



# *Team Process Report*

**Course Title:** Communication and Team Building in Engineering Management

**Course Number:** ETM 522/622

**Instructor:** Dr. Dryden

**Term:** Fall

**Year:** 2011

**Team:** 2(Any)

**Authors:** Arvind Kumar, Justin Thompson, Thanaporn Ngarmnil, Mamatha Murthy, Timothy Calderwood

## **Table of Contents**

<b><i>Executive Summary .....</i></b>	<b><i>3</i></b>
<b><i>Introduction .....</i></b>	<b><i>3</i></b>
<b><i>Team Member Profile .....</i></b>	<b><i>3</i></b>
<b><i>Team Assignments.....</i></b>	<b><i>4</i></b>
<b><i>Stages of the Team .....</i></b>	<b><i>5</i></b>
Forming .....	5
Storming.....	5
Norming .....	6
Performing.....	6
<b><i>Team Radar Chart.....</i></b>	<b><i>6</i></b>
<b><i>Communication .....</i></b>	<b><i>7</i></b>
Email .....	7
Desire to Learn Website .....	8
DropBox .....	8
Phone.....	8
<b><i>Lessons Learned.....</i></b>	<b><i>8</i></b>
<b><i>Conclusion.....</i></b>	<b><i>9</i></b>
<b><i>References.....</i></b>	<b><i>10</i></b>
Appendices.....	11
Appendix A – Team Radar Results .....	11
Appendix B - Team Journal .....	12
10/10/2011 Team Meeting 2 .....	12
Appendix C - Selected Readings Assignments .....	18
Appendix D- Publisher Assignments.....	18
Appendix E - Presentation Assignments .....	18

## **Executive Summary**

The team process report expresses the experience of every individual in the Communication and Team Building course. The paper identifies everyone's skills and weaknesses and explains the process followed by our team to move from a real to a high performance team. It represents the perceptions, learning experience, and the team building process undertaken by Team Anya. Because we such are a diverse team, each member volunteered to take added responsibility to acknowledge, understand and respect the vast cultural differences that prevailed in the team. The result was an effective, unique team with a common goal to succeed.

## **Introduction**

Team Two is a very diverse and multicultural team with members from four countries. Three of the members have been together for a year and two of the members joined the team this fall during ETM 522 class. Everyone on this team has learned and gained valuable skills from each other and the ETM class "Communication and Team Building" on working as a team. This team process report shares the success, challenges, and obstacles team members Mamatha Murthy, Justin Thompson, Kate Thanaporn, Arvind Kumar, and Timothy Calderwood experienced and shared throughout the class.

## **Team Member Profile**

Below are brief member profiles, which show how diverse and varied our backgrounds are.

Mamatha Murthy is originally from India. She has now lived in the United States for approximately six years. She has Bachelors of Science in Civil Engineering and has worked in many fields which include construction, manufacturing, and software. During her career, Mamatha has worked in many cross-functional teams and dealt with national as well as international clients. She enjoys traveling, music, and photography.

Justin Thompson was born and raised in Oregon, and enjoys working in the community and volunteering for nonprofits in Portland. He graduated from Oregon State University with a Bachelor's of Science in Environmental Engineering. He has been working as a consulting engineer for most of his career with the past two years in the Federal government. This is his fourth course in the Engineering and Technology Management (ETM) program.

Thanaporn (Kate) Ngarmnil is from Thailand and a full-time student. This fall term is officially her first term with ETM. Kate has a Bachelor's of Science in Computer Science. Her employment history is composed of an internship with Chevron Thailand Production and Exploration Limited. She enjoys cooking and is an avid global traveler.

Arvind Kumar is a second year ETM student. He graduated from Portland State University (PSU) with a Bachelor's of Science in Electrical Engineering. He works for ETM 522

Daimler Trucks North America LLC as an Electrical Engineer. He enjoys automotive restoration and being with his family.

Timothy Calderwood is a US Army Combat Engineer Veteran and is the Test and Evaluation Manager at PLEXSYS Interface Products. He has worked in the computer industry for over 22 years in the roles of technical support, information technology, software/hardware engineering, and testing. He has worked on production fax servers to cryptology for Real Player to advanced high-fidelity military training systems. Scuba, hiking, and reading physics books fill in his free time.

## **Team Assignments**

Any team that works well together has to have a method to share work equally amongst its members. Team Anya does not have a formal procedure; work was divided by members volunteering to take on specific aspects of the assignment(s).

One requirement of each team member was to be caught up on the assigned readings, including selected readings if our team was required to present the salient points during the next class. From this, members would meet on Monday nights to look at the syllabus to see what was due next. In the case of presentations, reviewing the lesson plan and template slides provided on D2L by Dr. Dryden would be the first step to see what the basic gist of the presentation would look like.

Each team member had requested a certain selected reading review by the first or second group meeting. This was done to allow people to select readings that were interesting to them, ensure that the team had five selected readings in process, and that those selected readings would be relevant to presentations by our team. This also enabled the team to be sure that no duplicate work would be done.

Tim, after the first class, had gone into D2L, retrieved all of the documents, and put them on a DropBox server that the team could access. This was helpful because anyone of us that had a DropBox account could access the class documents and not have to go into D2L. DropBox also allowed us to collaborate our work more efficiently than email.

For the class presentations, we would look at the lesson plan for that week. The team member who had done the selected reading review would provide the recap for the presentation. Other sections of the presentation were claimed individually on a first come, first served basis with some negotiations. This method for determining ownership for the class presentations worked fine for our team and provided very enjoyable presentations for the presenter and the class.

For the research report, our team went on their own to find new research papers or books related to team building or communication that would add an updated viewpoint to the class. Each of us provided a review of the document similar in format to the

selected reading reports. The reviews were combined and edited as a group during one Monday night meeting.

The team self-leveled work load during the term, no one team member played a larger or smaller role in terms of work load, and it was equally shared amongst all. Teamwork was clearly displayed in each member being called upon to take equal roles in the presentations and assignments.

## **Stages of the Team**

The following sections describe the stages of the team as described in the Team Handbook [1].

### **Forming**

Our team's forming stage only lasted for a very short time. We formed our team on the first day of the class after people randomly introduced themselves. Some people knew each other before; some had worked with each other in previous team projects; while few others were acquaintances. Additionally, our team was formed with five members from different countries and diversities. We all had common goals of improving our communication and team building skills, to become a good team player and to get an "A" grade in the course. Being a diversified group, we were excited to learn about each other and know about everybody's country and culture.

In the first meeting, we decided on the ground rules and expectations of the team in the Team Charter (see Appendix A). Everybody had the feeling of excitement, anticipation, and optimism to give their best in all the tasks. The team also planned to meet every Monday evening at 5.30 PM in the ETM conference room. Each member would volunteer to bring some snacks for everyone each week. For more details, please see the journal summary (Appendix C).

### **Storming**

The team had to take class ownership in the second week and hence had to start working together soon after the team formation. Everybody was asked to read all the readings for the week before the meeting. Every member would select a topic to present during the class. However, since few team members had not read the required material by the first meeting, we as a team prepared the outline for the presentation and helped every member to edit their sections. From that time on, everybody stayed on schedule for future meetings and rocked the class.

Another area of contention was finding a time to meet. One member in the team was not able to meet at 5.30 PM on Mondays due to personal reasons. Since she said she could make it at 6:00 PM, we collectively decided to start the meeting at that time. The prior time was used to get to socialize and get to know about each other more. Furthermore, there were times when other members could not make it for meetings. The team compensated for this by showing empathy toward one another, allowing team

members to excuse themselves and documenting and communicating decisions carefully so team members that could not attend still knew what was discussed.

### **Norming**

We realized that the team reached norming stage when people started helping each other in assignments and presentations. One of the team members needed help in reviewing a selected reading as this was her first session in ETM department. The rest of the team understood this, spent ample time to analyze the article, and helped her ace it. Everybody gave their input and came up with the outline for the process report and presentation. The team also ensured the selected readings and the reports were error free.

The team progressed from potential team to real team (as described by Katzenbach in Wisdom of Teams [2]). Team members took an interest both in the professional and personal development of their colleagues. For example, we recommended each other for jobs, reviewed resumes and suggested career development strategies. Everybody became good friends and started laughing and joking. The team members were frank enough to talk about their own culture and about their preconceived understanding of each other's cultures.

### **Performing**

Despite having faced certain difficulties as described in previous sections, the tasks were done without any delays or hurry. The team was happy and satisfied with their performance and progress. In fact, the meetings became progressively shorter as team members could anticipate what needed to be discussed and prepared accordingly. Although it was a short period, at the end we felt that we were effective and performed as a cohesive unit.

## **Team Radar Chart**

A radar chart allows data points to be combined to see the relationship for team characteristics between members for comparison. Our team chose the following five criteria for the team radar chart that was rated by each member.

- ⚡ Cooperation
- ⚡ Accountability
- ⚡ Communication
- ⚡ Performance
- ⚡ Output Target

The rating was in the range of one to ten. One being the lowest and ten being the highest score a team member could give to each of the criteria. Based on the results of the survey our team radar chart was created. The team radar chart is in Appendix B.

Cooperation played a key part in our team's success. We all cooperated with each other throughout the term. By doing this, we built the trust between each other that is an

important element in a team building process [3]. Once we had team cooperation we started to perform our tasks effortlessly, which made every assignment easier to tackle. It gave us more confidence knowing that we had cooperation from each other. Cooperation also created team harmony and success. The team survey and the radar chart showed our team rated cooperation high.

In our team, accountability was focused at the team level rather than the individual level. Not any one person within our team was held accountable for the results of the team's actions. The members of our team felt mutually accountable to each other and as a whole. Our team is proud of the members for taking accountability and empowering each other, hence the result could be seen in our radar chart.

Due to our team being multicultural, communication between team members was to some extent challenging. From time to time, we had misunderstandings during our team meeting on what was expected as rough drafts for our assignments. We had instances where we did not communicate in a timely manner to cancel team meetings. There was some communication failure between team members on which assignments reports to submit to the Teaching Assistant. Later on as the term progressed, we all learned from our mistakes and made improvements in communicating with each other. Our team radar chart depicts a lower communication score comparatively.

Our team performance was rated very high. Team members worked diligently to complete tasks to produce the top quality papers and presentations. Every team member showed professionalism towards other teams in the class, respected classmates opinions, and criticism during class presentations. Team members provided support and encouragement to fellow team members so they could perform at their best and feel proud of themselves. Every team member gave their best performance to help meet or exceed the class requirements.

Everyone made enormous effort in the reaching success and meeting the objectives defined in the team charter. According to our radar chart survey, the team objective was met and exceeded all expectations

## **Communication**

When working as a team, communication is the most important factor. It helps us to understand what other team members are trying to convey in cooperative situations and ensure everyone is on the same page. In the first class session, our team was formed. As described previously, we decided to meet Monday nights at 6:00 PM. At this point, this was the first thing that we had communicated since the team had been formed. Our team has integrated some useful technology to communicate and share information for various purposes. Here are the listed methods that we have been used over this term.

### **Email**

Email has been frequently used since the first class meeting. Tim was the first to use this method by sending out team contact information. Before our first meeting, we

decided to meet in the ETM conference room. To have the room reserved, we emailed the office manager, Shawn Wall, to have the room secured for us. Since email has been a useful tool for us, we also used it to send out some announcements related to our presentations, class assignments, ask questions of the TA, and use it as a reminder. We also used it to ask our members to make sure they were comfortable with their assigned tasks.

### **Desire to Learn Website**

The Desire to Learn (D2L) website, the PSU learning management system, has been used to submit our assignments by uploading them into the specified submission folder. All class materials and relevant information can be found here. Using D2L is more convenient to find the class related material in just one place.

### **DropBox**

DropBox is a web-based file sharing solution. We know that without DropBox our collaboration would have been difficult. DropBox is used as a group file depot. All of the documentation that is related to the class and our group tasks were kept here so everyone could share and have easy access to our own data.

### **Phone**

A cell phone is a gadget that we all have. Cell phones have advanced features including text messaging, web browsing, voice mail, and email access which team members use to ask for help, change the schedule, phone conferencing when someone is not able to attend the meeting.

## **Lessons Learned**

Over the course of this term our team worked together on three group presentations, editing of selected reading reviews, a research report, the team process report and the associated presentation. Overall, things went smoothly and there were minimal disruptions to completing the work. From these missteps we have learned a number of lessons. The two main challenges for the team were communication and note taking.

Communication broke down once when a meeting was canceled and people were left uninformed. A majority of the team were not replying to the emails going around about the team meeting that night. The lesson learned from these missteps is that communication primarily through email is not sufficient to inform everyone. When a meeting is canceled with such short notice it should be followed up with phone calls.

As stated before, after every meeting an email is sent out with assignments for the next meeting at one meeting members came to the meeting with different expectations of what was due from each other, because the email was not specific enough. This issue also relates to members not taking notes from the meeting and being under the impression one thing was needed at the next meeting while other people believed a different thing was needed. If more of us had taken meeting notes or circulated meeting notes following a meeting it would have eliminated this issue and not made our team journal spotty in places because only one person had kept a journal during the term.



## Conclusion

From a collection of random people to a performing team in two weeks with only on a few issues it is amazing this group performed. Now after ten weeks, we are extremely confident that we gave it our all and left nothing on the table. Our group dynamics allowed us to give great class presentations that did not rely on chocolate or other candy to keep the audiences interested. We also pestered the other groups with great questions and thought provoking feedback. Our prevalent issue as we go forward is our paper writing skills and making it comes across as team paper. Our method this term caused us to lose points because they were not as polished as they should have been. However, we have learned from our mistakes and that is what this class is about, team building and communication.

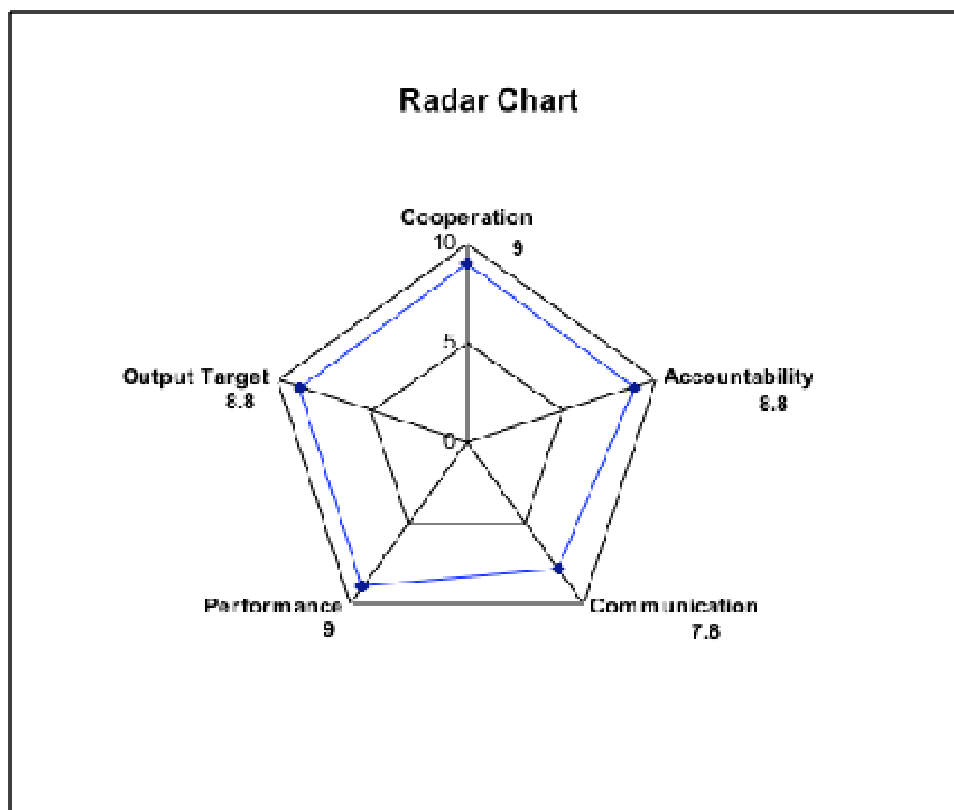
## References

- [1] P. R. Scholtes, B. L. Joiner, and B. J. Streibel, *The Team Handbook*, 3rd ed. WI: Oriel Inc., 2003.
- [2] J. R. Katzenbach and D. K. Smith, "Chapter Five: The Team Performance Curve," in *The Wisdom of Teams: Creating the High-Performance Organization*, New York, NY: Collins Business Essentials, 2003, p. 320.
- [3] J. Tanghe, B. Wisse, and H. van der Flier, "The Role of Group Member Affect in the Relationship between Trust and Cooperation," *British Journal of Management*, vol. 21, 2010.

# Appendices

## Appendix A – Team Radar Results

	Cooperation	Accountability	Communication	Performance	Output Target
A	9	9	8	9	9
B	9	9	8	9	9
C	8	8	7	9	8
D	9	8	7	9	8
E	10	10	9	9	10
TOTAL	45	44	39	45	44



## **Appendix B - Team Journal**

### **9/29/2011 Session 0**

Group was formed from a previous group (Tim, Arvind, Josh) and two new members, Kate and Mamatha. Tim took down each person's contact information and said he would email it out to the group. We quickly decided that we wanted to complete the selected readings (SR) sooner than later. Tim volunteered to do SR 1 and Mamatha took SR 2. We agreed we would meet the following Monday and review the SRs. We would also discuss our presentation that is due next Thursday.

We quickly talked to team 1 and they agreed to let us go first for the presentation the next week.

### **10/3/2011 Team Meeting**

We started working on presentations for Thursday's class by deciding which section each person was going to take. We also decided that on Wednesday, everybody would have their slides done and Justin would try to munge them into a presentation. He will then email us when he is done. There will be no time to do a dry run beforehand.

Issues not resolved include

- Who is going submit the SRs to DropBox on D2L.
- Format of our papers
- What do two pages mean? Does that include the title and references?
- Leadership roles/roles in general

### **10/06/2011 Session 1**

We started the class at 5:32 PM. Things we learned are that we need to work on our presentation skills. For example, Tim needs to work on using more notes and less winging it. Kate uses a crutch word of Like too many times. We also learned to set expectations before we start of the audience and us. Our take away was to make sure we control the class. Several times, we lost control of the audience and had to rush to finish topics or just give up for the next section. We finished at about 7:00pm.

After class, we started to break down what we were going to do the next week. Kate said she would do the next combining of slides and would do SR 5.

### **10/10/2011 Team Meeting 2**

Everybody made it except for Mamatha who called in. We talked about last week's class. Our conclusion can be boiled down to the following lessons.

- We need to keep control
- We need to do better hand off and look like a group to the class. This can be accomplished by everybody sitting up front.
- We need more pizzazz. Compared to the other group, our presentation was very dry

For the team research paper, we set a goal of each person having two sources. Each person will have to show how his or her sources are relevant. Look to other schools such as Harvard for ideas.

Team charter was completed by Tim and there were no suggested changes. Tim will print out a hard copy and submit it to DropBox on D2L.

### **10/13/2011 Session 3**

The team charter was turned in. Tim forgot to print it out and Justin saved the day. We as a team asked many questions but were not taking over the class like the teams from last week.

Our team did a quick breakdown of the upcoming presentation for Session 4 next week. The process of picking was what you feel like doing. More details will be figured out next Monday.

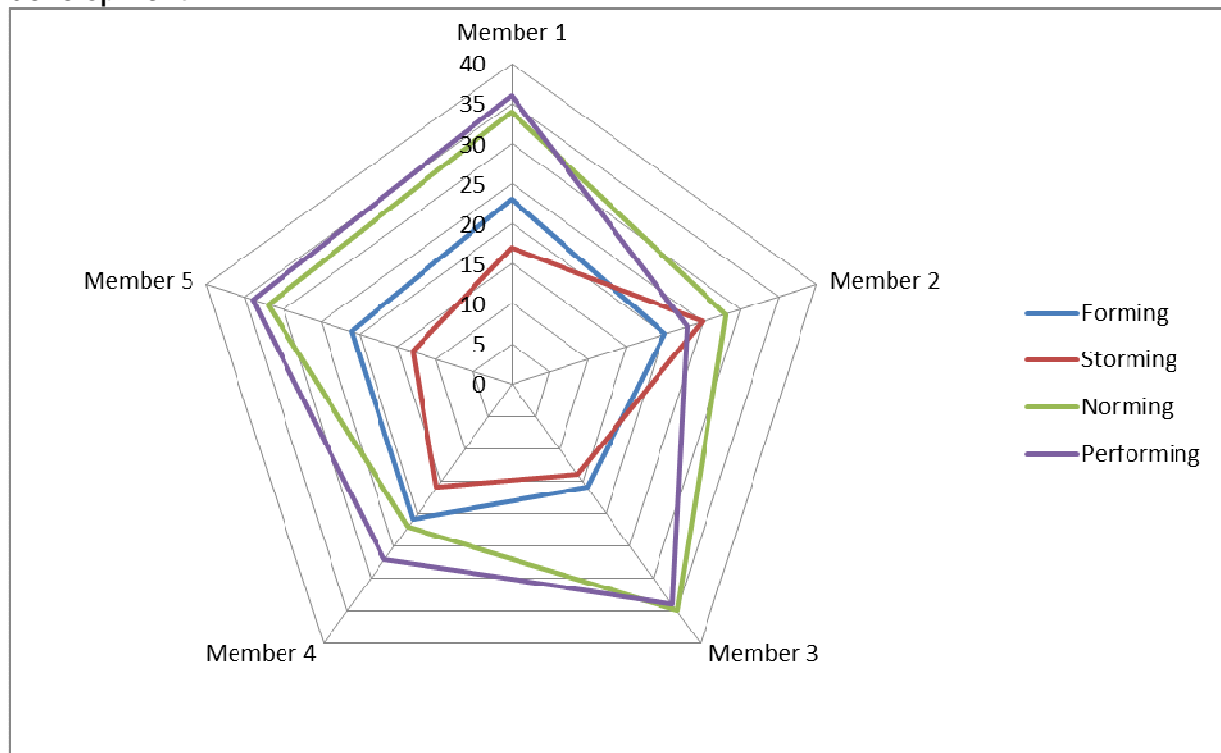
### **10/17/2011 Team Meeting**

Meeting at the ETM conference room to discuss layout of presentation and last minute issues. Came up with an icebreaker. Any issues with the Selected Reading Reviews were brought up. We discussed our presentation plan to ensure it would be smooth.

### **10/20/2011 Session 4**

Team presented on the topics of: Force Field Analysis and Interrelationship Diagram, stages of team development. The team also used an icebreaker of using a web based Madlib, Justin typed while Arvind asked the class to provide him with verbs, nouns, and adverbs, etc. to fill in the blanks. The whole class was laughing when we read out the silly paragraph. Kate presented on the Interrelationship Diagram, she did extremely well, she said 'Like' only a few times and was very enthusiastic about the topic. Justin presented on Force Field Analysis on the chalkboard, he asked the class to help him develop pro's and con's for modifying his backpack for a jetpack attachment, then asked the class to rate each item and showed how it can be done in different methods. Tim spoke about the stages of team development, he kept the whole class interested by telling his own story on "One", where his National Guard team knew what they were doing without communicating. Mamatha handled the conclusion.

Here is our spider chart of where our team felt we were in our stage of team development.



### 10/24/2011 Team Meeting

We reviewed the last presentation and overall we think we did much better this time. Our timing was spot on and displayed diverse presentation styles. The icebreaker went well and our slides were effective. Issues we need to work on include us not sitting together as we talked and we still are having issues of keeping the class on topic.

We need to get our research paper started soon. One or more of the team's members have stressed that we are running out of time.

It was also brought up that SR 5 and SR 5a are due to the group by 31 Oct so they can be proofed.

### 10/27/2011 Session 5

We sat down and compared notes on how Team 3 and Team 4 did in our opinion. For team 4 we found the icebreaker very confusing. There were no clear instructions and the icebreaker is supposed to happen before the lecture/meeting starts, not during it. A few other things we noted were:

- Team members would interrupt the presenter mid-sentence and would either take over or even worse, take the conversation way off topic. This would leave the presenter not sure what to do, but try to hide their frustration.
- PowerPoint slides need to be snappy, over animated and reading them can really bore a class real quick.

Team 3 did an okay job of presenting the team charter. Again, clear instructions and expectations were not met. Lessons learned were to put rules and expectations on slides to make sure the presenter and audiences are thinking the same thing.

It was decided Tim would type up the Team Charter and put it on DropBox for everybody to edit. As a side note, Kate brought Shrimp Snacks and for those that can eat shrimp, we found them to be wonderful.

### **11/1/2011 Team Meeting**

Reviewed SR 5 by Arvind and SR5a by Kate. This was another night of line-by-line editing. Then we went through the slides. We had hoped to have all the slides done, but one team member still had to finish, so we could not combine them that night. It would be up to Mamatha to combine them by Thursday. The team would review them, if there was time.

### **11/3/2011 Session 6**

Wow, we nailed it. We sat together in the front, our timing was spot on, and we controlled the audience with ease. The mix of slide types, thought provoking questions, and ending up with a long running discussion over should people who "cut corners" be held accountable and to what degree. Is ignorance a way to get out of responsibility?

### **11/7/2011 Team Meeting**

Meeting at the ETM conference room. Went over the finalization of the team research report. Edited the entire document as a group.

### **11/10/2011 Session 7**

SR 9 was submitted to replace the low score on review of SR 1 submitted by Tim.

### **11/15/2011 Team Meeting**

Massive confusion over if we should meet or not. The original meeting night was canceled at the last second by Justin. Would have been okay, but it was last minute, food had been bought, and people were on their way to campus. He had forgotten what we need to accomplish. It was agreed we would meet the next night after a quick flurry of emails, texting, and telephone calls.

We spent the night mostly doing line-by-line edits of the Reference Paper. This was a good move because it allowed quicker editing and not changing what a person was trying to convey. The lesson learned is we need to read and mark up the paper beforehand. It takes too long to read the paper and decide if there is a problem or not.

The next meeting will be in only 2 days, so we decided that we would rough out what our sections will cover. Justin wants to keep the meeting short so he can make it to another meeting. Mamatha might be a little late. Tim will make sure we get the room.

### **11/17/2011 Session 8**

Class did not meet. Instead, our group met to work on this paper. For the first time this term, it seems that our group was working with at least two different ideas of what was going on or what the expectations were. Mamatha thought that everything was supposed to be done for the paper and we were going to combine it. Others thought we were only roughing out ideas and we would fill in the details over the next few days.

The other confusion was over what "survey" was for team performance. Part of the group thought a quick poll would work. Others thought it meant a questionnaire like the one we did for Session 4. After much going around, it was decided that a quick poll would work, but it was more people like giving up instead of convincing people.

The Process Report sections are to be put in DropBox by noon Sunday. Justin will then do a quick turnaround and have it back to us in four hours to edit. We are to print out the document and edit the paper. We will as team, edit the document line by line on Monday.

In addition, on Monday, come with an idea for your presentation, try to have it outlined, storyboarded, or roughed Power Point of your section. We may have time to go through these and hash out how they will be combined or whether one will be the main presentation.

Here are some ideas:

- YouTube video - characters;
- Nerf ball toss
- Field Trip - genesis of the team
- Game show
  - Jeopardy
  - Wheel of Fortune
  - Family Feud
  - Team - This is your life
- Team games - give it out and make it humorous

### **11/21/2011 Team Meeting**

Meeting at the ETM conference room. Edited the team process report. Added individual introductions. Discussed missing sections, Tim emailed out responsibilities for those. Discussed briefly the presentation format, pretty much consensus on doing a mock birthday party for Tim, he is having a birthday on the Friday after our presentation.

### **11/24/2011 Session 9 (Holiday)**

Vegan Thanksgiving Feast    Turkey Thanksgiving Feast



**11/28/2011 Team Meeting**

This is our final meeting of the group for the term. The first item of business was to finish this paper. Cindy Calderwood had been kind enough to review the paper for us and gave us some feedback. The feedback was useful and implemented in the paper. Tim was assigned the final proofing, formatting, and printing. He will take care of the hard and soft copies of the paper.

The second business was about how we need to finish the 360 documents. Everybody is on their own for this. Seemed a little weird not work on it as a group.

Finally, for our final presentation. We are going to be throwing a birthday party for Tim.

**12/1/2011 Session 10**

In the future, nothing to log.

### Appendix C - Selected Readings Assignments

Selected Reading	Due Date	Assigned To	Turned In
SR1	6 Oct 2011	Tim Calderwood	Yes
SR2	6 Oct 2011	Mamatha Murthy	Yes
SR3	20 Oct 2011	Justin Thompson	Yes
SR4	27 Oct 2011		
SR5	3 Nov 2011	Arvind Kumar	Yes
SR5a	3 Nov 2011	Kate Thanaporn	Yes
SR6	10 Nov 2011		
SR7	10 Nov 2011		
SR8	10 Nov 2011		
SR9	10 Nov 2011	Tim Calderwood	Yes

### Appendix D- Publisher Assignments

The following is the breakdown of who is making sure items are submitted and the slides, if any are ready for class.

Week 2 – Justin Thompson

Week 3 – Tim Calderwood

Week 4 – Kate Thanaporn

Week 5 – Nothing to publish

Week 6 – Mamatha

Week 7 – Tim

Week 9 – Arvind

### Appendix E - Presentation Assignments

#### Week 2

1 Introduction Today's topics: Why we need teams, Advantages and resistance to teams	Justin
2 Summary and Discussion Wisdom of Teams Chapter	Arvind
3 Summary and Discussion Reading 1	Tim
5 Summary and Discussion Reading 2	Mamatha
4 Summary and Discussion Team Member Skills	Kate

**Week 4**

1 Introduction/What are we going to cover 10 min	Arvind
2 TH Chap 6 stages of team development 15 minutes	Tim
3 MJ 76-84 (MJ2 101-111) "Interrelationship Diagraph" 15 min	Kate
2 MJ 63-65 (MJ286-90) "Force Field" 15 min	Justin
Stages of team development results 10 minutes	Tim
5 Closing/Recap/Next Week 10 minutes	Mamatha

**Week 6**

		Suggested timeline
1 Introduction Today's topics: Learning to work together (continued from session 6) Let me introduce you to our newest team member...	Mamatha	5 minutes
2 Summary and Discussion Constructive Feedback (TH 6-24 through 6-32) Overview, Questions, general discussions	Justin	30 minutes
3 Summary and Discussion SR 5	Arvind	20 minutes
4 Summary and Discussion SR 5a	Kate	20 minutes
5 Summary and Discussion Dealing with Conflict (TH Ch7) The Value of Conflict and Understanding responses to conflict (TH 7-1 through 7-7) Overview, Questions, general discussions	Tim	20 minutes
6 Summary and Discussion	Mamatha	5 minutes

**Final Presentation**

Introduction 5 min	Tim
Group Performance 5 minutes	Arvind
Communication 5 min	Kate
Accountability 5 Minutes	Justin
Stages/Lessons Learned 5 Minutes	Mamatha
Conclusion 5 Minutes	Tim