PROCESS OBSERVER FORM

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Please assess the quality of your group's process according to the following scale:

Excellent = 5   ***Very Good = 4***   ***Good = 3***   ***Fair = 2***   ***Poor = 1***
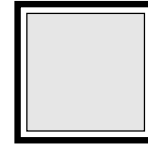
1. Planning vs. Doing

A. Does the group first spend some time determining the nature of the problem, the objectives it hopes to accomplish by the end of the meeting, and the process it will use to achieve its objectives?

B. Does the group get so engrossed in planning that it sacrifices completion of the task itself?

C. Who will monitor the time—at what intervals?

D. Who will keep the group on track?

2. Assumption Testing

A. What are the "givens" in the situation? Should these givens be challenged?

B. Does the group analyze its assumptions about the nature and context of the problem—before it proceeds?

C. Are these assumptions understood and accepted by all group members?

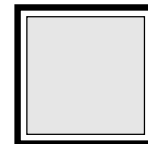D. Does the group see that these assumptions can be reexamined as more is learned about the problem being addressed?

3. Decomposing the Task

A. Can the assumptions and variables of the problem be sorted into a smaller set of categories?

B. What are the alternative ways to categorize the variables and assumptions?

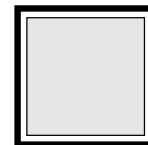C. What set of categories will allow all important aspects of the problem to be addressed efficiently and effectively?

4. Task Leadership

A. Does the group explore the knowledge base of its members to learn who has the relevant information and expertise?

B. Does the group validate its knowledge base by adjusting for the different individual styles of overplaying or underplaying actual information and expertise?

C. Who will summarize and document the group discussion, so that time is not wasted in "reinventing the wheel"?
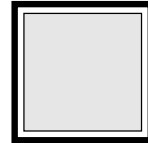
5. Group Maintenance

A. Do the group's cultural norms encourage innovative, bizarre, and unusual perspectives on complex problems? Or does the culture suppress new ideas by ridicule or criticism?

B. Are the quieter members of the group explicitly drawn into the conversation? Or are discussions dominated by the more extroverted and talkative individuals?
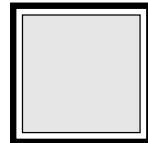
6. Process vs. Content

A. Does the group periodically stop its discussion on content to inquire about the process?

B. Are questions about group process asked in a manner that encourages a candid assessment?

C. Do the group's cultural norms support the minority view on process matters or does the majority impose its view on the minority?

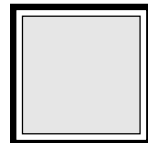D. Does the group adjust its process (and its initial plan) based on its process discussions?

7. Listening vs. Speaking

A. Is there more than one conversation taking place at the same time?

B. Do people interrupt one another while speaking?

C. Must members fight for air time? Or can the quieter members easily get into the discussion?

D. Do people test to see if they correctly heard what was said?

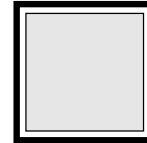E. Are there pauses for rest and reflection? Or is there constant talking?

8. Supportive Communication

A. Are comments and questions presented in a way that respects the dignity and fosters the self-esteem of all group members?

B. Does the culture support individuals expressing to the group when they feel defensive (so that senders can alter their style of delivery)?

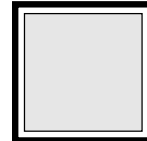C. Is there a faultfinding—or a problem-solving—approach to all interpersonal communications?

9. Conflict Modes

A. Do group members use a variety of conflict-handling modes—depending on the nature of the problem, its importance, the need for acceptance of the decision, and the time available for discussion?

B. Do people defer to the expertise of others? Or do they compete on all occasions?

C. Do people assert themselves to ensure the group utilizes their expertise? Or do they avoid?

10. Leadership Styles

A. Do group members display a variety of leadership behavior—depending on the nature of the problem, its importance, the need for acceptance of the decision, and the time available for discussion?

B. Do people accept "tell" when the situation warrants? Or do they always insist on their total involvement in the decision-making process?

The Meaning Behind the Numbers

Provide an overall assessment of how well your group applied all ten principles. Then, when you are asked to give feedback to your group members, please explain your reasons behind the numbers: *Why* did you indicate that the group was very good (4) on the use of one principle and poor (1) on another? *Why* did you indicate good (3) for an overall assessment? Without explaining the full rationale behind the numbers, your feedback will not be specific enough to help your group plan what to do differently the next time it meets. *Hint:* Only presenting the numbers without any explanation might be another form of avoiding behavior!