

Group Work and Collaborative Project

Kayla Sawchenko - V00890432

Omar El-Halabi - V00885182

Lifeng (Glenn) Chen -V00933653

Ashlyn MacKenzie - V00888668

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Description of Topic

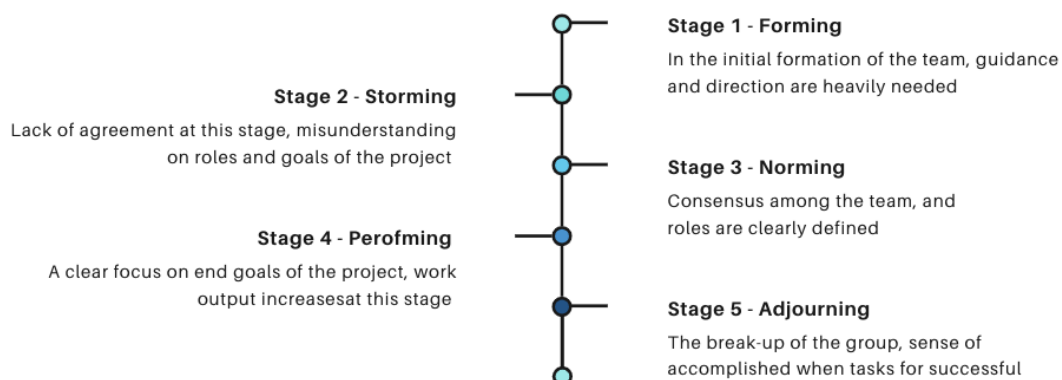
Tuckman's Model vs. Belbin's Team Roles

The rationale for choosing this topic is for students to gain knowledge on learning how to work in a group. Being able to effectively work collaboratively is a very useful skill that is needed throughout any stage of life, such as childhood, professional career, and families. Specifically as discussed throughout this paper, there are several scenarios where people must work together to complete tasks. Being able to adapt and recognize different aspects of teamwork will assist learners in their learning journey. In this blueprint, our group has outlined and discussed two different models that promote teamwork. We have also identified examples and provided further explanations as to why this topic is crucial for every student to learn.

Tuckman's Model

Tuckman's model primarily focuses on team development and behaviour. Bruce Tuckman, the originator of the model, published his model back in 1956 and ever since has been utilized in collaborative settings worldwide. The model consists of five stages: Forming, Storming, Norming, Performing and Adjourning. This simple five-stage model clearly illustrates how a team develops maturity and ability, establishes relationships, and the leader changes leadership style (Chapman, 2017).

TUCKMAN'S MODEL



Examples of Tuckman's Model in Practice

1. A project management team is created to develop a data warehouse that holds all physician billing information in British Columbia.
2. A group of students come together to complete a final project in one of their university classes.

One misconception of Tuckman's model would be that groups can't move backwards/groups can only develop forwards through Tuckman's model. Unforeseen conflict can occur when working with multiple people. The stages of development can be seen as moving in a linear fashion, but there can always be instances where groups have to move backwards before they can move forwards.

Belbin's Team Roles

Belbin's Team Roles are a predetermined set of roles within a particular team, and how they function altogether. Belbin suggests that by understanding your role within a particular team, you are able to develop your strengths and manage your weaknesses as a team member (Belbin, 1993). By doing so, one can improve how one contributes to the team.

Belbin identified nine key roles and each can be categorized into one of three groups. This table below has shown clearly each group, with every role and their description classified.

Action Oriented Roles	Shaper	Challenges the team to improve.
	Implementer	Puts ideas into action.
	Completer Finisher	Ensures thorough, timely completion.
People Oriented Roles	Coordinator	Acts as a chairperson.
	Team Worker	Encourages cooperation.
	Resource Investigator	Explores outside opportunities.
Thought Oriented Roles	Plant	Presents new ideas and approaches.
	Monitor-Evaluator	Analyzes the options.
	Specialist	Provides specialized skills.

Image Taken From https://www.mindtools.com/pages/article/newLDR_83.htm

One misconception of Belbin's Team Roles would be the idea that each team member can only be in one role. Depending on the scenario and what is needed to complete the task at hand, people within a group may change their roles to best suit their needs. The changing of roles is necessary for a group in order to achieve the project goals. Project teams will always have the ability to change, as the main goal of this model is to complete tasks with a team member occupying each role.

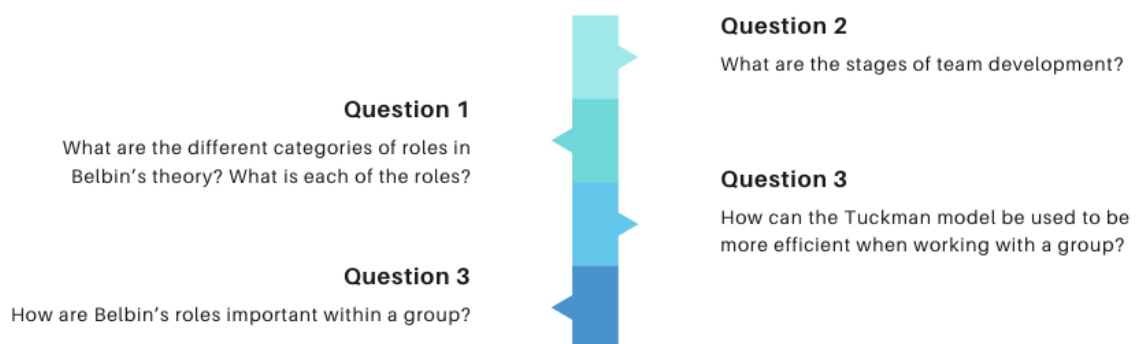
Subtopics

We are mainly focused on two different models that can be applied to group work.

Tuckman's Model	Belbin Theory
<p>Broken down into 5 main stages as the group develops.</p> <p>Focuses on the group internal relationships and how it matures to the final product.</p>	<p>The roles of different people within a group.</p> <p>People with different strengths come together and typically fit into the dynamics Belbin sets out.</p>

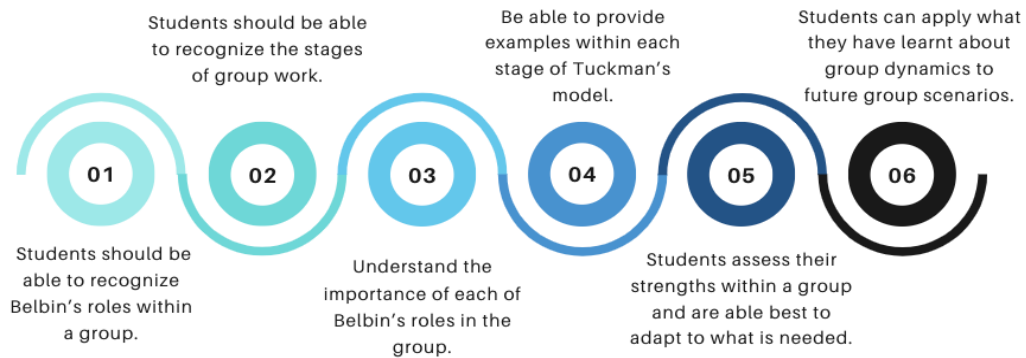
Essential Questions

ESSENTIAL QUESTION



Learning Outcomes

LEARNING OUTCOMES



Assessment Plan

Two assessment plans to consider are the formative and summative assessments. A brief overview of the two assessments is that one is continuous feedback and one is final feedback. Formative assessment occurs throughout the interaction and can apply this feedback to future work (Madland, n.d). Meanwhile, summative feedback is only provided at the final stage (Madland, n.d). Unlike formative assessment, individuals are not given future opportunities to improve given feedback (Madland, n.d).

There are many different ways to evaluate formative assessment. The provided formative assessment has been narrowed down to two different assessments: scenario and blog post. Scenario formative assessment is a scenario that is presented to the student. Students will be provided with written scenarios of different group stages. The learner will then be asked to identify which stage the scenario describes. To ensure the student understands the task, students will also be asked to demonstrate how the described scenario should move forward to the sequential stage. The next assessment is the blog post. The student will write about a group project/group work experience they have had in the past where they believe they fulfilled one of Belbin's roles. The student will also be asked to read two other posts from your classmates.

The summative assessment group project with peer assessment seems to be sufficient to fulfill the final assessment. After finishing a collaborative project, students will assess their peers and assign roles to each group member. Explaining what role they played within the

group, and how they exemplified the key attributes of Belbin's roles. The student will then be assessed on their overall description of the learning goal.

A final assessment will be given based on categorizing. The rubric illustrated below shows the different categories. The reasoning behind this evaluation format was to avoid the downfalls of percentage and letter grades. There is a great variation in percentage grades. For instance, there is a great variety between 4 dollars and 5 dollars. There can be different monetary values that change the singular dollar value. This can be applied to percentage grades (Guskey, 2013). The 100 classification level may provide the illusion of accuracy but in reality, there is an increasing variety with this assessment (Guskey, 2013). Provide a large difference from one percentage to another. The cutoff between the different grades provides a hard way to be confident that the grade is accurate (Guskey, 2013). The precision of the percentage scale is very poor. That being noted, general categories provide a more accurate way to classify the student's learning ability. Rubrics provide a more generalizable approach to providing feedback and allow for flexibility. As it is hard to provide an exact pinpoint and measurement with learning, it provides more of an array of where the student stands in their learning journey.

Assessment

	Poor	Neutral	Good	Great
Accuracy: Can the student properly identify the stages of a group and the roles of the members?	Unable to identify the stages of the group, and the roles of members. Unable to identify the stages of the group, and the roles of members.	Some stages and roles are properly identified.	Properly identify the stages of a group and the roles of each group member.	Properly identify the stages of a group and the roles of each group member. Students recognize the missing roles and can predict the next stage for group development.
Reasoning: Can the student explain their reasoning to the model/role identified?	No explanation behind their answers.	A very brief explanation as to why they picked each stage/role.	Provides a detailed explanation for their answers.	Able to explain the reasoning behind their identification. Defend their choice accurately.
Articulation: Is the student clear and concise in their reasoning?	Writing too unclear to be properly understood.	Several grammatical mistakes and spelling errors. Irrelevant information is included.	Clear definition of each stage and role. Minor errors in grammar/spelling.	A clear and concise description of each stage and role. Perfect grammar with little/no spelling errors.
Application: Can the student apply what they have learnt to a group scenario to benefit the group as a whole?	Inaccurate information, unable to recognize the ability to use the information in a productive manner.	Able to recognize the use of the roles and stages of group work. Limited application/participation.	Uses the stages and roles of the group appropriately to fit the group scenario.	During the group work, able to properly execute the needed role(s). Uses the group stages to advance the group in their tasks.

Resources

Resources required from this course will include grey literature, technology tools, and scholarly articles. The resources selected are believed to be the most engaging. As a fellow student has articulated, the resources of a textbook are often overwhelming, expensive, and hardly used to their full potential. The resources selected are much more manageable as they are provided in small increments. Scholarly articles seem to provide the same effect as a textbook but can avoid many of the undesired effects of a textbook. Scholar articles can be distributed freely and from a wide variety of sources. Textbooks often only look at a certain perspective from the given authors, meanwhile choosing a variety of scholarly articles provides an array of opinions. Grey literature allows for engaging resources. Students and instructors can communicate asynchronously while still providing a relationship. To provide organization to the instruction, technology tools will be needed. This will allow for easy access to all the given resources.

Citation

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