Name_____

**CASE**

## ⚒ 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
- 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.

Evaluator 7

 Ideas Person 7

 Leader 7

 Compromiser 11

 Summarizer 10

 Recorder 4

Encourager 5

**Part Two – Developing the Group**

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

2. Working individually, brainstorm ideal group behaviors. Type and highlight three ideal behaviors you feel are most important to group success.

3. Working individually, brainstorm detrimental group behaviors. Type and highlight two detrimental behaviors.

   Ones that dismiss others, put others down, don't do their share of the work

4. Send your five behaviors in a private chat message to Mrs. Bryant.

5. Take turns reading aloud the ideal behavior pile that Mrs. Bryant shares. Discuss as a group how the behavior improves group success. Repeat until all words have been shared.

6. Take turns reading a word aloud from the detrimental behavior pile. Discuss how to avoid the detrimental behavior as a group. Repeat until all words 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 word document. Review the questions below as you consider group norms.

   - What expectations do members have for themselves and others in the group?
     That they will do their work and participate
   - How will your group ensure that all members have the opportunity to contribute?
     They there are many times that we will take advice and input for everything said
   - What roles may group members need to fill?
     Timekeeper, record keeper, direction follower, and editor
   - How will your group define roles?
     By what people would want and what they think they can do best
   - How will your group make decisions?
     We will talk it out and see what everyone has to add on to it
   - How will your group handle conflict or disagreement?
     Talk about it and see the different sides of why they disagree
   - How will your group maximize the use of work time?
     With the editor and recorder work together to see what time is needed for everything
   - How will your group avoid detrimental behaviors?
     By talking about everything that needs to be addressed


**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 that not all of the work is put onto 1 or 2 people and that everyone gets the grade they deserve

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

That everyone has their different level of expertise and how much they are willing to work with other people

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

That you don't have to do all of the work on your own and that they are people with a different thought process, so you get different ides

4. How will your group handle conflict?

I hope that we can talk about it and get everyone's thoughts on the subject at hand

Name_____

# Project 2.2.3 Rubric Guide

| Topics | 4 points | 3 points | 2 points | 1 point |
|---|---|---|---|---|
| Teamwork / participation | 100<br>They have worked all the time and gets well with the others | 75<br>They work well with the others most of the time and they put in work | 50<br>They communicate and get along with the rest of the team half of the time | 25-0<br>They do little to noting to be apart of the group and does not get along well at all with anyone |
| contribute | 100<br>They help fill in the assessment and they do all of their work | 75<br>They do most of their work | 50<br>They do half of the things that they have to do | 25-0<br>They don't help and put in any work or just a little bit |
| Trust | 100<br>They are trusted to their work and they trust others | 75<br>They are trusted to do their work and participate most of the time | 50<br>They can not be fully trusted to do what they need to do | 25-0<br>They are trusted little no nothing in being apart of the group and doing their work |
| Encouragement | 100<br>They help encourage others to work and contribute all the time | 75<br>They help to keep everyone going most of the time | 50<br>They help to keep everyone on track half the time. | 25-0<br>They do little to nothing to help with keeping everyone on track and contributing things |
| Turn in on time | 100<br>There are not issues with turning things on in time | 75<br>They tune in most things on time | 50<br>They turn in thigs on time half of the time | 25-0<br>They turn things in little to none of the time |
| **Comments** | | | | |