



# PS1 Individual Portfolio

**Module Instructor:**



**Student Name:**



**Student Id:**



**Date: 16th May 2022**

**Word Count: 2192**

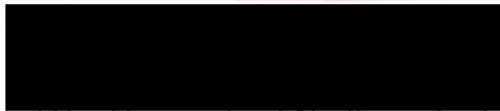


Managing Project Teams

# PORTFOLIO

2022

**PREPARED BY**



(The University of Northampton)

# Table of Contents

Introduction	4
Section I: Critical Analysis	4
Section II: Self Reflection	7
Description	8
Feelings	8
Evaluation	8
Analysis	8
Conclusion	9
Action plan	10
Conclusion	11
References	12
Appendix A	15
Appendix B	18
Appendix C	22
Appendix D	25

# Introduction

The purpose of this portfolio is to demonstrate my understanding, as a project manager, about the intricacies involved in the project team's leadership and management.

Section I of this portfolio critically analyses the impact of team dynamics on the efficacy of project teams.

Section II enlists self-reflection points on two workshops that I attended recently related to the topics of project team management and leadership that have significantly helped me identify my weaknesses, strengths, and required areas of development as a project manager.

The portfolio then proceeds with the conclusion, jotting down my findings derived from analysis and reflection with a reference list coming forth, to prove the support of my analysis with the relevant academic theory and Appendices being a part of this portfolio as Section III, containing documentary evidence of activities and learning to support my reflection points in Section II.

## Section I: Critical Analysis

Most of the time, even with the well-calibrated project teams comprising of 'talented, well versed in the domain' personnel, the overall performance metric still fails to hit the top mark line, yielding nothing but poor results and slow growth ([ITworldTips](#), 2010). For a project manager, it is a matter of considerable importance that requires a critical thought into why even the most calibrated project teams fail at hitting the intended top line performance mark?

The answer lies in the fact that team brilliance is not the only factor that governs overall team performance. The front-in line performing companies like Microsoft, Google, Apple, etc have an important factor of team dynamics geared into their project management and organisational strategies ([Eubanks, et al.](#), 2016). Take for instance the example of Google at the back turn of the century when the company was merely a start-up; it used to hire only the top SAT scores of the Ivy League. However, even after the best hires on board, the company faced multiple situations

of some teams outperforming while others stumbling barely to get across the project finish line, the company launched its Project Aristotle (see [Appendix C](#)) to understand what was the real reason for teams stumbling and underperforming despite the best hires of a related domain on board.

From Project Aristotle, researchers concluded that ‘who is on the team?’ was an overrated question compared to ‘how the colleagues carried out their activities as a team and how they assessed others’ contributions as valuable or invaluable?’. The team working on the project after studying hundreds of teams at Google drew patterns of possible relationships and resemblances between the groups that were successful and found that the two group norms ([Duhigg, 2016](#)) were a must in every outperforming team and these were: *equality in the provision of conversational turn taking and high average social sensitivity*.

*But how?*

It is because the two traits form the aspects of psychological safety ([Reynolds and Lewis, 2018](#)) which rely on the belief that none would be humiliated, or penalised for raising their voice in speaking up about ideas, pinpointing mistakes or raising concerns. Research ([Woolley et al., 2010](#)) shows that the psychological safety aspects play a vital role in maintaining good team dynamics because negligence in either one of the two has proven to cause Collective Intelligence (CI) to decline ([Hackman, 2011](#)), thereby affecting overall team performance.

It is understandable in regards to these aspects being sensitive enough with a dynamically emergent property of interactivity that can be destroyed with a small ‘ill-timed’ sigh ([Reynolds and Lewis, 2018](#)) coming from either the team managers or the colleagues themselves. Various researches and literature ([Sacks, Schegloff and Jefferson, 1974](#); [Bojeun, 2014](#); [Tran, 2017](#)) have proven that ensuring these psychological safety aspects helps managers create an environment which makes the teammates feel at ease psychologically; allowing them to express themselves to the fullest; be it their ideas or thoughts without holding on to any fear of social retribution.

The co-founder of Apple; Steve Jobs himself had once said ([Nguyen, no date](#)),

“It doesn’t make sense to hire smart people to tell them what needs to be done. Rather, Apple intends to hire smart people so that they could tell the company what to do.”

This affirms that team brilliance forms an important aspect of project management however, it’s not the only factor that governs the overall project success. The team dynamics is an even crucial aspect to consider for effective project teams management compared to team brilliance ([Kim, Lee and Connerton](#), 2020), failing to consider which affects the achievement rates of project teams.

Effective team dynamics start with a competent project manager who possesses the skill of team management ([Jang and Lee](#), 1998). High performing teams are not formulated simply on the level of team members’ brilliance. However, most project managers make the mistake of selecting team members based on their individual strengths, skills and experiences ([Chen and Lin](#), 2004) alone. They either forget or simply aren’t aware that taking into account the individual personalities collectively is an important step in selecting team members for any project. According to sociology ([Cooley](#), 1983), it is human nature to act differently when working in groups specifically due to social sensitivity which is also viewed as an aspect of psychological safety ([Kaplan](#), 2000). And when it comes to psychological safety, team dynamics do have a marked influence on a team’s behaviour, predominantly with the unconscious psychological factors being a major contributor to varying behavioural shifts among team members, thereby affecting the performance levels of entire team.

Consider for example two teams, a resolute-minded team A and a free-flowing team B (refer to [Appendix C](#)). The PMs of team A, holding onto the view of getting peak individual efficiency, relied heavily on recruiting the only members having outshining pedigrees, several years of experience in the field, and were serious minded. However, the group norms or dynamics are structured in a way that hinders equal speaking which leaves room for teammates in picking up on what other team members are being sentimental about or leaving things unsaid when there is fewer to almost no personal information exchange. This way, group members of team A will continue to act specifically once they come together, and there’s little to suggest that as a group, they’ll become more collectively intelligent.

The other team (B) is organised by a PM who believes in the effects of psychological safety aspects affecting team dynamics and performance, and therefore the team formulated is more of a free-flowing nature where people do not hesitate to speak whatever is in the back of their minds. And even though frequent personal information exchange may lead to teammates speaking over one another, crossing the boundaries and socialising other than remaining strictly confined to the agenda. Such a team might seem inefficacious to a casual observer but the team's norm of socialising makes the teammates careful of both their verbal and non-verbal cues and expressions.

Now since the norms of team B have helped erect a team environment wherein the team members feel to be more comfortable in terms of psychological safety, the team dynamics are strong. That's the very reason that despite the lacking individual stars on team B, by the end of the session, team B outperforms team A (see [Appendix D](#) for performance charts based on team dynamics and team efficacy).

So, analysing critically it was determined that team dynamics have a marked impact on the performance and effectiveness of project teams [[Eubanks, et al.](#), 2016]

## Section II: Self Reflection

To build stronger relations between learned experiences, self-reflection is a must ([Finlay](#), 2008). Here, I will reflect on how the two workshops I attended helped me discern and analyse the areas of improvement in my project management career taking into consideration my 'real-life' managed project as a project manager. The name of the workshops that I attended, along with their respective attend dates are as under

- 1) *Workshop # 1 (WS1) HPWP (High-Performance Work Practices) and the Project Manager* (refer to [Appendix A](#)) attended on **17th February 2022**
- 2) *Workshop # 2 (WS2) Leadership and the PM* (refer to [Appendix B](#)) attended on **3rd March 2022**

For self-reflection, I'll make use of Gibbs' Reflective Model ([Finlay](#), 2008).

## 1) Description

Back in the KPK province of Pakistan, my hometown, there was an urgent need of setting up a medical facility that provided necessary vaccines to the locals of the small town located a few miles away from the Mardan city, that they otherwise lacked in the town's near vicinity and had to travel long distances for medical assistance which was a hectic thing for the people. I, therefore, volunteered to launch a small start-up of setting up a vaccine centre to help locals become tension free of immense distance travelling for medical assistance.

## 2) Feelings

Initially, I had doubts about my project management abilities. However, with little know-how about the field from past experience, I had as a project coordinator at a private firm and of course, with my ongoing academic degree in Project Management, I decided to push my limits, embrace the risk, and lead the project as an administrator. The two workshops I attended served as a major contributor to enheartening my strengths and abilities as a project manager.

## 3) Evaluation

The doubts I had about my project team management abilities were eased when I started working on the project. The knowledge gained from workshops made me realise in what phases of team management I could have performed even better. I felt like there was a void in my understanding of the high-performance work practices which I previously thought affected team performance negatively due to immense stress. Similarly, in WS2 the statement: '...leadership also is about encouraging and compelling the people to follow...' had me cornered to think of leadership as a more diversified term which I wasn't aware of previously.

## 4) Analysis

For the vaccine facility project, I faced the difficulty of recruiting a team for the project. All I knew was that I had to look for the team members who were experienced and had a sound knowledge of both medicine and project management



- limited thinking within a box. From the content of WS1, the company culture of Google made me research (think outside the box) about the company's management of its team dynamics from where I learned about Project Aristotle (see [Appendix C](#)) which significantly helped me realise how project teams should be structured and that it is more of a team dynamics that needs a focus rather than 'who's on the team' for optimal team performance (see [Appendix D](#)).

Communicating well, inspiring others, leading people, exhibiting the acts of empathy from WS2 (see [Appendix B](#)) and enforcing a High-Performance Work Practices from WS1 (see [Appendix A](#)), I learned how as a PM, project team dynamics and management form a powerful means of integrating organisational functions and motivate teams to achieve an outclass performance (see [Appendix D](#) for performance metrics).

My view of the definition of the term leadership being the only act of leading was redefined with a more diversified meaning of the term from the knowledge acquired in WS2. It compelled me to take a distinct approach to my project management career while practising the art of influencing others (especially the project team members) to believe in their strengths and abilities to accomplish the intended objectives to the fullest. I understood how leadership is more than just a term associated with leading.

For instance, while considering individuals in the pre-work padlet of the workshop assigned by the instructor about uploading images of the leaders, it made me realise how leadership also is about encouraging and compelling the people to 'follow' what they believe (see [Appendix B](#) for the documentary video: *How leaders influence people to believe*).

## 5) Conclusion

Both the Workshops I attended solidified my understanding of project management and team dynamics whilst pointing out my areas of weakness as a project manager, making me confident in my career role as a project manager. I realised how for my self-launched start-up I could've overcome the difficulty of team building by considering team dynamics and strengthening my leadership skills considering the broader meaning of the term leadership. It further made me reflect and act on

strengthening my skills that help motivate and convince high-performance work practices as a project manager for large-scale organizational success.

## 6) Action plan

The next time I'll launch a start-up or am assigned the role of project management in my career, I plan on researching to broaden my understanding of the topics discussed in the workshops even further. I also plan to look into the documentary videos of inspirational leaders about the related topics as the workshop activities and the reference videos therein had me convinced that such videos actually compel a mind to think outside the box.

## Conclusion

This portfolio boils down to the effectiveness of team dynamics to project management and project team administration. The critical complexities of leadership and management of project teams mostly are attributed to the psychological safety which allows the team environment where everyone feels confident enough to be themselves.

From equality conversational turn taking to social sensitivity, it is all a matter of team dynamics that governs the overall performance and success of project teams.

# References

[1]

De Reuver, R., De Voorde, K.V., and Kilroy, S. (2019) 'When do Bundles Of High-Performance Work Systems Reduce Employee Absenteeism? The Moderating Role Of Workload', *The International Journal of Human Resource Management*, 32(13), pp. 2889-2909, doi:[10.1080/09585192.2019.1616594](https://doi.org/10.1080/09585192.2019.1616594)

[2]

Purcell, J, et al. (2003) *Understanding the People and Performance Link: Unlocking the Black Box*. London: Chartered Institute of Personnel Development.

Follow [link](#)

[3]

Truss, C, et al. (1997) 'Soft And Hard Models Of Human Resource Management: A Reappraisal', *Journal of Management Studies*, 34(1), pp. 53-73, doi:[10.1111/1467-6486.00042](https://doi.org/10.1111/1467-6486.00042)

[4]

McAlearney, A.S., et al. (2011) 'High-performance Work Systems In Health Care Management, Part 1: Development Of An Evidence-Informed Model', *Health Care Manage Rev*, 36(3), pp.201-13, doi:<http://www.ncbi.nlm.nih.gov/pubmed/21646880>.

[5]

Jang, Y. and Lee, J. (1998) 'Factors Influencing The Success Of Management Consulting Projects', *International Journal of Project Management*, 16(2), pp.67-72, doi:[10.1016/S0263-7863\(97\)00005-7](https://doi.org/10.1016/S0263-7863(97)00005-7)

[6]

Duhigg, C. (2016) 'What Google Learned From Its Quest to Build the Perfect Team', *The New York Times Magazine*, Available at: <https://centre.upeace.org/wp-content/uploads/2020/09/7.1-what-google-learnt.pdf>

[7]

Reynolds, A. and Lewis, D. (2018) 'The Two Traits of the Best Problem-Solving Teams', *Harvard Business Review*, pp.1-7, Available at: <https://www.human-insight.nl/wp-content/uploads/2021/10/HBR-article-The-Two-Traits-of-the-Best-Problem-Solving-Teams.pdf>

[8]

Woolley, A.W., et al. (2010) 'Evidence For A Collective Intelligence Factor in the Performance of Human Groups', *Science Magazine*, vol. 330, doi:[10.1126/science.1193147](https://doi.org/10.1126/science.1193147)

[9]

Hackman, J.R. (2011) *Collaborative Intelligence: Using Teams to Solve Hard Problems*. San Francisco: Berrett Koehler Publishers.

Follow [link](#)

[10]

Sacks, H., Schegloff, E.A., and Jefferson G. (1974) 'A Simplest Systematics For The Organization Of Turn-Taking For Conversation', *Linguistic Society of America: Language*, 50(4), pp. 696-735, doi:[10.2307/412243](https://doi.org/10.2307/412243)

[11]

Bojeun, M.C. (2014) *Program Management Leadership: Creating Successful Team Dynamics*. Florida: CRC Press Taylor & Francis Group.

Follow [link](#)

[12]

Tran, S.K. (2017) 'GOOGLE: A Reflection Of Culture, Leader, And Management', *International Journal of Corporate Social Responsibility*, 2(10), doi:[10.1186/s40991-017-0021-0](https://doi.org/10.1186/s40991-017-0021-0)

[13]

Nguyen, L.T. (no date) 'Inside Apple's Company Culture: Collaborative and Inspiring', *Grove*, Available at: <https://blog.grovehr.com/apple-company-culture>

[14]

Kim, S., Lee, H., and Connerton, T.P. (2020) 'How Psychological Safety Affects Team Performance: Mediating Role of Efficacy and Learning Behavior', *Frontiers in Psychology*, 11(1581), doi:[10.3389/fpsyg.2020.01581](https://doi.org/10.3389/fpsyg.2020.01581)

[15]

Chen, S.J. and Lin, L.(2004) 'Modeling Team Member Characteristics for the Formation of a Multifunctional Team in Concurrent Engineering', *IEEE Transactions on Engineering Management*, 51(2).

Follow [link](#)

[16]

Kaplan, S. (2000) 'Human Nature and Environmentally Responsible Behavior', *Journal of Social Issues*, 56(3), pp. 491-508, doi:[10.1.1.470.7147](https://doi.org/10.1.1.470.7147)

[17]

Cooley, C.H. (1983) *Human Nature And The Social Order*. New York: Taylor & Francis Group.

Follow [link](#)

[18]

Dalton, C.P., et al. (2018) 'The Relationship Between Team Dynamics, Team efficacy, and Team Performance', doi:[10.13140/RG.2.2.15925.32487](https://doi.org/10.13140/RG.2.2.15925.32487)

[19]

Finlay, L. (2008) 'Reflecting on 'Reflective practice', *Practice-based Professional Learning Paper 52: The Open University*, Available at:  
[http://oro.open.ac.uk/68945/1/Finlay-\(2008\)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf](http://oro.open.ac.uk/68945/1/Finlay-(2008)-Reflecting-on-reflective-practice-PBPL-paper-52.pdf)

[20]

ITworldTips (2010) 'Four Reasons That Project Teams Fail', *ComputerWorld*,  
Available at:  
<https://www.computerworld.com/article/2757856/four-reasons-that-project-teams-fail.html>

[21]

Eubanks, D.L., et al. (2016) 'Team dynamics in virtual, partially distributed teams : optimal role fulfillment', *Computers in Human Behavior*, vol. 61, pp.556-568.

Follow [link](#)

# Appendix A

Workshop 2: High-Performance Work Practices and the Project Manager (attend date 17th February 2022) Key points:

- ❖ HPWP provides an approach to managing people (project teams) that boost organisational performance
- ❖ In HPW systems, through critical appreciation PMs can significantly influence team performance when they incorporate the core concepts of HPWPs with HRM.

**HPWP's definition:** HPWPs are the practices that have proven to improve an organization's capacity to effectively captivate, sort out, hire, grow, and hold onto high-performing personnel. HPWPs are referred to; within an organization; as a high-performance work system ([McAlearney et al., 2011](#)).

High-performance work systems have been known to reduce employee absenteeism ([De Reuver, De Voorde and Kilroy, 2019](#)). It is because demanding work conditions in the form of a high workload can alter the relationship between HRM and key employee outcomes in some peculiar ways such that the benefits of some human resource practices become particularly useful when employees really need them. Therefore, the necessity is to focus on the differential effects of skill, motivation and opportunity enhancing HPWS practices for a better understanding of the HRM–employee outcome relationship.

- ❖ According to Purcell ([2003](#)), there exists a direct link between performance and HRM practices which include: **A** (Ability and Skill), **M**(Motivation), **O** (Opportunity to participate) ⇒ **AMO**. Policies associated with AMO bring about employees' outlook on commitment, motivation, and satisfaction. which in turn imparts an influence on their voluntary behaviour and effort.
- ❖ Effective recruiting and staff(employee) development also serve a role in managing team performances. That is why strategic human resource management(SHRM) pillars long-term business goals and outcomes with a calculated framework in place.

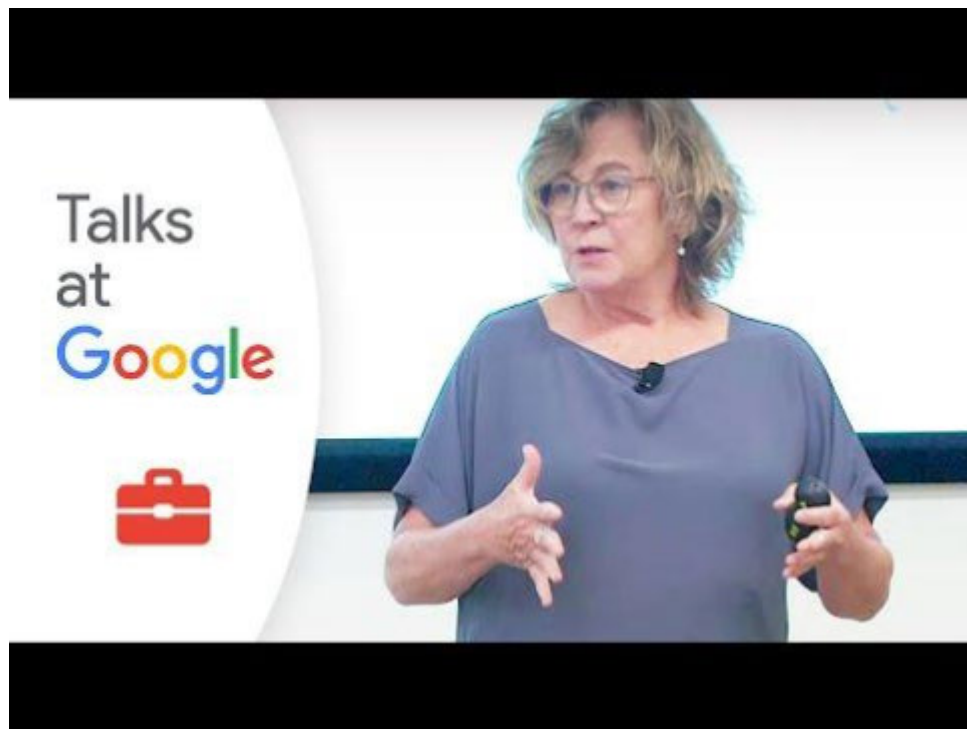
- ❖ SHRM effectively relates to a business plan, human capital management, and, therefore, an overall business performance ( [Truss et al.](#), 1997).

**Google Example:** Employees at google share their experience working at the company positively:

- 1) One says he fell in love with the energy that lingers within the working environment of the company. He explains that the vibe of the environment compels people to be a part of the big company.
- 2) Another employee says that the company offers a working environment where no one can ever feel bored because the employees have to think about billions of users which makes a lot of impacts and really get gratifying.
- 3) Yet another employee says that the company is so much at the forefront of technology and the way the company culture is built, the employees and the managers are always looking for the 10x. The Leapfrog innovation technique is the method that the company undertakes throughout its production and innovation cycle. At Google, employees are made to be willing to let all their preconceived notions be broken at any moment. Sometimes the employees face situations in which they are forced into making their own rules which to employees appear as a part of the fun. Employees love it when they are made to try new technologies and implement them in different ways (creativity at its peak) that the employees think other companies haven't tried before which really makes them excel beyond their skillsets enabling them to push all boundaries.
- 4) At google there are multiple teams with amazing expertise and every other employee within a team gets to learn something new from one another by building something new or experimenting with new things. Employees say that no matter what topic you chose, there always exists a team at Google who is far better at it or simply knows more about the topic. Every Google employee is encouraged by the other and they value one other which makes all employees feel assurance of working with a company where people don't work merely to earn their living, rather they feel their worth working in an environment where their values are appreciated and considered.



- 5) Employees find it fortunate to work with people having diversified experiences, and backgrounds because they use it to their advantage to promote and make the overall workforce culture even stronger.
- 6) The company maintains its memento of 'the best idea wins'. And although there is a big debate behind this memento, generally it's all about bringing all the viewpoints together and that's what Google wants all of its products to represent.
- 7) Employees and managers believe that the benefits of technology should apply to all which makes the company mission inspiring to people. Working with something that the employees and managers love themselves makes it worthwhile for them to show up every day for work at Google.



**Video:** Creating High-Performance Culture | Patty McCord | Talks at Google  
(Double click/tap on the image to view the video)

# Appendix B

## Workshop 4: Leadership and the Project Manager (attend date: 3rd March 2022)

### Key points:

- ❖ The way leadership is carried out by Project Managers, it significantly affects the employee performance.
- ❖ In most fields like industrial, education, and military settings, and also in social movements, leadership plays a critical, if not the most critical one (Bass, 2008). Research indicates that leadership behaviour can significantly impact the performance of employees. So, we have over a hundred years of leadership research. One of the typical approaches is to do what I asked you to do in the pre-work and consider individuals. (View padlet/discuss briefly) This typical historic approach helps us identify people we think are worth 'following' and to examine and identify what it is that they have done that is successful. And we can see from this that leadership is also about encouraging people to 'follow'. As PMs, we know it is critical that you can accomplish this. However, leadership is much more than this and most importantly it is a skill that you can develop and improve over time.
- ❖ Consider distinctions between leadership and management because these distinctions do matter although increasingly, we see that the lines between them are blurred - management and leadership are being seen as inextricably linked.
- ❖ Leadership – path or journey, management 'manus' meaning hand /work ... Managers matter because – they make certain the organisation serves its basic purpose; they design and maintain the stability of operations; they take charge of strategy-making and adaptation to change the environment; they act as the key informational link between the organisation and other stakeholders; they formally operate and implement the organisation's systems and processes.

- ❖ The practice of leadership has changed a lot in recent years due to developments in demography, politics, societal expectations, technology and work contexts as well as others
- ❖ A changing landscape: Feminisation does not mean that leaders have to act like women, rather that we learn from women as well as men and that many of the characteristics typically associated with females are now considered to be key to leadership success. Of course, we need to be wary of generalisations but it provides a useful counter-balance to traditional perspectives. Many businesses are actively working to encourage the balance of female leadership on boards. Research has proven multiple times that women are better at some leadership skills than men and to this extent, leadership has been feminised.
- ❖ Considering the context in which most leaders operate today, Leaders find themselves operating in unprecedented times of change and uncertainty – hence the VUCA model. Think of Covid 19 and the impact that it is having. What is expected of leaders can be broad and varied or very specific depending on the context in which they are operating. The context within which leaders operate can influence the actions and behaviour of the project leaders.
- ❖ In order to manage emotions, one needs to show an honest understanding of the needs of other people and also understanding of the motives of others and act accordingly. This is often identified as being highly important by all parties
- ❖ In order to build trust;
  - Show open concern for others.
  - Accept people for what they are.
  - Empower people more and ask them to take on board more responsibilities.
- ❖ For effective communication:

- hold off-line communications with others to develop effective relationships such as Adhoc and informal talks.
- Explore the viewpoints of others before making decisions.

Members of the focus group indicated that efficacious communications are an integral part of good leadership and are a must to develop influencing skills. Motivating others helps explain to people that they are talented and skilled. Talking more to people to gain more long-term commitments rather than compliance. Focus group members included this competence as part of being a good and effective leader of others.

❖ In order to Influence others

- Sell others that benefit from doing something or doing something differently.
- Share with others what it feels like to work in a highly successful team so they adopt the behaviours that are associated with success. Identified as being highly important by all parties.
- Develop cultural awareness, display and apply an awareness of the cultural differences of team members. Show an understanding and knowledge of the values and beliefs of other cultures. These are all identified as highly important factors by all parties

❖ Leading others starts with

- Knowing when not to act authoritatively.
- Lead by example through behaviour and by displaying appropriate levels of competence and self-confidence.
- Identified as being highly important by all parties in team building
- Show an open appreciation for the contributions of team members.
- Reward people openly for good work.
- Most leaders inspire others by vision, compelling people to achieve far beyond expectations.

- Charismatic CEOs achieve better financial performance under conditions of uncertainty rather than certainty,
- Transformational leaders, however, share a vision of the future, intellectually stimulate subordinates, provide support to subordinates, recognise individual differences, and sets high expectations.



**Video:** How leaders influence people to believe | Michael Dowling | Big Think  
(Double click/tap on the image to view the video)

# Appendix C

## Google's Project Aristotle



**Video:** Secrets of Successful Teamwork: Insights from Google  
(Double click/tap on the image to view the video)

The project had the Google company modify its strategy of hiring employees with the following solid points:

- 1) Group norms matter the most and are the key to bettering Google's teams.
- 2) The researchers ascertained that what distinguished good teams from dysfunctional groups was how teammates treated one another.
- 3) The researchers further found out that the right norms: and positive team dynamics, helped raise the collective intelligence of the entire team whereas the wrong norms would cause the delimiting of the team even when all the colleagues within the team were exceptionally bright.
- 4) Studying a vast number of groups and teams at Google, the researchers found distinct human behaviours linked with good teams such that their resemblance pattern was nothing alike. For instance, some good teams had team members who had the recipe of equally breaking down the work between individuals, others had average calibre people with the formula of deriving an advantage from every member's relative strength serving as a major factor of their teams' overall success. There were still others who had a

strong leader serving as their recipe of success, or rather there were teams who were more fluid such that they allowed every sane idea holder to lead the leading role of the team.

- 5) Yet the researchers found that 2 norms were usually shared by almost all successfully performing teams. One was the **equality in distribution of conversational turn taking** and secondly, **high average social sensitivity** that heavily weighted on teams' success and performance. Researchers found that the negligence of either one of the two caused CI (Collective Intelligence) to decline. High average social sensitivity implies that the team members were good at catching onto how others felt based on their voice vibrations, their facial and gestural expressions and other non-verbal cues. The social sensitivity factor helped them in understanding when someone was feeling left out or upset.
  
- 6) Consider for example two teams as **Team A (serious minded)**: All exceptionally smart and successful people grouped as a team. Glancing at the video of them working as a team you realise that every member waits for their turn when the topic of their expertise arises, speaking at length about it, explaining to the group what should be done on their part, when the topic of their expertise comes under discussion. And whenever an excursus was made, the speaker marked a stop to clarify the agenda and then brought the conversation back on track. Such a team even though, seems efficient in that no idle chitchats or long debates are made to happen with meetings concluding as scheduled and everyone disbanded, heading towards their work stations. **Team B (free flowing)**: This is a different team and unlike team A, it is calibrated evenly between successful executives and middle managers who possess fewer professional achievements. Jumping in and out of both work and non-work discussions is most common between team members of this team, with teammates interjecting often to complete each other's thoughts. A single team member who changes the topic abruptly is followed by all others off the agenda. Even after the meetings are considered concluded, the meeting isn't actually over until the group members sit down to gossip and discuss their ongoing life events with one other.

7) Given a choice of choosing between the teams, you might aim for joining team B. Here's why: Team A is optimised for peak individual efficiency with the most calibrated members on the team. However, the group norms or dynamics are structured in a way that hinders or discourages equal speaking which leaves room for teammates in picking up on what other team members are being sentimental about or what they are leaving unsaid when there is fewer to almost no kind of personal information exchange between team members. This way, group members of team A will continue to act specifically until they come together and there's little to suggest that as a group, they'll become more collectively intelligent. In the case of team B, even though frequent personal information exchange may lead to teammates speaking over one another, crossing the boundaries and socialising with others rather than remaining strictly confined to the agenda. Such a team might seem inefficient to casual observers but the team's norm of socialising makes the teammates careful of both their verbal and non-verbal cues and expressions. All teammates speak alike as much as they need to and knowing the ongoing events in the personal lives of their colleagues, they become sensitive to others' mood shifts and emotional states they might be going through. This is the very reason that despite the lacking individual stars on the team, the team outperforms team A.



# Appendix D

## Researched data about team performance contingent on the impacts of team dynamics

According to Dalon, ([2018](#)), in order to derive relationships and understanding of the impact of team dynamics on team performance, conducted a survey and detailed analysis on the five key metrics of team dynamics that significantly affected team performance. These five include psychological safety, structure, and clarity, meaning, dependability and impact. According to this research, any team which lacked two or more of these team dynamics could not perform better than the team that measured high in all the above team dynamics categories. Also, the team which fell short on only one of these dynamics did not experience any significant declining impact on its performance.

A brief overview of the team dynamics metrics was discussed in the research:

- 1) **Psychological Safety:** An environment perceived safe by team members for them to contribute ideas and constructive criticisms without any fear of admonishment.
- 2) **Dependability:** Refers to the expectations of the team in meeting deadlines and completing tasks.
- 3) **Structure and clarity:** Refer not merely to the well-defined goals rather the definition is bound to engulf the understanding of the expectations of an entire team from a teammate.
  - a) *Structure: A team with goals that are well-defined*
  - b) *Clarity: Attainably, specific goals that are challenging in a way that increases performance and enhances motivation.*
- 4) **Meaning:** The significance of individual work contributions of a teammate to the entire team
- 5) **Impact:** An individual's perception of their teamwork as being a greater part of their individual tasks.

**Method of research and Conclusions Derived** The research was conducted on the data derived from survey questionnaires which were filled by team members of

three different teams belonging to the same interdisciplinary student development field. The forms distributed are screenshotted below:

<b>Dependability *</b>					
	1 to 25%	26 to 50%	51 to 75%	76 to 99%	100%
What percentage of tasks do you think the team delivered for a successful MS/Sprint?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Clearly Defined Goals *</b>					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
We understood our roles and responsibilities during the past sprint.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Meaning *</b>					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The work we do on this project is portfolio worthy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Impact *</b>					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The team believes their work is purposeful and positively impacts the greater good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Environment *</b>					
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
We were able to take risks within the goals of the sprint, voice our opinions and ask judgement free questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Questionnaire#1: Team Dynamics Survey**

Questions *	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My team always manages to solve difficult problems, if they try hard enough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If someone opposes us, we find the means and ways to get what we want.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for my team to stick to our plans and accomplish our goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My team is confident that we can deal efficiently with unexpected events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thanks to our resourcefulness, my team knows how to handle unforeseen situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My team can resolve most problems, if they invest the necessary effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My team can remain calm when facing difficulties, because they can rely on their coping abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When my team is confronted with a problem, they can usually find several solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If my team is in trouble, they can usually think of a solution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My team can usually handle whatever comes their way in developing their game.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Questionnaire#2: Team-Efficacy Survey**

For every significant milestone, M1, M2, M3, M4, M5, and M6, the survey using these questionnaires was conducted and the mean value corresponding to each milestone was recorded for all three teams. These were the results in tabular form:

TABLE I: TEAM DYNAMICS AND TEAM EFFICACY MEANS FOR TEAM#1

Measure	Team Dynamics and Team-Efficacy (Mean Value) measured for each milestone					
	<i>M1</i>	<i>M2</i>	<i>M3</i>	<i>M4</i>	<i>M5</i>	<i>M6</i>
Team Dynamics	4.22	3.92	4.04	4.32	4.46	4.58
Team Efficacy	4.29	4.12	4.19	4.38	4.51	4.63
Performance	4.33	4.00	4.67	4.67	4.67	5.00

TABLE II: TEAM DYNAMICS AND TEAM EFFICACY MEANS FOR TEAM#2

Measure	Team Dynamics and Team-Efficacy (Mean Value) measured for each milestone					
	<i>M1</i>	<i>M2</i>	<i>M3</i>	<i>M4</i>	<i>M5</i>	<i>M6</i>
Team Dynamics	4.22	4.24	4.42	4.08	3.68	3.44
Team Efficacy	4.37	4.32	4.49	4.19	3.69	3.57
Performance	4.67	3.00	2.67	3.33	1.33	1.00

TABLE III: TEAM DYNAMICS AND TEAM EFFICACY MEANS FOR TEAM#3

Measure	Team Dynamics and Team-Efficacy (Mean Value) measured for each milestone					
	<i>M1</i>	<i>M2</i>	<i>M3</i>	<i>M4</i>	<i>M5</i>	<i>M6</i>
Team Dynamics	3.72	3.98	3.73	4.00	3.86	4.17
Team Efficacy	3.72	3.83	3.79	4.08	3.98	4.40
Performance	3.00	3.00	2.33	3.67	4.33	5.00

The results in the table show how team dynamics and team performance have a substantial impact on overall team performance. In Table 1, when both team dynamics and team efficacy score was observed to be high, the team gave the best performance with the highest score of 5. Whereas table 2, observed a drop in the mean values of team dynamics and team efficacy against team 2; M6(highlighted above) yielded poor team performance. Similarly, the tables show that the decline in either of the two (team dynamics and team efficacy) followed by a corresponding increase in the other did not have any marked impact on the team performance. These results also show that making either one of the two metrics stronger would ultimately increase team performance because team dynamics and team efficacy are interlinked and so project managers can attain their team's best performance by either strengthening both or either one of the two metrics.