Making teamwork the work of a team

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TEAMWORK
Share Victory. Share Defeat.

Group:
a number of people or things that are located, gathered , or classed together

Team:
two or more people working together

Team Enterprise

- Rationale

- Approach

- Examples

- Risks

- Evaluation

Background and Rationale

❖ 20 credit level 7 module in Stage 4 MGeol programme;

❖ Variably linked to Stage 4 fieldwork;

❖ Benchmark/UoP policy on Employability;

❖ Progression from Stage 3 teamwork and professional skills;

❖ Genuine teamwork not just group assessment;

❖ Progression from Stage 3 reflective practice;

❖ Projects to have practical outcome;

❖ Detailed records of team business.

Assessed Learning Outcomes

- Act as part of a team in planning and implementing tasks, making decisions in complex and unpredictable situations .... (PS, ES)

- Engage confidently in academic and professional environments, communicating clearly, autonomously and competently. (KTS, ES)

- Assessed through:
    - Team journal 20%
    - Individual journal 20%
    - Product outcome 60%

Modus operandi – start-up

❖ Teams of 4/5 selected by staff;

❖ Choice of project (assessed against students' own specification);

❖ Identify external stakeholders wherever possible;

❖ Team building activity using students previous team/group experience;

❖ Allow competition.

Modus operandi – project management

❖ Adopt business protocols (meetings, client brief, budgets)

❖ Project runs over 2 terms with high levels of autonomy (time to fail but recover)

❖ Staff act as managers, mentors and arbiters;

❖ Involve external stakeholders wherever possible;

❖ Continuous reflection of individual role in team;

❖ Significant levels of uncertainty and risk for both staff and students.

Risks - procrastination

- Sustained team effort required

- Requires understanding and incorporation of concurrent workloads

- Getting started: front-load staff input

Risks – team meltdown (students)

- Initial team building and maintenance exercises
- Role of external stakeholders
- Staff mediation

France's World Cup soccer woes rock French society

The meltdown of France's World Cup team - both on and off the pitch - have shaken all walks of French society. The team has become a metaphor for everything seen as wrong in France today – politics, race, wealth, and too much individualism.

France's World Cup soccer team warms up during a training session in Knysna, South Africa, Monday.

Desmond Scholtz/AP

Enlarge

Risks – team meltdown (staff)

- Clear communication of role

- Engage in team building exercises

- Accept uncertainty and failure along the way

Year	Project	Stakeholders	Outputs
2003	GeoCareers Fair	Geological Society of London Plymouth Applied Scientific Services Students	Annual GeoCareers Fair for SW Region
2004	Sicily Fieldtrip	Staff and students on fieldtrip	Core Sicily Fieldtrip
2005	Women in Science Education	Local school teachers	Report
2006	Dartmoor GeoPark	Tamar Valley AONB Experiential Learning CETL	Report and presentation
2007	Portugal Fieldtrip	Staff and students on fieldtrip	Field-guides and web support for fieldtrip
2008	Plymouth Geotrails	Plymouth Museum University Estates Education for Sustainabile Development CETL BA Graphic Design Students	Design brief and resource packs
2009	Fitzroy Foyer Preparation for Stage 1 fieldwork	Onshore Media Innoworks Lab+	Interactive websites
2010	Practising Stage 1 field skills Mobile handbooks	Lab+ Faculty learning technologists	Online resources iPhone app(s)

Example 1: GeoCareers Fair

- No such event hosted by UoP before this project

- Team identified and invited company representatives from across UK

- Organised logistics on day (room bookings, displays, media, lunches, invites, car parking, publicity)

- Successfully staged event for UoP students and made a profit !

- Has run as a regional event annually ever since through UoP Careers and Earth Science staff (20-30 companies, 400-500 students)
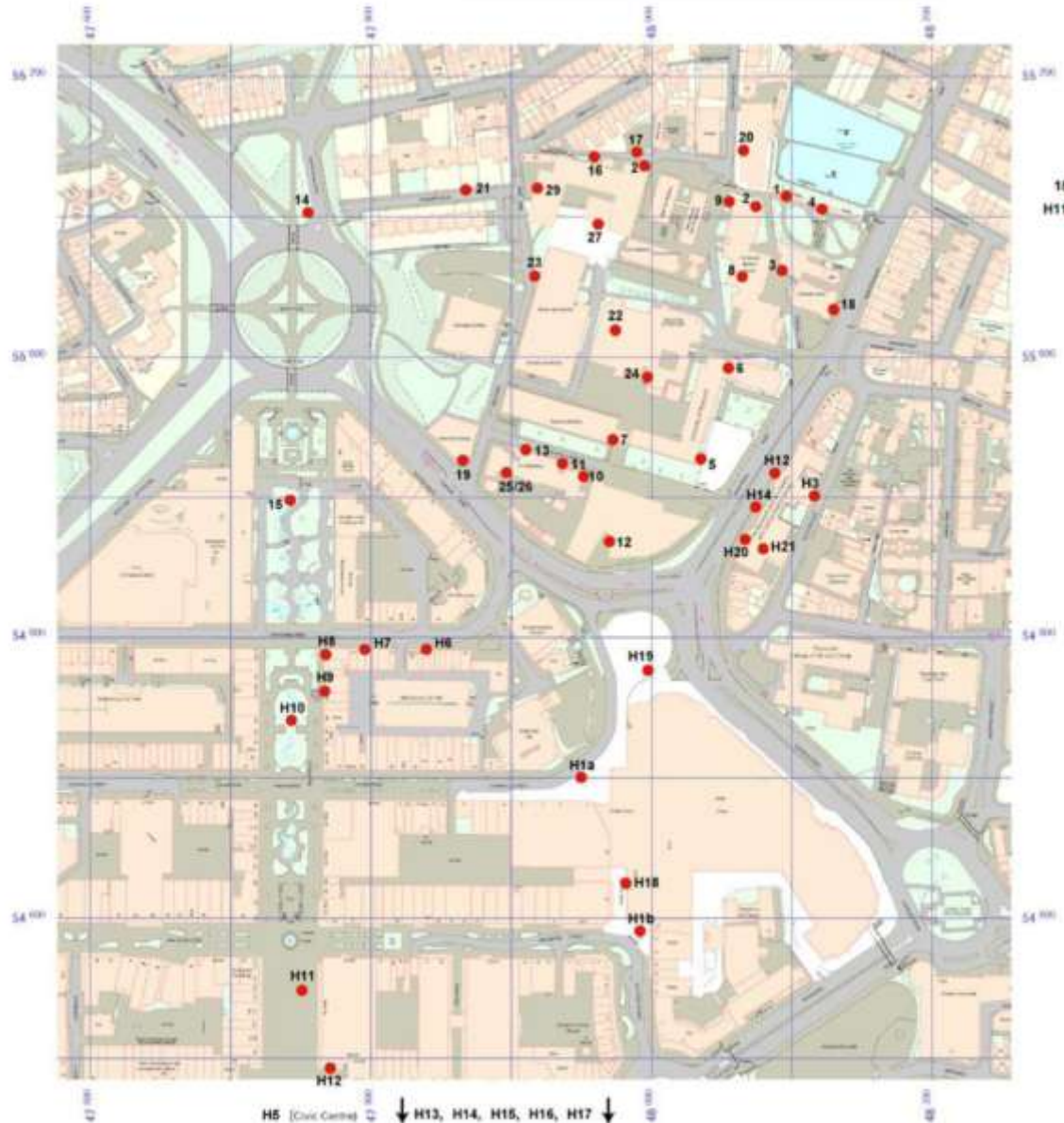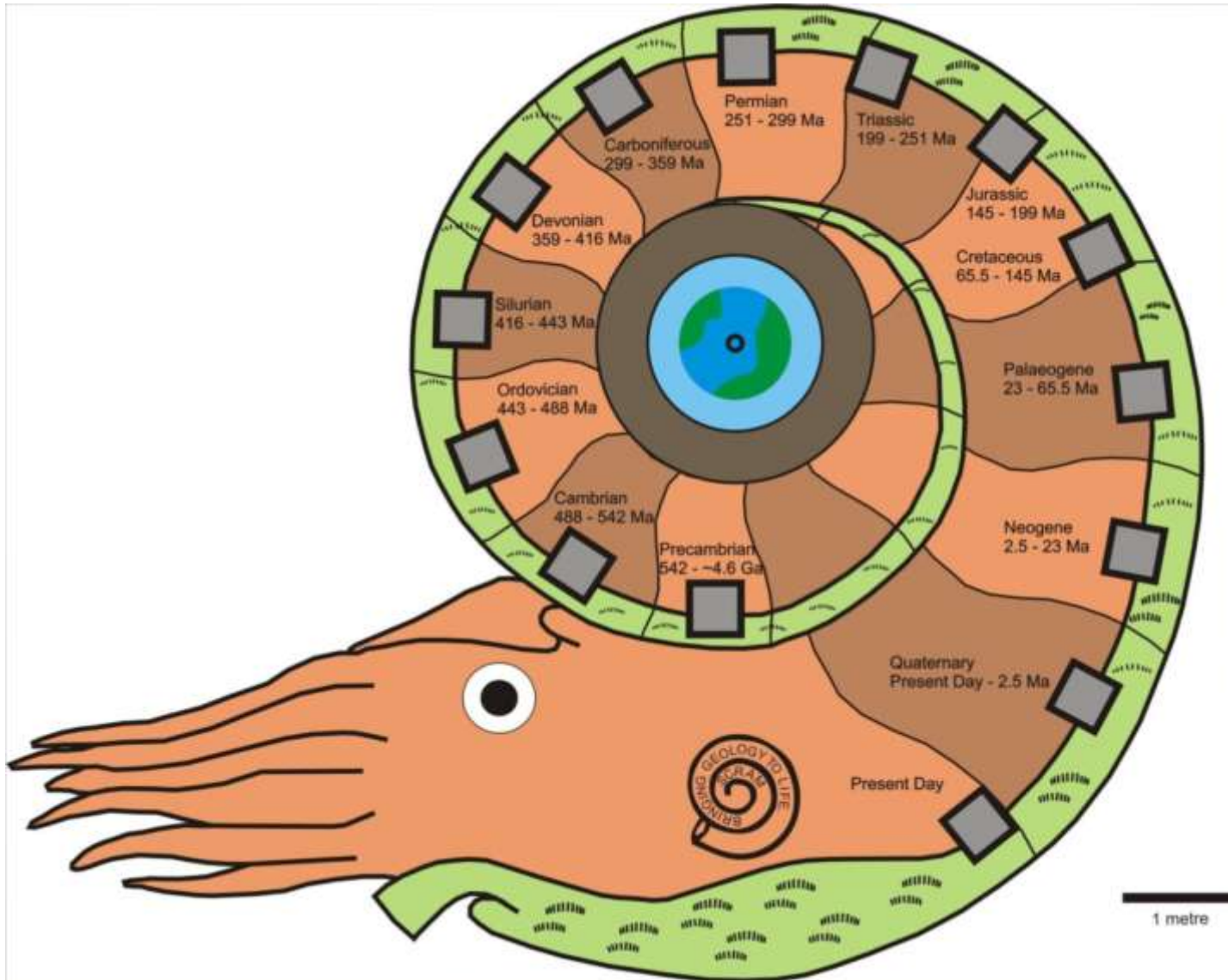
Example 2: GeoTrail Project

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Example 3:
Interactive Display: Foyer

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Evaluation: Staff perceived outcomes

❖ Average mark for Team Enterprise over 7 years (51 students) = 75.05 %;

❖ External Examiners:

- "The materials produced by Mgeol students undertaking the team projects are of an exceptionally high standard, consistently amongst the best I have seen"

- "I have been impressed by the quality and depth of self reflection recorded by students in their personal logs"

Evaluation: Staff perceived outcomes

❖ Success of the enterprise is rooted in the real level of risk involved;

❖ The learning strategy enables students to make mistakes without being terminally damaged;

❖ Most students experience most of the intended outcomes……mostly;

❖ Staff require patience, nerve and good interpersonal skills (for students and colleagues);

❖ The student experience is as (if not more) valuable when things go wrong.

Evaluation: Student's experienced outcomes

❖ Genuine sense of achievement;

❖ Realistic understanding of the challenges of team discipline and dynamics;

❖ Personal confidence about working in a team;

❖ Improved self-awareness based on reflective process;

❖ Recognition of business world expectations with respect to costs, time constraints, communication, record keeping and risk.

Evaluation: Student's experienced outcomes

"My initial reaction to this [project] was a mixed bag – panic, fear and motivation. This was going to be a challenge and to achieve the standards expected a professional attitude would be required"

"I am looking forward to learning more in the business world to come"

Evaluation: Student's experienced outcomes

"What I've learned about my own behaviour and performance in a team context is that despite previously being shy and reluctant to speak up in large groups, I am capable of organising and chairing meetings, and I do possess leadership qualities"

"I feel far more prepared for such eventualities now than I did when I started the project"