2007 Northeast Regional Teaching Workshop

Team Building Approaches

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TEAMS

- Objective – to enhance interdisciplinary skills
- Individual – student
- Teams – after graduation
PROBLEM SOLVING
Lost at Sea

- TEAMS better than individual typically
- More knowledge
- More skills
- More acceptance of results
TEAM CHARACTERISTICS

1. TEAM SIZE

■ Diads – share
■ Triads – 1 observer
■ Quads – 2 diads
■ Small teams – generate lists
■ Large teams – end up as bunches of small groups & individuals
TEAM CHARACTERISTICS

2. TEAM COMPOSITION

- Random – assigned randomly
- Assigned – based on expertise
- Self-selecting – some evidence more efficient
TEAM IDENTITY POSTER

TEAM NAME
An acronym or other name for your team. Remember easily.

TEAM LOGO
A diagram, picture, words, colors

TEAM MOTTO
A saying or slogan re: team’s purpose, values
Composition, or way of working

TEAM MEMBERS
list
ROLES OF TEAM MEMBERS

- Task roles – functions required in selecting and carry out a group task
- Team Building & Maintenance roles – functions required in strengthening and maintaining group life and activities
- Non-Team roles – obstruct progress of the team
FUNCTIONS OF TEAM MEMBERS

Direction – raising appropriate questions or responding with appropriate answers,
Guidance – clarifying, analyzing info, supplying info, integrating data, building on ideas,
Evaluation – assessing work done, reviewing guidance of group.
# MULTIPLE ROLES GRID

<table>
<thead>
<tr>
<th>DIRECTION</th>
<th>TEAM-TASK ROLES</th>
<th>TEAM-BUILDING ROLES</th>
<th>NONTEAM ROLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PIONEER</td>
<td>Asks questions and supplies data</td>
<td>Leader</td>
<td>Aggressor</td>
</tr>
<tr>
<td>DIRECTION</td>
<td><strong>Instructor</strong></td>
<td>Initiates group norms and style</td>
<td>Attacks without constructive purpose</td>
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<tr>
<td>GUIDANCE</td>
<td>Answers questions and supplied data</td>
<td>Follower</td>
<td>Blocker</td>
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<tr>
<td>COMMENTS</td>
<td>Elucidates and analyzes data</td>
<td>Promoter</td>
<td>Dominator</td>
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<tr>
<td>EVALUATION</td>
<td><strong>Coordinator</strong></td>
<td>Helps and encourages the quiet members</td>
<td>Likes to prevail in all circumstances</td>
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<tr>
<td></td>
<td>Links and integrates data</td>
<td><strong>Peacemaker</strong></td>
<td>Chauvinist</td>
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<td>Works for harmony and compromise</td>
<td>Always decides on the basis of present ideas</td>
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JOHARI WINDOW

- To encourage development of open behavior by facilitating feedback
- Feedback – communication to a person with information about self.
- Two psychologists: Joseph Luft & Harry Ingham (Joe & Harry)
- Consider as a communication window through which you give and receive info.
JOHARI WINDOW

THE JOHARI WINDOW MODEL

SELF
Solicits Feedback

<table>
<thead>
<tr>
<th>Things I know</th>
<th>Things I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARENA</td>
<td>BLIND SPOT</td>
</tr>
<tr>
<td>FAÇADE (Hidden Area)</td>
<td>UNKNOWN</td>
</tr>
</tbody>
</table>
Panes

- **Arena** – things I know about self and group knows, free & open exchange of information. Arena increases in size as level of trust increases between individual and group.
Panes

- **Blind Spot** – information I do not know about myself but which group knows. Examples: mannerisms, verbal cues, way things said.
Panes

- **Facade** – things I know about self but the group is unaware. Fears. Keep things to myself.
Panes

- **Unknown** – things that neither myself or group knows about me. Material below the surface. Something bothering me but can’t get handle on it.
Goals:

1. Decrease blind spots, move line right.

2. Reduce our façade. Move line down.
   - How? Give feedback to group.
TEAM EFFECTIVENESS
Resources

- Annuals and more
  - The Car: Feedback on Group Membership styles (82 annual)
  - Baseball Game: Group Membership Functions (80 annual)
  - Symbols: Sharing Role Perceptions (90 annual)