

[1] Hello, my name is Vicki Steiner. I am one of the instructors in our program who has the privilege of teaching INFO 203, Online Learning: Tools and Strategies for Success. This presentation aims to provide students with an overview of teamwork, why it is important in your education, and strategies for overcoming common problems that arise in teamwork to ensure success in your endeavors. Please ensure that you review this presentation in its entirety.

The presentation consists of a three-part recording. The material covered will inform a quiz and a teamwork assignment, both of which must be completed successfully for you to receive credit for Module 5 in INFO 203.

[2] As I mentioned, this presentation consists of a three-part recording. In Part One, I will discuss why teamwork is important in your education. We will consider fundamental concepts in teamwork, such as certain types of teams, the learning objectives of teamwork in our curriculum, and the transferrable value of teamwork in education to the workplace.

In Part Two of the recording, I will discuss the second and third points listed here, and thus talk about some of the common fears of and problems in teamwork, and strategies to overcome those fears and problems, so you can succeed in your teamwork. Special attention will be given to obstacles that can arise in online teamwork.

In Part Three of the recording, the final section, I will discuss the stages of team development, understanding the stages of team development, and knowing what to expect in each stage, which can help teams reach their potential more effectively and more efficiently.

[3] Before we turn to the question of why teamwork, let us define what a team is and consider some common types of teams.

[4] One definition defines the team as a small number of people with complementary skills who are committed to a common purpose, common performance goals, and a common approach, and for which they hold themselves mutually accountable. The quintessential characteristic of teamwork here is interdependence, both of team and task.

Team interdependence is when members acknowledge and accept that their own actions and results are strongly affected by the actions and results of their teammates. Task interdependence is when members acknowledge and accept that they are collectively responsible for the team's goals and that, by extension, extensive collaboration is required to achieve said goals.

[5] In the bulk of this presentation, we will consider: what is the key to successful teams?

As stated here eloquently by Dr. Haycock, the key to successful teams is group goal, individual accountability. We will flush this concept out throughout the three parts of this presentation.

In terms of types of teams, there are several different types and two are vertical teams and horizontal teams. A vertical team has a structure that operates from the top down, with the person at the top of the organization holding the most power and authority. Members of a vertical team typically have varying expertise and knowledge, and report to the person directly above them in the chain of command. A horizontal team has a less rigid chain of command. It typically consists of members with similar expertise and knowledge, working as equals with the same responsibilities towards a specific goal. A team of students is one example of a horizontal team. You will have an opportunity to work in a team and to apply the skills you will learn about in this presentation in INFO 203, and specifically, Module 5. So, make sure you take good notes.

[6] It is commonly stated that teamwork is the bane of a student's existence, so why is it required in our program? In reviewing the syllabi as you registered for courses, you likely noted reference to core competencies supported by each class. Core competencies are skills that our faculty have deemed essential to advance the well-being of our global communities as information professionals. As you will see in the bottom here, I have highlighted Competency M, which is supported by INFO 203, as well as the core classes of INFO 200 and 204, as well as other elective courses.

Competency M requires students to demonstrate oral and written communication skills necessary for professional work, including collaboration and presentations. This, of course, includes teamwork, which is as much about process, or collaboration, as it is about product and presentation. Let us unpack this a bit.

[7, 8] Teamwork is required in our program because participation in teamwork helps develop many key personal skills, such as organizational skills, things like work planning, managing meetings, effective time management; interpersonal skills, things like building trust, involving others, understanding and respecting cultural differences, managing conflict, and working with people with different motivations. A common example of this is the student who would like to get an A plus versus a student who merely wants to pass.

Teamwork also helps develop problem-solving skills, such as brainstorming or analyzing problems from multiple perspectives, eliciting minority views, active listening, being

responsive to others' ideas, and not defensive about your own. And lastly, teamwork helps develop key personal skills, such as managerial or leadership skills. Things like leading and mentoring effectively, helping others, giving and receiving feedback, managing conflict, and accountability.

[9] In thinking about the aforementioned skills, we can see that teamwork promotes what is referred to as higher-order thinking skills and learning theory. Reading and listening, comparatively, is what you do in recorded lectures in classes that do not involve teamwork assignments or collaborative assignments. These latter activities promote what are called lower-order thinking skills, such as remembering and understanding.

The graphic shown here refers to Bloom's Revised Taxonomy. At the top of the pyramid, higher-order thinking skills are those involving analyzing, evaluating, and creating. Let us consider analyzing. Analyzing involves breaking material down into its constituent parts and determining how the parts are related to each other and to an overall structure. Cognitive processes of differentiating, organizing, and attributing are involved in this skill. In the context of teamwork, this can involve learning to determine relevant parts of a message, ways in which pieces of a message are configured, and understanding the purpose of the message.

Evaluating involves making judgements based on criteria and standards. Things like quality and effectiveness, efficiency, and consistency. These involve processes of checking and critiquing. Checking is when a student detects inconsistencies within a process or a product, and when combined with planning, determining how well a plan is working. Critiquing lies at the core of critical thinking. Students judge the merits of something based on specific or student-determined criteria and standards.

At the top of the pyramid is creating. This involves putting elements together to form a coherent or functional whole, such as when students produce an original product. This involves problem representation, solution planning, and solution execution. We will see how some of these skills come into play when we talk about the work of a team.

[10] Higher order thinking skills are critical not only to success in the classroom, but also in the workplace. Because teamwork helps develop many personal skills, teamwork is required in our program because it serves as an excellent bridge between the classroom and the workplace.

[11, 12] In the following two slides, I have taken screenshots to provide illustrations for this point. The postings were retrieved online in April 2017 from the American Library Association's JobLIST website. As you can see, there are several terms we have identified as basic concepts involved in teamwork. Things like working collaboratively, working in a

highly-productive environment of teamwork, respect, and collegiality. We see similar skills repeated in the second job posting. So, while learning to perform teamwork well in the context of education, rest assured that you are developing skills that will serve you well in the workplace.

[13] Before concluding this first part of our presentation, I would like to quickly contextualize our discussion of teamwork, skills developed in teamwork, and the transferrable value of said skills from the classroom to the workplace in relation to our learning environment in the program, which is entirely online. With advances in technology and globalization, organizations are increasingly expanding their reach beyond time-space limitations, and embracing the efficiencies afforded by teaching, learning, and collaborating online. [14] Indeed, just as one example, estimates suggest that in the United States alone, as many as 8.4 million employees are members of one or more virtual teams or groups.

[15] Libraries are no exception, of course, as we can see in the job posting shown here, which involves a position at Bronx Community College. Required job skills include the ability to provide virtual reference, developing collaborative working relationships, and having clear evidence of experience with teamwork. So, again, rest assured that the skills you will learn in teamwork throughout your education at San Jose State University will serve you well in the workplace.

[16] To wrap up what we've covered in this first part of the presentation, we have considered basic concepts of teamwork, and how teamwork in education can have transferrable value to the workplace. In the next, or second part of our presentation, we will spend a good bit of time considering common fears and problems in teamwork, and how to address them. Please proceed to the next part of this recording.

**END OF PART ONE OF RECORDING**