Effective Groups and Teamwork
Outline

Fundamentals of Group Behavior

• Formal and Informal Groups
• Functions of Formal Groups
• The Group Development Process
• Group Member Roles
• Norms

Teams, Trust, and Teamwork

• A Team is More Than Just a Group
• Trust: A Key Ingredient in Teamwork
• Self-Managed Teams
• Virtual Teams
Outline (continued)

Threats to Group and Team Effectiveness

• Groupthink
• Social Loafing
Defining and Classifying Groups

**Group(s)**

Two or more individuals interacting and interdependent, who have come together to achieve particular objectives.

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**Formal Group**

A designated work group defined by the organization’s structure.

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**Informal Group**

A group that is neither formally structured now organizationally determined; appears in response to the need for social contact.
Defining and Classifying Groups (cont’d)

Command Group
A group composed of the individuals who report directly to a given manager.

Task Group
Those working together to complete a job or task.

Interest Group
Those working together to attain a specific objective with which each is concerned.

Friendship Group
Those brought together because they share one or more common characteristics.
Why People Join Groups

- Security
- Status
- Self-esteem
- Affiliation
- Power
- Goal Achievement
### Organizational Functions

1. Accomplish complex, interdependent tasks that are beyond the capabilities of individuals.
2. Generate new or creative ideas and solutions.
3. Coordinate interdepartmental efforts.
4. Provide a problem-solving mechanism for complex problems requiring varied information and assessments.
5. Implement complex decisions.
6. Socialize and train newcomers.

### Individual Functions

1. Satisfy the individual’s need for affiliation.
2. Develop, enhance, and confirm the individual’s self-esteem and sense of identity.
3. Give individuals an opportunity to test and share their perceptions of social reality.
4. Reduce the individual’s anxieties and feelings of insecurity and powerlessness.
5. Provide a problem-solving mechanism for personal and interpersonal problems.
An Alternative Model: Temporary Groups with Deadlines

Punctuated-Equilibrium Model

Temporary groups go through transitions between inertia and activity.

Sequence of actions:
1. Setting group direction
2. First phase of inertia
3. Half-way point transition
4. Major changes
5. Second phase of inertia
6. Accelerated activity
The Five-Stage Model of Group Development

**Forming Stage**
The first stage in group development, characterized by much uncertainty.

**Storming Stage**
The second stage in group development, characterized by intragroup conflict.

**Norming Stage**
The third stage in group development, characterized by close relationships and cohesiveness.
Performing Stage

The fourth stage in group development, when the group is fully functional.

Adjourning Stage

The final stage in group development for temporary groups, characterized by concern with wrapping up activities rather than performance.
Tuckman’s Five-Stage Theory of Group Development

- **Forming**
- **Storming**
- **Norming**
- **Performing**
- **Adjourning**

Dependence/interdependence

Return to Independence

Independence
# Tuckman’s Five-Stage Theory of Group Development (continued)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Individual Issues</th>
<th>Group Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forming</td>
<td>“How do I fit in?”</td>
<td>“Why are we here?”</td>
</tr>
<tr>
<td>Storming</td>
<td>“What’s my role here?”</td>
<td>“Why are we fighting over who’s in charge and who does what?”</td>
</tr>
<tr>
<td>Norming</td>
<td>“What do the others expect me to do?”</td>
<td>“Can we agree on roles and work as a team?”</td>
</tr>
<tr>
<td>Performing</td>
<td>“How can I best perform my role?”</td>
<td>“Can we do the job properly?”</td>
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*Individual Issues:*
- How do I fit in?
- What’s my role here?
- What do the others expect me to do?
- How can I best perform my role?

*Group Issues:*
- Why are we here?
- Why are we fighting over who’s in charge and who does what?
- Can we agree on roles and work as a team?
- Can we do the job properly?
Norms

- **Norm** shared attitudes, opinions, feelings, or actions that guide social behavior
How Norms are Formed

1) Explicit statements by supervisors or coworkers
2) Critical events in the group’s history
3) Primacy
4) Carryout behaviors from past situations
Norm: “An attitude, opinion, feeling, or action -- shared by two or more people -- that guides their behavior.”

Why Norms Are Enforced

- Help the group or organization survive
- Clarify or simplify behavioral expectations
- Help individuals avoid embarrassing situations
- Clarify the group’s or organization’s central values and/or unique identity
Roles

- **Role** expected behaviors for a given position
- **Role Overload** others’ expectations exceed one’s ability
- **Role Conflict** others have conflicting or inconsistent expectations
- **Role Ambiguity** Others’ expectations are unknown
Group Structure - Roles (cont’d)

Role(s)
A set of expected behavior patterns attributed to someone occupying a given position in a social unit.

Role Identity
Certain attitudes and behaviors consistent with a role.

Role Perception
An individual’s view of how he or she is supposed to act in a given situation.
Group Structure - Roles (cont’d)

Role Expectations
How others believe a person should act in a given situation.

Psychological Contract
An unwritten agreement that sets out what management expects from the employee and vice versa.

Role Conflict
A situation in which an individual is confronted by divergent role expectations.
## Task and Maintenance Roles

### Task Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator</td>
<td>Suggests new goals or ideas</td>
</tr>
<tr>
<td>Information seeker/giver</td>
<td>Clarifies key issues</td>
</tr>
<tr>
<td>Opinion seeker/giver</td>
<td>Clarifies pertinent issues</td>
</tr>
<tr>
<td>Elaborator</td>
<td>Promote greater understanding</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Pulls together key ideas and suggestions</td>
</tr>
<tr>
<td>Orienter</td>
<td>Keeps group headed toward its stated goal(s)</td>
</tr>
<tr>
<td>Evaluator</td>
<td>Tests group’s accomplishments</td>
</tr>
<tr>
<td>Energizer</td>
<td>Prods group to move along or to accomplish more</td>
</tr>
<tr>
<td>Procedural Technician</td>
<td>Performs routine duties</td>
</tr>
<tr>
<td>Recorder</td>
<td>Performs a “group memory” function</td>
</tr>
</tbody>
</table>
## Task and Maintenance Roles (cont)

<table>
<thead>
<tr>
<th>Maintenance Roles</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourager</td>
<td>Fosters group solidarity</td>
</tr>
<tr>
<td>Harmonizer</td>
<td>Mediates conflict through reconciliation or humor</td>
</tr>
<tr>
<td>Compromiser</td>
<td>Helps resolve conflict by meeting others’ “half way”</td>
</tr>
<tr>
<td>Gate Keeper</td>
<td>Encourages all group members to participate</td>
</tr>
<tr>
<td>Standard setter</td>
<td>Evaluates the quality of group processes</td>
</tr>
<tr>
<td>Commentator</td>
<td>Records comments on group processes/dynamics</td>
</tr>
<tr>
<td>Follower</td>
<td>Serves as a passive audience</td>
</tr>
</tbody>
</table>
Group Structure - Norms

Norms
Acceptable standards of behavior within a group that are shared by the group’s members.

Classes of Norms:
• Performance norms
• Appearance norms
• Social arrangement norms
• Allocation of resources norms
The Hawthorne Studies

A series of studies undertaken by Elton Mayo at Western Electric Company’s Hawthorne Works in Chicago between 1924 and 1932.

Research Conclusions:

- Worker behavior and sentiments were closely related.
- Group influences (norms) were significant in affecting individual behavior.
- Group standards (norms) were highly effective in establishing individual worker output.
- Money was less a factor in determining worker output than were group standards, sentiments, and security.
Group Structure - Norms (cont’d)

Conformity

Adjusting one’s behavior to align with the norms of the group.

Reference Groups

Important groups to which individuals belong or hope to belong and with whose norms individuals are likely to conform.
Deviant Workplace Behavior

Antisocial actions by organizational members that intentionally violate established norms and result in negative consequences for the organization, its members, or both.
**Group Structure - Status**

**Status**

A socially defined position or rank given to groups or group members by others.

- **Group Norms**
- **Status Equity**
- **Culture**

**Group Member Status**
Group Structure - Size

Social Loafing
The tendency for individuals to expend less effort when working collectively than when working individually.

Performance

Other conclusions:
• Odd number groups do better than even.
• Groups of 7 or 9 perform better overall than larger or smaller groups.
Group Structure - Composition

Group Demography

The degree to which members of a group share a common demographic attribute, such as age, sex, race, educational level, or length of service in the organization, and the impact of this attribute on turnover.

Cohorts

Individuals who, as part of a group, hold a common attribute.
Group Structure - Cohesiveness

Cohesiveness

Degree to which group members are attracted to each other and are motivated to stay in the group.

Increasing group cohesiveness:
1. Make the group smaller.
2. Encourage agreement with group goals.
3. Increase time members spend together.
4. Increase group status and admission difficulty.
5. Stimulate competition with other groups.
6. Give rewards to the group, not individuals.
7. Physically isolate the group.
Why Have Teams Become So Popular

- Teams typically outperform individuals.
- Teams use employee talents better.
- Teams are more flexible and responsive to changes in the environment.
- Teams facilitate employee involvement.
- Teams are an effective way to democratize and organization and increase motivation.
Group Tasks

- Decision-making
  - Large groups facilitate the pooling of information about complex tasks.
  - Smaller groups are better suited to coordinating and facilitating the implementation of complex tasks.
  - Simple, routine standardized tasks reduce the requirement that group processes be effective in order for the group to perform well.
Group Decision Making

**Strengths**
- More complete information
- Increased diversity of views
- Higher quality of decisions (more accuracy)
- Increased acceptance of solutions

**Weaknesses**
- More time consuming (slower)
- Increased pressure to conform
- Domination by one or a few members
- Ambiguous responsibility
Group Decision Making (cont’d)

Groupthink

Phenomenon in which the norm for consensus overrides the realistic appraisal of alternative course of action.

Groupshift

A change in decision risk between the group’s decision and the individual decision that member within the group would make; can be either toward conservatism or greater risk.
Symptoms Of The Groupthink Phenomenon

- Group members rationalize any resistance to the assumptions they have made.
- Members apply direct pressures on those who express doubts about shared views or who question the alternative favored by the majority.
- Members who have doubts or differing points of view keep silent about misgivings.
- There appears to be an illusion of unanimity.
Group Decision-Making Techniques

Interacting Groups
Typical groups, in which the members interact with each other face-to-face.

Nominal Group Technique
A group decision-making method in which individual members meet face-to-face to pool their judgments in a systematic but independent fashion.
**Group Decision-Making Techniques**

**Brainstorming**
An idea-generation process that specifically encourages any and all alternatives, while withholding any criticism of those alternatives.

**Electronic Meeting**
A meeting in which members interact on computers, allowing for anonymity of comments and aggregation of votes.
Teams

**Team:** “A small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.”

**The Evolution of a Team**

- A work group becomes a team when:
  - *Leadership* becomes a shared activity.
  - *Accountability* shifts from strictly individual to both individual and collective.
  - The group develops its own *purpose* or mission.
  - *Problem solving* becomes a way of life, not a part-time activity.
  - *Effectiveness* is measured by the group’s collective outcomes and products.
Types of Work Teams

- **Advice teams** (help broaden information base for managerial decisions)
- **Production teams** (perform day-to-day operations)
- **Project teams** (apply specialized knowledge for creative problem solving)
- **Action teams** (collection of highly-coordinated specialists who exhibit peak performance on demand)
Team Versus Group: What’s the Difference

**Work Group**
A group that interacts primarily to share information and to make decisions to help each group member perform within his or her area of responsibility.

**Work Team**
A group whose individual efforts result in a performance that is greater than the sum of the individual inputs.
Types of Teams

Problem-Solving Teams

Groups of 5 to 12 employees from the same department who meet for a few hours each week to discuss ways of improving quality, efficiency, and the work environment.

Self-Managed Work Teams

Groups of 10 to 15 people who take on the responsibilities of their former supervisors.
Types of Teams (cont’d)

Cross-Functional Teams

Employees from about the same hierarchical level, but from different work areas, who come together to accomplish a task.

- Task forces
- Committees
Types of Teams (cont’d)

Virtual Teams

Teams that use computer technology to tie together physically dispersed members in order to achieve a common goal.

Team Characteristics
1. The absence of paraverbal and nonverbal cues
2. A limited social context
3. The ability to overcome time and space constraints
Characteristics of an Effective Team

- Clear purpose
- Informality
- Participation
- Listening
- Civilized disagreement
- Consensus decisions
- Open communication
- Clear roles and work assignments
- Shared leadership
- External relations
- Style diversity
- Self-assessment
Research Support for Cooperation

1) Cooperation is superior to competition in promoting achievement and productivity

2) Cooperation is superior to individualistic efforts in promoting achievement and productivity

3) Cooperation without intergroup competition promotes higher achievement and productivity than cooperation with intergroup competition
Trust: “Reciprocal faith in others’ intentions and behavior.”

How to Build Trust

- **Communication** (keep everyone informed; give feedback; tell the truth).
- **Support** (be available and approachable).
- **Respect** (delegate; be an active listener).
- **Fairness** (give credit where due; objectively evaluate performance).
- **Predictability** (be consistent; keep your promises).
- **Competence** (demonstrate good business sense and professionalism).
### Survey Evidence: What Self-Managing Teams Manage

#### Percentage of Companies Saying Their Self-Managing Teams Perform These Traditional Management Functions by Themselves.

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schedule work assignments</td>
<td>67%</td>
</tr>
<tr>
<td>Work with outside customers</td>
<td>67%</td>
</tr>
<tr>
<td>Conduct training</td>
<td>59%</td>
</tr>
<tr>
<td>Set production goals/quotas</td>
<td>56%</td>
</tr>
<tr>
<td>Work with suppliers/vendors</td>
<td>44%</td>
</tr>
<tr>
<td>Purchase equipment/services</td>
<td>43%</td>
</tr>
<tr>
<td>Develop budgets</td>
<td>39%</td>
</tr>
<tr>
<td>Do performance appraisals</td>
<td>36%</td>
</tr>
<tr>
<td>Hire co-workers</td>
<td>33%</td>
</tr>
<tr>
<td>Fire co-workers</td>
<td>14%</td>
</tr>
</tbody>
</table>

How Autonomous is Your Work Group?

• How does your group autonomy score compare with your classmates’ scores?

• What is the linkage between your work group autonomy score and your job satisfaction?

• Can work group autonomy be taken too far? Explain.

• Why have managers often resisted the move to self-managed teams?

• What can and should be done to build managerial support for self-managed teams?
Symptoms of Groupthink

- Invulnerability
- Inherent morality
- Rationalization
- Stereotyped views of opposition
- Self-censorship
- Illusion of unanimity
- Peer pressure
- Mindguards
Skills and Best Practices: How to Prevent Group Think

1. Every group member a critical evaluator
2. Avoid rubber-stamp decisions
3. Different groups explore same problems
4. Rely on subgroup debates and outside experts
5. Assign role of devil’s advocate
6. Rethink a consensus
Steps to Enhance Group Cohesiveness

**Socio-emotional Cohesiveness**
- Keep the group relatively small
- Strive for a favorable public image to increase the status and prestige of belonging
- Encourage interaction and cooperation
- Emphasize members’ common characteristics and interests
- Point out environmental threats

**Instrumental Cohesiveness**
- Regularly update and clarify the group’s goal(s)
- Give every group member a vital “piece of the action”
- Channel each group member’s special talents toward the common goal(s)
- Recognize and equitably reinforce every member’s contributions
- Frequently remind group members they need each other to get the job done
### Basic Distinctions Among Quality Circles, Virtual Teams and Self-Managed Teams

<table>
<thead>
<tr>
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<th>Quality Circles</th>
<th>Virtual Teams</th>
<th>Self-Managed Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of team</strong></td>
<td>Advice</td>
<td>Advice or project (usually project)</td>
<td>Production, project, or action</td>
</tr>
<tr>
<td><strong>Type of empowerment</strong></td>
<td>Consultation</td>
<td>Consultation, participation, or delegation</td>
<td>Delegation</td>
</tr>
<tr>
<td><strong>Members</strong></td>
<td>Production/service personnel</td>
<td>Managers and technical specialists</td>
<td>Production/service, technical specialists</td>
</tr>
</tbody>
</table>

Comportamiento organizacional  M. En C. Eduardo Bustos Farias  50
Basic Distinctions Among Quality Circles, Virtual Teams and Self-Managed Teams

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<th>Virtual Teams</th>
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<tr>
<td>Basis of membership</td>
<td>Voluntary</td>
<td>Assigned (some voluntary)</td>
<td>Assigned</td>
</tr>
<tr>
<td>Relationship to organization</td>
<td>Parallel</td>
<td>Parallel or integrated</td>
<td>Integrated</td>
</tr>
<tr>
<td>Amount of face-to-face</td>
<td>Strictly face-to-face</td>
<td>Periodic to none</td>
<td>Varies, depending on use of information technology</td>
</tr>
<tr>
<td>communication</td>
<td></td>
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</tr>
</tbody>
</table>
Attributes of High Performance Teams

1) Participative leadership
2) Shared responsibility
3) Aligned on purpose
4) High communication
5) Future focused
6) Focused on task
7) Creative talents
8) Rapid response
Self-Management Leadership Behaviors

1) Encourages self-reinforcement
2) Encourages self-observation/evaluation
3) Encourages self-expectations
4) Encourages self-goal-setting
5) Encourages rehearsal
6) Encourages self-criticism
Threats to Group Effectiveness: The Asch Effect

**Standard Line Card**

**Comparison Lines Card**

1 2 3
Creating Effective Teams: Diversity

Group Demography

The degree to which members of a group share a common demographic attribute, such as age, sex, race, educational level, or length of service in the organization, and the impact of this attribute on turnover.

Cohorts

Individuals who, as part of a group, hold a common attribute.
Turning Individuals Into Team Players

The Challenges

- Overcoming individual resistance to team membership.
- Countering the influence of individualistic cultures.
- Introducing teams in an organization that has historically valued individual achievement.

Shaping Team Players

- Selecting employees who can fulfill their team roles.
- Training employees to become team players.
- Reworking the reward system to encourage cooperative efforts while continuing to recognize individual contributions.
Teams and Quality Management

Team Effectiveness and Quality Management Requires That Teams:

1. Are small enough to be efficient and effective.
2. Are properly trained in required skills.
3. Are allocated enough time to work on problems.
4. Are given authority to resolve problems and take corrective action.
5. Have a designated “champion” to call on when needed.
Beware: Teams Aren’t Always the Answer

Three tests to see if a team fits the situation:

– Is the work complex and is there a need for different perspectives?

– Does the work create a common purpose or set of goals for the group that is larger than the aggregate of the goals for individuals?

– Are members of the group involved in interdependent tasks?