



# Week 1: Introduction

“Positionality and teamwork: individual and intra-organisational perspectives”

**MoT1452: Inter- and Intra-Organizational Decision-Making**

April 22<sup>nd</sup>, 2024

**Teaching team**

**Module manager & lead instructor:**

Dr. Jenny Lieu

**The amazing co-teaching facilitation team:**

Aditya Chhetri, Anggi Paramitha Siregar, Devano Yehezkiel Adipradhana,  
Giovanni Nian Gani Meghana Kotha, and Pavlo Topalli

# Agenda



9:45-10:15: Introduction to teaching team, lecture format & overview of assignments by Dr. Jenny Lieu



10:15- 10:45: Lecture on "Positionality & teamwork: individual & intraorganisational perspective (Q&A)"



10:45-11:00 Assignment explanation & attendance quiz; Questions / break



11:00-12:45 In-class group work & self reflection: run by facilitator (groups listed on bright space)

# Teaching team introduction

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- **Module manager & lead instructor:** Dr. Jenny Lieu
- **Facilitators for in-class assignments and assessed group work:** Aditya Chhetri, Anggi Paramitha Siregar, Devano Yehezkiel Adipradhana, Giovanni Nian Gani Meghana Kotha, and Pavlo Topalli
  - **Student Assistant:** Anggi Paramitha Siregar\* ([AnggiParamithaSiregar@student.tudelft.nl](mailto:AnggiParamithaSiregar@student.tudelft.nl)) Anggi will filter the questions and communicate with the module manager.
- **Guest lecturers:** Dr. Natalia Prozorova, Dr. Nthabi Mohlakoana, Prof. Marjan Eggermont, and Mr. Panagiotis Sevdalis

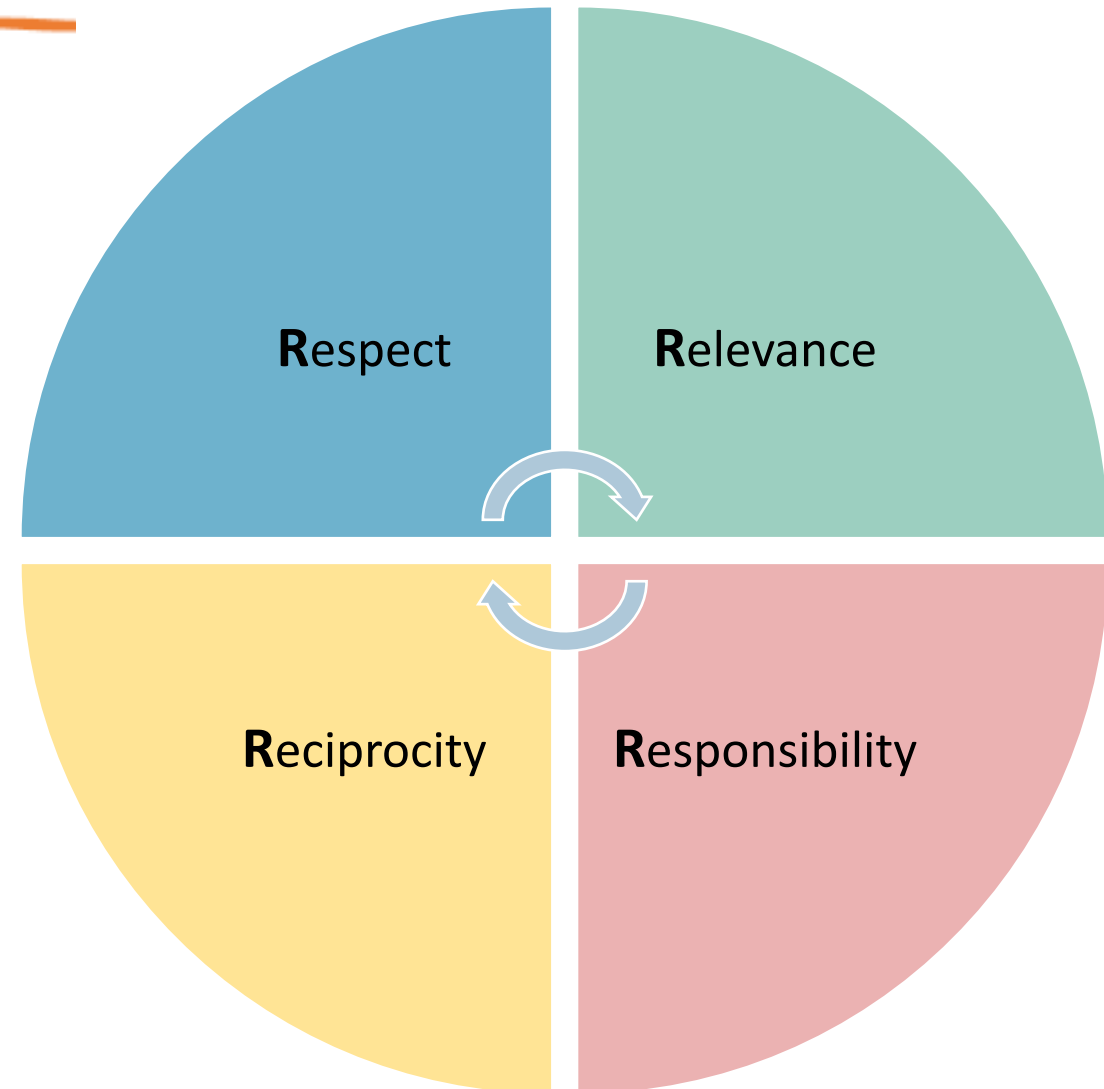
# Norms in our learning space: 4Rs

## Norm integration for university

- University “symbolize movement from one stage of life to another”
- Success requires individual to integrate into the ‘new’ society’s norms
- Universities “synthesize, reproduce, and integrate its members toward similar goals”

## Norm reconfiguration

- “Realizing equality and sharing in the opportunities of the larger society”
- Social and economic mobility, developing leaders for (y)our communities
- Engaging in research to advance knowledge for (y)our communities



# General lecture format

## Introduction (~10 mins) (module manager)

**9:45-9:55:** - Introduction to the week's topics and tips on assignments

## Lecture (~60 minutes) (lecturer)

**9:55- 10:35** - Overall lecture time

**10:35 – 10:45** - Q&A + explanation of the assignment + taking attendance question

**10:45-11:00** Ask lecturer questions & 15-minute break

## In class assignment (with your groups for report) (facilitators) (~ 60 mins)

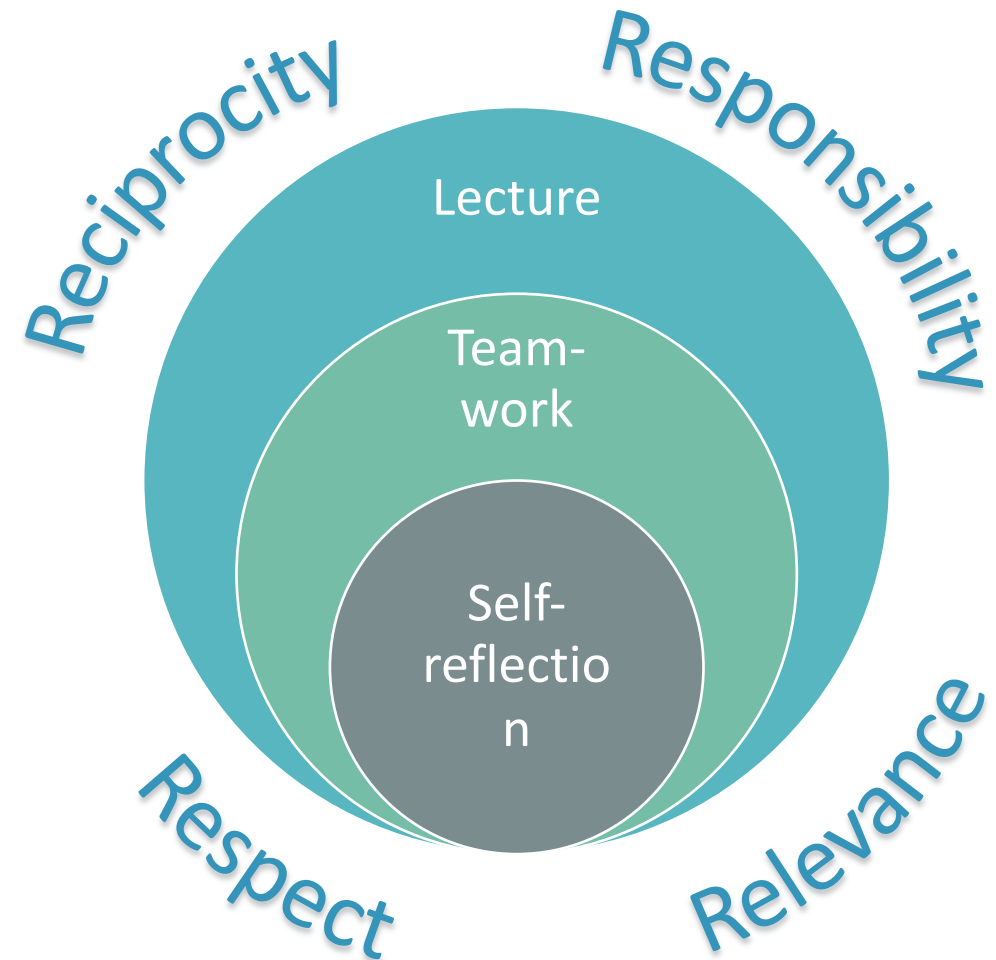
**11:10-12:00** - Work in groups to answer the assignment  
- Ask for support in-person

**12:00-12:10** - Individual reflection assignment write  
- Provide individual written response for assignment and submit to Brightspace

## Group work time (facilitators)

**12:10-12:45** - Time to work on the group report

# Layered learning



# Learning moments (assessments)

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## 1. Individual reflection based on in-class group work (15%)

- Aim to apply theoretical knowledge, motivate active participation, and individually reflect on course materials & discussions (submit by end of next day)
- 5 assignments in-class assignments in total. Each worth 3%.

## 2. Individual assignment (35%)

- Learning critical thinking and reflection skills
- Topic to be provided in 1-2 weeks
- Cumulative learning from individual reflections (include in the appendix)
- Submit by June 5<sup>th</sup> – 7<sup>th</sup> 17:00 CET

# Brightspace: Assessments

- Content
  - Week X
    - In-class group participation & assignments

The screenshot displays the Brightspace user interface. On the left is a navigation sidebar with a 'Search Topics' search bar and a list of course items: Bookmarks, Course Schedule (2), Table of Contents (7), Course Information (1), Writing Resources (1), Week 1 (5), Lecture 1: Introduction to Decision-Making, **In-class group participation & assignment instructions** (3), and Required readings (2). The 'In-class group participation & assignment instructions' item is highlighted with a red box. The main content area on the right is titled 'In-class group participation & assignment instructions' with a 'Print' icon. It features a 'Download' button and a progress bar indicating '50 % 3 of 6 topics complete'. Below this, there are sections for 'Survey for Lecture 1' (a survey starting and ending on April 22, 2024), 'MOT123a\_Assignment 1\_2024' (a word document), and 'MOT123a - Team Contract Template\_2024' (an updated word document). The 'Individual Assignment based on group discussion. Assignment 1 - Week 1' section includes an assignment due on April 22, 2024, at 13:00, with availability restrictions. Finally, the 'Team Contract' section shows an assignment due on May 1, 2024, at 17:00, also with availability restrictions.

Search Topics

Bookmarks

Course Schedule 2

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Introduction to  
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**[In-class group participation & assignment instructions](#)** 3

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Download

50 % 3 of 6 topics complete

Survey for Lecture 1

Survey

Starts 22 April, 2024 10:30 Ends 22 April, 2024 13:00

MOT123a\_Assignment 1\_2024 ✓

Word Document

MOT123a - Team Contract Template\_2024 Updated ✓

Word Document

Individual Assignment based on group discussion.  
Assignment 1 - Week 1

Assignment

Due 22 April at 13:00

Available on 22 April, 2024 10:30. Submission restricted before availability starts.

Available until 23 April, 2024 17:00. Access restricted after availability ends.

Team Contract

Assignment

Due 1 May at 17:00

Available on 22 April, 2024 10:30. Access restricted before availability starts.

# Missed in-class group assessments/learning moments

- If you miss the in-group session you will be asked to submit a **personal reflection** based on a ChatGPT's response, to reflect on gaps in its' response and **make links to the lecture materials**.
- You can submit this in Brightspace under 'assignments' for each week.
- You can receive **up to 3%** for participation
- Grade depends on the quality of your reflection and relevant links to the lecture content
- Submit by the Friday of the lecture week

The screenshot displays a Brightspace course interface. On the left, a navigation menu includes 'Search Topics', 'Bookmarks', 'Course Schedule' (2), 'Table of Contents' (7), 'Course Information' (checked), 'Writing Resources' (1), 'Week 1' (6), 'Lecture 1: Introduction to Decision-Making', 'In-class group participation & assignment instructions' (4, highlighted with a red box), and 'Required readings' (2). The main content area is titled 'In-class group participation & assignment instructions' with a dropdown arrow. It shows a progress bar at 42,86% (3 of 7 topics complete) and a 'Download' button. Below this, a 'Survey for Lecture 1' is listed with a start/end time of 22 April, 2024 10:30 to 13:00. Two Word Documents are shown: 'MOT123a\_Assignment 1\_2024' and 'MOT123a - Team Contract Template\_2024'. An 'Individual Assignment based on group discussion. Assignment 1 - Week 1' is also listed with a due date of 22 April at 13:00 and availability from 22 April 10:30 to 23 April 17:00. At the bottom, a red box highlights a section titled 'Week 1: Missed in-class group assignment submission', which is an assignment available from 22 April 17:00 to 28 April 23:59.

Search Topics

Bookmarks

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Download

42,86 % 3 of 7 topics complete

Survey for Lecture 1

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MOT123a\_Assignment 1\_2024 ▾

Word Document

MOT123a - Team Contract Template\_2024 ▾

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Week 1: Missed in-class group assignment submission

Assignment

Available on 22 April, 2024 17:00. Access restricted before availability starts.

Available until 28 April, 2024 23:59. Access restricted after availability ends.



# Learning moments (assessments)

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## 3. Group report paper (50%):

- Develops your *collective ability* to apply *concepts* in a *real-world problem* and to write a *well-argued* research paper in a team of 4-5
  - Get into groups of 4-5 (April 22<sup>th</sup>)
  - 1<sup>st</sup> submission *group paper topic proposal* 1-2 pager (May 21<sup>st</sup>)
  - 2<sup>nd</sup> submission of *draft* plagiarism check (June 11<sup>th</sup>)
  - 3<sup>rd</sup> *presentation & feedback* of nearly final draft (June 10<sup>th</sup>)
  - 4<sup>th</sup> *final submission* (June 17<sup>th</sup>)
  - Fill in buddy check June 18<sup>th</sup>

# Teams for group report

- Groups already formed by the teaching team by defined imperfect criteria

Course Home Content Collaboration ▾ Assignments Ouriginal Grades Help

Groups

View Available Groups

My Groups

- Discussions
- Virtual Classroom
- Groups
- Group Self Enrollment

Help

Groups	Members	Assignment	Discussions	Locker	Email	Actions
Groups 2024						Expiry Date: 04 May, 2023 23:59
Group 1	5/5 (Full)	Team Contract ?				
Group 2	5/5 (Full)	Team Contract ?				
Group 3	5/5 (Full)	Team Contract ?				
Group 4	5/5 (Full)	Team Contract ?				
Group 5	5/5 (Full)	Team Contract ?				
Group 6	5/5 (Full)	Team Contract ?				
Group 7	5/5 (Full)	Team Contract ?				
Group 8	5/5 (Full)	Team Contract ?				
Group 9	5/5 (Full)	Team Contract ?				

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# Upcoming submission: Team Contract (May, 1<sup>st</sup>, 2024)

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Assignment 1: (60-70 mins) – submit Team Contract by May 1<sup>st</sup>, 2024

Based on Lecture 1: “Positionality & teamwork: individual & intra-organisational perspectives”

## Part 1: Team Contract

- **Task 1: Introduction (10 minutes)**
  - a. **Positionality and intersectionality:** introduce yourself and discuss your experiences and knowledge you bring into your team (working, family obligations, etc) (**4 Rs- relevance, respect, reciprocity, responsibility**)
- **Task 2: Team Contract (40 mins)**
- See the Team Contract Template on Brightspace. Complete it as much as possible in-class (include the team charter as an Appendix in the final group report).

## Part 2: Self-reflection (5-10mins) 1-2 short paragraphs (submit on Brightspace by end of next working day 5:00pm).

- What were your key impression of the Team Contract exercise. Avoiding passing judgement on yourself and your colleagues. Instead, reflect on what you learnt.

# Personal reflection on workshop group assignment based on lecture

## Part 2: Self-reflection (15-20mins)

- **1-2 short paragraphs (to be submitted on Brightspace for participation marks)**
- Write about one of the key lessons you've learnt or something that you were surprised/confused about:
  1. during the group discussion and/or the plenary discussion; and
  2. concepts presented during the lecture

**TU Delft** MOT123A Inter- and Intra-Organizatio...

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### In-class group participation & assignment instructions ▾

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42,86 % 3 of 7 topics complete

#### Survey for Lecture 1

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#### MOT123a\_Assignment 1\_2024 ▾

Word Document

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Available until 23 April, 2024 17:00. Access restricted after availability ends.

# Later submission: Group report (May 21<sup>st</sup>, 2024)

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- Your group can choose any real-world decision-making process that interests you and meets the following criteria:
  - Concerns a *wicked* problem; **multiple actors**; **conflicting viewpoints**, and *negotiations or interactions that have already happened*;
  - Clearly define a **research question**
  - It must be well-documented (at least 4 references);
  - **Technology** should play an important role (i.e., not purely political or social).
- *Maximum of 500 words* (one PDF page) **due May 21<sup>st</sup>**

# Accommodations: where's the emergency exit?!

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Purple Heart = I am in a state of emergency and need accommodations 

Send an e-mail to Jenny with a purple heart (write out the words if you can't find the icon). You don't need to explain why.

Please use this purple heart with **respect** and **responsibility**. **It is only for emergency situations where you are too overwhelmed to ask for help otherwise.**

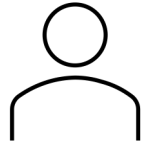
- For all other issues, please let the teaching team know if you are experiencing any challenges that could impact your ability to participate or learn in the course and we can find accommodations
- Other resources:
  - Academic Counsellor: <https://www.tudelft.nl/en/student/faculties/tpm-student-portal/organisation/academic-counsellors-tpm> Hanneke Thieme A2.340, Tue & Thu; Marieke Kuyvenhoven Lemckert A2.320, Mon-, Tue & Thu
  - Student counsellors for support at <https://www.tudelft.nl/en/student/counselling/meet-us/student-counsellors>. You can send an e-mail at: [centralcounsellors@tudelft.nl](mailto:centralcounsellors@tudelft.nl) or walk in and select a time on-line



## MOT123a Overarching course perspective on decision-making

# Decision making: multi-layer perspectives

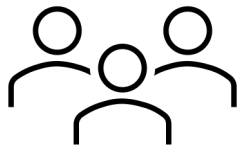
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## 1. Individual decision making

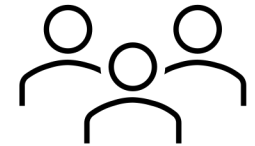
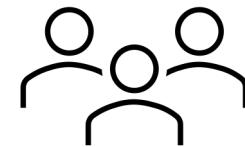
- Positionality, intersectionality, reflection

## 2. Multi-actor decision making



### Intraorganizational:

- Hierarchy for coordination in organizations
- Negotiated process in teams and projects



### Interorganizational:

- Negotiated process in projects/programs
- Share solutions for unshared problems





# Part I: The individual perspective

# Positionality as privilege

- Why is acknowledging our privilege needed and when working with people in teams?

**Positionality** is a methodology that “requires researchers to identify their **own degrees of privilege** through factors of race, class, educational attainment, income, ability, gender, and citizenship, among others” for the purpose of **analyzing** and **acting** from **one’s social position**” [...] “in an unjust world.”

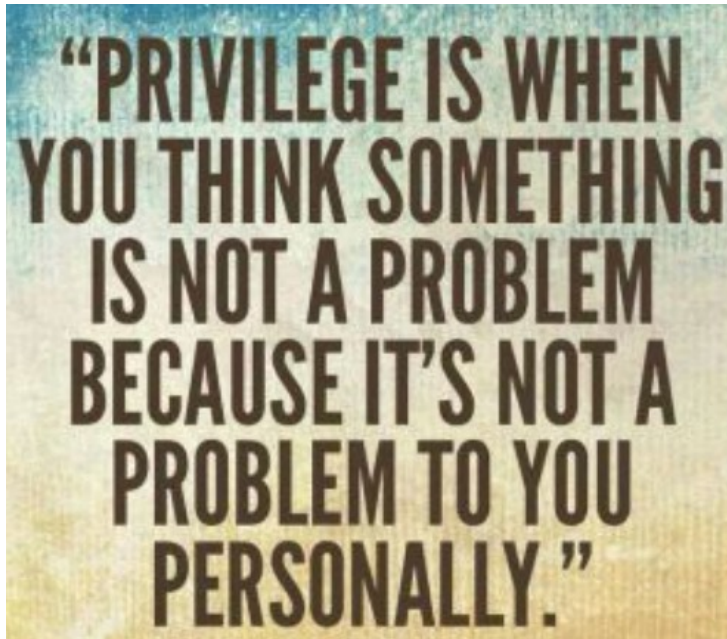


# Privilege: it's okay to feel uncomfortable

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Privilege is “an advantage that is completely out of your control”

Source: University of Central Arkansas,  
<https://uca.edu/training/files/2017/11/Privilege-What-Does-It-Mean-Handout.pdf>



Source: [https://www.huffpost.com/entry/when-youre-accustomed-to-privilege\\_b\\_9460662?ncid=fbklnkushpimg00000063&utm\\_campaign=hp\\_fb\\_pages&utm\\_source=main\\_fb&utm\\_medium=facebook](https://www.huffpost.com/entry/when-youre-accustomed-to-privilege_b_9460662?ncid=fbklnkushpimg00000063&utm_campaign=hp_fb_pages&utm_source=main_fb&utm_medium=facebook)

“We don’t know how to have these conversations [about vulnerability]; we’re afraid we’re going to say the wrong thing. [...] first to not have the conversation because they make you uncomfortable is the definition of privilege.

Your comfort is not at the centre of this discussion[...]. It’s not a question about whether you have a bias or not, it’s what biases do you have, and how many, and how bad, and how deep? [...] then you listen, and you learn....

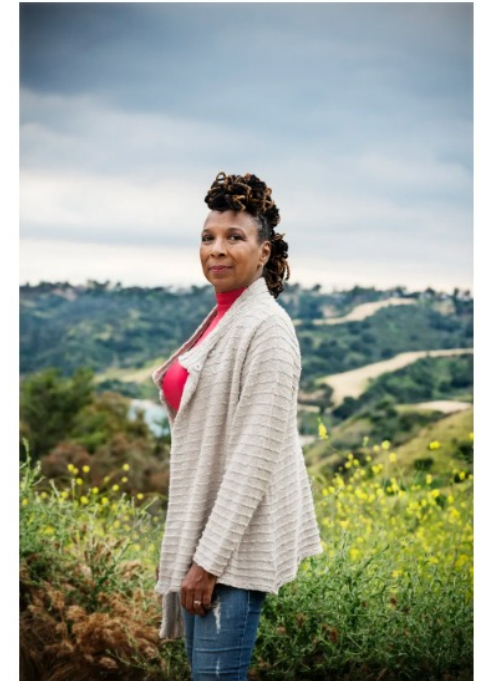
-Dr. Brene Brown, The Call to Courage.

Source: Brene Brown: The Call to Courage. April 19<sup>th</sup>, 2019. Netflix. USA Director: [Sandra Restrepo](#)

# Intersectionality as vulnerabilities

## *Intersectionality* (Crenshaw, 1989)

- Based on U.S. law's narrow view of discrimination on Black Women on race & gender
- It's developed now into a conceptual framework to consider *inequalities*
- Intersectionality considers systemic inequalities based on gender, race, sexual orientation, (dis)abilities, education, that cut across one another or 'intersects and' can reinforces or magnify inequalities



Professor Kimberlé Crenshaw coined the term "intersectionality" in a 1989 academic paper. | Nolwen Cifuentes for Vox

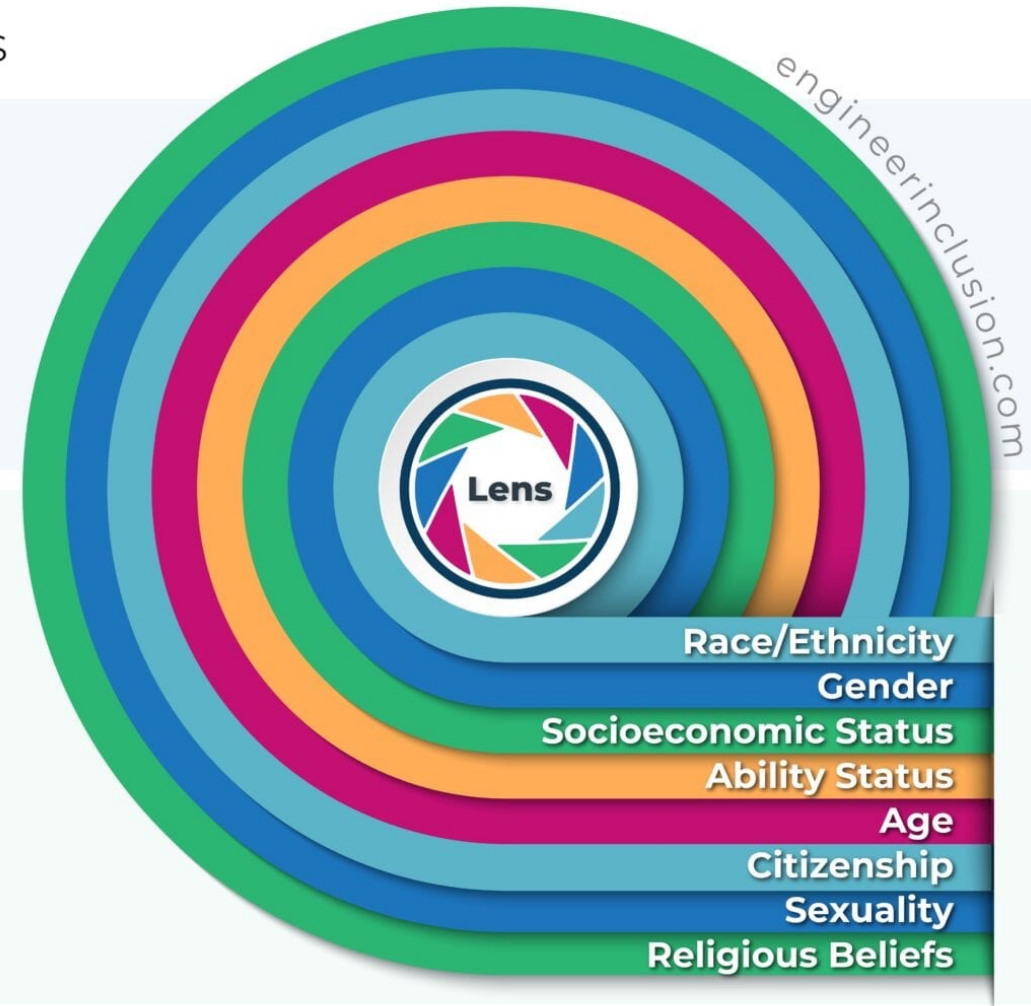
# Let's talk about it

**Question:** speaking to the person next to you, discuss your positionality & intersectionality

**Together as a class:** to what extent do you think positionality and intersectionality influences what you bring to your group work?

## Positionality is

- 1) the social and political context that creates your identity and
- 2) how your identity influences and biases your perception of and outlook on the world.




# Individual reflection for decision-making

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- **Reflection:** an on-going practice of **self inquiry**, learning from experiences of oneself in relation to others, challenging assumptions, exploring what you know, don't know, and want to know





# Part II: Teams conflict & decision making

Slides on team conflict from:  
ITPmetrics.com run by Dr. Tom O'Neill:  
<https://itpmetrics.com/assessment.info>

# Lencioni's Pyramid: Five Dysfunctions of a Team

## High Performance Team

## Dysfunctional Team



Visit us on: <https://omtglobal.com/>



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# Task Conflict “The good”

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- Conflict about the content of the task
- Disagreements about:
  - Ideas
  - Opinions
  - Perspectives

# Process Conflict “The bad”

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- Conflict about the how of the work is done
- Disagreements about resourcing:
  - Coordination
  - Timelines
  - Assigning roles and responsibilities

# Relationship Conflict “The ugly”

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- The conflict is interpersonal
- This can lead to:
  - Tension
  - Annoyance
  - Animosity
  - Resentment
  - Health/stress
  - Loss of trust

# From 'ineffective' to the 'ideal'

Measured:

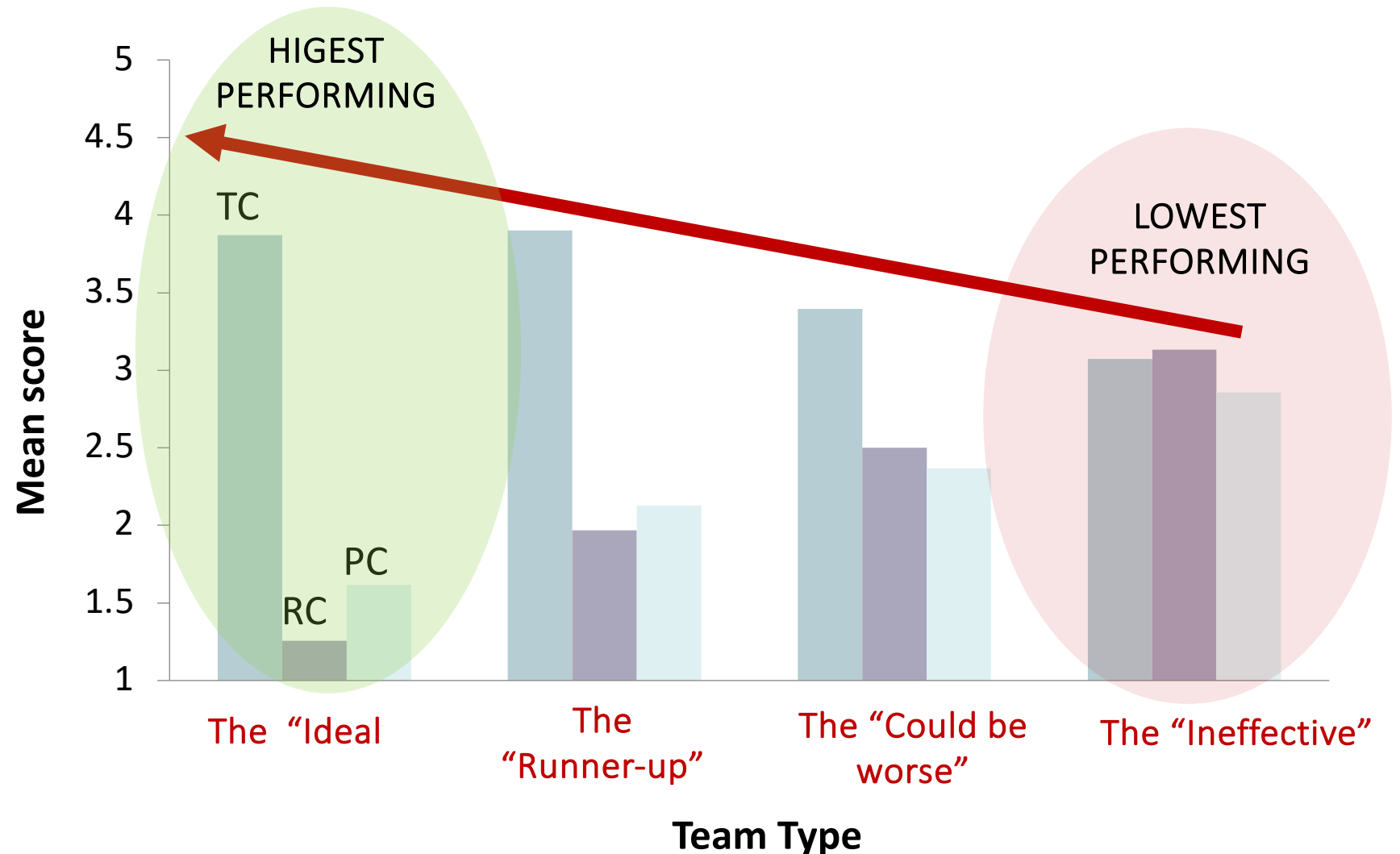
1. Team conflict
  2. Team potency
- "the team's collective belief about its ability to perform"

**Legend:**

TC: Task conflict

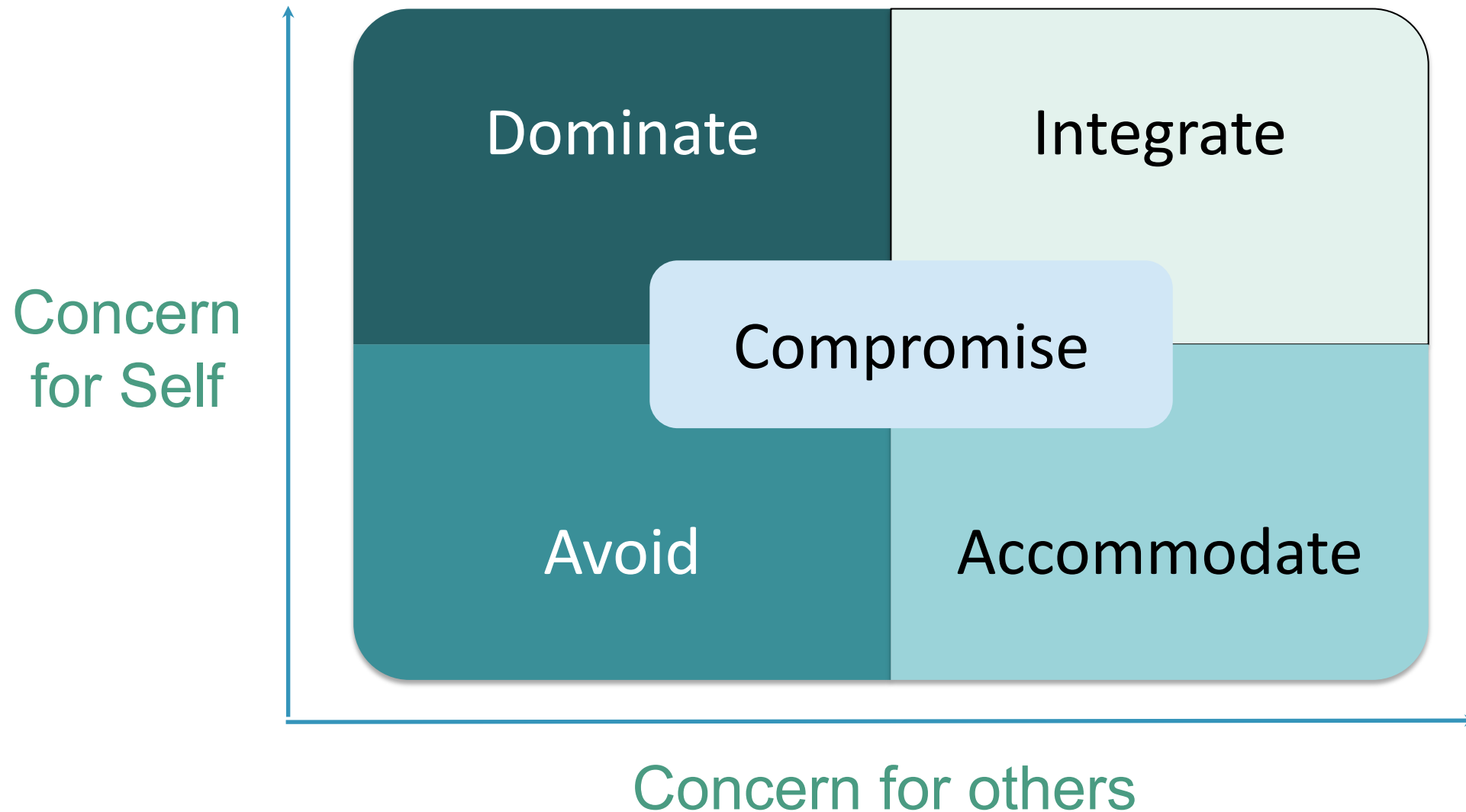
RC: Relationship conflict

PC: Process conflict



# Conflict Management Styles

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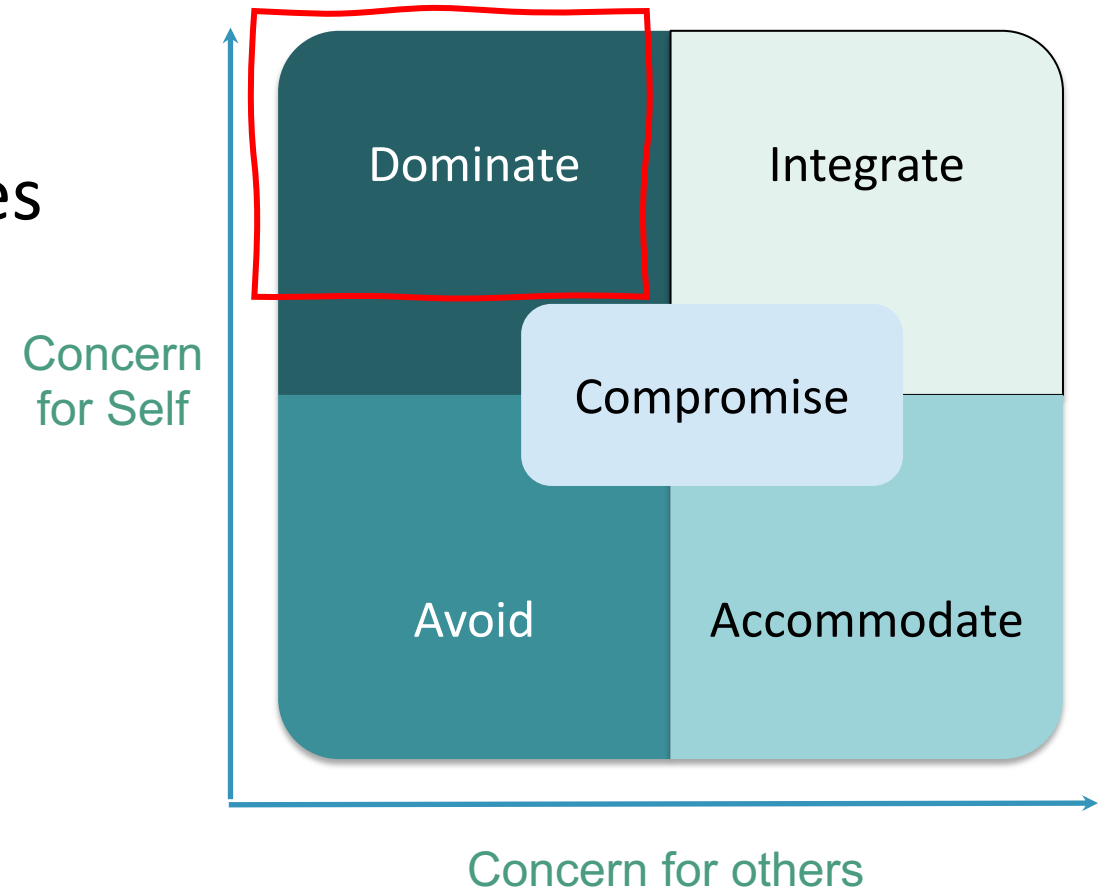
# Dominating Style



**Objective:** Have one's idea accepted by the other parties

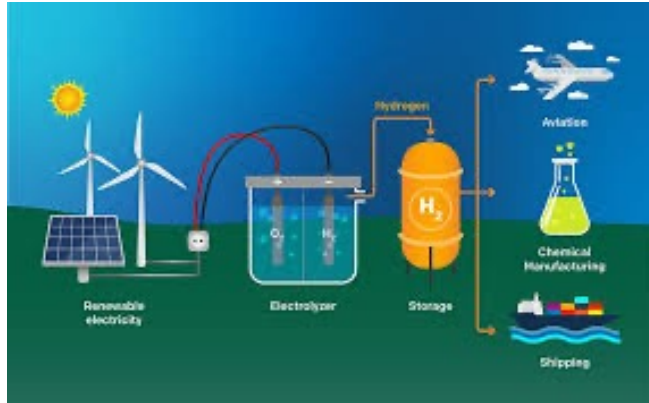


Focuses on one's own objectives and persuading behaviour to satisfy own goals at the expense of the other party.



# Dominate context

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**Context:** project manager making decisions over project design

**People:** teams members involved from different engineering disciplines and cultures

**Outcome:** engineering solutions will change

- The problem is important to you and the issue affects you significantly more than others
- Decision is routine or needs to be made quickly
- When you have the most resource and/or expertise

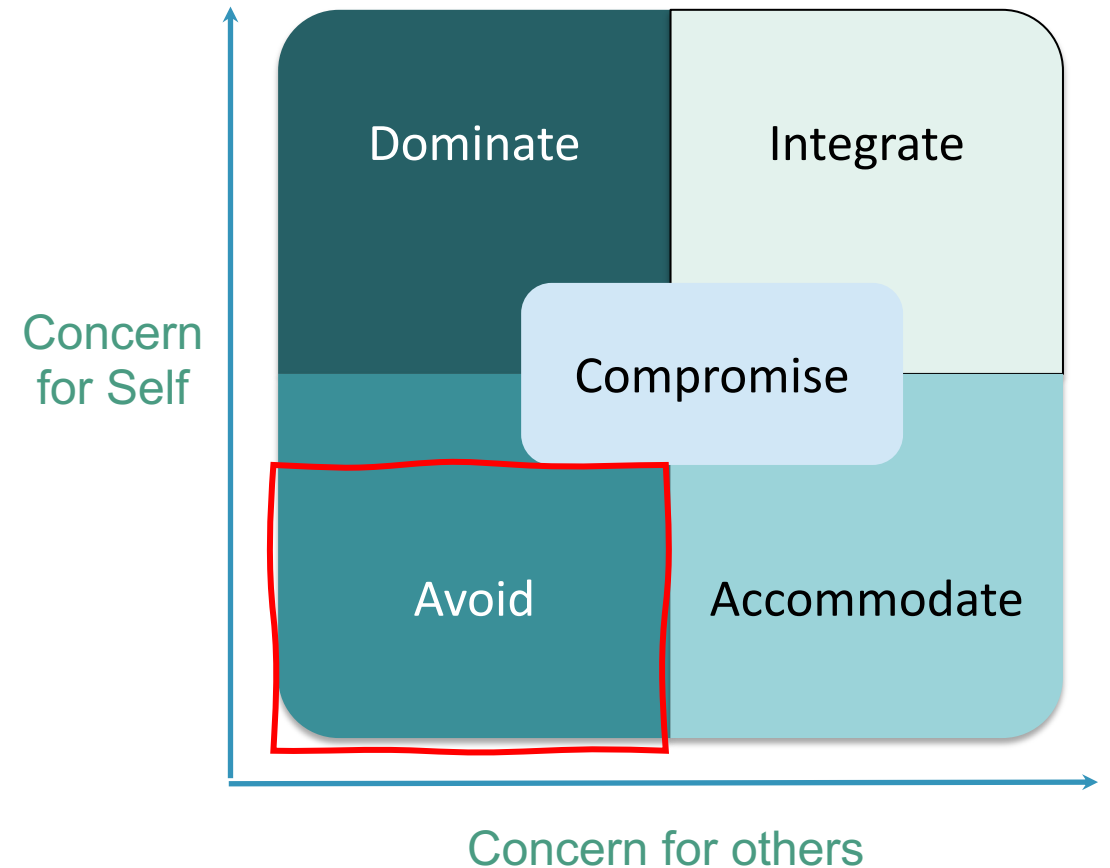
# Avoiding Style



**Objective:** Avoids conflict entirely at all costs



Can fail to satisfy the needs of all members, but avoiding a volatile and escalating situation is necessary at times





# Avoid context

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## **Example: Masters Thesis project**

**Context:** you work in a 'team' with your supervision team and sometimes a mentor from your internship company

**People:** company interests, university interests

**Outcome:** your manuscript and degree

- Confronting the other party would lead to negative, dangerous, or volatile effects
- Power dynamics
- Dealing with minor or trivial issues
- A cooling-off period is needed before trying to resolve the conflict
- Risks of confronting the situation outweigh the benefits

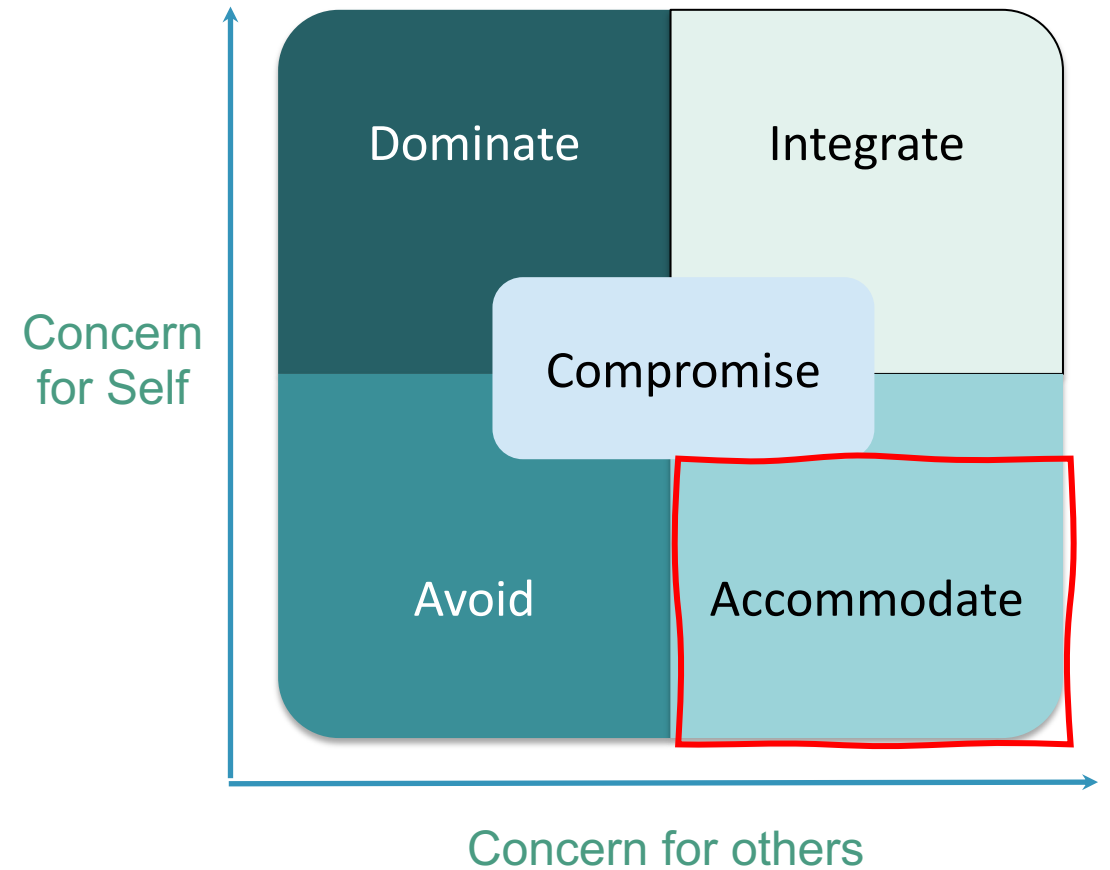
# Accommodating Style



**Objective:** Listen to others' input and embrace their ideas



An individual puts others' needs before their own



# Accommodate context

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**Example:** Selecting a meeting time for project meetings

**Context:** need to meet regularly to check-in and work on project outcomes; each person has their individual schedule

**People:** group members

**Outcome:** a time where all members can attend

- The issue is more important to the other person
- The other person has more constraints
- The other person is correct, and you are not the expert
- To avoid prolonged conflict

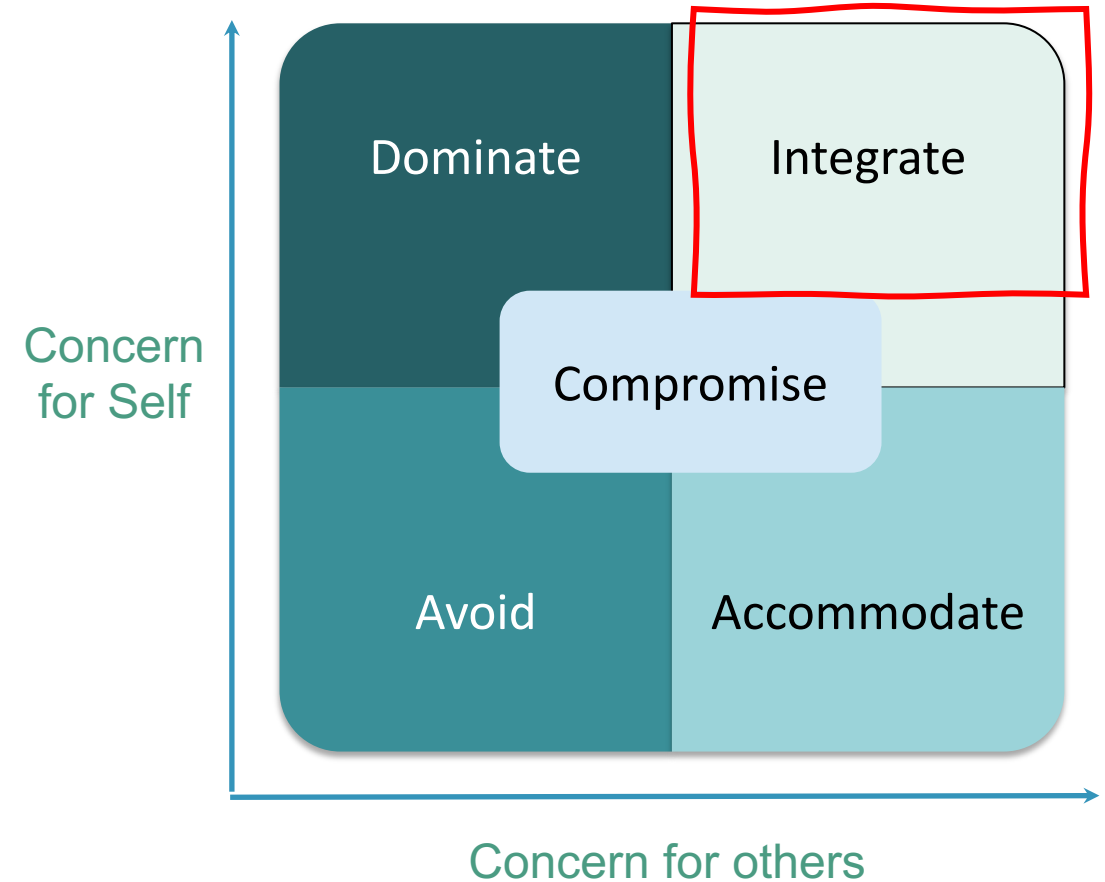
# Integrating Style



**Objective:** Merge ideas & perspectives of all members and innovate



All members share ideas openly and work towards a solution that fully satisfies everyone



# Integration context

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## **Example: volunteer project**

**Context:** all team members are volunteering their time to address a social-technical problem

**People:** team members working with community members need to be involved

**Outcome:** contribute towards community-building goals

- Dealing with a complex problem
- Innovation
- Gaining/maintaining commitment by engaging members
- When the outcome is very important, and you don't know the solution
- A quick solution isn't as important as the longer-term outcome

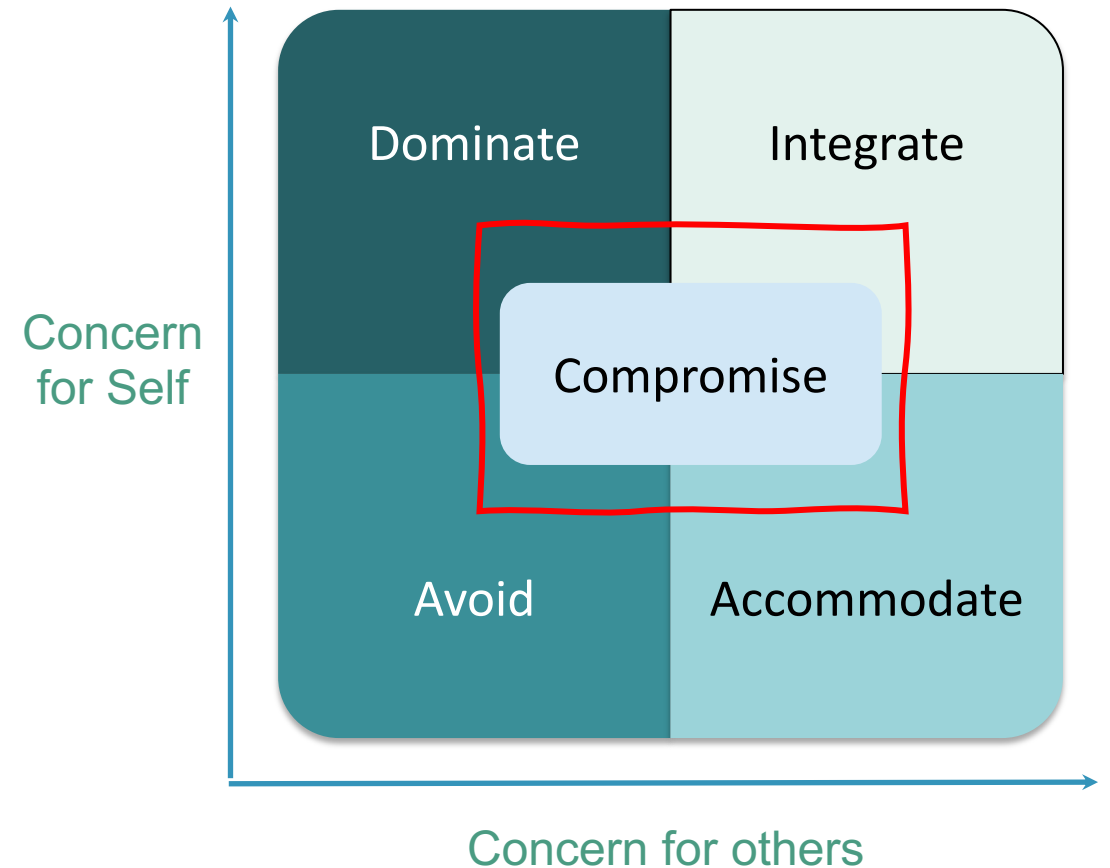
# Compromising Style



**Objective:** Develop a solution acceptable to all members even if it means giving something up



Members give something up to come to a mutually acceptable decision.



# Compromise context

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**Example:** Planning a company outing team building event

**Context:** expertise and experience are similar across team members; people have different interests and opinions

**People:** the team members need to deliver an outcome in a relatively short timeframe for the whole company

**Outcome:** an event where people will want to attend

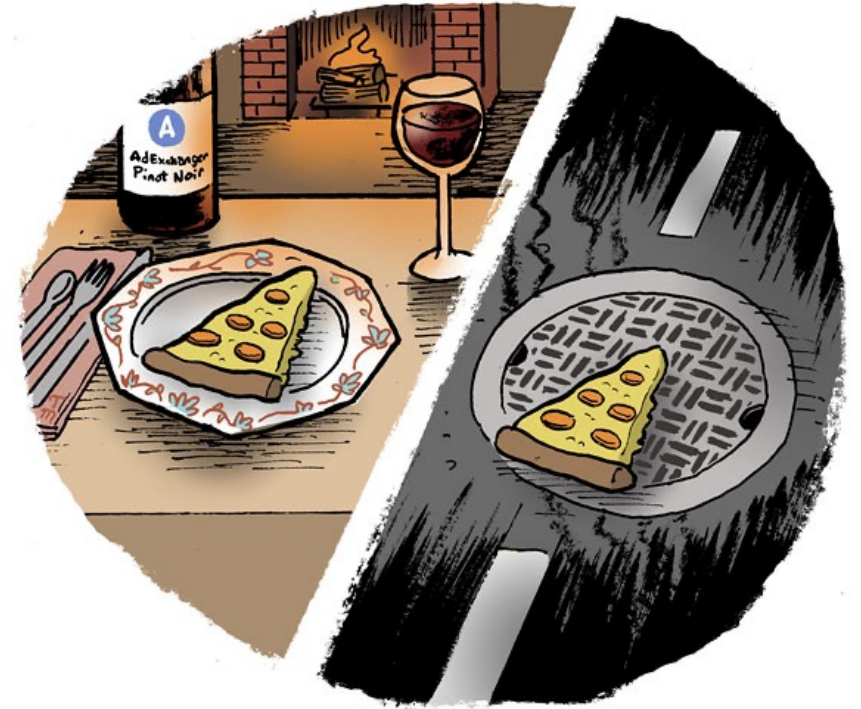
- When proposals are mutually exclusive or equally powerful
- A better solution is unclear and not necessary
- Other styles have proven to be ineffective
- A quick, temporary solution is needed

# Context matters

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## Theory of the Attribution Error

- Overemphasis on individual personality
- But **context** can be more influential in explaining individual behaviour/decision-making



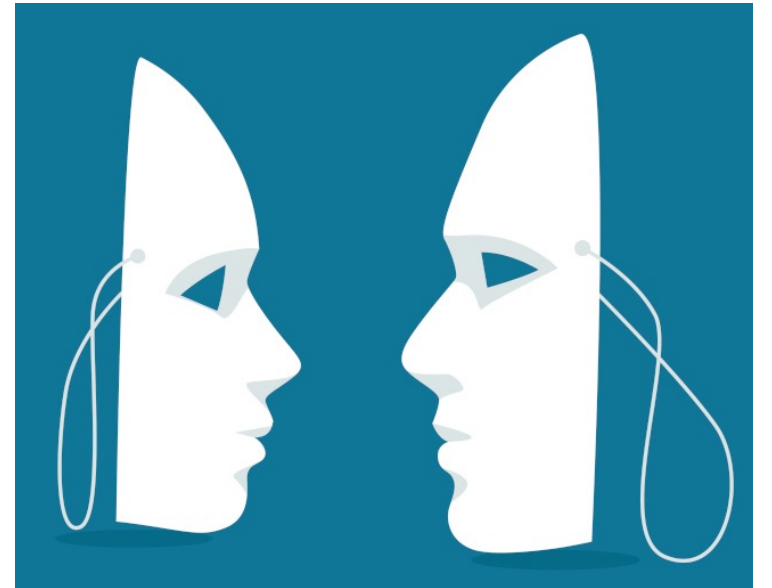
**Context Matters**



# Poor Role Behaviour

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- Poor role behaviour and can lead to conflicts and the inability to function in different roles
- Acting in roles creates a safe place that allows individuals to challenge each other and find the solutions to complex problems together



# Team Contract: Context and Roles

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## **Team Contract (First Workshop Assignment):**

- Establishing norms, trust, considering the 4Rs: Respect, Relevance, Responsibility, and Reciprocity
- Establish processes in the work
- Establish working relationships via suggested roles:
  1. Facilitator
  2. Task manager
  3. Content quality manager(s)
  4. Contributor(s)

# Learning about yourself in a team setting

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- **Peer Feedback:** gain insight regarding their teamwork competencies - Buddy Check after each key group submission
- **Conflict Management Styles:** awareness and create discussion about personal styles of conflict management
- **Team CARE model:** assessing current team health to direct future action
- **Personality:** describes how these personality traits can relate to your team interactions
- **SET Leadership** (Scripts, Expressed humility, Transformational leadership): views about leadership and how others see your leadership behavior



# Questions?

Jenny Lieu

[j.lieu-1@tudelft.nl](mailto:j.lieu-1@tudelft.nl)