



Effective Teamwork

11.201 GATEWAY: Planning Action

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Lecture 1



Teamwork or groupwork provides

- **The chance to practice skills of leadership--motivating others to learn, deliberate, and act or “produce”;**
- **Incentives to improve self-management or “self-mastery.”**
- **A chance to build community around the work we do in the Department**
- **A set of challenges for which we can all prepare ...**



Teams have two types of goals

- **TASK** (“getting things done”): Being specific, productive, attentive to what’s expected by the client or boss or constituents. “Delivering the goods.”
- **RELATIONSHIP** (“getting along”): Creating interpersonal dynamics that work



What “success” means

In good teams...

- **Tasks get accomplished; and**
- **The satisfaction of team members is high**



Typical team stages

1. **Forming** (becoming a group, introductions, basics)
2. **Norming** (establishing ground rules and working habits)
3. **“Storming”** (on task, agreeing and disagreeing)
4. **Performing** (Output: delivering the briefing, show, project, etc.)



Using disagreement

- Diversity of opinion and background can be a tremendous resource—a major source of innovation, for example—if managed well.
- Ineffective teams get anxious about disagreement and so converge on mediocre solutions that everyone can live with.
- Effective teams deliberate, invite opposing views, allocate time to develop risky ideas—but within the frame of a workplan, with deadlines, etc.



Personal needs

- **INCLUSION:** Info sharing, fairness, participation.
- **CONTROL:** No group can perform without it, but heavy-handed, myopic control undercuts performance, strains relationships.
- **AFFECTION** (Warmth or “affect”): encouragement, praise, cooperative spirit.

Source: Schnell, FIRO-B (2000)



Using different needs

- **Different team members contribute differently**— steering, mediating, encouraging, praising, adding comic relief, etc.
- **Know thyself:** Monitoring and managing your own needs as a key to self-management.
- **Know your limits:** Engage team members in compensating for your style (Impatient? Not engaged by details? Forget to appreciate others? Uncomfortable asserting boundaries/limits?)



Multiple intelligences

Two of the most critical:

- **Logical-mathematical** (analytic prowess): Thinking your way through tough material, reasoning logically.
- **Emotional**: Being able to perceive, assess, and influence your own emotions as well as those of other people.



Some advice (1 of 2)

- 1. Choose facilitators**, who help the group use time well and actively engage members in discussion and work.
- 2. Get to know each other's strengths, weaknesses, and style.** Be candid, take risks.
- 3. Set ground rules and deadlines**, and take time outs to check your process against them.
- 4. Discuss and “unpack” the task as an early focus of your work.**



More advice (2 of 2)

- 5. Divide and coordinate labor:** Don't just allocate, remember to coordinate.
- 6. Assembling the parts:** Compose, practice, adjust, practice some more.
- 7. Present your work:** You've worked hard, now do your best and don't worry about what you can't change or control.
- 8. Debrief and feedback:** Use faculty and peer comments on your work, log some lessons for the future.



Group briefings: Reminders

- **Set goals -- together**
- **Communicate early and often**
- **Use people's strengths/talents**
- **Keep disagreements in perspective**
- **Factor in editing time**
- **When delivering, the group—everyone-- is always “on.” Be professional.**
- **Divide labor creatively for the briefing itself: Presenting and question answering roles, organizing the space and flow, running the technology, etc.**