








Instructor's Overview

TeamHelper Instructor's Guide

TeamHelper is a suite of products designed to enhance the learning experience of students. We believe that learning how to function effectively in teams is just as important as the technical knowledge that students get in the classroom. As such, the TeamHelper suite of products can help your students get the most out of their course and can help you manage their learning more effectively. This overview offers suggestions on how you can use the various features of TeamHelper for yourself and your students. Separate guides are provided for most items in the TeamHelper suite so that you can decide how to best utilize each for your students.

In addition to this overview, TeamHelper includes the following features:

-  **A PowerPoint Team Effectiveness Presentation** that provides you with an introductory presentation to students on how to organize and run their teams effectively, and how to use the material provided on the TeamHelper website. The Team Effectiveness Presentation is designed specifically for academic courses and includes instructor notes with each slide. It takes students through material on Team Charters, personal styles and team behavior, and explains how to use feedback effectively for improving team performance and for individual personal development.
-  The **Team Charter Guide** offers advice on how to create a working agreement for the team. The Team Charter is a document that the student teams use to spell out expectations, norms and roles for team members. Students are asked to analyze their strengths and weaknesses and describe their roles, decision making processes and the expectations that they have for one another. The Team Charter can be assigned as a deliverable and graded.
-  The **Team Personal Style Inventory (T-PSI)** gives students insight into their own personal style of behavior and how they can be most effective with that style. T-PSI was designed specifically for team settings and has been used by thousands of students. It is based on the most current and valid theory of personality, the Five-Factor model. It provides students with feedback on their personal styles with suggestions as to how their personal style can be most effective in a team context.
-  The **Team Feedback Survey (TFS)** enables individuals to give and receive structured feedback on specific behaviors that are critical for effective team performance. Students can use the TFS to better understand their own behavior and compare their self-perception with the perceptions of their teammates in two areas of team behavior: Leadership and Facilitation. The TFS has two other important features. It allows instructors to add up to ten additional questions that students can complete on themselves and their teammates. It also allows students to offer specific comments about their teammates that can be fed back verbatim in a confidential report.

-  The **Feedback Review Session (FRS)** provides a framework for reviews of team process effectiveness. The FRS is best done mid-way through the course so students can benefit from the feedback and conduct a complete process review.
-  The **Individual Contribution Scale (ICS)** provides instructors with an assessment of the contributions of all team members. It also enables students to provide feedback to fellow team members during a project and instructors to make an adjustment to the grades given to team members.
-  **Articles and Reference Materials** offer information related to feedback and development of teams.

For more information on how to use the instruments and guides, please download the individual Instructor's Guides for the Team Charter, Team Personal Style Inventory, Team Feedback Session, and Feedback Review Session.

Team Effectiveness

What makes teams effective? We have identified four key factors.

First, clarification of roles and expectations play a major part in team effectiveness. Team members should have a common understanding of what is expected of them and their teammates if they are to manage their own behavior and help manage the behavior of the team. A second factor has to do with personality differences. Individuals differ in the personal style that they bring to a team. Although there is no one “correct” style, it helps to understand our own style and that of others. A third factor is team member behavior. How team members interact with one another will determine team performance and will also play a role in how satisfying the teaming experience is for students. Finally, the ability to give and receive constructive feedback is critical for making adjustments and changes in team processes and behavior. You can help your students achieve their maximum potential by having them utilize the surveys and other materials to achieve these objectives.

Scheduling

Based on our experience, we recommend the following sequence and schedule for using the TeamHelper features. The schedule is based on a fourteen week, one semester schedule, although we recognize that there may be adjustments for other schedules.

Item	Scheduled	Completed	Comments
Team Effectiveness Presentation	1 st Class	1 st Class	The lecture on teamwork should be given shortly after teams are formed.
Team Charter	1 st Class	2 nd or 3 rd class	Team Charters should be developed early enough so that they will have maximum effectiveness. Also, you may want to review and grade the Team Charters.
Team Personal Style Inventory (T-PSI)	1 st Class	2 nd or 3 rd class	T-PSI is an individually completed instrument and can be taken at any time but should be taken early so students can benefit most and use the results in drafting the Team Charter.
1 st Team Feedback Survey (TFS)	6 th Class	7 th Class	This will allow enough time and experience to reliably evaluate one another and give meaningful feedback but also allow enough time to process the feedback.
Feedback Review Session (FRS)	7 th Class	7 th Class	The FRS is an opportunity for the teams to review their performance and behavior. The session should be scheduled early enough so students can make adjustments in their team process.
2 nd Team Feedback Survey (TFS)	12 th class	13 th class	A second TFS can be scheduled so students can see whether their teammates' perceptions of their behavior have changed.
Individual Contribution Scale (ICS)	13 th class	14 th class	The ICS enables instructors to assess the contributions of all team members, and students to adjust the grades given to team members.