**Purpose:** This instrument provides valuable insight and a chance for student self-reflection**.** The criterion listed on the survey include goal alignment, time orientation, and skills sets.

**How to use it:**

1. *For reflection* – The survey allows students to answer honestly about their preferences for working with others. It broadens their understanding about how factors such as punctuality, flexibility, and desire to use skills or avoid tasks can influence how the group functions. As a reflection tool, you can use the survey with or without names and incorporate a reflection paper or class discussion about how different responses might change a group.
2. *As a sorting instrument* – Faculty can choose to use the survey results to sort students into groups. If you are going to use the survey to sort students, then placing the instrument in an online tool or quiz such will make it easier. The simplest way is to create a quiz in your LMS and then download the responses into an Excel spreadsheet for sorting.

With so many criteria, you won’t be able to use them all. Instead, consider selecting 2-3 characteristics that are most important for how you will manage groups. Here are a few that tend to come to the top:

* 1. Flexibility - If your groups will be meeting outside of class, then sorting first by their flexibility can help you avoid putting working parents or athletes who have severe constraints on their ability to schedule with last-semester seniors who have a light course load and lots of time to meet.
	2. Goal orientation (grade) - Groups perform better when the members are all committed to the same goal. When students who desperately need an “A” to go to graduate school or keep a scholarship are placed with students who already have a job lined up after graduation and just need to pass the course, the lack of goal alignment creates tension in the group. Students who desperately want a top grade will work hard together to achieve the goal and students who want to pass, will have to step up since “A” students aren’t there to push them or take on extra work.
	3. Time – Putting obsessively punctual people in groups with members who have a flexible view of time and deadlines creates tension. If possible, try to keep those on opposite ends of the spectrum apart.
	4. Leadership – If you can avoid it, try not to pack you too many strong leaders in to group.
	5. Skills – If you have a project that demands a specific skill such as presenting, creativity or writing, it can be helpful to try to sprinkle the skills throughout the groups.

**What kind of group partner are you? Name\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Organizing**

I’m organized I’m a mess

5 4 3 2 1

**Writing**

I rock at this Not my thing

5 4 3 2 1

**Creative**

Totally Nope

5 4 3 2 1

**Taking Notes**

I always take notes ever write anything down

5 4 3 2 1

**Leading a Group**

Born to Lead Love the sidelines

5 4 3 2 1

**Time**

I am very punctual I tend to be late

5 4 3 2 1

**Grade Goals**

I will kill for an A Not that important

5 4 3 2 1

**Communication Frequency**

I respond instantly I tend to take a while

5 4 3 2 1

**Flexibility**

I have a flexible schedule Many commitments

5 4 3 2 1

**Restrictions**

I can meet other times I can only meet right before or after class

5 4 3 2 1

Anything else you want me to know?