

***Team Effectiveness  
for Student Collaboration***

**A Guiding Model for Agile Peer-Teams**

Jody Paul

`jody@acm.org`

Metropolitan State University of Denver

***Student Teams ARE  
Development Teams***

# *The (Student) Team Paradox*

**Trained for independence**



**Expected to collaborate  
effectively**

# *What Goes Wrong*

## **Observations:**

- “Splitting up” to work independently
- Communication breakdowns
- Uneven contributions
- Desires for a “leader”

## **Students feel:**

- Grade at mercy of others
- Resentment & burnout
- Scheduling nightmares
- Personality clashes
- No “team” curricula

# *A proven model for building effective teams*

Lencioni's *Five Dysfunctions* (2002)

**Written for *managers/leaders*  
to *fix* their teams' *dysfunctions***

Inattention to Results  
Avoidance of Accountability  
Lack of Commitment  
Fear of Conflict  
Absence of Trust



Patrick M. Lencioni. 2002. *The Five Dysfunctions of a Team: A Leadership Fable*. Jossey-Bass, San Francisco, CA.

# Student teams ARE development teams

*Key Perspective Shift*

**Real Stakeholders**

No need to “pretend” or be hypothetical

*Key Model Shift*

**Peer teams, not hierarchical teams**

No artificial roles or “leaders”

# Guiding Model for Agile Peer-Teams

Reframed:

from to

*Leaders* → *Peers*

*Dysfunctions* → *Positive Outcomes*



# ***Guiding Model for Agile Peer-Teams*** ***Open Educational Resource***

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Materials include:

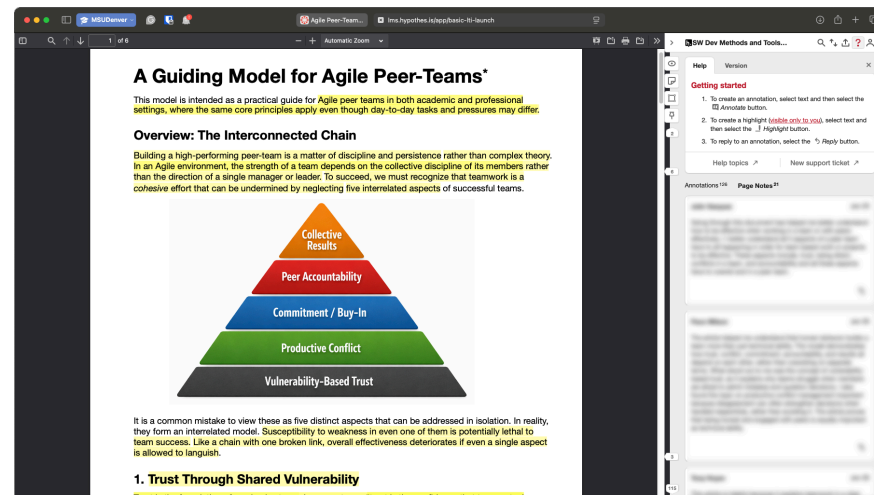
- **Guiding Model for Agile Peer-Teams**
- Associated **team-enhancing activities**
- Example **assignment** (*social annotation*)
- Sample **working agreement template**
- Sample **team health-check instruments**
- Example **peer evaluation rubric**

[https://jodypaul.com/oer/PeerTeamModel\\_SIGCSE2026.pdf](https://jodypaul.com/oer/PeerTeamModel_SIGCSE2026.pdf)

# Making It Concrete: Social Annotation

## Students collaboratively annotate the model and activities

- Connect concepts to their personal and team experiences
- Identify potential risks & challenges
- **Build shared language for collaboration**



# Student Voices

*"Reading through this article and through peer responses has reminded me of the job each of us have individually for the collective team to thrive."*

*"In school teams, people are often scared to look less skilled, so they don't ask for help. This reading shows that being honest about mistakes actually helps the team work better."*

*"This article would have been helpful to read even in middle school when team projects first started being introduced."*

*"Reading this article and the annotations of everyone has reminded me of how much work I need to do towards being effective on a team. So much of my experience in computer science has been on my own that I see teams as a "tell me what work to get done and it'll be done," rather than as a process that I can give input to."*

*"This article covered a lot of ideas that I wish I was equipped with more earlier on in my college education. I have had a lot of teams that are missing several of concepts covered here, namely productive conflict and vulnerability based trust."*

*"What stands out to me is that the best parts of this model don't feel like "procedures," they feel like behaviors. That's important, because forced structure in team environments usually backfires."*

# *A Path Forward*

## **Not all-or-nothing**

**Start small, grow incrementally**  
**Choose practices that fit your context**  
**Adapt the materials**

### **OER Guiding Model for Agile Peer-Teams**

- Guiding Model for Agile Peer-Teams
- Team-Enhancing Activities
- Social Annotation Assignment
- Working Agreement template
- Team Health Checks
- Peer Evaluation Rubric

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