

WORKBOOK WORKSHOP 2

Facilitating Multidisciplinary Collaboration

Your Name: _____

1. Negative response to feedback

What can you do when your team(s) respond negatively to the feedback?

For example, the feedback was negative and team members start blaming each other or start panicking. Think of 2 or 3 ways how you could intervene in this situation.

For example, the feedback was positive yet the general sentiment in your team(s) seems to be one of relief (“oh great, we can slow down/stop running now”). Think of 2 or 3 ways how you could intervene in this situation.

2. Observing your teams & intervene when necessary

What is effective team behavior during this phase of collaboration? And how can your teams deviate from this “ideal”? I also give advice on how you can intervene when you decide it is necessary.

Instructions:

- Read the descriptions carefully
- Take the time to observe the processes in your team
- When you decide it is time to intervene, highlight what you tried
- Afterwards jot down some quick thoughts on the effectiveness/usefulness/consequences of your intervention

Phase 2	High Performing Team description
Covers meetings 5-9	Effective teams react positively to the external and internal feedback . Meaning that they seek ways to improve based on the feedback. Furthermore, effective teams in this stage are characterized by an increasing ability to quickly solve task-related problems . Members still engage in open discussions regarding the assignment, but do so less often than before (i.e. they know and agree upon their idea) and they discuss constructively (i.e. they disagree on the facts/data but no personal attacks). They settled on how they are going to work on the assignment (i.e. clear work process) as well as their aspirations (i.e. goals). Team members are motivated and very task focused in this stage and able to work together on the tasks that need to be done.

NB: when things are going that well in your team(s), don't forget to cheer them on now and then!

Tutor team nr: _____

open
communicaton

problem solving
ability

positive
feedback
attitude

task focus

My team deviates from that description in the following way	What you can do	Evaluation & reflection notes
Negative reaction to negative feedback, signs of giving up (we are never be able to...; we don't have a mechanical engineer....).	Check answers assignment 1.	
Negative reaction to negative feedback, pointing fingers/blaming members of the team (if you hadn't... ; you messed up...)	Check answers assignment 1.	
Negative reaction to positive feedback, decrease in effort (we're in the clear, we can slow down now)	Check answers assignment 1.	

<p>Members seem not able to settle task-related debates and only keep on discussing different ideas and options</p>	<p>You may want to warn them that a settlement on this issue is necessary. You can ask whether there are perhaps solutions possible that would satisfy all members. That question likely triggers a cooperative problem solving mindset.</p> <p>It can bring clarity when you can help in bringing members' arguments for a certain standpoint out in the open (e.g. "why do you think that it would be better to....?")</p> <p>You can also consider to break the team into smaller groups (dyads) to work on a list of pros and cons for each idea.</p>	
<p>Members keep on discussing how to effectively distribute tasks, how to work together, etc.</p>	<p>See above.</p> <p>Additionally, you can offer to help planning which next tasks will be done by whom. Writing it down can offer the structure a team needs.</p>	
<p>Members dismiss, laugh at, or show contempt when others give ideas or suggestions; members may verbally attack those with a different opinion</p>	<p>Correct this behavior: "In order to succeed as a team, it is important to stick to the facts/data/opinions and not to make this a personal issue". And follow up by showing interest by asking serious questions why someone raised a certain idea or opinion (when diving into it, the team member may appear to have a very useful idea).</p>	

Plus, when you feel comfortable about it, you can of course use and share your own experience as a 4WBB0 student regarding the issues highlighted above, to motivate your team(s) to move forward.

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CONSTRUCTIVE DEBATE RULES

Discussions and debates are necessary for teams in order to move forward. However, teams will get the most out of them when they follow the rules displayed below.

As a tutor, you can certainly share these with your teams. It can be more powerful (i.e. effective) to set an example by using these rules yourself.

Being critical of ideas, not people

Seeking for the best reasoned judgment, not to win

Encouraging everyone to participate

Listening to everyone's ideas even if you don't agree

Restating what others say if it is not clear

Trying to understand all sides of the issue

Bringing out the different ideas and views, then put them together

Changing your mind when evidence indicates you should do so