SH

Sam Houston State University

Office of Assessment

Academic Affairs

College of Education
A Report on the Teamwork Self-Reflection Instrument
2024-2025

The Teamwork Self-Reflection Instrument (TSRI) was developed by the Sam Houston State University (SHSU) Office of Assessment to evaluate one of six Core Objectives outlined by the Texas Higher Education Coordinating Board (THECB), teamwork. 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.

Procedure

At the beginning of the semester, the Director of Assessment sends an email to college leadership requesting participation in the TSRI process. The Associate Dean responsible for assessment in their college coordinates with department chairs to recruit faculty willing to designate approximately ten minutes of class time during which students are encouraged to complete the TSRI. Interested faculty then coordinate with the Office of Assessment to determine a date and time for students to complete the instrument. A Qualtrics link to the TSRI is sent to students on the arranged date and time. After all of the TSRIs have been completed, the results are exported to an Excel file and then imported into SPSS for data 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 2024-2025, 41 students from the College of Education (COE) completed the TSRI. Table 1 provides a breakdown of participants by student classification.

Table 1
TSRI Participants by Student Classification for COE

Student Classification	n
Freshman/Sophomore	0
Junior/Senior	41
Total	41

Results

Overall Differences Across Teamwork Domains: All Students

Descriptive statistics showed the highest mean scores in 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. Descriptive statistics are provided in Table 2.

Table 2
Descriptive Statistics for TSRI Domains – All COE Students

Domain	n	M	SD
1-Contributions to Group Activities	41	2.99	.75
2-Contributions to Group Discussions	41	2.85	.72
3-Time and Task Management	41	3.16	.62
4-Interactions with Group Members	41	3.25	.60
5-Responses to Inter-Group Conflict or Disagreement	41	2.56	.94

A repeated-measures ANOVA was conducted to examine differences in students' self-perceived teamwork skills across five domains measured by the 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.

The results revealed a statistically significant difference across the five domains, $F(4, 160) = 8.53$, $p < .001$, partial $\eta^2 = .176$. The effect size for this difference is medium (Cohen, 1988). Because Mauchly's Test of Sphericity indicated that the assumption of sphericity was met, the sphericity-assumed results were used. Bonferroni-adjusted pairwise comparisons indicated that scores for Interactions with Group Members were statistically significantly higher than both Contributions to Group Discussions and Responses to Inter-Group Conflict or Disagreement, and that Time/Task Management was significantly higher than Responses to Inter-Group Conflict or Disagreement. The results for comparisons of other domains were not statistically significant.

Differences by Student Classification

Because no students classified as freshman/sophomore completed the TSRI, no results were available by student classification.

Discussion

Results Summary

Students' self-perceived teamwork skills differed significantly across the five TSRI domains. Overall, Interactions with Group Members received higher ratings than Contributions to Group Discussions and Responses to Inter-Group Conflict or Disagreement. In addition, Time and Task Management was rated statistically significantly higher than Responses to Inter-Group Conflict

or Disagreement. No other statistically significant differences were observed among the remaining teamwork domains, indicating that several domains were rated similarly by students.

These findings suggest that students perceive their strongest teamwork skills to be related to interacting effectively with group members, with relatively strong perceptions of managing time and tasks. In contrast, students perceive greater difficulty in responding to inter-group conflict or disagreement, which emerged as the lowest-rated domain in statistically significant comparisons.

Practical Implications

Based on the statistically supported findings, the following recommendations may support the development of teamwork skills and improvement:

- *Strengthen support for conflict management within team settings.*
  Given that Responses to Inter-Group Conflict or Disagreement was rated significantly lower than both Interactions with Group Members and Time and Task Management, targeted instruction on managing disagreement and resolving conflict may support overall teamwork development.
- *Enhance opportunities for structured group discussions.*
  Since Contributions to Group Discussions was rated significantly lower than Interactions with Group Members, incorporating structured discussion strategies may help students translate interpersonal strengths into more active and confident participation.
- *Leverage strong interpersonal interaction skills as a foundation.*
  Students' relatively high ratings in Interactions with Group Members suggest an existing strength that can be used to scaffold instruction in more challenging teamwork domains.

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%