Response 1:

Strong Collaborative Style	Non-collaborative or weak style
Respectful	Dismissive
Rational	Emotional
Proactive	Passive
Goal-oriented (focused on future)	Problem-dwelling (focused on past)
Active listening	Interrupting
Inclusive	Self-absorbed
Direct communication	Indirect communication
Projecting competence	Projecting insecurity
Supportive	Combative

How effective will this response be in fixing the situation?

      Very effective   Effective   Somewhat effective   Not effective   Counterproductive

Response 2:

Strong Collaborative Style	Non-collaborative or weak style
Respectful	Dismissive
Rational	Emotional
Proactive	Passive
Goal-oriented (focused on future)	Problem-dwelling (focused on past)
Active listening	Interrupting
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Direct communication	Indirect communication
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How effective will this response be in fixing the situation?

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Response 3:

Strong Collaborative Style	Non-collaborative or weak style
Respectful	Dismissive
Rational	Emotional
Proactive	Passive
Goal-oriented (focused on future)	Problem-dwelling (focused on past)
Active listening	Interrupting
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Adam, Shyam, Marji and Tom have partnered up to write a large computer program. In their first meeting, they define the major processes and subroutines the program will require and assign tasks to individuals. Shyam, the most experienced programmer in the group, volunteers to write the most complex subroutine. The other group members divide up the remaining parts.

Shyam is the first to finish with his section. However, instead of volunteering to take responsibility for one of the remaining parts of the program, Shyam states that the remaining sections are "easy" and "anyone can do them." He instead informs that group that he will go back and rewrite because he knows he can optimize it. Shyam tells the group that he knows the professor will be "really impressed" with the optimized code.

As the deadline approaches, Shyam is still optimizing his section. Moreover, as he changes his code, he informs other group members that they will need to make changes to what they have written so their sections will work with his optimized routine. The remaining group members are starting to worry that the project will not be completed on time. However, Shyam continues to insist that his efforts are best spent optimizing the most challenging part of the project.

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Group of three: Franco, Tabitha, Steve

Franco: OK. This project looks a lot like the one before but we're just applying it to a different area. It looks like the data analysis is going to be a big part again. I worked with those tools last time. I can knock that part out again.

Tabitha: Yeah, but don't you think we should take on new roles this time?

Franco: Those tools took a while to learn but I feel really confident now. I know I can get it done.

Steve: I like what you did last time.

Franco: Thanks. I liked doing it.

Tabitha: Well, last time I did most of the writing and compiling. I was hoping to do something more technical this time.

Franco: We got a really good grade. I thought our last project was awesome.

Steve: Yeah

Narrator: Tabitha is really interested in gaining more experience with the data analysis tools used on this project. She has strong math skills and is sure she will be able to do a good job in the project timeframe, even if she knows she won't be able to do it as quickly as her teammate. She is eager to complete the data analysis part but she doesn't like confronting her teammates. What should she do?

How can you use these key elements of a collaborative style to construct an effective response?

1. Take a deep breath and eliminate the temptation to make an emotional or personal attack

2. Remind the team of shared goals and criteria
   - Making sure you fulfil all of the assignment criteria
   - Ensuring a good learning experience
   - Meeting the client's needs
   - Having a high quality project
   - Using everyone's time efficiently

3. Be supportive
   - Focus on what's right as well as what's wrong

4. Offer specific solutions with clear procedures
   - Formal brainstorming followed by systematic evaluation of pros and cons
   - Make list of information needed, assign tasks, meet again
   - Assign early deadlines and multiple review points; document these in the task schedule
   - (Agree as a group to seek out and abide by an outside opinion)

5. Support each other's development with a well-designed task schedule

Final scenario:

1. What is a shared goal or criteria you could mention?

2. What is something supportive you could say?

3. What is a specific solution with clear procedures that you could offer?