Teamleren Stefan Decuyper



dependentie

Identiteit





Verschillende soorten teams...



Is er een formule?



Organization	* Supra ex	vetor	n 118											Training an	d development	1
Organization	Supra s	ysten		Extern	r social context nal environment	Values of Cultural	of society and historical aspects	the second time	-	1				Better train	ing of new members	
System domain Fabric	Institutionalization		Terminology I			Research tradition		Funding arrangement system						Diversity tra	aining	
	Economies of scale		language discourse			country		Reward system						Investment Training in	in training team learning	
	Limits to growth Dynamic complexity (tim	ne				Demography		Collective	e reward I reward	Managar	over	Debrief, project	ief, project audits, after		processes, climate of exposing objection and support	
	delays, unethical experir instability, oscilliation)	ments,			l	Common method factor		Certificates		Crisis created by existing		action report		training		
	Variation in the environn	ment		Human Resource	es			Group rewards based on individual learning		management		Team evaluation		Training str	ategies	
	Crisis in the environmen Turbulent environment	nt		Physical goods	lant aquipment			Non monetary rewards		Modelling of managers for		Global team output assessment		coordinatio	ning, team n training, self	
	Competitors			Product mix	Polici		olicies and Procedures		Support systems Support for the opperation of		Supervisor high expectations		eam	assertivene	ection training, ess training, stress	
	Industry experience			Better equipment		Method	lologies	teams (managerial attitudes, time and		External leader performance		High quality outcome feedback		based training, team building)		
	Punishment for errors			Financial resour	rces	Cooper	ative learning methods	freedom,	openness towards	Senior manag	Senior management support		ack in time	(social) facilitation (by means		1
	Sector/ professional discipline			Resource and d	levelopment	Organis	sational tenure	Support f	or collaboration of	for change		measurement		of principle	s)	
company	Organizational history			Growth and und	lerinvestment	Organis	sational tenure diversity	Context s	thin the organization support	Technology Technical sys	tems	Opportunity for management	knowledge	Team empo	owerment n/ task instruction	
	history				-	Organi	izational structure	Communication systems		Tools and tec	hniques	Knowledge ma systems	nagement	Facilitator (mediating conflict,	
	Firm experience Values of the company		Firm performational	nce Culture	-	Teach	er imposed structure	Communication barriers		Think sheets Dvadic metho	ds			etc.)	nce, challenging,	1
	Competition		Informal intuitive rules		_	Author	ity system	Informatio	on systems	Virtual worlds				collaborativ	e skills	
	Cooperation cooptition		Emphasis on global integration			Organi	rganizational authority		Asymmetric information		Reference groups		1		g intervention	
	Valueing of working across		Emphasis on local		Auth		ity relations	Limited information (mental/		group competition				method		1
t t	Organizational mission		Organisational	l learning		Power	relations	paradigm	is)	Social compa	rison]		knowledge	ment to use management	j .
L	goals						Autonomy to determine the agenda	he								
Team * Svs	tem 296		hierarchical dif	ferences	Group decision making		Work group autonomy									
icani oya			Hierarchy Minority influer	ace	Recent experiences		Autonomy				Team reflexivi	ty				
Team structure (paired structure, divisional structure,	Subgroup strength	200	Authority relati Status team le	ons ader	Experience working toge	ether	Decision making authority	У			Reflective wor	k				
Group communication	members	Jup	Power differen Power structur	ices 'e	Systems experience		Authority over decision m	aking	Group cognition		Reflection and	learning spaces				
Reward or goal structure	Group composition		Team leadership		Experience Cooperative group based				Distributed working	g memory Accepting siler		ince			http://www.com/com/com/com/com/com/com/com/com/com/	
Interaction-discourse structure	Team design for learn Zone of proximal deve	ning elopment	Empowerment by team		experience		Imrpoved methodology	/	Distributed cognit Shared mental m	lion	Real time anal		alyzing and Sharing and ex		Other group learnin	ng
Cooperative incentive structure	Team diversity		leadership Leader particip	pation level	Team past performance		Problem solving metho Ground rules	od	Mental model		Reflection proc		Communication fi	requency	Learning by supplie	ers
Division of materials	Similar group member	rs	Leader conside	eration	-		Use of criteria for dialo	gue on for	Collective mind	Integrating per		rspectives Communication		patterns or	Search for knowled	dge in
Specialisation	Functional diversity		Team leader capacity (sharedness, distributedness,				context, scaffolding)		Shared vision		Model1/ model		(mutual) Feedba debate	ack	environment Technology transfe	ar.
Roles/ team roles Workload sharing	Tenure diversity		collective socia connectivity)	al identity,	Team viability		Team/ group goals Common goal		Agreeing on prob method	em solving	Double feedba	ack loops Communication Dialogue			Personal movemen	nt
Workload distribution	Sex diversity		Team leader coaching		Interdependency		Learning goal		Shared cognition		Single feedback loops		Face-to-face promotive interaction		Participation in me	etings
Reflective role assignment by the leader	Functional background	d	defensive routines		interdependency		Eroding goals Clear direction		Product perceptu Group web or ma	al frame	frame Unscentific reasoning x Stop action and reflect Error detection/ correction Diagnosis Error management		Frequent group p (listen, question,	clarify,	Social network sha	aring
Task specialisation	Educational diversity		Leaders framing the challenge Leader accepting criticism		Substitutability		Clear but flexible goals		Group memory				correction prompt, revise, s speculate, ypoth		Feedback loop with	nin the
Team type	Demographic heterog	geinity	Objective instruction by the		Positive interdependency		Team learning goals		Mutual knowledge	e			Constructive cont	flict	Boundary crossing	l .
Nature of the task (variety.	Diversity	sition	modelling		Reward interdependency		Action strategy		Shared understar	nding of the	ng of the visioning		Revolution from v		Relationships with	key
immediacy)	Ethnical/ race diversit	y	Task structuring		Cost benefit for all		Group norms/ norms Peer norms and sancti-	ons	Recognition		focus primary	us primary task		Conflict managemen Routine task conflict		opperation
Good team task	Mix of traits (ability, personality, demograp	phic	Mission analysis motivation of others		Collective instructional efficacy		Normal enforcement of	onting	Multiple inclusion	IS	Action Active work		Relational conflic Affective conflict	t	External communic	ation
demands, requirements of	characensics)	charateristics)			Team efficacy		task conflict	opung	Improved produc	t design	Action research		Cognitive conflict Constructive conf	troversy	Crossing boundarie	es
interaction, task significance,	Team diversity perspe	m diversity perspective			Climate for expressing		Relationshipconflict ave norms	oidance	Cummulative out	ut Repetition Action process		Reframing Problem solving			Inviting experts in r	meetings
developmental possibilities for the task intrinsically	Size of founding team		Social discourse		objection		Model 1 / 2 values		Routinizaton of ta adaptation	sks Experimentatio Result oriented		on negotiation			Boundary spanning	3
motivating)	crowding		Team climate		Truet		Model 1/2 strategies		Shared situations	I awareness Implementation		a mental models on failure (of acmo)			coordination and	
(autonomy, feedback,	Team tenure Stability of fluctuation		Team learning orientation Cognitive problem-solving		Inter personal climate		Theory		Awareness of col expertise	Play (in stead of Controlled exp		perimentation Collaborative c		nstruction	Frequency of exter	nal
significance, identity, skill variety)	Stability of membership		orientation				Plan		Team member av relevant situated	knowledge (inter)activity					communication	
Product characteristics (complex, new, low	Ability for knowledge		orientation		cohesiveness Social cohesion		Operating principles			Monitoring						
experience, amount IP, familiarity with product)	Knowledge management		orientation		Group cohesiveness					Performance n		monitoring				
Nature of knowledge	(status of units, dyadic relations between units, pattern in relations between units)		Learning climate (activation energy, container, social		Task cohesion					Team adap		ptability Conflict escalat		n	Groupthink	
Ideosyncratic knowledge Tacit knowledge	documentation	ints)	quality of the in	nteractions)	Level of general cognitiv	/e	Level of agreeability	Per	ception of time		Flexebility		Social laboring		Defensive routine	38
Ambigue knowledge	Access to information	1	perspective		ability		Level of openness to	Len	igth of time spent on		Compensa Dynamic re	tory behaviour alocation of	Team synergy		Social loafing	
Codified knowledge	codification		Group develop	ment	Collective expertise	y	experience Level of appreciation	lear	ming		functions	ility of			Free haing	
			Team maturity	/ fase	Lack of team knowledge	,					knowledge					
Individual * S	Subsystem	100														
				Rol	e- taking	Indiv	idual formal power	respo	onsibility							
modeling Expert in team				stat	us tial role	Indiv	idual empowerment	owne	rship							
Autonomous learner	Refr	resh decisior	on making skills		cial identity		al position idual learner autonomy	Perso	onal responsibility	Psych	ological health					
Individual study	Men	mber flexibilit	ty]		Legit	imate peripheral	learn	ing	Emotic	onal states					
Individual learning	Criti	ical reflectior neber	n by each			envo	Ivement	Indivi	Iddal accountability	Lack o	f individual team					
Hjgh achievers in the group	Invention		Op		enness Gr		p commitment of new bers	Psychological energy		Rencer	er knowledge	y of				
	Crea	ativity	meaning	Erro	or hiding			Motiva	ation	team	nembers	y 01				
			Ga		me playing Sel		eved self-efficacy image	Motivation to learn		Private	agenda's	nak Don	ninent nemenalities			
		In		Indi	vidual expression Pe		ieved potency	Motivation to encourage other to learn		Image	rs Image of others (teams, Personality (agreat		sonality (agreablenes	8,		
	open	openness to experience F		Psy	chological safety		esteem iduals feel important for	Motivation to help gropumates		s departments) assertiveness)		ertiveness) nscientiousness				
Attentional capacity		ividual problem solving			st the		ate of the team	Motivation for participation		Individual agreeablen			vidual agreeableness			
Team membe	r skills Syste	ems thinking	1	obs	servation			Willingness to reach a mutual understanding		1			raversion			
(knowledge, skills, abilities)		ertiveness							ation for knowledge gement				oconal stability			
Inter personal skills Personal vision Small-group skills		onal vision		Der Kanne in H				Ability	Ability for knowledge		Functional background Average age					
Cognitive abalility Self-monito		monitoring		Serr regulation a	and control			management		Educational backgroun		und age	age			
	Self-	regulation						Member need for affiliation Member need for achievement		t Average ancienity in the generation			auon			
	Prior	or knowledge lividual cognition about the						Memb	er need for power er need for resources							
	learn	ning area		Appreciation for Positive valuing	team work of groups											
	Prior	oxperience		L												

"The team that became great didn't start off great – it learned how to produce extraordinary results"

(Senge, 1990)









STAP

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Reuters





De Workshop

