Name_____

Project 2.2.3 Teaming Up

Purpose

Working with people in groups is a skill necessary in school and professional careers. You will work with people of varying skills and personalities on many projects. Group processes are often as important to overall success as the content of the product.

When working in a group, it is important to establish objectives or goals for the group. Once those objectives have been established, the group needs to work together to accomplish the objectives. Keeping open lines of communication, being honest with each other, and working toward the group goals rather than seeking personal gain are important factors in successful groups. To assist with this, a group should establish norms, or the shared expectations of each group member, before starting to develop a product or outcome.

Materials

Per student:
- Computer with internet access
- 5 note cards

- Pencil
- *Agriscience Notebook*

Procedure

During this project, work with a group to develop group norms and establish expectations of group members. Work together to accomplish a common goal.

Part One – Self-Assessment

1. Complete the teamwork assessment at the following website, **https://www.kent.ac.uk/careers/sk/teamwork.htm**.

2. Review the results of your survey and read the summary of your top three scores. Take note of how your skills can contribute to a group.

3. Read the sections on effective and ineffective teamwork.

Part Two – Developing the Group

1. Your teacher will assign you to a group of four.

2. Working individually, brainstorm ideal group behaviors. Use three notecards to list three ideal behaviors you feel are most important to group success.

3. Working individually, brainstorm detrimental group behaviors. Use two notecards to list two detrimental behaviors.

4. Place the two sets of cards into separate piles with those of your group members.

5. Take turns pulling a note card from the ideal behavior pile. Read the card aloud and discuss as a group how the behavior improves group success. Repeat until all cards have been shared.

6. Take turns reading a card aloud from the detrimental behavior pile. Discuss how to avoid the detrimental behavior as a group. Repeat until all cards have been shared.

7. Work as a group to use the behaviors you discussed to establish norms and expectations for a group research project. Have one group member record the norms on a separate sheet of paper. Review the questions below as you consider group norms.

- What expectations do members have for themselves and others in the group?
- How will your group ensure that all members have the opportunity to contribute?
- What roles may group members need to fill?
- How will your group define roles?
- How will your group make decisions?
- How will your group handle conflict or disagreement?
- How will your group maximize the use of work time?
- How will your group avoid detrimental behaviors?

Part Three – Group Evaluation

Once your group has come to consensus on norms and expectations, type the list and then work together to develop a rubric to use for assessing group activities. Distribute the tasks evenly among your group. Use the rubric guide to format your rubric. Your teacher will provide you an electronic version upon request. Use the list below to help guide the development of your rubric.

- How can we determine if group members are meeting the expectations and norms set forth?
- What should we look for in determining and distinguishing degrees of participation?
- What kinds of performance or behavior demonstrate individual efforts to group work?
- Brainstorm three to five potential topics that should be evaluated.
- Ask yourself what the most important aspects of group work are and rank your topics from most important to least.
- Consider how the ideal behavior for each topic should look. What would a superb example of each topic look like? Describe it clearly and write the description under the highest level.
- Identify targets for the remaining levels of each topic. Write descending targets. As you look at each level, consider what would describe a slightly less ideal target for the topic.

Use the rubric your group developed to assess yourself and other group members on your ability to work together throughout this project. Discuss your thoughts with the group.

Display your final product to the class as directed by your teacher. Place a copy of your group norms and expectations and your rubric in your *Career Portfolio*.

Conclusion

1. Why is it important for all group members to contribute equally?

So one person is not doing more than they really have to

2. What are the challenges to working with a group?

Making sure that everyone is accomplishing their own work to get the finished product

3. What are the benefits in working with a group?

Getting to collaborate and discuss the topics together

4. How will your group handle conflict?

We will follow the rubric that we have each created for us

Name_____

Project 2.2.3 Rubric Guide

Topics	4 points	3 points	2 points	1 point
Motivated & Contributes to the group	Group member makes an effort to finish the goals at hand	Group member makes an effort most of the time to finish the goals at hand	Group member makes minimal effort to stay motivated during the group project	Group member makes zero effort to contribute or to stay motivated at anytime
Actively Listens	Group member actively listens when there is group discussions	Group member actively listens, but interrupts other members during discussion	Group member very rarely takes others thoughts and opinions into consideration	Group member does not work with others on having a team based discussions
Punctual & Reliable	Group member shows up to every class work on time and does their part to finish the project	Group member shows up on time, but lacks some ability to get all their part done	Group member has trouble showing up on time and is not reliable is accomplishing the project	Group member is late majority of the time and causes the project to be turned in past due date
Understanding of other members in the group	Group member is able to seek a solid understanding of what is to be accomplished for this project	Group member is off in some factual content	Group member has the majority of their facts missing or incorrect in the project	Group member does not know their facts at all for this project
Positive Attitude in their comments	Group member is able to give consistent team building comments throughout work time	Group member has a positive attitude with some complaining	Group member makes several negative comments towards others in the group	Group member holds back the goals and tasks at hand by causing a disruption towards others
Comments				