Group Dynamics and Work Teams

Chapter 8
Learning Objectives

1. Define what is meant by a group and identify different types of groups operating within organizations.

2. Describe the importance of norms, roles, status, and cohesiveness within organizations.

3. Explain how individual performance in groups is affected by the presence of others (social facilitation) and the number of others with whom one is working (social loafing).
Learning Objectives

4. Define what teams are and describe the various types of teams that exist in organizations.

5. Describe the effectiveness of teams in organizations.

6. Explain the factors responsible for the failure of some teams to operate as effectively as possible and identify steps that can be taken to build successful teams.
Group

- Two or more people in social interaction
- Stable structure
- Members share common goals
- Members perceive themselves as being a group
Group Types

- Formal groups
  - Command groups
  - Task groups
- Informal groups
  - Interest groups
  - Friendship groups
Reasons for Joining Groups

People join groups...

- to satisfy mutual interests
  
- to achieve security
  
- to fill social needs
  
- to fill need for self-esteem
  
By bonding together, people can satisfy mutual goals

Groups provide safety in numbers, protection against common enemies

Being in groups helps satisfy people’s basic need to be with others

Group membership provides opportunities for people to be recognized

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5-Stage Model of Group Formation

Stage 1: Forming
(Members get to know each other and seek to establish ground rules)

Stage 2: Storming
(Members come to resist control by group leaders and show hostility)

Stage 3: Norming
(Members work together, developing close relationships and feelings of camaraderie)

Stage 4: Performing
(Group members work toward getting their jobs done)

Stage 5: Adjourning
(Groups disband, either after meeting their goals or because members leave)
Punctuated Equilibrium Model

- **Period of Equilibrium**
  - Group makes plans
  - Beginning of group discussions

- **Period of Change**
  - Group makes changes
  - Halfway to deadline
  - Final changes made
  - Task completed
  - Group deadline

**Time**
Group Structure

Roles

- Role
- Role incumbent
- Role expectations
- Role ambiguity
# Role Differentiation

## TABLE 8.1 Roles Commonly Played by Group Members

Organizational roles may be differentiated into task-oriented, relations-oriented (or socioemotional), and self-oriented roles—each of which has several subroles. Several of these are shown here.

<table>
<thead>
<tr>
<th>Task-Oriented Roles</th>
<th>Relations-Oriented Roles</th>
<th>Self-Oriented Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiator-contributors</td>
<td>Harmonizers</td>
<td>Blockers</td>
</tr>
<tr>
<td>Recommend new solutions to</td>
<td>Mediate group conflicts</td>
<td>Act stubborn and</td>
</tr>
<tr>
<td>group problems</td>
<td></td>
<td>resistant to the group</td>
</tr>
<tr>
<td>Information seekers</td>
<td>Compromisers</td>
<td>Recognition seekers</td>
</tr>
<tr>
<td>Attempt to obtain the</td>
<td>Shift own opinions to create</td>
<td>Call attention to their</td>
</tr>
<tr>
<td>necessary facts</td>
<td>group harmony</td>
<td>own achievements</td>
</tr>
<tr>
<td>Opinion givers</td>
<td>Encouragers</td>
<td>Dominators</td>
</tr>
<tr>
<td>Share own opinions with</td>
<td>Praise and encourage others</td>
<td>Assert authority by</td>
</tr>
<tr>
<td>others</td>
<td></td>
<td>manipulating the group</td>
</tr>
<tr>
<td>Energizers</td>
<td>Expediters</td>
<td>Avoiders</td>
</tr>
<tr>
<td>Stimulate the group into</td>
<td>Suggest ways the group can</td>
<td>Maintain distance,</td>
</tr>
<tr>
<td>action whenever interest</td>
<td>operate more smoothly</td>
<td>isolate themselves from</td>
</tr>
<tr>
<td>drops</td>
<td></td>
<td>fellow group members</td>
</tr>
</tbody>
</table>
### Norms

- **Prescriptive**
- **Proscriptive**

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**TABLE 8.2 Norms: How Do They Develop?**

Group norms are likely to form according to the ways summarized here.

<table>
<thead>
<tr>
<th>Basis of Norm Development</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precedents set over time</td>
<td>Seating location of each group member around a table</td>
</tr>
<tr>
<td>Carryovers from other situations</td>
<td>Professional standards of conduct</td>
</tr>
<tr>
<td>Explicit statements from others</td>
<td>Working a certain way because you are told “that’s how we do it around here”</td>
</tr>
<tr>
<td>Critical events in group history</td>
<td>After the organization suffers a loss due to one person’s divulging company secrets, a norm develops to maintain secrecy</td>
</tr>
</tbody>
</table>
Status

- **Formal**
  - Status symbols

- **Informal**
Cohesiveness Influences

- Severity of initiation
- Conditions of high external threat or competition
- Time spent together
- Group size
- History of success
Cohesiveness Effects

- Increased group member satisfaction
- Increased participation in group activities
- Increased acceptance of group goals
- Potentially high productivity
- Decreased absenteeism and turnover
- May be counterproductive if group’s goals are contrary to organization’s goals
Drive Theory of Social Facilitation

- Presence of others
- Arousal
- Enhanced tendency to perform dominant response
  - If well learned: Correct, Improved Performance
  - If not well learned: Incorrect, Impaired Performance
Social Loafing

The more people who work together on a group task, the smaller the contribution made by any one member of the group.
Cultural Social Loafing

In the collectivistic cultures of China and Israel, people performed better as members of groups than they did alone.

In the individualistic culture of the United States, people performed better alone than in groups (i.e., social loafing occurred).

<table>
<thead>
<tr>
<th>Standardized Performance Measure</th>
<th>People's Republic of China</th>
<th>Israel</th>
<th>United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>10</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>High 25</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
</tbody>
</table>
Overcoming Social Loafing

- Make each performer identifiable
- Make work tasks more important and interesting
- Reward individuals for contributing to their group’s performance
- Use punishment threats
Groups vs. Teams

Groups vs. Teams

- Individual contributions
- Individual outcomes
- Common goals
- Demands of management

Teams

- Individual contributions and collective work products
- Mutual outcomes
- Common goals and commitment to purpose
- Self-imposed demands

Performance depends on...
Accountability for outcomes rests on...
Members are interested in...
Responsive to...
Types of Teams

- **Work Teams** (concerned with products or services)
- **Temporary Teams** (exist for a finite period)
- **Work Groups** (leaders make decisions for group members)
- **Intact Teams** (work within own specialty area)
- **Physical Teams** (members are physically present)
- **Improvement Teams** (concerned with improving the effectiveness of processes)
- **Permanent Teams** (remain intact as long as the organization is in existence)
- **Self-Managed Work Teams** (team members are free to make their own key decisions)
- **Cross-Functional Teams** (team consisting of members from several different specialties)
- **Virtual Teams** (members meet via electronic means)
Degree of Autonomy
## Self-Managed Teams vs. Traditional Work Groups

<table>
<thead>
<tr>
<th>Self-Managed Teams</th>
<th>Traditional Work Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer driven</td>
<td>Management driven</td>
</tr>
<tr>
<td>Multiskilled workforce</td>
<td>Workforce of isolated specialists</td>
</tr>
<tr>
<td>Few job descriptions</td>
<td>Many job descriptions</td>
</tr>
<tr>
<td>Information shared widely</td>
<td>Information limited</td>
</tr>
<tr>
<td>Few levels of management</td>
<td>Many levels of management</td>
</tr>
<tr>
<td>Whole-business focus</td>
<td>Function/department focus</td>
</tr>
<tr>
<td>Shared goals</td>
<td>Segregated goals</td>
</tr>
<tr>
<td>Seemingly chaotic</td>
<td>Seemingly organized</td>
</tr>
<tr>
<td>Purpose achievement emphasis</td>
<td>Problem-solving emphasis</td>
</tr>
<tr>
<td>High worker commitment</td>
<td>High management commitment</td>
</tr>
<tr>
<td>Continuous improvements</td>
<td>Incremental improvements</td>
</tr>
<tr>
<td>Self-controlled</td>
<td>Management controlled</td>
</tr>
<tr>
<td>Values/principle based</td>
<td>Policy/procedure based</td>
</tr>
</tbody>
</table>
Self-Managed Work Teams

Functions

- Schedule work assignments (67%)
- Work with outside customers (67%)
- Conduct training (59%)
- Set production goals (56%)
- Work with suppliers/vendors (44%)
- Purchase equipment/services (43%)
- Develop budgets (39%)
- Do performance appraisals (36%)
- Hire coworkers (33%)
- Fire coworkers (14%)

Scheduling work assignments and working with outside customers are the tasks most commonly performed by self-managed work teams.

Only a few self-managed work teams get to hire and fire their coworkers.
Creating and Developing Teams

STAGE 1: Prework
- Determine whether or not to form a team
- If a team is formed, establish objectives and authority structure

STAGE 2: Create Performance Conditions
- Ensure that team has proper resources to function

STAGE 3: Form and Build Team
- Form boundaries
- Get members to accept purpose and mission
- Clarify responsibilities

STAGE 4: Provide Ongoing Assistance
- Help team get and use resources
- Help eliminate problems that arise

Time

Before Team Formation

During Team Formation

After Team Formation
Successful Teams

- People enjoy working in teams after adjustment
- Help enhance commitment among employees
- Allow more to be done by fewer people
- Not always responsible for making individuals and organizations more productive
Why Some Teams Fail

- Unwillingness to cooperate
- Lack of management support
- Managers’ reluctance to relinquish control
- Failure to cooperate between teams
Successful Team Development

- Compensate team performance
- Communicate urgency of team’s mission
- Train members in team skills
  - Being a team member
  - Self-management
Required Team Member Interpersonal Skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocating</td>
<td>Ways of persuading others to accept one’s point of view (see Chapter 12)</td>
</tr>
<tr>
<td>Inquiring</td>
<td>Listening effectively to others and drawing information out of them (see Chapter 9)</td>
</tr>
<tr>
<td>Tension management</td>
<td>Managing the tension that stems from conflict with others (see Chapter 11)</td>
</tr>
<tr>
<td>Sharing responsibility</td>
<td>Learning to align personal and team objectives (see Chapter 6)</td>
</tr>
<tr>
<td>Leadership</td>
<td>Understanding one’s role in guiding the team to success (see Chapter 13)</td>
</tr>
<tr>
<td>Valuing diversity</td>
<td>Acceptance—and taking advantage—of differences between members (see Chapter 5)</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>Willingness to criticize others constructively and to accept constructive criticism from others (see Chapters 9 and 11)</td>
</tr>
</tbody>
</table>
Required Self-Management Skills

- Observing and evaluating oneself
- Expecting high performance from oneself and others
- Setting performance goals
- Practicing new skills and tasks
- Criticizing oneself objectively
Successful Team Development

- Team training exercises
  - Role definition
  - Goal setting
  - Problem solving
  - Interpersonal process

- Promote cooperation within and between teams

- Select team members based on skills or potential skills

- Be patient
Team Training Effectiveness

- Effectiveness at solving problem = High
- Performance in the field = High
- Performance on physical skills = High

Knowledge of teamwork skills

- Effectiveness at solving problems = Low
- Performance in the field = Low
- Performance on physical skills = Low

HIGH
ratings of team performance by observers

LOW
ratings of team performance by observers