Role Responsibilities Assigned Each Week (Group of 8)

You have been assigned a number next to your name in your group. Please follow the chart below to find out which role you are each week. You are responsible for the assigned role in your group.

<table>
<thead>
<tr>
<th>Role</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reporter</td>
<td>1</td>
<td>8</td>
<td>7</td>
<td>X</td>
<td>6</td>
<td>5</td>
<td>X</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Connector</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>X</td>
<td>7</td>
<td>6</td>
<td>X</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Questioner</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>X</td>
<td>8</td>
<td>7</td>
<td>X</td>
<td>6</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Researcher</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>X</td>
<td>1</td>
<td>8</td>
<td>X</td>
<td>7</td>
<td>6</td>
<td>5</td>
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<tr>
<td>Word Wizard</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>X</td>
<td>2</td>
<td>1</td>
<td>X</td>
<td>8</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Initiator</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>X</td>
<td>3</td>
<td>2</td>
<td>X</td>
<td>1</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Quality Controller</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>X</td>
<td>4</td>
<td>3</td>
<td>X</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Wild Card</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>X</td>
<td>5</td>
<td>4</td>
<td>X</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
Find your Number for Your Team (Teams Link)

Find your Role for Each Week (Role Responsibilities link)

Read your Role Definition (Roles Defined link)

Post at least once in your Role responsibility. (1st post)

Post at least once to help with the summary. (2nd post)
You can post more.

Repeat for Next Week

Quality Controller Role and Reporter Role second post will be the final submission to the group dropbox.
Possible Roles on Teams

Student teams often function most effectively when members have designated roles. These can be instructor-determined or established by the groups themselves, e.g., by giving teams a list such as the one below and asking them to decide on and delegate appropriate roles within their group.

The roles you – or your students – assign will depend on the goals of the assignment, the size of the team, etc. They can be fixed or rotating. Here are some possible group roles, but the list is not exhaustive. Think creatively and come up with your own!

Facilitator: Moderates team discussion, keeps the group on task, and distributes work.

Recorder: Takes notes summarizing team discussions and decisions, and keeps all necessary records.

Reporter: Serves as group spokesperson to the class or instructor, summarizing the group’s activities and/or conclusions.

Timekeeper: Keeps the group aware of time constraints and deadlines and makes sure meetings start on time.

Devil’s Advocate: Raises counter-arguments and (constructive) objections, introduces alternative explanations and solutions.

Harmonizer: Strives to create a harmonious and positive team atmosphere and reach consensus (while allowing a full expression of ideas.)

Prioritizer: Makes sure group focuses on most important issues and does not get caught up in details.

Explorer: Seeks to uncover new potential in situations and people (fellow team members but also clients) and explore new areas of inquiry.

Innovator: Encourages imagination and contributes new and alternative perspectives and ideas.

Checker: Checks to make sure all group members understand the concepts and the group’s conclusions.

Runner: Gets needed materials and is the liaison between groups and between
their group and the instructor.

Wildcard
Assumes the role of any missing member and fills in wherever needed.

Connector
Connects the reading or course work to your own past experiences, to happenings at school or community, stories in the news, or to other people you are aware of.

Literary Luminary
Locate a few special sections or quotations in the text for your group to talk over.

These roles are adapted from lists in:


Roles for Group Discussion

You will be expected to rotate through the roles. You should be in each role at least once and may repeat a role if you have less than 8 members in your group. You are expected to post at a minimal at least once in the role* that you are assigned and another post responding to your group mates ‘posts.

**Connector:** Your job is to find connections between the module materials and the world outside. That means connecting the materials to your own life, happenings in clinical, similar events at other times and places, stories in the news, or other writings on the same topic. Don’t forget your APA reference if needed.

**Questioner/APA Checker:** Your job is to provide 3 questions that you had about the module materials. What were you wondering about while you were reading? Did you have questions about what was being described? How things fit together? The second part of your job is to ensure that the APA formatting in the reference list and summary are correct. APA is worth 3 points of the summary, so this is a critical role.

**Researcher:** Your job is to look up background information on any topic related to the module discussion. This is not a formal research report. The idea is to find some information or material that helps your group understand the module better. Possible areas to explore are websites, textbooks, or scholarly articles. Don’t forget your APA reference. More Work with This Role

**Word Wizard/APA Checker:** Your job is to review the module for important words-new, interesting, strange, important, puzzling, or unfamiliar words-words that members of the groups need to notice and understand. Provide the group with at least 2 words and their definition. The second part of your job is to ensure that the APA formatting in the reference list and summary are correct. APA is worth 3 points of the summary, so this is a critical role.

**Initiator:** Your job is to get the discussion started. Your post should try to get the conversation started by answering all or parts of the discussion question. This does not need to be a final product, simply attempting to answer the question. We encourage to add in this post where you need assistance so your team can help. Since you are the initiator, you will want to post early this week so your team can add to your post. More Work with This Role

**Reporter***: Your job is to prepare a brief summary of your group’s answer to the discussion question(s). You serve as the group spokesperson and summarize the group’s conclusion. You will be expected to post at least once in response to your group mates. You are responsible for turning in the final summary to the dropbox by Friday at 5:00 pm. This will count as your post related to your role. Your score in this role is related to your ability to complete this summary. More Work with This Role

**Quality Controller***: Your job is to ensure that the group is having a quality discussion. You will be evaluating the posts of your group mates and completing the Quality Control Report. (See Quality Control Report for details). You will be expected to post at least once in response to your group mates. You are responsible for turning in the Quality Control Report to dropbox by Friday at 5:00 pm. This will count as your post related to your role. Your score in this role is related to your ability to complete the form.

**Wild Card:** Assumes the role of any missing member. You will be expected to post at least two times.
Group Process Survey 1

Start of Block: Default Question Block

Q1 This survey will help you review your group's progress. Please complete this survey by yourself. Later, your group will have an anonymous compiled report of your group's evaluation.

Q9 Which group do you belong to?

▼ Clara Barton (1) ... Susie King Taylor (10)

Q2 Rate your group on the following...

<table>
<thead>
<tr>
<th></th>
<th>Major Weakness (1)</th>
<th>Moderate Weakness (2)</th>
<th>Strength and Weakness (3)</th>
<th>Moderate Strength (4)</th>
<th>Major Strength (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Working together as a group</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Commitment to the group's goals</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Communication among group members</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Members getting their work done on time</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>All members participating equally</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Quality of work produced by the group</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>Members being motivated for the group's task</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
<tr>
<td>All members sharing the workload</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
<td>○</td>
</tr>
</tbody>
</table>
Q3 Are there any additional strengths not mentioned in the survey? If so, list below.

________________________________________________________________________

Q4 Are there additional weaknesses not mentioned in the survey? If so, list below.

________________________________________________________________________

Q5 What do you like best about the group?

________________________________________________________________________

Q6 What do you like least about your group?

________________________________________________________________________

Q7 Overall rating...

<table>
<thead>
<tr>
<th>Overall, how would you rate your group’s performance so far? (1)</th>
<th>Not performing well (1)</th>
<th>Performing but not on all aspects (2)</th>
<th>Performing Adequately (3)</th>
<th>Performing Well (4)</th>
<th>Performing Exceptionally Well (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tbody>
</table>
Q9 In order to ensure that you get your points for completing this survey, please select the number next to your name in your group listing below. This will not be shared with the group and will only be viewed by the instructor.

- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 (7)
- 8 (8)

End of Block: Default Question Block
Your Group’s Strengths and Weakness Evaluation

This exercise will help your group review its progress. As a group, please complete the questions below by referring to the survey report you completed earlier. Also, decide who will submit this report for the group. Only one submission is needed.

As a group, reach consensus about

A. The top three strengths of your group:

B. What can you do to reinforce these strengths?

C. The top three weaknesses of your group:

D. What can your group do to change or correct these weaknesses?

After completing this activity, your group can decide to change your contract if needed. If you do change your contract, please upload the new contract to the dropbox as well.
Ideas for Your Team Contract

Your team contract is divided into three major sections:

1. establishing team procedures or schedule
2. identifying expectations
3. specifying the consequences for failing to follow these procedures and fulfill these expectations

Establish Team Procedures or Schedule

You have a tight timeframe for discussion each week. You may want to consider the following things to establish deadlines for your group work.

- Individual module portions are due Mondays at 5.
- Final Group Summary is due Friday at 5 and is to be turned in by the Reporter.
  - Do you want to see a draft of the group summary before the reporter turns it in? If so, when should the draft be ready by?
- You are expected to have at least two posts each week — one related to your role and one in response to a groupmate.
  - Do you want a deadline for the first post?
  - Do you want a deadline for the second post so that the Reporter has enough time to create the summary?

Identifying Expectations

Think about what you believe will benefit your group and help you function better. Also, think about experiences that you don’t want to happen and how you can prevent them.

Write down at least four ground rules for your group: (Add more as needed.)

1. 
2. 
3. 
4. 

Consequences for Failing to Follow Procedures and Expectations

1. Describe, as a group, how you would handle infractions of any of the obligations of this team contract:
2. Describe what your team will do if the infractions continue:

After reaching agreement on these three sections, please submit a document outlining your contract to Assignments. One contract per group is all that is needed. You will have two opportunities within the semester to change your contract if needed. This contract is worth 10 points.
QUALITY CONTROL REPORT

Module Week Number:

Quality Controller Name:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Score (-, =, +)</th>
<th>If not =, then reason why:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connector</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researcher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Wizard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initiator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wild Card</td>
<td></td>
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</tbody>
</table>

When evaluating the posts of an individual, the individual must complete the following to receive (=) mark:

- Must complete at least 2 posts
- To ensure the posts are a quality post, the post should answer at least 4 of the following questions:
  - Is the information accurate?
  - Are the posts relevant to the topic under discussion?
  - Do the posts answer the question(s) required?
  - Do the posts teach something new?
  - Do the posts apply a concept in a new way?
  - Do the posts add to the academic atmosphere of the discussion?

Each individual in your group will receive a grade based on the quality control report. The grades are as follows:

(+) - Exceptional post (5 pts); this should be reserved for outstanding posts and contributions.
(=) - Meets expectations (5 pts)
(-) - Below expectations (3 pts)
(I) - Did not complete discussion (0 pts) Participants receiving this grade will not receive a group score for this week.

Note:
Quality Controller will receive 5 pts this week for completing the form.
Reporter will receive 5 pts for completing the summary for this week.

Group score for this week will be based on the quality of the Summary turned in by the Reporter.
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Excellent (5)</th>
<th>Good (4)</th>
<th>Fair (3)</th>
<th>Needs to Improve (2)</th>
<th>Unacceptable (1)</th>
<th>Missing (0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Openness to others’ ideas</td>
<td>Open to others’ ideas; responds positively to ideas even if rejecting; asks questions about the ideas</td>
<td>Open to others’ ideas; responds positively to the ideas even if rejecting</td>
<td>Sometimes open to others’ ideas; generally responds to the ideas</td>
<td>Not open to others’ ideas; does not comment on the ideas</td>
<td>Not open to others’ ideas; makes deprecatory comments</td>
<td>Never contributes</td>
</tr>
<tr>
<td>Preparation</td>
<td>Always completes assignments; always comes to discussion with necessary materials; does additional reading, writing, designing or implementing</td>
<td>Typically completes assignments; typically comes to discussion with necessary materials</td>
<td>Sometimes completes assignments; sometimes comes to discussion with necessary materials</td>
<td>Occasionally completes assignments; occasionally comes to discussion with necessary materials</td>
<td>Typically does not complete assignments; typically comes to discussion without necessary materials</td>
<td>Never contributes</td>
</tr>
<tr>
<td>Contribution</td>
<td>Always contributes; quality of contribution exceptional</td>
<td>Usually contributes; quality of contribution is solid</td>
<td>Sometimes contributes; quality of contribution is fair</td>
<td>Sometimes contributes; quality of contribution is inconsistent</td>
<td>Rarely contributes; contributions are often peripheral or irrelevant</td>
<td>Never contributes</td>
</tr>
<tr>
<td>Leadership</td>
<td>Seeks opportunities to lead; in leading is attentive to each member of the team, articulates the outcome for the team; keeps team on schedule; articulates collaboration and integration of individual efforts</td>
<td>Is willing to lead; in leading is attentive to each member on the team, articulates general direction for the team; attempts to keep team on schedule</td>
<td>Will take lead if group insists; not good at being attentive to each member on the team, sometimes articulates direction for the team; has some trouble keeping team on schedule</td>
<td>Resists taking on leadership role; in leading allows uneven contributions from team members; is unclear about outcome for the team; does not plan for sessions</td>
<td>May volunteer to lead but does not follow through; misses sessions; does not address the direction for the team; does not have a schedule</td>
<td>Never contributes</td>
</tr>
</tbody>
</table>
# Team Member Evaluation & Individual Reflection

**Directions:** Use this form to **confidentially** evaluate yourself and your team members.

- Evaluate each member of your Roundtable team on a scale with 5, 4, 3, 2, or 1; 5 represents the "perfect team member" and 1 representing a team member who negatively impacted the success of the project through his/her actions or lack of action.

<table>
<thead>
<tr>
<th>Team Member</th>
<th><strong>Productive Member:</strong> Completed his/her fair share of the workload.</th>
<th><strong>Reliable Member:</strong> Attended team meetings and completed assigned tasks in a timely manner.</th>
<th><strong>Competent Communicator:</strong> Demonstrated effective communication skills in all project activities.</th>
<th><strong>Rationale/Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Reflection:** Provide the following

1. A summary of your group's decision and the main factors or considerations that entered in to that decision.
2. A description of the decision-making process and your opinion on it. For example, did you vote on the decision? Come to a consensus? Take the path of least resistance and expediency just to get it done? And how did you feel about that process? Do you feel that your voice was considered and respected?
3. Keeping in mind that not all conflict is negative, what types of conflict resolution strategies did you observe in this meeting as you came to your decision? (Review Chapter 8 of your textbook, the section titled “Small Group Conflict.”)
4. When you think about communicative dimensions of teamwork, what roles did you see among your team members? (Review Chapter 8 of your textbook, the section titled “Small Group Member Roles and Leadership.”)
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>5.</td>
<td><strong>How were your listening skills and communication style effective or ineffective in this setting? Is there anything you would do differently or better?</strong></td>
</tr>
<tr>
<td>6.</td>
<td><strong>What might you do, moving forward, to be a more effective in settings where good oral communication skills are required?</strong></td>
</tr>
</tbody>
</table>

**Additional Comments:**