **Large scale "cutting and pasting" from other sources, even if properly footnoted does not meet the criterion of submitting your own work and will result in a failing grade for the course.**

The examination instructions are very clear regarding what materials may be used on the exam. **If you "preprogram" your calculator, use any materials other than those permitted on the exam, talk with other individuals during the exam, exchange information about an exam with an individual that has not taken the exam, or copy or use material from another individual's exam, you will receive a failing grade for the course.**

According to University policy, if you become aware of any misconduct related to academic integrity, you should inform me or another proper authority such as the department chair or associate dean.

FINAL GRADES:

I will not post final grades beyond what is available on Blackboard. I cannot respond to grade requests except if you appear in-person at my office.

**GRADE APPEALS,
WITHDRAWALS,
& INCOMPLETES**

Please refer to the UNT Graduate Catalog for policies governing these actions. If you have any questions, please contact me for clarification. Please note: I only use an incomplete for extraordinary circumstances. An incomplete grade will not be

used simply to provide more time to complete the course requirements.

**EXAM AND
ASSIGNMENT
GRADE APPEALS**

If you disagree with how any assignment or examination was graded, **you must submit a written appeal by email or letter before the start of the next class period.** The email or letter must clearly state the rationale for the appeal and provide evidence to support your position. For example, you may cite text references, Powerpoint slides, or outside readings to support your position—**these must be clearly referenced by title and page number.** The rationale should be objective in nature and should not include subjective opinions. **Appeals that do not provide supporting rationale and specific reference(s) to course materials will be returned without consideration.**

**AMERICANS WITH
DISABILITIES ACT**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For

additional information see the ODA website at disability.unt.edu.

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

CLASS COMMUNICATIONS

I will post classwide announcements on Blackboard as needed. When those notices are posted, Blackboard will forward an email copy of the announcement to the email address the university has on file for you.

If you wish to communicate with me, please send an email to Jonathon.Fite@unt.edu. I will respond in a timely manner, but blackboard messages are not auto-forwarded and may result in a delayed response. So, please use my UNT email.

**LSCM 4510 LOGISTICS AND BUSINESS ANALYSIS - 2017 Spring
ATTACHMENT 1 – LogSA EVENTS**

+++++
TBD
+++++

**LSCM 4510 LOGISTICS AND BUSINESS ANALYSIS - 2017 Spring
ATTACHMENT 2 – RESUME ASSIGNMENT**

So, you attend a professional meeting tonight and chat with a vice president with a 3PL. “Looking for an exceptional UNT graduate highly capable to do great things for your company?” you ask. She replies, “Send me your resume by Noon tomorrow.”

Now is the time to get your resume in shape. Complete the attached resume cover sheet and post in the Assignments module within Blackboard Learn no later than 5:00 PM on Thursday September 03. To avoid a reduction in participation points name your resume file using your last name and the term and year of your graduation. For example:

Lastname_GraduationTerm_GraduationYear.doc
Example: Doe_Fall_2030.doc¹

Failure to properly name your file will result in a penalty toward participation points. Late submissions will receive a three point reduction in their final grade. The logistics faculty will use this resume to send to companies that contact us throughout the semester so make sure it is your very best, no excuses. You have the right to request your resume **not** be distributed to potential employers. **There are no points for completing this assignment. NOT completing this assignment is a deduction of 5% from your individual grade contribution.**

YOU MUST COMPLETE THE FORM ON THE FOLLOWING PAGE AND TURN-IN A SIGNED COPY as a scanned pdf or Word document (cut and paste out of the syllabus) and post with your resume in Blackboard Learn by September 3.

¹ This student obviously does not plan to pass LSCM4560 on the first attempt!

LOGISTICS AND SUPPLY CHAIN MANAGEMENT RESUME POSTING AUTHORIZATION

Name your resume file as follows:

Lastname_GraduationSemester_GraduationYear.doc
Example: Doe_Fall_2030.doc

Student name: _____
ID Number: _____
Submit Date: _____

Please check the appropriate responses:

- | | |
|--|---|
| A Logistics intern position for: | <ul style="list-style-type: none">☐ Spring2016☐ Summer 2016☐ Fall 2016☐ I am not interested in a Logistics related internship |
| A part time position in Logistics: | <ul style="list-style-type: none">☐ Spring2016☐ Summer 2016☐ Fall 2016☐ I am not interested in part time employment in Logistics |
| Post graduation permanent professional employment: | <ul style="list-style-type: none">☐ Spring2016☐ Summer 2016☐ Fall 2016☐ I will not be seeking employment in the logistics field |
| Release my resume: | <ul style="list-style-type: none">☐ The University of North Texas has permission to distribute my resume to prospective employers.☐ Please do not release my resume. It is submitted for a class requirement only. |

Signed: _____

**LSCM 4510 LOGISTICS AND BUSINESS ANALYSIS - 2017 Spring
ATTACHMENT 3 – PROFESSIONAL DEVELOPMENT IN LOGISTICS**

Professionalism (2.0 points per event, 2 Events Required):

The UNT Professional Program in Logistics is very proud of its close relationship with industry and our emphasis on professionalism. This semester the Logistics Executive Lecture Series has planned a number of Friday afternoon sessions allowing students to meet and actively interchange with operations and logistics executives and at least two OnBoarding sessions. You may earn up 2 points per speaker attended up to 4 points.

To receive each 2 point credit you must

- A) RSVP in advance at the Logistics Center with this course number,
- B) Swipe your ID when you attend,

Attendance at the same event to fulfill a requirement for another course or program will not be counted. You will not receive credit if you have not RSVP'd. If you RSVP and fail to attend 1 point will be deducted from your grade. You can make up these points by attending another presentation. No more than 4 points may be earned for this element of the course. If you cannot attend these events due to work or class schedule conflicts, you may find an alternative such as an evening professional meeting. My goal is that you are able to interact with a corporate executive. Attendance of a career fair or attendance of a student interest group (such as AMA, LOGSA, or SAA) will not count as a substitute unless a C-level executive is speaking and the presentation has been approved in advance. Any alternative must be approved by Mr. Fite at least 24 hours prior to attending the event and you will be asked to provide the C-level executive's business card as proof that you interacted with the executive.

Executive Lecture Series:

<http://www.cob.unt.edu/logisticscenter/students/lectureseries/speakers.php>

Onboarding Program:

<http://www.cob.unt.edu/logisticscenter/students/onboarding/onboarding.php>

Friday, January 27, 1:00-2:00pm, BLB 080 - Onboarding Program - Social Media and LinkedIn, presented by Tim Feemster, logistics board member and LinkedIn expert

*Productive session to teach students how to use LinkedIn effectively.

Friday, February 3, 1:00-2:00pm, BLB 080 - Onboarding Program - Mock Interviews, presented by Target

*Excellent session for students to learn how to prepare for behavioral interviews.

Friday, February 10, 12:00-2:00pm, BLB 090 - Onboarding Program - StrengthsQuest Assessment - Part 1, presented by Christina Aguilar, CoB staff member and certified Gallup instructor

*Helps students understand their strengths, match to job descriptions, and communicate them effectively in interviews.

Friday, February 17, 12:00-2:00pm, BLB 090 - Onboarding Program - StrengthsQuest Assessment - Part 2, presented by Christina Aguilar

Friday, February 24, 1:00-2:00pm, BLB 080 - Executive Lecture Series - Adrian Barbera, Regional Vice President, Schneider

Friday, March 3, 1:00-2:00pm, BLB 080 - Executive Lecture Series - Matthew Rooney, Director, Economic Growth, George W. Bush Presidential Center

Friday, March 24, 1:00-2:00pm, BLB 080 - TBA

Friday, March 31, 1:00-2:00pm, BLB 080, TBA

Friday, April 7, 1:00-2:00pm, BLB 080 - Executive Lecture Series - Beau Lamothe, Chief Commercial Officer, Perimeter Global Logistics (PGL)

Friday, April 21, 1:00-2:00pm, BLB 080 - TBA

Friday, April 28, 1:00-2:00pm, BLB 080 - TBA

Additional speakers waiting for date confirmations:

Serge Poborka, Director of Materials, Peterbilt

Jim Wicker, CEO, JW Logistics

Angela Guillory, Vice President Customer & Market Operations, Oncor

Simon Jeacock to present Onboarding Program session - Negotiating Salary & Multiple Job Offers

LSCM 4510 LOGISTICS AND BUSINESS ANALYSIS - 2017 Spring

ATTACHMENT 4 – PROFESSIONAL ATTIRE

The standards below come from a major banking institution in the DFW Metroplex. This is the expectation of all the employees working in the bank and will be the expectations of the students in this class when engaging with your client teams (either via video conference or in person). School clothes are those you wear to class or a working session when a client is not present. Business Professional and Business Casual Clothes are defined in the tables below.

FEMALE – Business PROFESSIONAL October 1 – Memorial Day	FEMALE – Business CASUAL Memorial Day – September 30
Suits	
Pantsuits: -coordinating dress pant and jacket -nice sweater set and slacks -dress blouse and slacks	
Slacks -dress slacks	Slacks -darker style or twill slacks that have been pressed or starched
Capris -only if they appear as coordinated business suit -not shorter than mid-calf -must project professional image -not stretch or tight fitting	Capris -prefer coordinated business unit
Blouses -dress blouse -nice sweater set -should not be revealing in any way -must cover all areas when sitting, standing, or bending	Blouses -sleeveless blouses must cover all under garments and be at least three inches in shoulder width
Dresses/Skirts -hemlines should be on the conservative side of the current style -not shorter than two inches above the middle of the knee	
Hosiery -optional	

MALE – Business PROFESSIONAL October 1 – Memorial Day	MALE – Business CASUAL Memorial Day – September 30
Suit coat or sport coat -always available and worn when necessary	
Slacks -fit appropriately, not too tight or baggy	Slacks -docked style or twill that have been pressed or starched
Shirt -long sleeve	Shirt -shirts with collars (golf shirts, short sleeve and long sleeve shirts) -mock turtlenecks -printed shirts must be conservative in style -wild prints not allowed
Tie	

LSCM 4510 LOGISTICS AND BUSINESS ANALYSIS - 2017 Spring ATTACHMENT 5 - PEER REVIEW FORMS

During the last week of class, each group member will provide the instructor with an evaluation of their individual performance and of each group member's performance for the four case assignments using the forms included in this attachment. This measure allows you to identify the level to which your group members have helped the group. This is your chance to identify and reward/penalize both excellent and poor performance of group members, as well as your own. This is the only grade measurement where you play a role in determining your own grade or of your peers.

Peer evaluations will be performed anonymously using the rating forms attached to this syllabus. You can obtain an electronic version of the forms by downloading the syllabus from Blackboard. Please submit your evaluations as an attachment to an email to me. I will collect the responses and provide anonymous feedback to each student. My feedback will reflect my observations of your performance and participation in the course. You should consider my feedback as an indicator of the participation points that you will receive for the course. **I strongly recommend you review the peer evaluation sheets so you can become familiar with the requirements for team and course participation.**

I will incorporate the peer evaluations as part of your grade for the case assignments. The following formula will be used to adjust your grade for the four case grades:

$$\frac{\text{Individual average}}{\text{Team average}} \times \text{Team grade} = \text{Individual grade}$$

The formula allows an individual to receive a grade higher than the team grade if the team members considered the individual's performance to be higher than the other team members. NOTE: assigning high grades to everyone will not help the individuals that performed a disproportionate share of the work. High across-the-board evaluations do not help other team members or provide feedback on how or where to improve team performance.

You will only receive an average score and written feedback. You will not receive frequencies or distributions of scores.

PERFORMANCE RATING FORM SUMMARY

YOUR NAME _____ DATE _____

INSTRUCTIONS:

Use the Performance Factors handout to rate each of your team members and yourself. Follow guidelines given in the handout. Create a second page if you want to add comments. If you have any questions, contact me. Enter a 1-5 for each dimension for yourself and each person on your team. Make sure you put your teammate's name in Column Heading.

TEAMMATES (ENTER NAME IN COLUMN HEADING)

FACTOR	SELF				
1. Quality of work					
2. Timeliness of work					
3. Task support					
4. Interaction					
5. Attendance					
6. Responsibility					
7. Involvement					
8. Shares resources					
9. Emotional/ motivational support					
10. Leadership					
11. Overall Performance					

TEAM PERFORMANCE FACTORS

Guidelines:

1. Disregard your general impressions and concentrate on one factor at a time.
2. Study carefully the definition given for each factor and the specifications for each category.
3. Call to mind instances that are typical of the student's work and behavior. Do not be influenced by unusual cases, which are not typical.
4. Determine the category that best describes the student's accomplishments in that area and enter the number on the summary sheet
5. Comments should be used to support your ratings where applicable.

Factors:

- 1. Quality of Work: Consider the degree to which the student team member provides work that is accurate and complete.**

I	II	III	IV	V
Produces unacceptable work, fails to meet minimum group or project requirements.	Occasionally produces work that meets minimum group or project requirements.	Meets minimum group or project requirements.	Regularly produces work that meets minimum requirements and sometimes exceeds project or group requirements.	Produces work that consistently exceeds established group or project requirements.
50	75	90	95	100

- 2. Timeliness of Work: Consider the student team member's timeliness of work.**

I	II	III	IV	V
Fails to meet deadlines set by group.	Occasionally misses deadlines set by group.	Regularly meets deadlines set by group.	Consistently meets deadlines set by group and occasionally completes work ahead of schedule.	Consistently completes work ahead of schedule.
50	75	90	95	100

3. **Task Support:** Consider the amount of task support the student team member gives to other team members.

I	II	III	IV	V
Gives no task support to other members.	Sometimes gives task support to other members.	Occasionally provides task support to other group members.	Consistently provides task support to other group members.	Consistently gives more task support than expected.
55	65	75	90	95

4. **Interaction:** Consider how the student team member relates and communicates to other team members.

I	II	III	IV	V
Behavior is detrimental to group.	Behavior is inconsistent and occasionally distracts group meetings. Does not always follow code of conduct.	Regularly projects appropriate team behavior which includes following code of conduct, listening to others, and allowing his/her ideas to be criticized.	Consistently demonstrates appropriate team behavior.	Consistently demonstrates exemplary team behavior.
50	70	90	95	100

5. **Attendance:** Consider the student team member's attendance at the group meetings. (This includes in class meetings.)

I	II	III	IV	V
Failed to attend the group meetings.	Attended 1%-32% of the group meetings.	Attended 33%-65% of the group meetings.	Attended 66%-99% of the group meetings.	Attended 100% of the group meetings.
0	50	65	85	100

6. **Responsibility:** Consider the ability of the student team member to carry out a chosen or assigned task, the degree to which the student can be relied upon to complete a task.

I	II	III	IV	V
Is unwilling to carry out assigned tasks.	Sometimes carries out assigned tasks but never volunteers to do a task.	Carries out assigned tasks but never volunteers to do a task.	Carries out assigned tasks & occasionally volunteers for other tasks.	Consistently carries out assigned tasks and always volunteers for other tasks.
0	60	90	95	100

7. **Involvement:** Consider the extent to which the student team member participates in the exchange of information (does outside research, brings outside knowledge to group).

I	II	III	IV	V
Fails to participate in group discussions and fails to share relevant material.	Sometimes participates in group discussions and rarely contributes relevant material for the project.	Takes part in group discussions and shares relevant information.	Regularly participates in group discussion and sometimes exceeds expectations.	Consistently exceeds group expectations for participation & consistently contributes relevant material to project
0	65	90	95	100

8. **Share Resources/Expenses:** Consider the extent to which student team member is willing to share time, resources, or money with the group in order to accomplish group's goal.

I	II	III	IV	V
Does not share in resources/expenses.	Shares to some extent, but does not contribute a fair share.	Shares equally at all times.	Shares equally at all times, and occasionally gives more than is expected.	Consistently gives more than is expected.
50	65	90	95	100

9. Emotional/Motivational Support: Consider the amount of emotional/motivational support the student gives to other team members.

I	II	III	IV	V
Gives no emotional/motivational support to other members.	Sometimes gives emotional/motivational support to other members.	Occasionally provides emotional/motivational support to other group members.	Consistently provides emotional/motivational support to other group members.	Consistently gives more emotional/motivational support than expected.
55	70	75	90	95

10. Leadership: Consider how the team member engages in leadership activities.

I	II	III	IV	V
Does not display leadership skills.	Displays minimal leadership skills in team.	Occasionally assumes leadership role.	Regularly displays good leadership skills.	Consistently demonstrates exemplary leadership skills.
65	75	85	95	100

11. Overall Performance Rating: Consider the overall performance of the student team member while in the group. Do not consider extraneous knowledge that you may possess which is not relevant to group behavior, such as if you associate with the student outside of class in a friendship or working relationship.

I	II	III	IV	V
Performance significantly fails to meet group requirements.	Performance fails to meet some group requirements.	Performance meets all group requirements.	Performance meets all group requirements consistently & sometimes exceeds requirements.	Performance consistently exceeds all group requirements.
50	70	90	95	100