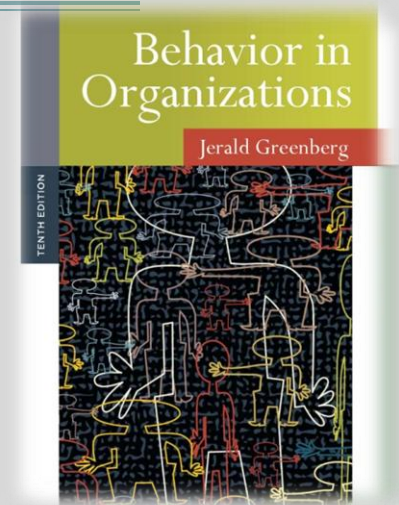


Group Dynamics and Work Teams

Chapter 8



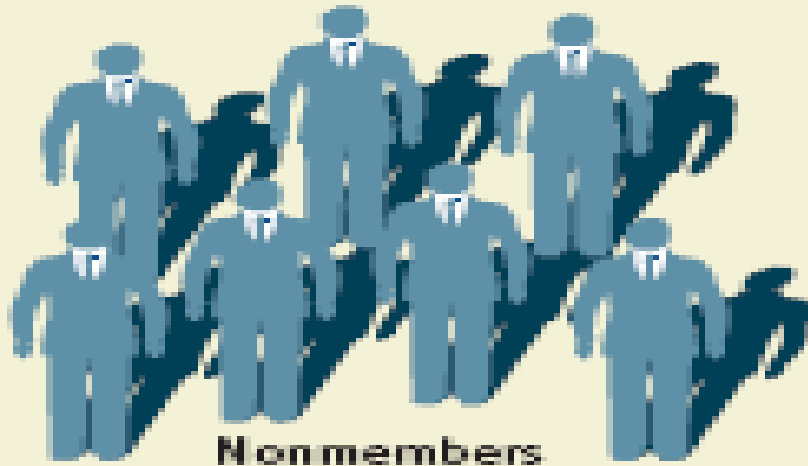
Learning Objectives

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

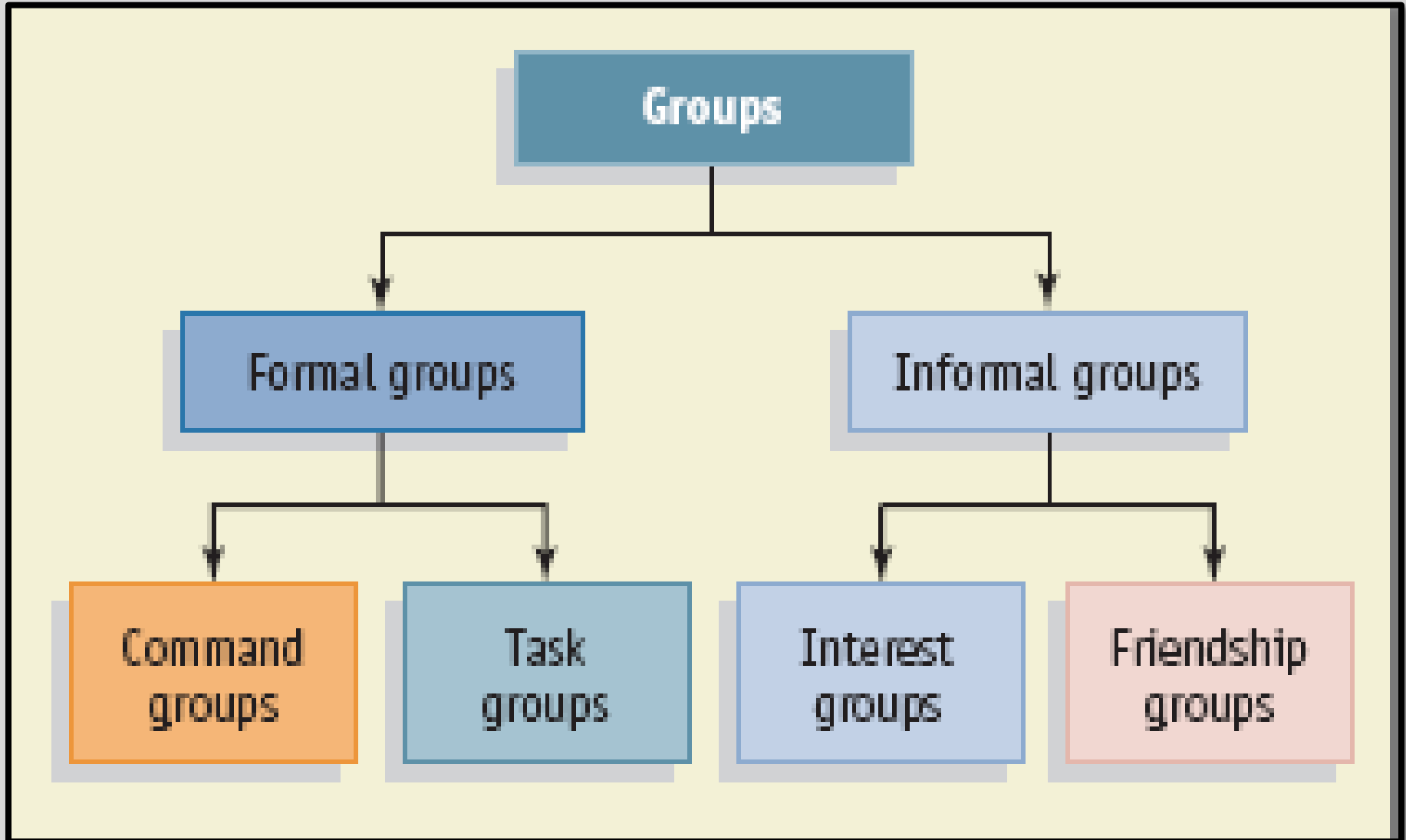
Stable structure

Members share common goals

Members perceive themselves as being a group

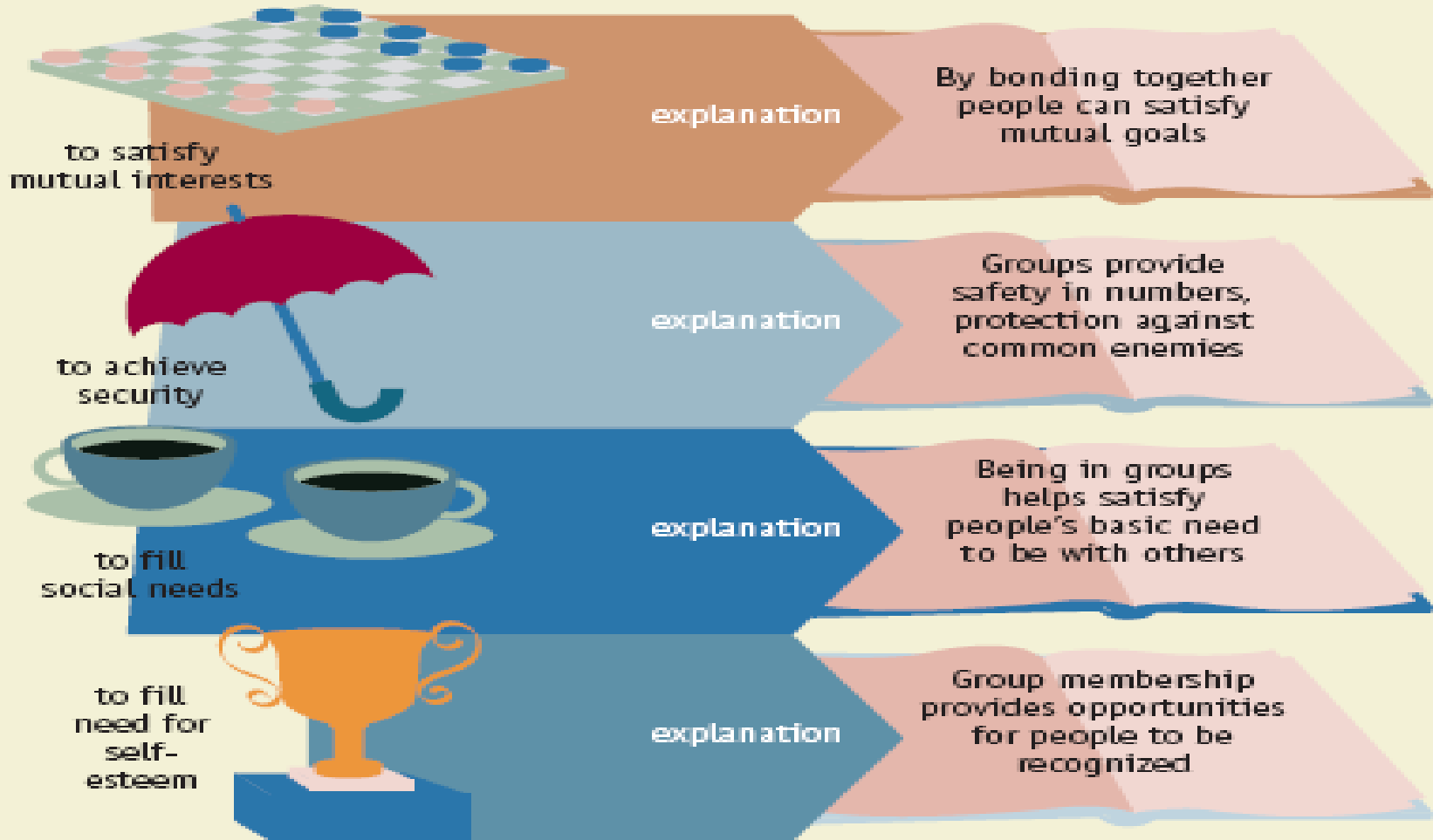


Group Types



Reasons for Joining Groups

People join groups . . .



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)

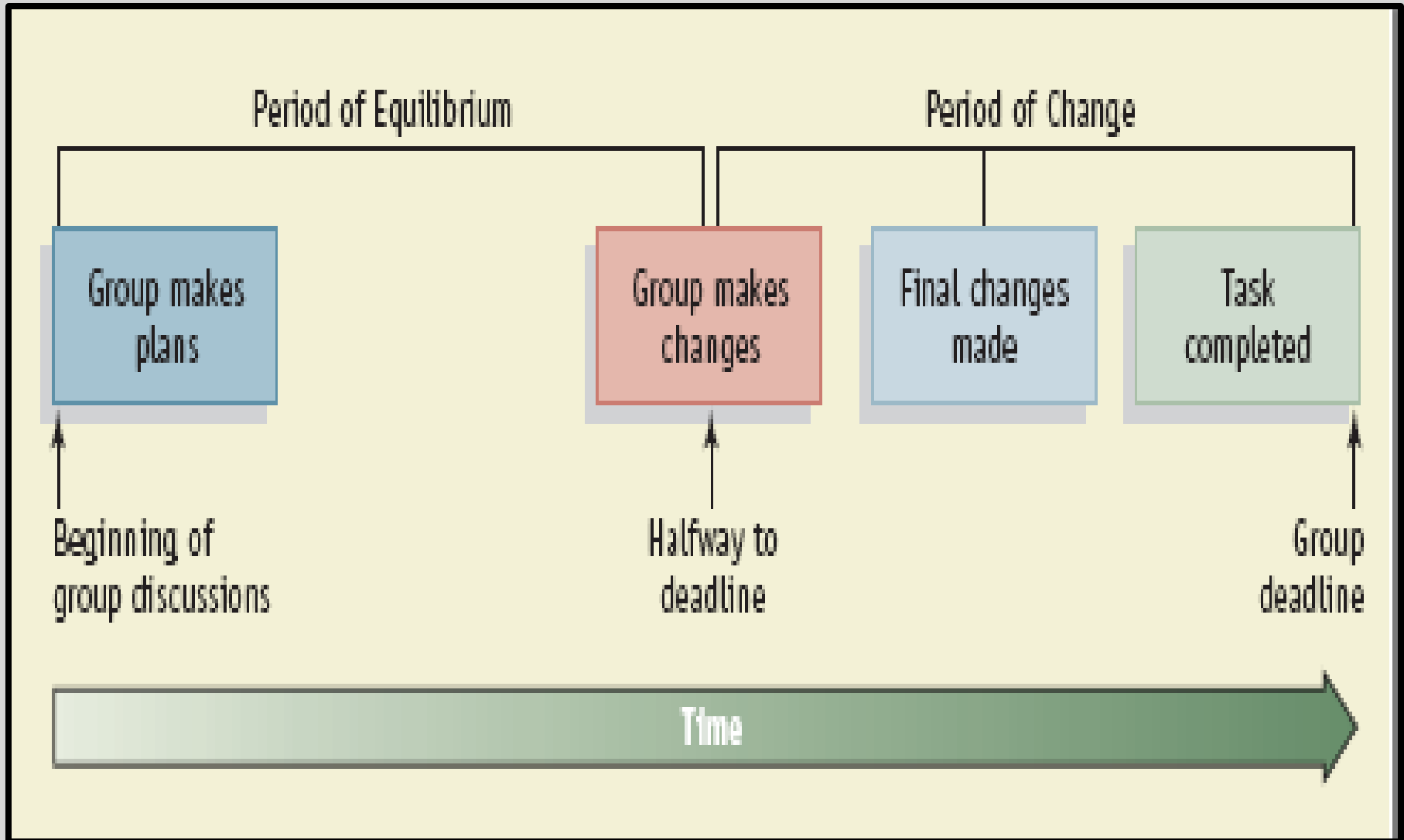


Stage 5 Adjourning

(Groups disband, either after meeting their goals or because members leave)



Punctuated Equilibrium Model



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.

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

Norms

- Prescriptive

- Proscriptive

TABLE 8.2 Norms: How Do They Develop?

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

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

Status

- **Formal**
 - Status symbols
- **Informal**

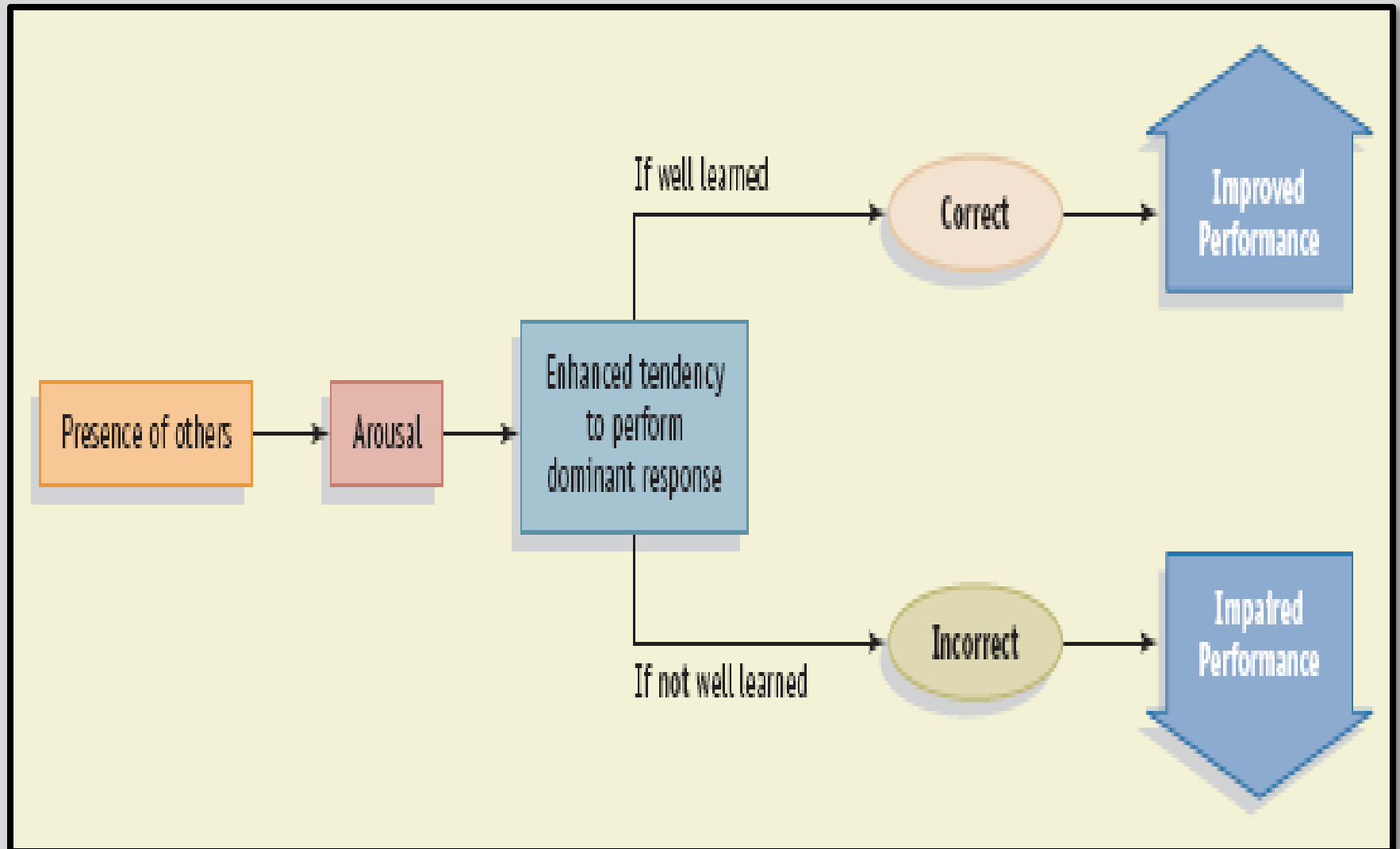
Cohesiveness Influences

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

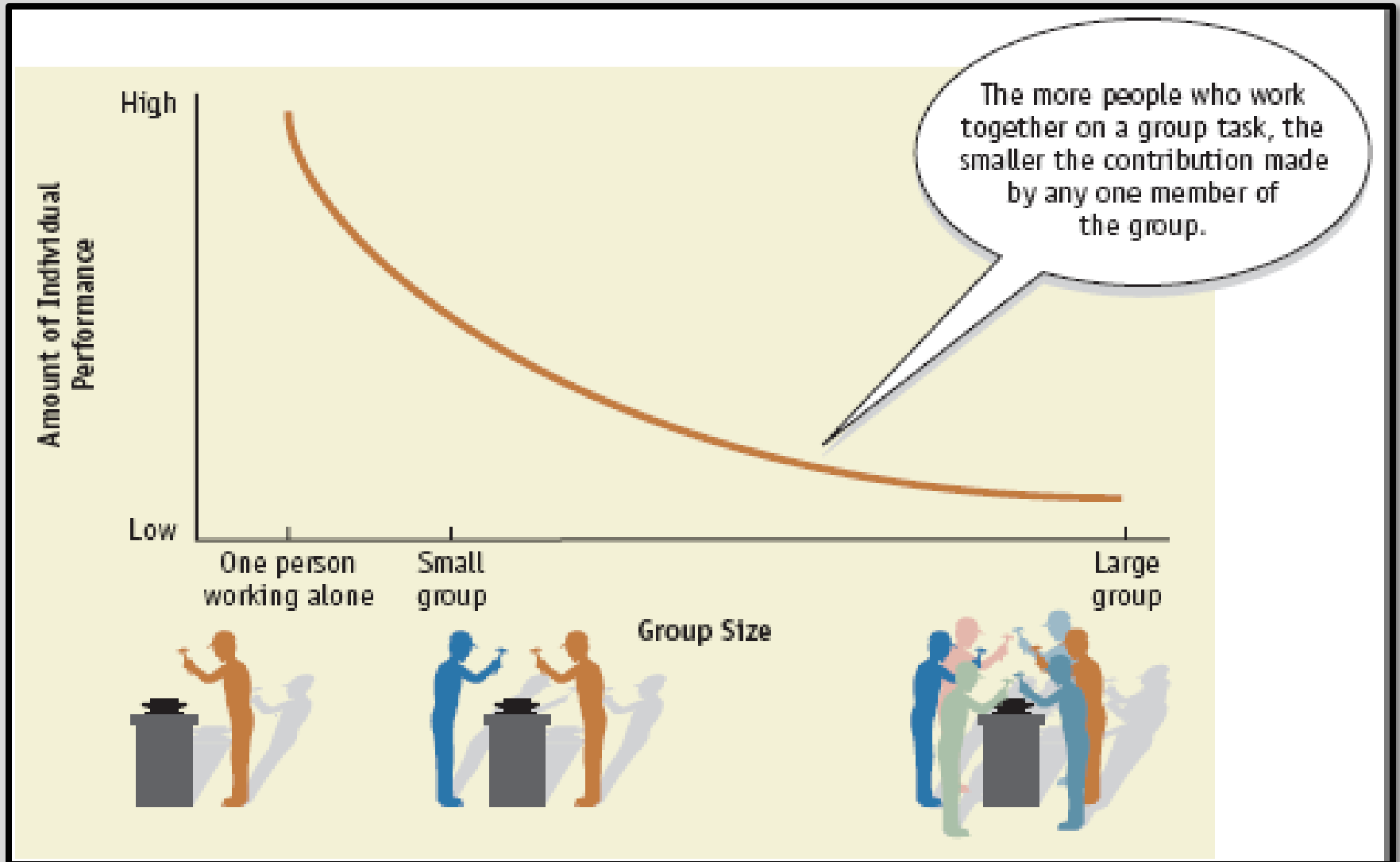
Cohesiveness Effects

- 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

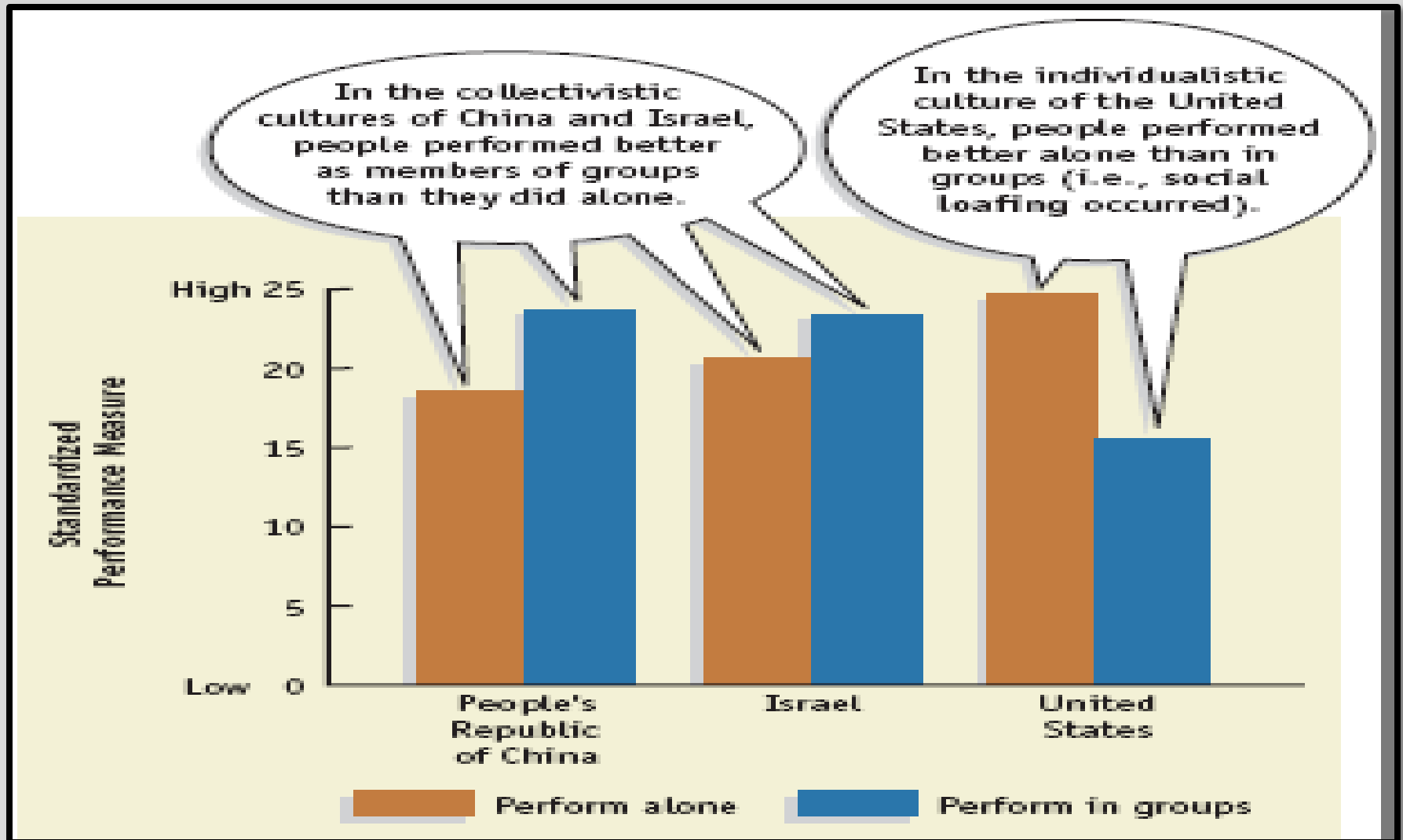
Drive Theory of Social Facilitation



Social Loafing



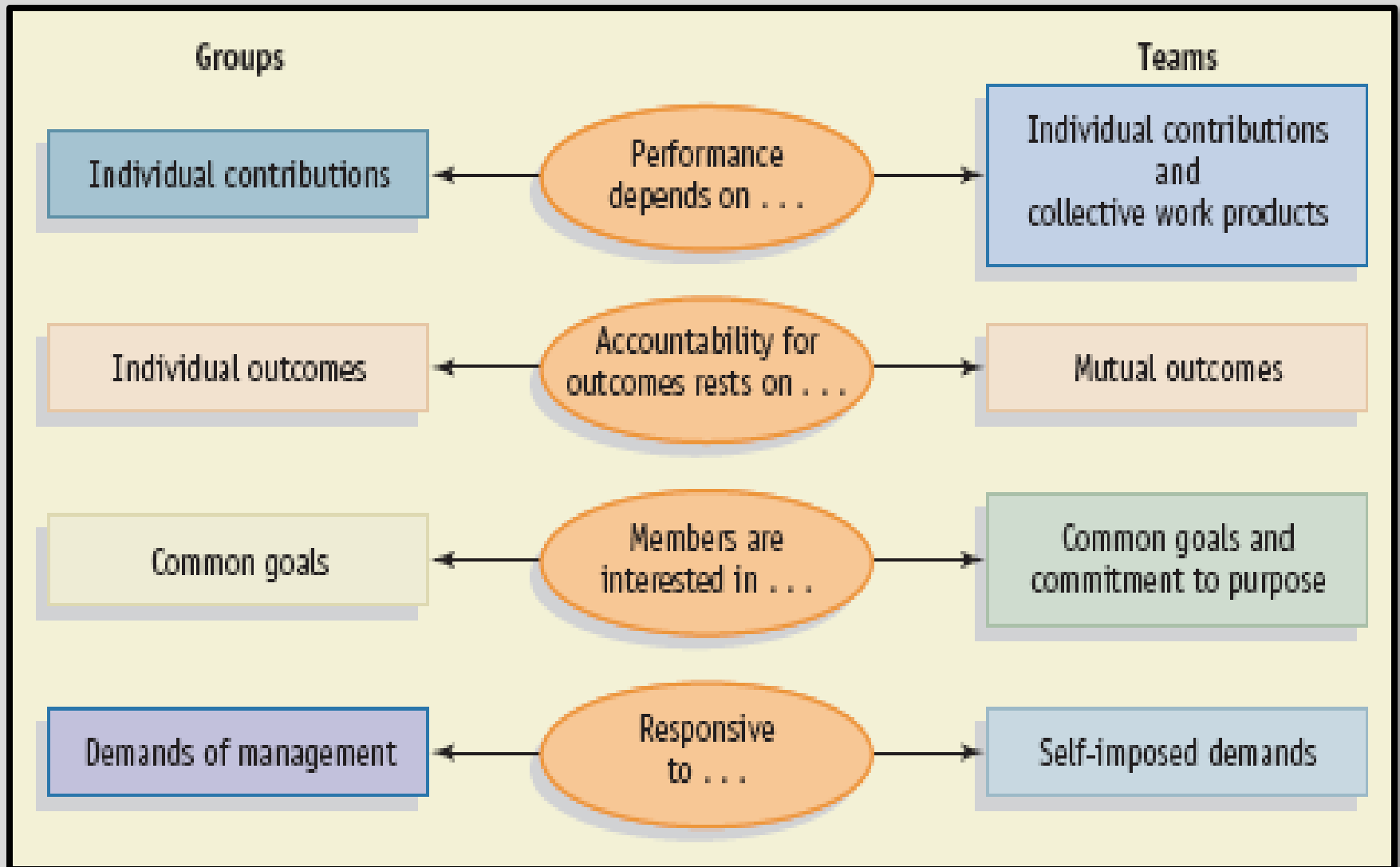
Cultural Social Loafing



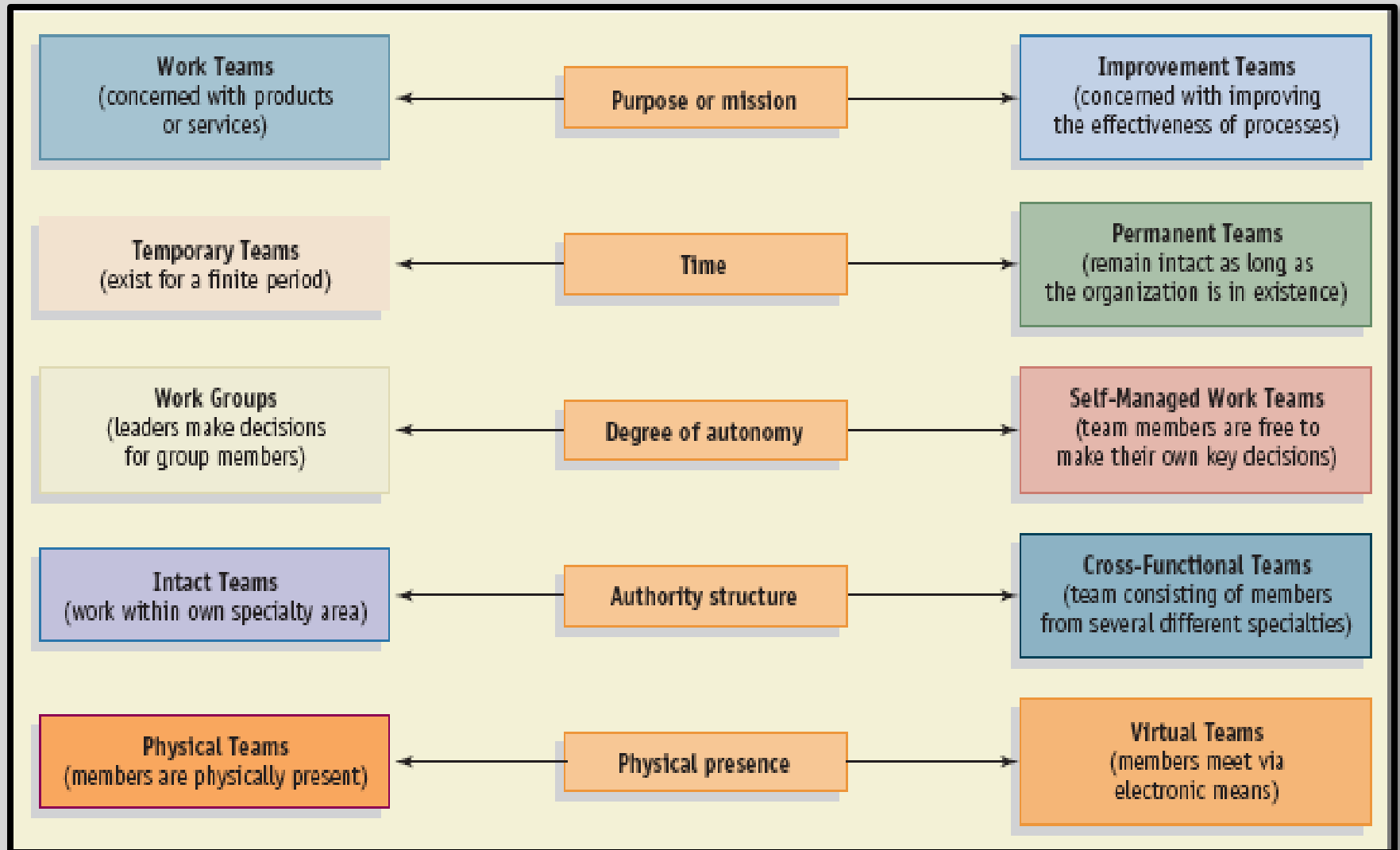
Overcoming Social Loafing

- Make each performer identifiable
- Make work tasks more important and interesting
- Reward individuals for contributing to their group's performance
- Use punishment threats

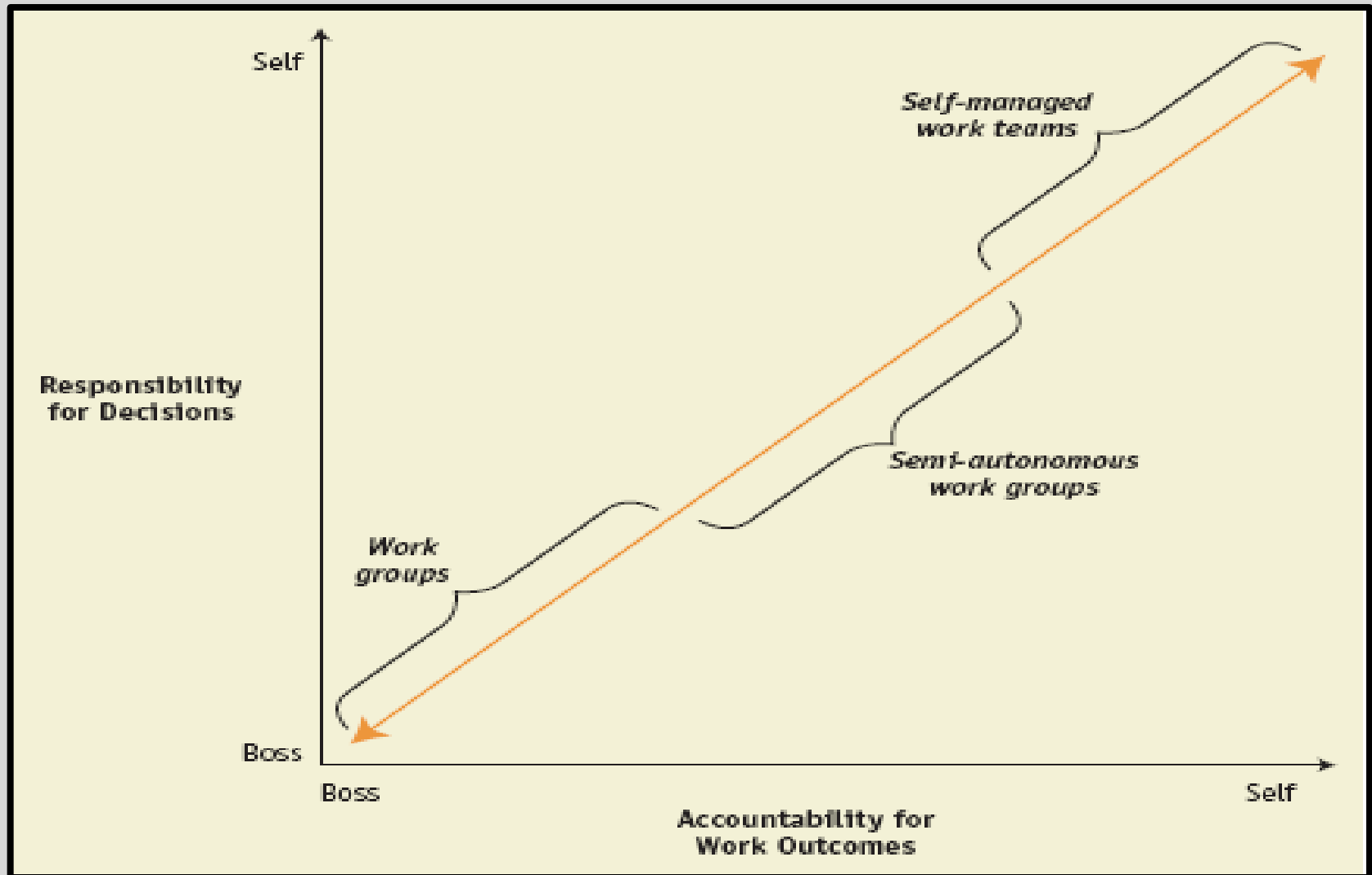
Groups vs. Teams



Types of Teams



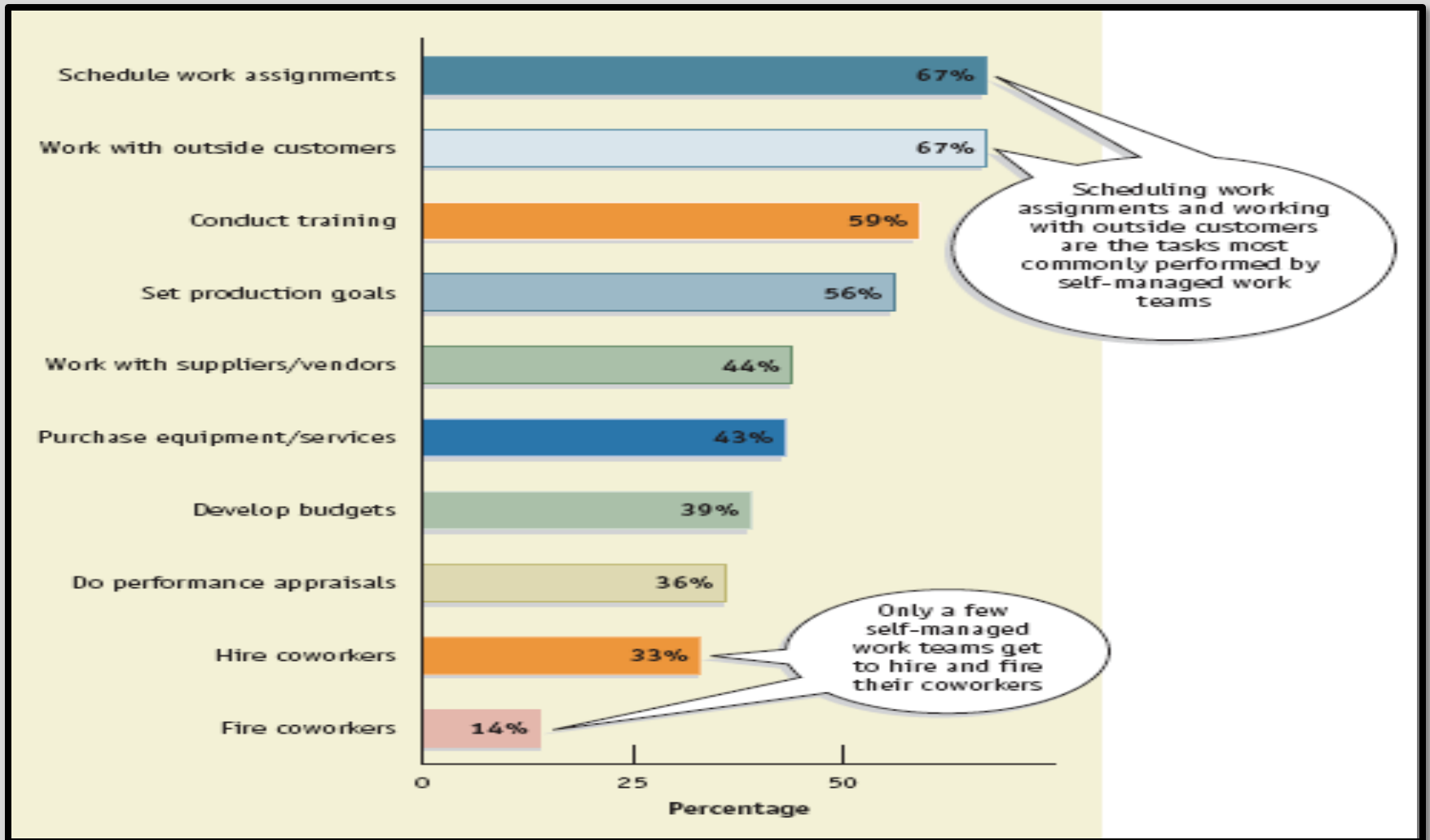
Degree of Autonomy



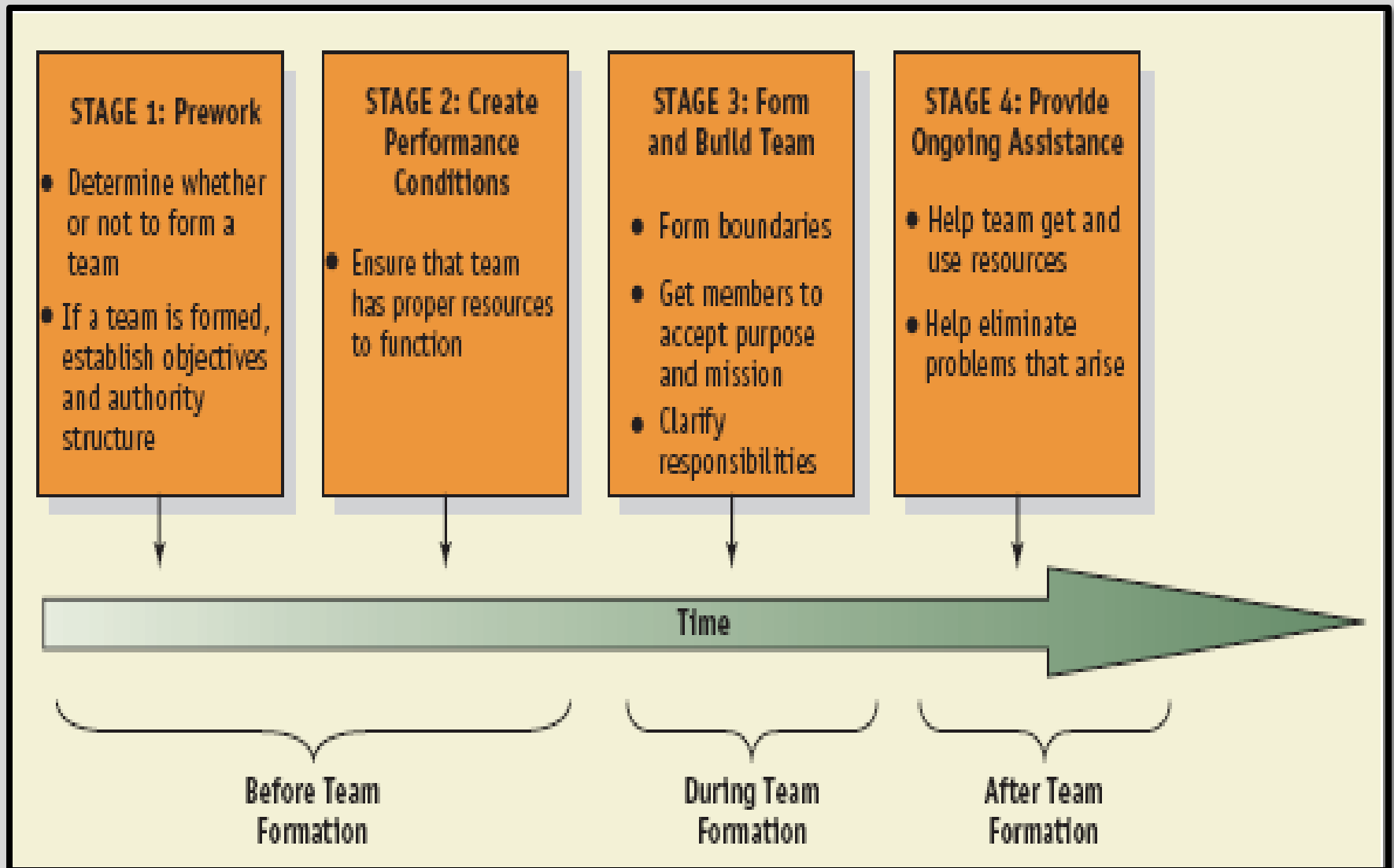
Self-Managed Teams vs. Traditional Work Groups

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

Self-Managed Work Teams Functions



Creating and Developing Teams



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

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

Required Self-Management Skills

Self-Management Skills

```
graph TD; A[Self-Management Skills] --- B[Observing and evaluating oneself]; A --- C[Expecting high performance from oneself and others]; A --- D[Setting performance goals]; A --- E[Practicing new skills and tasks]; A --- F[Criticizing oneself objectively];
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*Observing
and
evaluating
oneself*

*Expecting
high
performance
from oneself
and others*

*Setting
performance
goals*

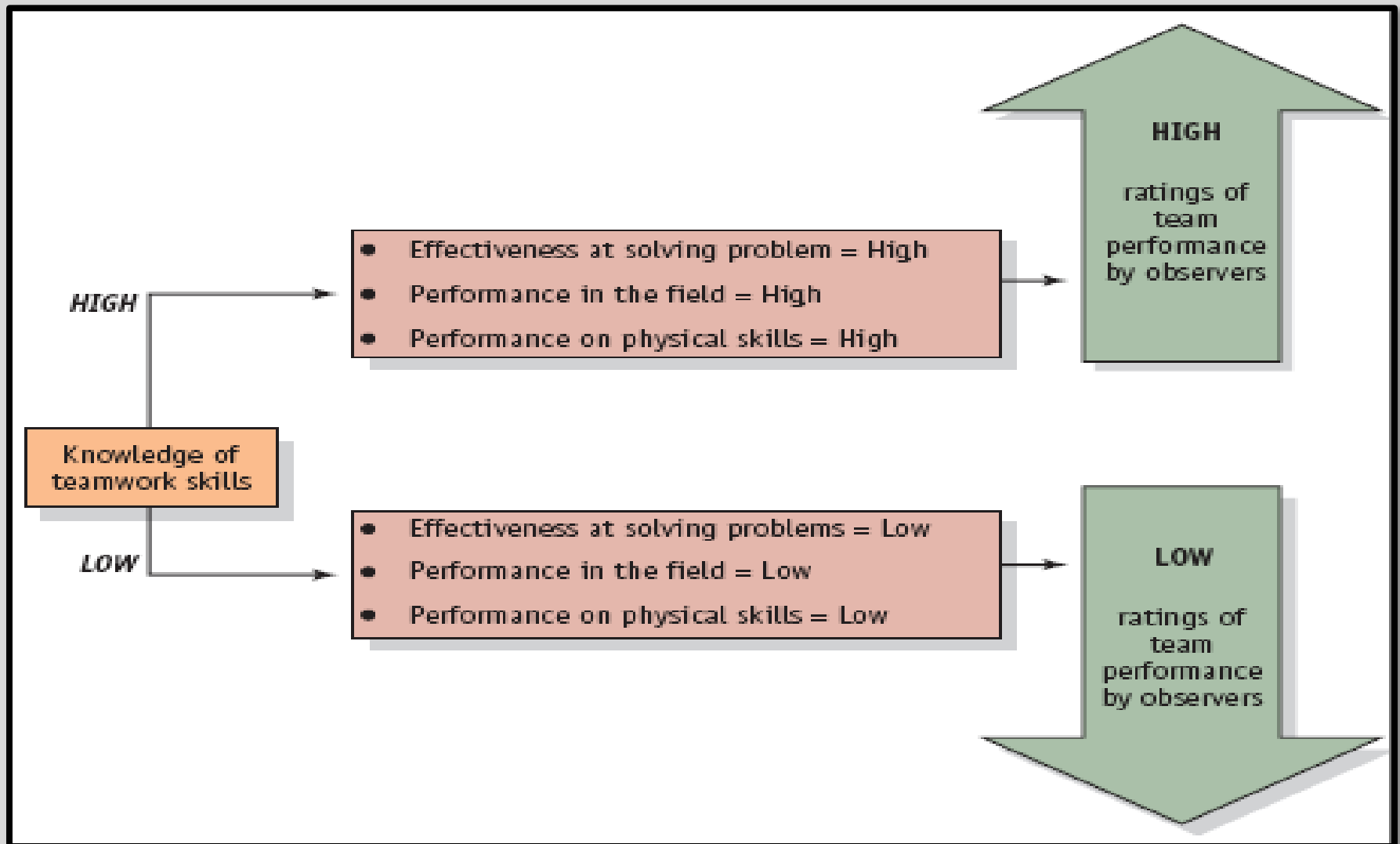
*Practicing
new skills
and tasks*

*Criticizing
oneself
objectively*

Successful Team Development

- Team training exercises
 - Role definition
 - Problem solving
 - Goal setting
 - Interpersonal process
- Promote cooperation within and between teams
- Select team members based on skills or potential skills
- Be patient

Team Training Effectiveness





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