

## TEAMWORK

### Institutional Learning Outcome

A TRU graduate should be able to demonstrate the necessary skills of effective leadership and teamwork.

### Description

TRU graduates act with integrity, they seek opportunities to work cooperatively in meaningful ways across all areas of their personal and professional lives. Through collaboration, graduates support thoughtful dialogue and connections with others. They nurture safe environments where people can take risks and challenge assumptions.

<b>Course Acronym and Number</b>	
<b>Criteria</b>	<p>For a course to qualify as meeting this ILO it must include <u>all</u> of the following:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the intent of the ILO is captured in the calendar description;</li> <li><input type="checkbox"/> a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and,</li> <li><input type="checkbox"/> total 3 academic credits.</li> </ul>
<b>Instructions for applying for ILO designation</b>	<p>Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.</p>

Foci of ILO	Course Learning Outcome
Theoretical Principles: Students understand the theories underpinning teamwork and/or leadership.	
Application of Teamwork: Students demonstrate research-informed practice <sup>i</sup> in team-based projects (for example, students apply strategies for conflict resolution and consensus building through collaborative process, and demonstrate organisational and communication skills to accomplish team goals).	
Application of Leadership: Students demonstrate effective leadership skills (for example: interpersonal, administrative, and conceptual skills).	
Ethics: Students explore the ethical responsibilities and complexities of leadership.	
Team Dynamics: Students contribute to a respectful team dynamic, recognizing the strengths of diversity in its many forms.	

Foci of ILO	Course Learning Outcome
Awareness of Self and Others: Students demonstrate self-awareness of one's own role and responsibilities within a team through reflective practice; and, understand the contribution of team members and their roles in promoting effective team functioning.	

### Rationale

### Glossary of Terms

<sup>i</sup> Research informed practices in the development of teamwork skills: create interdependence, devote time specifically to teamwork skills, instructor-assigned teams, build in individual responsibility and accountability.

(<https://www.cmu.edu/teaching/designteach/teach/instructionalstrategies/groupprojects/design.html>).

Team processes are the means by which team members marshal and coordinate their individual resources—cognitive, affective, and behavioral—to meet task demands necessary for collective goal accomplishment. (Cooke NJ, Hilton ML, editors. *Enhancing the Effectiveness of Team Science*. Washington (DC): National Academies Press (US); 2015 Jul 15) Available from: <https://www.ncbi.nlm.nih.gov/books/NBK310384/>)

### Additional Resources

<http://www.teambasedlearning.org/>