

Team work and Team development



After this lesson you will:

- Know about team work and team development
- Know in detail the phases of team development in a particular model (Six-C)
- Know techniques that can be applied for team development in the different phases



Why must we work in teams ?

- Why all this “touchy-feely stuff”
- Let’s get going and get some work done in stead



Variations in Team Productivity

- Barry Boehm (1981) in the book "Software Engineering Economics" found a factor 1-to-4 between the best and the worst team – which on paper were expected to be equal!
- DeMarco og Lister (1985) in the book "Peopleware" found a factor 1-to-5

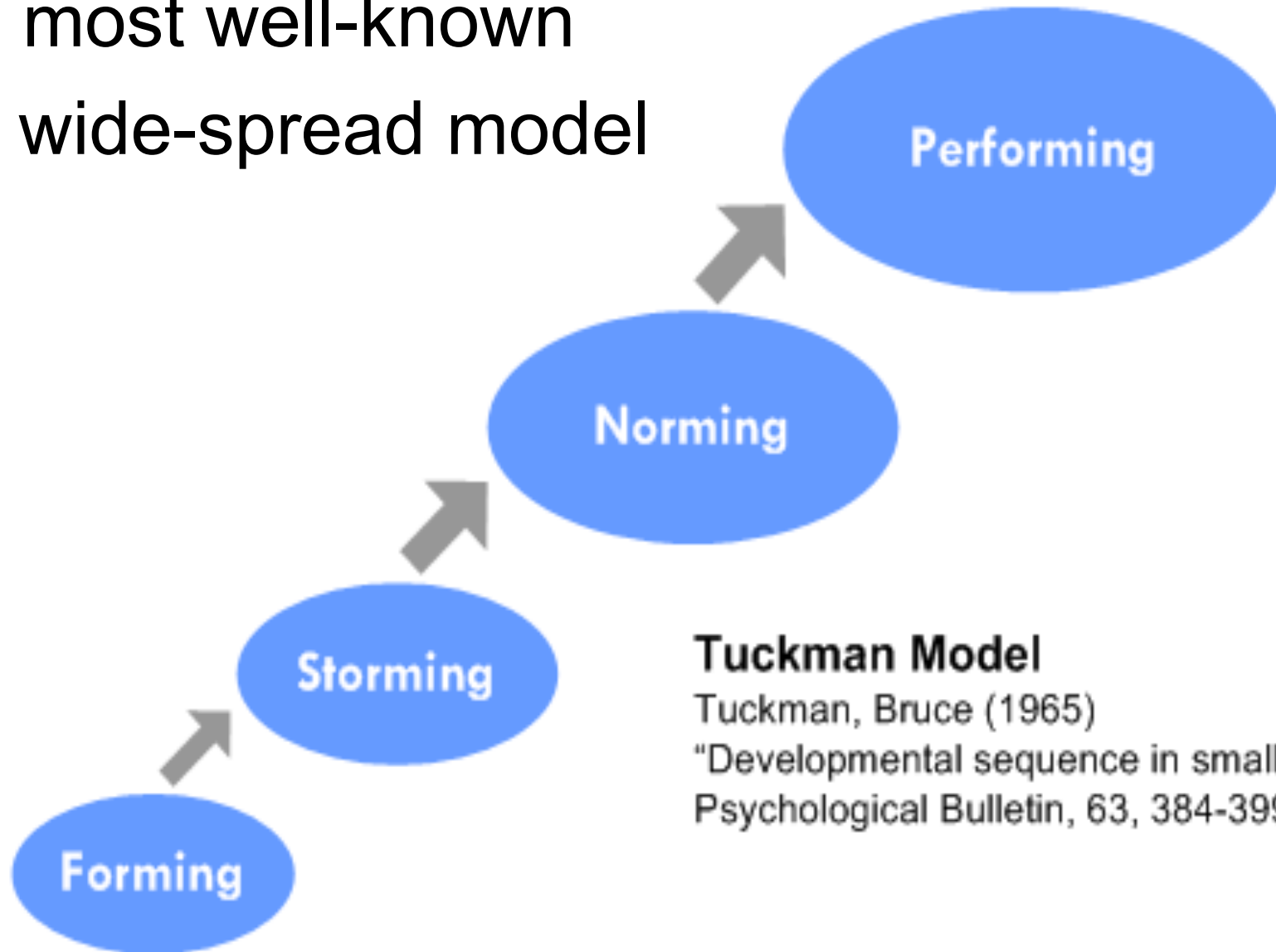
Why do teams fail?

- Lack of common vision (no clear goals)
- Lack of identity
- Lack of recognition (of each other)
- Lack of trust
- Lack of mutual accountability
- Ineffective communication
- Poor decision making (much talk, little action)
- Personality problems

Thus there is a need for a team model that can counter problems and ensure a good (maybe even high performing) team

So let us take a closer look

The most well-known
and wide-spread model



Tuckman Model

Tuckman, Bruce (1965)

"Developmental sequence in small groups"

Psychological Bulletin, 63, 384-399

Se also Kousholt (2012e: 370-372)

Another popular model: Team Performance Model

© Drexler/Sibbet



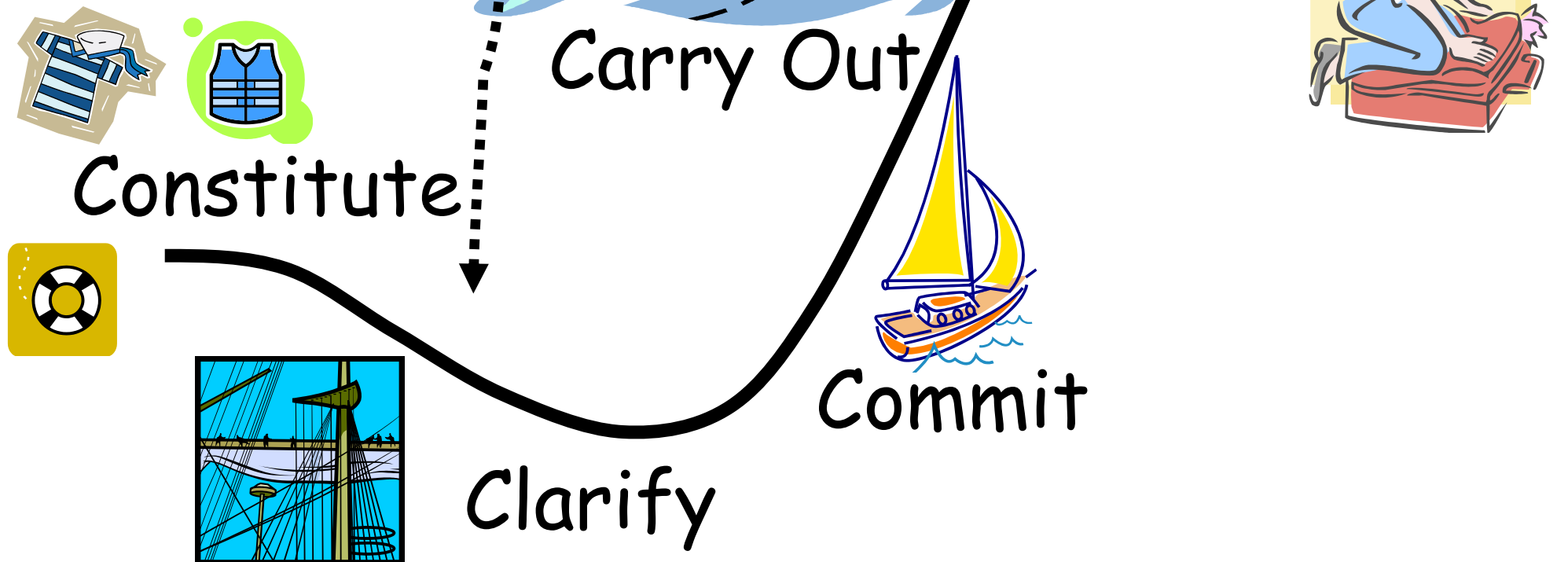
12.6 TPM Model ©1990-2013 Allen Drexler and David Sibbet

The Six-C model

A model for team development
by Commisso & Pries-Heje

Commisso, T.H. & J. Pries-Heje (2011): *Optimér dit projektteam*, Samfundslitteratur

Six-C model



Content of the Six-C model

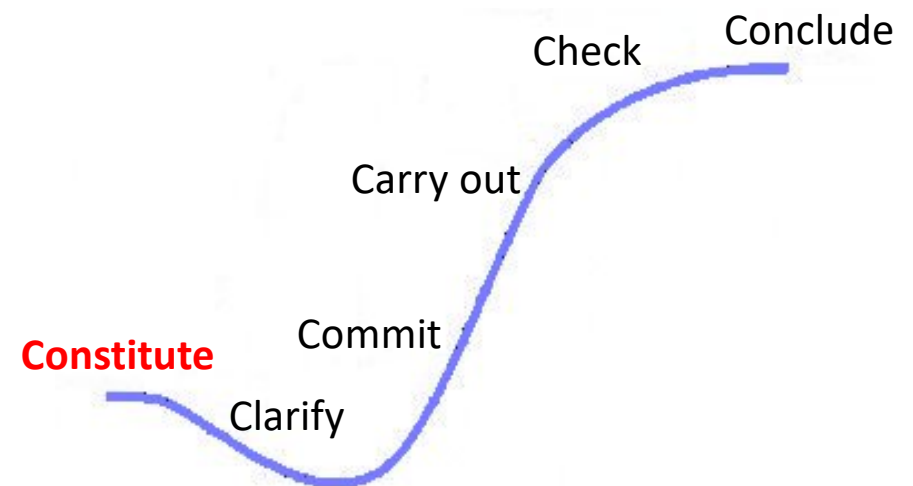
Constitute	Team and project constituted. Do we have the knowledge and competence needed; Team gathers; We ARE a team; Who am I
Clarify	Who are the others, Clarify group dynamics; how to communicate; how to decide; rules of conduct; social contract
Commit	Aim and goals, priorities, roles, context, and vision
Carry Out	Working – preferably effectively; continued group dynamics; on-going communication and coordination
Check	How are we; Do we need to go back and repeat – build more social capital; mid way crisis
Conclude	We have come to the end; what did we learn

The Six-C model

- The premise:
 - It takes time before a team really starts to **Carry Out** something
 - Therefore, it is in the initial stages that much of team development takes place
- The project manager must plan and execute his leadership of the team in the same way as other management activities are planned and executed
- The goal is to lead the team through the first stages as quickly as possible and to maintain the high productivity in the **Carry Out**-phase
- Let's dig a little more into the content of the individual phases

C1: Constitute phase

- **Entry:** Project idea
- **Focus:** To create a project with well-defined scope and staffing
- **Techniques:**
 - C1T1: Competence matrix
 - C1T2: Knowledge map
- **Exit:** The project team is created with a competent staff and all agreements are in place



Technique C1T1 – Competence matrix

- Clarify the skills needed to implement the project
- Assess the potential team members' skills
- Clarify the knowledge gap
- Make a plan for upgrading (train) the team members

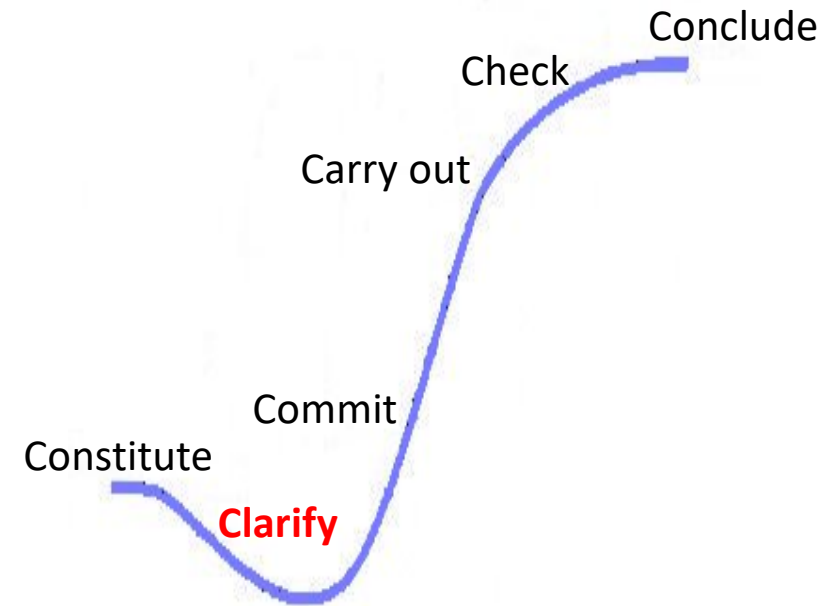
Project X		Candidates			
Competences needed		Peter	Paul	Mary	...
Domain knowledge	4	1	3	4	
Requirements analysis	3	5	4	3	
Architecture & design	2	2	3	1	
User interface design	3	3	2	5	
...					

Exit check for the Constitute phase

Check list for the Constitute phase	✓
1. Are all project participants identified?	?
2. Have interviews with all members been held?	?
3. Are resource contracts signed with all line managers?	?
4. Are knowledge gaps (GAP) identified?	?
5. Is there a plan for how the lack of knowledge can be obtained?	?
Exit the phase?	?

C2: Clarify phase

- **Entry:** Work starts
- **Focus:** To know each other, see differences and build trust
- **Techniques:** (examples)
 - C2T1: Participant presentation
 - C2T6: Listening technique
 - C2T7: Cooperation agreement
 - C2T8: Team rules (building trust)
 - C2T10: Ice-breaker
- **Exit:** Members have gained a good knowledge of each other; expectations are aligned and a climate of trust has been created



Technique C2T1 – Participant presentation

- Completing a **personality test** and 'my profile'
- Presentation of 'my profile' to the team
- Composing a 'team profile'
- Make a group portrait
- Discussion of the priority that the project has for each team member
- Discussion of the strengths and weaknesses of the team

Technique C2T7 – Cooperation agreement

- Work out a cooperation agreement
(DK: Samarbejdsaftale)
 - With focus on the following issues:
 - **Decision-making** - How will the team makes decisions?
 - **Conflict** - How will the team resolve conflicts among members?
 - **Delegation of tasks** - How will tasks be assigned?
 - **Problem Solving** - How will the team ensure that the task is completed?
 - **Communication** - How will the team ensure an open dialogue?
 - **Meetings** - How often are team meetings held, and in what form?
 - **Evaluation** - How often will the team evaluate (check) its performance and make changes?
- See to it that the agreement is in writing and is approved by all

Exit check for the Clarify phase

Check list for the Clarify phase	✓
1. Does everyone know each other?	?
2. Is there an understanding of each other's patterns of behavior?	?
3. Has there been enough time to discuss and agree on expectations?	?
4. Do all team members have the same expectations about working together as a team?	?
5. Has the team thought about what happens in case their cooperation runs into problems or crises?	?
6. Are there conflicts in the team?	?
7. Is there good chemistry in the team?	?
8. Is active listening used?	?
Exit the phase?	?

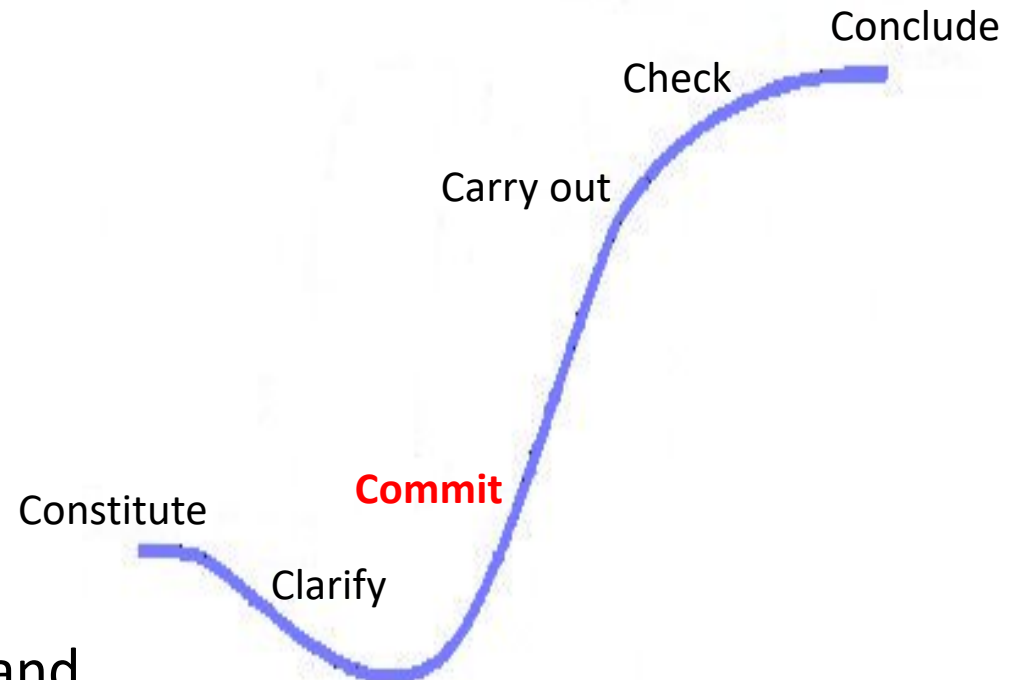
C3: Commit phase

- **Entry:** The feeling of unity grows
- **Focus:** To agree on common norms, rules and procedures

- **Techniques:** (examples)

- C3T1: Goal clarification
- C3T2: Context map
- C3T4: Top story (headlines)
- C3T5: Role clarification

- **Exit:** The team's norms, rules and cooperation is effective



Technique C3T1 – Goal clarification

- Focus on:
 - **Project purpose** – Why is the project performed
 - **Project goals** – What is the product, e.g. the list of deliverables
 - **Team goals** – internal goals that the team set for themselves

See an example agenda for a kick-off meeting in Kousholt (2012e: 378-380)

Technique C3T5 – Role clarification

– Group roles

- **Personality type test** is used as input to discuss the different types and which are best for the functional roles needed

– Functional roles

- Fill out a role and responsibility matrix (RACI) defining the:
 - Responsible (DK: Ressource): The person performing the function
 - Accountable (DK: Ansvarlig): The approver
 - Consulted (DK: Konsulteres): The persons that must be asked/heard
 - Informed (DK: Informeres): Those who must be kept informed

Project X	Project Mgr.	Developer	Tester	...
Project planning	R, A	I	I	
Coding	C	R, A	I	
Unit test	I	C	R, A	
...				

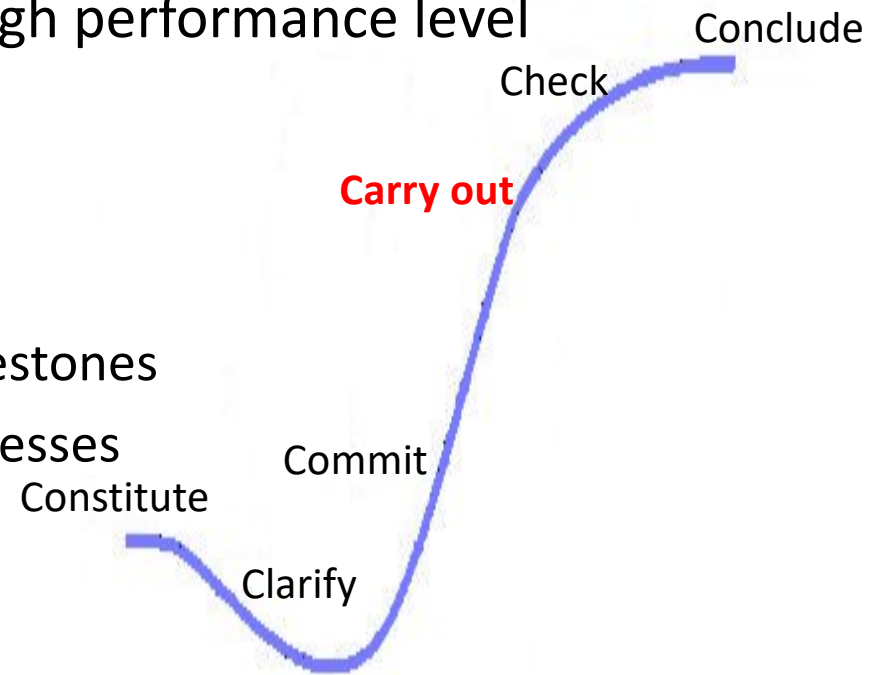
Exit check for the Commit phase

Check list for the Commit phase	✓
1. Have common goals for the team been established?	?
2. Are the goals SMART* ?	?
3. Have all team members described their individual goals?	?
4. Does the team have influence on the overall project as well as daily management?	?
5. Do the team members share the same ambitions wrt. the team's performance?	?
6. Has the individual member's prioritization of the project been made clear and accepted?	?
7. Is there a clear division of roles?	?
8. Is it clear who is responsible for which parts of the project?	?
9. Has the team discussed potential cooperation challenges?	?
10. Does the collaboration work?	?
Exit the phase?	?

*) SMART: Specific, Measurable, Accepted, Realistic and Time-bound

C4: Carry out phase

- **Entry:** Solid relations; cooperating as a unit. Differences in personalities are valued
- **Focus:** Achieving and maintaining a high performance level
- **Techniques:** (examples)
 - C4T1: Identify strengths
 - C4T2: Celebrate successes e.g. at milestones
 - C4T3: Celebrate small (personal) successes
 - C4T6: Idea generation
- **Exit:** The project is completed through effective collaboration



Technique C4T3 – Celebrate small successes

- Create a visibility around participants' activities
- Celebrate when (personal) goals have been achieved
 - small milestones, personal goals, complex assignments
- Increase the sense of unity among team members

Peter		Paul		Mary		...	
Deliver ...	✓	Complete ...	✓	Finish ...			
Develop ...		Send ...	✓	Send ...			
Achieve ...	✓			Find ..	✓		
...							

Exit check for the Carry out phase

Check list for the Carry out phase	✓
1. Do you have a feeling of having achieved something extraordinary?	?
Exit the phase?	?

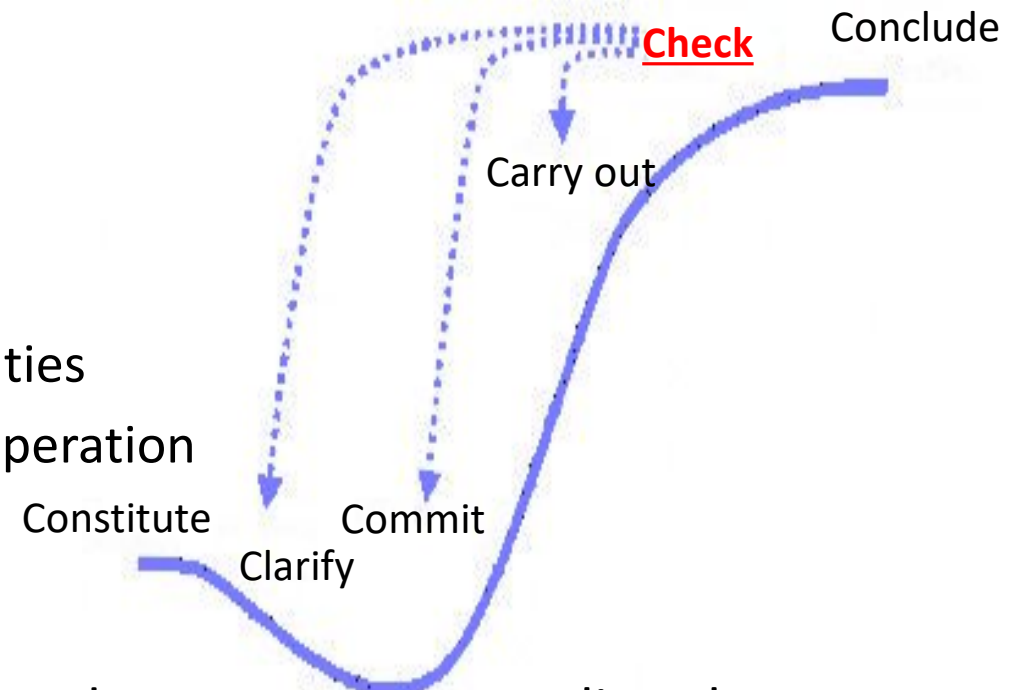
C5: Check phase

- **Entry:** Make sure that we are approaching the target
- **Focus:** To get an overview of where we are and what we could do differently

Techniques: (examples)

- C5T1: Evaluate status wrt. goals, roles, responsibilities
- C5T2: Evaluate status wrt. cooperation
- C5T5: Meeting evaluation

- **Exit:** Decision on whether we need to return to an earlier phase



Technique C5T5 – Meeting evaluation

- Conduct regular meeting evaluations with a focus on:
 - Effective running of meetings
 - Constructive communication
 - Effective decision-making
 - Involvement of all
- Discuss the need for improvement, if several meeting evaluations indicate undesired patterns

Coping with uncertainty

When evaluating the current status (C4T1 and C4T2), it is essential to observe the level of uncertainty felt by the team wrt. the following types of uncertainty:

- Contextual
 - unplanned/unfavourable events happening in the surrounding context
- Task
 - lack of clarity/doubts about the project and its results
- Social
 - trustworthiness/ability/actions of the other members on the team
- Process
 - start-up, midway and deadline crises
- Individual
 - each member's own perception wrt. the above types

See details on coping strategies in Madsen & Pries-Heje (2012)

Exit check for the Check phase

Check list for the Check phase	✓
1. Is the status of the goals, roles and responsibilities satisfactory?	?
2. Is the status of cooperation in the team satisfactory?	?
3. Does the team work constructively and effectively?	?
4. Is the team focused on solving problems?	?
5. Is the quality of external (e.g. sub-contracted) deliveries satisfactory?	?
Exit the phase?	?

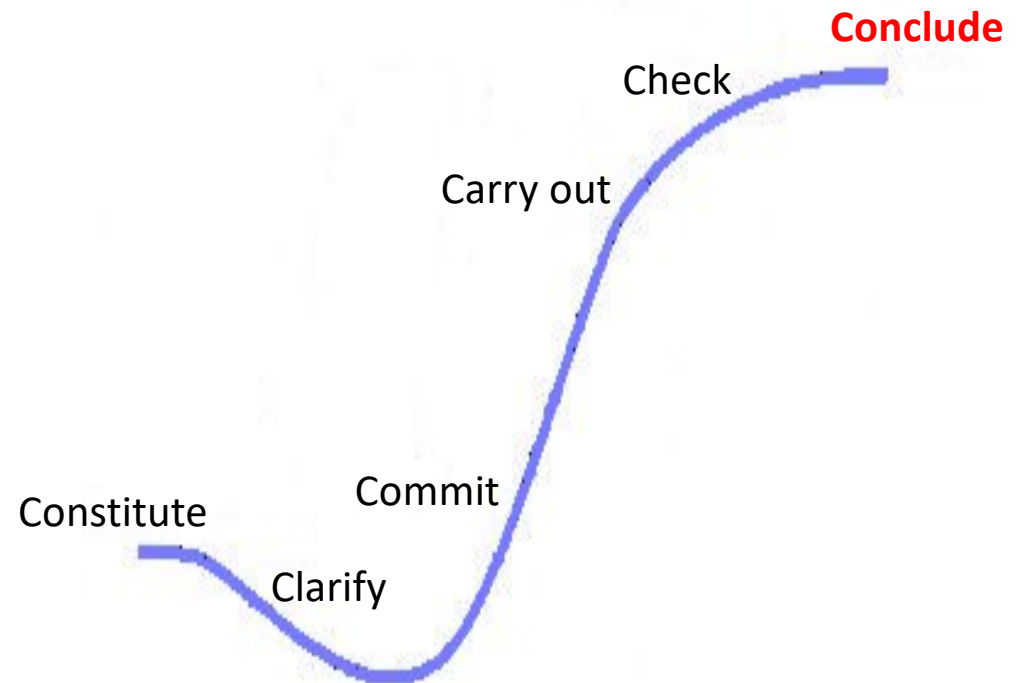
C6: Conclude phase

- **Entry:** The project is completed
- **Focus:** To celebrate the result, collect learning and separate with care

- **Techniques:**

- C6T1: Retrospective
- C6T2: Evaluation
- C6T3: Maintain learning
- C6T4: Recognition
- C6T5: Celebration

- **Exit:** The team leaves the project, has rounded everything up, and said goodbye



Technique C6T2 – Evaluation

- Focus on following up on targets, evaluate the cooperation and lessons learned
- Summon all who have been involved in the project
- Discuss for example the following:
 - What will you miss when the project is finished?
 - How do you want to round up the project?
 - What do you want more of on the next project?
 - What do you want less of?
 - What have you personally achieved?
 - What have you learned?
 - What do you take with you?
- Document the learning points

Exit check for the Conclude phase

Check list for the Conclude phase	✓
1. Did all participate in the evaluation?	?
2. Has there been a follow up on team goals and individual goals?	?
3. Has the team discussed the team work experiences?	?
4. Have the team's efforts been recognized?	?
5. Was the project completed with a festive event?	?
6. Have all had a chance to say goodbye	?
Exit the phase?	?

Overview of the Six-C model phases

	Constitute	Clarify	Commit	Carry out	Check	Conclude
Entry	Project idea	Work starts	The feeling of unity grows	Solid relations; cooperating as a unit	Make sure that we are approaching the target	The project is completed
Focus	To create a project with well-defined scope and staffing	To know each other, see differences and build trust	To agree on common norms, rules and procedures	Achieving and maintaining a high performance level	To get an overview of where we are and what we could do differently	To celebrate the result, collect learning and separate with care
Exit	The project team is created with a competent staff and all agreements are in place	Members have gained a good knowledge of each other; expectations are aligned and a climate of trust is created	The team's norms, rules and roles are internalized and cooperation is effective	The project is completed through effective collaboration	Decision on whether we need to return to an earlier phase	The team leaves the project, has rounded everything up, and said goodbye

The project manager's role in the 6 phases

	Constitute	Clarify	Commit	Carry out	Check	Conclude
PM's role	Make his/her voice heard and fight to get the best team	Give people plenty of opportunity to meet for obtaining clarity and safety	Clarify guidelines and encourage effective cooperation	Delegate, motivate, focus on goals and results	Stop up at appropriate times and assess the status	Ensure careful completion and collection of learning



E.g. The project manager's level of performance wrt. team development is like an inverted Six-C curve

Exercise 1: Experiences with team development

- Talk together in pairs
- Describe to each other how the team development was on a project you have participated in
- Reflect over the applicability of the Six-C model and its techniques on that project
- Summary in the plenary

Home assignment no. 3

- The description of the home assignment can be found on Moodle under today's subject
- Describe your project's team development re. the phases of the Six-C model
- Reflect over the applicability of the Six-C model and its techniques on your project
- Upload the result no later than Tuesday 2nd oct at 23:55