

# Team-Focused Leadership Education: How Emerging Insights Inform Our Practice

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Ilya Gokhman, & Laura Greenhaw

1

## Who We Are...

Panel Chair/Moderator:

- Eric Kaufman, PhD: Professor & Associate Department Head at Virginia Tech


Panelists:

- I. Dami Alegbeleye, PhD: Assistant Professor at University of Southern Maine
- D. Adam Cletzer, PhD: Assistant Professor at University of Missouri
- Ilya Gokhman, PhD: Lecturer at Oglethorpe University
- Laura Greenhaw, PhD: Assistant Professor at University of Florida



2

## Panel Session Objectives

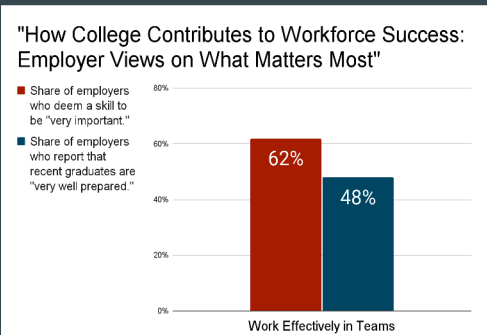


- Highlight emerging research and frameworks leadership educators can use to guide team-focused leadership education; and
- Explore leadership pedagogies applied in team leadership education at different universities.


3

## Workplace Readiness Gap (Finley, 2021)

### "How College Contributes to Workforce Success: Employer Views on What Matters Most"



Category	Percentage
Share of employers who deem a skill to be "very important."	62%
Share of employers who report that recent graduates are "very well prepared."	48%




4

## How Are We Doing? (Halonen & Dunn, 2021)


“Too many of us operate under the comfortable delusion that we are teaching teamwork skills merely by assigning group projects.”

*- “Why and How to Teach Teamwork,”  
The Chronicle of Higher Education*



5

## Potential Amplifier Effect of Coursework & Training



at 211° water is just hot  
**At 212° water BOILS**  
boiling water creates steam  
**STEAM can POWER a TRAIN**  
**ONE EXTRA DEGREE**  
is the difference from good to great

“Although it’s seen as contributing just 10% to a leader’s development, well-designed coursework and training have an amplifier effect — clarifying, supporting, and boosting the other 90% of your learning.”

- Leading Effectively staff @ Center for Creative Leadership


6

## Dami Alegbeleye - University of Southern Maine

**Research**

### Teamwork

- I have explored teamwork from the lens of leadership and followership.
- For high-quality teamwork to occur, team members must effectively share leadership and followership.



7

## Dami Alegbeleye - University of Southern Maine

**Research**

### Teamwork in Self-managed Teams

- I have researched teamwork in self-managed student project teams.
- Shared leadership and followership are more likely in self-managed teams.



8

**Dami Alegbeleye -  
University of  
Southern Maine**

**Research**

**Research Findings**

- Low-quality teamwork teams exhibited centralized leadership, while high-quality teamwork teams exhibited shared leadership.
- Low-quality teamwork teams exhibited passive team followership, while the high-quality teamwork teams exhibited proactive team followership.

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9

**Dami Alegbeleye -  
University of  
Southern Maine**

**Teaching**

**Teaching**

- Set up teams as self-managed.
- Grant teams autonomy in terms of structure and leadership.
- Provide the foundation for success – Clifton StrengthsFinder.
- Peer review of teamwork.

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10

**Adam Cletzer -  
University of Missouri**

- Team Leadership and TBL in leadership classes
- Eco-leadership, distributed, shared, decentralized, followership, fluid roles
- National Study of Undergrad Leadership Courses
- 14.5% (n=33) of all courses; 17 specific team courses; 11 syllabi
- Commonalities
  - 3000-level, common in larger programs
  - **Topics:** conflict resolution, roles, stages of team formation, problem solving, decision making, team success, evaluation, power and influence, StrengthsFinder, goal setting
  - **Assignments:** Service-learning/team project, exams, papers, reflections on StrengthsFinder, case studies, chapter reports, reel leadership paper
  - **Books:** No common book; all use a book

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11

**Adam Cletzer -  
University of Missouri**


- Understanding yourself as part of a team; personal development
- TSLP as pseudo-event; everything we learn mirrors team process
- Peer evaluation (kick 'em out), team tests, unhealthy agreement organizational analysis project, modern teams, shared leadership approaches (fluid roles)

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12


# Ilya Gokhman - Oglethorpe University

Insights from Space Teams to  
Help Earth Teams



JOURNEY TO MARS


## Human Exploration Research Analog



13

## Team Decision Making: Hidden Profile

Distribution of Information



Common: 12 Items    Common: 12 Items    Common: 12 Items    Common: 12 Items  
Partially Shared: 8    Partially Shared: 8    Partially Shared: 8    Partially Shared: 7  
Unique: 3    Unique: 4    Unique: 3    Unique: 4

The Crew Would Choose the **Best Option** if they Considered **All Information**

	Good	Bad	Neutral	Net Valence
Option A	4	6	2	-2
Option B	3	3	6	0
Option C	4	4	4	+2

Camilla is the best option if the crew considers all information (shared & unique)

Each crew member will initially choose the **Worst Option**

Aurora looks like the best option based on the role information

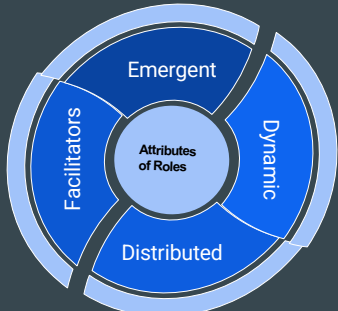
	Good	Bad	Neutral	Net Valence
Option A	4	1	2	1
Option B	3	2	3	0
Option C	2	4	2	-2

Net Score  
Aurora = 3  
Bamberga = 1  
Camilla = -2

14

## Findings: Essentials Leadership Roles & Attributes of Roles

1. Builder
2. Monitor
3. Collector
4. Investigator
5. Interpreter



Attributes of Roles

Emergent, Dynamic, Distributed, Facilitators

15

## Classroom Use

- Student Experience
- Reflection & Debrief
- Sharing of Findings & Strategies
- Iteration
- Societal Implications

## Broader Insights

- Team activities are well-suited for “flipped” learning environments
- Decontextualized exercises are helpful with “experts”
- Account for non-linear performance of teams
- Resistance of shared leadership concepts by professionals

16

**Laura Greenhaw -  
University of Florida**

- 1. Team leadership course
- 1. Team leadership SOTL

17

**Just your 'average' Course**

- My teaching philosophy
- Project-based course
- Guided roughly by stages of development
- Caveat- choose project, not teams
- Key project components
- "Novel" learning activities

**Researchy stuff**

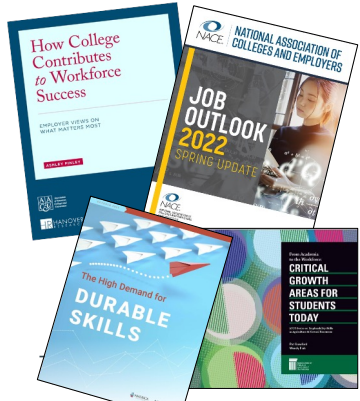
- Context and student application of team leadership knowledge & skills
- Virtual reality/simulation/games to provide learning experiences
- Vicarious learning through film analysis
- Integrating leadership education into technical content courses

18

**Moderated Discussion**

19

As you think about the recent employer surveys, why do you believe there is a persistent gap between employers' expectations and perceptions of graduates' readiness for working effectively in teams?

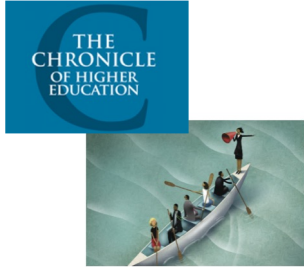


The image shows four reports from the National Association of Colleges and Employers (NACE):

- How College Contributes to Workforce Success**: EMPLOYER VIEWS ON HOW COLLEGE PREPARES
- JOB OUTLOOK 2022**: SPRING UPDATE
- The High Demand for DURABLE SKILLS**
- CRITICAL GROWTH AREAS FOR STUDENTS TODAY**

20

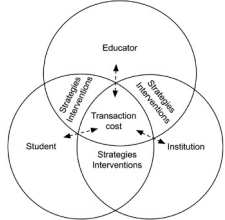
Considering advice on “why and how to teach teamwork” documented in *The Chronicle of Higher Education*, what would you recommend to colleagues that assign group projects?



**ADVICE**  
**Why and How to Teach Teamwork**  
 By Jane S. Halonen and Dana S. Dunn | November 15, 2021  
 Students tend to despise group projects. But better design and instruction could change that.

21

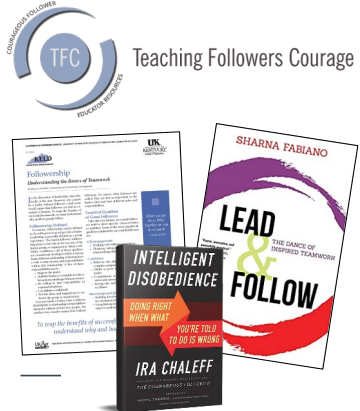
In your experience, how are the transaction costs of teamwork pedagogy justified by the outcomes?



Transaction cost interactions (Riebe et al., 2016)  
 “When applied to teaching teamwork skills, transaction costs represent the return on investment or costs incurred when undertaking the design, development, and maintenance of effective teamwork pedagogy.” (p. 635)

22

How are the emerging insights on followership shaping your perspectives on teamwork and team-focused leadership education?



**Teaching Followers Courage**  
**INTELLIGENT DISOBEDIENCE**  
**LEAD & FOLLOW**

23

# Open Forum

24