

Assessing Professional Behavior in Teams
Crossroads v. 3.0, Sturm College of Law, U. of Denver
Sophie Sparrow, September 12, 2009

Protocol: Administering and Compiling Peer Evaluations

1. Model professional interactions, including showing respectful ways to address conflict.
2. At the beginning of the semester, place students in diverse teams of 5-7 students. Students take a survey, line up by scores, and count off to make diverse teams. (**Quick Survey for Establishing Teams**)
3. Teams identify professional behavior. (**Team Contribution Guidelines**)
4. Teams work together every week during the semester, engaging in learning exercises such as collectively solving problems, answering hypotheticals, and taking group quizzes. (To avoid problems with out-of-class conflicts, all teamwork is completed in class; students may, but are not required to meet outside of class.)
5. After 4-5 weeks, teams review and revise their Team Contribution Guidelines.
6. After teams review, discuss, and revise (or not) their Team Contribution Guidelines, teams provide their teammates with formative feedback, using the guidelines as their criteria. (**Team Contribution – Formative Feedback Form**)
7. Compile scores and comments for individual students, return to students, and ask them to respond in writing to the feedback. (**Using Peer Feedback to Develop as a Professional**) Collect and give a short response; invite students to meet with you if they have questions.
8. During class give teams with a chance to discuss feedback and suggest changes in team behavior or team guidelines.
9. In the last week of the semester, students assess teammates' professionalism. Compile totals - score average becomes the team contribution score. (**Team Contribution – Summative Feedback Form**)

Resources: For assessing professional behavior and team based learning, three of the most useful sources are:

- <http://www.teambasedlearning.org/>
- Team-Based Learning: A Transformative Use of Small Groups in College Teaching, edited by Larry K. Michaelsen, Arletta B. Knight, and L. Dee Fink (Stylus Publishing, 2004)
- Team-Based Learning: Small-Group Learning's Next Big Step, 2008 New Directions for Teaching & Learning (Winter 2004)

Sample Forms – Team-Based Learning in Law

Quick Survey for Establishing Teams

Individual responses are confidential. We will not collect these.

Quick Survey Instructions

1. Please rate the following statements
2. Use a scale of:
 - 1 = strongly *disagree* to
 - 10 = strongly agree.
3. Total your responses

1. When thinking through new complex material (such as learning a new language, learning how to use a new digital camera, planning for law school) I analyze most details before arriving at an understanding. _____
2. I have worked full-time in a professional environment for 9 months or more. _____
3. When facing multiple deadlines, I map out a strategy and follow it. _____
4. I enjoy working collaboratively with others to solve a problem. _____
5. I enjoy helping colleagues resolve conflicts. _____

TOTAL..... _____

Team Contribution Guidelines

- Identify 3 or more attributes** that help you and your colleagues learn from each other and work effectively as a team (samples from previous teams are below).
- Be specific about these criteria;** name ones that the members of your team would feel comfortable using for your peer evaluations for this course.
- These are subject to change if the team so decides.** After the team has worked together for a while, you will be asked to review and revise the guidelines. For example, you may have included “Show respect for team members” but will have noticed after a few weeks, that different people define respect differently.

use other side if you need more space

What are the consequences for you and your team members if you or they don’t meet the guidelines?

Previous teams’ criteria included:

- | | |
|---|--|
| <input type="checkbox"/> Listen to team members-be polite | <input type="checkbox"/> Communicate with team about absences and other team-related tasks |
| <input type="checkbox"/> Be receptive to and respectful of others’ thoughts/input | <input type="checkbox"/> Have a sense of humor |
| <input type="checkbox"/> Be patient with others’ process and learning | <input type="checkbox"/> Be on time |
| <input type="checkbox"/> Be prepared – put in a good faith effort | <input type="checkbox"/> Work for the team |
| <input type="checkbox"/> Be proactive in addressing problems | <input type="checkbox"/> Be willing to apologize |
| <input type="checkbox"/> Contribute to discussions | <input type="checkbox"/> Don’t monopolize or dominate |
| <input type="checkbox"/> Don’t hide behind the laptop | <input type="checkbox"/> Take turns leading the team |

Team Contribution – Formative Feedback

Name _____

Team _____

Goal:

- Practice providing specific useful feedback- important professional evaluation skills
- Help team become a more powerful learning unit— help resolve conflicts
- Gain important feedback and insight from your teammates
- Practice providing feedback to help teammates perform more effectively for the rest of the course
- Please assign scores that reflect how the other members of your team contributed to your learning and/or your team’s performance. This will not be graded now, but will be on the final. **(Note: If you perceive that not everyone contributed equally, but you give everyone pretty much the same score you will be hurting those who did the most and helping those who did the least.)**

Instructions: In the space below, please rate each of the **other** members of your team. Each team member’s peer evaluation score will be the average of the points that team member receives from the other members of the team. To complete the evaluation you must:

- 1) List the name of each member of your team in alphabetical order by last names;
- 2) Assign an average of **10** points to the **other** members of your team. (With a 6 person team **assign a total of 50 points**). **AND**
- 3) **Differentiate your ratings; for example, give at least one score of 11 or higher (maximum 15) and one score of 9 or lower.**
- 4) **Use whole numbers only**
- 5) If you give everyone the same score, you **must justify** that choice on the reverse.
- 6) **Provide 2 sentences** about each person on your team.

Criteria for assessment: Please review the “Team Contribution Guidelines” you and your teammates established at the beginning of the course. Use these guidelines in making your assessments.

| Team | Scores (don’t rate yourself!) |
|------------------------------|-------------------------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| TOTAL (must equal 50) | |

Write at least 1 sentence for each item FOR each teammate.

- 1) What is the single **most valuable contribution** this person makes to your team?
- 2) What is the single **most important thing this person could do to more effectively help your team?**
- 3) Scores and sentences will be compiled and returned anonymously to you.

DUE – Please upload to TWEN by Friday, March 20, at 4:00 p.m.

******If not submitted on time, this will reduce your team contribution 25% for the end of the course and will affect your individual grade.**

****** THIS is to be done individually. Discussing this with teammates violates the honor code.**

Using Peer Feedback to Develop as a Professional

Thanks for providing formative (non-graded) feedback for your teammates and me. Many of your comments truly impressed me – they were very articulate about how your teammates worked well to support the team, as well as providing specific ideas that could help the team be even more effective.

Most of us have little experience getting or giving this kind of feedback, but many studies have shown how crucial our personal interactions are to our ability to succeed in our jobs, have enjoyable relationships, and to strive for health and balance. Being able to provide specific detailed feedback about what a colleague is doing well and how the colleague could improve is a very important skill.

Please read these comments in context. They are about your strengths in this class and on your particular team. Because they are your teammates' perceptions, it is important to read them with respect. It's hard to get feedback about what you could be doing differently, especially when you are trying to do your best. Bear in mind that it is hard for most of us to know how others' perceive us: the comments you will read provide valuable insight from people who have worked with you for over two months.

The comments are compiled in random order. The first comment to question one is not necessarily from the same teammate as the first response to question 2.

Instructions: Before you read the feedback from your teammates, think for a minute about what you expect them to say. Type the response to these 2 questions. Write these now, in the space below.

- 1) What do you expect them to say is your **most valuable contribution to your team?**

- 2) What do you expect them to say is the **single most important thing you could do to more effectively help your team?**

3) Prepare a typed response to the feedback you have received. **Respond to the following prompt.**

- *Having given feedback and having read their feedback for me, I can use my teammates' feedback in working with my team (and potentially for my future professional work) as follows:*
- Please use 12 point Times New Roman or similar font, double-spaced lines, 1 inch margins all around, one page single-sided maximum.
- **DUE – Please bring to class _____.**

*****If not submitted on time, this may reduce your team contribution for the end of the course and will affect your individual grade.**

Team Contribution – Summative Feedback Form

Name _____ Team _____

Please assign scores that reflect how the other members of your team contributed to your learning and/or your team’s performance. This will be your only opportunity to reward the members of your team who worked hard on your behalf. (Note: If you perceive that not everyone contributed equally, but you give everyone the same score you will be hurting those who did the most and helping those who did the least.)

Instructions: In the space below, please rate each of the **other** members of your team. Each team member’s peer evaluation score will be the average of the points that team member receives from the other members of the team. To complete the evaluation you must:

- For each member of your team assign an average of **ten** points to the **other** members of your team. (If you have a 6 person teams **assign a total of 50 points. AND**
- Differentiate some in your ratings; for example, give at least one score of 11 or higher (maximum 15) and one score of 9 or lower.**
- Use whole numbers ONLY.**
- If you give everyone the same score, you **must justify** that choice on the reverse.

Criteria for assessment: Review and use the “Team Contribution Guidelines” you and your teammates established in making your assessments.

| Team _____ | Scores (don’t rate yourself! – leave your score blank) |
|------------------------------|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| TOTAL (MUST EQUAL 50) | |

Additional Feedback: In the space below or on the back, if you choose, please also briefly describe your reasons for your ratings. This information is confidential; it is to help me understand more about team-based learning.

******If not submitted on time, this may reduce your team contribution 25% for the end of the course and will affect your individual grade.**

****** THIS is to be done individually. Discussing this with teammates violates the honor code.**