
UNIT 4. MANAGING ORGANIZATIONAL TEAMS AND GROUPS

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4.0. INTRODUCTON

In this dynamic and highly competitive business environment, organizations can not succeed unless they work on a team basis. The evidence suggests that teams typically outperform individuals when the tasks being done require multiple skills, judgment, and experience. As organizations have restructured themselves to compete more effectively and efficiently, they have turned to teams as a better way to use employee talents. Management has found that teams are more flexible and responsive to changing events than are traditional departments or other forms of permanent grouping. Teams have the capability to quickly assemble, deploy, refocus, and disband.

Therefore, organizations are now becoming highly dependant on team work than individual efforts.

In this unit you will study the meaning of teams, its difference from groups, stages of team formation, and approaches of making teams more productive.

4.1. OBJECTIVES

After completing this unit you should be able to:

- ✓ Define teams
- ✓ Outline the model of team effectiveness
- ✓ Differentiate between team and group
- ✓ Identify the different types of teams
- ✓ Discuss team development stages

4.2. MANAGING ORGANIZATIONAL TEAMS AND GROUPS

An overview:

Formally defined, a team is a collection of two or more people who regularly interact with one another in the pursuit of common goals. And simply put, teams can be very good for both organizations and their members. They can increase resources for problem solving, faster creativity and innovation, improve quality of decision making, enhance members commitments to tasks, raise motivation through collective action, help control and discipline members, and help satisfy individual as organization grow in size. In this unit will study the role of teams, type of teams, and ways of converting individuals effective team players.

Objective:

After reading this section you will be able to;

- ✓ *Differentiate between teams and groups*

- ✓ *Identify the different types of teams*
- ✓ *Discuss the stages of team formation*
- ✓ *Understand the factors that needs to be considered in order to create an effective team*

4.2.1. DEFINITIONS

What is a Group? What is a team?

There is no one single comprehensive definition given to the terms group and team. Different scholars have defined the terms differently. However, the ideas and the concepts are almost similar. Some of the definitions are as follow:

A **group** is two or more interdependent individual who interact and influence each other in collective pursuit of common goal. This definition recognizes that a group can involve as few as two people that work together for a common goal. The group success depends on the interdependence and collective efforts of various group members, and that group members are likely to have significant impact on one another as they work together. This definition also helps differentiating a group from a mere aggregate of individuals assembled in a place does not constitute a group because they do not jointly put their effort towards a common objective.

Groups are “two or more people having common interest or objectives”. On the other hand *groups differ from teams* and **teams** can be defined as a small number of people with complementary skills who are committed to a common mission, performance goals, and

approach for which they hold themselves mutually accountable. Groups emphasize individual leadership, individual accountability, and individual work products. Teams emphasize shared leadership, mutual accountability, and collective work procedure.

Teams are groups of two or more people who interact and influence each other, are *mutually accountable* for achieving common objectives, and perceive themselves a social entity within an organization.

From this definition again we can learn all teams exist to fulfill some purpose such as assembling a product, providing a service or making an important decision. Team members are held together by their interdependence and need for collaboration to achieve common goals. All teams require some form of communication so members can coordinate and share common objectives.

All teams are groups because they consist of people with a unifying relationship. But *not all groups are teams*; some groups are just people assembled together. For example, employees who meet for lunch are rarely called teams because they have no purpose beyond their social interaction. Although the terms “group” & “team” are used interchangeably we should not forget their difference in their meaning.

Normally defined, a group is a collection of two or more people who regularly interact with one another in the pursuit of common goals. And simply put, groups can be very good for both organizations and their members. They can increase resources for problem solving, faster creativity and innovation, improve quality of decision making, enhance members. Commitments to tasks, raise motivation through collective action, help control and discipline members, and help satisfy individual as organization grow in size.

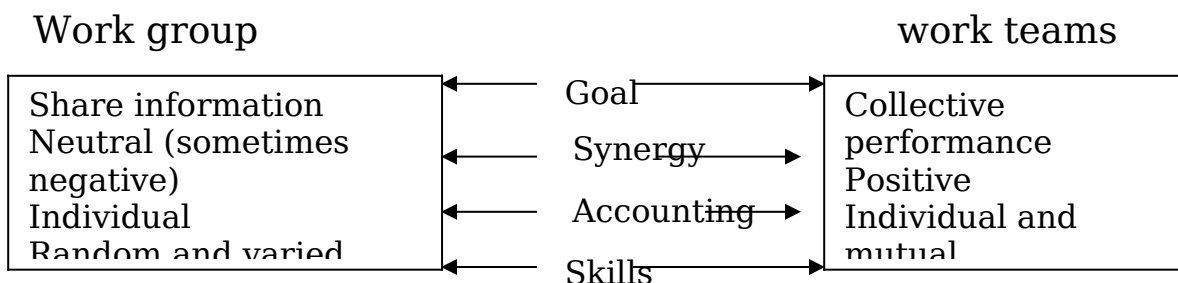
4.2.2. DIFFERENCES BETWEEN GROUPS AND TEAMS

Groups and teams are not the same thing. Their difference between a work group and a work team are briefly explained below.

Work groups have no need or opportunity to engage in collective work that requires joint effort so their performance is merely the summation of each group member's individual contribution. There is not positive synergy that would create an overall level of performance that is greater than the sum of the inputs.

A **work team** generates positive synergy through coordinated effort. Their individual efforts results in a level of performance that is greater than the sum of those individual inputs. The figure below highlights the differences between work groups and work teams.

Management of organizations currently is looking for that positive synergy that will allow their organizations to increase performance. The extensive use of teams creates the 'potential' for an organization to generate greater outputs with no increase in inputs. However, there is nothing inherently magical in the creation of teams that ensures the achievement of this positive synergy. Merely calling a group a team doesn't automatically increase its performance. As we shows later in this unit effective team have certain common characteristics. If management hopes to gain increases in organizational performance through the use of teams, it will need to ensure that its teams possess these characteristics.



4.2.3. TYPES OF TEAMS

Teams can do a variety of things. They can make products, provide services, negotiate deals, coordinate projects, offer advice, and make decision. In this section we'll describe the four most common types of teams you're likely to find in an organization: problem-solving teams, self-managed work teams, cross-functional teams, and virtual teams.

4.2.3.1. Problem-Solving Teams

If we look back 20 years or so, teams were just beginning to grow in popularity, and most of those teams took similar form. These were typically composed of 5 to 12 hourly employees from the same department who met for a few hours each week to discuss ways of improving quality, efficiency and the work environment. We call these **problem-solving teams**.

In problem-solving team, members share ideas or offer suggestions on how work processes and methods can be improved; although they have authority to unilaterally implement any of their suggested actions. Organizations create a problem-solving team to specifically figure out ways to reduce the number of days it took to do a particular task. By suggesting cuts in the number of steps in the process, the team is able to reduce the average number of days.

4.2.3.2. Self-Managed Work Teams

Problem-solving teams were on the right track but they didn't go far enough in getting employees involved in work-related decisions and processes. This led to experimentation with truly autonomous teams that could not only solve problems but implement solutions and take full responsibility for outcomes.

Self-managed work teams are groups of employees (typically 10 to 15) who perform highly related or interdependent jobs and take on many of the responsibilities of their former supervisors. Typically this includes planning and scheduling of work, assigning tasks to members, collective control over the pace of work, making operating decisions, taking action on problems, and working with suppliers and customers. Fully self-managed work teams even select their own members and have the members evaluate each other's performance. As a result, supervisory positions take on decreased importance and may even be eliminated.

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

Cross-functional teams are an effective means for allowing people from diverse areas within an organization (or even between organizations) to exchange information, develop new ideas and solve problems, and coordinate complex projects. Of course, cross-functional teams are no picnic to manage. Their early stages of developments are often very time consuming as members learn to work with diversity and complexity. It takes time to build trust and team work, especially among people from different backgrounds with different experiences and perspectives.

4.2.3.3. Virtual Teams

The previous types of teams do their work face. **Virtual teams** use computer technology to bring together physically dispersed members in order to achieve a common goal. They allow people to collaborate online- using communication links like wide-area network, video conferencing, or e-mail—whether they're only a room away or continents apart.

Virtual teams can do all the things that other teams do- share information, make decisions, complete tasks. And they can include members from the same organization or link an organization's members with employees from other organizations (i.e.; suppliers and joint partners). They can convene for a few days to solve a problem; a few months complete a project, or exist permanently.

The three primary factors that differentiate virtual teams from face-to-face teams are:

1. The absence of paraverbal and nonverbal cues;
2. Limited social context; and
3. The ability to overcome time and space constraints.

In face-to-face conversation, people use paraverbal (tone of voice, inflection, voice volume) and nonverbal (eye movement, facial expression, hand gestures, and other body language) cues. These help clarify communication by providing increased meaning, but aren't available in online interactions. Virtual teams often suffer from less social rapport and less direct interaction among members. They aren't able to duplicate the normal give and take of face-to-face discussion. Especially when members haven't personally met, virtual teams tend to be more task-oriented and exchange less social-emotional information. Not surprisingly, virtual team members report less satisfaction with the group interaction process than do face-to-face teams. Finally, virtual teams are able to do their work even if

members are thousands of miles apart and separated by a dozen or more time zones. It allows people to work together who might otherwise never be able to collaborate.

4.2.4. STAGES OF TEAM DEVELOPMENT

Team members must resolve several issues and pass through several stages of development before emerging as an effective work unit.

Research suggests that five distinct phases of team development are important in the life of any team. Different scholars use different terminologies to each phase. However, the idea/concept is almost the same. The following are steps agreed by most scholars. These are:

Stage 1. Forming

Forming stage involves the initial entry of individual members into a team. This stage is a period of testing and orientation in which members learn about each other and evaluate the benefits and costs of the membership. In their initial contacts individuals ask a number of questions:

- What can/does the team offer me?
- What will I be asked to contribute?
- Can my needs be met while I serve the task needs of the team members?

Members experience a form of socialization as they try to find out what is expected of them and how they will fit in to the group. This stage is complete when members have begun to think of as part of a team.

Stage 2. Storming

During the storming stage of team development, individual members become more proactive by taking on specific roles and task responsibilities. This stage is marked by interpersonal conflict as members compete for leadership and other roles in the team. Members accept the existence of the team, but resist the constraints the team imposes on individuality. Further there is a conflict on who will control the team. Disagreements may also arise over priorities, goals, or methods. Coalitions or sub-groups may emerge within the team.

Stage 3: Norming

Forming is the third stage the one in which close relationship develop and the team demonstrates cohesiveness as roles are established and consensus forms around team objectives. In this stage members have developed relatively similar mental models, so they have a common set of expectations and assumptions about how the team's goals should be accomplished. This common understanding allows groups members to interact more effectively, so they can move in to the next stage, performing.

Stage 4: Performing

Teams in the performing stage are more mature, organized and well functioning. This is the stage of total integration in which team members are able to deal in creative ways with both complex tasks and conflicts. In other words, the team becomes more tasks oriented in the performing stage because it shifts from establishing and maintaining relations to accomplishing its objectives. Team energy/efforts have moved from getting to know and understand each other to perform the task at hand.

For permanent work teams, performing is the last stage in their development. However for temporary committees, teams, task forces,

and similar groups that have a limited task to perform, there is an adjourning stage.

Stage 5. **Adjourning stage**

Most work teams and informal groups eventually end. Task forces disband when their project is completed. Informal work groups may reach this stage when several members leave the organization or are reassigned elsewhere. Some teams adjourn as a result of layoffs or plant shutdowns.

Many interpreters of the five-stage model assumed a team becomes more effective as it progresses through the first four stages. While this assumption may be generally true, what makes a team effective is more complex than this model acknowledges. Under some conditions, high levels of conflict are conducive to high group performance. So we might expect to find situation where teams in stage II outperform those in stage III or IV. Similarly, groups do not always proceed clearly from one stage to the next. Sometimes, several stages go on simultaneously at the same time.

Even if the model is a useful framework for thinking about how teams develop, it is not a perfect representation of the dynamics of team/group development. The model fails to show explicitly that some teams remain in a particular stage longer than others, and the team development is a continuous process.

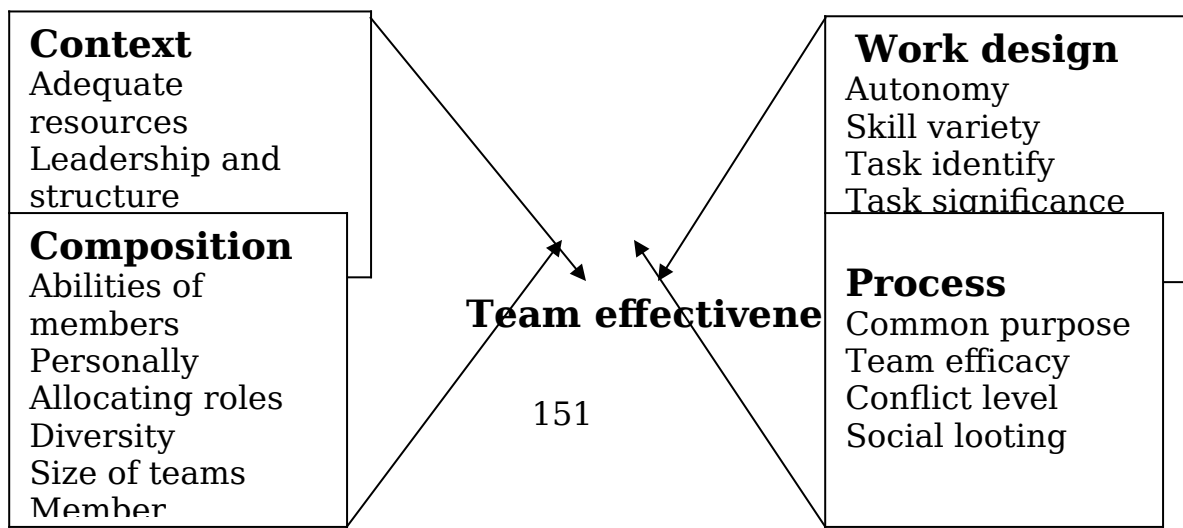
When membership changes and new condition emerge, team cycle back to earlier stages in the developmental process to regain a balance lost by the change. Therefore, managers should understand group formation is an ongoing process, not just something to do when a project teams are formed.

4.2.5. CREATING EFFECTIVE TEAMS

There is no shortage of efforts at trying to identify factors related to team effectiveness. The Figure below summarizes what we currently know about what makes teams effective. And the following discussion is based on the model given below. Keep in mind two cautions before we proceed. First, teams differ in form and structure. Since the model we present attempts to generalize across all varieties of teams, you need to be carefully not as an inflexible prescription. Second, the model assumes that it's already been determined that teamwork is preferable over individual work. Creating "effective" teams in situation in which individuals can do the job better is equivalent to solving the wrong problem perfectly.

The key components making up effective teams can be subsumed in to four generated categories. First is the resources and other **contextual** influences that make team effective. The second relates to the team's **composition**. The third category is work **design**. Finally, **process** variables reflect those things that go on in the team that influences effectiveness.

What does team effectiveness mean in this model? Typically this has included objective measures of the team's productivity, managers' ratings of the team's performance, and aggregate measures of member satisfaction.



I. Context

Fig. 1 Team Effectiveness Model

I. context

The four contextual factors that appear to be most significantly related to team performance are the presence of adequate resources, effective leadership, a climate of trust, and a performance evaluation and reward system that reflects team contribution. These are briefly below:

1. Adequate Resources

Teams are part of a larger organization system. They must live within the budgets, policies, and practices set by the company's corporate offices. As such, all work teams rely on resources outside the group to sustain it, and a scarcity of resources directly reduces the ability of the team to perform its job effectively. As one set of researchers concluded, after looking at 13 factors potentially related to group performance, "perhaps one of the most important characteristics of an effective work group is the support the group receives from the organization." this support includes timely information, proper equipment, adequate staffing, encouragement, and administrative assistance. Teams must receive the necessary support from management and the larger organization if they are going to succeed in achieving their goals.

2. Leadership and structure

Team members must agree on who is to what and ensure that all members contribute equally in sharing the workload. In addition, the team needs to determine how schedules will be set, what skills need

to be developed, how the group will resolve conflicts, and how the group will make and modify decisions. Agreeing on the specifics of work and how they fit together to integrate individual skills requires team leadership and structure. This can be provided directly by management or by the team members themselves.

Leadership, of course, isn't always needed. For instance, the evidence indicates that self-managed work teams often perform better than with formally appointed leaders. And leaders can obstruct high performance when they interfere with self-managing teams. On self-managed teams, team members absorb many of the duties typically assumed by managers.

On traditionally managed teams, we find that two factors seem to be important in influencing team performance-the leader's expectations and his or her mood. Leaders who good things from their team are more likely to get them. For instance, military platoons under leaders who held high expectations performed significantly better in training than control platoons. In addition studies have found that leaders who exhibit a positive mood get better team performance and lower turnover.

3. Climate of trust

Members of effective teams trust each other. And they also exhibit trust in their leaders. Interpersonal trust among team members facilitates cooperation, reduces the need to monitor each others' behavior, and bonds members around the belief that others on the team won't take advantage of them. Team members, for instance, are more likely to take risks and expose vulnerabilities when they believe they can trust others on their team. Similarly, trust is the foundation of leadership. Trust in leadership is important in that it allows the

team to be willing to accept and commit to their leader's goals and decisions.

4. Performance Evaluation and Reward Systems

How do you get team members to be both individually and jointly accountable? The traditional, individually oriented evaluation and reward system must be modified to reflect team performance.

Individual performance evaluations, fixed hourly wages, individual incentives, and the like are not consistent with development of high-performance teams. So in addition to evaluating and not consistent with the development of high-performance teams. So in addition to evaluating and rewarding employees for their individual contributions, management should consider group-based appraisals, profit sharing, gain sharing, small-group incentives, and other system modifications that will reinforce team effort and commitment.

II. Composition

This category includes variables that relate to how teams should be staffed. In this section, we'll address the ability and personality of team members, allocating roles and diversity, size of the team, member flexibility, and member's preference for team work.

1. Abilities of Members

Part of a team's performance depends on the knowledge, skills and abilities of its individual members. It's true that we occasionally read about the athletic team composed of mediocre players who. Because of excellent coaching, determination, and precision teamwork, beats a far more talented group of players. But such cases make the news precisely because they represent an aberration. As the old saying

goes, goes, “The race doesn’t always go to the swiftest nor the battle to the strongest, but that’s way to bet.” A team’s performance is not merely the summation of its individual members’ abilities. However, these abilities set parameters for what members can do and how effectively they will perform on a team.

To perform effectively, a team requires three different types of skills. First, it needs people with technical expertise. Second, it needs people with the problem-solving and decision making skills to be able to identify problems, generate alternatives, evaluate those alternatives, evaluate those alternatives, and make competent choices. Finally, teams need people with good listening, feedback, conflict resolution, and other interpersonal skills.

No team can achieve its performance potential without developing all three types of skills. The right mix is crucial. Too much of one at the expense of others will result in lower team performance. But teams don’t need to have all the complementary skills in place at their beginning. It’s not uncommon for one or more members to take responsibility to learn the skills in which the group is deficient, thereby allowing the team to reach its full potential.

2. Personality

Personality has a significant influence on individual employee behavior. This can also be extended to team behavior.

3. Allocating Roles

Teams have different needs, and people should be selected for a team to ensure that all various roles are filled.

We can identify nine potential team roles (see the figure given below). Successful work teams have people to fill all these roles and have selected people to play these roles based on their skills and

preferences. (On many teams, individuals will play multiple roles.) Managers need to understand the individual strengths that each person can bring to a team, select members with their strength in mind, and allocate work assignments that fit with members' preferred styles. By matching individual preferences with team role demands, managers increase the likelihood that the team members will work well together.

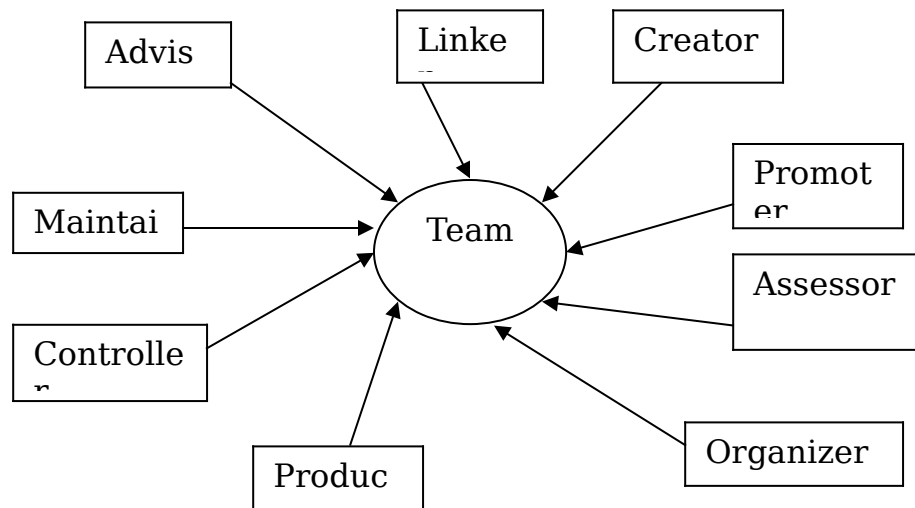


Fig 2. Key roles of teams

4. Diversity

As previously noted, most team activates require a variety of skills and knowledge. Given this requirement, it would be reasonable to conclude that heterogeneous teams-those composed of dissimilar individuals -would be more likely to have diverse abilities and information and should be more effective. Research studies generally substantiate this conclusion, especially on cognitive, creativity-demanding tasks

When a team is diverse in terms of personality, gender, age, education, functional specialization, and experience, there is an increased probability that team will possess the needed

characteristics to complete its tasks effectively. The team may be more conflict-laden and less expedient as varied positions are introduced and assimilated, but the evidence generally supports the conclusion that heterogeneous teams perform more effectively than do those that are homogeneous. Essentially, diversity promotes conflict, which stimulates creativity, which leads to improved decision making.

But what about diversity created by racial or national differences. The evidence indicates that these elements of diversity interfere with team processes, at least in the short term. Cultural diversity seems to be an asset for tasks that call for a verity of viewpoints. But culturally heterogeneous teams have more difficulty in learning to work with each other and in solving problems. The good news is that these difficulties seem to dissipate with time. Although newly formed culturally diverse teams under perform newly formed culturally homogeneous teams, the differences disappear after about three months. The reason is that it takes culturally diverse teams a while to learn how to work through disagreements and different approaches to solving problems.

An offshoot of the diversity issue has received a great deal of attention by group and team researchers. This is the degree to which members of a group share a common demographic attribute, such as age, sex, race, educational level, or length of service in the organization, and the impact of this attribute on turnover. We call this variable group demography.

5. Size of Teams

Generally, speaking, the most effective teams have fewer than 10 members. And experts suggest using the smallest number of people who can do the task. Unfortunately, there is pervasive tendency for managers to err on the side of making teams too large. While a

minimum of four or five may be necessary to develop diversity of views and skills, managers seem to seriously underestimate how coordination problems can geometrically increase as team members are added. When teams have excess members, cohesiveness and mutual accountability declines, social loafing increases, and more and more people do less talking relative to others. So in designing effective teams, managers should try to keep their number under 10. If a natural working unit is larger and you want a team effort, consider breaking the group into sub teams.

6. Member Flexibility

Teams made up of flexible individuals have members who can complete each other's tasks. This is an obvious plus to a team because it greatly improves its adaptability and makes it less reliant on any single member. So selecting members who themselves value flexibility, then cross training them to be able to do each other's job's, should lead to higher team performance over time.

7. Member Preferences

Not every employee is a team player. Given the option, many employees will select themselves out of team participation. When people who would prefer to work alone are required to team up, there is a direct threat to the team's moral and to individual member satisfaction. This suggests that, when selecting team members, individual preferences should be considered as well as abilities, personalities, and skill. High-performing teams are likely to be composed of people who prefer working as part of a group.

III. Work design

Effective teams need to work together and take collective responsibility to complete significant tasks. They must be more than a "team in name only." The work-design category includes variables

such as freedom and autonomy, the opportunity to use different skills and talents (skill variety), the ability to complete a whole and identifiable task or product (task identity), and working on a task or project that has a substantial impact on others (task significance). The evidence indicates that these characteristics enhance member motivation and increase team effectiveness. These work-design characteristics motivate because they increase more interesting to perform.

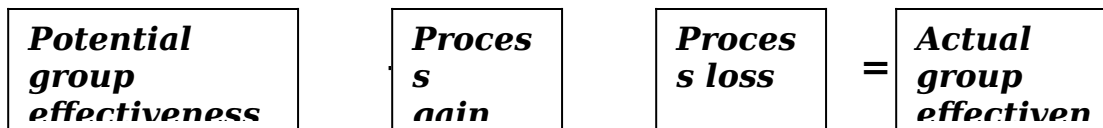


Fig. 3. Effects of group process

IV. Process

The final category related to team effectiveness is process variables. These include member commitment to purpose, establishment of specific team goals, team efficacy, a managed level of conflict, and minimizing social loafing.

Why are processes important to team effectiveness? One way to answer this question is to return to the topic of social loafing. We found that 1+1+1 doesn't necessarily add up to 3. In team tasks for which each member's contribution is not clearly visible, there is a tendency for individuals to decrease this effort. Social loafing, in other words, illustrates a process loss as a result of using teams. But team processes should produce positive results. That is, teams should create output greater than the sum of their inputs. The development of creative alternative by a diverse group would one such instance. The above figure illustrates how group processes can have an impact on group's actual effectiveness.

Social loafing, for instance, represents negative synergy. The whole is less than the sum of its parts. On the other hand, research teams are often used in research laboratories because they can draw on the diverse skills of various individuals to produce more meaningful research as a team than produce positive synergy. Their process gains exceed their process losses.

1. Common Purpose

Effective teams have a common and meaningful purpose that provides direction, momentum, and commitment for members. This purpose is a vision. It's broader than specific goals.

Members of successful teams put a tremendous amount of time and effort in to discussing, shaping, and agreeing on a purpose that belongs to them both collectively and individually. This common purpose, when accepted by the team, becomes the equivalent of what celestial navigation is to a ship captain—it provides direction and guidance under any and all conditions.

2. Specific Goals

Successful teams translate their common purpose into specific measurable and realistic performance goals. As goals lead individuals to higher performance, they also energize teams as well. These specific goals facilitate clear communication. They also help teams maintain their focus on getting results lead individuals to higher performance.

Additionally, consistent with the research on individual goals, team goals should be challenging. Difficult goals have been found to raise team performance on those criteria for which they're set. So, for instance, goals for quantity tend to raise quantity, goals for speed tend to raise speed, goals for accuracy raise accuracy, and so on.

3. Team efficacy

Effective teams have confidence in themselves. They believe they can succeed. We call this ***team efficacy***.

Success breeds success. Teams that have been successful raise their beliefs about future success, which, in turn, motivates them to work harder.

What, if anything, can management do to increase team efficacy? Two possible options are helping the team to achieve small successes and providing skill training. Small successes build team confidence as a team develops an increasingly stronger performance record, it also increases the collective belief that future efforts will lead to success. In addition, managers should consider providing training to improve members' technical and interpersonal skills. The greater the abilities of team members, the greater the likelihood that the team will develop confidence and the capability to deliver on that confidence.

4. Conflict Levels

Conflict on a team isn't necessarily bad. As we'll elaborate in chapter 14, teams that are completely void of conflict are likely to become apathetic and stagnant. So conflict can actually improve team effectiveness. But not all types of conflict. Relationship conflicts-those based on interpersonal incompatibilities, tension, and animosity toward others-are almost always dysfunctional. However, on teams performing no routine Activities, disagreements among members about task content (called task conflicts) is not detrimental. In fact, it is often beneficial because it lessens the likelihood of groupthink. Task conflicts stimulate discussion, promote critical assessment of problems and options, and can lead to better team decisions. So effective teams will be characterized by an appropriate level of conflict.

5. Social Loafing

In practice individuals can hide inside a group. They can engage in social loafing and coast on the group's effort because their individual contributions can't be identified. Effective teams undermine this tendency by holding themselves accountable at both the individual and team level.

Successful teams make members individually jointly accountable for the team's purpose, goals, and approach. Members are clear and what they are responsible for individually and what they are responsible for jointly.

4.2.6. TURNING INDIVIDUALS INTO TEAM PLAYERS

To this point, we have made a strong case for the value and growing popularity of teams. But many people are not inherently team players. They're loners or people who want to be recognized for their individual achievements. There are also many organizations that have historically nurtured individual accomplishments. They have created competitive work environments in which only the strong survive. If these organizations adopt teams, what do they do about the selfish, "I've-got-to-look-out-for-me" employees that they've created?

Countries differ in terms of how they rate on individualism and collectivism. Teams fit well with countries that score high on collectivism. But what if an organization wants to introduce teams into a work population that is made up largely of individuals born and raised in a highly individualistic society?

The previous points are meant to dramatize that one substantial barrier to using work teams is individual resistance. An employee's success is no longer defined in terms of individual performance. To perform well as team members, individuals must be able to

communicate openly and honestly, to confront differences and resolve conflicts, and to sublimate personal goals for the good of the team.

For many employees, this is a difficult —sometimes impossible — task. The challenge of creating team players will be greatest where (1) the national culture is highly individualistic and (2) the teams are being introduced into an established organization

4.2.6.1. Shaping Team Players

The following summarizes the primary options managers have for trying to turn individuals into team player.

1. **Selection.** Some people already possess of inter personal skills to be effective players. When hiring team members, in addition to the technical skills required filling the job, care should be taken to ensure that candidates can fulfill their team roles as well as the technical requirements.

Many job candidates don't have team skills. This is especially true for those socialized around individual contributions. When faced with such candidates, managers basically three options. Options. The candidates can undergo trainings to "make them into team players." if this isn't possible or doesn't work, the other two options are to transfer the individual to another unit with in the organization without teams (if this possibility exists); or don't hire the candidate. In established organizations that decide to redesign jobs around teams, it should be expected that some employees will resist being team players and may be unattainable. Unfortunately, such people typically become casualties of the team approach.

2. **Training on a more optimistic note**, a large proportion of people raised on the importance of individual accomplishments

can be trained to become team players. Training specialists conduct exercises that allow employees to experience the satisfaction that teamwork can provide. They typically offer workshops to help employees improve their problem-solving, communication, negotiations, conflict-management, and coaching skills.

3. **Rewards.** The reward system needs to be reworked to encourage cooperative efforts rather than competitive ones. For instance, Hallmark Cards, Inc., added an annual bonus based on achievement of team goals to its basic individual-incentive system.

Promotions, pay raises, and other forms of recognition should be given to individuals for how effective they are as a collaborative team member. This doesn't mean individual contributions are ignored; rather, they are balanced with selfless contributions to the team. Examples of behaviors that should be rewarded include training new colleagues, sharing information with teammates. Helping to resolve team conflicts, and mastering new skills that the team needs but in which it is deficient.

Last, don't forget the intrinsic rewards that employees can receive from teamwork. Teams provide camaraderie. It's exciting and satisfying to be an integral part of a successful team. The opportunity to engage in personal development and to help teammates grow can be a very satisfying and rewarding experience for employees.

4.2.6.2. Beware! Teams Aren't Always the Answer

Teamwork takes more time and often more resources than individual work. Teams, for instance, have increased communication demands, conflicts to be managed, and meetings to be run. So the benefits of using teams have to exceed the costs. And that's always the case. In the excitement to enjoy the benefits of teams, some managers have

introduced them into situation in which the work is better done by individuals. So before you rush to implement teams, you should carefully assess whether the work requires or will benefit from a collective effort.

How do you know if the work of your group would be better done in teams? It's been suggested that three tests to be applied to see if a team fits the situation. **First**, can the work be done better by more than one person? An indicator is the complexity to the work and the need for different perspectives. Simple tasks that don't require diverse input are probably better left to individuals. **Second**, does the work create a common purpose or set of goals for the people in the group that is more than the aggregate of individual goals. For instance, the service departments of many new-car dealers have introduced teams that link customer service personnel, mechanics parts specialists, and sales representatives, such teams can better manage collective responsibility for ensuring that customer needs are properly met. The **final** test to assess whether teams fit the situation are the members of the group interdependent. Teams make sense when there is interdependence between tasks; when the success of the whole depends on the success of each one and the success of each one depends on the success of the others. Soccer, for instance, is an obvious team sport. Success requires a great deal of coordination between interdependent players. Conversely, except possibly for relays, swim teams aren't really teams. They're groups of individuals, performing individually; whose total performance is merely the aggregate summation of their individual performances.

Learning activity- 4.1

1. List the steps of team formation.

2. The best number of team members is 5. Do you agree? Why or why not?

3. Identify composition related factor that affect team performance.

4. Identify the types of teams.

5. How can an organization change individual efforts in to team effort?

4.3. Checklist

Dear student: below are some of the important points extracted from the unit you have been reading. Please put a tick mark in front of the points for those you have understand well and if there are pints you have not understand yet, go back and read the unit till you understand it well.

I can

- ☐ Define the term team
- ☐ Differentiate between teams and groups
- ☐ Identify the factors that are crucial for making teams effective
- ☐ Discuss approaches to managing teams



4.5. Unit Summary

Few trends have influenced employee jobs as much as the massive movement to introduce teams into the workplace. The shift from working alone to working on team requires employees to cooperate with others, share information confront differences, and sublimate personal interests for the graters, good of the team.

Effective teams have been found to have *common characteristics*. They have adequate resources, effective leadership, a climate of trust, and a performance evaluation and reward system that reflects team contributions. The teams have individuals with technical expertise, as well as problem-solving decision-making, and interpersonal skills; and high scores on the personality characteristics of extroversion, agreeableness, conscientiousness, and emotional stability. Effective teams also tend to be small-with fewer than 10 people-preferably made up of individuals with diverse backgrounds. They have members who fill role demands, and autonomy, the opportunity to use different skills and talents, the ability to complete a whole and identifiable task or product, and work that has a substantial impact on others. Finally, effective teams have members committed to a common purpose, specific team goals, members who believe in the team's capabilities, a manageable level of conflict, and a minimal degree of social loafing.

Because individualistic organizations and societies attract and reward individual accomplishments, it is more difficult to create team players in these environments. To make the conversion, management should try to select individuals with the interpersonal skills to be effective team players, provide training to develop teamwork skills, and reward individuals for cooperative efforts.

4.6. Check your progress questions

1. Identify the different types of teams.
2. Differentiate between work teams and groups.
3. How can an organization create an effective team?
4. How one can turn individuals in to team players?

4.7. Answers to check your progress questions

1. The following are the different types of work teams:
 - i. Problem solving work teams
 - ii. Self managed work teams
 - iii. Cross functional teams and
 - iv. Virtual teams
2. The difference between work teams and group are summarized as below:
 - i. The goal of groups is to share information where as work teams aim at collective performance
 - ii. The synergy is neutral for groups but positive for teams
 - iii. Groups are accountable individually for their actions but teams assume accountability individually and mutually.
 - iv. The skills of teams is complementary but random and varied in case of groups
3. To create an effective team study and apply team effectiveness model described in this material.
4. The following are the primary options managers have for trying to turn individuals into team player. They are:
 - a. Selecting individuals with the required skill to be a team player
 - b. Training individuals to be a team player
 - c. Rewarding cooperation

