



Sam Houston State University

Office of Assessment

Academic Affairs

College of Criminal Justice

A Report on the Teamwork Self-Reflection Instrument

2025-2026

The Teamwork Self-Reflection Instrument (TSRI) was developed by the Office of Assessment at Sam Houston State University (SHSU) to assess teamwork, one of the six Core Objectives established by the Texas Higher Education Coordinating Board (THECB). The THECB (2018) defines teamwork as “the ability to consider different points of view and to work effectively with others to support a shared purpose or goal” (p. 4).

Method

Instrument

The TSRI was intentionally designed to assess students’ self-perceived actions, attitudes, and behaviors in team settings. It was piloted in Fall 2016, revised, then further tested in Fall 2017 and Spring 2018. The full implementation began in Fall 2018. The TSRI is administered each academic year to approximately 500 students. Over a three-year cycle, each academic college at SHSU participates. The TSRI schedule is available on the Office of Assessment’s Core Curriculum Projects [webpage](#), and the TSRI instrument is located in the Appendix of this report.

Procedure

At the beginning of the semester, the Director of Assessment distributes an email to college leadership requesting participation in the TSRI process. The Associate Dean overseeing assessment within their college collaborates with department chairs to identify faculty members willing to allocate approximately ten minutes of class time for students to complete the TSRI. Participating faculty subsequently coordinate with the Office of Assessment to facilitate distribution of the instrument by posting a survey link within their course Blackboard site. Following completion of all TSRI administrations, the data are exported to Microsoft Excel and then imported into SPSS for statistical analysis.

Participants

The Office of Assessment strives to elicit faculty and student participation from every department in participating colleges. Although the TSRI may be completed by students enrolled in face-to-face or online classes, face-to-face is the preferred modality as it typically yields higher participation rates.

For 2025-2026, 124 students from the College of Criminal Justice completed the TSRI. Table 1 provides a breakdown of participants by student classification.

Table 1
TSRI Participants by Student Classification

Classification	<i>n</i>
Freshman/Sophomore	53
Junior/Senior	71
Total	124

Results

Differences Across Teamwork Domains for All Students

Descriptive statistics revealed that students reported the highest mean scores for Interactions with Group Members, followed by Time and Task Management, Contributions to Group Activities, Contributions to Group Discussions, and Responses to Inter-Group Conflict or Disagreement, respectively. Descriptive statistics are provided in Table 2.

Table 2
Descriptive Statistics for TSRI Domains – All Students

Domain	<i>n</i>	<i>M</i>	<i>SD</i>
1-Contributions to Group Activities	124	2.95	.76
2-Contributions to Group Discussions	124	2.84	.69
3-Time and Task Management	124	3.02	.69
4-Interactions with Group Members	124	3.21	.54
5-Responses to Inter-Group Conflict or Disagreement	124	2.71	.91

A repeated-measures ANOVA was conducted to examine differences in students' self-perceived teamwork skills across the five domains of the Teamwork Self-Reflection Instrument (TSRI): Contributions to Group Activities (Domain 1), Contributions to Group Discussions (Domain 2), Time and Task Management (Domain 3), Interactions with Group Members (Domain 4), and Responses to Inter-Group Conflict or Disagreement (Domain 5). Domain 6 (Reflection on Teamwork Experience) was excluded from this analysis.

Mauchly's Test of Sphericity indicated that the assumption of sphericity had been violated; therefore, Greenhouse–Geisser-corrected results are reported. The repeated measures ANOVA revealed a statistically significant difference among the five TSRI domains, $F(3.39, 416.76) = 13.33, p < .001$, partial $\eta^2 = .098$, indicating a medium effect size (Cohen, 1988). Bonferroni-adjusted pairwise comparisons indicated that scores for Interactions with Group Members were statistically significantly higher than Contributions to Group Activities, Contributions to Group Discussions, Time and Task Management, and Responses to Inter-Group Conflict or Disagreement. In addition, scores for Time and Task Management were statistically significantly higher than Contributions to Group Discussions and Responses to Inter-Group Conflict or Disagreement. Responses to Inter-Group Conflict or Disagreement were statistically significantly lower than both Interactions with Group Members and Time and Task Management. No statistically significant differences were found between Contributions to Group Activities and Contributions to Group Discussions, Contributions to Group Activities and Time and Task Management, Contributions to Group Activities and Responses to Inter-Group Conflict or Disagreement, or Contributions to Group Discussions and Responses to Inter-Group Conflict or Disagreement.

Differences Across Teamwork Domains by Student Classification

Descriptive statistics by classification group indicated that Freshman/Sophomore and Junior/Senior students demonstrated a similar pattern of self-perceived teamwork skills across the five TSRI domains. Specifically, the two groups ranked the five domains in nearly the same order from highest to lowest. Both groups reported the highest scores for Interactions with Group Members and the lowest scores for Responses to Inter-Group Conflict or Disagreement. This pattern suggests that students in both classification groups perceived interpersonal interactions with group members as a relative strength and responses to conflict or disagreement as a comparatively weaker area. Descriptive statistics for TSRI Domains by Freshman/Sophomore classification are provided in Table 3, and descriptive statistics by Junior/Senior classification are presented in Table 4.

Table 3

Descriptive Statistics for TSRI Domains by Freshman/Sophomore Classification

Domain	<i>n</i>	<i>M</i>	<i>SD</i>
1-Contributions to Group Activities	53	3.06	.73
2-Contributions to Group Discussions	53	2.91	.70
3-Time and Task Management	53	3.06	.70
4-Interactions with Group Members	53	3.29	.54
5-Responses to Inter-Group Conflict or Disagreement	53	2.75	.99

Table 4

Descriptive Statistics for TSRI Domains by Junior/Senior Classification

Domain	<i>n</i>	<i>M</i>	<i>SD</i>
1-Contributions to Group Activities	71	2.86	.77
2-Contributions to Group Discussions	71	2.78	.68
3-Time and Task Management	71	2.99	.69
4-Interactions with Group Members	71	3.15	.53
5-Responses to Inter-Group Conflict or Disagreement	71	2.67	.85

A mixed-design repeated-measures ANOVA was conducted to determine whether students' self-perceived teamwork scores differed by class group and whether the pattern of TSRI domain scores varied between Freshman/Sophomore and Junior/Senior students. Mauchly's Test of Sphericity indicated that the assumption of sphericity had been violated; therefore, Greenhouse-Geisser-corrected results were used. The analysis revealed a statistically significant main effect of TSRI domain, $F(3.39, 413.43) = 13.05, p < .001$, partial $\eta^2 = .097$, indicating a medium effect size. This finding indicates that students' self-perceived teamwork scores statistically significantly differed across the five TSRI domains. However, the TSRI Domain-by-Class-Group interaction was not statistically significant, indicating that the pattern of domain scores did not differ significantly between Freshman/Sophomore and Junior/Senior students. The between-subjects effect of Class Group was also not statistically significant, indicating that Freshman/Sophomore and Junior/Senior students did not differ significantly in overall TSRI scores when averaged across the five domains.

Discussion

The purpose of this study was to examine differences in students' self-perceived teamwork skills across the five domains of the Teamwork Self-Reflection Instrument (TSRI) and to determine whether these perceptions differed by student classification. Overall, the findings suggest that students perceived themselves more positively in interpersonal collaboration and task management skills than in their ability to manage conflict or disagreement within group settings. The medium effect size observed in the repeated-measures analysis further suggests that these differences were not only statistically significant but also meaningful in practical terms.

The pairwise comparisons provide additional insight into these findings. Specifically, students reported the highest levels of confidence in Interactions with Group Members, which was rated significantly higher than all other teamwork domains. Time and Task Management also emerged as a relative strength, as scores for this domain were significantly higher than Contributions to Group Discussions and Responses to Inter-Group Conflict or Disagreement. In contrast, Responses to Inter-Group Conflict or disagreement were among the lowest-rated domains, suggesting that students may feel less confident navigating conflict, disagreement, or challenging interpersonal dynamics within team settings.

Results from the mixed-design repeated-measures ANOVA further indicated that Freshman/Sophomore and Junior/Senior students demonstrated a similar pattern of teamwork self-perceptions across the five TSRI domains. The non-significant TSRI Domain-by-Class Group interaction indicates that the general pattern of teamwork strengths and weaker areas was relatively consistent across both classification groups. Additionally, the non-significant between-subjects effect suggests that Freshman/Sophomore and Junior/Senior students did not differ significantly in their overall teamwork scores when averaged across domains.

One limitation should be considered when interpreting these findings. The study relied on students' self-reported perceptions of their teamwork skills rather than direct observations of actual teamwork behaviors, which may introduce response bias or social desirability effects. Because teamwork is generally viewed as a positive and desirable characteristic, some students may have rated their abilities more favorably than their actual behaviors or performance in group settings would suggest. Future research may benefit from incorporating direct measures of teamwork performance, peer or instructor evaluations, qualitative reflections, or longitudinal approaches to examine how teamwork skills develop over time.

Recommendations

Based on the findings of this study, several recommendations are warranted. First, educators and academic programs should consider providing more intentional opportunities for students to develop conflict-resolution, negotiation, and communication skills within team settings, as Responses to Inter-Group Conflict or Disagreement emerged as one of the weaker teamwork domains.

Second, instructional strategies that encourage active participation in group discussions, such as structured discussion roles, guided collaborative activities, and peer feedback, may help strengthen students' confidence and engagement in collaborative communication.

Third, because Freshman/Sophomore and Junior/Senior students demonstrated similar patterns of teamwork self-perceptions, teamwork skill development should be reinforced throughout the curriculum rather than concentrated at a single academic level. Embedding collaborative learning experiences across courses and academic progression may provide students with ongoing opportunities to strengthen teamwork competencies.

Finally, future assessments of teamwork skills may benefit from incorporating multiple forms of evaluation, such as peer evaluations, instructor assessments, direct observations, or reflective activities, in addition to self-report measures. Using multiple assessment approaches may provide a more comprehensive understanding of students' teamwork abilities and help identify areas requiring additional instructional support.

References

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.

Texas Higher Education Coordinating Board. (2018). *Texas core curriculum*.
<https://reportcenter.highered.texas.gov/agency-publication/miscellaneous/elements-of-the-texas-core-curriculum/>

Appendix

Teamwork Self-Reflection Instrument

Greetings!

The Teamwork Self-Reflection Instrument (TSRI) survey that you are about to take will help the Office of Assessment collect information regarding student teamwork skills at SHSU as part of our analysis of core learning objectives to help ensure students receive a quality core curriculum.

There is no foreseeable risk or harm to you for participating in this assessment, and all data collected will be used as a whole. Your participation is purely voluntary and will not affect your standing at SHSU in any way.

The TSRI reflects how you behave as a team member, preferably in classes at SHSU. If you have not yet participated in any group activities at SHSU, then respond as best you can based on any prior teamwork experiences. You are to reflect upon your experiences as a whole, not necessarily just one experience. The idea is to capture a sense of your general perceptions regarding your actions and behaviors in a team setting.

You will have a total of 20 multiple-choice selections regarding various aspects of teamwork. Please make the choice that you feel best identifies your behaviors - there are no wrong answers! This survey should take you no more than 10 minutes to complete.

Thank you for your participation!

The Office of Assessment
Sam Houston State University

Domain 1: Contributions to Group Activities

Select the statements that best describe how you **contribute to group activities**.

#1 Choose one from the list below.

- I only contribute what is required to complete the project or task.
- I may contribute some ideas and work to the group.
- I actively contribute ideas and work that advance the project.
- I help integrate the work and ideas of all group members to complete the project.

#2 Choose one from the list below.

- I always let others come up with ideas for completing the group project.
 - I generally allow others to come up with ideas for completing the group project, although I may contribute ideas on occasion.
 - I make sure that mostly my ideas are considered or used to complete the group project.
 - I make sure that all ideas are considered if they help complete the group project.
-

Domain 2: Contributions to Group Discussions

Select the statements that best describe how you **contribute to group discussions**.

#3 Choose one from the list below.

- I only participate in group discussions when required.
- I will participate in group discussions, though I do not like doing so.
- I like participating in group discussions, but generally don't start them.
- I like participating in group discussions and will start them.

#4 Choose one from the list below.

- I never lead the group discussion.
- I almost never lead a group discussion.
- I often find myself leading group discussions.
- I will lead group discussions, but don't mind if others do so.

#5 Choose one from the list below.

- I don't contribute to group discussions unless I'm asked a direct question.
- I'm usually quiet in group discussions but will speak up if I feel it's very important.
- I sometimes dominate the group discussion with my views and opinions.
- I notice when someone is not participating and invite them to engage in the conversation.

#6 Choose one from the list below.

- I don't feel that a lot of discussion is necessary to complete a group project.
- I'm willing to let others talk if it will get the project completed faster.
- I'm more interested in getting the work done than ensuring all group members are participating equally.
- I feel that it's important for group discussions to involve all group members.

Domain 3: Time and Task Management

Select the statements that best describe your **time and task management**.

#7 Choose one from the list below.

- I generally let my group members establish any timelines for completing work.
- I am involved with establishing timelines for completing work, but generally let others take the lead.
- I take the lead in determining timelines for completing work by the group and am willing to assign tasks to other group members.
- I work with my group members to determine timelines and to identify the best person to complete each task.

#8 Choose one from the list below.

- I complete the work that is assigned to me by the group, but don't really go beyond that.
- I may volunteer to complete certain tasks if no one else is willing to do them.
- I will volunteer for tasks that I see as being more difficult.
- I will volunteer for the tasks that I feel I am best suited to complete.

#9 Choose one from the list below.

- I usually do not complete my assigned work by established deadlines.
- I usually complete my assigned work by established deadlines, but sometimes I am late.
- I complete all my assigned work by established deadlines.
- I complete most or all of my assigned work before established deadlines.

Domain 4: Interactions with Group Members

Select the statements that best describe your **interactions with group members**.

#10 Choose one from the list below.

- I'm sometimes impolite or short with my group members.
- I try not to be rude or impolite with my fellow group members.
- I'm generally kind and polite with my fellow group members
- I'm almost always kind and polite with my fellow group members.

#11 Choose one from the list below.

- I may use negative tones when I write or speak to my group members about our project.
- I sometimes use both positive and negative tones when I write or speak to my group members about our project.
- I generally use positive tones when I write or speak to my group members about our project.
- I almost always use positive tones when I write or speak to my group members about our project.

#12 Choose one from the list below.

- I sometimes display negative facial expressions and body language when I interact with my group members.
- I use both positive and negative facial expressions and body language when I interact with my group members.
- I generally display positive facial expressions and body language when I interact with my group members.
- I almost always display positive facial expressions and body language when I interact with my group members.

#13 Choose one from the list below.

- I sometimes speak negatively about the project or task my group is trying to complete.
- I sometimes speak both positively and negatively about the project or task my group is trying to complete.
- I generally speak positively about the project or task my group is trying to complete.
- I almost always speak positively about the project or task my group is trying to complete.

#14 Choose one from the list below.

- I avoid helping my group members accomplish tasks.
 - I provide help to my group members, if asked, but don't go out of my way to do so.
 - I don't mind helping my fellow group members if they need it.
 - I will go out of my way to assist my fellow group members if they need help.
-

Domain 5: Responses to Inter-Group Conflict or Disagreement

Select the statements that best describe your **responses to inter-group conflict or disagreement**.

#15 Choose one from the list below.

- I feel that conflict in a group is never good and should be avoided if possible.
- I feel that there is always a right side and a wrong side in group conflicts, and I want to be on the right side.
- When conflict occurs, I recognize the value of different perspectives but think the conflict should be minimized to prevent it from interfering with the group task.
- I feel that conflict in a group can be positive and can help in accomplishing a group task.

#16 Choose one from the list below.

- I try to avoid group conflict.
- I allow others to take the lead in resolving conflict.
- I take the lead in combining the ideas of group members to resolve the conflict.
- I work with my group members to resolve the conflict in a way that strengthens the group and the project.

#17 Choose one from the list below.

- I think conflict should be avoided because it interferes with the completion of a project.
 - I think that it's quicker to let others resolve conflict.
 - I try to resolve the conflict as quickly and efficiently as possible, so it does not distract us from our project.
 - I work with my group members to resolve the conflict, even if it takes more time and work.
-

Domain 6: Reflection on Teamwork Experience

Reflect on your teamwork experiences

#18 Select your number of teamwork experiences at SHSU.

- 0
- 1-3
- 4-6
- 7-9
- 10 or more

#19 I would rate my ability to work with others as:

- Very below average
- Below average
- Average
- Above average
- Very above average

#20 I think my teamwork skills are better than ___ of students completing this survey.

- 10%
- 30%
- 50%
- 70%
- 90%