

Teamwork and Value Systems

Teamwork is collaborating towards a common purpose through shared responsibility and mutual accountability, while maintaining positive relationships. Value Systems are a coherent set of ethical standards adopted and/or evolved by a team as a standard to guide its behavior. Teamwork and Value Systems may be embedded in any of the content areas or across multiple courses in the institution's Passport Block.

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Passport Learning Outcome Feature	Passport Learning Outcomes (what the student has learned)	Transfer Level Proficiency Criteria (Evidence of proficiency at the transfer level) Students demonstrate proficiency through successful completion of course assignments and exercises such as the ones below. These are examples of proficiency criteria only, not requirements. Sample activities come from different disciplines, may span multiple learning outcomes, and cover a range of formats (written, oral, visual, performative, individual, group). Proficiency may also be demonstrated in a language other than English.
Teamwork Fundamentals	Explain teamwork fundamentals including but not limited to team roles, rules and expectations, time and conflict management, goal setting and problem solving, and other relevant models and concepts.	<ol style="list-style-type: none"> 1. After reading a case study or learning key aspects of teamwork, students take a test on key aspects of teamwork, students will: 2. Break into small groups. Discuss past experiences with teamwork. Identify what worked and what did not work. 3. Complete a worksheet identifying teamwork concepts demonstrated in a fictional or real-life scenario. Teamwork scenarios include, but are not limited to, films such as <i>Ocean's Eleven</i>, <i>Twelve Angry Men</i>, <i>The Apprentice</i>; or board meetings, readings, classroom activities, and scientific exploration documentaries. 4. At the completion of an in-class teamwork exercise, students identify a minimum of four key aspects of teamwork that influenced behaviors during the activity. The identification could be through class discussion, journals, reports, or worksheets. 5. Following preparatory activities on teamwork (such as assigned readings, lectures, class discussions, and/or case studies), students prepare a project plan. The project plan may include timelines, roles of each member, communication expectations, team rules, and conflict management strategies.

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<p align="center">Purposeful Participation</p>	<p>Demonstrate teamwork fundamentals through participation and mutual accountability.</p>	<p>After completing a project plan, teams will implement the plan and engage in purposeful participation in one or more of the following ways:</p> <ol style="list-style-type: none"> 1. Keep a periodic, individual journal on what the individual is doing and what other people on the team are doing. 2. Participate in regular team meetings with minutes, agendas, and reports. 3. Submit reports with timelines and benchmark updates. 4. Write a group blog at periodic intervals on the team climate. 5. Provide examples of the individual's interaction with other team members and that individual's contribution to the team project in a blog or journal. 6. Submit a report on the relational climate of the team. 7. Join a discussion board on team progress. 8. Create multiple drafts of team project plan. 9. Troubleshoot and adjust plans if necessary.
<p align="center">Shared Values Systems</p>	<p>Demonstrate shared ethical obligations and intercultural sensitivity as they relate to teamwork.</p>	<p>Students will plan for and enact behaviors consistent with their code of conduct in one or more of the following ways:</p> <ol style="list-style-type: none"> 1. Create written team rules, practices, shared ethical obligations, and expectations sensitive to individual team members based on consideration of the following: <ul style="list-style-type: none"> • Personality inventory • Communication styles • Race, Class, Gender, Age, etc. • Learning styles 2. Use a rubric to monitor constructive and destructive behaviors and adjust where needed. 3. Adhere to the institution's student behavior policies. For example: <ul style="list-style-type: none"> • Read and sign the institutional policy. • Use citation practices in course assignments as appropriate to the academic discipline. • Complete the CITI (Collaborative Institutional Training Initiative) training and certification • Complete a mock IRB (Institutional Review Board) form for a team research project. 4. Use a rubric to monitor constructive and destructive team behaviors and adjust behaviors appropriately.
<p align="center">Evaluation</p>	<p>Evaluate and communicate strengths and weaknesses of their teamwork: contributions of oneself, team members, and the team.</p>	<p>At the conclusion of a team project, students may complete any of the following written or oral forms of assessment:</p> <ol style="list-style-type: none"> 1. Evaluate the team's level of accomplishment against the original goal. 2. Provide an evaluation of the strengths and weaknesses of teamwork. 3. Analyze teamwork using a rubric provided by instructor.

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		<ol style="list-style-type: none"> 4. Complete self and peer evaluations for each team member, describing each member's strengths and weaknesses. 5. Fill out an assessment form critiquing the effectiveness of the team as a whole in terms of team roles, rules and expectations, time and conflict management, goal setting and problem solving, and other relevant models and concepts.
Reflection	<p>Reflect on and communicate the impact and effectiveness of their teamwork.</p>	<p>At the end of the team project or activity, the team will process "lessons learned." (What went well and what did not go well, and what to do differently for a future teamwork project?) An individual or team could choose any of the following:</p> <ol style="list-style-type: none"> 1. Write an analysis paper. 2. Make a presentation. 3. Perform a role play based on a challenge presented to the team. 4. Write a paper or make a presentation on how to transfer the skills gained to future projects.