Teams in Maze

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Overview

• Teams and teamwork
• Team building process and team performance
• Team training in Business Education
• Examples for team building methods
  – Team-maze
  – Baton-game
• Conclusion & discussion
Characteristics of a team

- Interaction between team members
- Common goal
- Existence over a longer period of time
- Small group
- Collaborative way of work
- Cohesion
- Norms
- Structures
- Goal- and performance oriented

Objective of teamwork

- Acceptance of a common goal
- Higher performance than the best individual performance

Team performance: better than the best individual performance

Team performance: worse through discussion

(Comelli/Rosenstiel 2009)
Team building process

Tuckman’s team development model

<table>
<thead>
<tr>
<th>Team members</th>
<th>Forming</th>
<th>Storming</th>
<th>Norming</th>
<th>Performing</th>
<th>Adjourning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>Orientation</td>
<td>Conflicts, different opinions</td>
<td>Development of in-group feeling</td>
<td>Shared vision</td>
<td>Completing of tasks</td>
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<tr>
<td>Identification of boundaries</td>
<td>Tension</td>
<td>Clarification of goals and roles</td>
<td>Focus on over-achieving goals</td>
<td>Self-monitoring</td>
<td>Breaking up the team</td>
</tr>
<tr>
<td>Exploration of dependences</td>
<td>Power struggle</td>
<td>Acceptance of norms</td>
<td></td>
<td></td>
<td>Mourning about the dissolution</td>
</tr>
<tr>
<td>Uninformed about goals and plans of the team</td>
<td>Need of tolerance and patience</td>
<td>Increased openness</td>
<td>High degree of autonomy</td>
<td></td>
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<tr>
<td>Team leader</td>
<td>Directing style</td>
<td>Coaching style</td>
<td>Participative style</td>
<td>Delegative style</td>
<td>Disassembling style</td>
</tr>
</tbody>
</table>

(Tuckman 1965, 1977)

Team performance curve

Real team:
- Small number of persons
- Complementary skills
- Common purpose, goals
- Shared working approaches
- Mutual accountability

(Economic performance vs. Efficiency)

Real team:
High-performance team
Real team
Potential team
Pseudo-team
Working group

(Katzenbach/Smith 1993)
Synthesis of theories

(Winkelbauer/Riebenbauer 2010)

Team training in Business Education

• Competence needs:
  – Teamwork in heterogeneous and international teams
  – Leadership skills
  – Communication skills
  – …

• How to integrate in Business Education programs?
  – Teamwork with team building and group dynamic methods
  – Discuss team theories and examples
  – Team leader meetings
  – Sport exercises (team sport)
  – …
Methods for team building and training

• **Aims** of group-dynamic games:
  – Getting to know and motivating team members
  – Improving team productivity: communication, problem solving, decision-making
  – Increasing trust and ability to change
  – …

• **Course** of group-dynamic games
  1. Instruction: goal, task
  2. Action: procedure of the exercise
  3. Reflection and feedback
  ➔ Observing role: communication, leadership, quality, rules
Maze – instructions

- The **group's aim** is to reach the maze’s opposing side with as few errors as possible.

- The time available is 45 minutes.

- Each error reduces the starting capital, which amounts to 1000 $, by 100 $.

- You are to find the only possible way through the maze.

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Maze – instructions

- The areas belonging to the correct way can only be found by trial and error.

- First, you search for the starting area, from which the correct way originates. Wait for the result, which the trainer discloses. If you have found the correct area, you may proceed to the next area of your choice. Again, wait for the trainer’s feedback.

- Only an adjacent area can be entered (forward, backward, sideways, diagonal).
Maze – instructions

• If you entered a wrong area, it costs you nothing at first. However you must leave the maze. You may reenter the maze and take the same path back to where you had to leave the maze. Entering a wrong area costs 100 $.

• If a group member enters an area already identified as being wrong, it costs 100 $.

• As the correct path may feature “curves”, it is possible that an area is wrong from one adjacent area, yet correct from another adjacent area.

• There is a specific order of movement amongst the participants. If you violate this order you pay 100 $.

• There may be only one person within the maze. All other participants have to wait behind the starting line (later this is the finishing line). Violations cost 100 $.

• It counts as movement, if you touch an area with your feet.

• Your preparation time is 15 minutes. You pay 100 $ for each additional minute.
Maze – instructions

• It is strictly forbidden to take any notes or mark any areas or else during the exercise.

• During the planning phase you are allowed to talk to each other. In the execution phase it is forbidden to talk or make any noises. Each infraction is fined by 100 $.

Good luck!

Baton – Game

• **Task**: Lay the baton down on the ground without any participant’s finger losing contact with it.

• Formation: Two lines of three stand opposing to each other with the baton between them. The baton rests on the participants’ index fingers.

• If anybody’s finger loses contact to the baton, the game starts over.

• Your time limit is five minutes.
Conclusion

• Team building is important for business teachers
• You need:
  – Clear Aims
  – Good instructions
  – Time for reflection and feedback

• Team building is important for
  – New teams to become potential or real teams
  – Existing teams to become real teams or high-performance teams

Discussion
Selected References


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Thank you!