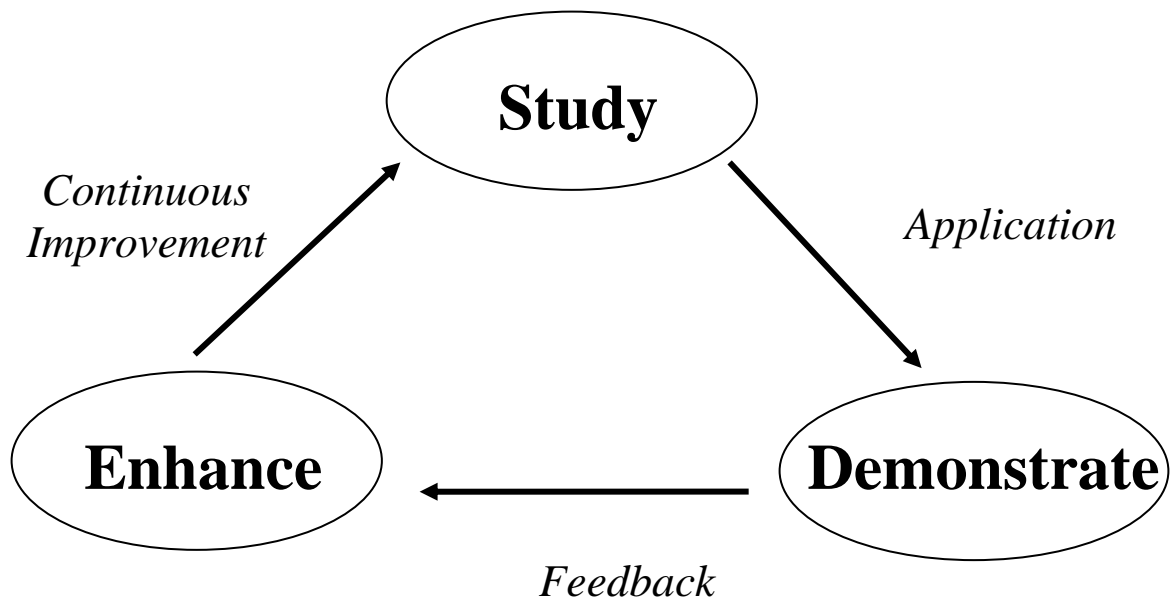


Communication Course Workbook



The Learning Model



Seven Questions to Guide Your Thinking

<u>Questions</u>	<u>Explanation</u>
	<p><i>Have I relied on reasonable evidence to reach my conclusions?</i></p> <p>Provide evidence for your claims.</p>
	<p><i>Have I properly identified the implications of the facts, ideas or situation? (So what?)</i></p> <p>Discuss the implications of your facts, ideas and situation.</p>
	<p><i>Have I made reasonable assumptions?</i></p> <p>Identify the premises underlying your notions.</p>
	<p><i>Have I properly identified the pattern(s)?</i></p> <p>Identify underlying trends.</p>
	<p><i>Have I properly defined effectiveness?</i></p> <p>Decide how you will measure success.</p>
	<p><i>Have I considered all the logical alternatives and selected the proper course of action?</i></p> <p>Describe the alternatives and actions you can take. Justify your choices.</p>
	<p><i>Have I considered the ethical impact of my decisions?</i></p> <p>Determine whether your actions are morally sound.</p>

Using the “Seven Questions of Life” in the early phases of casework can help guide your thought process, thinking routine, and decision-making about the many choices and solutions you will have to make about your case. They also make great “grilling” questions!

Are you ready?

Communication students should excel at two related tasks. First, they must focus on continuously improving their personal communication skills such as listening, public speaking, managing conflict, etc. Second, they should learn how to effectively resolve common communication problems or cases. This workbook is designed to provide the necessary tools to accomplish these tasks.

Orientation of the Class

This class is oriented around three related notions:

1. If you learn the key principles, you can develop your own value-adding thinking routine.
2. Students learn best by applying concepts to real-world cases.
3. The professor and teaching assistant's role is to accelerate the 3 step learning process outlined on the cover of this Workbook.

Due Dates

Section III Continuous Improvement Forms (Group Continuous Improvement Part 1 & 2, Performance Appraisals, Overall Group Evaluation) are due with the written report for each case.

Hints and Tips from Former Students

- ✓ "Communication is NOT the transfer of meaning. Never, ever forget this most important bit of 'death-star' information."—**Megan Gustafson**
- ✓ "Read the assignments, put effort into your note taking, and above all else, pay attention in class. You will find many of your communication courses to be very in-depth, interesting and challenging. You need to be ready to do the work and dedicate a decent amount of time out of class to your papers, presentations and group projects. Be willing to ask your professors for help and guidance. In the end, your grade will reflect the effort you put into each class."
—**Molly Lubinsky**
- ✓ "Take all feedback you receive, whether from the professor or other students, and use to your advantage. Don't take it personally!" —**Adam Behnke**

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Workbook Revisions Prepared by: Adam Halfman (2007), Kylene Pankratz (2009), and Ryan Hartwig (2009)

“Changing neural pathways every class period.”

Section I

Preparing For and Conducting Your Preliminary Group Meetings

“Those with keen understanding of their strengths and needs are in a much better position than those with limited or faulty self-knowledge. In such circumstances, I would hazard, accurate self-knowledge is worth at least 15 to 25 IQ points – and that’s a lot!”

-- Howard Gardner, Author of *Frames of Mind*

“Preparation is everything. Noah did not start building the ark when it was raining.”

-- Warren Buffett



“Changing neural pathways every class period.”

STEP ONE: Use the following rating scale to assess your level of competency on each skill
1 = needs improvement, 2 = average, 3 = above average, and 4 = exemplary.

	<i>Rating</i>		<i>Rating</i>
Public Speaking <ul style="list-style-type: none"> Organizing a presentation Speaking with confidence Speaking with clarity Being persuasive Speaking with enthusiasm and vitality 		Written <ul style="list-style-type: none"> Using proper grammar Spelling Preparing written reports Preparing brochures, memos Organizing documents for high impact Proofreading & editing 	
Meeting management <ul style="list-style-type: none"> Facilitating a meeting Leading brainstorming sessions Analyzing & commenting on the direction of the group process Clarifying expectations of group members Creating consensus Evaluating all group members' ideas 		Problem Solving & Strategy <ul style="list-style-type: none"> Creating communication strategy Selecting appropriate names for initiatives Solving communication problems Using proper problem solving techniques Selecting the appropriate channels Becoming comfortable with uncertainty 	
Research & Analysis <ul style="list-style-type: none"> Discerning underlying organizational problems Assessing communication practices Understanding implications of new technologies Analyzing audiences Collecting & evaluating research Researching markets & consumers 		Interpersonal <ul style="list-style-type: none"> Being appropriately assertive Adapting communication style to different people Listening constructively Managing conflicts Providing corrective feedback Focusing on understanding rather than evaluating Treating others with respect 	
Visual Information <ul style="list-style-type: none"> Creating advertising campaigns Selecting the proper visual images Creating proper visual images Managing information overload Developing persuasive images <hr/> Personal <ul style="list-style-type: none"> Repressing useless emotions & thoughts Listening to negative feedback Properly expressing disagreements with others Following through on group responsibilities 		Critical Thinking <ul style="list-style-type: none"> Providing proof for arguments (Can you prove it?) Discerning the implications of ideas (so what?) Developing action plans (What to do?) Discerning underlying assumptions (What are your assumptions?) Clarifying definitions of effectiveness (What is effectiveness?) Finding underlying patterns (What is the pattern?) Acting in an ethical manner (Is it ethical?) 	

STEP TWO: Personal Communication Skills Assessment

1. Rate your level of competency on each skill from the previous page.
2. Select three items that best capture your strengths.
3. Select the three most critical areas for improvement.
4. Complete the Summary Analysis form below based on your analysis of your skills.

Summary Analysis

In column one, list your three greatest strengths. In column two indicate how you could prove you possess that strength.

Strength	Proof

In column one list your three greatest areas of improvement. In column two indicate how you plan on improving and how you will monitor your progress.

Improvement Area	Action Plan & Monitoring

STEP THREE: Name Placard

Each student should prepare a “Name Placard” designed to reveal to the professor what his or her strengths and weaknesses are. These should be things in which the individual will display and improve on over the semester. Think of this as a way for the professor to get to know a little about you at a quick glance.



STEP FOUR:**Personal Instruction Manual**

Each student should prepare an “Instruction Manual” designed to reveal to other students how to best work with him or her. Think of it as the operating instructions that come with a product you purchase. The abbreviated example below should provide you a starting point.

INSTRUCTION MANUAL

Congratulations you are the proud owner of *Marcus Reitz*. The following characteristics must be given special attention to receive maximum satisfaction from this product. *Marcus Reitz* includes a lifetime warranty that will be honored as long as **ALL** of the following are recognized throughout his use as a group member:

<i>Characteristic</i>	<i>If recognized?</i>	<i>If ignored?</i>
<i>Marcus</i> is an ESFJ according to the Myers-Briggs test. In particular <i>Marcus</i> ' two strongest characteristics are the Extrovert and the Judger.	<ul style="list-style-type: none"> ○ Friendships often develop. <i>Marcus</i> finds more value in these projects than simply completing the case. ○ Working with <i>Marcus</i> will be an extremely positive experience. ○ Tasks will be finished on or ahead of time. ○ Tension will be minimized. 	<ul style="list-style-type: none"> ○ Working with <i>Marcus</i> will be no more exciting than watching the Milwaukee Brewers lose their 36th straight game. ○ <i>Marcus</i> will become very concerned with when and how the group is going to find time to complete certain tasks.
<i>Marcus</i> becomes anal about small factors before presentations are given and written reports are due. (i.e. grammatical errors, pronunciation of certain words, etc.)	<ul style="list-style-type: none"> ○ Rehearsal and the editing process may take longer than what some group members deem necessary. ○ However, <i>Marcus</i> will be completely satisfied with final product, as will the remainder of group. 	<ul style="list-style-type: none"> ○ <i>Marcus</i> may suffer a nervous breakdown - only kidding. ○ Nonetheless, the group will still receive an A. <i>Marcus</i> was overly concerned with minor factors.
<i>Marcus</i> is very willing to sacrifice his personal time for the group, if fellow group members will do the same.	<ul style="list-style-type: none"> ○ <i>Marcus</i>' contributions to the group will be numerous, creative, and complete. 	<ul style="list-style-type: none"> ○ <i>Marcus</i> (at this point in his academic career) has no desire to allow group members to ride along for free. ○ <i>Marcus</i> downgrades group members that are not willing to make personal sacrifices.
<i>Marcus</i> confronts conflict and encourages group conversation to resolve any underlying issues.	<ul style="list-style-type: none"> ○ Group will work as a team, even in times of conflict. ○ <i>Marcus</i>' resolution attempts will be understood as such. 	<ul style="list-style-type: none"> ○ <i>Marcus</i> may be understood as placing attacks on certain members of the group, thus creating more tension.

WARNING!! - The above have been tested in personal and group relationships and will hold true in future interactions as well.

Questions, comments, or concerns: Please call ... Due to complications in the shipping and handling process we are not accepting returns of *Marcus Reitz* at this time.



“Changing neural pathways every class period.”

STEP FIVE:**Protocol for Your Preliminary Meetings****Pre-Meeting Preparation**

1. Conduct a self assessment and determine 3 strengths and 3 areas of improvement
2. Develop a name placard
3. Develop a “personal” instruction manual
4. Construct a list of resources you can bring to the group (e.g. personal contacts, special skills, equipment, etc.)
5. View cases on the website for discussion and selection

Protocol for Your 1st Group Meeting

1. Negotiate common meeting times and location
2. Exchange personal information (phone, e-mail, M-B profile, etc.)
3. Determine preferred presentation/case time (1st choice, 2nd choice, etc.)
4. Share personal instruction manual

Protocol for Your 2nd Group Meeting

1. Discuss 3 strengths and 3 weaknesses of each group member
2. Discuss the special resources each member brings to the group
3. Select group name
4. Clarify member responsibility and expectations (e.g. what to do if you can't make a meeting)
5. E-mail the teaching assistants the group name, member names, case & projected meeting times and location

Section II

About Case Studies



“Changing neural pathways every class period.”

Overview of the Case Study Method



What is the purpose of using the case study method? The purpose of the case study method is to develop an understanding of key theoretical principles by analyzing specific communication "problems".

What is required? All groups are required to make an oral presentation and produce a written paper based on a case. The oral presentation should last about 20 minutes and the group should be prepared to defend the ideas presented. The written paper is due one week after the initial presentation. The written version may include responses to class feedback about the oral presentation.

What method should we use? How should we approach the problem?

1. Describe the details of the communication problem including the situational background, audience analysis, and your grounded assumptions.
2. Discuss the nature or the "cause" of the problem.
3. Discuss your strategy and specific solution. Include relevant documentation. (i.e., speeches, brochures, videotape, etc.)
4. Describe the rationale for your choices. Show how the solution specifically relates to the principles discussed in the class.

How will we be evaluated?

1. **Professional Style** - Does the case meet the following professional standards?
 - *Oral Report* – Is the material professionally presented (e.g., organized, creative, interesting, proper visual aids, focused)? Is the defense of the case handled in a professional manner?
 - Create a strategy for providing proof of the presented case for the questioning session.
 - *Written Report* – Does the report adhere to professional standards (e.g., well organized, one voice, proper design, well written, proper citations & appendices)?
 - Structure the written report to reflect points of continuous improvement provided from the questioning and feedback sessions.
2. **Application of Principles** - Is the rationale for the project based on communication models, theories, research and rules of thumb discussed in the class? Does the group highlight the link between their specific ideas and the principles discussed in the class?
3. **Analytical Soundness** – Is the case properly and logically analyzed? Are the congruency tests met? Did the group make proper use of Phil's 7 questions?

Note: See the next page for more detail on evaluation criteria.

Case Tips

1. Start with a simple statement of the actual problem you are trying to solve. Then you will want to include other relevant facts and “grounded” assumptions. For example, the first problem we solved in the *Intro to Communication Processes* class could be presented as follows:



Problem Statement: Design a sign for a bar that tells patrons that children are not allowed in the bar.

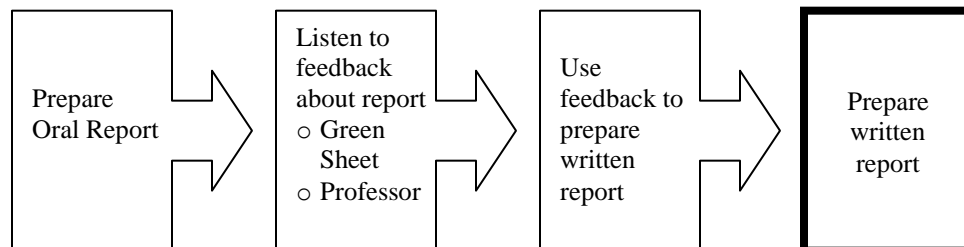
Relevant Facts:

- Numerous patrons have complained about the presence of children in the bar.
- The manager told you to "write up" a sign.
- Most of the children are left in the bar while the parents are outside playing volleyball.

Grounded Assumptions:

- Most patrons are high school educated.
- The manager is not a communication expert.

2. Discuss the actual solution you would implement on a strategic and tactical level.
3. Describe in detail the reasoning behind your solution. In particular you would want to include the following elements:
 - A discussion of a “rule of thumb” or communication principle you used.
 - What suggestions you rejected and why.
 - What "fine-tuning" you did and why.
 - How the various topics (language, nonverbal, perception, etc.) we have discussed in class influenced your final decision.
4. Remember that the project will be presented orally and in writing. One of your critical decisions is determining what should be included in the oral form versus the written form.
5. Dress appropriately because you will appear and communicate more professionally.
6. Follow the recommended process below:



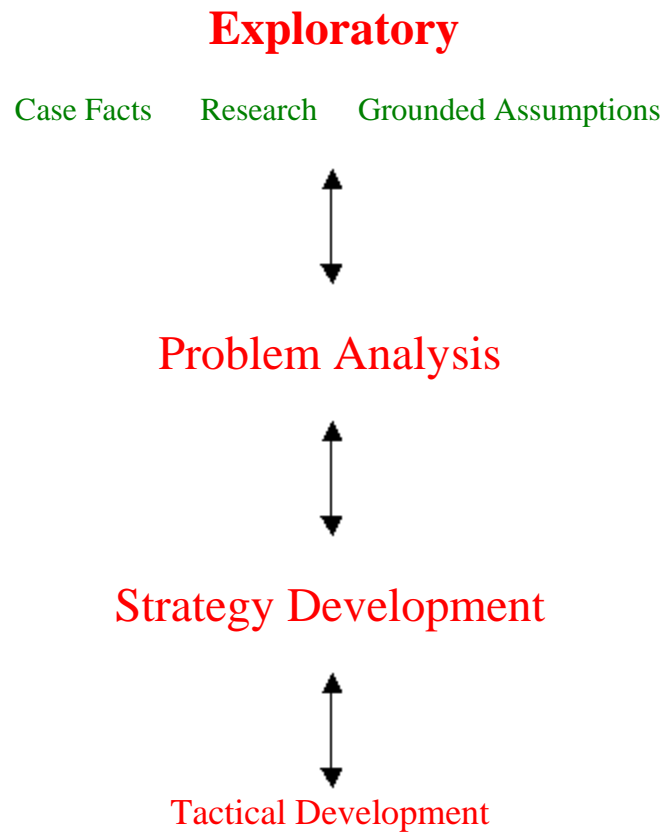
Phases of the Case Study

Description of the Phases

<i>Phase</i>	<i>What is it?</i>	<i>Cautions</i>
Exploratory	This is the time when you explore the case by interpreting the case facts, conducting research, and making grounded assumptions.	<p>Assumptions must be grounded in your case facts and research.</p> <p>Stated Problem \neq Actual Problem</p> <p>Make sure your assumptions are not trivial.</p>
Problem Analysis	This is the time when you analyze your information and decide on the underlying core issues that must be addressed.	<p>Symptoms \neq Root Problems</p> <p>All problems are not equally important.</p> <p>Make sure to identify all the audiences.</p>
Strategy	This is the point at which you develop a basic plan and general objectives.	The strategy should be firmly rooted in communication principles.
Tactics	This is the point at which you develop your specific solutions, which may include creating a videotape, writing a memo, or drafting a presentation, newsletter, etc.	<p>A pre-packaged solution may not meet your need.</p> <p>The tactics need to be sufficiently specific to be actionable.</p> <p>Excellent tactics can not overcome a poor strategy.</p>

Phases of the Case Study: Congruency Tests

One of the keys to effective casework is making sure that there is a proper fit--or congruency--between the various aspects of the case. The following shows some examples of congruency tests as they apply to the four basic phases of a case.



Congruency Tests

Congruency Test	Sample Mistake
Case Facts ≠ Grounded Assumptions	All employees at a paper mill are college-educated.
Exploratory Phase ≠ Problem Analysis	The boss said "develop a sign", so I have to create a sign.
Problem Analysis ≠ Strategy	Since so many people complained about the timetable, we are going to scrap it and put it on-line.
Strategy ≠ Tactics	A company provides employees with a new suggestion box in an attempt to encourage more innovation.



Writing Tips

Presenting information effectively in reports: tips on proper “language” and “style”

As you choose words

- ◆ Use words that are accurate, appropriate, familiar and business-like
- ◆ Avoid slang (“awesome”, “going postal”) or contractions (“can’t”)
- ◆ *Generally*, use a fairly formal style for longer, formal reports (Note that in most formal reports, the 3rd person is generally used—consider your audience for determining appropriateness of “I”, and “we”. Note that if you use “you”, and there are multiple audiences, it will not be clear who “you” is.)
- ◆ Use technical jargon only when it is essential and known to the reader (FIFO and LIFO are technical terms known to accountants but maybe not to computer people. However, when writing a cover letter, it’s desirable to use technical terminology to show you are competent in that field. Audience analysis determines the appropriateness.)

As you write and revise sentences

- ◆ Use active (vs. passive) voice *most* of the time
- ◆ Use appropriate verb tense (the present vs. past tense decision)
- ◆ Use strong verbs—not nouns—to carry the weight of your sentence (“we will perform an investigation of the problem” is weaker than “we will investigate the problem”)
- ◆ Be concise—tighten your writing (“the reason we are recommending the computerization of this process is because it will reduce the time required to obtain data and will give us more accurate data” is wordy—“computerizing the process will give us more accurate data more quickly” is tighter)
- ◆ Say what you mean (“My report revolves around the checkout lines and the methods used to get price checks when they arise” is vague, but “my report shows how price checks slow checkout lines and recommends ways to reduce the number of price checks” is better)
- ◆ Use parallel structure (“errors can be checked by reviewing the daily report or note the number of errors you uncover when you match the lading copy with the file copy of the invoice” is not parallel structure—“errors can be checked by reviewing the daily report or by noting the number of errors...” is parallel)

As you write and revise paragraphs

- ◆ Begin most paragraphs with topic sentences (“Plan B also has some advantages” prepares the reader for a discussion of B’s advantages)
- ◆ Use transitions to link ideas (“additionally”, “in summary”...)

Creating a visually appealing report

As you use visuals

- ◆ Consider if understanding, interest and recall can be enhanced by using a table, chart or other visual
- ◆ Be descriptive in your labels and titles
- ◆ Introduce visuals (“Note in Figure 1 how Microsoft has the biggest market share of sales in the software industry”)

As you plan the physical design of the document

- ◆ Consider a highly readable typeface such as Times New Roman/Arial/Helvetica
- ◆ Use white space to separate and emphasize points
- ◆ Use lists, bullets to emphasize material, as appropriate
- ◆ Use headings to group points (*Attention to:* being consistent in placement, being descriptive in phrasing, using the same grammatical structure—compare the following:

These headings are not parallel:

Are students aware of VIP?

Current Awareness among Undergraduate Students

Graduate Students

These are parallel:

Campus Awareness of VIP

Current Awareness among Undergraduate Students

Current Awareness among Graduate Students

Using the proper report form (for longer reports)

- ◆ **Report cover**
- ◆ **Title page** (Includes: title of report, for whom the report is prepared, by whom it is prepared, release date. If the title does not contain the recommendation, it normally indicates what problem the report tries to solve: *Ways to Market Communication Consulting Services*)
- ◆ **Table of Contents** (List headings exactly as they appear in the body of the report, along with page numbers.)
- ◆ **List of Illustrations** (Tables are numbered independently from figures (pie charts, bar charts, drawings, etc.))
- ◆ **Executive Summary** (A good summary can be understood by itself. It summarizes the recommendation of the report, reasons for the recommendation or describes the topics the report discusses and indicates the depth of the discussion.)
- ◆ **Introduction** (Orients the reader.) Usually has subheadings for **Purpose** (identifies the problem the report addresses and if its purpose is to inform, to recommend, etc.) and **Scope** (identifies how broad an area the report covers—if a company is losing money on its line of radios, does your report investigate the quality of the radios? The advertising campaign? The cost of manufacturing? The demand for radios?). Depending on the situation, may also have: **Limitations** (problems or factors that limit the validity of your recommendations), **Assumptions** (statements whose truth you assume and which you use to prove your final point), **Methods** (an explanation of how you gathered your data), **Criteria** (factors you used to weigh in the decision), **Definitions** (if you have terms to define), **Background/History of the Problem** (Serves as a record for later readers of the report. For most of your cases, this will not be necessary. However, in business reports, this is often a useful component of a longer, formal report.)
- ◆ **Body** (Presents and interprets information in words and visuals. Analyzes causes of the problem and evaluates possible solutions. *Specific headings will depend on the topic of the report.* Uses a logical organizational format to present information.)
- ◆ **Conclusions** (Summarizes main points of report. The most widely read part of reports. No new information should be included in the Conclusions. Conclusions are usually presented in paragraphs, but you could also use a numbered or bulleted list.)
- ◆ **Recommendations** (Recommends actions to solve the problem. May be combined with Conclusions; may be put at beginning of body rather than at the end (for direct order). Number the recommendations to make it easy for people to discuss them. If they seem difficult or controversial, give a brief paragraph of rationale after each recommendation. The recommendations will also be in the Exec. Summary.)
- ◆ **References** (Document sources cited in the report. Use appropriate form for citations.)
- ◆ **Appendixes** (Provide additional materials that the reader may want: copies of questionnaires, interviews, computer printouts, previous reports, etc. Number and title them—for example, Appendix A: Copy of Survey, Appendix B: Sample Breakfast Menu Board, etc.)

Section III

Continuous Improvement Forms

“Success in any area requires constantly readjusting.” – Tonya Buan



“Changing neural pathways every class period.”

Group Evaluation Form

In alphabetical order by last names, list the names of all group members. Place a star (*) by your own name. Then give each member a score on a 0-10 scale, with "0" representing no contribution to the group process, "5" representing an average contribution, and a "10" a maximum contribution. Then provide brief, but complete, explanatory comments on each person. **All information is treated confidentially.** You should also rate the group as a whole.

Name	Score	Comments

Group Grade

Comments:



“Changing neural pathways every class period.”

Group Evaluation Form

In alphabetical order by last names, list the names of all group members. Place a star (*) by your own name. Then give each member a score on a 0-10 scale, with "0" representing no contribution to the group process, "5" representing an average contribution, and a "10" a maximum contribution. Then provide brief, but complete, explanatory comments on each person. **All information is treated confidentially.** You should also rate the group as a whole.

Name	Score	Comments

Group Grade

Comments:

Group Continuous Improvement Agenda

Pre-Meeting Phase

1. Complete the “Group Continuous Improvement Ideas” form (Step 1) before the meeting.
2. Complete the “Group Performance Appraisal” form (Step 2) to evaluate each group member’s group performance, interpersonal and critical thinking skills.
3. Complete the “Performance Appraisal for Continuous Improvement” form (Step 3) to provide a specific written evaluation for each group member.



Group Discussion Phase

4. Develop a consensus about the answers to Step 1
 - Discuss each group member’s answers to Step 1
 - Record your agreed upon ideas on the “Group Continuous Improvement Commitment” form (Step 4)
5. Discuss the performance of each group member
 - Review answers to Steps 2 and 3
 - Start the discussion with the performance of the project manager
 - Be sure to agree on one area of improvement for each member
6. Record your commitments
 - Sign the “Group Improvement Signatures” form (Step 5) to signify the group’s commitment to the CI items (Hint: Those items are “fair game” to discuss during the QA session)
 - Complete Step 6 by listing the name of each group member and one specific area of improvement for that person
 - Provide your professor or TA a copy of the “Commitment” document (Steps 4-6)

Group Continuous Improvement Ideas

Step 1

The purpose of this exercise is to improve your group decision-making processes and your final project.

Please follow the directions below:

- Quadrant 1: What worked well in your group process? What do you want to continue doing? *List five ideas.*
- Quadrant 2: What were the most positive aspects of your project/report that you want to replicate? *List five ideas.*
- Quadrant 3: What do you want to improve about your group process? *List five ideas.*
- Quadrant 4: What are the most important improvements you should make in your final presentation/report? *List five ideas.*

Group Process

Project (Case) Results/Outcomes

R
E
P
L
I
C
A
T
E

1

2

I
M
P
R
O
V
E

3

4

Group Name: _____

Date: _____

Group Performance Appraisal

Step 2

Purpose: This performance appraisal is to critique your colleagues' performance in a group. These ratings will be used to evaluate the effectiveness of each group member. This should serve as proof for the overall rating on the following page. Responding in a candid way will provide the greatest benefit for continuous improvement.

1 = needs improvement, **2** = average, **3** = above average and **4** = exemplary

Write each group member's name above the rating boxes to the right.

Group Performance	<ul style="list-style-type: none"> ➤ Attended all group meetings or contacted the group when he/she was unable to meet ➤ Arrived to meetings in a timely manner ➤ Came to meetings prepared and ready to work with colleagues ➤ Followed through on responsibilities and duties ➤ Treated all colleagues with respect ➤ Abided by the group agenda 	Rating	Rating	Rating	Rating	Rating	Rating
Interpersonal	<ul style="list-style-type: none"> ➤ Kept an open mind and considered different viewpoints ➤ Avoided overgeneralizations, false assumptions, and was careful not to oversimplify issues ➤ Listened, clarified, and integrated information in the group setting ➤ Asked the right questions at the appropriate time ➤ Was appropriately assertive in group setting ➤ Repressed useless emotions and thoughts 	Rating	Rating	Rating	Rating	Rating	Rating
Critical Thinking	<ul style="list-style-type: none"> ➤ Provided proof for arguments ➤ Discerned the implications of ideas ➤ Developed action plans ➤ Discerned underlying assumptions ➤ Clarified definitions of effectiveness ➤ Found underlying patterns ➤ Acted in an ethical manner 	Rating	Rating	Rating	Rating	Rating	Rating

Performance Appraisal for Continuous Improvement

Step 3

Rate each group member on a 1 (low) -10 (high) scale and give reasoning in the comments box below. Note a strength and an area of improvement for each member.

Member 1: _____	Overall Rating (1-10)
Comments:	

Member 2: _____	Overall Rating (1-10)
Comments:	

Member 3: _____	Overall Rating (1-10)
Comments:	

Member 4: _____	Overall Rating (1-10)
Comments:	

Member 5: _____	Overall Rating (1-10)
Comments:	

Member 6: _____	Overall Rating (1-10)
Comments:	

Group Continuous Improvement Commitments

Step 4

The purpose of this exercise is to improve your group decision-making processes and your final project.

Please follow the directions below:

- Quadrant 1: What worked well in your group process? What do you want to continue doing? *List five ideas.*
- Quadrant 2: What were the most positive aspects of your project/report that you want to replicate? *List five ideas.*
- Quadrant 3: What do you want to improve about your group process? *List five ideas.*
- Quadrant 4: What are the most important improvements you should make in your final presentation/report? *List five ideas.*

Group Process

Project (Case) Results/Outcomes

R
E
P
L
I
C
A
T
E

1

2

I
M
P
R
O
V
E

3

4

Group Name: _____

Date: _____

Please have all group members sign the flipside of this sheet to indicate their agreement with the continuous improvement ideas.

“Changing neural pathways every class period.”

Group Improvement Signatures

Step 5

<h2>Group Member Signatures</h2>

Step 6

Name	Personal Improvement