Introduction to Team Processes: Getting Started with Fall Teams

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Master's Students Orientation

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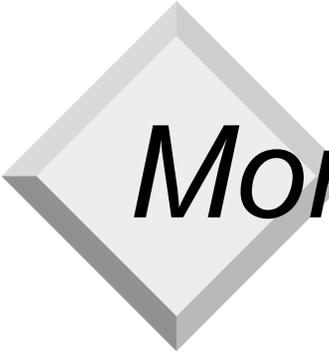
More and More Teams

- ❖ Last year, how many teams were you on?
- ❖ Business is increasingly team-based as departments and hierarchies yield to projects and networks. Flexibility requires expertise where the work is done.
- ❖ At Sloan, you will be on a Fall Core team, project teams, clubs, committees...
- ❖ Teams leverage varied expertise, motivate performance, offer learning opportunities, give emotional support...
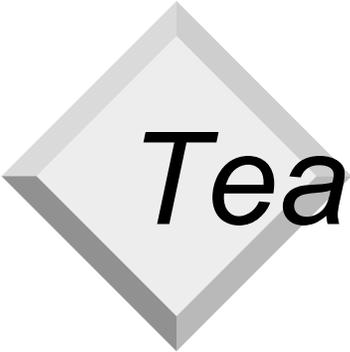
Team Effectiveness

❖ How many of you were on a team that did really well? Do you know why?

❖ Any teams that messed up? In terms of:

  – Performance goals (quality, quantity, timeliness, efficiency, innovation)

  – Member satisfaction (meet individual needs, maintain trust)

  – Team learning (skills, perspectives, behaviors)

  – Customer satisfaction (external stakeholders)

Teams Develop Over Time

productivity
happiness

workload

orientation   mid-terms   projects   finals
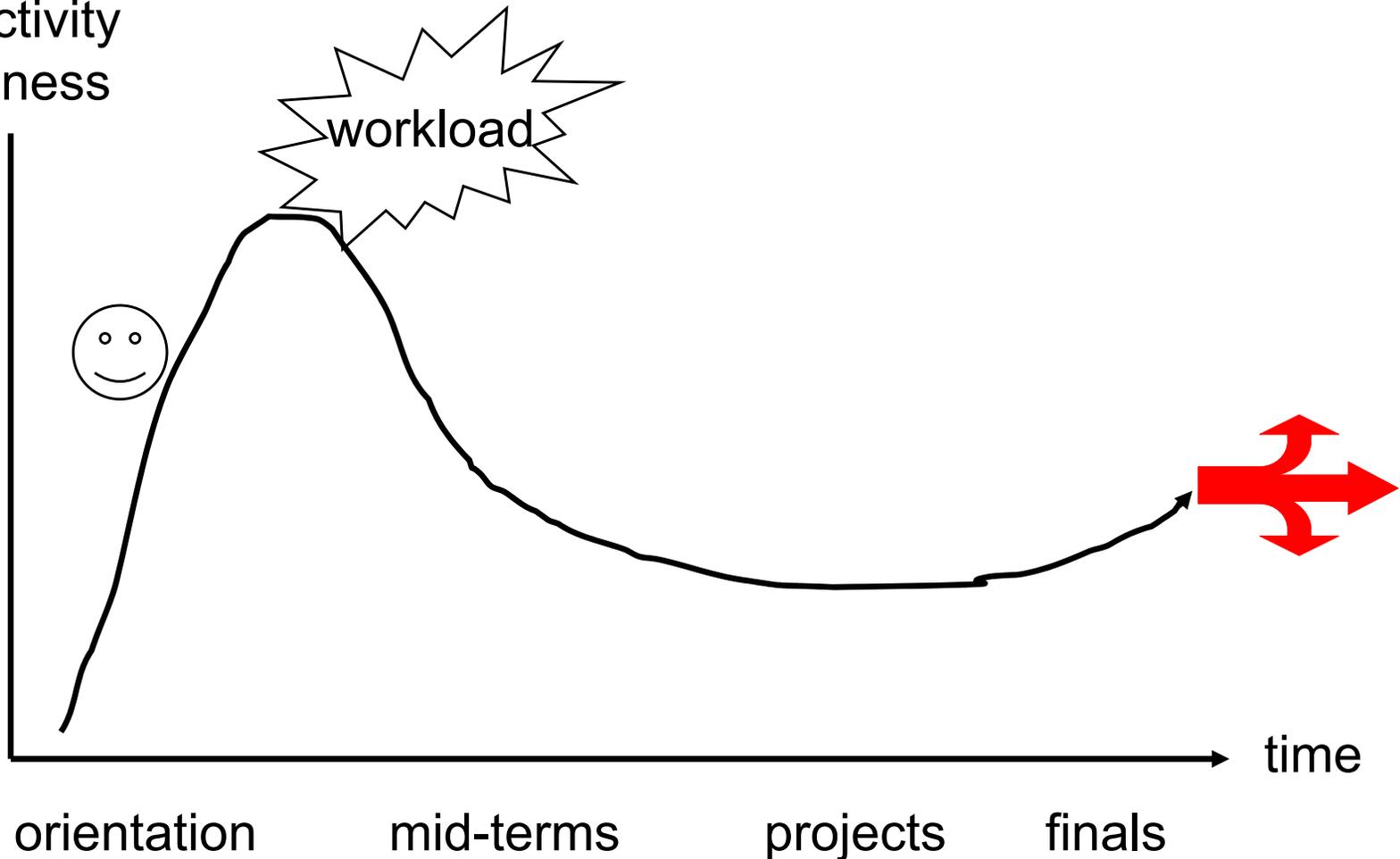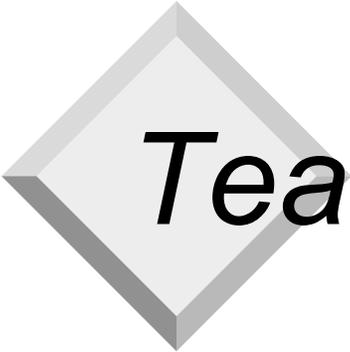
time

Team Challenges

- ❖ Changes such as starting up, adding a new person, or beginning a project challenge a team to grow
- ❖ We can simplify team development into stages or challenges that may be experienced many times
- ❖ **Forming**: Who are we? Who leads? Who cares?
- ❖ **Storming**: We are different. We disagree.
- ❖ **Norming**: We set goals, assign tasks, develop routines, manage conflict, hold each other accountable
- ❖ **Performing**: We coordinate, trust each other, care
- ❖ **Renewing/Disbanding**: We learn, revisit our goals, thank each other, say goodbye

Team Processes

- ❖ Communicating
- ❖ Managing conflict
- ❖ Decision making
- ❖ Leading
- ❖ Influencing
- ❖ Negotiating
- ❖ Innovating
- ❖ Motivating

- ❖ Planning and goal setting
- ❖ Rule making
- ❖ Rewarding and sanctioning
- ❖ Getting resources
- ❖ Dealing with "customers"
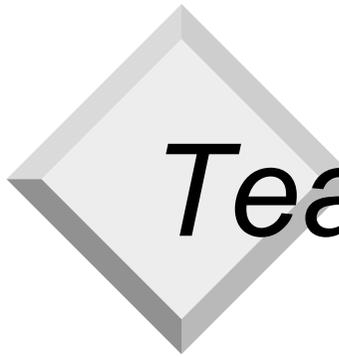
Team Performance Curve

performance
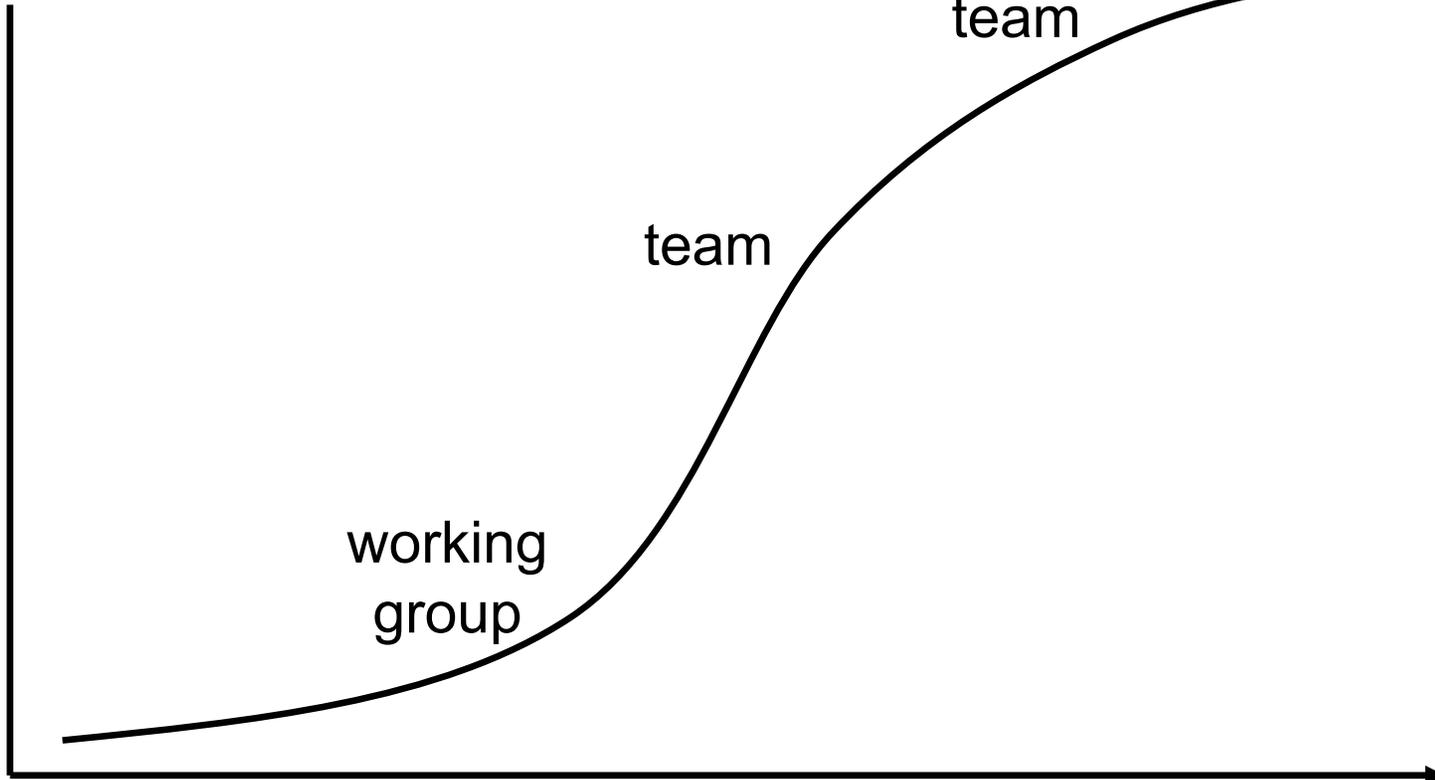
high-performing
team

team

working
group

team effectiveness
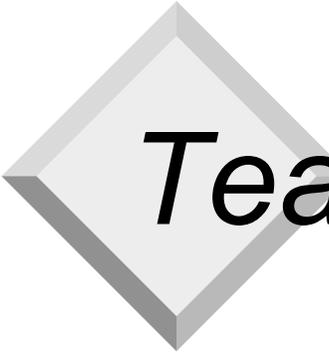
Team Building Next Steps

- ❖ Spend some time with your Core Team
  - – Unstructured time to get to know each other
  - – Scavenger Hunt
  - – Teambuilding at the Warren Center
- ❖ Organize for Core courses
  - – Team projects (each course is different)
  - – OP Team Project (15.328)
  - – First Year Challenge
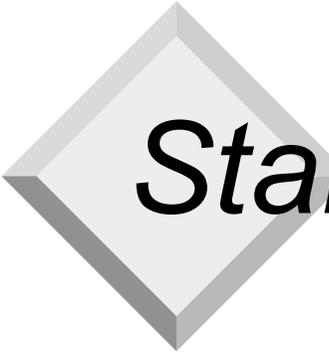
Starting Up

❖ Begin to get to know each other

❖ Set goals and norms for (you and) the team

❖ A simple "check-in" can help make meetings more effective. For example, give:

- Your name (until everyone learns names)
- Something you do that someone else thinks is **amazing**
- How you are feeling right now; hopes, fears
- Close with "I'm in" and let the next person speak
- Check-in topics can be general or focused
- A "check-out" can build learning and mobilize work

Goals For Your Team

❖ What goals do you want to achieve in your Core team?

❖ Take two minutes individually to write your personal goals

❖ Share goals

❖ Prioritize the goals as a team

  – try multivoting, e.g., 2 or 3 votes per person

  – consider what happens at "crunch" time!

❖ Revisit the goals as the semester progresses

Norms For Your Team

❖ How do you want to work together? What is desired? What is unacceptable?

❖ Take a few minutes individually to write down some norms about meetings, work standards, communication, leadership, conflict, consideration, etc.

❖ Fill out the questionnaire on "good" teams

❖ Share answers and begin thinking about how you will work together

What Makes a "Good" Team?

	Mostly yes	Mostly no
There is competitiveness among members...............	____	____
Everyone sticks closely to the point........................	____	____
The team avoids conflict situations.........................	____	____
Members rotate leadership functions.......................	____	____
Each member gives & receives feedback on feelings.	____	____
A detailed plan is suggested for each meeting..........	____	____
Aggression is openly expressed...............................	____	____
Informal subgroups develop spontaneously..............	____	____
Members freely express negative feelings................	____	____
The overall goals of the team are explicitly stated.....	____	____
Information is freely shared among members............	____	____
Members' feelings are considered when tasks are..... performed	____	____
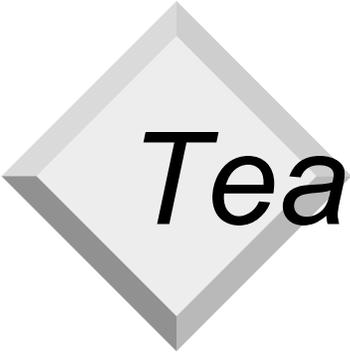
Team and Individual Work

❖ It can be confusing to draw the line between individual work and team work

❖ Honesty is key: you may not claim others' work to be your own!

❖ Classes give individual assignments and yet teams share results; classes differ somewhat

❖ Make sure your instructor is clear on what is expected regarding individual work

❖ Some national cultures consider copying others' work to be normal; people differ

❖ Make sure your team is clear on the boundaries between helping each other learn and cheating
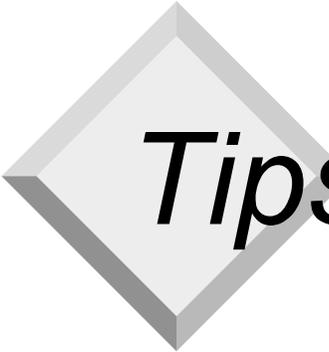
Tips For Your Teams

- ❖ If you don't know where you are heading, it doesn't matter which road you take
- ❖ Skills for giving and receiving feedback are essential. Also conflict management, trust building, and boundary management.
- ❖ A little structure goes a long way (agenda, roles)
- ❖ Processes (norms, procedures) matter
- ❖ Don't be afraid to ask for help; this is the most supportive learning environment around

Resources For Your Teams

❖ Team Handbook in 15.311 OP/15.328 Team Project (and other material in OP, Communications,...)

❖ Team Cards as signals and reminders

❖ Pilots, TAs, and second-year "experts"

❖ Advisors (faculty, SAO, CDO, family, friends)

❖ Take risks; try things you are not good at; make mistakes (mistakes are not failures); cherish feedback

❖ Teamwork =not allowing teammates to fail