

## COMPETENCY

### Effective Collaboration

The ability to promote cooperation to achieve collective input and output from a diverse group of people. Individuals seek to unify a range of perspectives, create open and productive environments, and energize positive action.

## BEHAVIORAL INDICATOR

### BI.ECOLL-9: Leadership

- BI.ECOLL-9.1: Consistently embrace responsibility in a broad range of contexts.
- BI.ECOLL-9.2: Consistently inspire and enable others through commitment and responsibility.
- BI.ECOLL-9.3: Actively invest attention to the team's success.



## ANALYTICAL TOOL

A **Personality Inventory** is a special type of quiz that helps businesses discover their teams' own strengths and weaknesses, motivations, and attitudes. It will also provide similar information for your coworkers or teammates. The information gathered can provide scientific, unbiased data about you and your team's natural interests and abilities.

## THEME

The post-secondary context for this unit is **Collaborating and Building Teams**. Within post-secondary environments, there is an acknowledgement and understanding of the ways in which individuals' strengths and weaknesses impact the formation and effective collaboration of a team and the ultimate accomplishment of a shared workplace goal.

### Defining the Gold Standard

This unit was designed to explore the Competency of Effective Collaboration with a focus on Leadership. As students work through the unit, attention should be paid on the development of these key behavioral responses when working in collaboration with one another and when solving the company challenge:

- In group and individual work, the student demonstrates a strong sense of ownership over their learning and learning tasks, ensuring strong and timely work submissions.
- In whole group and small group work, the student acts as a strong role model for other students through their individual commitment to and responsibility for quality task completion.
- In whole group and small group work, the student individually goes above and beyond to ensure quality task completion.

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*Note: The information above is not intended to be an all-inclusive list of how to demonstrate originality of thought & adaptability. Competency behaviors have diverse expressions. Based on culture, capabilities, and cognitive function, people show the originality of thought & adaptability in different ways.*

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### Coaching the Competencies

Teachers in any discipline can coach students to develop these competencies. Here are some strategies to get you started:



**Build community.** Encourage students to give “shout-outs” when they see peers inspiring others or embracing responsibility within a group.

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**Model the Gold Standard.** You can show leadership by sharing words of affirmation before class begins or at the conclusion of your lesson.

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**Provide opportunities to practice and feedback.** Incorporate collaborative activities into your class. Encourage each student to think about the ways they will contribute to the team’s success. As students practice, share corrective feedback and constructive comments.

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**Tag behaviors.** Acknowledge students when they complete assigned tasks within a group project or when they embrace healthy competition. Recognize students privately when they rejoin the group or show renewed commitment to the team’s success.

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**Support as needed.** If students have difficulty owning their work in a team, bring the group together to discuss the impact of each person’s contribution or lack thereof. Try to help the team come to a consensus about a path forward if they are unable to cooperate.

What

Students complete the steps of the **Competency-Based Problem Solving Process** below as they participate in the case challenge experience.

<b>Understand the Problem</b>	Summarize the mission and strengths of the company. Identify the problem/opportunity the company wants to address and the goal of the partnership.
<b>Analyze Options</b>	Research potential partners that could help solve the problem. For each potential match, identify what the partner would contribute to help meet the goal.
<b>Develop a Recommendation</b>	Choose one viable partner that aligns well with the company's mission and strengths. Support your recommendation with reasons and evidence.
<b>Present the Recommendation</b>	Prepare a compelling and engaging pitch or presentation to explain your recommendation and how the partnership will help both collaborators succeed. Deliver the presentation to convince the company that the partnership would meet the company's goal.

Why

This case challenge illustrates how the competency of Effective Collaboration can be used to build and work within an effective team. This case challenge will challenge students to:

- Evaluate their own skills and how those skills can help a team.
- Identify the skills and work styles of other team members.
- Collaborate effectively in pursuit of a common goal.
- Analyze a business scenario in which leadership and partnership are essential for success.

How

A personality assessment, or inventory, is a special type of quiz that will help you discover your own strengths and weaknesses, motivations, and attitudes. The information gathered can provide scientific, unbiased data about you and your teams natural interests and abilities.

Using the tool available at <https://bit.ly/3DEPI>, students will complete a personality inventory in order to explore both their personality traits and those of their team members.

Students can download this document: <https://bit.ly/3PaaBot>, to support them in understanding and cataloging their scores and how they might influence group roles and dynamics.

For support with creating student groups and grouping best practices, please utilize this document:

<https://bit.ly/3bMvWqC>



## INSTRUCTIONAL VARIATIONS

All stakeholders will approach case challenges uniquely.  
Possible variations could include:

- Preview vocabulary that may be found in a personality test such as: charismatic, conscientious, reliable, placid, pessimistic, optimistic, etc.
- Connect mindset training to successful collaborative work. How does individual mindset about collaborative work effect the group's mindset and performance? If I as an individual have a positive attitude about collaboration, how will this mindset infiltrate the group. If I am negative and complaining, how will this affect the group?
- Role play successful collaboration, and unsuccessful collaboration. This can also be completed by students making videos instead of modeling live. Watch a video as an "opening" each day during class.
- Allow students to work in a group that speaks their first language. This will give students the opportunity to focus on working successfully, and not language, during the first case challenge.

*To ensure we are meeting your students' needs, please complete the Instructional Variations Support Survey using the QR code or link below.*



Survey Link:  
<https://bit.ly/35Puf8k>

*For in the moment support with Instructional Variation, please contact National Director, Learning Equity & Access Tonja' Christopher at: [tonja.christopher@3deschools.org](mailto:tonja.christopher@3deschools.org)*

*The 3DE Teaching & Learning team would love to hear from you about your experience with this case. Please follow this link or use the QR code to complete a brief survey:*



<https://bit.ly/3CAnUwa>

