TEAMWORK TOOLBOX

This toolbox provides a brief but thorough collection of resources pertaining to Core Curriculum assessment. This toolbox does not replace conversations about Core Curriculum assessment; it is provided so that all instructors can quickly and easily access this information. This toolbox will be continuously updated to insert, remove, and otherwise revise information when necessary.

Teamwork Assessment Overview

Teams consist of individuals who have a collective identity, a common goal, interdependence on assignments, distinctive roles within the team, and a role in a larger organizational context. Teamwork is not the same thing as team success. Teamwork is the set of cognitive and social skills individuals use *to foster success* (or lack thereof) in teams. Conversely, team success (or lack thereof) is what is often reflected in the grades students receive for their performance when completing a team project in class.

It is important to acknowledge the differences between the functioning and performance of the team as a whole versus the functioning and performance of individual team members. Even if a team is highly effective overall, it is possible for an individual student to be ineffective at teamwork. Similarly, it is possible for a student to be evaluated positively on teamwork even if the team as a whole struggles to bring about optimal team success. As such, teamwork is usually assessed at the individual level (with other information provided for additional context).

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On the following pages, you will find….
- **Teamwork rubric (pg. 2)**
  - The rubric featured in this toolbox is the most up-to-date copy of the rubric that will be used to assess Core Curriculum artifacts on teamwork.
- **Teamwork assignment strategies (pg. 3)**
  - This page contains examples of assignments that align well with the teamwork rubric.
- **Teamwork resources for faculty (pg. 4)**
  - This page features peer-reviewed journal articles, modules, handbooks, and other resources focused on teaching strategies faculty can use to help develop students' teamwork skills.
- **Teamwork resources for students (pg. 5)**
  - This page contains handbooks and articles focused on personal strategies students can use to practice and develop effective teamwork skills. Some of these materials also contain information on the employability of teamwork skills.

TEAMWORK RUBRIC

	Capstone	Milestones		Benchmark	Below Benchmark	Section Score
	4	**3**	**2**	**1**	**0**	
Contributes to Team Meetings	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.	Failed to meet benchmark.	
Facilitates the Contributions of Team Members	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by paraphrasing the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.	Failed to meet benchmark.	
Individual Contributions Outside of Team Meetings	Completes all assigned tasks by deadline; work accomplished is through, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.	Failed to meet benchmark.	
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Failed to meet benchmark.	
Manages Conflict	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and attempts to address it.	Redirects focus toward common ground, toward task at hand (away from conflict).	Passively avoids conflicts over alternate viewpoints/ideas/opinions.	Failed to meet benchmark.	
					TOTAL Score	

EXAMPLES OF TEAMWORK ASSIGNMENT STRATEGIES

Strategy	Description	Sample assignments, tools, and other resources
Collect and evaluate teamwork reflection papers.	Students could begin by completing a teamwork project that is already a component of his or her course. After the project has been completed—but before presentation of or evaluation of the project has occurred—could submit reflection papers. The prompts that inform the focus of these papers would address specific criteria featured in the teamwork rubric that will be used to evaluate their reflections.	• Copy of a general reflection prompt aligned with original version of Teamwork LEAP VALUE rubric (available upon request[1]). • Description of how teamwork reflections have been used to assess teamwork in a social work program (available here: http://tinyurl.com/h2ynpm3). • Description of how teamwork reflections have been used to assess teamwork in a special education program (available here: http://tinyurl.com/zu7p4fq).
Collect and evaluate evidence that illustrates how a team has functioned over time while working on a long-term project.	Monitor and evaluate observable discussions and individual contributions to teamwork projects using collaboration technologies. A teamwork rubric can be used to evaluate each individual meeting and/or to produce overall evaluations based on observations of all information that has been submitted over time.	• Team member contributions over time can be tracked using Campus Pack (http://campuspack.net), CATME SMARTER Teamwork (http://info.catme.org/), and related tools. • Description of how collaboration technologies have been used to assess teamwork in a social work program (available here: http://tinyurl.com/h2ynpm3).
	Collect journal entries that students individually submit throughout the course of a teamwork project and evaluate those entries on various aspects of teamwork. A teamwork rubric can be used to evaluate each individual meeting and, if desired, to produce overall scores across multiple evaluations.	• Copy of a speech service-learning project that utilized journal entries to assess teamwork (available upon request[1]).
Collect self-, peer-, and overall team-focused evaluations of team member contributions to a team project.	Ask students to submit a self-evaluation, an evaluation of each team member, and an evaluation for the team as a whole. Students can be prompted to evaluate the self, other team members, and a team as a whole on specific criteria featured in the teamwork rubric that will be used to evaluate their reflections.	• Team member ratings can be collected using Campus Pack (http://campuspack.net), CATME SMARTER Teamwork (http://info.catme.org/), Survey Monkey (http://www.surveymonkey.com), and related tools. • Copy of group project materials that include self- and peer-evaluations to assess teamwork in a psychology class (available upon request[1]). • Copy of a speech service-learning project that utilized journal entries to assess teamwork (available upon request[1]). • Description of how a group evaluation form has been used to assess teamwork in a special education program (available here: http://tinyurl.com/zu7p4fq).

[1] Please contact the Academic Assessment Coordinator for these materials. All of these materials will soon be posted on a webpage that is in development.

TEAMWORK RESOURCES FOR FACULTY

Description	Link or instructions to obtain resources
Hughes, R. L., & Jones, S. K. (2011). Developing and assessing college student teamwork skills. *New Directions for Institutional Research*, *149*, **53-64.** This chapter provides an overview of teamwork components, assessment tools, and implications for instructors.	This article can be accessed here: http://academics.boisestate.edu/fsp/files/2013/04/developing-and-assessing-teamwork.pdf
Oakley, B., Felder, R. M., Brent, R., & Elhajj, I. (2004). Turning student groups into effective teams. *Journal of Student Centered Learning*, *2*, **9-34.** This article discusses team formation, teaching and classroom management strategies designed to increase team effectiveness, the role of peer ratings in determining individual grades, and strategic use of limited class time available to focus on teamwork development. Responses to numerous FAQs and examples of all documents discussed in the article are also provided.	This article can be accessed here: http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Oakley-paper(JSCL).pdf
The *Working with Student Teams* **module** created by Penn State University-University Park's Schreyer Institute for Teaching Excellence is a self-paced module designed for faculty. This module covers team composition, the process of forming teams, and teamwork assessment tools.	This module can be accessed here: http://sites.psu.edu/schreyer/
The *Puzzled About Teams* **handbook** created by Penn State University-University Park's Schreyer Institute for Teaching Excellence provides instructors with information and guidance on navigating various issues with student teams, ranging from teambuilding and conflict resolution to team communication skills and goal setting.	This handbook can be accessed here: https://www.schreyerinstitute.psu.edu/pdf/PuzzledAboutTeams2.pdf
The *Commonly Asked Questions about Teaching Collaborative Activities* **document** includes specific information excerpted from a book (citation information included in document). This document provides responses to FAQs focused on forming, teaching, developing, and evaluating students in groups.	This document can be accessed here: https://www.schreyerinstitute.psu.edu/pdf/Commonly_Asked_Questions_about_Teaching_Collaborative_Activities.pdf
The **"When Things Go Wrong" webpage** created by the University of Waterloo's Centre for Teaching Excellence focuses on classroom management strategies that instructors can use when confronted with a variety of teamwork issues. Examples focus on dealing with students who are: (1) resistant to group work; (2) too talkative or too quiet; (3) too dominant or who are freeloading off of the team; (4) not focused on the team task; (5) disruptive; and (6) not listening to fellow team members.	This information can be accessed here: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/when-things-go-wrong

TEAMWORK RESOURCES FOR STUDENTS

Description	Link or instructions to obtain resources
The **"Meeting Strategies to Help Prepare Students for Group Work" webpage** created by the University of Waterloo's Centre for Teaching Excellence provides several checklists that student can reference when managing and participating in teamwork.	This information can be accessed here: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/group-work/meeting-strategies-help-prepare-students-group-work
The **"Group Decision-Making" webpage** created by the University of Waterloo's Centre for Teaching Excellence provides tips, strategies, and resources to help students navigate the team decision-making process.	This information can be accessed here: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-decision-making
The **"Group Roles: Maximizing Group Performance" webpage** created by the University of Waterloo's Centre for Teaching Excellence provides a list of various potential team member roles students can adopt within teams. This page also provides key phrases and other information to help students understand how to effectively implement each of these roles.	This information can be accessed here: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-roles-maximizing-group-performance
The **"Teamwork Skills: Being an Effective Group Member" webpage** created by the University of Waterloo's Centre for Teaching Excellence provides guidance on fostering effective communication skills, a healthy group climate, and effective group processes. Discussion also focuses on self-reflection and features the "Are We A Team?" checklist.	This information can be accessed here: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member
The **"Making Group Contracts" webpage** created by the University of Waterloo's Centre for Teaching Excellence provides students with the kinds of information that should appear in group contracts, including temporal issues (e.g., punctuality), procedural issues (e.g., completing work by deadlines), behavioral issues (e.g., consensus-seeking), and team member roles.	This information can be accessed here: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/making-group-contracts
The *Successful Strategies for Teams* **handbook** developed by Clemson University's Office of Teaching Effectiveness and Innovation provides information on a variety of aspects of teamwork that students can reference. One example is Part 6, "When Something Goes Wrong", which focuses on sources of conflict that teams commonly face, provides information on why these sources of conflict emerge, and suggest solutions for each of these sources of conflict.	This handbook can be accessed here: http://www.clemson.edu/OTEI/documents/teamwork-handbook.pdf
The **"Teamworking Skills" webpage** created by the University of Kent's Careers and Employability Service Division provides students with information, self-assessments, and research on teamwork, what it means to be an effective team member, and how to develop better teamwork skills	This information can be accessed here: https://www.kent.ac.uk/careers/sk/teamwork.htm