

# How to LOVE Your IXD 5105 & 5205 Teammates



## Strategies for Successful Teamwork



# Workshop agenda

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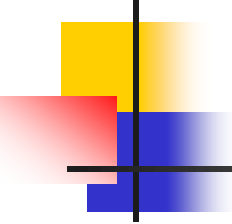
- Reflection: What have you learned from your past teamwork?
- Awareness: What are the five dysfunctions of a team and how can I overcome them?
- Assignment: What is a team charter?
- Organization: How can we make meetings matter?
- Communication: What are some best practices?
- Wrap-Up



# Sit with your team

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- Sit so that you can all see each other and hear each other.
- Some conversations will be cut off. Be ready to take notes on conversations to finish and agreements to make beyond this class.
- Have the handouts ready to use.



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On the back of your name card print clearly:

- First and Last Name
- Phone number that you answer.
- Email address that you check.



# What is the difference between a team and a group of people?

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- A team has shared goals.
- Team members are interdependent. They need each other to accomplish the goals.
- A good team has shared reliability and process agreements, answering
  - How will we communicate?
  - How will we make decisions?



# Team charter

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- Your shared agreements will be called your IxD Studio Team Charter Contract.
- In this workshop, your team will begin to make your charter agreements.
- The team will finish the charter and submit it online by 4pm on Monday, January 20, 2025.
- A printed copy of the last page (part B) will be physically signed by ALL team members and submitted to your instructor.



# Two questions to discuss with your team now:

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1. What is the best thing about teamwork?
2. What is your biggest fear about teamwork?



# Characteristics of teams

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- Think of teams you've been on.
- As we read characteristics of teams, check off items you've experienced (p. 1 of handouts).
- Choose a leader to request that each team member read ONE of the items they checked off (good or bad).





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The bad teams experienced:

- Communication problems
- Reliability problem
- Trust and accountability
- Organization and leadership problems



# Two questions to ask each team member:

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1. Have you experienced a great team?
2. What made it great?



# What made it great?

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Tell your team members one

- Behaviour
- Attitude or
- Competency

that *worked for you* and that you *want to bring* to this team.



# Was a past team suboptimal?

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## Ask yourself:

- How did I contribute to the team dysfunction?
- What could I have done differently?



Ask each of your teammates:

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What have you learned  
*about yourself*  
from your past good and  
bad team experiences?

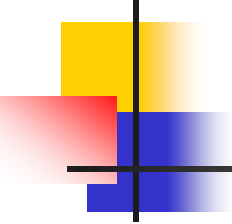


# Ask teammates: What have you learned about yourself?

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You may have learned

- What motivates you
- What discourages you
- What participation and feedback you need from others



# The FIVE DYSFUNCTIONS *of a* TEAM

A LEADERSHIP FABLE



PATRICK LENCIONI

AUTHOR OF *THE FIVE TEMPTATIONS OF A CEO*

# The five dysfunctions are:





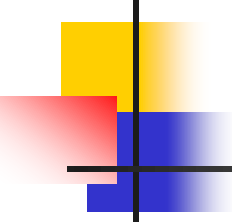


# Trust-building 1:

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- Look at the skills necessary for this project. (p. 2 handouts)
- Ask your teammates,
  - “Where do you feel most capable?”
  - “Where are you less confident?”

**Note:** *this information will be important when we you are deciding your roles in the team.*



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*“Members of great teams trust one another ... and are comfortable being vulnerable with each other about their weaknesses, mistakes, and fears.”*

*Patrick Lencioni, Overcoming the Five Dysfunctions of a Team*



## Trust-building 2:

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Ask each team member:

1. Where did you grow up?
2. How many are there in your family and what is your position (e.g. oldest, two younger brothers)?
3. What is a challenging experience of your childhood?



# Team charter goals

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The charter will include your shared goals and reliability agreements.

We have time today to start the charter.

You will have to meet to finish writing it.

See page 3 of handouts.



# Three questions about goals:

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1. What is the group trying to accomplish? (pg. 3 handouts)
2. How will you foster trust and inclusivity within the group?
3. What steps will you take to create a supportive and enjoyable work environment?



## Two agreements to make as soon as the group has formed:

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1. Can we give each other all relevant contact numbers now?
2. Can we agree on a collaborative team forum for all communication?



# One more agreement to make now:

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- Find a time on your schedules that you can all keep open for group meetings

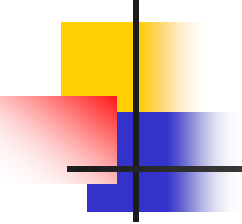


# Charter ground rules

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- The charter is a set of agreements about how to work in a group.
- Be specific. Problems happen because of different understandings of words like “on time” and “soon.”
- Spend ten minutes now, working on your ground rules. (p. 4)





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The better the  
process,  
the better the  
outcome.



# Two ways of making decisions:

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1. One person, one vote, majority rules?
  - Strengths:
  - Weaknesses:
  
2. Consensus?
  - Strengths:
  - Weaknesses:



# Decision-making, continued

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- Consensus and democracy might not always work. Sometimes
- The leader decides.
  - This is best providing people feel heard and understood; and
  - Team members are committed to the project, not just to their own ways.

(See *Five Dysfunctions*, pp. 207-8)



# Four questions the team should ask about leadership:

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1. Do we need a leader?
2. What are the group leader's responsibilities? *or*
3. How can we effectively share leadership responsibilities?
4. In a conflict, how will decisions be made?

# TIME FOR A BREAK!





# Is face-time necessary?

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- Why are meetings useful and even necessary?
- What RUINS meetings?



# Two tips on how to run a meeting:

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Meetings must be productive. Make sure that you

1. Have a facilitator, a scribe, and a timekeeper.
2. Create and follow an agenda.



# Five things the facilitator must know before a meeting:

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1. What is the purpose of this session?
2. What are the desired outcomes?
3. Who will be the scribe? Who will be the timekeeper?
4. What is the agenda?
5. How much time do we have to spend on each item?





# Sample meeting agenda

---

Date: \_\_\_\_\_

Timer: \_\_\_\_\_

Time: \_\_\_\_\_

Facilitator: \_\_\_\_\_

Location: \_\_\_\_\_

Scribe: \_\_\_\_\_

Create columns with the following headings:

**Subject | Responsibility | Desired Outcome | Time |**

1.

2.

3.

4. **Commitment clarification:** What have we decided here? Scribe will review agreements made and who will do what.



# Sample meeting minutes

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Date/Time \_\_\_\_\_ Facilitator \_\_\_\_\_

Location \_\_\_\_\_ Scribe \_\_\_\_\_

Present: *List names of all present.* Absent: *List names of absentees.*

Regrets: *Mention if an absent member has informed the group.*

Record decisions and action agreements:

1. *Agenda Item*

■ **ACTION:**

2. *Agenda Item*

■ **DECISION:**

■ **3. Ask “what have we decided here?”**

■ Date of next meeting: \_\_\_\_\_



# Brainstorming Meetings

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- What is brainstorming?
- Is it just a bunch of people yelling ideas or is there a best practice?

# Rules of Brainstorming



## Defer Judgment

Creative ideas are judgment-free zones—they let ideas flow so people can build from each other's great ideas.



## Encourage Wild Ideas

Embrace the most out-of-the-box notions. There's often an idea about 100 other ideas before the outrageous suggestion and solution.



## Build on the Ideas of Others

Try to use "and" instead of "but." "And" encourages positivity and momentum and leads to lots of ideas.



## Stay Focused on the Topic

Try to keep the discussion on target. Divergence is good, but you still need to keep your eyes on the prize.



## One Conversation at a Time

This can be difficult—especially with lots of creative people in a single room—but please think about this challenge later, and how to stay on track.



## Be Visual

Use colored markers and Post-its. Stick your ideas on the wall so others can visualize them.



## Go for Quantity

Crush your ideas out rapidly. For any 15-minute session, you should try to generate 100 ideas.

**NEXT STEPS: BRAINSTORMING 101.** Find a creative partner and practice brainstorming and plan-making exercises using a simple ideation tool.

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## Two tips for brainstorming:

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- Before starting, ask yourself, “Am I genuinely interested in everyone’s ideas, or just in my own?”
- Ask everyone to prepare and bring ideas. Let everyone share without interrupting.



# One way to avoid confusion:

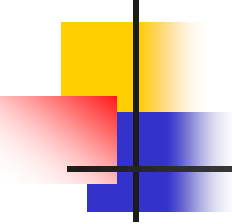
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- End every meeting with a commitment clarification.

Say: “What have we decided here?”

Ask team members to explain their understanding of the decisions.

- The scribe can verify.

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- Post your minutes in the team folder on Blackboard.
  - Review previous minutes at start of next meeting.



# Communication

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The bad teams experienced:

- Reliability problems
- Trust and accountability issues
- Organization and leadership problems
- Communication problems

So let's talk about communication!





# One problem arising from a nonproductive teammate:

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*When people begin to become nonproductive and are letting others down, they waste energy denying, blaming, and making excuses; thus, further dragging the group behind.*



# One difficulty: Approaching non-productive teammates

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- *"In retrospect, we should have spoken to the difficult teammate a lot earlier."*
- Yes you should have. Why didn't you?



# One policy for all members to affirm:

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If I miss meetings or do not follow through with commitments, I will

- apologize for the specific problems that I caused the group,
- get the job done, and
- ask what I can do to rebuild trust.

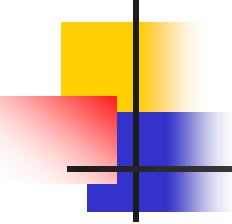
(see handouts p. 6 “How to Apologize”)



One essential practice:

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Agree to hold one  
another accountable.

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- Practice giving one another feedback.
  - Invite feedback from teammates.
  - Receive feedback non-defensively.



# Three ways to invite feedback:

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- “What do you think of my idea? Can it be improved? I appreciate your input.”
- “Do you think this prototype is effective?”
- “Let’s rehearse some more before our presentation. How can I improve? I don’t want to bore the client.”



# Five non-defensive things to say when *receiving* feedback:

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1. Thank you for telling me.
2. What do you mean? Tell me more.
3. So you're saying . . . Is that it?
4. You seem worried that . . . Is that it?
5. What will happen if . . . ?

Try and understand the other person's comments before defending yourself.



## One way to build commitment:

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- Mine for conflict or ambivalence.
- Look for body language that implies dissatisfaction. Then check your perceptions:

“You paused before saying that you liked the idea. I’m wondering if you want to say more. Is there something you would do differently?”





## Two things to say when it seems that your opinions were not considered:

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- I can see your point about...., but let me repeat my previous idea and perhaps you can tell me why you think it won't work.
- I won't feel right going ahead with that unless we consider this idea as well.



One thing to keep in mind:

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You have to weigh in  
before  
you buy in.



# After resolving a problem

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Remember to ask:

**What can be learned?**



# Two communication agreements

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1. Can we agree to “copy all” when emailing instructors/clients with questions involving the project? (It helps you all stay on the same page.)
2. Can we let one another know when we will be unavailable (a trip? an illness?) while working on our team?



# Make clear requests:

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State expectations. Which is better:

*“Send slides soon.”*

or

*“Please send your presentation slides to me by March 1. I need time to arrange all the slides and send them to the whole team for editing.”*



# Question

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- Whose responsibility is good communication?
  - The speaker?
  - The listener?



## One more major frustration:

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- *Misunderstandings due to unclear expression of ideas.*
- *Listeners must let the speakers know when they do not understand. Even if you **DO** understand, seek verification.*



# Three things to say when group members' ideas seem unclear:

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- I'm not sure I understand what you mean. Could you explain it again?
- Can you draw me a picture?
- What I hear you saying is . . . Is that it?

Be patient. Avoid rejecting ideas without completely understanding them.





# Three things to say to discourage communication:

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- That's dumb.
- That'll never work.
- I don't think so.



# Four things to say to encourage communication:

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- Go on.
- Tell us more
- What do you mean?
- What else were you thinking?



# Identify the problems

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- You will be assigned one of the three scenarios on page 7 to discuss with your group.
- Decide
  - What is the problem?
  - How can you solve it?
  - How could the problem have been prevented?



# Take-home message

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One thing I want to remember to do when working with a team is . . . .

Write your answer on page 8 of the handouts. Share.