Sharing The Team Experience

Learning Objectives:

1. Formulate and record trends and problems teams encounter from discussions.

2. Ability to create solutions to solve some of the problems discussed.

3. Develop an awareness of what problems teams encounter.

4. Practice method of principled negotiation.

5. Revisit ground rules to adjust systems to meet individual team needs.

Duration – 2 hours
Facilitators: 4 Teaching Assistants (1 per group)

Discussion Groups: 4 groups

- two groups of 5 students
  - **Rotation 2 Project Leaders**
- two groups of 9 students
  - one group of **Rotation 2 Recorders**
  - one group of **Rotation 2 Oral Presenters**
- *each group with Teaching Assistant as facilitator*

Instructions:

1. Fill out Individual Work Sheet #1 – Difficult Negotiation (10 minutes).

2. Write your name and discussion group number on all worksheets.

   All Worksheets will be collected.

3. Organize into groups.

4. Pick a recorder.

5. Assigned teaching assistants will facilitate the discussions (30 minutes).

6. Use Individual Worksheets to organize trends in managing conflict, and ground rules organization.

7. Discuss questions in each group in relationship to individual difficult negotiations.

8. Give presenters time to organize.

9. Share experiences through presentations.

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Team Leaders Second Rotation Discussion Groups #1 and #2:

Discussion Topics: (30 minutes)

1. What performance measures did you use as a Team Leader? <u>Make a list.</u>

2. How have the suggestions to the new team leader been implemented?

3. Are there major differences in perception of measured performance when the leadership of a team changes?

4. How are you as a Team Leader utilizing the individual team member's technical strengths?

5. How as team leaders are you using your own technical strengths?

6. How did you as a team leader supporting the development of technical weaknesses on the team?

7. How did you as a team leader delegate tasks to match skill levels?

8. Are you using the completion of activity lists tasks and milestones as a measure of team performance?

9. How are you as a team leader using Active Listening?

10. How does the TKI results help to assess the team's performance?

11. Did you develop highly skilled, flexible task delegation as a team leader using Situational Leadership?

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Recorders Second Rotation Discussion Group #3:
Discussion Topics: (30 minutes)

Has your team encountered any of these problems?
(see Appendix A for further detailed descriptions)

1. **"Accidental Adversaries"** are problems that emerge that are no one's fault, including but not limited to, scarcity of resources or resources that do not arrive on time, equipment failures, inability to meet with stakeholders that you need to help further the project, and health issues. This part of the system points out how myopic local activity, with the best of intentions, can lead to an overall limiting development for completing the project, and can actually inhibit moving the project ahead on time.

2. **"Drifting Goals"** is when one set of goals or expectations actually inhibits the goals and expectations of another system. A gap in understanding is what is occurring and when it happens and frustration mounts, then discussions and actions need to be taken to reduce the anxiety and develop better understanding on how to move forward.

3. **"Escalation"** is the system that allows the team to take their results, no matter whether they are viewed as negative or positive and reframe then into an system that produce better understanding of themselves and the project allowing the team to work more productively.

4. **"Fixes that Fail"** are when decisions are made by the team or an outsider that disrupt the flow of the project and changes that need to be made in the underlying ground rule system are not discussed and changed.

5. **"Growth of Time Investment"** is when the project as initially structured is changed because of changes to the project, such as deadlines changed or after the project is underway the team realizes that more time investment is needed to complete the project successfully. Ground rules may need to be reorganized.

6. **"Underinvestment of Time"** is when the team members' focus has been deliberately changed to other pressing matters and the project begins to lag.

7. **"Limits to Success"** is when the team realizes that their initial model of success needs changes due to outside or inside pressures and limits.

8. **"Shifting the Burden"** is when the project is being pulled in a direction by foreseen and unforeseen circumstances which is creating an undesired result.

9. **"Success to the Successful"** is creating self-fulfilling prophecies, which are actually the result of unperceived influences.

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Time Perception

1. How do you perceive time?

2. Do you procrastinate and/or do you get things done?

3. Do you leave papers to the night before the deadline?

4. Are you frustrated when others do not communicate accurately about how they accomplish a task after they have committed to a specific time schedule?

5. How do you react when people are not timely with written work?

6. How do you react when people are late to meetings and do not call or do not come at all to an agreed upon meeting?

7. How has your team handled over commitment by an individual team member?

How has your team addressed problems in your ground rules:

1. How do the ground rules support the management of writing the Progress Report?

2. How effective are the writing ground rule systems for your team?

3. Should there be changes to the rules after submitting the Progress Report Draft to help the teams perform better? What are those changes?

4. How collaborative is your team process?

5. How does your team maintain a collaborative environment when writing the Progress Report?

6. How much of the individual Proposal information is incorporated into the Progress Report?

7. How does your team make decisions about writing?

8. Do the Ground Rules introduce the team to a common framework for their writing tasks?

9. How does the activity list help with task delegation for writing?

10. What conflict styles did each team members use to settle conflicts during the collaborative writing process?

11. How do the Weekly Progress Reports support writing the collaborative papers?

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Oral Presenters Second Rotation Discussion Group #4:

Discussion Topics: (30 minutes)

1. How effective are the oral presentation ground rules and how are they being followed?

2. Is there a specific ground rules system that supports a successful oral presentation or are there many different systems that are developed through the ground rules?

3. Are there other resources each team's oral presenter uses to develop their oral presentation?

4. What constitutes a collaborative environment when planning an oral presentation?

5. What effective actions do team leaders institute to facilitate the oral presentation collaboration when planning and executing the oral presentation? (Need examples)

6. Did the Oral Presentation Ground Rules support the following:

    a. Determine the purpose of the presentation and identifying the team's objectives

    b. Support decisions about who the audience was and what they would know?

    c. Defined the boundaries for the information being presented?

    d. Material being arranged in a manner that clearly communicated the team's objectives

    e. Team collaborating with presenter in creating the presentation

    f. Making necessary adjustments to create a well balanced presentation

    g. Analyzing the room where you gave your presentation (set-up, sight lines, equipment, etc.).

    h. Practicing multiple times

    i. Ability to answer questions during the question and answer session

7. What creative and innovative strategies did the team invent to support the oral presentation?

NAME_____Discussion Group #_____

Method of Principled Negotiation Worksheet

(20 minutes)

List the 4 components of Principled Negotiation

1. _____

2. _____

3. _____

4. _____

What does "BATNA" stand for and how is it different from a bottom line?

_____

_____

_____

Provide a generic example of the use of a BATNA

_____

_____

_____

_____

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Provide a brief description of your understanding of each principle

1. _____

   _____

   _____

2. _____

   _____

   _____

3. _____

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   _____

4. _____

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   _____

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Provide a generic example of each principle

1. _____

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2. _____

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3. _____

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4. _____

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Exercise: Effective Negotiations for Successful Conflict Management

Instructions

1. During the Method of Principled Negotiation Worksheet section the facilitators will make a list of the different conflicts written about on the Worksheets #1 for their group, making a list of those that are duplicated.
    (20 minutes)
2. The facilitators will choose two of the conflicts to analyze further with the group as a discussion.   The facilitators will discuss the different conflict situations.
3. The two team members presenting the analysis will fill out Worksheet #2 and will present their key points. (10 minutes)
4. The group will then decide which case to present to the class. (5 minutes)
5. The group will prepare the presentation, Worksheet #3, using the Principled Negotiation Model. (20 minutes)
6. The presentation will be 5 minutes and a list of the other conflicts will be presented to the class.
7. Al Worksheets 1, 2, and 3 are to be collected at the end of the exercises and given to the Project Managment Coordinator.

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Effective Team Negotiation Exercise

INDIVIDUAL WORKSHEET #1
"Difficult Negotiations"

Instructions:

a) Pick a conflict your team has had over the past 6 weeks and has settled the conflict or it is ongoing.
b) Take 10 minutes and write the answers to the following questions as they pertain to the negotiation situation you have chosen for this exercise.

1. Describe the conflict?

2. Describe what role the protagonist played in the negotiation situation.

3. Who were the parties?

4. Describe the setting.

5. What were the goals of the negotiation?

6. What was each of the participants' individual goals entering into the negotiations?

7. What was each party's level of satisfaction with the results?

8. What specific factors created difficulties in the negotiations? Did negotiations break down? If so, why?

9. What conflict styles did the participants use in the negotiations?

10. What conflict styles would be more effective?

11. What would you change in the process to make the negotiation more effective?

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EFFECTIVE TEAM NEGOTIATION EXERCISE

WORKSHEET #2
"Case Development"

Instructions:

a) Choose ONE KEY POINT from the examples used on the "Difficult Negotiations"

worksheet.

b) Then take 2-3 minutes to present this case to the group for analysis.

c) Your discussion group will select one case for further development and

presentation to the entire class.

d) Be sure to include the information from **Individual Worksheet #1** in your

presentation to the group.

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EFFECTIVE TEAM NEGOTIATION EXERCISE

Work Sheet #3

PRESENTATION

Instructions: The goal of this exercise is to analyze and improve an actual negotiation using the *method of principled negotiation*. It is essential to focus on the PROCESS of negotiating.

1. State what happened

2. Then analyze conflict by focusing on the following aspects of the method of

principled negotiation. If warranted, suggest specific ways the strategy could be

improved.

     a) The Four Principles

         -Separating the People from the Problem

         -Focusing on Interests and Not Positions

         -Creating Options for Mutual Gain

         -Insisting on Objective Criteria

     b) BATNA (Best Alternative To a Negotiated Agreement)

3. Choose someone in the group to give the presentation. You can use your laptop if

you want for preparing the presentation

4. Present the Group's analysis in a five-minute presentation to the entire class.
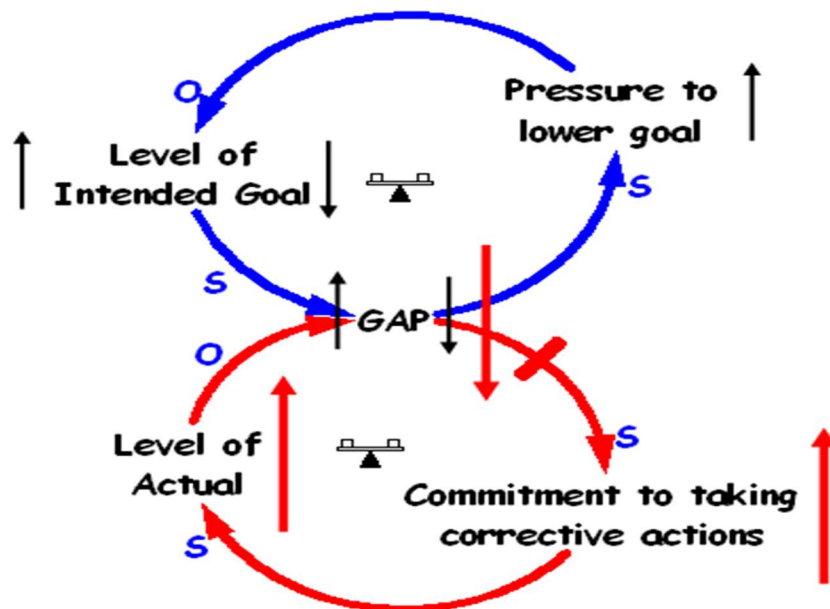
APPENDIX A

"Accidental Adversaries" " are problems that emerge that are no one's fault, including but not limited to, scarcity of resources or resources that do not arrive on time, equipment failures, inability to meet with stakeholders that you need to help further the project, and health issues. This part of the system points out how myopic local activity, with the best of intentions, can lead to an overall limiting development for completing the project, and can actually inhibit moving the project ahead on time. This is a pattern where team members have committed to work together because they will benefit from the alliance. Each member takes actions believing that it will bring benefit to the other and if the cooperation works, they will both benefit. Problems start arising when one or both of the subjects need to fix a gap in performance, maybe due to external pressure. They initiate action to fix the gap and accidentally undermine each other's success. The result of these activities may produce a sense of resentment or frustration between the subjects or it may even turn the subjects into adversaries, thereby destroying the alliance.
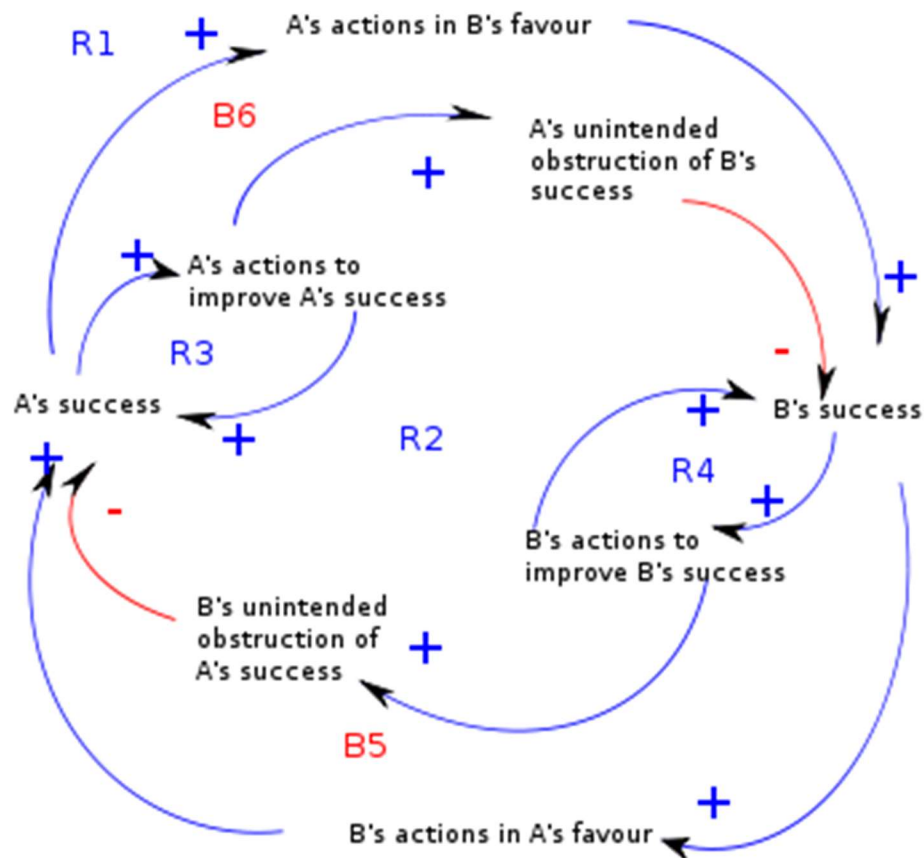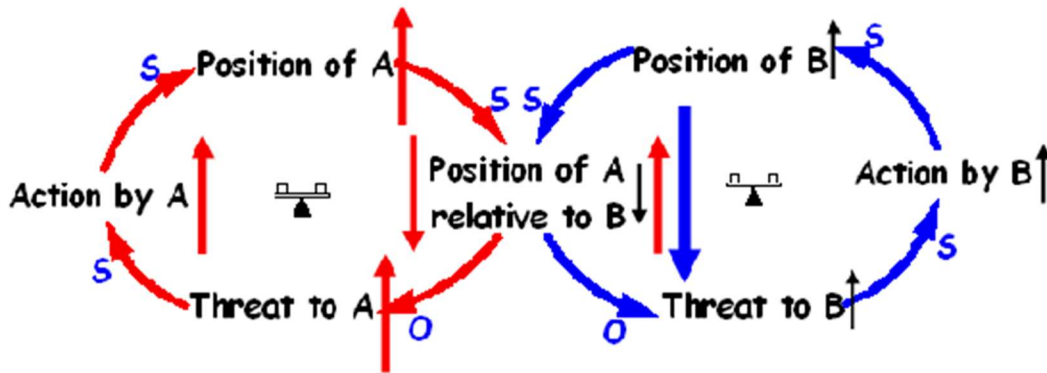
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"Drifting Goals" is when one set of goals or expectations actually inhibits the goals and expectations of another set of goals. A gap in understanding is occurring. When this gap occurs frustration mounts, the team needs to discuss and take action need to reduce anxiety and develop a better understanding on how to move forward. The gap is the lack of understanding between a goal and reality. If not discussed a team will often lower the goal to close the gap. Eventually, the lowering of the goal leads to deteriorating performance. Once noticed there are two ways action can be initiated to close the gap. First, if motivated to reach the goal, corrective actions to move your actual state closer to the intended goal can be implemented. Conversely, the team can allow pressures and present gap to remain (e.g. people griping about the lack of time or that there is too much effort involved) which will lower the goal over time.   In this case, your perception that there is a gap diminishes, making the need to take actions to correct the disconnect recedes.   No further action takes place. The end result is that the team has lowered their standards to close the gap between the actual and desired performance.
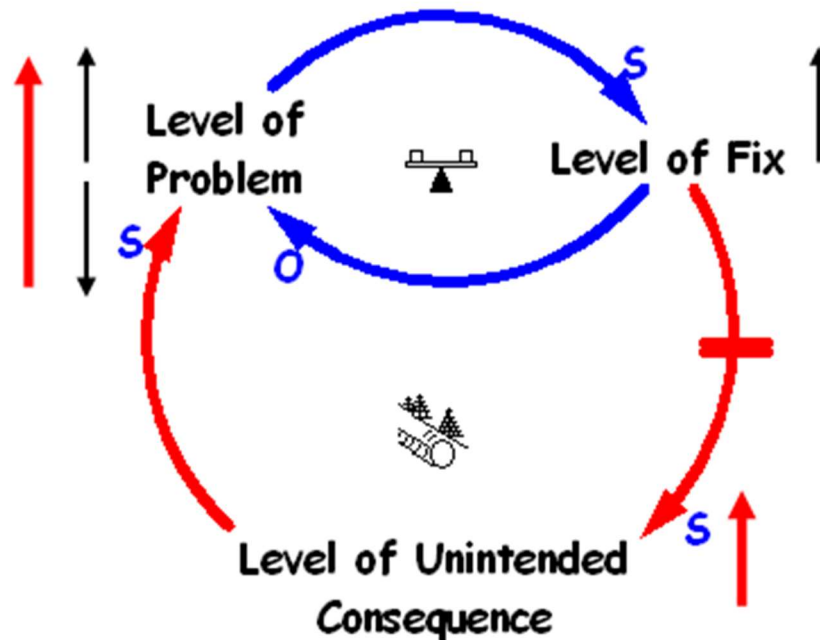
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"Escalation" is the system that allows the team to take their results, no matter whether they are viewed as negative or positive and reframe then into an system that produce better understanding of themselves and the project allowing the team to work more productively. Each party sees the other's actions as a risk and responds in a way that pressures the other. This problem tends to trigger when two or more persons come together and each perceives one's "survival" (grade) as depending on one's position (or success) relative to the other. Anytime this position is "upset" where one person distrust the other, there is a reaction. There is a choice between two actions; to take flight (which often may not be viable) or to fight. The latter is the more appropriate thing to do otherwise we risk "losing face". Therefore we take actions that lead us to create results that allow our positions to even or better the other. However, the other now perceives your position as an intimidation and enters into a similar cycle of actions so as to better their position.
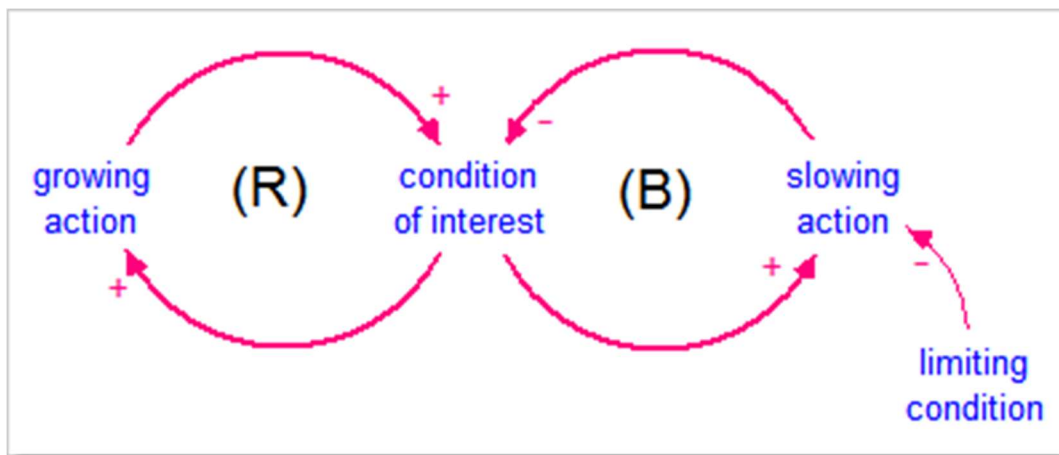
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"Fixes that Fail" are when decisions are made by the team or an outsider that disrupt the flow of the project and changes that need to be made in the underlying ground rule system are not discussed and changed. A fix in the short-term makes the problem disappear but in the long-run creates unintended consequences that makes the problem worse, requiring more use of the same fix. As problems grow, fixes grow which are usually actions that might have worked in the past and hopefully will diminish the problem. Initially, it appears the problem gets better or the impact is reduced. But after some time, which is the time needed for the effect of one variable on another now creates an unintended consequence that makes the problem worse. Often these delays are either unrecognized or not well understood, creating a steadily worsening situation where the initial symptoms are worsened by the fix that is applied.
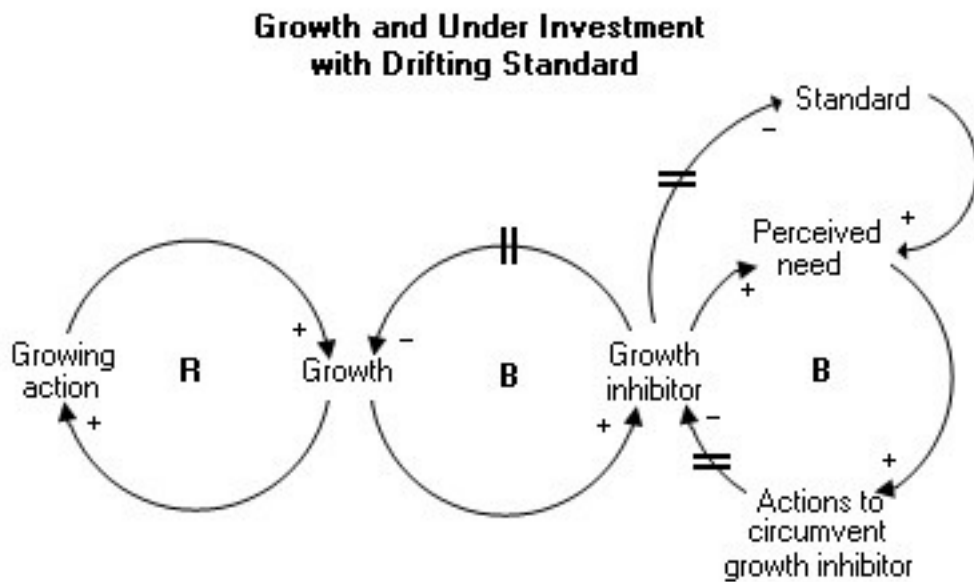
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"Growth of Time Investment" is when the project as initially structured is changed because of changes to the project, such as deadlines changed or after the project is underway the team realizes that more time investment is needed to complete the project successfully.   Ground rules may need to be reorganized. A gap in understanding is occurring. When this gap occurs frustration mounts, the team needs to discuss and take action to reduce anxiety and develop a better understanding on how to move forward. The gap is the lack of understanding between a goal and reality. If not discussed a team will often lower the goal to close the gap. Eventually, the lowering of the goal leads to deteriorating performance. Once noticed there are two ways action can be initiated to close the gap. First, if motivated to reach the goal, corrective actions to move your actual state closer to the intended goal can be implemented. Conversely, the team can allow pressures and present gap to remain (e.g. people griping about the lack of time or that there is too much effort involved) which will lower the goal over time.   In this case, your perception that there is a gap diminishes, making the need to take actions to correct the disconnect recedes.   No further action takes place. The end result is that the team has lowered their standards to close the gap between the actual and desired performance. A reinforcing process is set in motion to produce a desired result. It creates a spiral of success but also creates inadvertent secondary effects (manifested in a balancing process) that eventually slow down the success. The team does not realize that all anticipated performance measures will eventually run up against constraints and impediments. Performance grows, then plateaus, then slows down and grows again. Formation is a growth period while criticism is a plateau, then synthesis is a slowing down to accommodate changes needed to begin growth in performance again to accomplishment.

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## Condition of Interest is Performance of the team or its individual

"Under Investment of Time" is when the team members' focus has been deliberately changed to other pressing matters and the project begins to lag. Without investing time to keep the team's capabilities and core competencies at a level that ensures adequate performance levels are met, growing action seeks to stimulate and reinforce demand while current performance behaves as the limit to growth. No amount of growing action will overcome advisor's reluctance to reward the team. Declining performance leads to declining grades that limits team's ability to discuss options for individual team members.

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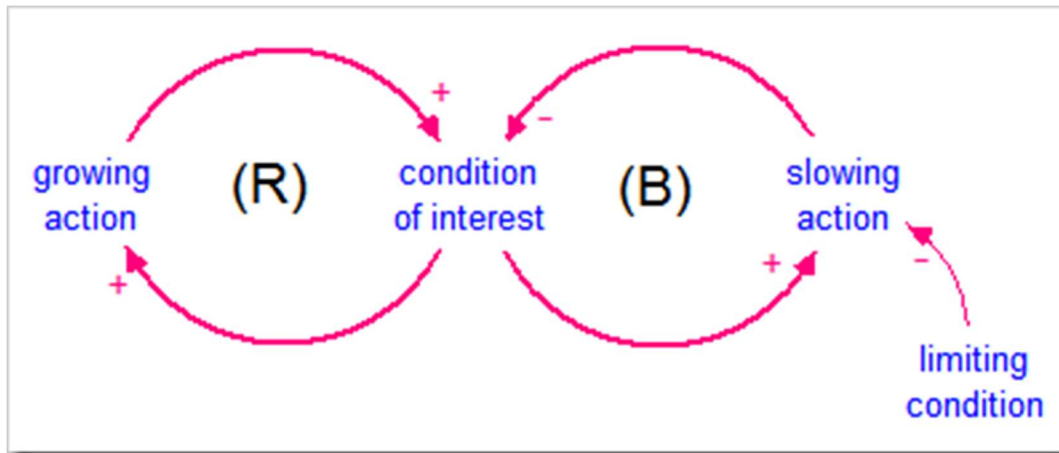
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"Shifting the Burden" is when the project is being pulled in a direction by foreseen and unforeseen circumstances and is creating an undesired result or an underlying problem generates symptoms that demand attention. But the underlying problem is difficult for people to address, either because it is obscure or costly in time to confront. Team members "shift the burden" of their problem to other solutions that are well-intentioned, easy fixes that seem extremely efficient. Unfortunately, the easier solutions only ameliorate the symptoms; they leave the underlying problem unaltered. The underlying problem grows worse and the system loses whatever abilities it had to solve the underlying problem.

      Accordingly, a short-term "solution" is used to correct the problem with seemingly immediate positive results. As this correction is repeatedly used, more fundamental corrective measures are utilized less and less. Over time, the capabilities for the fundamental solution may atrophy or become disabled, leading to even greater reliance on a symptomatic solution. As we perceive different ways that could solve the problem, one presents easier than the other. Since in most cases problems do not present themselves, instead they present as symptoms, deadlines are not met, as such, we often end up treating the symptoms of the problem (stating next time the team will meet the deadline). Fortunately, there is a more productive way to solve the problem and that is addressing what is causing the problem. However often it takes time to reach the solution (go over ground rules) or for the solution to take its effect (change ground rules to adapt to more productive behavior), we therefore choose to reverting to the symptomatic solutions of stating we will do better next time. Before we know it we become addicted to the solution, often spawning more problems down the road (asking for extensions).
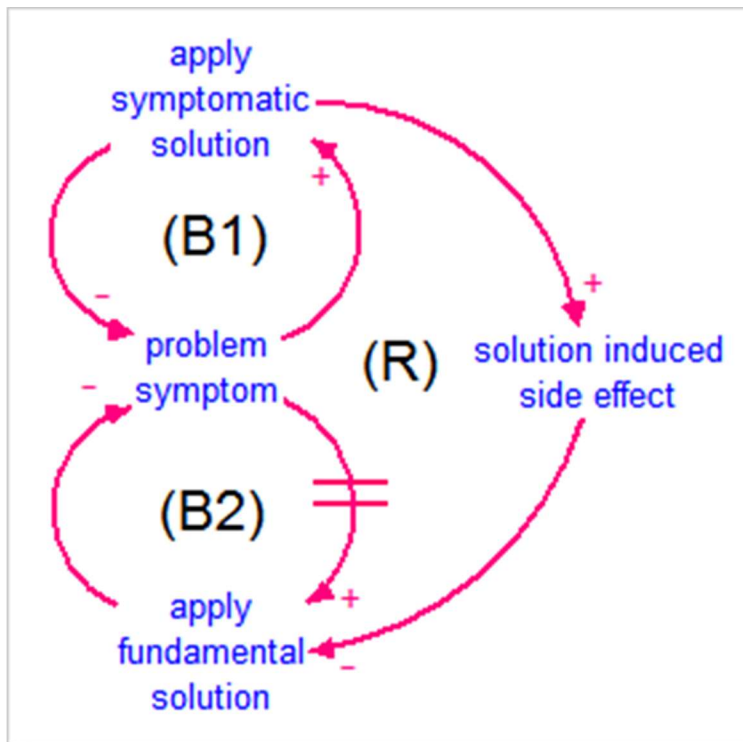
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"Limits to Success" is when the team realizes that their initial model of success needs changes due to outside or inside pressures and limits. Many sudden and well-intentioned efforts for improvement bump up against limits to growth. A reinforcing (amplifying) process is set in motion to produce a desired result. It creates a spiral of success but also creates inadvertent secondary effects, manifested in a balancing process that stabilizes and which operates to limit the growth, eventually slowing down the success and even coming to a standstill. As we put in effort we see results. And as such we put in greater efforts leading to a spiral of successes and this provides the structure with the initial momentum. However after some time, the more effort we put in, the less results we obtain. As we build efforts, especially in sudden, though well-intentioned efforts, these begin to create a limit or a constraint (poor data analysis due to lack of time) in some other part of the system, often a part that is hidden or not as visible to the part of the system that is generating the efforts and the result. The greater the effort we put in, the greater the constraint becomes. The limit or the constraint now begins to create an action that limits the level of results (members need to focus on other courses). When we notice that growth is declining because we can see that there are still results, except not by as much as before we are likely to push for even more efforts because that is how we got results in the first place. Unfortunately these actions lead to greater levels of constraints building up within the system. The limiting actions also continue to grow and begin to adversely affect results downwards, until 'it pushes' results go all the way down (inaccurate data analysis), by which time the reinforcing loop begins to behave negatively, in which case the limiting action disappears too and all growths come to a standstill.

APPENDIX B

Accidental Adversaries Example:

Problem: Team relied on internal consultant to do their Sop for their equipment without her knowing that they were going to use last year's SOP. She had given the SOP to them. The team does not full understand the Sop and the equipment is not run safely. Advisor has stated that the team cannot go into the laboratory because of safety issues because the members do not understand the SOP of the equipment.

The Team leader becomes defensive, and accuses the consultant for not giving them the proper SOP. The gap is that the SOP is the team's responsibility not the consultant's nor the advisor's problem.

1. Reconstruct the conditions that were the catalyst for collaboration.
2. Review the original understandings and expected mutual benefits.
3. Identify conflicting incentives that may be driving adversarial behavior.
4. Map the unintended side effects of each party's actions.
5. Develop overarching goals that align the efforts of the parties.
6. Establish metrics to monitor collaborative behavior.
7. Establish routine communication

Problem:

Catalyst: Consultant asked to help team because had worked on project in prior years. Gave team last year's SOP with now instructions about using the SOP because assumed they would edit the SOP to reflect any equipment changes made after she left the project.

Approach: Separate the People from the Problem

Original Understanding: Team told to read and use information in prior report to make proposal plan. Team literally used the report as their own.

Conflicting Incentives: Consultant thought they would use report as research and then critically analyze the project's new goals and write their own plan. Team thought they could use report to their advantage and not have to research project's objectives and make their own plan. Team leader became belligerent and defensive.

Objective Criteria

Unintended Side Effects: Safety issue with equipment. No feasible plan for moving the project forward and time as wasted using incorrect SOP for equipment being used for revised project.

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Appropriate TKI Conflict Styles (if relevant to problem): Collaboration instead of Avoiding

Goals: Team creates own SOP within a two day time period before going into lab. Reviewed by all tam members individually.   Have SOP reviewed by advisors and consultants for accuracy. Have team perform the SOP in front of teaching assistant and have assistant review equipment operation turning off procedure.

Metrics: Safely operating machine using the SOP. Post on equipment so team can follow step by step. Have consultant review the SOP in lab with the team.

Ground Rules Framework:

Routine Communication: e-mail consultant whenever there is a question and make sure that the instruction given are fully understood by the team. Change communication ground rules to fit the new plan.

Effectiveness and Recommendations: Team overuse avoiding therefore it will be better if team reviews decisions from a collaborative style when appropriate and make sure that all actions are thoroughly discussed and activities are clearly understood by each team member.