

HULT
INTERNATIONAL
BUSINESS SCHOOL

A2: Group Assignment - Team 10

CASE - Paul McGinley: Leading a Multinational Team of Individuals

Communication & Collaboration II

MGT - 6034 - FMBAN1

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Q1. a) Who is Paul McGinley as a leader?

Paul McGinley saw himself as a strategist, who did not want the limelight. He was ripe for the leadership role when he took it and he knew the responsibilities and the expectations of a leader, not just the prestige that came with it. He also understood that as a leader, he should share responsibilities with his team members

b) What are his values, experience, strengths, and weaknesses?

Values: Besides football, golf was McGinley's other passion. He acknowledged what it means to be part of a team and to be an individual player. He valued the role the caddies played and listened to their opinions. Paul was very inclusive in his approach to making the team cohesive and created a group strategy for each member instead of one for the whole team. He valued the vice-captain roles, and their knowledge of the game and included them in the daily routine constantly.

Experience: Paul McGinley is an experienced golfer who has won several championships. He has also made winning putts in his debut at The Belfry and in his two appearances for the European Ryder Cup team. As captain, he has led the British & Ireland team to the Vivendi Seve Trophy twice, served as vice-captain in 2010 and 2012, and was named captain for the Ryder Cup. He has played over 500 European Tour events, with 4 European Tour victories.

Strengths: McGinley interacted with the players on a personal level. He wanted players to feel like they were representing their country. He knew that for a player to be successful, his heart must be in the game, not just his head. "This tool can enable team members to be clear about who they are and what is important to them".[Widdowson, L.(2022), pg 92]

Paul understood how to communicate with and manage the team. He met each player to make sure every message was received, and this allowed him to motivate them as well. His passion and desire were among his assets because he was constantly looking for new knowledge to improve his planning. He hired a data team to measure each golfer's performance and paired them accordingly. He examined the golf course and realized they had to master the course itself. In the Harvard article, The Neuroscience of Trust, [Zak, P. J. (2017)], a good leader recognizes excellence and ensures a level of autonomy, is what Paul practiced in his team. This was a great way for the team to thrive.

Weaknesses: His unique style as a leader is that he does not over-complicate and over-advise the minute details of each player and game, which would have negative results depending on the situation. In addition, he has difficulty understanding different position's perspectives that he has never experienced in his life, such as how a star player feels and thinks within a team dynamic.

2. What were the key challenges McKinley faced in taking on the Ryder Cup captaincy?

One of the key challenges we saw is that McGinley had to create a team from different countries without anyone losing their identity. He bridged this gap by bringing in elements of their cultures that allowed the team to bond over such as food and uniforms. According to the article Bridging FaultLines in Diverse Teams, demographics has much less to do about teams not being able to work harmoniously; but rather, it is in the leader's failure to make an avenue for sharing knowledge and innovation. Because of this, the team was able to create a space where they could discuss tactics and ideas that made them a stronger team.

McGinley had to deal with the stress of managing star players whom he considered were better than him. He is conscious that there are some aspects that he cannot control, but he can still provide guidance, insights, and encouragement. His strategy was to stay out of the limelight and speak to each player one-on-one on a professional level. He also assigned a fifth vice-captain so that players who are rested are still monitored. It was a challenge to the traditional roles that captains played, however, as we learned from Speeding Up Team Learning, teams can adapt to changes quickly by setting aside conventional wisdom such as experience and status.

Another issue were the pressures surrounding them as they were the favorites of the tournament, were playing on home ground, and negative media circulating that affected his team. In the article Coming Through When It Matters, people who feel the performance pressure paradox would most likely become risk averse. For McGinley, this was all about mindset: switching from team to individual mindset and not overreacting. He saw pressure points as opportunities for introspection for himself and also with the players by having one on one conversations about their performance.

3. Why was McGinley ultimately successful? What did he get right in leading a multinational team of individuals?

In order to overcome the Europeans' bond disadvantage over the Americans, Paul designed its team not just based on their skills, but also analyzed each of them on their mental states, views, and own self-perceptions. This allowed him to not only understand which players played better together but also how their mental states could complement each other. In addition to this, Paul went beyond that year and performance data from that same course in the last 10 years, as well as analyzing each player's press conferences, in order to

understand them better psychologically, to later use this in the team's favor when it came to solving any kind of problems that arose.

This strategy can come across as very individualistic, and not so much team-oriented, but as mentioned before, Paul studied the players to determine playing partners which helped create trust, because they got to know each other, and created a bond that otherwise would probably never have happened, because of the cultural and language differences team Europe had.

Another key point that led them to the win, was the fact of creating a goal bigger than the cup itself, playing for their own countries. The American team has always had this, but the European one has not, because of its diversity. That said, Paul created an environment where players would feel just like at home by offering them a buffet with food from each of their countries, as well as providing new uniforms with the colors of their countries.

Normally when teams are under pressure, they tend to become risk-averse and seek consensus instead of challenging each other to find the best course of action (Gardner, 2012). In this case, instead of critically thinking about how they can outperform themselves and their competitor, they tend to play it safe, which yes, reduces risk, but it also reduces the chances of a win if the opponent plays more aggressively. To avoid this Paul and the co-captains, whose titles were assigned to the reserve players to keep them motivated, brought a sort of an outsider point of view and challenged the coaches' and players' thoughts. These strategies were later communicated by Paul to the players in their one-on-one meetings.

Reference:

K. Gardner, H. (2012, April). Coming Through When It Matters Most. *Harvard Business Review*. <https://hbr.org/2012/04/coming-through-when-it-matters-most>

Zak, P. J. (2017). The neuroscience of trust. *Harvard Business Review*, 2017(January-February).

Gratton, L. (2007). Bridging Faultlines In Diverse Teams. *MIT Sloan Management Review*, 22-30.

Edmondson, A. (2001). Speeding Up Team Learning. *Harvard Business Review*, 125-132.

Widdowson, L., Barbour, P. (2022). Building top performing teams. *Kogan Page* (1st edition)

Appendices:

Roles on Teams

Student teams often function most effectively when members have designated roles. These can be instructor-determined or established by the groups themselves, e.g., by giving teams a list such as the one below and asking them to decide on and delegate appropriate roles within their group.

The roles you – or your students – assign will depend on the goals of the assignment, the size of the team, etc. They can be fixed or rotating. Here are some possible group roles, but the list is not exhaustive. Think creatively and come up with your own!

Facilitator: Moderates team discussion, keeps the group on task, and distributes work.

Recorder: Takes notes summarizing team discussions and decisions, and keeps all necessary records.

Reporter: Serves as group spokesperson to the class or instructor, summarizing the group's activities and/or conclusions.

Timekeeper: Keeps the group aware of time constraints and deadlines and makes sure meetings start on time.

Devil's Advocate: Raises counter-arguments and (constructive) objections, introduces alternative explanations and solutions.

Harmonizer: Strives to create a harmonious and positive team atmosphere and reach consensus (while allowing a full expression of ideas.)

Prioritizer: Makes sure group focuses on most important issues and does not get caught up in details.

Explorer: Seeks to uncover new potential in situations and people (fellow team members but also clients) and explore new areas of inquiry.

Innovator: Encourages imagination and contributes new and alternative perspectives and ideas.

Checker Checks to make sure all group members understand the concepts and the group's conclusions.

Runner Gets needed materials and is the liaison between groups and between their group and the instructor.

Wildcard Assumes the role of any missing member and fills in wherever needed.

Name	Assigned Role
Tebatso	Facilitator and Prioritizer
Bianca	Record and Timekeeper
Roger	Reporter and Devil's Advocate
Ryo	Innovator and Runner
Piyush	Harmonizer and Wildcards

These roles are adapted from lists in:

Barkley, E.F., Cross, K.P., & Major, C.H. (2005). *Collaborative learning techniques*. San Francisco: Jossey-Bass.

Johnson, D. W., Johnson, R. T., and Smith, K. (1991). *Cooperative learning: Increasing college faculty instructional productivity (ASHE-ERIC Higher Education Report No. 4)*. Washington, DC: The George Washington University, School of Education and Human Development.

Millis, B. J., and Cottell, P. G., Jr. (1998). *Cooperative learning for higher education faculty*. American Council on Education, Series on Higher Education. The Oryx Press, Phoenix, AZ.

Smith, K. A. (1996). "Cooperative Learning: Making 'Group work' Work" In Sutherland, T. E., and Bonwell, C. C. (Eds.), *Using active learning in college classes: A range of options for faculty*, *New Directions for Teaching and Learning* No. 67.

Group Resume

Student Name	Educational Background and Academic Major	General Knowledge of Course Content	Specialized Knowledge (Web Page Construction, Presentation, Software, Graphic Software...)	Skills (Writing, Presenting, Drawing, Acting, Facilitating...)
Bianca Rivas	<ul style="list-style-type: none"> • BSc in Business Administration • MBA 	<ul style="list-style-type: none"> • intermediate 	<ul style="list-style-type: none"> • financial and econ. analysis • business development • SQL, Python 	<ul style="list-style-type: none"> • Negotiation • Writing • Organization
Roger Lopez Benet	<ul style="list-style-type: none"> • BBA: Double major in Marketing and Entrepreneurship 	<ul style="list-style-type: none"> • Intermediate 	<ul style="list-style-type: none"> • Presenting • Graphic design • Marketing • SQL, Python 	<ul style="list-style-type: none"> • Writing • Presenting
Piyush Kumar	- Electrical & Electronic Engineer	<ul style="list-style-type: none"> • Intermediate 	<ul style="list-style-type: none"> • Domain Marketing • SQL, Python • Management 	<ul style="list-style-type: none"> • Marketing • Consulting
Tebatso Nyarambi	<ul style="list-style-type: none"> • Statistics & Operations Research 	<ul style="list-style-type: none"> • Basic knowledge 	<ul style="list-style-type: none"> • Project Management • Python • Sales 	<ul style="list-style-type: none"> • Facilitating • Planning • Organizing
Ryosuke Ogata	<ul style="list-style-type: none"> • Architecture • Society Engineering 	<ul style="list-style-type: none"> • Intermediate 	<ul style="list-style-type: none"> • CRM Development • SQL • Python 	<ul style="list-style-type: none"> • Consulting • Development

Adapted from Barkley, E.F., Cross, K.P., & Major, C.H. Collaborative Learning Techniques. San Francisco: Jossey-Bass. 2005

TENTaKELL's Team Contract

Team Name: TENTaKELL'S

Date: 1/24/2023

GOALS: What are our team goals for this project? What do we want to accomplish? What skills do we want to develop or refine?
<ul style="list-style-type: none">• Analyze the group dynamics present in the case in order to have a clear understanding of it and provide recommendations accordingly.• We want to meet the assignment requirements in full• To focus on the issues and not personalities
EXPECTATIONS: What do we expect of one another in regard to attendance at meetings, participation, frequency of communication, the quality of work, etc.?
<ul style="list-style-type: none">• We expect everyone to participate according to their assigned roles.• All members must provide valuable professional insights to solve the case.• All members are expected to work in-person and online.• Work to listen & hear one another without interruption• Failures are shared - no finger pointing & scapegoating• If you are unclear about what the group is doing, ask so you can understand.• If you want to know what someone is thinking, ask them
POLICIES & PROCEDURES: What rules can we agree on to help us meet our goals and expectations?
<ul style="list-style-type: none">• Be on time for meetings.• Deliver work on time.• Read right documents
CONSEQUENCES: How will we address non-performance in regard to these goals, expectations, policies and procedures?
<ul style="list-style-type: none">• Treat all groupmates a cup of coffee if more than 30 minutes late.

We share these goals and expectations, and agree to these policies, procedures, and consequences.




Roger Lopez Benet



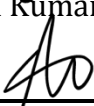
Bianca Elise Rivas



Ryosuke Ogata



Piyush Kumar



Tebatso Nyarambi

Tentakells Process Assessment

Please check the box that best reflects the extent to which each statement describes your group.

		To a very little extent	To a little extent	To a great extent	To a very great extent
1.	We work together.				✓
2.	There is group concern for quality performance.			✓	
3.	We share high performance expectations.				✓
4.	Some take our group work too lightly.				✓
5.	Some team members with good ideas don't speak up.			✓	
6.	Some members of the group would not disagree for fear of what others might think.	✓			
7.	Some team members act like they know it all.				✓
8.	One or two members tend to dominate the discussion.	✓			
9.	We listen to each individual's input.			✓	
10.	Team members feel free to make positive and negative comments.				✓
11.	An atmosphere of trust exists in our group.			✓	
12.	We are comfortable in the roles we play in the group.				✓

Adapted from Watson, W.E. & Michaelsen, L.K. (1988). Group interaction behaviors that affect performance on an intellectual task. *Group and Organizational Studies*. 13 (4), 495-516.

Individual Evaluation
Ryosuke Ogata

Sample Group Process Evaluation Form						
Individually, reflect on your group's dynamics and – anonymously – rate them according to each of the following variables (using a scale from 1 to 5). As a group, discuss the results and brainstorm concrete ways to improve your group processes.						
Goals						
Goals are unclear or poorly understood, resulting in little commitment to them.	1	2	3	4	5	Goals are clear, understood, and have the full commitment of team members.
Openness						
Members are guarded or cautious in discussions.	1	2	3	4	5	Members express thoughts, feelings, and ideas freely.
Mutual Trust						
Members are suspicious of one another's motives.	1	2	3	4	5	Members trust one another and do not fear ridicule or reprisal.
Attitudes Toward Difference						
Members smooth over differences and suppress or avoid conflict.	1	2	3	4	5	Members feel free to voice differences and work through them.
Support						
Members are reluctant to ask for or give help.	1	2	3	4	5	Members are comfortable giving and receiving help.
Participation						
Discussion is generally dominated by a few members.	1	2	3	4	5	All members are involved in discussion.
Decision-making						
Decisions are made by only a few members.	1	2	3	4	5	All members are involved in decision-making.



Flexibility						
The group is locked into established rules and procedures that members find difficult to change.	1	2	3	4	5	Members readily change procedures in response to new situations.
Use of Member Resources						
Individuals' abilities, knowledge and experience is not well utilized.	1	2	3	4	5	Each member's abilities, knowledge, and experience are fully utilized.

Adapted from Russ Christianson, CoopZone.



Bianca Rivas - Group Process Evaluation Form						
Individually, reflect on your group's dynamics and – anonymously – rate them according to each of the following variables (using a scale from 1 to 5). As a group, discuss the results and brainstorm concrete ways to improve your group processes.						
Goals						
Goals are unclear or poorly understood, resulting in little commitment to them.	1	2	3	4	5	Goals are clear, understood, and have the full commitment of team members.
Openness						
Members are guarded or cautious in discussions.	1	2	3	4	5	Members express thoughts, feelings, and ideas freely.
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Members are suspicious of one another's motives.	1	2	3	4	5	Members trust one another and do not fear ridicule or reprisal.
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Use of Member Resources						
Individuals' abilities, knowledge and experience is not well utilized.	1	2	3	4	5	Each member's abilities, knowledge, and experience are fully utilized.

Roger - Group Process Evaluation Form						
Individually, reflect on your group's dynamics and – anonymously – rate them according to each of the following variables (using a scale from 1 to 5). As a group, discuss the results and brainstorm concrete ways to improve your group processes.						
Goals						
Goals are unclear or poorly understood, resulting in little commitment to them.	1	2	3	4	5	Goals are clear, understood, and have the full commitment of team members.
Openness						
Members are guarded or cautious in discussions.	1	2	3	4	5	Members express thoughts, feelings, and ideas freely.
Mutual Trust						
Members are suspicious of one another's motives.	1	2	3	4	5	Members trust one another and do not fear ridicule or reprisal.
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Use of Member Resources						
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Tebatso - Process Evaluation Form						
Individually, reflect on your group's dynamics and – anonymously – rate them according to each of the following variables (using a scale from 1 to 5). As a group, discuss the results and brainstorm concrete ways to improve your group processes.						
Goals						
Goals are unclear or poorly understood, resulting in little commitment to them.	1	2	3	✓	5	Goals are clear, and understood, and have the full commitment of team members.
Openness						
Members are guarded or cautious in discussions.	1	2	3	✓	5	Members express thoughts, feelings, and ideas freely.
Mutual Trust						
Members are suspicious of one another's motives.	1	2	3	✓	5	Members trust one another and do not fear ridicule or reprisal.
Attitudes Toward Difference						
Members smooth over differences and suppress or avoid conflict.	1	2	3	✓	5	Members feel free to voice differences and work through them.
Support						
Members are reluctant to ask for or give help.	1	2	3	✓	5	Members are comfortable giving and receiving help.
Participation						
Discussion is generally dominated by a few members.	1	2	3	✓	5	All members are involved in the discussion.
Decision-making						
Decisions are made by only a few members.	1	2	3	✓	5	All members are involved in decision-making.

Flexibility						
The group is locked into established rules and procedures that members find difficult to change.	1	2	3	✓	5	Members readily change procedures in response to new situations.
Use of Member Resources						
Individuals' abilities, knowledge, and experience are not well utilized.	1	2	3	✓	5	Each member's abilities, knowledge, and experience are fully utilized.

Piyush

Sample Group Process Evaluation Form						
Individually, reflect on your group's dynamics and – anonymously – rate them according to each of the following variables (using a scale from 1 to 5). As a group, discuss the results and brainstorm concrete ways to improve your group processes.						
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