

**Exercise #1:**  
**Team “Trust Building” Essay**  
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**Course:** BUS 302  
**Title:** *The Gateway Experience* (3 units)

“Remember that teamwork begins by building trust. And the only way to do that is to overcome our need for invulnerability.”

---Patrick Lencioni (1965-)

**Goal:**

This goal of this exercise is to help each team build a strong, underlying team platform to address future issues and scaffold persistent success in BUS 302.

**Objective:**

Your team is, in effect, an organization, and this organization has many of the characteristics of a business. You are trying to maximize revenue (performance), minimize costs (effort), compete with other organizations (class teams), and meet government (instructor) requirements. Building strong, successful teams of professionals in organizations is crucial but difficult; this difficulty is only compounded by the stresses and challenges of contemporary student life. ***Trust*** is the essential ingredient in a team.

Following initial formation, teams develop in phases. The first phase (forming) involves a process whereby individuals get to know one another. Getting to know others can be awkward. In addition, team members may be overly polite, watchful, and guarded during this team formation phase. The objective of this exercise is to start the team building process by generating team cohesion both *socially* and *professionally*.

**Exercise Details:**

*This exercise requires face-to-face interaction by all team members and it cannot and must not be done via Skype, text, phone, email, or similar electronic means.* Failure of the entire team to meet face-to-face and participate in this exercise will result in a team score of **zero**. Also, each team member should bring to this exercise interaction the results from Humanmetrics (Myers-Briggs Typology Indicator) personality profile:

<http://www.humanmetrics.com/cgi-win/JTypes2.asp>

In getting to know one another, there are several activities that can be utilized, including “icebreakers”. Icebreakers can help everyone be involved in a simple activity, and can also help individuals “open up” to others on subsequent, difficult-to-address subjects. Some ideas for suitable BUS 302 team icebreaker activities can be found at:

[http://www.csun.edu/sites/default/files/Icebreakers-Rev\\_0.doc](http://www.csun.edu/sites/default/files/Icebreakers-Rev_0.doc)

Teams should begin by asking each individual team member to share with the team on

*socially-oriented* topics including:

*Formative Experiences* — one or two experiences in her or his life that define her or him as an individual

*Personal Goals* — short-term expectations (e.g., immediate, course-based) and long-term expectations (e.g., personal/life aspirations, professional/career trajectory)

*Personal Values* — ethical reasoning and judgment capabilities, and what is important in life.

Teams should then proceed to asking each individual team member to share with the team on *professionally-oriented* topics including:

How would other team members know how well you *contribute to team goals*?

How would other team members know how well you *interact with other teammates*?

How would other team members know how well you *help keep the team on track*?

How would other team members know how well you *expect quality*?

How would other team members know how well you *have relevant technical skills*?

**Report:**

Each team will be required to submit a written report that includes the following:

1. A brief introductory paragraph stating that all members of the team participated in the exercise, and perhaps a synopsis of the location and duration of the exercise.
2. What exercise(s)/activities the team engaged in to get to know each other well.
3. What things were learned about each other on both *socially-oriented* topics (e.g., personal values) and *professionally-oriented* topics (e.g., commitment to success).
4. The similarities and differences of each team member along multiple dimensions.
5. The strengths and weaknesses that were identified as being possessed by the team.

**Length:**

This essay is to be no less than three full pages in length and no more than five full pages in length. Other relevant formatting requirements (“style guide”) are linked from the course web page:

<http://ocw.smithw.org/bus302/writingrequirements.pdf>

Recall also that for all written assignments in this course, language use, grammar, and sundry mechanics matter. Practice and demonstrate this ability early in class.