

TEAMWORK

INTO ACTION

WORKING WITH OTHERS

LEARNING GOALS

ACCEPT DIVERSITY

DEVELOP EMOTIONAL INTELLIGENCE

LISTEN ACTIVELY

TEAM UP

WORK TOGETHER

EXPAND THE NETWORK

OTHER RELEVANT COMPETENCES

TAKING THE INITIATIVE

PLANNING & MANAGEMENT

LEARNING THROUGH EXPERIENCE

VALUING IDEAS

CREATIVITY

ETHICAL & SUSTAINABLE THINKING

MOBILISING RESOURCES

MOTIVATION & PERSEVERANCE

MOBILISING OTHERS

1. Teamwork

1.1. Overview

This module helps students to discover and develop the idea of working with others and spot benefits and potential challenges associated with such cooperation.

In our interconnected world, working with others is becoming increasingly important. For this purpose it is important to overcome linguistic and cultural differences as well as differences regarding knowledge and information. Therefore, it is important preparing the students for the future by teaching them how to work with others, emphasizing the importance of the acquisition of teamwork skills, as well as of planning, organizing, communicating, reviewing and reflecting, and carrying out collaborative work.

The module of working with others is a good example of active learning. Students have the possibility to work directly with others that enables them to gain important experiences in doing so. Using active learning methods maintain the students' motivation by ensuring that the skills learnt are applied in real and relevant contexts.

Working with others is essential for collaborating. The ability to collaborate with others is therefore vital not only in the classroom but also to the employability of students and encompasses all aspects of professional and private life.

1.2. EntreComp Competence – Working With Others

According to *EntreComp* the competence '*Working with others*' is about team work, working together and networking. The focus is on working together, cooperate and network with others to develop ideas and turn them into action. Furthermore, it is about solving conflicts and face up to competition positively when necessary.

The overall learning goal is working with others under different circumstances and conditions.

Other relevant competences include '*Taking the initiative*', '*Planning and management*', '*Learning through experiences*', '*Valuing ideas*', '*Creativity*', '*Ethical and sustainable thinking*', '*Mobilizing resources*', '*Motivation and perseverance*', and '*Mobilizing others*'.

1.3. Learning Goals

1. **Accept diversity (people's differences):** The students should be able to show respect for others, their background and solutions. They are open to the worth that others can bring to value-creating activities. Furthermore, students can combine different contributions to create value. They are able to value diversity as a possible source of ideas and opportunities. The students are capable to support diversity within their team or

organization. Furthermore, the students outside their organization can find ideas that create value and make the most of them.

2. **Develop emotional intelligence:** The students can show empathy towards others. They can recognize the role of their emotions, attitudes and behaviours in shaping others people's attitudes and behaviours and vice versa. The students should be able to express their (or their team's) value-creating ideas assertively. They can face and solve conflicts and are able to compromise where necessary. The students should be able to deal with non-assertive behaviour that hinders their (or their team's) value-creating activities (for example destructive attitudes, aggressive behaviour etc.). Finally, students should also be capable to manage conflicts effectively.
3. **Listen actively:** The students are able to show empathy towards others. They can discuss the benefits of listening to other people's ideas for achieving their (or their team's) goals. The students should be able to listen to other people's ideas for creating value without showing prejudice and listen to their end users. They can describe different techniques for managing relationships with end users and are able to put in place strategies to actively listen to their end users and act on the end users' needs. Furthermore, the students are able to pull together information from a wide range of sources to understand their end users' needs.
4. **Team up:** The students should be open to working alone as well as with others, playing different roles and taking some responsibility. They are willing to change their way of working in a group as well as they are able to work with a range of individuals and teams. The students share the ownership of value-creating activities with the members of their team. They can build a team based on the individual knowledge, skills and attitudes of each member. The students should be able to contribute to creating value by teaming up with distributed communities through digital technologies. Furthermore, they can design physical and virtual spaces that encourage team members to work together. The students also are able to build an organization's capacity to create value by encouraging people to work together.
5. **Work together:** The students should be open to involving others in their value-creating activities. They can contribute to simple value-creating activities and are able to contribute to group decision making constructively. They should be capable to create a team of people who can work together in a value-creating activity. The students can use techniques and tools that help people to work together to give people the help and support they need to perform at their best within a team. Additionally, the students should be able to work with a remote team of people who can independently contribute to a value-creating activity and should be able to design working methods and incentives that enable team members to work well together.

6. **Expand the network:** The students should be able to explain the meaning and forms of association, cooperation and peer-to-peer support (for example family and other communities). They should be open to establishing new contacts and cooperation with others (individuals and groups). The students can use the relationships they have as well as to establish new relationships to get the support they need to turn ideas into action, including emotional support (for example joining a mentor network). Moreover, they can use their network to find the right people to work on their (or their team's) value-creating activity. The students should be able to proactively make contact with the right people inside and outside their organization to support their (or their team's) value creating activity (for example at conferences or on social media). They can use their network to bring together different perspectives to inform their (or their team's) value-creating process. Finally, the students should be able to design effective processes to build networks of different or new stakeholders and keep them engaged.

Further learning goals of the module 'Working with others' are:

- **Imagine:** The students should be able to imagine themselves as members of efficient teams achieving some set goals. They should be able to anticipate challenges they might face while working with others and the benefits for their development connected with the cooperation. They should also be able to imagine which activities teamwork is best for.
- **Thinking strategically:** The students should be able to explain which skills are necessary to become a valuable team member. They should also know which behaviours ruin effective collaboration and how to solve certain problems associated with working with others.
- **Guide action:** The students should be able to turn their ideas of effective teamwork into action by being good team members, being able to select members of the team they lead, managing the team, solving conflicts in the team, setting goals for the team and motivating the team members to work efficiently as a team and by taking responsibility for certain tasks.

1.4. Teaching / Learning Methods

By working with others, students develop critical thinking skills, can exchange acquired knowledge, improve their attitudes toward learning and increase their motivation. Working with others includes mainly communicative methods, problem-solving tasks and approaches. This module is applicable for a separate workshop / module as well as for activities that are

incorporated into teaching of a given subject. Working with others affects all teaching subjects and can be easily integrated into all subjects. The students should be given the opportunity to work in teams (either in teams proposed by the teacher or selecting team members by themselves from the group) and solve problems together, network with other people in order to achieve some goals. They should also be able to spot and solve problems or anticipate and prevent them in advance.

Working with others includes many opportunities for active learning. It is crucial that the students have the chance to practice skills such as planning, doing, reviewing and reflecting.

Examples for teaching / learning methods for the module on 'Working with others':

- **Problem solving:** The students work in teams and get a problem to be solved. They brainstorm some ideas, negotiate potential solutions and present their problem and its solution to other teams and to the teacher. These problems can be connected with given subjects into which parts of this module are incorporated – for instance if it is foreign language teaching, students could solve problems associated with getting lost in a foreign country and dealing with intercultural differences, communication problems, etc.
- **Playing games (topic connected with a given subject into which parts of this module could be incorporated):** The students play games in teams (e.g. one team against the other – like in case of guessing games). If it is communication class, students could play a game based on guessing emotions of others and reading their body language. A member of a given team blindly chooses one emotion to show (like for instance hatred, fear, happiness, etc.) and tries to show it by using her/his mime and gestures. The team is to guess what emotion it was. After the exercise, they see how difficult it is to read nonverbal messages.
- **Role plays:** Role plays give the students the opportunity to experience to see and understand a problem or issue from different perspectives. Therefore, role plays should focus on real problems, adapted to the discipline and course level. In general, role plays consist of three types of participants, namely players, observers and moderator. To implement a role play successfully in the teaching activities, the lecturer should consider the following steps (Joyce, Weil, & Calhoun, 2017):
 - **Step 1: Warm up the group**

In a first step, the lecturer presents the students a problem and provides examples.
 - **Step 2: Select participants**

The characters and their characteristics are identified. After that, the students volunteer for a role or the lecturer assigns them a role.
 - **Step 3: Set the stage**

In this step, an action line and the setting are determined and, if necessary, the roles are restated.

- **Step 4: Prepare the observers**

The lecturer has to make sure that the whole group stays involved and has to assign tasks to the students. For example, the observers could watch and evaluate how real is the role play itself as well as the behaviour of the role players and describe the feelings and thinking of the depicted persons.

- **Step 5: Perform**

The role players take over the roles and 'live' the played situation from the beginning to the end of the situation.

- **Step 6: Discuss and evaluate**

The role playing is reviewed and discussed. The next performance is developed.

- **Step 7: Re-perform**

In this step, new interpretations of the roles will be shared and new possibilities for causes and effects are explored.

- **Step 8: Discuss and evaluate**

The role playing is reviewed and discussed.

- **Step 9: Share experiences and generalize**

The students share their experiences of the role play and derive possible applications for real life situations from the solution approaches developed in the role play.

In summary it can be said, that role plays consists of three phases:

- 1. Briefing phase:**

This initial stage provides the warm-up and explanations. The students are asked for input on the role play scenario. The role play should be flexible and customizable to the students. Role descriptions should be sufficiently detailed, but not be too detailed, so that there is enough space for creativity and personal interpretation. After the roles are assigned, the students should discuss about the scenarios and their roles and ask questions. The lecturer should ensure that the students are comfortable in their role, encouraging them to integrate emotions in their playing.

- 2. Play phase:**

The moderator makes seating arrangements (for players and observers), sets up requisites, organizes the necessary technical equipment and support and gives a brief introduction. While the players play their roles, the moderator gives instructions, descriptions and comments and encourages all role players. As soon as the players keep things moving without intervention, the moderator holds back.

- 3. Debriefing phase:**

At the end of the role play, the students talk about their experiences they have gained through the role play. The lecturer summarizes the results, drawing out the main points. The students should describe how they felt during the role play and receive feedback from the class and the lecturer.

1.5. Activity

This module on working with others emphasizes the importance of collaboration. Within this module students get the possibility to gain experience in working with others and learn what is important when they work with others, not only related to the class but also related to their personal life as well as to their future working life.

The students should get the opportunity to work with others in as many teaching subjects as possible. Practical learning elements such as role plays, workshops, project based learning, working with organizations or institutions etc. foster collaboration and are ideal for working with others.

The duration and scope of this module depend very much on the respective curriculum and the topic to be dealt with. The module can extend over a whole semester or just a week. Regardless of the extent to which the module is carried out, it is important that the students are actively involved and that their experiences and learning progress are then collected and evaluated.

After the module has been completed, the students present their results in front of the class. The way of presentation is left to the students. This might be a PowerPoint presentation, a short video, a role play etc. The lecturer will ask some questions and give feedback on the presentations. The results are then discussed with the whole class. Furthermore, the students compile a report of their tasks and related activities, including also their own insights and experiences when working with others.

1.6. Role of the Educator

Working with others can be used for almost all teaching subjects. The educator will have the role of a mentor and supporter, as well as of a moderator. Educators conducting this module should be able to inspire the students to work with others so they recognize the benefits of working together.

The educator should be aware that the module on working with others need some preparation. The educator should ensure that the students have required background information to complete the task and has to establish classroom norms that support community and a pleasant working atmosphere. Often, working with others requires strict time constraints to be effective. The lecturer should keep an eye on the time available.

After completing the module it is important to implement and provide a reflection session, where the students together with the lecturer reflect on the working with others. Some helpful questions could be:

- What challenges did the students face working with others?
- What was harder and what was easier than expected?
- If the students had to do it again, what would they change?
- How did the students prepare for working with others?
- What experiences did the students have?

1.7. Contents

The module on working with others concentrates on the following topics:

- Working with others as a helpful and valuable learning experience for almost all teaching subjects
- Approaches how to implement the module in the class and in existing curricula
- Using active learning methods to maintain motivation, ensuring that the skills acquired are applied in real contexts
- Encouraging and fostering collaborative learning
- Taking up challenges

1.8. Implementation/Integration, Extent & ECTS

The format of this module is ideal for teaching in class, as it requires interactivity. Nevertheless, the module on working with others can also be adapted for online teaching. When implementing the module as an online teaching module, it requires interactivity and direct exchange between the teacher and the students and may need some additional time for preparation. For this module, a maximum of 3 ECTS can be accredited.

1.9. Evaluation

Possible evaluation criteria for the module on working with others could be:

Evaluation Criteria	Weight in %
Contributions and attitude	20
Cooperation and interacting with others	20
Focus and commitment	20
Team role fulfillment	20
Ability to communicate	20

Figure 1: Evaluation criteria for the Teamwork module.

1.10. References

Joyce, B., Weil, M., & Calhoun, E. (2017). Models of teaching. (9th ed.). New York. Pearson Education Inc.

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