

## **WIP: Students' Identification of Teamwork Skills Early in a Capstone Course**

**Dr. Andrea L. Schuman, California Polytechnic State University, San Luis Obispo**

Andrea L. Schuman is an assistant professor in the Department of Computer Engineering at Cal Poly. She holds a Ph.D. in Engineering Education and an M.S. in Electrical Engineering from Virginia Tech, and a B.S. degree in Electrical Engineering from the University of Oklahoma. Her research interests include experiential teaching and learning in ECE and global engineering.

# Students' Identification of Teamwork Skills Early in a Capstone Course: a Work in Progress Paper

## **Introduction**

During the early stages of team formation, students have a range of experiences. They may be getting to know new people or figuring out how to technically collaborate with longtime friends. Many teams report 'good communication'—but mean very different things by it. Teamwork skills have been emphasized in engineering education and research for decades [1]. Functioning effectively in a team is one of the seven primary learning outcomes of ABET requirements [2]. Students want to learn how to collaborate in teams, and teamwork-related skills such as attitude, professional conduct, and communication are prioritized by industry professionals [3]. Themes of teamwork skills include team composition, dynamics, leadership, and culture [4]. The type of team building activities that teams do has been associated with different measured evaluations of project outcomes [5]. This WIP paper is part of a larger study to explore students' experiences and learning during multiple iterations of an engineering capstone class. This study explores students' identified teamwork competencies three to five weeks after team formation and examines if there are differences associated with different teamwork activities across course sections.

## ***Purpose Statement***

The purpose of this qualitative study is to learn which of the Characteristics of Effective Teams students identify a few weeks into a capstone team collaboration and if there is variation across course sections that have implemented different team-building activities.

## **Framework**

The framework for this study's analysis is based on a published systematic literature review of the attributes of effective teamwork [6]. The results of this literature review were a list of 11 attributes that should be present for an effective team. This framework was chosen so that students' early identification and development of proven teamwork skills as they entered a long-term team collaboration could be identified.

## Research Questions

1. When discussing early team-building activities and teamwork experiences, which attributes of the Characteristics of Effective Teams do computer engineering capstone students identify?
2. Are there differences in the characteristics identified across course sections that implemented different teamwork activities?

## Methods

The research methods for this study are qualitatively analyzing the transcripts of computer engineering capstone students' spoken reflections in which they are answering questions about their teamwork so far. The transcripts were coded from a codebook based on the Attributes of Effective Teamwork framework [6] and codes are frequency counted.

## Context

The context for this study is four sections of a computer engineering capstone course at an engineering-focused public primarily undergraduate institution (PUI). In the course, students at the end of their degree program collaborate for two quarters (about 20 weeks) in a team to solve a problem for a real-world client. Teams are typically three to six students. In the quarter of data collection, there were four sections of the capstone class enrolling about 100 students in total. Sixty-seven of the students that consented for their data to be used for research submitted the reflection relevant to this study. The details of the three course sections including which activities they ran are in Table 1.

*Table 1 Details of capstone course sections*

| <b>Course Pseudonym</b> | <b># of Sections</b> | <b># of Students</b> | <b>Week of Reflection</b> | <b>Course Activities</b>    |                        |                           |
|-------------------------|----------------------|----------------------|---------------------------|-----------------------------|------------------------|---------------------------|
|                         |                      |                      |                           | <b>Teaming Tribulations</b> | <b>Survival Skills</b> | <b>Teamwork Questions</b> |
| <i>Tribulations</i>     | 2                    | 28                   | 3                         | X                           |                        |                           |
| <i>Game Combo</i>       | 1                    | 21                   | 3                         | X                           | X                      |                           |
| <i>Questions</i>        | 1                    | 18                   | 4-5                       |                             |                        | X                         |

### *Teaming Tribulations*

The Tribulations and Game Combo course ran the Teaming Tribulations activity previously published at ASEE [7], [8]. Teaming Tribulations is an game where students take on different assigned personas as they decide between design solutions as a team. It is designed to give students practice disagreeing with teammates and to reflect on healthy discussion and problem-solving methods. It shows students the impact of being biased

towards specific design solutions. When this game was piloted, students gave positive feedback [7]. It was next tested at multiple universities where students found it fun, easy to follow, and helpful. They gave specific responses in who they would like to have on their team from the game personalities [8]. In this iteration, after playing Teaming Tribulations the class had a guided reflection with questions including:

- Which personality cards were easiest to play?
- Which personality cards were most difficult to play?
- What personality cards would you most like to have in your capstone team?
- What personality cards would you least like to have on your capstone team?

Both the Tribulations and Game Combo sections of the capstone course participated in this activity.

### *Survival Skills Game*

The Game Combo capstone section additionally played a survival ranking game. This game was selected because the instructor was seeking an interactive team-building activity. The Survival Skills activity is a modified version of similar activities, where students rank the importance of different items in a survival situation, to incorporate two contexts without telling the students initially that the scenarios differed [9], [10]. This activity gives students an opportunity to practice communication skills such as listening and compromising as they merge their individual lists. By including multiple survival contexts, there was a learning outcome of the importance of engineering designing for a specific context, as students saw how different the survival priorities needed to be when stranded at sea or on the moon. The activity is elaborated in Appendix A.

### *Teamwork Questions*

The Questions section had a course activity where students discussed prompting questions from the School of Life Teamwork question game [11]. These questions are meant for team members to bond and get to know one another and the website describes them as “Played as a group, we’ll end up in profound, eye-opening and meaningful chats that humanise colleagues in each other’s eyes and help to create an atmosphere of forgiving and kind collegiality around the office: this is the best and easiest way to turn individuals into a team”. Example questions include:

- What are you grateful for in your childhood?
- Without naming them, pick out someone you envy and explain what it is about them, or their life, that makes you feel envious.
- What factors have most powerfully shaped who you are today?

- Is there a colour you particularly like? What associations does it have for you?

Instead of playing as a game, students discussed the questions in their teams during class. Students were encouraged to skip questions that they preferred not to answer.

### **Data Collection**

The spoken reflection data collection method is the same as previous publications by the author [12], [13], though the university context is different. All students enrolled in a Computer Engineering capstone course recorded spoken reflections for a completion grade. Students had the option to opt in or out of allowing their data to be used for research with an IRB-covered consent process. Spoken reflections were chosen because students can communicate their perspectives in a medium that may be considered more informal, with the aim of accessing their unfiltered thoughts. The specific reflection prompt for the responses analyzed for this study are a portion of the second reflection assignment, submitted three to five weeks into the course:

...Reflect on your team building activity.

- How were conflicts of opinions between team members navigated?
- How can you make teamwork more effective for future exercises?
- How would you describe the strengths or advantages of the people on your team?
- What have you learned about team collaborations so far?

Sixty-seven students both consented to participate in research and submitted the reflection based on these questions.

### **Data Analysis**

*Table 2 Codebook based on [1]*

| <b>Code</b>                         | <b>Definition</b>                                                                                                                                                                                           |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Shared Goal of Team Success</i>  | Setting a common team goal which supersedes individual interests. Commitment to succeed in the group and receive prestige and recognition as a result of team's success                                     |
| <i>Motivation</i>                   | Motivated and satisfied with their team task. Drive to succeed due to positive perception or passion about their project, team, or role.                                                                    |
| <i>Interpersonal skills</i>         | Respect and care for teammates with high level of mutual trust among team members. Mutually supportive of one another due to relationships that extend beyond work relationships to personal relationships. |
| <i>Open/Effective Communication</i> | Engaging in open dialogue, timely communication and have value active listening skills. Members should also present ideas effectively to other team members.                                                |

|                                                  |                                                                                                                                                                                                                                                |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Constructive Feedback</i>                     | Build a team spirit of constructive criticism where team members provide and accept feedback about their contributions to the team from each other in a positive and non-protective manner                                                     |
| <i>Ideal Team Composition</i>                    | Team makeup including diversity, member roles, ideas, subject knowledge, etc.                                                                                                                                                                  |
| <i>Leadership</i>                                | Leadership skills within the group. Includes taking leadership role through consensus of the team, acting as a facilitator, monitoring tasks, dealing with conflict and accomplishing tasks                                                    |
| <i>Accountability</i>                            | Individuals are accountable for their share of work and take personal responsibility in team tasks and actions assigned to them.                                                                                                               |
| <i>Interdependence</i>                           | Instead of fully individual contributions to the team, members collaborate, help each other, and learn together. Interdependence in the team will be achieved when team members are not self-directed and completely individual in their work. |
| <i>Adherence to Team Process and Performance</i> | Developing and implementing strategies/decisions through creative/feasible means with the aim of solving problems through an effective work process                                                                                            |

Students' spoken responses were transcribed, then coded using Structural Coding, where an a priori codebook is applied to segments of data which is then frequency counted by the number of participants [14]. If students identified a shortcoming related to one of the codes, that was coded because it demonstrated that the student had awareness of the attribute and their team's shortcoming of it. The codebook's definitions evolved and segments of data were re-coded, as described in the Reliability section. The final codebook with code definitions is in Table 2. Example quotes are in Appendix B.

### *Reliability*

The author used peer debriefing to enhance the clarity of the codebook and differentiation of the codes to overall improve the reliability of the study. Initial coding was done based on a codebook that was unmodified from Chowdhury & Murzi [6]. In the first round of peer debriefing, a colleague with experience in teaching collaborative courses in the same computer engineering department reviewed the codebook with example definitions. Based on this discussion, previously separate codes of Shared Goal & Value and Commitment to Team Success were combined. In the second round, the new code Shared Goal of Team Success was compared to quotes coded with Accountability and Motivation to ensure code differentiation.

Limitations to this study include the variation of instructors across sections, which results in multiple differences in students' experiences. The teams were also selected with

different methods, so some students were more familiar with their team members initially than others may have been.

## Results

The total appearances of each code and the normalized frequency of each code across the three course sections are plotted in Figure 1 and detailed in Table 5 in Appendix C, which answers RQ1. The normalized count is the average number of students who reflected on each teamwork skill each code normalized to ten students per section. Highlighted results for RQ2 are included in the following sections, with quotes edited for clarity and to remove repeated and filler words.

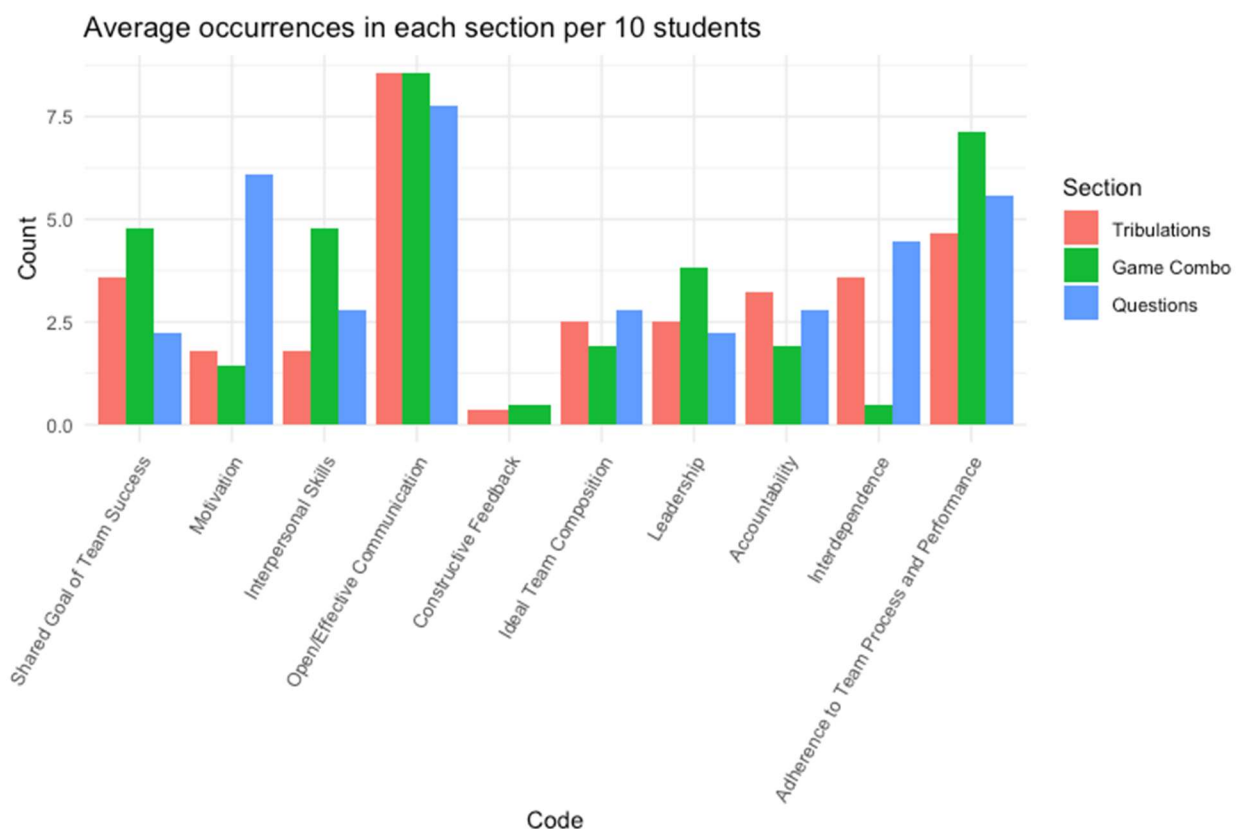


Figure 1 Normalized Code Count by Course Section

### *Open/Effective Communication*

Open and effective communication was the most common code identified by students, which is a result for RQ1. The majority of students, 56 out of 67, referenced the importance of communication in their responses. An example quote from the Tribulations course was “to make teamwork more effective for future exercises, I think we could work on definitely having all of us speak up more... because although we definitely gave some words from

each of us, I feel like, for example, I was a little nervous to like talk badly about a teammates idea as said by my card, but I need to really learn to hold my ground and stand up for what I believe will be the best idea for any prototypes or project ideas that we want to do.” This student demonstrated that the game scenario taught them a transferable lesson for anticipated future discussions. Overall, communication seems to be a teamwork skill that students are aware of. It was similarly frequent in all three sections.

### *Motivation*

Out of the three sections, Motivation was the most frequently discussed in the Questions section. One of the reflection questions was “How were conflicts of opinions between team members navigated?” For students who had participated in Teaming Tribulations, they had experienced simulated in-class conflicts that were forced by the game. Students in the Questions section had not played the game, so they responded based on conflict during team collaboration. An example response from the Questions section is “I think it's really cool that we have the opportunity to work with [client company], which is a big company. [This project will] definitely be something nice on our resumes and I think the team that I'm working with, they're all very driven and very excited to work.” Students explained why they or their teammates were driven to contribute to their portion of the project or the collaboration overall. It is possible that Motivation became a more significant code due to students drawing on experiences during team meetings outside of class, instead of doing course activities under the guidance of the instructor. It was the second most-common code only for the Questions section.

### *Adherence to Team Process and Performance*

Both the Survival Skills and Teaming Tribulations games required group decisions to be made. Adherence to Team Process and Performance was the second-most common code for the Combo section. One student described “We did the consensus method, where we just all convinced each other of one solution or one idea, and we would hear each other out. It was sort of an open discussion. If someone had strong opinions, they were in favor of that... and you kind of worked it out just amongst yourselves, which is, I think, possible with a smaller group.” Students could try out voting, consensus-building, or argument techniques with their teammates and decide which methods to use in future discussions.

### *Constructive Feedback*

The definition of Constructive Feedback as a code was specifically focused on feedback for teammates, not ideas. The reflections had frequent discussion of ideas and compromise, but students almost never discussed giving team members themselves feedback. This code was only used twice across all 67 students. Having the opportunity to

give team members feedback earlier in the collaboration may be beneficial and is an area for future consideration.

## **Conclusions & Future Work**

Overall, most codes were referenced at a similar rate across course sections. This could be because data were collected early in the course, and since students are at the same university major they may be drawing from similar prior teamwork experiences. Notably, no students in the Questions section specifically mentioned the School of Life Teamwork questions in their response to this reflection prompt. Instead, they solely discussed project collaboration examples. Students in the Tribulations and Game Combo sections used examples of the in-class activities when describing their learning. The finding that students did not demonstrate awareness of Constructive Feedback is important for instructors to note. Even when they were dissatisfied with the contributions of their peers, the participants did not describe communicating about issues. Students may not be trained in giving feedback to their teammates and instructors should facilitate teamwork improvement discussions.

This analysis is part of a larger project to continue examining students' learning across computer engineering capstone course designs. Future research will include continued analysis of students' reflections as they progressed in the capstone course, including how the team collaborations continued to evolve. Perceptions within capstone teams instead of at a course-level may illuminate more specific experiences associated with team harmony or discord.

## **Acknowledgements**

Thank you to Professors John Oliver & John Seng for collecting data in your classes. Thank you to Professor Carlos Diaz Alvarenga for your service in peer debriefing.

## **References**

- [1] Y. Cao, Q. Zhu, and J. M. Case, "Cultural aspects of teamwork in engineering education: comparing Chinese and international literatures," *Eur. J. Eng. Educ.*, vol. 50, no. 3, pp. 561–584, May 2025, doi: 10.1080/03043797.2024.2439296.
- [2] ABET, "Criteria for Accrediting Engineering Programs, 2025 - 2026 | ABET." Accessed: Jan. 19, 2026. [Online]. Available: <https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-programs-2025-2026/>
- [3] J.-B. R. Souppiez, "Engineering employability skills: Students, academics, and industry professionals perception," *Int. J. Mech. Eng. Educ.*, vol. 53, no. 1, pp. 125–142, Jan. 2025, doi: 10.1177/03064190231214178.

- [4] C. Kimpton and N. Maynard, "Teamwork Skills Development In Engineering Education: A Holistic Approach," *Res. Pap.*, Oct. 2023, doi: <https://doi.org/10.21427/E569-T245>.
- [5] H. Godbole, E. A. Debartolo, and S. Takai, "Board 366: Relationship Between Team-Building Activities and Capstone Team Performance and Student Experience," presented at the 2024 ASEE Annual Conference & Exposition, Jun. 2024. Accessed: Dec. 03, 2025. [Online]. Available: <https://peer.asee.org/board-366-relationship-between-team-building-activities-and-capstone-team-performance-and-student-experience>
- [6] T. Chowdhury and H. Murzi, "Literature Review: Exploring Teamwork in Engineering Education," presented at the Research in Engineering Education Symposium, Jul. 2019.
- [7] C. M. de Vries, "Teaming Tribulations: A Design Course Simulation Game," presented at the 2023 ASEE Annual Conference & Exposition, Jun. 2023. Accessed: Oct. 06, 2025. [Online]. Available: <https://peer.asee.org/teaming-tribulations-a-design-course-simulation-game>
- [8] C. M. de Vries, Q. Dunsworth, and D. Dodd, "Teaming Tribulations: Using a Role Playing Game to Improve Teaming Outcomes," presented at the 2024 ASEE Annual Conference & Exposition, Jun. 2024. Accessed: Jan. 10, 2026. [Online]. Available: <https://peer.asee.org/teaming-tribulations-using-a-role-playing-game-to-improve-teaming-outcomes>
- [9] "Lost at Sea – Team Building Exercise," Northeast Wisconsin Manufacturing Alliance. Accessed: Jan. 10, 2026. [Online]. Available: <https://newmfgalliance.org/wp-content/uploads/2020/03/lost-at-sea-instructions-8-19-2015.pdf>
- [10] "NASA Exercise: Survival on the Moon," CSU Chico - Valene L. Smith Museum of Anthropology. Accessed: Jan. 10, 2026. [Online]. Available: [https://www.csuchico.edu/anthmuseum/\\_assets/documents/nasa-exercise-survival-on-the-moon.pdf](https://www.csuchico.edu/anthmuseum/_assets/documents/nasa-exercise-survival-on-the-moon.pdf)
- [11] "Teamwork Game," The School of Life. Accessed: Jan. 19, 2026. [Online]. Available: <https://www.theschooloflife.com/shop/teamwork-game/>
- [12] A. L. Schuman, D. B. Knight, and M. Seyam, "Senior Software Engineering Students' Understanding of Design," presented at the 2025 ASEE Annual Conference & Exposition, Jun. 2025. Accessed: Oct. 13, 2025. [Online]. Available: <https://peer.asee.org/senior-software-engineering-students-understanding-of-design>
- [13] A. L. Schuman, "Engineering Students' Development of Global Engineering Competencies during International Programs," Virginia Tech, 2025. Accessed: Aug. 02, 2025. [Online]. Available: <https://hdl.handle.net/10919/135033>
- [14] J. Saldaña, *The Coding Manual for Qualitative Researchers*, Second edition. Los Angeles: SAGE Publications Ltd, 2012.

## Appendix A Survival Activity

The two scenarios given to the student teams and solutions are listed below. During class, the instructor moderated a discussion where students explained selected answers and why before the instructor revealed the answers, which are given in Table 3.

**Scenario:** You have chartered a yacht with a few friends for the holiday trip of a lifetime across the Atlantic Ocean. Because none of you have any previous sailing experience, you have hired an experienced skipper and small crew. Unfortunately in mid Atlantic a fierce fire breaks out in the ship's galley and the skipper and crew have been lost whilst trying to fight the blaze. Much of the yacht is destroyed and is slowly sinking. Your location is unclear because vital navigational equipment has been damaged in the fire. Your best estimate is that you are many hundreds of miles from the nearest landfall. You and your friends have managed to save 11 items, undamaged and intact, after the fire. Your task is to rank the 11 items in terms of their importance for you, as you wait to be rescued. Place the number 1 by the most important item, the number 2 by the second most important and so forth until you have ranked all 11 items.

**Scenario:** You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. However, due to mechanical difficulties, your ship was forced to land at a spot some 200 miles from the rendezvous point. During reentry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 11 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 11 for the least important.

Table 3 Survival Scenario Answers

| <b>Item</b>                  | <b>Coast Guard Ranking<br/>(Scenario 1) [9]</b> | <b>NASA Ranking (Scenario 2)<br/>[10]</b> |
|------------------------------|-------------------------------------------------|-------------------------------------------|
| <b>Box of matches</b>        | 2                                               | 10                                        |
| <b>Food concentrate</b>      | 5                                               | 4                                         |
| <b>50 feet of nylon rope</b> | 8                                               | 6                                         |
| <b>Parachute silk</b>        | 6                                               | 7                                         |

|                                                    |    |    |
|----------------------------------------------------|----|----|
| <b>One case of dehydrated milk</b>                 | 7  | 9  |
| <b>Two 100 lb. tanks of oxygen</b>                 | 11 | 1  |
| <b>Map</b>                                         | 10 | 3  |
| <b>Self-inflating life raft</b>                    | 1  | 8  |
| <b>20 liters of water</b>                          | 4  | 2  |
| <b>Solar-powered FM receiver-transmitter radio</b> | 9  | 5  |
| <b>A 10 liter can of oil/petrol mixture</b>        | 3  | 11 |

## Appendix B Codes with Example Quotes

Table 4 Codebook with Example Quotes

| Code                                             | Example Quote                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Shared Goal of Team Success</i>               | I feel that no matter what, we are trying to accomplish something, and so it's nothing personal if we believe that there isn't a better way to do things, which is good as well... Even if we disagree on things individually, if we agree on things as a team, that kind of shows that... You are able to come together and... do what's best for the team and not just best for what you're trying to do individually.                                                                 |
| <i>Motivation</i>                                | I feel like I have a really good team. Everybody does what they want to do. Not necessarily what they have to do. Everybody chooses something they want to participate in. It's been working out so far. Everybody seems motivated to do their part in the project.                                                                                                                                                                                                                      |
| <i>Interpersonal skills</i>                      | And then to describe the advantages of the people on my team, I'm pretty good friends with my entire team I'd say. I know for most of them I've like had them in other classes before and I kind of respect the effort that they put into their work. So I think that's a good thing, pretty good team chemistry.                                                                                                                                                                        |
| <i>Open/Effective Communication</i>              | How can you make teamwork more effective for future exercises? I think continuing to do that, like I just said, making sure everybody's opinion and voice is heard, nobody's really just sitting back and listening to everybody else and not really sharing anything, that's not very productive for a team.                                                                                                                                                                            |
| <i>Constructive Feedback</i>                     | Everybody is able to take constructive criticism very well.                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <i>Ideal Team Composition</i>                    | I think our team together has a lot of strengths... we all have a different area of, I want to say expertise, but area of focus where we can play off and bounce off of each other.                                                                                                                                                                                                                                                                                                      |
| <i>Leadership</i>                                | I would say the way we can make teamwork more effective is it seems that having a sort of spokesperson or someone that speaks up a lot more, that gets people more involved in the conversation, is really helpful for my team. I noticed that while everyone might be a little quiet, that the more you encourage them, they do actually like are invested.                                                                                                                             |
| <i>Accountability</i>                            | And the thing I've learned about team collaboration so far is that I think it's really important to give people ownership over something. It's like, if you say to someone like this is your responsibility, like they will take it upon themselves to do it well. Like people don't like doing bad a bad job. And if you give someone responsibility, like I think more often than not, people will rise to the occasion. And if they don't, like it's probably not for lack of effort. |
| <i>Interdependence</i>                           | Working together on the same projects, whether it's debugging something at the same time or reviewing each other's code. I think having an understanding of what other people are doing is effective for future problems or things that come up. I                                                                                                                                                                                                                                       |
| <i>Adherence to Team Process and Performance</i> | And for future exercises to make have more effective teamwork, you know, maybe this, this specific problem solve technique of just going around and each stating your opinion won't always be applicable. But I think it is always important to just find a strategy. If you're just winging it, then it's unlikely to be effective. So just finding a strategy and sticking to it is important.                                                                                         |

## Appendix B Detailed Coding Results

Table 5 Coding Results

|                                                  | Total Count | Normalized Count among 10 students by Section |                   |                  |
|--------------------------------------------------|-------------|-----------------------------------------------|-------------------|------------------|
| <b>Code</b>                                      |             | <b>Tribulations</b>                           | <b>Game Combo</b> | <b>Questions</b> |
| <i>Shared Goal of Team Success</i>               | 24          | 3.7                                           | 4.8               | 2.2              |
| <i>Motivation</i>                                | 19          | 1.8                                           | 1.4               | <u>6.1</u>       |
| <i>Interpersonal skills</i>                      | 20          | 1.8                                           | 4.8               | 2.8              |
| <i>Open/Effective Communication</i>              | 56          | <u>8.5</u>                                    | <u>8.6</u>        | <u>7.8</u>       |
| <i>Constructive Feedback</i>                     | 2           | 0.7                                           | 0.5               | 0.0              |
| <i>Ideal Team Composition</i>                    | 16          | 2.5                                           | 1.9               | 2.8              |
| <i>Leadership</i>                                | 19          | 2.5                                           | 3.8               | 2.2              |
| <i>Accountability</i>                            | 18          | 3.2                                           | 1.9               | 2.8              |
| <i>Interdependence</i>                           | 19          | 3.6                                           | 0.5               | 4.4              |
| <i>Adherence to Team Process and Performance</i> | 38          | <u>4.7</u>                                    | <u>7.1</u>        | 5.6              |