

## INFO3333 TEAMS AND PROCESSES

### TEAM PROFILE AND CAPABILITY ASSESSMENT STAGE 2 (2%)

#### INTRODUCTION

In this stage you finish creating the team profile you started in Stage 1. You will analyse and summarise your team's capabilities, allocate roles, and agree on team rules. Then you will add this to the Team profile.

Section 1 of this document specifies how to create your **Team Profile and Capability Assessment Stage 2**.

Section 2 of this document contains a sample of a capability analysis

The following document: **Guidelines for Managing Your Team** contains resources to use over the course of the project.

#### 1. SPECIFICATIONS FOR CREATING AND WRITING YOUR TEAM PROFILE AND CAPABILITY ASSESSMENT STAGE 2

1. Each team member identifies their individual capabilities in their own words:
  - a. make a list of what you see as your strengths
  - b. rank each strength on a scale of 1-5 where 1 = weak, 2 = present, 3 = quite strong, 4 = strong, 5 = very strong
  - c. make a list of areas in which you would like to improve
  - d. rank how much improvement you think each area needs on a scale of 1-5 where 1 = a bit, 2 = more than a bit, 3 = a medium amount, 4 = a significant amount, 5 = a lot

#### 2. Create a summary of team capabilities:

- a. Analyse and summarise the combined individual capabilities to create a profile of the team as a whole
- b. Display the data as in the sample in Section 2, or equivalent. (Please note that the categories of strengths and areas for improvement there are just examples of what a particular team recorded, you should use whatever categories you wish).
- c. Write a one page (or less) summary of what you have found out about your team's strengths and areas for improvement following the instructions in the document in Appendix A: **How to write a paragraph**

#### 3. Allocate the following roles and record them in the profiles (you may add further roles if you wish):

- a. A **coordinator** who:
  - i. negotiates the schedule of tasks and meetings
  - ii. prepares for and runs meetings according to the guidelines in the document **How to Prepare, Conduct and Record a Meeting**

- iii. make sure assigned tasks are finished on time,
    - iv. makes sure all members of the team are participating in the activities
    - v. addresses problems with any of the above or refers them to a tutor
  - b. A **recorder** (rotate this role through the team) who:
    - i. Records meetings as set out in the document **How to Prepare, Conduct and Record a Meeting**
  - c. An **observer** (rotate this role through the team) who at the beginning of meetings observes and asks for comments on:
    - i. what is working well in the team
    - ii. what needs improvement
  - d. A **spokesperson** (rotate this role through the team) who speaks for the team in class or other situations as required
4. Make an agreement about the rules by which the team will operate and record the agreement in the profile:
- a. ask each team member what processes and behaviours:
    - i. it is important to include in the rules (e.g. punctuality, cooperation, and civility in feedback and discussions)
    - ii. it is important to exclude (e.g. rudeness and unwarranted criticism)
  - b. record the agreements in the profile
  - c. decide on a mechanism by which agreements can be changed
6. Submit the profile with in the following format:
- Cover page with the Team name and logo, date, composite photo of the team with names
  - A table of contents
  - Individual entry for each member from your **Team Profile and Capability Assessment Stage 1**
  - Summary of team capabilities (table/spreadsheet and text)
  - Members' roles and responsibilities
  - Operating agreements

Every page of the document should have a header with "[Team Name] Profile" and a footer containing "page x of y" and the date and time.

**2. AN EXAMPLE OF A TEAM CAPABILITY ANALYSIS****TEAM CAPABILITY ANALYSIS**

STRENGTHS	Madhav	Waiho	David	Shirley	Yasmeen	
Honesty	4	4	5	5	4	22
Enthusiastic	3	5	5	4	4	21
Co-ordination	4	4	4	4	4	20
Observant	3	4	3	5	5	20
Ambitious	5	4	4	4	3	20
Team Work	4	4	4	4	4	20
Strengths	4	5	3	4	3	19
Hard-working	4	4	3	4	4	19
Optimistic	5	5	4	2	3	19
Versatile	4	4	3	4	4	19
Problem-Solving	3	4	3	4	4	18
Confidence	4	4	4	2	3	17
Straight-Forward	3	3	4	4	3	17
Communication	4	3	3	3	3	16
Ability to work under pressure	4	3	4	3	2	16
Good Listener	3	3	2	3	5	16
Negotiation	4	4	2	3	3	16
Meticulous	3	2	1	4	3	13
Creativity	2	1	1	4	3	11
Patience	1	1	3	2	1	8

AREAS FOR IMPROVEMENT	Madhav	Waiho	David	Shirley	Yasmeen	
Being too emotional	5	5	5	5	5	25
Short Tempered	5	5	4	5	5	24
Distraction From focus	4	5	5	4	3	21
Lazy	3	4	5	4	4	20
Control-Freak	4	4	3	4	4	19
Moody	3	3	4	4	4	18
Too much Perfectionist	2	3	2	5	5	17
Blunt	3	2	4	4	4	17
Stubborn	2	3	2	4	5	16
Intolerant	3	2	3	4	4	16
Self-Discipline	2	4	2	3	4	15
bias perspective	1	2	3	3	2	11
Short-sighted	2	1	4	1	3	11

## APPENDIX A      How to write a paragraph

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A paragraph typically contains the following three components which work together to provide both internal consistency and the linkage of ideas across a text.

COMPONENT	FUNCTION
Topic sentence(s)	To introduce and clearly state the main idea that you intend to develop in the paragraph To preview for the reader the kinds of information that the rest of the paragraph will contain
Elaboration of the idea	to elaborate the idea that you have introduced.
Concluding sentence(s) (not always needed)	To round off what you have said in your paragraph To qualify the views expressed

### • What do topic sentences do?

The topic sentence introduces a controlling idea. This determines the content of the paragraph – what goes in and what is left out. You should always be able to demonstrate how every item of information in your paragraph relates to the controlling idea expressed in the topic sentence.

### • How to develop a paragraph

The development section of a paragraph elaborates the controlling idea expressed in the topic sentence. The development section (or body) of a paragraph can have a number of roles. Often, it fulfils all of these roles simultaneously. It may do this by:

- describing - presenting more information about the controlling idea.
- exemplifying - using examples to illustrate the controlling idea.
- analysing - comparing and contrasting concepts associated with the controlling idea .

### • What do concluding sentences do?

Concluding sentences have *three crucial roles* in paragraph writing.

1. They draw together the information you have presented to elaborate your controlling idea:

- summarising the points you have made.
- repeating words or phrases (or synonyms for them) from the topic sentence.
- using linking words that indicate that conclusions are being drawn, for example, *therefore, thus, resulting*.

2. They often link the current paragraph to the following paragraph. They may anticipate the topic sentence of the next paragraph by:

- introducing a word/phrase or new idea which will then be picked up in the topic sentence of the next paragraph.
- using words or phrases that point ahead, for example, *the following, another, other*.

3. They often qualify the information or perspectives developed in the elaboration. They may qualify this information by:

- using conjunctions such as *although, even though, in spite of, despite, whereas* and *while*. to foreground the importance of some perspectives and background others.
- making comparisons and contrasts between perspectives.

FOR MORE INFORMATION SEE <http://iwrite.sydney.edu.au/ENGINEERING/Writing-Clearly/Paragraph-Structure/Introduction.html>

## AN EXAMPLE OF A GOOD PARAGRAPH

Exhibit 3

Today consumers use their vehicles for all purposes; in the future, they will choose an optimal mobility solution for each specific purpose

Today:

One vehicle for every trip purpose

Avg. share of annual driving time



2030:

A solution for each specific purpose<sup>1</sup>



<sup>1</sup> Only showing automobile based mobility, alternative options like walking, biking, and public transportation are also included in optimal mobility solutions

SOURCE: McKinsey

## An example of a good paragraph

Topic sentence

Consumers today use their cars as “all-purpose” vehicles, no matter if commuting alone to work or taking the whole family to the beach, however in the future, they may want the flexibility to choose the best solution for a specific purpose, on demand. We can already observe significant, early signs that the importance of private car ownership is declining and shared mobility is increasing. In the US, for example, the share of young people (16 to 24 years) that hold a driver’s license dropped from 76 percent in 2000 to 71 percent in 2013<sup>1</sup>, while the number of car sharing members has grown by more than 30 percent annually over the last five years. A shift to shared mobility, enabling consumers to use the optimal solution for each purpose, will lead to new segments of specialized vehicles designed for very specific needs. As a result of this shift to diverse mobility solutions, up to 10 percent of new cars sold in 2030 may likely be a shared vehicle.

Elaboration

Conclusion