Identifying Collaboration, Teamwork, and Leadership Practices on Campus

Gretchen M. Reevy, Christopher J. Chamberlain, and Julie Stein

Abstract

In support of the newly adopted Institutional Learning Outcomes of collaboration, teamwork, and leadership (CTL) at California State University, East Bay (CSUEB) she has taught in the Psychology the researchers surveyed employers, students, and the course catalogue to identify the frequency of student exposure to CTL in classes and co-curricular activities and the perceived importance of these competencies. Results were that employers highly valued and that students reported frequent exposure to these skills. A literature review revealed the growing importance of CTL in edu cation with the recognition that more work was needed to identify CTL peda gogical best practices and instruct faculty on their use.

Keywords

collaboration, teamwork, leadership, education, teaching

(2011).Chris Chamberlain is an Associate Professor at CSUEB. He holds a Doctor of Management in Organizational Leadership from the University of Phoenix and has over 20 years of eld experience

Gretchen Reevy holds a Ph.D.

in Psychology from University of

California, Berkeley. Since 1994

Department at CSU-East Bay. She

Handbook on Stress and Coping

(2007) and Personality, Stress, and

Coping: Implications for Education

is author of Encyclopedia of Emotion (2010) and co-editor of Praeger

working in municipal recreation in the San Francisco Bay Area. He is a regular contributor to recreation administration publications and speaks at conferences across the

nation.

Julie Stein has a B.S. in Industrial Psychology and an M.S. in Human and college and university instruction.

Leading national educational organizations identify collaboration,-teams he is currently an Instructional

as one of its six core values, stated in the form of an Institutional Learning Management from Outcome (ILO): "Graduates of CSUEB will be able to work collaboratively Bay. She has 25 years combined and respectfully as members and leaders of diverse teams and communities." (CSUEB Academic Senate, 2012).

work, and/or leadership skills as essential for college graduates. e Association Specialist at CSU East work, and/or leadership skills as essential for college graduates. of American Colleges and Universities (AAC&U, 2005), as part of a national Education reform initiative for the CSU advocacy and research initiative called "Liberal Education and America's ancellor's of ce. Promise" (LEAP), has produced a list of essential learning outcomes for col lege students, one of which is teamwork and problem solving. e California State University, in Executive Order 1065, adopted the LEAP outcomes in September 2011 (Reed, 2011). In a 2013 survey of 318 employers con

ducted by Hart Research Associates for the AAC&U,the intentional development of collaborative, team-67% of employers stated that they wanted colleges trased learning, and leadership skill in their students place more emphasis on teamwork and collaboratio(Clark, 2010; CSUEB Workforce Roundtables, 2008; in diverse group settings. In the same survey, 74% Dirummond, 2012; Mabry, 2011). As CSUEB campus employer respondents stated that expecting students traders came to consensus about the importance of develop the skills to conduct research collaborativetreaching collaboration, teamwork, and leadership, it with their peers would be a new approach to learning ecame clear that the university was uncertain about that had the potential to help students succeed (Harthe degree to which students were exposed to CTL on Research Associates, 2013).

value rubric that involves assessing individuals on the work place. following qualities: contributions to team meetings, Given the importance of CTL for college gradu facilitation of the contribution of team members, indi ates, the current study sought to: (1) identify where stu vidual contributions made outside of team meetingsdents are exposed to CTL instruction or experiences in fostering of constructive team climate, and respondingoursework and in co-curricular activities at CSUEB, to con ict. Additionally, the Academic Advising and (2) assess the value that two groups of stakeholders, Career Education (AACE) department at CSUEB students and employers, placed on CTL competencies, researched skills that Bay Area employers routinely seekd (3) make preliminary recommendations regarding

e AAC&U (2009) also created a teamwork ers who hired CSUEB graduates used these skills in

CTL instruction at CSUEB based upon a review of the external literature and opinions of CSUEB students and employers of CSUEB graduates. For the purposes of this study, collaboration, teamwork, and leadership were de ned as follows:

Collaboration involves working with others coop eratively to solve problems, make decisions, or produce something that cannot easily be produced by some one acting alone (Zaccaro, Rittman & Marks, 2001). Collaboration requires the ability to communicate openly, to value and work with diversity, and to respond constructively to con ict (Larson and LaFasto, 1989). Collaboration can be short term and informal, or it can develop over time and with more formal agreements about how outcomes will be achieved.

Teamworkoccurs where people interact to accomplish shared goals. Teamwork involves cooperating and coordinating to get work done in an interdependent fashion, with de ned roles, and clear objectives (Kouzes and Posner, 2007; Levi, 2011). Team members are often selected on the basis of the knowledge, skills, and

Advising and Career Center employee. Job fair par ticipants were asked to complete the survey at their convenience and return the survey to the researcher either at the completion of the job fair, in person, or through U. S. mail. e employer survey was a threepage hard-copy questionnaire that asked the employers to evaluate the importance of the abilities to collabo rate, to work with a team, and to exercise leadership in their employees. e survey also included demographic questions. e assessment of CTL included both overall questions about CTL (e.g., "How important is the ability to collaborate when you consider hiring col lege graduates?") and questions about speci c features of or skills involved in collaboration, teamwork, and/or leadership (e.g., "Rate the importance of the following competencies for success in your organization: the abil ity to actively listen"). e survey also included openended questions. Twenty-seven employers completed the survey. Employer respondents reported their type of business as follows: private company or publicly traded company (33.3%), non-pro t organization (11.1%), government agency or municipality (25.9%), school, school district, college, or university (18.5%), or other (7.4%) -- (3.7% did not answer the question). Numeric results of the employer survey are presented in Table 1.

Results indicated that employers rated - col laboration, teamwork, and leadership as very important competencies for their employees; each item on the questionnaire was rated higher than four (out of a-max imum of ve). Open-ended survey responses, described below, also revealed the importance that employers place on CTL skills and provided a vivid, real-world picture of the ways in which these skills were applied in the workplace.

Qualitative survey responses

In response to the question, "Which llaboration kills would you most like to see in college graduates?" the

to manage con ict, and valuing and respecting the difmentioned frequently. In general, collaboration and ferent cultures and opinions of others. In response treamwork skills were valued more highly than were the following, "Describe... under what circumstance seadership skills. In summary, employers in our survey employees in your organization need to collaborate," the alued highly the multi-dimensional ways that employ most frequent responses were program developments get work accomplished through working together special projects, in support of the organization's mission also valued employees' leadership behaviors and goals, for product development, process improve whether or not in a formal leadership position. ment, making decisions under pressure, addressing cli Student Survey

ent concerns, and working in client communities.

In response to the question, "Which

A link to an online survey was sent to CSUEB students in the winter quarter of 2013. e survey was man aged through the O ce of Planning and Institutional Research on campus and the software used was Qualtrics. e survey link was sent to 2940 CSUEB students (588 freshmen, 588 sophomores, 588 juniors, 588 seniors, and 588 graduate students), which repre sented 17% of the total CSUEB student body in winter 2013. A total of 877 (29.2 % of the 2940) started the survey and 690 (23.5%) completed the survey. One hundred sixty of the 877 were deleted because they did not answer any CTL questions. e nal sample consisted of 717 (24.4% of the 2940 recipients). e survey asked respondents to estimate how frequently they were exposed to CTL and related experiences in classes and co-curricular activities, the extent of their involvement in co-curricular activities, identi cation of CSUEB courses in which they were exposed to CTL, and their assessment of the degree to which their CTL experiences at CSUEB prepared them for the workforce and contributed to their personal growth. ey were asked to consider all quarters in which they were enrolled at CSUEB when answering these-gues tions. e survey also included demographic questions. Most demographic characteristics of survey respon dents, and demographic characteristics of CSUEB students in general, reported for comparison purposes, are presented in Table 2. Men are underrepresented in the current study (30.4% in current sample compared to 39% at CSUEB). Although ethnicity was assessed somewhat di erently for the current study compared to

CURRENTS

Survey Item	Percentage
1. Please indicate the percentage (%) of courses which involved learning about or the course work required:	
1.1. Group work	50.55
1.2. Leadership	46.96
1.3. Teamwork/collaboration	55.29
1.4. Applying teamwork and leadership skills in a real-life setting	50.93
1.5. The in uence of diversity (culture, race, gender, or age) upon group behavior	55.78
1.6. Identi cation and resolution of con icts within groups	46.42
1.7. Collaboration and creative group brainstorming	53.36
1.8. Respecting the views of others in group settings	65.05
1.9. Importance of integrity and ethics when interacting in a group	62.72

Note: n for all items ranges from 612 to 687

Table 3: Results of Student Survey: Percentages for Survey Item #1

Course Catalog Survey was conducted using the ourses.

CSUEB 2011-2012 catalog. Each of the departments on campus was researched separately, a total of 88 Conclusions and Recommendations for Future programs, scanning for the following words in course descriptions: "leadership," "teamwork," "collaboration," is study represented a rst step toward understand and "group." Table 5 illustrates the incidences of the sing the prevalence of CTL instruction and exposure on key words in course descriptions. e courses are orgacollege campuses, the value that students, faculty, and nized by college.

As the table shows, course catalog descriptions! timately, the ways in which CTL may be e ectively

As the table shows, course catalog descriptions timately, the ways in which CTL may be electively generally make infrequent reference to the CTL terms aught. e current study specifically addressed the we searched, is result is inconsistent with the stulprevalence of CTL on one college campus through dent survey results presented in Table 3, which show prevalence of CTL on one college campus through that student survey respondents perceived that CTL value that students at the campus and local employ ers place on CTL competencies, e student survey

style of leadership that is more transformational and collaborative in nature. e concept of trust was also found to be more identiable in relationships that were more relations-oriented and participative in nature between leaders and followers (Bass, 1990; McGregor, 1960). Fukuyama (1997) noted that those who do not trust each other will only work together under a system of formal rules and regulations. Such a lack of trust

quate time for the faculty to receive training (National Research Council, 2012). Universities should support o ces of faculty development on campuses in their training of faculty in teaching methods that may not be well known (e.g., the importance of sustained practice across courses and of clear articulation of learning goals in a course).

Conclusions

CSUEB students report frequent exposure to CTL experiences. e researchers were surprised to learn that students appear to be gaining experience with teamwork and collaboration in classes at a much higher rate than is represented in the course catalog; CTL instruction at CSUEB is partly "hidden" at present and it is expected that this is also true on other campuses. Although our students may be experiencing "sustained practice" in CTL on campus, there is not yet su cient evidence at CSUEB, or at universities in general, about the degree to which and the ways in which our CTL teaching practices are elective. ere is a need for research that includes faculty members' reports of fre quency of CTL instruction, both "intentional" and for

References

- Association of American Colleges and Universities. (2005). e essential learning outcomestrieved June 20, 2013 from ttp://www.aacu.org/leap/ vision.cfm
- Association of American Colleges and Universities (2007). College learning for the new global century. Retrieved from http://www.aacu.org/leap/ documents/GlobalCentury nal.pdf
- Association of American Colleges and Universities. (2009).VALUE: Valid assessment of learning in undergraduate educatRetrieved November 10, 2013 from http://www.aacu.org/value/rubrics/Teamwork.
- Bass, B. (1985) Leadership and performance beyond expectations we York: e Free Press.
- Bass, B.M. (1990)Bass & Stogdill's handbook of leadership: eory, research & managerial application (3rd ed.). New York: e Free Press.
- Bass, B.M., Avolio, B.J. (2000MLQ multifactor leadership questionn and ed.). Redwood City. CA: Mind Garden, Inc.
- Burns, J.M. (1978)LeadershipNew York: Harper & Row.
- (2012).Institutional learning outcomeragraph 2. Retrieved from ttp://www20.csueastbay. edu/faculty/senate/ les/Policies/ilo-sen-prezapproved-5-24-12.pdf
- California State University, East Bay Workforce Roundtables (2008 Educational strategies for meeting the East Bay Area's emerging workforce needsRetrieved from http://www20.csueastbay.edu/about/strategicplanning/ les/pdf/Educational%20Strategies%20 for%20Workforce%20Needs.pdf

- Clark, N. (2010). Developing emotional intelligence abilities through team-based learnihuman Resource Development Quar24rl(2), 119-138. doi: 10.1002/hrdq.20036
- Drummond, C.K. (2012). Team-based learning to enhance critical thinking skills in entrepreneurship education burnal of Entrepreneurship Education, 57-63.
- Dugan, J. P., & Komives, S. R. (2001) eveloping leadership capacity in college students: Findings from a national study. A Report from the Multi-Institutional Study of Leaders Opllege Park, MD: National Clearinghouse for Leadership Programs.
- Foster, W.F. (1989). Toward a critical practice of leadership. In J. Smyth (EdCritical perspectives on educational leader (pip 39-62). London: Falmer.
- Fukuyama, F. (1997)e end of orderLondon: Social Market Foundation.
- Hart Research Associates. (2018) akes more than a major: Employer priorities for college learning and student success, 10. Retrieved from http://www.aacu.org/leap/documents/2013_ EmployerSurvey.pdf
- California State University, East Bay Academic Senate Couzes, J.M., & Posner, B.Z. (2007) leadership challenge: How to get extraordinary things done in organization (4th ed.). San Francisco: Jossey-Bass.
 - Larson, C.E., & LaFasto, F.M.J. (1989Collaborative team leader survener, CO: Author.
 - Levi, D. (2011). Group dynamics for teams and Oaks, CA: Sage.
 - Mabry, S. (2011). Tackling the sustainability dilemma: A holistic approach to preparing students for the professional organization. Business Communication Quartet (2). 119-137. doi:10.1177/1080569911404051

McGregor, D. (1960).e human side of enterpriblew York: McGraw-Hill.

National Research Council. (2001) nowing what students know: e science and design of educational assessment. Pellegrino, N. Chudowsky, and R. Glaser, (Eds.). Committee on the Foundations of Assessment, Board on Testing and Assessment, Center for Education, Division of Behavioral and Social Sciences and Education. Washington,