



Team Dynamics Report

*CARE Model - Diagnostics & Prescriptions
for a Healthy Team*



Report Prepared For:

Group Name: 14

Tanuj Patel

November 8, 2021

*Individual and Team Performance Lab
Department of Psychology
The University of Calgary*

CARE

COMMUNICATE

Create a cooperative environment, ensure role clarity, and develop a clear course of action for teamwork.

ADAPT

Coordinate efforts in response to changing task demands, monitor team members' progress, and provide backup.

RELATE

Reduce interpersonal conflicts and arguments regarding how to accomplish work. Focus on building trust and a safe place for sharing.

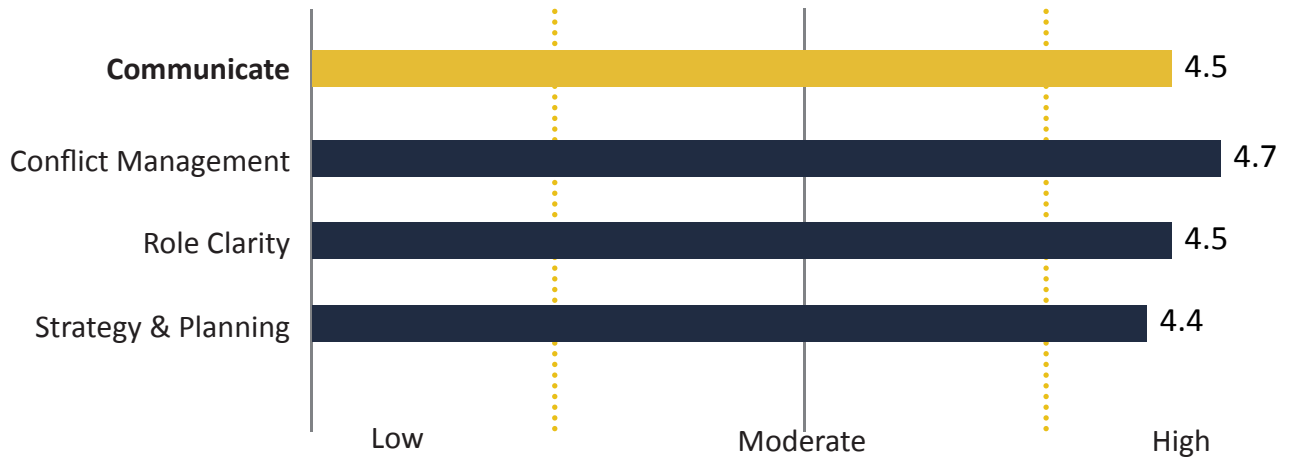
EDUCATE

Learn from other team members, and provide each other with constructive feedback.

The team CARE model was developed by the Individual and Team Performance Lab at the University of Calgary. It provides detailed feedback on how well your team is functioning in 4 key areas: ***Communication, Adaptability, Relationships, and Education.***

This feedback report allows you to view the health of your team, and will prompt you to develop action steps that will enable you to become more effective as a group.

COMMUNICATE



Cooperative Conflict Management

Approaching conflict and incompatibilities such that win-win solutions are sought. Conflict is viewed as a chance to learn and make quality improvements, and members work through different viewpoints with mutual respect.

Role Clarity

The existence of well-defined and understood roles within the team, demonstrated through the establishment and maintenance of clarity regarding responsibilities, goals, expectations, and relative authority of each role within the team.

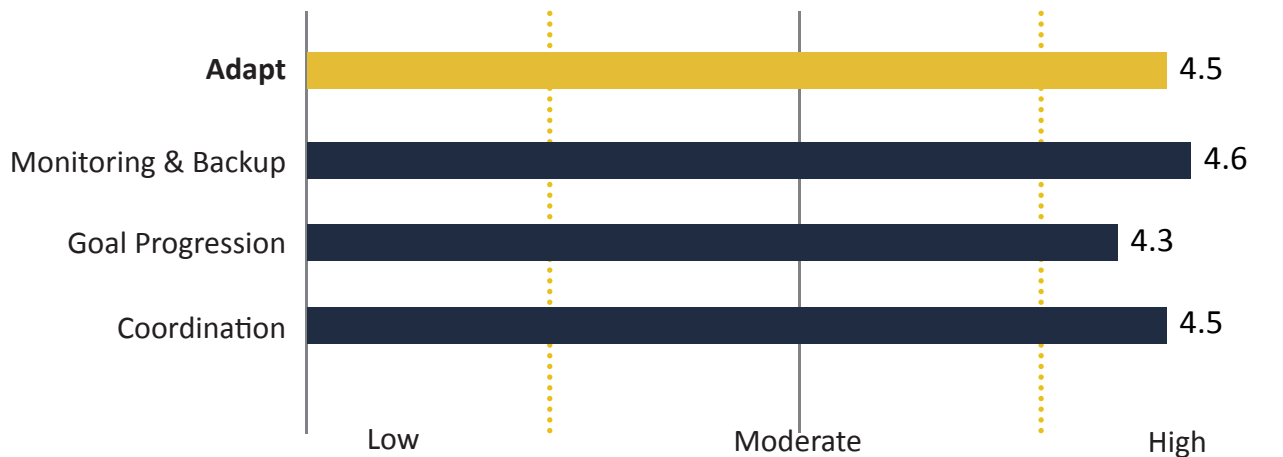
Strategy Formulation & Planning

Developing overall strategies that guide team efforts, including the sequencing of planned work elements, evaluation of processes, and formulation of contingency plans.

List steps and actions that your team will take to improve on Communicate:

ACTION PLAN

ADAPT



Team Monitoring & Backup

A shared awareness of the relative strengths and weaknesses of each team member, supplemented by an effort of all members to monitor work standards and offer help to each other when needed.

Goal Progression

The regular evaluation by team members of the progress and accomplishment of team goals. Team members use clearly defined metrics to assess progress, pacing, and accomplishment of goals.

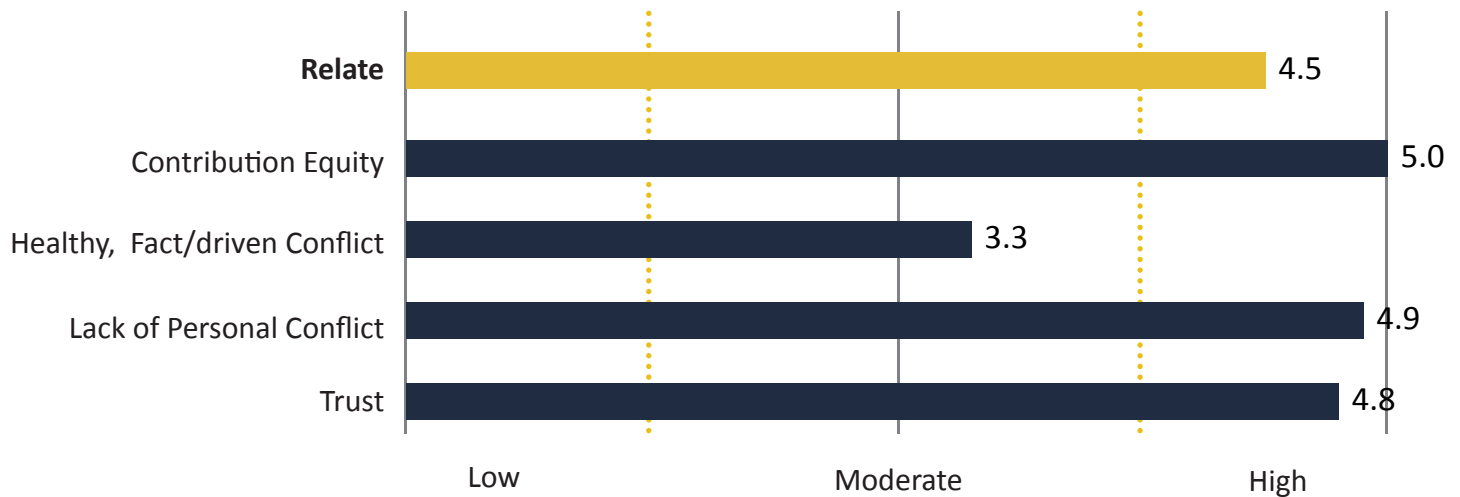
Coordination

Smooth workflow between team members, integration and coordination of each team member's work efforts, and efficient re-establishment of coordination in response to error.

List steps and actions that your team will take to improve on Adapt:

ACTION PLAN

RELATE



Contribution Equity

Agreement in the adequacy of each member's contribution to the team effort and objectives.

Healthy, Fact-driven Conflict

The team freely and openly debates the merits of different perspectives, views, and opinions on an intellectual level.

Lack of Personal Conflict

The team atmosphere is free of interpersonal tensions, friction, animosity, and personality clashes.

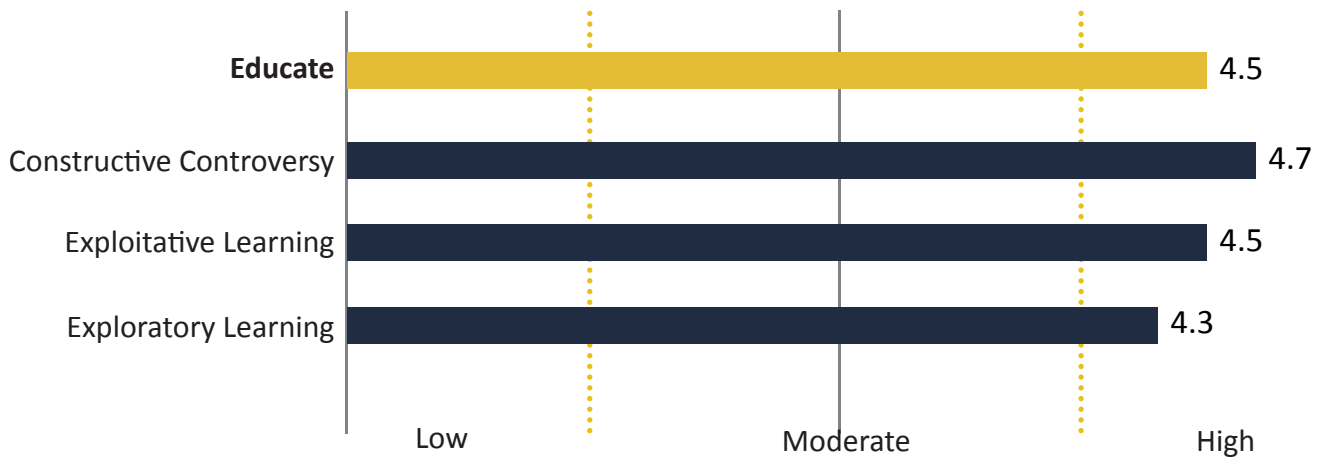
Trust

Extent to which team members perceive and have confidence in the integrity, reliability, and overall trustworthiness of members within their workgroup.

List steps and actions that your team will take to improve on Relate:

ACTION PLAN

EDUCATE



Constructive Controversy

The development and expression of all members' ideas and an effort to understand and question them; the integration of unique components of ideas; an assurance of unanimous agreement prior to the implementation of a decision.

Exploitative Learning

Efficiency-enhancing behavior that involves refining, capitalizing on, and leveraging existing team member knowledge to complete tasks and move forward on deliverables.

Exploratory Learning

Searching for new information beyond the team's current knowledge base with a focus on flexibility, discovery, and open-mindedness toward new concepts and possibilities.

List steps and actions that your team will take to improve on Educate:

ACTION PLAN

FEEDBACK

"We did an amazing job in terms of communicating between ourselves and setting up a plan when handling the project."

"We did a great job at breaking down the task and assigning roles to each other. We created a schedule that we followed which allowed us to finish the task on time and by us working together we were able to help each other and solve problems together."

"We as a group did a good job in time management getting work done and communicating effectively"



ATTRIBUTIONS & ACKNOWLEDGEMENTS

As detailed in O'Neill et al. (in press):

"Beneath each of the four CARE qualities are several multi-item facet-level scales. These scales were taken directly from other publications that offered reliability and validity evidence, thereby ensuring that the items were accurate, reliable and valid indicators of the intended constructs. Communicate is assessed through the scales cooperative conflict management (Tjosvold 1998), role clarity (Rizzo, House, and Lirtzman 1970), and strategy and planning (Mathieu et al. in press). Adaptability is assessed through the scales team monitoring and backup (Mathieu et al. in press), goal progression (Mathieu et al. in press), and coordination (Mathieu et al. in press). Relate is assessed through the scales contribution equity (Behfar et al. 2011), healthy fact-driven conflict (Behfar et al. 2011), lack of personal conflict (Jehn 1995), and trust (Pearce et al. 1992). Educate is assessed through the scales constructive controversy (Tjosvold 2008), exploitative learning (Kostopoulos and Bozionelos 2011), and exploratory learning (Kostopoulos and Bozionelos 2011)." Table 1 in O'Neill et al. (in press) contains the scales for each of the four CARE qualities and individual assessment items.

We approached each lead author of the publications cited to obtain permission to use the CARE items in ITPmetrics.com as a free service to end users. No objections were raised.

References

- Behfar, K. J., E. A. Mannix, R. S. Peterson, and W. M. Trochim. 2011. "Conflict in Small Groups: The Meaning and Consequences of Process Conflict." *Small Group Research* 42 (2): 127–176. doi:10.1177/1046496410389194.
- Jehn, K. A. 1995. "A Multimethod Examination of the Benefits and Detriments of Intragroup Conflict." *Administrative Science Quarterly* 40 (2): 256–282. doi:10.2307/2393638.
- Kostopoulos, K. C., and N. Bozionelos. 2011. "Team Exploratory and Exploitative Learning: Psychological Safety, Task Conflict, and Team Performance." *Group & Organization Management* 36 (3): 385–415. doi:10.1177/ 1059601111405985.
- Mathieu, J. E., M. M. Luciano, L. D'Innocenzo, E. A. Klock, and J. A. LePine. in press. "The Development and Construct Validity of a Team Processes Survey Measure." *Organizational Research Methods* : 1–33. doi:10.1177/ 1094428119840801.
- O'Neill, T. A., Pezer, L., Solis, L., Larson, N., Maynard, N., Dolphin, G., Brennan, R., & Li, S. in press. "Team Dynamics Feedback for Post-Secondary Student Learning Teams: Introducing the "Bare CARE" Assessment and Report." *Assessment and Evaluation in Higher Education*. doi:10.1080/02602938.2020.1727412
- Rizzo, J. R., R. J. House, and S. I. Lirtzman. 1970. "Role Conflict and Ambiguity in Complex Organizations." *Administrative Science Quarterly* 15 (2): 150–163. doi:10.2307/2391486.
- Tjosvold, D. 1998. "Cooperative and Competitive Goal Approach to Conflict: Accomplishments and Challenges." *Applied Psychology* 47 (3): 285–313. doi:10.1111/j.1464-0597.1998.tb00025.x.