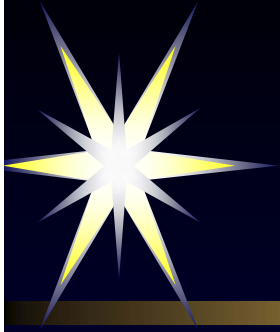


TEAMS DIMENSION

Present by:

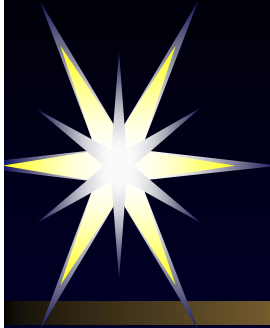
Wenqin Shao, MBA, M.Sc. P.Eng.



Teams - Working Definition

A team is

- 1. a small number of people**
- 2. with complementary skills**
- 3. who are committed to a common purpose,**
- 4. performance goals,**
- 5. and approach for which**
- 6. they hold themselves mutually accountable.**



High Performing Team Features

Clear Elevating goals

Results-Driven Structure

Competent Team Members

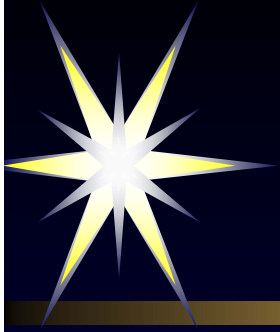
Unified Commitment

Collaborative Climate

External Support / Recognition

Standards of Excellence

Principled Leadership



Definition of a Team Norm

A norm is an informal rule which guides the behavior of a group of people and which is accepted as “the way we do things around here”

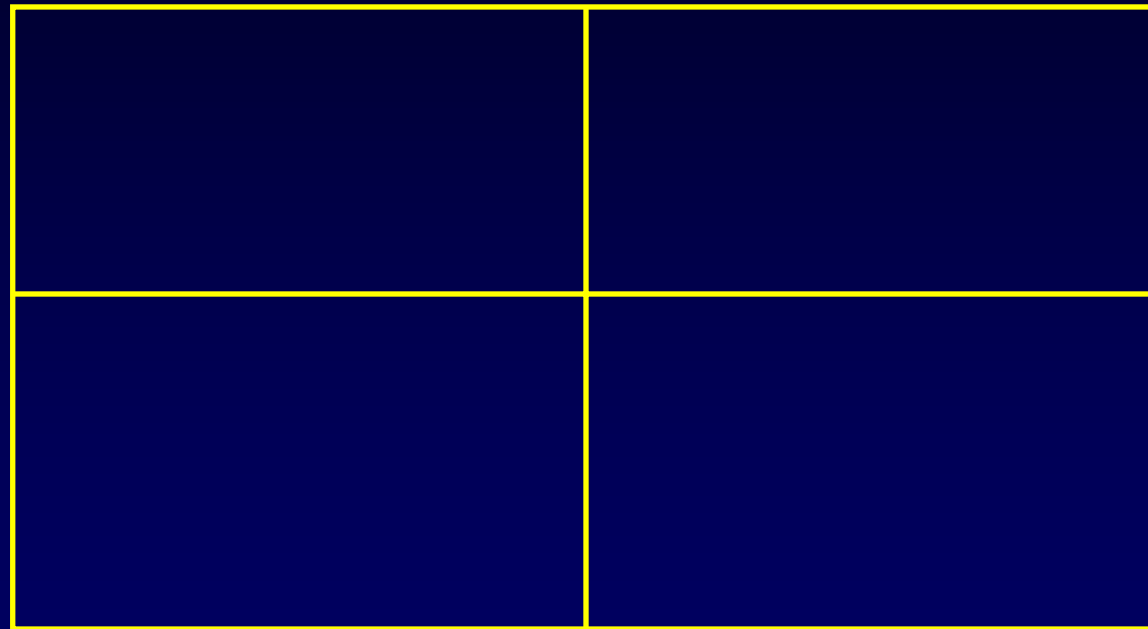
Around here, people behave as if:

- **it’s important to come on time to meetings.**
- **it’s OK not to come on time to meetings.**
- **it’s improper not to raise “tough issues”.**
- **it’s expected that everyone will be involved in decisions.**



Norms Analysis Framework

Frequent 9
8
7
6
5
4
3
2
Infrequent 1

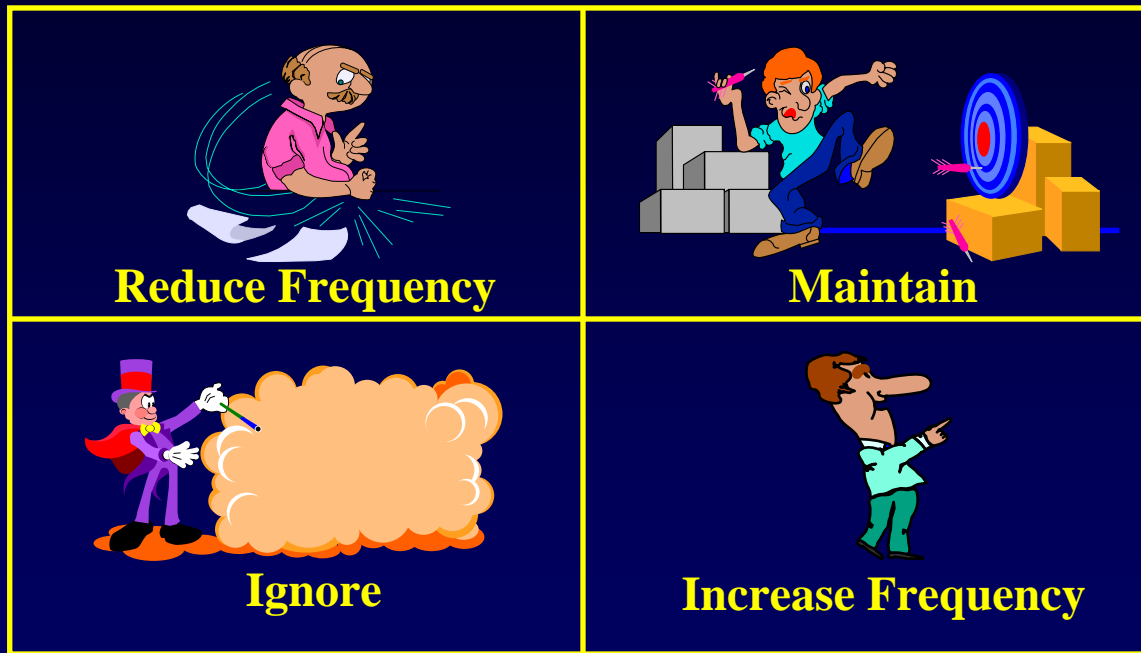
A white arrow pointing upwards, indicating the direction of increasing frequency.

1 2 3 4 5 6 7 8 9
Unhelpful  Helpful



Norm Strategies

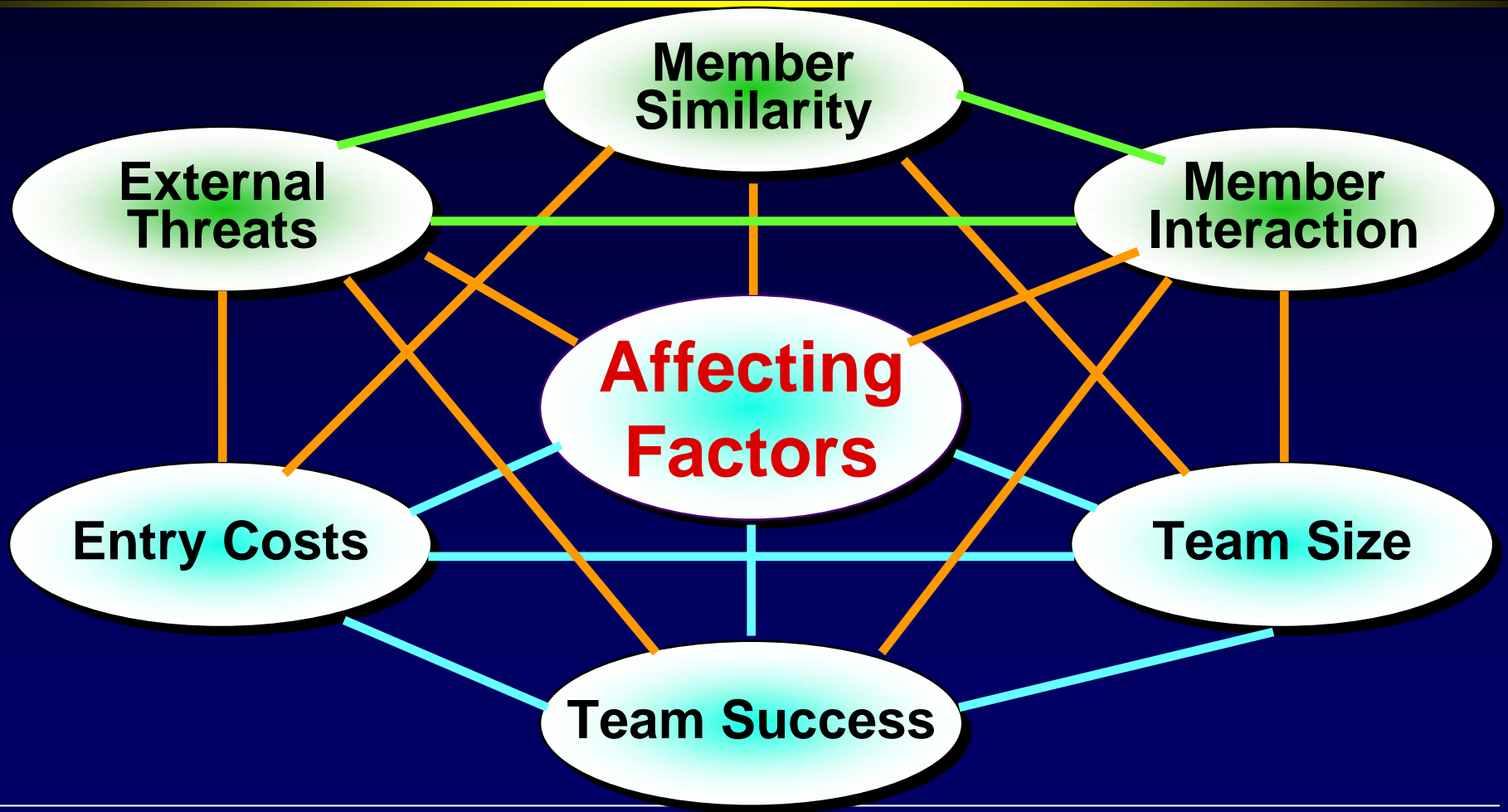
Frequent 9
8
7
6
5
4
3
2
1
↑
Infrequent



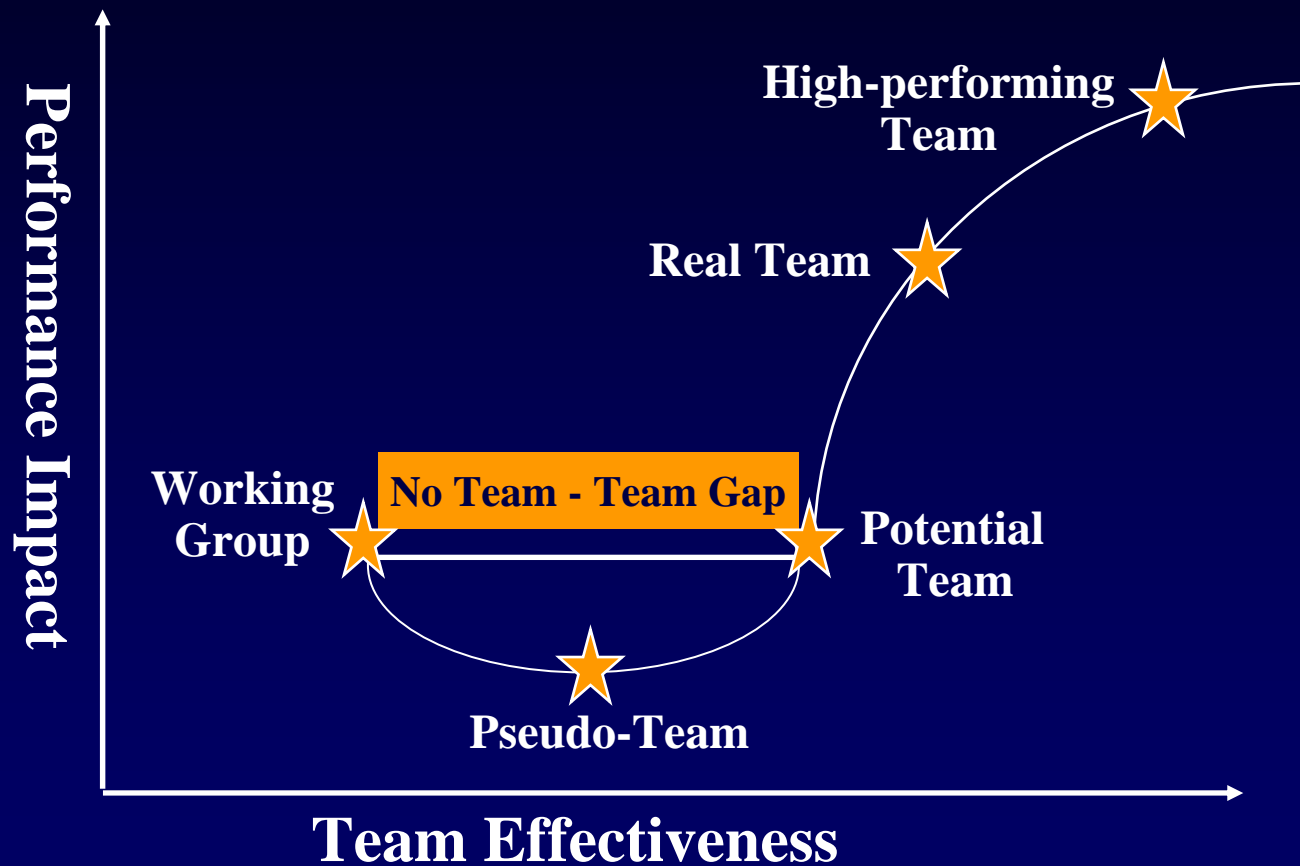
1 2 3 4 5 6 7 8 9
Unhelpful → Helpful

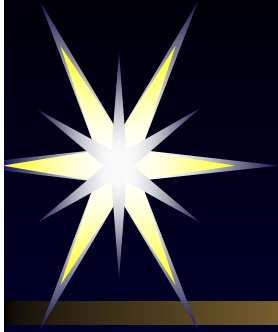


Team Cohesiveness



Team Performance Curve





Performance Curve Stages (1)

1. Working Group

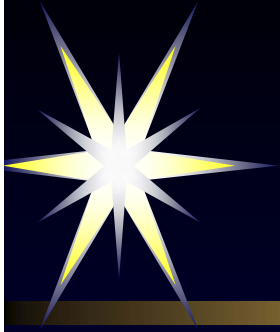
- no significant incremental performance need
- interact to share information, “best practices”, or ideas

2. Pseudo-Team

- could be significant incremental performance need
- *not focused on collective performance*
- interactions detract from individual performance without delivering joint benefits

3. Potential teams

- significant incremental performance need and group attempting to achieve it
- requires more clarity about purpose, goals, or products



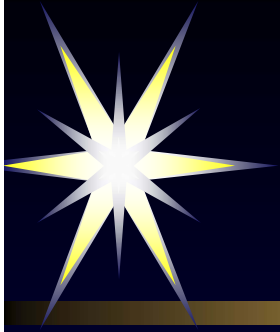
Performance Curve Stages (2)

4. Real Teams

- small number of people with complementary skills
- committed to common purpose and working approach
- hold themselves mutually accountable

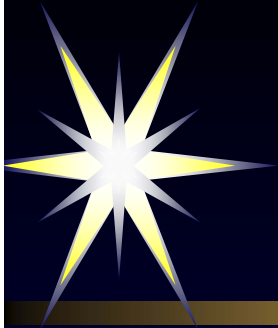
5. High-Performance Teams

- as in “real teams”
- additional component: committed to each others’ personal growth and success



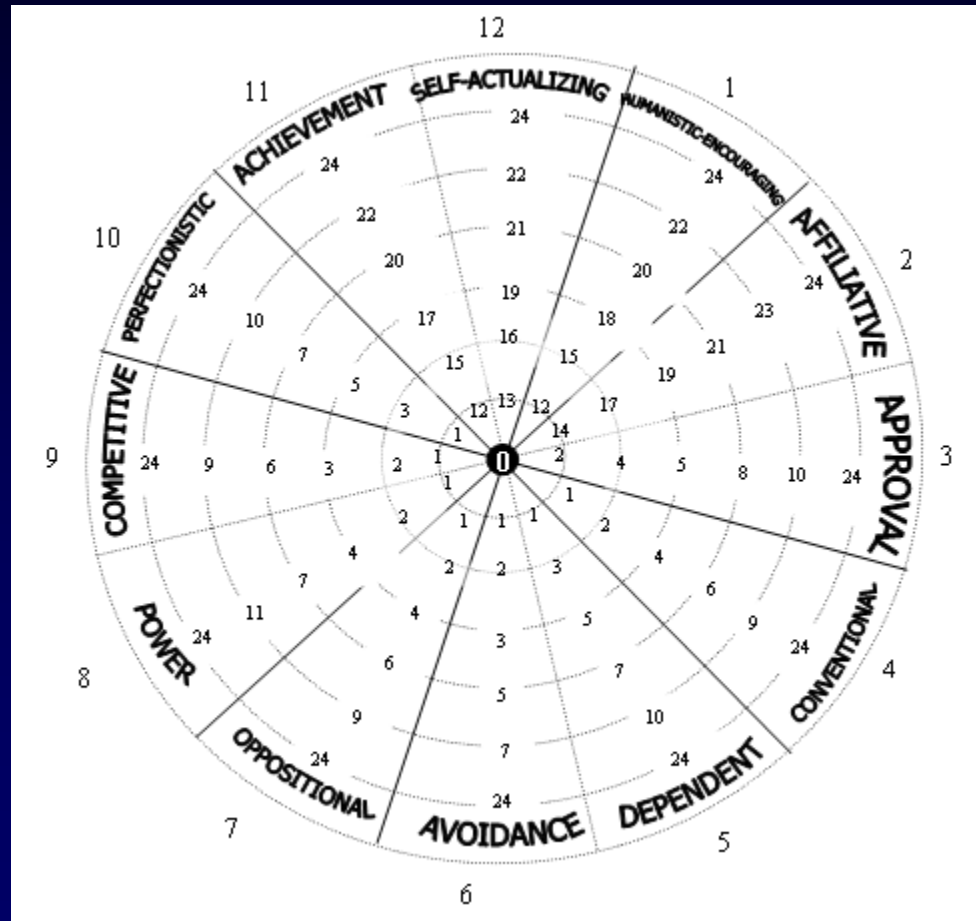
Group Style Inventory

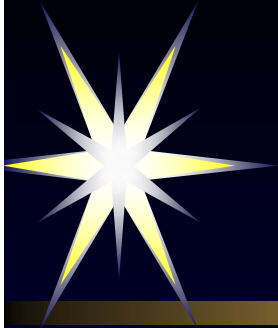
1. Describe the 12 constructive or defensive styles that can emerge in group;
2. Identify the particular style or styles characterizing your own group;
3. Describe ways in which the personal styles of members and/or the culture of their organization can influence the style of a group;
4. Explain the productive or counterproductive impact group styles can have on group effectiveness;
5. Describe a model for effective group processes; and
6. Identify, initiate and implement changes in how you work with others to improve your group process skills.



12 Group Styles Profile

Position	Styles
1	Humanistic Encoding
2	Affiliative
3	Approval
4	Conventional
5	Dependent
6	Avoidance
7	Oppositional
8	Power
9	Competitive
10	Perfectionist
11	Achievement
12	Self-Actualization





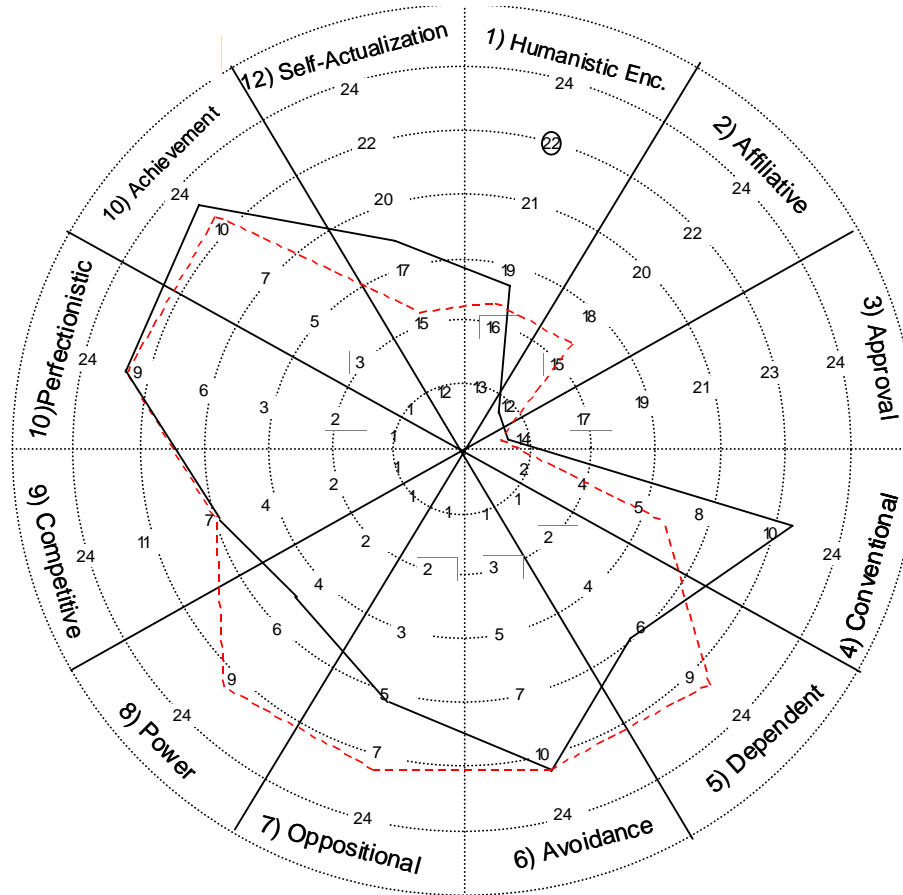
Individual Style Type Scores

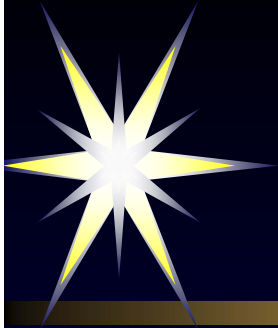
		1	2	3	4	5	6	Summary Column		
1	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	1 o'clock Position
7	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	7 o'clock Position
2	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	2 o'clock Position
8	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	8 o'clock Position
3	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	3 o'clock Position
9	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	9 o'clock Position
4	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	4 o'clock Position
10	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	10 o'clock Position
5	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	5 o'clock Position
11	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	11 o'clock Position
6	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	6 o'clock Position
12	o'clock Position	<input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	+ <input type="text"/>	=	<input type="text"/> Total	12 o'clock Position



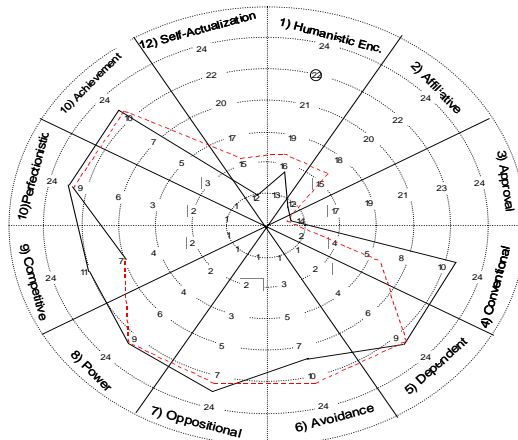
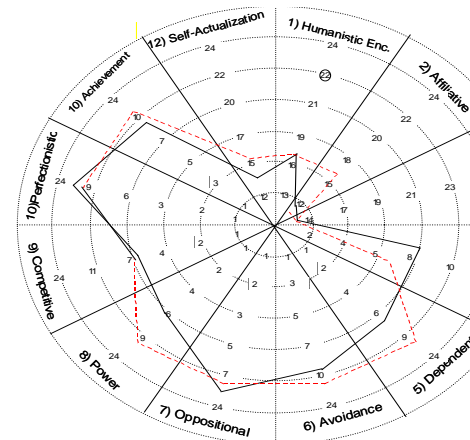
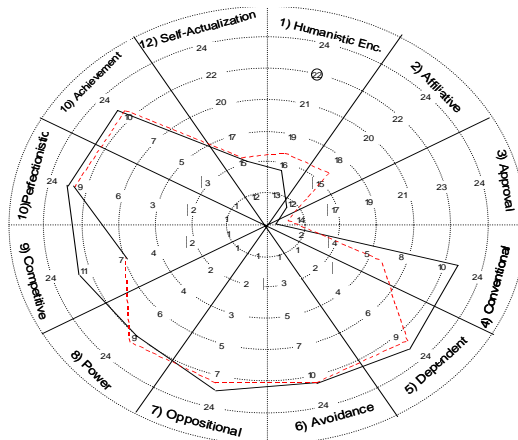
Individual GSI Circumplex Diagram

Position	Styles
1	Humanistic Encoding
2	Affiliative
3	Approval
4	Conventional
5	Dependent
6	Avoidance
7	Oppositional
8	Power
9	Competitive
10	Perfectionist
11	Achievement
12	Self-Actualization

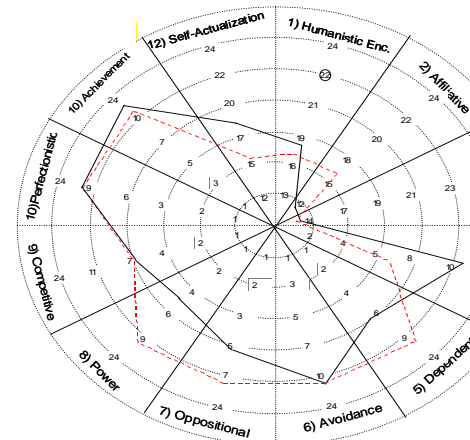


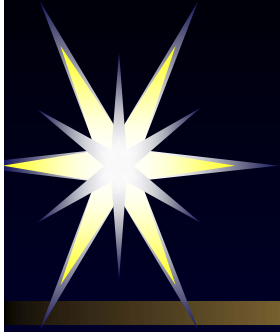


Group GSI Diagram Summary



17
16
8
6
10
10
10
10
7
9
13
16





Thinking Questions



- 1. Discuss accuracy of the fit:**
 - . does it fit?
 - . if not, why?

- 2. For you as an individual, what are**
 - . strengths
 - . areas you will have to work on
 - . support useful from others