Teamwork/Leadership Reflection

Think about previous experiences you have had with teams (e.g., athletic, other classes, organizations).

For one of these situations, write the answers to the following:

- Briefly describe the team
- What kind of role did you play on this team?
  - Did you have a formal leadership position? If so, how did you lead?
- Did you have positive, negative or mixed experience on this team?
- If you could change something about the team, what would it be?
Introduction to Teamwork and Leadership

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Team Defined:

TEAM (tem) n, 1.a. Two or more draft animals harnessed to a vehicle or farm implement.
… 4. Any group organized to work together.

“A team is a group of individuals responding successfully to the opportunity presented by a shared responsibility.” (Avery, 2001)

Shared responsibility → Commitment your team is making to Project Partner (described in your semester plan and/or project charter.)
A team is a small group of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.
An excellent team member is:

Someone who takes “responsibility for ensuring that the group rises to the occasion, and in the process, makes sure his own work gets done and done well.”

(Avery, 2001)
### Teamwork through Accountability and Responsibility

<table>
<thead>
<tr>
<th>Accountability</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>Held to account for something</td>
<td>Ability to respond</td>
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<tr>
<td>External quality: can be assigned</td>
<td>Internal quality: can only be taken</td>
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<tr>
<td>Accept accountability for deliverables</td>
<td>Take responsibility for relationships</td>
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EPICS / PURDUE
VRE Model by Frank Greene

- Defines leadership as the “work a person does when that person operates as a leader.”

- Leadership skills:
  - Vision: creating a vision that can be shared by all in the group.
  - Relationships: getting people to work together by developing positive relationships. Creating value for others.
  - Execution: Strategize and plan on how to accomplish the vision. Involves making decisions, making choices, and taking action. Enables others to act and celebrates success.
“Every choice has a result. No choice still has a result.”

“Leadership is always personal (may seem like a group process)”

What attitudes and behaviors keep us together? What attitudes and behaviors separate us?
Teambuilding: Connecting Avery and Greene

"Teambuilding is simply a set of messages successfully shared among a group of people." (Avery 2001)

- Conversation one: Focusing on the collective task
  - Vision

- Conversation two: Aligning interests
  - Relationships

- Conversation three: Establishing behavioral ground rules (operating agreements must be policed by the team, team members must be equipped to "call" each other on broken agreements)
  - Relationships

- Conversation four: Setting bold goals and anticipating conflicts, breakthroughs, and synergy
  - Execution

- Conversation five: Honoring Individuals and their differences”
  - Execution
Five stages of Team Development

- **FORMING** (orientation) - Tentative interactions; polite discourse; concern over ambiguity; and self-discourse.

- **STORMING** (conflict) - Criticism of ideas; poor attendance; hostility; polarization; and coalition forming.

- **NORMING** (cohesion) - Agreement on procedures; reduction in role ambiguity; revise Code of Cooperation based upon current experiences; and increased "we-feeling".
Five stages of Team Development (continued)

- **PERFORMING** (performance) - Decision making; problem solving; mutual cooperation; high task orientation; and emphasis is placed upon performance and production.

- **ADJOURNING** (dissolution)
Conflict Vs. Effectiveness

- Forming
- Storming
- Norming
- Performing

Conflict vs. Effectiveness Over Time
Teambuilding in EPICS

- Semester plan: an opportunity to focus on the collective task and align interests; set bold goals for the team
- Team dynamics activity done Week 2 or 3: establishing ground rules; will be used in peer evaluations later.
- Identifying individual roles and responsibilities (Semester Plan, Gantt Chart, Individual Memo): everyone on the team has an important role in helping the team achieve its goals
"To envy the success of others suggests we believe that the other person's success means there is less success available for us." (Avery 2001)

"When you routinely celebrate the successes of other people, you program yourself to expect success-from yourself and from other people. (Avery 2001)

EPICS teams tend to succeed or fail together! (Zoltowski 2004 – 2008)
Recognizing differences in teammates

- Different perspectives are very important in design
- Recognizing that people learn in different ways
- Finding ways to be successful when working with others
  - Situations where I can insist on a certain way of interacting
  - Or can figure out what works and go with that!
Tools for Effective Teamwork

- Use of agendas, roles, “issue bins,” action lists
- Planning work outside of meetings
- Code of Cooperation
- Effective listening, check for understanding
- Giving and receiving constructive feedback
  - Communication to a person (or group) about behaviors and their effect
  - Perceptions, feelings, and reactions to the message.
Five Issues in Team Building

- **Interdependence** - each member's outcomes are determined, at least in part, by the actions of the other members. Inappropriate independence or competition may hurt you and the team.

- **Goal Specification** – communicate common goals for team achievement, as well as individual goals that you may have.
Five Issues (continued)

- **Cohesiveness** - the value of team membership, that is, how much members are drawn to the team. Social cohesiveness is not critical. Task cohesiveness—how skills and abilities of team members mesh to allow effective performance.

- **Communication** - vital to smooth functioning of any task team. Need a communication network—who communicates to whom; is there anybody "out of the loop?" Do team norms encourage everyone to participate, or allow dominant members to claim all the "air time?"
Five Issues (continued)

- **Roles and Norms** - All teams need to develop a set of roles and norms over time.

Roles - For a student team, the role structure will enable the team to cope more effectively with the requirements of a given task. The roles may be rotated so that all team members experience, and learn from, the various positions held. It is extremely important that the roles are understood and accepted by team members.
Norms - the rules governing the behavior of team members, including the rewards for following the norms, as well as sanctions for violations. Norms may be unwritten. However, it is always better to have interaction rules appear in the form of a written document, such as in a Code of Cooperation (more about this later).
Team Composition and Roles

EPICS Purdue
- Team leaders, project leaders, financial officers, liaison, webmaster
- Keep for en

**KEY TEAM ROLES INCLUDE:** Meeting Coordinator, Recorder, Timekeeper, Encourager, gatekeeper, Devil’s Advocate.

Roles should rotate among team members.
EPICS Purdue

- Team leaders, project leaders, financial officers, liaison, webmaster
- Job descriptions for each
- Keep structure for entire semester

First Year Engineering

- Meeting Coordinator, Recorder, Timekeeper, Encourager, gatekeeper, Devil’s Advocate.
- Roles rotate among team members.
First-Year Engineering Roles

- **Meeting Coordinator** - Coordinates and prepares the agenda (i.e., what needs to be accomplished, establishes a process, etc.); coordinates time, date and place of meetings; ensures all necessary resources are available for the meetings; keeper of the Code of Cooperation (to be discussed); monitors the decision making process; coordinates the process check. However, this person **IS NOT THE BOSS**.
Roles (continued)

- **Recorder** - the recorder is the person responsible for doing the writing of the team whenever group work is being done. This should maximum participation by the rest of the team, since no one else needs to worry about it. If required, the recorder also ensures that the process(es) being used by the team is (are) documented and/or prepares an **ACTION LIST** to keep a record of assigned actions. In addition, the recorder makes sure that copies of their work are provided to the rest of the team.
Roles (continued)

- **Time Keeper** - the time keeper has the responsibility of keeping tract of time, as well as keeping the team moving so that they can finish the task at hand.

- **Devil’s Advocate** - the devil’s advocate takes a position opposite to that held by the team to ensure that all sides of an issue are considered. This responsibility should be undertaken by all team members.
**Encourager/ Gatekeeper** - the encourager/gatekeeper has the task of giving encouragement to all the other team members. The person also has the responsibility of maintaining a balanced level of participation for all the members. They will encourage the silent members and try to hold back the verbose, dominate members.
**Code of Cooperation**

The ground rules of a team, as well as any appropriate rewards and sanctions.

- It sets a norm for acceptable behavior for each team member and represents how the team members will interact with one another;
- It should be developed, adopted, improved and/or modified by all team members on a continuous basis;
- It should be easily accessible to team members.
Exercise

**INDIVIDUALLY**, based upon your past teaming experiences, write down 2 elements (i.e., rules and/or expectations) would you like to see as part a Code of Cooperation.

**AS A TEAM** use 3 minutes to discuss your individual Code of Cooperation elements and come to consensus as to which ones everyone would like to include in a draft of the Team Code of Cooperation.
Why do we need to write this down?

- A team is a **small group** of people with **complementary skills** who are committed to a **common purpose**, **performance goals**, and **approach** for which they hold themselves **mutually accountable**.

- If any of these highlighted phrases is absent, it doesn’t work!
Team Maintenance

- Typical functions for team maintenance:
  - Telling a joke;
  - Mediating a conflict between team members;
  - Encouraging all to participate;
  - Showing approval;
  - Suggesting a break from work;
  - Reminding members of norms for cooperation; and
  - Seek team facilitation.
Other Important Issues

- Listening Skills:
  - Stop talking.
  - Engage in one conversation at a time.
  - Don't interrupt.
  - Show interest.
  - Concentrate on what is being said.
  - Don't jump to conclusions.
  - Control your anger.
  - React to ideas, not to the speaker.
  - Listen for what is not said. Ask questions.
Constructive Feedback

- Communication to a person (or group) regarding the effect that a person's behavior has on another person or on the group; and

- Perceptions, feelings, and reactions to the message.
Giving Constructive Feedback should include phrases like:

- **When you...** Start with a “When you . . .” statement that describes the behavior without judgment, exaggeration, labeling, attribution, or motives. Just state the facts as specifically as possible.

- **I feel...** Tell how their behavior affects you. If you need more than a word or two to describe the feeling, it’s probably just some variation of joy, sorrow, anger, or fear.

- **Because I...** Now say why you are affected that way. Describe the connection between the facts you observed and the feelings they provoke in you.
Who can tell me the difference between consensus and compromise?

Compromise requires that something be given up to reach an agreement. Consensus is a group decision-making process where everyone agrees that a particular decision is the best for the team—even if it’s not the solution that would be the best for them personally.
“We don’t seem to be very organized”
- Use an agenda to structure time
- Make sure you have a Time Keeper
- Use an issue bin to avoid distraction

“One of my teammates never participates”
- Impose consequences indicated in your Code of Cooperation or amend to address this issue
- Go to your instructor and seek facilitation for your team if this problem persists.
Making Teaming Concepts Useful

■ “No one comes to our homework/project meetings prepared to work”
  □ Use an agenda and assign responsibilities. Impose consequences indicated in Code of Cooperation or modify Code to address this.
  □ Seek facilitation by instructor if problem persists.

■ “We lose track of time /get off of task”
  □ Make sure you have a Time Keeper
  □ Use an agenda and allocate time to activities.
Making Teaming Concepts Useful

- “My teammates want to rush to finish”
  - Employ open communication to discuss individual and team goals
Resolving Conflict

- Don’t attack
  - “you are a jerk when you…”

- Focus on “I” statements
  - When this happens, I feel…
  - Can argue that you feel a certain way
  - Not accusing them but focus on the ramifications of situations

- Be open to listen and consider
  - Growth opportunities
Agreements

“Agreements about agreements can restore integrity to a relationship:

- Making only agreements you intend to keep.
- Keeping all agreements, no matter how small.
- Cleaning up broken agreements when you (inevitably) break them
- Calling yourself and others on broken agreements when they happen”
Fixing broken agreements

Don't sweep your broken agreements under the rug. Clean them up immediately.

- **Step One:** Acknowledge that you broke the agreement
- **Step Two:** Apologize for breaking the agreement
- **Step Three:** Ask your partner what you can do to correct the situation
- **Step Four:** Recommit to the relationship
Making amends

- Acknowledge relationship mistakes quickly and move to resolution.
  
  "Bad news is like fish. The older it gets, the worse it smells." Richard Lieb


- Apologize Effectively: A successful apology signals responsibility and learning, not subordination or shame.
Focus on leadership

- Leadership is for all EPICS students….not just those who hold formal leadership roles.
  - First step is recognizing the leadership skills you already have.
- Leadership skills can be developed and can be improved with practice and knowledge.
- Leadership begins with a vision, and is accomplished through the relationships you build and the plans that you make.
- Leadership involves all of your intelligences.
- "Every choice either move you in the direction of your goals or away from your goals." F. Greene
References


- Some slide material taken from “Being a Member of a Team” by P.K. Imbrie, Cesar Malave, and Jim Morgan

- Additional slide material is an outgrowth of seminars delivered for Tau Beta Pi, the engineering honor society, by Prof. Matthew Ohland