

Teamwork ESLO Committee Report for 2019-2020

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This academic year the Teamwork ESLO Committee accomplished multiple tasks.

- 1) We developed a 19-question Qualtrics survey based on the Team and Group Work Rubric to measure students' perceptions of the teamwork skills of the teams they worked in. Instructors of 53 teamwork related classes were invited to ask their students to take this assessment. 401 students from 24 classes completed the survey.
 - a. From this data we learned that students perceive that their student group's top 5 teamwork relative strengths include the following in order:
 - i. *All members shared a common objective/purpose and group achieved goal (3.57)*
 - ii. *Realistic, prioritized and measurable goals were agreed upon and documented (3.55)*
 - iii. *Most members attended all meetings (3.54)*
 - iv. *Members moved team toward the goal by giving and seeking information or opinions, and assessing ideas and arguments critically (3.47)*
 - v. *Group reached consensus on decisions and produced detailed plans for actions (3.46) and Members always recognized and adapted to difference in the background and communication style of other group members (3.46)*
 - b. From this data we learned that students perceive that student group's top 5 teamwork relative weaknesses include the following in order (although all scores exceeded 3 out of 4):
 - i. *Subgroups were absent (3.27)*
 - ii. *Leadership roles were clearly defined and/or shared (3.32)*
 - iii. *All members contributed significantly to discussions, decision making, and work (3.32)*
 - iv. *All members welcomed disagreement and used difference to improve decisions (without just voting) (3.35)*
 - v. *Members consistently and effectively fulfilled roles and responsibilities (3.37)*
- 2) We also created a 19-questions Qualtrics survey based on the Team and Group Work Rubric where instructors could rate the teamwork skills of each group in their class using a convenient spreadsheet like entry method to reduce the time required and increase the convenience of using this measure. A scale from (1) "Low Proficiency" to (4) "Highly Proficient" was used. Instructors of 55 teamwork related classes were invited to take this assessment. 17 faculty completed the survey.
 - a. From this data we learned that instructors perceive that student's top relative strengths include:
 - i. *All team members shared a common objective/purpose and group achieved goal*
 - ii. *Members used effective decision making processes to decide on action*
 - iii. *Members always recognized and adapted to difference in the background and communication style of other group members*
 - iv. *Members reflected on group process, provided feedback to other group members and made changes as necessary*
 - v. *Members supported and encouraged each other, and communication patterns encouraged a positive environment that motivated the team and built unity and trust*

- b. From this data we learned that instructors perceive that student's top 5 teamwork relative weaknesses include the following in order (although all scores exceeded 3 out of 4):
 - i. *Members were motivated and assignments were completed in a timely matter*
 - ii. *Members consistently and effectively fulfilled roles and responsibilities*
 - iii. *All members contributed significantly to discussions, decision making, and work*
 - iv. *Members moved team toward the goal by given and seeking information or opinions, and assessing ideas and arguments critically*
- 3) We identified and recruited multiple undergraduate and graduate level instructors of teamwork based classes, an internship coordinator, coaches, campus life and residence life staff to an end of the year Zoom focus group to receive their verbal qualitative input regarding how they form and evaluate groups and what trends they observe regarding students' teamwork strengths and weaknesses. Attendees were divided into 4 Zoom breakout rooms of 4 or 5 participants to discuss a series of teamwork related questions. They were also able to share helpful best practices related to teaching teamwork and supporting students engaging in team projects.
- a. From this qualitative data we learned the following:
 - i. *There is considerable variance between classes regarding how students groups are formed (e.g., self-selected, randomly, based on personality characteristics, based on knowledge/skill level, based on convenience), how much structure and support/intervention is provided by the instructor (little vs. providing team charter template, team member initiation template, meeting agenda/minute template, etc.), sizes of groups, length of group membership (weeks to years), how groups are evaluated (e.g., self-assessment, by their peers, by the instructor, by their final product, or by a combination of these), and whether dismissal from a group is possible and how.*
 - b. From this qualitative data the following strengths were identified:
 - i. *Delegation skills*
 - ii. *Conflict resolution skills*
 - iii. *Ability to compromise*
 - iv. *Leadership skills*
 - v. *Organizational skills*
 - vi. *Peer camaraderie and support*
 - c. From this qualitative data the following weaknesses were identified:
 - i. *Individualistic pursuits instead of focus on team goal*
 - ii. *Each taking on a different part of the project and working on it individually/separately instead of working together*
 - iii. *Lack of cohesion of final product*
 - iv. *Taking group differences personally*
 - v. *Inconsistent effort across time by group members*
 - vi. *Certain group members take over group and do most of work*
 - vii. *Certain group members engaging in social loafing*
- 4) Finally, the Teamwork ESLO Committee has reviewed the detailed assessment data results collected this academic year, as mentioned above, and is preparing to present it during the upcoming OTET Conference and Convocation, so that the university can use these results to make meaningful changes to how we teach/train students in teamwork and how we design teamwork projects.