FINAL REPORT
Scholarship of Assessment Grant
"Defining and Assessing Team Skills of Business and Accountancy Students"
Drs. Alghalith, Blum, Medlock, and Weber
Spring 2004

We are pleased to offer the following brief report as evidence that we have completed the work associated with the assessment grant given us.

1. On March 3, 2004 the faculty of the Division of Business/Accountancy passed a motion stating that the rubric for assessing team skills will be used within the Division as part of the Assessment Program. (Attached: The Team/Leadership Skills Rubric (4 pages), Rough Draft of the Assessment Process (4 pages).

2. March 18th, 2004 Nabil Alghalith presented at the Applied Business Research Conference in San Juan, Puerto Rico. The presentation/paper was given the award "best in the track".

3. March 19th, 2004 Sandy Weber was a panelist for a discussion held at the Midwest Business Administration Association in Chicago. The rubric development process was a part of that panel discussion.

4. March 22nd, 2004 Sandy Weber made a presentation at the "Assessment Colloquim" here on the campus of Truman State University.

Sincerely

Michael Blum

Michael Blum

Name of fellow team member being assessed: _____

Team/Leadership Skills Rubric

Directions: For each competency, circle a number on a scale of 1-3 (3 being a superior performance of the competency) above the statement that best describes your fellow teammate's behavior.

Competency 1: Organization and Coordination

Organization

1	1.5	2	2.5	3
Does not contribute to (1) assigning roles or (2) defining goals.		Assists in (1) assigning roles and (2) defining goals.		Assumes leadership role in (1) assigning roles and (2) defining goals.

Coordination

1	1.5	2	2.5	3
Does not contribute to either (1) prioritizing and coordinating tasks or (2) integrating individual contributions into the final product.		Assists in (1) prioritizing and coordinating tasks to meet deadlines and/or (2) integrating individual contributions into the final product.		Assumes leadership role in (1) prioritizing and coordinating tasks and/or (2) integrating individual contributions into final product.

Competency 2: Participation

1	1.5	2	2.5	3
(1) Frequently misses meetings or arrives late, (2) misses deadlines, and (3) fails to complete own share of responsibilities.		(1) Infrequently misses meetings or arrives late, and (2) satisfactorily completes assignments in a timely manner.		(1) Punctually attends all meetings; (2) all assignments are of high quality and meet deadlines, (3) Motivates team members to accomplish goals.

Competency 3: Problem Solving

1	1.5	2	2.5	3
Does not (1) contribute information/research, (2) brainstorm solutions, or (3) assist in evaluating solutions/ alternatives.		(1) Contributes information/research, (2) brainstorms solutions, and (3) assists in evaluating solutions/alternatives.		(1) Contributes information/research, (2) offers insightful or creative solutions, and (3) provides a framework for evaluating solutions/ alternatives.

Competency 4: Group Dynamics

1	1.5	2	2.5	3
(1) Monopolizes team's discussion time, (2) does not listen to others, (3) does not encourage participation of others, OR (4) does not contribute to discussion.		(1) Participates without monopolizing discussion, and (2) listens to others.		(1) Participates without monopolizing discussion, (2) builds upon ideas of others, and (3) actively encourages the participation of others.

Competency 5: Conflict Resolution

1	1.5	2	2.5	3
(1) Offers no constructive solutions to resolve conflict, or (2) undermines conflict resolution by emphasizing personalities rather than issues.		(1) Offers solutions to resolve conflict, and (2.) emphasizes issues rather than personalities.		(1) Resolves conflict based upon objective criteria, (2) encourages win-win solutions, and (3) addresses free-rider problem constructively without creating hostilities.

Comments:

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In order to provide more detailed feedback to this team member, please check the specific behaviors you observed that team member demonstrate. Please include additional comments that you feel necessary to provide appropriate feedback to that individual.

___ Assists in assignment of roles and responsibilities.
___ Contributes to the definition of team goals.
___ Assists in prioritizing and coordinating goals.
___ Helps integrate individual contributions into team's final product.
___ Attends meetings consistently and punctually.
___ Consistently completes team assignments and tasks on time.
___ Carries own share of team's responsibilities.
___ Contributes information and/or research.
___ Participates in team brainstorming of solutions/alternatives to problem.
___ Assists in constructively evaluating pros and cons of generated solutions.
___ Participates in team discussion.
___ Does not monopolize team's discussion time.
___ Listens actively by paraphrasing/building upon ideas of others.
___ Encourages others to participate.
___ Emphasizes issues rather than personalities.
___ Offers constructive solutions to conflict.
___ Constructively addresses free- riders (members not contributing adequately to team).
___ Resolves conflict using objective criteria.

COMMENTS
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Evaluation of Entire Team

Definition of a Team: A team is a small set of individuals with complementary skills who create a synergic effect while holding one another accountable for a common purpose. Teams on a continuous basis exhibit problem-solving behaviors and share leadership activities.

Directions: Rate your team on the three dimensions below. Circle a number on a scale of 1-3 (3 being a superior performance of the dimension) above the statement that best describes the behavior of your team as a whole.

Dimension One: Mutual Accountability and Leadership				
1	1.5	2	2.5	3
Single dominate leader who holds members accountable, plans, directs, and coordinates members' work.		Some but not all members hold each other accountable and share leadership tasks.		All members are accountable to each other and share leadership tasks (i.e., planning, directing, and coordinating).

Dimension Two: Cooperation to Achieve Team Goal				
1	1.5	2	2.5	3
Individuals work independently and focus on own outcomes/performance.		Some team members work cooperatively while others work independently on their own agenda.		All team members work cooperatively and focus on the team's collective or final outcome/performance.

Dimension Three: Cohesiveness Among Team Members				
1	1.5	2	2.5	3
Social relationships are characterized by a lack of togetherness and a distrust of members.		Some but not all social relationships are characterized by a sense of cohesiveness and trust in one another. Cliques exist.		All social relationships are characterized by a sense of cohesiveness, "we-ness", and trust in one another. No cliques exist.

Comments:

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Description of Effective Team Member Competencies - For Team Skills Rubric

The five competencies of an effective team member are described below. The first three competencies (organization/coordination, participation, and problem solving) deal with maintaining *structure* in the team, which includes the organization of team meetings, the assignment of roles and tasks, the definition of goals, and the active participation of all team members in order to effectively complete the team's *tasks*. The final two competencies (group dynamics and conflict resolution) deal with a team's *interaction* or the give-and-take dialogue among team members. Team members must promote effective communication in order to develop healthy *relationships* and cohesiveness. An effective team maintains a balance between structure and interaction. This balance allows team members to feel comfortable contributing to discussion and have a positive attitude about being a part of the team while maintaining a strong focus on the team's goals.

Task/Structure Competencies

Competency:	
1: Organization/ Coordination	A team member who offers organization and coordination to a team helps in organizing the structure of team meetings by keeping the group focused on the task at hand and the team goals. In order to organize the team, the goals of the team will be clearly identified and defined. In addition, a team member competent in this area will work to coordinate the efforts of team members by assisting in the clear definition of roles and tasks that each team member should complete as well as developing deadlines. A member with strong coordination skills will work to integrate ideas from all team members into the final product. This competency emphasizes mutual leadership among team members or a shared commitment and responsibility for the team reaching its goal.
2: Participation.	A team member participates by not only attending meetings regularly and punctually but also contributes to the team by carrying his/her share of the responsibility for tasks that must be completed outside team meetings. Tasks are completed in a timely fashion and are of high quality.
3: Problem Solving	Teams are often called upon to make a decision or solve a problem; therefore, team members should be able to contribute effectively to the problem solving process. Dewey's reflective thinking model serves as a basis for the areas assessed in problem solving (1. clearly define the problem, 2. analyze the problem, 3. generate solutions, 4. evaluate and select the best solution). Defining the problem is covered in competency one (organization/coordination) with the defining of goals. A competent team member will contribute research and/or information about the given problem in order to effectively analyze all aspects of the problem. Next, a competent team member will contribute to the brainstorming of creative solutions to the problem. Multiple solutions should be generated freely without fear of criticism. Once a list of alternatives has been generated, group members evaluate the solutions by discussing the positive and negative consequences of each alternative, select the best possible solution that meets the team's goals, and take action.

Relational/Interaction Competencies

4: Group Dynamics	Group dynamics includes effectively communicating a team member's own ideas and encouraging the contribution of others' ideas. A team member should actively contribute his/her own ideas to the discussion without monopolizing the meeting time. Listening actively involves concentrating on what others are saying rather than formulating what you will say next and responding verbally by asking questions, paraphrasing, and building upon others' ideas. A team member can encourage others' participation by being nonverbally responsive (maintaining eye contact, nodding the head, leaning forward, smiling, etc.) and being verbally responsive to others' ideas and actively soliciting the participation of quieter team members. Overall, an atmosphere of collaboration should be established through consultation with others, asking relevant questions, and addressing other members' concerns and ideas.
Competency 5: Conflict Resolution	Conflict is a healthy part of team communication because it challenges members to seek information and to think more critically about the issues. Conflict can occur simply because of misunderstandings or when people simply disagree. An effective team member will deal with conflict in a way that is constructive rather than destructive to the team. When conflict does occur, the effective team member focuses on issues, information, and evidence rather than personalities. Oftentimes in teams, there are members who play dysfunctional roles such as disrupting or monopolizing the discussion and those that simply do not participate or carry their fair share of the workload (free riders). These problems should be addressed by describing the behavior rather than attacking the individual. A conflict due to a difference of opinion on an issue should include generating multiple solutions to the conflict and basing the decision on objective criteria on which the team can agree. Overall, conflict resolution should include objectivity that will create a supportive rather than a defensive climate.

The Assessment Process -- Completing the Loop

Process Drivers and Goals

Three potential drivers of The Assessment Process: *Mission based* (accreditation groups, students past, present and prospective,) *Student Learning* and *Faculty Development*.

The goals of The Assessment Process reflect these drivers in the following ways:
- Show stakeholders the Division completes its stated Mission,
- Show student learning takes place, and
- Improve teaching effectiveness and improve the consistency of student evaluation.

Organization

The responsibility for the assessment process rests with the faculty. Faculty members work to improve the assessment process by collecting data, documenting specific processes, participating on committees, and performing other activities. Faculty committees are organized to allow faculty with similar process implementation issues to discuss and coordinate documentation and reporting. The elements of the Division's Mission and other Divisional priorities guide the organization of the Division's committees.

The elements of the Division's Mission underlie The Assessment Process.

	Source of data	Metric	Output
Prospective leaders	Sr Port Prompts		Divisional level summary
Who are ethical	Sr Port Prompts		As above
Broadly educated problem solvers	Embedded in curriculum design	MFAT	Curriculum changes
Effective team players	Course embedded	Rubric	A score for each graduating student and a Divisional summary across all graduating students
Clear writers and	Course embedded	Rubriq	As above
Articulate speakers	Course embedded	Rubric	As above

Additionally, student recruitment and retention, professional interaction and faculty development are prominent in the Assessment Process.

The faculty will be organized into the following seven committees (Note that this assumes participation by the Accounting Faculty.)

<u>Communication Learning Committee</u>
     Writing (two faculty)
     Speaking (two faculty)
<u>Teamwork and Leadership Learning Committee</u>
     Teamwork (two faculty)
     Leadership (two faculty)
<u>Broadly Educated Problem Solvers Learning Committee – Business Core</u>
     MFAT and Surveys (two faculty)
     Ethics (two faculty)
<u>Broadly Educated Problem Solvers Learning Committee – Major/Concentrations</u>
     Accounting (one faculty)
     Concentration areas (three faculty)
<u>Student Recruitment/Retention Committee</u>
     Recruitment/ Admission (two faculty)
     Retention and Support (one academic advisor)
<u>Professional Interaction Committee</u>
     Internships and placement (two faculty)
<u>Faculty Development Committee</u> (four faculty)

Additionally, a Division <u>Webmaster</u> will be appointed (one faculty)

The Divisional Level summaries will be prepared using the committee plan above. Any curriculum changes would be proposed by the Committees but also requires Divisional approval. The individual student scores are prepared by the faculty teaching the course (To be discussed below.)

Implementation Plan

Spring, 2004   Faculty members are entrusted to think about how his/her teaching supports the Division's Mission. Why? – mission.

May, 2004   Neil (presentations), Deb (team players) and Paul (writing) submit reports summarizing student competencies on the indicated mission element. Why? – mission, student learning and to be used for faculty development.

Summer, 2004 Each faculty member submits a one page report summarizing how their teaching activities support the elements of the Division's Mission. This report is submitted with the faculty member's annual report. The report should contain a brief discuss of:

- The mission element the faculty member championed during the year
- Assessment of the performance
- Recommendations for improvement

Why? – mission and faculty development.
[Given the late start in 2004, not all faculty members are required to submit a complete report]

Fall, 2004   The process of assessing all graduating students on elements of the Mission begins for the course embedded elements.

Wednesday morning of Truman Week will be used for Faculty Development. Neil, Deb and Paul will lead the activities and demonstrate how they collected and summarized the data. Faculty will have the opportunity to assess and discuss ways to improve skill areas. Faculty will also have the opportunity to calibrate their assessments of these skills.

Two or three "Third Wednesday" Divisional meetings will be scheduled to review, discuss, develop, etc the leadership, ethics and broadly educated problem solver elements of the Mission. Meetings are led by the respective committees

Dec, 2004   Proficiency scores for students are submitted electronically to the appropriate committee by faculty using the following division of effort:
[This is just a tentative plan – the details should be finalized by the start of the Fall 2004 semester.]

Writing – a proficiency score for every student in Strategic Management.

Presentations – proficiency scores are submitted as follows:
    Finance – Seminar
    Management – MIS
    Marketing – Marketing Research

Team players – proficiency scores are submitted as follows:
    Finance – Investments
    Management – Org Behavior
    Marketing – Consumer Behavior

Why? – Mission, student learning and faculty development. Individual faculty may use a summary of scores in their next progress report.

Jan, 2005   Scores are summarized by the appropriate committees and a short report is
               written. The report is to address Mission fulfillment, student learning outcomes
               and can be used for faculty development.

               A database for all Business (and Accounting) students will be constructed. The
               database manager will be a GTRA assigned by the Division Head. The purpose
               of the database is to tabulate each student's proficiency with respect to the
               elements of the mission. Why? – to demonstrate the Division is completing its
               Mission on a student by student basis. [This is important (according to Dr.
               Bailey) for the AACSB.]

Spring, 2005   The process describe above continues.

               ·   One or two "Third Wednesday" Division meetings are used for faculty
                   development and assessment.

Summer, 2005   Faculty update their report on support of the Mission. Each faculty member is
               accountable for showing how their teaching contributes to fulfilling the Division's
               Mission. Why? - Mission

Fall, 2005   The process continues as above. Committee reports will now be able to track
               progress and changes/improvements in outcomes. Adjustments can be made as
               determined by the faculty.

               The Division/Discipline develops a plan to use course embedded measures for
               selected junior level classes. Why? – mission and faculty development and to
               better serve students who may lack proficiency in skill areas (e.g., use The
               Writing Center; other resources may need to be developed internally for other
               skills.)

Division of Business and Accountancy

Description of Effective Team Member Competencies
For Team Skills Rubric

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Task/Structure Competencies

Competency 1: Organization/ Coordination

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Competency 2: Participation

A team member participates by not only attending meetings regularly and punctually but also contributes to the team by carrying his/her share of the responsibility for tasks that must be completed outside team meetings. Tasks are completed in a timely fashion and are of high quality.

Competency 3: Problem Solving

Teams are often called upon to make a decision or solve a problem; therefore, team members should be able to contribute effectively to the problem solving process. Dewey's reflective thinking model serves as a basis for the areas assessed in problem solving (1. clearly define the problem, 2. analyze the problem, 3. generate solutions, 4. evaluate and select the best solution). Defining the problem is covered in competency one (organization/coordination) with the

defining of goals. A competent team member will contribute research and/or information about the given problem in order to effectively analyze all aspects of the problem. Next, a competent team member will contribute to the brainstorming of creative solutions to the problem. Multiple solutions should be generated freely without fear of criticism. Once a list of alternatives has been generated, team members evaluate the solutions by discussing the positive and negative consequences of each alternative, select the best possible solution that meets the team's goals, and take action.

Relational/Interaction Competencies

Competency 4: Group Dynamics

Group dynamics includes effectively communicating a team member's own ideas and encouraging the contribution of others' ideas. A team member should actively contribute his/her own ideas to the discussion without monopolizing the meeting time. Listening actively involves concentrating on what others' are saying rather than formulating what you will say next and responding verbally by asking questions, paraphrasing, and building upon others' ideas. A team member can encourage others' participation by being nonverbally responsive (maintaining eye contact, nodding the head, leaning forward, smiling, etc.) and being verbally responsive to others' ideas (actively soliciting the participation of quieter team members). Overall, an atmosphere of collaboration should be established through consultation with others, asking relevant questions, and addressing other members' concerns and ideas.

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Evaluation of Entire Team

Definition of a Team: A team is a small set of individuals with complementary skills who create a synergic effect while holding one another accountable for a common purpose. Teams on a continuous basis exhibit problem-solving behaviors and share leadership activities.

Directions: Rate your team on the three dimensions below. Circle a number on a scale of 1-5 (5 being a superior performance of the dimension) above the statement that best describes the behavior of your team as a whole.

Dimension One: Mutual Accountability and Leadership		
1 2	3	4 5
Single dominate leader who holds members accountable, plans, directs, and coordinates members' work.	Some but not all members hold each other accountable and share leadership tasks.	All members are accountable to each other and share leadership tasks (i.e., planning, directing, and coordinating).

Dimension Two: Cooperation to Achieve Team Goal		
1 2	3	4 5
Individuals work independently and focus on own outcomes/performance.	Some team members work cooperatively while others work independently on their own agenda.	All team members work cooperatively and focus on the team's collective or final outcome/performance.

Dimension Three: Cohesiveness Among Team Members		
1 2	3	4 5
Social relationships are characterized by a lack of togetherness and a distrust of members.	Some but not all social relationships are characterized by a sense of cohesiveness and trust in one another. Cliques exist.	All social relationships are characterized by a sense of cohesiveness, "we-ness", and trust in one another. No cliques exist.

Team Skills Rubric
Division of Business and Accountancy

Name of fellow team member being assessed: _____

Directions: For each competency, check the skills you observed your fellow teammate exhibiting. Then, circle a number on a scale of 1-5 (5 being a superior performance of the competency) above the statement that best describes your fellow teammate's behavior.

Competency 1: Organization and Coordination		
1. Organization	___Assists in assignment of roles and responsibilities	___Contributes to the definition of team goals
1 **2**	**3**	**4** **5**
Does not contribute to (1.) assigning roles or (2.) defining goals.	Assists in (1.) assigning roles and (2.) defining goals.	Assumes leadership role in (1.) assigning roles and (2.) defining goals.

2. Coordination		
2. Coordination	___Assists in prioritizing and coordinating tasks	___Helps integrate individual contributions into team's final product
1 **2**	**3**	**4** **5**
Does not contribute to either (1.) prioritizing and coordinating tasks or (2.) integrating individual contributions into the final product.	Assists in (1.) prioritizing and coordinating tasks to meet deadlines and/or (2.) integrating individual contributions into the final product.	Assumes leadership role in (1.) prioritizing and coordinating tasks and/or (2.) integrating individual contributions into final product.

Competency 2: Participation		
___Attends meetings consistently and punctually	___Consistently completes team assignments and tasks on time	___Carries own share of team's responsibilities
1 **2**	**3**	**4** **5**
(1.) Frequently misses meetings or arrives late, (2.) misses deadlines, and (3.) fails to complete own share of responsibilities.	(1.) Infrequently misses meetings or arrives late, and (2.) satisfactorily completes assignments in a timely manner.	(1.) Punctually attends and is well prepared for all meetings; (2.) all assignments are of high quality and meet deadlines.

Competency 3: Problem Solving

___Contributes information and/or research	___Participates in team brainstorming of solutions/ alternatives to problem	___Assists in constructively evaluating pros and cons of generated solutions.
1 2	3	4 5
Does not (1.) contribute information/research, (2.) brainstorm solutions, or (3.) assist in evaluating solutions/ alternatives.	(1.) Contributes information/research, (2.) brainstorms solutions, and (3.) assists in evaluating solutions/ alternatives.	(1.) Contributes information/research, (2.) offers insightful or creative solutions, and (3.) provides a framework for evaluating solutions/ alternatives.

Competency 4: Group Dynamics

___Participates in team discussion		___Does not monopolize team's discussion time	
___Listens actively by paraphrasing/building upon ideas of others		___Encourages others to participate	
1 2	3	4 5	
(1.) Monopolizes team's discussion time, (2.) does not listen to others, (3.) does not encourage participation of others, OR (4.) does not contribute to discussion.	(1.) Participates without monopolizing discussion, and (2.) listens to others.	(1.) Participates without monopolizing discussion, (2.) builds upon ideas of others, and (3.) actively encourages the participation of others.	

Competency 5: Conflict Resolution

___Emphasizes issues rather than personalities		___Offers constructive solutions to conflict	
___Constructively addresses free-riders (members not contributing adequately to team)		___Resolves conflict using objective criteria	
1 2	3	4 5	
(1.) Offers no constructive solutions to resolve conflict, or (2.) undermines conflict resolution by emphasizing personalities rather than issues.	(1.) Offers solutions to resolve conflict, and (2.) emphasizes issues rather than personalities.	(1.) Resolves conflict based upon objective criteria, (2.) encourages win-win solutions, and (3.) addresses free-rider problem constructively without creating hostilities.	

In 1991, a report issued by the U.S. Department of Labor cited teamwork as one of the top five workplace skills that should be taught more aggressively in the public schools in order for individuals to be more successful in the workplace (Peterson, 1991). In addition, they believed increased teamwork skills would lead to stronger U.S. competitiveness on a global scale. With an increased need for students to gain competence in working in teams, educators are beginning to grapple with the complex task of creating an instrument to assess team communication. An assessment instrument could provide formative information for students, allowing them to learn how to communicate and perform tasks appropriately and effectively in teams. In addition, an assessment instrument would allow students to receive summative feedback following the team experience (Beebe & Barge, 1994). Therefore, students would be able to chart their experience and identify areas of improvement and strengths as team members. This paper addresses our focus on teamwork and the issues that were addressed in development of team assessment instruments.

We developed an assessment instrument that students could use to assess their competence as team members. Since our focus was primarily on preparing students to work in organizations, we geared our instrument to address issues unique to teams. Teams are defined as groups that are highly organized working together to achieve a specific, common goal (Beebe & Masterson, 2000). According to Larson and Lafasto (1989), an effective team has a clear, elevating goal, a results driven structure, competent team members, unified commitment, a collaborative climate, standards of excellence, external support and recognition, and principled leadership. In our development of an assessment instrument, we strove to encompass these hallmarks of effective teams.

The development of a team assessment instrument can prove difficult in identifying what group communication competence is, the core group communication competencies, whether to assess the entire group or individuals, and the appropriate method of measurement (Beebe & Barge, 1994). Spitzberg (1983) identified three elements of communication competence: knowledge, skill, and motivation. He believed that these three elements were based upon the impression of others, but a person would be most likely to be perceived as competent if he/she had knowledge of what was appropriate and effective, the skill to perform the desired behavior, and the motivation to do so. An assessment instrument would give instructors a tool to communicate to students' knowledge about how to be an appropriate effective team member. Students could use the knowledge to practice and develop skills. Increased knowledge and skill may positively impact a student's confidence and motivation.

According to Beebe and Barge (1994), core communication competencies must be based on research tested communication behaviors, should be consistent with the goals of educators, and be anchored in group communication behaviors valued in the workplace. Past research in small group communication has focused on task-oriented groups that solve problems (Borman, 1970; Mortenson, 1970; Larson, 1971; Gouran, 1970). Hirokawa (1988) developed the functional approach to group decision- making by building upon Dewey's (1910) reflective thinking model. He identified key functions that lead to effective decision-making. Dewey's (1910) reflective thinking model serves as a basis for most task competencies for groups. For example, Beebe and Barge's (1994) Competent Group Communicator assesses the decision-making process by identifying

member's performances in both problem-oriented functions and solution-oriented functions.

In addition to completing tasks in a group, research has also identified maintaining a supportive group climate as an essential component for a healthy group. For example, Gibb (1961) found that a defensive climate would be detrimental to the productivity of a group. In addition, research has found that a supportive climate can be linked to increased productivity, reduced stress, and burnout (Tandy, 1992). Beebe and Barge (1994) also identified relational competencies such as managing group interaction and conflict, and maintaining a supportive climate on their Competent Group Communicator instrument.

Linking group communication to behaviors valued in the workplace is also key to creating an effective group assessment instrument. LaFasto and Larson (2001) assessed 15,000 team members in various organizations to discover individual team member characteristics that were valued in the workplace. They identified core competencies of effective team members, which included factors related to working knowledge (experience and problem-solving ability) and teamwork factors (openness, personal style, supportiveness, and action orientation).

Based upon the suggestions of Beebe and Barge (1994), we consulted past research on group communication by incorporating principles from Dewey's (1910) reflective thinking model for problem solving and focusing heavily task-oriented behaviors of team members. In addition, we also incorporated competencies related to the relationships of group members and maintaining a supportive climate such as effective team member communication and conflict resolution. In order to ensure that the

instrument would be consistent with the goals of faculty members using the instrument, we consulted them to identify what their expectations for an effective team and team member. We also incorporated ideas from LaFasto and Larson (2001), since their core competencies related directly to the workplace. For example, our instrument contains competencies related to LaFasto and Larson's (2001) problem-solving, openness, supportiveness, and action orientation categories.

Next, we considered the issue of whether to assess the entire team as a unit of analysis or individual team members. According to Barge (1989), the collective behavior of all group members, not the individual behavior of a single group leader, influences group productivity. Cohesiveness or a mutual attraction among group members (Beebe & Masterson, 2000) aids in constructive conflict (Borman, 1975), a commitment to the group's task, and an overall more productive group (Burningham & West, 1995). Based upon these findings, factors exist in groups that clearly can only be assessed on the group level.

However, one must also consider whether an individual can be competent within a dysfunctional group (Beebe & Barge, 1994). Also, it is also useful for instructors and students to be able to chart individual progress in working in groups. Instructors are not able to observe all group interactions, so an assessment dealing with individual behaviors would allow instructors to gain insight into the interaction and input of individual team members. An individual instrument would also provide students with a tool to chart their progress over the course of their academic careers. Students would use the same instrument for different teams in which they participated and be able to successfully identify areas of strength and weakness.

The value of both the overall group analysis and the individual analysis resulted in the development of both an evaluation of the entire team and an evaluation of individual team competencies. The evaluation of the entire team focused on competencies, which could only be accomplished through cooperation and cohesiveness among all team members. The team skills rubric focused on individual behavior.

Choosing the appropriate method of measurement for group communication depends on several issues such as choosing to use a self-report or other-report measure (Beebe & Barge, 1994). Although self-report measures are often viewed to be inaccurate, the difficulty of observing multiple groups over an extended period of time makes a self-report measure the most practical choice for classroom application. Students would use the individual competency instrument to report on the behavior of other group members and the entire team instrument to report the performance of the team. Caution should be used when interpreting the results of these instruments because reliability may be compromised because of the lack a trained, objective observer. However, the instrument could also be used to assess group performance objectively if evaluators outside the group were trained to use the instruments and evaluate behavior.

As with any assessment instrument validity and reliability are a concern. Validity could be established by clearly linking the competencies in the instrument to previous research conclusions. Also, competencies in the instruments should be clearly linked to group communication texts and business communication texts. The instrument could also be distributed in actual work settings to obtain feedback pertaining to the instruments value in real world work settings. Training objective observers to evaluate each of the competencies could establish reliability. For example, videotapes with examples of

appropriate and inappropriate performance of competencies could be created and

observers could be trained to achieve inter-rater reliability (Beebe & Barge, 1994).

However, at this point we have not conducted tests to obtain reliability.

As organizations continually rely on teamwork to accomplish tasks, educators

must be prepared to teach students to work effectively in teams. One step toward

accomplishing this goal is the development of a valid instrument grounded in

competencies identified by fellow educators, effective teams in organizations, and current

research.

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