

## Make the most of group work

### Land acknowledgment

McGill is located on the unceded Indigenous lands of the Kanien'kehá:ka Nation, known as Tiohtià:ke/Montreal. The Kanien'kehá:ka, also known as the Keepers of the Eastern Door, are one of the nations that make up the Haudenosaunee Confederacy on Turtle Island/North America. Our presence on this land contributes to the dispossession and ongoing oppression of Indigenous peoples. Our goal is to promote learning and generate allyship with local Indigenous communities, by honouring and respecting the many nations removed from, as well as those still connected to this land. Consult [Native Land](#), McGill Indigenous Initiatives' [The Land and Peoples](#), and [Indigenous Education Resources](#) to learn more. Throughout the workshop we invite you to consider that it may be helpful in group work to engage in diverse modes of thinking, create bridges across differences, and explore new ways of doing things to achieve meaningful and desirable outcomes.

### Session description and outcomes

In this webinar, you will learn to identify and understand challenges and opportunities that arise while working in groups. You will also explore your own strengths, how to deal with conflict, and important strategies to have more enjoyable group work experiences.

By the end of this session, you will have had a chance to:

- Identify challenges of group work
- Understand key concepts and strategies for successfully working in a group
- Apply concepts and strategies to use in real world contexts

### Working definitions

Stages of group work:

**Forming:** Coming together in your group

**Storming:** Dealing with communication; troubleshooting

**Norming:** Finding the ways you all work best together; creating "norms"

**Performing:** Achieving your goals

Group roles:

**Driver:** Facilitates meetings, motivates, challenger, constructive feedback, etc

**Organizational:** Division of work, scheduling, coordination and workflow, note taking, booking rooms

**Technical:** Coding, drawing, sound mixing, make ppt or shared doc/drive video editing

**Interpersonal:** Finding and working with external resources, communication with prof/TA, mediator

**Quality Assurance:** Creating and following guidelines/criteria, ensuring people are doing their tasks, editing, etc.

**General:** Provides assistance to any of the above

### Activities

This workshop will involve a drawing activity, one-minute writing activity, think-pair-share, group work, reflection and discussion, polling activity (shared via QR code).

Before coming to this workshop, consider reflecting on challenges you've had with group work.

## Your next steps

Following the session, reflect on the following questions:

- How will you address roles within a group in your next group project?
- What steps will you take next time you deal with unequal contribution within a group?

## Space for your notes

## Resources

Register for [SKILLS21](#), McGill's workshop-based skills development program for undergraduate students.

Consult the [learning resources](#) created by Teaching and Learning Services, particularly this page on [working in groups](#).

Explore [Stay on Track](#), a peer-to-peer program that enhances undergraduate students' learning and wellness skills. Learn more about the three pathways available: reminders, coaching sessions, and study groups.

Visit [Learner Supports](#) from Student Accessibility & Achievement.

## References

Anti-Opressive Facilitation for Democratic Process (n.d.) AORTA. Retrieved from [www.aorta.coop](http://www.aorta.coop).

Bicchieri, C., Muldoon, R., & Sontuoso, A. (2011). Social Norms. In E. Zalta, *Stanford Encyclopedia of Philosophy*. Stanford. <https://plato.stanford.edu/archives/win2018/entries/social-norms>

Gibson, C., & McDaniel, D. (2010). Moving beyond conventional wisdom: Advancements in cross-cultural theories of leadership, conflict, and teams. *Perspectives on Psychological Science*, 5(4), 450-462.

Oakley, B., Felder, R.M., Brent, R., & Elhadj, I. (2004). Turning Student Groups into Effective Teams. *Journal of Student Centered Learning*. 2(1), 9-34.

Teaching and Learning Services. (2018). *Using peer assessment to make teamwork work*. Montreal: Teaching and Learning Services, McGill University.

Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384-399. <https://doi.org/10.1037/h0022100>

Wilson, L., Ho, S., & Brookes, R. H. (2018). Student perceptions of teamwork within assessment tasks in undergraduate science degrees. *Assessment & Evaluation in Higher Education*, 43(5), 786–799. <https://doi.org/10.1080/02602938.2017.1409334>

## Contact information

For any questions about the workshop material or other related information, visit [mcgill.ca/tls/students](https://mcgill.ca/tls/students).