

Griffith Graduate Attributes Teamwork Skills Toolkit

(B) Effective Communicators and Team Members

1. Capacity to communicate effectively with others orally
2. Capacity to communicate effectively with others in writing
3. Capacity to communicate effectively with others using ICTs, multimedia, visual, musical and other forms appropriate to their disciplines

4. Capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts

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Teamwork Skills Toolkit 2nd Edition

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NOTE: The URLs listed in this toolkit were current at the time of retrieval. However, please note these may change with time as websites update.

Purpose of this Toolkit

The Toolkits developed by members of the Griffith Graduate Project are intended primarily for academic staff. They offer an overview of some of the main issues related to developing students' graduate skills during their degree studies.

They draw heavily on existing literature and current practice in universities around the world and include numerous references and links to useful web resources.

They are not comprehensive 'guides' or 'how to' booklets. Rather, they incorporate the perspectives of academic staff, students, graduates and employers on the graduate skills adopted by Griffith University in its Griffith Graduate Statement.

Griffith University. (2009). *The Griffith Graduate Attributes*. (Retrieved from the World Wide Web 1st October 2010) <http://www.griffith.edu.au/gihe/teaching-learning-curriculum/graduate-attributes>

This Toolkit, *Teamwork Skills*, focuses on how you can help students to interact and collaborate effectively with others.

This toolkit, together with others in the series (as shown in the following table) can be accessed via the Griffith Institute for Higher Education webpage, the URL of which is listed on the following page.

GRADUATE ATTRIBUTES	DESCRIPTOR	TOOLKIT
(1) Knowledgeable and Skilled in their Disciplines	Comprehensive knowledge and skills relating to their disciplines	n/a
	An interdisciplinary perspective	Interdisciplinary Skills
	Capacity to find, evaluate and use information	Information Literacy
	Ability to apply discipline/professional skills and knowledge in the workplace	Professional Skills
(2) Effective Communicators and Team Members	Capacity to communicate effectively with others orally	Oral Communication
	Capacity to communicate effectively with others in writing	Written Communication
	Capacity to communicate effectively with others using ICTs, multimedia, visual, musical and other forms appropriate to their disciplines	ICT and Other Discipline-Related Communication Skills
	Capacity to interact and collaborate with others effectively, including in teams, in the workplace, and in culturally or linguistically diverse contexts.	Teamwork Skills

GRADUATE ATTRIBUTES	DESCRIPTOR	TOOLKIT
(3) Innovative and Creative, with Critical Judgement	Ability to use knowledge and skills to devise solutions to unfamiliar problems	Creativity and Innovation*
	Ability to analyse and critically evaluate arguments and evidence appropriate to their disciplines (e.g. collect analyse and interpret data and information, generate and test hypotheses, synthesise and organise information)	Critical Evaluation
	Knowledge of research methodologies in their disciplines and capacity to interpret findings	Research Skills
	Ability to generate ideas/products/art works/methods/approaches/perspectives as appropriate to the discipline.	Creativity and Innovation*
(4) Socially Responsible and Engaged in their Communities	Ethical awareness (professional and personal) and academic integrity	Ethical Behaviour and Social Responsibility*
	Capacity to apply disciplinary knowledge to solving real life problems in relevant communities	Problem Solving
	Understanding of social and civic responsibilities, human rights and sustainability	Ethical Behaviour and Social Responsibility*
	Understanding the value of further learning and professional development	Further Learning
(5) Competent in Culturally Diverse and International Environments	Awareness of and respect for the values and knowledges of Australian Aboriginal and Torres Strait Islander First Peoples	To be developed
	Respect, awareness, knowledge and skills to interact effectively in culturally or linguistically diverse contexts	Global and International Perspective and Awareness*
	A global and international perspective on their disciplines.	Global and International Perspective and Awareness*

NB: * Toolkit covers two sub-attributes. ** Toolkit development in progress

Why your students need teamwork skills

Why your students need teamwork skills

In a recent report (BCA/ACCI, 2002) the essential elements of teamwork identified by employers were:

- 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; and
- coaching, mentoring and giving feedback.

Business Council of Australia and Australian Chamber of Commerce and Industry. (2002). *Employability Skills for the Future*. Canberra: AGPS. (Retrieved from the World Wide Web on 10 January, 2011) http://www.dest.gov.au/ty/publications/employability_skills/final_report.pdf

Definition

Teamwork skills include the mix of interactive, interpersonal, problem solving and communication skills needed by a group of people working on a common task, in complementary roles, towards a common goal whose outcomes are greater than those possible by any one person working independently.

For academic excellence

“According to social-motivation theories of team learning, the experience of being part of a team is motivating to individual team members. Greater individual motivation results from working with other team members toward a team goal or goals. The greater motivation in turn leads to a greater value being placed on academic achievement by the individual, which then results in greater academic performance. Group goals, team member commitment to the goals, and individual accountability are needed qualities of a team project according to social-motivation theory.”

Conceptual Foundations and Issues in Teaching with Teams. *Team Engineering Collaboratory*. (Retrieved from the World Wide Web on 3 June, 2003) <http://www.vta.spcomm.uiuc.edu/TWT/twt-11.html>

For professional competence

These days, most employers value teamwork skills in their new graduate employees as highly, if not more highly than their ability to work independently. In the workplace, staff are often allocated to project teams over whose membership or task focus they have no control. They need to be adaptable, flexible, able to 'get on' with people and to put the aims of the team first.

"The ability to work in a cross-disciplinary team is the most prized workplace attribute according to a study of new graduates already in the workplace."

UTS Survey reported in The Australian, 24 April, 2002.

"All the research evidence and findings based on experience in large, medium and small enterprises, suggest that teamwork is one of the most important attributes that a new graduate employee needs in order to advance his or her career. For example, a number of reports commissioned by government and stakeholder groups rank teamwork very high on their lists of desirable graduate attributes."

Harvey, L., Moon, S., & Geall, V. (1997). *Graduates' Work: Organisational Change and Students' Attributes*. Centre for Research into Quality. University of Central England in Birmingham. (Retrieved from the World Wide Web on 1 September, 2004) <http://www.uce.ac.uk/crq/publications/gw/index.html>

What employers, graduates and students say about teamwork skills

Employers' comments

"The graduates we employ, particularly from Griffith, draw on those team skills, but at Griffith they are used to drawing not just from one disciplinary context, but drawing on whichever disciplinary context will enable them to work through that problem and analyse the issue."

(Employer of Griffith Arts Graduates, 2003)

"Teamwork is extremely important to our business, and we can accept one or two introverts but we are looking for fairly 'normal' people. Sometimes we get brilliant people but we don't employ them because they are loners – very difficult. Unless we find that they can mix with other people and work with them it is extremely difficult."

Harvey, L., Moon, S., & Geall, V. (1997). *Graduates' Work: Organisational Change and Students' Attributes*. Centre for Research into Quality. University of Central England in Birmingham. (Retrieved from the World Wide Web on 1 September, 2004) <http://www.uce.ac.uk/crq/publications/gw/index.html>

"Traditionally, universities have encouraged and rewarded individual effort. Students have tended to learn alone and be assessed individually. When they graduate, they can often founder in a work environment which values group effort and collaborative teamwork. Students can, however, learn to be effective team members in virtually any learning context at university (e.g., in laboratory sessions; in project work; in tutorials and seminars; in case studies; in problem-solving exercises) – providing the task, processes and learning outcomes are structured carefully."

"Many employers consider the ability to work in teams, not just one team but the ability to 'team hop' from one to another according to a particular function, as a crucial attribute."

Harvey, L., Moon, S., & Geall, V. (1997). *Graduates' Work: Organisational Change and Students' Attributes*. Centre for Research into Quality. University of Central England in Birmingham. (Retrieved from the World Wide Web on 1 September, 2004) <http://www.uce.ac.uk/crq/publications/gw/index.html>

"Employers want interactive and personal attributes. The core interactive attributes are communication, teamwork and interpersonal skills. These are necessary to communicate formally and informally, with a wide range of people both internal and external to the organization; to relate to, and feel comfortable with, people at all levels in the organization as well as a range of external stakeholders, to be able to make and maintain relationships as circumstances change; work effectively in teams, often more than one team at once, and to be able to re-adjust roles from one project situation to another in an ever-shifting work situation."

Harvey, L. (1999). *New Realities: The Relationship between Higher Education and Employment*. (Retrieved from the World Wide Web on 1 September, 2004) <http://www.uce.ac.uk/crq/publications/eair99.pdf>

Graduates' comments

"I definitely thought group assignments were a great way to gain the interpersonal skills and team building skills that you need for employment. Maybe lecturers could have done a little bit more to encourage groups to work together and maybe train them on how to work as a team, because a lot of the assignments failed because people weren't coming in and things like that. So yes, perhaps maybe a bit of a session on how to work in a team."

(Griffith Graduate, 2003)

"When we did a few things like laboratory sessions, where you went with a partner, it improved our ability to work together – it just makes you more developed at oral skills because you have to be able to communicate with your peers. Also, it helps when you work in a team together for when you get out into the workforce and you have to work as part of a team."

(Griffith Graduate, 2001)

"I think the idea of teamwork needs to be presented to students in an informative and inspirational lecture or something, so that it gets them thinking about it at least, so they can apply it to projects at university, which will then help them with their generic skills a little bit."

(Griffith Graduate, 2001)

"A lot of the younger students had difficulty sharing responsibility and taking leadership within those teams. When it came to evaluating group work, there wasn't much emphasis on what the individuals put into the group and some people were getting disadvantaged because they were putting more into the group than other members. That caused all sorts of problems back within the group."

(Griffith Graduate, 2001)

"Teamwork allows me to be involved and participate in equal ways, sharing equal ideas. This helps to broaden my thinking to achieve the best outcomes."

(Griffith Graduate, 2003)

Students' comments

"My experience with working in teams has been mixed. Sometimes it works, sometimes it doesn't. Last year there were five of us. Three of us worked really well together and the other two just didn't get it. They didn't show up for meetings, they didn't do their share of the work, which made it very difficult. But I guess that's part of the experience – learning to deal with that sort of thing."

(Griffith Student, 2004)

Teaching tips—How to develop your students' teamwork skills

Teamwork advantages

Teams:

- provide a valuable opportunity to achieve high quality learning outcomes;
- foster collaboration, as well as competition;
- develop students' confidence and active participation in learning;
- prepare students for the workplace;
- develop a supportive working environment;
- bring together people with differing expertise and different perspectives;
- lead to creative and innovative solutions to complex problems;
- encourage students to challenge assumptions;
- give students a chance to perform a number of different roles;
- develop other skills such as project management, time management, problem solving, communication, conflict resolution and negotiation skills; and
- can result in group outcomes of a very high standard.

Teamwork disadvantages

- not all students learn everything about the topic, especially if the task and workloads are divided into separate components;
- some students prefer to work and be assessed independently;
- there is a higher level of risk, as the uncertainty factor is higher than in the normal classroom situation;
- students can feel as if they have been 'thrown in at the deep end' if they don't have adequate support;
- some students don't pull their weight;
- individual grades may be affected if an overall group mark is awarded;
- some people tend to dominate others in the team and can hijack agendas;
- internal team dynamics can collapse; and
- 'groupthink' can take over.

How to design teamwork tasks

Design tasks that have:

- clearly defined learning outcomes which include teamwork skill outcomes such as negotiation, communication and interpersonal skills;
- criteria against which outcomes will be assessed - either by an assessor or in conjunction with the students;
- a variety of roles and responsibilities;
- scope for creativity;
- a group 'product' that can be assessed collectively; and
- a requirement for high level cooperation.

Distinguish between tasks that require:

- cooperation - each team member can produce a part of the whole independently; and
- collaboration - the end result or product represents the work of the team as a whole.

Let students know:

- you can't choose your team members in real life, and especially at work;
- diversity in team membership is a positive;
- team members must have mutual goals and shared commitment;
- everyone is accountable for achieving the task and managing the process;
- there needs to be a workable balance between the task and the process;
- there are deadlines that have to be met;
- it is the group's responsibility (not just the leader's) to organise the team process (e.g., setting and attending meetings; recording minutes; monitoring performance; preparing presentations; submitting assessment items); and
- there must be concrete outcomes.

How to allocate students to teams

Some suggestions:

- allocate students to teams yourself and ensure diversity of social and cultural mix;
- use some kind of a 'system', (e.g., let students choose their own team membership);
- use a coloured card method - all yellows together, etc.;
- use an 'icebreaker' exercise to let students identify others with similar interests;

- outline different team roles and let students choose their preferred role; or
- let them self-select (e.g., on the basis of the topic, their physical location or proximity, and their availability for meetings); and
- keep the size of teams fairly small (e.g. 3-4 students for inexperienced teams, or 4-6 students for experienced teams).

Allocate class time for teams

Preferably allocate class time for teams to:

- meet;
- get to know one another (perhaps at their first meeting you could ask them to identify their own particular skills, and their strengths and weaknesses as a team member);
- set the ground rules;
- establish roles and responsibilities;
- clarify the task and learning objectives; and
- introduce the whole notion of teamwork as an evolving process.

Useful resources

- Lincoln University. (2000). *Guide to Best Practice: Group Work*. (Retrieved from the World Wide Web on 10 January, 2010)
<http://oldlearn.lincoln.ac.nz/tls/groupwork/>
- Belbin Associates. (n.d.). Belbin Team Roles. (Retrieved from the World Wide Web on 10 January, 2010) <http://www.belbin.com/belbin-team-roles.htm>
- University of Michigan – Centre for Research on Learning and Teaching. *Resources on Cooperative Learning, Group Work, and Teamwork*. (Retrieved from the World Wide Web on 10 January, 2010)
<http://www.crlt.umich.edu/publinks/clgt.php>

Identifying team roles

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

Belbin Associates. (n.d.). *Belbin Team Roles*. (Retrieved from the World Wide Web on 10 January, 2010) <http://www.belbin.com/belbin-team-roles.htm>

Guidelines for chairing meetings

1. Appoint a chair, note-taker and time-keeper for each meeting (these roles can rotate).
2. The chair circulates an agenda in advance of the meeting.
3. Time to be spent on each agenda item is decided in advance.
4. The note-taker records discussion and agreed actions and circulates notes after the meeting.
5. Record attendance.
6. Use a simple format for meetings: refer back to notes of previous meeting; check on actions that needed to be carried out; discuss current agenda items; ask for any other business not on the agenda; decide on arrangements for next meeting.

Useful resource

- University of Waterloo – Centre for Teaching Excellence. (n.d.). *Making Group Contracts*. (Retrieved from the World Wide Web on 1 September, 2004)
http://cte.uwaterloo.ca/teaching_resources/tips/making_group_contracts.html

Introducing students to the team process

The team process can be summarised into five main steps:

Stages in Team Processes	
Forming	getting to know one another (usually there's little conflict at this stage)
Storming	arguing about processes and roles (there's normally lots of conflict here, and sometimes it's not visible on the surface)
Norming	agreeing on collaborative processes and roles (interpersonal conflict subsides at this point)
Performing	getting the job done (this is possible because the main issues of conflict have been resolved)
Dorming	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).

Evaluating teamwork

Rating scale for evaluating team meetings

An example of a rating scale that can be used for evaluating team meetings is as follows:

Ratings Scale		
Goals and objectives There is confusion about the purpose and the desired outcomes	1 2 3 4 5	Team members understand and agree on goals and objectives
Trust and conflict 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
Expression of differences Disagreements produced defensive reactions	1 2 3 4 5	Disagreements did not arouse defensive reactions
Leadership 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
Control and procedures 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
Utilisation of resources All member resources are not recognised and/or utilised	1 2 3 4 5	Member resources are fully recognised and utilised
Interpersonal communication Communications between members are closed and guarded	1 2 3 4 5	Communications between members are open and participative
Listening The team members do not listen to each other	1 2 3 4 5	The team members actively listened to each other
Flow of communication 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
Problem-solving/Decision making 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

Experimentation and creativity 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
Evaluation The team never evaluates its functioning or processes	1 2 3 4 5	The group often evaluates its functioning and processes

Ratzburg, W.H. *Team effectiveness: Meeting evaluation scale*. (Retrieved from the World Wide Web on 1 September, 2004) <http://www.geocities.com/Athens/Forum/1650/meetingevaluationform.html>

The teacher can help in the evaluation process by:

1. Asking team members to report at one-third and two-thirds through the course on:
 - what is going well;
 - what isn't going well – and why; and
 - what needs to be improved in the team processes and performance.

2. Having discussions during class times, especially at the end of semester regarding the team processes.

This reflection may or may not be part of assessment.

Teamwork debriefing

Debriefing, and reflecting on the team experience can be a valuable part of the learning experience.

1. Be objective – focus on overall team performance and processes in relation to achieving outcomes, not on individual team members' particular strengths or weaknesses.

OK	"The team didn't seem to see a way forward with the costing problem."
Not OK	"Helen was really obstructive about the costing problem."

2. Identify the team's strengths and weaknesses and things to improve, not the person's.

OK	"Our team could have benefited from someone with advertising expertise."
Not OK	"James didn't have a clue about advertising, but tried to take control."

3. Identify any particular problems the team encountered and how they were resolved.

OK	"We should have prioritised more effectively."
Not OK	"If it wasn't for Sandra we'd have finished on time."

Assessing teamwork

Just because you use teamwork, you don't have to assess it!

Students who work as part of a team can be assessed as individuals. Assessment of the group *as a whole* is appropriate only when the learning objective applies to the group *as a whole*, i.e., when the learning objective addresses either group *productivity* or group *processes*.

The following key principles should apply to ensure valid, reliable and fair assessment of group work:

1. Only assess teamwork where it is appropriate in relation to the learning objectives of the course.
2. Make explicit to students the purpose/s of and procedures relating to the operation and assessment of teamwork within the course.
3. The design of the teamwork assessment procedures should be consistent with the intended learning outcomes.
4. Encourage and reinforce effective teamwork and comply with the principles of good assessment by:
 - monitoring the team's work and providing feedback;
 - time-tabling some of the students' teamwork meetings into the course meeting schedule.
5. If there is peer assessment and/or self-assessment of the relative contribution of students to a team project, then:
 - provide adequate preparation and support;
 - design a process for collecting the ratings that is confidential, clear and simple to use.
6. Assessed teamwork should be moderated by:
 - having an individual component as well as a team component; or
 - a rating of the contributions of individuals to the team.
7. The weighting of assessed teamwork to the final course grade should be commensurate with the course learning objectives.

Bowie, C. (2002). *GU Assessment Policy: Principles for Assessment of Group Work*. Griffith Institute for Higher Education, Griffith University.

Assessment—Points to consider

- Start somewhere;
- Start small; and
- Start where success is most likely.

Australian University Teaching Committee – CSHE. (n.d.). *Assessing Learning in Australian Universities*. (Retrieved from the World Wide Web on 1 September, 2004)
<http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html>

When planning for teamwork, ask yourself...

- Is it appropriate?
- How big should the teams be?
- Who will be responsible for what?
- When will the teams meet?
- What guidance should I give the teams?
- How will I ensure that all members contribute equally?
- How much teamwork should I introduce? How many other courses in the program assess students' teamwork?

Assessment Working Party of the Teaching and Learning Excellence Committee, Griffith University (2003). *Draft Policy and principles for Group Work and Group Assessment*.

Students need to know...

- that there is a clearly defined assessment process;
- whether there will be one mark for the group based on the 'product', and/or team processes;
- whether there will be one mark for the group and one mark for the individual; and
- whether the individual team members will be peer-assessed or lecturer-assessed, or both.

Some suggestions for assessing teamwork

1. Only use teamwork activities when it is absolutely essential to achieve the learning outcomes – don't overuse it.
2. Group students into fairly small teams to achieve better learning outcomes. Try teams of two or three students, rather than groups of five or more.
3. Consider appropriate cultural and gender balances in student teams.
4. Construct a set of roles and responsibilities in conjunction with students to ensure commitment and ownership.
5. Decide how you will know who did what in the team?

6. Give students enough time to meet, do library research, conduct interviews, make presentations within class time – remember, students have busy lives too!
7. Give guidelines on team management and processes and make sure all students understand them.
8. Set a balance between assessing the team ‘product’ and the team ‘process’.
9. It is not unusual for teamwork to result in high quality work, warranting higher grades in a narrower range than normal. How will you deal with this?
10. Will you assess students’ learning journals or reflective diaries?
11. Create a safe environment where students from all backgrounds and cultures can make valuable contributions without feeling threatened.
12. Try to minimise stress for students new to teamwork.
13. Remember – using teamwork does not reduce staff workload. Supporting the process of constructing and managing teams is complex and labour-intensive.

Assessment options for lecturers and tutors—Assessing team product

Assessment option	Some possible advantages	Some possible disadvantages
<p>Shared group mark</p> <p>The group submits one product and all group members receive the same mark from the lecturer/tutor, regardless of individual contribution.</p>	<p>Encourages group work – groups sink or swim together;</p> <p>Decreases likelihood of plagiarism more likely with individual projects from group work;</p> <p>Relatively straightforward method.</p>	<p>Individual contributions are not necessarily reflected in the marks;</p> <p>Stronger students may be unfairly disadvantaged by weaker ones and vice versa.</p>
<p>Group average mark</p> <p>Individual submissions (allocated tasks or individual reports as described below) are marked individually. The group members then receive an average of these marks.</p>	<p>May provide motivation for students to focus on both individual and group work and thereby develop in both areas.</p>	<p>May be perceived as unfair by students;</p> <p>Stronger students may be unfairly disadvantaged by weaker ones and vice versa.</p>
<p>Individual mark – Allocated task</p> <p>Each student completes an allocated task that contributes to the final group product and gets the mark for that task.</p>	<p>A relatively objective way of ensuring individual participation;</p> <p>May provide additional motivation to students;</p> <p>Potential to reward outstanding performance.</p>	<p>Difficult to find tasks that are exactly equal in size/complexity;</p> <p>Does not encourage the group process/collaboration;</p> <p>Dependencies between tasks may slow progress of some students.</p>
<p>Individual mark – Individual report</p> <p>Each student writes and submits an individual report based on the group's work on the task/project.</p>	<p>Ensures individual effort;</p> <p>Perceived as fair by students.</p>	<p>Precise manner in which individual reports should differ often very unclear to students;</p> <p>Likelihood of unintentional plagiarism increased.</p>
<p>Individual mark – Examination</p> <p>Exam questions specifically target the group projects, and can only be answered by students who have been thoroughly involved in the project.</p>	<p>May motivate students more to learn from the group project including learning from the other members of the group.</p>	<p>May diminish importance of group work;</p> <p>Additional work for staff in designing exam questions;</p> <p>May not be effective; students may be able to answer the questions by reading the group reports.</p>
<p>Combination of group average and individual mark</p> <p>The group mark is awarded to each member with a mechanism for adjusting for individual contributions.</p>	<p>Perceived by many students as fairer than shared group mark.</p>	<p>Additional work for staff in setting up procedure for and in negotiating adjustments.</p>

Table based on Winchester-Seeto, 2002 and sourced from:

Australian University Teaching Committee – CSHE. (n.d.). *Assessing Learning in Australian Universities*. (Retrieved from the World Wide Web on 1 September, 2004)
<http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html>

Assessment options for lecturers and tutors — Assessing team process

<p>Individual mark - based on records/observation of process</p> <p>Each individual group member's contribution (as defined by predetermined criteria) is assessed using evidence from:</p> <ul style="list-style-type: none"> ▪ team log books ▪ minutes sheets and/or ▪ direct observation of process <p>and they are awarded a mark</p>	<p>Logs can potentially provide plenty of information to form basis of assessment;</p> <p>Keeping minute sheets helps members to focus on the process - a learning experience in itself;</p> <p>May be perceived as a fair way to deal with 'shirkers' and outstanding contributions.</p>	<p>Reviewing logs can be time consuming for lecturer/tutor;</p> <p>Students may need a lot of training and experience in keeping records;</p> <p>Emphasis on second hand evidence - reliability an issue;</p> <p>Direct observation by a lecturer/tutor likely to change the nature of interaction in the group.</p>
<p>Group average mark - based on records/observation of process</p> <p>Each individual group member's contribution (as defined by predetermined criteria) is assessed using evidence from:</p> <ul style="list-style-type: none"> ▪ team log books ▪ minutes sheets and/or ▪ direct observation of process. <p>The group members each then receive an average of these marks.</p>	<p>Makes students focus on their operation as a team;</p> <p>Logs can provide plenty of information to form basis of assessment;</p> <p>Keeping minute sheets helps members to focus on the process - a learning experience in itself.</p>	<p>Reviewing logs can be time consuming - students may need a lot of training and experience;</p> <p>Emphasis on second hand evidence - reliability an issue;</p> <p>Averaging the mark may be seen as unfair to those who have contributed more than others.</p>
<p>Individual mark - for paper analysing process</p> <p>Marks attributed for an individual paper from each student analysing the group process, including their own contribution and that of student colleagues.</p>	<p>Helps students to focus on the process;</p> <p>Minimises opportunities for plagiarism.</p>	<p>Information from students may be subjective and/or inaccurate;</p> <p>May increase assessment burden for lecturer/tutor.</p>

Table based on Winchester-Seeto, 2002 and sourced from:

Australian University Teaching Committee – CSHE. (n.d.). *Assessing Learning in Australian Universities*. (Retrieved from the World Wide Web on 1 September, 2004)
<http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html>

Assessment options for students — Assessing team product

Assessment option	Some possible advantages	Some possible disadvantages
<p>Student distribution of pool of marks</p> <p>Lecturer/tutor awards a set number of marks and lets the group decide how to distribute them.</p> <p>For example, the product is marked 80 (out of a possible 100) by the lecturer. There are four members of the group. Four by 80 = 240 so there are 240 marks to distribute to the four members. No one student can be given less than zero or more than 100. If members decide that they all contributed equally to the product then each member would receive a mark of 80. If they decided that some of the group had made a bigger contribution, then those members might get 85 or 90 marks and those who contributed less would get a lesser mark.</p>	<ul style="list-style-type: none"> • easy to implement; • may motivate students to contribute more; • negotiation skills become part of the learning process; • potential to reward outstanding performance; • may be perceived as fairer than shared or average group mark alone. 	<ul style="list-style-type: none"> • open to subjective evaluation by friends; • may lead to conflict; • may foster competition and therefore be counterproductive to team work; • students may not have the skills necessary for the required negotiation.
<p>Students allocate individual weightings</p> <p>Lecturer/tutor gives shared group mark, which is adjusted according to a peer assessment factor. The individual student's mark comes from the group mark multiplied by the peer assessment factor (eg. X 0.5 for 'half' contribution or X 1 for 'full' contribution).</p>	<p>As above.</p>	<p>As above.</p>

<p>Peer evaluation - random marker, using criteria, moderated</p> <p>Completed assessment items are randomly distributed to students who are required to complete a marking sheet identifying whether their peer has met the assessment criteria and awarding a mark. These marks are moderated by the staff member and together with the peer marking sheets are returned with the assessment item.</p>	<ul style="list-style-type: none"> • helps clarify criteria to be used for assessment; • encourages a sense of involvement and responsibility; • assists students to develop skills in independent judgement; • increases feedback to students; • random allocation addresses potential friendship and other influences on assessment; • may provide experience parallel to career situations where peer judgement occurs. 	<ul style="list-style-type: none"> • time may have to be invested in teaching students to evaluate each other; • staff moderation is time consuming.
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Table based on Winchester-Seeto, 2002 and sourced from:

Australian University Teaching Committee – CSHE. (n.d.). *Assessing Learning in Australian Universities*. (Retrieved from the World Wide Web on 1 September, 2004)
<http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html>

Assessment options for students — Assessing team process

Assessment option	Some possible advantages	Some possible disadvantages
<p>Peer evaluation - average mark, using predetermined criteria</p> <p>Students in a group individually evaluate each other's contribution using a predetermined list of criteria. The final mark is an average of all marks awarded by members of the group.</p>	<ul style="list-style-type: none"> • helps clarify criteria to be used for assessment ; • encourages sense of involvement and responsibility on part of students; • may assist students to develop skills in independent judgement; • provides detailed feedback to students; • provides experience parallel to career situations where group judgement is made; and • may reduce lecturer's marking load. 	<ul style="list-style-type: none"> • may increase lecturer/tutor workload in terms of: • briefing students about the process; • ensuring the criteria are explicit and clear; • teaching students how to evaluate each other. • students may allow friendships to influence their assessment - reliability an issue; and • students may not perceive this system as fair because of the possibility of being discriminated against.
<p>Self evaluation- moderated mark, using predetermined criteria</p> <p>Students individually evaluate their own contribution using predetermined criteria and award themselves a mark. Lecturers/tutors moderate the marks awarded.</p>	<ul style="list-style-type: none"> • helps clarify criteria to be used for assessment; • encourages sense of involvement and responsibility on part of students; and • may assist students to develop skills in independent judgement. 	<ul style="list-style-type: none"> • may increase lecturer/tutor workload in terms of: <ul style="list-style-type: none"> ○ briefing students about the process ○ ensuring the criteria for success are explicit and clear ○ teaching students how to evaluate themselves; and • self evaluations may be perceived as unreliable.

Table based on Winchester-Seeto, 2002 and sourced from:

Australian University Teaching Committee – CSHE. (n.d.). *Assessing Learning in Australian Universities*. (Retrieved from the World Wide Web on 1 September, 2004)
<http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html>

Peer and self assessment

Peer assessment

If you use peer assessment, let the students know early in the course what weighting it will be given in the overall assessment, and ask yourself the following questions:

- What form will the peer assessment take? (e.g., individual, anonymous comments by each student on each student; 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 will the group decide what mark to award their peers? (e.g., by keeping a weekly group record of individual contributions to the team process; matching this against weekly records kept by students of their own contributions).

Self and peer assessment

Most students tend to assess their own contribution to the task fairly and equitably.

To make the process more reliable, however, you might:

- provide explicit criteria (not too complex) and/or involve students in negotiating the criteria and standards;
- require students to keep a log of their contribution to the various stages of the project; or
- set an additional written assessment item, e.g., a reflective analysis or even a simple evaluation as below, on how the group worked, what they contributed, how the process could have been improved; or ask them to report on how well they met the team goals and provide evidence.

Reflective evaluation

What other aspects of team behaviour and performance did you observe that:	
Went well	Didn't go well

Points to consider

- Will you allocate weightings for self and peer assessment components?
- Will you require each student to submit a personal statement of their learning outcomes and contribution to the team process and outcomes?
- Will you give the students confidential assessment sheets for self and peer assessment?
- Will you test students' learning outcomes from the team experience in an assignment or exam?

Principles of effective teamwork skills

Teams

At university, students need to have opportunities to work in teams that are:

- diverse in their composition;
- accepting of different points of view, skills and experience;
- focused on a common task, product or learning outcome;
- flexible, allowing individual members to take on different roles; and
- competitive, while still being collaborative and supportive.

Tasks

Team tasks must be carefully designed so that they:

- allow for creative problem solving;
- provide opportunities for input from every member of the team;
- have a clearly defined focus on either the end product or the team process itself, or a balanced mix of the two; and
- can be assessed on the basis of individual and team performance.

Groundrules

Team members need to accept certain groundrules:

- all ideas are valued equally, and evaluated critically;
- everyone needs to pull their weight, meet deadlines, and contribute equally;
- meetings need to be run formally and regularly;
- actions need to be followed through;
- reporting needs to be accurate and comprehensive;
- problems with under-performing team members need to be discussed openly and resolved quickly; and
- peer assessment (if there is any) should be given fairly.

Assessment

When designing a teamwork task or project, consider whether:

- it should be assessed at all;
- it will achieve the learning objectives for the course;
- you will assess individual performance and learning outcomes, overall group performance and learning outcomes, or a balanced mix of the two;
- you will negotiate assessment criteria with the students; and
- you will ask students to self-assess their performance in a reflective journal or log.

Where to go for help

Contact:

- The Griffith Institute for Higher Education.
Griffith University, (n.d.). *Griffith Institute for Higher Education*. Retrieved from the World Wide Web 22 November 2010) <http://www.griffith.edu.au/gihe>
- Information Services, Learning and Teaching.
Griffith University. (n.d.). *Staff Support*. (Retrieved from the World Wide Web 25th October, 2010) <http://www.griffith.edu.au/learning-teaching/whos-who/staff-support>

Learning Services

Support is available – You are not alone!

Teamwork is an area where the University has recognised that support is crucial. Learning Services has teams of learning advisers here to work with you. They can:

- advise you on teaching, learning and assessment strategies; and
- team teach with you in your lectures and tutorials.

There are also services to which you can refer your students so that they can independently develop their teamwork skills. These include:

- individual or small group consultations with a learning adviser;
- workshops;
- self-help resources.

For more information on these services, visit the Information Services, Learning and Teaching website.

- Griffith University. (n.d.). *Staff Support*. (Retrieved from the World Wide Web 25th October, 2010) <http://www.griffith.edu.au/learning-teaching/whos-who/staff-support>

Additional resources

This Toolkit draws on various print and web resources, which are acknowledged in text. Other useful resources are:

Print resources

- Bourner, J., Hughes, M., & Bourner, T. (2001). First-year undergraduate experiences of group project work. *Assessment & Evaluation*, 26(1), pp 19-39. (NB: This article contains a very useful questionnaire with which students can evaluate their experiences of working as a member of a team).
- Gibbs, G. (1994). *Learning in Teams: A Student Manual*. Headington, Oxford: The Oxford Centre for Staff Development.
- Gibbs, G. (1994). *Learning in Teams: A Student Guide*. Headington, Oxford: The Oxford Centre for Staff Development.
- Gibbs, G. (1995). *Learning in Teams: A Tutor Guide*. Headington, Oxford: The Oxford Centre for Staff Development.
- Gibbs, G., Rust, C., Jenkins, A., & Jaques, D. (1994). *Developing Students' Transferable Skills*. Headington, Oxford: The Oxford Centre for Staff Development.
- Johnson, D.W., & Johnson, F.P. (4th edn.). (1991). *Joining Together: Group Theory and Group Skills*. Boston: Allyn & Bacon.

Web resources

A range of handy tips across a variety of topics has been produced by the University of Waterloo (subsequent webpage). Desired search terms (e.g., 'group work') may be entered in the site's search engine.

- University of Waterloo – Centre for Teaching Excellence. (n.d.). *Teaching Resources: Teaching Tips*. (Retrieved from the World Wide Web on 10 January, 2011) http://cte.uwaterloo.ca/teaching_resources/index.html?tab=1
- Ryerson University – The Learning and Teaching College. (n.d.). *Resources: Collaborative Learning*. (Retrieved from the World Wide Web on 10 January, 2011) <http://www.ryerson.ca/lt/resources/collaborativelearning/CLResources.html>
- University of Technology Sydney. (1999). *Student Groups: Issues for Teaching and Learning*. (Retrieved from the World Wide Web on 10 January, 2011) <http://www.clt.uts.edu.au/Student.Groupwork.html>
- Lincoln University. (2000). *Guide to Best Practice: Group Work*. (Retrieved from the World Wide Web on 10 January, 2010) <http://oldlearn.lincoln.ac.nz/tls/groupwork/>
- Australian University Teaching Committee – CSHE. (n.d.). *Options for Lecturer/Tutor Assessment of Group Work Product and Process*. (Retrieved from

the World Wide Web on 10 January, 2011)
<http://www.cshe.unimelb.edu.au/assessinglearning>

Griffith University's policy on group assessment, self- and peer-assessment can be found at:

- Griffith University. (2001). Guidelines for Group Assessment, Self Assessment and Peer Education. (Retrieved from the World Wide Web on 10 January, 2011) <http://www62.gu.edu.au/policylibrary.nsf/azcategory/d1f7f88b504ec9a14a256bde006320eb?opendocument>

Appendix A- Student handouts

Please note: Appendix A contains reproduced information from within this toolkit that may be useful to your students. For ease of reference and printing, this collection of ready to use resources associated with various aspects of facilitating, teaching and assessing teamwork has been collated in this appendix as follows:

1. **What employers, graduates and students say about teamwork skills**
2. **Preparing for teamwork**
3. **Identifying team roles**
4. **Evaluating your own team's processes and performance**
5. **Rating scale for evaluating team meetings**
6. **Student self assessment sheet**
7. **Debriefing the team process**

What employers, graduates and students say about teamwork skills

Employers' comments

"The graduates we employ, particularly from Griffith, draw on those team skills, but at Griffith they are used to drawing not just from one disciplinary context, but drawing on whichever disciplinary context will enable them to work through that problem and analyse the issue."

(Employer of Griffith Arts Graduates, 2003)

"Teamwork is extremely important to our business, and we can accept one or two introverts but we are looking for fairly 'normal' people. Sometimes we get brilliant people but we don't employ them because they are loners – very difficult. Unless we find that they can mix with other people and work with them it is extremely difficult."

Harvey, L., Moon, S., & Geall, V. (1997). *Graduates' Work: Organisational Change and Students' Attributes*. Centre for Research into Quality. University of Central England in Birmingham. (Retrieved from the World Wide Web on 1 September, 2004) <http://www.uce.ac.uk/crq/publications/gw/index.html>

"Traditionally, universities have encouraged and rewarded individual effort. Students have tended to learn alone and be assessed individually. When they graduate, they can often founder in a work environment which values group effort and collaborative teamwork. Students can, however, learn to be effective team members in virtually any learning context at university (e.g., in laboratory sessions; in project work; in tutorials and seminars; in case studies; in problem-solving exercises) – providing the task, processes and learning outcomes are structured carefully."

"Many employers consider the ability to work in teams, not just one team but the ability to 'team hop' from one to another according to a particular function, as a crucial attribute."

Harvey, L., Moon, S., & Geall, V. (1997). *Graduates' Work: Organisational Change and Students' Attributes*. Centre for Research into Quality. University of Central England in Birmingham. (Retrieved from the World Wide Web on 1 September, 2004) <http://www.uce.ac.uk/crq/publications/gw/index.html>

"Employers want interactive and personal attributes. The core interactive attributes are communication, teamwork and interpersonal skills. These are necessary to communicate formally and informally, with a wide range of people both internal and external to the organization; to relate to, and feel comfortable with, people at all levels in the organization as well as a range of external stakeholders, to be able to make and maintain relationships as circumstances change; work effectively in teams, often more than one team at once, and to be able to re-adjust roles from one project situation to another in an ever-shifting work situation."

Harvey, L. (1999). *New Realities: The Relationship between Higher Education and Employment*. (Retrieved from the World Wide Web on 1 September, 2004)
<http://www.uce.ac.uk/crq/publications/eair99.pdf>

Graduates' comments

"I definitely thought group assignments were a great way to gain the interpersonal skills and team building skills that you need for employment. Maybe lecturers could have done a little bit more to encourage groups to work together and maybe train them on how to work as a team, because a lot of the assignments failed because people weren't coming in and things like that. So yes, perhaps maybe a bit of a session on how to work in a team."

(Griffith Graduate, 2003)

"When we did a few things like laboratory sessions, where you went with a partner, it improved our ability to work together – it just makes you more developed at oral skills because you have to be able to communicate with your peers. Also, it helps when you work in a team together for when you get out into the workforce and you have to work as part of a team."

(Griffith Graduate, 2001)

"I think the idea of teamwork needs to be presented to students in an informative and inspirational lecture or something, so that it gets them thinking about it at least, so they can apply it to projects at university, which will then help them with their generic skills a little bit."

(Griffith Graduate, 2001)

"A lot of the younger students had difficulty sharing responsibility and taking leadership within those teams. When it came to evaluating group work, there wasn't much emphasis on what the individuals put into the group and some people were getting disadvantaged because they were putting more into the group than other members. That caused all sorts of problems back within the group."

(Griffith Graduate, 2001)

"Teamwork allows me to be involved and participate in equal ways, sharing equal ideas. This helps to broaden my thinking to achieve the best outcomes."

(Griffith Graduate, 2003)

Students' comments

"My experience with working in teams has been mixed. Sometimes it works, sometimes it doesn't. Last year there were five of us. Three of us worked really well together and the other two just didn't get it. They didn't show up for meetings, they didn't do their share of the work, which made it very difficult. But I guess that's part of the experience – learning to deal with that sort of thing."

(Griffith Student, 2004)

Preparing for teamwork

Use the following table to help you think about how you prefer to function as a team member and share the results with the other members of your team. Take a few minutes to respond to the questions in the tables below and then compare them with responses from others in your team.

How I am in teams	
In teams I tend to.....	
In teams I tend to avoid...	
I like teams where.....	
I don't like teams where.....	
How I'd like to be in this team....	
How I'd like this team to be for me.....	

Gibbs, G. (1994). *Learning in Teams: A Student Manual*. Oxford: Oxford Centre for Staff Development, p. 20.

Identifying team roles

A team role as defined by Dr Meredith Belbin is: “A tendency to behave, contribute and interrelate with others in a particular way.”

Which of these roles sounds like you?

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

Belbin Associates. (n.d.). *Belbin Team Roles*. (Retrieved from the World Wide Web on 10 January, 2010) <http://www.belbin.com/belbin-team-roles.htm>

Evaluating your own team's processes and performance

To get the most out of your experience of working in a team you must reflect on the group process and take stock of what happened. This will help you identify what you need to do differently next time. Use the tables below to help you with this.

Checklist on team processes and performance			
Did your team:	No	Partly	Yes
Spend some time getting to know one another and forming themselves into a working group?			
Arrive at a common understanding of the task?			
Identify one another's strengths and weaknesses as a team member?			
Establish who was going to do what within the team? Here are some of the roles to look for: <ul style="list-style-type: none"> • a leader (a positive thinker; good at guiding the team); • an ideas person (an innovator; a lateral thinker); • a sounding board (an evaluator; tests ideas against criteria; evaluates suggestions); • a driver (ambitious; competitive; focuses on achieving a successful outcome); • a carer and sharer (keeps the peace; preserves team harmony; sensitive); • a manager (methodical; reliable; puts ideas into practice; checks progress); and • a first past the post person (manages time; meets deadlines; attends to details; follows through). 			
Use some kind of a process, e.g., <ul style="list-style-type: none"> • brainstorming ideas, ensuring participation by everyone without being judgmental; • prioritising best ideas to explore further; • exploring their implications from all perspectives; • evaluating ideas against the criteria; • monitoring time and progress; • resolving problems where necessary and negotiating solutions; and • arriving at a finished product that everyone was happy with. 			
Have fun working together?			

What other aspects of team behaviour and performance did you observe that:		
<i>Went well</i>	<i>Didn't go so well</i>	<i>Why?</i>

Rating scale for evaluating team meetings

Ratings Scale		
Goals and objectives There is confusion about the purpose and the desired outcomes	1 2 3 4 5	Team members understand and agree on goals and objectives
Trust and conflict 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
Expression of differences Disagreements produced defensive reactions	1 2 3 4 5	Disagreements did not arouse defensive reactions
Leadership 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
Control and procedures 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
Utilisation of resources All member resources are not recognised and/or utilised	1 2 3 4 5	Member resources are fully recognised and utilised
Interpersonal communication Communications between members are closed and guarded	1 2 3 4 5	Communications between members are open and participative
Listening The team members do not listen to each other	1 2 3 4 5	The team members actively listened to each other

Flow of communication 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
Problem-solving/Decision making 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
Experimentation and creativity 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
Evaluation The team never evaluates its functioning or processes	1 2 3 4 5	The group often evaluates its functioning and processes

Ratzburg, W.H. *Team effectiveness: Meeting evaluation scale*. (Retrieved from the World Wide Web on 1 September, 2004) <http://www.geocities.com/Athens/Forum/1650/meetingevaluationform.html>

Student self assessment sheet

Use this criteria sheet to analyse and rate the level and quality of your teamwork skills. It will help to identify existing strengths and areas for improvement.

Teamwork skills	Rating (1-10)
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.	

Adapted from

Bellingham Public Schools. (1999). *Birchwood Teamwork Skills*. (Retrieved from the World Wide Web on 10 January, 2011) <http://www.bham.wednet.edu/studentgal/onlineresearch/oldonline/mod8bw.htm>

Debriefing the team process

It is the **whole** team's responsibility to achieve the objectives of the task and the learning outcomes, not any **one** member's. Be objective – focus on *overall team performance and processes* in relation to achieving outcomes, **not** on individual team member's particular strengths or weaknesses, e.g.:

OK	NOT OK
"The team was really good at arriving at consensus because everyone was encouraged to contribute."	"Jim was terrific at making sure everyone contributed."
"The team didn't seem to be able to see a way forward when the problem of costing arose."	"Helen was really obstructive about the costing issue."
"I think one of the things we did really well was to make sure we didn't let any one person dominate the meeting."	"We were great at demolishing all Mary's stupid suggestions."
"We didn't make sure we all understood the team's objectives."	"Barbara was hopeless as a leader – she didn't let us know what we had to do."

Identify *the team's* strengths, weaknesses and things to improve, **not** the person's, e.g.,

OK	NOT OK
"This team worked well together because we all had different strengths."	"We had two people in our team, Mike and Peter, who just didn't do their share."
"Your team was made up of people with very different backgrounds and experience, which made it very exciting and creative."	"Your team was such a mish-mash of different types of people that it's no wonder it couldn't function effectively."
"Next time we meet, we'll need to come prepared."	"No wonder we aren't on target – noone ever reads the action list."
"Our team could have benefited from having someone who really knew about advertising."	"Margaret didn't have a clue about advertising, but she tried to take control of the meeting."

Identify any particular problems *the team* encountered and how they were resolved:

OK	NOT OK
<p>"When we came unstuck on the costing issue, we just took time to work through all the figures and gradually we arrived at a feasible budget."</p>	<p>"Kevin kept on trying to impose some complicated formula on the costing process and left us way behind."</p>
<p>"This team seemed to get stuck at certain times. Perhaps you needed to stop and take stock, before moving onto something new."</p>	<p>"You were all very uninspiring. You couldn't even work your way out of an open door."</p>
<p>"It was clear we weren't going to get everything finished in the time. We should have prioritised more effectively."</p>	<p>"If only Sandra had stopped going on about how she wanted to be the team leader, we would have finished the task on time."</p>