STUDENT HANDOUT

Individual Effort Rating for Team Members

Name ___________________________ Group# ___________

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 homework assignments. Sign your name at the bottom. The possible ratings are as follows:

Excellent Consistently carried more than his/her share of the load, frequently helped teammates.

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.*

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<th>Name of team member</th>
<th>Rating</th>
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Your signature: ___________________________

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TEAM POLICIES AND EXPECTATIONS

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

- Designate a coordinator, recorder and checker for each assignment. 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 final solution to be turned in, checker checks it for accuracy and makes sure everyone understands both the solution and the strategy used to get it. Agree on next meeting time and roles for next assignment.
- Recorder turns in the assignment, with the names on it of every team member who participated actively in completing it. If the recorder 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.
- If a team member refuses to cooperate on an assignment, his/her name should not be included on the completed work. If the non-cooperation continues, the team should meet with the instructor so that the problem can be resolved, if possible. If no resolution is achieved, the cooperating team members may notify the uncooperative member in writing that he/she is in danger of being fired, sending a copy of the memo to the instructor. If there is no subsequent improvement, they should notify the individual in writing (copy to the instructor) that he/she is no longer with the team. The fired student should meet with his/her 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 find a team of 3 willing to accept them as a member, otherwise they 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 agreement is the goal of the assignment on the last page of this handout.

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2 Note: If you ask people if they understand something and they say yes, you’ve learned nothing. To do a meaningful job of monitoring for understanding, ask for an explanation.
TEAM EXPECTATIONS ASSIGNMENT. 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.

*These expectations are for your use and benefit—we won’t grade them or even comment on them unless you ask us to.* 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.