**Chapter 8**

**MANAGING TEAM WORK**

Chapter Outline

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Changes From 5e to 6e Chapter 8

* Chapter 8 was Chapter 12 in the 5e. The chapter title has changed to “Managing Teams” from “Team Leadership.” The chapter has been moved up so that students get an earlier understanding of teamwork, and it flows from Chapter 7’s discussion of the increased use of team structures.
* The chapter has been updated, and 99 percent of the references are new to this chapter.
* The first major section is now Teams and the Lessons of the Geese. There is a new introduction to teams discussing the relationship between team structure and the need for teamwork skills as both a group member and a manager.
* In the section Group Structure, in most places the term “leadership” was replaced with “management” to better place the focus on managing teams as stated in the chapter title.
* The introduction to Group Roles has been rewritten.
* In the section Group Process, in most places the term “leadership” was replaced with “management” to better place the focus on managing teams as stated in the chapter title.
* Learning Outcome 8–5 has been expanded to include how groups enforce norms.
* The major section Stages of Group Development and Styles of Leadership has been changed to Stages of Group Development and Management Styles to better place the focus on managing teams as stated in the chapter title. The subsections have been changed to the more traditional Forming, Storming, Norming, Performing, and Terminating, but they now also include the management style in the #2 heading. The term “leadership style” has been replaced with “management style.”
* The key term and Exhibit 8–2’s last column, Group Development Stage, has also been changed to Forming, Storming, Norming, Performing, and Terminating.
* In the Developing Groups into Teams section, the Training and Management Functions subsections are now together with a new title, Training and Team Leadership, and better focus on the difference between managing a group and leading a team. There is also a new subsection—Team Rewards and Recognition—with a new Work Application.
* The section Leadership Skills for Meetings has been changed to Managing Meetings, and the introduction has been rewritten with new references. Social loafing has also been added as a sixth type of problem member in meetings.

Lecture Outline

**Note:** The textbook supplements include a PowerPoint presentation for each chapter, which can be used rather than or in addition to this lecture outline.

1. TEAMS AND THE LESSONS OF THE GEESE

As discussed in the last chapter, companies are adopting team-based organizational designs. Therefore, having teamwork skills is important to your career as a team member, and to succeed in management, you have to be able to build great teams.

1. As each bird flaps its wings, it creates uplift for the bird following. By flying in a V formation, the flock’s flying range is 71 percent greater than if each bird flew on its own.

Lesson: People who share a common direction and sense of community can get where they are going more quickly and easily because they are easing the trip for one another.

1. Whenever a goose falls out of formation, it suddenly is affected by the drag and resistance of trying to go it alone and quickly gets back into formation to take advantage of the lifting power of the bird immediately in front.

Lesson: Traveling in the same direction as others with whom we share a common goal provides strength, power, and safety in numbers.

1. When the lead goose gets tired, it falls back into the formation and another goose flies point.

Lesson: It pays to take turns doing the hard jobs.

1. The geese toward the back honk to encourage those up front to keep up their speed.

Lesson: We all need to be encouraged with active support and praise.

1. When a goose gets sick or is wounded and falls out, two geese fall out of formation and follow the first one down. They stay with the downed goose until the crisis resolves, and then they launch out on their own to catch up with their group or join another formation.

Lesson: We must stand by each other in times of need.

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| **Communication Skills Question (CSQ) 8–1. Which lesson of the geese do you think is most lacking and needed in teams today? Why?**  Answers will vary. |

1. Groups and Teams and Performance

Teams are the backbone of organizations because of the systems effect: Each group/department is affected by at least one other group, and each department affects the performance of the total organization.

1. **Groups and Teams**

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| Learning Outcome (LO) 8–1. Describe the major differences between groups and teams.  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*.* |

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.

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| **Review Question (RQ) 8–1. Which are usually larger, groups or teams?**  Groups are usually larger because they can have any number of members. |

Distinctions between groups and teams and their levels of autonomy are presented in Exhibit 8–1. 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 clearly a group, self-managed is clearly a team, and semiautonomous is between the two. All teams are groups, but not all groups are teams. The trend in business today is toward the use of teams.

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| **CSQ 8–2. Is it really worth making a distinction between groups and teams? Why or why not?**  Answers will vary. |

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| WORK APPLICATION Example student answer  **8–1. Consider your present 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.**  When I worked as a teller at the bank, I worked in a group. There were usually only three of us working at one time. The branch manager was the one clear leader. Tellers performed one clear job. We were held accountable, evaluated, and rewarded only on an individual basis. We had two major objectives: (1) keep the customers happy and (2) do not be over or under the cash balance. |

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| APPLYING THE CONCEPT Answers  AC 8–1—Group or Team  a 1. A group. Thirty is too large of a number to be a real team.  a 2. A group. In teams, the members evaluate individual and group performance.  a 3. A group. General mission accomplishment is a characteristic of groups; teams have their own objectives.  b 4. A team. Groups are evaluated on individual performance.  b 5. A team. Members are performing independent parts of the production process. |

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| JOIN THE DISCUSSION: ETHICS & SOCIAL RESPONSIBILITY – 8–1  Team Players  Answers will vary based on opinion. |

1. **The Group Performance Model**

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| LO 8–2. Explain the group performance model.  According to the group performance model, group performance is a function of organizational context, group structure, group process, and group development stage. |

According to the **group performance model**, group performance is a function of organizational context, group structure, group process, and group development stage.The group performance model is illustrated in Exhibit **8–**2.

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| **RQ 8–2. Which level of management has the most influence over organizational context?**  Top-level managers have the most influence over organizational context; however, groups have the most influence over group structure, group process, and group development. |

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| **CSQ 8–3. Which part of the group performance model is the most important to high levels of performance? Why?**  Answers will vary; however, students should realize that performance is like a chain—any weak area holds back performance. |

1. GROUP STRUCTURE

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

1. **Group Types**

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| LO 8–3. List and explain the three dimensions of group types.  Groups are formal or informal, functional or cross-functional, and command or task groups. Formal groups are created as part of the organizational structure; informal groups are not. Functional group members come from one area, whereas cross-functional members come from different areas. Command groups include managers and their employees, whereas task groups include selected employees who work on a specific objective. A task force is temporary, whereas a standing committee is ongoing. |

**Group types** are formal or informal, functional or cross-functional, and command or task.

1. **Formal or Informal Groups**

*Formal groups*, such as departments and smaller subparts, are created by an organization as part of its formal structure; the groups generally have their own formal structure for conducting business. *Informal groups* are not created by the organization as part of the formal structure. They are created spontaneously when members join together voluntarily because of similar interests.

1. **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. For example, marketing, finance, operations, and human resources departments are functional groups. The members of *cross-functional*, or horizontal, *groups* come from different areas and possibly different levels of an organization. Generally, the higher the management level, the more cross-functional the responsibility.

1. **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. Command groups are distinguished by department membership as functional or cross-functional.

**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.

A *standing committee* is a permanent task group that works on continuing organizational issues. Membership on standing committees is often rotated every year so that new ideas are brought to the group.

There are a couple 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 work for an organization for many years without ever being a member of a cross-functional task group. Generally, the higher the level of management, the more time spent in task groups and their meetings.

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| WORK APPLICATION Example student answer  **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.**  In my junior year in college as a resident aide (RA), I was on a standing committee—the class council. We had officers who were changed every year. |

1. **Global Virtual Teams**

The members of **global virtual teams** are physically located in different places but work together as a team.

1. **Group Size**
2. **There Is No Ideal Group Size**

There is no consensus on the ideal size for groups; some say four to six and others say six to nine. The number varies depending on the purpose and situation. Groups tend to be larger than teams.

A group that is too small limits ideas and creativity. It tends to be too cautious, and 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, there are too many members to reach consensus on many decisions, and members tend to form subgroups. In large groups, *free-riding* (also called *social loafing*)is also a problem. Free-riding occurs when members rely on others to carry their share of the workload.

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| **RQ 8–3. Is there an ideal group size?**  There is no consensus on the ideal size for groups; the number varies depending on the purpose and situation. |

1. **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. The larger the group, the greater the need for formal and structured plans, policies, procedures, and rules.

1. **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. As the chair of a committee, you may be able to select the group size. In doing so, keep the group size appropriate for the task and be sure to get the right group composition.

1. **Group Composition**

**Group composition** is the mix of members’ skills and abilities. Regardless of type and size, group or team performance is affected by the composition. Without the right mix of skills and abilities, a group will not perform at high levels.

1. **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. Diverse groups tend to outperform homogeneous groups. With teams, you want members with complementary skills rather than people with the same skills. Cross-functional teams are likely to provide diversity and complementary skills.

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| **RQ 8–4. Why is diversity important to group composition?**  Generally, diverse groups are more productive than homogeneous groups. |

1. **Group Leadership and Objectives**
2. **Leadership**

To a large extent, the leader determines group structure.

1. **Objectives**

In Chapter 4, you learned the benefits of setting objectives; they apply to both individuals and groups. In groups, the objective is commonly very broad—usually to fulfill the mission. One of the reasons teams tend to outperform groups is because they have their own objectives; groups do not.

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| **RQ 8–5. Why are objectives important to groups?**  Generally, groups with difficult but achievable, specific objectives are more productive than groups that have no objectives, easy objectives, or are just told to do their best. |

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| WORK APPLICATION Example student answer  **8–3. Identify a group or team you belong to, and describe its size, composition, leadership, and objectives.**  I work for a college. I’m the secretary for the management and economics department, which is a command group with nine members. It is composed of six business professors, two economists, and one secretary. The department chair is the clear leader, but he uses a participative style. I’m not aware of any specific objectives, other than to implement the mission, which is the humanics philosophy. |

1. **Management Implications**

Part of a leader’s responsibility is to be sure the size and composition of a group or team are appropriate for the situation. As a group or team leader, or as a member with leadership skills, be sure that the group or team has clear objectives.

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| **CSQ 8–4. 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.**  Answers will vary. |

1. GROUP PROCESS

**Group process** refers to the patterns of interactions that emerge as members perform their jobs. Group process is also called *group dynamics*. **Group process** **dimensions** are roles, norms, cohesiveness, status, decision making, and conflict resolution.

1. **Group Roles**

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| LO 8–4. Define the three major roles played in groups.  Group task roles are played by members who do and say things that directly aid in the accomplishment of the group’s objectives. Group maintenance roles are played by members who do and say things that develop and sustain the group process. Self-interest roles are played by members who do and say things that help themselves but hurt the group. |

We have job and group roles. *Job roles* are shared expectations of how group members will fulfill the requirements of their position.

1. **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.

*Group maintenance roles* are played by members who do and say things to develop and sustain the group process. Terms used to describe maintenance roles include employee centered, relationship oriented, and supportive.

*Self-interest roles* are played by members who do and say things that help themselves.

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| WORK APPLICATION Example student answer  **8–4. Identify members of a group or team you have been on, and state the primary role each played in the group.**  The group I’m using is my sorority, which has seven members: (1) Sue—president (task and maintenance), (2) Karen—vice president (task), (3) Danielle—treasurer (maintenance), (4) Nicole—secretary (task and maintenance), (5) Nora—alumni representative (task), (6) Helen—pledge master (task), and (7) Dela—membership (self-interest). |

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| APPLYING THE CONCEPT Answers  AC 8–2—Roles  c 6. Self-interest. Pressing for one’s own ideas is not a task or maintenance role.  a 7. Task. Getting the group back on track helps to get the job done.  b 8. Maintenance. Being willing to change ideas helps to sustain the group and prevents conflicts.  b 9. Maintenance. Encouraging everyone to participate is not getting the job done; it helps to sustain group process.  a 10. Task. Clarifying the objectives helps to ensure that the job gets done correctly. |

1. **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 conflict effectively 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.

1. **Management Implications**

The leader of a group 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, the leader should play the role. The leader should also make the group aware of the need to play these roles and the need to minimize self-interest roles.

1. **Group Norms**

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| LO 8–5. State the differences between rules and norms and how they are enforced.  Rules are formally established by management or by the group itself. Norms are the group’s shared expectations of its members’ behavior. Norms are not developed by management or explicitly agreed to by the groups; they develop as members interact. Groups enforce their norms through peer pressure to conform to the expected behavior. |

**Norms** are expectations about behavior that are shared by members of a group. Rules 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.

1. **How Norms Develop**

Norms develop spontaneously as the members of a group interact. Each group member has cultural values and past experience. Group members’ beliefs, attitudes, and knowledge influence the type of norms that develop. Norms can change over time to meet the needs of the group.

1. **How Groups Enforce Norms**

If a group member does not follow a norm, the other members try to enforce compliance.

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| **RQ 8–6. How do groups enforce norms?**  Groups enforce norms by peer pressure through ridicule, ostracism, sabotage, and physical abuse of the nonconformist(s). |

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| WORK APPLICATION Example student answer  **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.**  The group I’m using is my sorority, which has seven members. Our group norms include arriving late for meetings, participating in weekly meetings, and respecting the group’s objectives and individualities of members. I know they are norms because we never talk about them, yet we do them. Starting meetings late is a negative norm. The president and vice president enforce it. The other norms are positive. If people are not participating, others will usually ask for their input. When some members are not working toward the goals, other members will usually tell them to get the work done. |

1. **Management Implications**

Group norms can be positive, helping the group meet its objectives, or they can be negative, hindering the group from meeting its objectives. Leaders should be aware of their group’s norms. They should work toward maintaining and developing positive norms and try to eliminate negative norms. Leaders should confront groups with negative norms and try to work out solutions to make them positive.

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| JOIN THE DISCUSSION: ETHICS & SOCIAL RESPONSIBILITY – 8–2  Norms  Answers will vary based on opinion. |

1. **Group Cohesiveness**

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| LO 8–6. Describe cohesiveness and explain why it is important to teams.  Group cohesiveness is the extent to which members stick together. Group cohesiveness is important because highly cohesive groups have a higher level of productivity than groups with low levels of cohesiveness. |

The extent to which members of a group abide by and enforce the group norms depends on the degree of cohesiveness. **Group cohesiveness** is the extent to which members stick together. The more cohesive the group, the more it sticks together as a team. The more desirable group membership is, the more willing the members are to behave according to the group’s norms.

1. **Factors Influencing Cohesiveness**

Six factors influence group cohesiveness:

1. ***Objectives.*** The stronger the agreement with and commitment to the achievement of the group’s objectives, the higher the cohesiveness of the group.
2. ***Size.*** Generally, the smaller the group, the higher the cohesiveness.
3. ***Homogeneity.*** Generally, the more similar the group members are, the higher the cohesiveness, although diverse groups have advantages.
4. ***Participation.*** Generally, the more equal the level of participation among members, the higher the group’s cohesiveness.
5. ***Competition.*** Generally, if the group focuses on internal competition, its members will try to outdo each other, and low cohesiveness results. If the group focuses on external competition, its members tend to pull together as a team.
6. ***Success.*** The more successful a group is at achieving its objectives, the more cohesive it tends to become. Success tends to breed cohesiveness, which in turn breeds more success.
7. **How Cohesiveness Affects Group Performance**

Many research studies have compared cohesive and noncohesive groups and concluded that cohesive groups tend to have a higher level of success at achieving their objectives with greater satisfaction. Members of cohesive groups tend to miss work less often, are more trusting and cooperative, and have less tension and hostility. Cohesiveness is associated with performance in the following ways:

* Groups with the highest level 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.
* 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.

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| WORK APPLICATION Example student answer  **8–6. Identify the level of cohesiveness in a group or team of which you are or have been a member.**  I spent the summer working in a factory that makes boxes. My department was a highly cohesive group because there were only five of us. We were not homogeneous because three of us were of different races, but we all stuck together by joking around and going on breaks and sitting together at lunch. |

1. **Management Implications**

As a leader, you should strive to develop cohesive groups that exhibit a high level of productivity. Encouraging group members’ participation helps the group develop cohesiveness and builds agreement and commitment toward the group’s objectives. Some intragroup competition may be helpful, but leaders should focus primarily on intergroup competition. Recall the many advantages of managing a diverse group, and make efforts to develop a cohesive yet diversified group.

1. **Status within the Group**

The more respect, prestige, influence, and power a group member has, the higher his or her status within the group. **Status** is the perceived ranking of one member relative to other members in the group.

1. **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. Group status depends on the group’s objectives, norms, and cohesiveness. Members who conform to the group’s norms tend to have higher status than members who do not. 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.

1. **How Status Affects Group Performance**

High-status members have a major impact on a group’s performance. In a command group, the boss is usually the member with the highest status. The leader’s ability to manage affects the group’s 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.

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. 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.

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| WORK APPLICATION Example student answer  **8–7. Recall a group of which you were a member. List each member, including yourself, and identify each person’s level of status within the group. Explain why each member had the level of status you identified.**  The group I’m using is my sorority, which has seven members: (1) Sue—president (high status), (2) Karen—vice president (high status), (3) Danielle—treasurer (medium status), (4) Nicole—secretary (medium status), (5) Nora—alumni representative (low status), (6) Helen—pledge master (low status), and (7) Dela—membership (low status). The office held has an effect on status, and coming to meetings and doing the work also affect status. Nora, Helen, and Dela do not do much of the work. |

1. **Management Implications**

To be effective, the leader needs to have high status within a command group. The leader should maintain good human relations with the group, particularly with the high-status informal leaders, to be sure that they endorse positive norms and objectives. In addition, the leader should be aware of conflicts that may be the result of lack of status congruence. Ideally, status should be about equal among group members.

1. **Decision Making and Conflict Resolution**

The decisions made by groups and teams have a direct effect on performance. In groups, decision-making authority is held by the manager. However, in teams, decision-making authority is held by the members.

Conflict is common in groups and teams, and unresolved conflicts can have a negative effect on performance.

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| **CSQ 8–5. 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.**  Answers will vary. |

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| APPLYING THE CONCEPT Answers  AC 8–3—Group Process  d 11. Status. Carlos is a high-status person.  f 12. Conflict resolution. Aden works on resolving conflicts.  b 13. Norms. This is an example of a group enforcing one of its norms.  a 14. Roles. This person is playing a task role to get the group back to work.  c 15. Cohesiveness. The statement indicates how members stick together. |

1. STAGES OF GROUP DEVELOPMENT AND MANAGEMENT STYLES

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| LO 8–7. List the four major stages of group development and describe 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*. |

It is generally agreed that all groups go through the same stages of development as they grow from a collection of individuals to a smoothly operating and effective group or team. The **stages of group development** are orientation, dissatisfaction, resolution, production, and termination.

This section is illustrated in Model 8–1, so you may want to display it as you talk about it.

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 goals and tasks. However, because they have not worked together, they often do not have the competence to do the job as a team.

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. 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.

1. **Autocratic Management Style**

During the forming stage of group development, 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. When a group first comes together, the leader needs to spend time helping the group clarify its objectives, providing clear expectations of members. The leader should also allow some time for group members to start to get to know one another.

1. **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 storming 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 psychological contract; in that case, members may never progress to being satisfied with the group and performing as a team.

1. **Consultative Management Style**

During the storming stage, the appropriate management style is usually consultative; that is, the manager is highly directive and oversees group members’ performance but includes their input in decision making and makes efforts to be supportive. When satisfaction drops, the leader needs to focus on playing the maintenance role to encourage members to continue to work toward objectives. The leader should help the members meet their needs as they develop the appropriate group structure and process. At the same time, the leader needs to continue to help the group develop its level of competence.

1. **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. 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.

1. **Participative Management Style**

During the norming stage, the appropriate management style is usually participative: the manager and the group members share decision making. Once group members know what to do and how to do it, there is little need to model and encourage task behavior. The group needs the leader 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. The leader needs to focus on maintenance behavior to get the group through the issue(s) it faces. If the leader continues to provide task directives that are not needed, the group can either become dissatisfied and regress or remain at this level.

1. **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.

1. **Empowerment Management Style**

During the performing stage, the appropriate style is usually empowerment—the manager gives group members the authority to do their tasks in their own way and to make decisions on their own. Groups that develop to this stage have members who play the appropriate task and maintenance roles; the leader does not need to play either type of role unless there is a problem, because the group has effective shared leadership.

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| WORK APPLICATION Example student answer  **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 can be done to improve the group’s structure and/or process.**  At the bank I worked for as a teller, all the tellers had worked there for a couple of years, so we all knew our jobs. There was not much reason to interact while we were working, so I’d say we were at the production level of development (stage 4). The branch manager basically left us alone unless we had a question, which she would be helpful and answer. I’d say the leader’s style was appropriate. The only thing I’d change is how she dealt with tellers. When a teller was short for the day, the branch manager would be upset. People make mistakes; she could have been more understanding. |

1. **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.

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| **RQ 8–7. Which type of group tends to terminate and which does not?**  Command groups do not usually reach the termination stage unless there is some drastic reorganization. However, task groups do terminate. |

1. **Changes in Group Development and Management Style**

As a leader, you need to change your management 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, then rise. This pattern is illustrated in Model 8–1; the appropriate leadership style and leadership behavior for each stage of development are shown at the bottom.

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| **CSQ 8–6. 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?**  Answers will vary. |

1. DEVELOPING GROUPS INTO TEAMS

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| LO 8–8. Explain the difference between a group manager and a team leader.  The group manager takes responsibility for performing the four functions of management. The team leader empowers team members to take responsibility for performing the management functions and focuses on developing effective group structure, group process, and group development. |

Among businesses today, the trend is toward the empowerment of teams, because teams are more productive than groups. To turn a group into a team, a manager must first consider the size of the group. If the group includes 20 or more members, it can be broken into two or three teams.

1. **Training and Team Leadership**
2. **Training**

If they are to function as a team, members need training in group process skills so they can make decisions and handle conflict.

1. **Group Managers vs. Team Leaders**

The group manager takes responsibility for performing the four functions of management. **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.

1. **The Management Functions**

The management functions are handled differently in groups and teams.

* **Leading.** Most teams do identify a specific person as the leader, but the leader shares this responsibility. The leader does not focus on telling employees what to do and assigning individuals to do it. Effective team leaders are highly skilled in group process and team building. The leader focuses on developing group structure and process. Effective leaders work to bring the team to the production stage of development; they change leadership styles with the level of group development.
* **Planning.** To convert a group into a team, the manager must empower the members to set objectives, develop plans, and make decisions. The manager’s role changes to focusing on involving members and making 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 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.** As they move from being a group to being a team, members are responsible for monitoring progress, taking corrective action, and performing quality control.

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| **RQ 8–8. Are the four functions of management important to both groups and teams?**  Yes. The management functions are important but handled differently in groups and teams. In groups, the group manager takes responsibility for performing the four functions of management. In teams, team leaders empower members to take responsibility for performing the management functions. |

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| WORK APPLICATION Example student answer  **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?**  At the factory I worked for, my boss was a group manager. I classify my boss as a manager because he did all the planning, organizing and staffing, leading, and controlling. The employees only made the boxes. Management never asked us about how to improve things. |

1. **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 among individuals. 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.

1. **Nonfinancial**

Being part of a successful team is satisfying as it provides opportunity for personal development and to help teammates grow, as well as proving enjoyable relationships. The company can also have formal and informal meetings or awards ceremonies to recognize team accomplishments with lunches/dinners, cookouts/barbeques, plaques/certificates, t-shirts/jackets/coffee mugs, etc. Nonfinancial rewards work well in any team, provided the team progresses to the performing stage of group development.

1. **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.
2. **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.

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| WORK APPLICATION Example student answer  **8–10. Give examples of team rewards and recognition where you work(ed).**  Where I worked they had an annual awards dinner and gave out some awards. |

1. MANAGING MEETINGS

As businesses begin to use more teams, meetings are taking up an increasing amount of time. Therefore, the need for skills related to leading meetings is stronger than ever. Common complaints about meetings are that there are too many of them, they are too long, they are unproductive, and they distract people from their work.

1. **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. Unprepared leaders tend to conduct unproductive meetings. There are at least six areas in which planning is needed: setting objectives, selecting participants and making assignments, preparing the agenda, setting the time and place for the meeting, determining who will lead the meeting, and preparing to use technology. A written copy of the plan should be sent to members prior to the meeting (see Exhibit **8–**6).

1. **Objectives**

Before calling a meeting, you should clearly define its purpose and set objectives to be accomplished during the meeting.

1. **Participants and Assignments**

Decide who should attend the meeting.

Participants should know in advance what is expected of them at the meeting. If any preparation is expected (read material, do some research, make a report, and so forth), attendees should have adequate advance notice.

1. **Agenda**

The agenda tells the members what is expected and how the meeting will progress. It should identify the activities that will take place in order to achieve the objective. Having a set time limit for each agenda item helps keep the group on target. Agenda items that require action should have objectives listed with them.

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

1. **Date, Place, and Time**

Get team members’ input on which days of the week and times of the day are best for meetings. 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, 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, but they shouldn’t run for longer than it takes to accomplish the objectives.

1. **Leadership**

The leader should determine the appropriate leadership style for the meeting. Different agenda items may need to be handled differently.

An effective way to develop group members’ ability is to rotate the role of the group moderator/leader for each meeting.

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| **CSQ 8–7. Based on your experience with meetings and what you have read and heard from others, which part of planning a meeting is most lacking?**  Answers will vary. |

1. **Technology**

E-mail has eliminated the need for some meetings. Companies are having more conference telephone calls. Other companies are using more videoconferencing. These techniques save travel costs and time, and they may result in better and quicker decisions. Software and chat rooms are also replacing meetings.

1. **Conducting Meetings**
2. **The First Meeting**

At its first meeting, a team is in the orientation stage. Members should be given the opportunity to spend some time getting to know one another. Introductions set the stage for subsequent interactions.

1. **The Three Parts of Meetings**

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| LO 8–9. Discuss the three parts of meetings.  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. |

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.
2. ***Cover agenda items*.** Be sure to cover agenda items in priority order. Try to keep to the approximate times, but be flexible.
3. ***Summarize and review assignments*.** The leader should summarize what took place during the meeting and review all of the assignments given during the meeting.

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| **RQ 8–9. Why is it important to keep records of meeting assignments?**  It is important to keep a record of meeting assignments because without accountability and follow-up on assignments, members may not complete them. |

1. **Handling Problem Members**

As members work together, personality types tend to emerge. Certain personality types can cause the group to be less efficient than it could be. Some of the problem members you may have in your group are the silent type, the talker, the wanderer, the bored member, and the arguer.

1. **Silent Type**

To be fully effective, all group members should participate. If members are silent, the group does not get the benefit of their input.

It is the leader’s responsibility to encourage silent members to participate, without being obvious or overdoing it. One technique a leader can use is the rotation method, in which all members take turns giving their input. However, the rotation method is not appropriate all the time. To build up silent members’ confidence, call on them with questions they can easily answer. If you are a silent type, try to participate more often. Know when to stand up for your views and be assertive; trust yourself, and take risks.

1. **Talker**

Talkers have something to say about everything. They like to dominate the discussion. The talker can cause intragroup problems such as low cohesiveness and conflicts.

It is the leader’s responsibility to slow talkers down, not to shut them up. The rotation method can be effective with talkers because they have to wait their turn. If you tend to be a talker, try to slow down. Give others a chance to talk and do things for themselves.

1. **Wanderer**

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

The leader is responsible for keeping the group on track. Don’t let them wander; stay focused on the agenda. If you tend to be a wanderer, try to be aware of your behavior and stay on the subject at hand.

1. **Bored Member**

Your group may have one or more members who are not interested in the job. The bored person may be preoccupied with other issues and not pay attention or participate in the group meeting. The bored member may also feel superior.

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 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.

1. **Arguer**

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.

The leader should 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. If you tend to be an arguer, strive to convey your views in an assertive rather than an aggressive manner. Listen to others’ views and be willing to change if they have better ideas.

1. **Social Loafer**

As stated in Chapter 4, one of the disadvantage of using groups is social loafing. They are slackers that withhold their effort and fail to perform their share of 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 them to do their work. Confront social loafers assertively. Threaten to and go to the boss if the social loafer refuses to do the work. 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.

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| **RQ 8–10. Describe the six types of problem members in meetings. How does each cause a problem to the group?**  (1) *Silent type*—They are a problem because they do not give input.  (2) *Talker*—They are a problem because they like to dominate the discussion.  (3) *Wanderer*—They are a problem because they get the group off the task.  (4) *Bored member*—They are a problem because they do not actively participate.  (5) *Arguer*—They are a problem because they cause ongoing conflict that can be difficult to resolve.  (6) *Social loafer*—They are a problem because they don’t do their share of the work. |

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| **CSQ 8–8. 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?**  Answers will vary. |

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| APPLYING THE CONCEPT Answers  AC 8–4—Problematic Group Members  a 16. Silent type. This statement is characteristic of the silent member.  e 17. Arguer. Challenging ideas and making personal comments/attacks are characteristics of arguers.  b 18. Talker. Clara talks a lot and dominates the conversation.  d 19. Bored member. A silent type does not start talking and then later get quiet. This usually active member is not participating. Therefore, this member is most likely bored.  c 20. Wanderer. Talking about gossip going on is getting off the subject. |

1. **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. 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.

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| WORK APPLICATION Example student answer  **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?**  Our leader planned for the meetings by stating meeting objectives and what we needed to accomplish. Participants were identified and their assignments were clear. There was an agenda stating the time and place of the meeting, the discussion/activities that would take place during the meeting, and the order of priority in which these would take place. We actually voted together on what the leader recommended and if we didn’t like it, we threw it out.  To improve our group, I would have used more consensus for decision making rather than voting. When members were against the vote on an issue, they tended to do little, if any, work on the task. Sometimes we spent too much time fooling around, but it did help bring us closer together.  The only problem member we had was Dela; she did not help the group. The leader let her get away with not doing much; we did most of Dela’s work. We should have pressed her to do her share of the work. |

LEARNING OUTCOMES AND ANSWERS

The chapter summary is organized to answer the learning objectives for Chapter 8. They are also found at the end of the chapter and can be used as short-answer questions on exams.

*These learning objectives are included in the test bank in the concept section.*

**8–1. Describe the major differences between groups and teams.**

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*.*

**8–2. Explain the group performance model.**

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

**8–3. List and explain the three dimensions of group types.**

Groups are formal or informal, functional or cross-functional, and command or task groups. Formal groups are created as part of the organizational structure; informal groups are not. Functional group members come from one area, whereas cross-functional members come from different areas. Command groups include managers and their employees, whereas task groups include selected employees who work on a specific objective. A task force is temporary, whereas a standing committee is ongoing.

**8–4. Define the three major roles played in groups.**

Group task roles are played by members who do and say things that directly aid in the accomplishment of the group’s objectives. Group maintenance roles are played by members who do and say things that develop and sustain the group process. Self-interest roles are played by members who do and say things that help themselves but hurt the group.

**8–5. State the differences between rules and norms and how norms are enforced.**

Rules are formally established by management or by the group itself. Norms are the group’s shared expectations of its members’ behavior. Norms are not developed by management or explicitly agreed to by the groups; they develop as members interact. Groups enforce their norms through peer-pressure to conform to the expected behavior.

**8–6. Describe cohesiveness and explain why it is important to teams.**

Group cohesiveness is the extent to which members stick together. Group cohesiveness is important because highly cohesive groups have a higher level of productivity than groups with low levels of cohesiveness.

**8–7. List the four major stages of group development and describe 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*.

**8–8. Explain the difference between a group manager and a team leader.**

The group manager takes responsibility for performing the four functions of management. The team leader empowers team members to take responsibility for performing the management functions and focuses on developing effective group structure, group process, and group development.

**8–9. Discuss the three parts of meetings.**

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.

WORK APPLICATION SAMPLE ANSWERS

(Most of the answers are actual student answers or based on student answers. You may give these answers as part of your lecture before, after, or in place of getting student answers.)

*These work applications are included in the test bank in the application section.*

**8–1. Consider your present 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.**

When I worked as a teller at the bank, I worked in a group. There were usually only three of us working at one time. The branch manager was the one clear leader. Tellers performed one clear job. We were held accountable, evaluated, and rewarded only on an individual basis. We had two major objectives: (1) keep the customers happy and (2) do not be over or under the cash balance.

**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.**

In my junior year in college as a resident aide (RA), I was on a standing committee—the class council. We had officers who were changed every year.

**8–3. Identify a group or team you belong to, and describe its size, composition, leadership, and objectives.**

I work for a college. I’m the secretary for the management and economics department, which is a command group with nine members. It is composed of six business professors, two economists, and one secretary. The department chair is the clear leader, but he uses a participative style. I’m not aware of any specific objectives, other than to implement the mission, which is the humanics philosophy.

**8–4. Identify members of a group or team you have been on, and state the primary role each played in the group.**

The group I’m using is my sorority, which has seven members: (1) Sue—president (task and maintenance), (2) Karen—vice president (task), (3) Danielle—treasurer (maintenance), (4) Nicole—secretary (task and maintenance), (5) Nora—alumni representative (task), (6) Helen—pledge master (task), and (7) Dela—membership (self-interest).

**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.**

The group I’m using is my sorority, which has seven members. Our group norms include arriving late for meetings, participating in weekly meetings, and respecting the group’s objectives and individualities of members. I know they are norms because we never talk about them, yet we do them. Starting meetings late is a negative norm. The president and vice president enforce it. The other norms are positive. If people are not participating, others will usually ask for their input. When some members are not working toward the goals, other members will usually tell them to get the work done.

**8–6. Identify the level of cohesiveness in a group or team of which you are or have been a member.**

I spent the summer working in a factory that makes boxes. My department was a highly cohesive group because there were only five of us. We were not homogeneous because three of us were of different races, but we all stuck together by joking around and going on breaks and sitting together at lunch.

**8–7. Recall a group of which you were a member. List each member, including yourself, and identify each person’s level of status within the group. Explain why each member had the level of status you identified.**

The group I’m using is my sorority, which has seven members: (1) Sue—president (high status), (2) Karen—vice president (high status), (3) Danielle—treasurer (medium status), (4) Nicole—secretary (medium status), (5) Nora—alumni representative (low status), (6) Helen—pledge master (low status), and (7) Dela—membership (low status). The office held has an effect on status, and coming to meetings and doing the work also affect status. Nora, Helen, and Dela do not do much of the work.

**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 can be done to improve the group’s structure and/or process.**

At the bank I worked for as a teller, all the tellers had worked there for a couple of years, so we all knew our jobs. There was not much reason to interact while we were working, so I’d say we were at the production level of development (stage 4). The branch manager basically left us alone unless we had a question, which she would be helpful and answer. I’d say the leader’s style was appropriate. The only thing I’d change is how she dealt with tellers. When a teller was short for the day, the branch manager would be upset. People make mistakes; she could have been more understanding.

**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?**

At the factory I worked for, my boss was a group manager. I classify my boss as a manager because he did all the planning, organizing and staffing, leading, and controlling. The employees only made the boxes. Management never asked us about how to improve things.

**8–10. Give examples of team rewards and recognition where you work(ed).**

Where I worked they had an annual awards dinner and gave out some awards.

**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?**

Our leader planned for the meetings by stating meeting objectives and what we needed to accomplish. Participants were identified and their assignments were clear. There was an agenda stating the time and place of the meeting, the discussion/activities that would take place during the meeting, and the order of priority in which these would take place. We actually voted together on what the leader recommended and if we didn’t like it, we threw it out.

To improve our group, I would have used more consensus for decision making rather than voting. When members were against the vote on an issue, they tended to do little, if any, work on the task. Sometimes we spent too much time fooling around, but it did help bring us closer together.

The only problem member we had was Dela; she did not help the group. The leader let her get away with not doing much; we did most of Dela’s work. We should have pressed her to do her share of the work.

REVIEW QUESTION ANSWERS

*These review questions are included in the test bank in the concept section.*

**8–1. Which are usually larger, groups or teams?**

Groups are usually larger because they can have any number of members.

**8–2. Which level of management has the most influence over organizational context?**

Top-level managers have the most influence over organizational context; however, groups have the most influence over group structure, group process, and group development.

**8–3. Is there an ideal group size?**

There is no consensus on the ideal size for groups; the number varies depending on the purpose and situation.

**8–4. Why is diversity important to group composition?**

Generally, diverse groups are more productive than homogeneous groups.

**8–5. Why are objectives important to groups?**

Generally, groups with difficult but achievable, specific objectives are more productive than groups that have no objectives, easy objectives, or are just told to do their best.

**8–6. How do groups enforce norms?**

Groups enforce norms through peer pressure by ridicule, ostracism, sabotage, and physical abuse of the nonconformist(s).

**8–7. Which type of group tends to terminate and which does not?**

Command groups do not usually reach the termination stage unless there is some drastic reorganization. However, task groups do terminate.

**8–8. Are the four functions of management important to both groups and teams?**

Yes. The management functions are important but handled differently in groups and teams. In groups, the group manager takes responsibility for performing the four functions of management. In teams, team leaders empower members to take responsibility for performing the management functions.

**8–9. Why is it important to keep records of meeting assignments?**

It is important to keep a record of meeting assignments because without accountability and follow-up on assignments, members may not complete them.

**8–10. Describe the six types of problem members in meetings. How does each cause a problem to the group?**

1. *Silent type*—They are a problem because they do not give input.
2. *Talker*—They are a problem because they like to dominate the discussion.
3. *Wanderer*—They are a problem because they get the group off the task.
4. *Bored member*—They are a problem because they do not actively participate.
5. *Arguer*—They are a problem because they cause ongoing conflict that can be difficult to resolve.
6. *Social loafer*—They are a problem because they don’t do their share of the work.

COMMUNICATION SKILLS ANSWERS

Applications may also be used as class discussion questions or written assignments to develop communication skills.

*These communication skills questions are included in the test bank in the skills section.*

**8–1. Which lesson of the geese do you think is most lacking and needed in teams today? Why?**

Answers will vary.

**8–2. Is it really worth making a distinction between groups and teams? Why or why not?**

Answers will vary.

**8–3. Which part of the group performance model is the most important to high levels of performance? Why?**

Answers will vary; however, students should realize that performance is like a chain—any weak area holds back performance.

**8–4. 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.**

Answers will vary.

**8–5. 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.**

Answers will vary.

**8–6. 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?**

Answers will vary.

**8–7. Based on your experience with meetings and what you have read and heard from others, which part of planning a meeting is most lacking?**

Answers will vary.

**8–8. 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?**

Answers will vary.

APPLYING THE CONCEPT ANSWERS

*There are similar questions in the test bank in the application section.*

AC 8–1—Group or Team

a 1. A group. Thirty is too large of a number to be a real team.

a 2. A group. In teams, the members evaluate individual and group performance.

a 3. A group. General mission accomplishment is a characteristic of groups; teams have their own objectives.

b 4. A team. Groups are evaluated on individual performance.

b 5. A team. Members are performing independent parts of the production process.

AC 8–2—Roles

c 6. Self-interest. Pressing for one’s own ideas is not a task or maintenance role.

a 7. Task. Getting the group back on track helps to get the job done.

b 8. Maintenance. Being willing to change ideas helps to sustain the group and prevents conflicts.

b 9. Maintenance. Encouraging everyone to participate is not getting the job done; it helps to sustain group process.

a 10. Task. Clarifying the objectives helps to ensure that the job gets done correctly.

AC 8–3—Group Process

d 11. Status. Carlos is a high-status person.

f 12. Conflict resolution. Aden works on resolving conflicts.

b 13. Norms. This is an example of a group enforcing one of its norms.

a 14. Roles. This person is playing a task role to get the group back to work.

c 15. Cohesiveness. The statement indicates how members stick together.

AC 8–4—Problematic Group Members

a 16. Silent type. This statement is characteristic of the silent member.

e 17. Arguer. Challenging ideas and making personal comments/attacks are characteristics of arguers.

b 18. Talker. Clara talks a lot and dominates the conversation.

d 19. Bored member. A silent type does not start talking and then later get quiet. This usual active member is not participating. Therefore, this member is most likely bored.

c 20. Wanderer. Talking about gossip going on is getting off the subject.

CASE ANSWERS

Target

**8–1.** Would the norms of Target match the norms of a typical company? Not usually. Target is a pretty special company. From the CEO down, there is more focus on team success than on individual success.

**8–2.** Do the teams at Target appear to be in the orientation, dissatisfaction, resolution, production, or termination stage of group development? Target employees appear to be in the production stage where they are properly completing their work.

**8–3.** Do you think team decisions are typically made by the CEO, a manager, or a team member at Target? Target believes in its store-level employees. Although the top- and middle-level managers are needed to lead the company, team decisions can be made within the team.

**8–4.** Does the comment “There is no I in team” indicate strong cohesiveness or strong roles as part of the group process? It shows strong cohesiveness on the part of the employees. Each team member clearly knows her or his role as part of the team.

**8–5.** Does encouraging managers and employees to spend time online using social media to exchange ideas create formal or informal group discussion? Answers may vary, but social media tends to develop informal networks where people can meet from different areas of the company.

**8–6.** How does a company like Target create and maintain a sense of cohesiveness? Teamwork can be built into the fabric of the culture. But it also needs to be reinforced so teams that do well are rewarded.

Cumulative Case Questions

**8–7.** Which Principles of organization best apply to this case? Why? (Chapter 5) Answers may vary. But delegation, authority and responsibility are important since they are related to creating an atmosphere of teamwork.

**8–8.** How does the issue of managing change apply in this case? (Chapter 6) Target changed Goodfellows Dry Good company, which was renamed the Dayton Dry Goods Company. Headquartered in Minneapolis, the company passed on to many other Dayton family members until the time in the 1960s when most of the country started to see its stores open up in their neighborhood. Target learned to give a portion of profits to charity. Dayton’s was renamed Target to better reflect the goals of the company. So, the company has changed and grown in the last twenty years.

**8–9.** How does Target use the three levels of culture to produce a strong culture? (Chapter 2) Individuals/employees help customers and teams work together to support each other, while the organizational level makes strategic decisions on what new markets to enter.

SKILL BUILDER 8–1 IDEAS

**Comparing Teams**

*Total Time* (25–50 minutes)

The amount of time you spend on this exercise depends on if you choose to have the groups share their answers with the class.

Doing Skill Builder 8–1 in Class

Objectives

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

Preparation

Students will select the best and worst group (work, school, sports, clubs, etc.) of which they are/were a member and answer the Preparation questions.

Experience

Students will share their answers to the Preparation questions.

*Procedure* (25–40 minutes)

In groups of 5 to 7, have students share their answers to the Preparation questions, and identify the three major factors making a group the best or worst. Time permitting, have students share their answers with the class.

Conclusion

Lead a class discussion and/or make concluding remarks.

Sharing

Volunteers give their answers to the Apply It section.

SKILL BUILDER 8–2 IDEAS AND ANSWERS

**Management Styles in Group Situations**

*Total Time* (35–60 minutes)

You may select any length of time for this exercise. The higher the students’ capability, the less time it takes. To keep the exercise to 35 minutes, skip procedure 5.

*Recommended approximate time for a 50-minute period:*

8:00 Procedure 1 2 minutes

8:02 Procedure 2 10 minutes

8:12 Procedure 3 10 minutes

8:22 Procedure 4 10 minutes

8:32 Procedure 5 15 minutes

8:47 Conclusion 2 minutes

8:49 Apply It 1 minute

8:50

Doing Skill Builder 8–2 in Class

**Objectives**

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

**Preparation**

Students should understand the stages of group development and have completed assessment of their management style.

**Experience**

Students will assign stages of development and management styles to the 12 situations in the text and discuss the reasons behind their stage and style decisions.

*Procedure 1* (2–3 minutes)

Break the class into groups of 4 to 6.

*Procedure 2* (10–15 minutes)

Have students determine the level of development of the group in each of the 12 situations in the text by placing the numbers 1, 2, 3, or 4 (1 = orientation stage; 2 = dissatisfaction stage; 3 = resolution stage; 4 = production stage) on the line marked D at the end of the situation. Tell students not to proceed to the next procedure until all groups are finished.

*Procedure 3* (10–15 minutes)

Have students identify the management style described in each answer choice by placing the letter A, C, P, or E (A = autocratic; C = consultative; P = participative; E = empowering) on the line marked S following each answer choice. Tell students not to proceed to the next procedure until all groups are finished.

*Procedure 4* (10–15 minutes)

Have students circle the letter of the answer choice that represents the management style that is most appropriate for the level of development for the group in each situation.

*Procedure 5* (15–20 minutes)

Have the groups share their answers and discuss the reasons behind their stage and style decisions.

Conclusion

Lead a class discussion and/or make concluding remarks.

Sharing

Volunteers give their answer to the Apply It section.

\*Recommended answers to the 12 situations appear at the end of the exercise on page 410.

Testing on Skill Builder 8–2

Four situations similar to the 12 in this exercise are in the Test Bank and in this Skill Builder section. However, I do not give multiple-choice questions because in the business world, no one will hand managers multiple-choice questions. As an example, I go over situation 1 from the exercise in class and tell them how they will be tested on the exam by going over the answer in the four-part format below. Students are not allowed to look at the model during the test; they need to know the model.

A situation will be given (similar to the 12 in preparation for the exercise).

Development Level:

Management Style:

Behavior to Use:

Action Taken:

On the Development Level line, the number 1, 2, 3, or 4 (1 = orientation stage; 2 = dissatisfaction stage; 3 = resolution stage; 4 = production stage) is placed.

On the Management Style line, the name of the management style (autocratic, consultative, participative, empowering) that is appropriate for the situation is placed.

On the Behavior to Use line, the two dimensions of behavior for the management style (high task/low maintenance, high task/high maintenance, low task/high maintenance, low task/low maintenance) are listed.

On the Action Taken line, students write the action they would take in the situation using the management style behavior they selected. Students should write a statement similar to the a-b-c-d alternative given in the 12 situations in the exercise.

Below are the answers for situation 1 in the test style that I use:

**Development Level:** 3

**Management Style:** Participative

**Behavior to Use:** Low task/high maintenance

**Action Taken:** Tell the group how pleased you are with its past performance. Explain the new assignment, but let them decide how to accomplish it. Be available if they need help. (Note: This is alternative b.)

I also tell students that if they get the second-best answer, they will be given full credit if they stay consistent. For example, students may put “4” on the Development Level line, “Participative” on the Management Style line, and “High task/high maintenance” on the Behavior to Use line, which represent three different styles. I take off partial credit for each part that is wrong. The next-best answer is “4,” “Empowering,” “Low task/low maintenance,” and “Explain to the group what needs to be done.” (alternative d)

Grading

I generally make the Skill Builder a 10-point question on the exam. I give 2 points for each of the first three lines and 4 points for the Action Taken line. I give full credit for the best and second-best answers if students stay consistent. I take off 3 or 4 points if they give the wrong answers and stay consistent. If they are not consistent, I take off 5 or 6 points.

Test Questions and Answers (Also found in Test Bank)

Instructions

For the Development Level line, write the number 1, 2, 3, or 4 for the stage of development the group is in. On the Management Style line, write the name of the management style that is appropriate for the situation. On the Behavior to Use line, write the appropriate dimension of behavior. For the Action Taken line, write the action you would take in the situation.

**Development Level:**

**Management Style:**

**Behavior to Use:**

**Action Taken:**

1. You have taken over as the new manager of a department with employees who are not performing to the standard level. This is why the previous boss was fired. Employees are interested in doing a good job and have potential. However, they don’t presently have the skills it takes to do the job to standard or to work together as a team.

**Development Level:**

**Management Style:**

**Behavior to Use:**

**Action Taken:**

Solution

**Development Level:**

1

**Management Style:**

Autocratic

**Behavior to Use:**

High task/low maintenance

**Action Taken:**

Work at training the group and oversee employees’ work. Be sure that production increases to the standard level.

Second-Best Answer

**Development Level:**

2

**Management Style:**

Consultative

**Behavior to Use:**

High task/high maintenance

**Action Taken:**

Train the group and oversee employees’ work as you encourage them to improve performance, and get to know them. Be sure standards are met.

1. You have just taken over a new department. The previous boss was known as a dictator who closely oversaw the group’s performance. The group is producing at the minimal standard rate. The group can do the job; however, they are not committed to doing a good job or teamwork because of the poor climate set by the previous boss.

**Development Level:**

**Management Style:**

**Behavior to Use:**

**Action Taken:**

Solution

**Development Level:**

2

**Management Style:**

Consultative

**Behavior to Use:**

High task/high maintenance

**Action Taken:**

Work with the group to improve the work climate by providing encouragement and developing teamwork. However, at the same time, be sure standards continue to be met.

Second-Best Answer

**Development Level:**

3

**Management Style:**

Participative

**Behavior to Use:**

Low task/high maintenance

**Action Taken:**

Work with the group to improve the work climate by providing encouragement and developing teamwork.

1. Your department is doing a good job. However, you would like to improve the cohesiveness of the team because some of the members don’t seem to feel as though they are a part of the team. As a result, they don’t work as hard as they would if they felt included.

**Development Level:**

**Management Style:**

**Behavior to Use:**

**Action Taken:**

Solution

**Development Level:**

3

**Management Style:**

Participative

**Behavior to Use:**

Low task/high maintenance

**Action Taken:**

Work to develop cohesiveness by focusing on team development by playing a maintenance role. Encourage the members who are insiders of the group to accept the excluded members.

Second-Best Answer

**Development Level:**

2

**Management Style:**

Consultative

**Behavior to Use:**

High task/high maintenance

**Action Taken:**

Work to develop cohesiveness by focusing on team development by playing both task and maintenance roles. Encourage the members who are insiders of the group to accept the excluded members and be sure the excluded members do as much work as the accepted members.

1. Your department is one of the top producers in the company. Members work as a team without you. However, lately you realize there is a conflict within the group, but performance has not dropped due to the conflict.

**Development Level:**

**Management Style:**

**Behavior to Use:**

**Action Taken:**

Solution

**Development Level:**

4

**Management Style:**

Empowering

**Behavior to Use:**

Low task/low maintenance

**Action Taken:**

Give the group time to resolve the conflict as long as productivity is maintained.

Second-Best Answer

**Development Level:**

3

**Management Style:**

Participative

**Behavior to Use:**

Low task/high maintenance

**Action Taken:**

Call a group meeting to discuss and resolve the conflict. Play a maintenance role to get employees to work out their differences.

Do feel free to make up your own situations and even your own test format.

*Answers/Scoring for Situations 1 through 12*

The higher the points, the more effective the style would be in that situation. The 3-point answer is the most appropriate for the situation, followed by the 2-point answer. 1- and 0-point answers are generally not good selections because they will not result in desired outcomes.

|  |  |  |  |
| --- | --- | --- | --- |
| Situation | Development Level | Management Styles | Points |
| 1 | 3 | a. A  b. P  c. C  d. E | 0  3\*  1  2 |
| 2 | 1 | a. E  b. A  c. P  d. C | 0  3\*  1  2 |
| 3 | 4 | a. P  b. A  c. E  d. C | 2  1  3\*  0 |
| 4 | 2 | a. P  b. A  c. E  d. C | 1  2  0  3\* |
| 5 | 4 | a. C  b. E  c. A  d. P | 1  3\*  0  2 |
| 6 | 3 | a. A  b. C  c. P  d. E | 0  2  3\*  1 |
| 7 | 1 | a. A  b. E  c. P  d. C | 3\*  0  1  2 |
| 8 | 4 | a. A  b. P  c. C  d. E | 0  2  1  3\* |
| 9 | 2 | a. A  b. E  c. C  d. P | 1  0  3\*  2 |
| 10 | 3 | a. E  b. C  c. P  d. A | 1  2  3\*  0 |
| 11 | 1 | a. P  b. A  c. E  d. C | 1  3\*  0  2 |
| 12 | 2 | a. C  b. P  c. E  d. A | 3\*  2  0  1 |

SKILL BUILDER 8–3 IDEAS

**Group Performance**

**Note:** This exercise is designed for groups that have worked together for some time. (Five or more hours of prior work are recommended.) If you selected not to use permanent class groups, do not use this exercise. The chapter questions cover the same topics. If you are using permanent class groups, this is a good exercise for which to have students individually and/or in groups hand in the Preparation questions for grading.

*Total Time* (15–40 minutes)

Times can vary considerably. If you want to keep the exercise to 15 to 20 minutes, do not have groups make recommendations on how they can improve their performance.

Doing Skill Builder **8–**3 in Class

**Objectives**

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

**Preparation**

Students will answer the questions in the exercise pertaining to their groups.

**Experience**

Students will discuss their answers to the questions with the members of their groups and may also make specific recommendations about ways in which their group can improve its performance.

*Procedure 1* (15–20 minutes)

Students should break into their groups and discuss their answers to the questions.

*Procedure 2* (15–20 minutes)

Students should make specific recommendations about ways in which their group can improve its performance. Have groups share these with the class.

Conclusion

Lead a class discussion and/or make concluding remarks.

Sharing

Volunteers give their answers to the Apply It section.