

8-2018

Diversity, Equity, and Inclusion Tools for Teamwork: Asset Mapping and Team Processing Handbook


Geoff Pfeifer

Worcester Polytechnic Institute, gpfeifer@wpi.edu

Elisabeth A. Stoddard

Worcester Polytechnic Institute, eastoddard@wpi.edu

Follow this and additional works at: <https://digitalcommons.wpi.edu/gps-research>

 Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Higher Education Commons](#)

Suggested Citation

Pfeifer, Geoffrey and Elisabeth A. Stoddard (2019). "Equitable and Effective Teams: Creating and Managing Team Dynamics for Equitable Learning Outcomes" in Kristin Wobbe and Elisabeth A. Stoddard, eds. *Beyond All Expectations: Project-Based Learning in the First Year*

This Article is brought to you for free and open access by the Great Problems Seminar at Digital WPI. It has been accepted for inclusion in Research and Reports on the Great Problems Seminar Program by an authorized administrator of Digital WPI. For more information, please contact wpi-bepress@wpi.edu.



**Diversity, Equity, and Inclusion Tools for Teamwork:
Asset Mapping and Team Processing Handbook**

Elisabeth Stoddard and Geoffrey Pfeifer

**Worcester Polytechnic Institute
August 2018**



(Jayeesh/Getty Images)

Note:

The materials in this packet are constantly under revision as we learn more about the needs of our students, and more about how to foster equity and inclusion on student teams. Some faculty at WPI who use module 3 in their classes include an hour-long discussion, based on the assigned readings, on implicit bias, how it plays out on teams, and the impact on learning and productivity. This additional piece was time prohibitive for some faculty, and others felt unprepared to discuss issues of bias and stereotyping. We continue to test versions of these module for effectiveness and for adaptability, and are always seeking feedback. You can find a version of this additional piece in the chapter noted below.

To cite the packet or material within this packet, please use the following:

Pfeifer, Geoffrey and Elisabeth A. Stoddard (2019). "Equitable and Effective Teams: Creating and Managing Team Dynamics for Equitable Learning Outcomes" in Kristin Wobbe and Elisabeth A. Stoddard, eds. *Beyond All Expectations: Project-Based Learning in the First Year*

Additional Published Data to Support this Material:

Stoddard, Elisabeth A. and Geoffrey Pfeifer. 2018. "Working Towards More Equitable Team Dynamics: Mapping Student Assets to Minimize Stereotyping and Task Assignment Bias" *American Society for Engineering Education Peer*.
<https://www.asee.org/public/conferences/113/papers/22206/view>

Contact information:

Elisabeth Stoddard eastoddard@wpi.edu; Geoffrey Pfeifer gpfeifer@wpi.edu

©Elisabeth (Lisa) Stoddard and Geoff Pfeifer. Originally Created for the Great Problem Seminar Program at Worcester Polytechnic Institute. Workshops, testing, and broader implementation support funded by the Davis Educational Foundation for **SWEET: Supporting WPI in Equitable and Effective Teamwork**

TABLE OF CONTENTS

Suggested Timeline for Faculty Planning.....	2
Module #1: Student Assets, Identities, Communication, and Conflict Styles.....	3-7
Asset Map, Self-Assessments, and Reflection Essay for Module #1.....	3-7
Module #2: Team Asset Chart and Asset-Based Cover Sheet.....	8-13
Team Asset Chart for Module #2.....	8-12
Asset-Based Cover Sheet: who did what based on what assets/areas to grow in.....	13
Module #3: Team Dynamics, Conflict, and Bias.....	14-21
Assigned Readings and Homework Questions for Module #3.....	14-15
Team Processing Sheet for Module #3.....	16-18
Team Dynamics Reflection Essay for Module #3.....	19-21

TIMELINE OF IMPLEMENTATION OF MATERIALS

Implementation Timeline					
	MODULE #1 <i>Before teamwork begins, outside class (90 min)</i>	MODULE #2 After individual asset maps are complete, <i>when first team task is assigned, in class (30 min)</i>	MODULE #2 Linked to each assignment <i>throughout project</i> , students fill in BEFORE assignment is due, <i>outside class (5 min)</i>	MODULE #3 <i>½ way to ⅔ way through team-based project, outside class (60-90 min)</i>	MODULE #3 After required readings and homework questions are complete, <i>in class (30-40 min)</i>
WHEN					
WHAT	Asset map, self-assessments, & reflection essay (individual)	Team asset chart (team activity)	Asset-based cover sheet: who will do what, based on what assets & areas to develop (team activity)	Required reading and homework questions (individual)	Team dynamics processing & discussion (team activity)
					Associated reflection (individual)

MODULE #1

STUDENT ASSETS, IDENTITIES, AND COMMUNICATION AND CONFLICT STYLES

ASSIGNMENTS & ACTIVITIES

1. Student asset map, self-assessments, and reflection essay (individual assignment completed outside of class, 90 min)

1. ASSET MAP, SELF-ASSESSMENTS, & REFLECTION ESSAY

OVERVIEW

- *When to assign:* Before the teamwork begins for the project, lab, etc.
- *Goal of assignment:* To have students think about their identities, background, and communication and conflict styles, and how these contribute to the ways they learn, work, interact, and manage conflict on teams.
- *Time expected for students to complete assignment:* 90 minutes outside of class: Students will need to take assessments (in assessment workbook), create an asset map, read four short articles, and write a reflection essay (1-3 pages). See below for the assignment.
- *For faculty:* Recommended grading: 5-10 points for the assignment. Instructors should check to make sure all questions are answered and an asset map is uploaded. Minimal to no comments necessary.

ASSIGNMENT DETAILS: ASSET MAP, SELF-ASSESSMENTS, & REFLECTION ESSAY

Targeted Learning Outcomes: Teamwork and cultural awareness

Goal of this assignment: To reflect upon your own identities, assets, and communication and conflict styles. To think about how your identities, assets, and styles might influence how you understand, approach, and think about the project topic, and how you interact on teams.

Instructions

1. Take the self-assessments in the assessment workbook:

https://drive.google.com/open?id=1pCCO8ouVVKpAMAzsdEc_CwRM0ABwM-Jr

2. Map your assets:

Asset mapping is an approach often used in community development, in which a community identifies its assets, and then builds upon and leverages these assets to solve community problems, like hunger or access to clean water or affordable energy.

Create a “map” of your assets (identities, skills, interests, experiences) that you will bring to a team, to the analysis of problems, and to the development of solutions. Note your assets in the following categories:

- team and project skills
- personal background and culture;
- clubs, organizations, and sports
- technical expertise
- passions and interests;
- relevant experiences;
- related coursework and jobs;
- creativity (music, arts, etc.).

You can also add categories as you see fit.

You can use the free mapping program bubbl.us (<https://bubbl.us/>) or another mapping program. You must include your actual map in your assignment submission. **See a sample asset map below for an example.**

3. What skills, strengths, knowledge, and experiences you would like to build upon and add to your asset map during this class and/or project work? Choose three.

4. Create a Word or other document with your asset map image and a list of the three areas you would like to grow in during this class and/or project work (skills, abilities, strengths, knowledge, experiences). You will share and discuss this with your team during your first meeting.

5. Read the following 4 articles:

- Folk-Williams, 2010. “How Diversity Improves Collaborative Problem Solving”:
<http://www.crosscollaborate.com/2010/05/diversity-improves-collaborative-problem-solving/>
- Medin, Lee, and Bang, 2014. “Point of View Affects How Science is Done”:
<https://www.scientificamerican.com/article/point-of-view-affects-how-science-is-done/>

- Hill, 2014. “When I learned the Value of Diversity for Innovation”
<https://www.scientificamerican.com/article/when-i-learned-the-value-of-diversity-for-innovation/>
- Meadows, L. A., Sekaquaptewa, D., & Paretto, M. C. 2015. Interactive Panel: Improving the Experiences of Marginalized Students on Engineering Design Teams. 122nd ASEE Annual Conference and Exposition, June 14-17. Paper ID #11803.
The article is clipped to include only the pages you are required to read. Please stop reading at “Theoretical Framework”: <https://drive.google.com/open?id=115sPOAsEUEc2k7qdq3H-IORsjuJMefqM>

6. Write a Critical Reflection:

Answer the following questions in a 2-3 page Critical Reflection Essay. This reflection essay is a formal piece of writing and should be well-written, thorough, and concise. Any sources used should be cited in the text and should be listed in a bibliography in APA format. The questions require that you reflect upon the readings, your past and future team experiences, as well as your own asset map and self- assessments.

Reflection Questions

- According to the articles you read, what are the benefits of cognitive and identity diversity for teams conducting research, analyzing problems, and developing solutions? Explain and provide examples.
- What are the challenges associated with teams diverse in identity and cognitive types and abilities (e.g. task assignment bias, intellectual marginalization, conflict, bias)? Explain and provide examples.
- What are some of the ways to create more equitable team dynamics, according to the articles and your own experiences? Explain and provide some examples.
- Review your asset map. What assets might your unique identities, experiences, skills, passions, and interests bring to your understanding of the project? What assets might you bring to a student team more broadly?
- What strengths, skills, assets, and experiences do you want to build upon in this course? Choose three and explain why you would like to develop these areas.
- Review your self-assessments from the workbook. What are your styles? How do you think your own styles and the styles of past team members have influenced your past teamwork experiences, both negative and positive? Explain.
- What else do you think might have influenced your previous teamwork experiences, both negative and positive? What might you do to create positive, effective, and equitable team dynamics on your project teams in this class?

This sample map and areas to grow in are provided to give you an idea of how you might develop your own asset map.



Three areas to grow in:

1. Evidence-based writing
2. Research design
3. Being less passive on a team

Assignment Rubric

Possible Grades for each dimension

	A	B	C	D
Dimension	Excellent	Good	Fair	Needs Substantial Improvement
Format	All formatting requirements are met	Most formatting requirements are met	Some formatting requirements are met	Most formatting requirements are not met
Content	<p>Answers are specific and detailed.</p> <p>-----</p> <p>Clear examples are provided.</p> <p>-----</p> <p>Ideas are well elaborated, and details are effective, specific, and relevant</p>	<p>Answers are generally specific and detailed.</p> <p>-----</p> <p>Examples provided are generally clear.</p> <p>-----</p> <p>Ideas and details usually effective, specific, and relevant but may be limited in depth</p>	<p>Answers are vague and not detailed.</p> <p>-----</p> <p>Examples provided are vague.</p> <p>-----</p> <p>Ideas are thinly developed; details, when provided, may be irrelevant, unfocused, or too general</p>	<p>Answers are not specific and detailed.</p> <p>-----</p> <p>Clear examples are not provided.</p> <p>-----</p> <p>Ideas or details very limited, unclear, or difficult to follow. Writing seems off topic and disconnected.</p>
Writing Conventions	Few or no grammatical, mechanical, or usage errors; little or no need for editing	Some errors but they do not interfere with meaning; moderate need for editing	Errors do not block meaning but do distract the reader; significant need for editing	Errors interfere with readability and meaning

MODULE #2
TEAM ASSET CHART & ASSET-BASED COVER SHEET

ASSIGNMENTS & ACTIVITIES

1. Team asset chart (team assignment completed during class, 30 min)
2. Asset-based cover sheet: who did what, based on what assets and areas to grow in (completed by students before assignment submission, 5 min)

1. TEAM ASSET CHART

OVERVIEW

- When to assign:
 - After students have individually completed the Asset Map, Self-Assessments, and Critical Reflection Essay, and before they are given their first team assignment.
 - Projects with Classroom Time: Should be completed by the team in class. **We recommend using class time to ensure students complete this together.**
 - Projects with no classroom time (e.g. project takes place in community), students should be directed to complete the assignment together outside of class and then meet with project advisor to review.
- Goals of assignment: To help students on the team get to know one another, and to help them think about how best to divide up project and assignment work based on members' assets and areas they want to develop.
- Time expected for students to complete: 30-45 minutes in class (if project has classroom time) or out of class (e.g. projects in communities with no classroom): Students will share their asset maps with their team, complete an asset chart together, and discuss areas of strength and potential growth for each team member. See below for the assignment.
- For faculty: Recommended grading is complete/incomplete for the asset chart. Minimal comments needed regarding distribution of tasks and assets/areas to grow in.
- For faculty: We recommend you consider the experience of the students to determine if you or they should fill in the "Skill and content areas for your group work/assignment/lab". Students can struggle to break down projects or assignments into "bite-sized tasks". The team asset chart can be used to map out an entire research project or a smaller assignment (e.g. presentation, literature review, data collection).

ASSIGNMENT DETAILS

Targeted Learning Outcomes: Equitable and Effective Teamwork

Goal of this assignment: to divide up project tasks based on members' assets or strengths, and to structure opportunities for members to develop new assets for this and future projects.

Instructions

1. In your project team, share your individual asset maps and spend time getting to know one another's backgrounds, assets, and areas you wish to develop in this project (15-20 minutes, or about 3-5 minutes per team member).
2. Fill out the team asset chart and divide project or assignment tasks based on members' assets and the areas in which members' want to grow. Each task can have multiple members working on it, with some using assets and some developing assets. The students who have assets that others want to develop could serve as mentors (leader/learner) for particular tasks so that everyone gets an opportunity to gain expertise. A sample chart is included below the blank chart. (~20 minutes).

Blank Team Asset Chart

Add Skill and Content Rows as needed

Skill and content areas for your group work/assignment/lab	Fill in team member names and their relevant assets in this area	Fill in team member names and the areas they want to grow in linked to this task

Completed Sample Team Asset Chart: Entire Project (names changed)

Skill and content areas for your group work/assignment/lab	Fill in team member names & their relevant assets in this area	Fill in team member names & areas they want to develop linked to this task
Conducting interviews with experts	Olivia: Conducted interviews while working at National Library of Health	Sara, Tushar, and Sam all want to grow in this area
Developing a research design that will be transferable to other research opportunities	Sara: Research opportunity at Walter Reed Army Institute of Research Tushar and Sam have experience from another project-based class	Olivia wants to grow in this area
Data analysis, using qualitative coding and other analysis tools	Tushar: Has experience with basic statistics and programing Olivia: Experience managing databases and extrapolating relevant information that can explain a relevant issue.	Sara and Sam want to grow here.
Evidence-based writing	All have experience writing lab reports and qualitative data analysis for multiple subjects	Olivia and Tushar want to work on improving here.
High level team functioning (delegating and rotating tasks and roles, using and building on each other's assets, managing conflict, etc.)	Sara: Lots of experience with group projects and can see both sides to an argument Sam: Has experience working on teams from	Olivia: wants to work on being more assertive and decisive on a team Tushar: wants to work on taking a leadership role

	the Congressional Youth Council as president	
High-level, creative oral presentations	Olivia: Has experience presenting to large audiences and creating interactive presentations.	Sam: wants to work on not being nervous when presenting
High level, creative visual presentation	Sam: Digital photography Tushar: graphic design courses	Sara: wants to learn graphic design
Communication skills – relaying your research to experts and to the public	Tushar: High school project involving several months of research and culminated in public presentation Sara: likes talking to people; very social	Olivia and Sam: want to be better communicators
Cultural context: understanding your project in the cultural context in which it is situated, and how you can learn from the communities' expertise to develop a powerful solution.	Sara, Olivia, and Sam: have done community service in less developed countries	Tushar: excited to learn about culture, wants to know how to include culture in technical projects

2. ASSET-BASED COVER SHEET: WHO WILL DO WHAT, BASED ON WHAT ASSETS AND AREAS TO DEVELOP

OVERVIEW

Asset-based coversheet: who did what, based on what assets and areas to develop (completed by students before assignment submission, 5 min)

- When to assign: over the duration of the project, instructors should add the cover sheet (included below) to any team assignment, asking students to submit the coversheet before the assignment is due. Submitting it before it is due enables students to use it to divide up each assignment based on assets/areas of growth. For example, if the assignment is due in a week, ask the team to submit the cover sheet five days before the assignment is due.
- Goals of assignment: To have students document how they and others are using their assets, and how they and others are developing new skills. To insure work is being distributed equitably, with room for strengths and growth.
- Time expected for students to complete assignment: 5 minutes outside of class: Students will complete the cover sheet before submitting assignment.
- For faculty: Recommended grading: 5-10 points as part of point total for the given assignment. Minimal to no comments necessary. Blank coversheet to assign with each assignment is below.

Blank Asset-Based Cover Sheet

Assignment Tasks & Roles (e.g. author, editor, materials prep, preparing slides, data collection, note taking, outlining, research, brainstorm, etc.)	Student names and relevant student assets used for task/assignment	Student names and areas they worked to develop for the task/assignment

MODULE #3

TEAM DYNAMICS, CONFLICT, AND BIAS

ASSIGNMENTS & ACTIVITIES

1. Required readings and homework questions (60-90 minutes)
2. Team processing sheet (team assignment completed in class, (30-40 mins)
3. Team Dynamics Reflection (individual assignment completed outside of class, 60-90 min)

1. REQUIRED READINGS AND HOMEWORK QUESTIONS

- When to assign: Just after the midpoint of the project.
- Goal of the assignment: To help students prepare to identify, discuss, and address issues that may have arisen on their team. To help students be more aware of the role that stereotyping and bias plays on teams, and the impact this can have on learning and productivity.
- Time expected for students to complete assignment: 60-90 minutes outside of class preparation.
- For faculty: Recommended grading: complete/incomplete.

ASSIGNMENT DETAILS

Targeted Learning Outcomes: *Equitable and Effective Teamwork*

Goal of this assignment: to review the data and literature on some of the challenges that teams and team members face, including issues of bias and stereotyping, and the impact this can have on team productivity and student learning. These data and literature can help you to think through what is going well and not well on your team, and how you and your team can work to create more equitable and effective team dynamics.

Instructions

Read the 3 articles below, and answer the following questions based on the articles:

- A. Drawing on article #1, Meadows et al (2015),
 - a. What is a social schema? How is it linked to implicit bias, and how can these biases play out in a classroom or on a team?
 - b. What is task assignment bias? What is intellectual marginalization? Be specific with examples.
 - c. What is stereotype threat? How can it impact student performance in class and on teams? How do students work to overcome stereotypes, and what can be the impact on that student?
 - d. The authors discuss 10 “promising approaches to improving the experiences of marginalized students on engineering teams”. Discuss one of these strategies that you think is important for faculty or students at WPI to work on or enact. Explain why.
- B. Drawing on article #2, Finnegan (2017),
 - a. What can be some of the “unique characteristics” of so called “free-loaders”, and what are some common problems that can result in “free-loading”?
 - b. What can be the cause of “lone wolf” behaviors?

- c. The author notes 3 ways to make teams work so all members can benefit. Which of these 3 do you think are most critical, and why? Are there other things you think are critical to make teams work?
- C. Drawing on article #3, Williams (2015),
 - a. Summarize each of the 5 patterns of implicit bias experienced by women in STEM described in the article.
 - b. Do any of the 5 surprise you? Explain. Do any of the 5 patterns sound familiar to you? From your own or others' experiences? Explain.
 - D. Drawing on your asset map and the areas you wish to develop
 - a. Are you utilizing your assets? Are others utilizing your assets?
 - b. Are you and others providing yourselves and one another opportunities for you to develop new assets?
1. Meadows, L. A., Sekaquaptewa, D., & Parette, M. C. 2015. Interactive Panel: Improving the Experiences of Marginalized Students on Engineering Design Teams. *122nd ASEE Annual Conference and Exposition*, June 14-17. Paper ID #11803. <https://peer.asee.org/interactive-panel-improving-the-experiences-of-marginalized-students-on-engineering-design-teams>
 You read two pages of this article earlier; now complete the rest of the reading.
 The link to download the paper is above the word "Abstract".
 2. Finnegan, Margaret. 2017. "It's Good Till It's Not: Does Group Work Really Help all Students?". *Inside Higher Education*, August 1: <https://www.insidehighered.com/advice/2017/08/01/helping-diverse-learners-navigate-group-work-essay>
 3. Williams, Joan C. 2015. "The Five Biases Pushing Women Out of STEM". *Harvard Business Review*, March 24, 2015: <https://hbr.org/2015/03/the-5-biases-pushing-women-out-of-stem>

2. TEAM PROCESSING SHEET

OVERVIEW

- When to assign:
 - Just after the midpoint of the project.
 - Projects with classroom time: The processing activity should be completed by the team in class. **We recommend using class time to ensure students complete this together.**
 - Projects with no classroom time (e.g. project takes place in community): Students should be directed to complete the assignment together outside of class and then meet with project advisor to review.
- Goal of the assignment: To help students identify, discuss, and address issues that may have arisen on their team and also to help them be more aware of the role that stereotyping and bias plays on teams, and the impact this can have on learning and productivity.
- Time expected for students to complete assignment: 30-40 minutes for processing activity (in-class recommended), 15-20 minutes for students to develop a plan to reinforce what is going well and to improve what is not going well (in or outside of class, time allowing).
- For faculty: Recommended grading: complete/incomplete. Some written comments and/or discussion with team needed.

ASSIGNMENT DETAILS

Targeted Learning Outcomes: Equitable and Effective Teamwork

Goal of this assignment: to assess what is going well on your team and where your team is struggling in terms of team dynamics, including whether assets are being used and opportunities for growth are being made available to all.

Instructions

1. As a team, discuss the questions listed below. Team members must take turns facilitating each set of questions. (~30 minutes).
2. After you have discussed the questions, each team member should make their own list of what is going well in the team and a list of what is not going well on the team. You can organize your lists based on the categories below or organize in your own way with bullet points or paragraphs (5 minutes).
3. After each member has completed their lists and shared them with the team, the team should work together to develop a plan to maintain what is going well and to fix what is not going well (15 minutes). *Each team will submit their processing sheet and team plan to the instructor(s) or advisor(s).*

Team Processing Sheet.

Instructions: Discuss and fill out answers with team. Rotate facilitator role for each section.

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?

Other Team Problems: _____ [facilitator name]

What are the problems that your 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?

2. TEAM DYNAMICS REFLECTION ESSAY

OVERVIEW

- When to assign: After the team processing activity has been completed.
- Goal of assignment: To have students reflect on their team dynamics, whether or not they and others are using their assets and creating opportunities for growth, and the potential that bias and stereotyping may play in their team dynamics, and the associated impacts for equity, learning, and productivity.
- Time expected for students to complete assignment: 60-90 minutes outside of class: Students will reflect on their team dynamics based on the prep for the processing activity and the processing activity. See below for the assignment.
- For faculty: Recommended grading: 5-10 points for the assignment. Instructors should check to make sure all questions are answered. Minimal to no comments necessary.

ASSIGNMENT DETAILS: TEAM DYNAMICS REFLECTION ESSAY

Targeted Learning Outcomes: Equitable and Effective Teamwork

Goal of this assignment: To reflect upon your team dynamics, what is going well/not well, to consider the role that stereotyping and bias may play in your team dynamics, and to discuss your plans to create more equitable team dynamics on this and other projects.

Instructions

Write a critical reflection essay by drawing on the readings and homework questions you completed before the team processing activity, the team processing activity itself, and your experience on your team. The essay should be 2-3 pages long. This reflection essay is a formal piece of writing and should be well-written, thorough, and concise. Any sources used should be cited in the text and should be listed in a bibliography in APA format. Upload the complete essay onto canvas.

Reflection Questions

1. Discuss your team dynamics – who talks the most or least? Who takes the lead most often or least often? Who makes the decisions most or least often?
2. How has this shaped your experience on this team? How has this shaped equity on your team? How has this shaped the productivity of your team?
3. What problems does your team regularly deal with?
4. Have you utilized your assets on this team? Have others utilized your assets on this team? Why or why not? How? Explain.
5. In what areas have you grown on this team? How? Explain. In what areas have you seen your team members grow on this team? How? Explain.
6. You have seen some data on how diversity on teams can have both positive and negative effects. You have also seen and read about, the ways in which stereotyping, biases, and other factors can impact: A) whose ideas are listened to and taken seriously, B) whose voices are heard and who is talked over or shut down, and C) who is assigned what task. In your group, whose ideas are listened to and taken seriously? Whose voices are heard and who is talked over or shut down? Who is assigned which types of tasks?
7. Reflect on how stereotyping, bias, and/or other factors may be shaping the team dynamics on this team, as well as previous teams you have been on.
8. How is your experience on this team different than your experiences on other teams, for better and/or for worse? Why do you think this is?
9. What are the strategies that you and your team came up, or could come up with in order to make your team dynamics more effective and equitable?

Assignment Rubric

Possible Grades for each dimension

	A	B	C	D
Dimension	Excellent	Good	Fair	Needs Substantial Improvement
Format	All formatting requirements are met	Most formatting requirements are met	Some formatting requirements are met	Most formatting requirements are not met
Content	Answers are specific and detailed. ----- Clear examples are provided. ----- Ideas are well elaborated, and details are effective, specific, and relevant	Answers are generally specific and detailed. ----- Examples provided are generally clear. ----- Ideas and details usually effective, specific, and relevant but may be limited in depth	Answers are vague and not detailed. ----- Examples provided are vague. ----- Ideas are thinly developed; details, when provided, may be irrelevant, unfocused, or too general	Answers are not specific and detailed. ----- Clear examples are not provided. ----- Ideas or details very limited, unclear, or difficult to follow. Writing seems off topic and disconnected.
Writing Conventions	Few or no grammatical, mechanical, or usage errors; little or no need for editing	Some errors but they do not interfere with meaning; moderate need for editing	Errors do not block meaning but do distract the reader; significant need for editing	Errors interfere with readability and meaning