ASSESSMENT OF TEAMWORK SKILLS VIA A TEAMWORK QUESTIONNAIRE HAROLD F. ONEIL, JR. . [ET AL.] pdf

1: Workforce Readiness : Jr. Harold F. O'Neil :

this book, we view cognitive readiness through a knowledge, skills, and attributes (KSA) lens (McLagan,), that is, knowledge is domain speci c, skills are either domain speci c or domain independent, but attributes are relatively domain inde-.

Motivational salience Motivation as a desire to perform an action is usually defined as having two parts, directional such as directed towards a positive stimulus or away from a negative one, as well as the activated "seeking phase" and consummatory "liking phase". This type of motivation has neurobiological roots in the basal ganglia , and mesolimbic, dopaminergic pathways. Activated "seeking" behavior, such as locomotor activity, is influenced by dopaminergic drugs, and microdialysis experiments reveal that dopamine is released during the anticipation of a reward. Opioid injections in this area produce pleasure, however outside of these hedonic hotspots they create an increased desire. Dopamine is further implicated in motivation as administration of amphetamine increased the break point in a progressive ratio self-reinforcement schedule. That is, subjects were willing to go to greater lengths e. Each stage of the cycle is composed of many dimensions including attitudes, beliefs, intentions, effort, and withdrawal which can all affect the motivation that an individual experiences. Most psychological theories hold that motivation exists purely within the individual, but socio-cultural theories express motivation as an outcome of participation in actions and activities within the cultural context of social groups. These fundamental requirements include food, rest, shelter, and exercise. The next set of needs is social, which refers to the desire for acceptance, affiliation, reciprocal friendships and love. As such, the natural system of management assumes that close-knit work teams are productive. The second type of needs deals with reputation, status, recognition, and respect from colleagues. This differs from the rational system, which assumes that people prefer routine and security to creativity. Self-management through teamwork[edit] To successfully manage and motivate employees, the natural system posits that being part of a group is necessary. As a result, individual employees have lost their sense of stability and security, which can be provided by a membership in a group. However, if teams continuously change within jobs, then employees feel anxious, empty, and irrational and become harder to work with. Wage incentives[edit] Humans are motivated by additional factors besides wage incentives. For instance, the straight piecework system pays employees based on each unit of their output. Based on studies such as the Bank Wiring Observation Room, using a piece rate incentive system does not lead to higher production. However, recent research on satisficing for example has significantly undermined the idea of homo economicus or of perfect rationality in favour of a more bounded rationality. The field of behavioural economics is particularly concerned with the limits of rationality in economic agents. Flow psychology and Ikigai Intrinsic motivation has been studied since the early s. The phenomenon of intrinsic motivation was first acknowledged within experimental studies of animal behavior. In these studies, it was evident that the organisms would engage in playful and curiosity-driven behaviors in the absence of reward. Intrinsic motivation is a natural motivational tendency and is a critical element in cognitive, social, and physical development. The employee has the intrinsic motivation to gain more knowledge. Traditionally, researchers thought of motivations to use computer systems to be primarily driven by extrinsic purposes; however, many modern systems have their use driven primarily by intrinsic motivations. Even traditional management information systems e. Not only can intrinsic motivation be used in a personal setting, but it can also be implemented and utilized in a social environment. For example, Eli, a 4-year-old with autism, wants to achieve the goal of playing with a toy train [21]. To get the toy, he must first communicate to his therapist that he wants it. His desire to play is strong enough to be considered intrinsic motivation because it is a natural feeling, and his desire to communicate with his therapist to get the train can be considered extrinsic motivation because the outside object is a reward see incentive theory. Communicating with the therapist is the first, slightly more challenging goal that stands in the way of achieving his larger goal of playing with the train.

Achieving these goals in attainable pieces is also known as the goal-setting theory. Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments. Efforts at fostering intrinsic motivation can be slow to affect behavior and can require special and lengthy preparation. Students are individuals, so a variety of approaches may be needed to motivate different students. Also, it helps if the instructor is interested in the subject. Goal orientation Extrinsic motivation comes from influences outside of the individual. In extrinsic motivation, the harder question to answer is where do people get the motivation to carry out and continue to push with persistence. Competition is an extrinsic motivator because it encourages the performer to win and to beat others, not simply to enjoy the intrinsic rewards of the activity. A cheering crowd and the desire to win a trophy are also extrinsic incentives. While intrinsic motivation refers to doing something because it is inherently interesting or enjoyable, extrinsic motivation, refers to doing something because it leads to a separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which is doing an activity simply for the enjoyment of the activity itself, instead of for its instrumental value. In one study demonstrating this effect, children who expected to be and were rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition. Flow in the context of motivation can be seen as an activity that is not too hard, frustrating or madding, or to easy boring and done too fast. If one has achieved perfect flow, then the activity has reached maximum potential. Positive psychology looks into what makes a person happy. Flow can be considered as achieving happiness or at the least positive feelings. A study that was published in the journal Emotion looked at flow experienced in college students playing Tetris. The students that they were being evaluated on looks then told to wait and play Tetris. There were three categories; Easy, normal, and hard. The students that played Tetris on normal level experienced flow and were less stressed about the evaluation. This can b seen as someone who likes to run for the sheer joy of running and not because they need to do it for exercise or because they want to brag about it. Peek flow can be different for each person. It could take and individual years to reach flow or only moments. If an individual becomes too good at an activity they can become board. If the challenge becomes too hard then the individual could become discouraged and want to quit. In the view of behaviorism, motivation is understood as a question about what factors cause, prevent, or withhold various behaviors, while the question of, for instance, conscious motives would be ignored. Where others would speculate about such things as values, drives, or needs, that may not be observed directly, behaviorists are interested in the observable variables that affect the type, intensity, frequency and duration of observable behavior. Through the basic research of such scientists as Pavlov , Watson and Skinner , several basic mechanisms that govern behavior have been identified. The most important of these are classical conditioning and operant conditioning. Classical and operant conditioning[edit] Main article: Motivational salience In classical or respondent conditioning , behavior is understood as responses triggered by certain environmental or physical stimuli. They can be unconditioned, such as in-born reflexes, or learned through the pairing of an unconditioned stimulus with a different stimulus, which then becomes a conditioned stimulus. In relation to motivation, classical conditioning might be seen as one explanation as to why an individual performs certain responses and behaviors in certain situations. In operant conditioning , the type and frequency of behavior is determined mainly by its consequences. If a certain behavior, in the presence of a certain stimulus, is followed by a desirable consequence a reinforcer , the emitted behavior will increase in frequency in the future, in the presence of the stimulus that preceded the behavior or a similar one. Conversely, if the behavior is followed by something undesirable a punisher , the behavior is less likely to occur in the presence of the stimulus. In a similar manner, removal of a stimulus directly following the behavior might either increase or decrease the frequency of that behavior in the future negative reinforcement or punishment. If a student starts to cause trouble in class gets punished with something he or she dislikes, such as detention positive punishment , that behavior would decrease in the future. The student might seem more motivated to behave in class, presumably

in order to avoid further detention negative reinforcement. The strength of reinforcement or punishment is dependent on schedule and timing. A reinforcer or punisher affects the future frequency of a behavior most strongly if it occurs within seconds of the behavior. A behavior that is reinforced intermittently, at unpredictable intervals, will be more robust and persistent, compared to one that is reinforced every time the behavior is performed. In addition to these basic principles, environmental stimuli also affect behavior. Behavior is punished or reinforced in the context of whatever stimuli were present just before the behavior was performed, which means that a particular behavior might not be affected in every environmental context, or situation, after it is punished or reinforced in one specific context. The various mechanisms of operant conditioning may be used to understand the motivation for various behaviors by examining what happens just after the behavior the consequence , in what context the behavior is performed or not performed the antecedent , and under what circumstances motivating operators. The most common incentive would be a compensation. Compensation can be tangible or intangible, It helps in motivating the employees in their corporate life, students in academics and inspire to do more and more to achieve profitability in every field. Studies show that if the person receives the reward immediately, the effect is greater, and decreases as delay lengthens. From this perspective, the concept of distinguishing between intrinsic and extrinsic forces is irrelevant. Incentive theory in psychology treats motivation and behavior of the individual as they are influenced by beliefs, such as engaging in activities that are expected to be profitable. Incentive theory is promoted by behavioral psychologists, such as B. Incentive theory distinguishes itself from other motivation theories, such as drive theory, in the direction of the motivation. In incentive theory, stimuli "attract" a person towards them, and push them towards the stimulus. In terms of behaviorism, incentive theory involves positive reinforcement: As opposed to in drive theory, which involves negative reinforcement: For example, a person has come to know that if they eat when hungry, it will eliminate that negative feeling of hunger, or if they drink when thirsty, it will eliminate that negative feeling of thirst. In operant conditioning, the function of the reinforcer is to influence future behavior. The presence of a stimulus believed to function as a reinforcer does not according to this terminology explain the current behavior of an organism â€" only previous instances of reinforcement of that behavior in the same or similar situations do. Through the behavior-altering effect of MOs, it is possible to affect current behavior of an individual, giving another piece of the puzzle of motivation. Motivating operations are factors that affect learned behavior in a certain context. MOs have two effects: A common example of this would be food deprivation, which functions as an EO in relation to food: The worker would work hard to try to achieve the raise, and getting the raise would function as an especially strong reinforcer of work behavior. Conversely, a motivating operation that causes a decrease in the effectiveness of a reinforcer, or diminishes a learned behavior related to the reinforcer, functions as an abolishing operation, AO.

2: Workforce Readiness: Competencies and Assessment, 1st Edition (Paperback) - Routledge

Using Games and Simulations for Teaching and Assessment (English, Paperback) Harold F. O'Neil, Jr.. Using Games and Simulations for Teaching and Assessment: Key Issues comprises a multidisciplinary investigation into the issues that arise when using games and simulations for educational purposes.

Subjects Description Current economic difficulties and the challenge of competing in the world market have necessitated a rethinking of American approaches to the utilization of people in organizations. Management now recognizes a need to have workers take on more responsibility at the points of production, of sale, and of service rendered if the United States is to compete in rapidly changing world markets. This development means that much more is expected of even entry-level members of the American workforce. Thus, even more is expected of our high schools and colleges to provide this type of workforce. The need of American management for workers with greater skills and who can take on greater responsibility has spawned many commissions, task forces, and studies. All of them have contributed to the vast evidence documenting the need for a more highly skilled workforce. These studies are summarized and synthesized in this book. However, what remains largely undone is the development of methods to assess the necessary skills that have been identified. A major portion of this book deals with assessment issues. Competencies and Assessment explores the state-of-the-art in the specification of competencies skills and their assessment for students entering the world of work from both high school and college. Both individual and team competencies are examined via data that has been reported and collected in various settings--schools, laboratories, and industrial facilities. Table of Contents Contents: Specifications of Workforce Competencies. Bailey, Changes in the Nature of Work: Implications for Skills and Assessment. Towers, Skills for Success in Maryland: Sinclair, Workforce Competencies of College Graduates. Eltis, Workforce Competencies of Teachers. Sticht, Assessing Foundation Skills for Work. Vansickle, Assessing Employability Skills: Smith, Workplace Readiness Portfolios.

3: October | | SOM Profiles

Workforce Readiness: Competencies and Assessment explores the state-of-the-art in the specification of competencies (skills) and their assessment for students entering the world of work from both high school and college. Both individual and team competencies are examined via data that has been reported and collected in various settings--schools.

The required notice, which must include the information and documents set forth in the Articles of Incorporation, must be given no more than 50 days and no less than 14 days prior to the Annual Meeting. If notice is not received by the Corporation within this time frame, the Corporation will consider such notice untimely. Under Rule 14a-4 c 1 of the Securities Exchange Act of , as amended, if any shareholder proposal intended to be presented at the Annual Meeting without inclusion in our proxy statement is received within the required time frame and is properly presented, then a proxy will have the ability to confer discretionary authority to vote on the proposal. Cautionary Statement Regarding Forward-Looking Statements This proxy statement and the documents that have been incorporated herein by reference may contain forward-looking statements within the meaning of Section 27A of the Securities Act of , as amended, and Section 21E of the Securities Exchange Act of , as amended. Actual results and trends could differ materially from those set forth in such statements due to various risks, uncertainties and other factors. Such risks, uncertainties and other factors that could cause actual results and experience to differ from those projected include, but are not limited to, the following: Although forward-looking statements help provide additional information about us, investors should keep in mind that forward-looking statements are only predictions, at a point in time, and are inherently less reliable than historical information. You are urged not to place undue reliance on these forward-looking statements, which speak only as of the date of this proxy statement. We assume no obligation to update any forward-looking statement in order to reflect any event or circumstance that may arise after the date of this proxy statement, other than as may be required by applicable law or regulation. The Articles further provide that the Board shall be classified into three classes, as nearly equal in number as possible. One class of directors is elected annually, and the term for each class is three 3 years. Any vacancy occurring on the Board of Directors, for any reason, may be filled by a majority of directors then in office to serve until the expiration of the term of the vacancy. At the Annual Meeting, four 4 Class I directors are to be elected to serve for a three-year term. Nominees for Election The Board of Directors proposes the following four 4 nominees be elected as Class I directors for terms expiring at the Annual Meeting of Shareholders: Pellegrino, and James E. Each of the nominees currently serves as a director of the Corporation, except Bobbi J. The four 4 nominees for director receiving the highest number of votes cast by shareholders entitled to vote for the election of directors shall be elected. Unless otherwise instructed, proxies received from shareholders will be voted for the nominees named in this proxy statement. If a nominee should become unavailable for any reason, proxies will be voted for a substitute nominee determined by the Board of Directors. The Board of Directors has no reason to believe that the nominees will be unable to serve if elected.

4: Aircrew Training and Assessment - CRC Press Book

The purpose of this study was to conduct a feasibility study for an assessment in team games. The logic for both individual and team assessment is outlined in a companion report to ONR (O'Neil.

Her students agree enthusiastically: After joining the faculty, she completed a fellowship in transfusion medicine at UVA. Sanford provides daily instruction to residents and fellows in transfusion medicine and fulfills major educational leadership roles in the Schools of Dentistry and Allied Health Professions. Sanford led significant contributions to our new SOM curriculum, incorporating innovations to engage students and improve critical thinking. She is consistently ranked as one of the top course directors as well as one of the best teachers in our medical school. Sanford has received a Best Teacher Award every year since she began teaching the Pathogenesis course. Sanford also teaches high school students locally and nationally, inspiring young people interested in a science career. Sanford has over 50 published papers and abstracts, and has authored or co-authored ten book chapters. Sanford has had a significant impact on continuing professional education on the national level through her service for the American Society for Clinical Pathology ASCP , one of the largest medical specialty societies in the U. In recognition of her accomplishments, Dr. Smith Distinguished Pathology Educator award for outstanding service and excellence in teaching. Personally, I am bringing my daughter, a very young medical laboratory professional, to our annual meeting this year, and Dr. Sanford is the one person I want her to meet! Sanford is often compared to Dr. Enrique Gerszten, for whom this award is named. It is most fitting to recognize her with this honor. Posted on October 5, Duane Williams is my role model as a human being. Duane Williams, Assistant Professor, Interim Division Chief, Pediatric Critical Care, joined our faculty in , and in a short time has demonstrated his consummate skills as an extraordinary clinical teacher. Colleagues, residents, and students repeatedly cite Dr. Williams as one who teaches not only information, but by example. Williams makes that lesson come to life; residents, nurses, respiratory therapists, and families all gather around the glass walls of the PICU as he whips out his dry-erase markers and illustrates the principles of mechanical ventilation, cardiac surgery, and asthmaâ€¦he illustrates that all of those in the room are vital to the care of the patient. Williams has also directed the Proceduralist track in the pediatric residency program for the last three years, developing new lectures, workshops, and simulations. As his Chair, Bruce K. The mock code simulations that Dr. Williams has developed teach the important skills of teamwork, timing, communication, and effectiveness and provide immediate feedback to all providers. Former resident Sunana Dhir, M. Williams establishes a learning environment that is rigorous, yet supportive. Such a gift to work with him. Considering his robust grant support and over publications and abstracts in clinical areas including adult respiratory distress syndrome ARDS and sepsis, he might well be lauded for that alone. Today, we honor Dr. Fowler for the countless students, residents, fellows, and interdisciplinary colleagues he has mentored and continues to mentor. Fowler in , when she was applying to medical school, but was not invited to interview at her schools of choice. Fowler recommended she attend graduate school, offered her a position in his lab during her program, and has advised and encouraged her through admission to VCU SOM, residency, and fellowship to her current junior faculty position. Fowler has been one of the most important mentors in my career, second only to my own father. Fowler makes a difference every day, sometimes with just a well-timed phone call. I was caring for several critically ill patients with complex medical problems, and it was a daunting feeling. Fowler is well-known for his dedication to developing his Division as a team and is extremely proud that Pulmonary and Critical Care Medicine has won the Best Internal Medicine Faculty Teaching Division Award for 11 years in a row. He shows an interest in everyone in the Division, in every role, by helping them be the best they can be, personally and professionally. Grinnan, Associate Professor of Medicine. He is inherently selfless, ethical, and loving. This has to do with the way he leads his life, with the way he deals with obstacles that come his way and the gracious manner with which he respects all, regardless of skill or ability. And unlike a career path, this

path deals with life itself and the way to conduct oneself. In this aspect, I believe Dr. Distinguished Mentor Award Brilliant. These are the words you hear over and over from those describing S. Karnam came to VCU as a postdoctoral scholar in He also holds an appointment in the Department of Medicine, Division of Gastroenterology. He is universally known for his open door, welcoming smile, and willingness to make time to discuss a question, concern, or discovery. He has been on the thesis committees of 28 M. Karnam is a world-renowned expert in the field of gastrointestinal smooth muscle physiology and cell biology, and has published over articles and reviews in peer-reviewed journals. He lectures, and has served as course director, for advanced graduate courses in the Department of Physiology and Biophysics, and the School of Dentistry. VCU undergraduate students who are interested in exploring research during the summer are welcome in Dr. He considered my family as part of his lab, and his warmth and kindness made our long journey short and helped overcome homesickness. Since then, he has continuously mentored me…encouraging me work harder and better for my career development. In addition, I published 35 articles and built up several novel interesting projects for further extramural funding support. I believe that my career success in the past years is significantly attributed to Dr. He was asked a question, and wearily picked up a marker to draw a diagram. Murthy rose from his chair, smiling. And I smiled while I answered it. Karnam has helped many young scientists know how to answer questions, to our great benefit. Images are obtained in real time, allowing quicker assessment and improved patient care. It has rapidly been incorporated into patient care in nearly every specialty, so it is important for our medical students to learn this skill. Introducing any curricular innovation, especially one that requires hands-on training, is challenging with a medical school class size of over students. Even more daunting can be coordinating this new material with the rest of the curriculum to enhance and reinforce student learning. Sammy Pedram and Michael Joyce. In he developed a formal curriculum in Critical Care Ultrasound for the Pulmonary and Critical Care fellows and continues to provide training and oversight. As an attending, Dr. Pedram met intern Dr. As a registered diagnostic medical and cardiac sonographer, Dr. Joyce is a key ultrasound educator for our faculty, residents, and students. Seeing ultrasound as an extension of the physical examination, Dr. Joyce collaborated to design an ultrasound course for first year medical students. The Ultrasound Course is designed to complement the longitudinal Principles of Clinical Medicine PCM course, which introduces history taking and physical examination skills. Students must complete pre-course reading and video assignments, and their progress is tracked to assure all modules are successfully completed before the hands-on class session. Then, students attend small group, hands-on training with experienced instructors using standardized patients. Students receive one-on-one teaching and immediate feedback about their technique, image acquisition, and interpretation. Whenever possible, ultrasound sessions cover the same topics as students are covering in PCM, for example, learning cardiac ultrasound echocardiography along with heart auscultation. The new course started in the academic year and was immediately a favorite of students â€" and those teaching them. As Thomas Iden, M. Pedram and Joyce were not satisfied with the glowing feedback they received â€" they want to see if their course is making a real difference. Their work received an Honorable Mention award, recognizing their creativity and rigorous approach to evaluating their work. Future plans for the Ultrasound Course include expansion to integrate throughout medical school, and the development of learning resources to allow students to continue learning ultrasound skills while on clinical rotations. Sammy Pedram and Dr. Michael Joyce benefit our students, and our patients, through their dedication to innovative teaching and educational scholarship. Young assembled a team recognized nationally for its research and clinical care. Young, what you will hear about first and foremost is his commitment to his patients. His absolute expectation that all patients and their families, as well as colleagues from all disciplines, will be treated with the highest respect and consideration, without exception, has helped to raise the expectations for compassionate care throughout our medical center. Calling every patient the evening before surgery, and being in the O. In turn, he has taught his students and residents to do the same. His clinics tended to run late because he spent time talking with his patientsâ€" not just about their medical problems, but about their families, their communities, and their lives. Every evening, he would

pick up the infamous stack of pink slips with phone messages from patients, and he would spend the rest of the evening returning their calls. Young had not seen in over 40 years, Donald Mason, traveled to VCUHS to be reunited with the physician who had treated him three separate times during Mr. In Chu Lai, Dr. Young cared for Mr. Mason did not know Dr. Young is held in the highest regard by everyone he encounters and has served as a role model for generations of students, residents, and faculty. His humanistic approach to patients, their families, and colleagues underlies his excellence in clinical care, education, and scholarship, and exemplifi es the ideals of the Leonard Tow Humanism in Medicine Award. These words come up repeatedly when students and colleagues describe Saba Masho, M.

5: Motivation - Wikipedia

ASSESSMENT ISSUES --Technology and assessment / Lawrence T. Frase [and others] --Technology fluency: needed skills for the future / Eva L. Baker, Harold F. O'Neil, Jr. --Electronic infrastructure for a future generation of tests / Randy Elliot Bennett --Assessment of teamwork skills via a teamwork questionnaire / Harold F. O'Neil, Jr. [and.

6: Content Posted in | University of Pennsylvania ScholarlyCommons

This work, about future technology in education, is written from a learning perspective. It's primary audience should be persons in the educational technology fields, both industry and schools.

ASSESSMENT OF TEAMWORK SKILLS VIA A TEAMWORK QUESTIONNAIRE HAROLD F. ONEIL, JR. . [ET AL.] pdf

Federal taxation basic principles 2018 Statistics for Business and Economics, Revised (with Student CD-ROM) The Inaugural Address of Professor Briggs Large Scale Systems 2004 Internet standards and protocols God-fearing and free Oxford picture dictionary english russian I Like Outer Space (Things I Like) The Penguin great novels of D.H. Lawrence To a distant island Moleskine Weekly Planner Vertical 12 Months Hard Black Cover Pocket Transactional model of stress and coping theory Urbanization in the developing world Models of social group work Pain and Its Relief in Childbirth Ganesh chavithi pooja vidhanam in telugu Leonardo Da Vinci (Importance of) Exploit the product life cycle by theodore levitt The art of art history Critical nostalgia Caribbean migration Japanese Lacquer Box-Blank Book-Lined 3 3//4 X 5 Cds 1 2013 question paper Biogenic Reducing Handbook of the economics of education volume 1 The Mark of the Wolf Human Resources in Tourism Kashmir and Its Inhabitants California Desert District: Sheep Hole Mountains Paradoxes of Rationality and Cooperation/Photocopied Secondary symptoms and how to manage them Revolutions in vision : Chinese art and the experience of modernity David Clarke Islamic International Law And Jihad (War Law Handbook A history of the chantries within the county palatine of Lancaster Appendix A, The Birmingham scheme Education and College Blended learning in higher education Building a future on the past. Protecting the worlds children Understanding Robert Musil Getting to happy