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Teaching Team-effectiveness in Large Classes – Appendix

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Appendix A: Feedback Framework with Behaviourally Anchored Rating Scale

Please provide feedback on <Name of Teammate 1>'s competency as an effective team member. Please select one competency level along each of the behaviours listed below, using intermediate levels when a team member's competency falls in between the described levels.

	1	2	3	4	5	6	7
ORGANIZATIONAL ASPECTS							
Support team rules	Did not contribute to the development or team rules, nor did they abide by them during the project		Supported only those rules which were convenient or they felt were appropriate		Contributed to the development of the rules and supported most of the rules, most of the time		Contributed to the development of the rules, and not only supported them but assisted other teammates in supporting them
Attend team meetings prepared	Did not attempt to prepare anything in advance of meetings		Meeting preparation done hastily within minutes of the meeting commencing, or while other aspects of the meeting underway		Preparation was sparse and not well thought out in terms of delivery or team response		Prepared meeting information in a thoughtful manner that accounted for expected team response
Contribute to making meetings effective	Did not engage in discussion or participate in collaborative work; appeared to be “off in another world”		Engaged in the areas of the meeting that were within their individual work scope only; engaged superficially in other aspects of the meeting		Engaged in all aspects of the meeting; assisted in guiding the conversation towards important decisions		Contributed to shaping the decisions made in all areas of the meeting; ensured everyone was ‘on the same page’ at all times; engaged less responsive team members
Do their fair share of the work	Did not complete their fair share of the work		Completed their fair share of the work only when requested		Completed their allocated work		Completed their allocated work and assisted other team members whenever necessary with theirs
Deliver their work on time	Did not complete their work on time		Completed some of their work on time; or only completed their work when requested		Completed all their work on time		Completed all their work on time and assisted other team members in meeting deadlines as well
Produce high-quality work	Produced work below the expectations of the team and		Produced work at an acceptable level when assisted by the team, or		Produced high quality work		Produced high quality work and assisted in ensuring

	was not open to improving their work		when given specific areas to improve		other team members did similarly
Help to plan, set goals and organize work	Did not help in developing goals or ways to attain		Helped plan goals and work around their needs only	Helped to organize/plan work for the benefit of the whole team once goals were set by other team members	Solicited team members other obligations and used them to assist in developing attainable goals and organizing work
Track team progress vs. project timeline	Did not track team progress		Tracked team progress in areas that were relevant to their aspects of the work	Tracked whole team's progress as a means of ensuring everyone was on task	Tracked whole team's progress as a means of providing support to those who were behind
Encourage progress to meet goals and deadlines	Focused solely on meeting their individual goals and deadlines; was not concerned with team progress towards goals		Encouraged progress towards deadlines when the team fell behind, or when deadlines were looming	Encouraged progress towards goals and deadlines that presented a challenge to the team	Encouraged progress towards all goals and deadlines and ensured all team members were progressing accordingly
Display dedication and determination	Did not display any concern about meeting team goals		Displayed dedication and determination with respect to their own work	Displayed dedication and determination most of the time	Displayed dedication and determination at all times as a means of motivating others towards reaching team goals
RELATIONAL ASPECTS					
Build the trust of team members	Did not attempt to build trust with team members		Expected to be trusted by others without demonstrating trust in others	Worked in a manner in which trust was implied, but was not consciously developed or discussed	Engaged in non-work related activities to consciously build trust between team members
Motivate others on the team to do their best	Did not demonstrate interest in the motivation of anyone on the team, including self		Did not demonstrate interest in the motivation of others on the team	Attempted to motivate others when it was beneficial to self, or was not too time consuming	Motivated others on the team to do their best at all times during the project
Raise contentious issues in a constructive way	Raised contentious issues in a destructive manner		Avoided contentious issues	Raised contentious issues constructively in a manner that clearly focused on the benefit to self only	Raised contentious issues in a manner that focused on team improvement and no person in particular
Solicit input before proceeding	Proceeded without asking for others' opinions		Solicited input before proceeding on areas that were contentious only	Solicited others for input before proceeding in all tasks	Solicited others for input before proceeding in all tasks, and encouraged all team members to provide input

Adopt suggestions from other members	Did not adopt others' suggestions about their work/work habits	Adopted suggestions they felt were appropriate only or in areas that were easy	Adopted suggestions from others without soliciting input on how they were adopted	Adopted suggestions from others and solicited input from the team on how they were adopted
Accept feedback about strengths and weaknesses	Disregard all feedback as incorrect or irrelevant	Accept feedback about some strengths and weaknesses, but only those they agree with	Accepts feedback about strengths and weaknesses but does not attempt to improve based on it	Accepts feedback about strengths and weakness and attempts to improve through soliciting additional feedback on their attempted improvements
Show respect for other team members	Did not show respect for other team members	Showed respect for other team members only when they agreed with them or were working well together	Showed respect for all other team members	Showed respect for all team members, and encouraged others to respect them through their actions towards the team
Demonstrate accountability	Did not admit when they were wrong or had not completed work	Admitted when they were wrong if there was little repercussion to the admission	Admitted when they were wrong or if something was not done regardless of the possible repercussions	Admitted when they were wrong or if something was not done and presented an alternate plan for success; encouraged others to demonstrate accountability
Collaborate effectively	Did not attempt to engage with the team on any aspect of the work	Collaborated with others when it was beneficial to the work they were assigned only	Collaborated with others in a manner which promoted openness and understanding among team members	Collaborated with, and supported where needed, other team members in any manner that was beneficial to team objectives or dynamics
COMMUNICATION ASPECTS				
Exchange information in a timely manner	Did not exchange information in a timely manner, and only exchanged information when requested repeatedly	Exchanged information when prompted, but needed at least one reminder	Exchanged information in a timely manner most of the time and rarely needed prompting	Exchanged all information before it was necessary and ensured that all other teammates exchanged their information on time
Introduce new ideas	Did not introduce new ideas	Introduced new ideas only when prompted by other team members	Introduced new ideas often	Introduced new ideas, and encouraged others to do similarly
Openly express opinions	Did not express opinions	Expressed opinions in a manner which	Expressed opinions in an open manner	Expressed opinions in an open and unbiased manner

			demonstrated hesitation or reservation		that solicited input from others
Promote constructive brainstorming	Did not contribute to brainstorming		Presented few ideas; judged ideas as they were presented	Presented ideas and did not judge others' ideas	Presented ideas and did not judge others' ideas; encouraged those less active to participate and all to be non-judgmental
Actively listen to team members	Did not listen to team members		Listened to others, but appeared distracted and did not demonstrate an interest in what was being said	Listened to others and demonstrated interest in what was being said	Listened to others, and demonstrated interest and understanding of what was being said through demonstrating engagement with what was being said
Provide constructive feedback	Did not provide feedback		Provided feedback in a manner that demonstrated criticism rather than critique	Provided unbiased and relevant feedback to team members that did not attack the person they were critiquing	Provided unbiased and relevant feedback, and identified opportunities within where the team member could improve
Make sure that team members understand important information and instructions	Did not care if team members understood information or instructions		Made sure team members understood information that was relevant to their tasks OR responded forcefully if team members did not understand information/instructions	Ensured team members understood important information/instructions	Ensured team members understood important information/instructions through openly soliciting questions on information and providing clarification when possible
Help the team build consensus	Detracted from the team's ability to build consensus		Helped build consensus in areas that were relevant to their tasks only	Helped the team build consensus in either task or team related areas	Helped the team build consensus in task and team related areas

Appendix B: Example Feedback from the Framework

360° Team Effectiveness Evaluation for Student 157

You have received the following assessments from your team members based on your performance in your ESC102 team project.

	Behaviours	Self	Feedback from Teammates		
Organizational	Support team rules	5	4	5	3
	Attend team meetings prepared	5	5	7	5
	Contribute to making meetings effective	4	4	6	3
	Do their fair share of the work	5	5	5	5
	Deliver their work on time	5	5	4	5
	Produce high quality work	4	4	4	3
	Help to plan, set goals, and organize work	3	4	3	3
	Track team progress vs. your timeline	5	3	4	3
	Encourage progress to meet goals and deadlines	5	4	3	5
	Display dedication and determination	5	4	5	5
Relational	Build the trust of teammates	6	5	5	5
	Motivate others on the team to do their best	3	4	4	3
	Raise contentious issues in a constructive way	5	5	6	5
	Solicit input before proceeding	4	4	4	5
	Adopt suggestions from other members	5	5	5	5
	Accept feedback about strengths and weaknesses	6	5	5	5
	Show respect for other teammates	5	5	5	5
	Demonstrate accountability	5	5	5	5
Communication	Collaborated effectively	3	4	4	5
	Exchange information in a timely manner	6	5	4	5
	Introduce new ideas	5	4	4	5
	Openly express opinions	4	4	3	5
	Promote constructive brainstorming	4	5	3	5
	Actively listen to teammates	5	4	5	5
	Provide constructive feedback	3	4	4	5
	Make sure that teammates understood important information and instructions	5	4	3	5
Help the team build consensus	4	5	4	5	

What does this mean to me?

The behaviours highlighted in green are your areas of greatest strength, those in yellow are areas where you are competent, and in red are your opportunities for greatest improvement. To improve your effectiveness as a team member, it is recommended that you work on the areas highlighted in red first, as they will create the greatest change in your effectiveness.

Appendix C: Example Feedback from the Unstructured Prompt

Team-effectiveness Feedback

Student 50

You have received the following feedback from your team members based on your performance in your ESC102 team project. To improve your effectiveness as a team member, it is recommended that you work on the areas outlined as weaknesses as they will create the greatest change in your effectiveness.

Over the course of the Topic Precis and RFP I believe that I was very effective while working with my team since we divided work fairly, I completed my allotted work, and I helped other complete their parts by helping them with small things they were having difficulty with. I was also open to the ideas of my teammates and helped them develop these ideas where necessary. However, I could have been a little more open to their ideas and should try to do this to a greater extent during the design phase. My communication skills were excellent and there were few to no problems in terms of clarity when discussing ideas or the work that needed to get done. Additionally, I believe my team and I were organized throughout the process, given that we would share the work that we completed with our group members so that we could assess our progress. In addition, we also set deadlines for when work had to be done, and we met most of these deadlines so that we were never rushing to meet a submission deadline.

It was a great experience being [their] team member. [they] was a great leader in the group, set up team meetings, always offered to add more to the project (ie. formatting and editing the final document) and [they] produced quality work on time with our set deadlines.

[they] always does [their] research in great details, and doesn't mind to take on works which [they] is good at, such as document's format editing. [they] also gives this team lots of insights during the research phase. [their] willingness to go beyond the requirements really makes a huge difference. I value [them] as a teammate.

Great job done on bringing all parts together and master editing the RFP itself. Put in a great amount of work and time into the RFP so as to ensure it was up to standards. Helped with all the formatting issues and revision work as well.

Appendix D: End-of-term Survey Questions

Please complete the following survey, reflecting solely on your experiences in this course, and on the feedback you received on your team-effectiveness performance at the midpoint.

1) The amount of feedback I received was: (select one)

- Too little
- Enough
- Too much

2) The feedback I received was structured in such a way that:

- I understood the feedback
- I found out what my strengths are
- I found out what my weaknesses are
- it motivated me to want to improve my competence
- it was useful

	Strongly Disagree	Disagree	Slightly Disagree	Neutral	Slightly Agree	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3) I received feedback on:

- a broad range of topics
- specific areas of team effectiveness
- my ability to organize a team’s tasks effectively
- my ability to relate to other team members effectively
- on the way I communicated with other team members
- on my ability to resolve conflict
- on my ability to appreciate differences
- on my overall contribution to the team

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4) The feedback I received described me exactly how I perceived myself

If the feedback described you differently you had perceived yourself, please explain how it was different:

5) Were you motivated to improve your performance? If so, what did you do to improve it?

6) Feedback to me was phrased in a:

- Positive tone
- Neutral tone
- Negative tone

7) How did the tone in which your feedback was phrased affect your motivation to improve your performance?

8) The amount of time I spent initially planning/practicing to improve my performance after receiving the feedback was:

- None
- 0 – 1 hour
- 2 – 3 hours
- 4 – 5 hours
- 6 – 7 hours
- > 7 hours

9) What information would you have liked to see in feedback to you that wasn't there? What was provided that was unnecessary?

10) Based on the feedback, I was better able to determine my competency level during future teamwork?

- Strongly Disagree
- Disagree
- Slightly Disagree
- Neutral
- Slightly Agree
- Agree
- Strongly Agree

Appendix E: Focus Group Questions used for Students and TAs

Note: For the TA focus group, the word “teammates” was replaced with “students.”

Usability:

How user-friendly was the tool to use? What would you do to make it more user-friendly?

Did you understand all of the terminology in the framework?

Were there aspects of completing the framework you found difficult to work with? If so, describe.

Were there aspects of submitting/receiving feedback that you found difficult to work with? If so, describe.

How did the framework map to your personal perceptions of what team-effectiveness is?

Were you able to provide all the feedback you wanted to using the framework? Is there any content that should be added to or removed from the framework?

Could you easily rank the competency of your team-mates using the scale provided? Which competency levels were easy to understand, and which were complicated?

Was there a benefit to categorizing the competencies? Did this affect your ability to assess your teammates effectively?

Web-based Tool:

How long would you be willing to spend filling out such a framework per teammate?

How did you perceive the layout of the tool?

Open Questions:

Are there any other comments you would like to provide the designers about using the framework?

Appendix F: Other Competencies that emerged from the Unstructured Feedback

In addition to the codes for the framework, four other competencies surfaced in the unstructured feedback. Each competency discussed below was seen in over 10% of the total student feedback.

1. Support Other Team Members

Following the framework of team member effectiveness used in the framework group, supporting other team members would constitute a ranking of high competence within a specific aspect. However, when discussed in the unstructured feedback, students described someone who was willing to help and support others as though it were a competency unto itself. While this theme represents students with a team-focused orientation, it is important to note that students may not intuitively see all the different ways one can support a team member. Some samples of student feedback that fit this theme include:

[they] picked up tasks that other members could not do (due to time constraints or similar reasons) and effectively accomplished those tasks. I feel that this is such an important role in any team and that this role perhaps contributes to team-effectiveness the most.

I always help my teammates with their responsibilities when I have completed mine or when they ask for assistance

[they] worked very hard and was always willing to help on whatever task needed to get done.

2. Focused/Paid Attention

The ability of a student to remain focused on a conversation or a specific task was discussed by students in both a negative and positive light, with the majority of feedback related to this theme being negative. Over 20% of students received feedback on this theme, with a number of students receiving feedback on this theme from more than one team member. While this theme may be similar to the competency *show respect for other team members*, it encapsulates more than just respect for others as it demonstrates a lack of interest in engaging in the work of the team.

Some samples of student feedback that fit this theme include:

sometimes becomes easily distracted and loses focus

[they] did not concentrate on [their] task in meetings. For examples, [they] checked [their] cell phone many times and did non-work related things.

I am usually the person who keep the discussion on the topic and this helped maintain work efficiency.

Requires constant attention to prevent using Facebook.

3. Energy/Enthusiasm

Students who had an enthusiastic or energetic demeanor were also commented on in the unstructured feedback. While this feedback may not directly correspond to an individual competency that can be developed in students, it is important to note that this surfaced as a character trait that students value in their teammates. All examples of this trait demonstrated it as a positive trait whether the feedback commented on the amount a student had, or that the student should demonstrate it more. Some samples of student feedback that fit this theme include:

More enthusiasm about the project from [them] would greatly improve the project experience.

In group discussions [their] comments and interjections are always on point, relevant and concise along with a healthy bit of wit to increase the enjoyment of the whole group.

In addition I would say from personal opinion that [their] positivity encouraged us to continue learning more about our community and working with them the entire time.

4. Leader

While the students were working in self-selected and self-managed teams, many students referred to a leader who emerged within their groups. The majority of leader comments that fit this theme described an individual with high competence in *help to plan, set goals, and organize work*, who coordinated work distribution among teammates and ensured that the work was completed. The majority of comments described a leader that engaged in collaborative leadership and sought the input of others, however some comments described the leader of the team as an authoritarian person as described through the terms “assigned work to me” and “delegated the tasks.” Some samples of student feedback that fit this theme include:

*Furthermore, [they] has valuable leadership skills that drives the team forward.
- leader: takes charge, organizing the work of others*

[they] has been a good leader because [they] communicated very well with the team and gave us updates on what he's been up to through email



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