Manual on Teamwork in Design

For STUDENTS

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www.teaching-teamwork-in-design.com/index.html
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About this Manual

To become an effective team member in a high-performing team, you need to practice certain skills and be aware of some important issues.

This document was prepared to assist you in developing teamwork skills. It is divided into key sections that each address an essential aspect of teamwork. There are also step-by-step guides that help you to start teamwork, communicate constructively, progress effectively and manage conflict situations when they emerge.

This Manual on Team Learning was developed as a part of a project on “Enhancing and Assessing Team and Group Learning in Architecture and related Design Contexts” funded by the Australian Government Office for Learning and Teaching (OLT). Please feel free to provide us with your feedback about this document by sending an email to

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<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>RECOMMENDATIONS</td>
<td>7</td>
</tr>
<tr>
<td>TEAM CONTRACT</td>
<td>10</td>
</tr>
<tr>
<td>1. How to develop a Team Contract</td>
<td>10</td>
</tr>
<tr>
<td>Team Contract of Team X, Sample no.1</td>
<td>15</td>
</tr>
<tr>
<td>Team Contract of Team X, Sample no.2</td>
<td>17</td>
</tr>
<tr>
<td>TEAM PROJECT PLAN</td>
<td>19</td>
</tr>
<tr>
<td>2. How to prepare a Team Project Plan</td>
<td>20</td>
</tr>
<tr>
<td>TEAM MEETINGS</td>
<td>23</td>
</tr>
<tr>
<td>3. How to run an effective Team Meeting</td>
<td>24</td>
</tr>
<tr>
<td>ROLES &amp; LEADERSHIP</td>
<td>25</td>
</tr>
<tr>
<td>4. How to assign roles and lead a team</td>
<td>25</td>
</tr>
<tr>
<td>5. What roles contribute to the WORK</td>
<td>26</td>
</tr>
<tr>
<td>DECISION MAKING</td>
<td>27</td>
</tr>
<tr>
<td>6. How to make team decisions</td>
<td>27</td>
</tr>
<tr>
<td>7. How to make team decisions by CONSENSUS</td>
<td>30</td>
</tr>
<tr>
<td>8. What tools to use for team decision making</td>
<td>31</td>
</tr>
<tr>
<td>9. How to evaluate ideas (after brainstorming)</td>
<td>33</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>35</td>
</tr>
<tr>
<td>10. How to communicate effectively in teams</td>
<td>35</td>
</tr>
<tr>
<td>11. How to communicate in pictures/drawings</td>
<td>36</td>
</tr>
<tr>
<td>12. How to be a good listener</td>
<td>37</td>
</tr>
<tr>
<td>CONFLICT MANAGEMENT</td>
<td>38</td>
</tr>
<tr>
<td>13. How to manage and resolve conflict in team</td>
<td>38</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>43</td>
</tr>
</tbody>
</table>
FIGURES

Figure 1. Key steps in a brainstorming session 31
Figure 2. The sequence through which multivoting can be applied in teams 32
Figure 3. Steps in generating and evaluating ideas 34
Figure 4. Four stages of Tuckman’s team development model 39
Figure 5. Tips for discussing problematic team behaviours 49
Figure 6. Tips for revisiting your attitudes in team conflicts 49

TABLES

Table 1. A list of positive factors and possible problems in student teams and necessary actions 13
Table 2. General responsibilities of team members 19
Table 3. Establishing team goals and purposes 20
Table 4. Assigning roles and responsibilities 21
Table 5. Key roles in student teams and responsibilities associated with each role at the three key steps of team meetings 24
Table 6. Seven methods of team decision making, their description and disadvantages associated with them 28
Table 7. A summary of major causes of conflict/conflict factors in student teams 42
Table 8. Some excessive team behaviours which present themselves as problematic behaviours 43
Table 9. A summary of five basic approaches to face team conflict 46
Table 10. Detailed description of five basic approaches to face the conflict in student teams 47
Table 11. Two types of strategies for turning “HOT” Emotions into “COOL” Emotions 50
The Most Important Team Skills

Students in our survey identified the following three skills as the most important to achieving good design outcomes for teams:

1st. Communication;
2nd. Idea Evaluation;
3rd. Coordination.

Teachers in our survey identified the following three skills as the most important to achieving good design outcomes for teams:

1st. Communication;
2nd. Decision Making;
3rd. Coordination.

Key Recommendations

As part of the OLT funded project “Enhancing and Assessing Team and Group Learning in Architecture and related Design Contexts,” nearly 700 students and 70 teachers from design schools across Australia answered surveys about their experiences of teamwork learning and teaching. From the analysis of this significant amount of feedback, we have four important and simple recommendations for you:

Recommendation 1:
Six Key Teamwork Skills

- Six chief skills are required for effective teamwork – (1) Coordination of tasks and responsibilities (using, for instance, project work-plans and team contracts); (2) Communication via speaking, writing, drawing, modelling; (3) Idea generation, evaluation & selection; (4) Decision making; (5) Leadership; and (6) Conflict management.

Recommendation 2:
Groupwork VS Teamwork

- Clearly differentiate between groupwork (working on individual tasks towards a team assignment) and teamwork (collaborating together) so that everyone has a clear role that is essential for the team. This can be achieved via a regularly updated project plan that clearly schedules individual and team tasks.
Key Recommendations

Recommendation 3: Conflict Management

• Seek help from teachers when conflict reaches a stage that is significantly affecting the team’s outputs and processes. But it is better to discuss and manage conflict early within the team so that issues do not get out of hand.

Recommendation 4: Team Processes

• Reflect on team processes regularly – within your team and as an individual – so that you can identify how to improve your team skills. At the end of a team design project, reflect on which team skills you have learned and which you can improve.
1. How to develop a Team Contract

Writing your team contract should accelerate your team’s development by establishing procedures, rules and roles. The group members must communicate and negotiate to identify standards for mutually acceptable quality of work and comfortable levels of group participation and individual accountability.

Generating a team contract can jumpstart a group's collaboration by quickly focusing team members on definite tasks.

A Team Contract may be structured in seven sections:
- Team Code of Conduct
- Team Participation
- Meetings
- Absenteeism
- Log Book
- Punishment and
- Decision Making (See Sample no.1, pp. 15-16).

Or another way of structuring the Team Contract is to divide it into three sections:
1. Team Processes
2. Ground Rules/Team Expectations and
3. Consequences (See Sample no.2, pp. 17-18).

Chair of the Team
Your team may select a leader or ‘chair’ of the team. It is important that the responsibilities of the chair are clearly defined within your team contract. Team member should take turn in acting as the chair. [1]

For example, the chair of the team should

- ensure the team has a shared understanding of the team project outcomes and processes;
- ensure every team member makes his/her contributions to the team project;
- organise team meetings; and
- ensure meeting minutes are developed and distributed to all team members.

1. How to develop a Team Contract (continued)

To develop a ‘team contract’, follow the 5 steps described in the next 2 pages. We begin by reflecting on previous teamwork so we can identify ways of repeating positive experiences and preventing negative experiences.

1. Individually, spend 15 minutes exercising these activities:

- Consider your **POSITIVE EXPERIENCES** of working in teams. List features and factors that made the team function effectively.
- Consider your **NEGATIVE EXPERIENCES** of working in teams. List the problems and all the things which you would do differently if you get another chance to work as a team.

2. Discuss your list with other team members and try to fill Table 1 (pp. 7-8).

3. Use the Action column in the completed table to list some “Ground Rules”.
   Ask every team member to consider the Action List and suggest some ground rules, some of which may be informed by previous negative or positive experiences. Note down these ground rules, then review and discuss them in your team and agree those that you will adopt. Ensure that every team member accepts the ground rules and can follow them. Be sure to specify what you mean by these rules.

For example, what standards characterize quality work? How active is active participation? Some further examples of rules may include:
4. Consequences

Develop a list of consequences appropriate for team members who break the ground rules that your team has established. They should be reasonable, enforceable and agreed to by all team members.

5. Develop the team contract drawing upon the list of agreed ground rules and consequences.

In summary, your Team Contract should include:

- general responsibilities of all team members i.e. carrying out the assigned tasks and submit them on time, contribute ideas and attend team meeting; and

- accepted team behaviours i.e. allowing everyone to speak during team meetings without any interruptions and ‘side meetings’, being a good listener, decision making through consensus and etc. [1]

NOTE

In your Team Contract, you may also address the issue of COST associated with the completion of your team design project (for instance, for model making materials and printing) and determine when and how you are going to divide it among team members.

Table 1. A list of positive factors and possible problems in student teams and necessary actions

<table>
<thead>
<tr>
<th>Descriptions</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe your experiences</td>
<td>What do you need to do to encourage positive factors and features?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POSITIVE TEAM EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive factors</td>
</tr>
<tr>
<td>(Features of effective teams)</td>
</tr>
<tr>
<td>NEGATIVE TEAM EXPERIENCE</td>
</tr>
<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>Possible Problems</td>
</tr>
<tr>
<td>(The things which may go wrong)</td>
</tr>
</tbody>
</table>
Team Contract of Team X, Sample no.1

SECTION A. Team Code of Conduct

✓ Respect and listen to all members' opinions.
✓ Everybody has the right to speak. All ideas need to be heard and understood.
✓ Constructive criticism is acceptable. Personal attacks must be avoided.
✓ Team X will work as a TEAM. This demands respect and encouragement from all members to one another.
✓ No member of Team X should feel uncomfortable. There is a mutual respect amongst the team, and there should be no hesitation in members speaking out of any issues that arise.

SECTION B. Team Participation

✓ Group Assessment for weekly reports – all members of Team X are expected to participate in the completion of the weekly reports.
✓ Group reports are to adhere to a predetermined group format (fonts, logo, sizes etc.).
✓ All tasks need to be completed by the set due date/time, ensuring that the team can continue to progress on the project.
✓ Members must participate in group discussions, offering their opinions on different issues.

SECTION C. Meetings

✓ Meetings are to be held on: Tuesday - 9:00am – 6:00pm & Thursday - all day when required.
✓ All members are required to attend these meetings so that information, tasks and viewpoints can be shared and discussed.
✓ Tasks to be completed will be allocated throughout the meeting.
✓ Minutes will be taken at all meetings/discussion groups, listing tasks completed, topics discussed and apologies.
Team Contract of Team X, Sample no.1 (continued)

SECTION D. Absenteeism

- When unable to attend class or meetings, members need to notify another group member of their absenteeism. Suitable reasons will be accepted by all group members.
- Constant lack of attendance will become an issue in terms of group participation and may be taken further.

SECTION E. Log Book

- Team X will set up a Log Book. This will contain all financial transactions, minutes from meetings and tasks that have been completed. It will be kept up to date by Freddy Smith.

SECTION F. Punishment

- In the event of a team member not meeting the requirements, consequences will be faced. Members will be required to complete more work than the norm during week of punishment.
- Punishment is the last resort. Team X will try to their utmost to avoid punishing fellow group members.

SECTION G. Decision Making

- Team X runs a consensus system. Consensus rules in the decision making, with democratic decisions made only when consensus cannot be reached.
- Amendments can be made to the contract only if all members agree on the change.
Team Contract of Team X, Sample no.2

SECTION 1.  Team Processes

✓ Team will communicate through the use of a blog supplemented by in person meetings and class work.
✓ Team will make decisions based on open discussion and research.
✓ As disagreements and issues arise, we will attempt to reach a general consensus.
✓ For all unresolved issues, meetings and discussions will be documented and open issues will be kept on a running list that will include project weak points, potential failures, and other items that may not be addressed over the course of this project.
✓ Any project critical disagreements will have a set decision deadline no later than a week before the related deliverable is due.
✓ Team member (?) will manage agenda setting and distribution. She will be the team’s point of contact for adding agenda items.
✓ Meetings will tentatively be Tuesday and Thursday evenings, or Fridays immediately following class.

SECTION 2.  Ground Rules/Team Expectations

✓ Show up and be on time to all in-person meetings.
✓ If for some reason you cannot make a meeting, 24 hour advance notice is requested.
✓ All work submitted should be high quality.
✓ Team members can and will help in final revisions of all major deliverables. Work should be actively engaged in by all team members on a schedule that allows for unforeseeable and technical difficulties that would require team consultation.
✓ All work should be your own.
Team Contract of Team X, Sample no.2 (continued)

✓ Input from all team members is desirable and all ideas can be discussed.

✓ The entire team should be committed to submitting work on time and meeting scheduled deliverables.

✓ Any team member that will not be able to meet deadlines should communicate this to the rest of the team as soon as possible.

SECTION 3. Consequences

✓ All failures to meet these ground rules will be recorded in the minutes of team meetings and will be included in all peer/team reviews.

✓ Any further disciplinary action necessary will be dealt with on a case by case basis and may include the involvement of the Tutor.
2. How to prepare a Team Project Plan

After setting the ground rules i.e. accepted team behaviours and basic responsibilities of all team members, it is time to:

- **establish your team goals and purposes**; and
- **assign roles and responsibilities to team members**.

Table 3 and 4 are provided to assist you in these processes.

If you have not yet stated the basic responsibilities of team members, ensure that you address these (Table 2).

### Table 2. General Responsibilities of Team Members [1]

<table>
<thead>
<tr>
<th>ROLES</th>
<th>RESPONSIBILITIES</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader</td>
<td>Confirming frequency, time and place of meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Establishing agenda for meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Running meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Confirming task assignments and completion times to members</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Follow-up on assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Encouraging participants</td>
<td></td>
</tr>
<tr>
<td>Team Recorder/Note-taker</td>
<td>Record objectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Record assignments and due dates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Record brief “Minutes” of team meetings, establishing responsibilities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepare and distribute handouts and other required materials</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Integrate and report final document</td>
<td></td>
</tr>
<tr>
<td>Team Member</td>
<td>Attend meetings</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be prepared to participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participate and contribute</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do assigned work on time</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TEAM GOALS/OBJECTIVES</th>
<th>TASKS/ACTIVITIES</th>
<th>TIME FRAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define what the team should achieve. Bear in mind to discuss “at what level” and “in what order” the team should accomplish the goals [1].</td>
<td>Determine the tasks or activities that are necessary for the completion of the team project and achievement of the team goals.</td>
<td>Develop a project workplan i.e. completion times for specific tasks. Ensure that you consider “time for integration, revision, or additions before the due date” [2].</td>
</tr>
</tbody>
</table>

### Development of a Team Project Plan

**Table 4. Assigning roles and responsibilities**

<table>
<thead>
<tr>
<th>WHAT</th>
<th>HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>List the tasks and activities that should be done to complete the team project (Refer to table “Establishing Team Goals &amp; Purposes”)</td>
<td>Discuss the way that you are going to do the task i.e. the approach you adopt and tools or resources to be used</td>
</tr>
</tbody>
</table>
### Development of a Team Project Plan

**Table 4. Assigning roles and responsibilities**

<table>
<thead>
<tr>
<th>WHO</th>
<th>WHEN</th>
<th>FOLLOW-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree and decide upon who should be in charge of completing specific task/s</td>
<td>Determine the due date according to what you have set in Team Project Time Frame/Workplan (Refer to table “Establishing Team Goals &amp; Purposes”)</td>
<td>Monitor the progress, detect the problems / issues / conflict and discuss the solution (Refer to Conflict Resolution Section for details)</td>
</tr>
</tbody>
</table>
3. How to run an effective Team Meeting

Three key steps in running effective team meetings include:

1. PREPARE

Prepare for your team meeting. Preparation for student team meetings includes “assigning roles to team members” before the meeting. There are two key roles in this regard: coordinator and recorder/timekeeper.

Table 5 provides a summary of the responsibilities associated with each role at each of the three key steps of team meetings. You may decide to rotate these roles among your team members instead of having fixed roles during the course of team project.

2. MANAGE, RECORD and PLAN

Meet and actively participate in the meeting discussion. Follow the principal of effective communication. Give constructive feedback. Formulate the agenda for the next team meeting.

3. FOLLOW UP

Refine the agenda agreed upon in the team meeting. Conduct what you have asked to do and what you are required to pursue as a part of actions for the next meeting. Ensure that you meet all the important deadlines in relation to those actions.


### Table 5. Key roles in student teams and responsibilities associated with each role at the three key steps of team meetings

<table>
<thead>
<tr>
<th>Roles</th>
<th>Key Steps</th>
<th>Responsibilities associated with Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinator Or Team Leader</td>
<td>1</td>
<td>Schedule the meeting.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicate with every team members to make sure that they are all aware of where and when the team meeting is being held.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Start the meeting on time. Review the agenda that was collectively created by all team members at the end of previous team meeting. Ask the team members to report on what they have done and achieved according to the agreed agenda. Ensure that every team member has a chance to participate instead of a member or some members dominating the discussion. Manage conflict and try to lead the team discussion to consensus. Near the end of the meeting, wrap up the discussion and outlines the actions to be taken until the next meeting.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Refine the agenda agreed in the meeting and circulate it to all team members. Inform them about the time and place for the next team meeting.</td>
</tr>
<tr>
<td>Recorder Or Timekeeper</td>
<td>1</td>
<td>Keep track of time and inform the team members on the time which was passed and remained. Keep record the meeting and summarise the discussion, the decisions made and areas of disagreement. Near the end of the meeting, record the actions to be pursued for the next meeting.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Prepare the 'Team Meeting Report' and circulate it to the team members and your instructor</td>
</tr>
<tr>
<td>All team members</td>
<td>1</td>
<td>Attend the team meeting on time.</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Participate in the team discussion. Give and seek information. Be active listener. Give constructive feedback. Disagree rationally and avoid harsh language. Collaborate in formulating an agenda for the next team meeting.</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Carry out the responsibility or task assigned to you for the next meeting. Stick firmly to the deadlines.</td>
</tr>
</tbody>
</table>
4. How to assign roles and lead a team

- The leader is responsible for seeing that the work is organized so that it will get done.
- The leader must encourage everyone’s contributions with an eye to accomplishing works.
- The leader must encourage group interactions and maintain a positive atmosphere. The leader might therefore ask: are individuals’ contributions listened to and appreciated by others?; Are people arguing with other people, rather than disagreeing with their ideas?; Are some people withdrawn or annoyed?
- The leader must anticipate what information, materials or other resources the group needs as it works.
- The leader must take part in the discussion and participate otherwise as a group member.

A number of doubts might affect participation. Are your teammates wondering:

- How do I fit in? Will others listen to me? Am I the only one who doesn't know everyone else? How can I work with people with such different backgrounds and experience? How much can I influence decisions? What do I have to offer? Does everyone know more than I do? Does anyone know anything, or will I have to do most of the work myself?
5. What roles contribute to the WORK

- **Initiating**
  Taking the initiative, at any time; for example, convening the group, suggesting procedures, changing direction, providing new energy and ideas.

- **Seeking information or opinions**
  Requesting facts, preferences, suggestions and ideas.

- **Giving information or opinions**
  Providing facts, data, information from research or experience.

- **Questioning**
  Stepping back from what is happening and challenging the group or asking other specific questions about the task.

- **Clarifying**
  Interpreting ideas or suggestions, clearing up confusions, defining terms or asking others to clarify. This role can relate different contributions from different people, and link up ideas that seem unconnected.

- **Summarizing**
  Putting contributions into a pattern, while adding no new information. This role is important if a group gets stuck. Some groups officially appoint a summarizer for this potentially powerful and influential role.

---

**What constitute a highly effective team**

- All members have a chance to express themselves and to influence the group’s decisions.

- Differences are dealt with directly with the person or people involved.

- The group encourages everyone to take responsibility, and hard work is recognized. When things are not going well, everyone makes an effort to help each other.
NOTE
Design Process / Decision process

“Being process-oriented, not product-driven, is the most important and difficult skill for a designer to develop.

Being process oriented means:

1 seeking to understand a design problem before chasing after solutions;
2 not force-fitting solutions to old problems onto new problems;
3 removing yourself from prideful investment in your projects and being slow to fall in love with your ideas;
4 making design investigations and decisions holistically (that address several aspects of a design problem at once) rather than sequentially (that finalize one aspect of a solution before investigating the next);
5 making design decisions conditionally - that is, with the awareness that they may or may not work out as you continue toward a final solution;
6 knowing when to change and when to stick with previous decisions;
7 accepting as normal the anxiety that comes from not knowing what to do;
8 working fluidly between concept-scale and detail-scale to see how each informs the other;
9 always asking “What if...?” regardless of how satisfied you are with your solution.”[1]

6. How to make team decisions

As a team, you are required to make decisions for different aspects of your team project. Among the different ways of making team decisions, there are seven major methods:

1. Decision made by authority without discussion,
2. Decision by expert,
3. Decision by averaging individuals’ opinions,
4. Decision by authority after group discussion,
5. Decision by minority,
6. Decision by majority vote and
7. Decision by consensus.

Each method of team decision making has its own strengths and weaknesses. None is desirable or undesirable in essence. Each method can be used in a certain circumstance which depends on the type of decision to be made, the time and resource available, the history of the group, the nature of task, the group climate and the setting in which a group is working. It is argued that the most effective methods of team decision making is “CONSENSUS”.

Table 6 presents a summary of these seven methods of team decision-making, their description and disadvantages associated with adopting them.

Table 6. Seven methods of team decision making, their description and disadvantages associated with them [1]

<table>
<thead>
<tr>
<th>METHOD</th>
<th>DESCRIPTION</th>
<th>DISADVANTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Decision made by authority without discussion</td>
<td>A designated leader makes the decision without including team members' opinions.</td>
<td>It takes a short time to execute the decision. Team members have little understanding of the decision made. This is unlikely to lead to effective implementation of the decision.</td>
</tr>
<tr>
<td>2. Decision by expert</td>
<td>The most expert member of the team is determined and makes the decision.</td>
<td>A major difficulty with regard to this method is to determine who the expert in a team is. It is likely that the expert is selected based on personal popularity and power instead of expertise. However, in the design studio the expert may well be your tutor, who can give feedback on decision options.</td>
</tr>
<tr>
<td>3. Decision by averaging individuals’ opinions</td>
<td>Each team member is separately asked about his/her personal opinion. The most popular opinion is selected as the group’s decision.</td>
<td>The decision is made with no direct discussion among team members. The team decision is likely to be made by less than 50% of team members (this is the main difference of this method with ‘majority voting’ as the most popular opinion may not necessarily be the opinion of more than half team members)</td>
</tr>
<tr>
<td>4. Decision by authority after group discussion</td>
<td>The designated leader holds a meeting, presents the issue, listens to the discussion made by team members and makes the decision.</td>
<td>The team members do not originate the idea. Despite their involvement in a discussion, the members do not have a part in decision-making and this process does not necessarily lead to effective team decision-making. Members may tend to “either compete to impress the leader or tell the leader what they think he wants to hear”. [2]</td>
</tr>
</tbody>
</table>

### Table 6. Seven methods of team decision making, their description and disadvantages associated with them (continued)

<table>
<thead>
<tr>
<th>METHOD</th>
<th>DESCRIPTION</th>
<th>DISADVANTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Decision by minority</td>
<td>A minority who constitutes less than 50% of the team makes the decision, in a legitimate or illegitimate way. “For instance, two or more members may come to a quick agreement on a course of action, challenge the rest of the group with a sudden “Does anyone object?” and, if no one replies fast enough, proceed with a “Let’s go ahead, then.””</td>
<td>The majority of team members tend to be not only uncommitted to the decision but also prevent from its implementation.</td>
</tr>
<tr>
<td>6. Decision by majority vote</td>
<td>The issue is discussed in the team until at least 51% of team members agree on a decision.</td>
<td>The team is divided into “winners” and “losers”. The minority who lost the voting is likely to refuse to contribute their resources towards implementing the decision.</td>
</tr>
<tr>
<td>7. Decision by consensus</td>
<td>It is “a collective opinion arrived at by a group of individuals working together under conditions that permit communications to be sufficiently open and the group climate to be sufficiently supportive—for everyone in the group to feel that he or she has had a fair chance to influence the decision”.</td>
<td>It takes significant amount of time. It is not always easy to reach a consensus. However, if consensus can be reached this often leads to the strongest outcome, for it means the decision has been informed by and survived rigorous debate and testing.</td>
</tr>
</tbody>
</table>
7. How to make team decisions by CONSENSUS

For an effective team decision-making by ‘consensus’, keep the following guidelines in mind [1]:

1. “Avoid arguing blindly for your opinion”.
   Express your opinion clearly and logically. Ensure that you listen to and carefully consider other team members’ points of view before insisting on your point.

2. “Avoid changing your mind only to reach agreement and avoid conflict”.
   If you do not agree with something or think something is wrong, speak. Never stay silent and support what you do not believe only to avoid disagreement with others.

3. Avoid adopting procedures which may reduce the chance of conflict e.g. majority voting, tossing a coin, averaging and bargaining.

4. “Seek out differences of opinion”.
   Embrace different ideas. Bear in mind that disagreement is not wrong. Disagreement can be constructive and lead to vibrant discussion. Difference and disagreement bring to the table a broad range of information and design alternatives and, hence, increase the possibility of finding the right design solution and making an effective decision.

5. Constantly seek for the most acceptable alternative for all team members.
   Do not focus on who is the winner/whose opinions are selected and who is the loser/whose opinions are rejected. Try your best to come to an agreement in your team and make sure that every member to some degree accepts the decision or alternative.

6. Discuss, listen and allow every member to participate.
   Ensure that your team discussion is as inclusive as possible and every team member has a chance to contribute his/her opinion.

8. What tools to use for team decision making

There are tools/techniques which help you explore design ideas and make decisions as a team. Three most commonly used techniques for making team decisions include:

1. BRAINSTORMING

Before making any decision, you need to ensure that you have considered a broad range of ideas and alternatives. Brainstorming is a technique that allows you to generate ideas in your team. The essential rules of brainstorming are ‘to encourage everyone to contribute’ and ‘not to hold back on any idea’. Figure below provides a summary of the key steps of a brainstorming session.

**Figure 1 Key steps in a brainstorming session**

1. **Step 1. Initial Review**
   - Examine the topic and define the subject of brainstorming. This basically includes questions of “What”, “How” and “Why” to solve a problem.

2. **Step 2. Reflection**
   - Allow every team member to think about the problems/topics/questions individually. Determine a certain amount of time for quiet reflection.

3. **Step 3. Idea Presentation**
   - Invite every team member to share his/her ideas. Clearly communicate to other members that there will be no discussion and no judgement/criticism at this point.

4. **Step 4. Recording**
   - One member should be in charge of recording the ideas presented on the flipcharts so that all team members can easily see them.

---

Figure 2: The sequence through which multivoting can be applied in teams.

**Step 1**
- Generate a list of ideas or items to be considered and number them.

**Step 2**
- Combine the ideas/items which are similar. The team members need to agree on this.

**Step 3**
- Renumber your items, if necessary.

**Step 4**
- Ask members to choose a number of items. This number depends on the total number of item you have and is at least one-third of the total number. For example, if the total number of items is 36, allow team members to choose 16 items.

**Step 5**
- After team members reviewed and chose the items, carry out voting. You may call out each item and team members can vote by a show of hand. You may also ask them to rate the items according to the relative significance e.g. 1 for the first and most important item and 16 for the least important item.

**Step 6**
- Now start reducing your list. In doing so, remove the items with the fewest votes. This process depends on the size of your team. For example, if there are 5 members in a team, remove any item with 1 or 2 votes. If there are more than 15 people in a team, remove items with 4 votes or fewer.

**Step 7**
- Now, repeat the step 3 to 6 for the remaining items until you have a few items and a top priority item.
9. How to evaluate ideas (after brainstorming)

2. MULTIVOTING

Usually, after a brainstorming session, you can conduct a multivoting exercise where a series of votes are carried out in order to identify and/or evaluate a number of ideas that are the most important or popular. Figure 2 provides you with the sequence through which you can apply multivoting in your team. Usually, it is best to have a member in charge of facilitating the multivoting exercise.

3. NOMINAL GROUP TECHNIQUE

Similar to two other decision-making tools already addressed, Nominal Group Technique (NGT) is used to generate and narrow down/select ideas. Nevertheless, it is a more formal and structured technique than brainstorming and multivoting. Like the multivoting exercise, a team member should facilitate NGT.

Expressing ideas

Again, it is far more effective to evaluate ideas after drawing them rather than describing them in words.

Justifying Decisions

“A stair’s primary purpose is to permit passage from floor to floor, but if well designed it can also serve as a congregation space, a sculptural element, and an orienting device in the building interior. A window can frame a view, bathe a wall with light, orient a building user to the exterior landscape, express the thickness of the wall, describe the structural system of the building, and acknowledge an axial relationship with another architectural element. A row of columns can provide structural support, define a circulation pathway, act as a “way finding” device, and serve as a rhythmic counterpoint to more irregularly placed architectural elements.”

“Opportunities for multiple design justifications can be found in almost every element of a building. The more justifications you can find or create for any element, the better.” [1]

Figure 3: Steps in generating and evaluating ideas

1. Introduce & Clarify the Question
   - The facilitator should write down the question and place it on a board where every team member can see it. All members should be clear about the question.

2. Generate Ideas
   - Team members get a chance to write down their answers to the questions/ideas in silence. There should be no discussion or distraction at this stage.

3. List Ideas
   - The facilitator asks each member to read his/her responses/ideas. The facilitator writes down the ideas on a flipchart.

4. Clarify & Discuss Ideas
   - Flipcharts are placed on a board and the ideas are discussed. Some ideas are combined into one flipchart if the contributors agree.

1. Distribute Voting Cards
   - The facilitator distributes voting cards to team members. The number of voting cards depends on the ideas/items generated e.g. 4 cards for up to 20 ideas and 6 cards for up to 35 ideas.

2. Assign Values to the Items
   - Team members make their selections from the list of ideas/items and assign a value to each item. In a 4-card system, the most important item gets a value of 4 and the least important item gets 1.

3. Count the Votes
   - The facilitator collects the cards and counts the votes. For each card, record the values that team members assigned and then add them up.

4. Review the Results
   - The items/ideas which received the highest total value is then selected and the team members get an opportunity to discuss it.
10. How to communicate effectively in teams

Effective communication is essential in supporting team performance. A good communicator is able to send messages (expressing your thoughts and ideas) and receive messages (understand what others are saying).

In order to develop effective communication skills in teams, you need to practice the following behaviours [1]:

- Reconsider the goal of communication
- Choose your words carefully;
- Be specific and creative. Avoid using inflammatory language i.e. insulting and hurtful words.
- Be aware of body language
- Be sensitive to tone of voice

1. BE CLEAR & CONCISE

2. PARAPHRASE OTHERS’ POINTS OF VIEW

In many cases, conflict emerges as a result of misunderstanding. To avoid the conflict caused by misunderstanding take the following steps:

Express your ideas and opinions clearly and concisely and "avoid lecturing to convince others that you are right." [2] Be precise when using words and avoid using vague and ambiguous words that are open to different interpretations. For example, instead of saying 'sometimes' you may choose to be more precise and say 'two times a week'. You can also be creative communicating your thoughts and ideas or sending your message by other methods e.g. drawing diagrams or charts.

Paraphrasing other people’s points of views helps you to clearly understand what they communicate and ensure that conflict is not resulted by misunderstanding.

---

11. How to communicate in pictures/drawings

As design students, you should always try to communicate your ideas in pictures. This is especially important when designing in teams, because if you describe an idea in words to more than one person, each person will have in their mind a very different “picture” of that idea. So in your team you may all be talking about quite different ideas. If your design idea is drawn, each of you will be discussing the same idea.

There are seven key principles you should follow when drawing ideas to communicate them with teammates:

1. **Essence**: draw the essence of the idea (its essential elements) by distilling it in some form of diagram (e.g. thumb-nail or parti). “Essence in this sense – that this set of lines stands for the least, the most economical and restrained delineation of the architectural idea.” [2]

2. **Economy**: Stefan Behnisch, the German architect, says that “any building should be described by three or four lines.” This idea of economy of expression is especially important in teamwork, for the more like a building a design idea is expressed, the less able your team mates will be to add/combine their own ideas.

3. **Context**: always show the relationship between the design and its physical context. For a building, this should include the ground-line, trees, neighbouring buildings etc.

4. **Scale**: always include a person in the section, because this gives the drawing scale.

5. **2D-3D**: draw the idea in both plan and section if your using 2-D representation. Make sure you indicate the ground-line in the section. A 3-D diagram can be better (but not always).

6. **Hierarchy**: use at least two line weights (heavy/thick, light/thin) two indicate hierarchy (for instance, heavy for the ground-line in a section).

7. **Specificity**: “The more specific a design idea is, the greater its appeal is likely to be. Being nonspecific in an effort to appeal to everyone usually results in reaching no one.” [3]

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[1] Sketch: Professor Richard Tucker
[2] Professor David Dunster
12. How to be a good listener

To successfully 'receive messages', an essential skill that you require is Listening. There are ten key commandments of Good Listening [1]:

1. **Stop talking**; if you want to actively listen, you must learn to be quiet and stop talking.

2. **Put the talker at ease**; make sure that you contribute to a situation where the talker feels free to talk.

3. **Show your intention to listen**; ensure that you demonstrate your interest. Avoid nonverbal cues that suggest your lack of interest e.g. reading your notes or looking to your laptop screens.

4. **Eliminate any source of distraction**; avoid behaviours that may distract the talker, like playing with your pen or tapping your fingers to the table.

5. **Be empathetic**; try to put yourself in the talker's shoes and see from his/her point of view.

6. **Be patient**; avoid interrupting the talker.

7. **Be calm and polite**; make sure that you hold your temper. Avoid getting angry as this prevents you from understanding what the talker is trying to communicate.

8. **Be tolerant of criticism**; avoid arguing and putting the talker on the defensive.

9. **Ask questions**; this communicates your interest and encourages the talker.

10. **Stop talking**; good listening starts and ends with this. All the other commandments depend on this.

Talking about design is designing.

“If you can't explain your ideas to your grandmother in terms that she understands, you don't know your subject well enough”. [2]
13. How to manage & resolve conflict in team

Conflict occurs when individuals or groups are not obtaining what they need or want and, perhaps, are seeking their own self-interest. Sometimes the individual is not aware of the need and unconsciously starts to act out of self-interest. Other times, the individual is very aware of what he or she wants and actively works at achieving the goal.

Remember that:

→ Conflict is inevitable;

→ Conflict develops because we are dealing with people’s grades, ambitions, pride, self-concept, ego and sense of mission or purpose;

→ Early indicators of conflict can be recognised;

→ There are strategies for resolution that are available and DO work;

→ Although inevitable, conflict can be minimised, diverted and/or resolved.

Conflict in teams is INEVITABLE.

“Having different opinions is one of the essential benefits of teamwork.”[1] Indeed, the second stage of Tuckman’s team development involves going through a phase of conflict (see Figure 4).

CONFLICT MANAGEMENT

Conflict starts with:

➢ Poor communication;
➢ Seeking power;
➢ Dissatisfaction with management style;
➢ Weak leadership;
➢ Lack of openness;
➢ Change in leadership.

“… a team’s developmental journey includes going through a conflict phase (Stage 2). Teams that attempt to circumvent this stage usually fail to accomplish their goals. After all, one of the key advantages of a team is that it brings together individuals with diverse perspectives, needs, personalities, values, likes, and dislikes” [1].

The team get to know each other, establish the ground rules, set up team goals and develop team project plan.

The team may experience conflicts resulted by interpersonal & task-related issues in this “emotionally charged” stage.

This stage is characterized by conflict resolution, effective cooperation, communication and problem solving.

The team achieve a synergy and perform efficiently. Team members experience a high level of satisfaction with teamwork.

Figure 4: Four stages of Tuckman’s team development model [2]

Team members come to the team with EMOTIONS and FEELINGS.

It is absolutely wrong to think that you can completely cut off emotions from your educational and professional settings. “People don’t leave the emotional part of their brains at home or park it outside the office with their cars” [1]. Within relational contexts i.e. student and work teams, there is a greater need to manage your emotions.

In order to be an effective team player, one of the skills that you need to develop is learning how to MANAGE YOUR EMOTIONS. If you want your team to function well, you all have to get along. Some strategies which help you manage your emotions and acknowledge your teammates’ emotions are addressed in the following section.

Distinguish between “Constructive” and “Destructive” conflict.

It is important that you determine the type of conflict and distinguish between “Constructive” and “Destructive” conflict. “Constructive conflict can enhance the quality of decision making and actually increase the overall cohesiveness of the team.”[2]

Destructive Conflict:
✓ Takes attention away from other important activities;
✓ Undermines morale or self-concept;
✓ Polarizes people and groups, reducing cooperation;
✓ Increases or sharpens difference;
✓ Leads to irresponsible and harmful behaviour, such as fighting, name-calling. [3]

Constructive Conflict:
✓ Results in clarification of important problems;
✓ Results in solutions to problems;
✓ Involves people in resolving issues important to them;
✓ Causes authentic communication;
✓ Helps release emotion, anxiety, and stress;
✓ Builds cooperation among people through learning more about each other and joining in resolving the conflict;
✓ Helps individuals develop understanding and skills. [4]

Determine the causes of conflict.

All effectively functioning teams are characterized by some general features. In many cases, the causes of conflict in teams have to do with a lack of these team effectiveness attributes or an issue in relation to them. Examples of some common issues or factors which are highly likely to lead to team conflict are outlined below.

- **Lack of Efficient Communication**
  - For example, team members do not communicate properly, their face-to-face communications are minimised, they send text messages or email to each other which are brief, unclear and easily misunderstood.

- **Inefficient team meetings**
  - Team members may come together to meet, but there is no agenda and members leave the meeting with no clear idea about what to do or how to follow up the progression or completion of team tasks.

- **Non-committed and dominating team members**
  - There are personal problems or emotions involved and some team members may have hostility towards each other. Some team members may be minimally/not at all committed and just want a Pass mark, missing the meetings, ignorant of deadlines and the expected quality of their assigned tasks. In some other cases there may be one or more dominating team members who want to make all the decisions and do things their own way, which doesn’t allow for the full participation of other members.

- **Lack of a clear team project plan**
  - Team conflict may occur due to poor team planning or lack of a team project plan that specify and allocate the team tasks, including who should do what and when, or simply because the team do not have a clear goal and don’t know what they should produce.
Table 7. A summary of major causes of conflict/conflict factors in student teams

<table>
<thead>
<tr>
<th>Characteristics of Effective Teams [1]</th>
<th>CONFLICT FACTORS</th>
</tr>
</thead>
</table>
| 1. Dynamic exchange of information & resources i.e. effectively communicating and sharing resources and information. | - Inefficient communication  
- Distrust & hostility among team members                                      |
| 2. Coordination of tasks                                           | - Inefficient team meetings  
- Unclear team goals  
- Non-committed team members  
- Dominating team members                                               |
| 3. Interdependence i.e. relying on each other to complete the team project/assignment. | - Ineffective collaboration  
- Lack of a clear team project plan  
- Non-committed team members  
- Dominating team members                                               |
| 4. Ongoing adjustment to changes and task demands i.e. discussing team dynamics and progress and planning to accommodate changes | - Inefficient Communication  
- Ineffective team meetings  
- Unclear team goals  
- Lack of a clear team project plan                                     |
| 5. Shared authority and accountability for team outcomes            | - Non-committed team members  
- Dominating team members                                                   |

Recognise Problematic and Extreme Team Behaviours.

There are behaviours which are clearly interfering with effective team dynamics and can be detrimental to team outcomes, for example:

- Not attending team meetings/or consistently missing;
- Being ignorant of the assigned task deadlines or consistently missing the;
- Coming to team meetings unprepared;
- Failing to respond to team-related emails and messages;
- Being disrespectful and/or using coarse language with other team members.

Sometimes, normal behaviours which become excessive present themselves as problematic behaviours (see Table 8).

Table 8. Some excessive team behaviours which present themselves as problematic behaviours [1]

<table>
<thead>
<tr>
<th>NORMAL/PRODUCTIVE</th>
<th>EXTREME/UNPRODUCTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising a Concern</td>
<td>Nit-picking – Questioning or objecting to every possible detail on the project</td>
</tr>
<tr>
<td>Asking Questions</td>
<td>Missing Details – Constantly asking questions because you were not paying attention the first time</td>
</tr>
<tr>
<td>Ownership/Responsibility</td>
<td>Possessiveness – Refusal to allow anyone to alter or critique the work you have done for the project</td>
</tr>
<tr>
<td>Principled</td>
<td>Uncompromising – Never accepting any proposed compromises</td>
</tr>
<tr>
<td>Listening &amp; Reflecting</td>
<td>Lurking – Never contributing in team meetings or other communications</td>
</tr>
<tr>
<td>Staying in Touch</td>
<td>Nudging – Always sending reminders and not allowing members a reasonable interval before responding before sending out more notes</td>
</tr>
<tr>
<td>Follows Procedure</td>
<td>Inflexible – Not allowing for changes in a plan or agenda</td>
</tr>
<tr>
<td>On top of things</td>
<td>Doing Everything – Not allowing other members to make contributions</td>
</tr>
</tbody>
</table>

Consider five stages in managing conflict.

**Stage 1. Revisit Team Expectations.**

Start with the team ground rules specified in your Team Contract. Return and review your team agreed goals/aims and revisit the roles and responsibilities of team members established at the early stage of teamwork. This will give your team common ground to initiate discussion.

**Stage 2. Understand Conflict and Map out Solutions**

Examine the conflict i.e. who are involved and what are the threats and needs and map out some alternatives to solve the problems. In this stage, the team should be engaged in an inclusive negotiation and discussion, try to map out the possible solution to the problem/issue/conflict following these steps:

- Identify the causes.
- Determine the criteria for a solution.
- Generate options.
- Determine possible solutions.
- Develop implementation plans.
- Review results later on a regular basis".[2]

Stage 3. Depersonalise Conflict

The key at this stage is highlighting “issues” or problems rather than “personality differences”. In other words, “attack the issue not each other.” It is also very important to deal with team members’ emotions and feelings by addressing some of the principles of Managing Emotions.

4. Structure Discussion

Structure the discussion to handle conflicts. Five key activities in this stage are:

1. Let each person state his or her view briefly.
2. Have neutral team members reflect on areas of agreement or disagreement.
3. Explore areas of disagreement for specific issues.
4. Have opponents suggest modifications to their own points of view as well as others.
5. If consensus is blocked, ask opponents if they can accept the team’s decision.” [1]

5. Reflect and Review

Reflect on conflict management process and review the outcomes. In this stage, you may ask these questions:

- Did we identify the issue/problem which needed a solution/decision?
- Did we make a decision?
- Did every team member have a chance to speak or express their views?
- Were the tensions in the team reduced?
- Were the emotional responses and feelings of team member taken into consideration?

Deal with problematic team behaviours.

Firstly, determine whether the behaviour is problematic or just simply a normal part of team processes. Try to discuss whether or not the behaviour:

- negatively influences the team’s ability to complete tasks and submits team assignment;
- is detrimental to the team’s ability to make decisions through reaching consensus; and
- interferes with team members’ abilities to work together.

The second step in dealing with problematic behaviours involves discussing the issue with the team member who is responsible. Frame the problem in the following ways:

- Express your concern/frustration, followed by a clear description of the problematic behaviour and explaining how/why it is negatively influencing team functioning and achievement of team goals.
  
  "I/We feel (frustrated/concerned) when you (fill in behaviour) because it (explain how it affects the team)."

- Give time to the team member/s concerned to express their sides of the issue.
- Try to reach a compromise where the concerns and needs of the team and the team member concerned are addressed and satisfied.

**Acknowledge conflict management approaches and try to move towards “Our Way” method or “collaborating” approach.**

Table 9 provides a summary of five approaches to face the conflict in student teams. These five approaches are further described in Table 10. The worst scenario in a team conflict involves a “my way method” or adopting a “competing” approach.

Team members may also choose a “No Way” method avoiding to acknowledge that the conflict exists due to a range of reasons i.e. being afraid of losing friendship or confrontation.

Some team members may also adopt an “accommodating” approach or “Your Way” method sacrificing their needs and interests to satisfy other members and avoid conflict.

Adopting a “compromising” approach to conflict resolution, the team try to meet halfway, keeping every team member satisfied to some degree, which may not necessarily guarantee a best solution to the conflict or team problem.

Finally, the team can adopt an “Our Way” method or “collaborating” approach to conflict resolution, where every team member freely expresses their opinions and alternatives in an open discussion process which is highly likely to lead to an optimal and creative solution to the problem/resolution of team conflict.

<table>
<thead>
<tr>
<th>APPROACH</th>
<th>AVOIDANCE</th>
<th>ACCOMMODATING</th>
<th>COMPETING</th>
<th>COMPROMISING</th>
<th>COLLABORATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHOD</td>
<td>NO WAY Evade</td>
<td>YOUR WAY Acquiesce</td>
<td>MY WAY Coerce</td>
<td>HALF WAY Compromise</td>
<td>OUR WAY Collaborate</td>
</tr>
<tr>
<td>ATTITUDE</td>
<td>I’ll get out</td>
<td>I’ll give in</td>
<td>I’ll get him/her</td>
<td>I’ll meet you halfway</td>
<td>I care and I will work with you</td>
</tr>
<tr>
<td>BASIS</td>
<td>I always avoid conflict</td>
<td>I’ll yield to keep your friendship</td>
<td>I Win You Loose</td>
<td>I will make a deal</td>
<td>I respect you &amp; will resolve conflict</td>
</tr>
<tr>
<td>VALUE</td>
<td>Safety &amp; No Risk</td>
<td>People over Goal</td>
<td>Goal over People</td>
<td>Partial Value for Goal &amp; People</td>
<td>High Value for Goal &amp; People</td>
</tr>
</tbody>
</table>

Table 9. A summary of five basic approaches to face team conflict [1]

## Table 10. Detailed description of five basic approaches to face the conflict in student teams

<table>
<thead>
<tr>
<th>Style</th>
<th>Description</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVOIDANCE</td>
<td>The team avoid addressing the conflict. Adopting this approach, you find that the team may get to a point where it cannot progress any further. The conflict is never resolved in these circumstances.</td>
<td>Team members accept ideas and solution without rigorous discussion of pros and cons. They leave team meetings with no clear idea on what has happened and what should be expected next. Same problems come to attention over and over.</td>
</tr>
<tr>
<td>ACCOMMODATING</td>
<td>Some team members sacrifice their needs and interests to satisfy other members and avoid conflict. Decisions made in this process are poor and best solutions are never achieved. Team members who give up their needs in order to prevent conflict may eventually give in and experience emotional breakdown.</td>
<td>Team members are overly polite and tend to back down on their position. They feel uncomfortable about expressing their ideas and feelings. Some team members dominate the discussion and planning. The team priority and key value is &quot;keeping everyone happy&quot; instead of &quot;finding the best solution to a problem&quot;.</td>
</tr>
<tr>
<td>COMPETING</td>
<td>Team members are overly obsessed with satisfying their own needs to the point where the team's goals are neglected. There is a hostile environment within the team.</td>
<td>Team members keep blaming each other when things go wrong. Subgroups are created within the team who tend to stick together on every matter. Labelling or stereotyping team members is a common problem. Team members fail to consider alternatives and options other than their own points of view. Team members' efforts to lecture and convince others that they are right dominate the team meetings.</td>
</tr>
</tbody>
</table>

### Table 10. Detailed description of five basic approaches to face the conflict in student teams (continued)

<table>
<thead>
<tr>
<th>Style</th>
<th>Description</th>
<th>Diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPROMISING</td>
<td>Compromising reflects &quot;splitting the difference or meeting in the middle&quot;. The problem with a compromising approach to conflict is that the team may not reach to the best and most effective solution. This approach tends to satisfy each team member to some degree. But it fails to reach to the best answer to a problem, which involves &quot;candid discussion, ongoing critique, and the most direct approach regardless of whose idea it might be&quot;.</td>
<td>The difference in the team is settled by voting. Solutions are made by taking into account every team member’s position, irrespective of whether this is the best solution.</td>
</tr>
<tr>
<td>COLLABORATING</td>
<td>This conflict resolution style reflects team members’ efforts to maximise fulfilling each others’ needs via a 'win-win' scenario. Every team member feels free to express their ideas and interests while ensuring that other members meet their needs too. By adopting this approach, the team is most likely to reach an optimal and creative solution to the problem.</td>
<td></td>
</tr>
</tbody>
</table>
Discuss the problematic behaviour with the team member concerned.

Tips are included for you to consider when you want to discuss an issue or a problematic team behaviour with the team member who is showing that behaviour (Figure 5). For example, you need to highlight the issue/action instead of criticising that person. Leave all your presumptions and judgements aside and try to closely examine the description of the issue.

**Figure 5. Tips for discussing problematic team behaviours** [1]

<table>
<thead>
<tr>
<th>INSTEAD OF</th>
<th>FOCUS ON</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actor/Team Member</td>
<td>Action/Team Problem</td>
</tr>
<tr>
<td>Your Conclusion</td>
<td>Your Observation</td>
</tr>
<tr>
<td>Presumptions/Judgements</td>
<td>Descriptions/Information</td>
</tr>
<tr>
<td>Advice/Answers</td>
<td>Ideas/Alternatives</td>
</tr>
<tr>
<td>Questions of “WHY”</td>
<td>Questions of “WHAT” &amp; “HOW”</td>
</tr>
</tbody>
</table>

Revisit your attitude.

Your attitudes in team conflict situation determine a great deal of your personal responses to conflict and hence have great impacts on how the team may manage conflict. Try to revisit your attitudes as a very first step in any team conflict management.

**Figure 6. Tips for revisiting your attitudes in team conflicts** [2]

<table>
<thead>
<tr>
<th>LEAVE BEHIND</th>
<th>FOSTER IN YOURSELF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your desire to win, punish, or control</td>
<td>A willingness to work this out</td>
</tr>
<tr>
<td>Your desire that everything be “fair”</td>
<td>An understanding that “perception is reality” both for you and those around you</td>
</tr>
<tr>
<td>Your determination to be right</td>
<td>A willingness to learn from situation</td>
</tr>
<tr>
<td>Your assumption that it won’t work</td>
<td>A willingness to see and acknowledge your own contribution to the problem</td>
</tr>
<tr>
<td>Your tendency to think in “black and white”, “right or wrong”</td>
<td></td>
</tr>
</tbody>
</table>


Handle your anger in conflict.

Anger is a powerful emotion that can often overwhelm us. We need to learn to handle our anger productively. Anger is a “secondary emotion”. There are always other “primary emotions” underlying anger e.g. hurt, disappointment, loss and concern. Ensure that you examine the primary emotions underlying your anger, because "connecting with your primary emotions supplies you with the emotional information you need to resolve conflict". [1]

There are techniques you can use to handle a ‘hot’ emotion such as anger. Try to find the strategies that best respond to your body and mind. Among these techniques, there are those you can use immediately or those appropriate for after you feel angry. For example, you may at the first sign of anger breathe deeply and take some time out from the team. Other methods may help you to become calmer and less angry in the longer term. For example, you can work out aggression through regular exercise, and/or talk to friends about your feelings.

<table>
<thead>
<tr>
<th>DISTRACTION</th>
<th>COPING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count to ten</td>
<td>Look at the situation from another person's perspective</td>
</tr>
<tr>
<td>Think about something irrelevant</td>
<td>Take a realistic look at the incident</td>
</tr>
<tr>
<td>Use humour/try to remember a funny situation</td>
<td>Look at the situation as if it happened a long time ago</td>
</tr>
<tr>
<td>Focus on your breathing</td>
<td>Focus on the situation instead of emotions</td>
</tr>
<tr>
<td></td>
<td>Be positive and optimistic</td>
</tr>
</tbody>
</table>

Table 11. Two types of strategies for turning “HOT” Emotions into “COOL” Emotions [2]

References


