



# Teaming

Faculty Quick Start Guide

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## OVERVIEW

Welcome to the [Teaming@Baruch](#) site – a resource for faculty, staff, and students that offers tools to support our processes when collaborating and teaming. This guide provides suggestions about how to use these tools within the context of a group<sup>1</sup> assignment.

We focus specifically on supporting the team's process – how they get their work done – as these tools can be used across different types of teams and tasks.

The teaming site is divided into two big blocks of tools: Pre-work and Through-work. This guide describes each tool and offers potential deliverables and examples.

We hope that our examples are useful as you consider how to best integrate teaming into your class. Please feel free to use all of the resources provided in this guide – to copy and/or distribute – in your Baruch classes.

If this site inspires you to add more team-based learning (TBL) methods to your class, we encourage you to consult these Very Short Guides (VSGs) produced by the Bernard L. Schwartz Communication Institute:

- [Growth mindset](#)
- [Teaching with small groups](#)
- [Guidelines for facilitating meaningful group work.](#)

The [Center for Teaching and Learning](#) (CTL) is also happy to work with you individually to develop team-based assignments.

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<sup>1</sup> We use the words group and team interchangeably within this work.

## Team Charter

A charter defines the goals, roles, and operating rules for the team. It is a tool that creates clarity and structure for the team's work. It also helps the team to keep members accountable to each other and for the shared goal.

WHEN: At the very start of the teamwork

WHO: There is only a team component to this assignment (i.e. nothing to be done individually).

ASSIGNMENT SPECIFIC?: For all assignments

HOW LONG: The amount of time spent on this can vary significantly based on the work the students will be doing together. For example, for an in-class exercise, the students might spend just 5-10 minutes identifying their goals, roles, and responsibilities. For a multi-class or week project, they might spend 30-45 minutes. To expedite the process, we encourage the instructor to provide a template for the specific task; the one offered on this website is a strong foundation.

RELATED RESEARCH:

Mathieu, John & Rapp, Tammy. (2009). Laying the Foundation for Successful Team Performance Trajectories: The Roles of Team Charters and Performance Strategies. *Journal of Applied Psychology*, 94, 90-103. 10.1037/a0013257.

DELIVERABLE: Student teams may submit a collaboratively prepared document. See the following pages for examples of the assignment and submitted work. We tend to grade this based on check/no check criterion (i.e. if the team submits the charter they receive credit).

**SAMPLE OF ASSIGNMENT POSTED ON BLACKBOARD:**

**This week (Week 2), the person whose name is the second name on the member list will be the week's team leader!**

**The team leader will be responsible for:**

- Coordinating the Team Charter task with the team so that it is done by the deadline (date and time).
- Uploading the finalized Team Charter on your team's Blackboard site/ File Exchange.

**All team members are responsible for exploring the content and resources provided on the 'Pre-work' phase on [Baruch Teaming](https://blogs.baruch.cuny.edu/teaming/) website [<https://blogs.baruch.cuny.edu/teaming/>]:**

- Start by individually reviewing the page on team charters ([https://blogs.baruch.cuny.edu/teaming/?page\\_id=463](https://blogs.baruch.cuny.edu/teaming/?page_id=463)) and begin to consider your own goals, roles, and expectations.
- Then, as a team discuss your shared goals, roles, and expectations. Encourage everyone to share their perspectives, as this will be your guiding document.
- Once you have a shared set of expectations, download the template and create your team's charter.
- Finally, make sure your current team leader uploads your Team Charter on your team's File Exchange!

SAMPLE OF ASSIGNMENT SUBMITTED - #1:

<b>Team Charter for [BARUCH TEAM 2]</b>		
Purpose:	Goals:	
Working together and communicating in order to accomplish a goal.	Build trust within the team Build relationships Build leadership skills Communicate effectively amongst each other Earn an A	
<b>Team Member Roles and Responsibilities</b>		
Name & email	Role	Task
Student 1	Team Leader (Weekly rotation)	This week's team leader: Submit team tasks for this week.
Student 2	Process Manager	Make the Google Docs for all team tasks. Send all documents to team members in a timely manner. Double check all information in the document, making sure all information is completed. Report to the team leader when the task has been completed.
Student 3	Communication Coordinator	Make the Zoom team meetings for all team tasks. Be the team mediator, resolving disagreements and clarifying information for team tasks if needed. Reminds the team about deadlines at least a day before it is due.
Student 4	Technical Manager	Problem-solving. Making sure teamwork is well organized using resources from different platforms. For example, providing extra support with research, technical issues, PPT, Word, and other software that may be used in this course.
Student 5	Reviewer & Note taker	Take notes about what we discuss over our meetings and throw the notes in the group chat for members that miss the meeting.  View the document/assignment before it is marked completed and submitted. Letting everyone know work is done as well as fully all instructions were followed. Then the team leader submits the work.

SAMPLE OF ASSIGNMENT SUBMITTED - #1 (continued):

<b>TEAM RULES</b>	
Ground Rules:	Communication Protocol:
<p>Members should arrive at all meetings within 5 min of start time.</p> <p>Only one member will speak at a time.</p> <p>Work responsibilities must be fulfilled within a timely manner.</p> <p>Document/tasks must not be submitted until all members of the team have communicated approval.</p> <p>Periodically evaluate our process after every 2 meetings.</p> <p>Team leader rotates each week.</p>	<p><i>Primary mode of communication:</i> WhatsApp Groupchat Zoom</p> <p><i>Frequency of communication:</i> Every team member commits to checking the WhatsApp group at least once a day</p> <p><i>Response time:</i> No more than a couple hours</p> <p><i>Who is the primary communication coordinator?</i> Student 3 shares all a reminder of approaching deadlines a day before; keeps the team together on regular touch-bases using Zoom or WhatsApp Groupchat.</p> <p><i>Who will communicate what to whom</i> [e.g. contacts professor for the team] Team leader for the current week</p>

Notes :  
Set aside 1 hour per week for group discussion

SAMPLE OF ASSIGNMENT SUBMITTED - #2:

Team 44 Charter	
<p><b>Purpose:</b> To provide a framework in allowing participants to collaborate effectively in an international business environment and promote a better understanding of decisions.</p>	<p><b>Goals:</b> We will participate as a team in all aspects of the project, complete each assignment by its respective due date in order to collaboratively write a professional report on our findings.</p>

Team Member Roles and Responsibilities		
Name & email	Role	Task
Student 1	Coordinator	Arranging the meetings (checking the availability of each member based on different time zones as well as personal circumstances, and setting up the virtual business meetings)
Student 2	Project Manager & Editor	Ensure every team member is on task and assignments are completed on time and turned in.  Review and edit team assignments.
Student 3	Resource Manager	Record meeting minutes. Analyze team objectives and client company processes/online presence
Student 4	Project team member	Put forward new suggestions and execute tasks in the project.
Student 5	Technology support	Provide source information, protocol testing.

Team Rules	
<p><b>Ground Rules:</b></p> <ol style="list-style-type: none"> <li>1. Meetings will start on time. In the event a team member is late, it will be communicated.</li> <li>2. We will have an agenda for each meeting.</li> <li>3. Work responsibilities must be fulfilled on time.</li> <li>4. Consensus will be used for decision- making.</li> <li>5. Communication is key.</li> <li>6. Respect everyone’s opinion.</li> <li>7. All documentation will be housed in our Google Docs Folder.</li> </ol>	<p><b>Communication Protocol:</b></p> <ul style="list-style-type: none"> <li>• <i>Primary mode of communication:</i> Slack</li> <li>• <i>Frequency of communication:</i> Weekly Zoom meetings * held Saturdays</li> <li>• <i>Response time:</i> 24 hours</li> <li>• <i>Who is the primary communication coordinator?</i> Cristina</li> <li>• <i>Who will communicate what to whom?</i> Jenny and Charles will communicate all information to all project stakeholders involved.</li> </ul>



SAMPLE OF ASSIGNMENT SUBMITTED - #3:

Group 1 Team Charter

1. **Goals**

- a. Respond positively to constructive feedback from teammates
- b. Be able to work independently as well as collaboratively
- c. Create a productive environment built on trust
- d. To increase our effectiveness at working within a multi-dimensional team

<p><b>2. Roles</b></p> <p><b>Process manager:</b> Student 1</p> <ul style="list-style-type: none"> <li>- Informing group on what needs to be done and when</li> <li>- Asking questions to clarify information</li> </ul>	<p><b>Note taker:</b> Student 2</p> <ul style="list-style-type: none"> <li>- Keep record of group’s progress throughout the week</li> <li>- Take notes of team meetings using meeting minutes</li> </ul>
<p><b>Peacemaker:</b> Student 3</p> <ul style="list-style-type: none"> <li>- Minimizing any potential conflict within the group</li> <li>- Ensuring the group reaches mutual consensus on given task</li> </ul>	<p><b>Team leader:</b> Student 4</p> <ul style="list-style-type: none"> <li>- Double checking that everything is in order</li> <li>- Making sure everyone does their task</li> <li>- Upload file to Blackboard file exchange</li> </ul>
<p><b>3. Timing</b></p> <ul style="list-style-type: none"> <li>a. Monday - Tuesday: Check and carefully read and understand the weekly assignments. Ask questions to clarify any misunderstandings.</li> <li>b. Wednesday: Early workers can start on the assignment.</li> <li>c. Thursday - Friday: Team would catch up and work on group aspects of the assignment together.</li> <li>d. Saturday: Light deadline</li> <li>e. Sunday: Hard deadline</li> </ul>	<p><b>4. Shared practices and rules</b></p> <ul style="list-style-type: none"> <li>a. Complete work in a timely manner in respect to the group</li> <li>b. Open communication between group members</li> <li>c. Shared consensus on what must be done and how to go about achieving a goal</li> <li>d. Maintain a friendly yet driven attitude while working as a team</li> <li>e. Notify group when changes or additions are made in team homework/projects</li> </ul> <p><b>5. Communication and collaboration platform we will use</b></p> <ul style="list-style-type: none"> <li>a. Whatsapp</li> <li>b. Shared Google Drive folder</li> <li>c. Zoom</li> </ul>

## Team Mindset

Most of us have experienced the joys of a great team and the pains of a challenging group project. Many might ask, “Can I do this alone?” as that might seem more appealing than try to coordinate and collaborate with a group. We carry these experiences with us, and this tool is aimed at helping students analyze and learn from their past teamwork experiences. They then use this foundation to crystallize their own team identity.

WHEN: In the first team meeting.

WHO: There is only a team component.

ASSIGNMENT SPECIFIC?: For all assignments

HOW LONG: 10-20 minutes of team discussion

### RELATED RESEARCH:

Haas, M., & Mortensen, M. (2016). The secrets of great teamwork. *Harvard Business Review*, 94(6), 70-76.

Hinds, P. J., & Mortensen, M. (2005). Understanding conflict in geographically distributed teams: The moderating effects of shared identity, shared context, and spontaneous communication. *Organization Science*, 16(3), 290-307.

Lee, M. Y., Melissa Mazmanian, M., & Leslie Perlow, L. (2020). Fostering Positive Relational Dynamics: The Power of Spaces and Interaction Scripts. *Academy of Management Journal*, 63(1), 96–123. doi:10.5465/amj.2016.0685

Van Knippenberg, D., Van Ginkel, W. P., & Homan, A. C. (2013). Diversity mindsets and the performance of diverse teams. *Organizational Behavior and Human Decision Processes*, 121(2), 183-193.

DELIVERABLE: Teams may submit a collaboratively prepared document. Examples are provided on the following pages. We tend to grade this based on check/no check criterion (i.e. if the team submits the charter they receive credit).

## SAMPLE OF ASSIGNMENT POSTED ON BLACKBOARD:

**Week 1 - Team assignment:** Find your team under 'Groups' on Blackboard. The person, whose name is the first name on the member list will be the first week's team leader!

The team leader will be responsible for:

- Creating a New Forum (~discussion thread) on the group Discussion Board and introducing themselves first; for example, what's your name, your major, why did you choose this class, and what do you expect from your team?
- Creating a chat for the group - e.g., WhatsApp Group; any other messenger tool that you like using and that facilitates communication over the course, easily. You can ask team members for preferences in your introduction!
- Initiating the teams work on the first task – your team mindset.
- Uploading the accomplished Team Task on your teams Blackboard site/ File Exchange

**All Team members are responsible for familiarizing yourselves with the [Baruch Teaming](https://blogs.baruch.cuny.edu/teaming/) website [<https://blogs.baruch.cuny.edu/teaming/>] and then:**

- Start by individually reviewing the page on team mindset ([https://blogs.baruch.cuny.edu/teaming/?page\\_id=582](https://blogs.baruch.cuny.edu/teaming/?page_id=582)) and begin to consider your own previous experiences on teams – those that made you feel successful and those that were challenges.
- Then, as a team discuss your experiences. What do you want to takeaway as a team from your past experiences to apply to your current work? These will become your guiding principles. Encourage everyone to share their perspectives by perhaps working in a clockwise direction.
- Now it is time to create a team identity. In other words, get creative and create a team meme, team slogan, and/or team logo to represent your team. This is also a good time to personalize your team's name as well (I don't expect to see any more teams named "Team 2").
- Support your team leader and make sure they upload your team identity and team name on your team's File Exchange!

**This is an important phase of your Baruch Teaming because you will stay together as a team through the full semester. Have fun getting to know each other! 🍷**

## SAMPLE OF ASSIGNMENT SUBMITTED - #1:

DARE TO DREAM TEAM - Our guiding principles:

- Understanding one another
- Trusting your group members
- Organization
- Good listening
- Strong leader
- Collaborate mindset

Our Team Slogan: “Teamwork is the dreamwork...as long as we prepare.”

## SAMPLE OF ASSIGNMENT SUBMITTED - #2:



SAMPLE OF ASSIGNMENT SUBMITTED - #3:

In the **Dream team**, we are

- Supportive
- Collaborative
- Motivated
- Organized



## Communication Style Mapping

This exercise helps team members learn to know each other and to become better communicators. The site guides students to use an evidence-based article to understand everyone's unique communication style and be cognizant of differences in communication styles in the team interactions. Ultimately, the exercise helps to benefit from the diversity and build an inclusive mindset.

WHEN: Early on in the teamwork

WHO: There is both an individual and a team component.

ASSIGNMENT SPECIFIC?: For longer team-projects with permanent memberships<sup>2</sup>

HOW LONG: Teams need about 25-30 minutes to work through and produce a summary similar to the one provided on the site (e.g. [sample map](#)).

### RELATED RESEARCH:

Hajro, A., Gibson, C. B., & Pudelko, M. (2017). Knowledge exchange processes in multicultural teams: Linking organizational diversity climates to teams' effectiveness. *Academy of Management Journal*, 60(1), 345-372.

Mockaitis, A. I., Rose, E. L., & Zettinig, P. (2012). The Power of Individual Cultural Values in Global Virtual Teams. *International Journal of Cross Cultural Management*, 12(2), 193–210. doi:10.1177/1470595812439868

Mortensen, M., & Neeley, T. B. (2012). Reflected Knowledge and Trust in Global Collaboration. *Management Science*, 58(12), 2207–2224. doi:10.1287/mnsc.1120.1546

Neeley, T. B. (2013). Language matters: Status loss and achieved status distinctions in global organizations. *Organization Science*, 24(2), 476–497. doi:10.1287/orsc.1120.0739

Shaw, J. (2004). A fair go for all? The impact of intragroup diversity and diversity management skills on student experiences and outcomes in team-based class projects. *Journal of Management Education*, 28(2), 139–169. doi:10.1177/1052562903252514

DELIVERABLE: Teams may submit a collaboratively prepared document. To expedite the process, we have created a template and shared it on the teaming website. We tend to grade this based on check/no check criterion (i.e. if the team submits the charter they receive credit).

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<sup>2</sup> As opposed to fluid memberships or temporary working groups.

## SAMPLE OF ASSIGNMENT POSTED ON BLACKBOARD:

**Week 2 - Team assignment:** Find your team under 'Groups' on Blackboard. The person, whose name is the second name on the member list will be this week's team leader!

The team leader will be responsible for:

- Initiating the teams work on the communication style map.
- Uploading the accomplished Team Task on your teams Blackboard site/ File Exchange.

**All Team members are responsible for familiarizing yourselves with the [Baruch Teaming](https://blogs.baruch.cuny.edu/teaming/) website [<https://blogs.baruch.cuny.edu/teaming/>] and then:**

- Start by individually reviewing the page on communication styles ([https://blogs.baruch.cuny.edu/teaming/?page\\_id=577](https://blogs.baruch.cuny.edu/teaming/?page_id=577))
- Read the article linked to on this page: <https://www.crossculture.com/the-lewis-model-dimensions-of-behaviour/>. (If you are curious about country comparisons based on the work of Hostede, you might find this website interesting: <https://www.hofstede-insights.com/country-comparison/>)
- Create a summary of your team's communication styles using the template provided on the teaming website. Discuss the challenges you may have when talking with others with communication styles different from your own.
- On the same template, add advice you can each use to avoid these challenges.
- Support your team leader and make sure they upload your communication style map on your team's File Exchange!

SAMPLE OF ASSIGNMENT SUBMITTED:

**Communication Style Map**

<b>Member</b>	<b>Communication Style</b>	<b>Potential Challenges</b>	<b>Advice how to avoid challenges</b>
Student 1	Multi-Active	Managing multiple tasks at once and not being able to follow their agenda/to-do list, thus potentially missing deadlines.	Handle one task at a time. Prioritize deadlines. Whichever task that is due first, manage that task first before anything that is on your to-do lists.
Student 2	Multi-Active	I tend to multi-task to complete my assignments and organize information . Have the tendency to talk a lot and take charge. Somewhat of a perfectionist.	Listen before speaking. Trust that your group members will manage their assignments equally as well. Do not add more to your plate of responsibilities.
Student 3	Multi-Active	Not able to time-manage my work when multiple tasks are assigned to me.	Space and plan out your tasks so that I can allow time for all work without being stressed.
Student 4	Multi-Active	Time management becomes an issue when assigned different tasks to complete at one time. Taking initiative when I do not see the other members involving themselves.	Set deadlines for yourself before the actual deadline to make sure assignments and tasks will be completed before the actual deadline. Assign roles in the group, as well as communicate better with the group.
Student 5	Linear-Active	Focused on dealing with one thing at a time, thus potentially taking longer to complete a task. Not speak up e.g., ideas if thinking they would be useless to the group (whether or not that is truly the case) instead of sharing, undermining potential brainstorming.	Map out the big picture: what everything needs to be done and manage time to ensure that one aspect of an assignment does not go overtime. Trust teammates and understand that all discussions could lead to great answers.



## Psychological Safety

Psychological safety has been evidenced to be a driver of many positive qualities for an organization: greater innovation, higher quality decisions, healthy group dynamics, and overall, more effective execution in organizations (Edmondson & Mortensen, 2021). There is a tool on site, developed by Amy Edmondson (Edmondson, 2018) which helps to assess how comfortable each team member is in speaking up. It consists of templates that students will use for a two-stage psychological safety assessment process.

**WHEN:** At the midpoint of the team process, or as a periodic pulse at several points of the process to assess how the team manages to develop an inclusive culture where all voices are heard.

**WHO:** There is both an individual and a team component.

**ASSIGNMENT SPECIFIC?:** For longer multi-class projects

**HOW LONG:** 5 minutes individually to take the quiz and 15 minutes as a team to compile individual results into a table and discuss the results and team actions to improve psychological safety.

### **RELATED RESEARCH:**

Edmondson, A. (2018). *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth* (John Wiley & Sons ).

Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. *Annual review of organizational psychology and organizational behavior*, 1(1), 23-43.

Edmondson, A. C., & Mortensen, M. (2021). What psychological safety looks like in a hybrid workplace. *Harvard Business Review*, 3, 109.

**DELIVERABLE:** This is a good opportunity for teams to revisit their charters and make revisions based on the feedback they glean from this exercise.

## After Action Review (AAR)

Reflection impacts learning and leads to performance benefits over time. The debriefing (post-mortem) tool on the Teaming site guides student teams to have a reflective team discussion. It offers a systematic way to analyze one's own and other team members' behaviors as contributions to the team performance.

WHEN: At the midpoint and at the end of your process. A midpoint discussion is focused on (1) identifying and removing obstacles that are hindering the team's performance and (2) identifying and reinforcing successes that are intentionally or accidentally facilitating the team's performance.

WHO: There is both an individual and a team component.

ASSIGNMENT SPECIFIC?: For all assignments

HOW LONG: A formal project-end AAR takes 45-60 minutes as a team. If done midway, the teams should be guided to reserve at least 15-30 minutes discussion time.

### RELATED RESEARCH:

Baird, L., Holland, P., & Deacon, S. (1999). Learning from action: Imbedding more learning into the performance fast enough to make a difference. *Organizational Dynamics*, 27(4), 19-32.

Morrison, J. E., & Meliza, L. L. (1999). *Foundations of the after action review process*. United States Army Research Institute for the Behavioral and Social Sciences, Special Report 42.

DELIVERABLE: If the AAR is conducted at the midpoint of the team's process, this provides a great opportunity to revisit the charter and make revisions. If the AAR is conducted at the end of the team's process, we tend to assign individual reflection essays and have provided an example of the assignment description below.

## ASSIGNMENT EXAMPLE:

Teaming, by its nature, is a learning process, because no two processes will ever unfold in the same way. We learn through iterative cycles of communication, collaboration, and reflection. Each cycle is informed by the former, and as team members engage in these cycles they are best able to integrate their unique knowledge to create synergy – where the whole is greater than the sum of its parts.

Now that your team has completed the AAR, consult the Questions 3 and 4 on the AAR Template. Write a 250 word assessment of your team's work together and the 1-3 specific ideas you plan to carry forward to your next team experience.