MBA 609
Organizational Behaviour

Week 5

Groups and Teamwork

Objectives for today

- Teams versus groups: any difference?

- The route to become a team member

- Stages of Group and Team development

  - The five-stage model

  - The Punctuated-Equilibrium model

- Recipe for effective teams

- Summary of what you learned today

Today's learning outcomes

- What are teams and groups?

- How does one become a team player?

- Do teams go through stages while they work?

- How do we create effective teams?

Groups versus Teams

	GROUPS	TEAMS
Langton, et al (2013)	Two or more people with a common relationship	A small number of people who work closely together toward a common objective and are accountable to one another
Nelson, et al (2015)	Two or more people with common interests, objectives, and continuing interaction	A group of people with complementary skills who are committed to a common mission, performance goals, and approach for which they hold themselves mutually accountable
Johns & Saks (2011)	Two or more people interacting interdependently to achieve a common goal	Formal Work groups, are groups that are established by organizations to facilitate the achievement of organizational goals

Types of teams

Type	Description
Self-Managed teams	A group of employee that have the opportunity to do challenging work under reduced supervision
Cross-functional teams	A group of employee from different functional specialties who come together to better invent, design, or deliver a product or a service
Virtual teams	A group of employee who use technology to communicate and collaborate across time. Space and organizational boundaries.

Johns & Saks (2011)

How do individuals learn to work in groups

- They do through:

    - **ROLES:** Positions in a group that have a set of expected behaviours attached to them.

    and

    - **NORMS:** Collective expectations that members of a team have regarding the behaviour of each other.

Consider this case

Mark Allen, a representative for an international engineering company, is a very religious person who is very active in his church. Mark's direct supervisor has instructed him to use ''any legal means'' to sell a large construction project t a foreign gouvernment. The vice-president of international operations has informed Mark tht he could offer a generous ''kickback'' to gouvernment officials to clinch the deal, although such practices are illegal.

Discuss, in goups of 3, the kind of roles conflicts that Mark is experiencing. Be precise in your answer. We will then have a plenary discussion.

Role Conflict

Mark is experiencing:

- conflicting **role expectations:** incompatible role expectations

- **Role ambiguity:** one being unclear on what is his role

- **Intersender role conflict**: two or more role senders provide a role occupant with conflicting expectations.

- **Person-role conflict:** role demands call for a behaviour that is incompatible with the personality or skills or the role occupant

Role Conflict

Mark is not experiencing:

- **Intrasender role conflict:** A single role sender provides incompatible role expectations to a role occupant

- **Intrarole conflict:** several roles held by a role occupant involve incompatible expectations

Your group norms

- With your research paper team members, write down the **Norms** that you have developed at the beginning of the semester.

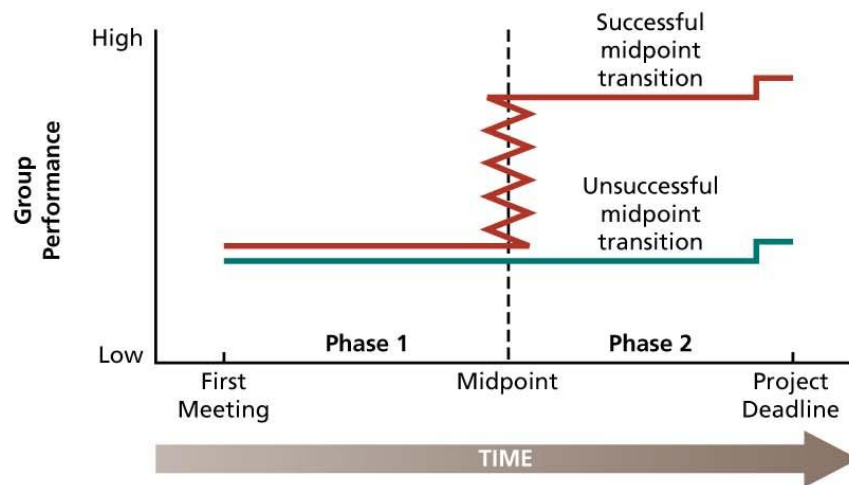- ☺ If you have not done it yet, do it now ☺

Some typical Norms

- Dress norms
- Reward allocation norms
- Performance norms
- Ethical norms
- Interpersonal norms

The Five-Stage Model

Stages of group development.
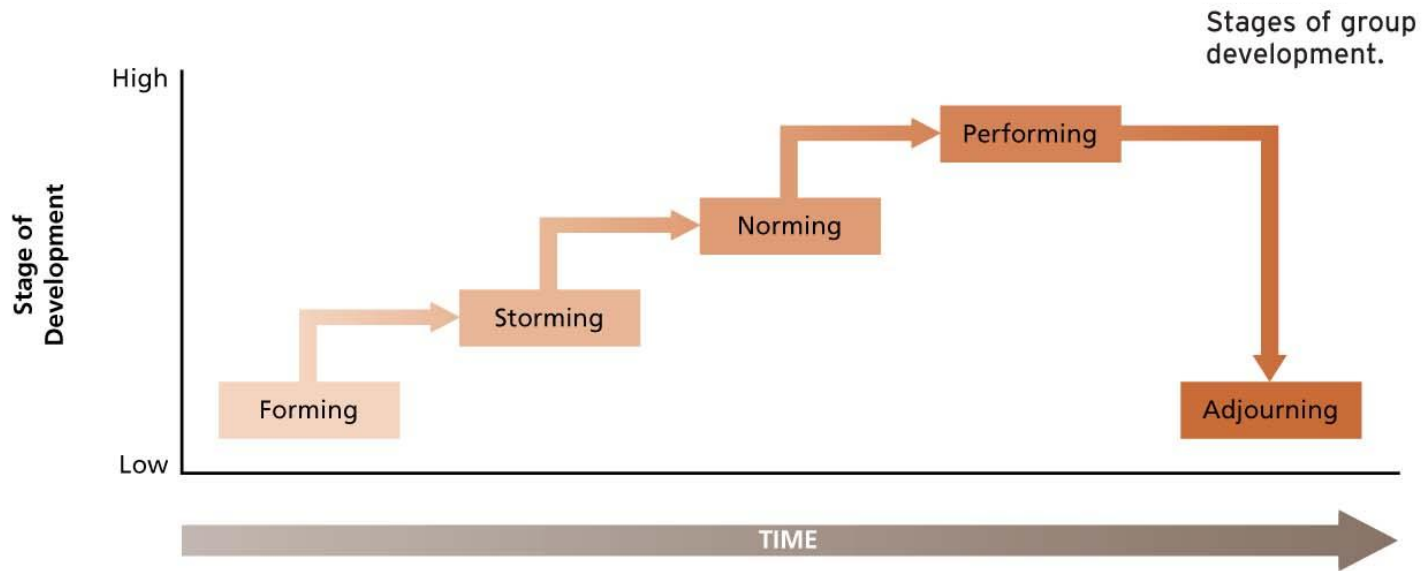
Johns & Saks (2011)

The Punctuated-Equilibrium Model

The punctuated equilibrium model of group development for two groups.

Johns & Saks (2011)

Group Cohesiveness: Factors influencing cohesiveness

- Threat and competition:
  - External threat for group survival
  - Internal competition
- Success:
  - Groups are more attractive to their members when they are successful
- Member diversity:
  - More diverse groups might have a more difficult time to become and stay cohesive

Johns & Saks (2011)

Group Cohesiveness: Factors influencing cohesiveness

- Size:
  - Other things being equal, bigger groups should have a more difficult time becoming and staying cohesive
- Toughness of initiation:
  - Groups that are tough to get into should be more attractive than those who are easy to join (Harvard University, private Yacht Club)

Johns & Saks (2011)

Group Cohesiveness: Consequences of cohesiveness

- More participation in group activities:
  - Members want to remain in the group
  - Absence is less in cohesive groups
  - High degree of quality, friendly and supportive communication
- More conformity:
  - Because they are attractive, cohesive groups are well equipped to supply information, reward, punishment to individual members
  - Increasing communication to deviants to help them "see the light"
- More success:
  - Productivity tends to be similar for all members
  - Cohesive groups tend to achieve their goals

Johns & Saks (2011)
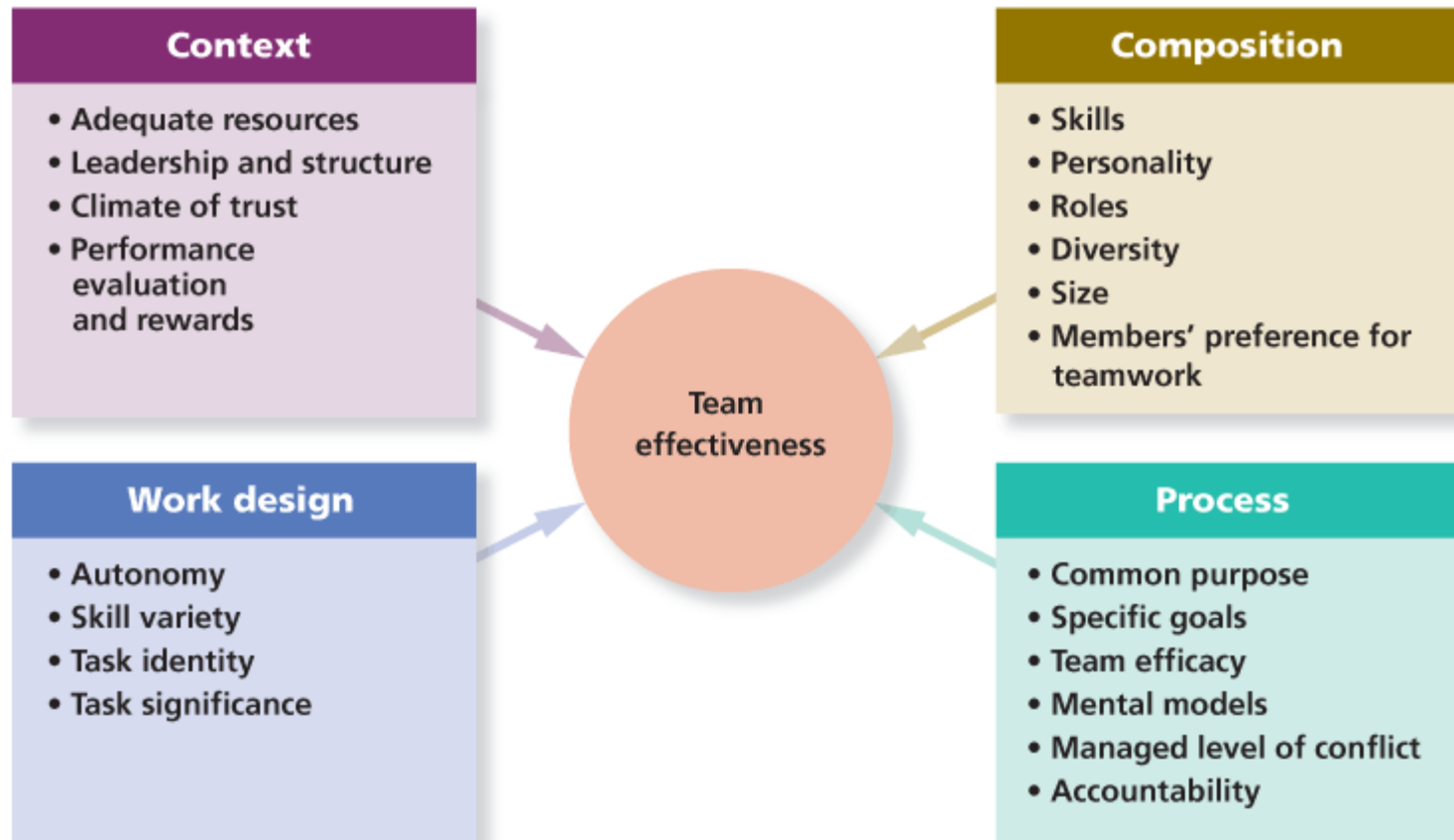
Characteristics of an effective team

EXHIBIT 6-4 Characteristics of an Effective Team	
1. **Clear purpose**	The vision, mission, goal, or task of the team has been defined and is now accepted by everyone. There is an action plan.
2. **Informality**	The climate tends to be informal, comfortable, and relaxed. There are no obvious tensions or signs of boredom.
3. **Participation**	There is much discussion, and everyone is encouraged to participate.
4. **Listening**	The members use effective listening techniques such as questioning, paraphrasing, and summarizing to get out ideas.
5. **Civilized disagreement**	There is disagreement, but the team is comfortable with this and shows no signs of avoiding, smoothing over, or suppressing conflict.
6. **Consensus decisions**	For important decisions, the goal is substantial but not necessarily unanimous agreement through open discussion of everyone's ideas, avoidance of formal voting, or easy compromises.
7. **Open communication**	Team members feel free to express their feelings on the tasks as well as on the group's operation. There are few hidden agendas. Communication takes place outside of meetings.
8. **Clear rules and work assignments**	There are clear expectations about the roles played by each team member. When action is taken, clear assignments are made, accepted, and carried out. Work is distributed among team members.
9. **Shared leadership**	While the team has a formal leader, leadership functions shift from time to time depending on the circumstances, the needs of the group, and the skills of the members. The formal leader models the appropriate behaviour and helps establish positive norms.
10. **External relations**	The team spends time developing key outside relationships, mobilizing resources, and building credibility with important players in other parts of the organization.
11. **Style diversity**	The team has a broad spectrum of team-player types including members who emphasize attention to task, goal setting, focus on process, and questions about how the team is functioning.
12. **Self-assessment**	Periodically, the team stops to examine how well it is functioning and what may be interfering with its effectiveness.

Source: G. M. Parker, *Team Players and Teamwork: The New Competitive Business Strategy* (San Francisco: Jossey-Bass, 1990), Table 2, p. 33. Copyright © 1990 by Jossey-Bass Inc., Publishers. Reprinted by permission of John Wiley & Sons, Inc.

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Team effectiveness

EXHIBIT 6-5 A Model of Team Effectiveness

Context
- Adequate resources
- Leadership and structure
- Climate of trust
- Performance evaluation and rewards

Composition
- Skills
- Personality
- Roles
- Diversity
- Size
- Members' preference for teamwork

Work design
- Autonomy
- Skill variety
- Task identity
- Task significance

Process
- Common purpose
- Specific goals
- Team efficacy
- Mental models
- Managed level of conflict
- Accountability

Team effectiveness

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Breakout Group Exercise (p. 244)

Consider a team with which you have worked. Was there more emphasis on task-oriented or maintenance-oriented roles? What impact did this have on the group's performance?

Task-oriented roles

EXHIBIT 6-7 Roles Required for Effective Team Functioning			
	Function	**Description**	**Example**
Roles that build task accomplishment	*Initiating*	Stating the goal or problem, making proposals about how to work on it, setting time limits.	"Let's set up an agenda for discussing each of the problems we have to consider."
	Seeking information and opinions	Asking group members for specific factual information related to the task or problem, or for their opinions about it.	"What do you think would be the best approach to this, Jack?"
	Providing information and opinions	Sharing information or opinions related to the task or problems.	"I worked on a similar problem last year and found…"
	Clarifying	Helping one another understand ideas and suggestions that come up in the group.	"What you mean, Sue, is that we could . . . ?"
	Elaborating	Building on one another's ideas and suggestions.	"Building on Don's idea, I think we could . . ."
	Summarizing	Reviewing the points covered by the group and the different ideas stated so that decisions can be based on full information.	Appointing a recorder to take notes on a blackboard.
	Consensus taking	Providing periodic testing on whether the group is nearing a decision or needs to continue discussion.	"Is the group ready to decide about this?"

Maintenance-oriented roles

Roles that build and maintain a team	Harmonizing	Mediating conflict among other members, reconciling disagreements, relieving tensions.	"Don, I don't think you and Sue really see the question that differently."
	Compromising	Admitting error at times of group conflict.	"Well, I'd be willing to change if you provided some help on . . ."
	Gatekeeping	Making sure all members have a chance to express their ideas and feelings and preventing members from being interrupted.	"Sue, we haven't heard from you on this issue."
	Encouraging	Helping a group member make his or her point. Establishing a climate of acceptance in the group.	"I think what you started to say is important, Jack. Please continue."

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Task-oriented and Maintenance-oriented roles

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Case Incident: IBM multicultural multinational teams

- In groups of 3 discuss the 4 questions on page 247. Write down your answer and be prepared to discuss in a plenary session with your classmates.

- You have 15 minutes to complete this task.

What did I learn today?
Make your own summary