DSO 499

Sports Data Science and Management

Section – 16246

Professor: *Lorena Martin, PhD*

Email
Lmartin1@marshall.usc.edu

When
Tues and Thurs 6-7:50 pm

Office	**Units**
BRI 202	*4*

WHY TAKE THIS COURSE?

Want to work in pro sports? Interested in working in a sports team?
If you want the experience from the former Director of Sports Performance Analytics of the Lakers on how to manage and analyze data, this is the course for you!

COURSE OBJECTIVES

1. Apply data science principles to enhance decision-making and management processes within the sports industry.
2. Evaluate the application and advantages of wearable technology in enhancing sports performance.
3. Analyze and draw conclusions from sports-specific data to refine performance and inform strategic decisions.
4. Exhibit leadership and management strategies effectively within the context of the sports industry. Assess the global trends and implications of sports and performance metrics.

KEY CONCEPTS

Key Performance Indicators in Sports

Sports Science Data Protocol

Basics of Python Coding

Statistical Analysis applied to Sports

COURSE DESCRIPTION

Sports Data Science and Management is a comprehensive course designed for students interested in the intersection of sports, data science, and management. This course focuses on data science principles, wearable technology, data interpretation, leadership, and management within the sports industry, both traditional and esports. The course leverages the burgeoning field of sports analytics to provide students with a unique set of skills that are increasingly relevant in today's data-driven sports industry.

DSO 499 – Sports Data Science and Management

Syllabus Spring 2024 – T/Th – Times: 6:00-7:50 pm – 4 Units

USCMarshall
School of Business

Professor: Lorena Martin
Office: Bridge Hall 400c
Office Phone:
Email: lmartin1@marshall.usc.edu

Office Hours:

Course Description
Sports Data Science and Management is a comprehensive course designed for students interested in the intersection of sports, data science, and management. This course focuses on data science principles, wearable technology, data interpretation, leadership, and management within the sports industry, both traditional and esports. The course leverages the burgeoning field of sports analytics to provide students with a unique set of skills that are increasingly relevant in today's data-driven sports industry.

Learning Objectives
Upon successful completion of this course, students should be able to:

1. Apply data science principles to enhance decision-making and management processes within the sports industry.
2. Evaluate the application and advantages of wearable technology in enhancing sports performance.
3. Analyze and draw conclusions from sports-specific data to refine performance and inform strategic decisions.
   Exhibit leadership and management strategies effectively within the context of the sports industry. Assess the global trends and implications of sports and performance metrics.

Required Materials
Textbook: "Sports Performance Measurement and Analytics" by Lorena Martin.
Python Data Science Handbook" by Jake VanderPlas
Supplementary online materials, details of which will be shared on the course's Blackboard page.

Prerequisites
Recommended BUAD-310 but not required

Course Notes:
Lecture slides, readings, and other course-related materials will be posted on Blackboard. The course will heavily utilize data analysis software and tools; students are expected to have a computer with internet access capable of running these tools.

Exam Information:
Exams will be in person and closed book.

Project Information:
- The nature of the Team Project is to choose a topic area within sports data science and management whether fan engagement, ticketing, performance, marketing etc. and then identify an interesting question to further along business implications for the sports industry.
- 3-5 students per team. Self-selected teams.
- Teams will be graded on the quality of their written report and presentations as detailed in a project guideline.

GRADING DETAIL

ASSIGNMENTS		Points	% of Grade
TESTS	Mid-Term Exam	100	20.0%
	Final Exam	125	25.0%
HOMEWORK		100	20.0%
PARTICIPATION		50	10.0%
TEAM PROJECT		125	25.0%
	TOTAL	500	100.0%

Final grades represent how you perform in the class relative to other students. The average grade for this class is expected to average about a 3.5. Three items are considered when assigning final grades:
1. Your average weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Collaboration policy (for non-quiz/exam assignments).
Students are permitted and encouraged to discuss with others their ideas for completing assignments; however, once a student begins writing the deliverable, all work must be individual and independent. Students may not seek help from anyone outside the class, including but not limited to former students of this course, friends and family, tutors, and online forums. Students may consult course materials and web resources. Students may not post anything related to the assignments online. Failure to abide by the above guidelines may constitute a case of suspected plagiarism or cheating, which will be reported and investigated. Please see the "Academic Integrity and Conduct" section below for further details. For more information about unauthorized collaboration, visit https://libraries.usc.edu/tutorial/academic-dishonesty or http://lib-php.usc.edu/tutorials/academic-dishonesty/story_html5.html.

Assignment Submission Policy:
Assignments must be turned in on the due date/time electronically via Blackboard. Any assignment turned in late, even if by only a few minutes, there is a 1% deduction per minute late and up to 5% per day submitting late. Homework assignments are due the night before class by 11:59 pm PST. If your internet breaks down on the due date, you must deliver a hard copy at the beginning of class on that day. If you are unable to attend class on that day, make arrangements for it to be delivered to the classroom or to my box by the start of class. Late or not, however, you must complete all required assignments to pass this course.

Evaluation of Your Work:
You may regard each of your submissions as an "exam" in which you apply what you've learned according to the assignment. I will do my best to make my expectations for the various assignments clear and to evaluate them as fairly and objectively as I can. If you feel that an error has occurred in the grading of any assignment, you may, within one week of the date the assignment is returned to you, write me a memo in which you request that I re-evaluate the assignment. Attach the original assignment to the memo and explain fully and carefully why you think the assignment should be re-graded. Be aware that the re-evaluation process can result in three types of grade adjustments: positive, none, or negative.

AI usage permitted on specific assessments
In this course, I encourage you to use artificial intelligence (AI)-powered programs to help you with assignments that indicate the permitted use of AI. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses; thus they are not yet prepared to produce text that meets the standards of this course. To adhere to our university values, you must cite any AI-generated material (e.g., text, images, etc.) included or referenced in your work and provide the prompts used to generate the content. Using an AI tool to generate content without proper attribution will be treated as plagiarism and reported to the Office of Academic Integrity. Please review the instructions in each assignment for more details on how and when to use AI Generators for your submissions. Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results and what prompts you used to get the results. Failure to do so is a violation of academic integrity policies.

Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an "F" grade on the assignment, exam, and/or in the course.

COURSE CALENDAR

	Topics/ Daily Activities	Readings and HWs	Deliverables and Due Dates
Week 1	Introduction to Sports Data Science and Management Leadership and Management Styles in Pro Sports	**Chapter 1 and 2 Sports**	
Week 2	Introduction to Python Sports Performance Key Performance Indicators	**Chapter 1 Python and Chapters 2 and 3 Sports**	**Homework 1 – Identify a sport and KPIs to generate a descriptive analyses and insights.**
Week 3	Basic Python Programming Wearable Technology	**Chapter 2 and Chapter 10 Sports**	**Homework 2 - Python Basics: Write basic Python programs to demonstrate understanding of data types, control flow, and functions**
Week 4	Introduction of Numpy and Pandas Sports analytics and statistical analysis	**Chapter 2 and 3 Python and Chapter 4 Sports**	**Homework 3 - Numpy and Pandas Fundamentals: Complete exercises using Numpy for mathematical operations and Pandas for basic data manipulation.**
Week 5	Data Wrangling with Pandas Data interpretation	**Chapter 3 Python**	**Homework 4 - Data Wrangling with Pandas: Clean and transform a provided sports dataset using Pandas.**
Week 6	Data Visualization with Matplotlib	**Chapter 4 Python**	**Homework 5 - Visualizing Data with Matplotlib: Generate a series of plots (e.g., line charts, bar plots, and scatter plots) on a sports dataset.**
Week 7	Midterm		

Week 8	Web scraping Sports Data Communication to key stakeholders	**Sports Science Protocol**	**Homework 6 - Analyzing Sports Data: Apply statistical analysis techniques to a sports dataset to answer specific questions about performance and trends.**
Week 9 Dates	Machine Learning Basics in Python	**Chapter 5 Python**	**Homework 7 - Intro to Machine Learning: Use Scikit-learn to train a simple machine learning model (e.g., linear regression, decision tree) on a sports dataset.**
Week 10 Dates	Cross Validation in Python	**Chapter 5 Python**	**Homework 8 - Intro to Machine Learning: Use Scikit-learn to train a simple machine learning model (e.g., linear regression, decision tree) on a sports dataset.**
Week 11 Dates	**Interpreting Advanced Analyses to Front Office Staff**	**Sports Science Protocol**	**Homework 9 - Project Outline**
Week 12 Dates	**Interpreting Advanced Analyses to Coaches** **Work on Projects with Supervisory Guidance from Professor**		
Week 13 Dates	**Interpreting Advanced Analyses to Professional Athletes**	**Sports Science Protocol**	**Project Final Report and Presentation Slide decks**
Week 14 Dates	**Team Project Presentations**		
Week 15 Dates	Course Wrap-up next steps and career path in the sports industry and Review for Final Exam	**Review**	**Homework 10 Ranking Evaluations**
FINAL Date	**Final Exam**		

Please note: The date/time of the Final Exam is determined by the University. For the date and time of the final for this class, consult the USC *Schedule of Classes* at www.usc.edu/soc. Select the corresponding semester to view and click on the "Final Examinations Schedule" link on the left side of the screen.

ADDITIONAL INFORMATION

Add/Drop Process

Most Marshall classes are open enrollment (R-clearance) through the Add deadline. If there is an open seat, you can add the class using Web Registration. If the class is full, you will need to continue checking Web Registration or the Schedule of Classes (classes.usc.edu) to see if a space becomes available. Students who do not attend the first two class sessions (for classes that meet twice per week) or the first class meeting (for classes that meet once per week) may be dropped from the course. There are no formal wait lists for Marshall undergraduate courses, and professors cannot add students or increase the course capacity. If all sections of the course are full, you can add your name to an interest list by contacting the Office of Undergraduate Advising & Student Affairs; if new seats or sections are added, students on the interest list will be notified.

Technology Policy

Laptop and Internet usage is not permitted during academic or professional sessions unless otherwise stated by the respective professor and/or staff. Use of other personal communication devices during academic or professional sessions is considered unprofessional and is not permitted. ANY e-devices (cell phones, iPads, other texting devices, laptops, I-pods) must be completely turned off during class time. Upon request, you must comply and put your device on the table in off mode and FACE DOWN. You might also be asked to deposit your devices in a designated area in the classroom. Videotaping faculty lectures is not permitted due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in this class. Exceptions to this policy may be granted to individual students with appropriate documentation on a case-by-case basis.

Use of Recordings

Pursuant to the USC Student Handbook (www.usc.edu/scampus, Part B, 11.12), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not distribute or use notes or recordings based on University classes or lectures without the express permission of the instructor for purposes other than personal or class-related group study by individuals registered for the class. This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class.

Open Expression and Respect for All

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, thought-provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "Open Expression Statement."

Emergency Preparedness/Course Continuity

In case of a declared emergency if travel to campus is not feasible, the *USC Emergency Information* web site (http://emergency.usc.edu/) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

Incomplete Grades

A mark of IN (incomplete) may be assigned when work is not completed because of a documented illness or other "emergency" that occurs after the 12th week of the semester (or the twelfth week equivalent for any course that is scheduled for less than 15 weeks).

An "emergency" is defined as a serious documented illness, or an unforeseen situation that is beyond the student's control, that prevents a student from completing the semester. Prior to the 12th week, the student still has the option of dropping the class. Arrangements for completing an IN must be initiated by the student and agreed to by the instructor prior to the final examination. If an Incomplete is assigned as the student's grade, the instructor is required to fill out an "**Assignment of an Incomplete (IN) and Requirements for Completion**" form which specifies to the student and to the department the work remaining to be done, the procedures for its completion, the grade in the course to date, and the weight to be assigned to work remaining to be done when the final grade is computed. Both the instructor and student must sign the form with a copy of the form filed in the department. Class work to complete the course must be completed within one calendar year from the date the IN was assigned. The IN mark will be converted to an F grade should the course not be completed within the time allowed.

Grade Disputes

All grades assigned by faculty members are final. Students have the right to seek explanation, guidance, counsel and reasons for the assignment of a grade. Faculty may initiate a change in grade if there is an error in the calculation of a grade. Students may appeal a grade according to university policy as set forth in *SCampus*. A faculty member may not change a disputed grade outside the formal appeals process. In response to a disputed academic evaluation by an instructor, a student is entitled to two levels of appeal after review by the instructor: first to the chairperson of the department and then to the appropriate dean of the school. The full university policy can be found in *SCampus* under University Governance / Academic Policies at https://policy.usc.edu/scampus-part-c/.

Statement on Academic Conduct and Support Systems

Academic Integrity:
The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University's educational programs. [The Office of Student Accessibility Services](#) (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at [osas.usc.edu](#). You may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](#).

Support Systems:

[*Counseling and Mental Health*](#) *- (213) 740-9355 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

[*988 Suicide and Crisis Lifeline*](#) *- 988 for both calls and text messages – 24/7 on call*
The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

[*Relationship and Sexual Violence Prevention Services (RSVP)*](#) *- (213) 740-9355(WELL) – 24/7 on call*
Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

[*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)*](#) *- (213) 740-5086*

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - *(213) 740-5086 or (213) 821-8298*
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - *(213) 740-0776*
OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - *(213) 740-0411*
Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - *(213) 740-2101*
Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - *UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - *UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call*
Non-emergency assistance or information.

Office of the Ombuds - *(213) 821-9556 (UPC) / (323-442-0382 (HSC)*
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - *(323) 442-2850 or* otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

USCMarshall

School of Business

<u>**Undergraduate Program Learning Goals and Objectives**</u> (last update 12/21/17)

Learning goal 1: Our graduates will demonstrate critical thinking skills *so as to become future-oriented problem solvers, innovators and decision makers in diverse and rapidly changing business environments.*
- Students will demonstrate the ability to anticipate, identify and solve business problems. They will be able to identify and assess central problems, identify and evaluate potential solutions, and translate a chosen solution to an implementation plan that considers future contingencies
- Students will demonstrate the ability to be accurate, clear, expansive (thorough, detailed) and fair-minded in their thinking
- Students will critically analyze concepts, theories and processes by stating them in their own words, understanding key components, identifying assumptions, indicating how they are similar to and different from others and translating them to the real world
- Students will be effective at gathering, storing, and using qualitative and quantitative data and at using analytical tools and frameworks to understand and solve business problems
- Students will understand the concepts of critical thinking, entrepreneurial thinking and creative thinking as drivers of innovative ideas

Learning Goal 2: Our graduates will develop people and leadership skills to promote their effectiveness as *business managers and leaders in the 21ˢᵗ century's evolving work and organizational structures.*
- Students will recognize, understand and analyze the roles, responsibilities and behaviors of effective managers and leaders in diverse business contexts e.g., functionally diverse, culturally diverse, geographically diverse, etc.
- Students will understand factors that contribute to effective teamwork including how to elicit, manage and leverage diverse perspectives and competencies.
- Students will recognize, understand, and analyze the motivations and behaviors of stakeholders inside and outside organizations (e.g., teams, departments, consumers, investors, auditors)

Learning Goal 3: Our graduates will be effective communicators *to facilitate information flow in organizational, social, and intercultural contexts.*
- Students will identify and assess diverse personal and organizational communication goals and audience information needs
- Students will demonstrate an ability to gather and disseminate information and communicate it clearly, logically, and persuasively in professional contexts
- Students will understand individual and group communications patterns and dynamics in organizations and other professional contexts

Learning goal 4: Our graduates will demonstrate ethical reasoning skills, understand social, civic, and professional responsibilities *and aspire to add value to society.*

- Students will recognize ethical challenges in business situations and assess appropriate courses of action
- Students will understand professional codes of conduct

Learning goal 5: Our graduates will develop a global business perspective. They will understand how local, regional, and international markets, and economic, social and cultural issues impact business decisions *so as to anticipate new opportunities in any marketplace.*
- Students will understand that stakeholders, stakeholder interests, business environments (legal, regulatory, competitor) and business practices vary across regions of the world
- Students will understand how local, regional and global markets interact and are impacted by economic, social and cultural factors.

Learning goal 6: Our graduates will understand types of markets and key business areas and their interaction *to effectively manage different types of enterprises.*
- Students will demonstrate foundational knowledge of core business disciplines, including business analytics and business economics
- Students will understand the interrelationships between functional areas of business so as to develop a general perspective on business management
- Students will apply theories, models, and frameworks to analyze relevant markets (e.g. product, capital, commodity, factor and labor markets)
- Students will be able to use technologies (e.g., spreadsheets, databases, software) relevant to contemporary business practices

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Appendix III Sample Participation Statements

Participation. In-class participation is 10__% of the total grade and evaluated based on your level of involvement in class discussions and in-class exercises.

One of the primary goals of this course is to help you develop the ability both to clarify your own position on a an issue and to be able to articulate and defend it clearly. Sharing your perceptions and ideas with others is crucial for learning and for understanding how the diverse opinions that you are likely to encounter in an organization are debated. You will find yourself presenting and testing new ideas that are not wholly formulated and assisting others in shaping their ideas as well. You should be prepared to take some risks and be supportive of the efforts of others.

Effective class participation consists of analyzing, commenting, questioning, discussing, and building on others' contributions; it is not repeating facts or monopolizing class time. The ability to present one's ideas concisely and persuasively and to respond effectively to the ideas of others is a key business skill. One of the goals of this course is to help you sharpen that ability.

Outstanding Contribution: Your contributions reflect considerable preparation; they are substantive and supported by evidence from the case, readings, and logic. Your comments or questions create a springboard for discussion by making a critical insight. You synthesize and build upon what has already been said in the discussion. The class learns from you when you speak; in your absence, the discussions would suffer.

Good Contribution. You come prepared with substantiated comments. You demonstrate good insight and clear thinking. You are able to make some connection to what has been said in prior discussion. The class notices when you're not part of the discussion.

Minimal Contribution. You participate but are unprepared. You rarely offer interesting insights into the discussion. It appears that you are not listening to what others are saying during discussion.

No Contribution. You say little or nothing in class. If you were not in the class, the discussion would not suffer.

Appendix IV Peer Input Forms

Grades for individual student contributions to team projects are assigned by me, based on my observations of the team's working dynamics, my assessment of the team's project quality, and thoughtful consideration of the information provided through your peer evaluations.

The peer review is leveraged to help the teams for future reports and presentation and as part of participation not an assignment and grades are not adjusted based on peer reviews, the grading for the presentations is determined by the professor's evaluation.

Peer Input/Evaluation Form

Complete one form for each of your teammates/group members, including yourself.

Name of group member:

Assess your teammate's contributions on a scale of 1-5 (5 is excellent)	1	2	3	4	5
Attended and was engaged in team meetings from beginning to end					
Asked important questions					
Listened to and acknowledged suggestions from every team mate					
Made valuable suggestions					
Took initiative to lead discussions, organize and complete tasks					
Contributed to organizing the assignment					
Contributed to writing the assignment					
Reliably completed tasks on time in a quality manner					
Demonstrated commitment to the team by quality of effort					
Was cooperative and worked well with others					
I would want to work with this team member again.					
Describe your teammate's (or your) contributions to the assignment:					
How might your teammate (or you) have made **more effective** contributions to the assignment?					
Your name:			Date:		

PEER EVALUATION FORM

Please identify your team and team members for the _____ Project(s) that you worked on. Then rate all of your team members, *including yourself,* based on the contributions of each team member for the selected assignment according to the criteria listed below. On a scale of 0 – 2 with 0 equal to does not meet expectations, 1 meets expectations and 2 exceeds expectations, rate each person on each of the five criteria. Last, add up the points for each person with the maximum number of points for each person being 10.

Team Members/ Assessment Criteria of Team Contributions	Team Member 1	Team Member 2	Team Member 3	Yourself
1. Role Performance				
2. Assists Team Members				
3. Listening and Discussing				
4. Research and Information Sharing				
5. Time Management				
Total				

Comments: