**Lesson #3: Establishing Team Norms, Meetings, Minutes, etc.**

**Problem statement:** In the media today, there is a disparity with how various demographic groups are portrayed and referred to. While some groups are referenced with seemingly innocuous language and descriptions, others do not share that privilege. In order to best understand how to solve this inequity, we must first understand the challenges these groups face due to loaded language and discover how to push against it. After initial research and analysis of loaded language, students will formulate groups to begin their summative assessment.**This lesson will guide students in establishing foundations for effective collaboration.**

**Learning objectives:**

* Students will develop team norms to avoid “being fired.”
* Students will develop a group evaluation rubric, after analyzing a professional example from Boeing.
* Students will organize the shared digital location of meeting minutes (OneNote, Microsoft Excel, etc) and agendas and establish which team members will take on this role at each meeting.

**Lesson standards (NGSS, CCSS, CTE):**

[CCSS.ELA-Literacy.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/)

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

[CCSS.ELA-Literacy.SL.9-10.1.b](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/b/)

Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[CCSS.ELA-Literacy.SL.9-10.1.d](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/)

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.5](http://www.corestandards.org/ELA-Literacy/SL/9-10/5/)

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**Soft skills:**

* **Collaboration**
* **Communication**

**Locally and/or personally relevant for students:**

Students are constantly asked to “work in groups” and “share their ideas with a partner.” Often this results in students working parallel or speaking at one another with no real goal to develop from that interaction. Additionally, this often leaves one student to take the brunt of the workload and others to slack off, not benefiting from learning.

Given feedback from industry professionals, and goals teachers have with collaboration, students will learn how to effectively communicate with one another to reach a common goal that benefits all students involved.

**Connections to career and educational pathways:**

Students will have opportunities to review professional examples of group evaluation rubrics and group protocols from Boeing. With this, they will be able to make connections to expectations of collaboration and communication in future careers.

**Materials (Appendix A):**

1. [How to Fire a Group Member Handout](https://docs.google.com/document/d/11gTYIOrCCmXnMg-ALe16KJ3VfS8X1Nsd/edit)
2. Boeing Evaluation Rubric(s)
3. Critical Friends Protocol

**Lesson preparation:**

1. Make sure student groups have already been established.
2. Students should have experience evaluating group members and their collaboration from Lesson #2.

**Time required:** 50 minutes - 75 minutes

**Grouping of students for instruction:**

Place students in their project groups. These can be the same groups they did Lesson #2, or different groups based on interest in project topic.

**What is the instruction? Consider the PBL Procedure that is being addressed here:**

|  |  |
| --- | --- |
| **Teacher** | **Student** |
| Teacher will hand out “A Consultant’s Core Attributes and Values” | Students will independently check boxes that describe them. |
| Teacher will hand out “How to Fire a Group Member” worksheet.  Depending on classroom needs, teacher can select how they wish the students to read through this document. | Students will read “How to Fire a Group Member” worksheet. |
|  | Given the requirements of group members, students will establish norms to follow with their groups and share out their established norms to the class   * Students will share the boxes they checked in “A Consultant’s Core Attributes and Values” to see where they may have mutual strengths. Students will also see what weaknesses the group may have to determine specific norms to address these weaknesses. * Students will establish who will take meeting minutes and determine an online collaboration space to hold them. * Students will establish who will write the meeting agendas and determine an online collaboration space to hold them. |
| Teacher will hand out 3 different types of evaluation rubrics to student groups. | Students are to review rubrics, discuss differences and similarities, and rank the rubrics based on preference. |
| Teacher will facilitate a short discussion about rubrics. *What did we notice? What are they evaluating? What may we want to steal for our own rubric?* | Students will share out group consensus with class. |
| Teacher will review learning objectives for the lesson and remind students of the following:   1. How can we delegate roles without teacher input so that all students are participating in the task? 2. How can we ensure our rubric is easy to follow for all members when we evaluate one another? 3. How can we ensure our rubric holds us to a high standard? | Students will spend the next 20-25 minutes drafting an evaluation rubric, using the models from Boeing. |
| After 20-25 minutes has passed, teacher will ask students to pause and do a 3 minute gallery walk where they view other group drafts. | During this time, students will consider what ideas they want to bring back to their drafts. |
|  | Students will have the last 5 minutes of class to revise their rubrics. |

**Accommodations:**

1. Translation for handouts given level of ELL students.
2. Extending lesson to take longer to provide more check-ins with students.

**Extensions:**

1. Students can share their rubrics with the class in a presentation style and allow class an opportunity to provide feedback using the Critical Friend Protocol (Appendix A)
2. Presenting students can reflect out loud how they plan to revise their rubric.

**Assessment:**

Students will submit their rubrics for a final check by the teacher (formative assessment).

APPENDIX A

ATD Consulting Skills for Trainers Certificate Program 2020 (shared from Boeing rep)

A Consultant’s Core Attributes and Values

A number of experts have written about the values a successful consultant possesses, consider these other attributes and values. How do you stack up?

* Establishes credibility
* Places emphasis on high quality of work
* Takes risks
* Is self-confident
* Possesses self-awareness
* Is positive
* Acts in a professional manner
* Has a partnering attitude
* Collaborates with others
* Is responsive
* Is service-oriented
* Is results-driven
* Is trustworthy
* Is flexible
* Acts in an authentic manner
* Is energetic
* Perseveres
* Is assertive
* Is detail oriented, as well as big picture focused
* Has the ability to maintain detachment
* Is a lifelong learner

**Assess Your Internal Consulting Competencies (shared from Boeing rep)**

**The individual whose name appears is interested in your feedback. Please assess your colleague’s skills and knowledge using the following scale. Thank you for your time. Please**

**complete this assessment for: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ .**

**1 = No experience or skill**

**2 = Minimal ability**

**3 = Average skills or knowledge**

**4 = Above average ability**

**5 = Competent**

1.\_\_\_\_ Coordinate a change management initiative

2.\_\_\_\_ Influence others

3.\_\_\_\_ Provide coaching

4.\_\_\_\_ Advise senior leaders

5.\_\_\_\_ Provide leadership to a team

6.\_\_\_\_ Communicate persuasively

7.\_\_\_\_ Listen to understand

8.\_\_\_\_ Present feedback

9.\_\_\_\_ Confront and manage conflict

10.\_\_\_ Foster collaboration and build relationships

11.\_\_\_ Interact with decision makers

12.\_\_\_ Exhibit politically savvy

13.\_\_\_ Realize what drives decisions

14.\_\_\_ Have broad networks across an organization

15.\_\_\_ Understand business priorities

16.\_\_\_ Work well at all levels of an organization

17.\_\_\_ Discuss key business processes

18.\_\_\_ Identify the system that drives implementation of initiatives

19.\_\_\_ Name internal customer-supplier relationships

20.\_\_\_ Exhibit technical knowledge of the organization’s products and services

21.\_\_\_ Analyze and diagnose needs

22.\_\_\_ Solve problems

23.\_\_\_ Generate options

24.\_\_\_ Make decisions

25.\_\_\_ Evaluate outcomes

26.\_\_\_ Utilize project management skills

27.\_\_\_ Exhibit framing skills

28.\_\_\_ Manage time and priorities

29.\_\_\_ Plan strategically

30.\_\_\_ Coordinate implementation efforts

Additional Comments:

**How to Fire a Group Member**

**Unfortunately, there may be a time when the group must fire a group member.**

**The following are valid reasons for firing that individual:**

1. Failing to contribute an equal share to group endeavors; failing to provide your group with the agreed upon portion of your assignment in proper form, content and length, free of spelling, punctuation and grammatical errors.
2. Failing to communicate appropriately and effectively with group members.
3. Failing to attend agreed upon group meetings. **Being on-time and attending all group meetings is mandatory!**
4. Failing to work cohesively and effectively with other group members.
5. Gossiping about other group members.
6. Consistently displaying a negative attitude regarding other members of the assigned group or group assignment, or working negatively against another group such as sabotage or tampering with another group’s work.
7. Missing an agreed upon deadline.

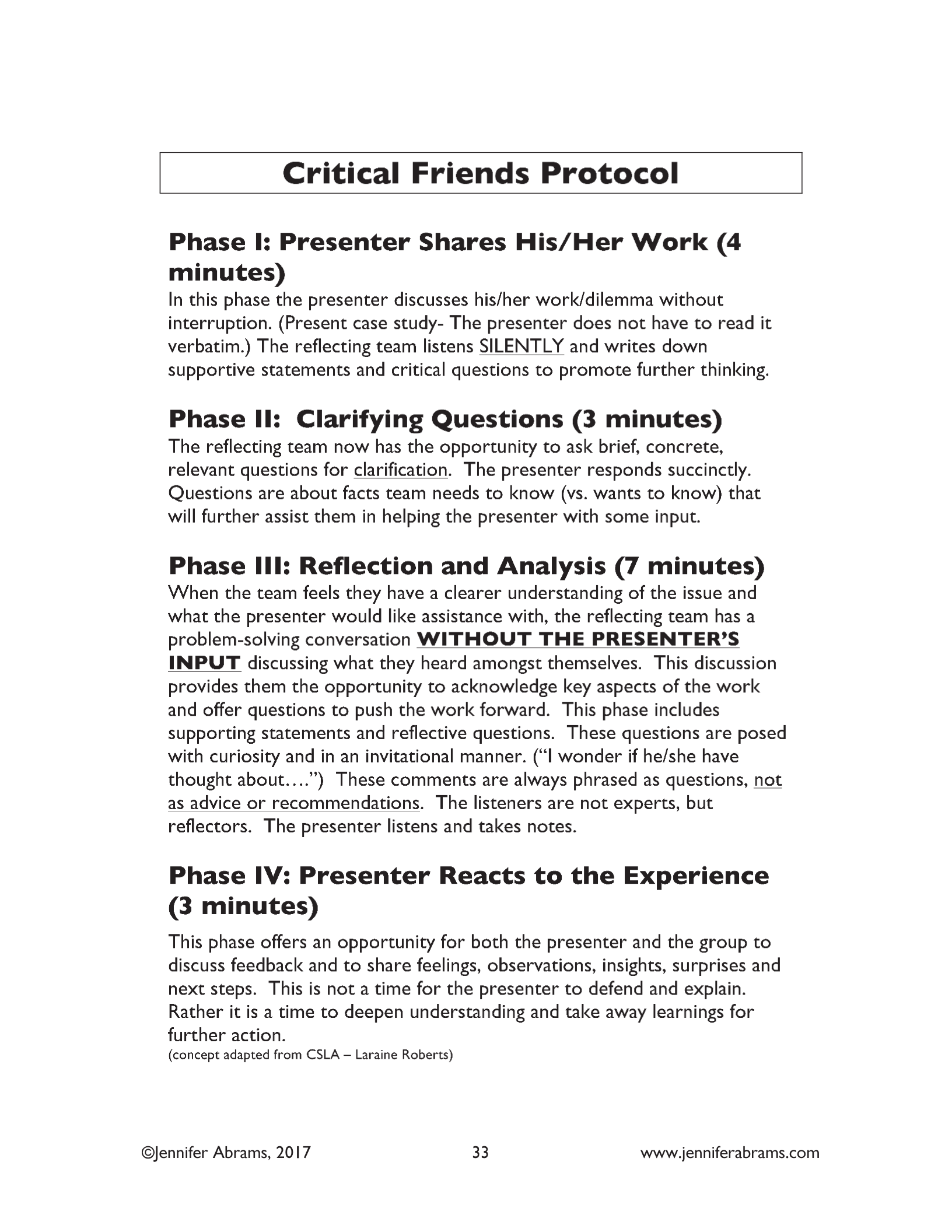
It is the group’s responsibility to work together in an effective manner using proper and competent communication skills. If a group feels that an individual group member is chronically causing a problem and impeding the creative process, then it is within the group’s purview to fire that individual from the group project.

If such an instance is to be warranted, the group must complete the following procedures:

1. Memo the offending group member via email **each time the aforementioned criteria is violated**. This memo must use “facts” of someone’s offending behavior and not attack the individual. **CC your teacher to this email. If your teacher doesn’t receive evidence of this, they cannot support a future firing.**
2. The offending group member must respond to each memo via email within **one day.**
3. After two warnings (memos) the group will meet privately with their teacher to discuss the situation.
4. After listening to both sides, if the teacher feels that the problems stated in the memo were valid, the offending group member will be put on probation.
5. If the group member on probation receives another memo from the group, the **group member will be terminated from the group and receive grade of “F” for the assignment.**

This policy is not intended to create problems; rather it is designed to protect the group and the group’s projects from individual abuse. If there is an internal problem within a specific group, the instructor desires that it be handled professionally by the group. Therefore, the group’s problems must be kept private from other class members so as not to encourage gossip. This procedure is to be used when all other attempts to encourage group participation have been exhausted and should be a last ditch effort to encourage all members of the group to work in a cohesive manner. It is entirely up to the group when and if, to employ this procedure.

**It is also to be known that when a group is found unnecessarily subjecting an individual member to this procedure, or using this procedure to intimidate a group member because they are “different” or not susceptible to the “group-think,” then the entire group will suffer point loss on their final project.**

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