Student Performance Expectations

a. **Textbook Assignments:** Readings will be assigned for each class week. All class members are expected to read and be prepared to fully engage with the required assigned readings.

b. **Team Work:** Students will be randomly assigned into learning teams. For most of you, you will be working with new team members. While at first this may lead to some discomfort, by creating new teams, you will have an opportunity to use the experiences you have gained working with others in prior courses and design a new, high performing team. BlackBoard reveals the new team you are assigned. Please check your group tab for your team information. These teams will have class assignments and other tasks to accomplish. Positive performers in these work teams will demonstrate customer service skills for the others on their teams, the professor, and the recipients of their research. Positive team-work, as modeled by the “Work Zone Role Play” video presented in Week 1 and the team guidelines established by each team, is expected of all. When working in teams, it is expected that all students will get their work accomplished on time. Each member of the team is accountable to the other team members to contribute his or her fair share. It has been the professor’s experience that among the most significant obstacles to good performance among learning teams in class include: Failing to be available to other members of the team due to personal and/or work obligations, lack of a shared quest for excellence among the team members, dominating/controlling personalities that get in the way of team work, lack of professionalism in the manner in which team members communicate with one another, and finally the failure to create and live a positive code of conduct among all members of the team. It is my recommendation that different members of teams assume the role of project lead for team undertakings as opposed to one person lead all projects.

At the end of the class, a peer assessment of each member’s effectiveness working with others on their team will be completed and used as part of the grading process. The peer assessment will be used to gauge each student’s class participation, along with the student’s involvement in the class, itself. When working with others, your behavior is expected to be professional, much like what would be expected of an employee at a top Fortune 100 company. Failure to submit a fully completed and accurate peer assessment (i.e., not all “15” points for all students on the team) will result in a loss of 3 points from the total participation earned in the course. Please make these ratings authentic; that is, do not give all the same rating. **Again, when completing the peer evaluation, you must show variance in the points assigned to your team members. Do not give all the same number of points, and use whole numbers—no decimals or fractions.**

c. **Team Citizenship:** Should any individual in your group fail to perform according to established and agreed upon standards for the group, the group may disqualify the member from its team. However, before doing so, the professor must be consulted to review the performance issue. Any student who is disqualified by a team for failure to perform will have 10% deducted from class participation. Additionally, if the students in a group do not view a team member's contribution to the class presentations, term paper, or other assignments to be sufficient to earn credit for the assignment, the team can exclude the member's name as a contributor. Individuals whose names are not included in the list of names for a class presentation or term paper will not receive credit for
having completed the assignment. (Please inform the instructor if the team opts to omit a member’s name as a contributor on an assignment).

Before involving the instructor in a group problem, the group should make reasonable efforts to correct the situation on its own. Should the problem be elevated to the instructor, there needs to be adequate documentation regarding what the group has done in order to correct the performance problem with the individual in question.

Note: Do not wait until the end of the course to deal with a member who is not pulling her or his fair share in your group. Manage the wayward performers early in the game, for it is the group's responsibility to manage itself.

When attending group meetings online or in any other forum, each member should be fully prepared, having read all material and prepared all decisional information prior to the team meetings. This is an essential part of one’s obligation and responsibility to the team.

d. **Missing an Examination:** If a student misses an exam window a 2 point deduction will result in a loss of the opportunity to earn the total point value of 12 for the exam. Unexcused make up exams will have 2 points deducted from the actual points that can be earned. That is, a perfect score on a late mid term will be 10 rather than 12 points. If you have technical difficulties taking the online exam, please contact the instructor immediately via his email, g.gilbert@fiu.edu.

e. **Suggestions for The Self-Managed Work Team: Taken From A Former Student, Georgia McLaughlin**

"From my experiences with teams in this class, I would suggest that other teams implement a self-management system in order to function more effectively....

1. From the very first meeting ESTABLISH A CODE OF CONDUCT
2. Make sure that the TEAM'S GOALS ARE CLEAR
3. Create an operating plan of action—who, what, why, when, how, and specify deliverables expected of one another
4. Develop a system to gain FEEDBACK from other team members about one’s own performance as well as that of the team’s.
5. Establish a technique to MOTIVATE all team members and deal with those who are not performing per your team’s guidelines
6. Create a FACILITATOR and LEADER for every project/meeting
7. Spend time fostering partnerships between team members (and with the professor!)"