



2022

Student in Experts in Teamwork

Book of Reflections



How to use this book



Reflection and the form of learning in EiT (pp. 4-7)

- **Relevance:** Good reflections are a key to experience-based learning (EiT's form of learning) and vital for achieving the learning objectives in EiT.
- **We recommend** that you read this during the first village days to familiarize yourself with the pedagogical approach for the course.



Writing reflections (pp. 8-11)

- **Relevance:** Introduction to writing reflections. Writing reflections is central in the team process report, which makes up 50 % of the grade in the course.
- **We recommend** that you start writing down your reflections on the cooperation in the team as soon as possible!



Facilitation – help for self-help (pp. 12-17)

- **Relevance:** Reflection work in EiT is largely stimulated by facilitation.
- **We recommend** that you read these pages during the first days of the village to gain an understanding of facilitation and the learning assistants' role.



Reflection on feedback (pp. 18-20)

- **Relevance:** Being able to give and receive feedback is a learning objective of EiT.
- **We recommend** that you read these pages before you carry out a feedback exercise together.



Reflection on roles (pp. 21-24)

- **Relevance:** Here, we present different roles that may provide a good starting point for reflection in the team.
- **We recommend** that you reflect on these roles in terms of your own group. The work phase provides a good opportunity. In our experience, this results in much better reflections than taking personality tests.



Advice on writing personal reflections (p. 25)

- **Relevance:** Guide to writing personal reflections.
- **We recommend** that you read this before you write personal reflections, especially in the start-up phase of EiT.

Editor: Bjørn Sortland. **Concept and development:** Nina Haugland Andersen and Tove Bredesen Søyland.

Graphic design: Nina Haugland Andersen. **Published by:** NTNU, Trondheim Kommunikasjon. A complete list of contributors and a reference list appear at the end of the book.

Knowledge for a Better World

Welcome as an expert in teamwork!

As an NTNU student, you are working towards becoming an expert in your own subject area. In your studies, you need to crack the codes of knowledge and gain new learning.

In Experts in Teamwork (EiT), your challenge will be to share your knowledge with others – using your own skills together with those of others to solve tasks as a team. In other words: EiT involves relational skills, the ability to work together and to bring out the best in each other.

These are exactly the skills that modern working life demands. The solution to complex problems and tasks is rarely to be found in a single discipline. Effective interdisciplinary collaboration is a prerequisite for success.

Experts in Teamwork was established in 2001. The background was the demand from business life for students to gain experience in working together with people from other disciplines, and for students to be trained in using their academic competence to solve complex tasks. With EiT, NTNU has developed a unique course in which master's degree students work in close cooperation in teams that bridge study programmes and faculties. Today, when EiT has celebrated its twentieth anniversary, these skills are in greater demand than ever, both in the public sector and in business. They are an important part of the hallmark of quality that an NTNU diploma should be.

As an educational institution, we aim to provide you with knowledge and tools that will equip you to deal with the most challenging problems faced by the global community. As NTNU's vision states: Knowledge for a better world.

Good luck with the demanding and exciting challenges of teamwork!

I wish you all the best with EiT in the spring of 2022.



Rector

Reflection

– a prerequisite for learning in EiT

Dear EiT student,

The aim of Experts in Teamwork is that you learn more about the conditions for effective collaboration and about how you can contribute to this in interdisciplinary groups. This expertise can be gained in different ways. One way is to develop your self-insight and your ability to express both your own contributions and those of others in words – as well as to understand the interaction in the group to which you belong.



Photo: Lilian Eidem

In this connection, it is important that you regularly pay attention to and reflect on how you contribute to the team and that you make an effort to change your behaviour on this basis. It is also important to learn how to assess contributions from other people and to get training in giving them feedback in constructive ways. These skills will make it more likely that others find your message worth listening to or that they regard your message as a good starting point for discussion and mutual clarification. You should also work on your ability to accept feedback from other people and be able to discuss the way you are perceived by others, and to benefit from this insight.

To gain a better grasp of the various aspects of this social learning, you need to take notes along the way – about your reflections on yourself, your assessments of others, and the team as a whole, but also about how you react to feedback to you from other people. For example, you can note how you react to different aspects of the team, what you and other people do too much or too little of, how this influences the situation as a whole, the teamwork and the social climate for your work.

Writing down your reflections regularly and honestly is very useful as part



Photo: Liliann Eidem

Sharing verbal reflections on specific situations involving cooperation in the team is an important aspect of Experts in Teamwork. Two elements are necessary: each team member needs an opportunity to communicate his or her perception of the situation, and the team needs to reflect on the situation together.

of your development of teamwork skills, which will benefit you in your future career. Without such notes, it is easy to forget what you thought and the reactions you experienced along the way.

Findings from studies of self-reflective people suggest that:

- To a greater extent, the way they see themselves matches the way that others see them
- It is easier for them to provide adequate and constructive feedback
- They create fewer conflicts around them
- They are better liked by colleagues and others

Wishing you all the best for writing your reflections and for your EiT work!

Are Holen

Professor emeritus, dr. med.

Attached to EiT and the Department of Neuroscience, NTNU

Learning through experience

Experience-based learning in EiT

The goal of EiT is for you to gain teamwork skills that help to create teams that function well across disciplines. Instead of learning about teamwork by listening to a lecture or reading about it in a book, you develop skills in working together through becoming aware of, thinking about, and talking about –

reflecting on – teamwork in practice. This form of learning is called experience-based or experiential learning.



Photo: Liliann Eidem

In EiT, you will learn teamwork together by experiencing it in practice. Experience-based learning, where you learn from analysing and reflecting on concrete teamwork situations, rather than reading about them. Experience-based learning is thus different from knowledge-based learning, which is the most common form of learning at universities.

Reflection in the EiT team

A significant proportion of the time in EiT is devoted to reflecting on your own and together with the others in the team on the cooperation between you. This means that you are all curious, you ask questions and talk together about your own and others' contributions to the team at the behavioural level, and answer these questions on the basis of wanting to understand the interaction in the team – also called the team process.

Becoming more aware of the cooperation in the team – an example

Most of us are not accustomed to being curious about, asking questions about and talking together about the way we work together. Here is an example that we hope will make this more understandable. When we work together, for example, we talk together. But how do we talk together? What do I do when I talk to you? Do I look at you or do I look down? Do I mumble or do I raise my voice? Do I use gestures or not? All of these and more are things I do when I talk to you, and I often do them without being aware of them (Schein, 1999). At the same time, this influences the way I am understood by you and how our cooperation will develop. Therefore, it is important to become more aware of the way we work together – that is, to become more aware of the team process itself.

When something is unconscious, this may also relate to different ways that we understand technical terms or carry out a project in a team. The reason may be that this is the terminology of our discipline, which we take for granted, and/or thoughts and actions that have become automatic for us. Unfortunately, this contributes to developing our blind spots, which can create unforeseen challenges for our teamwork. However, we can work on this constructively by becoming more attentive to our blind spots and revealing them to the other team members (see the Johari Window).

The Johari Window

	What I know about myself	What I do not know about myself
What others know about me	<p>Open</p> <p>The <i>open quadrant</i> represents the things known both by you and by others. People who have a large Open quadrant are well equipped to communicate and interact well with others.</p>	<p>Blind</p> <p>The <i>Blind quadrant</i> represents aspects that other people see, but that you are not aware of yourself. This quadrant may become smaller, and the Open quadrant larger, when you get feedback from others.</p>
What other do not know	<p>Hidden</p> <p>The <i>Hidden quadrant</i> represents what you know about yourself, but you do not share with others. If you have a lot of things hidden here, it becomes more likely that problems will arise in interaction with others. The quadrant becomes smaller when you share more of your own thoughts and feelings.</p>	<p>Unknown</p> <p>The <i>Unknown quadrant</i> includes the things that neither you nor other people know about. These unknown issues are difficult to bring to the surface and change in group processes that focus on teamwork.</p>

Awareness of how we communicate and interact is essential for good teamwork. Feedback can help to increase your own understanding of yourself in interaction with others. The Johari Window (based on Joseph Luft & Harrington Ingham 1955) demonstrates this by illustrating things you know about yourself and things you know about others. Awareness of communication – see also the back cover of this book.

Writing reflections

In the introduction to this book (pp. 4-5), Holen writes that it is important to write down observations and thoughts about your teamwork along the way, so that you find words to express what is happening and remember it. You will write both personal reflections and team reflections. Together, they form the basis for the process report, which counts 50 % towards the final grade in the course.

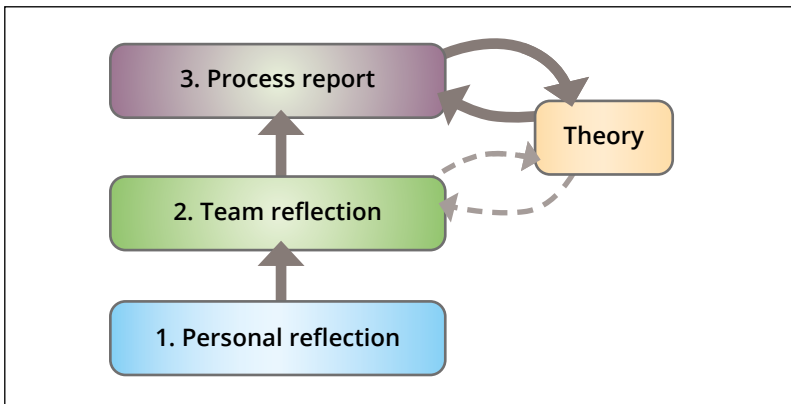


Photo: Liliann Eidem

The model below shows how the personal reflections, the team reflections and the process report build on each other, and how theory is interwoven and provides new perspectives on the reflections. In this way, each participant in the team contributes to the work on the process report.

Personal reflections

The purpose of each person writing down their personal reflections is for them to learn as much as possible about their own and others' contributions to the cooperation in the team. By finding words to express what is happening, you connect your experiences, observations, and thoughts. This will become your personal starting point for contributing to writing the team's reflections and an important resource for work on



*In EiT, **personal reflections** are the starting point for **team reflections**, which in turn are the starting point for the **process report**, which is worth 50 % of the grade for the course. **Theory** is drawn in to provide new perspectives on experiences from the cooperation in the EiT team.*

the process report. See pages 4-5 and 25 for more on writing about personal reflections.

After you have written your personal reflections, it is natural to reflect together in the team so that you can write good team reflections. Your personal reflections are private, and you decide how much of them you want to share when you

are to write your team reflections together. Perhaps you will gradually feel more comfortable about sharing your personal reflections?



Photo: Lilian Eidem

In EiT, personal reflections are the starting point for team reflections, which in turn are the starting point for the process report, which is worth 50 % of the grade for the course. Theory is drawn in to provide new perspectives on experiences from the cooperation in the EiT team.

Team reflections

The purpose of writing team reflections is to take a closer look at larger and smaller situations from the collaboration in the group, so they can form the basis for learning. In this way, you get practice in capturing your experiences in concrete terms and sharing them. The writing is also intended to help you become aware of each other's similarities and differences, as well as to present everyone's thoughts and feelings with your personal reflections as the starting point.

Learning assistants can facilitate the team's reflective writing (see page 16), but not evaluate the quality. If necessary, the village supervisor can do this. The members of the team can also try to suggest a grade for the reflective writing. In the "Guide for Students in Experts in Teamwork, spring 2022" (available via ntnu.edu/eit), you will find the course description and the assessment criteria for the process report with an explanation of the criteria. By doing the SITRA exercise, team members can also evaluate the written team reflections or the draft of the process report. (SITRA stands for Situation, Theory, Reflection, Action). If you would like to do this exercise, ask the learning assistants. On the next two pages, you will find a suggestion on how to carry out a reflection process.

Stages in a reflection process

1. Choose one situation

Agree on a situation from your teamwork on which you want to reflect. It might be easy to think that you learn the most from a difficult situation, but positive aspects may be just as likely to offer potential for learning. You can reflect on something that went very well, or even on routine work.

2. Write personal reflections

Everyone gets 5-10 min to write their reflections. It is important for each individual to have the opportunity to describe his or her experience of the situation. The advice on p. 25 may be helpful in the writing process.

3. Present everyone's perspective

Let each team member describe what he or she thought and felt in the specific situation. One approach would be to go around the group giving each team member a turn to speak, so that everybody has a chance to describe their experiences.

4. Team-based reflection

Respond to what the other team members have said, ask questions about how the situation was experienced, and answer these questions. This team-based reflection is very important in EiT.

Examples of questions that you can ask:

- *Can you, "Kari", say anything more about (...)?*
- *Are there any similarities/differences in the experience?*
- *What does the rest of the team think about the reflections of "Ola"?*
- *What consequences (positive or negative) does the situation have for cooperation in the team?*
- *Why? What happened next?*
- *Is this an isolated incident or a pattern that characterizes the team?*

5. What have you learned?



Learning from reflections is a goal for the team.

Examples of questions that you can ask:

- *What have you learned from the situation and the team's reflections?*
- *What will you take with you from what you have learned?*
- *As team members, could you have done anything in a different way?*
- *Has the team gained new understanding?*
- *Does the team want to introduce an action? If so, what do you think the action could lead to?*

6. Write down the reflections

For each of the points above, write down what you have talked about. This will become the team's reflective writing. Present everyone's perspective as well as the team-based reflections, expand on the text and write in-depth reflections (feel free to write more than what feels "natural").

How to use the model

For many people, reflecting on cooperation is a completely new experience and may therefore be challenging, something we have received feedback about from previous student teams. The model on these pages is an example of a reflection process, and is intended as an aid to understanding and improving your reflections. It is also a suggestion for a way in which you can structure the process of writing team reflections, and not a rigid procedure where you must go through all the stages in a specific order. You should also feel free to formulate your own questions during the process. Be inquisitive and ask questions, both about what you are writing and about what you believe may happen next in your collaboration.

Facilitation – help for self-help

For a team to be able to learn from its own team processes, it is important that the team members manage to evaluate themselves. For example, by reflecting on your own individual patterns of behaviour and those of others, you can gain increased awareness of your own process, and shed light on and understand both the positive and the negative incidents in the team. In this way, you can change what is not wanted and develop the strengths of the team further.



Photo: Liliann Eidem

*Team-based reflection
increases awareness about your
own team process.*

Levin and Rolfsen (2015) point out that the group must start by observing itself or have an external observer, so that the group receives input that can be interpreted and analysed by the group members.

External facilitators observe the teams in EiT

To observe groups effectively is a skill that can be trained over time, but to observe oneself and one's own team is challenging, especially for newly formed groups. For this reason, it is practical for one or more external people to observe the group and share their observations (Levin & Rolfsen, 2015). In Experts in Teamwork, we use facilitators who observe the student teams and share their observations with the team members. The learning assistants in the village have a facilitator role in relation to their team. The village supervisor can also facilitate you. The teams in EiT are created at the start of the semester and have a working period with a specified time limit. For this reason, it is useful to have an external facilitator who observes the groups.

Neutral observations

The observations that are shared with the team must be as neutral as possible so that you can recognize them and so that it is easy for you to relate to the input. When the facilitator describes only what he/she sees without interpreting this, and leaves the interpretation to the team members together, it is easier for you all to receive the input and reflect on it. The intention is

that in the team you can ask questions about the observations yourselves and answer these questions together. In this way, you can gain learning and draw conclusions from the observations.

Open questions

As well as sharing their observation, facilitators in EiT often ask the team an open question after they have shared the observation, so that it becomes easier for you to reflect on the input together. There are at least two purposes for asking questions: One purpose is to open communication in the team so that you get the opportunity to explore experiences, feelings and thoughts about the collaboration in the team and about relationships with others. The other purpose is to open the way for you in the team to find your own answers to the questions relating to your teamwork.

Photo: Lilian Eidem

Facilitation in EiT



In the village, you are observed by the learning assistants (and possibly by the village supervisor). They observe the cooperation in the team.



At times, the facilitators will share their observations with you, so that you get the possibility to reflect on them yourselves. There are different ways to do this in EiT. Spontaneous facilitation is the way illustrated here.



The group interprets and reflects on the facilitator's observations. The facilitator generally continues observing you together, and may share more observations with you and/or ask you questions.

On the following pages, you can read more about facilitation in EiT and the various ways this can be done.

Different ways to facilitate

The term “facilitation” comes from the Latin word “facilis”, which means “easy”. Facilitation involves making something easier. Facilitation is a tool for learning in EiT. The purpose of facilitation is to encourage reflection on how you work together. In EiT, we highlight these five different methods of facilitation:

Facilitation using sociograms

The facilitator can draw a sociogram intended to visualize some aspects of the communication in the team.

These include:

- participation / who talks to whom
- how long the different people spend talking
- question/answer patterns
- nonverbal messages, such as eye contact

After drawing the sociogram, the facilitator will share it with you in the team, so that you all have the opportunity to reflect on it. The facilitator may also pose an open question, for example: “What does this sociogram show about the communication in the team?”

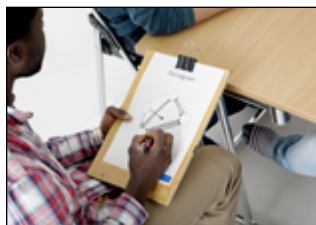


Photo: Liliann Eidem



“Our team found that facilitation was useful because the facilitators often made us aware of behaviour in the team that we had not noticed. Reflection on this enabled the team to function better socially and in relation to the project.”

Ola Myhre, student in electronics

Facilitation in dialogue

The facilitator can gather observations over a longer period (for example, a whole or a half village day). The facilitator will then sit down with you, sharing some observations and possibly asking open questions, which you can reflect on together in the team. Note that it is you, the team members, who should talk together. This should not be a discussion between you and the facilitator.



Photo: Lilian Edem



Photo: Lilian Edem

Spontaneous facilitation

To help you to become aware of different aspects of your teamwork, the facilitator may interrupt your work to share an observation (what he or she has seen and heard). Facilitation thus takes place in the same moment that something happens in the team, and gives you all a unique opportunity to reflect on what is happening there and then. An example of what the facilitator might say is: "I hear several people saying that they have not done the tasks you had all agreed on during the previous village day. What do you think about that?" Remember that the facilitator does not bring solutions to you. He or she only draws your attention to the way you work together so that you can reflect on this independently in the team.

Facilitation using exercises

Both the facilitator and you as team members can take the initiative to carry out a variety of exercises. Most exercises are intended to encourage you to reflect on your own cooperation. In EiT, these are called teamwork exercises. The facilitator leads the exercise (tells you what to do and keeps track of the time), but can also provide spontaneous facilitation (sharing observations and asking questions) or draw sociograms during the process. After the exercise, you should reflect together on the purpose of the exercise and how it may have contributed to the team's cooperation (the facilitator often asks questions to stimulate such reflection).



Photo: Liliann Eidem



Photo: Liliann Eidem

Facilitation based on the team's reflection writing

The facilitator often reads your team reflections, and may share observations and ask questions based on what you have written there. An example of what the facilitator might say is: "I see that in your team reflections you write that you communicate well. What do you mean by that?" The aim is to stimulate deeper reflection in the team regarding what you have written, and thus to contribute to the process of developing your cooperation. This will in turn help you with the writing of the process report.

Group dimensions

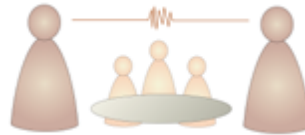
These are examples of typical dimensions in a group, which are among the things that the facilitator may look out for when observing you in the village. They may also be useful for you when you reflect on your own cooperation. Here are examples of questions you can use as a starting point: Who speaks and how much? What happens when there are different opinions in the team? How are decisions made? How is the distribution of roles in the group? (read more on p. 21). How does the team ensure clear goals for the day or the project? What is the level of trust and confidence in the team? Feel free to formulate your own questions to suit your own team.

Participation and dominance



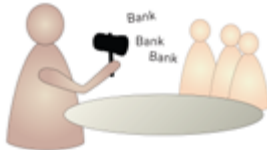
Steady or uneven?
One-way or dialogue?

Polarities and disagreement



Tensions between individuals
and/or subgroups?

Decision-making and ownership



Focused on one, some or all?

Role structure and distribution of roles



Rigid or flexible?

Productivity and progress



Goal-oriented activity or
constantly getting sidetracked?

Trust and satisfaction



Great level of transparency
or characterized by
"undiscussable issues"?

Reflection on feedback

Training in giving and receiving feedback is a key aspect of EiT. This can be a good starting point for reflecting on one's own and others' contributions to the team, and the dynamics of the team as a whole. Feedback from a number of student teams is that it is very useful to read this text before carrying out the first feedback exercise.



Photo: Liliann Eidem

You practise the habit of personal courage by communicating feedback.

Demands personal courage

Both giving and receiving feedback can be demanding. People who have spent a lot of time together see more in each other than they tell each other about. Conventions, fear of hurting people, and similar factors may cause you to keep quiet about your observations and assessments.

Through EiT, you have an opportunity to practise your personal courage in relationships by communicating thoughts, assessments and feedback about yourself, others and the group – in constructive ways (from the lecture “Group Dynamics” by Professor Are Holen, Dr.med., held in November 2014).

If you want a more structured framework for giving feedback to each other and reflecting on the feedback, there are several feedback exercises you can do in your team. If you want to try an exercise in your team, ask the learning assistants.

Tips to the person giving feedback:

1. Be as concrete and specific as you can.

Describe what you have seen, and start out by keeping your interpretations to yourself. You can provide feedback on behaviour, performance and actions, but not on descriptions of personality.

2. Consider starting what you say with “I see” or “I feel” or “the way I experience it”.

Avoid “you are”, to indicate that it is your perception that you are communicating and not the ultimate truth about the other person.



3. Always try to be an ally and constructive.

Help the other person to understand himself or herself better in interaction with others.

4. Avoid giving praise and criticism in the same sentence.

The messages should be separated by pauses so that the first message can be absorbed before the next message arrives. Do not spoil a positive feedback statement with a “but”, followed by something negative: “What you did there was good, but...”.

Also, avoid packaging criticism in praise or vague statements: “I felt that you turned down my ideas before I had the chance to finish them, but you have so many good ideas yourself, so it doesn’t really matter so much...”

Tips to the person receiving feedback:

1. Be aware of your own possible resistance to listening to the feedback.

Most people have a repertoire of rejection techniques for when they receive praise and defensive reactions for when they receive criticism.

2. Give yourself time to think about the message.

Ask for more detailed explanation and specification if there is something you are wondering about or find hard to recognize in yourself.



3. After a while, let go of what you cannot use.

You can also put something in a box named: "Perhaps they are right? I will watch out for this in the future".

"Through EIT, I have been able to develop my personal characteristics to a far greater extent than I had expected at the start of the project. I have gained greater insight into my positive aspects. At the same time, I have had the opportunity to work with things that used to be difficult for me. To give feedback and to receive it in a good way has been challenging. Through the exercises and the group interaction we've been through, we have gained experience with this, and I emphasize this experience as the most positive thing that EIT has given me."

Magnus Domben, student in social economics

Reflection on roles

It may be useful to reflect on the role structure and the different roles that exist in the group. The team members can reflect on the roles that the various members have had during the day. You can reflect on how flexible the allocation of roles is (whether the members take on the roles that are appropriate in the situation and whether they take turns in taking different roles), and what preferences the team members have in terms of roles. Literature and research on teamwork often refer to the concept of roles. In Experts in Teamwork, we have chosen to start from roles as they are described by Benne & Sheats (1948) among others, which are still referred to after 60 years of research.



Photo: Liliann Eidem

In effective teams, the members take turns in taking on different roles based on the situation, the task, and the team's needs.

Linked to action

The roles are related to action, not to personality – that is, what you do, not who you are. The actions that we choose to contribute in the team may be controlled by other people's expectations, but also by our own needs and strengths, as well as previous experience. Each individual sees this role perspective in an interaction in which the roles are negotiated.

This usually happens in the first phase of working together, where you ask the question: "Who am I in this team?" Gradually, the distribution of the roles becomes more spontaneous. In some teams, however, the distribution of roles leads to rigid structures that create an obstacle in the way that the team functions.

Effective teams and roles

Flexible role structures are an important characteristic of effective teams (Sjøvold, 2006). This means that no one is locked in one role or a few roles, but that the team members can take turns in who contributes what. This

"From the start, try to be aware of the role that you tend to take in group work, and use EiT to get outside that role. In EiT, no roles are set in advance, nobody knows each other from before or knows what you're going to work with, and you are part of a whole new collaboration. In this way, EiT provides a unique opportunity to explore and test other roles."

Ingrid B. Gjerde, student in psychology

implies that each individual has the ability and willingness to adapt his or her own actions to the situation, the task and the team's needs. For this reason, it may be useful to ask the question: "What can I do to help strengthen the team and our progress right now?"

Task-oriented, relationship-oriented and individually oriented roles

Benne & Sheats (1948) divide roles into three categories. *Task-oriented roles* relate to the tasks to be performed or the problems to be solved. The roles support the team's efforts to achieve the goal. The *relationship-oriented roles* involve actions that increase well-being and a sense of belonging, and that contribute to teamwork that functions well and flexibly. *Individually oriented* or self-centred roles tend to be counterproductive. They pay little attention to joint tasks and teamwork. Instead, they try to satisfy their own needs.

Note that in the same work session, one team member may perform actions that belong to all of the three categories. The following pages present the roles in the various role categories.

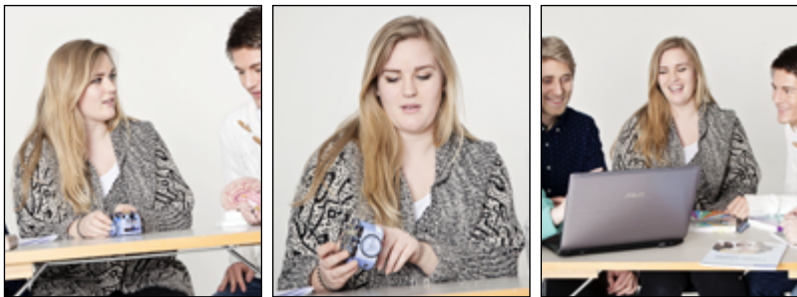


Photo: Liliann Eide

During the same work session, you often switch between several roles. For example, you might listen to find out the team's attitude to an issue (opinion seeker), you might share information about something you have insight into (information giver) and you might use humour to get the team to relax (tension releaser).

Which roles do we see in the team?

The roles described by Benne and Sheats (1948) are related to **action** (what you do), **not personality** (who you are). In the team, when you reflect on roles and role structures, it may be useful to start with these questions:

- Which roles/actions have been observed in the team today? Which have been important contributions for the team? What was missing, if anything?
- How is the role structure perceived in the team? To what extent is it rigid or flexible?
- Which roles do you as individuals feel comfortable about taking on? Which are more challenging? Can you say anything about why?

In EiT there is a feedback exercise called “Roles” (which is a simplification of the roles described below). Ask the learning assistants if you would like to perform the whole exercise.

Task-oriented roles:

- **Elaborator** – asks clarifying questions
- **Coordinator** – links the various contributions together into a whole
- **Opinion giver** – shares his or her own opinions
- **Opinion seeker** – finds out where the team stands
- **Initiator** – presents ideas and suggestions
- **Information giver** – provides key information
- **Information seeker** – asks for background information and looks for the basis for assertions
- **Energizer** – holds pep talks to inspire enthusiasm and effort
- **Orienter** – sums up where the team is at this stage
- **Procedural technician** - arranges the necessary framework, for example material
- **Recorder** – documents the team's work
- **Evaluator or critic** – explores his or her own contributions and those of others



Photo: Lilian Eidem

The procedural technician arranges the needed materials.

Relationship-oriented roles:

- **Encourager** – boosts other members, shows acceptance, gives praise
- **Harmonizer** – defuses potential conflicts; “actually not so far from each other”
- **Compromiser** – sees how conflicts can be resolved through compromise
- **Gatekeeper** – handles speaking time, limits members who talk a lot and encourages those who are hesitant
- **Process observer** – is attentive and shares observations on the team’s process
- **Standard setter** – formulates and follows up standards
- **Follower** – accepts other people’s ideas, agrees with reasoning and arguments
- **Tension-releaser** – uses humour to get the team to relax



Photo: Liliann Eidem

Process observers share their own observations on the process.

Individually oriented roles:

- **Blocker** – protests, impedes progress in the team’s work
- **Recognition seeker** – places himself or herself in the centre to get attention
- **Dominator** – interrupts others and steals speaking time and/or work time from others
- **Deserter** – does not participate in the work, is rigid or formal, or evades the issues
- **Special interest pleader** – engaged in interests and topics that do not concern the team’s work
- **Self-confessor** – discloses personal information so that the team becomes the person’s therapist or support
- **Clown** – loves to entertain, even if it is not constructive for the work
- **Aggressor** – raises his or her own status by attacking others



Photo: Liliann Eidem

The deserter does not participate in the work.

Advice on writing personal reflections

	OBJECTIVE EVENTS	REFLECTIONS
ABOUT YOURSELF	Note situations or episodes where you or others said or did something that affected you personally or on behalf of others. For example, you felt hurt, angry, happy, satisfied, or proud.	How do you interpret your reactions – to yourself, your thoughts and feelings, values and expectations? What do your responses say about you? Is this something that you often react to? Would you like to share your thoughts with others in the team, take them up with individuals, or keep them to yourself?
ABOUT OTHERS	Other peoples' words, actions, attitudes or avoidances that made you think and that you reacted to. During the day, you should have had some thoughts and reflections about everyone in the team (at least once). Was there any signs that subgroups were forming?	What did you react to in other people? What does your reaction reveal about you and about the person or people involved, – about their characteristics, feelings, ability to cooperate, values and expectations? Should this be shared with individuals with individuals or in the team, discussed, subjected to feedback – or left alone?
ABOUT THE TEAM	Situations, relationships or lasting patterns in the group that you noticed and that you think should be changed or that affected you in some way – regardless of whether you think they are important or not, positive or negative. Write them down, preferably with a quick assessment of their relevance by placing different numbers of + or – signs in front of them.	Do the incident(s) form part of a recurring pattern? Is this something that inhibits or encourages the work of individuals or the team, and that should therefore be brought up for discussion so that attempts can be made to change it?

The categories in the table:

- **Objective events:** Experiences, developments and processes – positive and negative.
- **Refleksjoner:** Thoughts, feelings, attitudes, lessons learned
- **About yourself**
- **About others:** Individuals or subgroup*
- **About the team:** Relevant episodes, individual or recurring, that characterize the team as a whole

* Subgroups are often implicit groups that have not been appointed – spontaneous alliances between people. The alliances may be fleeting or lasting.

Developed by © Are Holen

Authors:

All of the authors are employed in the Experts in Teamwork Academic Section at NTNU, except for Are Holen, who is associated with both Experts in Teamwork and the Department of Neuroscience at NTNU.

- **Learning through experience** (pp. 6-7): Written by Nina Haugland Andersen, Tove Bredesen Søyland, Lars Skancke and Sven Veine based on the text "Erfaringslæring" ["Experienced-based learning"] by H. C. Helgesen, L. Skancke and S. Veine in the book *Experts in Teamwork 2017*.
- **Writing reflections** (pp. 8-11) written by Nina Haugland Andersen, Tove Bredesen Søyland, Lars Skancke and Sven Veine. The model on p. 8 was developed by Sven Veine and Nina Haugland Andersen. The model on pp. 10-11 was developed by Nina Haugland Andersen and Tove Bredesen Søyland.
- **Facilitation – help for self-help** (pp. 12-17): Written by Tove Bredesen Søyland. The texts about the various facilitation methods were written by Nina Haugland Andersen and Tove Bredesen Søyland, based on texts about facilitation by N. H. Andersen, M. K. Anderson, S. W. Brandshaug, T. B. Søyland, H. C. Helgesen, H. Rustad, L. Skancke and S. Veine in the book *Experts in Teamwork 2017*. The illustrations on page 8 were developed by N. H. Andersen, S. W. Brandshaug, H. C. Helgesen and S. Veine, inspired by a presentation on "Group dynamics" by Are Holen (held in November 2014) and the book *The Skilled Facilitator* (2002) by Roger Schwarz.
- **Reflection on feedback** (pp. 18-20): Adapted by Nina Haugland Andersen, Lars Skancke and Tove Bredesen Søyland based on the text "Gi og ta imot tilbakemeldinger" ["Give and receive feedback"] by Sigrid Westad Brandshaug in the book *Experts in Teamwork 2017*.
- **Reflection on roles** (pp. 21-24): Written by Sigrid Westad Brandshaug.
- **Advice on writing personal reflections** (p. 25): Written and developed by Professor Are Holen, Dr. med.

References:

- Bang, S. & Heap, K. (2002). *Skjulte ressurser: Om veiledning i grupper*. [Hidden resources. About guidance in groups]. Oslo: Gyldendal Norsk Forlag
- Benne, K. D. & Sheats, P (1948). *Functional roles of group members*. , 4, 41-49.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ.: Prentice-Hall
- Levin, M. & Rolfesen, M. (2015). *Arbeid i team: Læring og utvikling i team*. [Working in teams: Learning and development in teams]. Bergen: Fagbokforlaget
- Luft, J. & Ingham, H. (1955). The Johari window: A graphic model of interpersonal awareness. *Proceedings of the western training laboratory in group development*. Los Angeles: UCLA
- Schein, E. (1999). *Process consultation revisited : Building the helping relationship* (Addison-Wesley series on organization development). Reading, Mass: Addison-Wesley.
- Schwarz, Roger (2002): *The skilled facilitator*. San Francisco, CA: Jossey-Bass
- Schwarz, R. (2017). *The skilled facilitator: A comprehensive resource for consultants, facilitators, managers, trainers, and coaches* (3rd ed.). Hoboken, NJ: John Wiley & Sons.
- Sjøvold, E. (2006). *Teamet: Utvikling, effektivitet og endring i grupper*. [The team: Development, effectiveness and change in groups]. Oslo: Universitets-forlaget
- Sortland, B. (ed.) (2016). *Eksperter i team [Experts in Teamwork] 2017*. Trondheim, NTNU
- Spurkeland, J. (2012). *Relasjonskompetanse. Resultater gjennom samhandling*. [Interpersonal skills. Results through collaboration.] Oslo: Universitetsforlaget
- Lecture in "Group Dynamics" for village supervisors and learning assistants by Professor Are Holen, dr.med., psychiatrist and psychologist, held in November 2014.

Eight behaviours for teamwork to function well

- 1) Present your view and then invite others' views by asking questions that draw them in.
- 2) Share all relevant information, so that everyone can make decisions on the same basis.
- 3) Use examples to make your comments specific. Agree on what key terms mean.
- 4) Be open. Disclose your reasoning and the intention behind your inputs.
- 5) Let everyone share wishes and needs first before you go on to solutions – not the other way around.
- 6) Check your assumptions. Avoid taking action based on unclear grounds for a decision.
- 7) Jointly plan the way forward. Consider each other's interests and perspectives.
- 8) Talk openly about any difficult or unpleasant topics – 'undiscussable issues'.

Simplified from Roger Schwarz (2017):
The Skilled Facilitator. Jossey-Bass.

The sixth rule in particular (check your assumptions) is often actively used and regarded as very useful by the teams.



Photo: N.H. Andersen