**Team Delta**

**BUS 2411 Building Inclusive Teams**

**TBAL: Emotions and MBTI**

**Overview**

Emotional intelligence is comprised of knowing and managing your emotions (intrapersonal intelligence) as well as reading and helping to manage the emotions of others (interpersonal intelligence). In this assignment, you will first look at your own emotions. Then, through team discussions, you will learn about the emotions and personalities of team members to gain appreciation for the diversity of emotional sparks and manifestations and how they could influence team dynamics and productivity.

**TEAM PRE-WORK**

1. Team Initiator creates master grid for the completion of prework by individual team members.
2. Timekeeper works with Facilitator to create a meeting agenda.

**INDIVIDUAL PRE-WORK**

1. Review Adler video on Emotional Intelligence
   1. <https://youtu.be/HA15YZlF_kM>
2. Review video on application of Mad, Glad, Sad and Fear in use in SCRUM meetings
   1. <https://www.youtube.com/watch?v=lXTEn4iV_Yg>
3. Complete grid row about sparks and ways emotions manifest in General
4. Complete grid row about sparks and ways emotions manifest related to Teamwork
5. Share your MBTI based on your Jung Typology test and your own assessment of self

Team \_\_\_\_Delta\_\_\_\_

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| NAME | MAD  Spark | Manifest | GLAD  Spark | Manifest | SAD  Spark | Manifest | FEAR  Spark | Manifest |
| In General  Roscoe Example | Seeing people who gain joy from hurting or disturbing others | Become quiet and unresponsive. Sometimes say rude things. | Relaxing after work or school | More interactive with others than I usually would if I was stressed. | When someone is not treated equally or with fairness | I get quiet and keep to my own. I distance myself from others. | Large social situations, moments when a lot of people are looking at me | Panic, either speed up really fast or shut down. |
| Teamwork  Roscoe Example | People not communicating in virtual environment | Call them out, try to get them to own up to their mistake | Everyone does their job, and we get the work done | Interact more with groupmates, have more fun working | Distraught groupmate | Try to help but if not then keep to myself | When an assignment is incomplete for reason out of my control | Frantic last-minute messages. |
| Submitted Date / Time | Thursday  8:51 pm |  |  |  |  |  |  |  |
| In General  Name  Fabian | Seeing lazy complain about things they can work towards | Become distant and avoid those type of people | Getting ahead of my work and having free time | Typically socializing more and going to more events rather than being alone | When someone is giving their all and its not noticed | I feel for them in a since I was once in their shoes as well. | Being around people with different views than me | Silence myself and refrain from giving suggestions |
| Teamwork  Name  Fabian | Not holding their own on the team | Confront them and tell them they need to pick it up | Everyone gets the job done on time and puts in good effort | Creates friends I believe I can count on | When groupmate is going through things personally | Try to make them feel as though they can take a day off | When im the one letting the team down | Spiraling and freaking out how I can figure out how to pull my own weight |
| Submitted Date / Time | 9/26/24 11:49 Pm |  |  |  |  |  |  |  |
| In General  Name  Bryce | People that ignore other people’s views/arguments | Frustration, lack of further communication | People trying their best to help others | Trust & appreciation | When someone takes credit for someone else’s work | Feeling hurt, losing trust | Deadline suddenly moving up | Panic and anxiety |
| Teamwork  Name  Bryce | People not showing up to meetings | Call them out for not coming | Sticking to a clear goal for a project | Motivation, trust that things will work to plan | Being forced to talk | Immeasurable disappointment | Being forced to talk in front of a large team | Panic and anxiety |
| Submitted Date / Time |  |  |  |  |  |  |  |  |
| In General  Name  Alex | People who keep quiet, not giving their input then complaining later or in private | Distrust, refusal to talk to those individuals | People showing their appreciation/acknowledgement of you | Joy, more motivation to keep doing good things | When people say they’ll make commitments and suddenly back out on them. | Immense disappointment, especially if it wasn’t for a good reason, may start acting petty | Sudden changes in plans or circumstances | I’m actually quite good at handling them quickly, doesn’t mean I enjoy them very much it's very panic inducing |
| Teamwork  Name  Alex | People who can’t give respect to others. Talking over someone, saying their viewpoints are completely invalid | Yelling at those who don’t understand the working environment expectations | Clearly seeing and end goal for the project through a road map. | Slowly clearing short term goals, pride in my team and project. | Being forced to do an un-enjoyable project | Procrastination, complaining, bad vibes | Losing hope for submitting a project on time | Being behind schedule and not having time to catch-up, constantly stressing |
| Submitted Date / Time | 9/26/24 10:30 pm |  |  |  |  |  |  |  |
| In General  Name  Billy | People not being direct about issues or conflict | Confronting them and either resolving the issue or saying goodbye to them | Getting lost in some activity, be it cooking, reading, or playing a game | Cheerful and able to weather more shortcomings for a period after | Seeing people I care about get mistreated | I try to be sympathetic towards them and remove them from whatever the situation is | Public speaking to a crowd larger than say a classroom | Tripping over words, using several filler words, and feeling trapped |
| Teamwork  Name  Billy | Meetings going later than planned | Attempting to hurry the process or outright leaving if it is too late | High levels of communication and competence. Work is completed on time | Being more encouraging towards teammates | Feeling overburdened with work | Quieter, less recreation time, less communication outside of required messaging | A team member completely ghosts the team | Bombarding them with messages and attempting to find them on campus |
| Submitted Date / Time | 9/26/2024  9:38 PM |  |  |  |  |  |  |  |
| In General  Name  Connor | Seeing people who take unfair advantage of situations | I get irritated and may speak up or avoid interacting with those people | Spending time with friends or family in a relaxed setting | I laugh easily and feel comfortable engaging in conversations | When friends cancel plans without explanation or apology | I feel ignored or rejected and tend to withdraw emotionally from those friends | Entering a new environment where I don't know anyone | I stay quiet, observe, and may leave early if I feel too uncomfortable |
| Teamwork  Name  Connor | When a team member consistently takes credit for group efforts | I feel frustrated and may confront them or limit collaboration with them in the future | When the team celebrates small victories together, like completing a milestone | I feel a strong sense of camaraderie and motivation to keep pushing forward | When a team leader or member consistently criticizes without constructive feedback | I lose motivation and disengage from the group’s discussions or efforts | Presenting the group's work to a large audience | I get anxious, stumble over words, and feel a rush to finish the presentation as quickly as possible |
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| Submitted Date / Time | 9/26/2024  9:00 pm |  |  |  |  |  |  |  |
| In General  Name  Matthew | People who need to make every hardship they have be bigger than those of the people around them | Sneering and glaring. Avoiding interaction with those people. | Be able to have interesting conversations with people I enjoy being around | I feel a sense of excitement. It energizes and invigorates me | Wasted potential and decisions made without regard to the future | I become withdrawn and stop reacting to things. It manifests as a lack of other things rather the addition of something else | Uncertainty, a lack of planning, and ambiguity of future events | Elevated heart rate, overcompensation by controlling everything else, and refusing to do things that don’t have plans |
| Teamwork  Name  Matthew | People who refuse to listen to the rest of the group and act as an independent entity | I stop thinking of them as a group member, but rather a burden and view their opinion as such | Effectively and efficiently splitting up and completing tasks | I start to engage with the group members about things other than the function of the group | When either a group member’s or the entire group’s work is discredited | A general feeling of apathy towards the group and work. An overall lack of engagement. | Trying to resolve conflicts within the group that are preventing it from working efficiently | Elevated heart rate, avoidance of the task, putting it off to the last minute |
| Submitted Date / Time | 9/26/2024  10:00 pm |  |  |  |  |  |  |  |

**Identify your MBTI type and place your name where you believe your personality falls on the continuum of MBTI dimensions.**

Base your answers on your Jung Typology result and your own assessment of self from classroom activities.

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| **Name** | **MBTI** |
| **Fabian** | **ISTJ** |
| **Bryce** | **ISFP** |
| **Alex** | **ESFP** |
| **Billy** | **INTJ** |
| **Connor** | **ISTJ** |
| **Matthew** | **INTJ** |

**Extraversion Introversion**

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|  |  |  |  |  | **Fabian** |  |  |  |  |
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|  |  |  |  |  |  | **Billy** |  |  |  |
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**Sensing INtuition**

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| **100%** | **80%** | **60%** | **40%** | **20%** | **20%** | **40%** | **60%** | **80%** | **100%** |
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**Thinking Feeling**

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| **100%** | **80%** | **60%** | **40%** | **20%** | **20%** | **40%** | **60%** | **80%** | **100%** |
|  | **Fabian** |  |  |  |  |  |  |  |  |
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|  |  | **Billy** |  |  |  |  |  |  |  |
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**Judging Perceiving**

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| **100%** | **80%** | **60%** | **40%** | **20%** | **20%** | **40%** | **60%** | **80%** | **100%** |
|  |  |  |  | **Fabian** |  |  |  |  |  |
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|  |  |  |  | **Billy** |  |  |  |  |  |
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**TEAM Discussion**

In your team, use your pre-work grids to support your discussions. Share personal examples to support your discussions (as you are comfortable).

As a team, discuss questions and summarize your discussions.

1. Identify your team roles (3 min)
   1. Recorder show the completed grid on your team’s pod monitor.
2. What sparks do you have in common? What responses/manifestations do you have in common? (10 min)
   1. Give examples
   2. MAD Spark - ignoring people’s arguments was something we found in common
   3. GLAD Spark – Getting work done on time and sticking to goals. Some sparks were common in that they were focused on socializing.
   4. SAD Spark – When people are in commitments and suddenly backs out without reasonable explanation, being forced to do something.
   5. FEAR Spark – Many were about public speaking.
   6. Common between multiple sparks: Team member not communicating with team / showing up to meetings. Having a plan is important
3. What differences in sparks did you find? What differences in responses/manifestations? (10 min)
   1. MAD Spark –
   2. GLAD Spark –
   3. SAD Spark –
   4. FEAR Spark -
   5. Give examples
4. Share your MBTI (10 min)
   1. What insights do you have from looking at the mix of MBTI types?
      1. Majority with Thinking, Introversion, Sensing, Judging
      2. The group has only one Extrovert
   2. What gaps do you see in your team MBTI and how will you address these gaps?
      1. There may be a gap with extroversion/introversion but the percents were low.
5. Based on your discussion of emotions and MBTI, what further lessons did you learn about your team? (10 min)
   1. Identify two lessons learned (knowledge or understanding gained from the experience)
      1. Be specific.
      2. Link to specific terms from the course to support your answers.
         1. Since most of us had Thinking, we need to make sure to consider the Feeling side of things too.
         2. People can have similar sparks when they have different personality types or have different sparks with similar personality types.
   2. How can you apply these lessons learned in the future of your team to promote effective teamwork?
      1. Be specific.
      2. Update the Team Norms section of your TBAL Team Development Document, as needed.
         1. Consider assigning the “Reminder” role to someone.
6. Meeting evaluation KSS (3 minutes)
   1. What worked well in your TBAL meeting today that you will KEEP doing?
      1. Changing the order in which people talk.
      2. Handling a hybrid meeting with some members meeting virtually went well.
   2. What do you need to STOP doing to improve your future meetings?
      1. Note team members who did not submit prework on time.
      2. Get prework done sooner (12 hours before)
   3. What would you like to START doing to improve your future meetings?
      1. Reminder role – assigned to Connor
      2. Consider using GitHub as a place to keep files that we need to repeatedly reference
   4. How did you use your last KSS? (Poster/Keeper may need to refer to KSS log).

Point of Contact - Post to your MSTeams subchannel - TBAL Emotions: your team selfie, brief summary, and KSS. Type @ to mention your professor.

Poster - Submit grid and completed team discussion summary to Canvas before the due date on behalf of your team.

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| **Components** | **A** | | **B** | **C** | | **D-F** | |
| **Individual Elements \*\*\*** Addresses all elements of table | All elements are addressed. Depth is demonstrated to show discussion beyond “checking the box” and shows depth of reflection. | | Elements are addressed. Uneven responses provided. Unclear if went beyond “checking the box.” | Most elements are addressed. Seems rushed or only “checking the box” to complete prework. | | Elements are missing. Responses do not demonstrate understanding. | |
| **Timely Submission** | Submitted on time | | Submitted on time | During meeting | | Did not submit | |
| **GROUP**  Addresses group questions | All questions are addressed. Depth is demonstrated to show discussion beyond “checking the box” and shows depth of learning as a team. | | Questions are addressed. Uneven depth provided. Unclear if went beyond “checking the box.” | Most questions are addressed. Appears as “checking the box” to complete. | | Aspects of questions are missing. | |
| Conversion and diversion | Conversion and diversion of discussion points are clearly provided. | | Conversion and diversion of discussion is referenced, but not supported. | Conversion and diversion of discussion is unclear. | | Conversion and diversion of discussion is not provided. | |
| Examples | Examples clearly demonstrate discussion that promotes new learning | | Examples are not clear in showing learning occurred through discussion | Examples are limited and do not show learning occurred through discussion. | | Examples are missing. | |
| Terms | Correct terms are used from slides and/or text. Terms are defined and applied. Terms clearly demonstrate application of understanding. | Terms are used but do not clearly demonstrate application of understanding. Terms are defined. | | | Gaps or inconsistent in use of terms. Terms are inconsistent in their definitions. | | Terms and/or definitions are missing. |
| Team Evaluation  KSS | Specifics provided to allow action to improved next meeting. Used feedback from past week. | | Specifics provided to allow action to improved next meeting. Unclear if used feedback from past week. | Addressed questions. | | Unclear if discussed. | |
| Team Selfie | Included | | Included | Missing | | Missing | |