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# **Impact of Teamwork Skills on Students' Creativity: A Case of Classroom Educational Programme**

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*Continuous learning is the minimum requirement for success in any field. -- Dennis Waitley*

# Outline

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Research Objective



Teamwork Concept



Research Design



Data Collection Method



Tuckman's Model of Team Formation & its application in the case study

# Outline

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Belbin's Nine Team Roles and its applicability to the case study



Findings and discussion



Teamwork Effectiveness and creativity Process

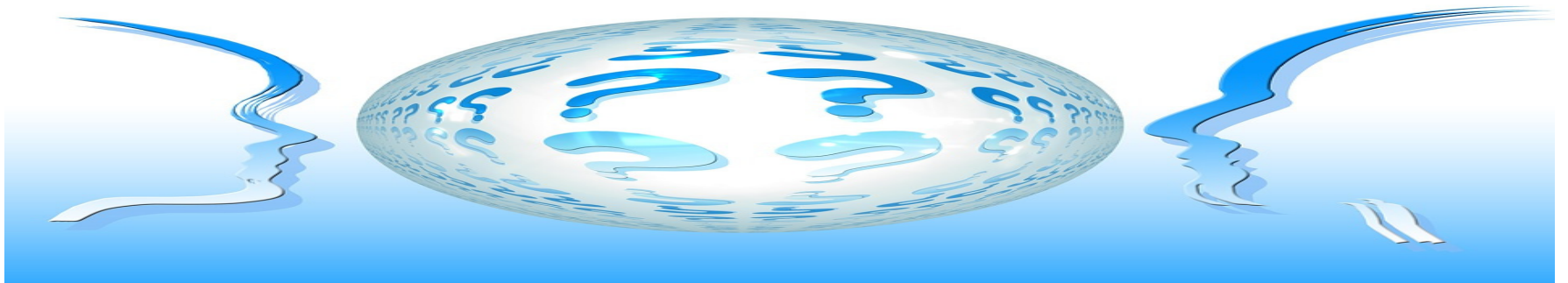


Conclusion

# Research Objective

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- This study aims at determining the impact of utilizing both Tuckman's Model of Team Formation and Belbin's Nine Team Roles on students' creativity in classroom activities, team effectiveness and the success of teaching students teamwork skills.



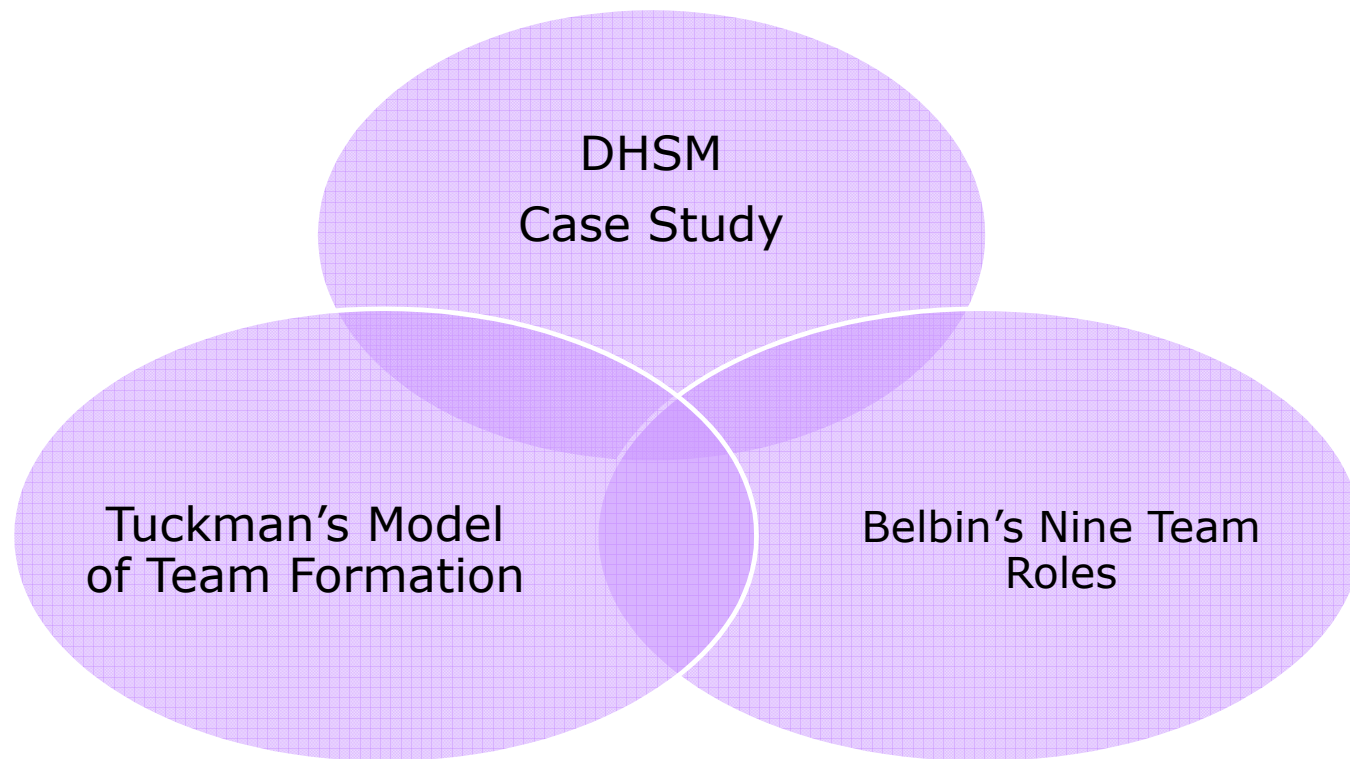
# Teamwork Concept

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- Difference between groups and teams
- Definition of Teamwork:  
*"A small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are accountable for the final outcome"* (Kraft (1999)).
- Teamwork and performance

# Research Design

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## Data Collection Method

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- Leaderless Group Discussion (LGD) and class observations
- Assess team performance activities
- 15 positive behaviours
- 10 negative behaviours






# Tuckman's Model of Team Formation

Stage Name	Definition	Required Activities
3. Norming	Members start getting comfortable following norms, develop own practices.	Members take responsibility i.e. team building event, create significant team logo
4. Performing	Team cohesiveness and effectivity as a result of sharing knowledge and trusting each other.	Team members working in synergy to complete the task and reach goal.
5. Adjourning	Evaluation of final outcome and reward accordingly.	Members celebrate their achievements.






# Findings from Team Adoption of Tuckman's Model of Team Formation

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- Leadership rotation assisted in developing members' skills and participation in the team
- Going through the stages of team formation assisted in the students being more organized and all teams submitted their assessments on the exact deadlines with no extensions
- Teams demonstrated high level of participation and engagement in class activities



# Findings from Team Adoption of Tuckman's Model of Team Formation

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- Team members were creative in approaching their assessments and in developing their team logo and its explanation.
- All teams developed “Ground Rules” for their respective teams which has a positive effect on their team cohesiveness

# Team Logo Samples

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FREE  
THINKERS



# Belbin's Nine Team Roles

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Cluster	Role
Action-Oriented Roles	1. Implementer
	2. Completer / Finisher
	3. Shaper
People-Oriented Roles	4. Co-ordinator
	5. Team Worker
	6. Resource Investigator
Thinking / Problem-solving-oriented Roles	7. Monitor Evaluator
	8. Plant
	9. Specialist

# Findings from Belbin's Nine Team Roles

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Most team roles were practiced and demonstrated through classroom interactions

Team roles weaknesses & strengths coincide with Belbin's findings

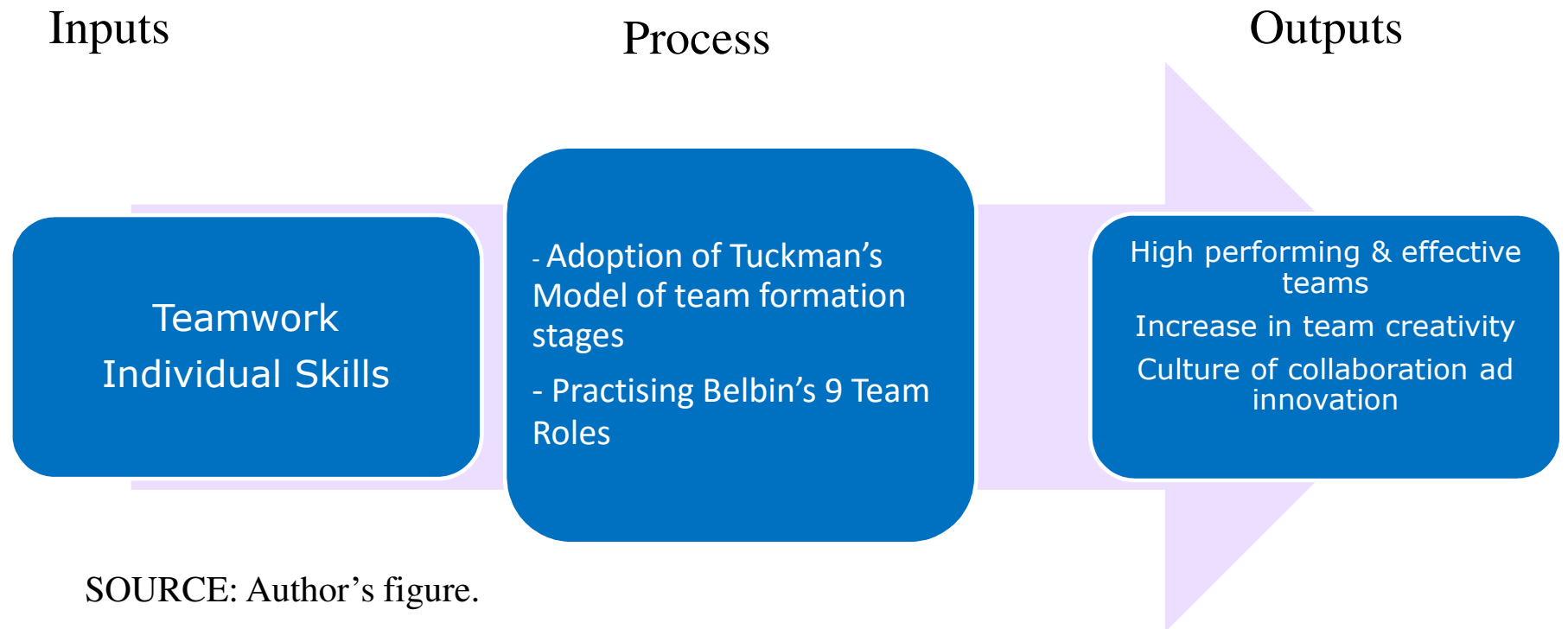
Large number of students were diplomatic and flexible

Students thrived on praise from their fellow students

Team members demonstrated more positive behaviour than negative behaviour

# Teamwork Effectiveness and Creativity Process

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SOURCE: Author's figure.

## Conclusion

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### Effect of adopting Tuckman's Model & Belbin's 9 team roles on teamwork performance & effectiveness:

- Utilisation of both models assisted in students' effective performance in classroom activities
- Contributed to achieving high marks in students' final course assessment.



# Conclusion

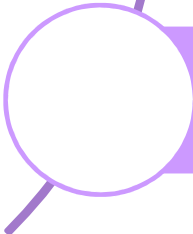
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Team ground rules assisted in the process of team bonding and becoming creative in developing team names and logos.



Utilising those models in the classroom was rewarding to all participants involved i.e. students and educator.



Models fostered a collaborative culture which is a requirement for creativity and innovation.