Organizational Behavior and Organizational Change
Groups & Teams

Roger N. Nagel
Senior Fellow & Wagner Professor
Lehigh University
Topics in this Presentation

- Why people join groups
- The Five-Stage Model of Group Development
- Group Structure:
  - Conformity, Status, Cohesiveness
- Group - Decision Making
  - Group - Decision Making Techniques
    » Group think, Groupshift
- Interacting Groups
- Nominal Group Technique
- Brainstorming
- Electronic Meeting
- Evaluating Group Effectiveness
- Why Have Teams Become So Popular?
- Team Versus Group: What’s the Difference
  - Comparing Work Groups and Work Teams
- Types of Teams
- A Team-Effectiveness Model
- Beware: Teams Aren’t Always the Answer
Groups

- A group is defined as two or more individuals
  - Interacting and interdependent,
  - who have come together to achieve particular objectives.

- Groups can be either formal or informal.

- Members similar or dissimilar
Why People Join Groups

- Security
- Status
- Self-esteem
- Affiliation
- Power
- Goal Achievement
The Five-Stage Model of Group Development

Forming Stage
The first stage in group development, characterized by much uncertainty.

Storming Stage
The second stage in group development, characterized by intragroup conflict.

Norming Stage
The third stage in group development, characterized by close relationships and cohesiveness.
The Five-Stage Model of Group Development

Performing Stage

The fourth stage in group development, when the group is fully functional.

Adjourning Stage

The final stage in group development for temporary groups, characterized by concern with wrapping up activities rather than performance.
The Five-Stage Model of Group Development

1. Prestage I
2. Stage I: Forming
3. Stage II: Storming
4. Stage III: Norming
5. Stage IV: Performing
6. Stage V: Adjourning

EXHIBIT 8-2
Page 240
Groups do not always proceed clearly from one stage to the next.
- Sometimes several stages go on simultaneously.
- Groups occasionally regress to previous stages.
- There are temporary groups as well
Group Structure - Conformity

Conformity

Adjusting one’s behavior to align with the standards of the group.

Groups place strong pressures on individual to change their attitudes and behaviors to conform to the group’s standard.
Group Structure - Conformity

- Culture bound.
  - Conformity to social standards is higher in countries with group cultures than in countries with individualistic cultures

For example where does leader sit?

Can you suggest other examples?
Group Structure - Status

Status

A socially defined position or rank given to groups or group members by others.
Group Structure - Status

Status Groups

Important groups to which individuals belong or hope to belong can establish the standards individuals are likely to conform to.

To Gain in Status

Planning Group  Brainstorming Group
Group Structure - Status

- Status is a socially defined position or rank given to groups or group members by others.

- What Determines Status?
  - Status derived from one of three sources:
    1. The power a person wields over others
    2. A person’s ability to contribute to group’s goals
    3. Individual’s personal characteristics
Group Structure - Status

- Where managers utilize collective work situations to enhance morale and teamwork
- They must also provide means by which individual efforts can be identified.
Group Structure - Status

- Cultural differences affect status.
  - For example, the French are highly status conscious.
  - Countries differ on the criteria that create status

- Status in some USA organizations
  - Position title
  - Symbols
    - Office size, desk, window, parking spot, key to executive area
  - Access to leaders
  - Membership on special team
  - Charisma
  - Innovation ability

- What are factors create status in your organization?
Group Structure - Performance Norms

- Provide explicit ideas for individuals in the group with respect to:
  - How hard they should work,
  - how to get the job done,
  - their level of output,
  - appropriate levels of tardiness, etc.

- These norms are extremely powerful in affecting an individual employee’s performance.
Group Structure - Cohesiveness

- Cohesiveness
  - The degree to which members are attracted to each other and are motivated to stay in the group.
  - Cohesiveness is important because it has been found to be related to the group’s productivity.
Increasing group cohesiveness:
1. Make the group smaller.
2. Encourage agreement with group goals.
3. Increase time members spend together.
4. Increase group status and admission difficulty.
5. Stimulate competition with other groups.
6. Give rewards to the group, not individuals.
7. Physically isolate the group.
Relationship Between Group Cohesiveness, Performance Norms, and Productivity

**Cohesiveness**

- High Cohesiveness
  - High Performance Norms: High productivity
  - Low Performance Norms: Low productivity
- Low Cohesiveness
  - High Performance Norms: Moderate productivity
  - Low Performance Norms: Moderate to low productivity
Group - Decision Making

Decision making

- Large groups facilitate the pooling of information about complex tasks.

- Smaller groups are better suited to coordinating and facilitating the implementation of complex tasks.
Group - Decision Making

Communication of ideas

So we agree on new lighting as the solution!
Group - Decision Making

- **Strengths**
  - More complete information
  - Increased diversity of views
  - Higher quality of decisions (more accuracy)
  - Increased acceptance of solutions

- **Weaknesses**
  - Lower more time consuming
  - Increased pressure to conform
  - Domination by one or a few members
  - Ambiguous responsibility
Groupthink

Phenomenon in which the goal for consensus overrides the realistic appraisal of alternative course of action.

"Then we are agreed nine to one that we will say our previous vote was unanimous!"
Symptoms Of The Groupthink Phenomenon

- Members apply direct pressures on those who express doubts about shared views or who question the alternative favored by the majority.
- Members who have doubts or differing points of view keep silent about misgivings.
- Group members rationalize any resistance to the assumptions they have made.
- There appears to be an illusion of unanimity.
How to minimize groupthink:

1. Encourage group leaders to play an impartial role.
2. Appoint one group member to play the role of devil’s advocate.
3. Utilize exercises that stimulate active discussion of diverse alternatives.
Groupshift

A change in decision risk between the group’s decision risk tolerance and the individual decision risk that individual members within the group would make;

Can be either toward conservatism or greater risk.
Implications of Groupshift:
- Recognize that group decisions exaggerate the initial position of the individual members.
- The shift has been shown more often to be toward greater risk.
Group - Decision Making Techniques

Interacting Groups

Typical groups, in which the members interact with each other face-to-face.

Nominal Group Technique

A group decision-making method in which individual members meet face-to-face to pool their judgments in a systematic but independent fashion.
Most Group Decision Making Takes Place in Interacting Groups

- In these groups, members meet face to face and rely on both verbal and nonverbal interaction to communicate with each other.
- Interacting groups often censor themselves and pressure individual members toward conformity of opinion.
The nominal group technique

- restricts discussion during the decision-making process
  - group members are all present, but operate independently.
  - a problem is presented, and then the following steps take place:
    1. members meet as a group but, before any discussion takes place, each member independently writes down his or her ideas on the problem.
    2. after this silent period, each member presents one idea to the group. each member takes his or her turn.
    3. the group now discusses the ideas for clarity and evaluates them.
    4. each group member silently and independently rank-orders the ideas.
    5. the idea with the highest aggregate ranking determines the final decision.
The chief advantage of the nominal group technique is that it permits the group to meet formally but does not restrict independent thinking, as does the interacting group.
Brainstorming

An idea-generation process that specifically encourages any and all alternatives, while withholding any criticism of those alternatives.

Electronic Meeting

A meeting in which members interact on computers, allowing for anonymity of comments and aggregation of votes.
Brainstorming

Brainstorming is meant to overcome pressures for conformity in the interacting group that retard the development of creative alternatives.

The process:
- The group leader states the problem clearly.
- Members then “free-wheel” as many alternatives as they can in a given length of time.
- No criticism is allowed, and all the alternatives are recorded for later discussion and analysis.
- One idea stimulates others, and group members are encouraged to “think the unusual.”
The computer-assisted group or electronic meeting blends the nominal group technique with sophisticated computer technology.

- Up to 50 people sit around a table, empty except for a series of computer terminals.
- Issues are presented to participants, and they type their responses onto their computer screen.
- Individual comments, as well as aggregate votes, are displayed on a projection screen.
- The major advantages of electronic meetings are anonymity, honesty, and speed.
### Evaluating Group Effectiveness

<table>
<thead>
<tr>
<th>Effectiveness Criteria</th>
<th>Interacting</th>
<th>Brainstorming</th>
<th>Nominal</th>
<th>Electronic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number and quality of ideas</td>
<td>Low</td>
<td>Moderate</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Social pressure</td>
<td>High</td>
<td>Low</td>
<td>Moderate</td>
<td>Low</td>
</tr>
<tr>
<td>Money costs</td>
<td>Low</td>
<td>Low</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Speed</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Task orientation</td>
<td>Low</td>
<td>High</td>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Potential for interpersonal conflict</td>
<td>High</td>
<td>Low</td>
<td>Low</td>
<td>Moderate</td>
</tr>
<tr>
<td>Commitment to solution</td>
<td>High</td>
<td>Not applicable</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Development of group cohesiveness</td>
<td>High</td>
<td>High</td>
<td>Moderate</td>
<td>Low</td>
</tr>
</tbody>
</table>

Nominal Exercises

- Exercises to be done first as an individual – Select one of the following
  A. High cohesiveness in a group leads to higher group productivity.
  B. Balancing individual vs group decisions, rewards, recognition etc.
  C. How important is status in your organization?
  D. Group - Decision Making Techniques & Problems

- When you have completed the exercise share your answers with another person and ask for feedback to make improvements.
  - You may seek feedback from one person and provide it to another. Each person should try to do both

- When reading and commenting on someone else's answer recommend that they present to the class if you think we will all benefit. You may also choose to volunteer to present your answer.
  - We will present five or six to our class
  - I will select people at random if there are no volunteers
A: Cohesiveness

- High cohesiveness in a group leads to higher group productivity.

1. Do you agree or disagree? Explain.
2. How would or should you use this in your organization?
3. Provide
   a. an example,
   b. a plan,
   c. benefits,
   d. metrics and
   e. identify obstacles

Cohesiveness

<table>
<thead>
<tr>
<th>Performance norms</th>
<th>High productivity</th>
<th>Moderate productivity</th>
<th>Low productivity</th>
<th>Moderate to low productivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>High cohesiveness</td>
<td>High productivity</td>
<td>Moderate productivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low cohesiveness</td>
<td>Low productivity</td>
<td>Moderate to low productivity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
B: Group vs. Individual

1. If group decisions consistently achieve better quality outcomes than those achieved by individuals, how did the phrase “a camel is a horse designed by a committee” become so popular?

2. Read the point and counterpoint article of page 264.

3. Decide how you would or should balance individual vs group decisions, rewards, recognition etc.

4. Provide
   
   a. An example where you will or have used this balance
   b. Expected the results or benefits you hope to achieve
   c. Metrics by which you will measure the results or benefits
   d. Obstacles you face or have faced –how to overcome them
   e. What advice would you give to others regarding this?
C: Group Structure - Status

1. How important is status in your organization? Explain why?

2. What can you use from today's discussion on status to improve your organization? Provide
   a. an example,
   b. a plan,
   c. benefits,
   d. metrics and
   e. identify obstacles
We discussed the Group - Decision Making Technique problems of
- Group think
- Groupshift

We also discussed the Group - Decision Making Techniques
- Interacting Groups
- Nominal Group Technique
- Brainstorming
- Electronic Meeting

1. Identify the material from our discussions which you most value and explain why.
2. How would or should you use this in your organization?
3. Provide
   a. an example,
   b. a plan,
   c. benefits,
   d. metrics and
   e. identify obstacles
Present Answers

At least one for A,B,C and D
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Why Have Teams Become So Popular?

- Teams typically outperform individuals.
- Teams use employee talents better.
- Teams are more flexible and responsive to changes in the environment.
- Teams facilitate employee involvement.
- Teams are an effective way to democratize and organization and increase motivation.
Team Versus Group: What’s the Difference

Work Group

A group that interacts primarily to share information and to make decisions to help each group member perform within his or her area of responsibility.

Work Team

A group whose individual efforts result in a performance that is greater than the sum of the individual inputs.

Integrated effort
Comparing Work Groups and Work Teams

**Work groups**
- Share information: Neutral (sometimes negative)
- Individual
- Random and varied

**Work teams**
- Goal
- Synergy
- Accountability
- Skills
- Collective performance: Positive
- Individual and mutual
- Complementary

**Integrated effort**

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CSE & Enterprise Systems Center
Lehigh University

EMBA Jinan

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Types of Teams

Problem-Solving Teams

Groups of 5 to 12 employees from the same department who meet for a few hours each week to discuss ways of improving quality, efficiency, and the work environment.

Self-Managed Work Teams

Groups of 10 to 15 people who take on the responsibilities of their former supervisors.
Types of Teams

Cross-Functional Teams

Employees from about the same hierarchical level, but from different work areas, who come together to accomplish a task.

- Task forces

Be careful with committees

Each member must know goal!
Teams Effectiveness

- Each team member will have a clear understanding of his own purpose
- Each team member is free to assert his autonomy by saying "no"
- Each team member assumes responsibility for team’s outcomes and for the current situation
- Each team member will be honest in making their contribution

Source Prof. Shu Zhang Tongji University Shanghai China
Failure of Teams: Individual Focus

- There wasn’t a clarity of role, team member didn’t understand what each was supposed to do
- No body led when leadership was needed or they led in wrong direction
- Team was a low priority activity, no results that expected
- No team-based pay or other rewards, no incentives for teaming

Source: Prof. Shu Zhang Tongji University Shanghai China
Failure of Teams: Organizational Focus

- Team’s goals were unclear, if you don’t know where you are going, it’s even harder for a group to get there
- Objectives shifted and the team didn’t keep the shifts
- No mechanisms to hold team and its members accountable
- Didn’t have management’s support or the rest of enterprise didn’t take them seriously

Source Prof. Shu Zhang Tongji University Shanghai China
A Team-Effectiveness Model

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

Process
- Common purpose
- Specific goals
- Team efficacy
- Conflict levels
- Social loafing

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

Composition
- Abilities of members
- Personality
- Allocating roles
- Diversity
- Size of teams
- Member flexibility
- Member preferences

EXHIBIT 9–3
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Key Roles of Teams

- Adviser: Encourages the search for more information
- Maintainer: Fights external battles
- Controller: Examines details and enforces rules
- Producer: Provides direction and follow-through
- Organizer: Provides structure
- Assessor: Offers insightful analysis of options
- Promoter: Champions ideas after they're initiated
- Creator: Initiates creative ideas
- Linker: Coordinates and integrates

Revisit in Open Innovation
Turning Individuals Into Team Players

The Challenges

- Overcoming individual resistance to team membership.
- Countering the influence of individualistic cultures.
- Introducing teams in an organization that has historically valued individual achievement.

Shaping Team Players

- Selecting employees who can fulfill their team roles.
- Training employees to become team players.
- Reworking the reward system to encourage cooperative efforts while continuing to recognize individual contributions.
Beware: Teams Aren’t Always the Answer

Three tests to see if a team fits the situation:

- Is the work complex and is there a need for different perspectives?
- Does the work create a common purpose or set of goals for the group that is larger than the aggregate of the goals for individuals?
- Are members of the group involved in interdependent tasks?
Getting to know your team mates

1. Get to know each member on your team socially.
   a. Describe social activities you enjoy. It may include travel, sports and hobbies etc.
   b. Identify who your favorite person outside of work is and why you choose them. It may be your spouse, a parent, child a sibling or anyone else in your life but not from work.
2. Identify at least three common social interests that your team shares
3. Get to know each member on your team professionally.
   a. Describe your education, professional preparation, the place where you work and your responsibilities
   b. Identify your professional interests and professional goals
   c. Identify the person you most admire professionally and why
4. Identify at least three professional interests that your team shares
5. Finally select a common interest in which all team members agree there is a common benefit to the team which makes it stronger and a better team.

http://www.businessballs.com/teambuildinggames.htm
Team Reports
Sports Teams as a Role Model for Work Teams

1. Read the Point and Counterpoint article page 290 on sports teams.

2. Are sports teams good role models for work teams?
   - If yes justify your answer and provide an example
   - If no justify your answer and provide an example

3. Share your answers with your team and provide a team consensus with a rational.

Exercise E all teams
Team Reports
Roger N. Nagel
Wagner Professor and Senior Fellow
CSE Department &
The Enterprise Systems Center at Lehigh University
200 West Packer Avenue
Bethlehem, Pennsylvania, 18015
(610) 758-4086, (610) 868-0402 [fax]
Rnagel@lehigh.edu