THE
MAGNIFICENT
CLOUD

PROCESS REPORT

Ana Mihaela Despa
Espen Schiefloe Andersen
Eva Ballo
Heidi Helgesen
Ziwei Huang

EXPERTS IN TEAMWORK

"RENAISSANCE MAN 2.0"
VILLAGE NO.91

NTNU
SPRING 2014

TABLE OF CONTENTS

1. INTRODUCTION

This is the story of *The Magnificent Cloud*, a project group from the interdisciplinary teamwork course *Experts in Teamwork* (EiT) at NTNU. Our group was a part of *"Renaissance man 2.0 – from the node genius to the ingenious hub"*, a village hosted by the Trondheim Academy of Fine Art at the Faculty of Architecture and Fine Arts. This village challenged us to reconnect art and science, two disciplines that through the course of history have diverged, and become two separate entities.

While many of us found this overall village theme intriguing, it is difficult to find a project that feels satisfactory in relation to the village topic, and still is workable within the 3-week time frame. After some discussion, we chose to work with the city of Trondheim and its connection to the sea, and we tried to approach this from different angles derived from our interdisciplinary background. Our end product is a proposal for a soundscape installation that takes the sound of the ocean into the city center of Trondheim. This was challenging, considering the fact that none of the group members had worked with sound before.

This report deals with our process, and will explain how we worked together and examine both qualities and problems that we encountered along the way. We will begin by introducing the group members, and their thoughts about EiT. Moving on, we continue by explaining the framework of our group work and making some general comments about the team process. Furthermore, there are a couple of characteristic situations that will be explained more in depth, *roughly* based on the SiTRA model explained in the EiT course material. In conclusion, we discuss what we have learned from this course and how we can apply this knowledge when moving forward with our lives. As a final point, we sum up our experience with the course, and try to give suggestions to how the course can improve in the future.

2. MEMBERS OF THE CLOUD

In this chapter, we will introduce the different group members and make some comments about the diversity of the group.

Ana Mihaela Despa

I am a 30 years old architect, currently doing studies for my second master - "Sustainable Architecture" program. After completing my studies in Romania, I worked for four years in an architecture office from Bucharest and had an internship in Brussels. I have experience with working in international teams and multidisciplinary ones. Also, working in an architecture office and dealing with real projects, made me aware of the implications of my work, my place in team and the importance of theory as a basis for projects. In my evolution I tried to keep an open mind, be ready for new perspectives and learn from other fields. From this village I expect to explore more the artistic world and have a good interdisciplinary cooperation as I experienced in the past.

Espen Schiefloe Andersen

I am 24 years old, and I am in my fourth year of the 5-year master program in architecture. Since my second year, I have regularly participated in project groups of varying sizes. These groups have mostly consisted of other architecture students, so the interdisciplinary dimension was somewhat new to me. I do not mind working in groups, as I think it can be beneficial to the project result. However, I tend to enter groups with a "strictly business" attitude, and I firmly believe that personal relations come second to actual project work. I am therefore skeptical of the ice breaking exercises that characterize projects such as EiT. It is also why this introduction is considerably shorter than the other group members, because I can't really see the relevance.

Eva Ballo

I am taking a master in fine art at the art academy in Trondheim. I have a bachelor in textile at the visual art at Oslo academy of the arts.

Working in group is something I do all the time, I like it because it allows one to give up ownership to an idea. I have experienced many bad work groups and some good.

At the triangle exercise we where instructed to write our skills in different categories, theoretical knowledge, professional skills and personal skills. I tried figuring out what to put where, but I think my background makes it difficult to separate this from each other. I have a lot of experience with group work, so I would say that is my skill. Though it do not apply to academical writing. I could not relate to the triangle exercise, it made me feel misplaced and angry, and I felt that the course did not include the qualities that is present in a practical background.

I got a very critical view on the course when she realized that the actual art project

only was to be a tool for reflecting on how an effective work group can function and be defined. As it is described in "The skilled facilitator" of Schwarz (2002): " A group must respond to the demands of its costumers if it is to be effective. This costumers is two types: the international and the external" The costumers in our case I means would then be the experts in team. This I felt was demotivating, because it would mean that the actual experience of working in team would be abandoned and replaced with constructed discussions about how we work. I felt it to be a illegitimate situation. When I also believes that the only way of learning is to actually do something. If not it will not be relevant for later work, in real life situations. However I chose to stay positive and focus on discussing this issue and working on the idea, and found it interesting to look at how business society looks upon group work and the creative process.

Heidi Helgesen

I am 23 years old, Norwegian and in the fifth year of medicine. I am used to taking large amounts of theory and extract the most important information from it. I've worked a lot in groups, both with learning practical skills and theory. However, it has usually been very focused on effectiveness and the task at hand, and not so much on the process within the group. Also, this village opens for a more creative type of group work than I'm used to. I hoped we would work with something practical and creative, although this also would be a bit unfamiliar and I didn't know if I would have anything to contribute with if we were to make an art piece. When it comes to Experts in Teamwork I had heard a lot of negative things from friends who had taken the course, so I didn't have to high expectations.

One of the first days we were told to make a competence triangle of our personal, professional and theoretical skills. From my background in medicine I have knowledge about things like human anatomy, physiology and psychology. I've also learned practical skills like medical examinations, sample taking and communication with patients. The personal skills I put were Spanish, dancing and drawing. I didn't think these skills, other than maybe drawing, would be relevant to this project. It was more of a way to let the other team members get to know me a little more.

Ziwei Huang

I am 23 years old and studying neuroscience in the 2-year master program. Before I came to NTNU, I studied psychology in China. Since I was a little boy, I always wondered about what motivate people's behavior. In the past 4 years, I studied how emotion influence our moral judgment, and in the last 5 months, I started to learn more about the brain instead of cognition. I planned to study neural network and computational modeling of the human mind in the future.

The concept of EiT scares me a little at first. I am shy, and not a very talkative person even when I talk in Chinese, and now we are supposed to discuss in English for 3 weeks, which made it much harder.

Since I have been trained in science for almost 5 years, it's a little weird that I choose
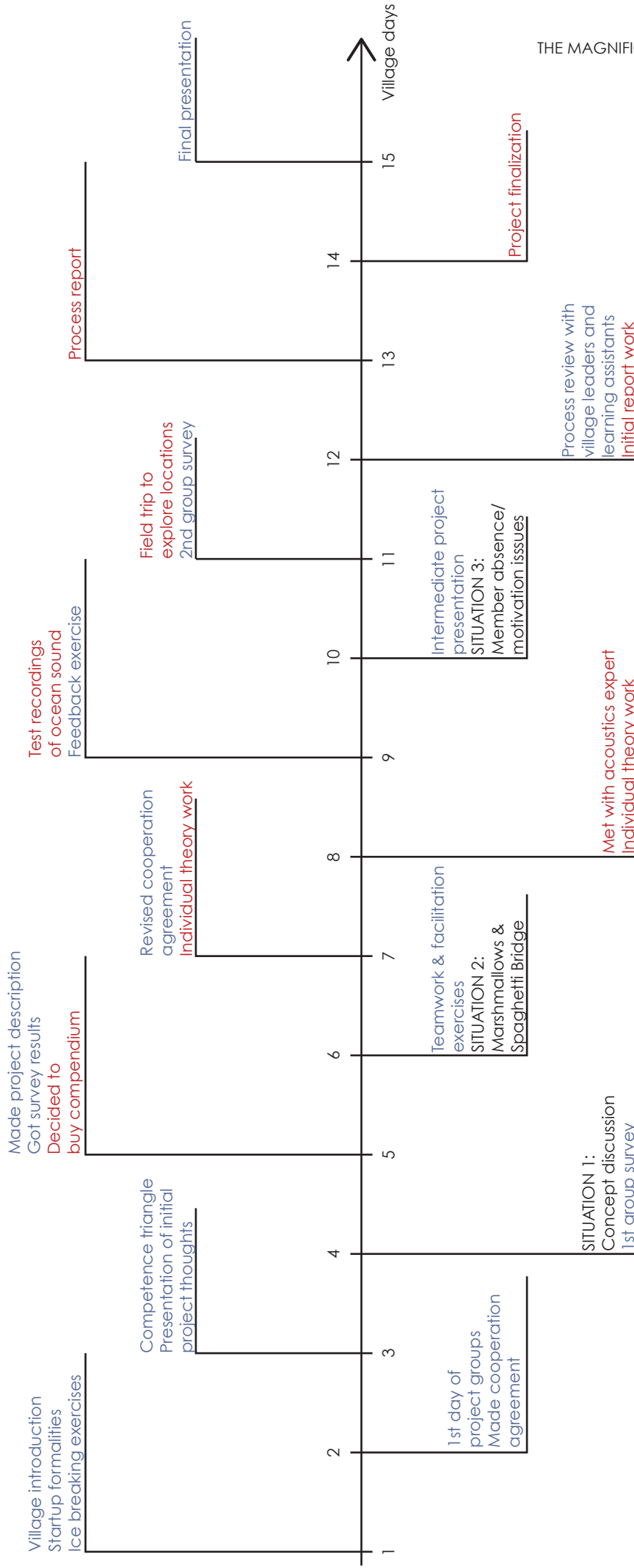
the EiT Village which focus on the combination of art and technology. "Renaissance man 2.0" is my first choice, because I think it would be a little boring to spend 2 years in Øya. Although I don't know what can I contribute to the art project, I still want to step out of my comfort zone and learn something new.

ABOUT DIVERSITY

While we have several professional backgrounds, it could be argued that our group is not as diverse as one could expect, given the intense focus on the interdisciplinary aspects of this course and the wide range of fields of study at NTNU. The professional background of both Ana and Espen, and maybe also Heidi and Ziwei, overlap each other to some degree, and we have no one from either engineering, or social sciences. It is not our experience that this has impeded the team noticeably, however there were points in the process where some (or one) of the group members felt that a wider range of perspectives could have been beneficial.

3. PROCESS

In this chapter, we will account for some of the characteristic features of our group process, and try to reflect on how this influenced our work. As an overall starting point, we have included a time line, which sums up the key events of every village day. Some of the points on this time line are project specific, please refer to the short project description in the introduction of this report or read our project report if you have access to that.

Village days

Village introduction
Startup formalities
Ice breaking exercises

Competence triangle
Presentation of initial
project thoughts

Made project description
Got survey results
Decided to
buy compendium

Revised cooperation
agreement
Individual theory work

Test recordings
of ocean sound
Feedback exercise

Field trip to
explore locations
2nd group survey

Process report

Final presentation

1   2   3   4   5   6   7   8   9   10   11   12   13   14   15

1st day of
project groups
Made cooperation
agreement

SITUATION 1:
Concept discussion
1st group survey

Teamwork & facilitation
exercises
SITUATION 2:
Marshmallows &
Spaghetti Bridge

Met with acoustics expert
Individual theory work

Intermediate project
presentation
SITUATION 3:
Member absence/
motivation isssues

Process review with
village leaders and
learning assistants
Initial report work

Project finalization

MANDATORY EIT EVENT

GROUP INITIATED EVENT
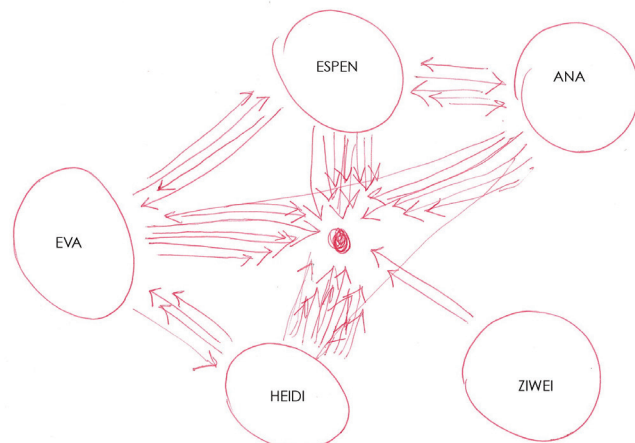
7

ESTABLISHING FRAMEWORK

We were assigned to our project groups on the second village day, and used this day to establish the framework for our group environment. First, we established a common group identity with both a name and logo. Second, and more importantly, we discussed and eventually agreed on a cooperation agreement. This stimulated us to talk about our expectations for this course. We were all quite unsure about what this project would be about. Both Eva and Ana expressed that they thought it would be something practical. When talking about our ambitions we all agreed that we don't really care about the final grade. We did, however, have expectations about doing a good job. When reflecting more on this it was expressed that having a specific grade ambition can be a bit superficial and also put a lot of pressure on the group in a negative way. We want to do the best job we can do. In our cooperation agreement we wrote that we want to have fun, and hoping for this, rather than a grade, to be our motivation.

Another important feature of our cooperation agreement is that concerning group structure. We agreed on a flat group structure, and assigned no specific roles to any group member. This is interesting from a theoretical point of view, as pointed out in Thertø (2013). In this text, it is suggested that the two forms of team that differs most from the others, are leaderless teams and top management teams. It states that not having a leader can cause problems such as lack of progress and frustration, but it can also have advantages such as increased involvement and motivation. While we were not aware of this when establishing the framework of our cooperation, it is our experience in retrospect that those statements have merit.
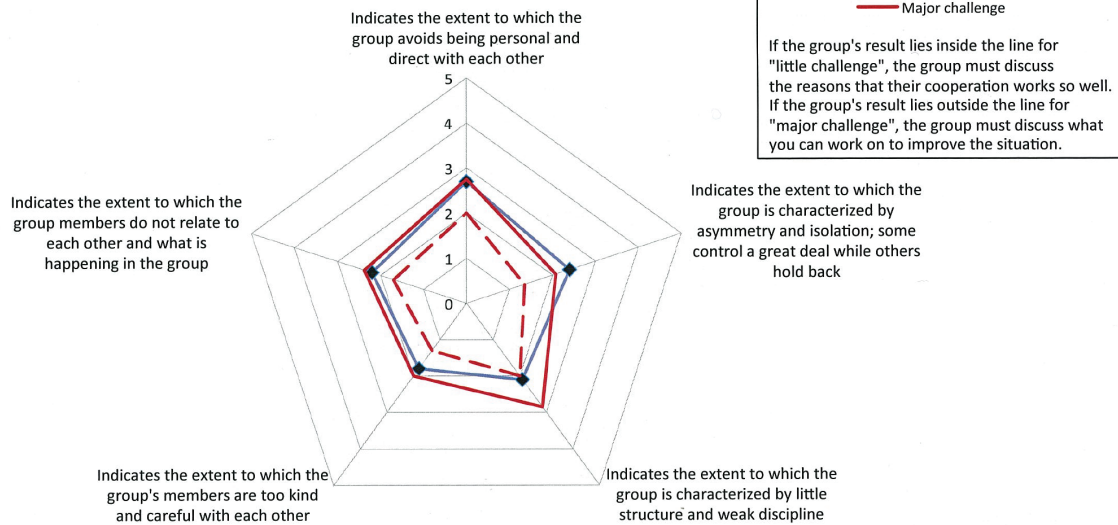
TEAMWORK INDICATORS

On the fifth village day, we got the results of our first group survey. It indicated that we might have some challenges related to every chategory of the indicator. However, our biggest challenge seemed to be connected to asymmetry and isolation.

During a group discussion the day before, our facilitator made a sociogram that somewhat supported the result of the indicator, the asymmetry and isolation. We decided to discuss this within the group and agreed that the different contributions in the conversation from each group member had different character, but they were all valuable. Some talk a lot about everything, in terms of irrelevant subjects that do not apply anything to the project. Some choose to speak only when they have something that is valuable for the projects development to say. We didn't see this as a problem.

Teamwork indicator

Experts in Teamwork 2014
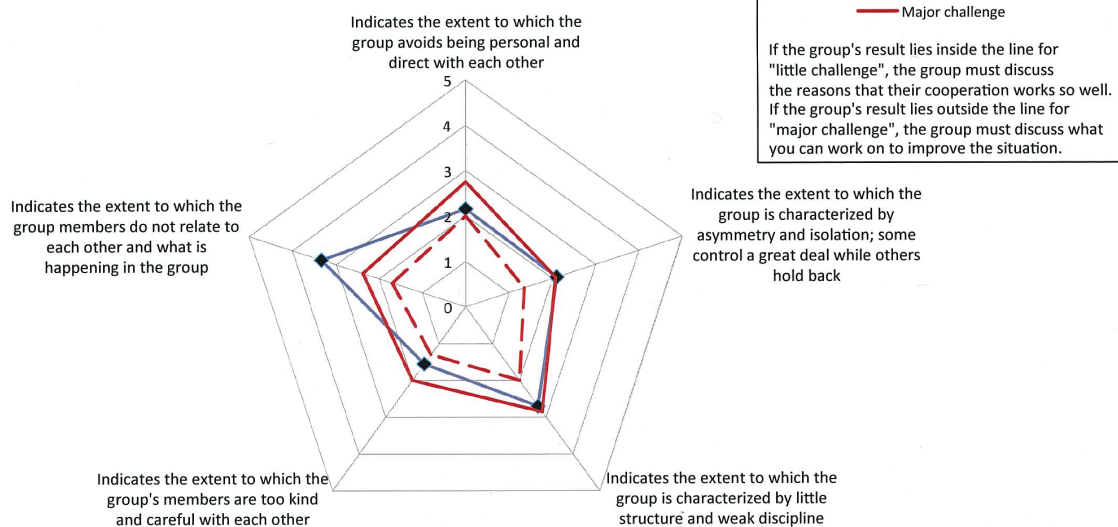*Prepared by Are Holen in cooperation with the EiT staff*

Group 1
Little challenge
Major challenge

If the group's result lies inside the line for
"little challenge", the group must discuss
the reasons that their cooperation works so well.
If the group's result lies outside the line for
"major challenge", the group must discuss what
you can work on to improve the situation.

Indicates the extent to which the
group avoids being personal and
direct with each other

Indicates the extent to which the
group members do not relate to
each other and what is
happening in the group

Indicates the extent to which the
group is characterized by
asymmetry and isolation; some
control a great deal while others
hold back

Indicates the extent to which the
group's members are too kind
and careful with each other

Indicates the extent to which the
group is characterized by little
structure and weak discipline

The figures on the axis have the following values: 1 = Not at all, 2 = Slightly, 3 = Somewhat, 4 = Moderately, 5 = A great deal.

NTNU
Kunnskap for en bedre verden

Teamwork indicator

Experts in Teamwork 2014
Prepared by Are Holen in cooperation with the EiT staff

Group 1
Little challenge
Major challenge

If the group's result lies inside the line for
"little challenge", the group must discuss
the reasons that their cooperation works so well.
If the group's result lies outside the line for
"major challenge", the group must discuss what
you can work on to improve the situation.

Indicates the extent to which the
group avoids being personal and
direct with each other

Indicates the extent to which the
group members do not relate to
each other and what is
happening in the group

Indicates the extent to which the
group is characterized by
asymmetry and isolation; some
control a great deal while others
hold back

Indicates the extent to which the
group's members are too kind
and careful with each other

Indicates the extent to which the
group is characterized by little
structure and weak discipline

The figures on the axis have the following values: 1 = Not at all, 2 = Slightly, 3 = Somewhat, 4 = Moderately, 5 = A great deal.

NTNU
Kunnskap for en bedre verden

The last Monday we got another teamwork indicator. It showed that we had gotten some new problems about how the group members did not relate to each other and what was happening in the group. The day the group had the survey, Ziwei was sick. Eva knows she had answered the test wrong in some parts, when remembering back on it, due to the English. Espen commented that the result of the indicator could be showing how the focus had change, from the project to the process rapport, and the final date coming closer.

SITUATION 1:

Brainstorming around project ideas

On the fourth village day we had a brainstorming where we came up with what was going to be our project. From our village leaders we had been given very little directions, an our project could pretty much be anything that involves art and science. The day before we had discussed loosely around many subjects, but when we met this day we still had not come up with anything concrete. We had talked about art in public places and picked up again on that concept. Eva came with the idea of making something subtle that doesn't demand people's active participation. The brainstorming kept going from there at a high pace. Everybody contributed with ideas and we actively backed up each other's input. From somewhere came the idea of bringing the sea into the city. Espen mentioned how the city of Trondheim has no connection to the sea, although it has a coastline. The idea of using the sound of the ocean and place it inside the city came up. This seemed to catch everyone's interest. Espen expressed some restraint in going with this idea, as he said it was very much connected to his field but not so much the other ones'. Ziwei brought up the more psychological aspect of surprising people with an unexpected sound in an out of context place. After this discussion the group was unified, and everyone expressed a positive attitude towards the idea of putting ocean sound inside the city. Later, we had a talk with the village supervisors where we explained to them what we had came up with. They were very positive, and seemed to really like it.

Afterwards, the group talked about this brainstorming and we all had some reflections around it. It was a surprise to many of us how quickly we concreted the ideas we'd talked about the day before. Espen said: "To me, the emergence of our concept came out of nothing. We had talked back and forth about topics we found fascinating as individuals, but at least I felt we were miles off something resembling a common ground in terms of project direction". Heidi agreed on that: "Yesterday we had a loose talk about a lot of different things, and I felt like our end project could turn out to be anything".

We had some different opinions about how the brainstorming had been team process wise. Eva said that: "I think that because we where all eager to start working on the project we all had motivation to come up with a good proposal. It floated, and the information we all had was shared openly so that no one held back what they had in mind". Ana was also positive: "The result was good because everyone contributed with ideas of their own and found inspiring other's ideas. I consider it a good way of starting a project and it worked well as a brainstorming process".

Ziwei pointed out that: "Although we didn't follow any theory or ground rules to make the decision, it turns out that the result is not bad. It doesn't mean this is a good way to cooperate. In fact, according to the theory, this is bad". Espen also expressed that we have some problems when it comes to decision-making: " Having these loose discussions that doesn't really go anywhere seems characteristic to our group. This gives us a problem with decision-making, because we never have a decisive

moment. One group member might think the decision is made, while another thinks the discussion is still open". It turned out there were some truth to that. Heidi, for instants, had interpreted everyone's positive attitude towards the idea as if the decision was made, while Eva meant we hadn't made any clear decisions about what our project would be. The positive feedback from the village supervisors definitely had some effect on the decision process. As Eva said: "They where positive and it triggered us to follow our idea".

This situation, and the discussion we had afterwards, tells a lot about how our team works. There is a very positive vibe where everyone backs up each other's ideas, and you feel like you can say anything without being criticized. This light and open vibe shows itself early as a positive feature of our group. As Susan Wheelan writes in her book "Creating Effective Teams": "When all members take responsibility to ensure that everyone is heard from and that they are all clear about and comfortable with their roles, the chances of group success increase". However, this situation also made us aware that it is not clear when and how decisions are made within the group. This issue was later turning out to be a recurrent one in our team work process. As an action from our reflections we decided to work to keep this open and equal environment within the group.

<div align="center">

SITUATION 2:

Group exercise - Spaghetti & Marshmallows

</div>

We had a group exercise in the first day of the second week. Using spaghetti and marshmallows, we needed to make towers and bridges in the limited time (within 10 or 15 minutes). We won the second game, but lost the others (except one we were being the facilitators). In this section, we would like to describe one example of how we lost, comparing with the one we won, and the moral lesson we learned from this situation.

This was the fourth games of the exercise, what we needed to do was to make a bridge out of spaghetti and marshmallows, which was supposed to hold a mobile phone on the top and a cup should be able to pass under it, and of course, the bridge needed to be appealing to win. This was just like the one we won in the second game, using the same material to make the tallest and most beautiful tower, that's why we were confident in the first place. But the process went into chaos right after the game began. Espen started to make some sketch about the bridge from the architecture perspective, but others had started to play around the material. Ana stared to make triangles(also from the perspective of architecture), because that was the way we made tower in the last games. Ziwei joined what Ana was doing, Heidi was watching and not understanding what the plan was, while Eva felt negative and critical to the assignment. Because everyone was busy doing their own stuff, Espen got little feedbacks for his drawing, so he just gave up his plan and tried to join the other. But what Ana and Ziwei did was also chaotic, so Espen went on to make his own bridge, while the other had forget the goal of this game, and made the one fit no criteria at all. At last, we lost the game and our bridge even fell apart.

We could find many explanation for why we lost the game. One, not every group member understood the goal of the game, lacking the clear goal leads to the chaotic outcome; second, lack of communication. The one who don't understand the goals did not ask the other group member, and no one want to clarify what we were going to do in the first place. Third, no decision was made, we just depended on the process of trial and error, and hoped something good would come out of it.

An interesting fact about this situation is that we used the same cooperation process to win one game but lost the other. Was there any difference between the games? We don't think so. Was winning the tower game just because we were lucky? We don't think so neither. Trial and errors is one of the best way to explore possibilities and find the best solution for the problem at hand. But in the time limited situation, this is not an efficient way. In the tower game, we found the best solution in the first few trials, that was luck indeed. But we all know what the goal of the game clearly (make the tallest and most appealing tower), and all of us contributed to the evaluation of the feasibility of this solution. We didn't do that in the bridge game.

In Heidi's reflection, she pointed out that lack of communication is the main problem of losing the game. The lack of communication reflected on the fact that not only we didn't have a common plan, we were not clear about the goal either, but no one ever brought them up and discussed them, and just did their own thing. In the reflection of Espen, he also pointed out that when he proposed his sketching of the bridge to the group, no one paid any attention and gave little feedback, that discourage him and made him lost interest in the task. According to Schwarz (2002), it seems like we violated many ground rules for effective groups. First of all, we did not 1) share all relevant information. Also we did not always 4) explain our reasoning and intent, and 7) combine advocacy and inquiry.

After this group exercise, we have realized that we need to give more thought about the process of our cooperation, and try to figure out the underlying reason of these problems. Espen pointed out that the problem might be the structure of our team. We decided in the cooperation agreement that we would like to have a flat structure, which means all team members are equal, and no specific leader is needed in the team. No leader means less efficiency in decision making, it also means no one held the responsibility to redirect the team's goal when the team when astray. Ziwei thought the reason we don't have a leader is that we don't have an aggressive personality in our team. Normally, the one who has aggressive personality would become leader naturally without any incentive or reinforcement. Since we don't have a natural leader in team, it won't went well even we nominated anyone to be the leader. Ziwei proposed that we should try to challenge each other's opinion, even when we agree with each other, just like in the debate competition, we don't have to believe in our side to defend them, we just need to make something up to argue. Ana and Eva did not agree with Ziwei's proposal, pointed out that although this is a good why to prompt discussion, they are not comfortable with behaving like this. Eva said she did not like confrontation at all. Heidi said even we don't confront with each other's opinion, we have a good idea for our project, so it means that we don't need to be not being ourselves to come up with good idea, but to find a way to make decision more efficiently.

We all agreed on one fact that our decision making is not explicit at all. It means that

some of us have no willing to take the responsibility to be the one who make decision, and the group have not specified any rules to do that. After we realized this, we thought we need to take some action to change this situation, so we make some revisions in the cooperation agreement. Since we don't want to name someone to be the leader of the team, at least we need to specify the moment to make decision. We need someone to be the one who declare the moment we need to make decision, which we called "decision initiator". Espen was nominated to be the decision initiator, and he was willing to do so. We also need a "secretary" to keep track of the daily activities of the group, so that we won't lose our direction when everyone propose something completely different. Since Heidi already took the responsibility of writing the group reflection almost everyday, she volunteered to take the secretary position.

<div align="center">

SITUATION 3:

Motivational breakdown

</div>

By the end of the second week we experienced a motivational breakdown. It was Friday and the third day when the team was incomplete because of illness and this time Eva was not with us. Even if we had planned a field trip we felt discouraged by the cold weather outside and decided to have some theory reading instead. Most of us felt bored about it and at two o'clock we decided to make the group reflections and immediately after that Espen suggested to end the day which we did.

All of us agreed that it was not a productive day and the project should have been more developed. In the same time, it was a contradictory situation because we realized the day was not productive and yet we decided to finish it early.

We were aware that we had a problem that day and continued to reflect about it the next Monday; we tried to identify the reasons behind this situation so we will know what actions we should take further.

One of the reasons was the proximity of the weekend and the fact that the first Friday was short. Heidi noted about it: "One of the reasons, I think, is the simple fact that it was a Friday and we were ready for the weekend".

Another reason was the project concept itself . The fact that the morning was dedicated to theory was an occasion to reflect about the project. Ana noted: " The project is mainly conceptual and I feel we discuss a lot about but it and still we have nothing prepared for the project report. All the ideas are somehow floating". Zwei agreed and added "The internal reason might be that our project is very hard to implement actually, and what we do is almost discuss the concept over and over again". Heidi noticed something similar: " we don't have much work we have to do in order to finish the project, as we are presenting an idea and not so much an actual product ". This attitude was also expressed by Espen who noted "After our presentation, I saw a lack of motivation in the group and a certain hesitation to take the next step in the project. Focus was shifting from project to process, and the discussions became more about writing the reports." We all felt more attached to the project that to the process report and we felt in the same time constrained about writing the process report.

The absence was also brought into discussion. Even if discussing about an illness absence felt like an "undiscussable issue", we had to admit that this has slowed us. As described in Schwarz (2002), "undiscussable issues are those that are relevant to the group's task but that group members believe they cannot discuss openly in the group without some negative consequences." Even if the team was not complete for three days, the fourth one we realized it was the moment to discuss about it. Espen noted: "I think this situation highlighted a flaw in our cooperation agreement regarding member absence. We had experienced absent group members before, but those days were planned more thoroughly, and we knew what to do. On this day, we had no activity planned, and I think the absence of a group member paralyzed us a little bit in that situation." Ana thinks that the absence was "an excuse not to move forward based on the decrease of motivation for the project" and Heidi added: "I also think the fact that one of the group members is at home sort of makes it "allowed" to not be as effective." We saw in this a lack in the cooperation agreement regarding member absence as Espen noted: " This impedes our progress when someone is absent, and it is not because we lack capacity, but because we want to include everyone in everything." This waiting was proven to not be a strong reason since Zwei noted: " no matter the team is full or not, we should try to finish the problem at hand, instead of waiting for everyone is here and then make decisions".

The group's attitude towards absence showed a weakness in the group's structure and its ability to adapt in this kind of situations. As soon as everyone was present, we talked about it and took some decisions. We applied the Ground rule nine from Schwarz (2002) of using a decision-making rule that generates the degree of commitment needed. Considering the character of our group stipulated in the Agreement we had a consensus decision making, where "Everyone in the group is involved in making the decision. A decision is reached when all group members can support it and agree to implement it given their roles." (Schwarz, 2002). We decided that in case of other absences, the project should move forward and, if possible, the person missing should continue working from home. As soon as we made the field trip and the team was complete, the project came back on track and we felt more motivated. Looking backwards, we think we should have not allowed us to slow the process and we should have adapted to the situation as it has brought a big delay in our schedule and broke the project rhythm.

4. CONCLUSION

What have we learned from this course?

Ana Mihaela Despa

I began this class ready to make a good project and learn something new. Working in practice made me adapt to different teams and always reach the short deadlines but often there was no discussion after to see what was good or what is to improve.

I understood the purpose of each exercise even if some of them felt uncomfortable. The reflections were difficult at first because I am a person that explains itself by trying to do a good job and not talk about others activity, since it was always the project leader that did this; I still didn't shared all my feeling in the group reflections but I consider I made progress in this and gave some feedback to others.

I learned how to identify the different group problems but still didn't felt comfortable sharing all my observations in the group. Now I know I should have done it more but I hope I will apply it at the next projects. It made me think a lot about a previous project that I had and reflect about that. The theory clarified many issues from this past experience.

I think interdisciplinary was present but we were still able to understand each other's points of view so no big conflicts emerged from this. The concept of the project was rapidly found as a common problem. I consider that I brought my expertise in the project and so the others.

In my opinion, the attitude towards working in a group and this course in particular was the weakness in our group and this affected negatively the cooperation and thus the project development. In my previous projects, the motivation was there without questioning about it, as opposite to this course where I found that some of us were lacking it and it was more a personal attitude that inevitable affected the others, too.

Regarding the social interaction, I had a good one with those who were open to have one as well. I am thinking about a new approach to other situations like living in a shared apartment and suggest more open discussions about it and maybe establish a cooperation agreement. I am confident that the cooperation with my classmates will be better in the future, since we all had this course and now have the tools to better manage the conflicts.

Espen Schiefloe Andersen

I find it hard to point explicitly at things that I have learned over these three weeks. Still, I do stand back with a couple of lessons of a more intangible character. The thing that maybe stands out the most is the importance of precise communication. Before going into EiT, I believed, and to some degree I still do, that as long as you maintain an adequate amount of personal interest in the project you will get all the necessary

information. However, after participating in EiT, I might have to revise that statement. I found it surprising how easy misunderstandings emerged, both during discussions in the present, or when bringing absent group members up to speed. I think this is especially dangerous when working in interdisciplinary teams with people who don't share the same professional references.

I wish that we would have been able to investigate the technical properties of our soundscape installation, as this was the opportunity to learn something new beyond our fields of expertise. In the end, there was no time for that, and this leads me to my next point; the difficult interplay between project and theoretical process. More than once, during these three weeks, I have felt that the focus on process has impeded our progress with the project. I understand that this course is supposed to teach us something about group processes, but in some instances I think this is counterproductive. In cases such as ours, where the village theme is so open, I think it would have been better to do the project for two or three weeks, and then do 1 week of process work. I also think it hurts the intensive 3-week version more than the long semester version, as you naturally have more time to reflect during a whole semester.

Eva Ballo

I got a very critical view on the course when I realized that the actual art project only was to be a tool for reflecting on how an effective work group can function and be defined. This I felt was demotivating, because it would mean that the actual experience of working in team would be abandoned and replaced with constructed discussions about how we work. I felt it to be an illegitimate situation. When I also believes that the only way of learning is to actually do something. If not it will not be relevant for later work, in real life situations. However I chose to stay positive and focus on discussing this issue and working on the idea, and found it interesting to look at how the business community looks upon group work and the creative process. I have also learned that sometimes one has to put away pride, and just do as you are told, and in that way you will learn something about yourself. I have felt that in this course I have not been able to contribute with anything related to the writing of the process report. Actually I am scared that my lack of experience with writing academic text will bring the result of the rapport down, and affect the other members of the team.

Heidi Helgesen

I went into this course with a rather critical attitude towards it, and wasn't expecting it to be a lot of fun. I did hope that maybe I would get to do something practical and creative, which is different from how I usually work. After these three weeks I must say it wasn't as bad as I had feared. I do feel like there was a lot of focus on reflecting, which seemed a bit forced to me. What I learned the most from wasn't the reflecting, but the actual working with the project. I found the other members of the group interesting and I think I learned something from all of them.

Ziwei Huang

At first, I was quite nervous about the course. I am not very good at expressing myself, neither in Chinese nor in English. I also do not like cooperation. Most of the time, I prefer to work alone. So when I heard about EiT, I was afraid I would screw up.

I have been trained in science for more than 4 years. In this kind of training, I have been told not to express opinions in fields you don't know, because lack of knowledge will lead to big misunderstanding. But in the course like EiT, especially in village "Renaissance Man 2.0", we are encouraged to share ideas and opinions as much as possible, so that we could exchange and evaluate ideas from different perspectives. This kind of paradigm shift is quite difficult for me at first, but I try to adapt it at last. This is the most important thing I learn from this course. One side effect of this course is that my English speaking is much more fluent than before. I believe the amount of English I spoke in the last 3 weeks is much more than the amount in last semester.

SUMMARY

Over these 15 days with the EiT course, we have in some situations felt like being lost at sea. With no land in sight. All in the same boat, but at time without wind in the sail and surrounded by a rough and choppy sea. Looking back on these days we are all very happy about having each other, that we all have been able to talk openly about how we feel in a general sate of mind. Both in relation to the project and the EiT course. When someone has been sick, or had a poorly night of sleep that in some way could have had an influence on the effectiveness of the day, we have shared it among the group.

The cooperation has been difficult because all of the group members have had a very critical view on the experts in team.

It has effected the groups motivation to do a good job when it comes to reflection writing. This has made it difficult to fulfill the criteria of a process report. Basically the members have been critical of the course because we haven't seen the meaning of it. Eva wrote in her diary village day12 of January that she wished it could be room for discussing the meaning of having the EiT course. "We have been told why this course is important, but discussion it is like talking to a wall, they won't see us, or our opinions."

A lot of energy has gone to talking about the purpose of this course. We should have confronted the teachers and told them about our thoughts on the course earlier in the process. Referring to Schwartz text on effectiveness, group context:

"Sometimes, a group does not know the organizational mission or vision or does not understand the logic of it. In this situation, an effective group asks others to explain the mission or vision rather than ignoring it or complaining within their group that others have not made clear."

This EiT expedition has lead us to come up with a project that we all have a motivation for working with. Bringing the live sound of the ocean into the city center of Trondheim.

This project and the process is a product of different people meeting on the compromises of a bigger organizations initiative. We all have different backgrounds and understanding of the world. We have chosen to use the ocean as a connection between each other, EiT, the sea and the city of Trondheim.

5. REFERENCES

Experts in teamwork, NTNU webpage: http://www.ntnu.edu/eit (14.01.14)

Wheelan, Susan A. (2009): **Creating Effective Teams. A guide for Members and Leaders. Third Edition. SAGE**. Ch. 5: Effective Team Members (pp 53-76). EiT Compedium 2014.

Schwarz, Roger (2002): **The skilled facilitator. Jossey-Bass.** Ch. 2: What Makes Work Groups Effective? and Ch.5: Ground rules for effective groups (pp 96 – 136). EiT Compedium 2014.

Hjertø, Kjell B. (2013): **TEAM. Fagbokforlaget.** Ch. 3: Team (pp 27-35)

6. ATTACHMENTS

Cooperation Agreement

Group "The Magnificent Cloud"

Goal

1. Our vision is to use our imagination in traveling through The Magnificent Cloud and explore new territory.
2. We don`t have any specific grade ambitions, but we expect everyone to take the project seriously and contribute to the work. Our goal is to enjoy the process and that everyone can find motivation to put effort into the project.
3. We will all learn something from the process.
4. We should all work for having an open environment and a good vibe within the group.

Attendance & schedule

1. Everyone should meet at 9 a.m. If you are more than 10 minutes late you should send a text to that day`s host.
2. We will work efficiently within the schedule, and in that way minimize the need for extra working hours.
3. Each friday we will review the group`s work of the week and set a goal for the next week.

Group structure

1. The group should have a flat structure where everyone is equal.
2. The host responsibility will be shifting every day according to a written list. The host will administer the meeting, ensure that everyone gets to say something and sum up in the end of the day.

Decision making

1. In brain storming and discussion everyone should be able to say whatever they want.
2. In making decisions we should discuss it, everyone should have their say and we will vote in the end.
3. In case of disagreement we should put it on the table and not leave it unresolved. We should clarify what the disagreement is about and then resolve it as mentioned above.

Signature:

Ziwei Huang
Heidi Helgesen
Eva Ballo
Espen Schiefloe Andersen
Ana Mihaela Despa

Cooperation agreement draft 1

Cooperation Agreement
of The Magnificent Cloud

Goal

1. Our vision is to use our imagination in traveling through The Magnificent Cloud and explore new territory.
2. We don`t have any specific grade ambitions, but we expect everyone to take the project seriously and contribute to the work. Our goal is to enjoy the process and that everyone can find motivation to put effort into the project.
3. We will all learn something from the process.
4. We should all work for having an open environment and a good vibe within the group.

Attendance & schedule

1. Everyone should meet at 9 a.m. If you are more than 10 minutes late you should send a text to one of the team members.
2. We will work efficiently within the schedule, and in that way minimize the need for extra working hours.
3. We will begin each morning by reviewing the previous day group report.
4. Each friday we will review the group`s work of the week and set a goal for the next week.

Group structure

1. The group should have a flat structure where everyone is equal.
2. One of the member holds the responsibility as secretary, who will keep track of documents.
3. One of the member holds the responsibility as decision initiator, who will initiate the decision making moment and keeps track of the project program.

Decision making

1. In brain storming and discussion everyone should be able to say whatever they want.
2. In making decisions, everyone should engage in constructive controversy by disagreeing and challenging one another's conclusion and reasoning.
3. If anyone doesn't say anything, it means he or she agrees on the decision.
4. In case of disagreement we should put it on the table and not leave it unresolved. We should clarify what the disagreement is about and then resolve it as mentioned above.
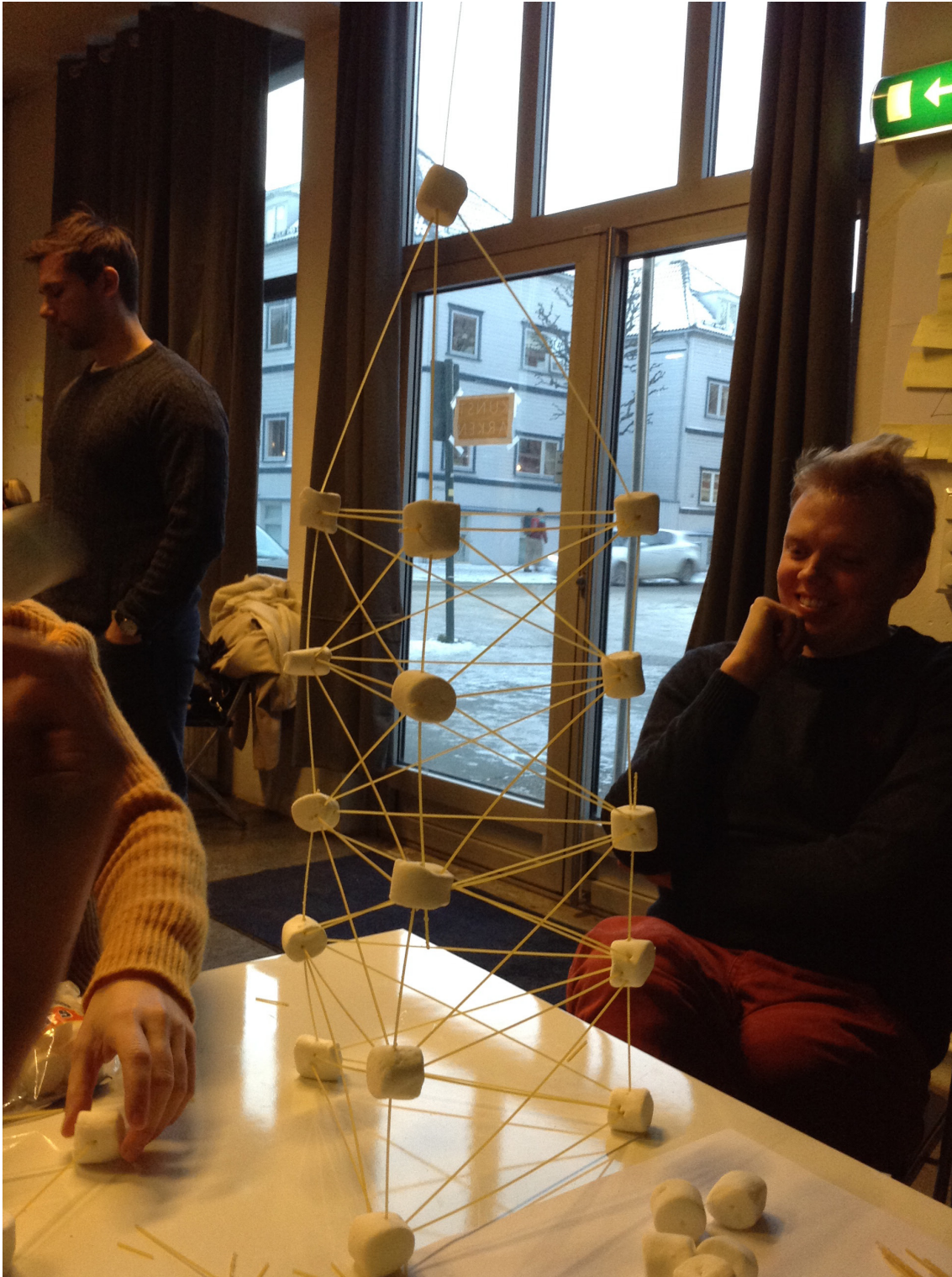
Signature:

Ziwei Huang	First draft on 07.01.13
Heidi Helgesen	Revision on 14.01.13
Eva Ballo	
Espen Schiefloe Andersen	
Ana Mihaela Despa	

Cooperation agreement draft 2

The winning project of the Marshmallow & Spaghetti project exercise.