**Yorkville University Master of Arts in Counselling Psychology**

**STUDENT-LEADERSHIP TEAM AGREEMENT**

How to work in groups effectively, demonstrating leadership qualities that are consistent with developing as a counsellor-in-training.

Yorkville University students are anticipated to develop strong leadership and communication skills during their studies in the Master of Arts in Counselling Psychology. Leadership and communication skills are directly transferrable to future work in a community and clinical settings, within collegial engagement, in supervisor-supervisee engagement, and in all aspects of client work. Teamwork in academic studies is a direct parallel to the teamwork necessary in therapeutic environments. The onus is on the student to focus on active participation in group-oriented work, partnership efforts, and in collaborative development of projects. Additionally, it is anticipated that students will recognize the need for self-reflection and monitoring to bring their best efforts to enhance communication and resolve conflict that might arise within teamwork.

Teamwork and the expectations of collaborative work should be based on group agreement. Please consider the following questions are you work with your group partners to create a positive learning experience.

*These questions are meant to stimulate additional thought and provide focus.*

*Students do not need to submit written answers to these questions.*

* Relevant to group and project planning:
* “How will we work as a team?”
* “How will our team use technology and social platforms for communication, planning, and collaboration as we work on our project?”
* “How well do we understand the assignment?”
* “How will we come to agreement on responsibilities and tasks?”
* “Have we discussed and agreed to similar responsibility levels in tasks?”

* Relevant to open communication and encouragement of team participation:
	+ “How can we include everyone in participation?”
	+ “How do we demonstrate that our colleagues have contributions?”
	+ “How do we ensure that every team member has a voice?”
	+ “When a suggestion is offered, how do we acknowledge the contribution?”
	+ “How am I demonstrating commitment to the project and the team?”
* Relevant to group standards and practice:
	+ “Do we have any team practices to facilitate our cohesion and progress updates (e.g., Check-ins on tasks being developed, challenges being noted, requests for support)?”
	+ “Do we ask about how one another is managing studies balanced with life?”
	+ “Are we adhering to the times and technology that we agreed to?”
	+ “Am I showing up prepared and ready to work with my group?”
* Relevant to intentional construction of safety in learning and working together:
* “How have we agreed to talk about challenges in the group?”
* “Being respectful of individual circumstances is essential –how will we demonstrate respect should there be differences of opinion in the work?”
* “How will we get ourselves to courageously to speak up, trusting the rapport the group has developed?”
* “Have we checked in on the needs of others? Have we established openness and safety and invited others to disclose if they have particular learning/working accommodations or pressing situations that might require support as we work together?”
* “How will we communicate our individual needs?”
* Relevant to collaborative communication, problem-solving in disagreements, and feedback for growth as a counsellor-in-training:
	+ “What will we do should there be conflict?”
	+ “How will we make space for disagreement and how will we conduct ourselves when disagreement is present?”
	+ “What does professional collaboration and leadership look like and how will we perform it?”
	+ “Am I communicating consistently as a counsellor-in-training would be expected to, with respect and dignity for all, listening and engaging to understand, and embracing collaboration in problem-resolution?”
	+ “Are we, as team members, ensuring that we are working toward a collaborative outcome consistent with the assignment parameters and being flexible to team needs?”

## Leadership Team Agreement

## PROJECT DETAILS

The Student-Leadership Team Agreement must be completed as part of the team assignment.

COURSE:

CODE/COURSE:

NAME:

PROFESSOR’S NAME:

DATE OF SUBMISSION:

 **TEAM COMPOSITION**

Contact information for team members:

|  |  |  |  |
| --- | --- | --- | --- |
| NAME | TELEPHONE | EMAIL | TIME ZONE/ AVAILABILITY |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Team Leader: It is generally advisable to assign a team leader to every project. The team leader will serve as the primary contact point between the team and the professor throughout the project.

**NAME OF TEAM LEADER:**

# Leadership Team Agreement

# PROJECT DELIVERABLES

It is advisable to be as detailed as possible in the assignment of duties, tasks and deadlines for a project. Be specific.

|  |  |  |
| --- | --- | --- |
| Due Date | Details of Task | Assigned to |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Leadership Team Agreement**

**CHECKLIST REVIEW:**

**LEARNING AND INVOLVEMENT**

|  |
| --- |
| **Expectations for Time Management and Involvement:** Describe below your collective expectations as they relate to member participation, communication, quality, accessibility, and commitment. |
|  |
| **Ensuring Fair and Even Contribution and Collaboration:** Describe the measures your team will take to ensure that all team members are contributing and collaborating in an appropriate fashion. How will you as a team communicate if a team member is not contributing and collaborating effectively? How will your team manage any conflict which may arise? |
|  |
| **Goals:**What are the specific goals and/or outcomes that we have for this project, including the skills that we want to acquire, refine, or develop? |
|  |
| **Policies and Procedures:**What are the clear rules or guidelines that will help us meet our goals and required outcomes? |
|  |
| **Consequences:**How will we develop possible consequences to address non-performance or performance that is below the minimum expectations with respect to agree-upon tasks? |
|  |