TEAM CHEMISTRY

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- Assistant professor, Organizational Design and Leadership
- Ph.D. in Organizational Psychology
- Stanford University alumni
- Before academia: Human Resource Manager in CRF Health
- Research & teaching focus areas:
  - Work design
  - Teamwork
  - Leadership
  - Organizational culture
  - Performance, creativity, well-being
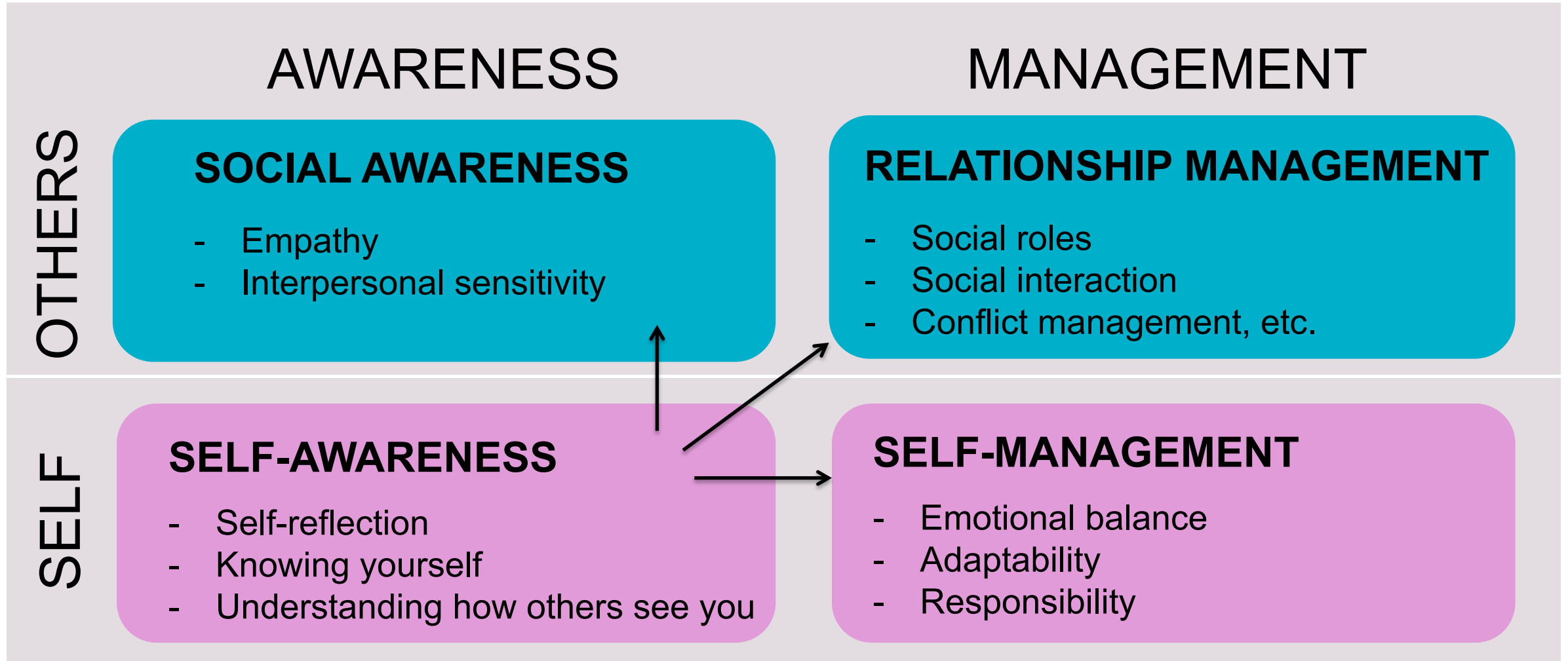
IDBM
Design, create, lead.

LEARNING OBJECTIVES

1. Increasing your **self-awareness** for improving **emotional intelligence** (incl. empathy and collaboration capability)
2. Understanding the risks of **attribution biases**
3. Identifying your **own strengths and development areas** as a team worker

Self-awareness is essential first step in developing emotional intelligence

EMOTIONAL INTELLIGENCE

AWARENESS

MANAGEMENT

OTHERS

SOCIAL AWARENESS

- Empathy
- Interpersonal sensitivity

RELATIONSHIP MANAGEMENT

- Social roles
- Social interaction
- Conflict management, etc.

SELF

SELF-AWARENESS

- Self-reflection
- Knowing yourself
- Understanding how others see you

SELF-MANAGEMENT

- Emotional balance
- Adaptability
- Responsibility

(Daniel Goleman, Leadership the power of Emotional Intelligence)

EMOTIONAL INTELLIGENCE

	AWARENESS	MANAGEMENT
OTHERS	**SOCIAL AWARENESS** - Empathy - Interpersonal sensitivity	**RELATIONSHIP MANAGEMENT** - Social roles - Social interaction - Conflict management, etc.
SELF	**SELF-AWARENESS** - Self-reflection - Knowing yourself - Understanding how others see you	**SELF-MANAGEMENT** - Emotional balance - Adaptability - Responsibility

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How self-aware are you?

Research shows that most people *believe* they are self-aware, but

only 10-15% really are

Eurich, U. (2018) What Self-Awareness Really Is (and How to Cultivate It), HBR

internal self-awareness

how clearly we see our own values, passions, aspirations, fit with our environment, reactions (including thoughts, feelings, behaviors, strengths, and weaknesses), and impact on others.

external self-awareness

understanding how other people view us - our own values, passions, aspirations, strengths and weaknesses. People who know how others see them are more skilled at showing empathy and taking others' perspectives.

(Eurich, 2018)

The Four Self-Awareness Archetypes

This 2x2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you).

	Low external self-awareness	High external self-awareness
High internal self-awareness		
Low internal self-awareness		

The Four Self-Awareness Archetypes

This 2x2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you).

	Low external self-awareness	High external self-awareness
High internal self-awareness		
Low internal self-awareness	**SEEKERS** They don't yet know who they are, what they stand for, or how their teams see them. As a result, they might feel stuck or frustrated with their performance and relationships.	

The Four Self-Awareness Archetypes

This 2x2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you).

	Low external self-awareness	High external self-awareness
High internal self-awareness	**INTROSPECTORS** They're clear on who they are but don't challenge their own views or search for blind spots by getting feedback from others. This can harm their relationships and limit their success.	
Low internal self-awareness		

(HBR, 2018)

The Four Self-Awareness Archetypes

This 2x2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you).

	Low external self-awareness	High external self-awareness
High internal self-awareness		
Low internal self-awareness		**PLEASERS** They can be so focused on appearing a certain way to others that they could be overlooking what matters to them. Over time, they tend to make choices that aren't in service of their own success and fulfillment.

(HBR, 2018)

The Four Self-Awareness Archetypes

This 2x2 maps internal self-awareness (how well you know yourself) against external self-awareness (how well you understand how others see you).

	Low external self-awareness	High external self-awareness
High internal self-awareness		**AWARE** They know who they are, what they want to accomplish, and seek out and value others' opinions. This is where leaders begin to fully realize the true benefits of self-awareness.
Low internal self-awareness		

multi-rater self-awareness assessment is available: https://www.insight-book.com/quiz   HBR.ORG

1. Individual task

(10 min)

Write on a peace of paper

1. What is important for you in life/studies/work?
2. What are your strengths and weaknesses in teamwork?
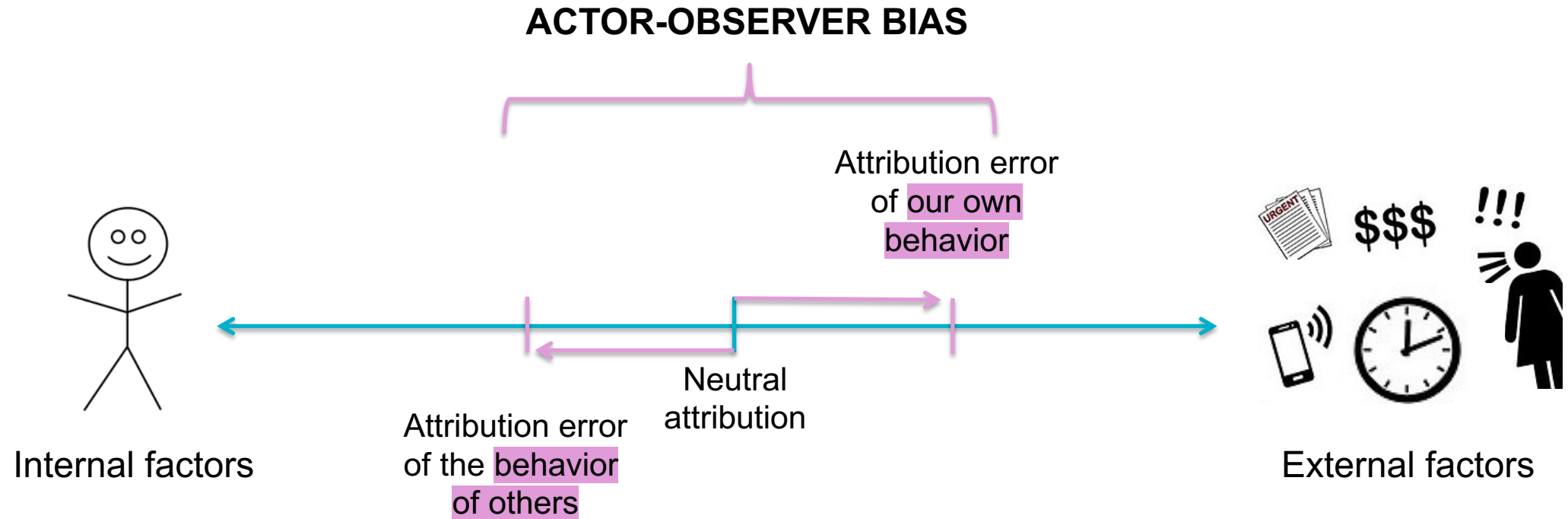3. How may others perceive you (your role and approach) in teamwork?

Save your notes!
We will get back to them later

Attribution theory

Explains how we interpret others' behavior

(Fiske & Taylor, 1991)

DBM
Design, create, lead.

ACTOR-OBSERVER BIAS

Attribution error of our own behavior

Attribution error of the behavior of others

Neutral attribution

Internal factors

External factors

Fundamental attribution error

2. Individual task

(12 min)

Write on a peace of paper

What do you think about **designers**?
What do they value?
How do they approach project work?

Write on a peace of paper

What do you think about **engineers**?
What do they value?
How do they approach project work?

Write on a peace of paper

What do you think about **business people**?
What do they value?
How do they approach project work?

Save your notes!
We will get back to them later

Stereotyping

Stereotyping means attributing certain characteristics to a group of individuals, i.e., over-generalizing.

Disadvantage – It's inaccurate!
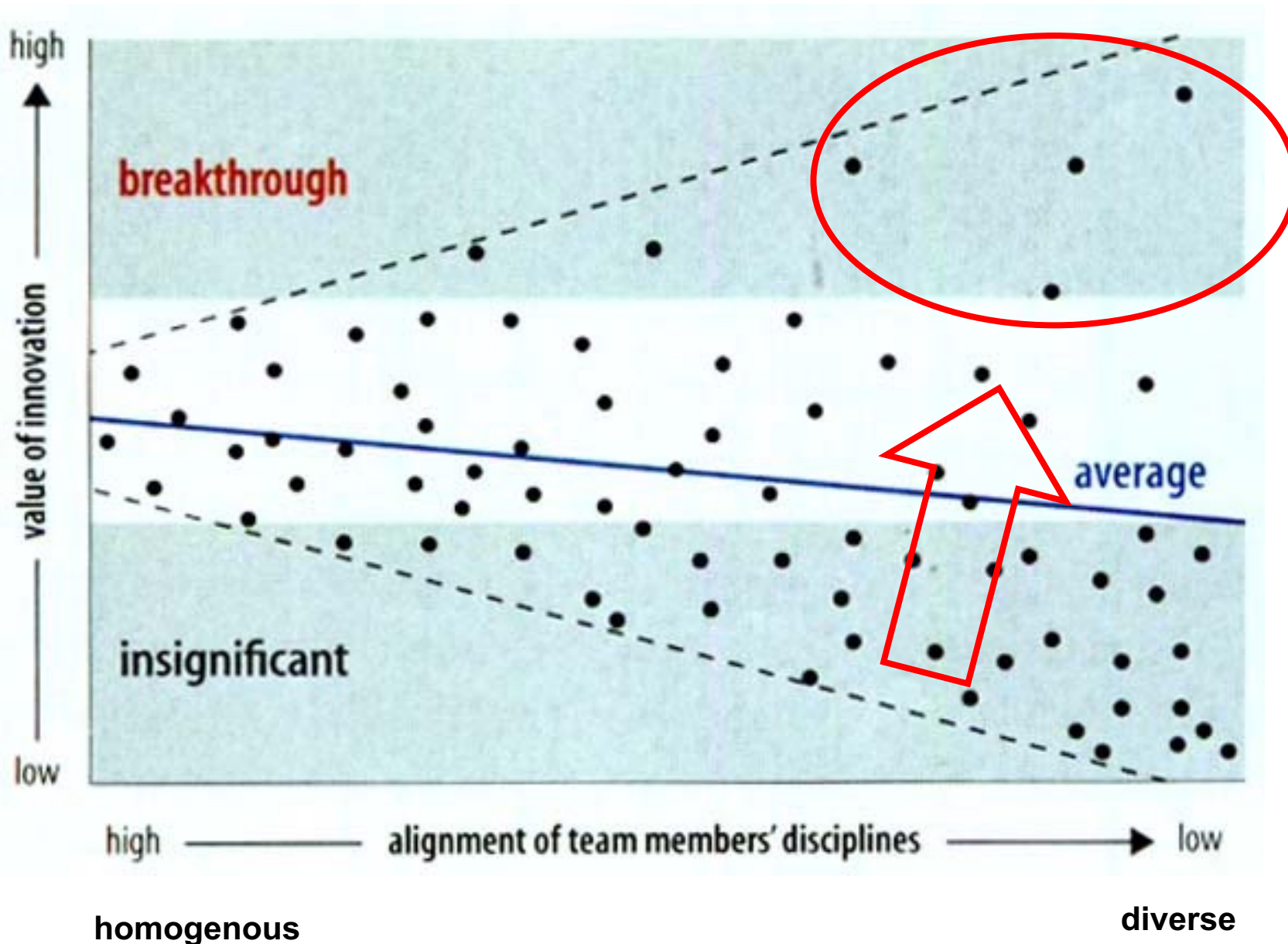Advantage – Allows rapid assessment

Stereotype threat

Stereotypes can be a self-fulfilling prophecy. People internalize stereotype messages, living up/down to those expectations.

For example, exposure to negative stereotyping while conducting a task can cause a decrease in performance.

BREAK

TEAM DIVERSITY

BREAKTHROUGH INNOVATIONS WITH MULTIDISCIPLINARY TEAMWORK

COLLABORATION BECOMES MORE DIFFICULT WHEN DIVERSITY INCREASES

Source: Fleming, L. 2004, Perfecting Cross-Pollination. Harvard Business Review, 82, 9.

MULTI-DISCIPLINARY TEAMS OFTEN STRUGGLE WITH
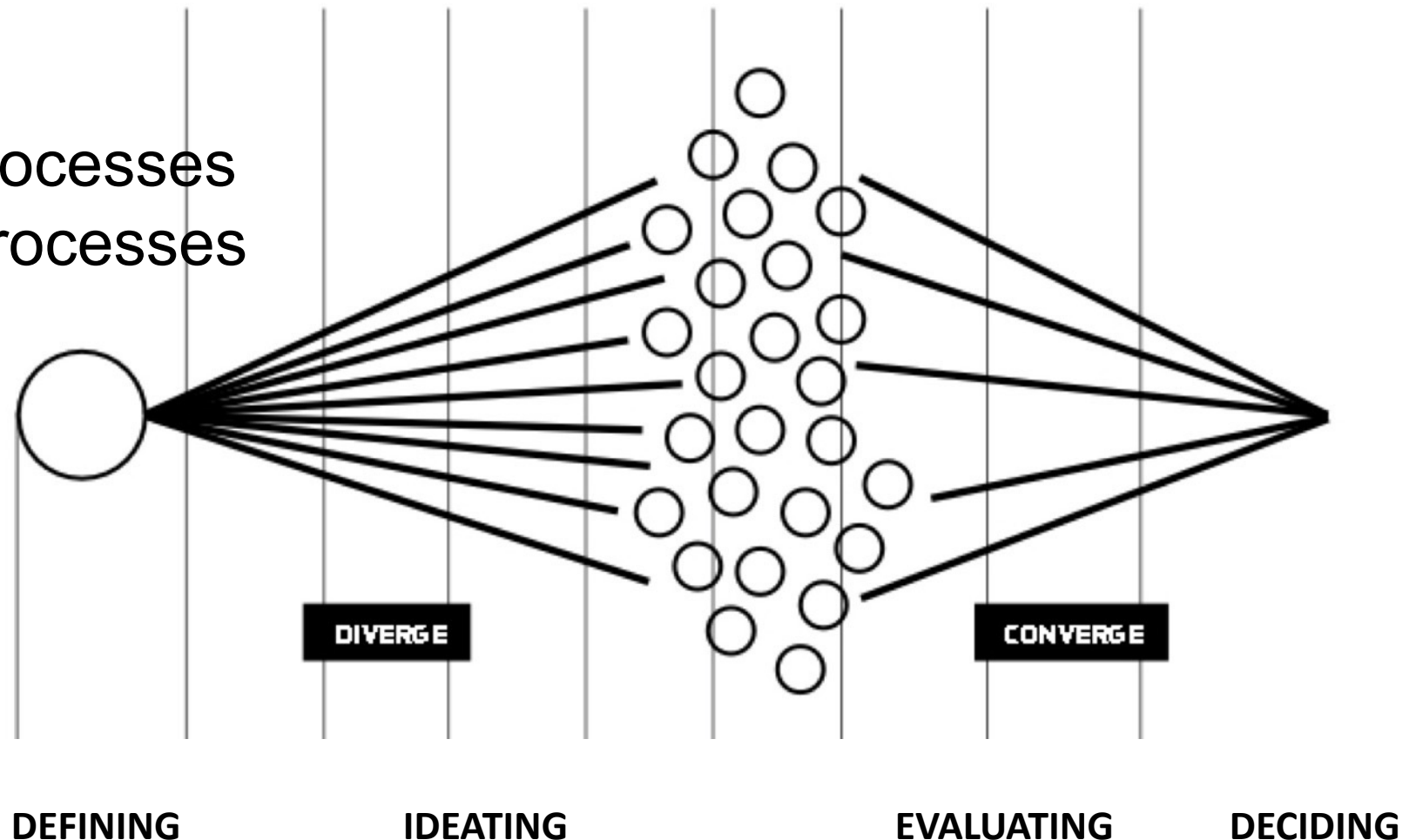
How to integrate each member's diverse expertise

How to manage conflict

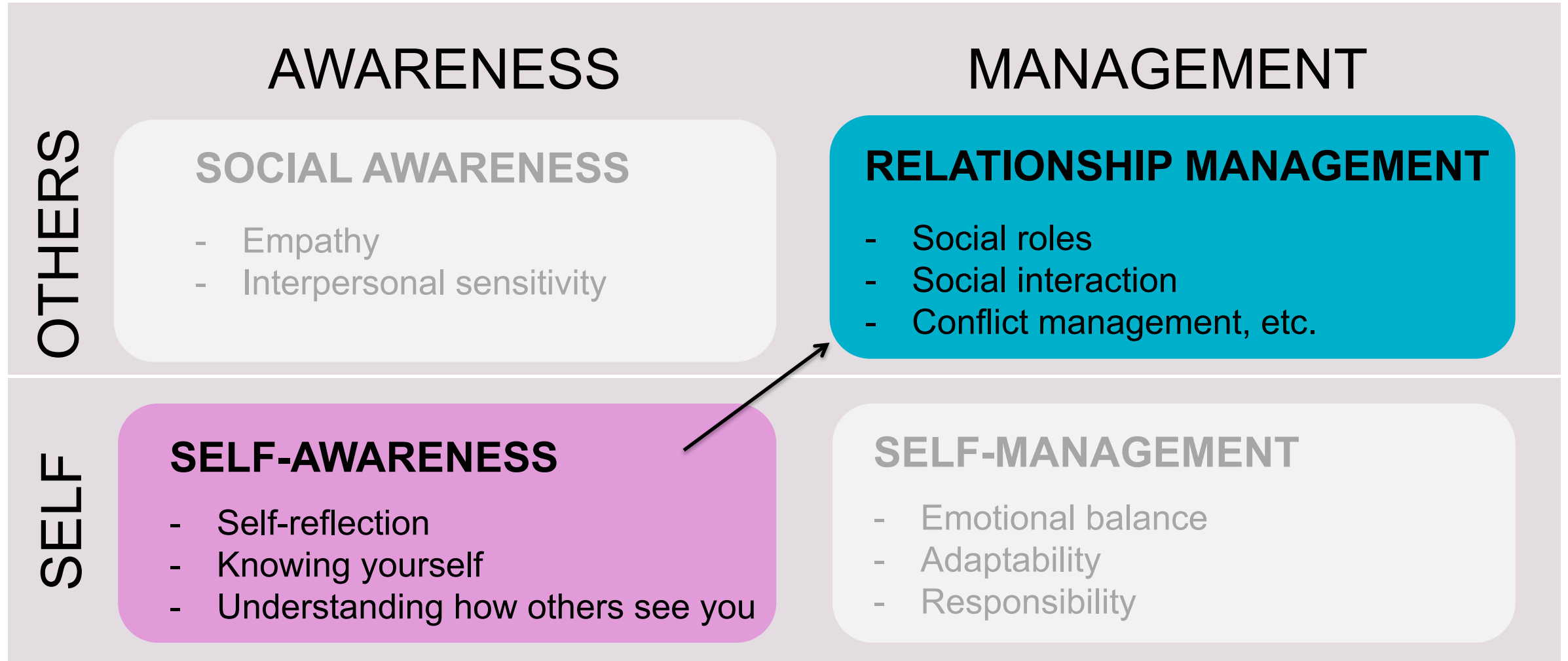How to leverage diversity during all phases of a project

TEAM DIVERSITY

- Disciplinary backgrounds
- National backgrounds
- Gender, age, experience
- Personal traits

> helps in divergent processes
> harms convergent processes

(Stahl et al. 2010)

DEFINING   **IDEATING**   **EVALUATING**   **DECIDING**

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(Daniel Goleman, Leadership the power of Emotional Intelligence)

SOCIAL ROLES IN TEAMS

"Pioneers" seek *possibilities.*
They spark energy and imagination.
Motto: *Have fun. It's just work.*

"Drivers" seek *challenge.*
They generate momentum.
Motto: *And your point is…?*

"Integrators" seek *connection.*
They bring teams together.
Motto: *Consensus rules!*

"Guardians" seek *stability*.
They bring order and rigor.
Motto: *Changing the world, one spreadsheet at a time*

If you want, take a test to know which team roles you most often take: https://bc20questions.deloitte.com/#/

PIONEER

Outgoing

Focused on
the big picture

Spontaneous

Drawn to risk

Adaptable

Imaginative

PIONEER

Energized by:

Brainstorming

Spontaneity and
trying new things

Enthusiasm

Alienated by:

Rules and structure

The word "no"

A focus on process

DRIVER

Energized by:

Solving problems

Directness

Winning

Alienated by:

Indecision

Inefficiency

Lack of focus

DRIVER

Quantitative

Logical

Focused

Competitive

Experimental

Deeply curious

TENSIONS

INTEGRATOR

Diplomatic

Empathic

Traditional

Relationship-oriented

Intrinsically motivated

Nonconfrontational

INTEGRATOR

Energized by:

Collaboration

Communication

Trust and respect

Alienated by:

Politics

Conflict

Inflexibility

GUARDIAN

Energized by:

Organization

Predictability
and consistency

A detailed plan

Alienated by:

Disorder

Time pressure

Ambiguity
and uncertainty

GUARDIAN

Methodical

Reserved

Detail-oriented

Practical

Structured

Loyal

YOUR PRE-READING

Adam Grant (2013) Give and Take, Chapter 1.

Other/self–orientation in social interactions

Prof. Adam Grant divides people into three groups based on their reciprocity style:

Takers
Self-focused,
try to get as much as
possible from others
without giving much

Matchers
Operate in the
principle of fairness:
Reciprocate and
expect reciprocity

Givers
Other-focused,
seek out ways
to be helpful and
give to others

What do you think about this categorization?

Who are the most "successful" in terms of career development?

MATCHER GIVER TAKER

Givers, Takers, and Matchers at Work
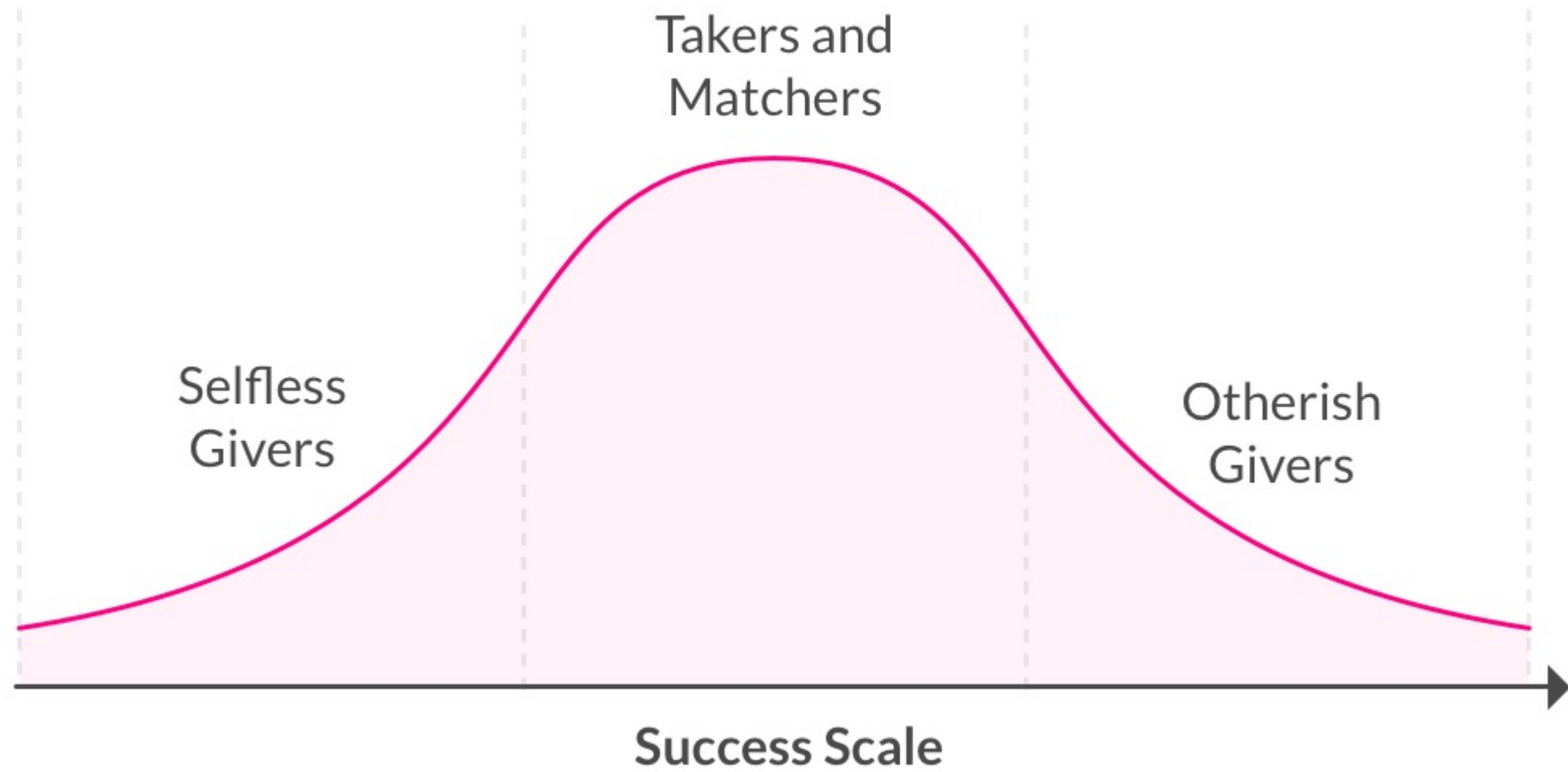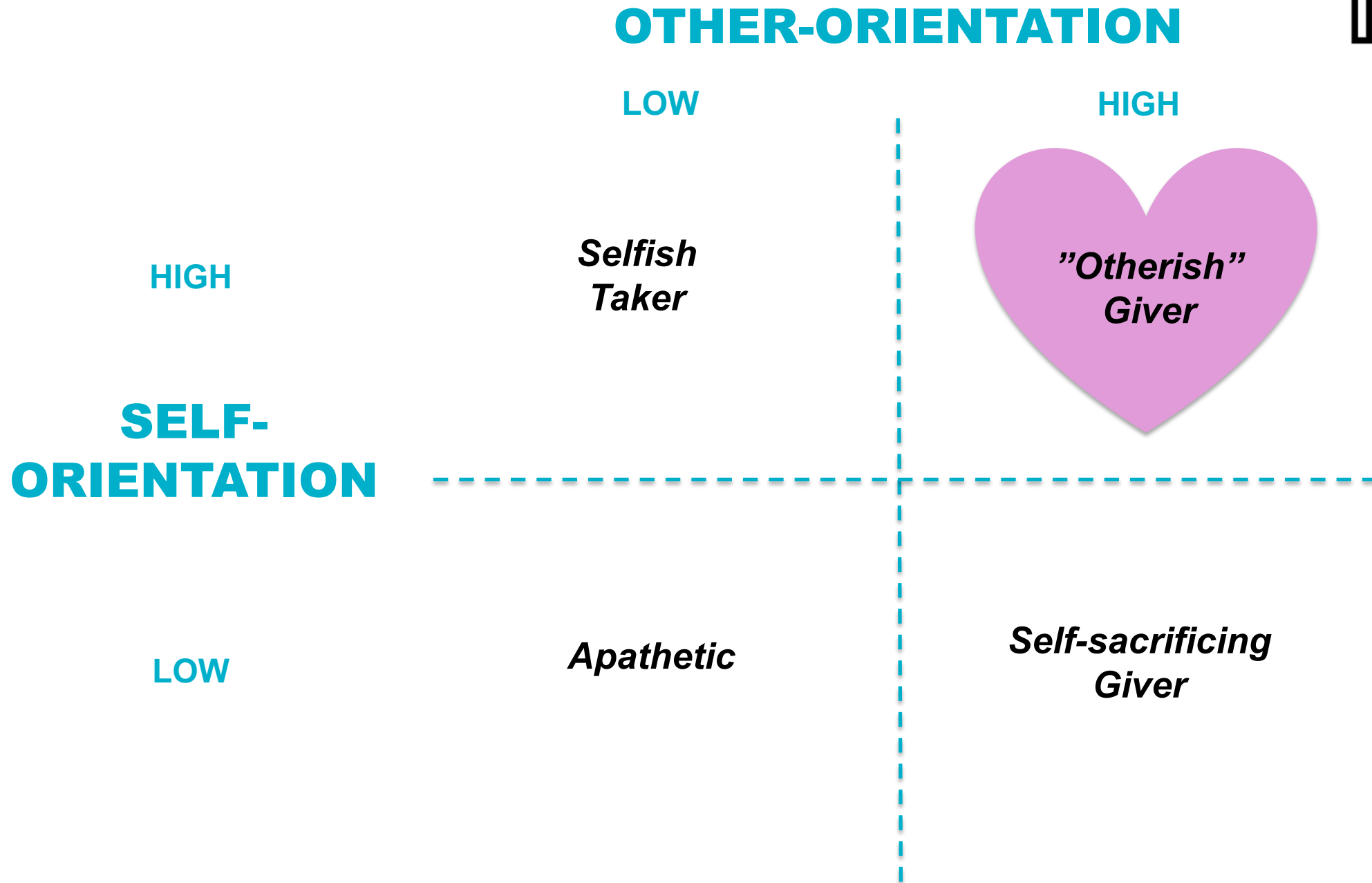
WORKSHOP

Group task (Breakout room 20 min)

miro   Team launch   Share

TEAM LAUNCH CANVAS

TEAM MEMBERS' NAMES

THIS IS US

Each team member's
- disciplinary and expertise background
- strengths and development areas in teamwork
- team roles that one typically takes
- important priorities in life, studies/work

TASK 1
work on this quadrant only

18%

19.43
11.9.2021

Wrap up

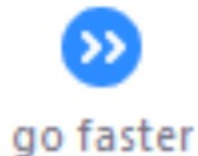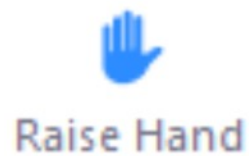Were your "stereotypes" of design / tech / business students accurate?

1. Click the **Participants** button.

2. Click one of the icons to provide feedback to the host. Click the icon again to remove it.

   Note: You can only have one icon active at a time.

OUR OBJECTIVES FOR THIS SESSION WERE:

1. Increase your self-awareness for improving empathy
2. Increase understanding of the risks of attribution biases
3. Help you identify your own strengths and development areas as a team worker

BREAK