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Group development Teaming

DAT096 2019: **Session 1**
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Science

1

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Agenda

- Overview of diversity and teaming work
- Group development models
  - Intro + preparation and sequence of learning
- Group diversity
  - Survey
  - SWOT analysis

With focus on introducing sequence, and on activities and discussion during and in-between!

2

Kick-off: Discuss in your groups! (10 + 3 mins)

- What project courses have you taken before (at Chalmers? Elsewhere?)
  - How were the groups selected?
  - How diverse were the groups?
  - What did the course (or you beyond the course structure) do to help you get started? What worked well?

At end:

Each group shares 1 successful strategy in this early forming phase with the whole class.

3

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4

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Placeholder for overview of GD/ICC work

✧ Refer to Canvas page

5

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Learning outcomes

Course goals:

3. **Contribute**, in several team roles, to a multi-person project where an industry-like project model is used. This includes planning, follow-up and trade offs under resource constraints.

4. **Reflect** on the group process in an **international** team.

✧ This will be achieved through:

　✧ Reflecting on practices of successful group work
　✧ Formulating and following a group agreement
　✧ Showing awareness of one's own strengths and weaknesses
　✧ Critically assessing the individual contribution to the group project

6

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Deliverables connected to group dynamics in the course

7

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Deliverables connected to group diversity

Event	Time	Learning outcome
Group contract	10 Feb	*Formulating and following a group agreement*
Mid term team assessment	5 Mar	*Critically assessing the individual contribution to the group project* *Showing awareness of one's own strengths and weaknesses*
Team reflection meeting	9 / 10 Mar	*Reflecting on practices of successful group work*
Team reflection report	Exam week	*Reflecting on practices of successful group work*
Final team assessment	Exam week	*Critically assessing the individual contribution to the group project* *Showing awareness of one's own strengths and weaknesses*

8

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Process in group diversity

Group contract	Values

Mid term assessment	Reflect

Final assessment	Feedback

9

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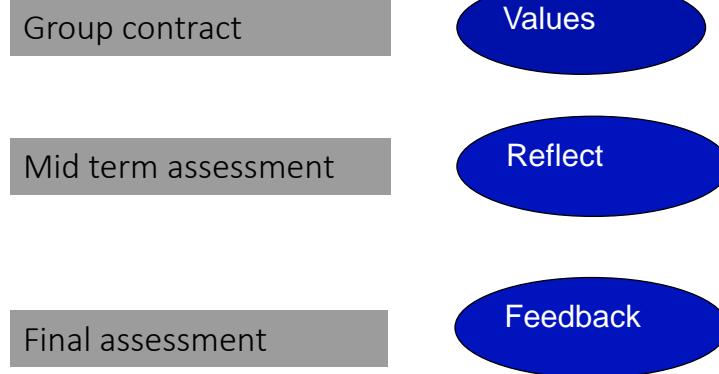
Group contract

Suggested template on Canvas:

Meetings

Division and execution of work

Team decisions

Scrum values

Handling of documents and files

Communication outside meetings

Consequences if team member breaks contract

Ambition

10

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Mid term team assessment

DAT096 Individual Team Member Assessment end-of-course spring 2016
2016-05-20/LP version 1.0

Criterion	Grade					
	Excellent (5)	Good (4)	Fair/OK (3)	Needs to improve (2)	Unacceptable (1)	Missing (0)
1. Physical and psychological presence.	Is always present and engaged. In the rare occasion being away, always catches up afterwards. Always lets team members know if there is a problem.	Is usually present and when so always engaged. If being away, usually catches up afterwards. Almost always lets team members know if there is a problem.	Is usually present and engaged. If being away, most times catches up afterwards. Usually lets team members know if there is a problem.	Is too often away. Quite often zones out or is too tired to contribute. Quite often forgets to let team members know if there is a problem.	Is very often away from meetings and is almost always unengaged when present. Very often zones out or is too tired to contribute.	Never shows up nor contributes
2. Contributing in meetings	Always contributes to the issues at hand. Facts and results but also opinions, hopes, feelings. Thoughtful selection of what is the right contribution at the time	Usually contributes to the issues at hand. Often but not always with all of facts and results, opinions hopes and feelings.	Usually contributes to the issues at hand. Often but not always with all of facts and results, opinions hopes and feelings. Sometimes too much or too little.	Either contributes too little or too much.	Either contributes almost nothing or way too much, dominating meetings entirely.	Never shows up nor contributes.
3 Listening & including in meetings	Always listens attentively when others speak. Often actively encourages others to contribute.	Usually listens attentively when others speak. Sometimes encourages others to contribute.	Mostly listens attentively when others speak. Now and then encourages others to contribute.	Sometimes listens attentively. Not very active in encouraging others to contribute.	Is mostly inattentive when others speak. Never encourages other to contribute.	Never shows up nor contributes.
4. Connecting and integrating in meetings	Often asks clarifying questions. Often integrates what has been said previously & brings things together. Makes sure everyone is on board.	Sometimes asks clarifying questions. Now and then Integrates what has been said previously. Sometimes brings things together.	Now and then asks clarifying questions. Occasionally integrates what has been said previously.	Rarely asks clarifying questions. Never integrates what has been said before.	Never asks clarifying questions. Shows no effort in integrating nor bringing things together.	Never shows up nor contributes

11

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Team reflection meeting (with Becky)

- ✧ Reflection on results of team assessment
- ✧ A possibility to rethink / adjust group contract / set up in group
- ✧ Will book times via a Doodle (to be sent out)

- ✧ 45 minute meeting per group

12

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Why work with diversity and teaming

- *Awareness* … of e.g. development / processes can help.
  - Arguments for how to develop as a group and the 'end-goal'
  - Useful for framing expectations
  - E.g. you will learn that Wheelens model suggests it is natural and expected to lack clarity in the beginning.
- Valued by companies (as seen through interviews and literature)
- Promoted by bodies connected to engineering professionalism and education (e.g. see CDIO)
- We argue that these competencies can be trained and developed

13

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14

Group development models

- Sequential: Chronological; teams move through 'stages'
- Life-cycle: likens group development to life
- Cyclical: forward + backward over time; progression not necessarily implied
- Equilibrium model: Equilibrium between different foci; focus on one shifts balance.
- Adaptive models: internal / external factors. Complex adaptive systems (CAS). I.e. you need to consider different levels of hierarchy within which the group exists.

15

Group development models (learning preparation)

Material on group development models to do as preparation for 27th Jan:
- Quick intro to **cyclical** vs. **sequential models** (Forsyth video)
- Focus on **Wheelen's integrated group development model** (through article summary + Wheelan speaking about her model)

16

Team development

- Model from Susan A. Wheelan's book:

- Creating effective teams - a guide for members and leaders

- There are other similar models

17

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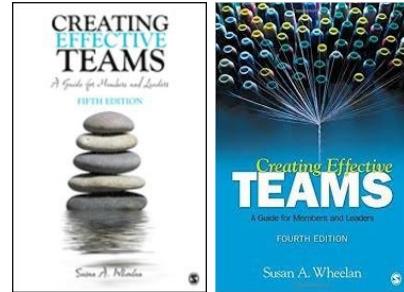
Wheelen's Integrated Model of Group Development

80 % work-oriented, 20% relation-oriented.

Stage 1   Stage 2   Stage 3   Stage 4

Dependency & Inclusion

Counter-Dependency & Fight

Trust & Structure

Work & Productivity

Focus on relationships and emotions

Focus on work and productivity

18

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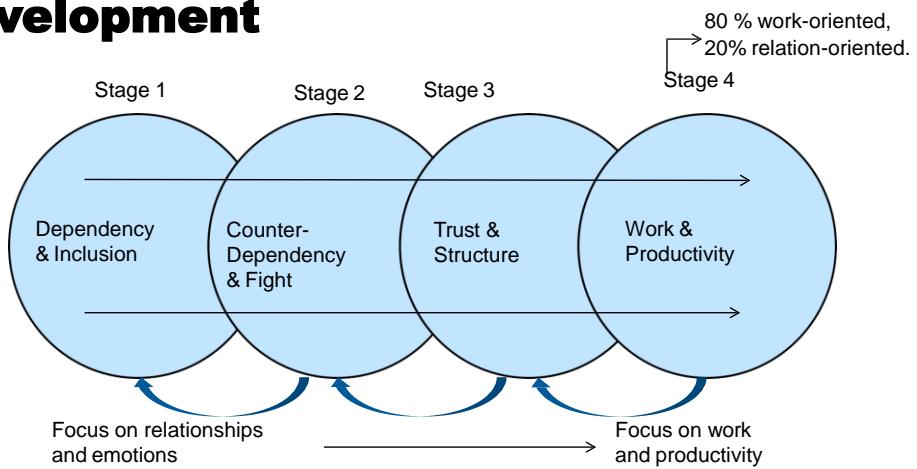
Group development models (quick comments)

- Sequential / life-cycle models: early research was lab-based
- One major line of critique: we aren't blank canvases; we have context
- Some groups appear to be able to work on tasks quite quickly. Context matters. How/why?
  - Balance between task and other important aspects (relationships; socio-emotive; topical; process)
  - We will come back to this; mention now as this seems to be key discussion teams need to engage in *during* the process *in* this course.

19

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Team discussion: 15 minutes

- early planning phase; fish-bowl activity on Thursday (starts planning how you cooperate and coordinate).

Discussion: share your views on, in general, on effective cooperation and communication in project groups

- How are you used to working? What do you think is effective? What is a good balance between being face-to-face and/or closeby (e.g. in meetings; in groupwork; in isolated work, but in proximity to team) and solo work. How often do you need to monitor/coordinate/evaluate? Focus on *Why*?

Note: we want your general thinking, not best for this group / this project. We are simply sharing experiences and how we think about group work.

20

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Stage 1: to think of before fish-bowl

The way in which you go about your initial discussions
has the potential to become a routine itself.

Solving 'conflicts' (differences of opinion,
understanding each others' perspectives, solving
practical / planning matters, etc.) *is part of what
drives group development forward* (or hinders it!)

21

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Stage 1: to think of before fish-bowl

Aim in stage 1:
- To create sense of belonging and the beginning of
  predictable patterns of interaction.
- To develop member loyalty to the group and build
  up predictable ways of doing things.
- Members want to build up safety (e.g. to question
  things, to offer input, to be able to talk about
  failure)

More in your video material and reading.

22

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Where are we?

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- **Group diversity**
  - **Survey (reminder: complete by midnight, 23 Jan)**
  - **SWOT analysis**

23

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SWOT analysis of you in your group

My strengths in this group	My weaknesses in this group
e.g. content; skills; personality; other?	
What do I place more value on in this project?	What am I more flexible about?
e.g. content; skills; ways of working	

Instructions: Don't write name or group; take a photo; we collect and refer back to next Monday

24

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Extra information

- Definition of psychological safety: to introduce idea before fish-bowl discussions.
- A description of productive teams from Wheelen (i.e. what does stage 4 look like?
- A scenario; attribution bias

25

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Psychological Safety

- Psychological safety: "describes an interpersonal climate where people feel able to express ideas, ask questions, quickly acknowledge mistakes, and raise concerns about the project early and often. They feel responsible for doing so. It's not that it's *easy* for them to take these interpersonal risks; rather, they understand it's expected of them. It is part of collaboration. They recognize too that teaming up is as interpersonally challenging as it is rewarding." P. 64
- Edmondson, A. (2013) *Teaming to innovate*.

26

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An example

- Two groups of managers:

1 group (mainly from one national culture) tends to enter/exit meetings according to set timeframes

1 group (mainly from a different national culture to group 1) tends to enter/exit meetings flexibly (often late to meetings / often runs late)

Risk of attribution. Risk of interpreting behaviour … "internal characteristics to explain someone else's behavior in a given situation"

27

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An example

- Two groups of managers:

Group A: enter/exit meetings according to set timeframes (on time)
Group B: enter/exit meetings flexibly (often runs late)

Discuss in your groups. Which group is displaying appropriate behavior?
Pick sides (at least 1 person for each of Group A + B).
Argue for the side you agree with most (or the side you disagree with the least ☺)

28

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Stage 4: Work and productivity

- Making decisions. The team spends time:
  - discussing problems
  - defining problems
  - planning (problem-solving; decision-making)
  - Finding methods for decision making (participatory)
  - Implementing and evaluating solutions and decisions.

29

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Stage 4: Work and productivity

- Cohesion and conflict.
  - The team is highly cohesive.
  - Interpersonal attraction among members is high.
  - Members are cooperative.
  - Periods of conflict are frequent but brief.
  - The team has effective conflict management strategies.

30

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Stage 4: Work and productivity

- Maintaining high performance.
  - The team gets, gives, and utilizes feedback about its effectiveness and productivity.
  - The team evaluates its performance on a regular basis.
  - The team takes steps to avoid routine and getting stuck in a rut.

80% work-oriented communication… the rest is about how to work together!

Productivity is a product of the whole group!

31

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References

- Edmondson, A (2013) *Teaming to innovate*. Jossey-Bass, San Franscisco
- Wheelan, S. A. (2014). *Creating effective teams: A guide for members and leaders*. Sage Publications.

32

33