## **ASSIGNMENT L4**

## **(Team Process Checks)**

Learning how to stop and review what you are doing rather than blindly continuing down the path you have selected is one of the hardest things to do, especially when the path appears to be leading in a good direction. However, successful, creative people and teams stop periodically and evaluate their plans to help improve what they are doing in order to achieve better final results. There are a number of different ways to start doing this reflective pausing; in this class, you will use a Team Process Check. The material on productive meetings discusses the need to evaluate the meeting process. The material on Team Norms (Section H of the Blue Workbook) discusses the need to use Constructive Feedback (a type of Process Check) as a powerful method for improving team performance.

The purpose for these Team Process checks is to allow your team to collect data, in a non-judgmental form (i.e., there is no good or bad associated with the responses), on how the team is doing. If the Process Check uncovers areas of concern, then your team can use the check as the starting point for making some improvements in the way the team is performing. The Instructors will review these Process Checks to see when teams may need outside facilitation to help them overcome some team difficulty. Doing this assignment is a team activity and must be done as a team.

### **The Assignment’s Learning Objectives**

Once this assignment is completed the team will have:

1. demonstrated its ability to perform a team process checks,
2. demonstrated its ability to monitor and improve its performance, and
3. uncovered any team dynamics problems.

### **The Assignment**

There is no “correct” Process Check and, as you see how these Process Checks are done and used, your team may develop its own variation. However, when you are preparing a Team Process Check you must follow the following procedure:

1. Before the team meeting at which this assignment is completed, each member of the team must complete the Team Process Check (the next to last page of this Assignment Document).
2. During the team meeting at which this assignment is completed, the team must come to consensus and complete:
   1. The Team Process Check and
   2. An Individual Process Check for each member of the team (the process check is the last page of this assignment).
3. After the team has generated its consensus versions of the Team and Individual Process Checks, the various Process Checks must be analyzed. If
   1. any score on a team member’s Team Process Check is more than one lower than the team’s consensus answer, or
   2. any score on a team member’s Team Process Check is l, or
   3. any score on an Individual Process Check is 1 or 2,

then the team must:

* 1. discuss the reasons for the low score (This is most likely a good time to use Constructive Feedback to try and get at the root cause of the difficulty.) and
  2. develop a team norm (see Section H of the TU Workbook) to ameliorate the problem.

1. Finally, if any question receives a five from more than two members, discuss why this is so (again Constructive Feedback may be the tool of choice) and see if you can think of ways to use what’s working well in other parts of your team work.

### **The Assessment**

You are not to peer assess this assignment, though it would be a good idea to review the checklist before submitting the work. Your Lab instructor will assess the work using the following checklist:

### **The Submission**

You are to submit the following in the order shown:

1. The team process check checklist (only team name shown)
2. The context for the work
3. The work
   1. the team consensus Team Process Check
   2. all of the individual Team Process Checks,
   3. all the team consensus Individual Process Checks, and
   4. the discussions and decisions that were made in doing the assignment.
4. The discussion of the assignment

This organization ensures that the assignment meets the course expectations for Presentation of Technical Work.

| **Date:** | **/ /144** | **Group** |  | **Team** |  | **Member Number** |  |
| --- | --- | --- | --- | --- | --- | --- | --- |

| **Name**: | **Agree Strongly** | | | **Disagree Strongly** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. The team is very productive. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. The team values everyone’s contributions. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. The team members are comfortable with each other. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. We stay on track when we are together. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Someone always seems to know what is needed. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. We all have the same goals in this class. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Everyone is contributing. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. I understand what my team expects me to do. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Everyone comes prepared to our meetings. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. The team uses methods introduced in class. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. We teach and learn from each other. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. We have developed ways to resolve conflict and reach consensus. | | 5 | 4 | | 3 | 2 | 1 | |
|  | | 5 | 4 | | 3 | 2 | 1 | |
|  | | 5 | 4 | | 3 | 2 | 1 | |

**How To Compete Team Process Checks**

Each member of the team is to complete the above questions (and any optional questions the team has added) and bring their responses to a team meeting where the results will be discussed. During the team discussion a team consensus (or team summary) version of the above table is to be developed using this form. Also during the discussion the team needs to address the team’s strengths and areas for improvement (see below). During the semester, teams are expected to move two or three areas of improvement into the strengths column (continuous improvement).

**List at Least Five Areas of Team Strength**



**List at Least Two Areas That Can Be Improved**



Discussion of Process Check (use back if necessary)

| **Date:** | **/ /144** | **Group** |  | **Team** |  | **My Member #** |  |
| --- | --- | --- | --- | --- | --- | --- | --- |

| **My Name**: |
| --- |

**This is the individual process check for my teammate whose member number is**: 1 2 3 4 5

| **His Name**: | **Agree Strongly** | | | **Disagree Strongly** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. Attends all team meetings and is on time. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Comes to meetings prepared. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Works cooperatively on course assignments. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Listens to the ideas of others with an open mind. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Constructively criticizes ideas, not people. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Resolves conflicts constructively. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Pays attention and avoids disruptive behavior. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Avoids disruptive side conversations. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Allows only one person to speak at a time. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Allows everyone to participate, does not dominate. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Is succinct, avoids long anecdotes and examples. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Respects those not present. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Asks questions when confused. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Is responsible for the team’s success. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Discusses/Offers ideas with/to the team. | | 5 | 4 | | 3 | 2 | 1 | |
| 1. Is aware of other team member’s feelings. | | 5 | 4 | | 3 | 2 | 1 | |
|  | | 5 | 4 | | 3 | 2 | 1 | |
|  | | 5 | 4 | | 3 | 2 | 1 | |
|  | | 5 | 4 | | 3 | 2 | 1 | |
|  | | 5 | 4 | | 3 | 2 | 1 | |

**List at Least Three Strengths of this Team Member**

1.

2.

3.

4.

5.

**List at Least One Area That Can Be Improved**

1.

2.

3.

4.