

ROBERT N. LUSSIER

7e

MANAGEMENT FUNDAMENTALS

CONCEPTS, APPLICATIONS, AND SKILL DEVELOPMENT

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8

Managing Teamwork

●●● CHAPTER OUTLINE

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Groups and Teams

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Managing Meetings

Planning Meetings

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Trends and Issues in Management

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IDEAS ON MANAGEMENT

at W. L. Gore & Associates

W. L. Gore & Associates is a uniquely inventive, manufacturing technology-driven enterprise focused on discovery and product innovation. Its best-known product is GORE-TEX® (a waterproof, breathable, windproof fabric), but by using proprietary technologies with the versatile polymer polytetrafluoroethylene (PTFE), Gore has created numerous products for electronic signal transmission, fabric laminates, and medical implants, as well as technologies for diverse industries. You may use Glide® dental floss, you most likely have heard music played on its Elixir® guitar strings, and you may have enjoyed static-free cell phone calls courtesy of the Gore SnapSHOT® electromagnetic-interference shield.

The company was founded by Wilbert L. (Bill) and Genevieve (Vieve) Gore back in 1958, and they developed a strong corporate culture, long before *culture* became a buzzword, that still exists today. Much of Gore's innovative success comes from the power of its small, self-managing teams' organizational structure described by Bill Gore as a "latticework" of strong interconnected talents woven together like a tapestry.

Today, Gore is worth \$3.1 billion, remains a privately held company, is a *Fortune* 1000 company, has around 6,500 employees globally, and is one of the few manufacturing technology-driven companies with a woman chief executive officer (CEO), Terri Kelly. But Kelly doesn't like the term *CEO* because she views her most important job as empowering the individual. Gore is a *Fortune* "100 Best Companies to Work For" all-star, having appeared on the list every year since 1998. As an early innovator in team structure and human resource practices, it has long been studied and replicated as a model for best practices.

- IOM 1. How does W. L. Gore & Associates benefit from the use of groups and teams?
- IOM 2. How does W. L. Gore's lattice structure facilitate teamwork?
- IOM 3. How is group process managed at W. L. Gore?
- IOM 4. What programs are in place at W. L. Gore to foster group development?
- IOM 5. How does W. L. Gore ensure productive meetings?
- IOM 6. What technology change was Gore slow to adopt?

You'll find answers to these IOM questions throughout the chapter. To learn more about W. L. Gore, visit www.gore.com.

Source: Information for this case was taken from the W. L. Gore & Associates website at <http://www.gore.com>, accessed May 25, 2015; R. E. Silverman, "Who's the Boss? There Isn't One," *The Wall Street Journal* (June 20, 2012): B1, B8; D. Roberts, "A Latticework of Workers," *Fortune* (March 5, 2015): 130–134.

Groups and Teams and Performance

Refer to Chapter 4, Exhibit 4–4, for the list of advantages and disadvantages of using groups and when it is appropriate to use a group to make decisions. As discussed in the last chapter, companies are adopting team-based networked organizational designs,¹ and

LEARNING OUTCOMES

After studying this chapter, you should be able to:

- 8–1. Contrast groups and teams, and explain the group performance model. [PAGE 230](#)
- 8–2. Discuss the five components of group structure. [PAGE 232](#)
- 8–3. Define the six components of group process, and describe how they are used to maximize team performance. [PAGE 237](#)
- 8–4. Describe the four major stages of group development, and identify the appropriate leadership style usually associated with each. [PAGE 241](#)
- 8–5. Indicate how to develop groups into teams. [PAGE 245](#)
- 8–6. Explain how to plan a meeting, conduct it, and handle problem members during the meeting. [PAGE 247](#)



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L08-1

Contrast groups and teams, and explain the group performance model.



Group Performance Models

relying on team creativity to innovate (Chapter 6).² Teamwork skills are based on your ability to work well with others (interpersonal skills, Chapter 1),³ by developing relationships.⁴ AACSB's (Chapter 1) necessary competencies include team skills,⁵ as the ability to work collaboratively is an important skill company recruiters seek in job applicants.⁶ In this section, we discuss the differences between groups and teams, some factors that affect group performance, and the effects of organizational context on performance. First, complete Self-Assessment 8-1 to determine how much of a team player you are.

8-1**SELF ASSESSMENT****Are You a Team Player?**

Rate each of the following statements by placing a number from 1 (*does not describe me*) to 5 (*describes me*) on the line. Use the scale below.



- ___ 1. I focus on what I accomplish during team projects.
- ___ 2. I don't like to compromise.
- ___ 3. I depend on myself to get ahead.
- ___ 4. I prefer to work alone rather than in a group when I have a choice.
- ___ 5. I like to do things my way.
- ___ 6. I do things myself to make sure the job gets done right.
- ___ 7. I know that teams do better when each member has a particular contribution to make.
- ___ 8. I'm more productive when I work alone.
- ___ 9. I try to get things done my way when I work with others.
- ___ 10. It bothers me if I can't get the group to do things my way.

Add the numbers you assigned to the statements, and place the total on the continuum below.



group Two or more members, with a clear leader, who perform independent jobs with individual accountability, evaluation, and rewards.

team A small number of members, with shared leadership, who perform interdependent jobs with both individual and group accountability, evaluation, and rewards.

Groups and Teams

Although the terms *group* and *team* are used interchangeably, a distinction can be made between them. A **group** has two or more members, with a clear leader, who perform independent jobs with individual accountability, evaluation, and rewards. A **team** has a small number of members, with shared leadership, who perform interdependent jobs with individual and group accountability, evaluation, and rewards. Group managers are also called *directive leaders*, and team leaders *empowering leaders*.⁷ All teams are groups, but not all groups are teams.

Distinctions between groups and teams and their levels of autonomy are presented in Exhibit 8-1. As shown at the bottom of the exhibit, groups and teams are on a continuum; it's not always easy to make a clear distinction. The terms *management-directed*, *semiautonomous*, and *self-managed* (or *self-directed*) are commonly used to differentiate along the continuum. Management-directed is

EXHIBIT 8-1 **GROUPS VERSUS TEAMS**

Characteristics	Group	Team
Size	Two or more; can be large	Small number, often 5 to 12
Leadership	One clear leader making decisions	Shared leadership
Jobs	Members perform one clear job; individual members do one independent part of a process and pass it on to the next person to do the next part.	Members share job responsibility by performing many interdependent tasks with complementary skills; the team completes an entire process.
Accountability and Evaluation	The leader evaluates individual members' performance.	Members evaluate each other's individual performance and group performance.
Rewards	Members are rewarded based on individual performance only.	Members are rewarded for both individual and group performance.
Objectives	Organizational	Organizational and those set by the team
Level of Autonomy		
Group Management-Directed	Semiautonomous	Team Self-Directed

clearly a group, self-directed is clearly a team, and semiautonomous is between the two. *Mechanistic organizations*, like **McDonald's**, tend to use management-directed groups, whereas more *organic organizations* (Chapter 7), like **Google**, use more self-directed teams.

The Group Performance Model

The performance of groups is based on four major factors. According to the **group performance model**, *group performance is a function of organizational context, group structure, group process, and group development*. The group performance model is illustrated in Exhibit 8-2. A number of overall organizational and environmental factors affect how groups function and their level of performance. These organizational context factors have been discussed in prior chapters and are listed in the exhibit. The other three factors affecting group performance are covered in detail in the following sections.

WORK APPLICATION 8-1

Consider your present job or a past job. Did you work in a group or a team? Explain, using each of the six characteristics in Exhibit 8-1.

Note: You may want to select one job and use it to answer the work applications throughout this chapter.

group performance model Group performance is a function of organizational context, group structure, group process, and group development.

8-1 APPLYING THE CONCEPT

Group or Team

Identify each statement as characteristic of a group (A) or a team (B).

- A. a group
B. a team

- ___ 1. "Supervisor Sharon is the only one who conducts employee performance appraisals in our department."
- ___ 2. "Your department has goals, Ted; we don't. But we have been told to do the best we can to accomplish the company mission statement."
- ___ 3. "You know, Kim, I'd rather just get paid for my own output. I make more money with this current bonus system because I sell more than the rest of the sales reps."
- ___ 4. "I get the assembled product from Jamal; then I paint it and send it to Cindy for packaging."
- ___ 5. "Tina, there are eight people in my department, and we get along well."
- ___ 6. "Our boss is great, Bill. She lets us all participate in running the department."

Groups and teams are the backbone of organizations because of the systems effect: Each group/department’s performance is affected by at least one other group, and each department affects the performance of the total organization.⁸ So through this chapter and the rest of the book, you can improve your teamwork skills and your ability to manage teams.

EXHIBIT 8-2 GROUP PERFORMANCE MODEL

Group Performance Is a Function of:			
Organizational Context	Group Structure	Group Process	Group Development
Environment (Chapters 2 and 3)	Type	Roles	Forming
Mission (Chapters 2 and 5)	Size	Norms	Storming
Strategy (Chapter 5)	Composition	Cohesiveness	Norming
Culture (Chapter 2)	Leadership	Status	Performing
Structure (Chapter 7)	Objectives	Decision making	Terminating
Systems processes (Chapters 1 and 15)		Conflict resolution	

LO8-2

Discuss the five components of group structure.



Group Structure and Size

Group Structure

Group structure dimensions include *group type, size, composition, leadership, and objectives*. Each of these five components of group structure is described in this section. Recall the importance of organizational structure.⁹ Well, group structure is just as important, as the organizational design affects group structure.¹⁰ A major challenge of group work is that it always implies some form of coordination within a group/department and among the firm’s various teams.¹¹ As shown in Exhibit 8-2, you have got to get the group structure right to maximize team performance.

The organizational structure is a contemporary design at **Gore (IOM 1)**. It has no rigid hierarchy as it is a team-based, networking, learning organization as described in Chapter 5. Gore has a strong network of partners. Managers are called leaders who oversee teams and divisions. Teams in its “*latticework*” structure set objectives and are responsible for achieving them. Team members select new members, and twice each year, team members rank each other based on who is adding the most value to the company, which affects individual pay raises. In addition, Gore rewards all associates (they are not called employees) with profit sharing and stock options.

Group Types

Some of the **group types** are *formal or informal, functional or cross-functional, and command or task*.

Formal or Informal Groups. *Formal groups*, such as departments and their smaller subparts, are created by an organization as part of its formal structure. All employees have formal group membership, and the higher in the organization, the more formal groups the manager is a member of. *Informal groups* are not created by the organization as part of the formal structure. Members join together voluntarily because of similar interests and develop social structures.¹² Employees form network communities.¹³

group structure dimensions Group type, size, composition, leadership, and objectives.

group types Formal or informal, functional or cross-functional, and command or task.

Functional or Cross-Functional Groups. The members of *functional*, or vertical, *groups* perform jobs within one limited area. A work unit or department is a functional group, including marketing, finance, operations, and human resource departments. The members of *cross-functional*, or horizontal, *groups* come from different areas and possibly different levels of an organization, and they are on the increase,¹⁴ including **ArcelorMittal** steel company to review and monitor product innovation and **Suburban Hospital** to coordinate patient health care. Generally, the higher the management level, the more cross-functional the responsibility. With the increase in network designs, there is an increase in the use of cross-firm teams.¹⁵

Companies create lots of small teams, but they have to link them to have a common shared consciousness to achieve the organization's mission and objectives.¹⁶ Ideally, all functional groups coordinate their activities through the aid of the managers, who are responsible for linking the activities together.¹⁷ Exhibit 8-3 illustrates functional and cross-functional groups with managers acting as linking pins.

Command or Task Groups. **Command groups** consist of managers and the employees they supervise. People are usually hired to be a part of a command group, such as **NASCAR** racing teams that spring into action during pit stops. Command groups are distinguished by department membership as functional or cross-functional. In Exhibit 8-3, the president and the vice presidents are a cross-functional command group, whereas each vice president and the managers reporting to him or her form a functional command group. **Task groups** consist of employees selected to work on a specific objective. There are two primary types of task groups: task forces and standing committees.

A *task force*, or *ad hoc committee*, is a temporary group formed for a specific purpose. *Project teams*, which use a matrix structure (Chapter 7), are a form of task group in which employees have a functional boss and work with cross-functional departments as needed. **Microsoft** used this type of team to create the **Surface** tablet. The purpose of the task force highlighted in Exhibit 8-3's oval shapes is to select three top candidates to present to the board of directors as potential replacements for the current president, who will retire in six months. This task force has members from all the functional areas in the company.

A *standing committee* is a permanent task group that works on continuing organizational issues, such as the **University of Maine** tenure and promotion committee. Membership on standing committees is often rotated every year so that new ideas are brought to the group. For example, membership may be for three years, with one third of the committee replaced every year.

There are a couple of major differences between a command group and a task group. Command group members tend to be from the same functional area, whereas task groups are often cross-functional. In addition, everyone in an organization belongs to a command group, but employees may never be a member of a cross-functional task group. Generally, the higher the level of management, the more time is spent in task groups and their meetings.

Global Virtual Teams. The members of **global virtual teams** are physically located in different places but work together as a team. Advances in information and telecommunications technologies are allowing new ways of structuring, processing, and distributing work and overcoming the barriers of distance and time. Companies developing new global products, and those with 24/7/365 tech support, such as **Hewlett-Packard (HP)** and **IBM**, have global virtual teams.

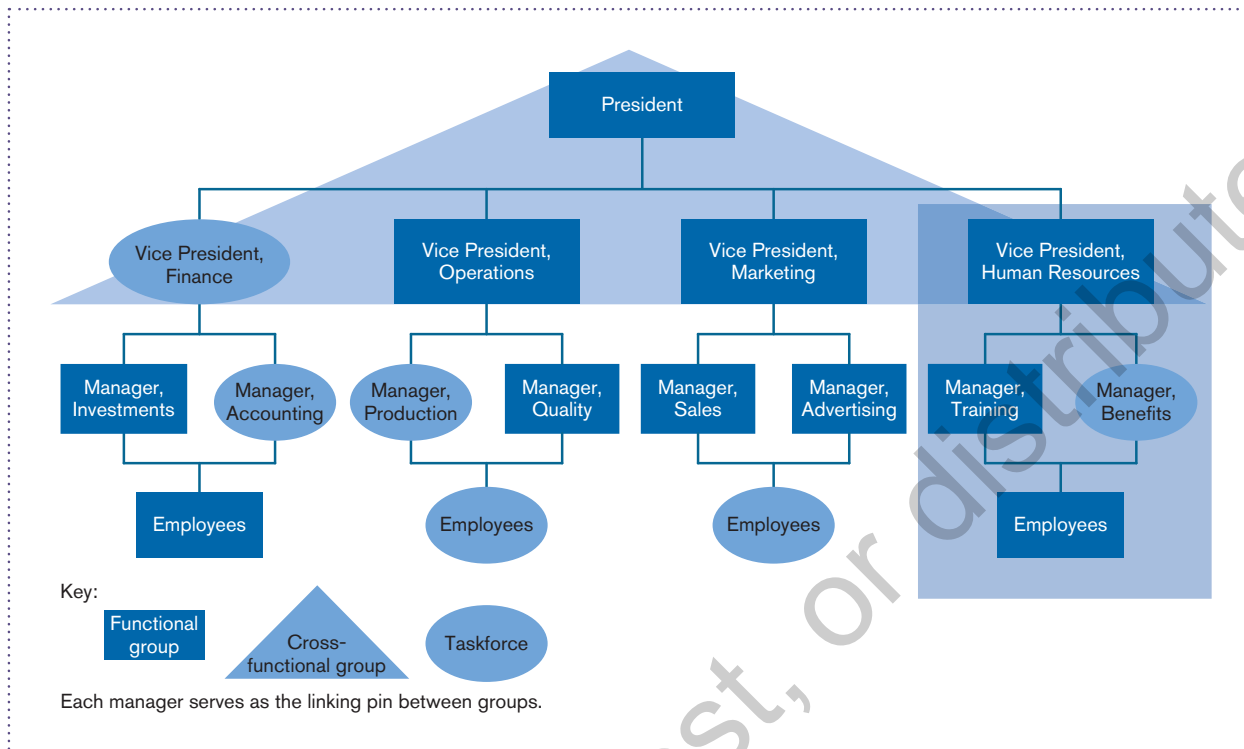
WORK APPLICATION 8-2

Identify task groups used in an organization you work for or have worked for. Specify whether each group is a task force or a standing committee.

command groups Groups that consist of managers and the employees they supervise.

task groups Employees selected to work on a specific objective.

global virtual teams Teams whose members are physically located in different places but work together as a team.

EXHIBIT 8-3 FUNCTIONAL AND CROSS-FUNCTIONAL GROUPS


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Technology makes it easier for virtual teams to work together effectively. Globalization means that the need for global virtual teams will increase, especially for multinational corporate employees.

Group Size

There Is No Ideal Group Size. There is no clear agreement on the ideal number, as it varies depending on the purpose, situation, and type of work performed. Groups tend to be larger than teams. At **Titeflex**, teams of 6 to 10 people manufacture fluid- and gas-holding systems. **Johnsonville Foods** uses self-managed teams of around 12. **Amazon** CEO **Jeff Bezos** uses the “two-pizza rule” to guide team size. If it takes more than two pizzas to feed the team, it’s too big.¹⁸

A group that is too small limits ideas and creativity. The workload is not distributed over enough members. On the other hand, a group that is too large tends to be too slow, and not everyone gets to participate. With 20 or more members, reaching a consensus slows down.¹⁹ In large groups, *freeriding* (also called *social loafing*) is also a problem as members rely on others to carry their share of the workload.

Connections: Five- to Nine-Member Relationships and Performance. Our short-term memory works best in holding between five and nine items—or 7 plus or minus 2 (think telephone numbers and zip codes). Groups below five often break into pairs or trios, and above nine, team communications break down. Why? Most of us are good at staying in contact with five or six others, but it’s difficult with 12 or more. The larger the group, the more connections (or people to talk to) we have, and the harder it is to have effective communications. Effective teams are based on good

relationships, and as the number of team members grows, relationships degrade quickly as shown here.

2 members = 1 connection	16 members = 256 connections
4 members = 6 connections	32 members = 1,024 connections
6 members = 15 connections	1,500 members = 2.25 million connections

So having five to nine members generally provides the best relationships and performance. Even with social media networks, like Facebook and LinkedIn, we don't have the time or the bandwidth to continually maintain hundreds of close, really personal connections.²⁰

How Size Affects Management. The appropriate leadership style may depend on group size. The larger the size, the more formal or autocratic the leadership needs to be to provide direction. Managers tend to be more informal and participative when they have smaller teams. Group members are more tolerant of and, at times, even appreciative of autocratic leadership in large groups. Larger groups tend to inhibit equal participation. Generally, participation is more equal in groups of around five. This is why teams are small. The larger the group (department), the greater the need for formal and structured plans, policies, procedures, and rules.

Management Implications. Usually, managers have no say in the size of their command groups. However, if you have a large department, you can break this larger group into teams of five to nine. As the chair of a committee, you may be able to select the group size. Remember that people are more willing to express their opinions, concerns, and ideas in smaller groups. In doing so, keep the group size appropriate for the task and be sure to get the right group composition.

Group Composition

Group composition is the mix of members' skills and abilities. Recall from Chapter 3 that diversity provides group benefits, but it is tough to get it right.²¹ Regardless of type and size, group or team performance is affected by the composition.²² Without the right mix of skills and abilities, a group will not perform at high levels.

Management Implications. One of the most important group leadership functions is to attract, select, and retain the best people for the job. When selecting group or team members, be sure to include diverse individuals. You want members with complementary skills rather than people with the same skills. Cross-functional teams are likely to provide diversity and complementary skills. **Tory Burch**, fashion designer and CEO, recommends surrounding yourself with excellent people who bring a lot of skills.²³

WORK APPLICATION 8-3

Identify a group or team you belong to and describe its size, composition, leadership, and objectives.

group composition The mix of members' skills and abilities.

8-1

JOIN THE DISCUSSION ETHICS & SOCIAL RESPONSIBILITY

Team Players

JetBlue Airways is not structured around teams. However, teamwork skills and attitudes are important to the success of JetBlue. In fact, JetBlue screens job candidates extensively to make sure that they are team players.

1. Is it necessary to be a team player to be a successful employee at JetBlue?
2. Is it ethical and socially responsible of JetBlue to reject job candidates because they are considered not to be team players?

Group Leadership and Objectives

Leadership. To a large extent, the leader determines group structure and the success of the team.²⁴ Exhibit 8–1 pointed out that the leadership style is different in groups and teams, as team leaders share the responsibility²⁵ as they empower the team members.²⁶ The quality of team leadership, whether from the formal leaders or other team members (like you), is becoming increasingly important as it affects team performance.²⁷ You will learn more about group and team leadership and managing teams throughout this chapter.

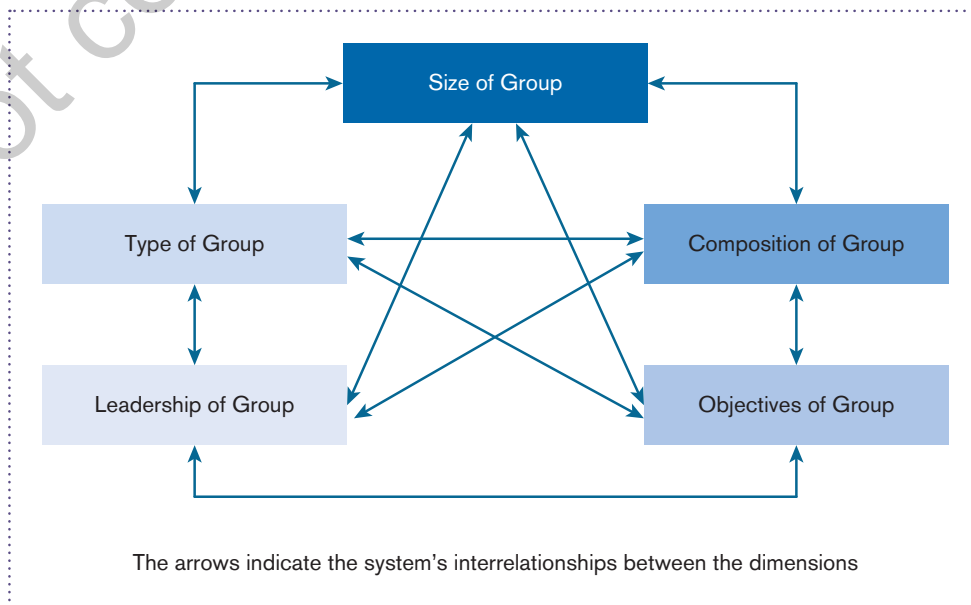
Objectives. In Chapter 5, you learned the benefits of setting objectives; they apply to both individuals and groups, and teams set their own objectives. In groups, however, the objective is commonly very broad—usually to fulfill the mission.

Management Implications. Part of a leader’s responsibility is to be sure the size and composition of a group or team is appropriate for the situation. Realize that in both formal and informal groups and teams there are official and unofficial leaders who influence each other and the members.²⁸ As a group or team leader or as a member with leadership skills, be sure that the group or team has clear objectives.

In summary, group structure dimensions include group type, size, composition, leadership, and objectives. Exhibit 8–4 reviews group structure dimensions.

How associates work at **Gore (IOM 2)** sets them apart. It is a *team-based, flat lattice organization*. There are no traditional organizational charts, no chains of command, and no predetermined channels of communication. It’s been called the bossless company. How does this work? Associates are hired for general work areas. With the guidance of their sponsors (not bosses), associates commit to projects that match their skills. Everyone can earn the credibility to define and drive projects. Sponsors help associates chart a course in the organization that will offer personal fulfillment while maximizing their contribution to the enterprise. Leaders may be appointed, but more often, leaders emerge naturally by demonstrating special knowledge, skill, or experience that advances a business objective.

EXHIBIT 8-4 DIMENSIONS OF GROUP STRUCTURE



Group Process

Group process refers to the patterns of interactions that emerge as members perform their jobs. Group process is also called *group dynamics*, and network members also have dynamics.²⁹ Relationships affect our behavioral interactions in groups,³⁰ and group process affects team performance.³¹ **Group process dimensions** are roles, norms, cohesiveness, status, decision making, and conflict resolution. These components are discussed in this section.

Group Roles

Job and group roles are different,³² and they can change.³³ *Job roles* are shared expectations of how group members will fulfill the requirements of their position—what you do to get the job done—whereas group roles are the roles used through group process—how you interact as you work.

Classifying Group Roles. The three primary **group roles** are *group task roles*, *group maintenance roles*, and *self-interest roles*.

Group task roles are played by members who do and say things that directly aid in the accomplishment of the group's objectives. Task roles are often said to be structuring, job centered, production oriented, task oriented, or directive, such as "John, turn on the ignition switch to see if the engine starts now."

Group maintenance roles are played by members who do and say things to develop and sustain the group process with cooperative behavior to benefit others or the entire team.³⁴ Terms used to describe maintenance roles include *employee centered*, *relationship oriented*, and *supportive*, such as "Hydria, you did a great job fixing that engine."

Self-interest roles are played by members who do and say selfish things (often hidden agendas) that help themselves at the expense of other members or the entire group.³⁵ National Basketball Association (NBA) Coach Pat Riley said the most difficult thing for individuals to do when they are part of any team is to sacrifice, but without it the team will never reach its full potential—or you need to take one for the team.³⁶ This relates to business as much as sports. Are you and your coworkers just looking out for yourselves—"What's in it for me?"—or the team?

How Roles Affect Group Performance. To be effective, a group must have members who play task roles and maintenance roles while minimizing self-interest roles. Groups that have only task role players may suffer performance problems because they do not deal with common conflict between members effectively,³⁷ and because the job will be boring if there is no maintenance. On the other hand, groups that have a great time but do not have members playing task roles will not get the job done. Any group whose members are mostly playing self-interest roles will not produce to its fullest potential.

Management Implications. If you are a manager or team member, you should be aware of the roles the group members play. If no member is playing the task or maintenance role required at a given time, you should play the role. As the manager, you should also make the group aware of the need to play these roles and the need to minimize self-interest roles. Later in the chapter, you will learn about group development and how the leader should use task and maintenance roles to help the group develop.

Group Norms

In addition to policies, procedures, and rules, all groups form their own unwritten norms that determine what is socially accepted as appropriate behavior.³⁸ Rules

LO8-3

Define the six components of group process, and describe how they are used to maximize team performance.



Group Dynamics

WORK APPLICATION 8-4

Identify members of a group or team you have been on and state the primary group role each played in the group.

group process The patterns of interactions that emerge as members perform their jobs.

group process dimensions Roles, norms, cohesiveness, status, decision making, and conflict resolution.

group roles Group task roles, group maintenance roles, and self-interest roles.

8-2

APPLYING THE CONCEPT

Roles

Identify the type of role exemplified in each statement.

- A. task
- B. maintenance
- C. self-interest

- ___ 7. "Does everyone understand the objective? Any questions?"
- ___ 8. "Henry, we tried your idea before you came to work here. It did not work then, so it won't work now. Let's just do it my way."
- ___ 9. "Why are we talking about the football game? We are getting sidetracked!"
- ___ 10. "I like Karin's idea better than mine. Let's implement her idea instead of mine."
- ___ 11. "Wait. I want to hear Tolo's idea before we move forward on this."

WORK APPLICATION 8-5

Identify at least two norms that developed in a group/team of which you were a member. Explain how you knew they were norms and how the group enforced those norms.

norms Expectations about behavior that are shared by members of a group.

are formally established by management or by the group itself. Norms are not developed by management or explicitly agreed to by a group; they develop as members interact.³⁹ Norms are also called unspoken rules of a group that shape behavior and attitudes.⁴⁰ **Norms are expectations about behavior that are shared by members of a group.**

How Norms Develop. Norms develop spontaneously as the members of a group interact and compare themselves to the other members. For example, the group decides, without ever actually talking about it, what is an acceptable level of work. If the group members develop a shared expectation that a certain level is desirable, members will produce it. Or, for example, norms develop about whether the use of certain words (such as swear words) or unethical behavior is considered acceptable. Most of us want to be liked and fit in with the group, so we tend to follow group norms, even when we disagree with the behavior.⁴¹ What have you done to fit in, or when didn't you try to stop group members from doing unethical or illegal behaviors? Norms can change over time to meet the needs of the group.

How Groups Enforce Norms. If a group member does not follow a norm, the other members try to enforce compliance—in other words, *peer pressure*. As we have all faced group pressure, we can understand how it is a powerful influence over our behavior. For example, if Sal works at more than the accepted level of performance, other members may kid or ridicule him. If Sal continues to break the norm, members might ostracize him to enforce compliance with the norm. Members could also damage his work or take his tools or supplies to slow down his production. Sal could be considered an outsider of the group.

Management Implications. Be aware that we tend to adjust our behaviors to try to match that of our team norms, so be careful not to be led into illegal or unethical behavior. Group norms can be positive, helping the group meet its objectives, or they can be negative, hindering the group from meeting its objectives. For example, if a company's production standard is 110 units per day, a group norm of 100 is a negative norm. However, if the standard were 90, it would be a positive norm. You should be aware of group norms and work toward maintaining and developing positive norms and try to eliminate negative norms. Managers should be positive role models of desired norms,⁴² and they should confront groups with negative norms and try to work out solutions to make them positive.

8-2

JOIN THE DISCUSSION ETHICS & SOCIAL RESPONSIBILITY

Norms

Group members influence each other's behavior through the development and enforcement of norms—that is, essentially through peer pressure. In general, this process is positive, as it helps get the job done. On the other side, complying with illegal or unethical norms can lead to disasters, as it did at Enron.

1. Should employees be able to “do their own thing” without group enforcement of norms?
2. Is it ethical and socially responsible for groups to develop and enforce norms? If yes, what type of ethical standards should a group have?

Group Cohesiveness

The extent to which members of a group abide by and enforce the group norms depends on the degree of loyalty and cohesiveness. **Group cohesiveness** is the extent to which members stick together. The more cohesive the group, the more it sticks together—bonds—as a team. It is challenging and takes time and effort to get a diversity of people and put them together and expect them to be a cohesive team.⁴³



Team Building

Factors Influencing Cohesiveness. Six factors influence group cohesiveness: The stronger the agreement with and commitment to the achievement of the group's objectives and the more success it has at achieving its objectives, the higher the cohesiveness of the group. Generally, the smaller the group size, the more homogeneous the group members, and the more equal the level of participation among members, the higher the cohesiveness. Generally, teams that compete against external teams tend to be more cohesive than those with members who compete against each other.

How Cohesiveness Affects Group Performance. A classic study found that cohesiveness is associated with performance in the following ways:

- Groups with the highest levels of productivity were highly cohesive and accepted management's level of productivity.
- Groups with the lowest levels of productivity were also highly cohesive but rejected management's level of productivity; they set and enforced their own level below that of management. This can happen in organizations where employees and managers have an “us against them” attitude.
- Groups with intermediate levels of productivity were low in cohesiveness irrespective of their acceptance of management's level of productivity. The widest variance of individual group members' performance was among the groups with lower cohesiveness. Members of such groups tended to be more tolerant of nonconformity to group norms.

Management Implications. As a team member or leader, you should strive to develop cohesive groups that exhibit a high level of productivity. It is important to play maintenance roles to make sure all team members feel welcome, respected, and valued for their contribution.⁴⁴ Try to avoid having members break into cliques of insiders that exclude outsiders—you've seen it, haven't you? Implement the six factors above that help develop team cohesiveness by helping the team set and achieve objectives. Try to keep the team size small, get everyone to participate, focus more on external competition, and be sure to be inclusive to maximize diversity as discussed in Chapter 3.

WORK APPLICATION 8-6

Identify the level of cohesiveness in a group or team of which you are or have been a member.

group cohesiveness The extent to which members stick together.



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An individual may develop a high status amongst their peers based on their performance, skill set, seniority, knowledge, and other factors. A high status individual has more influence over others in their group, giving them the ability to greatly affect group performance.

Status Within the Group

Status hierarchies develop in teams.⁴⁵ The more respect, prestige, influence, and power a group member has, the higher the status within the group.⁴⁶ **Status** is the perceived ranking of one member relative to other members in the group. It's common to strive for high status within the group.⁴⁷

The Development of Status. Status is based on several factors, including members' performance, job title, wage or salary, seniority, knowledge or expertise, interpersonal skills, appearance, education, race, age, sex, and so on. A group is more willing to listen to a high-status member and to overlook such a member's breaking of the norms.

High-status members also have more influence on the development of the group's norms and the decisions made by the group. Lower-status members' ideas are often ignored, and they tend to copy high-status members' behavior and to agree with their suggestions in order to be accepted.

How Status Affects Group Performance. High-status members have a major impact on a group's performance.⁴⁸ In a command group, the boss is usually the member with the highest status. The leader's ability to manage affects the group performance. Other high-status members also affect performance. If high-status members support positive norms and high productivity, chances are the rest of the group will, too. To help break down management and employee status so that teams better share leadership, companies including Facebook downplay titles and any status symbols of management, such as executive dining rooms and parking spaces.

Another important factor influencing group performance is status congruence. *Status congruence* is the acceptance and satisfaction members receive from their group status. Members who are not satisfied with their status may not be active participants of the group.⁴⁹ They may physically or mentally escape from the group and not perform to their full potential. Or they may cause group conflict as they fight for a higher status level. To get everyone on and off the baseball field working together as one big winning team, to develop cohesiveness and down-play status, every employee of Major League Baseball's (MLB) San Francisco Giants gets a World Series ring.⁵⁰

WORK APPLICATION 8-7

Recall a group of which you were a member. List each member, including you, and identify each person's level of status within the group. Explain why each member had the level of status you identified.

status The perceived ranking of one member relative to other members in a group.

Management Implications. To be effective, you need to have high status within a command group. As the manager, maintain good human relations with the group, particularly with the high-status informal leaders, to be sure that they endorse positive norms and objectives. Be aware of and try to prevent conflicts that may be the result of lack of status congruence. Ideally, status should be about equal among group members. But in reality, be sure to listen to and include low-status members in the group process to ensure cohesiveness so they are not outsiders of the group.⁵¹

Decision Making and Conflict Resolution

The decisions made by groups and teams have a direct effect on performance. Recall from Chapter 4, Exhibit 4-4, that there are advantages and disadvantages to group decision making. In groups, decision-making authority is held by the manager, whereas in teams, decision-making authority is held by the members through empowerment. However, the level of participation in a decision should

8-3

APPLYING THE CONCEPT

Group Process

Identify the dimension of the group process exemplified in each statement.

- A. roles
- B. norms
- C. cohesiveness
- D. status
- E. decision making
- F. conflict resolution

___ 12. "OK, team, it's time. Let's pick one of these four software programs."

___ 13. "I don't know. Go ask Sue; she knows more about the program than any of us."

___ 14. "Kennedy is the peacemaker around here. Every time there is a disagreement, she tries to get the members to work out the problem."

___ 15. "Aden, you're late for the meeting. Everyone else was on time, so we started without you. Be on time for the next meeting."

___ 16. "We are getting sidetracked. What does this have to do with solving the problem we are working on?"

___ 17. "Yes! We do have occasional differences of opinion, and we have trouble agreeing on decisions, but we really get along well and enjoy working together."

be based on the decision, as discussed in Chapter 4's Skill Builder 4–2 using Model 4–1, "Situational Decision Making." Also, for group decisions to be successfully implemented, the group must unify behind the decision, even if some members vigorously disagree with it.

Conflict is common in groups and teams, and unresolved conflicts can have a negative effect on performance. Unresolved conflict often leads to members' withdrawal from the group process and hurts cohesiveness. So you need to prevent disruptive conflicts and resolve conflicts to maintain productive working relationships.⁵² In Chapter 10, you will develop your skills at resolving conflict.

At Gore (IOM 3), sponsors help new associates understand and carry out their roles within the team, learn the norms, fit in, gain status, handle conflict, and be an active part of team decision making. Gore plays down status differences with its philosophy that "we have no managers and employees; we are *all* associates working as a team."

If you understand and develop group process skills, you will be a more effective member, leader, and manager. Exhibit 8–5 summarizes the six dimensions of group process.

Stages of Group Development and Management Styles

It is generally agreed that all groups go through the same stages of development. This has been called the team development process⁵³ and cycle.⁵⁴ The **stages of group development** are *forming, storming, norming, performing, and termination*. As groups grow and change, so should the ways in which they are managed. In this section, we discuss the five stages of group development and an appropriate management style for each stage, as illustrated in Model 8–1.

Stage 1. Forming—Autocratic Management Style

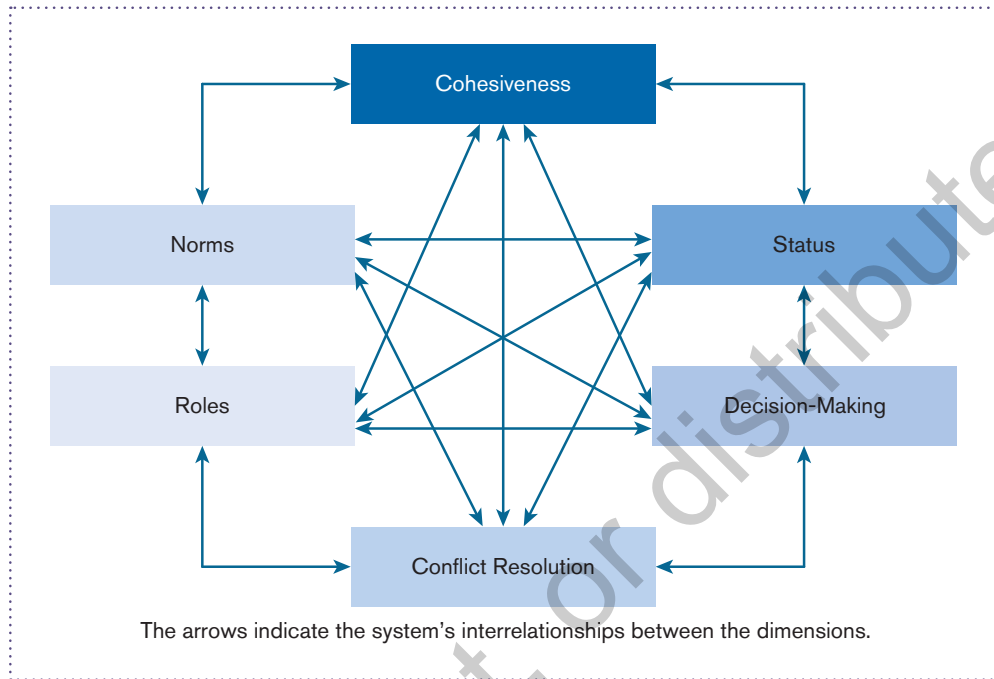
The *forming stage*, also known as the *orientation stage*, is characterized by a low development level. When people first form a group, they tend to have moderate to high commitment to group membership. However, because they have not worked together, they often do not have the competence to do the job as a team.

L08-4

Describe the four major stages of group development, and identify the appropriate management style usually associated with each.

stages of group development Forming, storming, norming, performing, and termination.

EXHIBIT 8-5 DIMENSIONS OF GROUP PROCESS



MODEL 8-1 STAGES OF GROUP DEVELOPMENT AND MANAGEMENT

Stage of Group Development		Forming	Storming	Norming	Performing
High	Level of Group Development	Low	Moderate	High	Outstanding
Low	Management Style	Autocratic	Consultative	Participative	Empowering
	Management Behavior	High Directive ¹ Low Supportive ²	High Directive High Supportive	Low Directive High Supportive	Low Directive Low Supportive

¹ Directive behavior is using a group task role.

² Supportive behavior is using a group maintenance role.

During forming, members have concerns about the structure, leadership, and objectives of the group. Note that command groups are rarely started with all new members but that a change in membership generally does change group process and can affect group development and performance. This stage is more characteristic of task groups that have clear beginnings. Group process issues include anxiety over how members will fit in (status), what will be required of them (roles and norms), what the group will be like (cohesiveness), how decisions will be made, and how members will get along (conflict). These structure and process issues must be resolved if the group is to progress to the next stage of development.



Forming, Storming,
Norming, Performing

Autocratic Management Style. During the forming stage, the appropriate management style is usually autocratic; that is, a manager tells group members what to do and how to do it and closely oversees their performance. It is a management-directed group. When a group first comes together, you need to spend most of the time directing the group by playing a task role of helping the group clarify its objectives, providing clear expectations of members. But low support doesn't mean none, so you also allow some time for group members to start to get to know one another playing the maintenance role.

Stage 2. Storming—Consultative Management Style

The *storming stage*, also known as the *dissatisfaction stage*, is characterized by a moderate development level. As members work together for some time, they tend to become dissatisfied with the group. Members start asking such questions as these: “Why am I a member?” “Is the group going to accomplish anything?” “Why don't other group members do what is expected?” Often the task is more complex and difficult than anticipated; members become frustrated and have feelings of incompetence. However, the group does develop some competence to perform the task.

During the dissatisfaction stage, the group needs to work on resolving its structure and process issues before it can progress to the next stage of development. Groups can get stuck in this stage of development by not developing a workable group process; in that case, members may never progress to being satisfied with the group and performing as a team.

Consultative Management Style. During the storming stage, the appropriate management style is usually consultative; that is, you as the manager are highly directive and oversee group members' performance playing the task role, but at the same time, you are highly supportive, including their input, playing the maintenance role, and encouraging members to continue to work toward objectives.

Stage 3. Norming—Participative Management Style

The *norming stage*, also called the *resolution stage*, is characterized by high development. With time, members often resolve the differences between their initial expectations and the realities of objectives, tasks, skills, and so forth. As members develop competence, they often become more satisfied with the group as they develop friendships. Members learn to work together as they attain a group structure and process with acceptable leadership, norms, status, cohesiveness, and decision making. During periods of conflict or change, the group needs to resolve these issues.

Commitment can vary from time to time as the group interacts. If the group does not deal effectively with group process issues, the group may regress to stage 2 or continue fluctuating in commitment and competence. If the group is successful at developing a workable group structure and process, it will move to the next stage.

Participative Management Style. During the norming stage, the appropriate management style is usually participative: You and the group members share decision making. Once group members know what to do and how to do it, there is little need to give directives. The group needs you to play a maintenance role.

When commitment varies, it is usually because there is some problem in the group's process, such as a conflict. You need to focus on maintenance behavior to get the group through the issue(s) it faces. If you continue to provide task directives that are not needed, the group can either become dissatisfied and regress or remain at this level.

Stage 4. Performing—Empowerment Management Style

The *performing stage*, also called the *production stage*, is characterized by outstanding development. At this stage, commitment and competence do not fluctuate much. The group works as a team with high levels of satisfaction. The group maintains its effective group structure and process. The fact that members are very productive helps lead to positive feelings. The group structure and process may change with time, but the issues are resolved quickly and easily; members are open with each other.

Empowerment Management Style. During the performing stage, the appropriate management style is usually empowering—you give group members the authority to do their task in their own way and to make decisions on their own. It is now a self-directed team. Groups that develop to this stage have members who play the appropriate task and maintenance roles; you do not need to play either type of role unless there is a problem, because the group has effective shared leadership, though not all have equal status and power.

Stage 5. Termination

Command groups do not usually reach the *termination stage*, also called the *adjourning stage*, unless there is some drastic reorganization. However, task groups do terminate. During this stage, members experience feelings about leaving the group, but there is no need for a management style.

Changes in Group Development and Management Style

Different groups make it to different levels of development. However, to help ensure that groups develop, employees can be trained in group process skills. Teams tend to develop to higher levels than groups. As a leader or member of a group or team, be aware of the development stage and use the appropriate management style to help it develop to the desired productivity level.

As a manager, you need to change your leadership behavior to help the group progress through all stages of development. Two key variables in each stage of group development are competence (work on the task) and commitment. These two variables do not progress in the same manner. Competence tends to continue to increase over time, whereas commitment tends to start high, drop off, and then rise. This pattern is illustrated in Model 8-1; the appropriate leadership style and leadership behavior for each stage of development is shown at the bottom. In Skill Builder 8-2 at the end of this chapter, you will develop your ability to identify group development stages and to match the appropriate management style to various real-world situations.

Gore (IOM 4) has ongoing teams that need to take in new members, so new hires get a sponsor responsible for newcomers' success. Associates serve on multiple teams; thus, Gore seeks associates who are good team players and leaders who play the needed task and maintenance roles for group success. So the team, not the manager, takes the team through the stages of group development.



Small-Group Development

WORK APPLICATION 8-8

Recall a group from a present or past job. Identify the group's stage of development and the leadership style. Did the leader use an appropriate style? Explain what could be done to improve the group's structure and/or process.

Developing Groups Into Teams

As Exhibit 8–1 points out, groups and teams are different. Among businesses today, the trend is toward the empowerment of teams, because teams can be more productive than groups.⁵⁵ As a manager, it's your job to build great teams, but it's not easy to mold a group of employees with different skills and personalities into a functioning and successful team.⁵⁶ In this section, we discuss training, explore the difference between a group manager and a team leader, and discuss using recognition and rewards to develop groups into teams.

Training and Team Leadership

Managers and employees can be trained to become better team players and leaders. But you can't rush the change process, which we discuss before training.

Managing Change and Group Development. Recall from Chapter 6 that it is difficult to manage change. You can't take an organization or group and turn it into a team overnight. You need to carefully take the team through the stages of development, changing management styles to make the transition from group to team, or you will have problems.

Amazon-acquired autonomously run subsidiary Zappos shoe and apparel retailer moved quickly to a bossless self-managed team structure called Holacracy in mid-2015. Management developed a 30-page (15,000-word) Holacracy Constitution (the U.S. Constitution has 8,000 words), which employees find confusing. Teams are called circles. In resistance to the change, 210 of the company's 1,500 employees (14%) quit. Transportation startup Shift dropped Holacracy after less than a year because it was too confusing and led to too many meetings and vague decision-making authority.⁵⁷ Model 8-1, "Stages of Group Development and Management," says you can't successfully jump from using an autocratic style, telling employees what to do and how, to an empowerment style and leave them alone to figure it out on their own. Should Zappos have changed more slowly through the stages of team development? Only time will tell.

Training. Organizations offer ongoing training to benefit both employees and the organization.⁵⁸ People can be trained to improve their interpersonal skills and become better team players and leaders.⁵⁹ If they are to function as a team, the manager and members need training in group process skills, as you are being trained in this chapter. That is why AACSB encourages developing team-building skills.⁶⁰ Consulting firms, including HolacracyOne, train employees to become teams.⁶¹

An organizational development (OD) team-building program (Chapter 6) is also very helpful in turning groups into teams with the help of a change agent.⁶² John Bunch is leading Zappos's transition to Holacracy teamwork.⁶³ As part of team building, firms have employees engage in nonwork activities to get to know each other better, including Thermo Fisher Scientific pharmaceutical and biotech company.⁶⁴ Outside of team building, companies, including Indeed, have simple nonwork activities,⁶⁵ such as regular get-together socials to help member cohesiveness.⁶⁶ Part of formal training is to understand the difference between being a group manager and being a team leader.

Group Managers Versus Team Leaders. The roles of the group manager (directive leadership) and team leader (empowering leadership) are different.⁶⁷ The group manager takes responsibility for performing the four functions of management (Chapter 1). **Team leaders** empower members to take responsibility for performing the management functions and focus on developing effective group structure and group process and on furthering group development. Team leaders often don't have the word *management* in their title, such as at Zappos. Each of the 300 circles has a "lead link," not circle manager, who is similar to a project manager with limited authority.⁶⁸

LO8-5

Indicate how to develop groups into teams.



Build a Team

WORK APPLICATION 8-9

Think about the leadership style of a present or past boss. Did that person behave as a group manager or as a team leader? What made you classify the person this way?

team leaders Empower members to take responsibility for performing the management functions and focus on developing effective group structure and group process and on furthering group development.

The Management Functions. Let's discuss team leadership, realizing that a group doesn't develop into a team overnight; team development is a gradual process, not a light switch.⁶⁹

- **Leading.** Most teams do identify a specific person as the leader, but the leader shares this responsibility. You don't focus on telling employees what to do and assigning individuals to do it. You focus on developing group structure and process. Bring the team up to the performing stage of development, changing management styles with the level of development.
- **Planning.** To convert a group into a team, you must empower the members to set objectives, develop plans, and make decisions. Involve members and make sure that they know the objectives, accept them, and are committed to achieving them.
- **Organizing and Staffing.** The important part of organizing and staffing a team is the participation of its members in selecting, evaluating, and rewarding members. Jobs on a team are interchangeable and are assigned by the members as they perform dependent parts of the entire process.
- **Controlling.** You help the team set the standards and develop positive norms. As you move from being a group to being a team, members are responsible for monitoring progress, taking corrective action, and performing quality control.

Team Rewards and Recognition

Individuals should be rewarded and recognized, but for teams to succeed, the organizational structure needs to reward and recognize team cooperation rather than focusing on internal competition between individuals. Good team players should get praise, pay raises, promotions, and other rewards and recognition for their work. Incentives need to be tied to performance. The challenge is to correctly balance individual and teamwork compensation and recognition with the level of individual and team performance. Here are three ways that employees can be rewarded and recognized for teamwork. One of the problems at **Zappos** was that employees, and especially managers, feared pay cuts and uncertain future compensation, and couldn't see any career path with Holacracy.⁷⁰

Nonfinancial. Being part of a successful team is satisfying, as it provides opportunity for personal development and to help teammates grow, as well as providing enjoyable relationships. So being part of a satisfying team helps motivate employees to be good team players. The company can also have formal and informal meetings or awards ceremonies to recognize team accomplishments with lunches/dinners, cookouts/barbecues, plaques/certificates, T-shirts/jackets/coffee mugs, and so forth. Nonfinancial rewards work well in any team provided the team progresses to the performing stage of group development.

Skill-Based Pay. Employees are paid for learning additional skills or knowledge they need to perform multiple jobs within a team and to share knowledge with other team members. Skill-based pay works well with self-managing teams performing complex tasks. Employees at **Patience and Nicholson** can increase their pay by \$6 an hour over three to four years by learning to operate multiple drill bit machines.

Gainsharing. Employees share the financial gains through increasing productivity, decreasing costs, and improving quality. Gainsharing tends to work well in stable environments with mechanistic organizational designs (Chapter 7), and we will talk more about pay systems in Chapter 9.

WORK APPLICATION 8-10

Give examples of team rewards and recognition where you work(ed).

Managing Meetings

As businesses use more teams, meetings are taking up an increasing amount of time for all employees.⁷¹ There are an estimated 11 million meetings each day in the United States, and workers spend at least six hours per week in meetings.⁷² Unfortunately, many people don't like meetings,⁷³ some even dread going to meetings,⁷⁴ and most people believe there are too many meetings.⁷⁵ Why do employees feel this way? Participants say about half of the meetings are ineffective, unnecessary, and a waste of time.⁷⁶ Committees have been called a body that keeps minutes and wastes hours. Some of the best managers can't seem to run effective meetings. But after completing this section, you will know how to plan a meeting, conduct it, and handle problem people during meetings. You can also improve meetings by suggesting improvements that you will learn now.

L08-6

Explain how to plan a meeting, conduct it, and handle problem members during the meetings.

Planning Meetings

The quality of both leaders' and members' preparation for a meeting has a direct effect on the meeting; in other words, planning pays off.⁷⁷ Unprepared managers tend to conduct unproductive meetings. There are at least six areas in which planning is needed. A written copy of the plan should be sent to members prior to the meeting. See Exhibit 8-6 for a sample meeting plan.

Objectives. The first thing to ask yourself is, Do we need this meeting, and why? You need everyone to understand why the meeting is important,⁷⁸ or what they're going to accomplish in a meeting. So, before calling a meeting, clearly define its purpose and set objectives to be accomplished during the meeting. Google CEO Larry Page pushes managers to outline clear goals before scheduling a meeting.

Participants and Assignments. Limit attendees,⁷⁹ as too many people at a meeting slows things down and wastes the time of people who don't need to attend.⁸⁰ Google CEO Larry Page limits most meetings to 10 attendees. Meetings run longer when people haven't prepared well for them. So participants should know in advance what is expected of them so they know what they are supposed to do at the meeting.⁸¹ Think about each person attending the meeting and ask, What can each one contribute? If any preparation is expected (read material, do some research, make a report, and so forth), attendees should have adequate advance notice to prepare.

Agenda. Every formal meeting needs an agenda distributed beforehand.⁸² The agenda tells the members what is expected and how the meeting will progress.⁸³ It should identify the activities that will take place in order to achieve the objective. Team members may also submit agenda items. Having a set time limit for each agenda item helps keep the group on target; needless discussion and getting off the subject are common at meetings.⁸⁴ However, you may need to be flexible and allow more time. Agenda items that require action should have objectives listed with them.

Place agenda items in order of priority.⁸⁵ Then, if the group does not have time to cover every item, the least important items will be carried forward to the next meeting.

Date, Place, and Time. Get team members' input on which days of the week and times of the day are best for meetings, but before lunch is usually the most



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Companies like Twitter often hold meetings with participants from several locations.

EXHIBIT 8-7 MEETING PLAN

Meeting Element	Description	Example
Time	List meeting date, meeting place (unless the team always meets in the same place), and time (both beginning and ending times).	November 22, 2010, Gold Room, 9–10 A.M.
Objectives	State the objective or purpose of the meeting. (Note: Objectives may be listed with agenda items, as shown in agenda item 1 below, rather than as a separate section, but wherever they are listed, they should be specific.)	<ol style="list-style-type: none"> To narrow down the choices of computer systems to two out of six possibilities To get an update on the Venus Project and proposed process change
Participation and assignments	List the assignment for the entire team, or if individual members have different assignments, list each person's name and assignment. (Assignments may be listed as agenda items, as shown in agenda items 2 and 3.)	All members should have read the six enclosed brochures about computer systems before the meeting. Be ready to discuss your preferences.
Agenda	List each item to be covered in the meeting, in order of importance, with an approximate time limit.	<ol style="list-style-type: none"> Discussion of new computer systems; narrow down the choices to two out of six possibilities; 45 minutes Venus Project report (Ted); 5 minutes Presentation on proposed change in production process (Karen); 5 minutes. (Discussion will take place at our next meeting, after team members have had a chance to give the proposal some thought.)

productive time.⁸⁶ When members are close, it is better to have more frequent, shorter meetings focusing on one or a few items. However, when members have to travel, fewer, longer meetings are needed.

Be sure to select an adequate place for the meeting and plan for the physical comfort of the group. Seating should allow eye contact for small discussion groups,⁸⁷ and enough time should be allocated so that the members do not have to rush. If reservations are needed for the meeting place, make them far enough in advance to get a proper meeting room.

Meetings are typically scheduled for 30 to 90 minutes, as longer than this reduces quality of decision-making,⁸⁸ but they shouldn't run for longer than it takes to accomplish the objectives. However, companies do hold multiple-day meetings, often off-site, as they can solve problems and spark creativity.⁸⁹ Zappos had a three-day orientation for its Holacracy program, but some workers looked confused or bored.⁹⁰

Leadership. The leaders' primary role is to facilitate discussion.⁹¹ However, the leader should determine the appropriate management style for the meeting based on the group's development stage, and different agenda items may need to be handled differently. For example, some items may simply call for disseminating information, but others may require a discussion, vote, or consensus; still other items may require a report from a member. An effective way to develop group members' ability is to rotate the role of the group moderator/leader for each meeting. At Indiana University Alumni Association staff meetings, members take turns running meetings.⁹²

Technology. Let's discuss technology trends and issues here. Email has eliminated the need for some meetings. Ongoing chat rooms can also take the place of meetings and are especially useful with virtual teams with members from around the globe in different time zones. Some companies, including McDonald's, are having more

conference telephone calls. Other companies are having more online meetings.⁹³ **Johnson & Johnson** and others are using more videoconferencing/**Skype**, as the meeting software is getting better and costs are dropping. These techniques save travel costs and time, and they may result in better and quicker decisions. However, meetings via technology will never be as effective as interacting face-to-face,⁹⁴ so meet in person when feasible.

There is also tech that can help you plan, run, and follow up on meetings, such as smartphone app **Meeting Minutes Pro** that allows you to organize meetings and keep track of results without a slew of follow-up emails.⁹⁵ Digital dry-erase boards are available for use during meetings, such as **SMART kapp** (\$889), a new **Bluetooth**-connected board that instantly shares meeting notes with team members from anywhere on any device (smartphone) and allows you to save notes before erasing them. Team members most commonly use **Evernote**, **Google Keep**, or **Microsoft OneNote** software file sharing, via a simple click of an app or link.⁹⁶

Unfortunately, some employees bring tech gadgets (such as smartphones) to meetings, but they use them to do other things not related to the meeting, such as checking emails, sending personal texts, and actually taking calls. This can distract members and reduce the effectiveness of the meeting—or class. Some organizations are banning their use during meetings⁹⁷ (class)—but some will take a tech break during the meeting.

Conducting Meetings

Starting and ending meetings on time is important,⁹⁸ because waiting for late members penalizes the members who are on time and develops a *norm* for coming late. You also don't want team members to be late for their next important activity.

The First Meeting. At its first meeting, a team is in the forming stage. A recommended sequence is introductions, objectives, and role assignments including leader, timelines, and contact information exchange⁹⁹ (which can be done through including it on the agenda, which you send to all members in a contact group email). During or following this procedure, schedule a break that enables members to interact informally. If members find that their social needs will not be met, dissatisfaction may occur quickly.

The Three Parts of Meetings. Meetings should have the following three parts:

1. *Identify objectives.* Begin by reviewing progress to date, the group's objectives, and the purpose or objective for the specific meeting. Recorded minutes are usually approved at the beginning of the meeting. For most meetings, a secretary should be appointed to take minutes.
2. *Cover agenda items.* Stick to the agenda and keep the discussion on track to ensure you achieve the objectives. Be sure to cover agenda items in priority order. Try to keep to the approximate times—**Google Ventures** actually uses a time clock that goes off when the time is up¹⁰⁰—but be flexible. If the discussion is constructive and members need more time, give it to them.
3. *Summarize and review assignments.* The leader should summarize what took place during the meeting, what the meeting accomplished, or progress toward objectives so members know time wasn't wasted,¹⁰¹ and review all of the assignments given during the meeting so members know what to do.¹⁰² The secretary and/or leader should record all action plan assignments, as is done at **Danna-Gracey** insurance agency and **Renaissance Learning** software. If there is no accountability and follow-up on assignments, members may not complete them.



Leading a Meeting



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Managers must strive to engage all employees during meetings to prevent wandering, boredom, and social loafing.

At Gore (IOM 5), every associate is part of one or more teams, so all associates attend team meetings scheduled as needed. Sponsors also make sure that newcomers have opportunities to sit in on important meetings with other teams to better understand the systems effect of their projects and products and to learn how Gore operates.

Handling Problem Members

Employees help the team and organization through “voice”—the expression of constructive opinions, concerns, or ideas about work-related issues that lead to improved work and group processes and innovation.¹⁰³ However, certain personality types can cause the group to be less efficient than it could be. So let’s identify six

problem types you will most likely encounter in meetings and how to keep them productive.

Silent Type. Some employees choose silence over voice, and for others, it’s part of their personality.¹⁰⁴ In either case, to be fully effective, all group members should participate. If members are silent, the group does not get the benefit of their input. You need to hear from everyone to make sure the team is moving ahead together.

It is your responsibility to encourage silent members to participate without being obvious or overdoing it. You can draw them out by asking them in advance for a specific contribution and/or use the “round robin” rotation method, in which all members take turns giving their input. To build up silent members’ confidence, call on them with questions they can easily answer. Zappos teams emphasize that each member is entitled to his or her opinion and is encouraged to voice whatever is on his or her mind during meetings.¹⁰⁵

If you are a silent type, try to participate more often. Realize that speaking up is hard to do for many people,¹⁰⁶ and that women may be more likely to be silent at meetings because they are more attentive to what people are feeling or thinking and more sensitive to group dynamics. Come to meetings prepared, knowing what you want to say (you can practice your delivery), and bring notes. Know when to stand up for your views and be assertive; trust yourself, and take risks because you and your ideas are as good as or better than others.

Talker. Talkers have something to say about everything, and they tend to ramble. They like to dominate the discussion. However, if they do, the other members do not get to participate. The talker can cause intragroup problems such as low cohesiveness and conflicts. A second type of talker is the people who have a private conversation during the meeting.

It is your responsibility to slow talkers down, not to shut them up. Do not let them dominate the group. Interrupt people talking to each other (crosstalking) to keep it a team meeting. You can gently interrupt the talker and present your own ideas or call on other specific members to present their ideas. The rotation method can be effective with talkers because they have to wait their turn. Zappos has a no-crosstalking rule, and interruptions are forbidden.¹⁰⁷

If you tend to be a talker, try to slow down. Give others a chance to talk and do things for themselves. Good leaders develop others’ ability in these areas.

Wanderer. Wanderers distract the group from the agenda items; they tend to change the subject and often like to complain.

It's your responsibility to keep the group on track. Don't let them wander; stay focused on the agenda. Be kind, thank each member for the contribution, and then throw a question out to the group to get it back on track.

If you tend to be a wanderer, try to be aware of your behavior that disrupts the team and stay on the subject at hand.

Bored Member. Your group may have one or more members who are not interested/engaged in the meeting discussion.¹⁰⁸ The bored person may be preoccupied with other issues and not pay attention or participate in the group meeting. Bored members may also feel superior and overestimate their value to the team.¹⁰⁹

Attention spans are dwindling,¹¹⁰ so if you don't involve members every few minutes, they will tune you out.¹¹¹ Look for nonverbal clues of boredom and engage the team member. Assign the bored member a task such as recording ideas on the board or recording the minutes. Call on bored members; bring them into the group. If you allow them to sit back, things may get worse, and others may decide not to participate either.

If you tend to be bored, try to find ways to help motivate yourself. Work at becoming more patient and in control of behavior that can have negative effects on other members. Realize that if you are multitasking during the meeting (text/email/work), you will seem disengaged even if you are paying attention. This behavior nonverbally says, "This person/work is more important than you." Some members, especially old ones, will believe you are not interested in them and the team, or that you are being disrespectful and insulting them.¹¹² If you are addicted to your phone, you may want to shut it off and put it out of sight during the meeting. It may even be required for this reason; it is **The Esquire Guy** rule when conducting business meetings for *Esquire* magazine.¹¹³

Arguer. Like the talker, the arguer likes to be the center of attention. Arguers enjoy arguing for the sake of arguing rather than helping the group. They turn things into a win-lose situation, and they cannot stand losing. They can also be negative, arguing that others' ideas will not work.¹¹⁴

Resolve conflict, but not in an argumentative way. Do not get into an argument with arguers; that is exactly what they want to happen. If an argument starts, bring others into the discussion. If an argument becomes personal, cut it off. Personal attacks only hurt the group. Keep the discussion moving on target.

If you tend to be an arguer, strive to convey your views in an assertive, positive way rather than in a negative, aggressive manner. Challenge ideas, not the people themselves; don't make it personal. Listen to others' views and be willing to change if they have better ideas.

Social Loafer. To succeed, it is important that all members contribute to the team's task.¹¹⁵ Social loafers (Chapter 4) are selfish slackers that withhold their effort and fail to perform their share of the work.¹¹⁶ If you have done any team-based class projects, you likely have seen slackers who contribute poor, little, or no work but want the same grade as everyone else who did the work.

Following all the previously mentioned meeting guidelines helps, especially giving clear individual assignments. Don't let the group develop norms that allow social loafing, and use peer pressure to get group members to do their work. Confront social loafers assertively; you will learn how to use the conflict resolution model in Chapter 10. When necessary, threaten to go to the boss. If these methods do not work, go to the supervisor (professor or boss) and explain the situation, stating the specific behavior and that you and the group have tried to resolve the problem, but the social loafer refuses to perform to standards.

If you have tendencies toward a social loafing, realize that social loafing is unethical because you have a negative impact on individuals and the group.¹¹⁷

WORK APPLICATION 8-11

Recall a meeting you have recently attended. Did you receive an agenda prior to the meeting? How well did the leader conduct the meeting? Give ideas on how the meeting could have been improved. Did the group have any problem members? How well did the leader handle them?

Everyone wants to be on a successful team, and that success comes from everyone doing their share of the work. So if you want to be on a good team with high levels of performance, you need to pitch in and help develop positive norms of equal participation.

8-4

APPLYING THE CONCEPT

Problematic Group Members

Identify the problem type described in each statement.

- A. silent type
- B. talker
- C. wanderer
- D. bored member
- E. arguer
- F. social loafer

- ____ 18. “Chris, I can tell you just rush through this to get it down without concern for giving us really good data for our team presentation.”
- ____ 19. Kim is usually reluctant to give her ideas, and when she does and is challenged, Kim backs

down easily. When asked to explain her position, she often changes her answers to agree with others in the group.

- ____ 20. Tony enjoys challenging members' ideas and getting them emotional so they will let him get his own way.
- ____ 21. Sonia is always first or second to give her ideas. She is always elaborating in detail on others' ideas as well.
- ____ 22. Clarita, one of the usually active group members, is sitting back quietly today for the first time. The other members are doing all the discussing and volunteering for assignments.
- ____ 23. Sean asks if anyone in the group heard about their manager and the new girl he's dating.

Working With Group Members. Whenever you work in a group, do not embarrass, intimidate, or argue with any members, no matter how much they provoke you. Don't belittle others in meetings, and don't let members belittle others. If you do, the group will perceive them as martyrs and you as a bully. If problem members do not respond to the preceding techniques, confront them individually outside of the group. Get them to agree to work in a cooperative way.

Trends and Issues in Management

Globalization and *cultural diversity* (see discussion of GLOBE dimensions in Chapter 3) go hand-in-hand and create opportunities and challenges.¹¹⁸ So what issues does a manager need to understand when leading global virtual teams? *Group structure* types of groups and size are not major issues; however, composition skills and abilities do vary, so managers need to draw on the strengths globally when selecting team members. Proper leadership does vary with cultural power distance as some cultures are more and less accepting of the use of autocratic versus participative management styles, which also affects if the manager or team develops the team objectives.

Getting a global team to have effective *group process* is also challenging as individualism versus collectivism (societal/in-group) affects playing group roles (individualists play more self-interest roles), norms (collectivists are more conformist), cohesiveness (easier with collectivists, but challenging when mixing), decision making (collectivists like consensus), and conflict resolution (less with collectivists). Cultural power distance also affects team acceptance of status and preferred management style.

It is also more challenging to take a group through the *stages of group development*, and to *develop groups into teams* with culturally diverse members. *Meetings* can be planned and conducted the same, but leadership should vary with power distance preferences, and managers face more problem members during meetings

in individualist cultures (more arguers and social loafers), as members from collectivist cultures are more cooperative.

There are *gender diversity* issues in the United States. Research supports a positive relationship between gender diversity and firm performance. However, more diverse teams reported lower levels of satisfaction, trust, and cooperation. Why? Diversity brings more creativity and innovation, but we also prefer to work with people who are like us (which goes for *race/ethnicity, age, ability* and other diversities).¹¹⁹ How diverse are your close friends at work and away? So the challenge is to be sensitive to inclusion (Chapter 3). One point about age diversity is that younger workers accept the norm of interrupting your personal interaction to answer texts email/calls, whereas older workers reject this norm and think it's rude.¹²⁰

As discussed earlier, with regional, national, and international employees, you have to leverage *technology* to manage virtual teams,¹²¹ and companies are using *big data* to help teams succeed.¹²² Gore (IOM 6) was slow to adopt the use of internal *technology*—iPhones and iPads and workflow apps—and using them to become more connected to help teams move faster and communicate better. But thanks to millennials, they are catching up. Also, Gore divided staff into two *generational diversity* groups between the older (CEO Terri Kelly calls them the Wise) and younger millennial employees, for separate surveys and candid discussions about how they fit in. The diversity survey results are leading to changes, such as no longer starting a meeting by stating how many years you have been at Gore.

Needless to say, we have to be *ethical* and socially responsible in our human relations as both team members and leaders. The University of Cambridge in the United Kingdom is adopting a more “ethical” approach to investing its multibillion-dollar endowment fund. It established a team, including three students, to devise rules to ensure that half of the investments made by the endowment are socially responsible.¹²³

As we bring this chapter to a close, you should understand the growing use of teams in business settings and how to develop groups into teams. You should know that team performance is based on organizational context, group structure (type, size, composition, leadership, and objectives), group process (roles, norms, cohesiveness, status, decision making, and conflict resolution), and group development (orientation, dissatisfaction, resolution, production, and termination). You should also know how to run and participate in effective meetings and how to handle problem members.



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CHAPTER SUMMARY

8-1. Contrast groups and teams, and explain the group performance model.

The major areas of difference are size, leadership, jobs, accountability and evaluation, rewards, and

objectives. A group is two or more members, with a clear leader, who perform independent jobs and experience individual accountability, evaluation, and rewards. A team has a small number of members, with shared leadership, who perform

interdependent jobs and experience both individual and group accountability, evaluation, and rewards.

According to the group performance model, group performance is a function of organizational context, group structure, group process, and group development.

8-2. Discuss the five components of group structure.

Group types include formal or informal, functional or cross-functional, and command (managers and their employees) or task groups (task force and ongoing standing committees). There is no ideal *group size*, as size varies depending on the purpose, situation, and type of work performed; but having five to nine members generally provides the best relationships and performance. *Group composition* is the mix of members' skills and abilities needed to perform the task. *Group leadership* affects performance and can be more autocratic or shared based on the situation, but tends to be more formal as the size increases from a team to a group. Groups and teams need to accomplish *objectives* that can be set by the manager or the team.

8-3. Define the six components of group process, and describe how they are used to maximize performance.

Group roles include task roles played to get the job done, maintenance roles played to develop and sustain the group process, and self-interest roles played for personal gain at the expense of others. *Norms* are unspoken rules that are expectations about behavior that are shared by group members. *Cohesiveness* is the extent to which members stick together. *Status* is the perceived ranking of group members. *Decision making* refers to the level of participation used to make group decisions. *Conflict resolution* refers to how well the group deals with conflict.

To maximize group performance, both task and maintenance *roles* should be played (and the

self-interest role minimized), positive productive *norms* should be developed, every member should be respected and included for *status* and *cohesiveness*, *decisions* should be made using the appropriate level of participation, and *conflicts* should be resolved to maintain cohesive group process.

8-4. Describe the four major stages of group development, and identify the appropriate management style usually associated with each.

(1) *Forming* is characterized by a low development level. The appropriate management style is generally *autocratic*. (2) *Storming* is characterized by a moderate development level. The appropriate management style is generally *consultative*. (3) *Norming* is characterized by a high development level. The appropriate management style is generally *participative*. (4) *Performing* is characterized by an outstanding development level. The appropriate management style is generally *empowerment*.

8-5. Indicate how to develop groups into teams.

To develop a group into a team, it is important to gradually take the team through the stages of group development by changing management styles. During the transition, team members can be trained to become better team players and leaders as the team takes on more responsibility for planning, organizing/staffing, leading, and controlling the group process. The team-building organizational development technique and social events can be used with nonwork activities to help members get to know one another on a more personal level to help break down status differences and develop team cohesiveness.

8-6. Explain how to plan a meeting, conduct it, and handle problem members during the meeting.

Meetings should begin with a review of the purpose and objectives for the meeting. During the meeting, agenda items should be covered in priority order. The meeting should end with a summary of what took place and assignments to be completed for future meetings.

● ● ● **KEY TERMS**

command groups, 233
global virtual teams, 233
group, 230
group cohesiveness, 239
group composition, 235
group performance model, 231

group process, 237
group process dimensions, 237
group roles, 237
group structure dimensions, 232
group types, 232
norms, 238

stages of group development, 241
status, 240
task groups, 233
team, 230
team leaders, 245

●●● KEY TERM REVIEW

Complete each of the following statements using one of this chapter's key terms.

1. A _____ is two or more members, with a clear leader, who perform independent jobs with individual accountability, evaluation, and rewards.
2. A _____ is a small number of members, with shared leadership, who perform interdependent jobs with both individual and group accountability, evaluation, and rewards.
3. In the _____, group performance is a function of organizational context, group structure, group process, and group development.
4. _____ are group type, size, composition, leadership, and objectives.
5. _____ include formal or informal, functional or cross-functional, and command or task.
6. _____ consist of managers and the employees they supervise.
7. _____ consist of employees selected to work on a specific objective.
8. Members of _____ are physically located in different places but work together as a team.
9. _____ is the mix of members' skills and abilities.
10. _____ is the patterns of interactions that emerge as members perform their jobs.
11. _____ include roles, norms, cohesiveness, status, decision making, and conflict resolution.
12. _____ include group task roles, group maintenance roles, and self-interest roles.
13. _____ are expectations about behavior that are shared by members of a group.
14. _____ is the extent to which members stick together.
15. _____ is the perceived ranking of one member relative to other members in a group.
16. The _____ are forming, storming, norming, performing, and termination.
17. _____ empower members to take responsibility for performing the management functions and focus on developing effective group structure and group process and on furthering group development.

●●● REVIEW QUESTIONS

1. Which are usually larger, groups or teams?
2. Which level of management has the most influence over organizational context?
3. Is there an ideal group size?
4. Why is diversity important to group composition?
5. Why are objectives important to groups?
6. How do groups enforce norms?
7. Which type of group tends to terminate, and which does not?
8. Are the four functions of management important to both groups and teams?
9. Why is it important to keep records of meeting assignments?
10. Describe the six types of problem members in meetings. How does each cause a problem to the group?

●●● COMMUNICATION SKILLS

The following critical-thinking questions can be used for class discussion and/or as written assignments to develop communication skills. Be sure to give complete explanations for all questions.

1. Is it really worth making a distinction between groups and teams? Why or why not?
2. Which part of the group performance model is the most important to high levels of performance? Why?
3. Select any type of group (work, school, sports) you belong or have belonged to. Explain how each of the group's five structure components affects or did affect its performance.
4. Select any type of group (work, school, sports) you belong or have belonged to. Explain how each of the group's six group process components affects or did affect its performance.
5. Are most team leaders really capable of determining the stage of group development and using the appropriate leadership style for the situation? Why or why not?
6. Based on your experience with meetings and what you have read and heard from others, which part of planning a meeting is most lacking?
7. Which type of group problem member is most annoying to you? Why? How can you better work with this type of group member in the future?

●●● CASE: POLYVORE REINVENTS MORE THAN E-COMMERCE

Imagine your closet, full of this season's latest trends and accessories. Wouldn't it be exhilarating to open its doors and have unlimited access to inspiration, creativity, and endless ideas at your very fingertips without it costing a penny? In 2007, **Polyvore Inc.** made this a reality, or rather a virtual reality. Polyvore's website acts as a gateway for users to explore and discover the latest in categories of fashion, beauty and home décor.¹

Polyvore has three organizational values: do a few things well, delight the user, and make an impact.² The company's success in all three facets has made Polyvore, with its 20 million monthly visitors, a hot commodity. Users have the option to browse or create looks, also known as sets, without having the pressure to purchase anything. However, all items on Polyvore are directly linked to the designer's website for easy purchasing if the user so chooses. To generate engagement within the Polyvore community, the company hosts set-creation contests that can land users an all-expenses-paid international fashion internship or even a trip to Polyvore's office to design and furnish a new breakroom. User activity on Polyvore has made its website the second largest driver of e-commerce traffic in 2014, trailing only Facebook.³

Undoubtedly, there is a community vibe that permeates through Polyvore, both online and at its Mountain View, California, headquarters. Inside the cubicle-free, open layout of Polyvore, employees are constantly encouraged to collaborate and work together in teams. The open layout allows for a continuous flow of communication among team members, resulting in an elevated quality of work. At its Mountain View headquarters, love letters from users adorn a wall, serving as a constant reminder of the company's purpose.⁴

Employee benefits such as board game nights, parties, and company Olympics help build team spirit. Besides having daily catered lunches, employees can take "polybreaks"—a unique take on the typical break to encourage employee socialization. During a typical polybreak, staff members can simply get a cup of coffee or something more relaxing like a manicure. Employees are encouraged to meet colleagues who are outside of their team. Polyvore's CEO and cofounder **Jess Lee** states that this is "essential" to the camaraderie of the office. Polybreaks are encouraged for all employees, so it is not uncommon to see the CEO on a polybreak with an intern.⁵

At Polyvore, Lee learned that companies are all about people, which is why its organizational culture is fully transparent. Polyvore employees are fast learning, adaptable, and intelligent.⁶ Employees are compensated for their hard work by receiving \$500 bonuses not to spend on themselves, but rather to spend on colleagues. Some

have purchased foosball tables; others have hosted scotch-tasting parties. Applying this unique take on bonuses was another way Lee cultivated Polyvore's dynamic organizational culture.⁷

Polyvore cares. The company cares about its user community and employees. A chemistry has been developed that excites employees to be passionate about what they do, always focusing on ways to enhance user experience. Besides creating a social e-commerce website for users to express themselves, the company is also leaving many with the thought, "How can I work at Polyvore?"

Case Questions

1. What do Polyvore's teams say about the company?
2. Describe the status that exists at Polyvore.
3. What type of rewards can Polyvore employees earn?
4. What is the value of teamwork in an organization? Is it increasing or decreasing? Explain.
5. Is Polyvore a part of the pioneer companies taking a nontraditional route for shaping organizational culture? What are your predictions for the future?
6. Is Polyvore a company you would like to work for? Explain.

Cumulative Case Questions

7. Describe the type of team at Polyvore. (Chapter 7)
8. How does Polyvore brainstorm? (Chapter 4)
9. Using concepts from Chapter 1, how do you view Jess Lee and her management style? Explain. (Chapter 1)
10. Is Polyvore a hierarchical company? (Chapter 1)

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●●● SKILL BUILDER 8–1: COMPARING TEAMS

Objectives

To use your experience to better understand what makes teams successful and to better contribute to team performance.

Skills

The primary skills developed through this exercise are:

1. *Management skill*—interpersonal (teamwork)
2. *AACSB competency*—analyzing (within groups)
3. *Management function*—leading (in groups)

Preparation

Select the best and worst group (work, school, sports, club, etc.) of which you are/were a member and answer the following questions:

1. What was it about the best group that made you select it? Be sure to incorporate the chapter's discussion on groups and teams in your answer.
2. What was it about the worst group that made you select it? Be sure to incorporate the chapter's discussion of teams and groups in your answer.

Procedure

In groups of five to seven, share your answers to the Preparation questions, and identify the three major factors making a group the best and worst.

Apply It

What did I learn from this exercise? How will I use this knowledge in the future?

●●● SKILL BUILDER 8–2: MANAGEMENT STYLES IN GROUP SITUATIONS

Objective

To determine appropriate leadership styles in group situations.

Skills

The primary skills developed through this exercise are:

1. *Management skill*—interpersonal (teamwork)
2. *AACSB competency*—analyzing (preferred group leadership style)—teamwork
3. *Management function*—leading (in groups)

Assess Your Preferred Team Management Style

Following are 12 situations. Select the one alternative that most closely describes what you would do in each situation. Don't be concerned with trying to select the right answer; select the alternative you would really use. Circle a, b, c, or d. (Ignore the D ____ and the S ____ following each answer choice; these will be explained later.)

1. Your group works well together; members are cohesive and have positive norms. They maintain a fairly consistent level of production that is above the organizational average, as long as you continue to play a maintenance role. You have a new assignment for them. To accomplish it, you would: D ____

- a. Explain what needs to be done and tell the group members how to do it. Oversee them while they perform the task. S ____
 - b. Tell the group members how pleased you are with their past performance. Explain the new assignment, but let them decide how to accomplish it. Be available if they need help. S ____
 - c. Tell the group members what needs to be done. Encourage them to give input on how to do the job. Oversee task performance. S ____
 - d. Explain to the group what needs to be done. S ____
2. You have been promoted to a new supervisory position. The group you supervise appears to have little talent to do the job, but the members do seem to care about the quality of the work they do. The last supervisor was fired because of the group's low productivity level. To increase productivity, you would: D ____
 - a. Let the group members know you are aware of their low production level, but let them decide how to improve it. S ____
 - b. Spend most of your time overseeing group members as they perform their jobs. Train them as needed. S ____

- c. Explain to the group members that you would like to work together to improve productivity. Work together as a team. S ____
- d. Tell the group members how productivity can be improved. With their ideas, develop methods and make sure they are implemented. S ____
3. Your department continues to be one of the top performers in the organization. The members work well as a team. In the past, you generally let them take care of the work on their own. You decide to: D ____
- a. Go around encouraging group members on a regular basis. S ____
- b. Define members' roles and spend more time overseeing performance. S ____
- c. Continue things the way they are; leave them alone. S ____
- d. Hold a meeting. Recommend ways to improve and get members' ideas as well. After agreeing on changes, oversee the group to make sure it implements the new ideas and does improve. S ____
4. You have spent much of the past year training your employees. However, they do not need you to oversee production as much as you used to. Several group members no longer get along as well as they did in the past. You've played referee lately. You: D ____
- a. Have a group meeting to discuss ways to increase performance. Let the group members decide what changes to make. Be supportive. S ____
- b. Continue things the way they are now. Supervise the group members closely and be the referee when needed. S ____
- c. Leave the group members alone to work things out for themselves. S ____
- d. Continue to supervise closely as needed, but spend more time playing a maintenance role; develop a team spirit. S ____
5. Your department has been doing such a great job that it has increased in size. You are surprised at how fast the new members were integrated. The team continues to come up with ways to improve performance. Because it has grown so large, the department will be moving to a larger location. You decide to: D ____
- a. Design the new layout and present it to the group to see if the members can improve on it. S ____
- b. Allow the group to design the new layout. S ____
- c. Design the new layout and put a copy on the bulletin board so employees know where to report for work after the move. S ____
- d. Hold a meeting to get employee ideas on the layout of the new location. After the meeting, think about their ideas and finalize the layout. S ____
6. You are appointed to head a task group. Because of the death of a relative, you had to miss the first meeting. At the second meeting, the group seems to have developed objectives and some ground rules. Members have volunteered for assignments that have to be accomplished. You: D ____
- a. Take over as a strong leader and change some ground rules and assignments. S ____
- b. Review what has been done so far and keep things as they are. However, you take charge and provide clear direction from now on. S ____
- c. Take over the leadership, but allow the group to make the decisions. Be supportive and encourage them. S ____
- d. Given the group is doing so well, leave and do not attend any more meetings. S ____
7. Your group was working at, or just below, standard. There has been a conflict within the group, and as a result, production is behind schedule. You: D ____
- a. Tell the group how to resolve the conflict. Then closely supervise to make sure people do what you say and production increases. S ____
- b. Let the group work it out. S ____
- c. Hold a meeting to work as a team to come up with a solution. Encourage the group members to work together. S ____
- d. Hold a meeting to present a way to resolve the conflict. Sell the members on its merits, ask for their input, and follow up. S ____
8. Your organization allows flextime. Two of your employees have asked if they can change work hours. You are concerned because the busy work hours need adequate coverage. The department is very cohesive with positive norms. You decide to: D ____
- a. Tell them things are going well; we'll keep things as they are now. S ____
- b. Hold a department meeting to get everyone's input, then reschedule their hours. S ____
- c. Hold a department meeting to get everyone's input; then reschedule their hours on a trial basis. Tell the group that if there is any drop in productivity, you will go back to the old schedule. S ____
- d. Tell them to hold a department meeting. If the department agrees to have at least three people on the job during the busy hours, they can make changes, giving you a copy of the new schedule. S ____

9. You have arrived 10 minutes late for a department meeting. Your employees are discussing the latest assignment. This surprises you because, in the past, you had to provide clear direction, and employees rarely would say anything. You: D ____
- Take control immediately and provide your usual direction. S ____
 - Say nothing and just sit back. S ____
 - Encourage the group to continue but also provide direction. S ____
 - Thank the group for starting without you and encourage them to continue. Support their efforts. S ____
10. Your department is consistently very productive. However, occasionally the members fool around, and someone has an accident. There has never been a serious injury. You hear a noise and go to see what it was. From a distance, you can see Sue sitting on the floor, laughing, with a ball made from company material in her hand. You: D ____
- Say and do nothing. After all, she's OK, and the department is very productive; you don't want to make waves. S ____
 - Call the group members together and ask for suggestions on how to keep accidents from recurring. Tell them you will be checking up on them to make sure the behavior does not continue. S ____
 - Call the group members together and discuss the situation. Encourage them to be more careful in the future. S ____
 - Tell the group members that's it; from now on you will be checking up on them regularly. Bring Sue to your office and discipline her. S ____
11. You are at the first meeting of an ad hoc committee you are leading. Most of the members are second- and third-level managers from the marketing and financial areas; you are a supervisor from production. You decide to start by: D ____
- Working on developing relationships. Get all group members to feel as though they know each other before you talk about business. S ____
 - Going over the group's purpose and the authority it has. Provide clear directives. S ____
 - Asking the group to define its purpose. Because most of the members are higher-level managers, let them provide the leadership. S ____
 - Providing both direction and encouragement. Give directives and thank people for their cooperation. S ____
12. Your department has done a great job in the past. It is getting a new computer system. You have been trained to operate the computer, and you are expected to train your employees to operate it. To train them, you: D ____
- Give the group instructions and work with people individually, providing direction and encouragement. S ____
 - Get the group members together to decide how they want to be instructed. Be very supportive of their efforts to learn. S ____
 - Tell the group members it's a simple system. Give them a copy of the manual and have them study it on their own. S ____
 - Give the group members instructions. Then go around and supervise their work closely, giving additional instructions as needed. S ____

Scoring

To determine your preferred leadership style, follow these steps:

- Circle the letter you selected for each situation.

	Autocratic	Consultative	Participative	Empowerment
1.	a	c	b	d
2.	b	d	c	a
3.	b	d	a	c
4.	b	d	a	c
5.	c	a	d	b
6.	a	b	c	d
7.	a	d	c	b
8.	a	c	b	d
9.	a	c	d	b
10.	d	b	c	a
11.	b	d	a	c
12.	d	a	b	c
Totals	_____	_____	_____	_____

- Add up the number of circled items per column. The column with the most circled items represents your preferred style.

The more evenly distributed the numbers are among the four styles, the more flexible you are at leading

groups. A total of 0 or 1 in any column may indicate a reluctance to use that style. Is your preferred leadership style the same as your preferred management style (Chapter 1)?

●●● SKILL BUILDER 8–3: ASSIGNING APPROPRIATE MANAGEMENT STYLES TO GROUP SITUATIONS

Objectives

To help you understand the stages of group development and to select the appropriate leadership styles for group situations.

Preparation

You should understand the stages of group development and have completed assessment of your leadership style.

Step 1. Determine the level of development of the group in each of the 12 situations. Place the number (1, 2, 3, or 4) on the line marked D at the end of the situation.

- 1 = forming stage
- 2 = storming stage
- 3 = norming stage
- 4 = performing stage

Step 2. Identify the leadership style described in each answer choice. Place the letter A, C, P, or E on the line marked S following each answer choice.

- A = autocratic
- C = consultative
- P = participative
- E = empowering

Step 3. Now circle the letter of the answer choice that represents the leadership style that is most appropriate for the level of development for the group in each situation.

See Model 8–1 for an illustration of the four levels of development and their leadership styles.

Apply It

What did I learn from this experience? How will I use this knowledge in the future?

Your instructor may ask you to do part of Skill Builder 8–3 in class as a group. You may be instructed, for example, to break into teams to assign stages of development and leadership styles to each situation, or you may be asked to discuss the reasons behind your stage and style decisions.

●●● SKILL BUILDER 8–4: GROUP PERFORMANCE

Note: This exercise is designed for class groups that have worked together for some time. (Five or more hours of prior work are recommended.)

Objectives

To gain a better understanding of group structure, process, and development and of meetings and how they affect group performance.

Skills

The primary skills developed through this exercise are:

- Management skill*—interpersonal (teamwork)
- AACSB competency*—analyzing a group—teamwork
- Management function*—leading (in groups)

Answer the following questions as they apply to your class group/team.

- Using Exhibit 8–1, would you classify your members as a group or a team? Why?

Group Structure

- What type of group/team are you (formal/informal, functional/cross-functional, command/task)?
- Assess the size of your group/team (too large, too small, ideal).
- What is the group/team composition?
- Is there a clear leader or leaders? If so, who is or are the leaders?
- Does your group/team have clear objectives?
- List some ways in which group structure could be improved to increase group performance.

Group Process

- List each group member, including yourself, and the major role(s) each plays.
- Identify at least three group norms. Are they positive or negative? How does the group enforce them?
- How cohesive is your group (very cohesive, moderately cohesive, minimally cohesive)?

11. List each group member, including you, in order of status.
12. How are decisions made in your group/team?
13. How is conflict resolved in your group/team?
14. List some ways in which group process could be improved to increase group performance.

Group Development Stage

15. At what stage of development is your group/team? Explain.
16. List some ways in which your group/team can move to a higher level of development to increase group performance.

Meetings

17. List some ways in which your meetings could be improved to increase group performance.

18. Does your group have any problem members? What can be done to make them more effective?

Apply It

What did I learn from this experience? How will I use this knowledge in the future?

Your instructor may ask you to continue Skill Builder 8–4 in class by discussing your answers to the questions with other members of your class group. You may also be asked to do a team-building exercise by jointly making specific recommendations about ways in which your team can improve its performance.

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