Policies for Team Assignments[†]

Your team will have a number of responsibilities as it completes problem and project assignments.

- *Designate a coordinator, recorder and checker for each assignment. Add a monitor for 4-person teams*. Rotate these roles for every assignment.
- *Agree on a common meeting time and what each member should have done before the meeting* (readings, taking the first cut at some or all of the assigned work, etc.)
- *Do the required individual preparation*.
- *Coordinator checks with other team members before the meeting to remind them of when and where they will meet and what they are supposed to do.*
- *Meet and work*. **Coordinator** keeps everyone on task and makes sure everyone is involved, **recorder** prepares the final solution to be turned in, **monitor** checks to makes sure everyone understands both the solution and the strategy used to get it, and **checker** double-checks it before it is handed in. Agree on next meeting time and roles for next assignment. For teams of three, the same person should cover the monitor and checker roles.
- *Checker turns in the assignment, with the names on it of every team member who participated actively in completing it*. If the checker anticipates a problem getting to class on time on the due date of the assignment,it is his/her responsibility to make sure someone turns it in.
- *Review returned assignments*. Make sure everyone understands why points were lost and how to correct errors.
- *Consult with your instructor if a conflict arises that can't be worked through by the team.*

Dealing with non-cooperative team members. If a team member refuses to cooperate on an assignment, their name should not be included on the completed work. If the problem persists, the team should meet with the instructor so that the problem can be resolved, if possible. If the problem still continues, the cooperating team members may notify the uncooperative member in writing that they are in danger of being fired, sending a copy of the memo to the instructor. If there is no subsequent improvement, the individual should be notified in writing (with a copy to the instructor) that the individual is no longer with the team. The fired student should then meet with the instructor to discuss options. Similarly, students who are consistently doing all the work for their team may issue a warning memo that they will quit unless they start getting cooperation, and a second memo quitting the team if the cooperation is not forthcoming. Students who get fired or quit must either find another team willing to add them as a member or get zeroes for the remaining assignments.

As you will find out, group work isn't always easy—team members sometimes cannot prepare for or attend group sessions because of other responsibilities, and conflicts often result from differing skill levels and work ethics. When teams work and communicate well, however, the benefits more than compensate for the difficulties.One way to improve the chances that a team will work well is to agree beforehand on what everyone on the team expects from everyone else. Reaching this understanding is the goal of the assignment on the *Team ExpectationsAgreement* handout.

[†]Adapted from Oakley, B, et al. "Turning student groups into effective teams." *Journal of Student Centered Learning* 2, no. 1 (2004): 9-34; in turn adapted from R. M. Felder & R. Brent, Effective Teaching, North Carolina State University, 2000.

TEAM EXPECTATIONS AGREEMENT[†]

On a single sheet of paper, put your names and list the rules and expectations you agree as a team to adopt. You can describe any or all responsibilities—preparation for and attendance at group meetings, making sure everyone understands all the solutions, communicating frankly but with respect when conflicts arise, etc. Each team member should sign the sheet, indicating acceptance of these expectations and intention to fulfill them. Turn one copy in to your teacher, and keep a remaining copy or copies for yourselves.

These expectations are for your use and benefit—they won't be graded or commented on unless you specifically ask for comments. Note, however, that if you make the list fairly thorough without being unrealistic you'll be giving yourselves the best chance. For example, "We will each solve every problem in every assignment completely before we get together" or "We will get 100 on every assignment" or "We will never miss a meeting" are probably unrealistic, but "We will try to set up the problems individually before meeting" and "We will make sure that anyone who misses a meeting for good cause gets caught up on the work" are realistic.

[†]Adapted from Oakley, B, et al. "Turning student groups into effective teams." *Journal of Student Centered Learning* 2, no. 1 (2004): 9-34; in turn adapted from R. M. Felder & R. Brent, *Effective Teaching*, North Carolina State University, 2000.

EVALUATION OF PROGRESS TOWARD EFFECTIVE TEAM FUNCTIONING[†]

Your Team Name: _____

Symptoms of Internal Meeting Problems	Usually	Sometimes	Hardly Ever
Team meetings generally begin 5-15 minutes late			
Members often arrive late, leave early, or never even show up for the meetings.			
No agenda exists—members simply have a vague notion of what they want to accomplish.			
One or two members monopolize discussion throughout the meeting.			
Members have not read the assignment, performed the necessary background research, or done what they were expected to do. Consequently, individuals are poorly prepared for the meeting.			
With words or by appearance, some members clearly convey that they would rather be elsewhere.			
Members constantly interrupt each other or talk in pairs without listening to the individual who has the floor.			
Issues never get resolved, only put on the back burner until next time.			
No follow-up action plan is developed. Members are confused with regard to what the next step is and who is responsible for performing it.			
The same individual or individuals end up doing the majority of the work. The meetings run on and on and on with little to show for the time spent on them			
Assignments are not completed on time or are completed poorly.			

Peer Rating of Team Members[†]

Your Name _____ Your Team _____

Please write the names of all of your team members, INCLUDING YOURSELF, and rate the degree to which each member fulfilled his/her responsibilities in completing the team assignments. *DO NOT LEAVE ANY COMMENTARY BLANK!* Place this form in a sealed envelope, with your team name/number on the outside, and give it to your instructor. The possible ratings are as follows:

Excellent: Consistently carried more than his/her fair share of the workload.
Very good: Consistently did what he/she was supposed to do, very well prepared and cooperative.
Satisfactory: Usually did what he/she was supposed to do, acceptably prepared and cooperative.
Ordinary: Often did what he/she was supposed to do, minimally prepared and cooperative.
Marginal: Sometimes failed to show up or complete assignments, rarely prepared.
Deficient: Often failed to show up or complete assignments, rarely prepared.
Unsatisfactory: Consistently failed to show up or complete assignments, unprepared.
Superficial: Practically no participation.
No show: No participation at all.

These ratings should reflect each individual's level of participation and effort and sense of responsibility, not his or her academic ability.

Name of team member	Rating	Commentary (DO NOT LEAVE BLANK!)
_____	_____	_____
		_____
		_____
_____	_____	_____
		_____
		_____
_____	_____	_____
		_____
		_____
_____	_____	_____
		_____
		_____

Your Signature _____

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