

Week-6 Workshop

BEB100
INTRODUCING PROFESSIONAL LEARNING



TODAY WORKSHOP

- ACTIVITY 1 "Review"
- ACTIVITY 2 "Team Formation"
- ACTIVITY 3 "Team Agreement"
- ACTIVITY 4 "Teams Start Work"



Activity 1: Review

- This first activity reviews the material covered in the lecture by Dr Jillian Clare last week on good teamwork



Activity 1: Review *(cont.)*

- Some of the key matters covered in the lecture were:
 - What makes an effective team,
 - The 5 stages in team development,
 - Helpful and unhelpful team roles, and
 - Operation of meetings

What? Theories underpinning team dynamics


How teams form and work

Achieving successful outcomes – & enjoying it!


Communication within teams

A 3D digital landscape with a sunset sky and mountains. The ground is a flat, light-colored surface with various colorful blocks (red, blue, yellow, green) scattered around. A central blue block is stacked high. A blue beam of light shines from the sky onto the blocks. In the bottom left corner, there is a circular control panel with a blue button and a small globe. The text is overlaid on the scene.

The value of a workable team agreement/team compact



TEAMS AND TEAM WORK



WHAT TURNS A GROUP OF PEOPLE INTO A TEAM?

A blue puzzle piece icon with a white question mark is in the top left corner. The title 'TEAMS AND TEAM WORK' is in yellow, bold, sans-serif font. Below it is a photograph of a group of people standing in a circle, holding hands, against a purple background. The question 'WHAT TURNS A GROUP OF PEOPLE INTO A TEAM?' is written in white, sans-serif font at the bottom.

A model of team relationship development

Tuckman and Jensen (1977)

1. Orientation or Forming of teams and team membership

First meetings – getting to know each other.
Forming the team – establishing roles and relationships.

Relationship between team members not yet established

Person A Person B Person C Person D

A model of relationship development

2 Storming to create norms & understandings

Getting to know each other and working out individual differences, preferences, team processes and protocols.
may also involve ideational and/or personal conflict.

Person A Person D Person C Person B

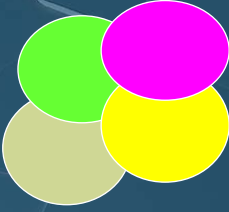
A model of relationship development



Person A
Person B
Person C
Person D

3. Norming and/or Collaboration:
the norms of the group are developing.
Team members begin to understand their possible roles in the group.

A model of relationship development



4. Productivity/ Performing
successful group interaction

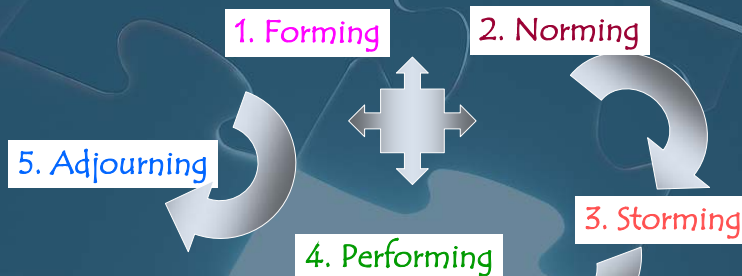
A model of relationship development

5. Adjourning:

End of project – group disbands.
Some friendships may continue.



A model of relationship development in the life-cycle of a team.




Teams may move back and forward many times through norming, performing, and storming, depending on the tasks.



Teamwork Team roles



 1 Conceptual research - 1.1. Conceptualisation	 2 Conceptual design - 2.1. Conceptualisation
 3 Ergonomic user interface - 3.1. Design of user interface	 4 Physical prototype - 4.1. Design of prototype
 5 3D modelling - 5.1. Design of 3D model	 6 Physical prototype - 6.1. Design of prototype
 7 3D modelling - 7.1. Design of 3D model	 8 Physical prototype - 8.1. Design of prototype



TEAM ROLES:

Task roles focus on getting the job completed.
They include:

- Initiator/contributor
- Information-seeker
- Opinion-seeker
- Information-giver
- Opinion-giver
- Elaborator
- Co-ordinator
- Evaluator/critic
- Energiser
- Questioner
- Procedural technician
- Recorder



UNHELPFUL TEAM ROLES

Individual roles played at the expense of the group are counter-productive.

- Aggressor
- Blocker
- Recognition-seeker
- Self-confessor
- Fun-seeker
- Dominator
- Help-seeker
- Special interest pleader



COMMUNICATOR STYLES

- Dominant /Submissive
- Contentious /Affiliative
- Impression-leaving/ Insignificant
- Relaxed/Anxious
- Dramatic/Reserved
- Animated/Inexpressive
- Attentive/Inattentive
- Friendly/Hostile
- Open/Closed




Productive Styles

Facilitative/ Equal	Commanding/ Authoritative
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Responsible
Confirming
Appropriate

Tactfully Assertive Directly Assertive

Lumsden & Lumsden 1997.



Unproductive Styles

Passive/ Aggressive	Hostile/ Divisive
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Not responsible
Disconfirming
Inappropriate

Non-participative/
Indirect Aggressive

Lumsden & Lumsden (1997)



MEETINGS

- Meetings are effective to:
 - Share information and resources.
 - Develop goals, norms and approaches.
 - Get to know each other and team-building.
 - Resolve problems
- Decide whether to meet or not to meet.
- Consider individual needs and difficulties.
- Consider email, chat-group, fax or phone.
- Have a clear agenda



MEETINGS

Welcome everyone.

Be prepared for the meeting.

Clear purpose

Share information prior to the meeting.

Share in leadership tasks.

Have materials and resources available and ready.



Develop ground rules for discussion

Organise a realistic agenda.

Be flexible but focused.

MEETINGS

If you have been absent from a previous meeting make it your responsibility to check on details and requirements.

Take responsibility for a range of tasks – not just the fun ones.

Be mutually supportive & share ideas.

Help out with team problems and difficulties

Organise a note-taker – not the same person each time

Gain the group's approval for all decisions.

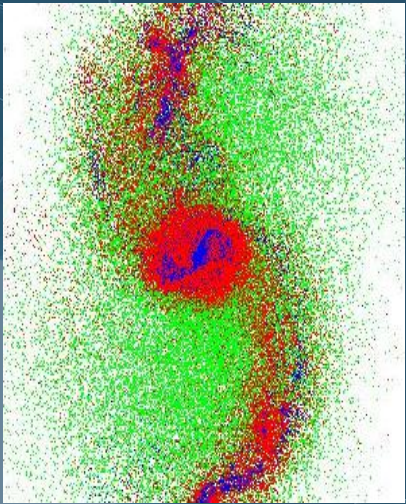
Time management

Be cooperative in decision making and problem-solving.



MANAGING INTERPERSONAL DIFFERENCES

- Move from seeing stereotypes to seeing people as individuals.
- Recognise and value diversity and differences in style.





ACTIVITY 2

- The purpose of this exercise is to get all the students in teams for Part-2 Assignment



Team Formation

- There are four seat rows in this room. The first row is for those wanting a grade of 7 in BEB100, the next row for those wanting a grade of 6, the third row for those wanting a grade of 5, and the final row for those wanting a grade of 4.
- Please spend a minute thinking about what grade you are really prepared to work hard for in BEB100, and then move to the row that represents that grade.



Team Formation

- Form a group of 5 students per team
 - Team 1 (A,B,C,D,E)
 - Team 2 (F,G,H,I,J)
 - Team 3 (K,L,M,N,O)
 - Team 4 (P,Q,R,S,T)
 - Team 5 (U,V,W,X,Y)
- Hand out to tutor a list of your team members



Team Formation

- Sit together and:
 - Introduce yourself to the other members of your team and what suburb, state, or country you're from originally.
 - Then you should swap your mobile or home phone numbers.



Team Formation

- Team Allocation in TeamWorker
<http://teamworker.gut.edu.au>



ACTIVITY 3

- The purpose of this activity is to get the student teams starting to work as a team by coming to a consensus on how to deal with team problems.



Team Agreement

- Take one copy of the page titled "Ground Rules for Your Team" page and one copy of the page titled "Team Goals & Plan: Meeting Record".
- Please write your names in the tables at the top and bottom of the "Meeting Record" page.



Team Agreement

- each group is to elect a leader and a minutes secretary for today
- The secretary fills in the details of team name and of this meeting at the top of the "Meeting Record" page.



Team Agreement

- Each of the leaders is to get the team discussing the points under Topic 1 on the “Ground Rules for Your Team” page. As the team comes to an agreement on each of the points, the secretary writes them into the “expectations” box on the “Meeting Record” page.



Team Agreement

- Lastly each leader is to get the team discussing the points under Topic 2 of the “Ground Rules” page. As the team comes to an agreement on each of the points, the secretary writes them into the “handle problems with communication, meetings and absent members” box on the “Meeting Record” page.



ACTIVITY 4

- The purpose of this activity is to get the student teams started on the project.



Teams Start Work

- Take a copy of the Project Brief Part 2, and have a quick read through it (5 minutes)
- Think about the main tasks the project requires of them



Teams Start Work

- Each leader is to get their team to come to an agreement on what are the 5 key tasks the team must complete to have the project successfully finished and presented and submitted.



Teams Start Work

- Then the leaders is to get their teams to agree on the dates by which each task must be completed.
- When you've reached agreement, the secretary writes these key tasks and the planned dates of their completion in the third box on the "Meeting Record" page.



Teams Start Work

- The final two tasks of the teams are:
 - Agree on when and where the next meeting will be – the secretary writes these details at the bottom of the “Meeting Record” page.
 - Agree on what different tasks each member must complete and report back to that next meeting – the secretary writes these tasks against the names of each of the members near the bottom of the “Meeting Record” page.



Teams Start Work

- After the class finishes, the secretary must enter the details on the “Meeting Record” page into TeamWorker before the due date shown in TeamWorker’s deadlines list.



More...

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