



Project 2016-1-ES01-KA204-025159 ERASMUS+  
*Sharing effective educational practices and systematizing a training  
competences programme for employment and inclusion for vulnerable adults.*

*2nd International Joint Staff Training*

“Developing competencies for job search and  
inclusion. An international perspective”

Gijón, 3 al 5 de julio de 2017

***How to pass from “me” to “we”  
without ending up in despair***



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It is said...

If you want to get there fast you should walk alone  
And if you want to get far you must walk in team.

# Teamwork: Transversal competence



## Tasks

- More difficult
- Diversity skills, knowledge.
- Adaptability
- Quick Answers



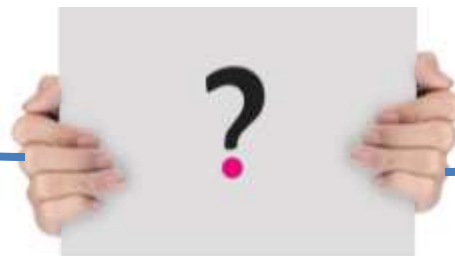
## Advantage

- Increase
- The productivity
- The innovation
- The satisfaction



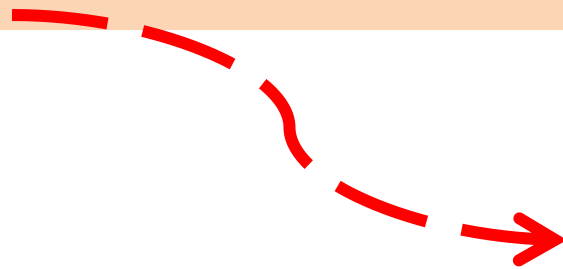
## Quality

- Collaboration
- Cooperation

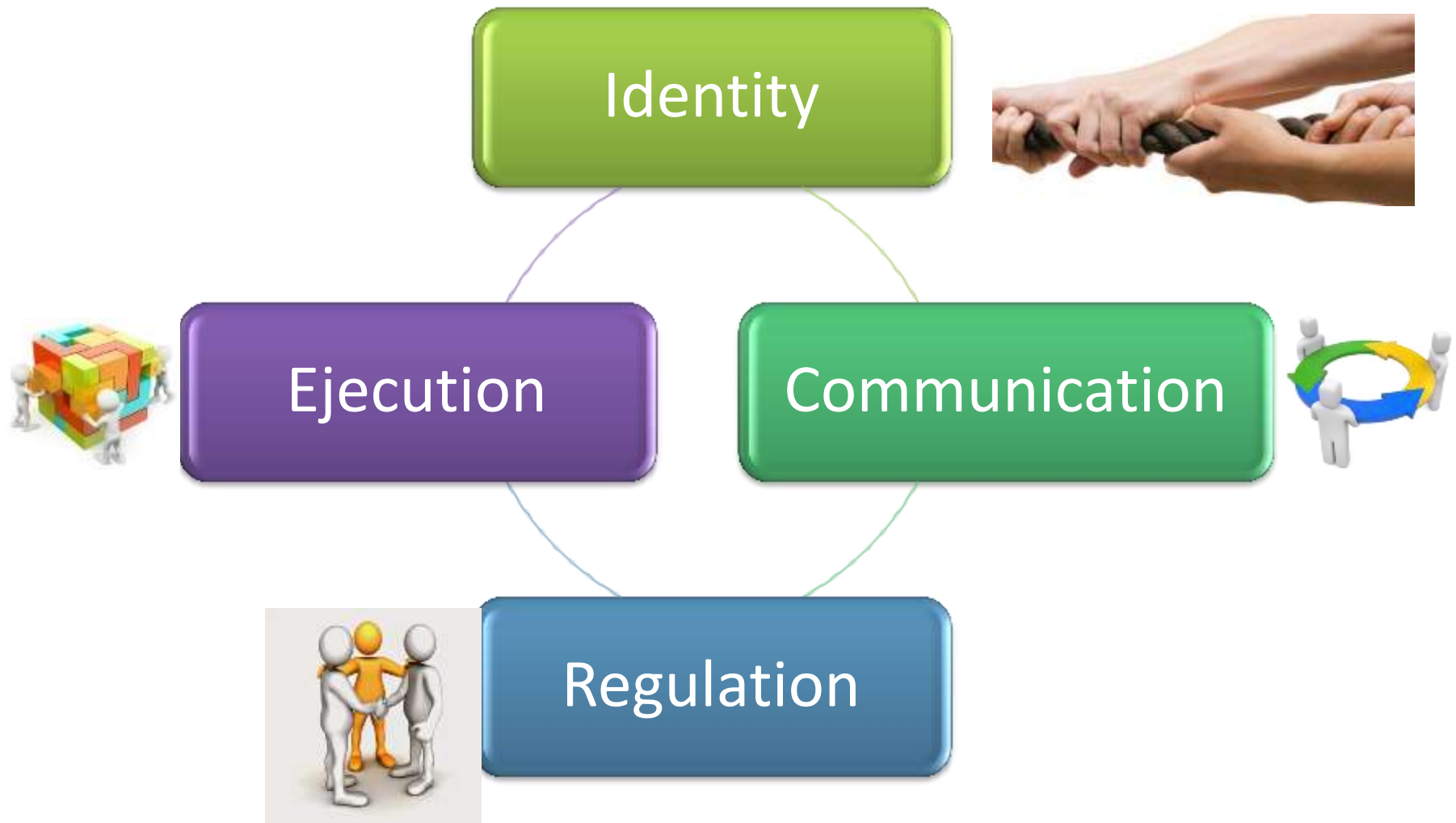


# Definition of Teamwork competence

**“The competence of teamwork involves the personal disposition and collaboration with others in the accomplishment of activities to achieve common objectives, exchanging information, assuming responsibilities, solving difficulties that are presented and contributing to the improvement and collective development.” (Torrelles, 2011).**




# 4 Dimensions of Teamwork competence




# Teamwork demands its members



# TEAMWORK SKILLS




**TO HEAR**  
The opinions of others and to reflect on them




To **ASK**  
To deepen in the approaches


**FEEDBACK**  
Open to criticism



**ASSERTIVENESS**  
To know what I want to communicate



**PROACTIVITY**  
With initiative towards improvement, to achievement.



**FLEXIBILITY**  
opening to new ways of working

# Teamwork competence



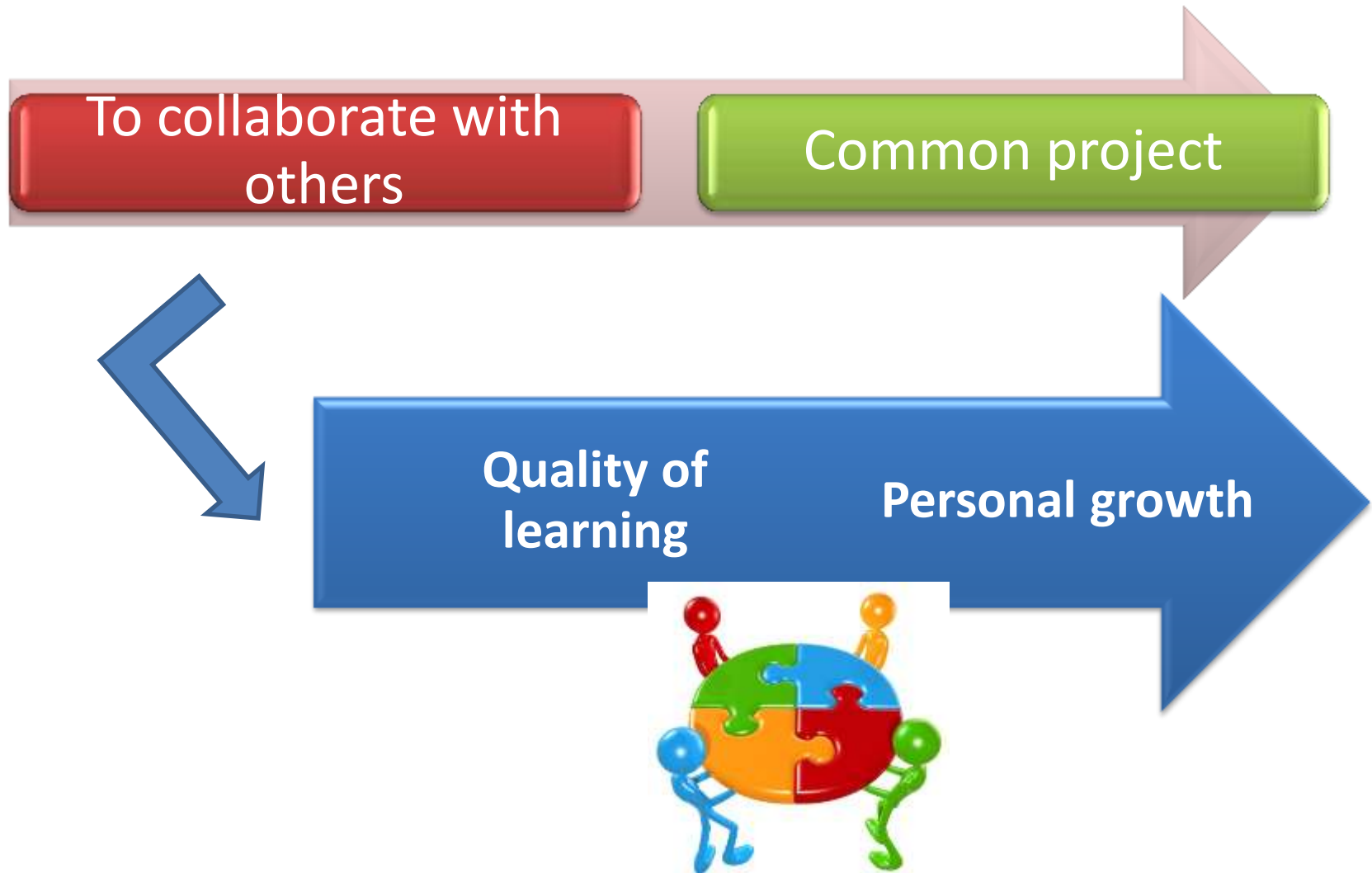
Develop this competition among our students

As teachers, what are the keys to working as a team.

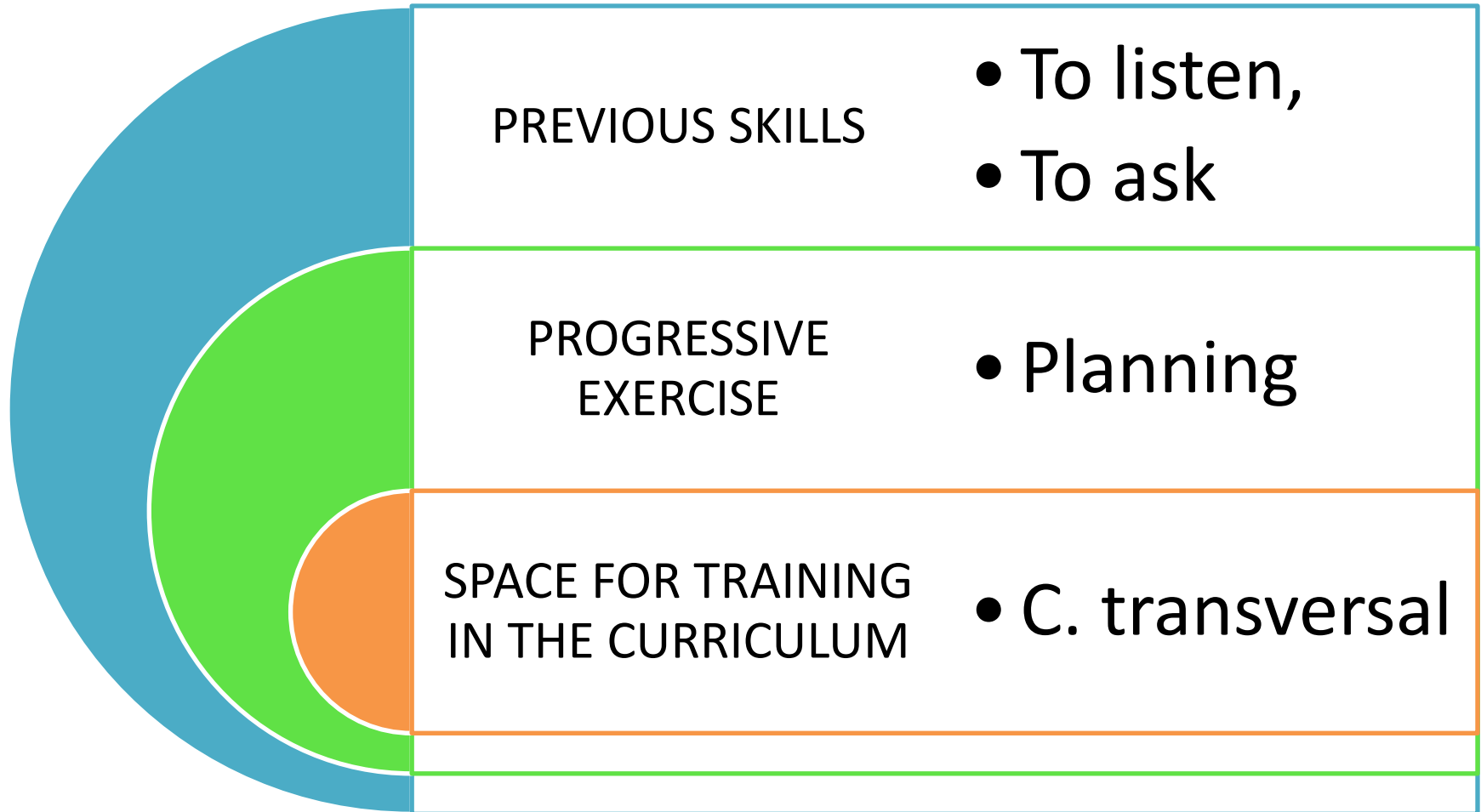




# How we develop this competence in the educational field



# How we develop this competence in the educational field



**How we develop this competence in the educational field**



**TO HEAR**  
The opinions of others and to reflect on them



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**TEAMWORK SKILLS**



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With initiative towards improvement, to achievement.

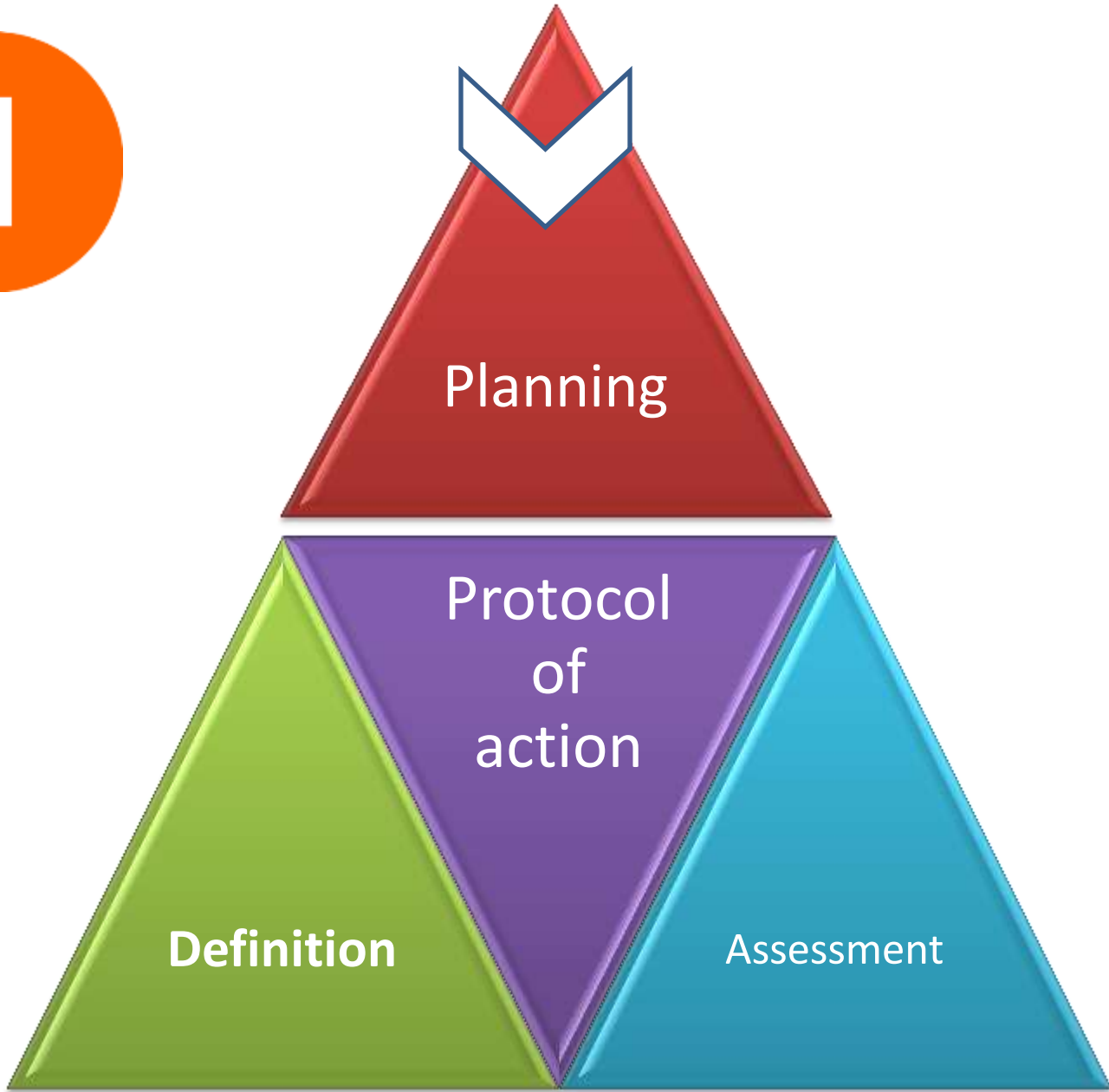
**FEEDBACK**  
Open to criticism



**ASSERTIVENESS**  
To know what I want to communicate



1



# Set and distribution of functions

- 1 Set Goals
- 2 Distribute functions
- 3 Develop communicative skills
- 4 Assumption of responsibilities
- 5 Individual self-knowledge
- 6 Ability to evaluate one's own work and the group

# Action protocol: Progressive levels of competence development

1. Directed teams

A grey downward-pointing arrow indicating the flow from the first level to the second.

2. Guided teams

A grey downward-pointing arrow indicating the flow from the second level to the third.

3. Autonomous teams

# Action protocol: Progressive levels of competence development

## 1. DIRECTED GROUPS

The student participates actively and responsibly in the collective work

He shows a good attitude toward the group

Tasks of low complexity

Teacher: clear guidelines

# Action protocol: Progressive levels of competence development

## 2. GUIDED GROUPS



```
graph TD; A[2. GUIDED GROUPS] --> B[Consolidation and cohesion. Good communication. Effectiveness]; B --> C[Complex Tasks]; C --> D[Teacher: gives more autonomy];
```

Consolidation and cohesion. Good communication. Effectiveness

Complex Tasks

Teacher: gives more autonomy

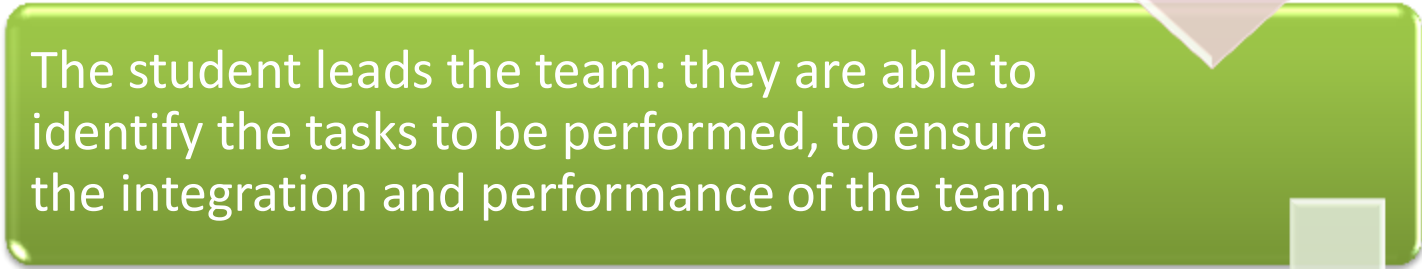


# Action protocol: Progressive levels of competence development

## 3. AUTONOMOUS GROUPS



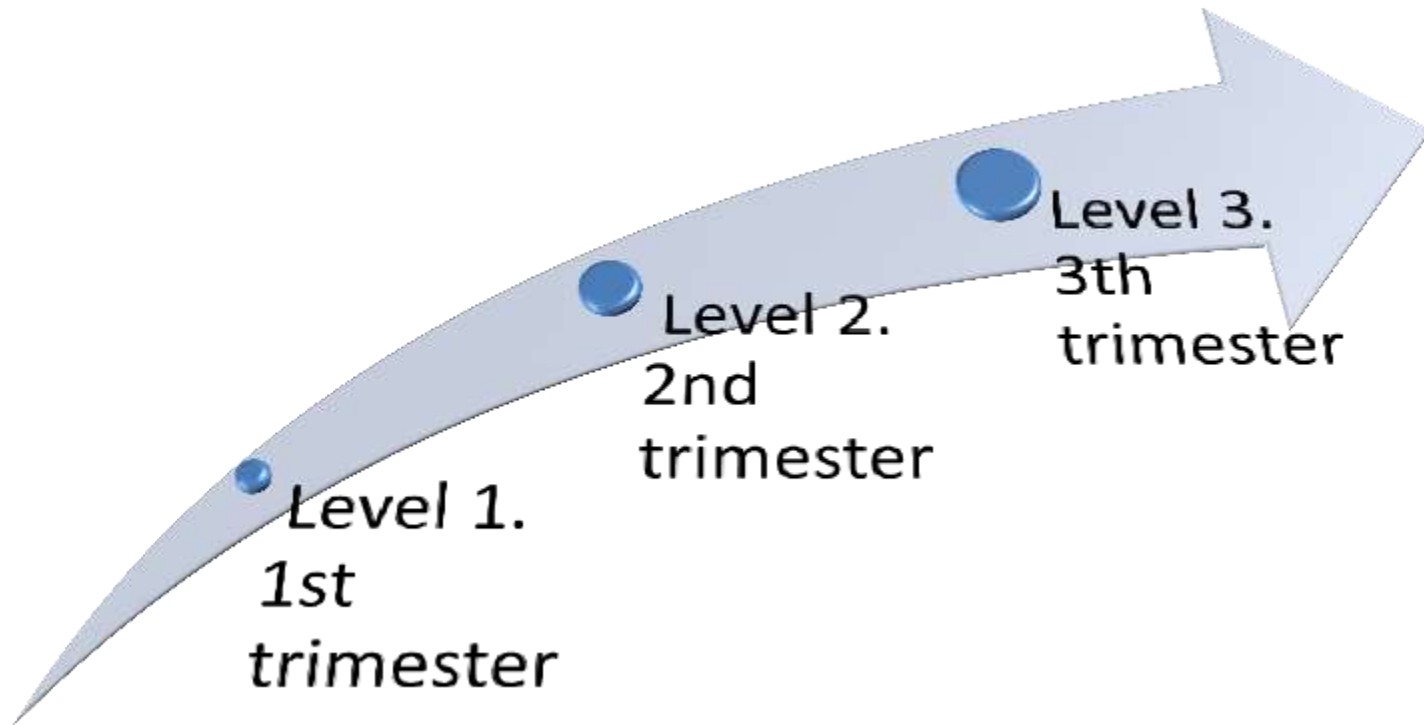
The student leads the team: they are able to identify the tasks to be performed, to ensure the integration and performance of the team.



Comprehensive interdisciplinary project



# Distributed competency development levels

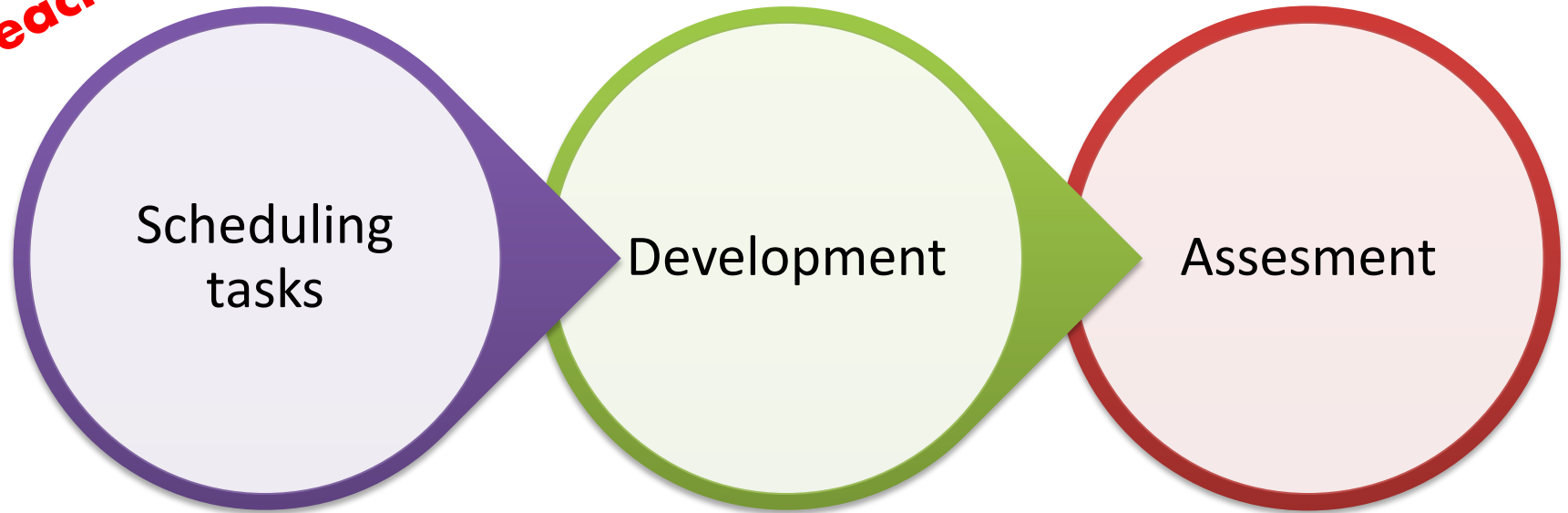


# Coordination



# Teachers Protocol Students

Teachers



Scheduling  
tasks

Development

Assesment

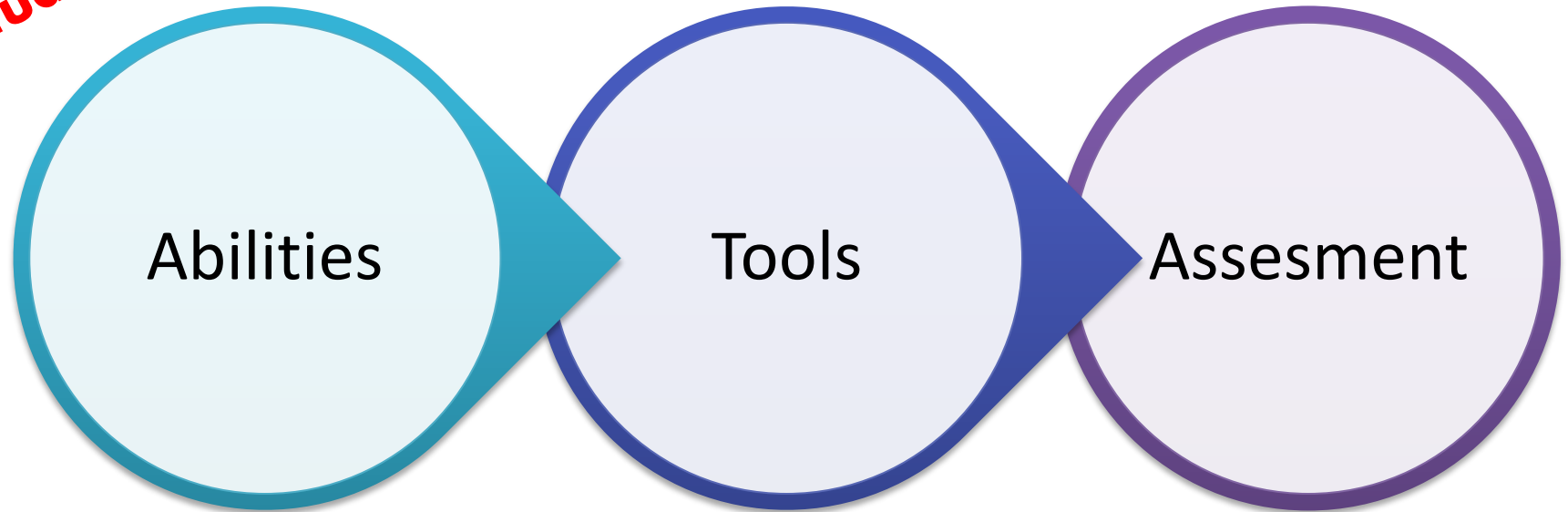
- Goals
- Homework
- Characteristics of the equipment
- Material

- Orientations, Tracking Tasks
- Balance between group work and individual responsibility.
- Resolution conflicts

- Specific
- T. team
- Continuous, formative and formative.
- Instruments: Rubrics ... ..

# Teachers Protocol Students

**Students**

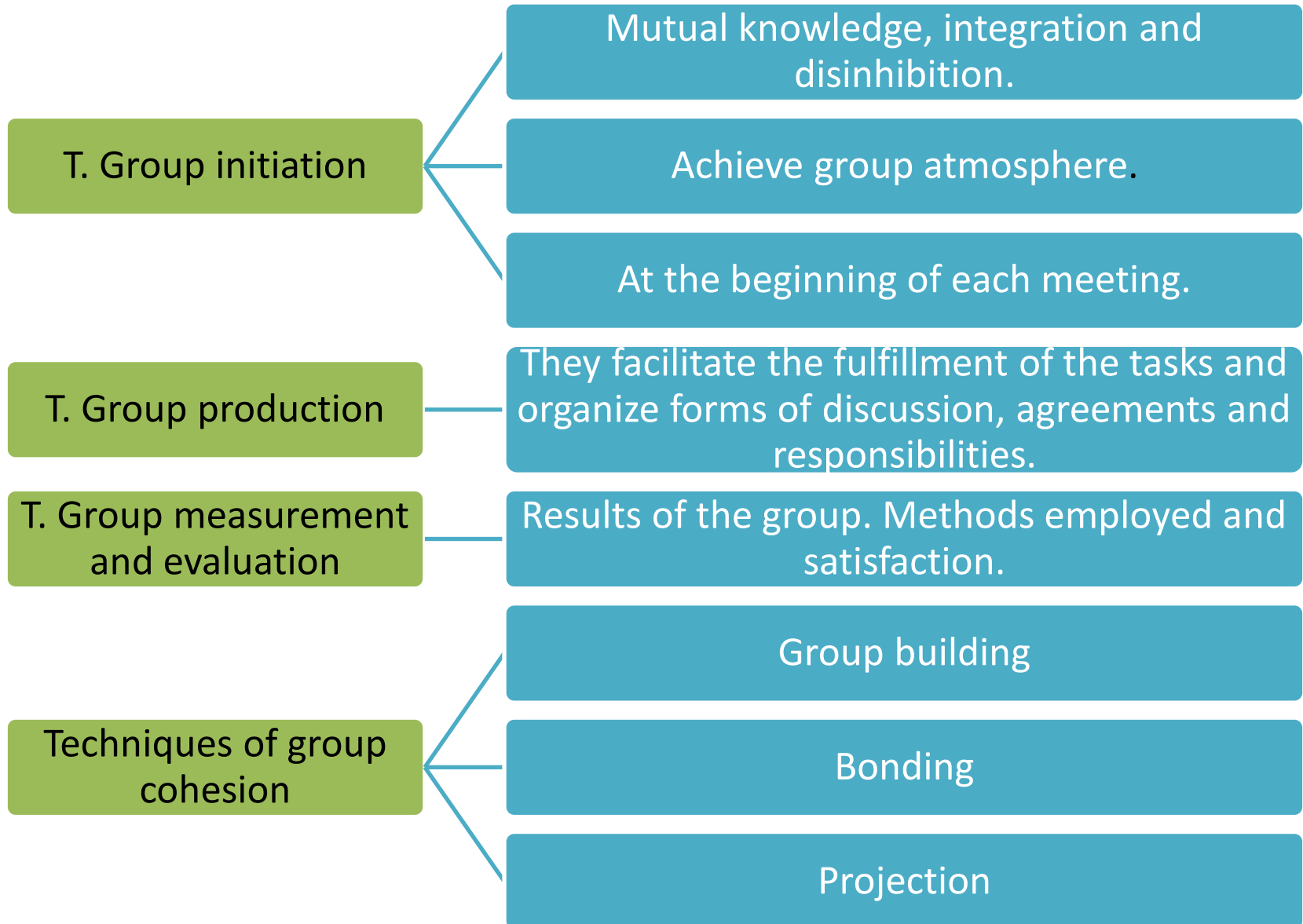


- TO Hear
- TO Ask
- Flexibility
- Proactivity
- Feedback
- Assertiveness

- Tasks
- Resolution conflicts

- Specific
- T. team
- Continuous, formative and formative.
- Instruments: Rubrics ... ..

# Techniques



# I want my team to function as an orchestra



# Keys to keep in mind to work as a team

- To Know strengths and assign roles.
- To Dialog, rather than debate.
- To Listen more than hear.
- To Accept the chaos and incorporate your creativity.
- To Accept the error and learn from it.
- To apprehend the mission.



# From group to Team

