SWEET

SUPPORTING WPI THROUGH EFFECTIVE AND EQUITABLE TEAMWORK

Tool: Team Processing Sheet
Created for the Great Problems Seminar at Worcester Polytechnic Institute
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Targeted Learning Outcome:

- Equitable and Effective Teamwork

Goals of this assignment:

- To evaluate the areas in which your team is working well together, as well as areas where you team is not working well together.
- To discuss the impact of positive and negative team dynamics on members' and the team's ability to learn and function.
- To develop a plan to reinforce what is going well, and to address what is not going well.

Instructions:

1. Meet with all members of your team, and discuss the questions in the Team Processing Sheet (below). Team members must take turns facilitating each set of questions.
2. After you have discussed the questions, the team should work together to develop an action plan to maintain what is going well and to fix what is not going well.

Team Processing Sheet:
Team Dynamics Assessment and Discussion Guide

Team Communication: _____ [facilitator name]
Who talks most in your group?
Who talks the least in your group?
Why might that be a problem?
How might that impact the productivity of the group?
How might that impact feelings of inclusion and equity on the team?
How might you change this dynamic?
How are you handling electronic communication?
What is considered a timely response?
Have you set boundaries for what can be conveyed and when electronic communication
happens?

Team Leadership: _____ [facilitator name]
Who takes the lead in your group most often?
Who takes the lead in your group least often?
Why might that be a problem?
How might that impact the productivity of the group?
How might that impact feelings of inclusion and equity on the team?
How might you change this dynamic?

Team Decisions and Equity: _____ [facilitator name]
Who makes decisions in your group most often?
Who makes decisions least often in your group?
Why might that be a problem?
How might that impact the productivity of the group?
How might that impact feelings of inclusion and equity on the team?
How might you change this dynamic?

Team Commitment: _____ [facilitator name]

Who regularly comes to meetings?
Who makes space in their schedule to ensure that other members on the team can come to meetings?
Why might that be a problem?
How might that impact the productivity of the group?
How might that impact feelings of inclusion and equity on the team?
How might you change this dynamic?

Team Productivity: _____ [facilitator name]
Do some members tend to do the majority of work on drafts and other assignments?
Do some members tend to do less work on drafts and other assignments?
How might this impact the opportunity to learn for those doing less work?
How might this impact the productivity of the group?
How might this impact feelings of inclusion and equity on the team?
How might you change this dynamic?

Use of Assets: _____ [facilitator name]
Is work divided up based on members' assets?
Are members able to work on topics they are interested in?
Have members' found opportunities to learn new content and skills and to grow in other ways?
How might not being able to work on content that draws on one's interests impact their feelings of inclusion, equity, and belonging on the team?
How might you increase opportunities for members to utilize their assets, pursue their interests, and grow in new areas?

Other Team Problems: _____ [facilitator name]
What are the problems that you team seems to have repeatedly?
- One or more members spend time on work, social media, games, or socializing not related to the project.
- Work is turned in late.
- Work is not at a high quality.
How might you change this dynamic?