**Feedback to Team Members**

***Instructions:***

* Write out the names of each of your teammates, including members of all of your groups in this class.
* Under each name prepare written statements for Part One below.
* Analyze your statements to answer Part Two below.
* Share your statements with your teammates. You may share any of the three feedback sections in any order you wish.
* Be prepared to discuss this information with them face-to-face in class.
* Be prepared to submit this sheet, with feedback attached, to the professor

**Part One: Feedback to each member of your team**

Provide each teammate with feedback on each of the following.

* ***Contribution to your learning****. Share with your teammate specific information about what he/she does to contribute to your learning in this class. How does each teammate use their strengths in class? How do your teammates influence your thinking?*

*ex: Billy, since we have opposite learning styles, you contribute to my learning by talking about how you understand the material Dr. Bright talks about. You specifically helped me see the difference between collaboration and cooperation.*

* ***Contribution to the team****. Share with your teammate your perspective about the positive contributions he/she makes to the team. Does it make a difference in your team dynamic when someone misses a day of class? Do you have a norm that someone always does something that makes your team function better?*

*ex: Betty, our team is grateful that you always step up to be our unappointed scribe. I love that you take that burden off us and we know that you will keep track of all our ideas and be able to read them back to us when it’s time to create our final answers.*

* ***Suggestions****. In what ways can he/she improve or build on those things that he/she does well? Or how can he/she change some aspect of performance that is missing? How can these improvements be made? Describe in very specific language.*

*ex: Veronica, continue to practice active listening. Try to use a different technique each day to see if you can change our team dynamic just by how you respond to us. Continue to offer your unique suggestions that help us think outside the normal box. Get even more creative and help us do the same.*

**Part Two: Your Criteria**

Review your team’s contract and your feedback to teammates above. In a written statement, describe your reasoning for making these observations and judgments. Include assumptions about team contributions that are most important to you.

*ex: Our team’s contract states that we will strive for team cohesion and happiness. I mentioned that Thomas could make more of an effort to come to class on time and with a positive attitude. If he was to do this, it would give our group more time to work on our class project, as well as raise the morale of our group knowing that everyone is happy and satisfied with our work.*

***Grading Criteria*:**

|  |  |
| --- | --- |
| Did the student generate feedback for **each member** of his/her team? | NO YES |
| The statements were of sufficient length and reflect thoughtful, meaningful effort. | I P A G O  |
| The statements include specific language about contributions to the team – what the teammates do well. | I P A G O  |
| The statements include specific language about how the teammates might improve or have even more influence. | I P A G O  |
| The student included information about his/her criteria for making the judgments expressed in his/her feedback to teammates? | I P A G O  |

*I = inadequate, P= poor, A = Average, G = good, O = Outstanding*

**For questions using the scale:**

I=Not using complete sentences and/or only using negative examples/suggestions of actions/behaviors

P=Some complete sentences, some fragments, some examples but not consistent with examples and/or mostly (⅘ or ¾) negative comments..

A=Complete sentences with at least one example of the actions/behaviors for each feedback section (i.e., contribution to individual and team). Offering at least half of your team positive suggestions.

G=Complete sentences with one or more examples of the actions/behaviors for each feedback section and at least one positive suggestion to each member

O=Complete sentences with two or more examples OR examples that connect with topics we’ve learned OR real world implications of the behaviors you highlight. At least one positive suggestion for each member.

Here is an example of an Outstanding feedback (Part One only, not Part Two) for one team member:

*Morgan, you contribute to my learning by showing the courage to speak up in our group. You have said several times that it is hard for you to speak up because we are so noisy. When you do though, you always have something valuable to add. One instance was when we worked on our “Miracle” paper. You saw several examples of Confrontation (Conflict style) that no one else did. We have learned how to “Make Space” for you. This gives me practice for the real world as well because I will work with other people similar to you.*

*You contribute to our team by using your active listening skills in every class. We all know that when we come to class and need to vent before the lesson starts, you will be the one to talk to. You never seem overwhelmed by how loud we can be and you give us the space we need to change our attitudes. Specifically, two weeks ago when it was raining, you came to class happy anyway and let us whine about the rain but your positive mood was contagious and we soon forgot about the rain outside because we were having such a good time inside class.*

*One suggestion would be for you to create a non-verbal signal to tell us you would like to talk. Since it can be hard for us to listen, your voice often gets lost in the noise of us talking. Maybe hold up your hand to ask us to slow down or write your ideas down and pass them around the table. You have valuable contributions for our team and you need to make us listen to you in a way that works. We will also work on “Making Space” for you more often now that we have learned about that concept.*