Soften the Mork and Add More Mindy: Humanizing our MBA Martians

Janet Mejias, MBA, Senior Associate Director
Student Life, Executive and Part-time Programs
Simon Business School, University of Rochester
Introduction
Different Lenses

“Mork and Mindy: Mixed Emotions YouTube video (6:20-7:35)”
(Reference instead of video due to copyright protection).
Coaching Students on Building a Quantitative ↔ Qualitative Bridge
Learning Brought to Life in Teams
Value and Benefits of Teams

- Getting to know others
- Learning other’s skill sets
- Knowing each other’s style
- Clarifying roles
- Building trust
- Spreading the workload and expertise

- Solving problems and making decisions
- Resolving conflict
- Understanding conflicting priorities
- Defining common goals
- Achieving goals throughout the program
- Professional development in a low stakes environment
Corporate Value of Teams

Employers rank communication and teamwork skills as most important when hiring business graduates.

To assess the skills that employers require of recent business graduate hires, survey respondents were asked to allocate 100 points across five major skill sets—communication, managerial skills, teamwork, leadership, and technical skills—based on their relative level of importance when hiring a recent MBA or business master’s graduate for a mid-level job position.

Employers ranked communication skills as most important, followed by teamwork, technical skills, leadership skills, and managerial skills.

There are some regional variations:

- **United States and Asia Pacific**: Communication and teamwork ranked most important.
- **Europe**: Teamwork was rated most important, followed by communication and technical skills.
- **Latin America**: Leadership, technical skills, and teamwork are top-ranked.

Corporate Recruiters Survey Report 2017
**Corporate Value of Teams**

**Top five specific skills are from the communication and teamwork domains**

Employers who plan to hire business school graduates in 2017 were asked to designate the proficiency level for 25 specific skills within five broader categories that they would require of a candidate being considered for a mid-level position. Employers ranked the specific subsets of skills in each category in order of proficiency level (from ‘not required’ to ‘expert’). To compare the importance of each specific skill a Standardized Proficiency Rating was calculated for each skill.

Of the five top-ranked skills, four fall within the communications category: oral communication, listening skills, written communication, and presentation skills.

Overall, 4 of 5 skills related to teamwork—adaptability, valuing others’ opinions, ability to follow a leader, and cross-cultural sensitivity—rank among the top 10 most important skills.

Managerial skills were consistently rated as least important, possibly because employers assume graduate business candidates have already honed these skills.

*Proficiency levels were calculated by multiplying the number of points respondents allocated to the overall skill (out of 100 total) by the level of proficiency rating recorded for the specific skill. Proficiency ratings were set on a 5-point scale, ranging from 0 (not required) to 5 (expert).*

*Graduate Management Admission Council*
Corporate Value of Teams

**Recruitment: Top Skills by Industry**

Communication skills important among most industries; manufacturing seeks leadership skills

<table>
<thead>
<tr>
<th>Rank</th>
<th>Consulting</th>
<th>Energy/ Utilities</th>
<th>Finance/ Accounting</th>
<th>Health Care/ Pharm</th>
<th>Technology</th>
<th>Manufacturing</th>
<th>Nonprofit/ Government</th>
<th>Products/ Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Oral communication</td>
<td>Listening skills</td>
<td>Quantitative analysis</td>
<td>Oral communication</td>
<td>Oral communication</td>
<td>Integrity</td>
<td>Oral communication</td>
<td>Oral communication</td>
</tr>
<tr>
<td>2</td>
<td>Listening skills</td>
<td>Oral communication</td>
<td>Qualitative analysis</td>
<td>Listening skills</td>
<td>Listening skills</td>
<td>Drive</td>
<td>Listening skills</td>
<td>Integrity</td>
</tr>
<tr>
<td>3</td>
<td>Written communication</td>
<td>Integrity</td>
<td>Oral communication</td>
<td>Written communication</td>
<td>Written communication</td>
<td>Innovation and creativity</td>
<td>Written communication</td>
<td>Listening skills</td>
</tr>
<tr>
<td>4</td>
<td>Adaptability</td>
<td>Written communication</td>
<td>Core business knowledge</td>
<td>Presentation skills</td>
<td>Adaptability</td>
<td>Ability to inspire others</td>
<td>Presentation skills</td>
<td>Drive</td>
</tr>
<tr>
<td>5</td>
<td>Presentation skills</td>
<td>Quantitative analysis</td>
<td>Listening skills</td>
<td>Integrity</td>
<td>Presentation skills</td>
<td>Strategic Vision</td>
<td>Adaptability</td>
<td>Adaptability</td>
</tr>
<tr>
<td>6</td>
<td>Ability to value opinions of others</td>
<td>Presentation skills</td>
<td>Written communication</td>
<td>Ability to value opinions of others</td>
<td>Adaptability</td>
<td>Ability to value opinions of others</td>
<td>Written communication</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ability to follow a leader</td>
<td>Drive</td>
<td>Technology</td>
<td>Adaptability</td>
<td>Integrity</td>
<td>Ability to value opinions of others</td>
<td>Negotiation skills</td>
<td>Presentation skills</td>
</tr>
<tr>
<td>8</td>
<td>Cross-cultural sensitivity</td>
<td>Adaptability</td>
<td>Adaptability</td>
<td>Drive</td>
<td>Cross-cultural sensitivity</td>
<td>Oral communication</td>
<td>Cross-cultural sensitivity</td>
<td>Ability to value opinions of others</td>
</tr>
<tr>
<td>9</td>
<td>Integrity</td>
<td>Ability to value opinions of others</td>
<td>Presentation skills</td>
<td>Cross-cultural sensitivity</td>
<td>Drive</td>
<td>Listening skills</td>
<td>Ability to follow a leader</td>
<td>Innovation and creativity</td>
</tr>
<tr>
<td>10</td>
<td>Delegation skills</td>
<td>Technology</td>
<td>Ability to value opinions of others</td>
<td>Ability to follow a leader</td>
<td>Ability to follow a leader</td>
<td>Cross-cultural sensitivity</td>
<td>Quantitative analysis</td>
<td>Ability to inspire others</td>
</tr>
</tbody>
</table>

*Corporate Recruiters Survey Report 2017*
Impact of Implicit Bias
Impact of Implicit Bias to Communication and Teams

What did we learn from family, community, media?

What assumptions do we bring to our academic experience?

How do we create a sense of belonging, confidence and ownership for all students involved?
Things to develop in ourselves and our students as we become their quantitative qualitative coach.

- Be authentically curious
- Dispel assumptions
- Listen to what is said as well as to what is not being said
- Build Trust
- Be all in
  - Words
  - Body Language
  - Truly understanding what is important to each student
Bridge Building

Welcome email – Upon Acceptance
Onboarding Checklist – Priorities
Team Onboarding Form
Libcal link:
Click here to schedule a meeting

© Gan Stock Photo
Bridge Building

1. Select a staff member:
   - Janet Mejias

2. Select Date:
   - October 8, 2018

3. Select Time:
   - Monday, October 8, 2018
     - 10:30am
     - 11:00am
     - 11:30am
     - 12:00pm
     - 12:30pm
     - 1:00pm
     - 1:30pm
     - 2:00pm
     - 2:30pm
     - 3:00pm
     - 3:30pm
     - 4:00pm
Bridge Building

Onboarding Meeting Prior to Team Placement and Orientation

~ 1:1 Coaching Opportunity

Data reviewed prior to meeting:
Application Export - Spreadsheet
Biography*
Matrix Insights
Team Onboarding Form*

Data collected also assists focused (anonymous) coaching during Orientation
Biography Form
Bridge Building

Biography Form

**Student Name**
- Please share some information about your family:
  - What is your hometown and where have you lived previously?
  - What is your favorite place to visit and why?
  - What are your special interests and memberships?
  - What is your educational background?
Bridge Building

Biography Form

• Please describe your current and previous work experiences:

• What words would you use to describe yourself at work?

• What words would you use to describe yourself outside of work?

• What are your expectations of the Simon PMBA Program?

• What are your expectations of your Simon PMBA teammates/classmates?
Team Onboarding Form
Bridge Building

PMBA Fall Start 2018 - Team Onboarding Form

• Name

• For non-matriculated start students: Who was part of your study team?

• If you were to choose (from the students with whom you have worked in the past) the top three students with whom you would like to continue working, who would they be in order of preference?

• Has your work allowed you experience in working with teams?

• What habit(s) or behavior(s) do you find most unnerving and/or annoying in a team member (pet peeve)?
Bridge Building

PMBA Fall Start 2018 - Team Onboarding Form

• What do you feel is your contribution to a team environment, whether professional or personal?

• What is your greatest strength as an individual?

• What is (are) your growth opportunity (ies)? (i.e. What is a skill, or ability that you see in others and recognize you can improve in yourself?)

• What is an industry different than your own that holds your interest?

• Could you please describe your work function? (What do you do at work, beyond what your title states?)

• What is your career goal once your MBA is completed?
Bridge Building

**Team Placement**
After Onboarding Meetings

**Team Blends**
Four to six students
Quantitative and Qualitative
Industries
Functions/Skills
Background

**Goals**

---

**Our Vision in Team Creation**
Enough complement to build affinity and cohesion.

Enough contrast to build interest, challenge and ability to learn something new from team members, in addition to academics.

**Team Reveal**

© Can Stock Photo
Bridge Building

**During Orientation**
Biography ice breaker with prize to highest number of responses.
Biography booklet provided to all students
Reiterate value of teams
Matrix training
Communication exercises and team building*
Team Charter*
Team Challenges to Avoid
Challenges to Avoid

Inspired by
The Five Dysfunctions of a Team by Patrick Lencioni

- Focus on delivering measurable Results
  - collective and individual accountability
  - feedback

To take Accountability requires prior Commitment
  - 100% buy-in

Commitment follows healthy Conflict
  - Hear all → Disagree → Decision → Buy-in → One voice

Healthy Conflict implies Candid Debate
  - Trust to speak opinion without fear of retribution

Building Trust requires Vulnerability
  - Courage to risk
Promoting Conversation with a Team Charter
Team Charter

Documenting Commitments

Section 1: Goals and Commitments
- Goals of the team
- Expectations of each team member

Section 2: Team Support
- Skills of the team / How will we support one another?
- How will we meet?
- How will we project / manage / make decisions?

Section 3: Communication
- How will we communicate?
- What are expectations?
- What remote access tool can we agree upon (Collaborate, Skype, Google)?
- How will we address conflicts that arise?
Bridge Building

Team Check-ins
- Required during second quarter
- Expectations set at Orientation
- Two-way communication and learning
Team Check-in Form
Bridge Building

TEAM CHECK-IN FORM

TEAM NAME/#: ___

Team Members-Last Name:

NORMS
Have you used them? Have they worked? Is there anything you need to adjust?

MEETINGS
Frequency? In person/electronic/email? If electronic, what is team’s preferred tool/resource? What works for you? Have you invested in any social time?
Bridge Building

TEAM CHECK-IN FORM

COURSEWORK/HOMEWORK
Are you comfortable sharing with each other if you are struggling in a class or a topic? If no, how can we improve where you are? How do you manage HW? Divide and conquer, everyone works on all of it?

CONFLICT RESOLUTION/Crucial Conversations
Is there anything in your team that needs improvement? In the way you work together? Communication? Team dynamics? What happens if someone cannot pull their weight in a course or HW? How do you work it out?

FEEDBACK ON EXPERIENCE TO DATE
Is there anything we can do better individually or as an office? Any thoughts on the experience to date? Curriculum? Simon? Faculty? Is there anything you wish you knew when you started? General feedback?
Bridge Building

**On-going Support**

Optional coaching sessions with Janet (individual and team).

Ongoing use of Matrix as a professional development / interaction style resource.

Teams are encouraged to bring skills learned into their electives.
Integrating the Online World into Our Student Experience

• Video Conference Option for Onboarding meeting and make-up orientation sessions, as well as, advising meetings.

• Zoom is provided as a resource for teams with remote students.

• ECHO recording in most classrooms.

• Students are made aware of possible challenges (human and technological) of remote access meetings during orientation.
Integrating the Online World into Our Student Experience

• Most classes are recorded as an option for students that need to miss a class.

• Students are made aware of technological alternatives for communicating and meeting.
  For example:
  • Google Docs
  • Google Hangouts
  • Slack
  • Zoom
  • Collaborate
Remote Team Challenges
## Remote Team Challenges

<table>
<thead>
<tr>
<th>Getting to know each other</th>
<th>Spreading the workload</th>
<th>Resolving conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning each other’s skills</td>
<td>Building trust</td>
<td>Using multiple communication vehicles</td>
</tr>
<tr>
<td>Knowing each other’s style</td>
<td>Solving problems and making decisions</td>
<td>Fitting the commitment into a schedule of face-to-face demands</td>
</tr>
<tr>
<td>Clarifying roles</td>
<td>Keeping everyone updated and involved</td>
<td>Being/Feeling left out</td>
</tr>
</tbody>
</table>
Matrix Overview
Interaction Styles & Team Dynamics

https://www.matrixinsights.com
The Interaction Style Pattern

Interaction Styles

Drive  Core Beliefs  Aim

Appearance  Talents

https://www.matrixinsights.com
Drive

Urgent need to anticipate

Core Beliefs

It’s worth the effort to think ahead to reach the goal.

“I trust the process to get us there.”

Aim

Get a desired result

Appearance

- Quiet
- Focused
- Reserved
- Direct

Talents

Theme: Thinking Ahead

- Intense
- Calm
- Private
- Deliberate

- Outline and plan
- Figure out what needs to be done
- Monitor progress
- Logistics

- Conceptualize a result
- Anticipate how people will respond
- Give guidance
- Illuminate

https://www.matrixinsights.com
**Drive**
Urgent need to accomplish

**Core Beliefs**
“It’s worth the risk to go ahead and act or decide”
“I trust that we can manage whatever happens”

**Aim**
Get an achievable result

**Appearance**
Energetic
Confident
Composed
In-Control

Decisive
Straightforward
Socialable
Commanding

**Talents**
Theme: **Steering**
Supervise
Mobilize Resources
Execute Actions
Mentor

Provide resources
Articulate a vision
Lead others to a goal
Accomplish through people

https://www.matrixinsights.com
**Drive**
Urgent need to integrate

**Core Beliefs**
It’s worth the time to integrate and reconcile many inputs.

“I trust that we can make it all work out in the end.”

**Aim**
Get the best result possible

**Appearance**
Quiet  Reflective  Agreeable  Unassuming
Accommodating  Friendly  Patient  Consultative

**Talents**
Theme: Synthesizing
Support others  Define specifications  Produce high quality results  Clarify values
Search for commonalities  Reconcile inconsistencies  Sustain efforts  Encourage participation
Interaction Styles
Get-Things-Going

Drive
Urgent need to involve

Core Beliefs
It's worth the energy to involve everyone and “get them to want to”...

“I trust that whatever emerges in the interaction will move us forward.”

Aim
Get an embraced result

Appearance
Energetic
Expressive
Engaging
Consensual

Talents
Theme: Motivating
Make things easy
Exploring options
Facilitate
Pursuade

Share insights
Brainstorm
Catalyze and energize
Discovery new ways of seeing things

https://www.matrixinsights.com
Communication Dynamics

**Directing**
Tell, Ask, Urge

**Focus:**
Time
Accomplishment of the task

**Intent:**
Give structure
To direct

**Informing**
Inform, Inquire, Explain, Describe

**Focus:**
Motivation
Getting buy-in

**Intent:**
Evoke and draw forth
Seek input

https://www.matrixinsights.com
Communication Dynamics: Initiating vs. Responding

**Initiating**
Make the First Move

**Focus:**
- External World

**Intent:**
- Reach Out
- Interact

**Examples:**
- Think-out-loud
- Jump in with comments
- Tend to speak and act, then reflect
- Easier to get to know

**Responding**
Wait & See

**Focus:**
- Internal World

**Intent:**
- Reach In
- Reflect

**Examples:**
- Think before commenting
- Tend to reflect or try something out, then speak or act
- Harder to get to know

https://www.matrixinsights.com
Interaction Style Dynamics

Chart-the-Course
- Directing Communications
- Responding

Behind-the-Scenes
- Informing Communications

In-Charge
- Initiating

Get-Things-Going

https://www.matrixinsights.com
Activity: How Would You Communicate?

What would you say?

Your team has a report due tomorrow. Everyone has contributed, but you would like a team member to provide feedback on what you wrote.

Write down what you would say to them to get that feedback.
Activity: How Would You Communicate?

DEBRIEF
Activity: Teach Us About Your....

Interaction Style
Activity: Your Interaction Style

• Go to the group that represents the Interaction Style that you relate to the most.

• Discuss the questions in the next slide and chart your answers.

• Select one person to share findings with our group.
Activity: Your Interaction Style

• What are the strengths of your style?

• What are the weaknesses of your style?

• What are three things that make working with your style easier?

• One misperception about your style is...
Activity: Your Interaction Style

Interaction style representative shares results with group.

DEBRIEF
Results of Teambuilding Activity
1. **What are the strengths of your style?**
   - Get things done
   - Ideas well-thought out **before** we speak
   - Low maintenance; self driven/directed
   - Efficient/task driven
   - Connect ideas, people – integration; organized

2. **What are the weaknesses of your style?**
   - Quiet/reserved – can be misunderstood (we’re processing/finding the root)
   - Can be overlooked in meetings, because we’re quiet
   - Too task-oriented – forgot introductions!
3) What are three things that make working with your style easier?
   Competence
   Don’t steamroll us
   Open-minded/alternative solutions

4) One misperception about your style is...
   Quiet but processing/solving
   Not a signal that we don’t care
   Can be perceived as overly critical
Chart the Course (1 of 2)

1) What are the strengths of your style?
   Plans, contingencies
   Anticipates alternate outcomes
   Efficiency
   Detail oriented

2) What are the weaknesses of your style?
   Overwhelm self and others
   Can slow the process – perceived
   Can be intimidating or frustrating
   Overanalyzing
3) What are three things that make working with your style easier?
   - Clear deadlines
   - Give us the **facts**
   - Clear goals
   - Have patience

4) One *misperception about your style is*...
   - Rigid/inflexible
   - Obstructionists; naysayers
   - Not creative
1) What are the strengths of your style?
   Ability to implement; big picture view
   Informed risk takers and confident; quick and agile
   We are the go-to; organized, efficient, concise
   Well prepared; comfortable making a decision

2) What are the weaknesses of your style?
   Too fast
   Hard to carry some along
   Too fast for academia
   Don’t always listen
   Don’t always celebrate wins
In Charge (2 of 2)

1) What are three things that make working with your style easier?
   Come prepared with clear concise communication, action items, potential solutions
   Be accountable and willing to be direct about your needs, concerns, etc.
   Trust us that we see where we are going and we trust you to have your piece

2) One misperception about your style is...
   That we aren’t paying attention to detail
   That we don’t listen/our mind is already made up
   That we are too busy
Get Things Going (1 of 2)

1. What are the strengths of your style?
   - Create momentum
   - Bring energy
   - Engage others and enlist
   - Hold others accountable/engage with a purpose
   - Considerate of others (empathetic)

2. What are the weaknesses of your style?
   - Ready, fire, aim
   - Assume others share your vision and/or feelings
   - Lack of buy-in or consensus is experienced as a wall
   - Okay with ambiguity
3) What are three things that make working with your style easier?
   - Approachable
   - Empathetic
   - Relationship oriented over task oriented

4) One misperception about your style is...
   Lack substance or lack decisiveness/assertion because we don’t argue, and want to create cohesion behind the scenes.
Outcomes
Questions?