TEAMWORK CORE COMPETENCY: SCAFFOLDING AND LOW STAKES ACTIVITIES

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CORE-TO-CAREER

NACE's Core Competencies

- Career and Self-development
- Communication
- Critical Thinking
- Equity and Inclusion
- Leadership
- Professionalism
- Teamwork
- Technology

- Pictured: Some of the C2C cohort

MY FOCUS FOR COURSE REVISION

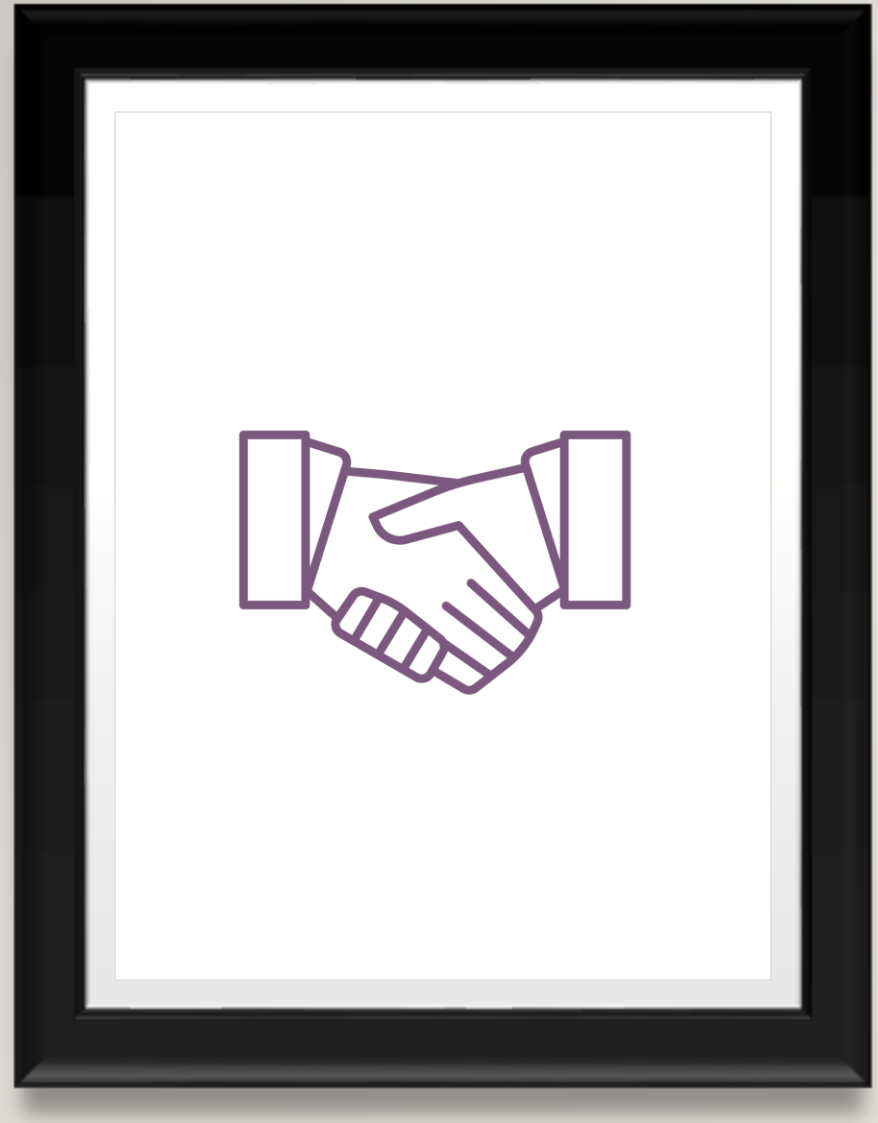
- Equity and Inclusion
- Professionalism
- Teamwork

ENGLISH 101 LEARNING OUTCOMES

Where did core competencies already exist in the course? How can I make that clearer and make it resonate with students?

- Use reading and composing for inquiry, as well as evaluating and reevaluating perspectives
- Integrate personal ideas with those of others
- Demonstrate awareness of the need for multiple drafts and revision to create and complete successful projects
- Use composing processes and tools as a means to discover and reconsider ideas
- Engage in the collaborative and social aspects of composing

* from the English 101 Outcomes based on the WPA Outcomes for FYC



NACE'S TEAMWORK DEFINITION

TEAMWORK

Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities.

NACE'S TEAMWORK SAMPLE BEHAVIORS

- Listen carefully to others, taking time to understand and ask appropriate questions without interrupting.
- Effectively manage conflict, interact with and respect diverse personalities, and meet ambiguity with resilience.
- Be accountable for individual and team responsibilities and deliverables.
- Employ personal strengths, knowledge, and talents to complement those of others.
- Exercise the ability to compromise and be agile.
- Collaborate with others to achieve common goals.
- Build strong, positive working relationships with supervisor and team members/coworkers.

ESSAY 1:
RHETORICAL ANALYSIS

- Before Core-to-Career
  - Assignment introduced to students, and students set goals.
  - Students selected an object for analysis from a provided list.
  - Based on selection, students were grouped together to create a presentation for the class.
  - Students presented and received feedback from classmates and teacher.
  - Students wrote individual drafts and submitted to peer review and for teacher feedback.

ESSAY 1: RHETORICAL ANALYSIS

After Core-to-Career

- Assignment introduced to students, and students set goals.
- Students selected an artifact for analysis from a provided list.
- Based on selection, students were initially grouped together to create a presentation for the class.
- Idea and skill speed dating.
- Students worked together to create team charter, assign responsibilities, and plan.
- Teacher assigns several team building activities.
- Students presented and received feedback from classmates and teacher.
- Students reflect on team experience, individual contributions, and the insights gained through collaboration.
- Students wrote individual drafts and submitted to peer review and for teacher feedback.
- In final reflection, students again reflect on role of teamwork in the drafts and final projects.

FORMING TEAMS

Phases of Team Development

Forming, Storming, Norming, Performing, and Adjourning — based on group development model by Bruce Tuckman

All phases are necessary and inevitable for a team to grow, tackle problems, find solutions, plan work, and deliver results.

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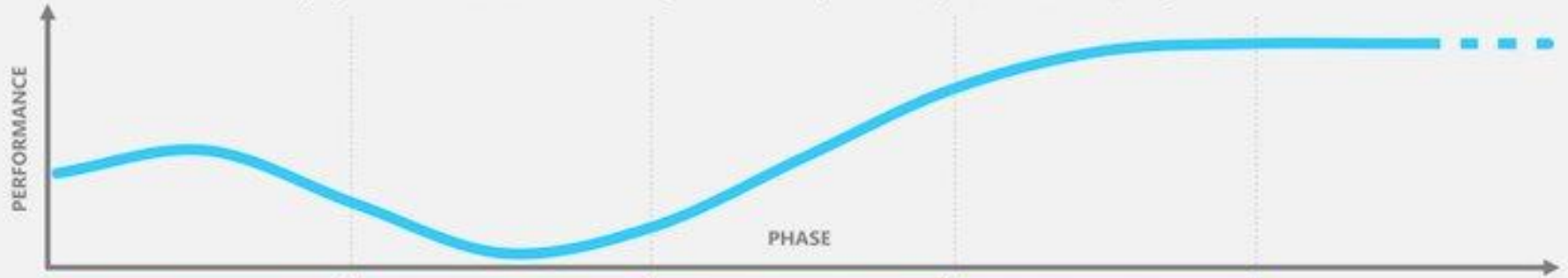

	FORMING	STORMING	NORMING	PERFORMING	ADJOURNING
CHARACTERISTICS	• Displaying eagerness • Socializing • Generally polite tone • Sticking to safe topics • Unclear about how one fits in • Some anxiety & questioning	• Some resistance • Lack of participation • Conflict based on differences of feelings & opinions • Competition • High emotions • Starting to move towards group norms	• Purpose & goals are well-understood • More confident • Improved commitment • Members are engaged and supportive • Relief, lowered anxiety • Developing cohesion	• High motivation, trust & empathy • Individuals defer to team needs • Effectively producing deliverables • Consistent performance • Demonstrations of interdependence & self-management	• (Also referred to as the Transitioning or Mourning phase) • Shift to process orientation • Sadness • Recognition of team & individual efforts • Disbanding
STRATEGIES	• Taking the 'lead' • Being highly visible • Facilitating introductions • Providing the 'big picture' • Establishing clear expectations • Communicating success criteria • Ensuring response times are quick	• Requesting & encouraging feedback • Identifying issues & facilitating their resolution • Normalizing matters • Building trust by honoring commitments	• Recognizing individual & team efforts • Providing learning opportunities & feedback • Monitoring the 'energy' of the team	• 'Guiding from the side' (minimal intervention) • Celebrating successes • Encouraging collective decision-making & problem-solving	• Recognizing change • Providing an opportunity for summative team evaluations ('lessons learned') • Providing an opportunity for individual acknowledgments • Celebrating the team's accomplishments (an 'after-party')

Graffius, Scott M. (2021). Phases of Team Development. Digital Object Identifier (DOI): 10.13140/RG.2.2.22040.42246.

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TEAM CHARTER

From the English 101 Activity—

An effective team charter should contain

1) broad team goals for the project;

2) measurable, specific goals;

3) personal goals;

4) individual level of commitment to the project;

5) other information about team members that may affect the project;

6) statement of how the team will resolve impasses;

7) statement of how the team will handle missed deadlines; and

8) statement of what constitutes unacceptable work and how the team will handle this.

TO CONCLUDE

- Low stakes
- Scaffolded
- Tied to course outcomes
- Reflect, reflect, reflect

THANK YOU!