

Using Assessment for Developing Team
Building Skills

by

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August 2005

The authors would like to acknowledge the support of Dutchess Community College in Poughkeepsie, New York. The research study which informed the design of the forms and methods described was performed during course work in the Electrical Technology program during the academic years between 2003 and 2005.

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1 Executive Summary

“Ability to function in teams”, “good team building skills”, “teamwork”, are all now common phrases in the classifieds. It is increasingly important in society today, both in social and work environments, to be a good team player. But how do we actually develop those skills and evaluate whether our efforts have had a measurable impact so that we can adjust our approach for maximum benefit?

This booklet presents a team assessment process developed to track and improve students’ team building skill as well as a complete description of its implementation. Preliminary research on team building skills development was performed with a group of community college students in the Electrical Technology Program. The results from the two year study indicate that active participation in the team assessment process is beneficial in developing team building and leadership skills in college students. All the materials necessary to implement the team assessment process for a classroom or workplace setting are provided in this booklet. Using these materials and methods can yield evidence of improved team building and leadership skills important in meeting accreditation standards or for use in evaluating corporate team skills and leadership development.

2 Preliminary Research on Team Building Skill Development

The importance of teamwork in today’s workplace is essential, and including teamwork in educational programs is now required by many accreditation agencies such as ABET. Numerous publications can be found on the subject; samples are provided [1] – [5]. Most material discusses processes for creating and managing effective teams as well as the assessment of the team and, to a lesser degree, the individual. In general, these processes are most applicable to major projects with teams of 4 – 6 people. It is more difficult to find publications presenting a simple assessment process that can be implemented for small scale, daily team activities along with proof that the process helps individuals improve their own team building skills.

The Team Assessment process utilized in this research study was developed through study, observation, and interaction with a variety of constituent groups. The purpose was to provide a simple and quick method of evaluating teams for small-scale classroom and lab activities in such a way that provides feedback to students on their team building skills. The specific student audience included first and second year community college technology students.

2.1 Brief Description of Data Collecting Method for Research

The process involves the use of a student team assessment form. The form is quick to fill out and highlights the important aspects of teamwork: preparation, active participation, and involvement in reporting results from the team. Also, the roles of team members were highlighted by asking students to supply the following information, for themselves and for their peers:

- (1) Cite one specific thing the team member did that contributed to successful completion of the activity.
- (2) Cite one characteristic of this person that was most supportive of positive team building.
- (3) Suggest one thing this person could do to become a better team player.

Students were invested in the process from the beginning by encouragement and discussion facilitated by the instructor as well as a grade for completing the assessment form for every team activity. Since student teams were formed by random draw and they were regrouped for each activity, student comments originated from a variety of classmates. Comments from the students on the three points listed above were compiled and returned at mid-term and end-of-semester so that the source of the comments was anonymous. Furthermore, the instructor included a summary of their sense of the student's current team building skill as well as what to focus on for improvement.

2.2 Expected Outcome and Evaluation Plan

The Team Assessment process should raise awareness of the importance of working effectively in teams and provide personal insight on how each individual can achieve this. Ultimately, this should lead to the self-development of the student to successfully function in teams. It was also expected that evaluation of the process would lead to better teaching strategies that would improve team building and leadership skills in the students.

In order to determine whether the Team Assessment process achieved the expected outcomes, student responses from the assessment forms were analyzed using two different approaches. These analyses were performed individually by two different instructors. The data analyzed was student feedback that had been collected on students in a 2nd semester Electronics I course and the subsequent 3rd semester Electronics II course. The purpose of the analysis was to locate student progress – a trend in the improvement of their ability to work effectively in teams. The first method involved summarizing students' progress from a holistic perspective by reviewing the collection of student feedback over the two semesters. The second method categorized the responses and calculated the difference in the number of comments in each category over progressive semesters.

After the analysis of the student responses was completed, interviews were held with each student for which a year of data was available. Interview questions focused on working in teams and the effectiveness of the assessment process. Although data had been collected on forty students, there were only seven students available for interviews for whom we had one year's worth of data. The seven students represented a diverse population (29% female, 57% people of color, 43% non-traditional). Four students were high achieving, one average, and two were low achieving students. The responses to the interview questions were compared to the data analysis results.

2.3 Results and Discussion – First Year

The summaries of the two approaches to analyzing the data produced a depiction of each student's strengths, weaknesses, and changes. The categorization method essentially

quantified the holistic method. The interviews confirmed that the combination of our summaries from analyzing the data were on target with the student's own thinking and feelings about the tasks (i.e. recording, building, computer) they performed for their teams, the support roles (i.e. leader, initiator, standard setter, collaborator, communicator) they fulfilled, and how those changed over the year.

The interviews revealed that students were able to clearly articulate specific critical behaviors of themselves and others that they would not have been able to identify without the team assessment process. They were also able to specifically articulate what they could do to work better in teams in both task and support functions. Although the data analysis indicated that this raised awareness did not necessarily translate in to a remarkable change in behavior, the interviews revealed that other academic pressures may have affected behavior. Many students indicated that they better understood what they needed to do to support team work by going through this process but did not necessarily act on that because of other factors such as competing priorities and personal expectations for grades. Most students felt they would behave differently in a workplace setting where external factors tend to be more supportive of team work than in an academic setting. Pertinent student interview responses included:

"Made me realize that I was bowling over others."

"People said...sometimes he gets frustrated, needs to calm down a little bit."

"It [the feedback] really helped because I was just sticking to the...just give me the data, I'll answer the questions...but now I started taking data myself...If nobody [had] said anything I would just go on with things [how I used to]"

"People said [in the assessments] that I was too involved...I took too much of the stuff and didn't leave enough for them to do and they wanted to be more involved because it would be better learning for them....If we hadn't gone through the assessment...I really wouldn't have noticed what was going on."

"Reiterates the fact of what you need to work on."

When asked if the team assessment process had been beneficial, every student responded in the positive. Responses to this question included:

"The most important thing ... is the critiquing of the person, because it is one thing just to say 'there's something wrong with you', it's another to say...'here's two or three solutions."

"Somebody would say 'well, what are you doing' ... I wouldn't have necessarily [said] ... 'well, this is why', more 'it's taken care of, whatever'. Now it's more like stop, explain to everyone, get everyone caught up to speed, then go on with it again."

"That is what the assessments are there for, to build your skills, to work on your flaws, to build your strengths up even further. I took to heart what people said about me."

From the data analysis and interviews, it was evident that students did not clearly recognize new leadership skills in themselves, even if the skills were noted by their peers.

2.4 Results and Discussion – Second Year

In the second year of the study, all the same procedures were followed as well as some additional procedures which resulted in supplemental information from the student data and interview. The Electrical Technology (ELT) program's advisory board was called upon for their objective evaluation of the data from the students. The board members were provided with a copy of the students' feedback forms and then were asked to comment on what the feedback told them about each student. All identifiable information about the student was removed from the feedback form prior to consideration by the board members. Additional information was also obtained from the students during the interviews. Specifically, students were questioned on their understanding of important leadership skills and were asked to reflect on the input provided by the advisory board. Aside from the analysis performed on rich data for 10 ELT students, interview data was also obtained for 17 ELT students from an industry cohort. This group had minimal exposure to and feedback from the team assessment process thus providing an interesting comparison.

As before, the summaries of the two approaches to analyzing the data resulted in a depiction of each student's strengths, weaknesses, and changes. The categorization method was shown to quantify the holistic method as it had in the previous year. The interviews confirmed that the combination of our summaries from analyzing the data were on target with the student's own thinking and feelings about the tasks (i.e. recording, building, computer) they performed for their teams, the support roles (i.e. leader, initiator, standard setter, collaborator, communicator) they fulfilled, and how those changed over the year. During the interview, students were shown the comments from the Advisory Board, and they concurred that the comments were representative of their behaviors.

The interviews revealed that students were able to clearly articulate specific critical behaviors of themselves and others that they would not have been able to identify without the team assessment process. They were also able to specifically articulate what they could do to work better in teams in both task and support functions. Although the data analysis alone indicated that this raised awareness did not necessarily translate in to a remarkable change in behavior, the interviews revealed that students felt they had made significant changes when other academic pressures did not inhibit their behavior. Pertinent student interview responses included:

"This [the feedback] is very good for looking at myself".

"I saw that I needed to stop worrying about my grade and trust my peers".

"Team assessment feedback helped me figure out what to do. ...Comments like 'speak up' and 'give input' helped".

When asked if the team assessment process had been beneficial, every student responded in the positive, although not everyone was as positive as in the first year. Two of the ten students expressed some frustration and reservation about the process. Each of these students brought something different to the classroom that made it more difficult for them to embrace team work. Some of their more negative responses included:

"I tried to do my part for the group ... but if people don't show up, they rat on you".

“Sometimes people couldn’t think of anything to say so they would just put something down [on the assessment form]”.

As may be expected, some students learned more from the process than others. Even the students who had negative comments could identify some development in their team building skills.

As in the previous year, it was evident from the data analysis and interviews that students were not inclined to recognize leadership skills in themselves, even if the skills were noted by their peers. The topic of leadership was approached differently in the second year trial by asking students to define the skill set for a leader and identify which of these skills they possess and need to work on. Based on the interview data, 50% of the students were able to clearly articulate the leader skill set. In order to be rated as being able to describe the skill set a leader should have, the students needed to include good communication skills, specifically identifying good listening skills and regular communications with team.

Finally, analyses of interview data from the two distinct groups of students resulted in interesting comparisons. One group (Group A), consisting of ten students, had engaged fully in the team assessment process by completing assessment forms and receiving feedback in four of their classes over two semesters. The other group (Group B), consisting of 17 students, had taken all the same classes as Group A but had not always been required to fill out the assessment form and had not received feedback from the forms or from their instructors. Also, all of the members of Group B were nontraditional students currently employed in the semiconductor industry which was paying for their education. The results from the interviews are provided here:

- 80% of the students from Group A and 59% from Group B recognized a change in their teambuilding skills over the course of the program
- 80% of the students from Group A and 24% from Group B were able to clearly articulate their teambuilding skills and what changes had occurred
- 50% of the students from Group A and 35% from Group B were able to clearly articulate the leader skill set

The results indicate that the team assessment process helped students recognize changes in their teambuilding skills more consistently than students who did not participate in that process. As would be expected, the college education provided with course work that includes significant team work resulted in student perception of improved teambuilding skills. But a higher percentage of students in Group A (80%) noted that changes had occurred as opposed to Group B (59%). More significantly, 80% of the students who had participated in the team assessment process were able to clearly and readily articulate their skills and what changes had occurred while only 24% of the students were able to do so from the other group. Also, it was noted during the interviews that Group A students tended to identify more sophisticated skills than Group B students. Finally, the results indicate that the team assessment process does help students identify leader skills better than students who did not participate in the process. It is noteworthy that many students from Group B had developed an image of a good leader from their workplace and not from participating in the college program.

2.5 Outcomes Summary and Modifications

All the results over the two year study indicate that active participation in the team assessment process, which includes providing regular feedback to students and an exit interview, is beneficial in developing team building and leadership skills in college students. Initial study of the difference between traditional and non-traditional students indicates that non-traditional students come to college with teambuilding and leadership skills yet the non-traditional students would also benefit from the process. The outcomes of implementation of the team assessment process are:

- Change in student behavior reflecting improved teambuilding skills
- Ability of student to clearly articulate their own skills as well as those that need improvement
- Recognition of the importance of communication skills, especially as it relates to leadership

Areas for improvement are in the data collection process, usefulness of some of the data collected, and tying in leadership skills. To this end, the process was modified in the following ways:

- The team assessment form was modified to include:
 - Numerical ranking on basic ideas of preparation, participation, and leadership.
 - Asking students to provide a characteristic of good leadership a team member demonstrated during the activity. The comment is provided only if the team member is prepared to take on a leadership role.
- A supplement to the team assessment form was developed providing a list of suggested comments for each of the categories. These comments were developed based on student comments collected over three years.
- The interview questions were finalized to include questions about leadership.

Development of a web-based system to collect and organize the data is slated for completion and beta implementation in January 2006.

3 Implementing Team Assessment to Develop Team Building Skills

This section provides thorough details of how to implement Team Assessment in order to develop team building skills in the participants. The description focuses on a classroom setting but the tools and methods can be used in any setting where multiple team tasks are performed. For example, the Team Assessment process can be implemented in a workplace setting where teams within a department are regularly formed to work on short-term projects. When implemented in the workplace, the department head or manager becomes the “instructor” and the workers are the “students”. Also, although this process was implemented for technology students, it can be applied to any environment where team activities are taking place.

3.1 Overview

In order to implement Team Assessment in the classroom, the following tools are provided:

- Classroom Handouts
 - Team Assessment form (TA)
 - Team Assessment – Supplement
 - Functional Group Roles Summary – includes vocabulary of team assessment
 - SUNY Statement on Assessment
 - Sample student data
- Method of Organizing for Assessment
- Method of Introducing the Team Assessment Process to Students
- Method of Data Collection and Feedback

The classroom handouts are included in Appendix A. An overview of the use and function of the tools are described here followed by details of the methods developed.

Following every team-based activity in the classroom, the students are to complete the Team Assessment form (TA). The initial development of the form came from the realization that a team's ability to function hinged on what the individuals brought to it. For the team to function at the most basic level, all team members need to (1) come to the group prepared, (2) participate in the activity, and (3) participate in reporting out. This seemed to be basic in considering any team activity in any discipline or any workplace. The front side of the TA form addresses these three basic issues as well as some consideration of leadership potential.

In implementation, it is of primary importance that everyone understands what preparation is required for a particular team activity. It is the instructor's or the manager's responsibility to make sure the team members understand what they must come to the team with for a particular project. Assignments should be given as preparation for an activity. In that case, it is very straightforward for the student to indicate if they are prepared for the activity and can readily fill out that portion of the form.

From noting student responses over three years, it was determined that most students will judge themselves honestly in terms of their participation in the activity and in reporting out. Completing that portion of the form should also be straightforward for the student.

The remainder of the front side of the TA form asks students to reflect on their team members: how much they enjoyed working with them and their leadership potential.

The reverse side of the form requires more effort to complete. Students are asked to comment on the following four aspects of each team member:

- Cite a specific thing each team member did (including themselves) that contributed to successful completion of the activity.
- Cite a characteristic of each person on the team (including themselves) that was most supportive of positive team building.

- Suggest one thing that each person (including themselves) could do to become a better team player
- Provide a characteristic of good leadership that each person (including themselves) demonstrated. A characteristic is only provided if the student feels that the team member is prepared to take on a leadership role.

The TA – Student Supplement and Functional Group Roles Summary are provided to help the students fill out the TA form and develop a vocabulary for assessment. The student supplement includes a large variety of appropriate comments for the reverse side of the TA form. The Functional Group Roles Summary explains what functional group roles are and provides a vocabulary for assessment. Students are encouraged to use the supplement as well as the Functional Group Roles Summary which are provided in Appendix A, however, if students can articulate what they want to say without the supplements, they should be encouraged to do so.

Also included in Appendix A is a statement about assessment from the State University of New York (SUNY) Administration which is meant to set the tone of this process in the classroom. It is emphasized to the students that (1) the process is meant to facilitate development of team building skills, (2) the form focuses on positive aspects of the participants, and (3) the process is not used to criticize one another. Finally, a sample student feedback form should be supplied to the students so they can begin to appreciate the value of the process in their own development.

All the forms described above as well as the Team Assessment process should be presented to students on the first day of class so they can be prepared to participate in the process early in the semester (details are provided in section 3.3 on how to present the team assessment process to students). In order to get maximum benefit from these tools, students should practice their team building skills with a wide variety of their fellow students and therefore student teams should be selected by a random process for each team activity. This is critical to the process because students tend to select teams based on who they know and are comfortable with (this goes back to the elementary school yard). In that case, there is little opportunity for growth. Furthermore, if allowed to select their own teams and stay in that configuration all semester, they tend to fall in to roles and don't get opportunities to try other roles unless assigned to them. Assigning roles does not readily facilitate positive team building as the democratic process within the team has been trumped by the assignment.

Following the presentation of the forms and process, the bottom line for motivating students to complete the form needs to be discussed – how they will be graded. Often a percentage of the final grade in a course includes classroom participation. In this case, a percentage of the grade is assigned for team participation and that grade will come from the TA forms. The percentage of the grade assigned is up to the individual instructor but it is recommended that at least 5% is determined by the student's participation in the assessment process. A simple grading practice is recommended to reward honest participation. For example, by applying a scale of 0 – 2, a student would earn a grade of 2 (full credit) by participating fully in the process demonstrated by filling out the forms completely and with integrity (their comments are thoughtful, appropriate, and sincere). If a student does not hand in the form, they get a 0. If the form is incomplete or the

comments indicate little thought or energy was used to fill out the form, the student receives a 1. At the end of the semester, an average is found, multiplied by 50, and used to determine the grade. For example, an average of 1.75 translates to a grade of 87.5 out of 100. Instructors can also use the numerical data collected for a portion of the grade.

The most important result of the assessment process is derived from the comments. These can be collected in an excel workbook for the class where each single spreadsheet within the workbook corresponds to a particular student. Details of organizing the excel workbook are provided in Section 3.2. The research indicated that returning those comments to the students in the form recommended was most critical in gaining student buy-in and teambuilding development.

3.2 Organizing for Assessment

During the research study of the Team Assessment process, the data collected was organized and returned to the students as feedback using a spreadsheet. In the future, a web-based form will replace the paper forms, and much of the data organization and feedback preparation will be automated.

This section describes the use of a spreadsheet for data organization and feedback preparation. Sample spreadsheets are included in Appendices A (feedback) and B (data organization). The spreadsheet shown in Appendix A illustrates the feedback form each student is given after a sufficient number of comments have been collected; typically at mid-term and end of the semester. The spreadsheets in Appendix B include a blank form and the form as it would appear prior to “shuffling” the data. Data shuffling is performed to make it more difficult for a student to link a comment to a particular team member. The information students entered on the Team Assessment forms is transferred to the workbook of spreadsheets – one sheet is used for each student.

The numeric values of self-assessment responses to preparation, participation, and reporting, along with the responses concerning team member strength and leadership potential are copied from the front of the Team Assessment forms to the top of the data organization spreadsheet. Average values for each category and overall are calculated by formulae in this spreadsheet.

Note that for each lab activity, numeric data is collected from separate Team Assessment forms for self and each team member.

For each lab activity, the contribution, characteristic, suggestion, and leadership responses are copied from the back of the Team Assessment forms. Names and personalized language is filtered out of the responses to help in keeping the feedback anonymous.

The feedback to students may be given at intervals during the course or at the end, according to the number of lab activities and the length of the course. The description of how to use the organized data to create the student feedback is described in section 3.4.

3.3 Introducing the Process to Students

Introducing the students to the process properly is very important – if the students take the process seriously, the data collected will be more meaningful, and the feedback will lead to better results and more growth.

Some key elements in an introduction that will yield better student ‘buy-in’ to the process are:

- As the instructor, clearly display that the process is important to you.
- Explain the benefits of self and peer assessment, pointing out that working in teams will be a part of their career.
- Point out the fact that self and peer assessments are part of many corporations, in the form of annual or bi-annual performance reviews and other methods. Often, these reviews have a direct impact on promotion and salary increases.
- Assign a grade to the proper completion of the form. The grade should be based only on the proper completion of the form, with measurements such as the form is filled out completely (nothing on the form is left blank), and the responses are honest and insightful (for example, the responses are not all the same).
- Point out the fact that the process is for their own benefit and growth. Becoming a better team member helps to develop leadership skills, which will lead to a better career.
- Indicate that there will be anonymous feedback given to the students at the end of an interval, or at the end of the course. Provide the students with the sample student feedback (Appendix A) and point out how it provides the student with a snapshot of their behavior. Stress that their responses are not for the instructor, but rather coming back to them for their own benefit.

Spending some time introducing the process properly and completely will save a great deal of disappointment in poorly completed Team Assessment forms, and better feedback and growth.

3.4 Data Collection and Feedback

It has been noted that the greatest buy-in to the process from the students comes at the return of the feedback. Students see the information coming back to them for their own benefit, and this has tended to further their belief in the process.

It is very important that the feedback remain anonymous, and that the instructor points out that the feedback is constructive and beneficial – meant to be thought provoking and lead to growth, and not to be taken as simply critical.

Samples of a blank form as well as the form where data is organized for feedback are included in Appendix B.

Note that the numerical data for individual activities is hidden and only the averages are supplied. Also, the contributions, characteristics, suggestions, and leadership responses

are each sorted separately, in alphabetical order. These efforts are done to help keep the data anonymous.

An instructor summary has been added – the instructor’s view of the overall student performance as a team member, and progress from previous courses or feedback intervals.

Reviewing the format and purpose of the feedback with the students, and stressing their importance for their own growth, will yield more student belief in the process, and student progress.

3.5 Bringing It All Together

When applied consistently, all these tools and methods result in students attaining a heightened sense of awareness of themselves and how they behave in teams. This heightened sense of awareness generally leads to improved teambuilding skills. Although the data entry and reorganization for feedback may seem tedious and time consuming, this is the most critical aspect of the work. The labor should be greatly reduced with the implementation of a web-based data collection system. The research indicated that without the feedback, students tended not to develop the more sophisticated skills (team maintenance skills). The instructor must feel committed to the process in order to obtain the desired results. The instructor must be prepared to invest the time to enter and organize the data and provide feedback.

The final step recommended in the process is to conduct an “exit interview” with each student. This provides an opportunity to discuss the feedback with each individual student, reiterate their strengths and weaknesses, and highlight any leadership potential. Data collected from the interviews provides additional information about the process that is very useful for program and course assessment required by accreditation agencies. Traditionally, it has been difficult to acquire evidence that our educational programs develop important soft skills such as teambuilding and leadership. This data readily provides that evidence. Appendix C provides suggested interview questions.

4 Conclusion

By active involvement in Team Assessment, participants learn more about what it takes to be a valuable team member, what they can do to improve themselves, as well as raised awareness of leadership skills. During the research study, students’ behaviors indicative of improved team building skills were observed and documented in the data analysis. Students indicated that without the Team Assessment process described, they would not have been able to identify some of their specific strengths and weaknesses. Furthermore, participants were able to articulate leadership skills and begin to reflect on their own leadership potential.

The forms and methods provided in this booklet offers detailed information for facilitators of team work, as instructors in the classroom or managers in the workplace, to implement a team assessment process to develop team building skills in the participants. The authors request that any party looking to implement this process in their classroom or workplace, notify the authors of their intent.

References

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Appendix A – Classroom Handouts

A.1 Team Assessment Data Collection Form

A.2 Team Assessment – Supplement

A.3 Functional Group Roles Summary

A.4 SUNY Statement on Assessment

A.5 Sample Feedback to Student

Team Assessment Form

Course: _____

Activity Description: _____

Participation Grade: _____

TEAM ASSESSMENTS ARE USED TO DETERMINE A PARTICIPATION GRADE FOR THE COURSE. PLEASE FILL OUT BOTH SIDES OF THE FORM.

Please recognize that this assessment is for positive reinforcement of excellent team practices and only serves in that capacity with your honest responses.

	#1 (self)	#2	#3	#4
Team Member Name				

Which team member is taking responsibility for submitting assigned materials by the specified deadline?

In a successful team, each individual team member comes prepared for and actively participates in the activity and is actively involved in any reporting out requirements. Reflect on the three statements below as they pertain to you and this activity. For each statement, circle the response that best represents your self-assessment.

4 = strongly agree 3 = agree somewhat 2 = disagree somewhat 1 = disagree

Self Assessment		4	3	2	1
I came prepared for this activity by performing all pre-activity assignments such as pre-lab homework, reading in the textbook, and thoroughly reading the activity materials.		4	3	2	1
I fully participated in this activity by determining how best to support the team. Forms of support include organizing personnel, providing communication, construction, note-taking, and measurements.		4	3	2	1
I fully participated in meeting all reporting out requirements. I communicated with team members in and out of class. I collaborated to produce materials required for submission by the team.		4	3	2	1

For each team member, circle the response that most closely represents your opinion.

Member #2		4	3	2	1
I really enjoyed working with this person, (s)he is a great asset to the team, and I would like to be on a team with this person again.		4	3	2	1
This team member has strong leadership potential and I would like to see them take on more of a leadership role in the team.		4	3	2	1

Member #3		4	3	2	1
I really enjoyed working with this person, (s)he is a great asset to the team, and I would like to be on a team with this person again.		4	3	2	1
This team member has strong leadership potential and I would like to see them take on more of a leadership role in the team.		4	3	2	1

Member #4		4	3	2	1
I really enjoyed working with this person, (s)he is a great asset to the team, and I would like to be on a team with this person again.		4	3	2	1
This team member has strong leadership potential and I would like to see them take on more of a leadership role in the team.		4	3	2	1

(turn over to complete other side)

For Each Team Member (including yourself)

Cite ONE specific thing the team member did that contributed to successful completion of the activity. You may use the supplement to select an appropriate response.

Team Member #1:

Team Member #2:

Team Member #3:

Team Member #4:

For Each Team Member (including yourself)

Cite ONE characteristic of this person that was most supportive of positive team building. You may use the supplement to select an appropriate response.

Team Member #1:

Team Member #2:

Team Member #3:

Team Member #4:

For Each Team Member (including yourself)

What one thing could this person do to become a better team player? You may use the supplement to select an appropriate response.

Team Member #1:

Team Member #2:

Team Member #3:

Team Member #4:

For Each Team Member (including yourself)

Provide a characteristic of good leadership that this person demonstrated during this activity. Only provide a characteristic if you feel the team member is prepared to take on a leadership role. You may use the supplement to select an appropriate response.

Team Member #1:

Team Member #2:

Team Member #3:

Team Member #4:

Team Assessment Form - Supplement

This supplement provides suggestions for completing the comments section of the team assessment form.

Consider using one of the comments below when looking to cite ONE specific thing the team member did that contributed to successful completion of the activity.

performed hands-on/construction tasks for activity
used the computer to support activity (simulation software or other software application)
wrote answers to lab questions for the team
recorded data
performed analysis/calculations
determined the sources of difficulty (trouble shooter)
coordinated efforts of team members
evaluated and interpreted data
explained theory
explained procedure
explained how to use the equipment
information seeker
follower
did not positively contribute to the team's effort

Consider using one of the comments below when looking to cite ONE characteristic of this person that was most supportive of positive team building.

opinion giver - states opinion, belief, or points of view relevant to the task
elaborator/clarifier - clarifies, gives examples or develops meaning
compromiser - offers to compromise when clearly necessary for group progress
made it possible for another member to make a contribution
collaborative
receptive to other's opinions and ideas
mediator
good listener
cooperative
supportive
upbeat/positive attitude
energizer - raises the level of enthusiasm for the group's work
encourager
organizer
mentor
summarizer
coordinator
leader
good communication during activity
good communication outside class
initiator - proposes solutions; suggests new ideas, new attacks on problems
orienter - brings group members back to the task when they get off track
opinion seeker
information seeker
follower

Consider using one of the comments below when looking to provide a suggestion for improvement. Remember that everyone has room for improvement. You should offer a suggestion in one or more of these categories:

- (1) skill or attitude that would be most useful for team work
- (2) task-based or maintenance-based skill in which the person is not as confident
- (3) team maintenance skill that the person is ready to improve on but has little experience in
- (4) leadership skills

do more hands-on construction tasks for team
do more on the computer to support the team activity
write or help write the answers to lab questions for the team
record lab information
do more analysis/calculations
be more patient
explain more to team members
share responsibilities
don't be bossy
trust team members more
communicate more with team members in class
communicate more with team members outside of class
compromise more
mediate more
be more open-minded
listen more
be the team leader
set standards for the team
don't be so uptight
stay focused on activity, don't fool around
have a more positive attitude
keep up with the team
be more involved/active in the work
be more involved with the group
be more prepared
be on time
help organize the team
help keep the team focused on the task by assigning jobs
help troubleshoot
help clarify the problems
help other team members make a contribution
be more responsive
help the group manage conflict

Consider using one of the comments below when looking to provide a characteristic of good leadership that a team member demonstrated during the activity.

N/A - team member must first develop basic task and maintenance skills before working on leadership skills
good listener - listened to input from other team members
good communicator - made sure everyone in the team was informed as to the activity's progress
good organizational skills
very well prepared
knowledgeable with the theoretical and practical content of the activity

Functional Group Roles

(or Vocabulary List for Team Assessments)

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There are many different kinds of contributions made by members of a team, however, many of us have trouble articulating what those contributions are. This document provides some of the vocabulary describing a variety of functional roles. Hopefully, by drawing off the terms provided here, you will become more comfortable and more proficient at assessing yourself and your teammates. Remember, the purpose is to strive for continuous improvement and therefore the assessments are NOT to be used to knock someone. The purpose is to help each other identify the strengths of various team members and to consider other ways that we may contribute to team success.

If a group is to reach and maintain high productivity, its members must provide for meeting two kinds of needs: what it takes to do the job, task roles, and what it takes to strengthen and maintain the group, maintenance roles. Functional group roles include both task and maintenance roles. To successfully and productively attain the goal, the team members must take responsibility for identifying and performing the functions, either task or maintenance based, required by the team at any given moment.

In the following pages, you will find explanations and descriptions of task functions and maintenance functions. A list of non-functional behaviors are included to give you an idea of the kinds of activities that detract from a team. Please review this information carefully and consider using the terms in your team assessments.

Task Functions

1. Information Seeker - seeks facts/data relevant to the task
2. Opinion Seeker - seeks clarification of values, suggestions, ideas, and points of view
3. Information Giver - offers facts, generalizations or relating one's own experience relevant to the group's task to illustrate points
4. Opinion Giver - states opinion, belief, value or point of view relevant to the task
5. Initiator - proposes solutions; suggests new ideas, new definitions of the task, new attacks on problems or new organization of material
6. Elaborator or Clarifier - clarifies, gives examples or develops meaning, tries to envision how a proposal might work out if adopted
7. Coordinator - shows relationships among various ideas or suggestions, tries to pull ideas and suggestions together, tries to draw together activities of various sub groups or members
8. Summarizer - pulls together related ideas or suggestions, restates suggestions after the group has discussed them, offers a decision or conclusion for the group
9. Orienter - brings group members back to the task when they get off track
10. Consensus Tester - tentatively asks group opinion to find out if the group is nearing consensus on a decision, send up trial balloons to test group opinions
11. Diagnostician - determines the sources of difficulties, the main block to progress and appropriate steps to take next
12. Secretary (Recorder) - takes minutes or notes, writes reports, serves as the "group memory"
13. Energizer - raises the level of enthusiasm for the group's work
14. Evaluator/Critic - analyzes or causes the group to analyze its accomplishments according to some set of standards without causing the group members to feel threatened, measures accomplishments against goals

Maintenance Functions

1. Gatekeeper - tries to make it possible for another member to make a contribution (for example, by saying: "We haven't heard from Jim yet" or by suggesting limiting talk time so that all will have a chance to be heard), keeps communication channels open
2. Encourager/Supporter - accepts contributions of others, is responsive to others' ideas, or builds upon the ideas of others
3. Mediator/Harmonizer - harmonizes difference in points of view, helps the group manage conflict
4. Tension Releaser - drains off negative feeling by jesting or putting a tense situation in wider context
5. Empathy Expresser - expresses your understanding of what another member may be feeling
6. Feeling Expresser - describes one's own honest reactions/feelings with respect to the situation as well as articulates the group's feelings
7. Feelings Acceptor - maintains the group's awareness that a member's expressed feelings are neither good nor bad but a reality of life to be acknowledged
8. Compromiser - offers to compromise when it is clearly necessary for group progress
9. Standard Setter - suggest standards for the group to achieve and challenges unproductive behaviors
10. Follower - goes along with the movement of the group, listens attentively, accepts the ideas of the group and serves as an audience in the group discussion and decision

Non-Functional Behavior List

(Clarification of these terms can be obtained from your instructor.)

Aggressor	Dominator	Blocker
Self-Confessor	Competitor	Sympathy Seeker
Special Interest Pleader	Clowning Around	Recognition Seeker
Withdrawer	Deserter	

Quote from
Guidelines for the Implementation of
Campus-Based Assessment in the State
University of New York

*Assessment is not evaluation, nor is it competition. **Assessment is a process, first and foremost, for understanding and improving student learning.** Further, a true “culture of assessment” requires that assessment results ... be shared only with appropriate stakeholders.*

Assessment results should never be used to punish, publicly compare, or embarrass students, faculty, courses, programs, departments, or institutions either individually or collectively, or to make public comparisons among groups of students based on gender, race, ethnicity, or demographic factors.

Sample Student Data Form prior to Preparation for Feedback to Student

	Averages	Lab#1	Lab#2	Lab#3	Lab#4	Lab#5	Lab#6					
Self - Prepared	3.00	4	3	2								
Self - Participated	3.00	3	3	3								
Self - Reporting	3.67	3	4	4								
Member - Team Asset	3.00	3	3	3								
Member - Leadership	2.33	2	3	2								
Member - Team Asset	3.33	3	4	3								
Member - Leadership	3.00	3	3	3								
Member - Team Asset	4.00		4									
Member - Leadership	3.00		3									
Overall Average:	3.09	3.00	3.33	2.86	#####	#####	#####					
Contribution	Characteristic	Suggestion for Improvement	Leadership	Course Name & Instructor Summary	Final Date	Student Descriptors						
performed analysis/calculations	supportive	do more hands-on construction tasks for team	good listener – listened to input from other team members	ELT106 - AC Circuits	May-06	hispanic, female, traditional college student						
performed analysis/calculations	coordinator	set standards for the team	good organizational skills									
used the computer to support activity	information seeker	be more responsive	N/A – team member must first develop basic task and maintenance skills									
wrote answers to lab questions for the team	summarizer	help troubleshoot	good organizational skills									
evaluated and interpreted data	summarizer	do more hands-on construction tasks for team	N/A – team member must first develop basic task and maintenance skills									
performed analysis/calculations	coordinator	be more involved/active in the work	very well prepared									
evaluated and interpreted data	supportive	don't be so uptight	N/A – team member must first develop basic task and maintenance skills									
evaluated and interpreted data	supportive	do more hands-on construction tasks for team	N/A – team member must first develop basic task and maintenance skills									
wrote answers to lab questions for the team	coordinator	do more hands-on construction tasks for team	good organizational skills									
used the computer to support activity	summarizer	help troubleshoot	very well prepared									

Appendix C – Exit Interview Form

Exit Interview for (student name):

The goal of the interview is to discuss your sense of your laboratory, team building, and leadership skills and relate these to your skills prior to entering the program/course.

1. During a team activity, what do you feel most comfortable and least comfortable with?
 - a. doing hands-on work (such as wiring a circuit and adjusting the meters),
 - b. recording readings and calculating results,
 - c. reading and interpreting the instructions and giving direction to the other team members,
 - d. some other task or some blend of these?

Most comfortable:

Least comfortable:

What would you have said when you first started with the course/program?

Most comfortable:

Least comfortable:

2. Describe your strengths and weaknesses when you work in teams.

Strengths:

Weaknesses:

3. What is the best thing about working in teams? The worst?

Best:

Worst:

4. Did the feedback provided from the team assessment forms have an impact on your team building skills? If yes, give a specific example or two of how the feedback impacted your team building skills.

5. Do you feel the team assessment process was beneficial, and how? If yes, give an example or two. If there was something that should be improved, what would that be?

6. Identify the skills you would attribute to a good leader.

7. Do you feel you have developed leadership skills? If yes, explain (what skills and how you developed them).

8. Do you feel prepared to take on leadership roles? Did feedback from the team assessment forms help you to answer this question? If yes to either question, explain further.
