

STUDENT TEAM PERFORMANCE

Working With a Team Coach

Who is Student Team Performance (STP)?

Student Team Performance provides team coaches across Royal Roads University (RRU) to support to student team development.

Goal: To prepare students to be impactful and successful in diverse team environments in their careers and lives, during and after their studies at RRU.

Purpose of Team Coaches:

The Student Team Performance Department is dedicated to operationalizing the pillar of team-based learning as outlined in the Learning and Teaching Model through contributing to the development of a learning and practice culture, grounded in a desire for exploration and committed to service for students.

- Facilitating the learning and practice of teamwork skills including awareness of self and others, cross-cultural communication, giving and receiving feedback, conflict management and project management in face-to-face and virtual environments,
- Creating space and opportunity for students to reflect upon their individual and team performance and processes, encouraging ongoing development,
- Supporting students teams to eliminate barriers and manage conflicts through individual and team coaching
- Work collaboratively with CTET – ID’s, Instructors, and Program Heads to deepen the practice of team-based learning in the classroom.

Team-based learning is a key component of Royal Roads University’s [Learning and Teaching Model](#), and working in teams is a key component of programs across RRU. Employers have identified interpersonal skills as being a distinguishing and remarkable characteristic of RRU graduates. As organizations increasingly rely on cross-functional project teams and shared leadership models, they are seeking employees who possess competencies connected with teamwork. STP is committed to supporting our students graduating today to enhance the skills required to step into team roles.

Our Team Coaches’ commitment to supporting your students during their teamwork reflects our belief that one of the most valuable, applicable skills students can take away from their programs is the ability to work well with others: to collaborate and contribute to a high performing team; to learn the skills which will allow them to inspire, encourage and provide direction to others; and to reflect on and manage their strengths as a fully participating team member.

What can the Team Coach provide?

Depending on the service level support your program has, there are a variety of delivery methods we offer supporting students to enhance skills related to collaboration, emotional intelligence, team facilitation, project management, and conflict management.

The Team Coach can provide students with:

- Relevant classroom learning and theory applicable to industry;
- Team-building activities
- Workshops on: team development theory, components of successful teams, effective communication skills, leadership, feedback, conflict management, team assignment planning, and enhancing reflective practice
- The development of foundational team agreements;
- Proactive check-ins, facilitated debriefs, and coaching individuals and teams for high performance and development;
- Responsive support to help teams resolve issues if and when they arise

In your initial consultation with a Team Coach, an overall schedule of desired workshops, instructor collaborations, team development sessions, collaborate sessions, and integration with instructors can be determined.

Working with Team Coaches – Opportunities for Collaboration

Instructors can take advantage of having a team coach to support the student teams within the classroom in a variety of functions. Recently instructors, programs, and team coaches are finding that student team work is enhanced through attention to social, task, and knowledge and that the teamwork is more successful with less conflict as a result of this collaboration.

Recent research shows that giving attention to the team “process” through team process assessment, not only on the production of a final outcome, can result in enhanced motivation, and team effectiveness. Allocating marks to the measurement of team process and adjusting the final grade is one possible strategy team coaches have been piloting in a variety of courses across programs.

Team Coaches can provide facilitation and guidance inside, or, with intentional timing, outside of a course.

If interested, the Team Coach would:

- Meet with faculty and the ID that supports the program to discuss structure and scheduling of teamwork within the course, determining where the team coach could provide added coaching;
- Support [Team Assignment Planning](#) (within a course or outside of a course) - meeting and explaining the purpose of the purpose and use of the team assignment planning process;
- Supporting and/or implementing self/peer assessment, including debrief of assessment activity.

Working with Team Coaches - Logistical Needs

Initial set up for administrative staff to provide:

- Spreadsheet with student names (last name, official first name, preferred name), RRU email address, team number.
- Initial Team List, and updated lists when they change
- Email distribution lists (unless you are at Service Level 3 and you have a Team Coach using a Moodle shell for engagement with students)
- Photos of students
- Faculty and Associate Faculty names, contact information, and the courses they teach
- Schedule of courses
- Outline of which courses have team assignments and the due dates

Optional though desirable:

- Collaboration with one faculty member per semester can provide enhanced learning for student teamwork through working with specific team assignments to solidify team learning concepts.

Student Expectations

We believe it is the role of the student to:

- Regularly participate in team discussions, and contribute to the learning of others;
- Demonstrate support for all team members in team assignments and activities;
- Demonstrate the ability to give, receive and integrate feedback;
- Demonstrate the ability to proactively use conflict resolution tools and techniques;
- Help to achieve team goals by applying knowledge of team development theory and effective communication;
- Foster and build a team culture that is receptive to change, progress and flexibility in order to achieve desired results;
- Demonstrate leadership and followership when appropriate;
- Recognize and respect different cultures and the values of others, and work to find common ground.

Performance and Behavioural Based Problems on Teams

Teams may, on occasion, face issues related to performance or behavior. Team Agreements are used to document and agree upon performance expectations and behaviours, prior to embarking on team tasks. Students are encouraged to review these documents, clarify expectations and apply their teamwork skills to resolve issues within the team.

Please refer to the [Working through Challenges](#) process for additional clarity on this support.