

## (Professor's Copy) TEAM EXPECTATIONS AGREEMENT<sup>†</sup>

**On a single sheet of paper, put your names and list the rules and expectations you agree as a team to adopt. You can deal with any or all aspects of the responsibilities outlined above—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 into the professor, 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.

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<sup>†</sup>R. M. Felder & R. Brent, *Effective Teaching*, North Carolina State University, 2000.

## EVALUATION OF PROGRESS TOWARD EFFECTIVE TEAM FUNCTIONING<sup>†</sup>

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.			

<sup>†</sup>Adapted from Jack McGourty and Kenneth P. De Meuse, *The Team Developer: An Assessment and Skill Building Program*, 2001, John Wiley & Sons, New York.

## TEAM MEMBER EVALUATION FORM<sup>†</sup>

The following evaluation of your team members is a tool to help improve your experience with group work. Its purpose is to determine those who have been active and cooperative members as well as to identify those who did not participate. Be consistent when evaluating each group member's performance by using the guidelines below.

1 – never      2 – rarely      3 – sometimes      4 – usually      5 – always

Name of student being evaluated: \_\_\_\_\_

Circle your responses.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| • Has the student attended team meetings?  | 1 | 2 | 3 | 4 | 5 |
| • Has the student made a serious effort at assigned work before the team meetings?                                   | 1 | 2 | 3 | 4 | 5 |
| • Has the student made a serious effort to fulfill his/her team role responsibilities on assignments?                | 1 | 2 | 3 | 4 | 5 |
| • Has the student notified a teammate if he/she would not be able to attend a meeting or fulfill a responsibility?   | 1 | 2 | 3 | 4 | 5 |
| • Does the student attempt to make contributions in group meetings?  | 1 | 2 | 3 | 4 | 5 |
| • Does the student listen to his/her teammates' ideas and opinions respectfully and give them careful consideration? | 1 | 2 | 3 | 4 | 5 |
| • Does the student cooperate with the group effort?  | 1 | 2 | 3 | 4 | 5 |

Based on your responses to these questions, assign an overall rating on the following scale:

\_\_\_\_\_ (Insert one of the given words.)

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

Completed by (put your name here): \_\_\_\_\_

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<sup>†</sup>Adapted from a form reprinted in B. J. Millis and P. G. Cottell, Jr., Cooperative Learning in Higher Education Faculty, Oryx, Phoenix, 1998.

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Name of student being evaluated: \_\_\_\_\_

Circle your responses.

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| • Has the student attended team meetings?  | 1 | 2 | 3 | 4 | 5 |
| • Has the student made a serious effort at assigned work before the team meetings?                                   | 1 | 2 | 3 | 4 | 5 |
| • Has the student made a serious effort to fulfill his/her team role responsibilities on assignments?                | 1 | 2 | 3 | 4 | 5 |
| • Has the student notified a teammate if he/she would not be able to attend a meeting or fulfill a responsibility?   | 1 | 2 | 3 | 4 | 5 |
| • Does the student attempt to make contributions in group meetings?  | 1 | 2 | 3 | 4 | 5 |
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| • Does the student cooperate with the group effort?  | 1 | 2 | 3 | 4 | 5 |

Based on your responses to these questions, assign an overall rating on the following scale:

\_\_\_\_\_ (Insert one of the given words.)

- |                       |   |
|-----------------------|---|
| <b>Excellent</b>      | Consistently carried more than his/her fair share of the workload                   |
| <b>Very good</b>      | Consistently did what he/she was supposed to do, very well prepared and cooperative |
| <b>Satisfactory</b>   | Usually did what he/she was supposed to do, acceptably prepared and cooperative     |
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Circle your responses.

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| • Has the student attended team meetings?  | 1 | 2 | 3 | 4 | 5 |
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Based on your responses to these questions, assign an overall rating on the following scale:

\_\_\_\_\_ (Insert one of the given words.)

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|-----------------------|---|
| <b>Excellent</b>      | Consistently carried more than his/her fair share of the workload                   |
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| <b>Satisfactory</b>   | Usually did what he/she was supposed to do, acceptably prepared and cooperative     |
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Completed by (put your name here): \_\_\_\_\_

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| • Does the student attempt to make contributions in group meetings?  | 1 | 2 | 3 | 4 | 5 |
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Based on your responses to these questions, assign an overall rating on the following scale:

\_\_\_\_\_ (Insert one of the given words.)

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| <b>Excellent</b>      | Consistently carried more than his/her fair share of the workload                   |
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Completed by (put your name here): \_\_\_\_\_

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# Peer Rating of Team Members<sup>†</sup>

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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