BULETIN

UiTM CAWANGAN NEGERI SEMBILAN
KAMPUS SEREMBAN
EDISI 10 2025

F
P
N
S
3

f fpnuitmn9s3

🌐 https://encr.pw/FakultiPerakaunanS3

The Relevance of Teamwork Skills to Help Students Manage Conflict in a Group Project.

Rafizan Abdul Razak and Akma Hidayu Abdul Wahid

Teamwork skills are required to facilitate effective collaboration and achieve mutual goals in various contexts and environments. Many studies highlight communication, conflict resolution, planning, organisation, and leadership as critical teamwork skills. These skills are crucial for students to effectively collaborate in addressing conflict in group project assignments, which is one of the components in their continuous evaluation. Several studies below suggest the relevance of these skills and guide how one can acquire and utilise them to tackle conflicts in fulfilling the group project.

The following are the key aspects:

1. ***Conflict Management Styles***
   Students can benefit from studying different conflict management styles, such as avoiding, accommodating, dominating, integrating, and compromising. Tools like the conflict management styles (CMS) psychometric inventory can be applied to help students assess their conflict management style and receive developmental feedback, which aids in managing conflicts more effectively (O'Neill et al., 2024).

2. ***Training and Workshops***
   Brief leadership and management style training, followed by team contracts specifying group responsibilities and rules, has reduced conflict rates and improved group communication. The method also raises student satisfaction, responsibility, and motivation, improving academic performance (Pertegal-Felices et al., 2019).

3. ***Structured Group Projects***
   Well-structured group work that segments tasks into several components can enable students to focus on learning outcomes rather than dispute resolution. Such an organization increases group success and provides an improved learning experience (Boerngen & Rickard, 2023)

4. ***Peer Feedback***
   Providing high-quality peer feedback is another effective strategy. Training students on how to give constructive feedback can lead to a meaningful reduction in teamwork problems and improve overall team dynamics (Huang, et.al., 2024)

5. ***Self-Assessment and Reflection***
   High-quality peer feedback is also an effective technique. Having students learn to offer constructive feedback brings considerable reduction in teamwork issues and improvements overall in team dynamics (Carlsson Hauff & Nilsson, 2021)

6. ***Cultural Self-Awareness***
   Cultural self-awareness and understanding scrum values can help students manage conflict better. These are fundamental skills in multicultural teams, where diverse backgrounds and opinions can lead to conflict (Jaiswal et al., 2022).

Conclusion

Teamwork skills are relevant for managing conflict in group projects, as students gain valuable knowledge in their learning and problem-solving skills for future working environments. By understanding different conflict management styles, participating in training sessions, working on structured projects, providing peer feedback, engaging in self-assessment, and developing cultural self-awareness, students can effectively navigate and resolve conflicts, leading to more successful and satisfying group work experiences. Their experience in this process will provide insight into developing the required competency skills in the future.

References

Boerngen, M. A., & Rickard, J. W. (2023). Structuring group work to provide a more positive student learning experience. *Natural Sciences Education, 52*(2). https://doi.org/10.1002/nse2.20124

Carlsson Hauff, J., & Nilsson, J. (2021). Students' experience of making and receiving peer assessment: the effect of self-assessed knowledge and trust. *Assessment & Evaluation in Higher Education, 47*(6), 1–13. https://doi.org/10.1080/02602938.2021.1970713

Huang, V.W., Krueger, K., Cohen, T., & Hilton, M. (2024). Improving Software Engineering Teamwork with Structured Feedback. *Proceedings of the 55th ACM Technical Symposium on Computer Science Education*. https://www-scopus-com.uitm.idm.oclc.org/pages/publications/85189320434

Jaiswal, A., Patel, K., Patel, D.A., & Magana, A.J. (2022). Perceived scrum Values, Conflict Resolution Ability, and Cultural Self-Awareness in the Context of System Analysis and Design Teamwork. *ASEE Annual Conference and Exposition, Conference Proceedings*. https://www-scopus-com.uitm.idm.oclc.org/pages/publications/85138239595

O'Neill, T. A., Aldana, A. J., Espinoza, J. A., Sperry, M. P., Brykman, K. M., & Magda. (2024). Conflict management styles assessment and feedback for student self-awareness and team development. *Assessment and Evaluation in Higher Education/Assessment & Evaluation in Higher Education*, 1–14. https://doi.org/10.1080/02602938.2024.2350682

Pertegal-Felices, M. L., Fuster-Guillo, A., Rico-Soliveres, M. L., Azorin-Lopez, J., & Jimeno-Morenilla, A. (2019). Practical Method of Improving the Teamwork of Engineering Students Using Team Contracts to Minimize Conflict Situations. *IEEE Access, 7*, 65083–65092. https://doi.org/10.1109/access.2019.2916343