Making the Team A Guide for Managers 6th edition Thompson Solutions Manual

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CHAPTER 2

Designing the Team

OVERVIEW

This chapter challenges students to think about how to build teams in terms of designing the task, selecting the people, and then managing their relationships. One suggestion is to challenge students in the class—either in small groups, individually, or as an entire class—with realistic situations that require teamwork. For example, ask students how they would compose a team for completing a course project in terms of the three dimensions listed above. For example, the topic of diversity could represent a complete lecture in itself. Challenge students to come up with "diversity policies" as if they were recruiting team members for important projects. Then, ask them to select members (from the class) based upon the dimensions they deem important. Challenge students to debate the tension between the benefits of building a diverse team and a "cohesive" team.

LECTURE OUTLINE

I. TEAM DESIGN

A. It is more important to have a well-designed team than a team with a good leader.

B. Three key aspects that form the internal system of teamwork:

1. Defining the goal
2. Selecting the team
3. Managing the process

II. DEFINE THE GOAL

A. Teams that plan or develop performance strategies usually perform better.

B. Ends vs. means

1. Common errors:
   a) Launching into actions without a thoughtful discussion of purpose
   b) Excessive focus on how a team should function
2. Team goals should:

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a) Be clear and simple

b) Specify ends but not means

3. Difficult goals yield considerably higher team performance compared with nonspecific goals.

C. Performance vs. learning goals

1. **High-performance orientation** – reflects a desire to gain positive judgments on performance
2. **High-learning orientation** – a desire to understand or become more competent at something
3. **Performance-prove goal orientation** – motivation technique that drives people to outperform others

D. Promotion vs. prevention goals

1. **Promotion goals** – goal is to achieve desired positive outcome
2. **Prevention goals** – goal is to avoid negative outcomes
3. **Regulatory fit** – pursue a goal in a strategic way that aligns with the team's chronic goal orientation

E. **Goal fit** – congruence between the group and its members about the goals

F. Pre-planning vs. on-line planning

1. *Task-focused planning* focuses on work goals and task-specific performance requirements.
2. *Teamwork-focused planning* spotlights interpersonal interaction requirements and team member capabilities.
3. Preplanning – planning before actually performing the task
4. Online planning – planning during the task itself

G. Timelines and time pressure

1. Differences in how team members think about time can dramatically affect team process and outcomes. Such differences include:
   a) Time urgency
   b) Time perspective
   c) Polychronicity
   d) Pacing style
2. Effects of **temporal leadership** on team performance
3. Teams adapt to the constraints presented to them.

H. Capacity problems vs. capability problems

1. **Capacity problems** – not enough time to do all required tasks
2. **Capability problems** – task is too difficult, even when there is time to do it
3. **The Attentional Focus Model (AFM)** – predicts how time pressure will affect team performance

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III. SELECTING TEAM MEMBERS

A. Two key errors that leaders often make when selecting team members:
   1. Make the team too big – overstaffing bias
   2. Make the team too homogenous

B. Member-initiated team selection

C. Optimal team size
   1. Generally teams should be less than 10 members
   2. Team-scaling fallacy -- as team size increases, people increasingly underestimate the number of labor hours required to complete projects
   3. Disadvantages of an overgrown team
   4. Advantages of smaller teams
   5. Overstaffing bias

D. Skills, talents, abilities
   1. Important skills to consider when forming any team: ***(Exhibit 2-1)***
      a) Technical or functional expertise
      b) Task-management skills
      c) Interpersonal skills

E. Roles and responsibilities
   1. People occupy one of six different team roles: ***(Exhibit 2-2)***
      a) Organizer
      b) Doer
      c) Challenger
      d) Innovator
      e) Team builder
      f) Connector
   2. **Backing up behavior** – the discretionary provision of resources and task-related effort to another member of one's team that is intended to help that team member obtain the goals as defined by her/his role

F. Diversity
   1. Types of diversity:
      a) Social category diversity
      b) Value diversity
      c) Informational diversity
   2. Degrees of diversity:
      a) Extreme
      b) Moderate
      c) Hybrid or **faultline**
   3. Objective vs. perceived diversity

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a) Objective diversity – the actual compositional attributes of a group

b) Perceived diversity – people's objective understanding of the differences in their group

4. Diversity and team performance

   a) **Reflexivity** – members discussing how they work as a team
   b) Teams benefit from multiple sources of informational diversity

5. Minority influence
6. Building a diverse team
7. Valuing diversity
8. How much diversity?
9. Conflict
10. Solos and tokens

IV. PROCESSES: HOW TO WORK TOGETHER

A. Task vs. outcome interdependence

1. Three types of task interdependence: ***(Exhibit 2-3)***

   a) Pooled interdependence
   b) Sequential interdependence
   c) Reciprocal interdependence

2. Egalitarian values vs. meritocratic values

   a) Egalitarian values – a desire to create a shared sense of membership

   b) Meritocratic values – individuals are motivated to demonstrate their unique abilities to other group members

B. Transition and action processes

1. Process shifts
2. Types of process shifts:

   a) Mission analysis
   b) Goal specification
   c) Tactical Strategy
   d) Operational strategy
   e) Action process

C. Structure

1. **Team structure** – how clearly a group's processes are articulated by team leaders and adhered to by team members

D. **Norms** – shared expectations that guide behavior in groups

1. Development and enforcement

   a) Using scripts

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b) Unfavorable norm development
c) Introducing favorable norms

2. Norm violation

a) Consequences of and responses to norm violation

3. Changing norms

E. Team coaching

1. Three distinct features involved in coaching:

a) Functions
b) Timing
c) Conditions

2. Types of coaching ***(Exhibit 2-4)***

a) Educational
b) Motivational
c) Consultative

3. For coaching to be effective, four conditions must be met:

a) Team performance processes that are essential for success must be relatively unconstrained (i.e. expertise, engagement, execution).
b) Team must be well designed and organizational context supportive.
c) Coaching behaviors should focus on salient task performance processes.
d) Coaching interventions should be introduced when team is ready and able to incorporate changes.

V. CHAPTER CAPSTONE

KEY TERMS

Attentional Focus Model (AFM)	A model of how time pressure affects team performance
backing-up behavior	When a team member takes on tasks or responsibilities that are assigned to another team member to help him/her achieve his/her goals
capability problems	A team performance issue that occurs when a task is difficult and therefore requires more extensive processing of information. This leads to a slower rate of production for the team.
capacity problems	A team performance issue that occurs when there is not enough time to do all of the tasks required, although each task itself is easy

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consultative coaching	Coaching that focuses on how best to integrate team members' strengths and abilities
educational coaching	Coaching that focuses on ability, knowledge, and skill improvements
egalitarian values	A belief in human equality, especially with respect to social, political, and economic rights and privileges
faultline	The extreme category differences that can split a group into subgroups and provide an informal structure for intragroup conflict
goal fit	Refers to the congruence between group members and the group with respect to goals
high-performance orientation	The desire to understand something novel or to increase competence in a task
high-learning orientation	The desire to gain favorable judgments of performance or avoid negative judgments of competence
informational diversity	Differences in knowledge bases and perspectives among team members.
interpersonal congruence	The degree to which we see ourselves as others see us
motivational coaching	Coaching that focuses on how to enhance involvement with the team
meritocratic values	A phenomenon where individuals are motivated to demonstrate their unique abilities to other group members
norms	Shared expectations that guide behavior in groups
objective diversity	Differences in actual compositional attributions of a group
online planning	Planning for what work needs to be done and how to do that work during the task itself
overstaffing bias	A bias that occurs when team leaders are asked whether their teams could ever become too small or too large; most managers are

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	biased to say that overstaffing is less possible due to their perceived workload
perceived diversity	Team members' subjective understanding of differences in their group
performance-prove	Goal orientation that drives people to outperform others
pooled interdependence	A working situation in which group members work independently and then pool their results and resources
promotion goals	Chronic goal orientation that pushes people to achieve desired positive outcomes
prevention goals	Chronic goal orientation that directs a team member to avoid negative outcomes
process shifts	Points in time when teams complete one focal process and change to another
reciprocal interdependence	A working situation in which every member is dependent upon others at all levels, and highly interdependent as a result
reflexivity	Members discuss how they work as a team
regulatory fit	When team members pursue a goal in a way that aligns with their chronic goal orientation
script	A highly prescriptive sequence of behaviors that dictate appropriate behavior in any given situation
sequential interdependence	The classic assembly-line or division of labor: each member of the team has a particular skill or task to perform and is more interdependent
social category diversity	Explicit differences among group members in social category membership such as race, gender, and ethnicity.
taskwork focus	Team focus on prioritizing work goals and task-specific performance requirements
team coaching	The direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team's work

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team scaling fallacy	The phenomenon that as team size increases, people increasingly underestimate the number of labor hours required to complete projects
team structure	How clearly the group's processes are articulated by team leaders and the extent to which they are closely adhered to by team members
teamwork focus	Team focus on interpersonal interaction requirements and team member capabilities
temporal leadership	A team orientation to optimize the time-related aspects of their work
theory of the strategic core	This theory holds that certain team roles are more important for team performance, and the characteristics of the role holders in these "core" roles are more important than others for overall team performance.
token	A person of a certain gender, race, or other demographic that is typically underrepresented in the organization and often historically disadvantaged
value diversity	Team members differ in terms of what they think the group's real task, goal, or mission should be

SUGGESTED READINGS AND EXERCISES

BOOK: Arrow, H., & Burns, K. (2004). Self-organizing culture: How norms emerge in small groups. In M. Schaller & C.S. Crandall (Eds.), *The psychological foundations of culture*. Mahwah: NJ: Lawrence Erlbaum.

The authors show how questions about the origins and evolution of culture can be fruitfully answered through rigorous and creative examination of fundamental characteristics of human cognition, motivation, and social interaction. They review recent theory and research that, in many different ways, points to the influence of basic psychological processes on the collective structures that define cultures. These processes operate in all sorts of different populations, ranging from very small interacting groups to grand-scale masses of people occupying the same demographic or geographic category. The cultural effects--often unintended--of individuals' thoughts and actions are demonstrated in a wide variety of customs, ritualized practices,

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and shared mythologies: for example, religious beliefs, moral standards, rules for the allocation of resources, norms for the acceptable expression of aggression, gender stereotypes, and scientific values.

BOOK: Hackman, J. R. (2002). *Leading teams: Setting the stage for great performances.* Boston: Harvard Business School Press.

BOOK: Jackson, S. E., & Ruderman, M. N. (Eds.) (1995). *Diversity in Work Teams*. Washington, D.C.: APA.

This book explores how diversity affects one of the most popular management strategies used in business today: the formation of employee work teams. Work teams ideally operate to maximize flexibility, creativity, and productivity in a business environment. Frustrating this effort, however, is the increasing level of diversity found in the American workplace, which often heightens the difficulty of getting people to work together effectively. The authors of this volume argue that organizations must learn to understand and adjust to workplace diversity, because many of the specific assets and liabilities of work teams arise directly out of the diverse talents and perspectives of teams' individual members.

BOOK: LaFasto, F. M. J., & Larson, C. E. (2001). *When teams work best: 6,000 team members and leaders tell what it takes to succeed.* Newbury Park, CA: Sage.

BOOK: Schein, E. H. (1969). *Process Consultation: Its Role in Organization Development.* Reading, Massachusetts: Addison-Wesley Publishers.

BOOK: Spector, R., McCarthy, P.D. (2012). *The Nordstrom Way to Customer Service Excellence: The Handbook for Becoming the "Nordstrom" of your Industry* (2nd ed.). New Jersey: John Wiley & Sons.

Virtually every company wants to be the Nordstrom of its industry. Nordstrom is one of only five companies to have made Fortune's "best companies to work for" and "most admired" list every year the surveys have been taken. Despite its position in the hard-hit retail sector, Nordstrom, with 193 stores in 28 states, never experienced a quarterly loss during the recent economic downturn. *The Nordstrom Way to Customer Service, Second Edition* explains what every

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business can learn from the world's most famous customer-service-driven company.

BOOK: Sycara, K., & Lewis, M. (2004). Integrating intelligent agents into human teams. In E. Salas & S. Fiore (Eds.), *Team Cognition: Understanding the Factors that Drive Process and Performance*. Washington, DC: American Psychological Association.

The contributors to this volume describe the many ways in which team cognition is being used as an organizing framework to guide research into factors that affect team coordination. Nowadays, team cognition must be considered not only within "conventional" teams, but also across time and space in distributed teams, and—because of increased use of artificial team members (e.g., intelligent agents)—across people and machines. All of these complicating factors are considered, along with methodological issues that surround the process of measuring and defining team cognition. The unique blend of theory and data in this multidisciplinary book will be of value to psychologists and academics interested in cognition and organizational behavior, to team researchers and practitioners in industry and the military, and to graduate students interested in group processes and performance.

CASE: **Buck & Pulleyn's Team Management**
By Louis B. Barnes

In 1993, the advertising firm of Buck & Pulleyn began to move from a traditional hierarchical structure to client-focused teams. This case describes the process and some consequences of this restructuring. Performance seems to be improving, but some employees preferred the structure certainty and client variety of the old days. How does management deal with these issues? Team management has become very popular, but transitions from traditional structures to teams are not easy. The discussion will center on how to deal with these issues. Available from Harvard Business School Publishing; hone 1-800-545-7685 or (617) 783-7600; order online at https://hbr.org/product/buck-pulleyn-s-team-management/497007-PDF-ENG

CASE: **Framework for Analyzing Work Groups**
By Michael B. McCaskey

This case note, written as the basis for classroom discussion, presents a model for understanding the behavior and evolution of primary, stable work groups over time. Model describes contextual factors, design factors, and emergent culture as determinants of group behavior and performance. In addition, it describes emergent

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behavior, norms, roles, and rituals as aspects of group life.
Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 783-7600; order online at https://hbr.org/product/framework-for-analyzing-work-groups/480009-PDF-ENG.

CASE: **Managing a Task Force**
By James P. Ware

This Harvard Business School case describes several principles for improving the effectiveness of internal task forces. It also suggests a number of guidelines for starting up a task force, conducting the first meeting, managing the group's activities, and completing the project.
Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 783-7600; order online at https://hbr.org/product/managing-a-task-force/478002-PDF-ENG

CASE: **Managing Your Team**
By Linda A. Hill

Specifically, the introduction to this Harvard Business School case identifies some criteria for evaluating team effectiveness and outlines in detail the key areas of responsibility of team managers: managing the team's boundary and managing the team itself (including designing the team and facilitating the team's process). The case also contains a brief appendix on managing transnational teams as well as substantial bibliographic references for further reading.
Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 783-7600; order online at https://hbr.org/product/Managing-Your-Team/an/494081-PDF-ENG

CASE: **Meeting of the Overhead Reduction Task Force**
By John J. Gabarro and James G. Clawson

This Harvard Business School case study outlines events leading up to a meeting of a six-person task force which has been assigned to reduce overhead costs at a major manufacturing company. History of the company and backgrounds of all the task force members are presented. It raises the following questions and issues for students to address: 1) What strategy should the task force leader take to organize the task force and accomplish its goals within the two-week period? 2) What division of the labor, if any, is appropriate? 3) What should his purpose and agenda be for the first meeting? 4) Given the information in the case, what problems should be anticipated in terms of interdepartmental conflict and members' hidden agendas? 5) What should he do to deal with these problems?
Available from Harvard Business School Publishing; phone 1-800-988-0886 or (617) 783-7600; order online at https://hbr.org/product/Meeting-of-the-Overhead-R/an/478013-PDF-ENG

CASE: **Mod IV Product Development Team**

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By Anne Donnellon, Joshua D. Margolis

This Harvard Business School case focuses sharply on a cross-functional product development team at Honeywell's Building Controls Division. It traces the history of teams at the division, which introduced them as a response to intensifying competition and the need for faster development, and reveals the challenges team members, their managers, and executives face when an organization adopts a collaborative approach to work. Through three perspectives—team member, manager, and executive—the case exposes students to the reality of teamwork.
Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 783-7600; order online at https://hbr.org/product/Mod-IV-Product-Developmen/an/491030-PDF-ENG

CASE: **TRW's Information Services Division: Strategic Human Resource Management**
By Michael Beer and Gregory C. Rogers

This case looks at a change effort initiated by a human resources manager within a division of TRW, Inc., a manufacturing plant. The effort utilizes a change process to address some of the division's issues regarding organizational effectiveness, especially that of a long-term strategy. In so doing, the case portrays some of the fundamental hurdles in creating change.
Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 783-7600; order online at https://hbr.org/product/trw-s-information-services-division-strategic-human-resource-management/496003-PDF-ENG

EXERCISE: **Assessment of Project Team Effectiveness**
By Leonard Greenhalgh

This multi-task exercise can accommodate groups of three to ten participants, although five to seven is ideal. It is not a simulation per se, but rather a group of tasks that require different degrees of collaboration, divisions of labor, and creativity. It explores roles in groups; the temptation to rationalize the "honor code"; intergroup competition; the benefits of diversity; scarcity; and coping with time pressure.
Exercise: 30–45 min.
Available from Creative Consensus, Inc., P.O. Box 5054, Hanover, NH, 03755; phone/fax (603) 643-0331.

EXERCISE: **Coaching Exercise**
By Leigh Thompson

This exercise is designed to introduce participants to the process of peer coaching. The key assumption of coaching is that to consult with and help people, teams, and organizations effectively, one must: (1) establish an effective relationship; (2) understand people's real concerns; and (3) appreciate cultural and organizational factors that

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surround the person, team, and the organization. This exercise is centered on key emotional intelligence skills.
Preparation: 30 minutes
Exercise: 60 minutes
Debrief: 30–45 minutes
Available from the Dispute Resolution Research Center (DRRC) and Kellogg Team and Group Center (KTAG) at www.negotiationexercises.com, through the Kellogg School of Management, Northwestern University.

EXERCISE: **C-Suite**

By Leigh Thompson
C-Suite is an exercise that challenges groups to organize quickly, develop roles, and enact norms. Leadership is critical.
Preparation: 10-20 minutes
Negotiation: 30 minutes
Roles: 2
Available from the Dispute Resolution Research Center (DRRC) and Kellogg Team and Group Center (KTAG) at www.negotiationexercises.com, through the Kellogg School of Management, Northwestern University.

EXERCISE: **Leveling: Giving and Receiving Feedback**
By J. William Pfeiffer

Participants in this exercise are instructed to (anonymously) write short pieces of adverse feedback about each member of their group, including themselves. Each participant then reveals to the group what adverse feedback he or she is expecting to receive. After each person is given their collected feedback, group members compare their actual feedback to their anticipated feedback, and explore and discuss their individual reactions to adverse feedback. Goals of this exercise include letting participants compare their perceptions of how a group sees them with the actual feedback obtained by the group; legitimizing negative feedback within a group; and developing skills in giving negative feedback.
Exercise: 10 minutes per participant.
Appears in Pfeiffer, J. W., & Jones, J. E. 1994. *A Handbook of Structured Experiences for Human Relations Training, Vol. I* (Exercise #17, p. 79–81). San Diego, CA: Pfeiffer & Company.

EXERCISE: **Role Analysis**
By Leigh Thompson

This exercise is best used following a specific exercise or at the end of a longer class or workshop in which members have had an opportunity to work with others. Each participant nominates others for specific group roles (e.g., “information-gatherer,” “facilitator,” “nay-sayer,” etc.). The instructor tabulates the results and provides feedback to class members in an anonymous, aggregated fashion.
Preparation: 15–20 minutes to complete role analysis

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Exercise: 30–90 minutes to discuss roles
Available from the Dispute Resolution Research Center (DRRC) and Kellogg Team and Group Center (KTAG) at www.negotiationexercises.com, through the Kellogg School of Management, Northwestern University.

EXERCISE: **Team Contract**
By Leigh Thompson and Deborah Gruenfeld

Intact working groups develop a team contract, which specifies the norms, behaviors, expectations, and responsibilities for which they will hold themselves and the other team members accountable. An example of a team contract from industry is provided.
Preparation: 10–15 minutes
Exercise: 60–120 minutes
Available from the Dispute Resolution Research Center (DRRC) and Kellogg Team and Group Center (KTAG) at www.negotiationexercises.com, through the Kellogg School of Management, Northwestern University.

EXERCISE: **Triangles Case**

By Sivasailam Thiagarajan

TRIANGLES is an effective, convenient, and energizing tool for managers, consultants, or trainers who want to facilitate the exploration of factors associated with new work processes or new products and services. TRIANGLES brings out individual and group assumptions, tensions, and frustrations. The game dramatically illustrates the inefficiency and futility of separating the process improvement function from the implementation function.
Exercise: 45 minutes or more
Debrief: 15 minutes
Roles: 12-23 players
Available at http://thiagi.net/archive/www/games.html

EXERCISE: **Words in Sentences**
By Francine S. Hall

In this exercise, small groups of participants (5 to 15 people) play members of small companies that “manufacture” words and then “package” them in meaningful (English language) sentences. The groups must design and participate in running their own Words in Sentences (WIS) company, designing the organization to be as efficient as possible during ten-minute “production runs,” the output of which will be evaluated and recorded by a pre-selected “Quality Control Review Board.” At the end of the first production run, each group has the opportunity to reorganize its company. The purpose of the exercise is to experiment with designing and operating an organization, as well as to compare production and quality outputs under different organization structures or leadership styles. It is also useful in conjunction with teaching topics such as applied motivation

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and job design, group decision making and problem solving, negotiation and conflict, managers as leaders, and organizational communication.
Exercise: 90 minutes total (including 15 minutes of group preparation, two ten-minute "production runs," and a ten-minute discussion)
Exercise appears in Bowen, D. D., Lewicki, R. J., Hall, D. T., & Hall, F. S. (1997). *Experiences in Management and Organizational Behavior, 4th Edition* (pp. 249–253). New York: John Wiley and Sons.

ARTICLE: **The Team That Wasn't**
By Suzy Wetlaufer

Wetlaufer, S. (1994, November–December). *The Team That Wasn't*. *Harvard Business Review*, pp. 4–7.

Eric Holt had one responsibility as FireArt's director of strategy: to put together a team of people from each division and create and implement a comprehensive plan for the company's strategic realignment within six months. It seemed like an exciting, rewarding challenge. Unfortunately, the team got off on the wrong foot from its first meeting. Randy Louderback, FireArt's charismatic and extremely talented director of sales and marketing, seemed intent on sabotaging the group's efforts. Anxiously awaiting the start of the team's fourth meeting, Eric was determined to address Randy's behavior openly in the group. But before he could, Randy provoked a confrontation, and the meeting ended abruptly. What should Eric do now? Is Randy the team's only problem? Seven experts discuss the characters in this fictitious case study and examine what it takes to create a successful team.
Available as a downloadable reprint from the *Harvard Business Review,* https://hbr.org/product/the-team-that-wasn-t-hbr-case-study/94612X-PDF-ENG , phone 1-800-545-7685 or (617) 783-7600.

PAPER: **String Quartet Study**
By J. Keith Murnighan and Don E. Conlon

Murnighan, J. K., & Conlon, D. E. (1991). The Dynamics of Intense Work Groups: A Study of
British String Quartets *Administrative Science Quarterly*, *36*(2), 165–186.

Focuses on the relationship between the internal dynamics and the success of a population of intense work groups: British string quartets. Semistructured interviews were conducted with 80 string quartet musicians, and archival analysis and limited observation were conducted. Three basic paradoxes were observed: leadership versus democracy, the paradox of the second violinist, and confrontation versus compromise. Findings indicate that the more successful quartets recognized but did not openly discuss these paradoxes. Instead, they managed these inherent contradictions implicitly and did not try to resolve them. Results argue in favor of K. Smith and D. Berg's (1987) observations regarding paradoxes in groups.

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FILM: **Emotional Intelligence**
Distributed by CRM Learning, Inc.

Most of us have been conditioned to believe that emotions are not welcome in the workplace, that team and work decisions should be based upon cold, logical reason. In short, we "leave our emotions at home." Today there is a growing body of science in the emerging field of emotional intelligence (EI), indicating that proper understanding—and use of—emotions can be critical to helping us be more effective workers and better communicators. CRM's Emotional Intelligence program provides an overview of this breakthrough training topic and includes commentary from numerous EI experts including Daniel Goleman and Peter Salovey. Five EI competencies are introduced: self-awareness, self-regulation, self-motivation, empathy, and effective relationships. Viewers will come away with specific areas of improvement to focus on and a structured, step-by-step approach to developing the required emotional competencies to bring more creativity, energy, and intuition to their work, whatever the industry or field.
Running time: 25 minutes
Available for sale or rental from CRM Learning, Inc., 2215 Faraday Avenue, Carlsbad, CA, 92008. Phone: (800) 421-0833; e-mail: sales@crmlearning.com.

DISCUSSION QUESTIONS – CHAPTER 2

1. What are two of the most common errors made by managers when setting goals for their team? Ideally, what are the best characteristics of team goals? *(p. 27-28; Easy; Concept; Interpersonal relations and teamwork).*

2. Give some examples of pooled interdependence, sequential interdependence, and reciprocal interdependence in groups. What are the various effects of interdependence on teamwork and team design? (*p. 43; Moderate; Synthesis; Interpersonal relations and teamwork*).

3. Why are larger groups less effective than smaller ones? Why do you think managers tend to overstaff groups and teams? (*p. 33-35; Moderate; Concept; Interpersonal relations and teamwork*).

4. What are some of the reasons diversity is such an important issue in organizations? What are the steps a manager can follow when creating and managing diversity within his or her team? (*p. 38-42; Easy; Concept; Diverse and multicultural work environments*).

5. Discuss the difference between norms and formal rules within a group. What are some of the norms in your own team or group? What do you think are the most effective strategies for dealing with norm violations? (*p. 46-48; Moderate; Application; Interpersonal relations and teamwork*).

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Making the Team: A Guide for Managers

Sixth Edition

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Pearson

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Making the Team A Guide for Managers 6th edition Thompson Solutions Manual

Part One
The Basics of Teamwork

— Chapter 2 —
Designing the Team

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Team Design

It is more important to have a well-designed team than
a team with a good leader.
Three key aspects that form the internal system of teamwork :

- Defining the goal
- Selecting the team
- Managing the process

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Define the Goal

Goal setting

Teams that plan or develop performance strategies usually perform better than teams who do not plan.

Ends vs. Means

- Two common errors when goal setting :
  - Launching into actions without a thoughtful discussion of purpose.
  - Excessive focus on how a team should function.

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Define the Goal

Goal setting

Team goals should be :

- Clear and simple
- Specify ends but not means

Difficult goals yield considerably higher team performance compared with nonspecific goals.

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Define the Goal

Performance vs. learning goals

- Team members have either a high-performance orientation whereas others have a high-learning orientation :
  - **High-performance :** Reflects the desire to gain favorable judgments of performance or avoid negative judgements of competence.
  - **High-learning :** Reflects the desire to understand something novel or to increase competence in a task.

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Define the Goal

Performance vs. learning goals

Performance-prove goal orientation:

- Drives people to outperform others.
- Motivates *team* performance more when people positively identify with their team.
- Motivates *individual* performance more when people *do not* identify with their team.

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Define the Goal

Planning and pursuing goals

Planning – two focus types :

- **Taskwork :** A task-focused planning that focuses on work goals and task-specific performance requirements.
- **Teamwork :** A team-focused planning that focuses on interpersonal interaction and team capabilities.

Preplanning : Planning before actually performing the task.

Online planning : Planning during the performance of the task.

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Define the Goal

Timelines and time pressure

- Differences in how team members think about time can affect team process and outcomes, differences such as :
  - Time urgency
  - Time perspective
  - Polychronicity
  - Pacing style

Perceived urgency or time pressure positively affects performance when teams are strong at managing the time related aspects of their work.
When a team is given a specific time frame to do a job, members adjust their behavior to fit the time available.

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Define the Goal

Capacity problems vs. capability problems

There are two kinds of problems related to time pressure and teams:

- **Capacity problems:** Occur when there is not enough time to do all of the required tasks, although the task is easy.
- **Capability problems:** Occur when the task is difficult, even though there is plenty of time to complete the task.

Attentional focus model (AFM) :

- Predicts how time pressure affects team performance.
- The AFM model suggests that time when teams are under time pressure, they filter what they judge to be important information.

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Selecting Team Members

The freedom to select team members may be constrained in many ways from choosing who is best for their team.

There are two key errors that leaders often make when selecting team members :

- Make the team too big (overstaffing bias)
- Make the team to homogeneous

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Selecting Team Members

Optimal team size

Leaders consistently struggle with the question of how many people to put on a team.

Some general rules for optimal team size :

- Teams should be fewer than 10 members.
- Compose teams using the smallest number of people who can do the task.

Team scaling fallacy : As team size increases, people increasingly underestimate the number of labor hours required to complete a task.

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Selecting Team Members

Optimal team size

Teams that are overgrown have a number of disadvantages :

- Less team cohesion
- Declining satisfaction with team membership
- Reduced participation in team activities
- Decreased team cooperation
- Increased in negative behavior
- Marginal productivity gains of larger groups decline as heterogeneity increases
- Increased conformity pressure
- As the size of the team grows, more people do less talking relative to others

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Selecting Team Members

Optimal team size

Advantages to smaller/understaffed teams :

- Team members work harder
- Wider variety of task engagement
- Members assume more responsibility for team performance
- Higher team involvement

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Selecting Team Members

Skills, talents, and abilities

The following skills are important to consider when forming any team :

- Technical or functional expertise
- Task-management skills ***(See Exhibit 2-1)***
- Interpersonal skills

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Selecting Team Members

Skills, talents, & abilities

Exhibit 2-1

Task-Management Skills		Interpersonal Skills	
Initiating	Suggesting new goals or ideas	*Encouraging*	Fostering team solidarity by reinforcing others
Information seeking	Clarifying key issues	*Harmonizing*	Mediating conflicts
Elaborating	Giving additional information, such as examples, rephrasing, and implications, about points made by others	*Compromising*	Shifting one's own position on an issue to reduce conflict in the team
Energizing	Stimulating the team to continue working when progress wanes	*Gatekeeping*	Encouraging all team members to participate
Opinion seeking	Clarifying attitudes, values, and feelings	*Reflecting*	Pointing out the positive and negative aspects of the team's dynamics, and calling for change if necessary
Coordinating	Pulling together ideas and suggestions	*Following*	Accepting the ideas offered by others, and serving as an audience for the team
Orienting	Keeping the team headed toward its stated goals	*Standard setting*	Clarifying attitudes, values, and feelings
Challenging	Questioning the quality of the team's methods, logic, and results		
Recording	Performing a "team memory" function by documenting discussion and outcomes.		
Detailing	Caring for operational details		

Exhibit 2-1 Task-Management and Interpersonal Skills

Based on Beene, K.D., & Sheats, P. (1948). Functional roles of group members. *Journal of Social Issues, 4*, 41-49.

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Selecting Team Members

Roles and responsibilities

People often assume different roles on a team :

- Organizer
- Doer
- Challenger
- Innovator
- Team builder
- Connector
- ***(See Exhibit 2-2)***

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Selecting Team Members

Roles and responsibilities

Exhibit 2-2

Organizer	Doer	Challenger
• I like to sort out details of a team project • I like to decide who will do which task • I keep the team on pace and aware of deadlines • I make sure members are clear about responsibilities • I keep track of how well the team is doing • I organize the team • I structure activities • I suggest the steps to follow	• I like when the team is busy and gets things done • People look to me when something needs to be done • I follow through on assignments • I can be counted on when tasks need to be done • I get my assignments done • I step up and do whatever is necessary to make the team successful • I volunteer for difficult assignments • I'm always commited to the task	• I'm comfortable being critical • I challenge assumptions • I question why we do things a certain way • I voice a different opinion to keep the team thinking • I question what the team should do to get the job done • I'm not afraid to question members' authority • I point out potential risks • I can refute ideas that are unsound
Innovator	**Team Builder**	**Connector**
• I volunteer new ideas • I test new ideas • I make suggestions when the team gets stuck • I get bored when we do the same thing each time • I'm known for being creative • I come up with new methods to accomplish the task • I share new ideas • My team sees me as innovative	• I calm people down and get them focused • I support the common interest • I help deal with conflict • I help different people work together effectively • I maintain good working relationships • It upsets me when I see members frustrated • I find common ground • I encourage members when they are challenged	• I get the resources our team needs to be successful • I coordinate the team with people outside of the team • I spread ideas outside the team • I'm a spokesperson for the team • I connect with people who can help my team succeed • I find out what is going on outside and share with my team • I am the team liaison • I promote the team's mission to outsiders

Exhibit 2-2 Team Role Experience and Orientation
Based on Mathieu, J.E., Tannenbaum, S.I., Kukenberger, M.R., Donsback, J.S., & Alliger, G.M. (2015). Team role experience and orientation; A measure and test of construct validity. *Group and Organization Management, 40*(1), 6-34.

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Selecting Team Members

Roles and responsibilities

Backing-up Behavior : The discretionary provision of one team member's resources and efforts to help another member of one's team obtain their work goals.

Costs of backing-up behavior :

- Team member providing back-up neglects their own taskwork.
- Increased chances teammate who receives this help
  to decrease their taskwork in subsequent projects.

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Selecting Team Members

Diversity

Diversity – *three types :*

- Social category diversity
- Value diversity
- Informational diversity

Diversity – *three degrees :*

- Extreme
- Moderate
- Hybrid or **faultline**

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Selecting Team Members

Diversity

Objective vs. perceived diversity

- **Objective diversity** : The actual compositional attributions of the group.
- **Perceived diversity** : A person's subjective understanding of the differences in their group.

Diversity and team performance

- If teams engage in **reflexivity**, talking about how they work together as a team, the group can counteract many of the negative effects of team diversity.

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Selecting Team Members

Building a diverse team

- Left to their own instincts, most leaders and teams opt for group homogeneity, not diversity.
- The optimal degree of diversity may depend on our **interpersonal congruence** – the degree to which we see ourselves as others see us.
- The fewer the number of people from a specific social category (e.g. gender, race) on a team, the more negative their personal experience, and the likelihood for them to feel isolated, feel role entrapment, and to experience performance pressure.

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Processes: How to Work Together

Task vs. outcome interdependence

Team members rely on one another and must do so to complete tasks, therefore they are interdependent.

There are two key types of team interdependence:

- **Task interdependence** – Primarily associated with team performance of action-focused tasks.
- **Outcome interdependence** – Primarily associated with team cohesion.

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Processes: How to Work Together

Types of task interdependence

Three types of **task** interdependence :

- **Pooled Interdependence** -- Occurs when group members work independently and then combine their work.
- **Sequential interdependence** -- Classic assembly line model – each member further down the line is more dependent on others “upstream”.
- **Reciprocal interdependence** -- Every member is dependent on all others at all levels, each team member must have familiarity with all other team member tasks.

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Processes: How to work together

Types of task interdep

Exhibit 2-3

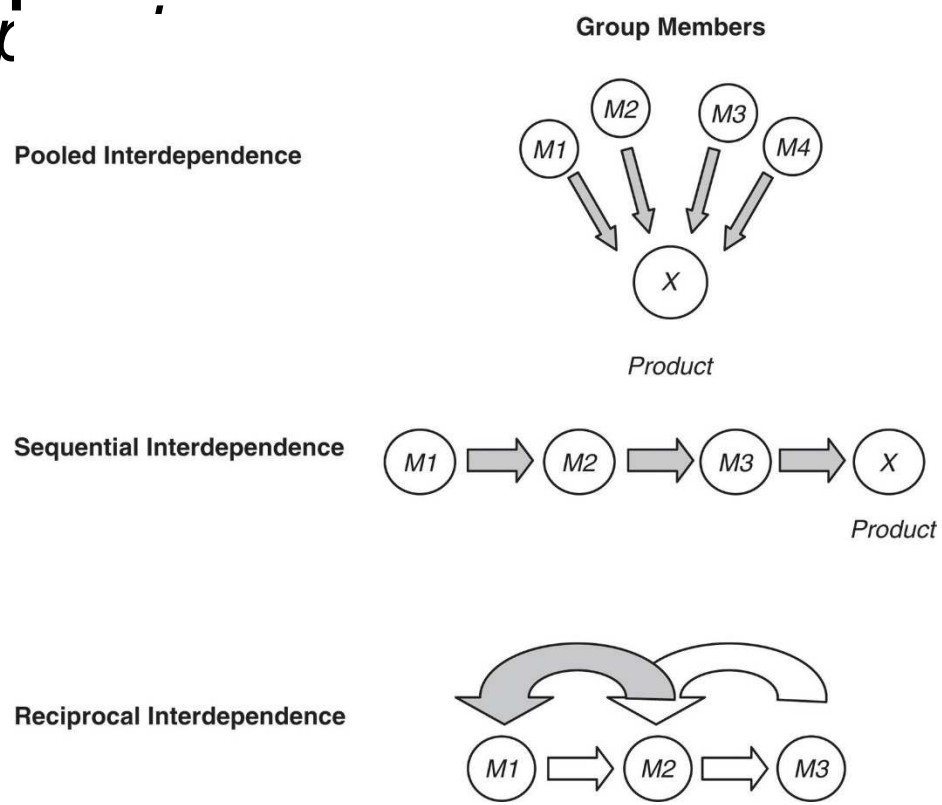

EXHIBIT 2-3 Three Types of Interdependence
Source: Thompson, J. (1967). *Organizations in action*. New York: McGraw-Hill.

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Processes: How to Work Together

Types of task interdependence

Project teams whose members share **egalitarian values**,
or a desire to create a shared sense of membership, develop *highly interdependent task approaches* and patterns of interaction.

Project teams whose members hold **meritocratic values**, or individuals who are motivated to demonstrate their unique capabilities to other group members, develop task approaches that are *low in interdependence*.

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Processes: How to Work Together

Transition and action processes

Teams do not work in a steady state; **process shifts** are points in time when teams complete a focal process and change to another process.

There are five types of process shifts :

- Mission analysis
- Goal specification
- Tactical strategy
- Operational strategy
- Action process

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Processes: How to Work Together

Team structure

Team structure refers to how the group's processes are articulated by team leaders and the extent to which they are adhered to by team members.

- **Groups with low team structure** :
  - Do not have set roles or routines.
  - Often are allow to allocate work and organize themselves.
- **Groups with high team structure :**
  - Asked to assume specialized roles/distinct jobs.
  - Told how to engage in the task process.
  - Switching roles is usually not permitted.

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Processes: How to Work Together

Team norms

Norms are shared expectations that guide behavior in groups.

Attributes of team norms :

- Are often informally communicated.
- Make it easier for people to respond appropriately under new or stressful conditions.
- Reduce team coordination problems.

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Processes: How to Work Together

Team norms

- When norms are left to naturally develop, the team members who are most disruptive and least self-conscious may set unfavorable norms.
- One of the best ways to counteract undesirable norms is the early introduction of productive norms and structures.
- The first response of a team to **norm violation** is usually to attempt to correct the misbehavior gently before moving on to more drastic measures.

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Processes: How to Work Together

Team norms

- Once established, norms are not easily changed.
- Norms are often maintained over several "generations" of team members.
- Teams' efforts to transmit their norms are particularly strong when newcomers are involved as the members are motivated to provide newcomers with the knowledge they will need to be a full member of the team.

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Processes: How to work together

Team coaching

Team coaching – there are three distinct features involved in coaching :

- The **functions** that coaching serves for a team.
- The **specific times** in the task performance process when coaching is most likely to have the intended effects.
- The **conditions** under which coaching is likely to facilitate performance.

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Processes: How to work together

Team coaching

Types of coaching : ***(See Exhibit 2-4)***

- **Educational** – focuses on ability, knowledge, and skill.
- **Motivational** – focuses on how to enhance involvement.
- **Consultative** – focuses on how to best integrate members' strengths and abilities.

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Processes: How to work together

Types of task

Interde

Exhibit 2-4

Timing	Performance Process	Direction	Structure	Context	Coaching	Examples
Beginning	**Effort** *(motivation)*	Challenging	Task design	Reward system	• Minimize social loafing • Build team commitment	Setting target dates and outlining goals
Middle	**Performance Strategy** *(coordination/ consultative)*	Clear	Team norms	Information system	• Minimize habitual behavior • Invent uniquely appropriate strategies	Performing a task with another colleague
End of task cycle	**Knowledge and Skill** *(ability/ educational)*	Conse-quential	Team composition	Educational system	• Minimize silo thinking • Build pool of talent	Training on specific skills

EXHIBIT 2-4 Structural, Contextual, and Coaching Contributions to Team Performance Processes

Based on Hackman, J. R., & Wageman, R. (2004). When and how team leaders matter. *Research in Organizational Behavior, 26*, 37–74; Hackman, J. R., & Wageman, R. (2005, April). A theory of team coaching. *Academy of Management Review, 30*(2), 269–287.

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Processes: How to work together

Team coaching

For coaching to be effective, four conditions must be met :

- Team performance processes that are essential for success must be relatively unconstrained *(i.e. expertise, engagement, execution)*
- Team must be well designed and the organizational context supportive.
- Coaching behaviors should focus on salient task performance processes.
- Coaching interventions should be introduced when team is ready and able to incorporate changes.

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Chapter Capstone

- Teams that have clear and elevating goals are best positioned to succeed.
- The selection of team members should not be left to chance and the team should include the fewest number
of people required to accomplish a task.
- An effective leader can coach the team with regard to information, motivation, and coordinator.

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