

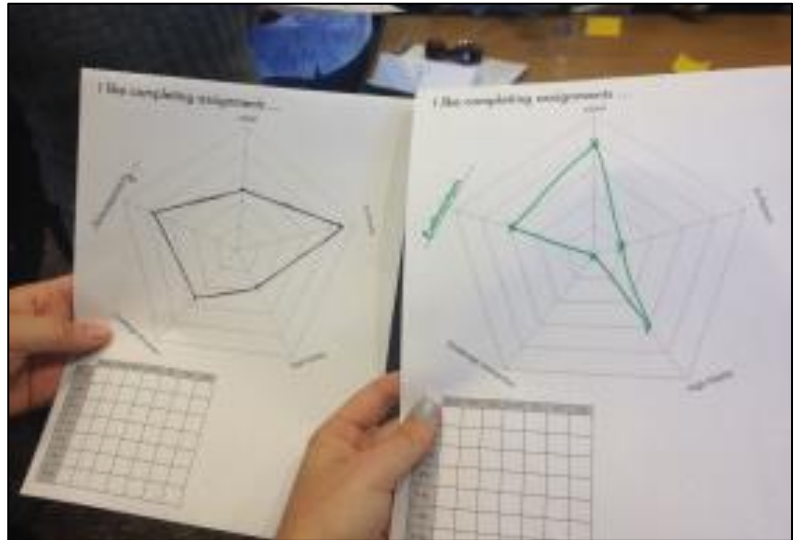
# Radar Graph

How might we help students identify team mates with similar and different working styles and facilitate norming conversations

**Overview:** One student really cares that her final product is high fidelity, but her teammate would rather create lots of rapid, low fidelity prototypes. By using the Radar Graph as a forming mechanism, students can find other students who have similar goals. It also allows students to find others who have similar working styles and schedules. The goal of using the Radar Graph isn't necessarily to ensure that students' graphs match up perfectly, but rather to facilitate those conversations before they begin working together.

**Time Required:** 20 minutes

**Materials:** Radar Graph worksheet (attached), pens



**Details:** Before the class, consider which axes you want students to compare and write them on the document. Some axes that work well are:

- Completing assignments early
- Working in person only
- Producing high-fidelity/polished projects
- Highly structured time

Have students place a dot along each axis individually (where the edge of the graph represents agree totally and the center of the web means disagree totally). Then, have student connect the dots (as shown in the picture above). Depending on the size of the class, give students at least ten minutes to walk around and compare graphs. This worksheet serves as a starting point for students in identifying teammates, their similarities and differences.

Once students seem settled in a group, ask them to have a conversation about any differences they might notice in their graphs. Often the differences they notice early on are the ones that create conflict later on, so this conversation allows them to create some norms around their differences.

**Adaptation:** This tool can also be used to help teachers identify teammates and their working style preferences. After students fill out the graphs, they can hand them in to the teacher and the teacher can create groups with student preferences in mind.

### Suggested reading:

Chapman, K. J., Meuter, M., Toy, D., & Wright, L. (2006). Can't we pick our own groups? The influence of group selection method on group dynamics and outcomes. *Journal of Management Education*, 30(4), 557-569.

Borges, J., Dias, T. G., & Cunha, J. F. E. (2009). A new group-formation method for student projects. *European Journal of Engineering Education*, 34(6), 573-585.

Hansen, R. S., & Hansen, K. (2011). The student experience in speed teaming: A new approach to team formation. *Journal of College Teaching & Learning (TLC)*, 4(7).

Bacon, D. R., Stewart, K. A., & Silver, W. S. (1999). Lessons from the best and worst student team experiences: How a teacher can make the difference. *Journal of Management Education*, 23(5), 467-488