# Instructor Manual

Mike Aamodt, Industrial/Organizational Psychology: An Applied Approach, 9e, 2023, 9780357658345; Chapter 13: Lecture Guide Group Behavior, Teams, and Conflict

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## Purpose and Perspective of the Chapter

This chapter is designed to introduce a student to the concept of group behavior and teams in organizations. Students will learn how to increase group performance, decrease conflict in group, and when group performance will be better than individual performance.

## Cengage Supplements

The following product-level supplements provide additional information that may help you in preparing your course. They are available in the Instructor Resource Center.

* Transition Guide (provides information about what’s new from edition to edition)
* Instructor Manual (contains outlines, suggested activities, and resources for instructor use in the course)
* PowerPoint (provides text and image-based lectures with active learning activities)
* Test Bank (contains assessment questions and problems)
* Guide to Teaching Online (provides technological and pedagogical considerations and resources for teaching online)
* Workbook (contains exercises to help students apply what they’ve learned)
* Stats Primer (brief guide on understanding statistics)

## Chapter Objectives

The following objectives are addressed in this chapter:

13-01 Define what constitutes a group and a team.

13-02 Explain why people join groups.

13-03 Increase group performance.

13-04 Explain how teams operate.

13-05 Decide when groups perform better than individuals.

13-06 Decide when the team approach is not always the best.

13-07 Identify the causes of conflict.

13-08 Reduce conflict.

## Complete List of Chapter Activities and Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| Chapter Objective | PPT slide | Activity/Assessment | Duration |
| 13-01 Define what constitutes a group and a team. | Workbook  4  6 | Exercise 13.1  Focused Free-Write | 5 minutes |
| 13-02 Explain why people join groups. | 7  Workbook  8 | Exercise 13.2  Increasing Group Membership | 5 minutes |
| 13-03 Increase group performance. | 9-20 |  |  |
| 13-04 Explain how teams operate. | 23-27  Workbook  29 | Exercise 13.3  Teams | 10 minutes |
| 13-05 Decide when groups perform better than individuals. | 21-22 |  |  |
| 13-06 Decide when the team approach is not always the best. | 28 |  |  |
| 13-07 Identify the causes of conflict. | 30-39  37  Workbook  35  Workbook  43  Workbook  43 | Activity: Discussion  Exercise 13.4  Competition and Conflict  Exercise 13.6  Cohen Conflict Response Inventory  Exercise 13.7  Reactions to Conflict | 5 minutes  10 minutes  10 minutes  10 minutes |
| 13-08 Reduce conflict. | 40-42 |  |  |
| All Objectives | 2  3  44  45  46 | Icebreaker  Learning Objectives  Discussion: Applied Case Study  Discussion: Focus on Ethics  Self-Assessment | 10 minutes  10 minutes  10 minutes  10 minutes  10 minutes |

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## Key Terms

**Corresponding effects:** An event that affects one member of a group will affect the other group members.

**Common goal:** An aim or purpose shared by members of a group.

**Affiliation:** A leadership style in which the individual leads by caring about others and that is most effective in a climate of anxiety.

**Identification:** The need to associate ourselves with the image projected by other people, groups, or objects.

**Group cohesiveness:** The extent to which members of a group like and trust one another.

**Homogeneous groups:** Groups whose members share the same characteristics.

**Heterogeneous groups:** Groups whose members share few similarities.

**Slightly heterogeneous groups:** Groups in which a few group members have different characteristics from the rest of the group.

**Stability:** The extent to which the membership of a group remains consistent over time.

**Isolation:** The degree of physical distance of a group from other groups.

**Outside pressure:** The amount of psychological pressure placed on a group by people who are not members of the group.

**Group size:** The number of members in a group.

**Additive tasks:** Tasks for which the group’s performance is equal to the sum of the performances of each individual group member.

**Conjunctive tasks:** Tasks for which the group’s performance is dependent on the performance of the least effective group member.

**Disjunctive tasks:** Tasks for which the performance of a group is based on the performance of its most talented member.

**Social impact theory:** States that the addition of a group member has the greatest effect on group behavior when the size of the group is small.

**Group status:** The esteem in which the group is held by people not in the group.

**Communication structure:** The manner in which members of a group communicate with one another.

**Social facilitation:** The positive effects that occur when a person performs a task in the presence of others.

**Social inhibition:** The negative effects that occur when a person performs a task in the presence of others.

**Audience effects:** The effect on behavior when one or more people passively watch the behavior of another person.

**Coaction:** The effect on behavior when two or more people are performing the same task in the presence of each other.

**Mere presence:** Theory stating that the very fact that others happen to be present naturally produces arousal and thus may affect performance.

**Comparison:** The effect when an individual working on a task compares their performance with that of another person performing the same task.

**Evaluation apprehension:** The idea that a person performing a task becomes aroused because they are concerned that others are evaluating their performance.

**Distracting:** The idea that social inhibition occurs because the presence of others provides a distraction that interferes with concentration.

**Social loafing:** The fact that individuals in a group often exert less individual effort than they would if they were not in a group.

**Individual dominance:** When one member of a group dominates the group.

**Groupthink:** A state of mind in which a group is so concerned about its own cohesiveness that it ignores important information.

**Devil’s advocate:** A group member who intentionally provides an opposing opinion to that expressed by the leader or the majority of the group.

**Nominal group:** A collection of individuals whose results are pooled but who never interact with one another.

**Interacting group:** A collection of individuals who work together to perform a task.

**Brainstorming:** A technique in which ideas are generated by people in a group setting.

**Interdependence:** The extent to which team members need and rely on other team members.

**Power differentiation:** The extent to which team members have the same level of power and respect.

**Social distance:** The extent to which team members treat each other in a friendly, informal manner.

**Permanency:** The extent to which a team will remain together or be disbanded after a task has been accomplished.

**Proximity:** Physical distance between people.

**Virtual teams:** Teams that communicate through email rather than face to face.

**Work teams:** Groups of employees who manage themselves, assign jobs, plan and schedule work, make work-related decisions, and solve work-related problems.

**Parallel teams:** Also called *cross-functional teams*, they consist of representatives from various departments (functions) within an organization.

**Cross-functional teams:** Teams consisting of representatives from various departments (functions) within an organization.

**Project teams:** Groups formed to produce onetime outputs such as creating a new product, installing a new software system, or hiring a new employee.

**Management teams:** Teams that coordinate, manage, advise, and direct employees and teams.

**Forming stage:** The first stage of the team process, in which team members “feel out” the team concept and attempt to make a positive impression.

**Storming stage:** The second stage in group formation in which group members disagree and resist their team roles.

**Norming stage:** The third stage of the team process, in which teams establish roles and determine policies and procedures.

**Performing stage:** The fourth and final stage of the team process, in which teams work toward accomplishing their goals.

**Conflict:** The psychological and behavioral reaction to a perception that another person is keeping you from reaching a goal, taking away your right to behave in a particular way, or violating the expectancies of a relationship.

**Dysfunctional conflict:** Conflict that keeps people from working together, lessens productivity, spreads to other areas, or increases turnover.

**Functional conflict:** Conflict that results in increased performance or better interpersonal relations.

**Interpersonal conflict:** Conflict between two people.

**Individual–group conflict:** Conflict between an individual and the other members of a group.

**Group–group conflict:** Conflict between two or more groups.

**Competition for resources:** A cause of conflict that occurs when the demand for resources is greater than the resources available.

**Task interdependence:** A potential source of conflict that arises when the completion of a task by one person affects the completion of a task by another person.

**Jurisdictional ambiguity:** Conflict caused by a disagreement about geographical territory or lines of authority.

**Communication barriers:** Physical, cultural, and psychological obstacles that interfere with successful communication and create a source of conflict.

**Personality:** Relatively stable traits possessed by an individual.

**Avoiding style:** The conflict style of a person who reacts to conflict by pretending that it does not exist.

**Withdrawal:** An approach to handling conflict in which one of the parties removes themself from the situation to avoid the conflict.

**Triangling:** An employee discusses a conflict with a third-party such as a friend or supervisor. In doing so, the employee hopes that the third party will talk to the second party and that the conflict will be resolved without the need for the two parties to meet.

**Accommodating style:** The conflict style of a person who tends to respond to conflict by giving in to the other person.

**Forcing style:** The conflict style of a person who responds to conflict by always trying to win.

**Winning at all costs:** An approach to handling conflict in which one side seeks to win regardless of the damage to the other side.

**Collaborating style:** The conflict style of a person who wants a conflict resolved in such a way that both sides get what they want.

**Compromising style:** A style of resolving conflicts in which an individual allows each side to get some of what it wants.

**Negotiation and bargaining:** A method of resolving conflict in which two sides use verbal skill and strategy to reach an agreement.

**Least acceptable result (LAR):** The lowest settlement that a person is willing to accept in a negotiated agreement.

**Maximum supportable position (MSP):** The highest possible settlement that a person could reasonably ask for and still maintain credibility in negotiating an agreement.

**Dispute:** A situation when two parties do not agree.

**Cooperative problem solving:** A method of resolving conflict in which two sides get together to discuss a problem and arrive at a solution.

**Third-party intervention:** When a neutral party is asked to help resolve a conflict.

**Mediation:** A method of resolving conflict in which a neutral third party is asked to help the two parties reach an agreement.

**Arbitration:** A method of resolving conflicts in which a neutral third party is asked to choose which side is correct.

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## What's New in This Chapter

The following elements are improvements in this chapter from the previous edition:

* Removed Genecor example
* Updated discussion on group homogeneity
* Updated discussion on group size
* Updated research on coaction
* Added discussion on conflict in virtual work

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## Chapter Outline

*In the outline below, each element includes references (in parentheses) to related content. "CH.##” refers to the chapter objective; “PPT Slide #” refers to the slide number in the PowerPoint deck for this chapter (provided in the PowerPoints section of the Instructor Resource Center). Introduce the chapter and use the Ice Breaker in the PPT if desired, and if one is provided for this chapter. Review learning objectives for Chapter 13. (PPT Slide 3).*

1. Student engagement at the beginning of class
   1. Have your students complete the free-write in Exercise 13.1 to get them thinking about the relevance of group dynamics.
      1. Have the class discuss their free-writes.
2. Defining what constitutes a group and a team (13-01, PPT Slide 6)
   1. Definition of a group:
      1. Multiple members, group rewards, corresponding effects, common goals
3. Explaining why people join groups (13-02, PPT Slide 7)
   1. Assignment, physical proximity, affiliation, identification, emotional support, assistance or help, common interests, common goals
   2. **Workbook Exercise 13.2:** Increasing Group Membership (PPT Slide 8)
4. Increasing group performance (13-03, PPT Slides 9 and 10)
   1. Group cohesiveness (PPT Slide 11)
      1. Group homogeneity
      2. Stability of membership
      3. Isolation
      4. Outside pressure
      5. Group size (PPT Slide 12)
         1. Smaller is better for cohesiveness
         2. Performance is dependent on task type
         3. Example of task types (PPT Slide 13)
      6. Group status
   2. Group ability and confidence (PPT Slide 14)
      1. High-ability members vs. low-ability members
      2. High team efficacy
      3. High team potency
   3. Personality of the group members (PPT Slide 14)
      1. Task-related experience
      2. Openness to experience
      3. Emotional stability
      4. Intellectual vs. physical tasks
   4. Communication structure (PPT Slide 15)
      1. Chains
      2. Centralized
      3. Circles
      4. Open
   5. Group roles (PPT Slide 16)
      1. Task oriented
      2. Social oriented
      3. Individual
   6. Presence of others (PPT Slide 17)
      1. Social facilitation and inhibition
      2. Audience effects
      3. Coaction
      4. Explaining social facilitation effects
      5. Social loafing (PPT Slide 18)
   7. Individual dominance (PPT Slide 19)
      1. By the group leader
      2. By a group member
   8. Groupthink (PPT Slide 20)
      1. Factors that lead to groupthink occurring
5. Deciding when groups perform better than individuals (13-05, PPT Slide 21)
   1. Groups have higher quality decisions but are more risky (PPT Slide 22)
   2. Individuals are more creative and make a decision more quickly
6. Explaining how teams operate (13-04, PPT Slide 23)
   1. What is a team? (PPT Slide 24)
      1. Identification
      2. Interdependence
      3. Power differentiation
      4. Social distance
      5. Conflict management tactics
      6. Negotiation process
   2. Types of teams (PPT Slide 25)
      1. Work teams
      2. Parallel teams
      3. Project teams
      4. Management teams
   3. How teams develop: Tuckman Theory (PPT Slide 26)
      1. Forming
      2. Storming
      3. Norming
      4. Performing
   4. How teams develop: Punctuated Equilibrium Theory (PPT Slide 27)
      1. Teams do not go through set stages
      2. Basic method of formation
7. Deciding when the team approach is not always the best (13-06, PPT Slide 28)
   1. The team is not a team
   2. Excessive meeting requirements
   3. Lack of empowerment
   4. Lack of skill
   5. Distrust to the team process
   6. Unclear objectives
   7. **Workbook Exercise 13.3:** Teams (PPT Slide 29)
8. Identifying the causes of conflict (13-07, PPT Slide 30)
   1. Conflict defined (PPT Slide 31)
      1. Types of conflict
         1. Functional
         2. Dysfunctional
   2. Consequences of dysfunctional conflict (PPT Slide 32)
      1. Decreased team performance
      2. Decreased member satisfaction
      3. Lessened productivity
      4. Increased turnover
   3. Types of conflict (PPT Slide 33)
      1. Interpersonal
      2. Individual – group
      3. Group – group
   4. Causes of conflict (PPT Slide 34)
      1. Competition for resources
      2. Task interdependence
      3. Jurisdictional ambiguity
      4. Communication barriers
      5. Beliefs
      6. Personality
   5. **Workbook Exercise 13.4:** Competition and Conflict (PPT Slide 35)
   6. Types of difficult people (PPT Slide 36)
   7. **Activity**: Discussion (PPT Slide 37, 5 minutes)
   8. Conflict styles (PPT Slide 38)
      1. Avoiding style
      2. Accommodating style
      3. Forcing style
      4. Collaborating style
      5. Compromising style
   9. **Workbook Exercise 13.5:** Your Conflict Style (PPT Slide 39)
9. Reducing conflict (13-08, PPT Slide 40)
   1. Prior to conflict occurring
   2. When conflict occurs
   3. Third party intervention (PPT Slide 41)
      1. Dictation
      2. Arbitration
      3. Mediation
      4. Negotiation
      5. When mediation and negotiation work best (PPT Slide 42)
   4. **Workbook Exercises 13.6, 13.7:** Reactions to Conflict (PPT Slide 43)
   5. **Activity**: Applied case study (PPT Slide 44, 10 minutes)
   6. **Activity**: Focus on ethics (PPT Slide 45, 10 minutes)
   7. **Activity**: Self-assessment (PPT Slide 46, 10 minutes)

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## Discussion Questions

You can assign these questions several ways: in a discussion forum in your LMS; as whole-class discussions in person; or as a partner or group activity in class.

1. Discussion: Workplace conflict (PPT Slide 37, 5 minutes)
   1. Who has worked with a difficult person?
2. Discussion: Group hazing (PPT Slide 45, 10 minutes)
   1. Students will discuss questions listed concerning group hazing.
3. Career Workshop: Tips for being a good group member.
   1. Career workshop can be used as supplemental in-class discussion.
4. Applied Case Study: Conflict at Work (PPT Slide 44, 10 minutes)
   1. Case study can be used as supplemental in-class discussion.

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## Additional Activities and Assignments

1. **Workbook Exercise 13.1**: Focused Free-Write
   1. Exercise asks students to complete a free-write about the relevance of group dynamics in their own life.
2. **Workbook Exercise 13.2**: Increasing Group Membership
   1. Exercise asks students to think about a group they belong to, why people join that specific group, and what they could do to attract more members.
3. **Workbook Exercise 13.3**: Teams
   1. Exercise asks students to think about a team that they were a member of and to answer several questions about the team.
4. **Workbook Exercise 13.4**: Competition and Conflict
   1. Exercise lists an example situation about competition and conflict in the workplace to demonstrate the complexity of conflict. Students are asked to pair up and answer several questions about the situation.
5. **Workbook Exercise 13.5**: Cohen Conflict Response Inventory
   1. Exercise asks students to complete the Cohen Conflict Response Inventory.
6. **Workbook Exercise 13.6**: Reactions to Conflict
   1. Exercise asks students to apply what they have learned about types and causes for conflict to a conflict that they have had in their work experience.
7. **Workbook Exercise 13.7**: Reacting to Conflicts
   1. Exercise lists an example situation about conflict and asks students to apply common reactions to the example situation.

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## Additional Resources

### Internet Resources

* <https://www.ioatwork.com/teams/> I/O At Work publications on the topic of teams.

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## Appendix

### Generic Rubrics

Providing students with rubrics helps them understand expectations and components of assignments. Rubrics help students become more aware of their learning process and progress, and they improve students’ work through timely and detailed feedback.

Customize these rubrics as you wish. The writing rubric indicates 40 points and the discussion rubric indicates 30 points.

### Standard Writing Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Content | The assignment clearly and comprehensively addresses all questions in the assignment.  15 points | The assignment partially addresses some or all questions in the assignment.  8 points | The assignment does not address the questions in the assignment.  0 points |
| Organization and Clarity | The assignment presents ideas in a clear manner and with strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are logically related and consistent.  10 points | The assignment presents ideas in a mostly clear manner and with a mostly strong organizational structure. The assignment includes an appropriate introduction, content, and conclusion. Coverage of facts, arguments, and conclusions are mostly logically related and consistent.  7 points | The assignment does not present ideas in a clear manner and with strong organizational structure. The assignment includes an introduction, content, and conclusion, but coverage of facts, arguments, and conclusions are not logically related and consistent.  0 points |
| Research | The assignment is based upon appropriate and adequate academic literature, including peer reviewed journals and other scholarly work.  5 points | The assignment is based upon adequate academic literature but does not include peer reviewed journals and other scholarly work.  3 points | The assignment is not based upon appropriate and adequate academic literature and does not include peer reviewed journals and other scholarly work.  0 points |
| Research | The assignment follows the required citation guidelines.  5 points | The assignment follows some of the required citation guidelines.  3 points | The assignment does not follow the required citation guidelines.  0 points |
| Grammar and Spelling | The assignment has two or fewer grammatical and spelling errors.  5 points | The assignment has three to five grammatical and spelling errors.  3 points | The assignment is incomplete or unintelligible.  0 points |

### Standard Discussion Rubric

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Meets Requirements** | **Needs Improvement** | **Incomplete** |
| Participation | Submits or participates in discussion by the posted deadlines. Follows all assignment. instructions for initial post and responses.  5 points | Does not participate or submit discussion by the posted deadlines. Does not follow instructions for initial post and responses.  3 points | Does not participate in discussion.  0 points |
| Contribution Quality | Comments stay on task. Comments add value to discussion topic. Comments motivate other students to respond.  20 points | Comments may not stay on task. Comments may not add value to discussion topic. Comments may not motivate other students to respond.  10 points | Does not participate in discussion.  0 points |
| Etiquette | Maintains appropriate language. Offers criticism in a constructive manner. Provides both positive and negative feedback.  5 points | Does not always maintain appropriate language. Offers criticism in an offensive manner. Provides only negative feedback.    3 points | Does not participate in discussion.  0 points |