



**Southern Cross  
University**

# Southern Cross University **Teamwork Guide**

**Centre for Teaching and Learning**

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## **Acknowledgment**

The guide is based on Nelson, K, Kift, S, Creagh, T & Quinn, C 2007, QUT's Teamwork Protocol. (This resource was used with permission from the authors.)

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# Introduction

This guide is a set of best practice guidelines and recommendations for student teamwork at SCU. The focus is on how to help students to interact and collaborate effectively with others in a teamwork assessment task.

The guide consists of four main elements – the purpose of teamwork, designing for teamwork, team management

and support, and assessment options. Each element is briefly defined and discussed and recommendations and strategies for dealing with the principles are detailed. The guide provides information on teamwork resources and templates to assist in the teaching process in on-campus and online learning situations.

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# Definition

Teamwork involves people working collaboratively together as a team for a common goal or purpose. Use of the terms *team* and *teamwork* has been adopted as the preferred terminology for the protocol rather than *groups*

or *groupwork* as they do not necessarily imply collective activity or a common goal. Teamwork involves students working actively and collaboratively on specific tasks in a range of settings.

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## Why students need teamwork skills

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### 1.1 Employability

Employability is more than employment, it is the achievement of the 'skills, understanding and personal attributes that make an individual more likely to secure employment and be successful in their chosen occupations to the benefit of themselves, the workforce, the community and the economy' (Yorke 2006). Teamwork and social skills are key components of employability, whether in paid employment or working within one's community.

Employers have consistently noted the value of teamwork and communication skills in the workplace<sup>1</sup>, identifying the following as essential elements:

- ▶ working with people of different ages, gender, race, religion or political persuasion
- ▶ working as an individual and as a member of a team
- ▶ knowing how to define a role as part of a team
- ▶ applying teamwork to a range of situations, e.g. futures planning, crisis problem solving
- ▶ identifying the strengths of team members
- ▶ coaching, mentoring and giving feedback.

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### 1.2 Graduate attributes

Developing student teamwork skills is one of SCU's graduate attributes: Communication and Social Skills. Further, teamwork can also be designed to assist students to develop other attributes, including creativity, command

of an area of knowledge, cultural competence and lifelong learning.

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### 1.3 Discipline knowledge and skills

The knowledge and skills gained in the teamwork experience are relevant to the acquisition of skills across all university experiences. Effective communication and negotiation abilities, the capacity to identify, define and analyse problems, personal and intellectual autonomy, a professional understanding of diversity, and the development of information literacy skills contribute to areas of proficiency in all disciplines.

Teamwork also assists students to meet professional accreditation requirements where communication skills or collaborative practice competencies are required. Students can be encouraged to reflect on and to record their skills and achievements in this area as evidence of competencies.

The *SCU Academic Policy (1.40: Assessment)* includes authentic assessment as a priority. Inclusion of teamwork in curricula can be a very effective authentic assessment tool as long as it is modelled on the processes followed in work or community environments.

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### 1.4 Teamwork considerations

There are learning and teaching, social and communication considerations for both staff and students in selecting a teamwork learning task (Table 1).

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<sup>1</sup> Dept of Industry, Innovation, Science, Research and Tertiary Education 2011. <http://www.deewr.gov.au/Skills/Programs/LitandNum/ACSF/Pages/employability.aspx>

**Table 1** Advantages and disadvantages of student teamwork

Teamwork advantages	Teamwork disadvantages
<ul style="list-style-type: none"> <li>▶ Fosters collaboration, as well as competition</li> <li>▶ Develops students' confidence and active participation in learning</li> <li>▶ Prepares students for the workplace</li> <li>▶ Develops a supportive working environment</li> <li>▶ Brings together people with differing expertise and different perspectives</li> <li>▶ Can lead to creative and innovative solutions to complex problems</li> <li>▶ Encourages students to challenge assumptions</li> <li>▶ Gives students a chance to perform a number of different roles</li> <li>▶ Develops other skills such as project management, time management, problem solving, communication, conflict resolution and negotiation skills</li> </ul>	<ul style="list-style-type: none"> <li>▶ Not all students learn everything about the topic, especially if the task and workloads are divided into separate components</li> <li>▶ Some students prefer to work and be assessed independently</li> <li>▶ There is a higher level of risk, as the uncertainty factor is higher than in the normal classroom situation</li> <li>▶ Students can feel as if they have been 'thrown in at the deep end' if they don't have adequate support</li> <li>▶ Some students don't pull their weight</li> <li>▶ Individual grades may be affected if an overall group mark is awarded</li> <li>▶ Some people tend to dominate others in the team and can hijack agenda</li> <li>▶ Internal team dynamics can collapse</li> <li>▶ 'Groupthink' can take over</li> </ul>

(Crebert et al. 2011)

Students need a clear rationale and instructions for teamwork (see Appendix 1). The following strategies are given as a guide.

#### **Recommendations on teamwork purpose:**

A rationale for teamwork should be included in the unit information and may include:

- ▶ Why teamwork is used: 'Teamwork is a critical part of the unit because (relevance) ...'
- ▶ What are the learning outcomes: 'The learning outcomes of this teamwork project are ...'
- ▶ What the teamwork project will produce: 'The project will produce (outputs and outcomes) ...'
- ▶ How teamwork skills will assist post-graduation: 'The knowledge and skills gained in teamwork will be valued in the professional (or community) context ...'

When students first encounter a teamwork assessment, some time should be dedicated to a discussion of effective teamwork principles and practices. This discussion:

- ▶ should be offered early in the session or prior to the start of teamwork activities
- ▶ reinforces the rationale for teamwork in the unit
- ▶ may involve a 'guest speaker' from industry or public life discussing how teamwork skills are vital in the workplace\*
- ▶ may offer a question and answer session near the conclusion.\*

#### **\*Online activities:**

- ▶ Record live guest speaker lectures for all students; or produce short audio or video clips by the guest lecturer.
- ▶ Run a Blackboard Collaborate session with guest speaker/s from a workplace or community (consider a recent graduate) discussing the role of teamwork with students. This can highlight the importance of teamwork and the need for competency in online communication skills to support dispersed and mobile work teams.
- ▶ Icebreaker activity: Set up a Collaborate session or Blackboard discussion forum where each student reflects upon and shares their experiences of teamwork. They can respond to the contributions of others and identify people with similar or different experiences.



# Designing for teamwork

Well-organised and supported teamwork will increase students' confidence to engage in teamwork activities throughout their learning and working careers. Students can learn teamwork whilst immersed in a task, but negotiate tasks better when explicit and transparent teamwork procedures and processes are made available and explained.

### 2.1 Unit curriculum alignment

The teamwork task must be one that is capable of being performed by a team and will require that:

- ▶ teamwork skills are taught, practised and assessed
- ▶ the role of teamwork in the unit is clearly articulated throughout the learning outcomes, activities and assessment
- ▶ clear guidelines on successful team management processes (such as team contracts and ground rules) and assessment are developed and communicated to students

- ▶ a group outcome is defined that can be assessed collectively and usually individually
- ▶ fair and transparent grading processes are employed.

### 2.2 Learning outcomes

Learning outcomes must be achievable and assessable within a team environment. Typically a teamwork assessment would be considered when the learning outcomes require students to:

- ▶ demonstrate team-based communication skills, e.g. negotiation, interpersonal skills
- ▶ develop or apply project-based skills and outcomes
- ▶ demonstrate authentic workplace processes or responsibilities
- ▶ develop collective resources or products
- ▶ demonstrate creativity through group processes
- ▶ understand and support diversity
- ▶ develop skills in negotiation, problem solving, conflict management, leadership, time management or critical thinking.

#### Recommendations on dissemination of unit learning outcomes in a teamwork assignment:

- ▶ Provide students with a written description of the teamwork project – explain the project or task when it is distributed; allow for students to ask questions in tutorials or online.
- ▶ Document how the project relates to course or other unit learning outcomes and activities.
- ▶ Articulate the project expectations – specify the learning and project expectations, allowing time for student questions.
- ▶ Discuss with a colleague experienced in teamwork assignments.

### 2.3 Task

Design of the task should:

- ▶ acknowledge the necessity that students will require instruction, support and resources on how to work in teams successfully (especially important for novice students)
- ▶ provide students with the resources and support they will need to develop their teamwork skills

- ▶ facilitate performance by a team in terms of its breadth, multiple dimensions and complexity etc.
- ▶ distinguish between activities that require:
  - ▶ cooperation – each team member can produce a part of the whole independently
  - ▶ collaboration – the end result or product represents the work of the team as a whole.

**Recommendations on the design of the teamwork task:**

- ▶ Design the task to match the students' level of learning and allow for the development of skills during the process.
- ▶ Design a task that is achievable – that is, students can provide an outcome as a result of the team task in the designated time. Consider the type of support you are able to provide for them to achieve this outcome.
- ▶ Consider how much time the task will take – have realistic expectations of the time required to complete the project.
- ▶ Design the task to promote involvement and interdependence of all members.
- ▶ Allow for tutorial/online time that incorporates teamwork activities as well as access to guidelines and resources on fundamental teamwork skills before the project gets underway. Consider providing templates of agendas, team contracts, timelines, team ground rules, etc.
- ▶ Make the project interesting and of relevance to a real world situation.
- ▶ Discuss with a colleague experienced in teamwork assignments.

**2.4 Assessment**

The unit learning outcomes and associated assessment of the teamwork will determine how students will approach the task and can help to guide their conduct throughout the activity. It is crucial that the design of the assessment and its associated criteria are transparent and fair for all students.

When designing team-based assessment consider:

- ▶ What criteria should be used for assessing teamwork?
- ▶ How will the marks be allocated/distributed?

- ▶ Who will determine the marks – teacher, students (e.g. peer assessment or self-assessment)?
- ▶ What parts of the teamwork will be assessed – the task (product) or the process, or both?

Assessment of the project outcome alone may be an easier option for the teacher because the criteria developed may mean the students only need to submit a report, presentation or similar outcome. Assessment of the team processes requires judgement of team members' contributions and activities (see Section 4: Assessment Options).

**Recommendations on the design of assessment:**

- ▶ Make the assessment criteria available to all students.
- ▶ Clearly show how the process and task will be assessed.
- ▶ Students may be involved in negotiating draft criteria with the teacher.
- ▶ Discuss with a colleague experienced in teamwork assessment.

# Managing and supporting teamwork

Once students have established a team, various measures and methods of support can be utilised to monitor team processes and to troubleshoot any emerging problems. Key components to consider are detailed below.

### 3.1 Team size

The actual task assigned will determine the size of the team. The size of the team is related to the context of the task, the number of students in the class, and available time and resources. It has been noted that as a general

rule teams made up of three to six people usually perform well. However, the practicalities of student movements often mean that you should start with a larger number. Staff should also consider how many teams they can effectively manage in the allocated time. Deliberation on the time it takes to check team progress, mediate and assess is a vital consideration when determining team size. Table 2 presents some aspects to consider when selecting team size.

**Table 2** Advantages and disadvantages of team sizes

Team size	Advantages	Disadvantages
<b>Small teams</b>	<ul style="list-style-type: none"> <li>▶ Each member has more opportunity to contribute</li> <li>▶ Fewer social skills are needed (in regards to team dynamics)</li> <li>▶ It is often easier for students to coordinate team meetings</li> <li>▶ It may be easier to reach consensus</li> <li>▶ Quiet students feel more comfortable participating</li> <li>▶ Reduced chance of free-riding compared to larger teams</li> </ul>	<ul style="list-style-type: none"> <li>▶ Greater impact from the loss of a team member</li> <li>▶ Limited pool of expertise compared to larger teams</li> <li>▶ More assignments to mark compared to use of larger team size</li> </ul>
<b>Large teams</b>	<ul style="list-style-type: none"> <li>▶ More ideas may be generated</li> <li>▶ Members contribute a wider range of perspectives and background knowledge</li> <li>▶ There are fewer teams in the class, therefore more time can be devoted to each team's process and output</li> <li>▶ Student presentations are less likely to be repetitive</li> <li>▶ More complex and sizeable tasks can be addressed</li> </ul>	<ul style="list-style-type: none"> <li>▶ The bigger the team the greater the opportunity for free-riders</li> <li>▶ Conflict can divide larger teams</li> <li>▶ Meetings can be difficult to arrange</li> </ul>

*(Adapted from Nelson et al. 2007, p. 10)*

**Recommendations on managing team size:**

- ▶ Teams made up of three to six people usually perform well.
- ▶ It is not necessary for all teams in a unit to be the same size. Flexibility in team size can be accommodated if parameters and guidelines are clearly set in accordance with the task.
- ▶ Suggest that large teams consider breaking into sub-groups to take responsibility for particular specialist tasks.

**3.2 Team formation**

The formation of a team depends on the task that has been set, the expectations of the team members, and the learning outcomes. For students, the formation of a team can be daunting due to little previous experience, or perhaps few positive experiences, in a team project.

The processes used to form the team can set the foundations for effective team experiences in the future, and how students are allocated to teams should be carefully considered. The main methods for team formation are summarised in Table 3.

**Table 3** Methods for team formation

Method	Advantages	Disadvantages
<b>Random allocation</b> Staff use a random selection method of forming teams (e.g. using Blackboard random group generator, drawing surnames from a hat)	<ul style="list-style-type: none"> <li>▶ Relatively easy to administer</li> <li>▶ Allows students to work with others they usually wouldn't</li> <li>▶ Can be viewed by students as a fair system of allocation</li> <li>▶ Efficient in large classes when students do not necessarily know their peer group</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can break up traditional friendship teams (could also be an advantage)</li> <li>▶ Students may view as an easy option taken by the teachers</li> <li>▶ Students may feel they are powerless to make their own decisions</li> </ul>
<b>Staff-selected</b> Staff select teams based on information about the students' interests, mark preferences and skills*	<ul style="list-style-type: none"> <li>▶ Can ensure diversity so that students gain from a social and cultural mix</li> <li>▶ Replicates workplace situations where there is generally no or little choice</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can take some time to determine students' interests, skills and preferences</li> <li>▶ Can be considered unfair by students</li> </ul>
<b>Self-selected</b> Students are asked to form teams themselves	<ul style="list-style-type: none"> <li>▶ Easy option of allocation</li> <li>▶ Students may be more motivated with control over process</li> <li>▶ Students can form teams according to familiarity</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can reinforce student cliques</li> <li>▶ Can prove a difficult option for those students who do not know others in their peer groups</li> <li>▶ Can be difficult to get a diversity of student cohorts, e.g. internal and external, gender, local and international students</li> </ul>
<b>Shared interests</b> Students can select a team based on shared interest in topics provided by the teacher or a shared research interest	<ul style="list-style-type: none"> <li>▶ Can provide motivation for students to work together</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can take some time to determine a shared interest</li> </ul>
<b>Selective appointment</b> Teams are formed by staff based on specific criteria, e.g. skill sets, prior knowledge	<ul style="list-style-type: none"> <li>▶ Balance of skills within teams</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can be difficult to achieve an even distribution of criteria</li> <li>▶ Requires thorough criteria assessment by staff prior to team formation</li> <li>▶ Can result in claims of unfairness</li> </ul>

(Based on Crebert et al. 2011)

**Recommendations on team formation:**

- ▶ Where students do not know each other, design some tutorial/online activities early in the semester so that students can get to know each other, e.g. 'icebreaker' activities that allow for students to interact with each other and share information about themselves that could assist in the team formation.\*
- ▶ If teams are staff selected, select teams after having acquired some information on student interests and skills; if student selected, provide team formation opportunity after 'familiarisation' activities or preparation work.
- ▶ Establish teams in the second or third week to allow for students leaving the unit or transferring.

**\*Online activity:** An icebreaker activity can be provided in Collaborate or a discussion forum where students share their interests (see Appendix 1).

**3.3 Team resources**

Teamwork resources should be provided for students with little or no experience in team study. Assisting teams with their processes does not need to be time consuming. It could require setting them off in the 'right direction' or getting them started with some guidelines and resources.

Assignment Navigator (<http://www.scu.edu.au/assignment-navigator/>) has key resources for students on Group Work. The appendices of this guide provide examples of teamwork checklists and support tools:

- ▶ Appendix 1: Introducing students to teamwork processes
- ▶ Appendix 2: Planning teamwork activities
- ▶ Appendix 3: Identifying team roles
- ▶ Appendix 4: Managing team activities
- ▶ Appendix 5: Evaluating teamwork evaluation.

**Recommendations on provision of tools and resources:**

- ▶ Develop an online area that provides guided access and links to teamwork resources – provide a range of resources, such as texts, articles and links to videos and websites.
- ▶ Consider resources that provide teamwork tutorials, guidelines or team-building exercises.
- ▶ Students should be able to record team progress and processes. These records should be accessible to all team members and lecturers.
- ▶ Provide students with agenda and meeting templates or web links to these resources to assist with team processes. For example:
  - ▶ Team contacts – team members record each other's contact details.
  - ▶ Team contract – members formalise conditions, responsibilities and behaviour of team members. Staff could provide students with a template of a contract or access to a template to adapt to their own requirements. \*
  - ▶ Project timeline – a time management tool identifying significant dates and outputs.
  - ▶ Team members' job list identifying the tasks of each member.

**\*Online teamwork:**

- ▶ Providing each group (on-campus or distance students) with a group area in Blackboard with access to collaborative tools (e.g. blogs, wikis) will assist groups to work collaboratively and organise team resources and activities.
- ▶ A Blackboard group wiki for each team that is prepopulated with the team agreement or compact can provide an area for teams to work on drafts to develop agreed team goals or rules.
- ▶ Focus on using online resources as 'tools' to support teamwork processes.
- ▶ Allow students to choose their own form of communication and meetings and ask for regular reports of actions.

**3.4 Teamwork communication**

Clear communication channels should be developed both between the tutor and the teams, and within each team. Creating specific times and places for teams to communicate can facilitate team processes. Such meetings can be physical, virtual or both. They can be organised by staff or by each team.

**\*Using online tools** means that students in face-to-face, blended or fully online classes can arrange these times to suit their group and they do not need to meet at a physical location. Online teamwork can make it possible for teachers to more easily monitor the groups and observe and monitor learning processes. A record of teamwork interaction processes can be provided through online

tools, such as Collaborate session recordings, wikis, blogs, discussion forums and ePortfolios. It is important that appropriate technologies are selected to support student interaction and to allow adequate time and structure for students to participate in online teamwork.

**\*Online team communication** differs from face-to-face team communication in some respects. For example, students need to learn how to:

- ▶ interpret an individual's meaning and emotions online without visual cues
- ▶ adapt to asynchronous communications where responses are delayed
- ▶ develop trust and cohesion without physically meeting the team.

However, online team communications can have advantages for students, for example:

- ▶ it can be less confronting to communicate to a group virtually than in person
- ▶ asynchronous communications (e.g. discussion forums) provide opportunities to think through responses, and allow for personal or work demands and communication with students across time zones
- ▶ they can be more focussed on objectives, avoid unnecessary discussion
- ▶ there can be more opportunities to work collaboratively anywhere, anytime.

#### **Recommendations on teamwork communication:**

- ▶ Consider allowing some tutorial time (in-class or online, e.g. Collaborate) for teams to have meetings, particularly in the early stages of the project.
- ▶ Online communication methods are useful for students to organise teamwork activities, for both on- and off-campus students. For example:
  - ▶ make a Collaborate room available for the teams to communicate, share and work on project documents
  - ▶ set up Blackboard group tools, such as wikis, blogs, discussion forums, for each team to plan and collaborate
  - ▶ provide student-only online collaboration areas for non-assessable collaborative activities and staff facilitated online areas where activities are assessable (e.g. reporting) and where there is a need for structure and staff facilitation or monitoring of team activities
  - ▶ while students may use social media to contact other team members to organise teamwork, they need clear information on reporting, assessment requirements and other evidence that may be required.

### **3.5 Diversity in teams**

Academic staff have a responsibility to advance diverse perspectives that are informed by cultural background, gender, age, and previous life and work experiences. Managing diversity in student teamwork involves building awareness about diversity. Understanding individual skills and how they contribute to teamwork may assist in defining roles to complete a task. For example, the Belbin Team Role Type categories (Appendix 3) may assist teams.<sup>1</sup>

#### **Suggestions on managing diversity**

##### **▶ Managing diversity – individual level**

- ▶ Early in the session generate small-group discussion with a selected reading that covers sound diversity management practices in team environments.
- ▶ Conduct a skills-audit of students and relate this collection of skills and knowledge to the requirements of a team project. Ensure that a

discussion of the skills includes some cultural knowledge.

##### **▶ Managing diversity – team level**

- ▶ As noted in 'Team formation', staff can select team members to achieve cultural, age and gender mix.
- ▶ Sit in on team meetings to observe the dynamics and ensure each member is participating and contributing questions, and is allowed to respond.
- ▶ Encourage students to evaluate their team meetings to pinpoint any communication difficulties related to language or cultural misunderstanding.

##### **▶ Managing diversity – curriculum level**

- ▶ Design a team project that is possible for a diverse group of students – some students may be disadvantaged if the project requires local knowledge or a dependence on local networks for information.
- ▶ Consider diversity – skills simulation exercises (e.g. role-playing exercises) can develop strategies to manage cross-cultural communication and negotiation skills.

<sup>1</sup> Belbin Team Roles: <http://www.belbin.com/rte.asp?id=8> (accessed 8 June, 2012)

### 3.6 Conflict resolution

Both staff and students are responsible for managing conflict. In educational environments all team members have the same status (as opposed to a workplace where a hierarchy may exist) and this can cause problems as members try to manage each other. Conflict in a team situation can be both productive and destructive. When conflict arises within a team, students often struggle to deal with it – particularly if working to a deadline. Staff need to monitor team progress as a strategy to deal with conflict.

There are several reasons why a team may encounter tensions. The common causes of conflict are:

- ▶ an individual or group of individuals is dominating the team with their ideas and proposals
- ▶ some members are not fulfilling their roles or are unavailable for meetings

- ▶ disagreement arises in the allocation of tasks
- ▶ members may feel others are not ‘pulling their weight’
- ▶ members are showing little interest in the project or they may be ‘followers’
- ▶ there could be disagreement on the quality of work being produced.

Some staff may choose to include a conflict resolution statement within teamwork information. A conflict resolution statement can:

- ▶ give the students a time frame in which to identify potential conflict issues or problems
- ▶ describe a process for dealing with conflict
- ▶ identify possible options to deal with conflict.

#### **Recommendations on dealing with conflict:**

The following strategies deal with the prevention of conflict, monitoring performance and management of team processes:

- ▶ Monitor team dynamics during teamwork exercises involving role playing or team-building activities.
- ▶ Build team meetings into tutorials/online activities so that this time can be used to discuss team progress.
- ▶ Include in the Team Contract a mechanism to deal with conflict.
- ▶ Ask students to reflect on their progress as they go – team members could submit team goals (short and long term) at the beginning of the project and monitor these through the project.
- ▶ Ask team members to lodge their meeting minutes (this could be an online process) so that team activities and progress can be monitored.
- ▶ Set aside specific times each week or fortnight to deal with team issues – this could be organised as an in-class meeting for alternate teams at the beginning or end of each session.
- ▶ A redistribution model of assessment may be a fair system to deal with or prevent conflict in a team (see Section 4).
- ▶ Provide students with a Conflict Resolution Statement as a tool to manage themselves.
- ▶ Consider an autocratic approach to intervention – mandate task allocation and behaviour expectations, and create goals and deadlines.

## Assessing teamwork

Assessment of teamwork can include assessment of output and/or process and can involve assessment of the entire group along with assessment of individual team members. Not all activities in a teamwork task need to be assessed, but which activities are being assessed must be made clear to students from the very beginning.

### 4.1 Distribution of marks

Assessment processes have a crucial role in optimising the quality of teamwork. The distribution of marks in a teamwork project can incorporate a team mark, an individual mark or a team mark adjusted with individual participation (Table 4).

**Table 4** Team assessment options

Assessment options	Advantages	Disadvantages
<p><b>Shared group mark</b> The team is given an overall mark for the completed project and each member receives the same mark</p>	<ul style="list-style-type: none"> <li>▶ Fewer tasks to be marked</li> <li>▶ Encourages greater team coordination, collaboration and cooperation</li> <li>▶ Decreases likelihood of plagiarism</li> <li>▶ Relatively straightforward</li> </ul>	<ul style="list-style-type: none"> <li>▶ Individual contributions may not reflect marks</li> <li>▶ Can disadvantage stronger students, advantage weaker students and 'loafers'</li> <li>▶ Students may perceive the system as unfair (based on unequal contributions)</li> <li>▶ May increase disagreements and conflicts over task allocation</li> </ul>
<p><b>Adjusted group mark</b> A team mark is awarded to all members and there is a mechanism that can adjust individual contributions. For example: 90% of the mark is an overall team mark and 10% is allocated as an individual mark which may be formulated through peer evaluations</p>	<ul style="list-style-type: none"> <li>▶ Criteria provide students with guidance in teamwork activities</li> <li>▶ Can be seen as a fairer process by students (particularly with peer evaluation component)</li> </ul>	<ul style="list-style-type: none"> <li>▶ May still disadvantage stronger students, advantage weaker students and 'loafers'</li> </ul>
<p><b>Group average mark</b> Individual submissions (allocated tasks or individual reports) are marked. Group members then receive an average of these marks</p>	<ul style="list-style-type: none"> <li>▶ May provide motivation for students to focus on both individual and group work</li> </ul>	<ul style="list-style-type: none"> <li>▶ May be perceived as unfair by students</li> <li>▶ Stronger students may be unfairly disadvantaged by weaker ones and vice versa</li> </ul>
<p><b>Individual plus team assessment</b> A team mark is allocated for components of the project. Each student also completes an allocated task that contributes to the final team product and receives the marks for that task</p>	<ul style="list-style-type: none"> <li>▶ Rewards team work and individual work, encouraging a diverse range of skills</li> <li>▶ Seen as a fairer process by students</li> <li>▶ Acknowledges differences in aspirations and contributions</li> <li>▶ Can involve peer assessment as key criteria</li> <li>▶ Less potential for 'loafers'</li> </ul>	<ul style="list-style-type: none"> <li>▶ Can be time consuming to administer</li> <li>▶ Students may not be honest in a peer assessment, resulting in inflated or deflated grades</li> <li>▶ Open to discrimination and bias</li> </ul>



Table 4 cont.

Assessment options	Advantages	Disadvantages
<p><b>Individual performance</b></p> <p>Each team member submits an individual report based on the team's work on the task OR each individual team member's contribution (as defined by pre-determined criteria) is assessed using team provided evidence</p>	<ul style="list-style-type: none"> <li>▶ Decreased team interdependence</li> <li>▶ Potentially fewer disputes and complaints</li> <li>▶ An objective way to ensure individual participation</li> <li>▶ Rewards individuals for outstanding work and ensures individual effort</li> </ul>	<ul style="list-style-type: none"> <li>▶ Discourages cooperative team processes and behaviour</li> <li>▶ Decreased commitment to the team and team processes</li> <li>▶ Individual tasks may be similar to each other (greater potential for plagiarism)</li> <li>▶ More marking</li> <li>▶ Increased competition amongst team members</li> <li>▶ Reduced resource sharing</li> </ul>

(Based on Crebert et al. 2011 and Caspersz, Skene & Wu 2006)

An adjusted mark or team plus individual approaches are viewed as reducing conflict and encouraging team participation, as well as accommodating learning processes. Self and peer assessment should be incorporated in the

assessment so that students can reflect on and evaluate their individual and team processes. This reflection may or may not be part of overall mark.

#### Recommendations on the distribution of marks:

It is suggested that the distribution of marks in a teamwork project incorporates either the 'Adjusted group mark' option or the 'Individual plus teamwork' assessment option. These models can reduce conflict and encourage team participation, as well as accommodate learning processes in the unit.

## 4.2 Self- and peer assessment

Self- and peer assessment are valuable tools in the promotion of team work. Individual and team assessment criteria enable the perception of a fair marking system and overcome potential inequities with regards to contributions.

- ▶ Self-assessment requires the student to identify their skills and standards to make judgements on whether they have met the criteria expected.
- ▶ Peer assessment involves team members making evaluative judgements regarding individuals and the team as a whole.

If there is peer assessment and/or self-assessment in a team project, provide adequate preparation and support:

- ▶ Let the students know early in the course the weighting it will be given.
- ▶ Provide clear criteria – students can be involved in negotiating criteria and standards. (Appendix 5 provides examples of self-evaluation and peer review criteria.)
- ▶ Design a process for collecting the ratings that is confidential, clear and simple to use.

For **peer assessment** students need to know:

- ▶ what form the peer assessment will take (e.g. individual, anonymous comments by each student on each team member)
- ▶ how group comments will be obtained, for example:
  - a group comment on each student, arrived at by consensus
  - a group statement describing and reflecting on ways in which they learned to work together as a group
  - a group oral presentation on the processes they used
- ▶ how the group will decide what mark to award their peers, for example:
  - by keeping a weekly group record of individual contributions to the team process and matching this against weekly records kept by students of their own contributions.

For **self-evaluations**:

- ▶ require students to keep a log of their contribution to the project
- ▶ include reflective analysis or an evaluation of how the group worked, what they contributed and how the process could have been improved.

**Table 5** Self- and peer assessment advantages and disadvantages

Assessment options	Advantages	Disadvantages
<p><b>Peer evaluation – using criteria, moderated:</b></p> <p>Students are required to complete a marking rubric identifying whether their peers have met the assessment criteria and award a mark. These marks are moderated by the staff member</p>	<ul style="list-style-type: none"> <li>▶ Helps clarify criteria to be used for assessment</li> <li>▶ Encourages a sense of involvement and responsibility</li> <li>▶ Assists students to develop skills in independent judgement</li> <li>▶ Increases feedback to students</li> <li>▶ May provide experience parallel to career situations where peer judgement occurs</li> </ul>	<ul style="list-style-type: none"> <li>▶ Time may have to be invested in teaching students to evaluate each other</li> <li>▶ Staff moderation is time consuming</li> </ul>
<p><b>Self-evaluation – moderated mark, using predetermined criteria:</b></p> <p>Students individually evaluate their own contribution using predetermined criteria and award themselves a mark. Teachers moderate the marks awarded</p>	<ul style="list-style-type: none"> <li>▶ Helps clarify criteria to be used for assessment</li> <li>▶ Encourages sense of involvement and responsibility on part of students</li> <li>▶ May assist students to develop skills in independent judgement</li> </ul>	<ul style="list-style-type: none"> <li>▶ May increase teaching workload to brief students about the process to ensure the criteria for success are explicit and clear and to teach students how to evaluate themselves</li> <li>▶ Self-evaluations may be perceived as unreliable</li> </ul>

(Based on Crebert et al. 2011)

#### Strategies for self- and peer assessment:

- ▶ Incorporate a personal journal entry in the assessment criteria to enable teamwork reflection – this could be a weekly or fortnightly task by all students and should be handed in regularly to avoid students ‘catching up’ at the end. Consider an online blog.
- ▶ Provide a document that allows for self- and peer evaluations at signposts in the teamwork project – this could be a form that each team member is required to complete at regular intervals to evaluate each team member’s performance and their own. This form could assist in determining the final mark for each member in regards to their individual component.
- ▶ Part of the assessment could relate to the compilation of a portfolio – the portfolio would include the assignment as well as all agendas, meeting minutes, collated resources, reflective pieces and any evidence of the achievement of the set criteria.
- ▶ Set an additional reflective evaluation of the teamwork project (similar to a personal journal).

#### \*Online tools:

Blackboard wikis can be set up for each team to collaborate for the project. A wiki provides a collaborative writing area where students can read and edit each other’s work. This area can be used to plan teamwork project activities and to present final outcomes. It is possible to include multimedia links and embed multimedia in the wikis, if required. Individual participant participation and entries in a wiki can be identified and the group wiki can be graded.<sup>1</sup>

The Blackboard self- and peer assessment tool may assist to set up criteria for team members to provide peer feedback on teamwork processes.<sup>2</sup>

1 Blackboard: Wikis. [http://help.blackboard.com/student/Content/\\_student/student\\_tools\\_wikis.htm](http://help.blackboard.com/student/Content/_student/student_tools_wikis.htm) (accessed 7 June, 2012)

2 Blackboard: Self and peer review. [http://help.blackboard.com/instructor/content/\\_instructor\\_course/instructor\\_course\\_tool\\_self\\_and\\_peer\\_assess\\_about.htm](http://help.blackboard.com/instructor/content/_instructor_course/instructor_course_tool_self_and_peer_assess_about.htm) (accessed 7 June, 2012)

### 4.3 Managing disputes in assessment

Team members may complain that they have been unfairly assessed if other members have let them down. Students may also question the allocation of marks for uneven contributions or peer feedback. Students will only accept that assessment is fair if the following aspects have been attained:

- ▶ steps have been taken to demonstrate the value of team work
- ▶ the project has been integrated into unit curriculum so that the students value the learning experience
- ▶ the process has been managed to minimise uneven contributions.

#### **Recommendations on managing disputes about assessment:**

- ▶ Include a procedure in the Team Contract to deal with grievances. This should detail what happens if a team member's grievance against another team member is substantiated. A mid-project evaluation completed by the staff member will take this into consideration in assessment. However, if this grievance occurs just before completion then staff should negotiate with all concerned. Essentially students should incorporate a grievance procedure from the outset so that all members have a clear idea of the processes if a dispute arises.
- ▶ Allocate a percentage of the mark to peer assessment to identify uneven contributions. This should be clearly structured and impartial and could be submitted in two lots – mid-project and at the completion of the project – to assess progress.

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- Yorke, M 2006, 'Employability in higher education: what it is – what it is not' *Learning and Employability Series*: Higher Education Academy. [http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/employability/id116\\_employability\\_in\\_higher\\_education\\_336.pdf](http://www.heacademy.ac.uk/assets/York/documents/ourwork/tla/employability/id116_employability_in_higher_education_336.pdf)

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### Teamwork tools

- Leading virtually: leadership in the digital age 2008, *Team Compact*. Available: <http://www.leadingvirtually.com/virtual-team-tools-team-compact/>
- University of Sydney – Faculty of Education and Social Work 2012, *Warm up exercises and icebreakers*. Available: [http://sydney.edu.au/education\\_social\\_work/groupwork/implement/prepare/warm\\_up.shtml](http://sydney.edu.au/education_social_work/groupwork/implement/prepare/warm_up.shtml) (accessed 12 June, 2012)

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### Teamwork discipline-based research

- Alyousef, H & Picard, M 2011, 'Cooperative or collaborative literacy practices: Mapping metadiscourse in a business students' wiki group project', *Australasian Journal of Educational Technology*, v27 n3. Available: <http://www.ascilite.org.au/ajet/ajet27/alyousef.html>
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## Online teamwork

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UTS: Institute for Interactive Media and Learning 2011, *Enhancing experiences of group work*. Available: <http://www.iml.uts.edu.au/learn-teach/groupwork/index.html> (accessed 5 June, 2012)

Vesely, P, Bloom, L & Sherlock, J 2007, 'Key elements of building online community: Comparing faculty and student perceptions', *Journal of Online Learning and Teaching*, v3 n3. Available: <http://jolt.merlot.org/vol3no3/vesely.htm> (accessed 30 April, 2012)

Whatley, J 2006, 'Student teamwork: developing virtual support for team projects', *Interactive Technology and Smart Education*, v3 n2, pp. 157–165. Available: <http://usir.salford.ac.uk/1211/> (accessed 30 April, 2012)

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## Introducing students to team processes

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### A. Student instructions – example

In this assignment you will be working in teams. Teamwork is designed to facilitate collaborative learning and to ensure that students:

1. learn from each other in a shared/collaborative learning community
2. interact with each other on a regular basis to avoid isolated learning
3. develop the work-related skills necessary for effective teamwork
4. meet the University's Graduate Attribute **Effective communication and social skills** – the ability to communicate and collaborate in ways that are attentive in a scholarly, professional and social setting
5. meet national midwifery competency number eight: to develop effective strategies to implement and support collaborative midwifery practice (Australian Nursing and Midwifery Council, 2006).

You have been randomly allocated to a team of XXX or XXX students. Your team allocation is on the unit's Blackboard site in the folder labelled Groups.

*(Fahy 2012)*

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### B. Stages in team processes

Stages	Team processes
<b>Forming</b>	Getting to know one another (usually there's little conflict at this stage)
<b>Storming</b>	Arguing about processes and roles (there's normally lots of discussion and uncertainty here, and sometimes conflict is present but not explicitly visible)
<b>Norming</b>	Agreeing on collaborative processes and roles (interpersonal conflict subsides at this point)
<b>Performing</b>	Getting the job done (this is possible because the main issues of conflict have been resolved)
<b>Adjourning</b>	Coming off the boil (this stage often occurs between team projects, or when important milestones within a project have been met, and there's little or no conflict for a while)

*(Based on Crebert et al. 2011)*

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### C. Online team ice-breaker activities

Online Activities	Description
<b>Sharing teamwork experiences</b>	Each student reflects upon then shares a short message about their experiences of teamwork. Respond to the contributions of others, identify people with similar or different experiences. Also provides practice at writing short and succinct messages.
<b>Post card</b>	Students send an online post card about a topic, e.g. an interest, where they live, favourite food or sport, a good internet site or book, or a course topic. They look over the post cards and pick one to respond.

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<b>Online Activities</b>	<b>Description</b>
<b>Know your group quiz</b>	Each student posts a one page bio of themselves (a proforma could be provided including name, birthday, interests, expectations of the unit of study etc.). Once all are up, set a quiz about the students and offer a prize for most accurate or quickest response.
<b>Website evaluation</b>	Allocate a number of website URLs to students (organise so that four to five students are on the same site). Ask students to evaluate the website (maybe provide a proforma). Students post their evaluation then join into a conversation with others who have looked at the same site. Chat and post an overall evaluation. Great for evaluating resources.
<b>Spend up big!</b>	Allocate each student a sum of money to go shopping and spend (on- or off-line). This can be made specific to the unit of study e.g. educational resources, consumer products, health services/care). Post spendings and discuss people's choices.

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*(University of Sydney 2012)*

## Planning teamwork activity

### A. Teamwork activity student instructions – example

#### Bachelor Midwifery, SCU

**How should students begin to work in teams?**

You are to communicate on Blackboard in your teams and discuss your topic. First, clarify your team's ground rules when you begin working together. Follow the tips for running meetings well. Use the strategies under 'Negotiation and conflict resolution' to assist the way your team works. You must decide on a team leader. You must also decide which team members will take coordinating responsibilities for the various tasks the team is to undertake. You are required to keep a record of your meetings and your allocated roles as these notes will need to be submitted as part of your assessment (templates are in the Team Work folder in the BachMidwif BB site).

You have a team wiki to use for this project. Please read about wikis on Blackboard. You are to write your assignment using the Wiki for your collaboration. You can schedule sessions to meet and collaborate IRT (in real time) using Blackboard Collaborate. When working as a team it is important to read each other's work to ensure there is consistency within the whole body of work. The wiki allows you to read and edit each other's work. **Please keep a personal copy of your own contributions in case of any future disagreements.**

(Fahy 2012)

### B. Team agreement or contracts – Team agreement example

Team agreements or contracts can be simple but they need to cover all areas and expectations.

**Assignment:****Group members:**

**Group aims:** (e.g. to achieve a Credit or higher, to increase knowledge of ...)

**Timeline for tasks:** (What tasks will you achieve, and when?)

**Group rules and expectations:****Participation/Contributions:**

- ▶ Attendance at meetings
- ▶ Meeting times and frequency

**Planned method for monitoring group's progress:**

(Caspersz, Skene & Wu 2006)



### C. Team contract example

Complete the details below for your team and tutor.

**Team number or name:** \_\_\_\_\_

- ▶ Our team has completed a team operating guidelines sheet and has agreement on expected team behaviour.
- ▶ Our team has agreed that our desired mark is \_\_\_\_\_.

**It is agreed that the members of this team will:**

1. keep to the team operating guidelines
2. keep team members informed of any unforeseen difficulties that could affect our ability to keep to our guidelines (e.g. illness, accident etc.)
3. keep the tutor informed of our group's progress
4. share the overall project mark equally OR Have 10% individual /10% team mark (please circle one selection)
5. inform the Tutor/Unit Coordinator of any conflict between team members by Week 5.

**Names:**

*(Caspersz, Skene & Wu 2006)*

### D. Team operating guidelines – example

Discuss the following points with the members of your team and tick those with which you ALL agree. Sign and date your copy. Attach a copy to your team contract and hand this in to your tutor.

- ▶ I will contribute and share my ideas equally with other team members.
- ▶ I will listen to and value the ideas of other team members.
- ▶ I will be open to new ideas and to different ways of working.
- ▶ I will encourage other team members.
- ▶ I will give feedback in the form of constructive criticism.
- ▶ I will bring a positive attitude to teamwork in this project.
- ▶ I will complete tasks assigned within the group on time.
- ▶ I will attend all team meetings decided on by the group.
- ▶ If delayed, I will advise the other members of the team in advance.
- ▶ I will do my share of the work associated with the team project.
- ▶ My contributions will equal (or exceed) others in quality.

**Name:** \_\_\_\_\_

**Signed:** \_\_\_\_\_

**Date:** \_\_\_\_\_

*(Caspersz, Skene & Wu 2006)*

### **E. Tips for running a meeting**

- ▶ Begin and end on time.
- ▶ Use an agenda: identify items to be discussed, persons responsible for each item and, if useful, limit time allocated to discussion of each item.
- ▶ Keep notes or a register so that ideas are not lost, even ideas that do not seem currently relevant.
- ▶ Have ground rules.
- ▶ Control dominating individuals.
- ▶ Include quiet individuals.
- ▶ Summarise at the end.
- ▶ Ensure a recorder is appointed to document plans, key points discussed, decisions, tasks and other actions as necessary.
- ▶ Assign responsibility and set time frames for all agreed action items: who committed to do what work, by when.
- ▶ Always review and follow up actions from previous meetings.

*(Fahy 2012)*

# Appendix Three

## Identifying team roles

### A. Belbin team-role types<sup>1</sup>

Ask students to discuss how best they learn and how best they work in teams. An effective team usually includes a mix of team roles.

BELBIN Team-Role Type	Contributions	Allowable weaknesses
<b>Plant</b>	Creative, imaginative, unorthodox. Solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
<b>Co-ordinator</b>	Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well.	Can often be seen as manipulative. Off-loads personal work.
<b>Monitor-evaluator</b>	Sober, strategic and discerning. Sees all options. Judges accurately.	Lacks drive and ability to inspire others.
<b>Implementer</b>	Disciplined, reliable, conservative and efficient. Turns ideas into practical actions.	Somewhat inflexible. Slow to respond to new possibilities.
<b>Completer-finisher</b>	Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time.	Inclined to worry unduly. Reluctant to delegate.
<b>Shaper</b>	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends people's feelings.
<b>Teamworker</b>	Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction.	Indecisive in crunch situations.
<b>Specialist</b>	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.

(Griffith University 2004, *Teamwork skills toolkit* [http://www.griffith.edu.au/\\_\\_data/assets/pdf\\_file/0006/162726/teamwork.pdf](http://www.griffith.edu.au/__data/assets/pdf_file/0006/162726/teamwork.pdf) (accessed 6 June, 2012))

### B. Team member skills list

Skills in the team	Excellent	Good	Poor
1. Conceptualising what is involved in the team project			
2. Understanding of the subject area			
3. Finding academic resources (research skills)			
4. Knowing relevant community resources			
5. Academic presentation skills i.e. managing plagiarism			
6. Word processing skills			
7. Editing skills			
8. Graphics skills			
9. Oral presentation skills			

<sup>1</sup> Belbin Team Roles. <http://www.belbin.com/belbin-team-roles.htm> (accessed 9 June, 2012)

Skills in the team	Excellent	Good	Poor
10. Project planning skills			
11. Time management skills			
12. Conflict resolution skills			
13. Cross-cultural communication skills			
14. Other			

(Casperz, Skene & Wu 2006)

### C. Team job list

What (needs doing)	How (long will it take)	What (resources are there)	Who (will do it)	When (will it be done)
e.g. Research companies	2hrs	Proquest Dow Jones	John Daniel	Week 3 Thurs 1.30pm

(Casperz, Skene & Wu 2006)

### D. Example from Environmental Science – Water and Catchment Management

(Supplied by Davison 2012)

**The aim** of the assignment is to create a team learning situation directed towards assessing the riverine corridor and associated catchment of a freshwater (i.e. non-tidal) stream subject to human impact with a view to making recommendations for the future management of the system.

The study will be performed by students in teams of up to four people.

#### TASK 1 – Forming the “learning team” (see topic 1 in study guide and prac 1 in prac book)

Organise yourself into a group with up to three other students. External students can use the discussion board. Also an email list containing general locations of fellow external students will be posted on MySCU. In performing this task there are two things to consider.

#### (a) the first thing to consider in choosing your team mates

Where possible you should aim to get together with people who have **skills, competencies and experiences** which are complementary to your own.

The following competencies are relevant to the assignment:

- ▶ hydrology – including basic calculations
- ▶ vegetation analysis;
- ▶ environmental chemistry
- ▶ aquatic biology and ecosystems
- ▶ soil processes and land degradation
- ▶ word processing and data presentation.

#### (b) the second thing to consider in choosing your team mates

You should aim to establish a group of individuals who can, between them, cover the full range of **team roles**.

We will be looking at a model of the roles that people play in teams during the first practical session. Note that “coordinator” and “completer-finisher” are probably the two most important roles.

Each team should ensure that members have study timetables and commitments which enable them to get to their study area together or in pairs at least several times during the time appropriate for data collection (first six weeks for internals, first nine weeks for externals). Note that tasks can be broken up so that not all members have to be on-site at the same time. Ensure that the team has access to suitable transport. If transport is not available for a team of internal students then pick a catchment close to home or University.

- ▶ Internal students should aim to have your team membership and study area sorted out by the practical session of Week 2 at the latest. Externals should aim to have team membership and study area sorted out by the end of Week 4 at the latest.
- ▶ The quality of your report, and hence the mark that you receive will depend on how the group manages time and resources. A weekly meeting (with notes or minutes taken) to review progress will help to keep the situation under control.

## Managing teamwork activities

### A. Timelines or gantt charts – example

#### Identifying the project timeline

Consider this list of the tasks to be completed for the team project and identify any others.

1. Research possible host countries, industry and product.
2. Decide host country, industry, product.
3. Research entry strategy.
4. Decide entry strategy.
5. Research operational factors.
6. Decide operational factors.
7. Research cultural profile, staffing policy, leadership models.
8. Decide staffing policy, leadership model, work motivational systems.
9. Review information for presentation (verbal or poster)
10. Develop presentation tools (e.g. PowerPoint, poster, handouts).

*(Caspersz, Skene & Wu 2006)*

### B. Project planning – example

Task	Week
Research possible host countries, industry and product	
Decide host country, industry, product	
Research entry strategy	
Research operational factors	
Decide operational factors	
Research operational factors	
Research cultural profile, staffing policy, leadership models	
Decide staffing policy, leadership model, work motivational systems	
Review information for presentation tools	
Develop presentation tools	

*(Caspersz, Skene & Wu 2006)*

### C. Timeline – example

Week 1	Week 2	Week 3	Week 4 ...	Week 8
Analyse task Background reading ... Form Group Exchange contact details Organise meeting times	Allocate tasks Design survey tool	Team Agreement Reports from research	Discuss results Midpoint review of project	Finalise report Submit

(Caspersz, Skene & Wu 2006)

### D. Teamwork progress example

Weeks and phases	Team progress questions
Weeks 1–4: Pre-team work and forming phase	Have we defined the scope of our project? Have we discussed a project timeline? Have we confirmed allocation of tasks?
Weeks 4–8: Mid-term progress phase	Have we begun to think of how our final product will look like? Do we have feedback from our tutor that says we are heading in the right direction? Do we need special equipment for our presentation? Have we confirmed who will edit our report?
Weeks 7–9: Completion phase	Do we have a back-up system for our data? Have we established a proof-reading system for our report? Have we practised presentation and timing?

(Caspersz, Skene & Wu 2006)

### E. Team experience – example

Weeks and phases	Team experience questions
Weeks 1–4: Pre-team work and Forming Phase	Are we familiar with each other's skills and knowledge? Do we know each other?
Weeks 4–8: Mid-term Progress Phase	Do we have a desired common team mark? Do we have confidence in each other? Are we happy with the distribution of work?
Week 7–9: Completion Phase	Are we happy with the quality of our work to date? Have we worked well as a team?
Week 9 onwards: Celebrate and Disband Phase	Are we supporting each other? Are we going to celebrate as a group?

(Caspersz, Skene & Wu 2006)

## Evaluating teamwork

### A. Evaluating teamwork processes rating scale

Process Rank = 1	Rank	Process Rank = 5
<b>Goals and objectives</b> There is confusion about the purpose and the desired outcomes	1 2 3 4 5	Team members understand and agree on goals and objectives
<b>Trust and conflict</b> There is little trust among members and conflict is evident	1 2 3 4 5	There is a high degree of trust among members and conflict is dealt with openly and worked through
<b>Expression of differences</b> Disagreements produce defensive reactions	1 2 3 4 5	Disagreements do not arouse defensive reactions
<b>Leadership</b> One person dominates and leadership roles are not shared	1 2 3 4 5	There is full participation in leadership; leadership roles are shared by members
<b>Control and procedures</b> There is little control and there is a lack of procedures to guide team functioning	1 2 3 4 5	There are effective procedures to guide team functioning; team members support these procedures and regulate themselves
<b>Utilisation of resources</b> All member resources are not recognised and/or utilised	1 2 3 4 5	Member resources are fully recognised and utilised
<b>Interpersonal communication</b> Communications between members are closed and guarded	1 2 3 4 5	Communications between members are open and participative
<b>Listening</b> The team members do not listen to each other	1 2 3 4 5	The team members actively listen to each other
<b>Flow of communication</b> The discussion required a great deal of backtracking and reorienting	1 2 3 4 5	The discussion moved forward with succeeding points building on previous ones
<b>Problem solving/Decision making</b> The team has no agreed-on approaches to problem solving and decision making	1 2 3 4 5	The team has well-established and agreed-on approaches to problem solving and decision making
<b>Experimentation and creativity</b> The team is rigid and does not experiment with how things are done	1 2 3 4 5	The team experiments with different ways of doing things and is creative in its approach
<b>Evaluation</b> The team never evaluates its functioning or processes	1 2 3 4 5	The group often evaluates its functionality and processes

(Nelson, et al. 2007)



## B. Student self-assessment criteria – example

Teamwork skills	Rating (1–5)
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**Listening:** I listen to my team's ideas and use their ideas to help get new ones (piggy-backing).

**Questioning:** I ask questions of my team to help them figure out what to do and to extend their thinking.

**Persuading:** I exchange ideas, defend my ideas and try to explain my thinking to my team.

**Respecting:** I respect the opinions in my team. I offer encouragement and support for new ideas and efforts.

**Helping:** I help my team by offering my assistance.

**Sharing:** I share with my team. I make sure I share my ideas and thinking. I share the jobs.

**Participating:** I contribute to the team assignment. I am actively involved with the work.

*(Nelson et al. 2007)*

## C. Self-evaluation and peer assessment criteria – example

### BMidwifery SCU

Self Name .....

Part A: Compulsory Criteria: Allocate a mark for each of the following 5 items	Your mark from 0–5
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1. Level of engagement with the work of the team
2. Degree of respect for the opinions/input of others into decision making
3. Willingness to take on a role: completes responsibilities on time
4. Active attempts to ensure the inclusion of all team members in project
5. Degree of assertiveness (avoiding passivity, submissiveness or domination)

Part B: Other Criteria: Allocate a mark to any 3 only of the following criteria	Your mark from 0–5
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6. Planning and conducting meetings
7. Keeping and sharing minutes in a timely manner
8. Participation in XXXXXXX [e.g. Literature Searching]
9. Participation in XXXXXXX [e.g. writing summaries of the literature]
10. Participation in XXXXXXX [e.g. writing the abstract]
11. Participation in XXXXXXX [e.g. the introduction]
12. Checking and editing the work of others

**Total Mark out of 40**

**Specific comments on how you aim to improve working as a team:**

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Peer Name .....

**Part A: Compulsory Criteria: Allocate a mark for each of the following 5 items** **Your mark from 0–5**

1. Level of engagement with the work of the team
2. Degree of respect for the opinions/input of others into decision making
3. Willingness to take on a role: completes responsibilities on time
4. Actively attempts to ensure the inclusion of all team members in project
5. Degree of assertiveness (avoiding passivity, submissiveness or domination)

**Part B: Other Criteria: Allocate a mark to any 3 only of the following criteria** **Your mark from 0–5**

1. Planning and conducting meetings
2. Keeping and sharing minutes in a timely manner
3. Participation in XXXXXXXX [e.g. literature searching]
4. Participation in XXXXXXXX [e.g. writing summaries of the literature]
5. Participation in XXXXXXXX [e.g. writing the abstract]
6. Participation in XXXXXXXX [e.g. the introduction]
7. Checking and editing the work of others

**Total Mark out of 40**

**Constructive comments:**

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*(Fahy 2012)*



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