TEAMWORK PROTOCOL

Enhancing Transition at QUT

Teamwork Protocol

Karen Nelson Director ET@QUT
Sally Kift Director ET@QUT
Tracy Creagh Research Assistant ET@QUT
Carole Quinn Project Manager ET@QUT

ET@QUT
Enhancing Transition at QUT
A student centred approach to learning

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Teamwork Protocol Reference Group

Alan McAlpine	Student Support Services: Careers
Jillian Clare	Creative Industries Faculty
Linda Clay	Administrative Services: Student Support Services
Pamela Davies	Technology, Information and Learning Support
Margot Duncan	Faculty of Information Technology
Megan Hargreaves	Faculty of Science
Julia Humphreys	Student Support Services: First Year Experience Coordinator
Col McCowan	Student Support Services: Careers
Martin Murray	Faculty of Built Environment and Engineering
Lloyd Reed	Faculty of Health
Mark Selby	Faculty of Science
Melinda Shirley	Faculty of Law
Jude Smith	Creative Industries Faculty
Suzanne Taylor	Faculty of Business
Trevor Taylor	Faculty of Information Technology
Bruce Tills	Student Support Services: Counselling
Jason Watson	Faculty of Information Technology

Teaching and Learning Support Services

Barry Beattie	Technology, Information and Learning Support
Ben Sherman	Technology, Information and Learning Support
Peter Weyand	Technology, Information and Learning Support

Teamwork protocol elements

Preface

This protocol represents an attempt to assist in the instruction of teamwork assessment for *first-year* students across QUT. We anticipate that teaching staff will view this protocol as a generic resource in teamwork instruction, processes and evaluation. Teamwork has been acknowledged as a problematic practice at QUT while existing predominantly in importance amongst graduate capabilities for all students at this institution.

This protocol is not an extensive document on the complexities and dynamics of teamwork processes, but instead presents itself as a set of best practice guidelines and recommendations to assist in team design, development, management, support and assessment.

It is recommended that this protocol be progressively implemented across QUT, not only to attain teamwork teaching consistency, but to address and deal with the misconceptions and conflict around the importance of the teamwork experience.

The authors acknowledge the extensive input and contributions from a Teamwork Steering Committee selected from academic staff and administrative members across the institution. As well, we welcome feedback and suggestions to both fine tune and make inclusive those strategies that staff believe add to optimal teamwork outcomes.

Executive summary

The 2005 'Enhancing Transition at QUT' Teaching and Learning Large Grant Development Project has identified the requirement for a teamwork protocol to assist teachers in regards to all aspects of student teamwork and teamwork assessment—embedding the rationale and training for teamwork, design of teamwork assessment, monitoring student involvement and, if necessary, supporting students in the event of team dysfunction.

This protocol addresses the teamwork protocol elements and principles and provides recommendations and strategies for delivering these authentic learning and assessment environments to first year students. The main recommendations in each of the protocol elements are summarised as follows:

Purpose of teamwork

It is recommended that the following strategies emphasise the importance, relevance and purpose of the teamwork experience to the first year student:

- A rationale for teamwork should be included in the course outline.
- A lecture or at least part of a lecture is dedicated to a discussion on teamwork theory and principles.

Designing for teamwork

These main recommendations for the design of teamwork projects will assist in the development of the unit objectives in the teamwork assignment as well as the design of the assessment and the task:

- Provide students with a written description of the teamwork project: Explain the project or task when it is distributed and allow for students to ask questions.
- Articulate the project expectations—specify the learning and project expectations allowing time for student feedback and questions.
- Make the assessment criteria available to all students: Clearly show how the process and task will be assessed.
- Allow for tutorial time that incorporates teamwork activities as well facilitating 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. (*Appendix 3 has templates and examples you may wish to use.*)

Team management and support

The following are the major recommendations to determine the team size, assist in the formation of the team, create diversity, deal with conflict and provide tools and resources:

- that teams become established in the second or third week to allow for members leaving the unit or transferring and that teams stay between 3–6 people in size;
- lecturers should use a peer review process to keep all team members on track, particularly from larger teams where individuals may consider that there is less work to do;
- allow teams to form organically after appropriate 'familiarisation' activities or preparation *but* ensure diversity so that students gain from a social and cultural mix. *Remember*: you often can't choose your team mates in real life and diversity in team membership is a positive!
- ask students to reflect on their progress to date—team members could submit team goals (short and long term) at the beginning of the project and these could be monitored verbally (through class presentations) focusing on the progress-to-date of the team and team members;
- consider an autocratic approach to intervention—mandate task allocations, behaviour expectations and create goals and deadlines;
- set aside specific times each week or fortnight to deal with team issues/counselling/problems—this could be organised as an in-class meeting for alternate teams at the beginning or end of each session;
- develop a program that provides easy access and links to online resources— provide a resource sheet of texts, articles and web links (*student team working site to be constructed*).

Assessment models

This protocol suggests that the distribution of marks in a teamwork project incorporate either the '*Redistribution model*' or the '*Individual plus teamwork*' assessment model. These models are viewed as reducing conflict and encouraging team participation, as well as accommodating learning processes in a first year program. Self and peer assessment should be incorporated in the assessment model so that first year students can reflect on and evaluate their individual and team processes.

A successful outcome in a team project is a satisfying experience for both the student participating in the team and the academic staff members who take responsibility for the process. It is anticipated that this protocol will provide a starting point for teachers to develop team skills, address common teamwork issues and manage student teams.

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Teamwork Protocol

1. Introduction

The educational advantage of students working cooperatively in teams has been acknowledged in the higher education sector as being profitable in the world of work and other post-graduate experiences. When learning engages successful team management processes, when clear assessment guidelines are developed and communicated and fair grading processes are employed, the probability of positive learning outcomes and levels of student satisfaction are considerably increased.

1.1 Significance of protocol

At QUT teamwork has been found to cause considerable distress and concern for both the students and the teachers, including sessional teachers attempting to manage team dynamics. It should be noted that the 2005 CSHE FYE survey (Krause et al, 2005) noted that QUT students were more likely to work with other students on group assignments and projects outside of university time.

The current 'Enhancing Transition at QUT' Project has identified the need for a *Teamwork protocol* to assist teachers in regards to all aspects of teamwork assessment—embedding the rationale and training for teamwork, design of teamwork assessment, monitoring student involvement and, if necessary, supporting students in the event of team dysfunction. This protocol works in conjunction with the 'Conflict Resolution in Teamwork' resource proposed for first-year students.

1.2 Scope of protocol elements

While teamwork skills are progressively developed, this protocol deals essentially with the teamwork skills and basic principles that should be developed, embedded and adhered to in the *first year* of study and within the context of the First Year Experience. The following elements of this Teamwork protocol will therefore address the teamwork protocol principles and recommendations that deal with the teaching and learning structures targeted at first year students.

1.3 Terminology

Teamwork is the concept of people working collaboratively together as a team for a common goal or purpose. Use of the term *team* and *teamwork* has been adopted as the preferred terminology for the protocol rather than *groups* or *group work* which does not necessarily imply collective activity or a common goal.

1.4 Information sources

Various sources of information have been utilised in the design of the protocol. The Centre for Study of Higher Education's criteria for the assessment of teamwork provided a starting point in the development of recommendations (CSHE 2002). The Higher Education Research and Development Society of Australasia (HERDSA) 2006 *Guide Managing Student Teams* has also been referred to in line with current research (Caspersz et al. 2006).

As well, teamwork teaching and learning programs in other Australian universities have been examined and this material forms the foundation of the content. A subsequent review of the literature provided some scope of the issues that academics are faced with, particularly in their assessment of teamwork. An appendix has been included with an annotated bibliography of the literature and resources utilised in the development of this protocol.

1.5 Format of the protocol

The Teamwork protocol consists of four main elements—the purpose of teamwork, designing for teamwork, team management and support, and assessment models. Each element is briefly defined and discussed and recommendations and strategies for dealing with the principles are detailed. The protocol also provides information on teamwork resources and templates to assist in the teaching process.

Elements of teamwork identified in the protocol framework**:**

Purpose of teamwork

Authentic experience
Graduate capability
Discipline knowledge and skills

Designing for teamwork

Curriculum
Assessment
Task

Team management and support

Team size
Team formation
Diversity in teams
Conflict resolution
Tools and resources

Assessment models

Distribution of marks
Individual and team components
Managing disputes in assessment

1.6 Implementing the protocol

The protocol should be utilised before commencement of the teamwork assessment by academic and staff members who are responsible for team projects within the particular unit.

As the protocol provides an overview of the rationale of teamwork, staff are encouraged to create and develop their own documentation (unit outline, lecture, notes) to introduce and substantiate the teamwork assessment (Section 2.4.1 will assist in this process). The design of the teamwork assessment is also essential in the implementation of the protocol and again, this protocol—*Section 3 Designing for teamwork*—provides sufficient guidance and suggestions on designing and developing team assessment. Sections 4 and 5 detail crucial team processes and assessment criteria that need to be considered and implemented before, during and at the completion of the team projects.

Additionally, the protocol provides generic templates to assist with team processes. These templates have been kindly provided copyright-free from the Higher Education Research and Development Society of Australasia (HERDSA) and may be copied or modified to suit unit requirements (Appendices 2 and 3).

2. Purpose of teamwork

2.1 Rationale

Teamwork involves students working actively and collaboratively on specific tasks in a range of settings and is viewed as an effective strategy for dealing with complex processes or as a method of sharing resources. It has been determined that while teamwork helps attain graduate capabilities and skills (including problem solving, negotiation, conflict management, leadership, time management, critical thinking), students benefit from working in teams with diverse membership. In turn, employers have consistently noted the value of teamwork and communication skills in the workplace.

2.2 Authentic experience

The educational advantage of students working cooperatively in teams has been acknowledged in the higher education sectors as being profitable in the world of work and other post-graduate experiences. The value of a teamwork experience is dependent on its relevance and authenticity in relation to a relevant experience in an appropriate work environment.

QUT's Manual of Policies and Procedures Policy C/1.1 *Approach to and context of teaching and learning* states that within the context of learning environments:

> The learning environment is as authentic as possible (i.e. modelled on real world applications) and, in particular, workplace experience is incorporated where possible in curriculum design.

(Policy C/1.1 Approach to and context of teaching and learning
http://www.mopp.qut.edu.au/C/C_01_01.jsp)

Teamwork processes should therefore be modelled on, or be as close to, the processes followed in a work environment and in particular the professional context.

2.3 Graduate capability

Graduate capabilities have been defined by the Australian Technology Network as:

> *...the qualities, skills and understandings a university community agrees its students should develop during their time with the institution. These attributes include, but go beyond, the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents for social good in an unknown future.*
>
> (Bowden, Hart, King, Trigwell & Wells, 2000 at 2).

At QUT graduates are required to have necessary communication and teamwork skills on the completion of their studies.

QUT's Graduate Capabilities Policy C/1.4 (2005) outlines the expectations of all QUT graduates. Specific to teamwork skills, each course is expected to develop graduates who are able to demonstrate:

- the ability to work independently and collaboratively, including:
  - o managing time and prioritising activities to achieve goals
  - o demonstrating the capacity for self-assessment of learning needs and achievements
  - o being a cooperative and productive team member or leader.

- Postgraduate research students are expected to possess the following:
  - o skills in project management, teamwork, academic writing and oral communication.

(Policy C/1.4 Graduate Capabilities Policy 2005,
http://www.mopp.qut.edu.au/C/C_01_04.jsp)

To develop proficiency in this graduate capability students should be introduced to and instructed on the processes and dynamics of teamwork so that progressive years will see them enhance and develop these teamwork skills further.

2.4 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 are contributing areas of proficiency in all disciplines. Reflecting on the teamwork experience provides a further valuable learning opportunity. Students should be encouraged to reflect on and to record their skills and achievements in this area in their QUT e-Portfolio on a regular basis.

2.4.1 Recommendations and strategies for purpose

It is recommended that the following strategies emphasise the importance, relevance and purpose of the teamwork experience for the first year student:

- A rationale for teamwork should be included in the unit outline. This section may include statements about:

  - o A basic rationale for teamwork and why teamwork is used— "teamwork is a critical part of the unit because (relevance) …"
  - o What the teamwork project will produce—"the deliverables (outputs and outcomes) in the teamwork project are …"
  - o What are the learning outcomes—"the learning outcomes of this teamwork project are …"
  - o How teamwork skills will assist post-graduation—"the knowledge and skills gained in teamwork will be valued by employers in the professional context".

- A lecture or at least part of a lecture dedicated to a discussion on teamwork theory and principles. Considerations here include:

  o this lecture should be offered early in the semester or prior to the start of teamwork activities
  o this lecture reinforces the rationale on teamwork in the course outline
  o this lecture may involve a 'guest speaker' from industry or public life discussing how teamwork skills are vital in the workplace
  o the lecture may offer a question and discussion section near the conclusion.

- The teacher may wish also to provide students with a range of resources on teamwork so that they begin to take responsibility for the project themselves:

  o this could be a diverse mix of articles, books and web links on teamwork
  o *suggest student's link to the 'Conflict Resolution in Teamwork' site.

*Student Teamwork site is currently under construction. As a resource this site is expected to cover the major areas involved in the teamwork process such as meetings, team contracts, dealing with diversity and conflict resolution.

3. Designing for teamwork

3.1 Rationale

Well organised and supported teamwork will increase the confidence of first year students to engage in teamwork activities throughout their learning and working careers. Explicit and transparent procedures and processes should be made available and explained to students undertaking teamwork. Team members are also made aware of the importance of the planning, development and implementation of processes and procedures (such as team contracts and ground rules) for learning through teamwork and team assessment.

3.2 Curriculum

Precise guidelines for teamwork are established to ensure that learning objectives are met and that they are transparent and equitable. When designing teamwork in the unit of study, alignment is essential so that students see the connection between the learning outcomes, the learning and teaching approaches adopted and the assessment tasks specified. The curriculum can also be designed to be inclusive of diversity regardless of unit content. Critically, the teamwork task must be one capable of being performed by the team.

3.2.1 Recommendations and strategies for curriculum design

The following recommendations may assist in the development of the unit objectives in the 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.

- Document how the project relates to other unit and course objectives and activities—discuss the expected levels of performance required.

- Articulate the project expectations—specify the learning and project expectations allowing time for student feedback and questions.

3.3 Assessment

A clear understanding of the relevant, intended learning outcomes for the unit in which the teamwork occurs is a useful starting point for determining criteria for assessment of the teamwork. Assessment of the teamwork task will determine how students will approach the collaborative work and can help to guide them, their programs and their conduct throughout the life of the activity. It then becomes crucial that the design of the assessment system is equitable and is clearly planned and articulated to students.

There are several questions that may need to be addressed by the teacher when designing the assessment for teamwork:

- What criteria should be used for assessing teamwork?
- How will the marks be allocated/distributed?
- By whom will the marks be determined—teacher, students, by peer assessment or by self-assessment.
- What parts of the teamwork are going to be assessed—the task (product) or the process, or both?

Assessment of the product 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 replicate a task. Assessment of the team processes takes into consideration and requires a judgement as to all team members' contributions and activities. This could assist in eliminating the 'loafer' factor and will ultimately be seen as a fairer option in the opinion of students.

3.3.1 Recommendations and strategies for the design of assessment

The following are recommendations in the design of student assessment. This is also covered more extensively in Section 5 on 'Assessment models'.

- Make the assessment criteria available to all students. Clearly show how the process and task will be assessed.
- Perhaps students could be involved in negotiating draft criteria suggested by the teacher to develop a final agreed state.

3.4 Task

Designing the teamwork task becomes a strategy in the teamwork learning process. Design of the task should acknowledge the necessity that first year students will require instruction, support and resources on how to work in teams successfully. Students should be provided with the resources and support they will need to develop their teamwork skills. It is also critical that the task is capable of being performed by a team in terms of its breadth, multiple dimensions and complexity etc.

3.4.1 Recommendations and strategies for the design of the teamwork task

The following recommendations are formulated to assist in the design of the teamwork assignment.

- Design the task to match the students' skills and allow for the development of skills during the process.

- Design a task that is achievable—that is, students will consult you directly so the project must be something of which you can provide some direction on.

- Allow for tutorial 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. (*Appendix 3 has templates and examples you may wish to use.*)

- Design the task to promote involvement and interdependence of all members.

- Consider how much time the task will take—have realistic expectations on the timeframe required to complete the project.

- Make the project interesting, of relevance to a real world situation and fun!

4. Team management and support

4.1 Rationale

While unit design of teamwork is important, the processes used to provide academic support are also essential to identify potential team dysfunction and facilitate the task. Once students have established a team, various measures and methods of support can be utilised through the course of the project to monitor their adherence to the task and team processes.

4.2 Team size

The actual task assigned will determine the size of the team. The size of the team is therefore related to the context of the task, the number of students in the class, and the available resources. It has been noted that as a general rule teams made up of *three to six* people usually perform well.

For example, The University of Sydney's Faculty of Economics and Business has a teamwork site for staff which examines the following advantages and disadvantages when determining team size:

Team size	Advantages/Positives	Disadvantages/Negatives
Small teams	- Each member has the opportunity to contribute more - Fewer social skills are needed (in regards to team dynamics) - It is often easier for students to coordinate team meetings - It may be easier to reach consensus - Quiet students feel more comfortable participating - Reduced chance of free-riding or loafing, compared to larger teams	- Greater impact from the loss of a team member - Limited pool of expertise compared to larger teams - More assignments to mark compared to use of larger team size
Large teams	- More ideas are generated - Members contribute a wider range of perspectives and background knowledge - There are fewer teams in the class, therefore more time can be devoted to each team's work during marking - Student presentations are less likely to be repetitive - More complex and sizeable tasks can be addressed	- The bigger the team the greater the opportunity for free-riders and loafers - Conflict can divide larger teams - Can be problematic in the organisation of meetings

Determining the size of the team ultimately depends on the task and the timeframe. The current HERDSA Guide to Managing Student Teams (2006) suggests that staff 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.

4.2.1 Recommendations and strategies for determining team size

The following recommendations are made to determine and accommodate the team size—either large or small:

- that teams become established in the second or third week to allow for members leaving the unit or transferring; *This protocol recommends teams no smaller than three and no larger than six.*

- large teams may wish to employ online communication strategies to accommodate their meetings, agendas and minutes and to share resources. Consider allowing some tutorial time—15 minutes—for large teams to have meetings;

- it is not necessary for all teams in a unit to be the same size—some people are more comfortable working in smaller groups. Flexibility in team size can be accommodated if parameters and guidelines are clearly set in accordance with the task;

- suggest to large teams that they may consider breaking into sub-groups to take responsibility for particular specialist tasks;

- lecturers should use a peer review process to keep all team members on track, particularly for larger teams where individuals may consider that there is less work to do.

4.3 Team formation

The formation of a team depends heavily on the task that has been set, the expectations of the team members and the learning outcomes. For first year students the formation of a team is made more daunting due to the 'fear of the unknown and the fact that many may have little experience, or few positive experiences, in a collaborative 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 methods for team formations fall into four distinct categories:

- Random appointment—when the teacher will use a random selection method of forming teams (picking odd numbers, drawing surnames from a hat etc.) Random appointments are relatively easy to administer, can break up traditional friendship teams and allow people to work with people they usually wouldn't and are seen as a fair system of allocation. However, students may view this allocation method as an easy option by the teachers and may feel they are powerless to make their own decisions. In large first year classes when students do not necessarily know their peer group, random allocation of teams is often the most efficient method for the first teamwork experience.

- Self-selection—students are asked to form teams themselves. Self-selection is another easy option of allocation whereby students can form teams according to familiarity; however this can prove a difficult option for those students who do not know others in their peer groups. Students might be asked to form teams from their peers in the tutorial group.

- Selective appointment—this method attempts to form teams according to specific criteria. These criteria could relate to shared mark aspirations, shared skill sets or learning styles or topic of choice. Students may form a team based on the common desire for a '7' or international students may form a team together.

- Another popular method of team formation is the related to the set task. A teacher or lecturer may offer students a number of topics and let each student select the team according to which topic they decide to take.

4.3.1 Recommendations and strategies for team formation

Depending on the task, there are several strategies to achieve the formation of an effective team. For *first year* students, the following initiatives should be considered:

- Early on in the semester design some tutorial activities so that students can get to know each other—there are plenty of 'icebreaker' activities and games that allow for students to interact with each other and divulge information about themselves that could assist in the team selection. (*Appendix 3 has examples you may wish to use.*)

- Select the teams yourself having acquired some information about the students' interests, mark preferences and skills—ensure diversity so that students gain from a social and cultural mix. *Remember:* you often can't choose your team mates in real life and diversity in team membership is a positive!

- Allow teams to form organically after appropriate 'familiarisation' activities or preparation work.

4.4 Diversity in teams

International students increasingly account for a large number in university populations. HERDSA's 2006 publication *Managing Student Teams* has highlighted that managing diversity in student teamwork involves a prerequisite to equip both students and staff to manage diversity and adjust the curriculum to be more diversity-sensitive.

4.4.1 Recommendations and strategies for managing diversity

Academic staff have a responsibility to advance recognition of the different perspectives that are informed by cultural background, gender, age, previous life and work experiences. Significant time should be allocated to allow for discussions that will build awareness about diversity. The following suggestions and strategies have been taken from the 2006 HERDSA publication on teamwork and are provided to equip staff to manage diversity.

Managing diversity—individual level

- Early on in the semester generate small-group discussion with a selected reading that covers sound diversity management practices in an employment situation.

- Conduct a skills-audit of students and relate this collection of skills and knowledge to the requirements of a team project. Include those specific skills that may belong to students of a diverse background so that a discussion of the skills can include some cultural knowledge.

Managing diversity—team level

- As noted in 'team formation' (Section 4.3), staff can select team members to achieve cultural, age and gender mix.

- Sit in on a team meetings to observe the dynamics and ensure each member is participating, contributing questions and allowed to respond.

- Encourage students to evaluate their team meetings to pinpoint any communication difficulties related to language or cultural misunderstanding.

- Consider diversity-skills simulation exercises (like role-playing exercises) to develop strategies to manage cross-cultural communication and negotiation skills.

Managing diversity—curriculum level

- Use case studies that could be aimed at increasing student awareness of diversity with strategies to manage these.

- Invite guest speakers from community organisations or industry to discuss the challenges involved in managing diversity.

- Design a team project that is 'diversity' biased—some students may be disadvantaged if the project requires local knowledge or a dependence on local networks for information.

4.5 Conflict resolution

In educational environments team members all have the same status (as opposed to a workplace were a hierarchy exists) and this can cause problems as members try to manage each other. Conflict in a team situation can be both productive and destructive and it is important to remember that disagreement about ideas and arguing is natural. Tension in a group can lead to the development of creative ideas; however, it is important to be able to spot the difference between constructive and creative tension and negative and destructive tension (Learning and Teaching, University of Sydney, 2006). When conflict arises within a team students often struggle to deal with it—particularly if working to a deadline.

There are several reasons as to why a team may encounter tensions and the common causes of conflict may be:

- an individual or individuals are 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 are showing little interest in the project or they may be 'followers';
- there could be disagreement on the quality of work being produced.

(University of Technology Sydney, Institute for Interactive Media and Learning. *Enhancing Experiences in Learning*: http://www.iml.uts.edu.au/learnteach/groupwork/index.html)

Both staff and students are responsible for managing conflict, however, it is inevitable that staff will take the first steps in managing the conflict within teams.

4.5.1 Recommendations and strategies to deal with conflict

Various measures can be put in place to deal with conflict. Essentially, monitoring team progress is at the forefront of these strategies. The HERDSA guide *Managing Student Teams* provides various checklists to monitor the progress of the team and focus on project deadlines (*Appendix 2: Table 1 Project completion checklist; Table 1.2 Team experience questions checklist and Table 1.3 Project deadline checklist*). The following strategies deal with the prevention of conflict—monitoring performance and management of team processes:

- Ask students to reflect on their progress to date—team members could submit team goals (short and long term) at the beginning of the project and these could be monitored verbally (through class presentations) focusing on the progress to-date of the team and team members.

- Monitoring team dynamics could involve team and teamwork exercises around personality types, role playing and teambuilding activities.

- Build team meetings into tutorials so that this time can be used to discuss team progress.
- Ask team members to lodge their meeting minutes (this could be an online process) so that team activities and progress can be monitored.

- A redistribution model of assessment may be a fair system to deal with or prevent conflict in a team.

- Consider an autocratic approach to intervention—mandate task allocation, behaviour expectations and create goals and deadlines.

- Set aside specific times each week or fortnight to deal with team issues/counselling/problems—this could be organised as an in-class meeting for alternate teams at the beginning or end of each session.

- Include within the Team Contract a mechanism to deal with conflict. This could be a statement that could also be part of the course outline. (*Appendix 3 has templates and examples you may wish to use.*)

HERDSA's 2006 guide for *Managing Student Teams* provides an example of a conflict resolution statement. The statement allows for the following:

- gives the students a time frame in which to identify potential conflict issues or problems;
- describes a process for dealing with conflict;
- identifies possible options to deal with conflict.

An example of the statement can be located in *Appendix 3* under 'Conflict Resolution Statement'.

4.6 Tools and resources

The provision of teamwork resources is of primary significance to first year students with little or no experience in collaborative study. Providing students with the equipment to formalise their processes is a good starting point for teams.

Online communication methods have become prevalent in teamwork in the higher education sector. Creating a specific area or mode of communication for specific teams can be a way of accommodating individual resources, agendas, meeting minutes as well as providing resources on team processes for quick access. A well-designed online approach to teamwork will allow the lecturer to structure and monitor team assignments.

4.6.1 Recommendations and strategies for the provision of tools and resources

Assisting teams with their processes does not need to be time consuming. It could just be a matter of setting them off in the 'right direction' or getting them started with some guidelines.

This protocol strongly recommends use of the *TeamWorker* tool developed by Martin Murray in Built Environment and Engineering (m.murray@qut.edu.au).

Here are some additional recommendations for utilising tools and resources.

- Develop a program that provides easy access and links to online resources—provide a resource sheet of texts, articles and web links (**student team working site to be constructed*).

- Consider teamwork tutorials, guidelines or team building exercises.

- Students should be able to record team progress and processes. These 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 (*Appendix 3 has templates and examples you may wish to use.*) Examples include:
    o Team Contact Sheet—team members record each others' contact details.
    o Team Contract—members formalise conditions and responsibilities of team members and behaviour. Staff could provide a template of a contract or access to a template of which they could adapt to their own requirements.
    o Project timeline—a time management tool identifying significant dates and outputs.
    o Team member's job list identifying the tasks of each member.

- Focus on the online resource as a 'tool' in regards to teamwork skills (not necessarily a sole means of communication) and emphasising the knowledge, skills and abilities you want your students to learn through team work.

5. Assessment models

5.1 Rationale

Assessment of teamwork contributes to the learning outcomes of the project. It is often the most important component of the project because it is what the student focuses on as the outcome. In many cases, the final assessment of the teamwork is how they may judge whether the teamwork component has been fair or not. Criteria for the assessment can be determined by staff or students or through a consultative process involving both.

5.2 Distribution of marks

According to the Centre for the Study of Higher Education, assessment processes have a crucial role in optimising the quality of the teamwork interactions, learning and social experiences. There are several options in the distribution of marks and four separate assessment models have been utilised to help frame a selection of common teamwork principles. These models are utilised by The University of Sydney's Faculty of Economics and Business staff teamwork site:

1. *Equal Marks Assessment Model*
   This model of assessment dictates that the team is given an overall mark for the completed project and each member receives the same mark despite individual contributions.
2. *Redistribution Model*
   This model is dependent on the criteria allowed by the academic. A team mark is awarded to all members but allows for a mechanism which 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.
3. *Individual Plus Team Assessment Model*
   Within this model 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.
4. *Individual Performance Model*
   In this model each team member may write and submit an individual report based on the team's work on the task/project. OR Each individual team member's contribution (as defined by pre-determined criteria) is assessed using evidence from resources like agenda's, log books, direct observations and the like.

Assessment models	Advantages	Disadvantages
Equal distribution model	- Less tasks to be marked - Encourages greater team coordination, collaboration and cooperation - Decreases likelihood of plagiarism	- Individual contributions may not reflect marks - May disadvantage stronger students, advantage weaker students and 'loafers' - Students may perceive the system as unfair (based on unequal contributions) - May increase disagreements and conflicts over task allocation
Redistribution model	*This model is dependent on the criteria allowed by the academic. A team mark is awarded to all members but allows for a mechanism which can adjust individual contributions.	
Individual plus team assessment model	- Rewards team work and individual work, encouraging a diverse range of skills - Seen as a fairer process by students. - Acknowledges differences in aspirations and contributions - Can involve peer assessment as key criteria - Less potential for 'loafers'	- Can be time-consuming to administer - Students may not be honest in a peer assessment, may feel intimidated - Open to discrimination and bias
Individual performance model	- Decreased team interdependence - Potentially fewer disputes and complaints - An objective way to ensure individual participation - Rewards individuals for outstanding work and ensures individual effort	- Discourages cooperative team processes and behaviour - Decreased commitment to the team and team processes - Individual tasks may be similar to each other (greater potential for plagiarism) - More marking - Increased competition amongst team members - Reduced resource sharing.

5.2.1 Recommendations and strategies for the distribution of marks

This protocol suggests that the distribution of marks in a teamwork project incorporate either the '*Redistribution model*' or the '*Individual plus teamwork*' assessment model. These models are viewed as reducing conflict and encouraging team participation, as well as accommodating learning processes in a first year program.

5.3 Individual and team components

Self and peer assessment is a valuable tool in the promotion of graduate capabilities and collaborative learning. As well, installation of individual and team assessment criteria enables the perception of a fair marking system and overcomes potential inequities in 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.

5.3.1 Recommendations for individual and team components

Self and peer assessment should be incorporated in the assessment model so that first year students can reflect on and evaluate their individual and team processes. Here are some suggestions to assist in the process:

- 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.

- Put together a document that allows for self and peer evaluations at sign posts in the teamwork—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 (*Appendix 3 has an example you may wish to utilise—check the document 'Mid Assessment Project Evaluation Exercise'—you may be able to adapt this to suit your teams' requirements*.)

- 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) that would make up five per cent of the final mark.

5.4 Managing disputes in assessment

Team members can complain that they have been unfairly assessed in their team project if other members have let them down by absence of work or of person. 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.

5.4.1 Recommendations and strategies for managing disputes about assessment

The 2006 HERDSA guide for *Managing Student Teams* offers the following strategies to deal with assessment grievances:

- Include a procedure in the Team Contract to deal with grievances. This should detail what happens if a team members' 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 the 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.*(Appendix 3 has an example you may wish to utilise—check the document 'Mid Assessment Project Evaluation Exercise'—you may be able to adapt this to suit your teams' requirements.)*

- 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 (Week 6–8) and at the completion of the project to assess progress.

Appendix 1
Teamwork protocol—Annotated bibliography

Importance of teamwork skills

In 2001, the Australian Chamber of Commerce and Industry and the Business Council of Australia undertook a major research project to provide detailed information on the skill needs of industry for the Department of Education, Science and Training. Communication and teamwork skills were stressed as being vital whether the enterprise was a small or large organisation.

Department of Education, Science and Training. (2002). *Employability skills for the future: project final report*. **Canberra. Retrieved May 18, 2006, from http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm.**

A survey of Australian employees in 2000 indicated the importance of teamwork skills within generic capabilities. Teamwork skills were valued above leadership qualities, customer/client focus and written business communications skills.

ACNeilsen (2000). ACNeilsen Research Services: *Employer Satisfaction with Graduate Skills, A Research Report*. **Retrieved May 10, 2006, from http://www.dest.gov.au/archive/highered/eippubs/eip99-7/eip99_7pdf.pdf.**

Basker, Barker and Woods (2005) outline the importance of generic teamwork skills detailing the pressure from business and employer organisations for graduates to possess group work skills and be able to work cooperatively.

Baskin, C., Barker, M. et al. (2005). *When Group Work Leaves the Classroom Does Group Skills Development also Go Out the Window?* **British Journal of Educational Technology 36(1), 19-31.**

Dunne and Rawlins (2002) cite the reports commissioned by the Australian Business Higher Education Round Table which address the changes in the role of higher education to embed core employment skills in graduates.

Dunne, E. and Rawlins, M. (2000). *Bridging the Gap between Industry and Higher Education: Training Academics to promote teamwork*. **Innovations in Education and Training International 37(4), 361-371.**

Griffith University's Stage 4 Graduate Project (2004) also provides some feedback on the importance of teamwork skills. Graduates from three faculties at Griffith where surveyed to determine their perceptions that their learning contexts made to the development of generic skills. The importance of teamwork emerged as one of the important factors for effective learning both in their work placements and their and post-graduation employment.

Crebert, G., Bates, M. et al. (2004). *Developing generic skills at university, during work placement and in employment: graduates' perceptions*. **Higher Education Research and Development, 23(2), 147-165.**

Transferability of teamwork skills

Students at the University of Technology in Sydney (UTS) have reported that their most motivating group assignments are those which are 'client-based'. These are assignments where the groups enact the role of consultant and work on an issue which has been identified by the client (in most instances, an organisation).

Institute for Interactive Media and Learning. (2006). *Enhancing Experiences of Group Work. Learning and Teaching*. University of Technology Sydney. Retrieved May 11, 2006, from http://www.iml.uts.edu.au/learnteach/groupwork/index.html.

'The Australian' report on importance of team skills in the realm of emotional intelligence.

Lawnham, P. (2002, April 24). Smells like team spirit. *The Australian*. Retrieved May 25, 2006, from http://global.factiva.com.ezp01.library.qut.edu.au/np/default.aspx?NAPC= P&fcpil=en&inpt=Factiva.

McLoughlan and Luca's (2002) case study of higher education students enrolled in an interactive multimedia course and their group experiences in project management indicate the role of real-world situations in unit design.

McLoughlin, C. and Luca, J. (2002). A learner–centred approach to developing team skills through web–based learning and assessment*. British Journal of Educational Technology,* 33(5), p. 571-582.

Developing team work units relevant to workplace environments has merit as the student progresses though their coursework.

Clarke, B., Pearce M. and Gannaway, D.   (2004). Using collaborative learning to develop transferable skills. *Transforming knowledge into wisdom : holistic approaches to teaching and learning : proceedings of the 2004 Annual International Conference of the Higher Education Research and Development Society of Australasia (HERDSA)*, (p. 119-127). Milpeera, NSW, Higher Education Research and Development Society of Australasia

Dunne and Rawlins outline an initiative in Britain to develop group work skills in higher education and enhance their realism to future workplace environments. BP (British Petroleum) has sponsored a program which provides academics with professional development in teaching teamwork skills.

Dunne, E. and Rawlins, M. (2000). *Bridging the Gap between Industry and Higher Education: Training Academics to promote teamwork*. Innovations in Education and Training International 37(4), 361-371.

Teamwork tools

Westhorp (2000) discussed flexible delivery in terms of teamwork process and details work undertaken at the University of South Australia to develop two websites for both students and academics involved in teamwork.

The current Working Collaboratively site can be viewed at:
http://www.unisanet.unisa.edu.au/wheel/)

Westhorp, P. (2000). *The Experience of Novice Website Developers in Developing Online Support for Flexible Delivery***. Moving Online Conference, Gold Coast, Australia, Southern Cross University.**

The SkillCity Project (2004) is a Commonwealth-funded experiment to create an online resource to assist academics teach generic skills. The Project began by teaching professional communication skills necessary in group work and teamwork for lecturers in Commerce and Business and then expanded into other communication skill areas and other disciplines.

An overview of the current formation of SkillCity - links, resources, materials - can be viewed and explored at http://skillcity.iaaf.uwa.edu.au/about.htm.

Rifkin, W. and McLoughlin, C. (2004). *Sharing pedagogical practice on the teaching of generic skills***. Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) Conference 2004, University of Western Australia, Perth.**

The discussion of online collaborative tools to assist and promote teamwork also includes references to self and peer assessment in the team models. SPARK (Self and Peer Assessment Resource Kit) was developed by the University of Technology in Sydney and funded by the Commonwealth Government in 1997.

By linking to the SPARK web page -
http://www.educ.dab.uts.edu.au/darrall/sparksite/— those interested may be able to create their own teamwork peer assessment template.

Freeman, M. and McKenzie, J. (2002). SPARK*, a confidential web–based template for self and peer assessment of student teamwork: benefits of evaluating across different units.*   **British Journal of Educational Technology, 33(5), 551-569.**

An innovative online system has been developed to assist both students and teachers in teamwork. While TeamWorker allows the student to organise, communicate, structure, record and report their activities it also allows access for the teacher. The teacher is able to schedule activities and monitor the progress of teams, identify deadlines and become involved in the process if group dysfunction is identified.

Murray, M. and Lonne, B. (2006). *An innovative use of the web to build graduate team skills***. Teaching in Higher Education, 11(1), 63-77.**

Luca and McLoughlin discuss the process of team project work through Bloggers and suggest that these spaces can be utilised by learners to articulate, organise, review and discuss their teamwork. The online Blogger can be designed by the team to so that information communicated is transparent and open for both the students and those academics assessing their work.

Luca, J. and McLoughlin, C. (2005). *Can blogs promote fair and equitable teamwork?* ASCILITE 2005: Balance, Fidelity, Mobility: Maintaining the Momentum, Brisbane, QLD, Australasian Society for Computers in Learning in Tertiary Education.

Teamwork Protocol Assessment Guidelines utilised the following resources:

CSHE – *Assessing Group Work*:
http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html.

HERDSA – *Managing Student Teams:*
Caspersz, D., Skene, J. and Wu, M. (2006). HERDSA Guide: Managing Student Teams. Milperra, NSW: Higher Education Research and Development Society of Australia (HERDSA).

University of Technology Sydney, Institute for Interactive Media and Learning. *Enhancing Experiences in Learning*:
http://www.iml.uts.edu.au/learnteach/groupwork/index.html.

The University of Sydney, Faculty of Economics and Business—Teamwork for Staff. Retrieved June 2006 from http://teamwork.econ.usyd.edu.au/Staff/index.html.

The University of Sydney, Learning and Teaching—Groupwork for Students. Retrieved June 2006 from
http://groupwork.econ.usyd.edu.au/Students/MaintainingMmntm/03f_problms.html.

Additional resources

Bowden, J., Hart, G., King, B., Trigwell, K. and Watts, O. (2000). Generic Capabilities of the ATN University Graduates. A report from the Australian Technology Network January 2000, Retrieved June 2006 from
http://www.clt.uts.edu.au/ATN.grad.cap.project.index.html.

Krause, K., Hartley, R., James, R., & McInnis, C. (2005). *The First Year Experience in Australian Universities: Findings from a decade of national studies*. Canberra: DEST.   Retrieved May 8, 2006 from http://www.cshe.unimelb.edu.au/downloads/FYEReport05KLK.pdf.

Nelson, K., Kift, S., Humphreys, J. and Harper, W. (2006). A Blueprint for Enhanced Transition: taking an holistic approach to managing student transition into a large university. Retrieved June 26, 2007, from
http://eprints.qut.edu.au/archive/00004557/

Queensland University of Technology (2005). Chapter C Teaching and Learning Framework: Graduate Capabilities. Retrieved May 9, 2006 from QUT Manual of Policies and Procedures Web Site: http://www.mopp.qut.edu.au/C/C_01_04.jsp.

Queensland University of Technology (2003). Chapter C Teaching and Learning Framework: Teaching Capabilities Framework. Retrieved May 9, 2006 from QUT Manual of Policies and Procedures Web Site: http://www.mopp.qut.edu.au/C/C_07_08.jsp.

Roberts, A. G. and Nason, R. (2003) The Team Balancing Act - Enhancing Knowledge-building Activity in On-Line Learning Communities. In *Proceedings Joint AARE/NZARE Conference*, Auckland. Retrieved May 10, 2006, from http://eprints.qut.edu.au/archive/00003569/.

Appendix 2
Project checklists

Table 1 – Project activities checklist

Weeks and phases	Project completion 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?

Source: 2006 HERDSA Guide: Managing Student Teams
Caspersz, D., Skene, J. and Wu, M. (2006). HERDSA Guide: Managing Student Teams.
Milperra, NSW: Higher Education Research and Development Society of Australia (HERDSA).

Table 1.2   Team experience checklist

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?

Source: 2006 HERDSA Guide: Managing Student Teams
Caspersz, D., Skene, J. and Wu, M. (2006). HERDSA Guide: Managing Student Teams.
Milperra, NSW: Higher Education Research and Development Society of Australia (HERDSA).

Table 1.3 Project deadline checklist

Weeks and Phases	Project Deadline Targets
Weeks 1-4: Pre-team work and forming phase	• Project proposal
Weeks 4-8: Mid-term progress phase	• First draft of report
Weeks 7-9: Completion phase	• Presentation activity
Week 9 onwards: Celebrate and disband phase	• Submission of final project

Source: 2006 HERDSA Guide: Managing Student Teams
Caspersz, D., Skene, J. and Wu, M. (2006). HERDSA Guide: Managing Student Teams.
Milperra, NSW: Higher Education Research and Development Society of Australia (HERDSA).

Appendix 3
Templates and exercises to assist with teamwork

1. Team contract
2. Team job list
3. Meeting agenda
4. Meeting minutes
5. Team member skills list
6. Team operating guidelines
7. Project timeline
8. Icebreaker activities
9. Conflict resolution statement
10. Mid-assessment team project evaluation exercise

QUT site for meeting templates
http://www.its.qut.edu.au/intranet/policy/templates/index.jsp#meet

1. Team contract

Team agreements or contracts can be as simple as you like but make sure they cover all areas and expectations. Here is a very simple example taken from the Macquarie University Study Support site at
http://www.international.mq.edu.au/studentservices/studysupport/online_groups.aspx

Sample agreement

Subject: 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:

This is another example of a team contract. This particular example comes from the HERDSA Publication—*Managing Student Teams*.

Source: 2006 HERDSA Guide: Managing Student Teams
Caspersz, D., Skene, J. and Wu, M. (2006). HERDSA Guide: Managing Student Teams.
Milperra, NSW: Higher Education Research and Development Society of Australia (HERDSA).

Team contract

Complete the details below and hand a copy to your 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 9.

Note: *Removal of any team member is considered a last resort and could only happen after a process of negotiation between the team members and the unit coordinator. Negotiation would include an opportunity to resolve problems. Action to request a team member's removal must be taken by Week 9. The excluded group member would be required to complete an individual project to an equivalent standard to that of a team.*

Name	**Signature**	**Date**
1.		
2.		
3.		
4.		
5.		
6.		

There are several templates that you can download to create your own team compact or charter. You may wish to adapt this to suit your particular team or just use the resources provided. Try these links:

The QUT Team Learning site has extensive information on team compacts and contracts with templates and suggestions.
http://dev.es.ci.qut.edu.au/teams/index.php?page=/schedule

(Check Week 2 and click on 'Team Compact'—there are eight team compact tutorials on the right hand side of the page.)

2. Team job list

Here is an example of a team job list which can be modified to suit the task and team members. The example has been taken from the HERDSA publication— *Managing Student Teams.*

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 1.3pm

Source: 2006 HERDSA Guide: Managing Student Teams.
Caspersz, D., Skene, J. and Wu, M. (2006). HERDSA Guide: Managing Student Teams.
Milperra, NSW: Higher Education Research and Development Society of Australia (HERDSA).

Here is a link to the *Belbin Team Role Type* categories that may define your role in the team:
http://www.gu.edu.au/centre/gihe/griffith_graduate/toolkit/teamwork/hand03.htm

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. 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.

3. Meeting agenda

Here is an example of a typical Meeting agenda – again, adapt and modify to suit.

Agenda
Meeting title

Meeting number: #
Meeting date and time:
Meeting venue:

Name of facilitator:

Name of minute taker:

1. Apologies
List meeting members unable to attend and any representatives in their place.

2. Review of previous meeting minutes and action plans
Confirmation of accuracy of previous meeting minutes and any further edits/amendments, then review agreed action items that were planned for this meeting.

3. Review of action items
Review and update outstanding action items. Discussion.

4. Agenda items—List of items for discussion
Provide specific details of agenda items, objects, outcomes and desired decisions that need to be made and an estimation of the time required for each item.

5. Review plans and timelines
Discuss next steps, actions, needs, desired outcomes according to specifications, task, and assessment requirements.

Record discussion and all agreed tasks.

6. Next meeting

Details of next meeting, date, time, venue, change in facilitator, etc

QUT site for meeting templates -
http://www.its.qut.edu.au/intranet/policy/templates/index.jsp#meet

4. Meeting minutes

Here is an example of a typical Minutes document—again, adapt and modify to suit.

Minutes: Meeting title/ Meeting number
Meeting date:

1. Attendees: list of attendees

2. Apologies: list of apologies and representatives in their place.

3. Confirmation of previous minutes and review action items

Minutes from previous meeting were/were not confirmed.

Action Items were reviewed and updated, see attached.

4. Agenda item A

Specific important items to be noted.

ACTION: **ACTION ITEM 1:** provide details of the action item and who is required to action and by when.

---

5. Agenda item B

Specific important items required to be documented.

ACTION: **ACTION ITEM 2:** provide details of the action item and who is required to action and by when.

---

6. Agenda item C

Specific important decisions required to be documented.

ACTION: **ACTION ITEM 3:** provide details of the action item and who is required to action and by when.

---

7. Agenda item D

ACTION: **ACTION ITEM 4:** provide details of the action item and who is required to action and by when.

8. Next Meeting

The meeting closed at…………………………………………………………………………………….... insert time.

The next meeting will be held on date, …………………..…..at…...... time,……… in……………..…. venue.

Next meeting's chair:………………………………………………………………… insert name if rotating chair.

QUT site for meeting templates —
http://www.its.qut.edu.au/intranet/policy/templates/index.jsp#meet.

5. Team member skills list

This is an example table that can be used to assess or gain some knowledge of your own and other team mates skills and competencies. This particular example comes from the HERDSA Publication – *Managing Student Teams*.

Source: 2006 HERDSA Guide: Managing Student Teams
Caspersz, D., Skene, J. and Wu, M. (2006). HERDSA Guide: Managing Student Teams.
Milperra, NSW: Higher Education Research and Development Society of Australia (HERDSA).

What is my contribution

Use the table below to develop an assessment of the skills and competencies you have to complete the team project. Use this to develop a picture of the overall skills and competencies that your team has.

	Super	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.			
10. Project planning skills.			
11. Time management skills.			
12. Conflict resolution skills			
1 3. Cross cultural communication skills.			
14. Other?			

6. Team operating guidelines

All members may wish to sign the following and attach this copy to their team contract to hand into their tutor.

This particular example comes from the HERDSA Publication – *Managing Student Teams*.

Source: 2006 HERDSA Guide: Managing Student Teams
Caspersz, D., Skene, J. and Wu, M. (2006). HERDSA Guide: Managing Student Teams. Milperra, NSW: Higher Education Research and Development Society of Australia (HERDSA).

Team operating guidelines

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: _____

Copyright-free Exercises
Kind Permission: Donella Caspersz, Judy Skene & Madeline Wu (The Higher Education Research and Development Society of Australasia - HERDSA)

7. Project timeline

Timelines or Gantt Charts help organise the team processes and signposts.

This particular example comes from the HERDSA Publication – *Managing Student Teams*.

Source: 2006 HERDSA Guide: Managing Student Teams
Caspersz, D., Skene, J. and Wu, M. (2006). HERDSA Guide: Managing Student Teams.
Milperra, NSW: Higher Education Research and Development Society of Australia (HERDSA).

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)

Complete the project planning exercise below identifying when project tasks should be completed.

Task	Week
Research possible host countries, industry and product.	
Decide host country, industry, product.	
Research entry strategy.	
Decide entry strategy.	
Research operational factors.	
Decide 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	

Here is a very simple example of a timeline in chart form:

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

8. Icebreaker activities

Suggestions on getting to know each other

Differing styles of communication can be managed more easily once the team members get to know each other better.

The University of Technology Sydney has collated various ice-breaking and learning activities to help groups get to know each other better.

There are links to these activities and more information on the UTS site http://www.iml.uts.edu.au/learnteach/groupwork/resources.html.

1. Introduction activities—new and novel ways for students to introduce themselves to the rest of the class

Name of activity	Description of activity
Identification	Students introduce themselves using personal items found in their bags, wallets etc.
Person Poem	Students write a small poem about themselves to introduce themselves to the rest of the class.
Book Jacket	Students write a short bio about themselves (for a hypothetical book they have written). This bio is then shared with the rest of the class.
Alphabetic Introductions	Students introduce themselves with words starting with a specific letter they have chosen.
License Plates	Students introduce themselves with the aid of a car licence plate they have designed which describes something about themselves.

2. Getting acquainted activities—new and novel ways for students to "get to know" others in their class.

Name of activity	Description of activity
Getting Acquainted	Students list personal information that may be useful conversation starters. Students then display information, walk around the room and meet other people.
About Me	Students are given information about other students in the class (on cards) and are required to match cards to people.
Jigsaw Puzzle	Students are given a piece of a jigsaw puzzle and are required to find others in the class with pieces to the same puzzle.
Say Hello	Students write their first and last names on pieces of paper which are then handed out to other students. Students are then required to match names to the right person.
The Mystery Person	Students are given a small prize if they have introduced themselves and spoken to a particular (randomly chosen) student in the room.
The Whole Room Handshake	Students meet and greet each other by forming two circles.

3. Teambuilding activities—new and novel ways to help student groups to become more cohesive

Name of activity	Description of activity
What's our Name? Logo? Slogan?	Groups develop name, logo, and slogan to help foster team cohesion.
Brainstorming	Groups learn how to generate ideas as a team in a fun way.
Secret Roles	Groups are given roles to play and learn about group dynamics.
Team Drawings	Group members learn more about their fellow members by creating a team drawing.
Dealing with Problem People on Teams	Activity to encourage students to discuss behaviours that may lead to problems in the future.
Invent a Game	Groups work on a fun task but learn how to work with each other.
To Build a Car	Activity that helps group members understand the strengths of their fellow members.
Team Problem Solving: The Zin Obelisk	Activity to help groups begin working together (learn to solve problems together).
Cave Rescue	To help groups practice making decisions together.
The Art of Self-Review	To help students learn and review new material

9. Conflict resolution statement

Here is an example of a Conflict Resolution Statement that can be included in the course outline or in the team contract. Again, this can be altered and adapted to suit the team project.

Conflict Resolution Statement

With the approval of the tutor/unit controller and all other team members, a team member not adhering to the team operating guidelines for our team may be removed. Removal can only occur after negotiation that includes an opportunity to resolve problems. Action must be taken before week eight. This team member will be required to complete an individual project of the same scope as the team project albeit in an abbreviated form, and engage in the same reflective process on the benefits and disadvantages of teamwork as fellow students.

Source: 2006 HERDSA Guide: Managing Student Teams
Caspersz, D., Skene, J. and Wu, M. (2006). HERDSA Guide: Managing Student Teams. Milperra, NSW: Higher Education Research and Development Society of Australia (HERDSA).

10. Mid-assessment team project evaluation exercise

All members may wish to complete and sign the following and give this to their tutor around Week 8. Responses can be confidential but tutors will consult with teams that indicate a problem.

This particular example comes from the HERDSA Publication – *Managing Student Teams*.

Source: 2006 HERDSA Guide: Managing Student Teams
Caspersz, D., Skene, J. and Wu, M. (2006). HERDSA Guide: Managing Student Teams.
Milperra, NSW: Higher Education Research and Development Society of Australia (HERDSA).

Mid-assessment team
Project evaluation exercise

Please complete this checklist by circling the answer that reflects how you feel about the team project, on a scale of 1 being *negative* and *5* being *positive.*

Give your tutor a copy of this evaluation. Responses are confidential but tutors will consult with teams that indicate problems.

Team Number or Name: _____

	Negative			**Positive**	
1. I am satisfied with the progress of our group.	1	2	3	4	5
2. Members of the group attend group meetings regularly.	1	2	3	4	5
3. Members of the group share tasks equally.	1	2	3	4	5
4. I am confident that we can meet our deadlines.	1	2	3	4	5
5. Members of the group share information.	1	2	3	4	5
6. We have a clear plan of how to complete our project.	1	2	3	4	5
7. Suggest a major strength of your group	1	2	3	4	5
8. Suggest a major weakness of your group	1	2	3	4	5
9. Do you think your group needs more assistance with the team project? ☐ No ☐ Yes What assistance does the group need?					

ET@QUT
Enhancing Transition at QUT

The Project

This project addresses the needs of students-in-transition at QUT in a holistic way. We will develop and communicate a University-wide managed learning environment (MLE) that facilitates curriculum-mediated access for students to academic and learning support resources in a timely manner.

Background

This project recognises the pedagogical importance of students making a successful transition into a new learning environment and acknowledges that students in all their diversity come to us to learn. It addresses key objectives in QUT learning and teaching plans and focuses attention & resources on the focal issues of the QUT First Year Experience (FYE) Program: engaging students in learning, timely access to support services, and providing a sense of belonging.

Aims and Deliverables

A multidisciplinary team enables this project to deliver sustainable outcomes, often beyond the reach of key individuals committed to transition issues. Our approach is to identify key transition issues, build on localised activities in Faculties and Divisions, harness existing data, inventory existing resources and create critical new resources to develop a practical, effective environment that creates a one-world view of an individual transition student's learning and the administration of that learning. Importantly we will create and communicate a model that is at the forefront of transition pedagogy and is able to be embedded within the University's infrastructure.

Interested?

Students – collaborate with us to identify your key issues and desired experience.

Colleagues – join one of the project teams working on this project.

Unit Coordinators – share ideas & insights about first year learning.

Contacts

Professor Sally Kift
Faculty of Law
s.kift@qut.edu.au

Associate Professor Karen Nelson
Faculty of Information Technology
kj.nelson@qut.edu.au

Ms Julia Humphreys
Division of Administrative Services
j.humphreys@qut.edu.au

Ms Wendy Harper
Division of Technology, Information and Learning Support
w.harper@qut.edu.au

Ms Tracy Creagh
Research Assistant ET@QUT
t.creagh@qut.edu.au

Ms Carole Quinn
Project Manager ET@QUT
c2.quinn@qut.edu.au