

# Team Management

## EXPANDED COURSE OUTLINE

### POST Team Management Course

#### (Team Management)

- I. The need to study groups
  - A. Most people belong to groups
    - 1. Groups are living systems
    - 2. Understanding people requires understanding groups
    - 3. Groups enable individuals to attain goals
    - 4. Groups have profound impacts on individuals
  - B. Group Types
    - 1. Primary
    - 2. Secondary
    - 3. Collectives
    - 4. Categories
  - C. Characteristics of groups
    - 1. Interactive
    - 2. Goal Seeking
    - 3. Interdependent
    - 4. Structured
    - 5. Unified
- II. Group formation
  - A. Tuckman's Model of group formation.
    - 1. Hierarchal stages of group development
      - a. Forming
      - b. Storming
      - c. Norming
      - d. Performing
      - e. Adjourning
  - B. Robert Bales Equilibrium Model as it relates to Tuckman
    - 1. Group members strive to balance the following
      - a. Accomplish a task
      - b. Enhance interpersonal relationships in the group
    - 2. Groups cycle between two of Tuckman's group characteristics
      - a. Norming

b. Performing

III. Big 5 Personality Theory

A. Relationship to effective teamwork

1. Emotional Stability
2. Extraversion
3. Openness
4. Agreeableness
5. Conscientiousness

B. Good Traits

1. Team player, not controlling
2. Sociable
3. Emotionally stable
4. Adaptive
5. Reliable

IV. Teams

A. Types of Teams

1. Executive and command teams
2. Project teams
3. Advisory teams
4. Work teams
5. Action Teams

B. Diversity of Teams

1. Social category differences
2. Knowledge or skill differences
3. Value or belief differences
4. Personality differences
5. Organizational or community status differences
6. Social or network tie differences

V. Team Norms and Roles

A. Norms

1. Prescriptive
2. Proscriptive
3. Descriptive
4. Injunctive

B. Roles

1. Task roles
2. Relationship roles
3. Individual roles

VI. Influence of Teams

- A. Social Influence
  - 1. Interpersonal processes of groups shape changes in individuals
  - 2. Groups can direct individuals toward consensus
- B. Asch Study
  - 1. Conformity study on individuals
  - 2. Individuals were likely to conform to the group despite their observations
- C. Dynamic Social Impact Theory
  - 1. Describes the underlying processes of a group
  - 2. Groups organize and reorganize in four basic patterns
    - a. Consolidation
    - b. Clustering
    - c. Correlation
    - d. Continuing Diversity
- D. Interpersonal Influences
  - 1. Western society claims to value nonconformity
  - 2. Dissent is not frequently rewarded
  - 3. Interpersonal influences can force a group to conform
- E. Milgram Study
  - 1. Conformity study of individuals
  - 2. The study tests individual's ability to resist a powerful authority

## VII. Generational Characteristics

- A. Define the four generations
  - 1. Matures
  - 2. Baby Boomers
  - 3. Generation X
  - 4. Millennials
- B. Define cause or determination of a generation
  - 1. Traumatic or formative experience
  - 2. Dramatic shift in demography
  - 3. Creation of sacred space
  - 4. Well known mentors
- C. Differences between generations
  - 1. Attitudes toward work
  - 2. Loyalty to employers
  - 3. Attitudes regarding respect, deference, and authority
  - 4. Preferred training styles and needs
  - 5. Attitudes toward supervision
  - 6. Communication

VIII. Processes of team decision making

A. Why do we need to understand team decision-making

1. Individuals turn to groups to solve problems and make decisions
2. There are processes involved with group decision-making
3. Apply the process of decision-making to teams

B. Organizations and decision-making

1. Much of the decision-making in an organization is conducted in groups
2. Teams are an increasing part of organizations
3. Understanding team decision-making is needed

C. Team decision-making has many influences

1. Culture
2. Environment
3. Perspective
4. Experience

IX. Team decision-making models

A. Team decision-making

1. Processes involved
2. Influences involved
3. Pressures involved

B. Functional group decision-making model

1. Orientation
  - a. Define the problem
  - b. Planning the process
2. Discussion
  - a. Remembering information
  - b. Exchanging information
  - c. Processing information
3. Decision
  - a. Decision not reached
  - b. Decision reached
4. Implementation of the decision
  - a. Evaluating the decision
  - b. Adhering to the decision

C. Normative decision-making model

1. Decide
  - a. Leader makes the decision and informs group
  - b. Leader may rely on information known to him/her
  - c. Leader may obtain information from group members

2. Consult an individual
  - a. Leader shares problem with group
  - b. Obtains feedback in a one-on-one setting
  - c. Leader makes decision that may not reflect groups influence
3. Consult the team
  - a. Leader shared the problem with the team
  - b. Leader solicits input in group setting
  - c. Leader makes decision that may not reflect groups influence
4. Facilitate
  - a. Leaders coordinates a collaborative analysis of the problem
  - b. Leader help group gain consensus on the problem
  - c. Leader is active but does not try to influence the group decision
  - d. Leader accepts the decision made by the group
5. Delegate
  - a. Independent groups can have decisions delegated to them
  - b. Group arrives at decision without leaders direct involvement

X. Group decision pitfalls

A. Avoidance tactics

1. Procrastination
2. Bolstering
3. Denying responsibility
4. Muddling through
5. "Satisficing" (what satisfies will suffice)
6. Trivializing the discussion

B. Confirmation bias

1. Individuals begin decision-making process with preferences
2. Seek out information that confirms their preferences

XI. Groupthink

A. Symptoms of Groupthink

1. Overestimation of the group
  - a. Member believe group is functioning well
  - b. Illusion of invulnerability
  - c. Inherent morality of the group
2. Closed mindedness
  - a. Group does not search for new ideas or perspectives
  - b. Rigidly shut out other perspectives
  - c. View other groups as biased
3. Pressures toward uniformity
  - a. Dissent is not tolerated

- b. Members self-censor
- c. Illusion of unanimity
- d. Direct pressure applied to dissenters
- e. Mindguards
  - 1. Requesting change as a personal favor
  - 2. Disagreement would damage individuals standing
  - 3. Disagreement would damage the group

B. Causes of Groupthink

- 1. Cohesiveness
  - a. Members avoid confrontation
  - b. Internal disagreements are non-existent
- 2. Insulation
  - a. Outside influences are severely limited
  - b. Outside information is not accessible
- 3. Leadership style
  - a. Rigid protocols in group meetings which controls discussion
  - b. Leader states position at the beginning of the process
    - 1. Conformity may be expected
    - 2. Dissent may be discouraged
- 4. Provocative situational context
  - a. Important, high-stakes decisions
  - b. Exaggeration of positive outcomes
  - c. Minimize negative outcomes
  - d. Unneeded rush to make decision

C. Preventing Groupthink

- 1. Leader does not state position until group members state theirs
- 2. Require full unbiased discussion
  - a. Positive outcomes regarding course of action
  - b. Negative outcomes regarding a course of action
- 3. Leader supports healthy criticism of options
- 4. Leader dissuades a "yea-saying" atmosphere
- 5. Leader need not be present for all meetings
- 6. Leader assigned an group member as designated dissenter

D. Alternative (Bales) Model of Groupthink

- 1. Individuals succumb to Groupthink
  - a. Due to shared social identity of the group
  - b. Fear of the group failing
- 2. Group has a set of norms that restrict members opinions

3. Members lack self-confidence
  - a. These members rely on others' judgment
  - b. Group does not adequately consider alternatives

## XII. Leadership

### A. Definitions of leadership

1. Reciprocal process
2. Transactional process
3. Transformational process
4. Cooperative process
5. Adaptive/goal seeking process

### B. Task-Relationship Models

1. Task oriented leadership
2. Relationship oriented leadership

### C. Emotional intelligence

1. The ability to understand and relate to others
2. Skills in communicating and decoding emotions
3. Ability to read politics of the situation/environment
4. Less likely to lose control of emotions

### D. Transformational leadership four components

1. Idealized influence
2. Inspirational motivation
3. Intellectual stimulation
4. Individualized consideration

### E. Transactional leadership two components

1. Contingents reward
2. Management by exception
  - a. Supervise followers performance
  - b. Detect failures to attain goals and standards

## XIII. Team learning and communication processes

### A. Team Learning

1. Knowledge Sharing
2. Work culture and environment
3. Action
  - a. Plurality
  - b. Cooperation
4. Personal Mastery

### B. Team Communication Strategies

1. Suspension
2. Identifying assumptions

3. Listening to meaning
4. Balance between inquiry and advocacy
5. Holding tension

XIV. Managing different generations

A. Preferred management styles and expectations

1. Boomers
  - a. Value team work
  - b. Viewed as workaholics
  - c. Prefers collegial and consensual management styles
  - d. Respect for each other's' autonomy
  - e. Continue working after retirement
2. Generation X
  - a. Need freedom and autonomy
  - b. May not feel like "paying dues" in an organization like Boomers
  - c. Prefer having goals while having the freedom to achieve it
    1. Using their skills
    2. Without much guidance
  - d. Prefer fluid boundaries with job tasks
  - e. Have authority and responsibility of their actions
3. Millennials
  - a. Connected to the world due to technologies
  - b. Much more daily interaction with diverse cultures
  - c. Completely surrounded by information
  - d. Do not want to be micromanaged, but want guidance
  - e. Different view on authority
  - f. Can cause problems in organizations with traditional hierarchies

B. Preferred management expectations

1. Boomers
  2. Generation X
  3. Millennials
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