

5.4 Presentation (20%) Due on 11th April

Team presentation component (10%)

Towards the end of the semester, your team will give a 12-minute presentation to the class based on your analysis and reflection of your team simulation experience. Things that you can talk about include but are not limited to:

· How did your team perform in the simulation?

- Good but not as well as we could have
 - § Time constraints
 - § Indecisiveness
- Good communication by everyone
 - § No one scared to speak up
 - § Took time to hear everyone's input and suggestions
- Late arrival by team member
 - § Delayed our start and meant that we were more pushed for time
 - § Roles had to be reassigned meaning some members had to reread new role description and goal information
- Time constraints
 - § Took too long on early rounds when we could have acted quicker
 - Playing 'safe' and with minimal risk
 - § Had to compromise some of the calculations in later rounds
 - Cost us points for bonus challenge 3 (Hillary step)
 - § Had to make decisions in later rounds quickly
 - Didn't maximise points as much as we could have
- Role double up
 - § Allowed one member to act almost like an overseer

- Ensured we didn't miss information and made sure we listened to everyone

· What helped with / what were the most challenging things to your team effectiveness?

- Sharing information that was not known by everyone

§ Each role given unique information each round

- Took the time to go round and listen to what everyone had to say
 - Write down important stuff on white board
- Ensure we had a 'complete' picture

- Team vs individual goals

§ We knew it was going to be impossible to get all goals complete

- Compromised individual goals when needed to prioritise team goals and survival
 - Lead us to not being able to summit
- Made decisions based on math
 - Point trade off of doing vs not doing something

§ Survival points given highest priority

· The leadership issues that are important in determining your team effectiveness.

Make an impressive PowerPoint presentation using some snapshots from the recording, or incorporate role plays by group members; be creative! Every team member must take a turn to be the presenter to earn credit for the presentation. At the end of each presentation, there will be a 3-5 minutes question and answer (Q&A) session during which the group will address questions from the class. The evaluation criteria and assessment rubrics of the presentation can be found in the appendix.

Individual presentation component (10%)

Each team member's performance during the presentation will also be individually evaluated. Evaluation will be focused on the presentation skills. Please refer to the assessment rubric for details.

Presentation of topics:

1. Introduction (1 person - shu gek)

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Team Presentation Evaluation Rubric

Criteria	Weight	1-2 Poor	3 4 5 6 7 8 Marginal Pass Satisfactory Good	9-10 Excellent
Application				
1. Leadership issues are well identified	5%	Failed to identify any leadership-related issues	_____	Identified multiple excellent issues related to leadership.
2. Leadership concepts and theories are well applied in the analyses of the issue	10%	Failed to apply any leadership concepts or theories in the analysis	_____	Applied multiple leadership concepts and theories appropriately
3. Implications for future improvement have been discussed	5%	Failed to discuss any implication for future improvement	_____	Provide excellent insights on future implications based on the above analyses
Delivery				
4. Clarity of information shown, good use of visual (graphics, videos, etc.)	20%	No clarity in the information presented and shown	_____	Excellent clarity in the information presented and shown
5. Logical flow and well structured slides	20%	No logic or poor structure in the slides	_____	Excellent logic and structure in the slides
Response to audience				
6. Reasonable answers to the questions asked	20%	Does not answer the questions at all	_____	Answer all of the questions very well
7. Professional, non-defensive responses which take the discussion further to the next level or deepen the learning	20%	Very defensive, non-professional, refuse to answer the questions	_____	Demonstrate professionalism, take the discussion further to the next level or deepen the learning by offering insightful ideas or opinions

Individual Presentation Evaluation Rubric

Criteria	Weight	1-2 Poor	3 4 5 6 7 8 Marginal Pass Satisfactory Good	9-10 Excellent
Application				
1. Shares valuable knowledge and insights	30%	Shares little useful information	_____	Shares valuable and interesting knowledge that enriches audience understanding of the matter
2. Speaks in a conversational style	35%	Speaks monotonously in a monologue; fails to engage the audience	_____	Speaks very well in a two-way conversational style with strategic use of intonation to sustain interest and enthusiasm
3. Speak assertively, good intonations, voice, eye contact and body languages	35%	Speak vaguely with no confidence, no eye contact, or body languages		Speak assertively with no ambiguity, and excellent eye contact/body languages

END OF REPORT

Stuff beyond it is just extra content

For details about presentation, refer to:

 Team 4 Presentation

1. Introduction

1.1. Roles

Our team consists of five members. We have Kshitij as the 'Leader', Joshua as the 'Pharmacist', Enzo as the 'Environmentalism', Sofia as the 'Marathoner', Shu Gek and Wen Xin as the 'Photographer'.

1.2. Team Goals & Collective Orientation

Our team had clear goals focused on collective achievement and solidarity. We aimed to ensure that every member progressed together, without leaving anyone behind or needing rescue. Our strategy involved prioritizing activities that would benefit the team as a whole, such as staying at camp to conserve energy and resources for the entire group.

1.3. Team Decision-Making

In making final decisions, we adopted a consensus-based approach that emphasized the input of every team member. Each member was given the opportunity to express their opinions and ideas, fostering an environment of open dialogue. We weighed the potential points gained or lost from each decision, considering the collective impact on our team's progress. Additionally, we distributed roles and responsibilities to ensure a division of labor, allowing each member to contribute effectively to our shared objectives. The team progressed, albeit not as smoothly as expected due to several challenges. Firstly, time constraints were a recurring issue, impacting our ability to fully explore all potential strategies and decisions. This was exacerbated by moments

of indecisiveness within the team, where we struggled to promptly reach consensus on critical matters.

1.4. Conflict Management

We aimed to minimize the occurrence of conflicts within our team. Rather than actively engaging in conflict management, we prioritized open communication and collaboration to prevent disagreements from arising. By valuing each other's perspectives and fostering a culture of respect and understanding, we sought to address any potential conflicts before they escalated. Our focus on teamwork and collective success helped us maintain a harmonious atmosphere throughout our endeavors. On a positive note, communication within the team was commendable. Every member felt comfortable expressing their thoughts and ideas, fostering an environment of open dialogue. We took the time to listen to each other's input and suggestions, valuing the diversity of perspectives within the team. However, a setback occurred when a team member arrived late, disrupting our planned schedule and necessitating a reassignment of roles, from a photographer to a marathon runner. This not only delayed our start but also led to a member needing to familiarize herself with new responsibilities and objectives. Furthermore, our cautious approach in the early rounds, aimed at minimizing risk, ultimately proved to be a double-edged sword. While it allowed us to proceed methodically, it also meant that we missed opportunities to act more decisively. As a result, we found ourselves having to make rushed decisions in later rounds, which compromised our ability to maximize points, particularly evident in the disappointing outcome of bonus challenge 3 concerning the Hillary step. Despite these challenges, the strategy of having one of our team members fulfill/replace a certain role proved beneficial. It allowed for a holistic oversight of our activities, ensuring that no crucial information was overlooked. This individual acted as a bridge between team members,

facilitating effective collaboration and ensuring that everyone's contributions were duly considered.

2. Briefly describe the leadership issues that you discuss in the report. (~2pgs)

2.1. Indecisiveness and slow decision making

2.1.1. Prioritised making the 'correct' decision over quick decisions

The team had a desire to make perfectly correct decisions at each step of the simulation. Because of this, there was usually a high amount of indecisiveness, as members shared their thoughts and ideas on how best to approach the challenges and requirements of each day. While getting input from all members benefited the moral of the team and indeed meant that thorough and well thought out decisions were made, the desire to make 'perfect' decisions over quicker and potentially less 'correct' decisions in the interest of time, lead to crucial time loss that could have been avoided and heavily impacted the effectiveness and functionality of the team towards the end of the simulation.

2.1.2. Everyone's input collected instead of majority voting (uniformity desired)

Secondly, because we had not interacted much with each other before the exercise, we wanted to ensure that everyone had an opportunity for their inputs to be heard and considered by the group. Because of this, the team operated with a desire for uniformity in our decision making, rather than just a majority vote on decisions. This meant that if ever a single member was uncertain about a particular action that the rest had agreed on, the idea was taken back to the table to be discussed more. This ultimately meant that decisions, especially in early rounds, required long conversations to reach consensus and make the appropriate actions, culminating in although successful, an overall slow decision making process.

2.2. Risk Tolerance

2.2.1. Tried to get all the easy to achieve points

One of the first team discussions about how we would operate, occurred before the first round of the simulation. Due to the ‘success’ of teams being measured by the amount of both individual and team points accumulated and bonus challenges completed, we decided it would be best to share what the point goals of each of our characters were. This was done by going around in a circle, outlining our goals and their respective points, which were noted on the whiteboard. From this, we were able to determine what goals had the most points assigned to them, what goals overlapped and could be completed in tandem and which ones required compromise to complete, ultimately allowing us to create a priority list of goals, which we used to address tasks.

During the exercise, the team had a reasonably low risk tolerance. We wanted to ensure we achieved the tasks that got us the largest amount of points safely, and avoid challenges that only awarded a small number of points for large risks.

However, this approach ultimately cost us some points on the final day. While three members had reached the final camp, and two had sufficient physical and mental conditions to attempt the summit climb, we decided against these players pushing towards the summit. This decision again was based on risk tolerance. While having the two members summit Mt Everest would have rewarded us with ... points, any member being rescued would cost us five points. This meant that we would be risking ten points that would be safe if we didn’t attempt the summit, for a chance at ... points if we did. Ultimately, because of our low risk tolerance, we decided against the summit option to secure the ten points for not being rescued, which impacted our teams overall performance compared to others.

2.3. Time Management

2.3.1. Took too much time on easier tasks in the beginning and later faced acute shortage of time for harder tasks towards the end.

A notable flaw in the team's functionality was our time management. The indecisiveness within the team in trying to make the 'correct' decision during the early rounds lead to unnecessary losses of time to complete the simulation. This resulted in the final two rounds of discussions being truncated as decisions needed to be made quickly and ultimately resulted in us failing the final team challenge (the Hillary Step).

2.3.2. Oversharing of information in the beginning. Fear of missing out on vital info in the beginning.

As a culmination of wanting to achieve a high points score and wanting to make 'correct' decisions to maximise our chances of doing so, during the early rounds and before the exercise actually began, the team was prone to oversharing of information, often times reading out and sharing information that had been mentioned prior, or that was not relevant to how a challenge should be approached or decision be made. This was done largely out of the fear of missing out on vital information as we believed it may lead us to make a hasty or ultimately 'incorrect' decision, which would impact not only the team score, but moral and effectiveness as well. This information overload contributed to aforementioned indecisiveness within the team and cost us time during the early rounds of the simulation. However, as rounds progressed the team got better at determining what information was unique and needed to be shared, and what information was common amongst members of the team and was less vital to making decisions.

3. Analyze leadership and team-process-related problems or issues in your team or issues you have uncovered in the simulation. Form your analysis by examining different aspects of your team characteristics and the dynamics of team process, applying the concepts and theories you learned in this course to help you answer one or more questions about leadership and team effectiveness. (4-5pgs)

3.1. Interest/goal asymmetry

Our team encountered potential issues related to goal asymmetry in the beginning, where individual team members possessed differing objectives and motivations that could have impacted team dynamics and performance. However, our team proactively managed these challenges by prioritizing transparency regarding personal goals and emphasizing collective success over individual achievements. Transparency played a pivotal role in our approach to mitigating goal asymmetry. From the outset of the challenge, team members openly communicated their respective goals and motivations. This transparency fostered a sense of mutual understanding and trust among team members, which was instrumental in preemptively addressing potential conflicts that could arise from differing priorities. Additionally, goal asymmetry could have affected team dynamics and communication throughout the simulation. Conflicting goals related to pacing, rest breaks, or route selection could have hindered effective teamwork and coordination, leading to misunderstandings or lack of alignment in team strategies and tactics. Without proactive management of goal asymmetry through transparent communication and goal alignment, our team could have faced challenges in maintaining a cohesive and productive dynamic.

While we strategically prioritized the overall team score as the primary measure of success, we simultaneously aimed to maximize individual scores without creating conflicts with other team goals. By emphasizing collective success, we encouraged a collaborative mindset where individual goals were aligned with the team's objectives. This approach helped to mitigate the impact of goal asymmetry by redirecting focus towards shared outcomes and minimizing

potential tensions stemming from divergent motivations. Our experience also highlights the importance of effective communication and goal alignment in team environments. By prioritizing transparency and collective success, our team successfully navigated the challenges posed by goal asymmetry and maintained a cohesive and productive dynamic throughout the simulation

- 3.2. We were open about our individual goals from the beginning so we were able to make compromises <addressed in b>
- 3.3. Information asymmetry

Our team recognized the potential impact of information asymmetry, a phenomenon where certain team members possess more knowledge or data than others, influencing decision-making and coordination within the team. This asymmetry could have significantly affected critical decision points throughout the simulation, particularly in areas such as weather calculation, route planning (including the Hillary Step), and monitoring health conditions.

For instance, information asymmetry could have been particularly pronounced during weather assessment. Team members with meteorological expertise or access to detailed weather reports may have possessed more accurate and timely information regarding changing weather conditions on the mountain. This disparity in weather-related information could have influenced decisions about when to proceed with the ascent, where to establish camps, or whether to initiate a summit attempt, impacting overall team strategy and safety.

Similarly, at the Hillary Step—a technically challenging section near the summit—information asymmetry regarding route conditions and climbing techniques could have been critical. Experienced climbers or guides within the team may have possessed valuable insights or firsthand knowledge about navigating this section effectively, while others with less experience

may have relied on their expertise, potentially leading to discrepancies in decision-making and risk management.

Furthermore, information asymmetry significantly impacted the monitoring of health conditions among team members during the Everest climbing challenge simulation. Some team members possessed specialized knowledge of symptoms associated with different health conditions, such as altitude sickness or frostbite, which enabled them to assess and address potential risks more effectively. This disparity in health-related information had notable implications for decisions regarding rest periods, hydration strategies, and the necessity of medical interventions, ultimately influencing overall team well-being and performance throughout the expedition. The varying levels of expertise and awareness among team members underscored the importance of transparent communication and collaboration in managing health risks and optimizing the team's collective response to challenging conditions at high altitudes.

To mitigate potential challenges associated with information asymmetry, our team implemented strategies to promote transparency and collaboration. We encouraged open communication channels and regular team briefings to ensure that relevant information was shared and discussed among all team members. By fostering a culture of information-sharing and collective problem-solving, we aimed to leverage diverse perspectives and expertise to make informed decisions and navigate challenges effectively.

Our team encountered potential influences from cognitive biases such as the common information effect and discussion bias, which could have affected our decision-making process. The common information effect, where teams tend to prioritize shared information over unique

insights from individual members, could have limited our consideration of alternative perspectives or critical details essential for making well-rounded decisions.

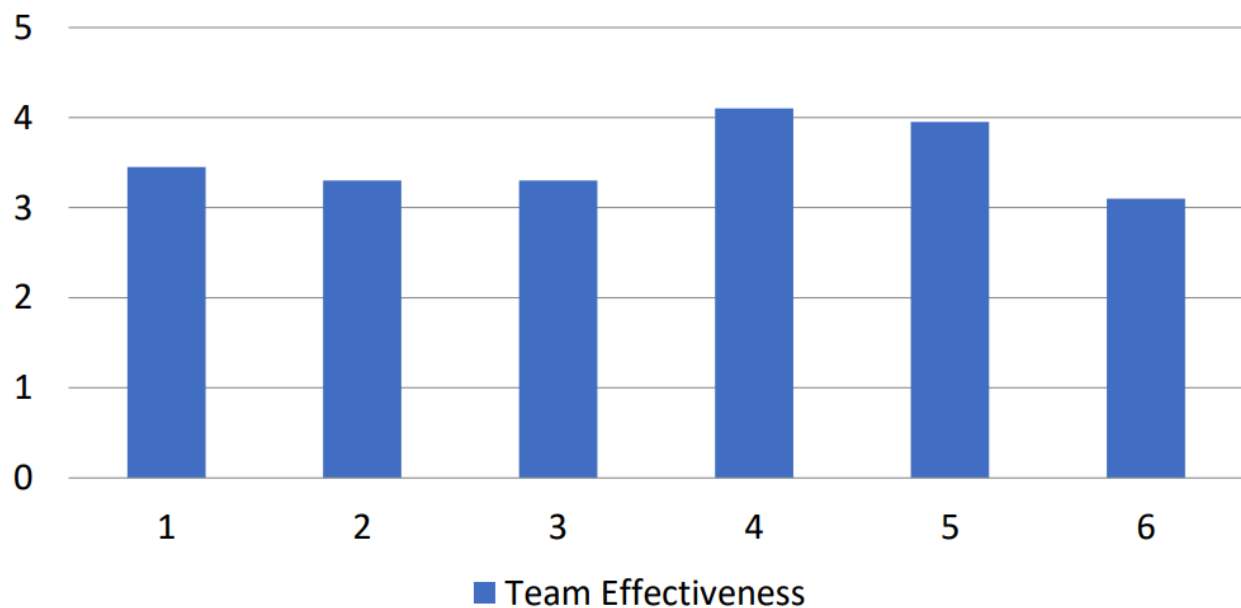
While our team may not have been initially aware of these biases, we implemented specific strategies that inadvertently helped mitigate their impact. For instance, instead of solely focusing on commonly shared information, we consciously encouraged all team members to contribute their unique insights and perspectives during discussions. This inclusive approach ensured that diverse viewpoints were considered, reducing the risk of overlooking valuable information that could influence our decisions.

Additionally, discussion bias, where dominant voices or opinions within a team disproportionately influence decision-making, could have potentially affected our group dynamics. To counteract this bias, we adopted communication strategies such as seeking input from all members before arriving at a decision, and actively encouraging quieter team members to voice their opinions and analysis of the situation. By balancing participation and ensuring that decisions were based on a comprehensive evaluation of all available information, we mitigated the potential influence of discussion bias on our decision-making process.

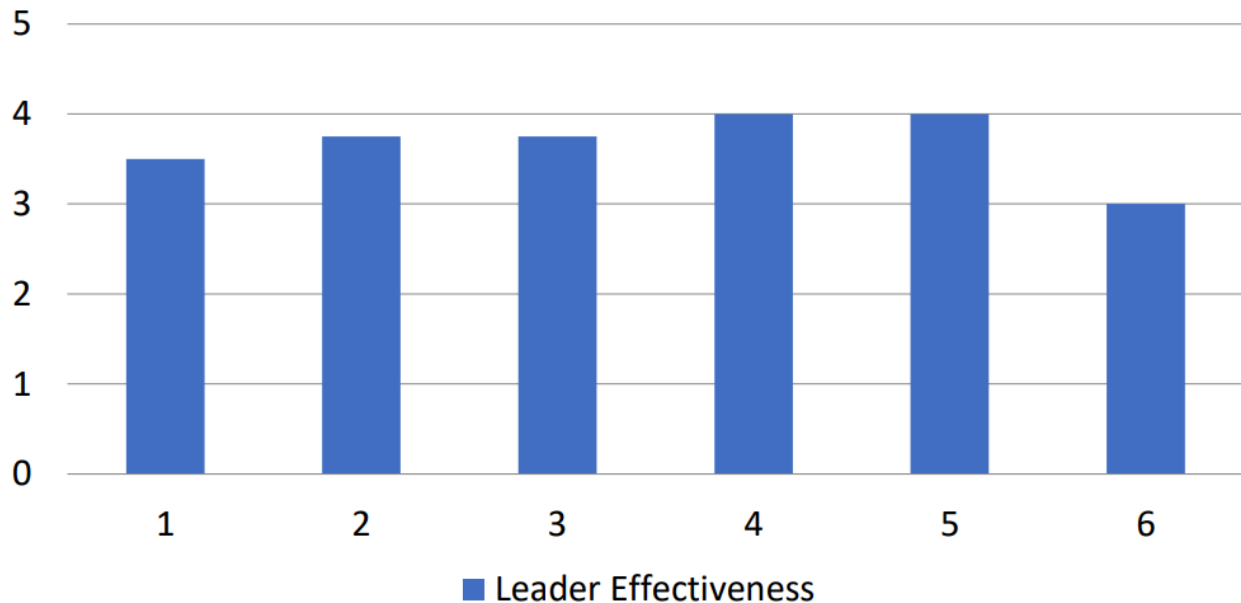
Although our team may not have been explicitly aware of these cognitive biases at the time, our efforts to promote inclusive communication and balanced participation inadvertently helped mitigate the impacts of the common information effect and discussion bias. We believe that these efforts were well reflected in the team effectiveness diagram, which shows how a group of people can collaborate to achieve more collectively than they would individually. Even though we did not finish first in the simulation, our strategy proved to be the most effective as a team. The winning team may have been slightly less effective as a whole, but they were also more

focused on individual goals if we analyse individual diagrams. This fact prompts us to reflect on the following dilemma: to what extent should the team be valued in order to achieve goals efficiently, as we observe a conflict between individuality and collectivity. Looking at the leader effectiveness graph, we can see that, despite having a 63% goal efficiency compared to team 5's 87% goal efficiency, we have the same leader effectiveness. This demonstrates that leader success is judged by how well the team collaborated and performed well together. However, the difference between 87% and 63% is nearly 25%, which shows the importance of balancing individual and collective goals. As a result, determining how much importance should be accorded to our own individual goals was also an issue during the simulation. Hence, we can say that we overlooked the individual aspect of the simulation, which affected our goal efficiency and is also part of the overall team goals.

Class Constructs: Team Effectiveness



Class Constructs: Leader Effectiveness



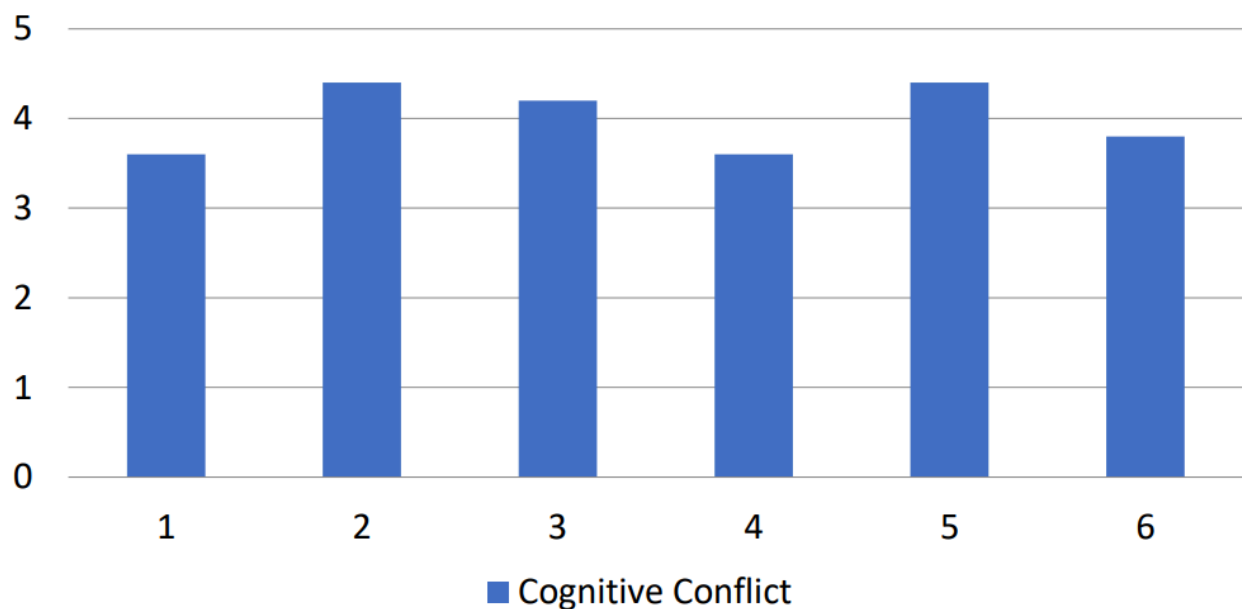
3.4. Common information effect <addressed in d>

3.5. We overcame by focusing on differences in information <addressed in d>

Another inherent aspect of the simulation was that some roles naturally had more leadership influence due to their position, but others had to exhibit leadership despite not being assigned a leadership position. For example, the healer or team leader had more influence on the group because of their crucial abilities to heal a teammate or to submit the ultimate team decision at the end of each day. These essential powers necessarily affected the team dynamics around the table, as they already possessed a type of innate leadership.. This idea can be linked to the concepts of assigned leadership and emergent leadership; in this simulation, the healer and the leader benefited from assigned leadership, while the photographer, the marathoner and the environmentalist were more prone to emergent leadership. Furthermore, those with greater scores

for personal goals were viewed as more "important," influencing the decision-making process. For instance, the team leader would never have been jeopardised since he had personal goals that accounted for more than 10 points. This fact further accentuated the assigned vs emergent leadership dynamics within the team, since some people were viewed as more "important" due to their points and objectives.

Class Constructs: Cognitive Conflict



Another team-process-related issue that our team encountered was too little task conflict, as we were all focused on promoting a great team experience and avoiding disagreements. Since too little task conflict can be dysfunctional and tends to lead to low team performance, our team did not benefit as much as we could have from cognitive conflict, which helps assess problems, expose assumptions, evaluate other options, identify solutions, and increase understanding.

Indeed, we could have cognitively challenged more others' perspectives and ideas, which would have been better to come up with well-rounded solutions and enhance team performance.

4. How you and your team can do better from your analysis (~3-4pgs)

- o Emphasis on clear communication to avoid information asymmetry. (Downside: Took time to process and correlate inputs)
- o Provide Leader Behavior Description Questionnaire data for more analysis

INFORMATION DUMP - pick and choose what we should talk about and use

- o Leadership styles
 - § Authentic leadership
 - § Transformational leadership
 - § Charismatic leadership
 - § Servant leadership
- o Leaders
 - § Inspire
 - § Encourage

- § Motivate
- § Guide/teach

§ Neuroticism

- o High = tendency to experience negative effects (fear, anger, sadness)
- o Low = calm, even-tempered, relaxed

§ Extraversion

- o High = like people, assertive, active, talkative. Like excitement and stimulation. Cheerful, energetic, upbeat, optimistic
- o Low = reserved, shy or just prefer to be alone

§ Openness to experience

- o High = curious, willing to question authority, willing to entertain novel ideas and unconventional values, related to creativity, associated with higher education
- o Low = conventional and conservative, practical

§ Agreeableness

- o High = altruistic, trusting, sympathetic, cooperative, eager to help
- o Low = egocentric, skeptical, competitive, questioning

§ Conscientiousness

- o High = purposeful, determined, dependable and attentive to detail
- o Low = comfortable with chaos, less organized

§ Leadership emergence: being perceived as leader like

§ Leadership effectiveness: promoting performance

§ 5 major leadership traits

- o Intelligence
 - § Analytical intelligence
 - Ability to recall, recognise, analyse, evaluate and judge information (traditional understanding of IQ)
 - § Practical intelligence
 - Ability to solve everyday problems by using knowledge gained from experience (street smarts)
 - § Creative intelligence
 - Ability to produce novel and useful work, thinking outside the box
 - § Intelligence allows a person to
 - Be a fast learner
 - Make better assumptions, deduction and inferences
 - Develop better solutions to problems
 - See more of the primary and secondary implications of their decisions
 - Think more quickly on their feet
- o Self confidence
 - § Be certain about one's competencies and skills

- § Self esteem and self assurance
 - § Beliefs of making a difference
 - § Influence others
 - § Instil confidence in followers
 - § Not stubborn or narcissistic
 - o Determination
 - § Desire to get the job done
 - § Initiative
 - § Persistence
 - § High desire for achievement
 - § High desire to lead
 - o Integrity
 - § Honesty and trustworthiness
 - § Take responsibility
 - § Ethical
 - § Dependable
 - o Sociability
 - § Leaders inclination to seek out pleasant social relationships
 - § Sensitive to others needs
 - § Cooperative
 - § Outgoing
 - § Tactful and diplomatic
-
- o Interest asymmetry
 - § Team members goals and objectives are partially shared but partially unique (no perfect alignment)
 - o Information asymmetry
 - § Team members have some shared and some unique information
-
- Interest asymmetry
 - o Teams must have a powerful shared goal to be effective
 - o However, it doesn't preclude the existence of divergent or conflicting goals of different members
 - § Competing interests: 2 parties are completely opposed
 - Zero sum game
 - § Compatible interests: parties interest are best served by agreeing on the same option
 - Win-win situation
 - o Strategies
 - § Collaborating/problem-solving: create value that is beneficial to all members

- § Require collective effort in information sharing, perspective taking and creative thinking
 - § Should avoid behind the scene political behaviours that advance personal agenda
- Information asymmetry
 - o Common information effect
 - § Groups tend to spend too little time discussing unshared/unique information
 - Information held by more members before team discussion has greater influence on team judgements than information held by fewer members
 - o This is independent of the validity of the information
- Why the discussion bias
 - o Mutual enhancement
 - § Discussing shared information feels good
 - § Members are judged as more task competent and credible after discussing shared instead of unshared information
 - § Shared information is judged as more important, accurate and decision-relevant than unshared information
 - o Bias for preference consistent information
 - § Members prefer to discuss information that is consistent with their preferences (an example of confirmation bias)
 - o Some groups miss optimal solutions
 - § Use of only shared information supports a less optimal decision alternative whereas tapping into unshared information supports the best option
 - § Failure to discuss unshared information will harm group decision quality
- Strategies to manage common information
 - o What does not work
 - § More discussion
 - § Separate review and decision
 - § Bigger team
 - § More information
 - § Accountability for decision
 - § Pre discussion polling
 - o What does work
 - § Team leader is information manager
 - Increased focus on unique information
 - § Suspend initial judgement

- § Frame as an information sharing problem, rather than a judgement to be made
 - § Minimise status differences
- Psychological safety
 - o Individuals perceptions about the consequences of interpersonal risks in the environment (willingness to speak up and challenge ideas)
- Cognitive conflict
 - o Helps recognise problems, expose assumptions, consider different alternatives, identify solutions, and build understanding
 - o Prevents group think
 - o Too much or too little is bad (want a medium amount)
- Affective conflict
 - o Introduces perceptual biases and distorts information processing
 - o Tends to escalate
 - o Provokes distrust, cynicism and apathy
 - o Generally dysfunctional
- Other issues
 - o Information overload: amount of information vs processing capacity
 - o Culture/diversity issues: Gender, nationality, personality

o Indecisiveness

- Analyse leadership and team-process-related problems or issues in your team or issues you have uncovered in the simulation. Form your analysis by examining different aspects of your team characteristics and the dynamics of team process, applying the concepts and theories you learned in this course to help you answer one or more questions about leadership and team effectiveness.
 - Things to include: graphs from lecture slides regarding team performance?
 - Interest/goal asymmetry
 - o We were open about our individual goals from the beginning so we were able to make compromises
 - Information asymmetry
 - Common information effect
 - o We overcame by focusing on differences in information
- Finally you should discuss implications on how you and your team can do better based on your analyses.
 - o Make decisions quicker : Adopting a leadership style that is “too supportive” may have caused a longer decision making time since we were more focused on considering everyone’s perspective rather than being efficient in our decisions. Being a bit more directive in terms of leadership style could have accelerated the decision making process and made us more efficient.

- o Listen better to others
- o Apply leadership techniques learnt from class
- o Don't "play safe"
- o Manage time effectively. Don't take longer for easier tasks as that leaves less time for later tasks.

Brief:

The Harvard Everest Simulation is a team exercise centered around teamwork, leadership, cooperation and communication. It challenges participants to work together to overcome challenges as they simulate climbing Mt Everest. This involves sharing information, collaborating to solve math and word problems and trying to accomplish team and individual goals.

Our team (Team 4) underwent the challenge on 8th February 2024, the following report is a reflection on our teamwork and leadership experiences, the challenges we faced and what we did in trying to overcome them.

Team Process Description:

The team progressed, albeit not as smoothly as expected due to several challenges. Firstly, time constraints were a recurring issue, impacting our ability to fully explore all potential strategies and decisions. This was exacerbated by moments of indecisiveness within the team, where we struggled to promptly reach consensus on critical matters.

On a positive note, communication within the team was commendable. Every member felt comfortable expressing their thoughts and ideas, fostering an environment of open dialogue. We took the time to listen to each other's input and suggestions, valuing the diversity of perspectives within the team.

However, a setback occurred when a team member arrived late, disrupting our planned schedule and necessitating a reassignment of roles, from a photographer to a marathon runner. This not only delayed our start but also led to a member needing to familiarize herself with new responsibilities and objectives.

Furthermore, our cautious approach in the early rounds, aimed at minimizing risk, ultimately proved to be a double-edged sword. While it allowed us to proceed methodically, it also meant that we missed opportunities to act more decisively. As a result, we found ourselves having to make rushed decisions in later rounds, which compromised our ability to maximize points,

particularly evident in the disappointing outcome of bonus challenge 3 concerning the Hillary step.

Despite these challenges, the strategy of having one of our team members fulfill/replace a certain role proved beneficial. It allowed for a holistic oversight of our activities, ensuring that no crucial information was overlooked. This individual acted as a bridge between team members, facilitating effective collaboration and ensuring that everyone's contributions were duly considered.

In conclusion, while our team made progress, it was not as smooth or optimal as we hoped. We encountered various obstacles ranging from time constraints, and indecisiveness to unforeseen disruptions. Moving forward, we aim to address these challenges proactively, leveraging our strengths in communication and teamwork to achieve better outcomes in future endeavors.

2. Briefly describe the leadership issues that you discuss in the report.

Our team ranked relatively well compared to the results of other teams and therefore the leadership strategy was fairly successful. However, there were a few issues that hindered our progress and results. This section will look at some key leadership issues that our group experienced.

Firstly, our group was determined to come to a unanimous agreement before making any decisions instead of settling for a majority vote. The leader placed effort into making sure that everyone's voice gets heard and no opinions are dismissed. This way of work created a comfortable and safe environment but as a downside, it significantly slowed our progress which created issues towards the end of the simulation.

Another significant leadership issue we encountered was the prioritization of making the 'correct' decision over quick decisions. Throughout the simulation, there was a constant pressure to ensure that every decision made was meticulously thought out because even small mistakes might have cost us points. While this commitment to accuracy made us succeed in most of the challenges, it sometimes led to delays in action, impacting our ability to adapt swiftly to changing circumstances. Additionally, the slow decision making process further increased our issues with time management. This aspect highlighted the balance between thorough analysis and timely execution that effective leaders must navigate.

Leadership and Team-Process-Related Issues:

There are some challenges that are commonly faced by teams completing The Harvard Everest Simulation. Firstly, all roles are not given the same information at every point in the simulation. The difference in information creates information asymmetry, where not all team-members are aware of the same things. This information asymmetry is often perpetuated by the common

information effect according to which people tend to focus on the information that is common between group members and disregard information that is not shared. Our team recognised the difference in the information given to us in the beginning of the simulation. We were able to overcome the issue by deliberately focussing on the pieces of information that were unique to some roles. This allowed us to all have a complete picture of the situation and we were able to make decisions based on all the information that was available to us.

How To Do Better:

Following the exercise, the team noticed that there were times in the challenge when things didn't go as intended and should be improved upon in future to improve the effectiveness of the team.

Firstly, was the need to make decisions quicker. While the team excelled in our sharing of information for each day of the challenge, making sure each member read out their provided information each day and engaged in joint discussion before making a final decision on what to do each day. However, because the information in the early rounds was quite universal and ultimately non-consequential to the overall outcome of the challenge, the team spent too long taking inventory and discussing our intended actions and potential outcomes of particular decisions on these early days. This consequently cost us time in the later days, when having more time to complete mathematical calculations, word problems and supply allocation challenges was necessary and forced us to make decisions in haste and with less discussion than intended. As a result we failed the Hillary Step challenge and made the decision for none of our members to summit Everest, despite two members being in a position to do so.

What would you do to change this for next time?

Secondly, was team indecisiveness. While we recognise that group discussion and individual compromises are necessary for a team to function, as it provides each member a chance to voice their opinions and suggestions on how the team should function or approach an issue. However, because we valued each member's contributions, and we didn't want to disregard or discredit others' inputs, we frequently found ourselves going around in circles trying to decide on the best way to approach each day and its respective challenges. This in turn contributed to our issues with time management, as it meant we were further pushed for time when making our decisions on the final days, which were the most consequential decisions, regarding potential team and individual point gain.

What would you do to change this for next time?