

# *Andrew Jones - Teammate - Masters Candidate*

## *“I’m not so sure about ‘team building’. Heard that before.”*

### **Scenario: Rapid Feedback in Action**

A Semester Begins:

Day 0: Andrew reads the syllabus, and laments that there’s going to be team work again. He visualizes his value/time function graph sloping downward a bit.

Day 7: Andrew has been assigned to a team by his professor. He’s been asked to write his thoughts at least twice a week on either a teammate, the team as a whole, or any activity he and the team did. Self reflections are encouraged, but not counted as an instance of participation. In addition, feedback must be given weekly about the professor, the assignment, or the class session. Total percentage points: 10%: 7.5% for team-related posts and 2.5% for class-related posts.

Day 10: Andrew uses Bblis for the first time. He signs in quickly (“well done,” he thinks), and sees where he can post on his team or his class (“well done,” he thinks again). “Simple and serves up what I care about and nothing more, without trying to capture all my demographics for who knows what purposes.” He sees it looks like twitter or the “What are you doing right now?” text box in Facebook. He types what he’s thinking right now about the professor in the class box, leaves the “public – anyone in this class can read this” radio button selected, and hits enter. He receives a confirmation like Google does it in Gmail, and he’s asked if he wants to visit the stream in the confirmation. He lets it fade away. He tabs over to the team, selects his team, flips past the “add a team image” and “add a personal image”, and gets ready to let his fingers fly. He types about his frustration that 2 of 3 teammates were late for the meeting by 15 minutes, and that all 3 talked about their night out for a good 10 minutes before they got down to business. Then, it seemed like only he could make a decision. Frustration! He adds that he should have brought this up, but didn’t want to be labeled the “jerk” of the group, especially on the first day. He marks this as private, which means the professor and GSI’s can see it in addition to himself. He decides to add a public version for the team, explaining a little more diplomatically how he’d like the next team session run because he thinks it’ll help the team be more efficient and because his time is really important to him.

Day 13: Andrew posts 4 posts to the team site, and checks out the public stream of some other teams because he has a spare 2 minutes. He sees a good idea, and makes a calendar entry (just copy and paste) into his Google Calendar to remind him to float this by his team during the next meeting. He could have emailed it out to them, but he’d rather present this one in person.

Day 15: Andrew intends to open up on the professor, and hits the the anonymous option. A window opens up using AJAX, quickly explaining that the text should be written in third person, simply, and that the professor thanks you for this. The professor has signed an agreement that he or she will not try to find out who did this unless death threats are made ☺. Technically, the system will have NO idea who sent this message, and when. No timestamp will be added to the message, and you can delay sending for up to 24 hours. Andrew writes exactly what he’s thinking. He explains that the professor has leadership power only because of his position, and that students neither respect his knowledge or his manner of conducting class. He recommends that the professor seriously consider changing career paths because he obviously hates teaching. He writes...

Day 17: Andrew writes the professor some positive feedback. He actually listened to Andrew. Perhaps he didn’t know he was doing what he was doing. This “real-time feedback seems to work,” he thinks. He rattles off some quick “bblits” to his team members, and signs off.