



Project Teams: Improving Performance and Diminishing Conflict

Presented by
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[Optimal Team Behavior]

- Students demonstrate:
 - Taking ownership of group project
 - Ability to assume varied leadership roles
 - Ability to exchange ideas and learn from one another

[Behavior cont'd]

- Students demonstrate:
 - Inspiring others to work together
 - Professionalism by showing up on time, taking responsibility , delegating tasks and meeting deadlines

[Ideal Dialogue]

Relationships with Fellow Students

Relevance to Personal Needs and Goals

Individual Learning

Rigorous Practice - improved professional behavior



Relationships with Instructors

Relevance to Class Outcomes and Instructional Goals

Collective Learning

Rigorous Practice - collaboration with peers, shared expertise, and holding one another accountable for project quality

[Key Project Qualities]

- Project content is:
 - Complex, provocative, and challenging
 - Designed to require active participation and research
- Team members:
 - Set own goals and expectations
 - Self monitor towards academic excellence
- Successful completion requires “deeper thinking”

Counterproductive Behavior

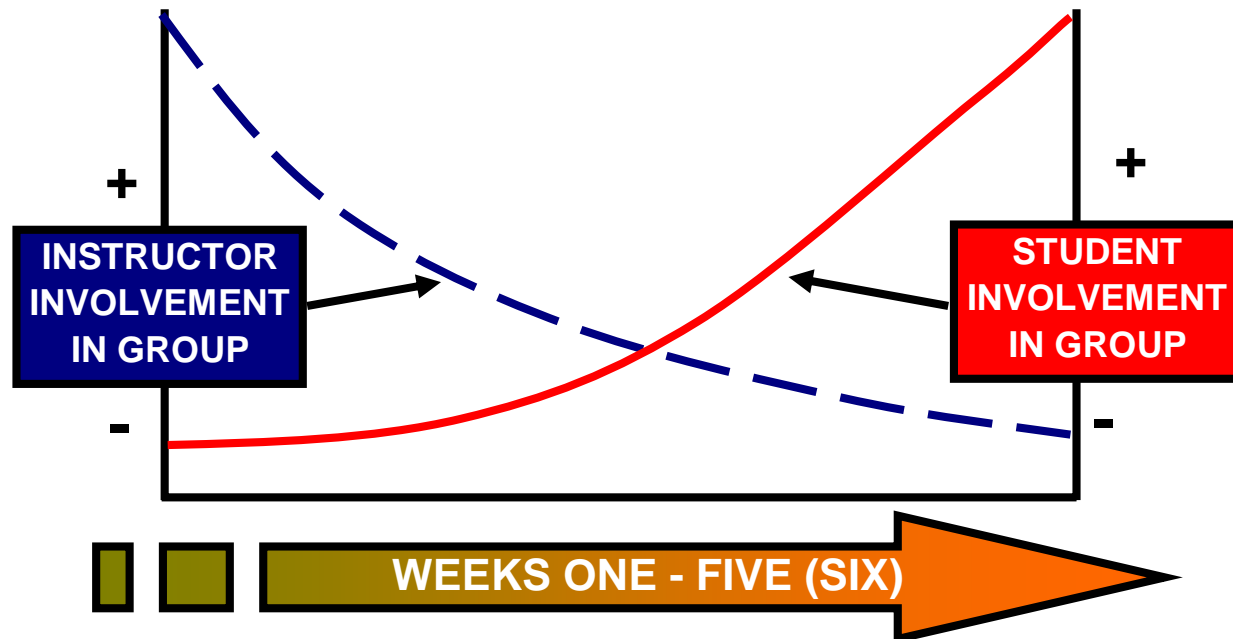
- Student learning needs vary and thus cause conflict (slow vs. fast learners)
- Student learning styles vary (I learn best when left alone vs. I gain much from peer support)
- Student commitment to group success varies (chronically late to meetings, not completing tasks)

[Need to Foster]

- Reinforcement of the value of group learning in the professional workplace
- Individual accountability and personal commitment
- Interdependence within a collective professional practice

[Group Dynamic]

- Instructors should seek to orchestrate involvement in Group to that it diminishes over time
- Example:



[Final Advice]

- Groups function as well as they are organized
- The function of the instructor is to optimize organization and internal structure of each group
- The responsibility of the student is to work well with her/his peers in the group