

↓ TYPE OF EXERCISE	↓ OVERVIEW	↓ AIM OF EXERCISE	⌚ 30 MIN APPROX.
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Norm setting.

- > Students work as a group to develop some ground rules and goals for their group.
- > Exercise is best run early in the group's life (eg. first few weeks).

- > To encourage students to share expectations.
- > To encourage groups to develop norms.

TEAM CHARTER EXERCISE

Procedure

- ① Have students sit together in their groups.
- ② Give *each group* one set of handouts 1-4.
- ③ Have students complete exercise as a group.
Allow students to organise this process themselves.
- ④ When finished, one student from each group will photocopy their charter for the other members.
The group will also make an additional copy for your records (in case a dispute arises).

De-briefing

- > By the end of this exercise, students have a better understanding of how their group will operate. Students need to be made aware of their charter and try to operate within it. Groups should also be encouraged to revisit it from time to time.
- > A debriefing overhead sheet is provided in this exercise set to facilitate class discussion.

ADAPTED FROM:

Federman Stein, R., & Hurd, S. (2000). **Using Student Teams in the Classroom: A Faculty Guide**. Anker: Boston, MA.

A QUICK DEBRIEF

What was the purpose of this exercise?

- > To help your group establish some ground rules and goals

What have you achieved by doing this exercise?

- > You have shared your expectations with each other
- > You won't have to be a "mind reader". You now know what your fellow members think
- > You have agreed on some basic rules and goals

How can this information help your group function more effectively?

- > Use your charter as a guide for your group
- > If problems arise, go back to your charter and see what was written (ie. are they working?)

OUR TEAM'S CHARTER

Directions

Groups work better when members have a common understanding of the group's goals and the ground rules for group activities. The purpose of this exercise is to help your group set some ground rules and goals.

Each member of your group will have some idea how the group should operate. This is the opportunity to share your thoughts so "simple misunderstandings" are less likely to arise in the future.

As a group, please complete the charter on the next few pages. When finished, please name your group (you can make up any name you like) and have each member sign the charter.

Finally, appoint one member of your group to make photocopies of your charter for the other members. Make one extra copy and give it to your instructor.



Our group's name

- > What will be the name of your group?

Our ground rules

- > Other than in class, when will we attempt to meet (what time, how often)?

- > On average, how long should our meetings be?

- > Where will our meetings take place?

- > When is it OK to miss a meeting?

- > How do we inform each other when we can't be there or are running late?

- > How will we deal with lateness to meetings?

- > What does "on time" mean?

- > What do we do with mobile phone calls & text messaging during meetings?

- > Can we bring food and drink to meetings?

- > How do we deal with members who don't participate enough, participate too much or distract the group from its task?

> How are we going to make decisions?

> What will we do if a group member's work doesn't meet our standards?

Our goals

> What is our group trying to accomplish?

Our commitment to the charter

We, the team named agree with the answers in our charter and will try our best to uphold them.

Name

Signature

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