BIJU PATNAIK INSTITUTE OF INFORMATION TECHNOLOGY AND MANAGEMENT STUDIES, BHUBANESWAR

TEAM DYNAMICS at WORK

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MODULE- I

Team dynamics are the behavioral relationships between members of any given team. Team dynamics is a broad concept and represents the way in which team members behave and the psychological processes underlying these interactions within the team. Those dynamics are created by the personalities involved and how they interact.

Kurt Lewin, a social psychologist and change management expert, first described group, or team dynamics in 1939.

Positive team dynamics occur when team members trust each other, work collectively, and hold each other accountable. When a team has a positive dynamic, its members are more successful and there is less chance of conflict.

A team with poor dynamics includes people whose behavior disrupts work flow and results in wrong choices, poor decision-making or no decision-making at all. Poor dynamics leave the team more vulnerable to conflicts.

Because the area of team dynamics is broad, it focuses on several key team dynamics – team cognition, team processes, team cohesion, and team conflict.

Team cognition-Team cognition focuses on team decision-making and how team evaluate situation.

Team processes- Members' interdependent acts that convert inputs to outcomes through cognitive, verbal, and behavioral activities directed toward organizing taskwork to achieve collective goals" (Marks, Mathieu, & Zaccaro). Team process specifies the overall functioning of the team work while performing the team task and combine individual efforts into collective results. It includes-**Team Norms, Team roles, Team composition, Team building.**

Team Norms – the informal rules and shared expectations that a team establish to regulate the behavior of their members.

Team cohesion- refers to the social connections or bonding that occurs between team members

Team Trust – is a psychological state compromising the intention to accept vulnerability based on positive expectation of the intent or behavior of another person .

Team conflict -occurs when there are disagreements between team members in terms of both disagreements concerning tasks and also conflict within relationships between team members.

COMMON CHARACTERISTICS OF EFFECTIVE TEAMS

1. The purpose, mission, or main objective is known and understood by all team members.

2. Communication in the team is open, direct and honest.

3. Sufficient leadership is available in the team.

4. There is regular review of how well the team is performing toward achieving its purpose.

5. There is an agreed organizational structure to the team.

6. Adequate resources are available to permit the team to perform its function, including skills, tools, facilities, and budgets.

7. Synergy exists, so the team performs in a way that is greater than the sum of its parts.

A team is a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable. The individuals comprising a team ideally should have common goals, common objectives and more or less think on the same lines. Individuals who are not compatible with each other can never form a team. They should have similar if not the same interests, thought processes, attitude, perception and likings.

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
- Better decisions are made
- The team becomes more cohesive and develops a stronger sense of belonging to the organization.
- Overall morale improves.
- More is accomplished than is possible by equivalent individual efforts.
- Teams are an effective way to democratize an organization and increase motivation.

Nature of Team:

Ideal Size and Membership

The team should be of the minimum size needed to achieve the team's goals and include members with the right mix of skills and talents to get the job done.

Fairness in Decision-Making

Ideally, teams make decisions by consensus. When consensus is not feasible, teams will use fair decision-making procedures that everyone agrees on.

Creativity

Effective teams value original thinking and will produce new and unique approaches to organizational problems.

Accountability

Members must be accountable to each other for getting their work done on schedule and following the group's rules and procedures.

Purpose and Goals

Every team member must clearly understand the purpose and goals for bringing this particular group of individuals together.

Action Plans

Help the team determine what advice, assistance, training, materials, and other resources it may be needed.

Roles & Responsibilities

Teams operate most efficiently if they tap everyone's talents. All members understand their own duties and know who is responsible for what.

Information Sharing

Effective discussions depend upon how well information is passed between team members – hoarding information cannot be tolerated. A proliferation of new technologies has made this easier than it has ever been.

Decision Making

This is really a subset of the 'Skills & Practices'. There is no 'one way' to reach a decision, but it must be a recognized path and transparent to all team members.

Participation

Since every team member has a stake in the group's achievements, everyone participates in discussions and decisions, share a commitment to the team's success, and contribute their talents.

Clear Roles

High-performing teams leverage individuals' different roles against collective work products.Therefore, it is essential that every team member is clear about his or her own role as well as the role of every other team member.

Shared Leadership

High-performance teams need competent leadership.

Better Relationships

In fact, the diversity of skills, experience, and knowledge needed to divide tasks effectively almost precludes high levels of friendship, which is most often based on commonality — of the way people think, their interests, or beliefs.

Open Communication

Communication is the very means of cooperation. Fast, clear, timely, accurate communication is a hallmark of high levels of team performance.

Differences between Groups and Teams

Groups	**Teams**
Individual accountability.	Individual and mutual accountability.
Come together to share information and perspectives.	Frequently come together for discussion, decision making, problem-solving, and planning.
Focus on individual goals.	Focus on team goals.
Produce individual work products.	Produce collective work products.
Define individual roles, responsibilities, and tasks.	Define individual roles, responsibilities, and tasks to help the team do its work; often share and rotate them.
Concerned with one's own outcome and challenges.	Concerned with the outcomes of everyone and challenges the team faces.
Purpose, goals, approach to work shaped by the manager.	Purpose, goals, approach to work shaped by the team leader with team members.
The leader dominates and controls the group.	The leader acts as a facilitator.
The leader is apparent and will conduct the meeting.	The members have active participation in the discussions and eventual outcome.
The leader usually assigns work to the members.	The team members decide on the disbursements of work assignments.

Groups do not need to focus on specific outcomes or a common purpose.	Teams require the coordination of tasks and activities to achieve a shared aim.
Individuals in a group can be entirely disconnected from one another and not rely upon the fellow members at all.	Team members are interdependent since they bring to bear a set of resources to produce a common outcome.
Groups are generally much more informal; roles do not need to be assigned and norms of behavior do not need to develop.	Team members' individual roles and duties are specified and their ways of working together are defined.

Major Success factors of an effective team:

Supportive Environment

Teamwork is most likely to develop when management builds a supportive environment for it.Creating such an environment involves encouraging members to think like a team, providing adequate time for meetings, and demonstrating faith in members' capacity to achieve.Supervisors need to develop an organizational culture of cooperation, trust, and compatibility that builds the conditions of effective team development.

Skills and Role Clarity

Team members must be reasonably qualified to perform their jobs and have the desire to cooperate. Beyond these requirements, members can work together as a team only after all the members of the group know the roles of all the others with whom they will be interacting.When this understanding exists, members can act immediately as a team on the basis of the requirements of that situation, without waiting for someone to give an order.In other words, team members respond voluntarily to the demands of the job and take appropriate actions to accomplish team goals.

Goal-orientation

- In order to work in an effective manner, a work team needs to determine what the focus of the team should be, what the team needs to accomplish and what the goals of the work team are. Over time, the team will need to evaluate the established goals and determine if they continue to be valid. A major responsibility of managers is to try to keep the team members oriented toward their overall task. Sometimes, unfortunately, an organization's policies, record-keeping requirements, and reward systems may fragment'individual efforts and discourage teamwork. Effective work teams are able to overcome organizational barriers and improve communication among the various departments of an organization .

Tasks and Roles- A work team is most productive when they have a clear sense of their prime responsibilities. It is important for the team to determine the tasks / roles that need to be performed, who is most capable of performing the various tasks / roles, and ensure that the work load is shared fairly among the members of the work team.

Shared Leadership and Decision Making- An effective work team relies on the participation of all members. Each member is responsible for the outcome of the work team and as such, must share in the leadership and decision making processes of the team.

Communication -Effective communication skills are vital to a work team. Team members must communicate in a collaborative manner to ensure that the work team functions effectively and that the established goals of the work team are met. Barriers to effective communication must be recognized and addressed so that the team members can focus on building interpersonal relationships.

Conflict Resolution -An effective team is able to deal with and resolve conflicts. The work team needs to identify what they will do in the case of a disagreement and know what skills and processes they will need to succeed in resolving conflicts. Team members must feel free to raise issues of concern knowing that a mutual respect exists among team members.

Team Rewards-Another element that can stimulate teamwork is the presence of team rewards. These may be financial, or they may be in the form of recognition. Rewards are most powerful if they are valued by the team members, perceived as possible to earn, and administered contingent on the group's task performance.In addition, organizations need to achieve a careful balance between encouraging and rewarding individual initiative and growth and stimulating full contributions to team success.

Team Development

Teams are becoming a key tool for organizing work in today's corporate world. Teams are an effective tool of employee motivation. It is essential to consider the fact that teams develop and get mature over a period of time. **Team development creates a captivating atmosphere by encouraging co-operation, teamwork, interdependence and by building trust among team members**.

Team Development- ***Enhancement of work group effectiveness by improving clarification of roles and goals.***

Team development –

Aims"to bring out the capabilities or possibilities of; bring to a more advanced or effective state."

A team is "a number of persons associated in some joint action."

Team development, then, is bringing out the capabilities of the people associated in a joint action, making them more effective.

The four stages of team development are:

Stage 1: Forming

During this stage, group members may be anxious and adopt wait-and-see attitude. They will be formal towards each other. There would be no clear idea of goals or expectations. Besides, they may not be sure why they are there. This is the stage where the team needs to write its own charter or mission statement as well as clarify goals. The most important thing here is that goals must have a personal buy-in. By doing this the team will be able to establish boundaries as well as determine what is expected. Team members will get to know each other doing non-conflict laden task. This builds the commitment towards one larger

goal. Thus, during the forming stage, the team members are in process of knowing each other and getting at ease with them.

Stage 2: Storming

During this stage, team members are eager to get going. Conflict can arise as people tend to bring different ideas of how to accomplish goals. At this time, they notice differences rather than similarities. This leads to some members dropping out mentally or physically. At this stage, communication is important. Tensions will increase. So recognizing and publicly acknowledging accomplishments also become important. It becomes important to participate in meetings and diversity needs to be valued. Thus, during the storming stage, the team members begin showing their actual styles. They start getting impatient. They try to probe into each other's area, leading to irritation and frustration. Control becomes the key concern during this stage.

Stage 3: Norming

This stage is when people begin to recognize ways in which they are alike. They realize that they are in this together. Hence, they tend to get more social and may forget their focus in favour of having a good time. This is the time to help with training if applicable. It becomes important to encourage them in order to feel comfortable with each other and with systems. Also, the group needs to stay focused on goal.Thus, during the norming stage, there is conflict resolution. There is greater involvement of team members. **There is a greater "we" feeling rather than "I" feeling.**

Stage 4: Performing

This stage is when team members are trained, competent, as well as able to do their own problem-solving. At this time, ways need to be looked at in order to challenge them as well as develop them. The team is mature now. The members understand their roles and responsibilities. They would require more input in processes. The members would be self-motivated as well as self-trained. Thus, their efforts need to be recognised. Growth has to be encouraged. This is done by giving new challenges to the team.Thus, teams at the stage of performing are self-controlling, practical, loyal as well as productive. Focus is there on both performance as well as production.

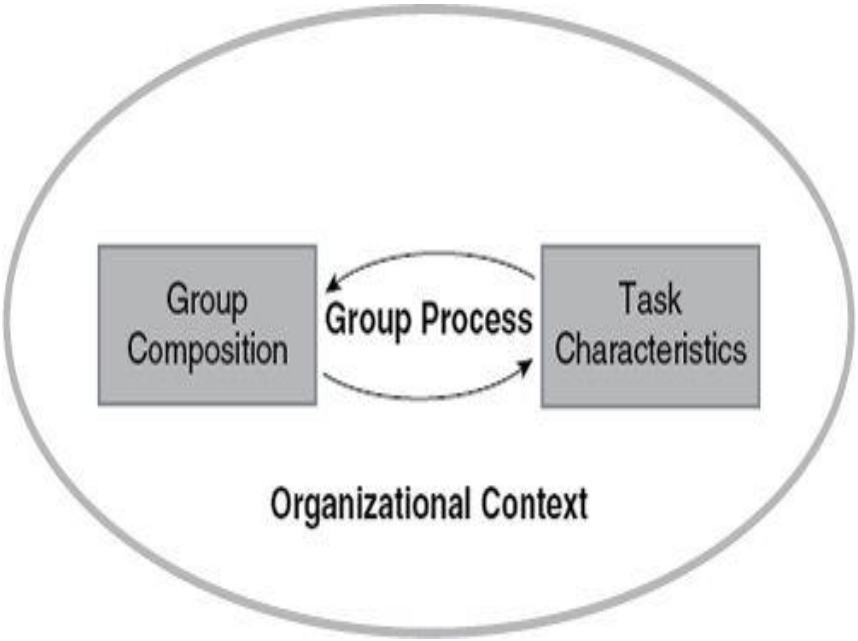
Team Success

According to Hackman (1987), there are three primary definitions of team success, **relating to the task, social relations, and the individual**.

- A successful team **performs the task better** than other ways of organizing people to perform the task.
- An important value of teamwork is building the skills and capabilities of the team and organization. A team must develop the **social relations** among its members.
- The third aspect of team success concerns **the individual**. Participating in a team should be good for the individual. Teamwork should help improve an individual's social or interpersonal skills (Katzenbach & Smith, 1993).

The success of a team depends on four conditions:

- First, the team must have the right group of people to perform the task.
- Second, the task must be suitable for teamwork.
- Third, the team must combine its resources effectively to complete the task.
- Fourth, the organization must provide a supportive context for the team



The definition of team success relates to team tasks, social relations, and impact on team members.

- Successful teams complete their tasks and do so in a collective way that is better than when only individuals perform the tasks.
- Teams must develop good social relations to support task activities and maintain the existence of the team.
- Participating in teams should be a benefit to team members, both in terms of learning new skills and in advancing individual careers

When Are Teams Appropriate?

- 1. The work contains at least some skilled activities.
- 2. The team can form a meaningful unit with the organization, with clearly defined input and output and stable boundaries.
- 3. Turnover in the team is minimal.
- 4. Valid performance evaluation systems exist for both the team and its members.
- 5. Timely feedback is possible.
- 6. The team is capable of measuring and controlling the important variances in the workflow.
- 7. The tasks are highly interdependent so members must work together.
- 8. Cross-training is supported by management.
- 9. Jobs can be designed to balance group and individual tasks.

SOURCE: Adapted from Davis, L., & Wacker, G. (1987).

Types of Team

In an organization, no one works alone. Every employee is a part of a team and works in close coordination with the team members to perform his level best and in turn benefit the organization. The team members should complement each other and come to each other's need whenever required.

Organizations use different types of teams in different ways to accomplish their objectives. Some teams have a very simple and specific focus, and others face complex issues with organization-wide ramifications.

The various types of teams in detail:

1.Problem-solving teams -These were typically composed of 5 to 12 number of employees from the same department who met for a few hours each week to discuss ways of improving quality, efficiency, and the work environment. In problem-solving teams, members share ideas or offer suggestions on how work processes and methods can be improved. Rarely, however, are these teams given the authority to unilaterally implement any of their suggested actions.

One of the most widely practiced applications of problem-solving teams during the 1980s was **Quality Circles**-these are work teams of eight to ten employees and supervisors who have a shared area of responsibility and meet regularly to discuss their quality problems, investigate causes of the problems, recommend solutions, and take corrective actions**.**

2.**Project teams** are groups of employees who work collectively toward shared goals. This type of team allows to structure work in a specific, measurable, and time-constrained way with assigned clear roles, responsibilities, and deadlines.

There are four main types of project teams:

a)**Functional Teams-**These teams are permanent and always include members of the same department with different responsibilities. A manager is responsible for everything, and everyone reports to him. These types of teams are more likely to be found in companies that incorporate traditional project management**.**

Advantages:

- Handles routine work
- Line management has control of projects
- Pools technical and professional expertise

Disadvantages:

- Difficult communication across areas
- Pushing the decision-making process upwards

- Inflexible

b) **Cross-functional teams** are made up of members from various departments. These are teams made up of employees from about the same hierarchical level, but from different work areas, who come together to accomplish a task. For example, IBM created a large task force in the 1960s-made up of employees from across departments in the company-to develop its highly successful' These teams tackle specific tasks that require different inputs and expertise.

And a **task force is really nothing other than a temporary cross-functional team**. Similarly, **committees composed of members from across departmental lines are another example of cross-functional teams**. But the popularity of cross -discipline work teams exploded in the late 1980s. For instance, all the major auto mobile manufacturers-including Toyota, Honda, Nissan, BMW, GM, Ford, and DaimlerChrysler-.-currently use this form of team to coordinate complex projects. Harley-Davidson relies on specific cross-functional teams to manage each line of Us motorcycles. 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.

Advantages:

- Greater speed of task completion
- Can handle a wide array of projects
- Source of unconventional ideas

Disadvantages:

- Takes long to develop cohesion
- Management can prove to be challenging
- Diversity can cause conflict

c) **Contract Teams -**Contract teams are outsourced teams that are tied down by a contract and brought in to complete a part of a project. After the project is completed and the contract has ended, the client can cut all ties to the team, no questions asked. The project manager is the key to success when it comes to contract teams**. The project manager has to:**

- maintain constant communication between the team and the client,
- bear full responsibility for the success or failure of a project

Advantages:

- Easy employment of experts
- A team can use the existing management structure
- No need for client training

Disadvantages:

- Difficult assessment of project progress for the client
- Difficult to resolve political and organizational issues
- The client is the only judge of success

d) **Matrix Teams** -These teams are characterized by a "two-boss system", where an individual report to a different manager for various aspects of his work. This type of team is the product of Matrix management approach.

Advantages:

- Acceptable to traditional managers
- Flexibility for assigned personnel
- Top management controls projects, stays out of daily activities

Disadvantages:

- Dual reporting
- The team leader is usually unable to choose who will be on the project
- Difficult performance appraisal

3.**Self-managed Teams**-Typically, members of self-managed teams are employees of the same organization who work together, and even though they have a wide array of objectives, their aim is to reach a common goal. There is no manager nor authority figure, so it is up to members to determine rules and expectations, to solve problems when they arise, and to carry shared responsibility for the results. Self-managed work teams are groups of employees (typically 10 to 15 in number) 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.

Advantages:

- Autonomy improves employee motivation;
- Team members can manage their own time and handle tasks when it suits them;
- Shared responsibility instills pride in team accomplishments.

Disadvantages:

- The lack of hierarchical authority can put personal relationships over good judgment;

- It can lead to conformity that suppresses creativity and critical thinking;
- An added layer of responsibility is time-consuming and requires skills that some people simply don't have;
- Training time and costs are higher due to a broader scope of duties.

4. Virtual teams – These are teams that use computer technology to tie together physically dispersed members in order to achieve a common goal. It is true that these virtual teams might be an administrative, cross-functional, simple work or even a process team, but they are distinctive in that they allow people to collaborate online. They allow people to collaborate online-using communication links like wide-area networks, 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 (as-, suppliers and joint partners). They can convene for a few days to solve a problem, a few months to complete a project, or exist permanently.

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

(1) The absence of preverbal and nonverbal cues;

(2) Limited social context; and

(3) The ability to overcome time and space constraints.

In face-to-face conversation, people use preverbal 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. Because virtual teams have limited social interaction – many times they have not met in person – they tend to be more task-oriented and exchange less social information. **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.**

Sundstrom (1999) identifies six types of work teams on the basis of the functions they perform:

1. Production teams, such as factory teams, manufacture or assemble products on a repetitive basis.

2. Service teams, such as maintenance crews and food services, conduct repeated transactions with customers.

3. Management teams, composed of managers, work together, plan, develop policy, or coordinate the activities of an organization.

4. Project teams, such as research and engineering teams, bring experts together to perform a specific task within a defined period.

5. Action or performing teams, such as sports teams, entertainment groups, and surgery teams, engage in brief performances that are repeated under new conditions and that require specialized skills and extensive training or preparation.

6. Finally, parallel teams are temporary teams that operate outside normal work, such as employee involvement groups and advisory committees that provide suggestions or recommendations for changing an organization.

Evolution of Team Concept

The Industrial Revolution shifted most work organizations to a hierarchical approach that used scientific management to design jobs (Taylor, 1923). Manufacturing jobs were simplified, and professionals and managers were brought in to make sure the production system operated efficiently. **Scientific management** was a system that worked well, but that also created problems: It alienated workers, who then became increasingly difficult to motivate. It became more difficult to set up as technical systems increased in complexity. It was inflexible and difficult to change. Finally, it was difficult to successfully incorporate new goals (such as quality) other than efficiency.

The contemporary emphasis on teamwork has its origins in another change that occurred during the 1970s. The rise of Japan as a manufacturing power resulted in the distribution of high-quality inexpensive products in the global marketplace. When business experts visited Japan to see how Japanese goals had been achieved, they found that teamwork in the form of ***Quality Circles*** seemed to be the answer. **Quality Circles are parallel teams of production workers and supervisors who meet to analyze problems and develop solutions to quality problems in the manufacturing process.**

The focus on quality in manufacturing launched the teamwork movement, but other factors have sustained it. The increased use of information technology, the downsizing of layers of management, business process reengineering, and globalization have all contributed to the use of teams.

Teamwork in U.S. companies expanded rapidly during the 1990s and included more professional and managerial teams.

Working in small groups was common before the Industrial Revolution, but scientific management simplified jobs and created hierarchical work systems. The Hawthorne studies of the 1930s demonstrated the importance of understanding the aspects of work related to social relations. Following World War II, researchers began to experiment with work teams. STS during the 1960s presented a way to analyze work and identify the need for teams. However, it was the rise of Japanese manufacturing teams during the 1980s that led to the increased use of teamwork in the United States. Paralleling this growth in the use of teams, the social sciences developed the field of group dynamics, which focuses on understanding how groups operate. Today, group dynamics is a scientific field that provides information useful in improving the operations of teams.

Some Important terminologies in TEAM

Group socialization refers to the process by which a person becomes a member of a group.

The socialization process starts with the **investigation stage**, where the group attempts to recruit the individual, while the individual decides whether to join the group.

The socialization stage determines how the individual will be integrated into the group. At the beginning, the newcomer often is anxious about his or her role in the group and tends to be passive, dependent, and conforming.

During **the maintenance stage**, the individual is fully committed to the group. Even though the individual is a full member of the group, there is an ongoing process of negotiating his or her role and position in the group and the group's goals and practices. Although many members stay in this stage until they leave the group, members may diverge from the group and reduce their commitment because of conflicts between their personal goals and the group's goals.

Group norms are the ground rules that define appropriate and inappropriate behavior in a group. They establish expectations about how group members are to behave. These rules may be explicit (e.g., use consensus decision-making) or implicit.

There are four main functions of group norms :

- First, group norms express the group's central values, which help give members a sense of who they are as a group.
- Second, norms help coordinate the activities of group members by establishing common ground and making behavior more predictable.
- Third, norms help define appropriate behavior for group members, encouraging active participation in the group.
- Fourth, norms help the group survive by creating a distinctive identity; this identity helps group members understand how they are different from others and provides criteria for evaluating deviant behavior within the group.

According to Hackman (1996), workgroup norms may be characterized by at least five factors:

1. ***Norms summarize and simplify group influence processes***. They denote the processes by which groups regulate and regularize member behavior.
2. ***Norms apply only to behavior, not to private thoughts and feelings***. Although norms may be based on thoughts and feelings, they cannot govern them. That is, private acceptance of group norms is unnecessary—only public compliance is needed.
3. ***Norms are generally developed only for behaviors that are viewed as important by most group members.***
4. ***Norms usually develop gradually, but the process can be quickened if members wish***. Norms usually are developed by group members as the need arises, such as when a situation occurs that requires new ground rules for members to protect group integrity.
5. ***All norms do not apply to all members***.

Group goals are "a desirable state of affairs members intend to bring about through combined efforts"

A team with shared goals is more likely to complete its tasks on time and have less internal conflict.

A team's goals must be consistent with the mission statement, but goals should be objective, defining the accomplishments that need to be completed for success.

The value of team goals is to provide the team with direction and motivation.

Table 3.2 Functions of Team Goals

1. Serve as a standard that can be used to evaluate performance
2. Motivate team members by encouraging their involvement in the task
3. Guide the team toward certain activities and encourage integration of team members' tasks
4. Provide a criterion for evaluating whether certain actions and decisions are appropriate
5. Serve as a way to inform outside groups about the team and establish relationships with them
6. Determine when team members should be rewarded or punished for their performance

SOURCE: Adapted from Zander, A. (1994).

The most basic type of **hidden agenda** relates to the motivational aspect of goals.

A second type of hidden agenda relates to the directional aspect of goals.

For example, in an organization budget committee, team members must deal with the potentially conflicting goals of doing what is best for the organization versus doing what is best for the departments they represent.

Within a group, hidden agendas can create conflict that is difficult to resolve because it is hidden.

What factors cause social loafing in a group? How can social loafing be prevented?
2. What motivates a group?
3. What factors encourage group cohesion?
4. How does cohesion affect group performance?
5. What are the causes of role ambiguity and role stress?
6. What are the formal roles commonly played by team members?
7. How do task and social behaviors affect team performance?

Motivation, group cohesion, role assignments, task and social behaviors, and team learning are the basic building blocks of successful team performance.

Team members working in a team may be motivated to work harder, but sometimes individual effort decreases when individuals work in a group. This phenomenon **is called *social loafing*.**

Cohesiveness is the extent to which team members stick together and remain united in the pursuit of a common goal.

Group cohesion affects the group in a number of ways.

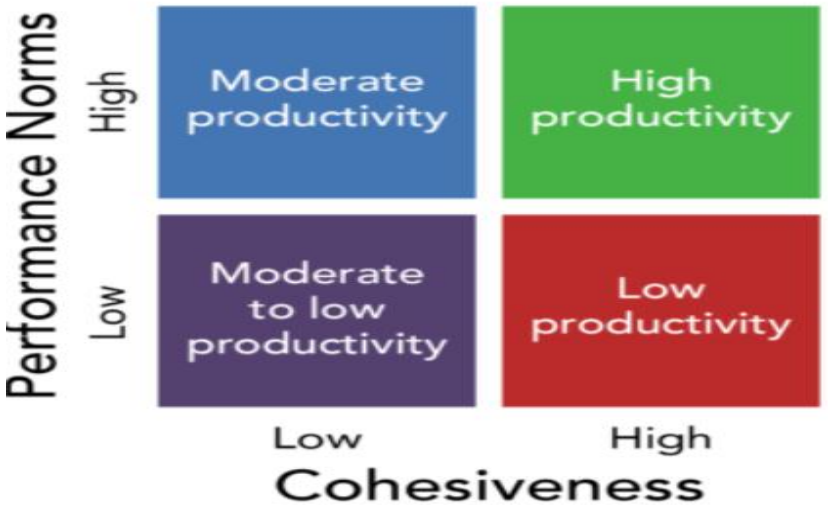
- People who are part of cohesive groups are more satisfied with their jobs than are members of noncohesive groups .
- Group cohesion also helps reduce stress because members are more supportive of one another.
- Group cohesion has a generally positive impact on group performance
- This is especially true for smaller groups.

Cohesion can help improve performance, and performance can help improve cohesion. When a group is successful in its task, its level of cohesiveness increases. The effects of cohesion are more

important when the group's task requires high levels of interaction, coordination, and interdependence. Members **of a cohesive group are more likely to accept the group's goals, decisions, and norms.** The increased interpersonal bonds among group members increase the pressure to conform to group norms. Effective work teams have norms that support high-quality performance and a level of group cohesiveness that provides social support to its members.

However, cohesive teams that lack good performance norms may be ineffective and highly resistant to change.

Cohesiveness affects a group's social interactions, which can affect performance and decision making.



Low levels of group cohesiveness limit a team's ability to work together.

Cohesive teams are better able to communicate and coordinate their actions

However, high levels of cohesiveness can impair a team's decision-making ability.

An important aspect of group cohesion relates to conflict resolution and problem solving.

A team with poor social relations will avoid dealing with problems until they disrupt the team's ability to perform the task or threaten its existence as a team. A team with good social relations is better equipped to handle problems when they arise.

Cohesiveness may contribute to increased productivity because:

(i) People in cohesive groups experience fewer work related anxieties and tensions

(ii) Highly cohesive groups tend to have lower absenteeism and turnover and

(iii) Cohesiveness decreases productivity differences among groups.

The relationship of cohesiveness and productivity depends on the performance related norms established by the group.

If performance related norms are high, a cohesive group will be more productive than will a less cohesive group. But if cohesiveness is high and performance norms are low, productivity will be low.

The worst situation for the manager is a highly cohesive group with low performance norms. Here members are highly motivated to work for their personal satisfaction only not for the organizational goals. Here the success of the management will depend upon how to direct the activities of highly cohesive group towards the successful attainment of organizational goals

- **Members of a highly cohesive team focus on the process**, not the person; they respect everyone on the team, assuming good motives; and they fully commit to team decisions and strategies, creating accountability among the team.
- **Morale is also higher in cohesive teams** because of increased team member communication, friendly team environment, loyalty and team member contribution in the decision-making process.
- **Highly cohesive teams are more committed to the goals and activities, are happy** when the team succeeds and feel part of something significant, all of which increases self-esteem which in turn increases performance

Team Building-

What is Team Building?

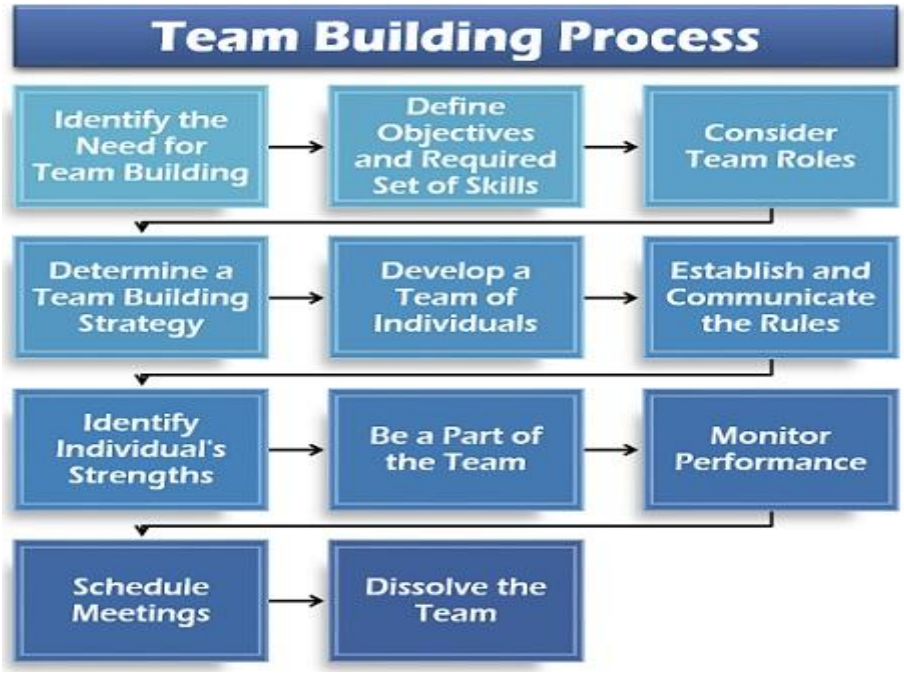
Team building is a management technique used for improving the efficiency and performance of the workgroups through various activities.

Objectives of Team Building -:

- To enhance good communication with participants as team members and individuals.
- To increase productivity and creativity.
- To achieve better operating policies and procedures thereby motivating team members to achieve goals. It is also aimed at ensuring clear work objectives and a climate of cooperation and collaborative problem-solving.
- To promote higher levels of trust and support.
- With team building, diverse co-workers work well together and there are higher levels of job satisfaction and commitment..
- It is a way to blend talent, skills and the creativity of a group.

Team Building Process

Team building is not a one-time act. It is a step by step process which aims at bringing a desirable change in the organization. Teams are usually formed for a particular task or project and are mostly for the short term.The various steps involved in team building are as follows:



Identify the Need for Team Building

The manager has first to analyze the requirement of a team for completing a particular task. It should find out the purpose of the work to be performed, required skills for the job and its complexity before forming a team.

Define Objectives and Required Set of Skills

Next comes the chalking down of the organizational objectives and the skills needed to fulfil it.

Consider Team Roles

The manager considers the various aspects, i.e. the interactions among the individuals, their roles and responsibilities, strengths and weaknesses, composition and suitability of the possible team members.

Determine a Team Building Strategy

Now, the manager has to understand the operational framework well to ensure an effective team building. He must himself be assured of the objectives, roles, responsibilities, duration, availability of resources, training, the flow of information, feedback and building trust in the team.

Develop a Team of Individuals

At this stage, the individuals are collected to form a team together. Each member is made familiar with his roles and responsibilities within the team.

Establish and Communicate the Rules

The rules regarding the reporting of team members, meeting schedules, and decision making within the team are discussed. The individuals are encouraged to ask questions and give their views to develop open and healthy communication in the team.

Identify Individual's Strengths

Various team-building exercises are conducted to bring out the strengths of the individuals. It also helps in familiarizing the team members with each other's strengths and weakness.

Be a Part of the Team

At this point, the manager needs to get involved with the team as a member and not as a boss. Making the individuals realize their importance in the team and treating each member equally is necessary. The team members should see their manager as their team leader, mentor and role model.

Monitor Performance

Next step is checking the productivity and performance of the team as a whole. It involves finding out loopholes and the reasons for it. This step is necessary to improve the team's performance and productivity in the long run.

Schedule Meetings

One of the most crucial steps is to hold purposeful meetings from time to time to discuss team performance, task-related problems and discuss the future course of action.

Dissolve the Team

Lastly, the manager needs to evaluate the results and reward the individuals on their contribution and achievement. Finally, the team is dispersed on the fulfilment of the objective for which it was formed.

Disadvantages of Team Building

Team building is not an easy task. A high-performance team can fulfil the organizational objectives. However, an inefficient team can lead to wastage of time and resources of the organization.

Therefore, we can say that there are multiple adverse effects of team building too, which are as follows:

Role of Communication in a Team

Communication may be defined as "the exchange of thoughts, messages, or information, as by speech, signals, writing, or behaviour". Communication is a two-way process that occurs through speaking, writing, listening and observing as individuals share ideas, thoughts and feelings

Communication plays a very important role in team building and extracting the best out of the team members.A team member must clearly understand what his fellow team members are up to. He should be very clear about his roles and responsibilities in the team. It is the duty of the team leader to delegate responsibilities as per the interest and specializations of the team members without imposing things on them.

Communication strategies to be adopted in a team

- **Select appropriate methods for communications**. May include but is not limited to: face-to-face, telephone, group meeting, letter / memo, e-mail
- **Identify and address barriers to communication**.: cultural issues, lack of understanding, interruptions, physical distractions, fear
- **Adopt appropriate communication style** to meet needs and level of understanding of individuals and groups.
- **Use effective verbal communication skills**.
- **Write clearly, concisely and professionally**.
- **Facilitate two-way communications.**

- **Uses active listening techniques**. May include but is not limited to: encouraging, clarifying, restating / paraphrasing, reflecting, summarizing, validating
- **Interpret and respond to non-verbal communications.**
- **Every individual should have the freedom to speak.**

Effective Communication tips for better team building

- Stating or restating purpose/goals to ensure focus on priorities
- Discussing one topic at a time
- Leading with the main point
- Making the point clearly and concisely
- Keeping the message simple
- Using short direct statements
- Avoiding long-winded indirect arguments
- Adding unique concepts (not repeating what others have said)
- Stating decisions clearly to ensure understanding
- Providing regular feedback to maintain focus on goals
- Encourage effective communications by promoting team cohesiveness and ensuring collective understanding
- Improve communications by using cooperative rather than competitive strategies
- Deal with rudeness by investigating the behavior; confronting the behavior; deciding whether or not to respond; offering support

Communication in various stages of team evelopment

Forming -The "forming" stage of team development is the stage when team members are first brought together and begin to connect. During this stage, team members tend to focus more on learning about the roles, skills and background of each other rather than focusing on achieving team goals or performing tasks. **Communication tends to be polite and guarded as team members get to know each other.** Members may have many questions and wonder why they are on the team, what are the rules of the team, etc. Anxiety levels tend to be high and productivity levels tend to be low during the forming stage of team development. At this stage of team development, work team members need to make the transition from being "individuals" to "team members".

Strategies for effective team building during this stage could include the following:

- Ensure that everyone on the team participates.
- Have team members work together to develop a team mission statement, a code of conduct, goals and procedures.
- Facilitate opportunities for team members to get to know each other and develop a sense of trust.

Storming -"Storming" is the stage of team development where conflict first arises, often as a result of attempts to clarify the goals and values of the work team. The politeness of the group gives way as personality differences become more apparent and members begin to perceive problems related to the team goals, workload, team leadership and hierarchical patterns. Members may have questions and ask

who is really in charge of the team, why some members don't seem to be listening, how conflicts will be resolved, etc. At this stage, there is often a decrease in the level of performance of the work team.

Strategies for effective team building during this stage could include the following:

- **Encourage open communication and interaction among team members**.
- Facilitate negotiation and conflict resolution.
- Have team members re-evaluate the goals, tasks and roles of the team.

Norming -During the "norming" phase of team development, the storm begins to pass and the work team begins to act and function like a true team. Conflicts have been resolved and team members tend to be more tolerant of each other, appreciating the diverse perspectives and personalities within the work team. Roles have been established, the goals of the work team have been clarified; the work team begins to become a cohesive unit.

Strategies for effective team building during this stage could include the following:

- **Continue to encourage open communication among team members.**
- Ensure that leadership is shared among team members.

Performing -During the "performing" stage of team development, the team is working towards achieving the goals of the work team in an effective manner. Productivity and trust tend to be high as members of the work team are committed to common goals and hold themselves mutually accountable for achieving those goals.

Strategies for effective team building during this stage could include the following:

- Continue to review the goals, tasks and roles of the team.
- Continue to facilitate productive conflict resolution.
- **Facilitate changing roles within the team** and addition of new members.

Adjourning -There are times when a team member leaves the team, thereby affecting the dynamics and productivity of the team. The loss of certain key players and the skills that they had contributed typically leads to a re-assessment of roles and responsibilities. The work team may regress to an earlier stage of team development while the work team re-establishes itself.

Strategies for effective team building during this stage could include the following:

- Reassure the team that change is inevitable but manageable.
- Encourage team members to re-evaluate the tasks and roles of the team and to re-establish themselves as a productive team.

Key elements, or the six C's, of an effective work team are as follows:

Communication: Open, honest and transparent communication is essential to the effectiveness of the team. Members of a work team require skills in verbal communications, listening, non-verbal communications and written communications.

Clear Purpose: Each member in an effective work team helps to define and accepts the mission, goals, roles and responsibilities of the work team.

Commitment: The members of a work team must be committed to work with their team and others as required to achieve their established goals. They also must be able to negotiate and resolve conflicts effectively.

Cooperation: A work team must function in a cooperative manner, focusing on the established goals of the team and sharing in the decision making process; roles and responsibilities must be balanced and shared. The work team shares accountability for the work of the team and the outcomes achieved.

Complimentary Skills and Expertise: Each member of a team contributes their unique skills and expertise to the work of the team. The collective combination of skills and expertise results in a work team that as a whole, is more highly effective.

Climate of Trust and Mutual Respect: A climate of trust and mutual respect is essential in facilitating all of the elements of an effective work team listed above.

Competition and cooperation in a Team

Cooperation and competition are two major forms of how individuals relate the self to one or a few chosen others. In very general terms, **cooperation refers to the attempts of maximizing the collective outcomes**, while **competition refers to the attempts of maximizing the difference with others in rivalry for supremacy or prize**. Cooperation and competition are often conceptualized as products of social interdependence. For cooperation or competition to occur, there must be more than one individual or entity involved, and the individuals or entities must be able to influence each other – the change in one's actions causes a change in others' outcomes. **Cooperation and competition are thus major ingredients in team settings, where individuals are made socially interdependent with each other, and team outcomes are largely influenced by how team members interact with each other.**

The major theoretical framework to study within team cooperation and competition is Deutsch (1949)'s situational theory of cooperation and competition.

It defined cooperation as a goal structure where individuals' goals are positively related (i.e., your success is my success) and competition as negatively related (i.e., your failure is my success).

Pure Competition - Individualism - Independence - Divergent Goals

Coopetition - Partially Convergent Interests Structure

Pure Cooperation - Collectivism - Interdependence – Convergent

The two paradigms-**both cooperation and competition** offer only a partial view of the reality since there is no perfect competition or perfect cooperation. Thus, the cooperative view appears to be an alternative

linking the competitive and the cooperative paradigms.. Coopetition is situated in the middle indicating a balance between the pure state of competition and the pure state of cooperation.

However,**Team cooperation** in any organization is always advantageous. It improves overall employee performance and organizational productivity. In a team, each employee is responsible for success. It is a combination of strengths, which can also lead to minimizing individual weaknesses. In this case, the strengths and weaknesses of team members can enhance and complement each other. In team cooperation, energies and motivations are often added up and as result employees' work hard together to achieve a common objective which is to realize the organizational vision, mission, and goals. The desire to do this also boosts efficiency and effectiveness in the organization.

Advantages:

1) Reduces unproductive competition

Team cooperation encourages employees to work together for the benefit of the organization. It reduces the desire of employees to compete against each other, which often is never good for the business, and instead focus on working together to achieve a common goal. Politicking also reduces as employees realize they are all valuable to the success of the organization.

2) Enhances knowledge sharing

In a team, every member is encouraged to participate and contribute to the task at hand which results in compounded outputs. When employees work cooperatively, their efforts multiply, become stronger and better. In the process, the employees working together exchange ideas as each of them gain new perspective and knowledge on the tasks they are working on.While individual workers can also do that, team cooperation is well-defined and can help employees expect help from their teammates. Apart from participation and contribution, team cooperation allows employees to share knowledge and ideas. Sharing knowledge results in learning opportunities for employees which would not be possible if each team member were looking out for their limited interests. In this way, all team members can benefit, even if later on they each go their separate ways to pursue better opportunities.

3)Fosters good communication

Team cooperation also enhances effective communication within employees and the organization at large. Employees who work well together and consider themselves as part of the team incline towards better communication. As they cooperate, they begin to learn how to communicate with each other, skills of effective communication and even learn to recognize subtle variations in the same. As an advantage, enhanced communication in an organization can have a profound effect on its overall performance, and the entire organization can benefit from team cooperation that leads to better communication. Furthermore, effective communication in an organization reduces misunderstandings, conflicts, and delays in work delivery and this is very important for the success of the organization.

4)Easy achievement of organizational goals

Creativity, determination and the will to take the initiative are the qualities required for a team to succeed. With team cooperation, everyone's morale will get naturally boosted once there is a healthy

work environment, improving employee motivation and ultimately incline everyone towards the achievement of organizational goals, visions, and objective.

5) Establishes trust

Working in a team builds confidence in any setting, and in team cooperation, it creates strong relationships among employees. When employees trust each other in a team, they establish a strong foundation of relationships that endure minor conflicts especially those that arise due to individual differences. Trust in a team also tends to allow a brilliant flow of ideas. This helps team members to share their thoughts and encourage each other during and after work. Team cooperation, in general, allows employees to learn its importance and that losses and wins affect each member of the team. This in turn instills confidence in them about the other teammates.

Thus, working together and in cooperation is better than working competitively. When employees are encouraged to cooperate in an organization, their output tends to multiply.

Competition between individuals in the same workplace can temporarily increase motivation and improve performance, but at the cost of decreased cooperation for the good of the entire group. According to an article on the "Psychology Today" website, people enjoy both cooperation and competition. One way to improve morale and cooperation skills while avoiding the pitfalls of individual competition is to hold competitions between teams. According to a 2009 "Psychology Today" article, most people enjoy cooperating with others and competing against them in a friendly way. Most people prefer team sports to games based purely on cooperation or individual competition. Team sports allow people to cooperate with their teammates while competing against other teams. Competitions between teams in the workplace can improve motivation and productivity while encouraging team members to cooperate and work together effectively.

Sales offices often use competitions to improve morale and performance, but traditional sales contests pit employees against each other and encourage an "every man for himself" attitude. This can lead to bad feelings between co-workers, and to decreased productivity as employees may become apathetic and give up when they fall behind. By tying rewards directly to individual performance, companies may unintentionally create an environment defined more by fear of failure than the desire to succeed.

Hence, **organize competitions that build morale and teamwork skills for all participants, rather than just a few star performers**. For example, if you hold a competition between sales teams, you can reward all members of the winning group with a lunch out at a nice restaurant or a group trip. This way, even the lower-performing members of the team have a reason to try as hard as they can to help the team win.

In an individual sales contest, a few top salespeople compete with one another for the top prize, while everyone else gives up because they know they can't win. The productivity of the top people increases, but the productivity of the rest of the group does not. In a team competition, even the lowest-performing

member of the group can help earn the prize, so all team members put in their best effort and the productivity of the entire group goes up.

Avoiding Pitfalls

If team leaders encourage a "take no prisoners" attitude in team competitions, hostility and resentment can develop and you could face many of the same pitfalls as in individual competitions. Encourage team members to use competition as an opportunity for professional growth, learning from successful competitors instead of resenting them or seeking to undermine them.

Potential Benefits of Competition

Competition may increase productivity, it's true. Sometimes competition can help light a fire under a workforce. The idea of regularly being compared to your peers is a strong motivator to work harder and longer to keep your position.

Along the same lines, competition can increase efficiency. In an effort to be more productive, employees find ways to be more efficient in their work processes. In all likelihood, this may lead to overall efficiency increases within the firm as employees surface and help to fix issues negatively affecting their productivity.

There is a strong chance that the productivity and efficiency boosts can create a bump in revenue. By incentivizing performance among employees and helping to focus promotional efforts on top producing employees, there is a probability that more contracts will get closed, more products will get designed, implemented, and shipped, and more customers will accumulate. Creative competitions should lead to skill development, and foster relationship-building among the team members.

Creativity, cooperation, innovation and improved division of work are among the various benefits of team work. A project attempted in a team environment utilizes the best each team member has to offer be it expertise, innovation or creativity.**Both competitiveness and collaboration are necessary aspects for a project to succeed and one should not be preferred over the other**.

Why Are People in Teams Competitive?

Even though working cooperatively on a team should prevent competition, competition may occur anyway. Team members may misperceive the situation and turn a cooperative situation into a competitive one, or may choose to act competitively even when it is in their best interests to act cooperatively. Why do people misperceive a cooperative situation and turn it into a competitive one? The explanations for this phenomenon have to do with culture, personality, and organizational rewards.

1. Culture

One way to view cultural differences are along an individualist-collectivist dimension. Individualists tend to be more competitive with their coworkers than collectivists. The United States has an individualist culture that promotes competition. Their emphasis on individualism, freedom, capitalism, and personal success all support the value of competition. Clearly, this cultural value affects the ways in which people respond to situations. **Collaborative competition** if implemented judiciously can work wonders for any corporation. Individual contributors feel invigorated with the competition and are more willing to collaborate knowing full well that it will not set them back in their personal growth inside the company. A management that recognizes the personal interests and concerns of employees and has an honest dialogue about constructing a plan for fulfilling all of them will always be successful. If leaders can convince employees that collaboration along with a healthy dose of competition is best for their overall careers, then blossoming of innovative ideas is inevitable. . **From a cultural and business perspective, the Japanese have developed a sound approach that combines cooperation and capitalism**. Their collectivist culture promotes cooperation. In Japan, cooperation is highly encouraged and rewarded, and commitment and loyalty are the keys to success in Japanese corporations. It is important for them to act cooperatively with their team members, but also to act competitively with those outside of their team.

2 Personalities

Researchers have identified three personality types to explain why some people are competitive. These personality types affect how people interpret the situations they are in and how they define success.

Cooperators focus on the team. They are concerned with both their own outcomes and those of others. They attempt to make sure the team is successful and that rewards are distributed equitably among team members.

Competitors view a situation as an opportunity to win. They define success not in terms of their individual goals or the team's goals, but rather relative to others' performances. To a competitor, success means performing better than others. They want to excel more than the other members of the team.

Individualists define success relative to their own personal goals. Unlike competitors, they do not evaluate their performance relative to others. They may or may not care about the success of the team. The team's success is important only if they have adopted the team's goals for themselves.

Conscientious people are focused on successful performance, so they are more willing to cooperate with others in teams. **Extroverts** enjoy cooperation because they like working with others. **Agreeable** people

are more cooperative because they want to avoid the conflicts that competition creates. Finally, people with higher levels of **emotional stability** tend to be more cooperative and helpful with others.

3 Organizational Rewards

In most organizations, performance evaluations are based on individual performance, and evaluation is relative to the performance of the other employees. The inability to share rewards is probably the factor that most encourages unhealthy competition within organizations. It affects both individual employees and organizational units. For example, departments within an organization often act competitively because they believe they must fight for their share of the organization's resources. Working interdependently to succeed should encourage cooperation over competition. Competition and cooperation differ in many respects. No society is exclusively competitive or exclusively cooperative. Actually, social system is a balance between competitive and cooperative force. But some competition is healthy and fair.

Competitive Versus Cooperative Rewards

There are benefits and problems with both competitive and cooperative reward systems Competitive rewards are effective in motivating individual performance, while cooperative rewards promotetrust, cohesiveness, and mutual support, which in turn promote team performance. When a task requires coordinated effort, cooperative rewards are more effective than competitive rewards. However, this simplistic view of cooperative and competitive rewards ignores several important factors that influence work. **. Competitive rewards are strong motivators, especially for encouraging speed Cooperative rewards encourage discussion, collaboration, and information sharing, which may improve accuracy, but will slow the speed of performance.**

Encouraging competition inside a team can be a risky strategy. On one hand, it motivates individuals to perform at the best of their abilities but, on the other hand, it can give birth to discord and disagreement. If competition among teammates becomes too fierce, there can be dramatic consequences in terms of team dynamics, which will eventually affect teamwork and overall results.

1.Team always comes first-This is the mantra everyone in the group should know and value the most. Every time they are performing an action, members of a team should be asking themselves: *is this going to have a positive effect for the team?* And only keep going if the answer is positive. There is nothing wrong with following a personal agenda as long as it will benefit the team as a whole. For the same reason, internal competition should always be kept within the lines of mutual respect.

2. Achieving individual goals

Individual goals are important for each member of a team. Workplace should be an environment where people are encouraged to grow personally and professionally. However, it is important to acknowledge that working towards achieving individual goals should never undermine or come against other members of the team. Helping each other grow can bring a lot more benefits for everyone involved.

3. Stars are important, but so are the others

Even though star employees might bring more business and better results, constantly appreciating a small number of employees while neglecting others might trigger unwanted effects. Not only those other employees might turn against the top performers, but they could also lose their motivation. Research shows that peers feel threatened and try to undermine top performers in companies and teams where resources are limited. When resources are shared and everyone benefits from working together, peers tend to support star employees. Therefore, there is a need to make sure the manager must always encourage and praise the performances of underperformers and keep the stars shining without totally eclipsing the others. Think of a bonus system that gives everyone a piece of the prize and motivates them to perform at their best.

4. Give constructive feedback to all

Giving feedback is one of the primary responsibilities of a team leader. But that is not always easy. Negative feedback can damage employees' self esteem and trust. Positive feedback can create a false image of self, especially when undeserved. That is why it is very important to keep a balance.The ***sandwich method*** is a known and widely used recipe: packing negative feedback in a positive shell. Even though controversial, it is so widespread because it actually works. Employees,when working in a team get to understand their individual and the overall teams expectations and the reasons why they are not meeting them, while also feeling a sense of accomplishment that keeps them going.

5.**Organize friendly competitions** among teammates that involve a fun and less official prizing system. Sometimes the smallest gestures can motivate employees even more than salary and benefits. It is the reason why many companies have *the employee of the month* system. A picture on the wall and a honorary diploma can be enough to spark some competition, while keeping it within healthy limits.

6.**By Trusting each other:**
Being fiercely competitive does not mean not trusting each other. Competition between team members done in the right spirit, creates an atmosphere that breeds excellence.The intra-team or Inter-team competition is healthy when team members are motivated to work towards a common goal of the organization, they trust each other, share their vulnerabilities openly and ask for help from each other.
"*Trust is the blood of teams – the river that carries it along, that pulses with life, that brings thought and power to everything the team attempts*." Robbins and Finley in Why Teams Don't Work.

7.By encouraging openness and conflict:

The competitive spirit to get better and better and not settle for average also brings in conflict within the

team members. On the other hand, healthy conflicts between team members that does not degenerate into mean mindedness, is a sign of a good team. Conflict though is a double edged sword that needs a masterful leader to manage it. Fierce competition could turn ugly and open up opportunities for negative feelings: egos, mistrust, or resentment. Every successful leader knows that a team of stars is not a team unless some of those stars are willing to channelize their formidable talents to the ***team*** rather than their individual excellence

So the competition within the teams if not handled well could lead to downfall of the team. But if it's channelized well within the groups it could keep them active, energized and motivated and hence brings out the best in people.

Building Effective Teams

Katzenbach and Smith (1993) lists the following requirements for building effective teams:

(i) it should be small enough in the number of members.
(ii) adequate levels of complementary skills.
(iii) truly meaningful purpose and specific goal or goals.
(iv) established clear approach to the team's work.
(v) a sense of mutual accountability.
(vi) defined appropriate leadership structure

Effective teams are carefully designed.

When assembling a team it is very important to consider the overall dynamics of the team. **La Fasto (2001) identifies five dynamics that are fundamental to team success.**

The first dynamic is team membership. Successful teams are made up of a collection of effective individuals who are experienced, have problem solving ability, are open to addressing the problem and are action oriented.

Second is team relationship which has to do with the ability of team members to give and receive feedback.

The third dynamic is team problem solving which implies that team effectiveness depends on the level of focus and clarity of the goals of the team.

Fourth is team leadership. Effective team leadership depends on leadership competencies. A competent leader is focused on the goal, ensures a collaborative climate, builds confidence of team members, sets priorities, demonstrates sufficient "know-how" and manages performance through feedback.

Organizational environment is the fifth dynamic of team success and it has to do with the climate and culture of the organization being conductive to team behaviour.

Module-2

Conflict- It is inevitable and inescapable part of our normal lives. It is a kind of periodic occurrence in all relationships. Conflict is an opposition or a tug-of-war between contradictory impulses. **According to Colman 'A conflict is the anticipated frustration entailed in the choice of either alternative'**. Conflicts occur in the individual when more than one, equally powerful desires or motives present at the same time and pressurize for immediate satisfaction.

Sources of Conflict

Conflict may arise from many sources, including confusion about people's positions, personality differences, legitimate differences of opinion, hidden agendas, poor norms, competitive reward systems, and poorly managed meetings. The problem is determining the source to identify whether this is a healthy conflict for the team or a symptom of a hidden problem that needs to be uncovered. If the conflict is about legitimate differences of opinion about the team's task, then it is a healthy conflict. The team needs to acknowledge the source of conflict and work on resolving it. However, sometimes a conflict only appears to be about the team's task and in reality is a symptom of an underlying problem. Finding the root cause of the conflict is important; the team should not waste time dealing with only the symptoms of the conflict.

Legitimate conflicts are caused by a variety of factors. Differences in values and objectives of team members, differing beliefs about the motives and actions of others, and different expectations about the results of decisions can all lead to conflicts about what the team should do. These differences create conflicts, but from these conflicts come better team

decisions. Hidden conflicts that are not really about the team's task may spring

from organizational, social, and personal sources. Organizational causes of conflict include competition over scarce resources, ambiguity over responsibilities, status differences among team members, and competitive reward systems. One common type of organizational conflict is the conflict between the team's goals and the goals of individual team members. Hidden agendas (i.e., the hidden personal goals of team members) may lead to conflict in the team that can be difficult to identify and resolve. Gaining agreement about the overall goals of the team and renegotiating team roles can help deal with this type of conflict.

Healthy

- Focus on task issues
- Legitimate differences of opinion about the task
- Differences in values and perspectives
- Different expectations about the impact of decisions

Unhealthy

- Competition over power, rewards, and resources
- Conflict between individual and group goals
- Poorly run team meetings
- Personal grudges from the past
- Faulty communications

Conflict may be due to social factors within the team. A team with a leader who has poor facilitation skills can have poorly run meetings with a lot of conflict. Poor group norms often show up in poorly managed meetings. When meetings are unproductive, conflict may arise because team members are dissatisfied with the team process. Spending time evaluating and developing appropriate norms helps deal with this type of conflict. **Conflicts may arise from personality differences or poor social relations among team members. These may be due to grudges stemming from past losses, misinterpretations about another person's behavior, or faulty communication, such as inappropriate criticism or distrust. These are often called "personality differences," but typically their source is interpersonal.**

However not all conflicts are bad, conflicts when arise in a team may be good fuelling change, growth, creativity and innovation. And dysfunctional when it prevents the team from achieving its goal(s).

Benefits of conflict

- Raises the awareness that a problem exists
- Highlights opportunities
- Encourages self-discovery and builds self esteem
- Promotes understanding of others' perspectives
- Leads to new/improved ideas
- Reveals alternate choices or better solutions
- Challenges old assumptions and outdated practices/processes
- Encourages individual/team growth
- Leads to individual/team performance improvement (if managed effectively)

Types of conflict, especially in teams

- **Task Conflict**: It refers to the conflicts and disagreements among individuals related to a certain task, its content, direction and goal.
- **Relationship Conflict**: Relationship conflict focuses on interpersonal relationships and hostilities among individuals of an organization.
- **Process Conflict**: Process conflicts refer to the disagreements about how the work should get done.

Furthermore, there can be two more types of conflict in teams: **affective and cognitive**.

Affective conflict is emotional and personal, while cognitive conflict is constructive and outcomes-based. Team cohesion is the key to encouraging cognitive conflict while keeping affective conflict at

bay. Cohesive teams have strong interpersonal relationships, aligned values and a mutual understanding of the overall objectives.

Steps for conflicts to arise in a team

1. **Potential opposition or incompatibility**. It includes the presence of a condition that creates opportunities for conflicts to arise.

The conditions that can cause conflict are of 3 types.

- **Communication**: Insufficient exchange of information and noise in the communication channel are all barriers of communication and create conditions for conflicts
- **Structure**: Size and specialization act as a force to stimulate conflict. The larger the group, the more specialized their activities, the greater the likelihood of conflict.
- **Personal variables**: This includes the value systems each person has and personality characteristics each possess. Difference in value systems are a source of conflict, as they result in disagreement between members of the group.

2. **Cognition and personalization**. This step in the conflict process is important because it is in the step the parties decide what the conflict is done. Awareness by one or more parties about the existence of conditions that create opportunities for conflict to arise is called perceived conflict. Emotional involvement in the conflict creating anxiety, frustration and enmity is called felt conflict. Positive emotions help in finding solutions to solve conflicts while a negative emotion enhances the conflict.

• 3**. Intentions**-These are the decisions to act during conflict. There are five conflict handing intensions. They are: • Competing: • Collaborating • Avoiding • Accommodating • Compromising:

• 4. **Behavior**: In this stage, each party's intentions are implemented. This is an interactive stage.

5: **Outcome** -The action-reaction between conflicting parties results in two kinds of outcomes.

i) Functional outcomes: Conflict results in improved performance of the group. It improves the quality of decisions, brings about creativity and innovations, encourage interests and curiosity among group members.

ii) Dysfunctional outcomes: It reduces the effectiveness of the group. It is as a result of uncontrolled opposition. It leads to destruction of the group. It reduces group communication and group coordination..

Thus in organizational settings, the process of conflict boils down to these 5 steps.

- Latent Stage: Participants not yet aware of conflict
- Perceived Stage: Participants aware a conflict exists
- Felt Stage: Stress and anxiety
- Manifest: Conflict is open and can be observed

- Aftermath: Outcome of conflict, resolution or dissolution

'Conflict management is the principle that all conflicts cannot necessarily be resolved, but learning how to manage conflicts can decrease the odds of nonproductive escalation. Conflict management involves acquiring skills related to conflict resolution, self-awareness about conflict modes, conflict communication skills, and establishing a structure for management of conflict in your environment.' All members of every organisation need to have ways of keeping conflict to a minimum – and of solving problems caused by conflict, before conflict becomes a major obstacle to your work.

1. **Collaborating: win/win -I win, you win** • Collaboration involves an attempt to work with the other person to find a win-win solution to the problem in hand - the one that most satisfies the concerns of both parties. The win-win approach sees conflict resolution as an opportunity to come to a mutually beneficial result.
   When to use:
   • When there is a high level of trust
   • When you don't want to have full responsibility
   • When you want others to also have "ownership" of solutions
   • When the people involved are willing to change their thinking as more information is found and new options are suggested
   • When you need to work through animosity and hard feelings

   Drawbacks: • The process takes lots of time and energy • Some may take advantage of other people's trust and openness

2. **Compromising: win some/lose some-Winning something while losing a little is OK**. Compromising looks for an expedient and mutually acceptable solution which partially satisfies both parties.
   when compromise may be appropriate:
   • When people of equal status are equally committed to goals
   • When time can be saved by reaching intermediate settlements on individual parts of complex issues
   • When goals are moderately important
   Drawbacks: • Important values and long-term objectives can be derailed in the process • May not work if initial demands are too great • Can spawn cynicism, especially if there's no commitment to honor the compromise solutions

3. **Accommodating: lose/win- I lose, you win** •
   This is when you cooperate to a high-degree, and it may be at your own expense, and actually work against your own goals, objectives, and desired outcomes. This approach is effective when the other party is the expert or has a better solution.
   When to use
   : • When an issue is not as important to you as it is to the other person
   • When you realize you are wrong
   • When you are willing to let others learn by mistake
   • When you know you cannot win
   • When harmony is extremely important

4. **Competing: win/lose- I win, you lose** •

This is the "win-lose" approach. You act in a very assertive way to achieve your goals, without seeking to cooperate with the other party, and it may be at the expense of the other party. This approach may be appropriate for emergencies when time is of the essence, or when you need quick, decisive action, and people are aware of and support the approach is used

When goals are extremely important, one must sometimes use power to win.

• When you know you are right

• When time is short and a quick decision is needed

• When a strong personality is trying to steamroller you and you don't want to be taken advantage of

• When you need to stand up for your rights

Drawbacks: • Can escalate conflict • Losers may retaliate

5. **Avoiding: no winners/no losers**-Avoiding conflict involves one of the conflicted parties avoiding communicating about or confronting the problem, hoping it will go away. When employing this approach, the conflict might go away if the other party doesn't press for a resolution. The underlying differences between the parties are never resolved

When to use Avoiding/Withdrawing style of conflict:

• When the conflict is small and relationships are at stake

When more important issues are pressing and you feel you don't have time to deal with this particular one

• When you have no power and you see no chance of getting your concerns met

• When you are too emotionally involved and others around you can solve the conflict more successfully

• When more information is needed

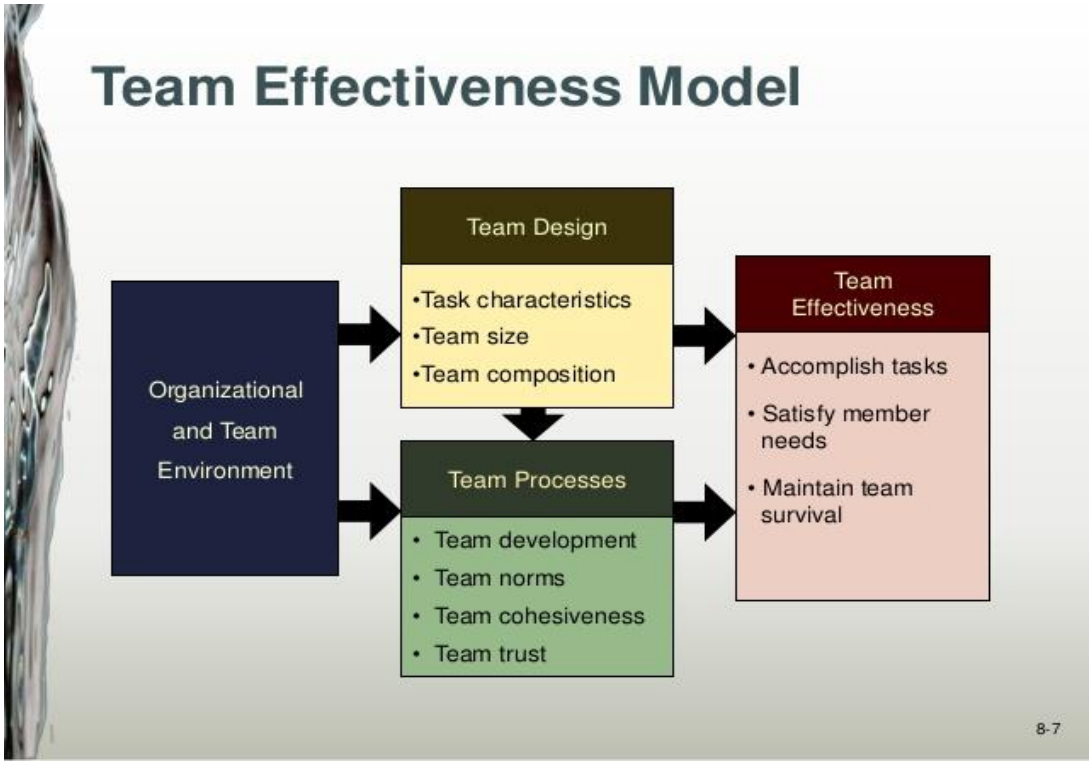
Drawbacks: ¬ Important decisions may be made by default ¬ Postponing may make matters worse

Conflict can be an effective means for everyone to grow, learn, and become more productive and satisfied in the workplace.

What is unhealthy, however, is unresolved conflict that is allowed to fester and become a hindrance to an otherwise productive team. Common causes of conflict include employee competition; differences in objectives, values, or perceptions; disagreements about roles, work activities, or individual styles; and breakdowns in communication.

As a result, **conflict management is a big part of managing individuals or teams**. To manage conflict, a manager must analyze the conflict situation to determine the cause and severity, and then develop a strategy for action. Strategy options include the following:

- **Avoidance**—withdrawing from or ignoring conflict.
- **Smoothing**—playing down differences to ease conflict.
- **Compromise**—giving up something to gain something.
- **Collaboration**—mutual problem solving.
- **Confrontation**—for verbalization of disagreements.
- **Appeal to team objectives**—highlighting the mutual need to reach a higher goal.
- **Third-party intervention**—asking an objective third party to mediate.



1.**Organizational and team environment**-
Reward systems-should be highly motivating and systematic and should be allocated both on the basis of individual members contribution to the team and overall teams target achievement.
♣ Communication systems- Should be open and transparent for better relationship.
♣ Organizational structure – should be team based , less hierarchical and have flexible **s**tructures that reinforce problem-solving, decision-making and teamwork.
♣ Organizational leadership – shared leadership for better decision making and problem solving.
♣ Physical space-There should be great deal of autonomy and freedom available to the team to accomplish the team task.

2.**Task characteristics**
Teams work better when tasks are clear, easy to implement
• learn roles faster, easier to become cohesive
• Ill-defined tasks require members with diverse backgrounds and more time to coordinate
♣ Task interdependence -Extent that employees need to share materials, information, or expertise to perform their jobs. The degree of task interdependence ranges from high to low.

3.**Team size** –The secret to a great team is: 'Think small. Ideally, a team should have seven to nine people". The most effective teams have fewer than 10 members.

4.**Team composition**- It includes variables relate to how teams should be staffed. It will address the ability and personality of team members, allocating roles and diversity, member flexibility, and members' preference for teamwork. To perform effectively, a team requires three different types of skills.

First, it needs people with technical expertise.

Second, it needs people with problem-solving and decision-making skills to be able to identify problems, generate alternatives, evaluate those alternatives, and make competent choices and other interpersonal skills.

Personality

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

Many of the dimensions identified in the Big Five personality model specifically, teams that rate higher in means levels of extroversion, agreeableness, consciousness, and emotional stability tend to receive higher managerial ratings for team performance.

Allocating roles and diversity

Teams have different needs, and people should be selected for a team to ensure that there is diversity and that all various roles are filled. Team members should be of diverse knowledge, skills, perspectives, values, etc for creatively solving complex problems ,sharing broader knowledge base and for better representation of team's constituents.

Team roles-A set of behaviors that people are expected to perform. Successful work teams have people to fill all these roles and have selected people to play in these roles based on their skills and preferences.

Members' preferences

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

Team building-Formal activities intended to improve the team's development and functioning.

Team Norms- Informal rules and shared expectations team establishes to regulate member behaviors

Team cohesiveness-The degree of attraction people feel toward the team and their motivation to remain members. It includes both cognitive and emotional process .It is related to the team member's social identity

Team Trust-Positive expectations one person has of another person in situations involving risk

Use of Power and Social Influence in a Team

Power is the ability to get things done. **Power is the ability to influence the behavior of others with or without resistance by using a variety of tactics to push or prompt action**.

Those with power are able to influence the behavior of others to achieve some goal or objective. Sometimes people resist attempts to make them do certain things, but an effective leader is able to overcome that resistance. Groups use their power to influence behaviors by providing information on how to behave and by exerting pressure to encourage compliance.

Team members gain power from personal characteristics and their positions within the team and organization and use a variety of power tactics to influence other members. The dynamics of
power in teams is a major influence on leaders' behaviors, how team members interact, the impact of minorities, and the amount of influence members have on one another.
Empowerment is at the core of teamwork where members have been given power and authority over a team's operations. Within the team, members need to learn how to use their own power to work together effectively. Learning how to act assertively, rather than passively or
aggressively, encourages open communication and effective problem solving.

The Six Sources of Power
Power comes from several sources, each of which has different effects on the targets of that power. Some derive from individual characteristics; others draw on aspects of an organization's structure. Six types of power are *legitimate*, *referent*, *expert*, *reward*, *coercive*, and *informational*.

Legitimate Power
Also called "positional power," this is the power individuals have from their role and status within an organization. Legitimate power usually involves formal authority delegated to the holder of the position.

Referent Power
Referent power comes from the ability of individuals to attract others and build their loyalty. It is based on the personality and interpersonal skills of the power holder. A person may be admired because of a specific personal trait, such as charisma or likability, and these positive feelings become the basis for interpersonal influence.

Expert Power
Expert power draws from a person's skills and knowledge and is especially potent when an organization has a high need for them. Narrower than most sources of power, the power of an expert typically applies only in the specific area of the person's expertise and credibility.

Reward Power
Reward power comes from the ability to confer valued material rewards or create other positive incentives. It refers to the degree to which the individual can provide external motivation to others through benefits or gifts. In an organization, this motivation may include promotions, increases in pay, or extra time off.

Coercive Power

Coercive power is the threat and application of sanctions and other negative consequences. These can include direct punishment or the withholding of desired resources or rewards. Coercive power relies on fear to induce compliance.

Informational Power

Informational power comes from access to facts and knowledge that others find useful or valuable. That access can indicate relationships with other power holders and convey status that creates a

positive impression. Informational power offers advantages in building credibility and rational persuasion. It may also serve as the basis for beneficial exchanges with others who seek that information.

All of these sources and uses of power can be combined to achieve a single aim, and individuals can often draw on more than one of them. In fact, the more sources of power to which a person has access, the greater the individual's overall power and ability to get things done.

Social influence refers to attempts to affect or change other people. Power is the capacity or ability to change the beliefs, attitudes, or behaviors of others. We often think about power in terms of how individuals try to influence one another, but a group has collective power.

Conformity occurs through influence from the group, either by providing information about appropriate behavior or through implied or actual group pressure. Obedience occurs through influence from the leader or high-status person in the group

Social psychologists have conducted several classic studies on power to demonstrate the basic characteristics of social influence and show some factors that affect the influence process. These studies show how a team influences the behaviors of its members and the power team leaders have over members.

Asch's (1955) conformity studies show that even when group pressure is merely implied, people are willing to make bad judgments. The participants in these experiments were asked to select which line was the same length as a target line. Participants who worked alone rarely made mistakes. However, when participants were in a room with people giving the wrong answers, the participants gave the wrong answers 37% of the time. Only 20% of participants remained independent and did not give in to group pressure. The others conformed to group pressure even though there was no obvious pressure to conform (i.e., no rewards or punishments). Follow-up studies using this approach to study conformity helped explain why people gave in to the group even when there was no direct pressure. For many of the participants, the influence was informational; they reasoned that if the majority were giving answers that were obviously wrong, then the participants must have misunderstood the instructions. Other participants went along with the majority for normative reasons. They feared that group members would disapprove of them if their answers were different .The level of conformity is affected by the group size and unanimity. A group of about five people shows most of the conformity effects. There is not much difference in conformity when using larger groups (Rosenberg, 1961). Unanimity is very important. Many of the conformity effects are greatly reduced with limited social support for acting independently (Allen & Levine, 1969). **These studies show the power a team has over its members .The impact on a team where members have ongoing relationships with one another is much stronger conformity. This is especially true when the team has a high degree of group cohesion; cohesive groups have more power to influence members.**

The Milgram (1974) obedience studies show that people are obedient to authority figures even when the requested behaviors are inappropriate. The level of obedience in these studies was influenced by several factors. The more legitimate the authority figure, the more likely people were to be obedient. The important finding in the Milgram studies is that obedience occurs even when the authority figure does not

have power to reward or punish participants. In most teams, the leaders are given limited power by their organizations. For example, team leaders usually do not conduct performance evaluations of members; evaluations usually are done by outside managers**. Even without this source of power, the tendency of team members to obey authority figures gives leaders considerable power over team operations.**

There are two types of power that an individual can have in a group or organization: personal or soft power, and positional or harsh power. Personal or soft power derives from an individual's characteristics or personality and includes expert, referent, and information power. Positional or harsh power is based on an individual's formal position in an organization. It includes legitimate, reward, and coercive power. Because team leaders have less legitimate power than traditional managers, they often rely on expert and referent power to influence the team . **The use of expert power is limited**. The fact that someone is an expert in one area does not make him or her an expert at everything.

Reward and coercive power can be used to influence people to do what is desired, but people do it only because of the reward or fear of punishment. The result is compliance but not acceptance. These strategies are useful for changing overt behaviors, but not for changing attitudes and beliefs; the influencer has to monitor the behaviors to ensure that results are forthcoming.

Teamwork should rely on the personal power of team members. Group decision making is better when people who are most expert or have relevant information to add dominate the discussion, rather than when people who have the authority to make decisions dominate. **Cooperation is more likely to be encouraged by using personal power sources than by using threats .When team leaders rely on positional power to get their teams to comply with their requests, members are likely to feel manipulated and may resist.**

Team members can use a variety of social influence tactics to influence one another. Descriptions of these tactics are presented below:

Social Influence Tactics

Rational argument -Use of logical arguments and factual information to persuade
Consultation- Seek a person's participation in the decision
Inspirational appeals -Attempt to arouse enthusiasm by appealing to a person's ideals.
Personal appeals- Appeal to a person's sense of loyalty or friendship
Ingratiation -Use of flattery or friendly behavior to get a person to think favorably of you
Exchange -Offer to exchange favors later for compliance now.
Pressure- Use of demands, threats, or persistent reminders.

Legitimizing tactics -. Make claims that one has the authority to make the request.
Coalition tactics-Seek the aid and support of others to increase power of request.

SOURCE: Adapted from Yukl, G. (1989). Managerial leadership: A review of theory and research. Journal of Management,

These power tactics vary by directness, cooperativeness, and rationality. Direct tactics are explicit, overt methods of influence (e.g., personal appeals and pressure), whereas indirect tactics are covert attempts at manipulation (e.g., ingratiation and coalition tactics). Cooperative tactics encourage support through rational argument or consultation; competitive tactics attempt to deal with resistance through pressure or ingratiation (Kipnis & Schmidt, 1982). Finally, some tactics are based on rational argument or the exchange of support, whereas inspirational and personal appeals rely on emotion.

People prefer direct and cooperative strategies. The most effective tactics are rational argument, consultation, and inspirational appeals (Falbe & Yukl, 1992). These are the more socially acceptable tactics and are useful in most situations. However, status differences in a group determine which tactics are used .**Team leaders may try to reduce status differences in the team by using more cooperative influence strategies** (Druskat & Wheeler, 2003).

Power Dynamics -The use of power changes the dynamics of the group process. Unequal power changes the way the leader treats other team members and the way members communicate with one another. Subgroups that disagree with the majority can have substantial influence on how the team operates. The level of interdependence among team members changes the power they have over one another

Unequal Power in a Team- Groups vary in the ways power is distributed. When groups have unequal power levels among members, there tends to be more mistrust, less communication, and more social problems than in more egalitarian groups. Groups with powerful leaders tend to have less communication and more autocratic decision making, thereby reducing the quality of team decisions. **When power is unequal because of status or other factors, a team can try to improve the situation by using group norms to equalize power and control communication**. Norms level the playing field in a group. They equalize power by putting constraints on the behaviors of powerful members. For example, the norm of majority rule in decision making limits the power of the leader. The group may have norms that encourage open and shared communication, prevent the use of intimidation or threats, and value independent thinking. All these help reduce the impact of power differences in the group.

Impact of Interdependence- Task interdependence is the degree to which completing a task requires the interaction of team members. Teams with high levels of interdependence are more likely to be effective if they have autonomy, or the power and authority to control how they operate (Langfred, 2000). In highly interdependent teams, autonomy allows team members to work together more efficiently, control their own interactions, and increase internal coordination. These actions help improve performance. In teams with low levels of interdependence, the team members are accustomed to working independently, so increases in communication and coordination do not help improve performance. **Dependence in a relationship is one of the bases of power**. Heightened levels of overall task

interdependence are associated with increased personal power. **The more team members need one another to complete a task, the more power each team member has over the group**.

Issue of Problem solving in a team

Problem solving requires the use of a systematic process of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution.

Different stages of team development call for different problem solving methods

	FORMING	STORMING	NORMING	PERFORMING
Possible Team/ Team Member's Behaviors	• Directs comments to the designated leader • Seeks directions and clarification frequently • Accords status to members based on external roles • Discusses issues superficially	• Tries to gain disproportionate share of influence • Forms sub-teams and coalitions • Challenges designated leader • Judges others members' ideas and personalities overzealously	• Establishes and follows rules and procedure • Disagrees openly sometimes • Laughs together and has fun • Has sense of "we-ness" • Feels superior to other teams • Yields to Groupthink	• Seeks honest feedback • Has clear roles • Covers for each other as needed • Discusses and accepts differences • Encourages each other to do better
Member's Concerns	• Identity • Acceptance • Role clarity • Assignments • Ability • Competence	• Autonomy • Influence • Pecking order • Allies/Friends • Enemies • Support of ideas • Aggravation	• Organization • Relationships • Harmony • Team comparison to other teams • Controlling conflicts • Structure	• Pacing • Sharing learning • Next steps • Finding other high performing teams
Behaviors for Higher Performance	• Encourage balanced participation • Discourage domination by any one member	• Use joint problem solving • Discuss problem solving ideas • Explain usefulness / improvement of other team member's ideas • Establish norm for expressing view points	• Challenge the team • Fight complacency • Request/provide positive constructive feedback • Encourage open discussions about individual ideas and concerns	• Set challenging goals • Look for opportunities to increase scope • Question assumptions, norms, and traditional approaches • Conduct ongoing self- and team assessment

Problem solving steps:

Defining the problem: phrase problem as probing question to encourage explorative thinking; make explicit goal statement

- Differentiate fact from opinion
- Specify underlying causes
- State the problem specifically

- Identify what standard or expectation is violated
- Determine in which process the problem lies

Establish criteria for evaluating the solution: identify characteristics of a satisfactory solution; distinguish requirements from desires

Analyzing the problem: discover the root cause and extent of the problem

Considering alternate solutions: brainstorm to generate many ideas before judging any of them Specify alternatives consistent with organizational goals

- Specify short- and long-term alternatives
- Brainstorm on others' ideas
- Seek alternatives that may solve the problem

Evaluate alternate solutions: use ranking-weighting matrix; check for issues/disagreement Evaluate alternatives relative to a target standard

- Evaluate all alternatives without bias
- Evaluate alternatives relative to established goals
- Evaluate both proven and possible outcomes
- State the selected alternative explicitly

Deciding on a solution: choose best answer to the problem from among all possible solutions

Develop action plan: make team assignments with milestones

Implementing the action plan: check for consistency with requirements identified in step 2

Following up on the solution: check up on the implementation and make necessary adjustments

- **Evaluate outcomes and process**: review performance, process, and personal aspects of the solution Establish ongoing measures and monitoring,Evaluate long-term results based on final solution

Problem solving steps in detail:

1.Problem Identification:

This stage involves: detecting and recognising that there is a problem; identifying the nature of the problem; defining the problem.

The first phase of problem solving may sound obvious but often requires more thought and analysis. Identifying a problem can be a difficult task in itself. Is there a problem at all? What is the nature of the problem, are there in fact numerous problems? How can the problem be best defined? By spending some time defining the problem you will not only understand it more clearly yourself but be able to communicate its nature to others, which leads to the second phase.

2.**Structuring the Problem:**

This stage involves: a period of observation, careful inspection, fact-finding and developing a clear picture of the problem.

Following on from problem identification, structuring the problem is all about gaining more information about the problem and increasing understanding. This phase is all about fact finding and analysis, building a more comprehensive picture of both the goal(s) and the barrier(s). This stage may not be necessary for very simple problems but is essential for problems of a more complex nature.

3.**Looking for Possible Solutions:**

During this stage you will generate a range of possible courses of action, but with little attempt to evaluate them at this stage.

From the information gathered in the first two phases of the problem solving framework it is now time to start thinking about possible solutions to the identified problem. In a group situation this stage is often carried out as a brain-storming session, letting each person in the group express their views on possible solutions (or part solutions). In organisations different people will have different expertise in different areas and it is useful, therefore, to hear the views of each concerned party.

4.**Making a Decision:**

This stage involves careful analysis of the different possible courses of action and then selecting the best solution for implementation.

This is perhaps the most complex part of the problem solving process. Following on from the previous step it is now time to look at each potential solution and carefully analyse it. Some solutions may not be possible, due to other problems like time constraints or budgets. It is important at this stage to also consider what might happen if nothing was done to solve the problem - sometimes trying to solve a problem that leads to many more problems requires some very creative thinking and innovative ideas.

5.**Implementation:**

This stage involves accepting and carrying out the chosen course of action.

Implementation means acting on the chosen solution. During implementation more problems may arise especially if identification or structuring of the original problem was not carried out fully.

6.**Monitoring/Seeking Feedback:**

The last stage is about reviewing the outcomes of problem solving over a period of time, including seeking feedback as to the success of the outcomes of the chosen solution.

The final stage of problem solving is concerned with checking that the process was successful. This can be achieved by monitoring and gaining feedback from people affected by any changes that occurred. It is good practice to keep a record of outcomes and any additional problems that occurred

There are three approaches to team problem solving: descriptive, which examines how teams solve problems; functional, which identifies the behaviors of effective problem solving; and prescriptive, which recommends techniques and approaches to improve team problem solving.

Descriptive Approach: How Teams Solve Problems

The descriptive approach examines how teams typically solve problems. Researchers focus on different aspects of the group system in order to understand the problem-solving process. These different perspectives offer alternative ways of understanding the methodology.

One perspective using the descriptive approach is to identify the stages a team goes through during problem solving. This approach is similar to the stages of team development.The four stages a team uses when solving a problem are forming, storming, norming, andperforming.In the forming stage, the team examines the problem and tries to better understand the issues related to it. The storming stage is a time of conflict, when different definitions of the problem and preliminary solutions are discussed. Often, the team jumps ahead to arguing about solutions before it has reached agreement on the problem, so it must return to the problem definition stage to resolve this conflict. In the norming stage, the team develops methods for analyzing the problem, generating alternatives, and selecting a solution. The establishment of these methods and other norms about how to operate helps the team members work together effectively. In the performing stage, these methods are used to solve the problem and develop plans to implement the solution.

Functional Approach: Advice on Improving Team Problem Solving

The functional approach tries to improve a team's ability to solve problems by understanding the factors related to effective problem solving and the factors that disrupt team problem solving.

Skilled problem solvers view problems from a variety of viewpoints to better understand the problem.

 Rather than relying on its own opinions, an effective team gathers data and researches a problem before making a decision.

 A successful team considers a variety of options or alternatives before selecting a particular solution.

 An effective team manages both the task and relational aspects of problem solving. It does not let a problem damage the team's ability to function effectively in other areas.

 A successful team's discussion is focused on the problem. Teams that have difficulty staying focused on the issues, especially when there are conflicts, are usually not successful.

 An effective team listens to minority opinions. Often the solution to a problem lies in the knowledge of a team member, but is ignored because the team focuses on the opinions of the majority.

 Skilled problem solvers test alternative solutions relative to established criteria. The team defines what criteria a good solution must meet and uses those criteria when examining alternatives.

Prescriptive Approach: Rational Problem-Solving Model

The functional approach illustrates what can go right (and wrong) with the team problem-solving process. The prescriptive approach presents a strategy that encourages teams to solve problems more effectively. This approach is based on the assumptions that (a) team members should use rational problem-solving strategies, and (b) using a structured approach will lead to a better solution. The value of formal structured approaches to problem solving varies depending on the type of problem. The more unstructured and complex the problem, the more helpful it is if the team uses a structured approach to solve it.

Problem recognition, definition, and analysis are key progressions in effective problem solving.

Problems vary in their levels of severity, familiarity, and complexity. The more severe a problem is, the more likely it is to be identified as a hindrance. Acute problems with identifiable onsets and impacts are often recognized, whereas chronic problems that are less visible are often ignored. Problems that are familiar are more easily recognized. Novel problems are more difficult to interpret, and teams may assume they are unique, one-time events that will go away by themselves.

Teams vary in their levels of desire and ability to identify problems. Team norms have a strong effect on problem identification. Teams with norms supporting communication and positive attitudes toward conflict are more likely to identify and discuss problems. Teams vary in how open they are to the environment. Closed teams that are internally focused are less likely to be aware of problems in the environment. Open teams monitor what is happening in the environment. Also, they are better able to prepare for problems in the future because they identified the issues beforehand.

Team performance affects the problem identification process. A team that is performing successfully will sometimes ignore problems. From their perspective, the problems cannot be very important, given that the team is currently successful. Unsuccessful teams also have a tendency to ignore problems. These teams must focus on their main performance problems. The notion of continuous improvement is a teamwork concept designed to help deal with this issue. In continuous improvement, teams assume that part of their function is to improve operations. In essence, all teams—both successful and unsuccessful—are required to identify problems and work to solve them on an ongoing basis.

Once a team identifies a problem, it may decide not to solve it. There are other alternatives. The team may decide to deny or distort the problem, thus justifying their choice to ignore it. The team may decide to hide from the problem, given that problems sometimes go away by themselves. If the problem is difficult for the team to understand (because of novelty or complexity), it may decide just to monitor the problem for the time being. Working collaboratively to solve a problem requires identification, the belief that the problem is solvable, and the motivation to solve it.

Generating Alternatives and Selecting a Solution

Finding an effective solution depends on developing high-quality alternatives. The ability of a team to accomplish this is related to the knowledge and skills of team members.

After generating alternatives, teams must consider how to determine the best solution. Teams should consider the positive and negative effects of each alternative. The ability to implement the solutions must be considered. This involves the ability of teams to enact the solutions and an understanding of how outside groups will respond to the solutions.

Implementation and Evaluation

A solution is not a good one unless it is implemented. This requires commitment from a team to support and enact its solution. A problem-solving team is obliged to think about implementation issues when making a decision. It is not useful to agree on a solution that cannot be implemented. This means that the team should plan how the solution is to be implemented, including consideration of the people, time, and resources needed for implementation. When solutions are implemented, their impacts are evaluated and used to determine their effectiveness and to identify further actions that need to be taken.

Problem-Solving Techniques for Teams

The following sections examine these techniques in more detail.

1. **Problem Analysis**

Problem solving begins by recognizing that a problem exists, and that most of the real problem lies hidden. Typically, the first encounter with a problem is only with its symptoms. The team must then find the problem itself and agree on its fundamental sources. It should separate the symptoms (which are effects) from the causes. Before using the tools in this approach, team members investigate the problem by gathering more information about it. With this new information, the team can analyze the cause of the problem.

There are several tools that may be useful at this stage (Pokras, 1995). Symptom identification is a technique that has the team tabulate all aspects or symptoms of a problem. In force field analysis, the team analyzes the driving and restraining forces that affect a problem.

2. **Criteria Matrix**

Techniques to generate alternatives, Once the team has generated alternative solutions, a selection process is required to review and evaluate them. If the team did a good job generating alternatives, they should have a number of options from which to choose. If the team used creativity techniques like brainstorming, there should be many unworkable ideas. Because some approaches obviously are not going to work, they should be eliminated from further analysis. Then the team should review the options and look for ways of combining solutions. After this, the team can develop a criteria matrix to evaluate the alternatives objectively.

A criteria matrix is a system used to rate alternatives. The first step is to decide what criteria to use to rate the alternatives. There are many criteria possible to evaluate alternative solutions, including cost, effectiveness, acceptability, and ease of implementation. A team may want to use a rating scale for its analysis (e.g., 0 = not acceptable, 1 = somewhat acceptable, 2 = acceptable). Since all evaluation criteria are not of equal importance, it is important to remember to not merely select the alternative with the highest score. For example, one alternative solution may be less expensive to implement, but not as effective. If the team is highly concerned about cost, this may be the preferred alternative. The criteria matrix allows the team to analyse and discuss the relative merits of the alternatives in a structured manner.

3. **Action Plans**

The implementation stage focuses on generating action plans, considering contingency plans, and managing the project on the basis of these plans. An action plan is a practical guide to translating the

solution into reality—a step-by-step road map. It emphasizes the timing of various parts and assigning responsibility for actions. The plan also should establish standards to evaluate successful performance. Events rarely go as planned. The team should establish a monitoring and feedback system to ensure that team members are aware of the progress made. Larger action items should be broken down into stages and monitored. Feedback to the team on progress with individual assignments should be a regular part of team meetings.

4. **Force Field Analysis**

Force field analysis is an approach to understanding the factors that affect any change program (Lewin, 1951). It examines the relation between the driving and restraining forces for change. The driving forces are what the team wants to achieve and the factors that minimize the problem. The restraining forces are the obstacles that prevent success and the factors that contribute to the problem. This approach can is especially valuable in examining implementation issues. Using Lewin's action research model (1951), teams use group discussions to identify the driving and restraining forces affecting any proposed solution. The team uses this information to decide on strategies for implementation.

TEAM CREATIVITY

Developing creative solutions to problems is an important concern for teams; teams can use a number of techniques to stimulate group creativity. However, the dynamics of teams tend to limit creativity because of cognitive, social, and organizational problems. The solution to promoting creativity in teams requires approaches that combine the benefits of individual creativity and team creativity. Organizations can help encourage creativity by providing supportive organizational climates.

Creativity and Its Characteristics

Creativity describes the inventiveness of a creative person; describes some products, things, or ideas that are innovative and creative; and describes the process that produces creative things or ideas.

. Creativity varies in degree and is not simply a personality trait that some people have and others do, not. Creativity skills can be enhanced through training for both individuals and teams. Talent, learned skills, and situational factors affect creativity. Creative talent alone is insufficient for solving problems creatively.

Individual Creativity

Individual creativity develops from an interaction of personal and situational factors .People are creative when they have domain-relevant skills, creativity-relevant skills, and appropriate task motivation. Domain-relevant skills are the skills, knowledge, and talent people have in a particular application area. People are not creative in all areas—they are creative in areas where they are most skilled. For example, artists might not be creative bridge designers, and a creative bridge designer might not be artistic. . Individual creativity may be limited by the use of extrinsic rewards, communication issues and evaluation apprehension,

Group Creativity

Creativity is an important skill to cultivate for both individuals and groups. Groups have been shown to be less creative than individuals in some circumstances. Brainstorming, the best-known technique for encouraging group creativity, is criticized as being ineffective. However, creative teams are sometimes

able to overcome these problems. Teams can develop practices that encourage creativity as an ongoing process.

Problems with Group Creativity

When it comes to creativity, groups face many of the same problems as individuals. When people try to creatively solve a problem as a group, they typically produce fewer ideas than the sum of individuals working alone. Even working alone in the presence of others reduces an individual's creativity. This is especially true if the others observe and evaluate what individuals are doing. Several group dynamic factors limit creativity. Groups may develop negative or critical communication climates that discourage creativity. Interpersonal conflicts in groups may discourage creativity. Groups consume more time than when individuals work alone, making the process of group creativity slower and less efficient. Finally, conformity pressure and domineering members can hurt creativity in the group process.

Strengths of Team Creativity

Using teams to develop creative solutions to problems has its benefits: Compared to single individuals, teams are able to develop more ideas. The social interaction of working in teams can be rewarding. Teams can create supportive environments that encourage creativity. Diverse teams are more likely than homogeneous teams to develop creative solutions. Teams provide support for the implementation of creative ideas. Diversity is another team composition factor that relates to creativity. Diverse teams are more creative because they generate more ideas, try out more novel ideas, and view issues from

Creativity as an Ongoing Team Process

Team creativity is often characterized by a diverse group of people generating many ideas through interaction with each other. **Creativity is more than just generating ideas; it includes the analysis of ideas and the constructive development of ideas into creative processes and products** (Fairchild & Hunter, 2013). The creative process takes time and requires nurturing and encouraging environment. It takes time for teams to develop the open and supportive communication climate that supports the types of constructive controversy that lead to ongoing creativity.

Ongoing team creativity is an interactive process that focuses on the conflict between different perspectives. It starts during the initial idea generation stage, but continues throughout the implementation of the idea. **Pixar provides a good example of the ongoing team creative process.**

Organizational Environment and Creativity

Organizations benefit from creativity.The world is a dynamic place with a fast rate of change, and organizations must change creatively to survive. To be more creative, they need to hire creative people, use team creativity effectively, and establish organizational climates that promote creativity.

Individual and team creativity can survive only in organizational environments that support creativity.

Team Creativity Techniques

Developing creative ideas is an important part of a team's work. The tools a team uses to promote creativity can be applied in a variety of ways. Creativity techniques, for example, are useful in all stages

of problem solving. The techniques help clarify objectives, define and analyze problems, generate alternative solutions, and prepare for implementation.

Developing creative ideas requires more than just a group session. The process begins by

Developing an open climate that encourages participation. Team members are more likely to develop creative ideas if they have time to prepare for and research the topic. After generating creative ideas, the team selects the best ideas and refines them. Multiple sessions may be necessary to fully develop useful creative ideas.

Brainstorming

Brainstorming includes a variety of methods for structuring team creativity sessions. Besides classic brainstorming, alternatives include procedures that force team members to combine the ideas of others, use of pictures to "comment" on ideas, and role-playing alternative perspectives such as viewing the problem from the perspective of historic or fictional characters. (How would Einstein try to solve this problem?) Team facilitators who use brainstorming often have techniques to equalize the level of participation from team members.

At the beginning of the brainstorming session, it is useful to have team members silently think about creative ideas related to the topic and to write these ideas down. This individual reflection period before the team discussion helps to generate more ideas and energizes the start of the team discussion.

During the brainstorming session, all team members should try to suggest as many ideas as possible. Every idea is accepted by the team and written down by the recorder. The leader's job is to keep team members on track by refocusing them on the issue. No one is allowed to criticize ideas. Instead, members are encouraged to build on suggestions made by others. It is up to the leader to ensure that no criticisms occur during the brainstorming session.

Nominal Group Technique and Brain writing

The nominal group technique and brain writing are similar approaches that combine the benefits of individual and group creativity. As with brainstorming, they separate the idea generation stage from the evaluation stage. However, in these approaches, individuals generate their ideas in writing rather than in team discussion.

Both techniques start with the same general approach as brainstorming. A team is brought together, and the facilitator announces the question. In the nominal group technique, each participant spends 20 to 30 minutes writing down ideas. After this stage is complete, the ideas are listed for all participants to see, and the group is able to ask clarifying questions about the ideas.

Brain writing has several variations. One approach is to ask members to write down an idea on a sheet of paper and then pass the paper to the person on the right. The next person is required to write a new idea that builds on the previous idea(s). This cycle is repeated until either time is up or the team has exhausted all their ideas. An alternative is for each team member to write down several ideas on a sheet of paper, throw the papers into a central pool, and pull out another member's paper to write on. Again, team members are to build on the ideas presented in the papers they choose. When the team is finished generating ideas, all the lists are combined for team review. A third approach uses idea generation on Post-it Notes. The team's ideas are written on Post-it Notes, then posted on a wall; this encourages playful combination of ideas. Brain writing can also be conducted using a virtual team approach.

Selecting a Solution

One problem with creativity activities like brainstorming is that they can generate many possible options with no easy way to select the best one. However, after a brainstorming session, it is often easy to prioritize the suggestions and focus on a limited number of options.

One way to narrow the focus is by multiple voting. A team reviews the alternatives generated by the brainstorming session and combines items that seem similar. Each team member then selects two to five alternatives that he or she would like to support. When all team members have completed their selections, the votes are tallied and items that received zero to one vote are removed. The alternatives that were selected are discussed, and the team considers new ways of combining or synthesizing alternatives. These steps arerepeated until only a few options remain. At this stage, the team can use consensus to select the final alternative.

According to Belbin team roles can be defined as:

- Shaper – drives work forward and gets things done, has a clear idea of the desired direction of travel;
- Implementer – also gets things done, looking for ways to turn talk into action and generate practical activity;
- Completer-**Finisher** – focuses on completing tasks, and tidying up all the loose ends;
- Coordinator – manage the group dynamics, often in a leadership role;
- Team **Worker** – helps the team to work effectively by supporting personal relationships;
- Resource **Investigator** – gathers external resources and information to help the team;
- Plant – generates ideas and creative solutions, not all of them practical;
- Monitor-**Evaluator** – good at critically assessing ideas and proposals, and at making decisions; and
- Specialist – brings expert knowledge to the group, not always necessary to effective functioning.

Belbin's team roles can be divided into Task and Process roles.

- **Task** roles focus on '*what*': the job in hand, and getting it done. The key 'task-focused' team roles are Shaper, Implementer, Completer-Finisher, Monitor-Evaluator, Plant and Specialist.
- **Process** roles focus on '*how*', and particularly on the people involved. They include Coordinator, Resource Investigator, and Team Worker.

  The most effective team-workers are those who can see what skills are available within the group, and use their own skills to fill any gaps. People tend to be either task- or process-focused, rather than a mixture

Key Task-Focused Team Skills

The skills which are needed to take on task-focused team roles include:

Organising and Planning Skills

Being organised is essential to getting tasks done**.**

Shapers, Implementers and Completer-Finishers are all characterised by good organising skills.

Decision-Making

Being able to make decisions is also crucial to moving things forward.

Shapers and Monitor-Evaluators are both good decision-makers.

Shapers, however, tend to make their own decisions quickly and then may struggle to compromise.

Monitor-Evaluators tend to look for the right decision from the available evidence, and may be slow to make a decision if there is a shortage of evidence.

Problem-Solving

Task-focused people are often adept at problem-solving, especially if the problem relates to the task.

Plants look for innovative ideas to solve the problem, and Implementers will turn ideas into practical action.

Shapers will see the 'big picture' and the overall plan, making sure that the solution to the problem does not result in a change of direction.

.**Key Process-Focused Team Skills**

Process-focused skills tend to be about people, and about building rapport within the group and making it work cohesively and effectively. Those who take on process-focused group roles tend to have very good interpersonal skills, and in particular:

Communication Skills-Good Coordinators, Team-Workers and Resource Investigators are good at **Verbal Communication**, **Listening**, and **Questioning**. They work hard to ensure that the group communicates well, helping to make sure that there are no misunderstandings or unexpressed difficulties between team members.

Ability to Build Rapport-These people are also good at developing a sense of harmony within the group. They help to **build rapport** with others, creating a coherent team.

Persuasion and Influencing Skills-One of the key areas of process skills is in persuading and influencing

Facilitation Skills-Managing a process is basically about facilitating it, or making it easier. Good facilitation skills are therefore vital in team-working, although they are often wrongly seen as crucial only for managing workshops.

Feedback Skills

Giving and receiving feedback well is essential in any team-working situation. Being able to give clear and effective feedback to others is vital to keep the group process running effectively, and to plan. It also helps to ensure that you do not get irritated and angry with the way that others are behaving. It follows that you also need to be able to receive feedback gracefully, and then act on it calmly.

Conflict resolution-Finally, you have to recognise that there may be situations when you need to deal with difficult people or situations, or even resolve a conflict.

The process of effectively and efficiently finding a solution or a workaround, despite the problem that has occurred, is all about problem-solving. Strong problem-solving skills mean that an employee is well-equipped with the tools they need to overcome obstacles, creatively and decisively finding alternative solutions rather than panicking or getting bogged down in the details of the issue at hand. Developing this key skill will also encourage employees to work together as a team more effectively, collaborating in a mature, decisive manner. Different employees are likely to approach problems from different angles; harness and use the power of different thinking styles to find creative, practical solutions to problems and help employees learn to find the best way to overcome any issues they may face.

In simple terms, good problem-solving abilities are vital to the success of the team in the corporate environment. Team building encourages employees to develop and refine this essential skill through fun and engaging team bonding activities.

What is Decision Making?

In its simplest sense, decision-making is the act of choosing between two or more courses of action.

- To pool diverse expertise in order to coordinate the actions of all for a common goal
- Decisions made by groups are superior to the decisions made by individuals

Effective decision making requires the use of smart techniques:

Brainstorming-This technique involves a group of people, usually between five and ten, sitting around a table, generating ideas in the form of free association. The primary focus is on generation of ideas rather them on evaluation of ideas. Brainstorming technique is very effective when the problem is comparatively specific.

Nominal Group Technique (NGT)- Nominal group technique is similar to brainstorming except that the approach is more structured. Members form the group in name only and operate independently, generating ideas for solving the problem on their own, in silence and in writing. Members do not interact with each other so that strong personality domination is avoided. It encourages individual creativity

Delphi Technique: This technique is the modification of the nominal group technique

- The problem is identified and a sample of experts is selected. These experts are asked to provide potential solutions through a series of carefully designed questionnaires.
- Each expert completes and returns the initial questionnaire.
- The results of the questionnaire are compiled at a central location and the central coordinator prepares a second questionnaire based on the previous answers.

- Each member receives a copy of the results along with the second questionnaire.
- Members are asked to review the results and respond to second questionnaire. The results typically trigger new solutions or cause changes in the original position.
- The process is repeated until a consensus is reached

Didactic interaction: This technique is applicable only in certain situations, but is an excellent method when such a situation exists. The type of problem should be such that it results in a yes-no solution. For example, the decision may be to buy or not to buy, to merge or not to merge, to expand or not to expand and so on. Such a decision requires an extensive and exhaustive discussion and investigation since a wrong decision can have serious consequences.

Ringi Technique

The Ringi technique is a Japanese decision-making technique used for dealing with controversial topics. It allows a group to deal with conflict while avoiding a face-to-face confrontation. (Face-to face confrontations are considered inappropriate in Japanese culture.) In this approach, a written document presenting the issue and its proposed resolution is developed anonymously. This document is circulated among group members, who individually write comments, edit the document, and forward it to other group members. After completing a cycle, the comments are used to rewrite the document, and it is re circulated through the group. This process continues until group members stop writing comments on the draft.

Hoy-Tarter Decision Making Model

This model is designed to decide which team members should be involved in the decision making process. The first step in the process of using this model is to think about each of the team members in reference to a four-quadrant matrix. On one side of the matrix is the question 'Does this decision matter to the individual in a significant way?' On the other side of the matrix is the question 'Does the team member have particular expertise that is going to help you make a good decision?'

If the team member receives a yes response for both questions, they should almost certainly be included in the decision making process. Obviously, anyone without expertise or a personal stake should be excluded. Where someone has either expertise or a personal stake, but not both, then the decision is more nuanced. This model can help to give a shortlist of who should be included in the decision making process and to justify ones choice objectively.

Multi-Voting

One of the leading ways to make a group decision is through a method known as **multi-voting.** In this method, a list of possible decisions is compiled through collaboration on the part of the team. Then, once that list is organized and finalized, a vote is taken in which each team member is given a certain number

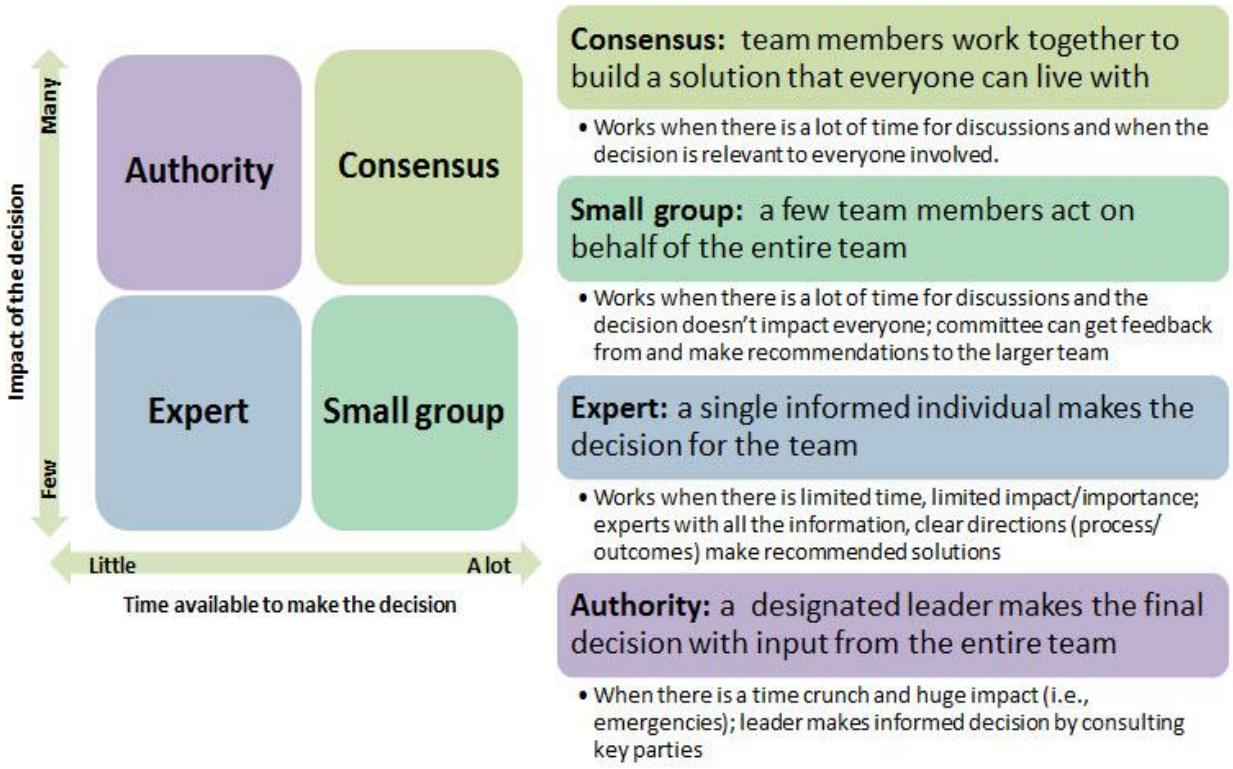
of votes to cast. The idea, or ideas, which receive the most votes will be the winner. In this method, everyone gets a voice in the process, and the final choice is as democratic as possible. This kind of system works best when a large team is in place

Modified Borda Count

Some decisions that need to be made are not as simple as either picking option 'A' or 'B'. When there are a number of choices to be made simultaneously, a **Modified Borda Count** is a great idea. This method of decision making requires all of the team members to rank potential options from most-desirable to least-desirable, and those ranking points are used to establish order within the list. Team members generally enjoy this kind of decision making because it allows them to not only vote for the options that they support, but rank those options according to their own personal opinions.

The appropriate **decision-making** method is determined by the amount of time available for the decision and the impact of the decision.

Decision Making Method Based on Time and Impact



Teams are particularly effective in problem solving as they are comprised of people with complementary skills. These complementary skills allow team members to examine issues from various angles, as well as see the implications of their decisions from a variety of perspectives. In essence, teams make decisions using problem solving techniques.

To effectively navigate this path, the following step-by-step approach can be used.

1. Recognize the problem. Teams must see and recognize that a problem exists and that a decision needs to be made to move forward. While on its face this step appears elementary, many teams do not always recognize that there is an issue that needs to be addressed due to issues such as group think.

2. Define the problem. In this stage, teams must map out the issue at hand. During this step, teams should:

- State how, when, and where members became aware of the problem
- Explore different ways of viewing the problem – different ways of viewing the problem can lead to an improved understanding of the 'core' problem
- Challenge any assumptions that are made about the problem to ensure that the team fully sees the 'real' issue at hand.

3. Gather information. Once the problem has been defined, teams need to gather information relevant to the problem. Why do teams need to perform this step? Two reasons: (1) to verify that the problem was defined correctly in step 2; and (2) to develop alternative solutions to the problem at hand.

4. Develop Alternative Solutions. While it can be easy for teams to 'jump on' and accept the first solution, teams that are effective in problem solving take the time to explore several potential solutions to the problem.

5.Select the BEST alternative. Once all the alternatives are in, the team needs to determine the alternative that best addresses the problem at hand. For this element to be effective, you need to consider both rational and human elements

6. Implement the best alternative. Once the alternative has been chosen, the team needs to implement its decision. This requires effective planning as well as communicating the decision to all the stakeholders that may be impacted by this decision.

7. Evaluate the outcome. Remember that teams and team building is a learning process. It is critical that the team examine whether the proposed plans of action were achieved in an effective way and resulted in positive outcomes.

Team leader and his challenges:

Team Leadership (Shared)

In teams where no formal leader has been named, emergent leadership occurs when a participant takes leadership roles (task or relationship) or when (s)he has subject matter expertise that the team needs. Membership and leadership roles are inseparable and involve an emphasis on role functions rather than on a particular discipline or a set of personality traits. Although one or more individuals may have a formal designation as a group leader, **all team members need to share responsibility for informal and formal leadership.**

The objectives of leadership are:

1. Helping the group decide on its purposes and goals.

2. Helping the group focus on its own process of work together so that it may become more effective rather than becoming trapped by faulty ways of problem solving and decision making.

3. Helping the group become aware of its own resources and how best to use them.

4. Helping the group evaluate its progress and development.

5. Helping the group to be open to new and different ideas without becoming immobilized by conflict.

6. Helping the group learn from its failures and frustrations as well as from its success.

Roles and responsibilities

- The team leaders should complete various activities to help the team get and stay organized
- The team leader sets the direction for the team by ensuring that the vision and goals are shared by team members
- The team leader encourages team cohesiveness by focusing on various team building tools and activities
- The team leader support team in completing tasks by focusing on strategies and action plans to meet specific objectives
- The team leader should take specific steps to keep the team focused on the task
- The team leader should provide support to the team by making logistical arrangements
- The team leader ensures that everyone is up-to-date about the teams issues and accomplishments

A team Leader and his everyday challenges:

1.Honing Effectiveness: the challenge of developing the relevant skills — such as time-management, prioritization, strategic thinking, decision-making, and getting up to speed with the job — to be more effective at work.

2. Inspiring Others: the challenge of inspiring or motivating others to ensure they're satisfied with their jobs and working smarter.

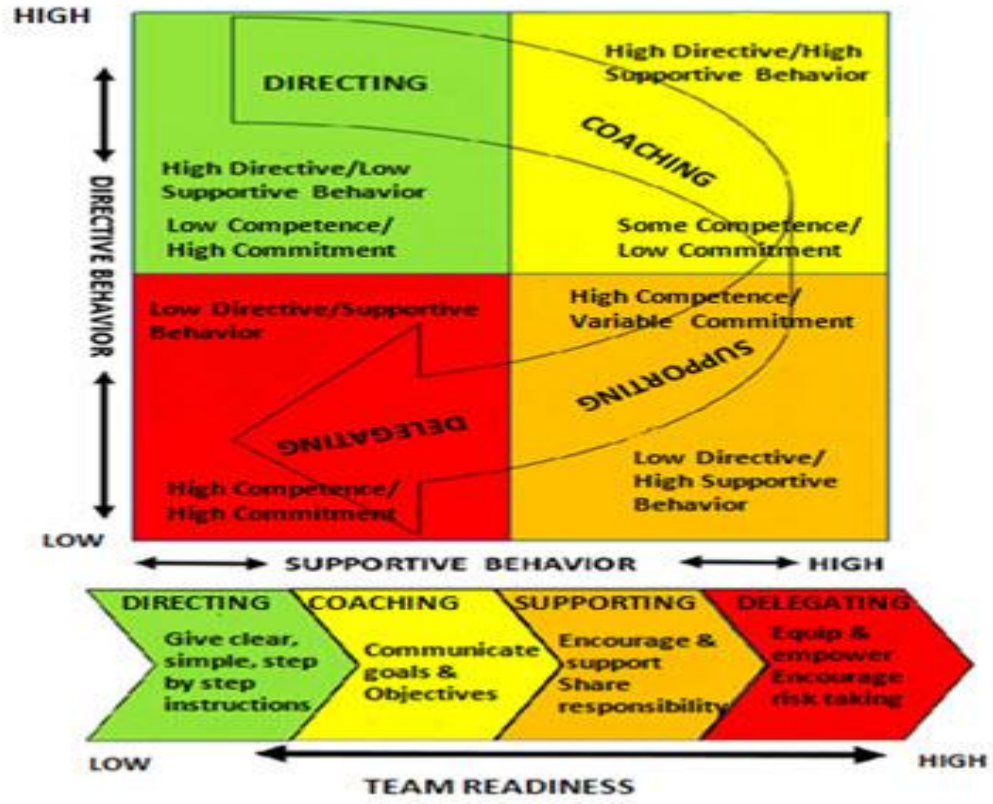
3. Developing Employees: the challenge of developing others, including mentoring and coaching.

4. Leading a Team: the challenge of team-building, team development, and team management. Specific leadership challenges include how to instill pride, how to provide support, how to lead a big team, and what to do when taking over a new

5.Guiding Change: the challenge of managing, mobilizing, understanding, and leading change. Guiding change includes knowing how to mitigate consequences, overcome resistance to change, and deal with employees' reactions to change.

6. Managing Stakeholders: the challenge of managing relationships, politics, and image. These leadership challenges include gaining managerial support, managing up, and getting buy-in from other departments, groups, or individuals.

Situational Leadership Styles



- Styles are based on directive behaviors (focus on getting tasks done) and supportive behaviors (keeping people happy)
- Appropriate style depends on team readiness which ranges low to high levels of development (competence/ commitment)

Leader's Language Choices

- "Ask rather than "Tell"
- Spend time building relationships
- Initiate conversation
- Ask for other's opinions
- Negotiate rather than dictate decision
- Listen without interrupting
- Paraphrase to check for understanding
- Emote with restraint (when necessary)
- Base decisions on intuitions (not just facts)
- Look others in the eye
- Be persuasive, enthusiastic, and outgoing
- Be naturally curious about people, things and life in general
- Keep the big picture in mind while working on the details

Phrases to use

- Use phrases that identify directly observable behavior rather than judgmental words
  - Ex. "You selected alternative "A" over "B" vs. "You selected the "risky" alternative over the "safe" one
- Use phrases that indicate if the leader is a facilitator or part of the decision making
  - Ex. "you" or "the group" vs. "we"

Phrases to avoid

- Avoid humorous putdowns or sarcasm which can be misinterpreted
  - Ex. "I can see there's a whole lot of trust here."
- Avoid using imperatives that reduce team members' choices
  - Ex. "I want to check assumptions before acting" vs. "I made a decision"
- Provide valid information and clearly identify "who" or "what" to reduce ambiguity
  - Ex. Use proper names or nouns rather than "him" or "that"

Module-3

Diversity and Team

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique,and recognizing our individual differences.

Team diversity **refers to the differences between individual members of a *team* that can exist on various dimensions like age, nationality, religious background, functional background or task skills, sexual orientation, and political preferences, among others.**

Different types of diversity include demographic, personality and functional diversity and can have positive as well as negative effects on team outcomes. Diversity can impact performance, team member satisfaction or the innovative capacity of a team.

According to the Input-Process-Output Model, **team diversity is considered an input factor that has effects on the processes as well as on the team outputs of team work.**

Demographic diversity

The demographic diversity of members of a team describes differences in observable attributes like gender, age or ethnicity.

Personality diversity

The personality diversity of a team refers to difference in personality characteristics of the team members .Team members will also display different working and learning styles and they will tend to adopt different roles within the team

Skill diversity -Skill diversity relates to the types of skills team members bring with them and their level of competency within these skills

Functional diversity

Functional diversity of team members refers to the different functional backgrounds, skills and abilities of members within a team. This increases the pool of knowledge and skills available for completing team tasks. Especially in decision-making tasks, research shows that functionally diverse teams tend to make better decisions because they hold a greater variety of perspectives.

Team **Diversity-It is the integration of differences that is the core value of teamwork. But diversity is a central challenge for teamwork. How do you get different people to work together smoothly and effectively as a team?**

Table 13.1 Types of Diversity

Demographic	*Psychological*	*Organizational*
• Gender • Race and ethnicity • Nationality • Age or generational • Religion • Sexual orientation	• Values, beliefs, and attitudes • Personality and cognitive and behavioral styles • Knowledge, skills, and abilities	• Status • Occupation • Department or division • Tenure

SOURCE: Adapted from McGrath, J., Berdahl, J., & Arrow, H. (1995).

There are two ways to view how diversity affects a team.
The trait approach assumes that diversity affects how people act. In other words, people with different backgrounds have different values, skills, and personalities; these differences affect how they interact in a team.
The expectations approach focuses on the beliefs people have about what other people are like. These expectations change how they interact with people from different backgrounds.

From the cognitive perspective, the problem of diversity is that we misperceive people. People prejudge others on the basis of their categories, rather than on how others actually behave. This causes people to treat others inappropriately, to have poorer communications, and to dislike and distrust others without getting to know them.

An alternative view is that diversity problems arise from social competition and conflict. Diversity affects group interaction primarily by creating power differentials within the group.In groups with

unequal power among members, the level of communication is reduced and the powerful member's control the communication process. Power differences affect group cohesion because individuals with similar status are more likely to interact with one another and form friendships. Power differences may also lead diverse teams to have more internal conflicts because of conflicting goals and increased miscommunication

The impact of diversity on teams can be caused by differences among types of people or expectations about differences that cause people to treat each other differently.

- The impact of diversity on a work team depends on the organizational climate and on how the team deals with diversity.
- People categorize others and use stereotypes to explain differences between groups.
- The categorization process can lead to misperceptions and cognitive biases.
- Team leaders are affected by these biases and may treat team members differently because of their backgrounds. **Diversity may be due to competition and conflict between groups**.
- The biases created by diversity may cause members of a team to misperceive and discount the contributions of minority members. This reduces minority members' ability to contribute to the team's efforts. **Emotional distrust** leads to defensive communication and power conflicts. These factors disrupt the operation of the team and reduce minority members' motivation to participate.

Managing Diversity

Diversity is both a strength and a problem for teams. When diversity is not handled effectively, it can increase conflict, create emotional problems, and reduce team effectiveness. The key to gaining the value of diversity is to create an environment that supports constructive controversy so that members are able to express difference in a safe and useful manner.

- **Diversity programs should focus on increasing awareness to eliminate misperceptions, improving group process skills, creating a safe environment for communication, and dealing with team and organizational issues**.
- Organizations can develop programs to help groups better manage diversity issues such as- **increase awareness of the differences among types of people, to improve a team's ability to communicate, to create a psychologically safe work environment, and**
- **create goals and reward systems** that encourage working together.

A team leader must think about diversity as diversity of ideas and experience, not just race and gender. A leader needs to recognize the diversity of each team member and achieve unity of common goals without destroying the uniqueness of any person.

. Creating an environment that encourages diversity enables team members to accept every individual on the team and helps them realize that it takes a variety of people to become the best. This kind of environment also enforces the need to rely on everyone within the team, no matter how different another person may be

All team members should have a say in key decisions. Giving all the decision-making power to one founder will create inequalities and de-motivate team members.. Distributing power equally, encourages heightened levels of commitment among the team members and can better contribute to team as well as organizational success.

The optimum is a "healthy balance" between the team members. Full alignment of beliefs and constant agreement of opinion amongst teams can result in "group think": an inaccurate analysis of alternatives, a decrease in creativity and less objective decision-making. On the other hand, large differences in opinion result in impasses, wasted time and overall reductions in performance.

Variance in levels of specialization, educational and functional backgrounds and entrepreneurial experience – **team members should have a high level of expertise diversity**. High diversity in expertise enriches the team by increasing access to more resources integral to venture performance including knowledge, networks and skills. Having team members that complement each other allows for better problem solving.

Benefits of diversity in teams:

- Increased productivity
- Increased creativity and better decision making
- Increased expertise from diverse teams
- Improved performance and successful completion of tasks.
- Higher levels of information exposure and cross training and learning.
- Allows each team member to focus on their strengths.
- Lessen the effect of fear and addresses an open and innovative platform for problem solving.
- Strengthens organization goodwill and brand visibility.

Costs of diversity to teams

- Can create too many opinions.
- Some teams become hostile during an increase in diversity.
- Can create communication problems.
- Can lessen the amount of trust that exists.
- Often results in prejudiced behavior and misunderstanding.

Team and organizational culture

TEAM, AND ORGANIZATIONAL, CULTURE

The shared values, beliefs, and norms of a team, organization, or nation are known as its culture. A team's culture affects how team members communicate and coordinate work. Organizational and international cultures affect the ways that individuality, status, and risk taking are used. These cultural differences affect how teams operate within organizations.

Team Culture

A team's culture is the shared perception of how the team should operate to accomplish its goals. Team norms, member roles, and patterns of interaction are included in the team culture. Teams develop their cultural norms and values from their organization and society.

• A team's culture and its norms often develop through precedent.

• Behavior patterns that emerge early in a team's life define how the team operates in the future.

Organization's culture is defined as- ***A system of shared meaning held by members that distinguishes the organization from other organizations.***

- An organizational culture conveys a sense of identity to those who work within it and to those who come into contact with it.
- In addition, "it conveys to staff what is unique about the organization and what sets it apart from other organizations."
- An organizational culture instills a sense of value and purpose to what takes place as a result of the organizations activity and "it provides collective commitment to the organization.".
- An organizational culture promotes a "system stability, which is the extent to which the work environment is perceived to be positive and reinforcing."
- It provides a rationale for the workplace and "allows people to make sense of the organization

There are seven primary characteristics that capture the essence of an organization's culture.

1. ***Innovation and Risk Taking***. The degree to which employees are encouraged to be innovative and take risks.

2. ***Attention to Detail***. The degree to which employees are expected to exhibit precision,analysis, and attention to detail.

3. ***Outcome Orientation***. The degree to which management focuses on results or outcomes rather than on the techniques and processes used to achieve those outcomes.

4. ***People Orientation***. The degree to which management decisions take into consideration the effect of outcomes on people within the organization.

5. ***Team Orientation***. The degree to which work activities are organized around teams rather than individuals.

6. ***Aggressiveness*****.** The degree to which people are aggressive and competitive rather than easy-going.

7. ***Stability*****.** The degree to which organizational activities emphasize maintaining the status quo in contrast to growth.

4 types of organizational culture

According to Robert E. Quinn and Kim S. Cameron at the University of Michigan, there are four types of organizational culture: **Clan, Adhocracy, Market, and Hierarchy**.

1.Clan oriented cultures are family-like, with a focus on mentoring, nurturing, and "doing things together." Emphasizes informal governance and group maintenance. The leadership style shows concern for and support to employees. All organizational members participate in decision-making and the behavior of the employees are directed by the values and norms of the organization.

2. Adhocracy oriented cultures are dynamic and entrepreneurial, with a focus on risk-taking, innovation, and "doing things first." Main advantage of this culture is its flexibility and adaptability to changes in the external environment. Led by charismatic leaders. Managers in this type of culture-creative and tend to be risk takers. Employees are growth oriented not achievement oriented.

3.Market oriented cultures are results oriented, with a focus on competition, achievement, and "getting the job done." focuses on interaction with the external environment and on gaining a competitive advantage through efficiency and productivity. Directive style of leadership. Performance is evaluated on the basis of the output generated by them. **Tends to be an achievement oriented culture.**

4.Hierarchy oriented cultures are structured and controlled, with a focus on efficiency, stability and "doing things right." Generally have a conservative style of leadership. Leaders who are generally technical experts closely monitor the performance of the subordinates. This is characterized by formal organizational process and strict obedience to the norms of the organizational culture

Different cultures suit various types of teams, and each team can succeed or fail depending on the way things are done within the company.

Creative culture-Creative culture is perfect for smaller tech-industry businesses that rely heavily on agile frameworks. It is all about moving fast and breaking things. This "unconventional" culture tends to use self-managed and virtual teams, which require a certain level of autonomy to function properly. Likewise, highly-structured teams have to struggle, as uncertainty and unpredictability will prevent them from reaching desired productivity.

Collaborative culture-Implementation of this culture implies a larger workforce, as well as the need to keep all employees involved in the process. Companies with collaborative cultures will most likely use matrix management and for that they will rely on teams. Creative, and flexible teams would be held back by consensus decision making, while rigid teams would lack clear leadership and straightforward set of rules to rely on.

Competitive culture-Competitive culture is for companies that are focused on individual results first, so encouraging "the team" to handle things may not be the best option. This is one of those cases when using a group instead of a team might be a good idea:.As team success takes a back seat to individual accomplishments, what leaders of competitive culture companies consider to be a positive result**.**

Controlled culture-Controlled culture is meant for established enterprises that value highly structured and organized teams, which tend to follow the rules. they will utilize functional and operational teams as these have proven to provide the most stability to the already rigid culture. Controlled culture is characterized by excessive bureaucracy and complex management mechanism which prevents creative and independent teams from reaching their full potential.

A **strong culture is one that is shared by organizational members**. In other words, if most employees in the organization show consensus regarding the values of the company, it is possible to talk about the existence of a strong culture. In a strong culture, members know what is expected of them, and the culture serves as an effective control mechanism on member behaviors .**However, in volatile environments, the advantages of culture strength disappear.**

Companies with team-oriented cultures are collaborative and emphasize cooperation among employees.

For example, Southwest Airlines Company facilitates a team-oriented culture by cross-training its employees so that they are capable of helping each other when needed. The company also places emphasis on training intact work teams .Employees participate in twice daily meetings named "morning overview meetings" (MOM) and daily afternoon discussions (DAD) where they collaborate to understand sources of problems and determine future courses of action. In Southwest's selection system, applicants who are not viewed as team players are not hired as employees. **In team-oriented organizations, members tend to have more positive relationships with their coworkers and particularly with their managers**.

Fostering teamwork is part of creating a work culture that values collaboration. Rather than encouraging competition, a culture of teamwork creates opportunities for employees to work together and use all available resources and skills to reach business-wide goals.**In a teamwork environment, people understand and believe that thinking, planning, decisions, and actions are better when done cooperatively**

- ✓ **Make teamwork one of the core company values**, and put a clear emphasis on self-managing teams that are empowered to make their own decisions.
- ✓ **Form teams and assign them serious team goals to solve real work issues** and to improve real work processes

- ✓ **Hold department meetings to review projects and progress**-If team members are not getting along, examine the work processes they mutually own. Provide training to managers so they can successfully encourage collaboration within the teams they supervise.

- ✓ **Cross-train employees**-When employees understand how different areas of the company work, they are more apt to make decisions that benefit the company as a whole, rather than solely their own department or group. Give your employees the opportunity to learn other people's jobs

- ✓ **Provide team resources**-No matter how talented a company's individuals might be, teams cannot be successful without the proper resources-proper time ,proper place to sit for meetings and the like.

- ✓ **Build fun shared occasions into the organization's agenda**-Sponsor dinners at a local restaurant, go hiking, create a sports team, or work together on a charitable project. Hold a monthly company meeting that starts with small icebreakers to help employees develop a sense of comfort with each other. Create opportunities for employees to get to know each other and develop relationships that will support their work.
- ✓ **Encourage a culture of open communication.** Employees who are comfortable with each other, communicate easily, and feel that management is listening to them are better able to work collaboratively. Have clear reporting mechanisms and systems in place for addressing employee concerns.
- ✓ **Celebrate team successes publicly.** Reward teams or groups for their achievements, rather than individuals. Encourage employees to learn from each other by allowing team members to share their success stories at company meetings.

International culture may be viewed as varying along three dimensions:

- ✓ **individualism, power, and uncertainty.**

- ✓ **The individualist-collectivist dimension defines how group-oriented and cooperative people are.**

- ✓ **The power dimension examines whether people accept power differences or**

  strive for egalitarian relations.

- ✓ **The uncertainty dimension concerns whether people value rules and stability or are willing to take risks to change how they operate.**

- ✓ **U.S. and Japanese companies differ on these three dimensions of teamwork.**

Transnational teams are composed of individuals from different cultures working on activities that span national borders. They are formed in a global company or through alliances among companies in different geographic areas. Transnational teams use representatives from two or more countries to ensure that the perspectives of local organizations, cultures, and markets are represented in the team. The main challenge for such teams is to learn how to integrate this

- ✓ cultural diversity into a functioning unit.
- ✓ Transnational teams deal with three important concerns for global companies: local responsiveness, global efficiency, and organizational Learning.

Virtual team

A **virtual team** is a group of people who participate in common projects by making collaborative efforts to achieve shared goals and objectives. These people perform tasks and jobs in a virtual work environment created and maintained through IT and software technologies.

The combination of activities for assembling, building, organizing, controlling, and supervising the virtual teamwork is called **virtual team management**. It is an essential part of project team collaboration.

Virtual team management includes the following processes:

- **Assembling**. Probation periods are the first measurements to be applied when starting with remote teamwork organization. The team leader should decide on those people who meet all the requirements of probation periods.
- **Training**. During this process, the team leader sets expectations as to future virtual teaming and then develops and applies a group training methodology to teach the team members how to meet the expectations.
- **Managing**. This process means using telecommunication technologies to manage ongoing tasks and jobs of remote group members.
- **Controlling**. The team leader establishes performance measures to assess and evaluate team performance. This person needs to find out whether the team is on the right track and can achieve project goals on schedule.

Some of the biggest challenges of virtual teams that include:

- Misunderstanding from poor communication
- Incompatible communication preferences
- Differences in work ethic
- Lack of clarity and direction
- Deficient sense of ownership and commitment
- Difficulty with delegation
- Hidden incompetence
- Mismatched skills/needs
- Distrust and suspicion

- Diminished productivity
- Lack of empathy and personal connection

A virtual team, also known as a geographically dispersed team or a remote team, is a group of people who interact through electronic communications. Members of a virtual team are usually located in different geographical regions. Since communication is not in-person, **trust** and **good communication** are crucial to the success of a virtual team**.**

Different Types of Virtual Teams

There are several types of virtual teams depending on the lifespan, objective, goals, and roles of members.

1. Networked Teams

Networked teams are composed of cross-functional members brought together to share their expertise and knowledge on a specific issue. Membership is fluid in that new members are added whenever necessary while existing members are removed when their role is complete.

2. Parallel Teams

Parallel teams are generally formed by members of the same organization to develop recommendations in a process or system. Parallel teams are usually formed for a short period of time and membership is constant in that members of a parallel team remain intact until the goal is realized.

3. Product Development Teams

Product development teams are composed of experts from different parts of the world to perform a specifically outlined task such as the development of a new product, information system, or organizational process. These are the teams that conduct non-routine tasks for customers or users over a defined period, with specific and measurable results, and wield decision-making authority;For example, bringing in a team of experts from the United States, Canada, and Hong Kong for a period of one year to develop a new engine.

4. Production Teams

Production teams are formed from members of one role coming together to perform regular and ongoing work. Members of a production team are given clearly defined roles and work independently. The individual outputs of each member are combined together to give the end result.

5. Service Teams

Service teams are formed by members from different time zones. Each member does work independently but the work produced by each member is a continuation of the previous member. For example, customer support teams in Canada finish their shift while support teams in Asia start their shift and continue the work.

6. Management Teams

Management teams are formed by managers of the same organization who work in different geographical regions. Members of management teams largely discuss corporate level strategies.

7. Action Teams

Action teams are formed for a very short duration of time to respond to immediate problems. Upon resolving the problem, the team is adjourned.

8. Offshore information system development outsourcing teams—that deliver portions of subcontracted work to an offshore independent service provider.

Advantages of Virtual Teams

There are several advantages of a virtual team such as:

- **Lower office costs:** Members are able to work at home or at a remote location where they do not need to utilize company office space.
- **Flexibility:** Members are able to achieve better personal flexibility.
- **Increased productivity:** Members of a virtual team tend to be more productive as there is less time wasted on commuting and traveling.
- **A 24-hour work day:** Companies can operate on a 24-hour schedule by having shifts in different countries (different time zones).
- **Greater availability of talent:** Members can be hired anywhere, thus eliminating the restriction of having to rely on the local talent pool.

Disadvantages of Virtual Teams

There are several disadvantages of a virtual team such as:

- **Technological issues:** Virtual teams are reliant on the internet and computer for completing work. Therefore, technological issues may cause difficulties and put work on hold until the technological issue is resolved.
- **Communication issues:** Non-verbal communication can be easily misjudged and can lead to a lack of trust and common knowledge sharing.
- **Poor team bonding:** A typical virtual team involves members connecting with each other for a specific issue or problem and the disbandment of the team once the issue or problem is resolved. Virtual teams lack time to get to know each other and bond. This may lead to miscommunication and lack of effective collaboration.
- **Management problems:** Virtual teams can be hard to manage if the members are not great communicators and lack leadership skills. For example, a member may resort to silence instead of speaking out about a poorly performing team member. This would hurt team cohesion and create hostility among the team members.

It is of course vital that virtual teams enjoy the same (or higher) critical foundations as effective face-to-face teams. In the absence of the normal give-and-take of face-to-face interaction, they must overcome the obstacles associated with time, distance, organization, and culture.

Seven critical success factors can be identified, each calling for dedicated organizational policies, strategies, and partnerships, including their design, implementation, results, and associated business processes:

• **Human Resource Management**- Building and maintaining virtual employee identity in modern organizations is a new challenge: human resource management must resonate with virtual knowledge workers, and deal with unique issues such as visibility in the organization, career options, and paths to advancement. Virtual staff needs to feel they are on a par with other workers in the organization and that their different personal and work circumstances are understood. Human resource management must overcome the perceived natural advantage of in-house employees, with possible implications for

organizational design. Lack of a sense of belonging can show up in human resource indicators, such as low morale and retention.

• **Learning and Development**- Modern organizations must commit to, and make resources available for, training and other ongoing learning development activities focused on working in a virtual environment. They must also educate all employees, not just virtual employees, in virtual team culture.

• **Organizational Culture** -Leadership and organizational commitment must recognize that virtual teaming is fast becoming a preferred way of working. Recognition entails promoting virtual teaming and rewarding and recognizing team members who lead and participate in virtual teams.

• **Information Management Systems**- New management, measurement, and control systems must be designed. The workload tracking and management systems that are required in a virtual, matrix world differ from those used in conventional organizations. Details of work assignments must be made available more widely so that data and information gathered in one place for one purpose can be used in another for other purposes as well as up and down the management chain for planning and decision-making. Workload tracking and management systems must evolve to span all the work performed both in and out of a department.

• **Electronic Communication and Collaboration Technologies** -For virtual teams to work effectively, members from all geographic and functional areas need access to a standard set of electronic communication and collaboration technologies.

• **Leadership**- Senior leadership must recognize that virtual teaming is fast becoming a preferred (and useful) way of working. Cross-functional management teams must be established to handle and resolve the complex, cross-functional, and virtual issues that virtual teams deal with management system flaws in decision-making must be resolved if virtual projects are to succeed.

. • **Team Leader and Team Member Competencies** -Team leaders must see themselves as critical to facilitating the team's success, with a particular role in bringing the team closer together and building the interpersonal relations its members need to succeed.Just as importantly, team members must be proficient in the use of interactive technologies—working across time, distance, organization, and culture with sensitivity to project and time parameters—and able to network.

Building Trust - To develop, it requires that certain conditions be met, such as a shared culture, social context, and values; physical proximity; information exchange; and time. Needless to say, most of these conditions are not easily met in the context of virtual teams. In a virtual environment, trust is based more on (ability and) delivery of the task at hand than on interpersonal relationships.Members of virtual teams need to be sure that all others will fulfill their obligations with competence and integrity and behave in a consistent, predictable manner with a concern for the well-being of others.

Better recognition- Especially in a virtual environment, lack of recognition can make an individual feel isolated. Better recognition can be achieved though continual feedback and solicitation of the team's opinion.

Evaluating and Rewarding Team

Employees -- often referred to as team members when employers want to reinforce the concept of teamwork as fundamental to the workforce -- are subject to a variety of different evaluation techniques.

Performance Appraisal for Teams

Team-Related Measures Matrix

1) Individual Level: An employee's contribution to the team
Behaviors/Process Measures
Whether or how well the employee: cooperates with team members, communicates ideas during meetings, participates in the team's decision-making processes.
Results Measure -The quality of the written report, the turnaround time for the individual's product, the accuracy of the advice supplied to the team.

2.Team Level: The team's performance

Behaviors/Process Measures

Whether or how well the team: runs effective meetings, communicates well as a group; allows all opinions to be heard, comes to consensus on decisions.

Results Measure- The customer satisfaction rate with the team's product, the percent decline of the case backlog, the cycle time for the team's entire work process

Performance appraisal tools and techniques for appraising teams:

Manager Evaluation

A manager evaluation may also be known as a traditional performance evaluation. With this type of evaluation, you, as a manager, simply rate the employee or group performance based on a series of criteria. A manager evaluation is simple to use but may be very subjective in results. These traditional evaluations can also be used across a wide variety of employee types and groups with little or no changes

360 Feedback

360-degree feedback, sometimes called multi-source feedback, relies on a group of people to perform an evaluation, such as co-workers, supervisors, and colleagues. Sometimes the 360-evaluation may only measure attributes or attitudes, instead of actual performance. But the list of attitudes and attributes can be fairly long and therefore give employees and supervisors a good picture of how they are perceived by the work group. One of the potential drawbacks with a multi-source feedback

evaluation is that it can be quite complicated and many organizations do not teach employees and supervisors how to translate and use the results.

Graphic Rating Scales

One of the simplest ways to evaluate team members is by using graphic rating scales. Graphic rating scales are useful for fast-paced, production-oriented work environments. Team members receive ratings based on a scale that describes competency, proficiency and productivity. On a graphic rating scale evaluation, you evaluate team members in specified areas on a scale of 1 to 5, tally the numbers for each section and calculate an average. In many cases, employers use the average score to determine the amount of the team member's annual raise, bonus or incentive.

Peer Evaluations

Peer evaluations give team members an opportunity to assess the performance of their co-workers, usually from a perspective supervisors can't always observe. The benefit to using peer evaluations is that they are introspective from a collegial perspective. Employees usually are honest about their assessment of team member performance, especially as it relates to interpersonal relationships with other team members and with the employer's customers and clients. The downside is using peer assessment as the only evaluation technique; a supervisor's evaluation should always complement a peer evaluation.

Management By Objectives

Management by objectives establish goals, steps and timelines. Generally, they are useful for team members whose performance is directly related to organizational goals and their evaluations are based on the ability to achieve predetermined goals. The distinction between MBOs and other evaluation techniques and methods that require supervisor and manager input and feedback is that MBOs require significant input from the employee. The employee, or team member, has to have an integral role in setting goals and identifying milestones for this evaluation technique to be effective.

Assessment Centre-This method is used to test the individual in various social situations by using a number of procedures and assessors. This method can be effectively used for evaluating teams performance. This method uses different techniques such as business games role play and in-basket exercises. It also includes a personal interview and projective tests to assess the career orientation, motivation and dependence on others of an employee.. This **performance appraisal technique** can be used to measure the planning ability, organizational skills, and interpersonal skills of team members .

For an increasing number of organizations, implementing a compensation plan that rewards employees for successful teamwork provides great synergy with their organizational model. Companies that have

such plans take various approaches to structuring team-based rewards, including programs such as incentive pay, recognition, profit sharing and gainsharing. Such pay systems are likely to enhance members' pro-social behaviors and as a result, boost members' capabilities, flexibility, responsiveness, and productivity"

Companies offer team-based incentive pay to encourage team members to work together effectively. Team-based incentives encourage collaboration and cooperation to achieve shared goals. Collaborative teams will structure the work to ensure that each team member is able to use his skills and abilities most effectively.

Purpose:

- To reinforce behaviors that lead and sustain effective teamwork
- To encourage group endeavor and cooperation, rather than to concentrate only on individual performance
- Research showed that most common method of providing team based pay, was to distribute bonus to team members
- Design for team based pay will be contingent on requirements and circumstances of organization

Team Based Pay is of three types:

Gain-sharing refers to a compensation system which divides between the employer and employees the results of improved performance consequent upon the better use of human resources resulting in productivity gains. Sharing is according to an agreed, pre-determined formula.

Profit-sharing -These schemes are linked to the profits of an enterprise, a part of which is paid as bonus to employees .It may be a cash payment, or a deferred payment kept, for instance, in a special fund for a particular period.

Employee stock ownership plan (ESOP) - An employee benefit trust linked to share participation scheme The Trust receives contributions from company or borrows money and then buys shares in company and allocate to employees .Stock option schemes - permit companies to grant share to directors and employees in tax- effective manner .They are given opportunity to buy shares in their companies at a future date, but at the current price.

With the increased use of team-based work, a variety of team-based reward systems have been developed, with the intent of maximizing performance and satisfaction in work teams. Team-based rewards are commonly defined as any formal incentives provided to a work team or at least one of its individual team members. Rewards may be based on organizational, team, or team member performance or other outcomes (e.g., sales, customer satisfaction, and profit).

Rewards provided to teams can be categorized as monetary or non-monetary. Monetary team-based rewards include one-time cash bonuses, permanently increased base salary, and variable pay (i.e., earning a specified percentage of base salary). Nonmonetary team-based rewards include achievement awards, time off work, and special dinners. Team-based rewards can be distributed equally across team members, so that all members receive the same reward (e.g., amount of money, recognition award), or non-equally, either based on individual performance within the team (i.e., equitably) or in proportion to individual base salary.

- **Team goal-based rewards**. The organization (often in conjunction with the team) formulates goals or targets for each team that are believed to reflect effective short- or long-term performance outcomes (e.g., predetermined production objectives, customer ser-vice goals). When the team meets its goal(s), it earns predetermined reward(s).
- **Team discretionary rewards**. Also known as spot rewards, these team-based rewards, like goal-based rewards, evaluate team outcomes (e.g., customer satisfaction, team productivity) when determining whether a specific team should be provided with incentives. Unlike in goal-based systems, however, the team is not provided with a predetermined performance standard that will guarantee the receipt of a specific predetermined reward. Instead, when the organization determines a team has done an outstanding job, the team is provided with a reward.

Skill based pay-

- **Team skill rewards**. Teams are rewarded for acquiring valued skills (e.g., collaboration, cooperation, interpersonal understanding) regardless of team outcomes, following the rationale that if such skills improve, desired outcomes will eventually be achieved. Skills are generally evaluated by supervisors.
- **Team member skill rewards**. Individual team members are rewarded for acquiring team-related skills (e.g., adaptability, communication, leadership, initiation of ideas). Skills are generally evaluated by other team members and/or supervisors.

Team member goal-based rewards. Individual team members are rewarded when they achieve predetermined performance goals, often in conjunction with quarterly or annual formal performance evaluations.

Team member merit rewards. Individual team members are rewarded when they make an outstanding contribution to the team, as determined by other team members and/or supervisors

The type of team and its organizational level affect the reward program. Teams vary in whether they perform the basic work of the organization or supplemental work and whether the teams are temporary or permanent

Type of Team	*Use*	*Characteristics*
Parallel team	• Problem solving	• Temporary
	• Improvement	• Partial commitment
Process or work team	• Make a product	• Permanent
	• Provide a service	• Full commitment
Project team	• Design a product	• Temporary
	• Implement a program	• Full commitment

Type of Team	*Reward Programs*
Parallel team	• Team recognition awards • Organizational rewards
Process (or work) team	• Salary-based compensation • Skill-based pay • Individual, team, and organizational rewards
Project team	• Team recognition awards • Team and organizational rewards

Team pay can:

➢Encourage team-working and co-operative behaviour

➢Act as a lever for cultural change in the direction of quality and customer focus

➢Enhance flexible working within teams and encourage multi-skilling

➢Provides an incentive for group collectively to improve performance and team process

➢Encourage less effective performers to improve in order to meet standards

➢Serve as a means of developing self-managed or directed teams

Disadvantages of Team Based Pay

- Effectiveness depends on well defined teams, difficult to identify and they need to be motivated by a purely financial reward.
- Team pay may seem inappropriate to individuals whose feelings of self-worth could be diminished.
- Distinguishing what individual team would be rewarded may be difficult to identify.

Team Training

Training can be defined as the systematic attempt to enhance the specific skills, desired behaviour and knowledge of the employees for performing a job effectively. Training is a process that tries to improve skills or add to the existing level of knowledge so that the employee is better equipped to do his present job or to mould him to be fit for a higher job involving higher responsibilities

Training employees as a team encourages teamwork, increases productivity and creates positive relationships.

Team Training generally covers 2 areas:

Content tasks-that specify the team's goals such as cost control and problem solving.

Group processes-reflect the way members function as a team-for example –how they interact with each other, how they sort out differences, how they participate, etc.

Hence this type of training basically throws light on:

- ✓ how members should communicate with each other,
- ✓ how they cooperate with each other and get ahead helping each other,
- ✓ how they should deal with conflicts.
- ✓ How they should find their way using collective wisdom and experience to good advantage.

Focus on team building first and foremost- Instead of focusing on individuals and personal goals, good team-building skills can unite employees around a common goal and increase productivity. They could be working across departments in different jobs, but their teamwork means they're all working towards the same organizational objectives.Start with a few team building sessions.

Find out how team members prefer to learn- Diversity is key, not only within the workforce but also in the way one present learning opportunities to a team. Some people prefer hands-on training, while others prefer instructor-led classroom training. It's fair to say that catering to the different learning needs of your team is hugely important to the success rate of the training and to increase learning retention.

Using the **Kolb four learning styles** can be helpful to figure out how team members prefer to learn and what style of training might suit them best.

The four styles are:

Feeling and watching (diverging)

People with this learning style prefer to watch rather than do and they gather information and use their imagination to solve problems. They're good in brainstorming situations, prefer to work in groups, listen with an open mind and receive personal feedback.

Watching and thinking (assimilating)

This learning style prefers ideas and concepts over people, they are good at understanding wide-ranging information and organizing it a clear and logical way. They prefer readings, lectures, exploring analytical models and having time to think things through.

Doing and thinking (converging)

People with this learning style are good at problem-solving and using what they've learned to find solutions to practical problems. They prefer technical tasks over solving social issues. They like to experiment with new ideas and are practical in the way they work.

Doing and feeling (accommodating)

This learning style is hands-on and people who prefer this style rely on intuition more than logic. They like new challenges and like carrying out plans. They rely on others for information instead of doing their own analysis. They prefer to work in teams.

Hence, figuring out what learning styles team members have is really helpful in increasing learning retention. Someone who has the assimilating learning style may not feel very comfortable being thrown in the deep with hands-on training without prior lectures or lessons. On the other side, someone who has a converging learning style may tap out quite quickly in a lengthy think-tank type of brainstorm session.

Offer different training methods to individuals in a team- It's important to know why you want to train your team. Do you want them to learn about a specific topic? Or do you want to improve their interpersonal skills so they work together in a more efficient way? Once you've figured out what your objectives are with team training and what different styles your team members prefer, it's time to look at the different ways you can train your team in the workplace.

Some training styles suit teams better than others. Hands-on training, for instance, can work really well for teams when combined with team building activities, to allow people to practice what they've just learned in a controlled environment and work together towards a common goal. The same goes for interactive training, where you can use games to run your team through different work scenarios and get them to collaboratively figure out how to best handle them. It can help them feel more prepared for different situations they may encounter at work, by practicing them beforehand.

Follow up after training sessions- Once the training is done, the development of team doesn't stop. Continuity is key,so keep enabling learning, follow up training sessions with personal feedback (avoid mass feedback) and give team extra responsibility following their training. Create some incentive driven strategy to encourage team to put what they've learned into practice.

TEAM TRAINING

Team training focuses on developing the skills the team needs to perform its tasks. This includes developing the skills, knowledge, and attitudes needed, practicing those skills, and providing feedback to improve the team's ability to use them.

Team training requires identifying the specific knowledge and skills needed for effective performance and then developing approaches for this specific objective. To be effective, team members must understand their roles, coordinate their actions with others, and understand how their actions interact with others. **Teams need training on process improvement skills so they can learn how to improve performance.**

HOW A TRAINING PROGRAM STARTS?

- A training program starts with a needs assessment to determine a team's training needs and objectives.
- The assessment analyzes the goals of the team, the requirements of the members, the tasks they must perform, and the types of coordination needed.
- The effectiveness of training programs depends on the method of training, the type of skill to learn, and the training environment.

IMPORTANT ISSUES FOR EFFECTIVE TEAMWORK TRAINING PROGRAM

TRAINING THE TEAM TOGETHER:

Training of team members should be done with the team as a whole; this develops the team's mental model and transactive memory. Effective teams have a shared understanding of the team's goals, norms, and resources, including understanding of the roles, knowledge, and skills of each team member.

What is team climate?

The team climate refers to the degree to which the team supports attempts to use the newly learned skills. Conducting the training with the people in their assigned teams creates a supportive team climate for new skills performance.

PLANNING FOR THE TRANSFER OF TRAINING:

 Transfer of training refers to the extent that the new skills learned in training are used in the work environment.

 Factors that affect transfer of training include the environment where the training occurs, the time lag between the training and opportunities to apply the skills, cues in the job environment that prompt applying the new skills, and supervisor support for their application.

 Transfer of training is easier when the application environment is similar to the training experience.

TYPES OF TEAM TRAINING

There are two types of team training:

TEAM RESOURCE MANAGEMENT TRAINING:

Team Resource Management (TRM) also called Crew Resource Management is a training program to develop a defined set of teamwork competencies so a team can operate without error under stressful circumstances.

This approach was developed for the aviation industry and has application to other action teams that perform in stressful situations, such as military and surgical teams. TRM begins with a methodology for analyzing the team to identify its mission requirements and coordination demands. This training has been shown to be successful in reducing errors and accidents, improving teamwork, and increasing efficiency.

EXAMPLE- Assertiveness Training.

CROSS-TRAINING:

Cross-training is used to increase the flexibility of team members. In cross-training, team members are trained in the technical skills of two or more jobs, allowing the team to assign members to the tasks that need to be performed. A typical example of cross-training is- A manufacturing team where members learn multiple roles. This allows the team to flexibly respond to changes in the work environment and to personnel changes. Cross-training programs often use on-the-job training, with experienced team members training other members.

INTERPOSITIONAL TRAINING:

Interposition training is designed to develop shared knowledge structures among team members. This is especially significant for action teams with highly interdependent work arrangements. The goal of interposition training is to allow team members to better understand the working knowledge and roles of other team members and the interconnections among the actions of team members. An example of interpositional training is - Teaching a flight crew to better understand each other's roles and abilities, but not to replace each other's positions.

The action learning approach is based on the belief that most learning

occurs when people are dealing directly with real-life issues .The focus of action learning is to develop teams that can analyze and solve important, real-life problems in their organizations. **Action learning** combines training with developing innovative solutions to

existing organizational problems. **Action learning is self-managed learning.**

It is an approach to continual learning that encourages experimentation, allows mistakes, offers support, and promotes feedback. It is a shift from a culture of training (where someone else determines what you need to know) to a culture of learning (where you are responsible for your own development).

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