

Appendix 1

Process Analysis Portfolio Model

Part 1: Setting your own learning goals

(must be included in the final portfolio submission but is not assessed)

Interprofessional Project Management Questionnaire Reflection

The interprofessional project management questionnaire is designed to provide you with feedback on different aspects of working in a team on complex, open-ended projects. The questionnaire has been evaluated as being valid and reliable, but as always with questionnaires of this type, the best judge of your competence in this area is yourself and people who know you well. Therefore, you should always regard such questionnaires as a source of feedback and reflection, rather than as a definitive statement of your skills.

Do you think that the results provided by the questionnaire are a good reflection of your actual competences in these areas at present?

Yes

Maybe

No

Give a reason for your answer:

Is there any skill area you would like to improve during the course of this term? If so, which one?

What do you need to do to ensure you actually do improve on this area during the term?

Part 2: Process Skills Data Collection, Analysis and Reflection**(must be included in the final portfolio submission but is not assessed)**Process Checkpoint 1: Complete before week 3**Process Skill Analysis A: Creative thinking**

(The analysis is completed by 1 team member but commented on by all team members)

Data collection: Video record a brainstorming meeting of the group (e.g. use your phone).**Analysis:** Watch the video taking note of the following things:

1. Did one team member facilitate the brainstorming or was responsibility shared by the group?
2. What is the mood of the group (remembering that an energetic mood is normally associated with more creative brainstorming)? Did any team members encourage the group to be more/less energetic?
3. Did any team members critique or evaluate suggestions during the session (noting that brainstorming is normally more creative when people do not evaluate suggestions during the brainstorming session)?
4. Did team members encourage or give positive feedback to each other during the session?

Reflection: Based upon your analysis of the video, how would you propose that you could improve brainstorming sessions in the future?**Group reflection:** Share your report with the group. Make a note of the different participant's responses to the report. Does the group propose to change how they do brainstorming in the future?Process Checkpoint 2: Complete before week 5**Process Skill Analysis B: Meeting management**

(The analysis is completed by 1 team member but commented on by all team members)

Data collection: Video record a meeting of the group.**Analysis:** Typically meetings require three roles to be played (one person can play multiple roles and each role can be taken by multiple people):

1. Meeting Facilitator (convenes and organizes the meeting logistics, manages time)
2. Participation Facilitator (keeps discussion going and ensures everyone is involved in the discussion and in decision making)
3. Quality Control Manager (keeps written notes on decisions, discussion, action points and responsibilities)

For each role, give your own estimation as to how well the team adequately plays this role (i.e. if there is enough organization of the meeting, of discussion etc.)

For each member of the team, give your own estimation as to how much each person plays each role (i.e., to what extent is each person a leader, a facilitator, a recorder or a timekeeper).

Reflection: Based upon your analysis of the video, how would you propose that the group could improve meetings?

Group reflection: Share your report with the group. Make a note of the different participant's responses to the report. Does the group propose to change how they run meetings in the future?

Process Checkpoint 3: Complete before week 7

Process Skill Analysis C: Project documentation

(The analysis is completed by 1 team member but commented on by all team members)

Data collection: Make a list of how many meetings that the group has held.

For how many of the meetings can you locate a written record (minutes or aide memoir) of the meeting (All, most, some, a few, none)?

Analysis: Are the written records shared (e.g. an agreed minute) or are they individual to a particular person (e.g., someone's own notes)?

Review the notes/minutes that you can find, taking note of:

1. Are decisions clearly identifiable? Are reasons for decisions recorded?
2. Are action points identifiable?
3. Is it clear who is responsible for what action and by when?

Are notes of previous meetings used by the group (e.g. reviewed at future meeting, checked back to see what decisions have been taken)?

Reflection: Based upon your analysis of the notes/minutes and their use, how important do you feel that meeting documentation is? Is there any action you would propose to the group regarding (a) how the group documents meetings and (b) how the group uses such documents?

Group reflection: Share your report with the group. Make a note of the different participant's responses to the report. Does the group propose to change how they document meetings or use such documentation in the future?

Process Checkpoint 4: Complete before week 9

Process Skill Analysis D: Management of convergence and divergence

(The analysis is completed by 1 team member but commented on by all team members)

Data collection: Your group had to converge on a clear plan to write the interim report. Review your notes/minutes of meetings before and after this deadline (if notes are not available, record a video of a meeting after this deadline and review the video):

Analysis

1. In your judgement, to what extent did the group genuinely converge on a precisely-defined project by the deadline? Were there aspects of the project that were still left vague at this moment? If aspects of the project remained un-defined at the deadline, when did real convergence on a precisely-defined project take place?
2. Looking at the period after this deadline, to what extent did the group stick to the project as defined at that moment? Did the group diverge a little/a lot from the project as defined at that moment? Did the group spend time after the deadline clarifying aspects of the project that could have been clarified before the deadline?

3. If the group diverged from or spend time re-discussing the project as defined, were the benefits to this (i.e., did the project get better in some notable way)? Were there costs (i.e., was time lost that needed to be spent on other tasks)?

Reflection: Write a report on the team’s project convergence based on your analysis.

Group reflection: Share your report with the group. Make a note of the different participant’s responses to the report. Are there implications for how the team manages convergence/divergence in the rest of this project? Do group members think they would change how they manage project scoping/definition phase in future projects?

Part 3: Final reflection

(This section is assessed)

Process Final Analysis

Data collection: Each member of your group has now completed a process analysis, the group has had a chance to discuss and respond to it each of them, and to decide if there is anything to learn from them.

Analysis

Each process analysis included a focus on how your/ your team’s behaviour should change in light of the analysis. Complete in the table below a list of the changes that you/ your group had proposed in these process analyses. Beside each proposed change, identify if the change actually happened, and what contributed to the change happening or not.

Proposed change	Did it change?	If yes, what contributed to the change happening. If not, why not?
(...add as many rows as you need...)		

How did your own emotional state change over the course of the project? Comment on the factors that may have affected this change.

Reflection 1: Write a few paragraph identifying **what** specifically you have learned about group management and project management during this course, making reference to things which are identified in your group’s three or four process analyses.

Reflection 2: Write a few paragraphs evaluating **how effective was your own learning** of the skills of group management and project management during this course. What enabled you to learn new skills or knowledge in these areas? What made learning these skills difficult.