

What is Teamwork?

Several interpretations are possible. Decide what is important for your unit or graduates of the course that your unit contributes to.

Not all groups are teams. Below are three possible definitions.

1. A full scale team has the following characteristics:

- clear boundaries
- small number of members
- shared leadership
- individual and mutual accountability
- specific common team purpose
- collective work products
- active problem solving
- direct performance measures
- interdependence
- differentiated member roles with definite tasks to perform (watson 1995)

2. UNE exemplar from the Attributes of a UNE Graduate Policy:

Graduates will be able to work collaboratively to achieve common goals

- work collaboratively and network effectively to solve problems
- take responsibility and carry out agreed tasks
- take initiative and lead others
- operate in a range of supportive roles within teams
- negotiate, assert their own values and respect the values and contributions of others
- evaluate team performance.

3. Work in teams to produce a combined product not possible through individual work, using the following sub-skills:

- define task
- identify sub-tasks
- prioritise tasks
- determine timeline
- allocate tasks amongst members,
- determine rules of communication, accountability, standard of work, etc
- identify team coordinator,
- monitor progress

A copy of the definition and associated levels of expectation for each year for **Rural Science, Agriculture and Natural Resources** appears below for more ideas.

Cooperative or collaborative learning is a useful learning strategy in itself resulting in more effective learning for students through the process of articulating their understanding to their peers and receiving feedback to modify or extend their understanding. A set of questions (Plan and activity) will help you plan in detail once you are clear about what you want to achieve.

Take a few minutes to think about your definition and jot down a few points.

Rural Science, Agriculture and Nat Resources

Team skills: The development of the skills and perspectives required to form a unified, interdependent and cohesive group of people working together to achieve common objectives which may be better facilitated through collective effort rather than individual effort. In particular students should demonstrate:

- the interpersonal and empathy skills required to recognise and respect the views of other team members;
- the delivery of improved learning outcomes and improved task achievement through collective action within environments of progressively increasing complexity and challenge throughout the degree program

Level/Description	Student Attributes	Teaching Strategies and Assessment Tasks
<p>1. Must be able to undertake team tasks in single classroom session and deliver outcomes within stated deadlines utilising all team members' skills</p>	<p>Personal Motivation, group empathy, task orientation</p> <p>Professional The ability to form effective teams and contribute collaboratively to team outcomes is an important professional workplace competency. The search for sustainable agricultural systems and sustainable resource management often involves diverse multidisciplinary teams undertaking complex tasks over extended periods. Increasingly, team competency is listed as an essential selection criterion for employment within both public and private sectors.</p> <p>Knowledge Effective meeting procedures Benefits (efficacy and efficiency) of collaborative action</p>	<p>Outcomes of team activities should contribute to substantive unit focus but demonstrate the advantage of team over individual work. Include component of peer assessment. Award marks for quality of team's self evaluation.</p>
<p>2. Must be able to undertake concurrent multiple team tasks of moderate complexity over several classroom sessions involving team work outside classroom</p>	<p>Personal Motivation, group empathy, task orientation, self/team evaluation</p> <p>Professional — as for 1.</p> <p>Knowledge Planning and organisational skills Interpersonal skills and techniques for dealing with problem behaviours (eg. conflict resolution and individual evaluation) Group facilitation skills</p>	<p>Team problem solving should focus upon substantive unit content/perspective. Include component of peer assessment. Award marks for quality of team's self evaluation.</p>
<p>3. Multiple and interlinked team tasks of moderate complexity, within professional workplace environment for external client</p>	<p>Personal — as for 2. Professional attitude and workplace orientation Confidence</p> <p>Professional — as for 1.</p> <p>Knowledge Moderate planning and organisational skills Advanced techniques for dealing with problem behaviours Intermediate facilitation skills</p>	<p>Team activity should be realistic and useful, the outcomes of which should somehow contribute to a higher outcome within the substantive focus of unit. Include component of peer assessment. Award marks for quality of team's self-evaluation.</p>
<p>4. As for 3 but of advanced complexity with multiple clients/stakeholders and involving dynamic planning environments and conflicting client interests</p>	<p>Personal — as for 2. High level of confidence Empathetic behaviours High level of self and team evaluation and critical appraisal Adoption of team leadership behaviours when necessary</p> <p>Professional — as for 1.</p> <p>Knowledge Advanced planning and organisational skills Advanced facilitation skills Conflict resolution skills demonstrated in the capacity to maintain and build a team</p>	<p>As with 3 but should address problem of moderate complexity and be preferably conducted within a realistic workplace environment. Award marks for quality of team's self-evaluation.</p>