

## Group Work is Different from Teamwork

Group work is easily recognized when group members divide the required tasks based on workload, to complete papers, presentations, laboratory exercises, or reports. This type of group collaboration is common as each person has received the same lecture and/or laboratory content and can complete the entire assignment individually. The division of labor for a group project is based on equality of service versus expertise.

Teams found in industry are formed of members who bring different areas of expertise to the team. The diversity of experience requires all individuals to depend on one another, to communicate new knowledge, to suggest solutions, and to retool deliverables repeatedly to provide a superior product. The division of labor for team project is based on expertise within disciplines.

To model this team behavior at university and to eliminate the ability for one person to complete an entire assignment individually, carefully crafted assignments must include a *boundary of disciplinary knowledge*. The project must require different areas of expertise, like in industry, which necessitates team member dependency. The boundary of disciplinary knowledge can be described as an artificial, pedagogical mechanism which fosters the development and application of interprofessional skills. This dependency requires communication of knowledge or use of others' skills and abilities that are needed to complete an assignment. In this type of setting, information, data, and materials sharing can only occur if each member effectively uses his/her interpersonal skills that foster effective teamwork and communication.

Teams formed from five to 12 members that contain a minimum of one boundary of disciplinary knowledge are termed *interdisciplinary teams* that use true teamwork and are best at facilitating the application of a student's interprofessional skills. Institutions and their faculty wishing to implement the Gold Standard of teamwork training should ensure their teams are formed under such requirements.

While the goal is to produce effective team members by graduation, it should be pointed out that both group work and teamwork can be used to explicitly teach, apply, and reflect on ones' interprofessional skills. Core courses of the minor can use groupwork (devoid of a boundary of disciplinary knowledge) but should explicitly inform students of the differences and expectations when used in coursework. Group work can be enhanced when members of the group are well versed in their interprofessional skills, but even the best groups do not form relationships or depend on other members to complete the assigned tasks. Only when a boundary of disciplinary knowledge exists, necessitating communication and the sharing of information, can an environment for teamwork be formed. Courses that contain a boundary of disciplinary knowledge, such as in the requirement for in-major teamwork-intensive courses, should explicitly reference the boundary throughout and the need for members to apply their interprofessional skills to foster communication when teams are working on their team problem/project.