ITP 499: Innovation Workshop – Design Thinking
Industry Collaboration
Units: 2
Spring 2018—Day: Monday —Time: 2-3:50 pm

Location: Tbd

Instructor: Chris Swain
Office: See Blackboard > Contacts
Office Hours: By Appointment
Contact Info: csxain@usc.edu, 310 403 0798

Teaching Assistant: Listed on Blackboard under Contacts
Office: See Blackboard > Contacts
Office Hours: See Blackboard > Contacts
Contact Info: See Blackboard > Contacts

IT Help:
Hours of Service: 8 am – 9 pm
Contact Info: 213 740 0517, engrhelp@usc.edu

Course Description
In this class students engage hands-on with an LA tech company to innovate and solve problems using the Design Thinking methodology. Design Thinking is used by Google Ventures, Facebook, Apple, Virgin, AirBNB, and many others to find market fit on new ideas efficiently. At heart Design Thinking involves a) understanding the needs of the people who touch a problem and b) systematically testing prototypes to meet those needs. The class has three phases: Learn Design Thinking, Client Engagement, and Client Solutions. The class is especially pertinent for students seeking skills in product development, startup operation, capital efficiency, and innovation.

The word “design” in “Design Thinking” refers to how things work and how they are used by people. This as opposed to how they look visually. Progressive companies and countless startups are embracing Design Thinking to crack new markets and drive an internal culture of innovation. Design Thinking has been used by organizations to:
- create new kinds of products and services - examples: Uber, Apple Watch, IBM Watson product lines, Google X initiatives
- streamline existing products and services – examples: Kaiser Permanente patient experience; Virgin Airlines passenger experience, Netflix user engagement, SAP product line

The Design Thinking process is highly iterative and involves moving back and forth – framing and reframing problems - within the following categories:
- Empathy - ask questions of the people in the problem space to understand their needs
- Define – use the information to develop insights, draft use cases, and establish a point of view.
- Ideate – brainstorm a myriad of ideas and suspend judgment. Quantity is encouraged.
- Prototype – build a rough but tangible sketch, model, or functioning apparatus
- Test – get feedback from real users

Students will deliver a sequence of Design Thinking prototypes for an LA startup team. This sequence of materials will receive a final polish and be delivered at the end of the semester as a Final Project.

Revised July 2016
Learning Objectives
In this class students will:
1. Build hands-on skill finding market fit using the Design Thinking methodology
2. Engage with a LA-tech team to create a sequence of prototypes relevant to their business
3. Meet leading practitioners of Design Thinking and Google Design Sprints
4. Gain a collection of Design Thinking prototypes for their professional portfolio

Prerequisite(s): No prerequisite.
Co-Requisite(s): n/a
Concurrent Enrollment: n/a
Recommended Preparation: Review functionality and concepts for the G Suite by Google Cloud – e.g. Drive, Docs, Sheets, Drawings, Forms, Hangouts.

Course Notes
This is a 2 unit class for letter grade. All course materials will be posted to Blackboard (http://blackboard.usc.edu). Students will turn in Assignments using their USC accounts on G Suite by Google Cloud as directed by the instructor.

Technological Proficiency and Hardware/Software Required
Students will learn the G Suite by Google Cloud – e.g. Drive, Docs, Sheets, Drawings, Forms, Hangouts – as that platform will be required for group assignments and collaborating with Client from industry

Required Readings and Supplementary Materials
Readings are listed in syllabus below. Students will need the following textbooks:
1. The Field Guide to Human—Centered Design
2. Sprint: How to Solve Big Problems and Test New Ideas in Just Five Days
3. The Medici Effect

Optional Textbooks
1. The Lean Product Playbook: How to Innovate with Minimum Viable Products and Rapid Customer Feedback
2. Change by Design: How Design Thinking Transforms Organizations and Inspires Innovation
3. User Story Mapping: Discover the Whole Story, Build the Right Product
4. Value Proposition Design: How to Create Products and Services Customers Want

Description and Assessment of Assignments
See description of assignments under Course Schedule.
Grading Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Exercises</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Short Assignments 1-10</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>V1 Prototype</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>V2 Prototype</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes 1 and 2</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Final Project</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading Scale
Course final grades will be determined using the following scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>59 and below</td>
</tr>
</tbody>
</table>

Assignment Rubrics
See details at the end of this document in Appendix 1

Assignment Submission Policy
Students will submit small assignments each week via G Suite and Google Docs as directed by instructor.

Grading Timeline
Assignments will be graded weekly.

Additional Policies

Assignments - Assignments are posted weekly under Assignments on Blackboard. Exercises are to be submitted online via G Suite only. Barring an extended G Suite outage, no work submitted by email will be graded. Exercises are due the day assigned. It is the student’s responsibility to turn in assigned exercises on or before deadlines as set by the instructor. If student misses class, assignment is still due that day and can be turned in on Blackboard from anywhere in the world with internet access. If absent due to illness, bring written note from medical facility to get exception.

Save your work - You are required to save your to the cloud using G Suite. You must keep a copy of all labs. You will not be able to save your work on the ITP lab computers.

Quiz - During the first half of the semester, a quiz will be given (to be announced at least one week ahead of time). A second Quiz will be given in the second half of the semester (also to be announced one week ahead of time). Both Quizzes will be administered via Google Forms.

Athletes - If you must miss class due to an athletic event, you must notify instructor in advance of the absence. You are still expected to turn in all work. As noted above, assignment is still due that day and can be turned in on Blackboard from anywhere in the world with internet access.
Late Submissions - Exercises/assignments turned in late will be reduced by 20% the first day it's late, and by 50% the second day. On or after the third day, a zero is entered in the grade center. Extensions are granted based on written excuse and are granted on a case-by-case basis only; no guarantee that an extension will be granted.

Make-up policies - To make up for a missed assignment, student must turn in assignment on Blackboard (subject to lateness penalty per above). To make up for a missed exam, the student must provide a satisfactory reason (as determined by the instructor) along with proper documentation. No make-up exams (except for documented medical or family emergencies) will be offered nor will there be any changes made to the Final Exam schedule, except as permitted by university rules.

Attendance - Students should notify instructor by email in advance if a class will be missed. Students are expected to come to class on time and attend each class. The course reader is online. Read it. Do the homework online.

Electronics in the Classroom – Students are encouraged to use internet-connected devices during class

Final Project
In Week 6 students will enter the Phase 2: Client Engagement section of the course. From this point student teams will engage with an LA-based startup. Students will utilize Design Thinking to create a sequence of materials that frame and reframe the problem of their Client. The Final Project for the course will be the team’s collection of all the Client-related materials delivered via the team’s G Suite.

Objective:
Students will work in teams to engage Client with the following Objectives:
1. Understand needs of Client’s customers (or other relevant Stakeholder)
2. Formally map out where Stakeholders touch the problem addressed by their Client
3. Develop V1 and V2 prototypes that address Stakeholder needs
4. Test V1 and V2 prototypes
5. Deliver final Client Recommendations

Scope:
Students will create the following materials for their Client:

- G Suite
- V1 Stakeholder Analysis and Empathic Interview
- V2 Stakeholder Analysis and Empathic Interview
- Journey Map
- Partnership Map
- V1 Prototype
- V1 Test Report
- V2 Prototype
- V2 Test Report
- Client Recommendations

How the Final Project Will Be Evaluated
In Week 16 the instructor will evaluate a team’s collection of materials against each of the Objectives defined above. To receive an A teams must a) clearly demonstrate an understanding of their Client’s stakeholder needs and b) develop a V2 Prototype that objectively addresses those needs.

Example Final Project Title:
[Client Name Here] Design Thinking Analysis and Recommendations
Course Schedule: A Weekly Breakdown
Provide a detailed course calendar that provides a thorough list of deliverables—readings, assignments, examinations, etc., broken down on at least a weekly basis. The format may vary, but the content must include:

- Subject matter (topic) or activity
- Required preparatory reading, or other assignments (i.e., viewing videos) for each class session, including page numbers.
- Assignments or deliverables.

IMPORTANT:
In addition to in-class contact hours, all courses must also meet a minimum standard for out-of-class time, which accounts for time students spend on homework, readings, writing, and other academic activities. For each unit of in-class contact time, the university expects two hours of out of class student work per week over a semester.

(Please refer to the Contact Hours Reference at arr.usc.edu/services/curriculum/resources.html.)

Phase 1: Learning Design Thinking

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Topics/Daily Activities</th>
<th>Readings and Homework</th>
<th>Deliverable/ Due Dates</th>
</tr>
</thead>
</table>
|        | **Overview – What Is Design Thinking** | Readings for this lecture:  
  - n/a | Assignments::  
  - Student Journal: What I Want to Build in My Life (due before next class)  
  - G Suite Tutorials: Drive, Cloud Search, Groups, Docs, Sheets, Forms, Sites, Teams, Brainstorm, Hangouts, Drawings (due before next class)  
  - Do readings for next lecture |
| Lecture: | Overview of Course + Explain Final Project  
  - Overview of Design Thinking Methodology  
  - Short History of Design Thinking | | |
| Lab: | Review of G Suite  
  - Exercise: Nails – How to Test for Hidden Assumptions | | |
| Week 2 | **Empathy and Stakeholder Analysis** | Readings for this lecture:  
  - [Field Guide to Human-Centered Design, pages 1-26](#)  
  - [Field Guide to Human-Centered Design, pages 27-67](#)  
  - How to Develop an Empathic Approach in Design Thinking | Assignments:  
  - Set Up Team G Suite (due before next class)  
  - Do readings for next lecture |
| Lecture: | Why Build Empathy with your User  
  - Stakeholder Analysis and Need Finding  
  - Set Up Student Teams – students will work in teams of 4-5 | | |
| Lab: | | | |
### Week 3

**Define and Ideate**

**Lecture**
- Principles of Define and Ideate in Design Thinking
- The Medici Effect – Intersectional Innovation and Directional Innovation
- Announce Semester Client. Semester client will be an LA startup.

**Lab**
- Exercise: Wallet Project

**Readings for this Lecture:**
- *Field Guide to Human-Centered Design, pages 75-118*
- Medici Effect – Introduction, Part 1, Part 2

**Assignments:**
- Read Semester Client Briefings, write Pre-Project Questions - (post to your G Suite before next class)
- Do readings for next lecture

### Week 4

**Prototyping**

**Lecture**
- Principles of Prototyping in Design Thinking
- Case Studies: Selective Prototypes, Emotional Prototypes, Service Prototypes

**Lab**
- Exercise: USC Parking Hero Prototype

**Readings for this lecture:**
- *Field Guide to Human-Centered Design, pages 119-157*
- Creation of Magic: The Gathering
- Class Client Briefings x3

**Assignments:**
- Pre-Project Stakeholder Brainstorm and Use Case Brainstorm (due before next class)
- Do readings for next lecture

### Week 5

**Testing, Reframing, Iteration**

**Lecture**
- Principles of Design Thinking: Testing, Reframing, and Iteration

**Readings for this lecture:**
- *How Reframing a Problem Unlocks Innovation*
- Reduce Risk Around Your Innovation Project with Assumption Testing

**Assignments:**
- Work as a team to expand Pre-Project Assessment in format provided by instructor. (post to your G Suite before next class)
**Phase 2: Client Engagement and the Design Thinking Toolkit**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>Client Engagement</th>
<th>Readings for this lecture:</th>
<th>Assignment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Semester Client presents to Student Teams</td>
<td>n/a</td>
<td>Stakeholder Analysis and Empathic Interview Session 1 with Client Stakeholders (post to your G Suite before next class)</td>
</tr>
<tr>
<td>Lab</td>
<td>Student Teams engage Semester Client</td>
<td></td>
<td>Questions for Week 7 Guest Speaker Survey (due before next class)</td>
</tr>
<tr>
<td></td>
<td>Student Teams intro Semester Client to their G Suite collaboration site</td>
<td></td>
<td>Do the readings for next lecture</td>
</tr>
</tbody>
</table>

| Week 7 | Guest Speaker: Levi Brooks, Use All Five (tentative) | Readings for this lecture | Assignments: |
| Lecture | Leading design thinker from industry guest lectures and discusses his/her work | LinkedIn profile, website, and related links for guest speaker | Stakeholder Analysis and Empathic Interview Session 2 with Client Stakeholders (post to your G Suite before next class) |
| Lab | Guest speaker reviews student stakeholder analyses | | Do the readings for next lecture |
### Week 8

**Journey Mapping and User Stories**

**Lecture**
- Journey Mapping – principles and case studies
- User Stories – principles and case studies

**Lab**
- Exercise: Journey Map for Semester Client
- Team synthesizes stakeholder analyses and prep plan for deliver to Semester Client

**Readings for this lecture:**
- Mapping Experiences: A Complete Guide to Creating Value through Journeys, Blueprints, and Diagrams – Chapters 1, 2, and 3
- The User's Journey: Storymapping Products That People Love – Chapters 1, 2, and 6

**Assignments**
- Teams polish Stakeholder Analysis and Journey Map for Semester Client (post to your G Suite before next class)
- Do readings for next lecture

### Week 9

**Google Design Sprints**

**Lecture**
- Explanation of the history and principles of the Google Design Sprint

**Lab**
- Exercise: Partnership Map

**Readings for this lecture**
- Sprint, How to Solve Big Problems and Test New Ideas in Just Five Days, Introduction, Set the Stage (peruse remainder of the book)

**Assignments**
- Teams post Partnership Map for Semester Client (post to your G Suite before next class)
- Do readings for next lecture

### Week 10

**Value Proposition Design**

**Lecture**
- Principles of Value Proposition Design

**Lab**
- Exercise: Timeboxed Prototype for Semester Client

**Readings for this lecture**
- Value Proposition Design sections 1.1 through 3.4

**Assignments**
- Teams work on and post V1 Prototypes for next week's Client visit (post to your G Suite before next class)
- Do readings for next lecture
### Phase 3: Client Solutions

#### Week 11

**Client Engagement 2**
- **Lecture**
  - Teams work with Client – review materials in G Suite Lab
  - Teams and Clients work together. Strategize next steps.
- **Readings for this lecture**
  - Client comments in the team G Suite
- **Assignments**
  - No Assignment this week
  - Do readings for next lecture

#### SPRING RECESS – March 11-18, 2018

#### Week 12

**Guest Speaker: Jesse Kawata, JPL (tentative)**
- **Lecture**
  - Leading design thinker from industry guest lectures and discusses his/her work
- **Lab**
  - Guest speaker critiques student work in G Suite – Stakeholder Analyses, Journey Map, V1 Prototypes
- **Readings for this lecture**
  - LinkedIn profile, website, and related links for guest speaker
- **Assignment**
  - V1 Test Report - Teams test V1 Prototype with Stakeholders (post to your G Suite before next class)
  - Do readings for next lecture

#### Week 13

**Wicked Problems and Design Thinking for Social Change**
- **Lecture**
  - Understanding Wicked Problems
  - Case Studies of Design Thinking for Social Change
- **Lab**
- **Readings for this lecture**
  - [Wicked Problems: Problems Worth Solving](#)
  - [A Vision for USC: Wicked Problems](#)
  - USC Provosts Wicked Problems Practicum, Memos 1 and 2
- **Assignment**
  - Teams prep V2 Prototype (post to your G Suite before next class)
<table>
<thead>
<tr>
<th>Week 14</th>
<th>Problem Space versus Solution Space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>- Principles of the Problem Space versus the Solution Space</td>
</tr>
<tr>
<td>Lab</td>
<td>- Students work on V2 Prototypes. Strategize for final presentation to Client next week.</td>
</tr>
<tr>
<td>Readings for this lecture:</td>
<td>- Lean Product Playbook, Introduction, Chapter 1, and Chapter 2</td>
</tr>
<tr>
<td>Assignment:</td>
<td>- V2 Test Report - students test V2 Prototypes (post to your G Suite before next class)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Future of Design Thinking and Product Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>- Short lecture on future of Design Thinking and Product Development</td>
</tr>
<tr>
<td>Lab</td>
<td>- Prep for Quiz during Finals week</td>
</tr>
<tr>
<td></td>
<td>- Student teams present final prototypes to Client – gather feedback</td>
</tr>
<tr>
<td></td>
<td>- Course Wrap Up</td>
</tr>
<tr>
<td>Readings for this week</td>
<td>- No readings for this week</td>
</tr>
<tr>
<td>Assignment</td>
<td>- Students prepare one team-generated Client Recommendations document that incorporates Client feedback from today's lab (post to your G Suite before final session)</td>
</tr>
<tr>
<td></td>
<td>- Students collect and polish all materials for Final Project (post to your G Suite before final session)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FINAL</th>
<th>Final Project Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Quiz 2: Students tested on readings since Quiz 1 via Google Forms</td>
</tr>
<tr>
<td></td>
<td>- Students deliver Final Project on their G Suite. Instructor</td>
</tr>
<tr>
<td>Readings for this week</td>
<td>- n/a</td>
</tr>
<tr>
<td>Date:</td>
<td>For the date and time of the final for this class, consult the USC Schedule of Classes at <a href="http://www.usc.edu/soc">www.usc.edu/soc</a>.</td>
</tr>
</tbody>
</table>
walks through checklist with each team during this final session.
Statement on Academic Conduct and Support Systems

Academic Conduct:
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in Scampus in Part B, Section 11, “Behavior Violating University Standards”
https://policy.usc.edu/scampus-part-b/. Other forms of academic dishonesty are equally unacceptable. See additional information in Scampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Support Systems:
Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. https://engemannshc.usc.edu/counseling/

National Suicide Prevention Lifeline - 1-800-273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. http://www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. https://engemannshc.usc.edu/rsvp/

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: http://sarc.usc.edu/

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. https://equity.usc.edu/

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. https://studentaffairs.usc.edu/bias-assessment-response-support/

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. http://dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. https://studentaffairs.usc.edu/ssa/

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. https://diversity.usc.edu/

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible, [http://emergency.usc.edu](http://emergency.usc.edu)

**USC Department of Public Safety** – 213-740-4321 (UPC) and 323-442-1000 (HSC) for 24-hour emergency assistance or to report a crime.
Provides overall safety to USC community. [http://dps.usc.edu](http://dps.usc.edu)

**Appendix 1: Assignment Rubric**

<table>
<thead>
<tr>
<th>Component</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Not yet Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empathy &amp; Design</td>
<td>All important major and minor objectives are identified and appropriately prioritized.</td>
<td>All major objectives are identified but one or two minor ones are missing or priorities are not established.</td>
<td>Many major objectives are not identified.</td>
</tr>
<tr>
<td>Identifies project objectives based on general description and client requirements</td>
<td>All relevant information is obtained and information sources are valid. Design recommendations are well supported by the information.</td>
<td>Sufficient information is obtained and most sources are valid. Design recommendations are mostly supported by the information.</td>
<td>Insufficient information is obtained and/or sources lack validity. Design recommendations are not supported by information collected.</td>
</tr>
<tr>
<td>Identifies relevant &amp; valid information to support decision-making</td>
<td>Three or more alternatives are considered. Each alternative is appropriately and correctly analyzed for technical feasibility.</td>
<td>At least three alternatives are considered. Appropriate analyses are selected but analyses include some minor procedural errors.</td>
<td>Only one or two alternatives are considered. Inappropriate analyses are selected and/or major procedural and conceptual errors are made.</td>
</tr>
<tr>
<td>Generation and analysis of alternatives.</td>
<td>All relevant constraints are identified and accurately analyzed.</td>
<td>Most constraints are identified; some are not adequately addressed or accurately analyzed.</td>
<td>Few or no constraints are identified or some constraints are identified but not accurately analyzed.</td>
</tr>
<tr>
<td>Identifies relevant constraints (economic, environmental/ safety sustainability, etc)</td>
<td>Recommended solution is based on stated criteria, analysis and constraints.</td>
<td>Solution/decision is reasonable; further analysis of some of the alternatives or constraints may have led to different recommendation.</td>
<td>Only one solution is considered or other solutions were ignored or incompletely analyzed. Many constraints and criteria were ignored.</td>
</tr>
<tr>
<td>Generates valid conclusions/decisions</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Component** | **Sophisticated** | **Competent** | **Not yet Competent** |
|---------------|-------------------|---------------|-----------------------|

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<table>
<thead>
<tr>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Written Communication</strong></td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
</tr>
<tr>
<td><strong>Visual Aids</strong></td>
</tr>
<tr>
<td><strong>Oral Presentation</strong></td>
</tr>
<tr>
<td><strong>Body Language</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Sophisticated</th>
<th>Competent</th>
<th>Not yet Competent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Work</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
(Based on peer evaluation, observations of group meetings and presentation)

<table>
<thead>
<tr>
<th>Delegation and fulfillment of Responsibilities</th>
<th>Team morale and cohesiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibilities delegated fairly. Each member contributes in a valuable way to the project. All members always attended meetings and met deadlines for deliverables.</td>
<td>Team worked well together to achieve objectives. Members enjoyed interacting with each other and learned from each other. All data sources indicated a high level of mutual respect and collaboration.</td>
</tr>
<tr>
<td>Some minor inequities in the delegation of responsibilities. Some members contribute more heavily than others but all members meet their responsibilities. Members regularly attended meetings with only a few absences, and deadlines for deliverables were met.</td>
<td>Team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other.</td>
</tr>
<tr>
<td>Major inequities in delegation of responsibilities. Group has obvious freeloaders who fail to meet their responsibilities or members who dominate and prevent others from contributing. Members would often miss meetings, and/or deadlines were often missed.</td>
<td>Team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.</td>
</tr>
</tbody>
</table>