CHAPTER 15

El Nariz/Shutterstock

Learning Objectives

After studying this chapter, you should be able to:

LO15-1   Explain why groups and teams are key contributors to organizational effectiveness.

LO15-2   Identify the different types of groups and teams that help managers and organizations achieve their goals.

LO15-3   Explain how different elements of group dynamics influence the functioning and effectiveness of groups and teams.

LO15-4   Explain why it is important for groups and teams to have a balance of conformity and deviance and a moderate level of cohesiveness.

LO15-5   Describe how managers can motivate group members to achieve organizational goals and reduce social loafing in groups and teams.

Army Futures Command Battles Bureaucracy

How can managers use teams to enhance performance? When it comes to technology and the development of new weapons, the worst enemy of the U.S. Army is its slow-moving layers of bureaucracy. When the army identifies a need, the process of creating specifications and designing a new product can take several years—so long that by the time the product is available, it is no longer considered advanced technology. The edge the army wants to maintain over any adversaries is all but wiped out.[1]

The army's leadership identified a solution involving teamwork. Specifically, it set up a Futures Command that identified eight areas in which development is crucial: long-range precision fires, a next-generation combat vehicle, improvement in lift capacity for aircraft, a data and communications network, air and missile defenses, and advances in soldier performance. For each, the command set up a team bringing together members from different functions, including planning, science and technology, finance, program management, testing, and materials. Each team is led by a one- or two-star officer with combat experience. Currently, the teams collectively report to General Mike Murray, responsible for more than 26,000 people spread across 28 states in 15 countries developing concepts and working on modernization projects.[2]

The team process benefits from accelerated learning from experimentation, prototyping, and adaptation. Instead of trying to design a perfect project with requirements for all possible features, the team develops an idea, perhaps using off-the-shelf systems, and goes straight to the prototype stage. This involves bringing in soldiers to test the prototype, which increases their support and gives them an opportunity to deliver feedback from a user's perspective. Through all of this, the team is learning and adapting the idea, based on test results and the soldiers' feedback. In some cases, it might begin producing a less-than-full-featured product as a best option while it continues the development process to improve requirements for the final version.[3]

For example, the cross-function team responsible for tactical networks is working to bring out a system that will survive modern-day threats like cyberattacks. The team is pressing for faster purchases of prototypes and more frequent feedback from soldiers, so the system design can be improved faster. This enables the team to create better requirements than if designers worked on their own. Another team, charged with updating the system for position, navigation, and timing, is working on several areas for improvement. It is rolling out upgrades to solve urgent needs as

Secretary of the U.S. Army, Ryan D. McCarthy, believes effective teamwork within the military spurs innovation and reduces bureaucracy.
United States Army

the system moves forward, rather than waiting to deploy a system that would theoretically be perfect.[4]

Early results suggest that teamwork is a success. Among the most dramatic results is acceleration of the pace of work. Secretary of the Army, Ryan D. McCarthy, sees evidence that the kinds of decisions that used to wend their way up and down the hierarchy over a period of months now get done in a few days. In addition, he notes, years are being shaved off the overall process, which in the past could take a decade to complete. New night-vision goggles are ready for distribution just one year after being proposed. Development of a long-range precision artillery missile is advancing at a pace that could lead to completion five years ahead of schedule. Further, McCarthy notes that the more extensive prototyping and testing are yielding better decisions about where to spend money and how to improve products.[5]

Overview

The U.S. Army is not alone in using groups and teams to innovate and improve organizational effectiveness. Managers in companies large and small are using groups and teams to enhance performance, increase responsiveness to customers, spur innovation, and motivate employees. In this chapter we look in detail at how groups and teams can contribute to organizational effectiveness and the types of groups and teams used in organizations. We discuss how different elements of group dynamics influence the functioning and effectiveness of groups, and we describe how managers can motivate group members to achieve organizational goals and reduce social loafing in groups and teams. By the end of this chapter you will appreciate why the effective management of groups and teams is a key ingredient in organizational performance and effectiveness.

Groups, Teams, and Organizational Effectiveness

LO15-1 Explain why groups and teams are key contributors to organizational effectiveness.

group Two or more people who interact with each other to accomplish certain goals or meet certain needs.

team A group whose members work intensely with one another to achieve a specific common goal or objective.

A **group** may be defined as two or more people who interact with each other to accomplish certain goals or meet certain needs.[6] A **team** is a group whose members work *intensely* with one another to achieve a specific common goal or objective. As these definitions imply, all teams are groups, but not all groups are teams. The two characteristics that distinguish teams from groups are the *intensity* with which team members work together and the presence of a *specific, overriding team goal or objective.*

Recall some of the goals of the army's teams highlighted in "A Manager's Challenge." In contrast, the accountants who work in a small CPA firm are a group: They may interact with one another to achieve goals such as keeping up-to-date on the latest changes in accounting rules and regulations, maintaining a smoothly functioning office, satisfying clients, and attracting new clients, but they are not a team because they do not work intensely with one another. Each accountant concentrates on serving the needs of his or her own clients.

Because all teams are also groups, whenever we use the term *group* in this chapter, we are referring to both groups *and* teams. As you might imagine, because members of teams work intensely together, teams can sometimes be difficult to form, and it may take time for members to learn how to work effectively together. Under these conditions, for team development and performance to succeed, team members need "soft" skills, as described in the "Management Insight" feature.

Groups and teams can help an organization gain a competitive advantage because they can (1) enhance its performance, (2) increase its responsiveness to customers, (3) increase innovation, and (4) increase employees' motivation and satisfaction (see Figure 15.1). In this section we look at each of these contributions in turn.

Soft Skills Critical to Team Success

Teams are often formed for challenging activities: developing products, rolling out software systems, or planning a marketing campaign. These require the expertise of engineers, software developers, marketing researchers, finance professionals, and others. Besides this technical expertise, all teams require "soft" skills. These are the people-related skills that get team members connected with each other and aligned on carrying out a shared purpose. Soft skills include organizing, collaborating, solving interpersonal problems, and communicating (speaking, writing, and above all, listening).[7]

On teams with soft skills, members share ideas, pool their knowledge to solve problems, and keep each other updated on their progress. People are unafraid to make mistakes, are open to learning from one another, and listen to one another's ideas. Team members with soft skills benefit the team by connecting with the rest of the organization to gather information and other resources. These individuals bring out other members' ideas and get them motivated.[8]

However, soft skills are hard to measure, so it is difficult to select job candidates with soft skills. Furthermore, employers struggle to teach these skills. Annie Healy, recruiting manager for the Motley Fool, a media company focused on investing, recalls interviewing a candidate whose technical skills were so impressive that she did not fully explore the candidate's soft skills. The company made the hire but has since needed to intervene a great deal to make up for the person's lack of focus on teamwork.[9]

The first and most important way to form teams with soft skills is to hire people who have those skills or at least have shown potential to develop them. This requires identifying which soft skills will contribute to the team's success and developing questions that ask job candidates to describe situations in which they have used or would use the particular skills. Commercially available tests can screen for particular qualities such as empathy or emotional intelligence. Other tests measure individual differences such as problem-solving styles. Team leaders can be taught to use information from these tests to ensure that each person is contributing effectively according to his or her style.[10]

In addition, training should address development of soft skills. It should extend beyond classroom or coaching sessions by assigning behaviors to practice and situations in which to practice them. Along with training, the employee should have measurable goals, such as giving presentations or restructuring meetings to ensure all voices are heard.[11]

Figure 15.1

Groups' and Teams' Contributions to Organizational Effectiveness

Groups and Teams as Performance Enhancers
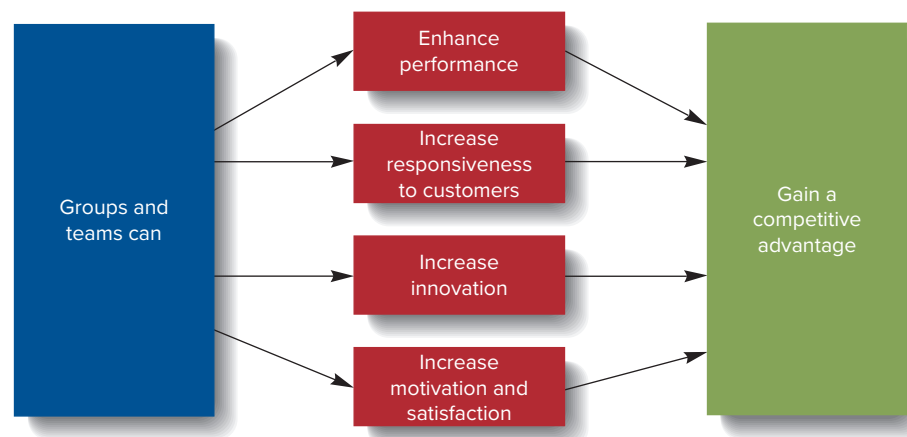
synergy Performance gains that result when individuals and departments coordinate their actions.

One of the main advantages of using groups is the opportunity to obtain a type of **synergy**: People working in a group can produce more or higher-quality outputs than would have been produced if each person had worked separately and all their individual efforts were later combined. The essence of synergy is captured in the saying "The whole is more than the sum of its parts." Factors that can contribute to synergy in groups include the abilities of group members to bounce ideas off one another, to correct one another's mistakes, to solve problems immediately as they arise, to bring a diverse knowledge base to bear on a problem or goal, and to accomplish work that is too vast or all-encompassing for any individual to achieve alone.

To take advantage of the potential for synergy in groups, managers need to make sure that groups are composed of members who have complementary skills and knowledge relevant to the group's work. For example, at Hallmark Greetings, the company division that sells cards, gift wrap, and related products in more than 30 languages in 100 countries, synergies are created by bringing together all the different functions needed to create and produce a greeting card in a cross-functional team (a team composed of members from different departments or functions) (see Chapter 10). For instance, artists, writers, designers, and marketing experts work together as team members to develop new cards and other products.[12]

At Hallmark the skills and expertise of the artists complement the contributions of the writers and vice versa. Managers also need to give groups enough autonomy so that the groups, rather than the manager, are solving problems and determining how to achieve goals and objectives, as is true in the cross-functional teams at Hallmark. To promote synergy, managers need to empower their employees and to be coaches, guides, and resources for groups while refraining from playing a more directive or supervisory role. The potential for synergy in groups may be one reason more managers are incorporating empowerment into their personal leadership styles (see Chapter 14).

When tasks are complex and involve highly sophisticated and rapidly changing technologies, achieving synergies in teams often hinges on having the appropriate mix of backgrounds and areas of expertise represented on the team. In large organizations with operations in many states and countries, managers can rely on databases and software applications to determine which employees might have the expertise needed on a particular team or for a certain project.

Groups, Teams, and Responsiveness to Customers

Being responsive to customers is not always easy. In manufacturing organizations, for example, customers' needs and desires for new and improved products have to be balanced against engineering constraints, production costs and feasibilities, government safety regulations, and marketing challenges. In service organizations such as health care organizations, being responsive to patients' needs and desires for prompt, high-quality medical care and treatment has to be balanced against meeting physicians' needs and desires and keeping health care costs under control. Being responsive to customers often requires the wide variety of skills and expertise found in different departments and at different levels in an organization's hierarchy. Sometimes, for example, employees at lower levels in an organization's hierarchy, such as sales representatives for a software company, are closest to its customers and the most attuned to their needs. However, lower-level employees, like salespeople, often lack the technical expertise needed for new product ideas; such expertise is found in the research and development department. Bringing salespeople, research and development experts, and members of other departments together in a group or cross-functional team can enhance responsiveness to customers. Consequently, when managers form a team, they must make sure the diversity of expertise and knowledge needed to be responsive to customers exists within the team; this is why cross-functional teams are so popular.

In a cross-functional team, the expertise and knowledge in different organizational departments are brought together in the skills and knowledge of the team members. Managers of high-performing organizations are careful to determine which types of expertise and knowledge are required for teams to be responsive to customers, and they use this information in forming teams.

Teams and Innovation

Innovation—the creative development of new products, new technologies, new services, or even new organizational structures—is a topic we introduced in Chapter 1. Often an individual working alone does not possess the extensive and diverse skills, knowledge, and expertise required for successful innovation. Managers can better encourage innovation by creating teams of diverse individuals who together have the knowledge relevant to a particular type of innovation—as is the case with the U.S. Army's Futures Command teams profiled in "A Manager's Challenge"—rather than by relying on individuals working alone.

Using teams to innovate has other advantages. First, team members can often uncover one another's errors or false assumptions; an individual acting alone would not be able to do this. Second, team members can critique one another's approaches and build off one another's strengths while compensating for weaknesses—an advantage of devil's advocacy and dialectical inquiry, discussed in Chapter 7.

To further promote innovation, managers can empower teams and make their members fully responsible and accountable for the innovation process. The manager's role is to provide guidance, assistance, coaching, and the resources that team members need, *not* to closely direct or supervise their activities. To speed innovation, managers also need to form teams in which each member brings a unique resource to the team, such as engineering prowess, knowledge of production, marketing expertise, or financial savvy. Successful innovation sometimes requires that managers form teams with members from different countries and cultures.

Groups and Teams as Motivators

Managers often form groups and teams to accomplish organizational goals and then find that using groups and teams brings additional benefits. Members of groups, and especially members of teams (because of the higher intensity of interaction in teams), are likely to be more satisfied than they would have been if they had been on their own. The experience of working alongside other highly charged and motivated people can be stimulating and motivating: Team members can see how their efforts and expertise directly contribute to the achievement of team and organizational goals, and they feel personally responsible for the outcomes or results of their work. This has been the case at Hallmark Greetings.

The increased motivation and satisfaction that can accompany the use of teams can also lead to other outcomes, such as lower turnover. This has been Frank B. Day's experience as founder of Rock Bottom Restaurants Inc.[13] To provide high-quality customer service, Day organized the restaurants' employees into waitstaff teams, whose members work together to refill beers, take orders, deliver food to the tables, or clear off the tables. Team members share the burden of undesirable activities and unpopular shift times, and customers no longer have to wait until a particular waitress or waiter is available. Motivation and satisfaction levels in Rock Bottom restaurants seem to be higher than in other restaurants, and turnover has been much less than experienced in other U.S. restaurant chains.[14]

Working in a group or team can also satisfy organizational members' needs for engaging in social interaction and feeling connected to other people. For workers who perform highly stressful jobs, such as hospital emergency and operating room staff, group membership can be an important source of social support and motivation. Family members or friends may not be able to fully understand or appreciate some sources of work stress that these group members experience firsthand. Moreover, group members may cope better with work stressors when they can share them with other members of their group. In addition, groups often devise techniques to relieve stress, such as telling jokes among hospital operating room staff.

Why do managers in all kinds of organizations rely so heavily on groups and teams? Effectively managed groups and teams can help managers in their quest for high performance, responsiveness to customers, and employee motivation. Before explaining how managers can effectively manage groups, however, we will describe the types of groups that are formed in organizations.

Types of Groups and Teams

formal groups Groups that managers establish to achieve organizational goals.

informal groups Groups that managers or nonmanagerial employees form to help them achieve their own goals or meet their own needs.

top management team A group composed of the CEO, the president, and the heads of the most important departments.

To achieve their goals of high performance, responsiveness to customers, innovation, and employee motivation, managers can form various types of groups and teams (see Figure 15.2). **Formal groups** are those that managers establish to achieve organizational goals. The formal work groups are *cross-functional* teams composed of members from different departments, such as those at Hallmark Greetings, and *cross-cultural* teams composed of members from different cultures or countries, such as the teams at global carmakers. As you will see, some of the groups discussed in this section also can be considered to be cross-functional (if they are composed of members from different departments) or cross-cultural (if they are composed of members from different countries or cultures).

Sometimes organizational members, managers or nonmanagers, form groups because they feel that groups will help them achieve their own goals or meet their own needs (for example, the need for social interaction). Groups formed in this way are **informal groups**. For example, four nurses who work in a hospital and have lunch together twice a week constitute an informal group.

The Top Management Team

A central concern of the CEO and president of a company is to form a **top management team** to help the organization achieve its mission and goals. Top management teams are responsible for developing the strategies that result in an organization's competitive advantage; most have between five and seven members. In forming their top management teams, CEOs are well advised to stress diversity in expertise, skills, knowledge, and experience. Thus, many top management teams are also cross-functional teams: They are composed of members from different departments, such as finance, marketing, production, and engineering. Diversity helps ensure that the top management team will have all the background and resources it needs to make good decisions. Diversity also helps guard against *groupthink*—faulty group decision making that results when group members strive for agreement at the expense of an accurate assessment of the situation (see Chapter 7).

Research and Development Teams

research and development teams Teams whose members have the expertise and experience needed to develop new products.

Managers in pharmaceuticals, computers, electronics, electronic imaging, and other high-tech industries often create **research and development teams** to develop new products. Managers select research and development (R&D) team members on the basis of their expertise and experience in a certain area. Sometimes R&D teams are cross-functional, with members from departments such as engineering, marketing, and production in addition to members from the research and development department.

Figure 15.2

Types of Groups and Teams in Organizations
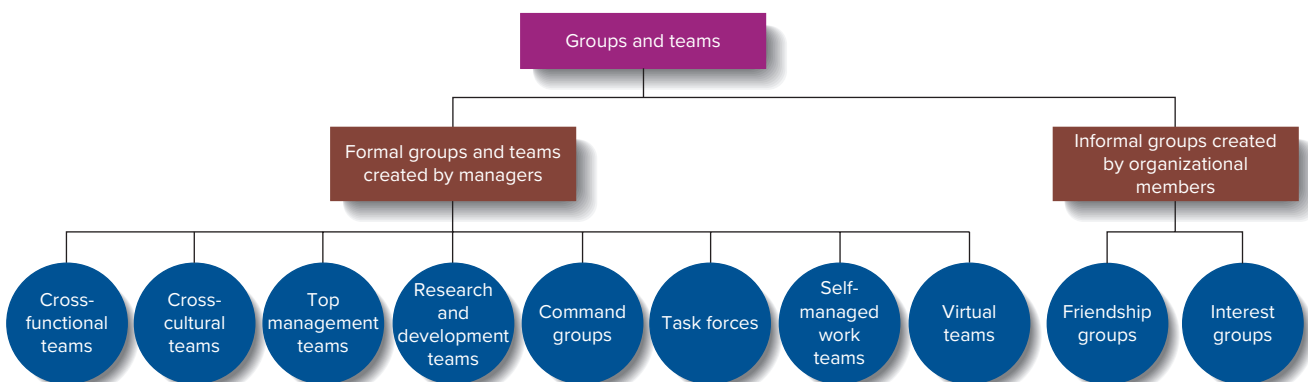
Command Groups

command group A group composed of employees who report to the same supervisor; also called department or unit.

Employees who report to the same supervisor compose a **command group**. When top managers design an organization's structure and establish reporting relationships and a chain of command, they are essentially creating command groups. Command groups, often called *departments* or *units,* perform a significant amount of the work in many organizations. In order to have command groups that help an organization gain a competitive advantage, managers not only need to motivate group members to perform at a high level but also must be effective leaders. Examples of command groups include the salespeople in a large department store in New York who report to the same supervisor, the employees of a small swimming pool sales and maintenance company in Florida who report to a general manager, the customer service representatives at the MetLife insurance company who report to the same supervisor, and workers on an automobile assembly line in the Ford Motor Company who report to the same first-line manager.

Task Forces

task forces Committees of managers or nonmanagerial employees from various departments or divisions who meet to solve a specific, mutual problem; also called ad *hoc committees.*

Managers form **task forces** to accomplish specific goals or solve problems in a certain time period; task forces are sometimes called *ad hoc committees.* For example, Michael Rider, owner and top manager of a chain of six gyms and fitness centers in the Midwest, created a task force composed of the general managers of the six gyms to determine whether the fitness centers should institute a separate fee schedule for customers who wanted to use the centers only for exercise classes (and not use other facilities such as weights and swimming pools). The task force was given three months to prepare a report summarizing the pros and cons of the proposed change in fee schedules. After the task force completed its report and reached the conclusion that the change in fee structure probably would reduce revenues rather than increase them and thus should not be implemented, the task force was disbanded. As in Rider's case, task forces can be a valuable tool for busy managers who do not have the time to personally explore an important issue in depth.

Sometimes managers need to form task forces whose work, so to speak, is never done. The task force may be addressing a long-term or enduring problem or issue facing an organization, such as how to most usefully contribute to the local community or how to make sure the organization provides opportunities for potential employees with disabilities. Task forces that are relatively permanent are often referred to as *standing committees.* Membership in standing committees changes over time. Members may have, for example, a two- or three-year term on the committee, and memberships expire at varying times so there are always some members with experience on the committee. Managers often form and maintain standing committees to make sure important issues continue to be addressed.

Self-Managed Work Teams

self-managed work teams Groups of employees who supervise their own activities and monitor the quality of the goods and services they provide.

Self-managed work teams are teams in which members are empowered and have the responsibility and autonomy to complete identifiable pieces of work. On a day-to-day basis, team members decide what the team will do, how it will do it, and which members will perform which specific tasks.[15] Managers can assign self-managed work teams' overall goals (such as assembling defect-free computer keyboards) but let team members decide how to meet those goals. Managers usually form self-managed work teams to improve quality, increase motivation and satisfaction, and lower costs. Often, by creating self-managed work teams, they combine tasks that individuals working separately used to perform, so the team is responsible for the whole set of tasks that yields an identifiable output or end product.

Managers can take a number of steps to ensure that self-managed work teams are effective and help an organization achieve its goals:[16]

- Give teams enough responsibility and autonomy to be truly self-managing. Refrain from telling team members what to do or solving problems for them, even if you (as a manager) know what should be done.

- Make sure a team's work is sufficiently complex so that it entails a number of different steps or procedures that must be performed and results in some kind of finished end product.

- Carefully select members of self-managed work teams. Team members should have the diversity of skills needed to complete the team's work, have the ability to work with others, and want to be part of a team.

- As a manager, realize that your role with self-managed work teams calls for guidance, coaching, and supporting, not supervising. You are a resource for teams to turn to when needed.

- Analyze what type of training team members need, and provide it. Working in a self-managed work team often requires that employees have more extensive technical and interpersonal skills.

Managers in a wide variety of organizations have found that self-managed work teams help the organization achieve its goals, as illustrated in the accompanying "Manager as a Person" feature.

MANAGER AS A PERSON

Sticking with Self-Directed Teams

Intertape Polymer Group's senior vice president of operations, Douglas Nalette, brings experience to bear on his positive view of self-directed teams. He has spent more than 20 years with Intertape, a developer and maker of tape for various business applications, as well as other packaging materials and machinery. Before that, Nalette spent another two decades working in manufacturing operations and management after earning his bachelor's degree in chemistry. He also holds a master's degree in business.[17]

According to Nalette, self-directed teams not only can get the work done but also develop leadership among workers on the floor. Intertape's facility in Blythewood, South Carolina, provides an example. There, work teams make masking tape and duct tape without any supervisors. Teams decide together how to operate while also improving defect rates and reducing energy consumption. One operator on each team works alongside the others while serving as a team lead. Renee Lucas, a former team lead who became the facility's coordinator of continuous improvement, said many employees appreciated that the lead was a coworker, rather than the "us-versus-them" situation that can develop when employees report to a supervisor.[18]

Nalette recognizes that the success of self-directed teams requires the right people in the right context to create positive group dynamics. Team leaders in Blythewood are selected for their communication skills, commitment to excellence, and knowledge of their team's production processes. The company provides team members with training in teamwork, problem solving, and conflict resolution. Team leaders participate in additional training for their roles.[19]

The self-directed teams at the Blythewood facility are running their work and delivering results. They are meeting rigorous quality standards, racking up accident-free days, and cutting electricity use and product defects. Employee turnover is below 2%. Results like these provide lessons for Nalette to apply to Intertape's other 21 manufacturing facilities, located in North America, Asia, and Europe. Multiplying the results by the thousands of employees who work for Intertape could result in production workers innovating as much as the product developers with all the teams serving customers in industries as diverse as aerospace and e-commerce.[20]

Sometimes employees have individual jobs but also are part of a self-managed team that is formed to accomplish a specific goal or work on an important project. Employees need to perform their own individual job tasks as well as actively contribute to the self-managed team so that the team achieves its goal.

Sometimes self-managed work teams run into trouble. Members may be reluctant to discipline one another by firing members or withholding bonuses from members who are not performing up to par.[21] Buster Jarrell, a manager who oversaw self-managed work teams in AES Corporation's Houston plant, found that although the self-managed work teams were highly effective, they had a difficult time firing team members who were performing poorly.[22]

The Dallas office of the New York Life Insurance Company experimented with having members of self-managed teams evaluate one another's performance and determine pay levels. Team members did not feel comfortable assuming this role, however, and managers ended up handling these tasks.[23] One reason for team members' discomfort may be the close personal relationships they sometimes develop with one another. In addition, members of self-managed work teams may sometimes take longer to accomplish tasks, such as when team members have difficulties coordinating their efforts.

Virtual Teams

virtual teams Teams whose members rarely or never meet face-to-face but, rather, interact by using various forms of information technology such as email, cloud computing, videoconferences, and various meeting and management apps.

Virtual teams are teams whose members rarely or never meet face-to-face but, rather, interact by using various forms of information technology such as email, text messaging, collaborative software programs, videoconferences, and various meeting and management apps. As organizations become increasingly global, and as the need for specialized knowledge increases due to advances in technology, managers can create virtual teams to solve problems or explore opportunities without being limited by team members' needing to work in the same geographic location.[24]

Take the case of an organization that has manufacturing facilities in Australia, Canada, the United States, and Mexico and is encountering a quality problem in a complex manufacturing process. Each of its facilities has a quality control team headed by a quality control manager. The vice president for production does not try to solve the problem by forming and leading a team at one of the four manufacturing facilities; instead, she forms and leads a virtual team composed of the quality control managers of the four plants and the plants' general managers. When these team members communicate via email, the company's networking site, and videoconferencing, a wide array of knowledge and experience is brought together to solve the problem.

The principal advantage of virtual teams is that they enable managers to disregard geographic distances and form teams whose members have the knowledge, expertise, and experience to tackle a particular problem or take advantage of a specific opportunity.[25] Virtual teams also can include members who are not actually employees of the organization itself; a virtual team might include members of a company that is used for outsourcing. More and more *Fortune* 500 companies are using virtual teams on a regular basis, including Adobe, CVS Health, Dell, and Hilton.[26]

As of this writing, as the coronavirus spreads around the world and becomes a global pandemic, businesses and their managers have been forced to think quickly when it comes to keeping their employees safe while attempting to conduct business as usual. Many have initiated policies to allow (even insist) on their workers staying at home and working remotely with their colleagues, customers, and suppliers around the country. U.S. health officials have suggested that "social distancing," including working remotely, will help slow down the meteoric rise in COVID-19 cases both in this country and in other nations worldwide.[27]

Increasing globalization is likely to result in more organizations relying on virtual teams to a greater extent. One challenge that members of virtual teams face is building a sense of camaraderie and trust among team members who rarely, if ever, meet face-to-face. In fact, recent research suggests that the link between trust and team effectiveness was even stronger for virtual teams than for teams that work in the same location. This finding underscores the need for managers of virtual teams to focus on building trust among team members.[28] To address this challenge, some organizations schedule recreational activities, such as ski trips, so virtual team members can get together. Other organizations make sure virtual team

Virtual teams enable managers to disregard geographic distances and form teams whose member have the knowledge and expertise to tackle a particular problem. Videoconferencing helps virtual teams stay connected.

Andrey_Popov/Shutterstock

members have a chance to meet in person soon after the team is formed and then schedule periodic face-to-face meetings to promote trust, understanding, and cooperation in the teams.[29] The need for such meetings is underscored by research suggesting that while some virtual teams can be as effective as teams that meet face-to-face, virtual team members might be less satisfied with teamwork efforts and have fewer feelings of camaraderie or cohesion. (Group cohesiveness is discussed in more detail later in the chapter.)[30]

Not surprisingly, members of successful virtual teams exhibit certain skills and abilities that help make these long-distance groups so effective. Researchers point out that leadership behaviors such as taking personal initiative and working independently are more beneficial to virtual teams than to teams that work face-to-face on a daily basis. In addition, studies point out that members' strong analytical and written communication skills provide competitive advantage to a company's virtual teams. These findings suggest that managers hiring employees for virtual teams might focus on some of these specific skills that have proved successful.[31]

Research also suggests that it is important for managers to keep track of virtual teams and intervene when necessary by, for example, encouraging members of teams who do not communicate often enough to monitor their team's progress and making sure team members actually have the time, and are recognized, for their virtual teamwork. Additionally, when virtual teams are experiencing downtime or rough spots, managers might try to schedule face-to-face team time to bring team members together and help them focus on their goals.[32]

Researchers at the London Business School, including Professor Lynda Gratton, studied global virtual teams to try to identify factors that might help such teams be effective. Based on their research, Gratton suggests that when forming virtual teams, it is helpful to include a few members who already know each other, other members who are well connected to people outside the team, and when possible, members who have volunteered to be a part of the team. It is also advantageous for companies to have some kind of online site where team members can learn more about each other and the kinds of work they are engaged in and, in particular, a shared online workspace that team members can access around the clock. Frequent communication is beneficial. Additionally, virtual team members should perceive their projects as meaningful, interesting, and important to promote and sustain their motivation.[33]

Today, members of virtual teams rely on many different technology tools to help them with their work activities, including Slack (a team chat app), Zoom (a videoconferencing/screen-sharing tool), World Time Buddy (a tool that allows workers to find optimum times to schedule calls and collaboration meetings with remote team members), and Google Drive (an online collaborative, document-sharing program).[34]

Friendship Groups

friendship groups Informal groups of employees who enjoy one another's company and socialize with one another.

The groups described so far are formal groups created by managers. **Friendship groups** are informal groups of employees who enjoy one another's company and socialize with one another. Members of friendship groups may have lunch together, take breaks together, or meet after work for meals, sports, or other activities. Friendship groups help satisfy employees' needs for interpersonal interaction, can provide needed social support in times of stress, and can contribute to people's feeling good at work and being satisfied with their jobs. Managers themselves often form friendship groups. The informal relationships that managers build in friendship groups can often help them solve work-related problems, because members of these groups typically discuss work-related matters and offer advice.

Interest Groups

interest groups Informal groups of employees seeking to achieve a common goal related to their membership in an organization.

Employees form informal **interest groups** when they seek to achieve a common goal related to their membership in an organization. Employees may form interest groups, for example, to encourage managers to consider instituting flexible working hours, providing on-site child care, improving working conditions, or more proactively supporting environmental protection. Interest groups can give managers valuable insights into the issues and concerns that are foremost in employees' minds. They also can signal the need for change.

Group Dynamics

How groups function and, ultimately, their effectiveness hinge on group characteristics and processes known collectively as *group dynamics.* In this section we discuss five key elements of group dynamics: group size, tasks, and roles; group leadership; group development; group norms; and group cohesiveness.

LO15-3 Explain how different elements of group dynamics influence the functioning and effectiveness of groups and teams.

Group Size, Tasks, and Roles

Managers need to take group size, group tasks, and group roles into account as they create and maintain high-performing groups and teams.

GROUP SIZE   The number of members in a group can be an important determinant of members' motivation and commitment and group performance. There are several advantages to keeping a group relatively small—between two and nine members. Compared with members of large groups, members of small groups tend to (1) interact more with each other and find it easier to coordinate their efforts; (2) be more motivated, satisfied, and committed; (3) find it easier to share information; and (4) be better able to see the importance of their personal contributions for group success. A disadvantage of small rather than large groups is that members of small groups have fewer resources available to accomplish their goals.

Large groups—with 10 or more members—also offer some advantages. They have more resources at their disposal to achieve group goals than small groups do. These resources include the knowledge, experience, skills, and abilities of group members as well as their actual time and effort. Large groups also let managers obtain the advantages stemming from the **division of labor**—splitting the work to be performed into particular tasks and assigning tasks to individual workers. Workers who specialize in particular tasks are likely to become skilled at performing those tasks and contribute significantly to high group performance.

division of labor Splitting the work to be performed into particular tasks and assigning tasks to individual workers.

The disadvantages of large groups include the problems of communication and coordination and the lower levels of motivation, satisfaction, and commitment that members of large groups sometimes experience. It is clearly more difficult to share information with, and coordinate the activities of, 16 people rather than 8 people. Moreover, members of large groups might not think their efforts are really needed and sometimes might not even feel a part of the group.

In deciding on the appropriate size for any group, managers attempt to gain the advantages of small group size and, at the same time, form groups with sufficient resources to accomplish their goals and have a well-developed division of labor. As a general rule of thumb, groups should have no more members than necessary to achieve a division of labor and provide the resources needed to achieve group goals. In R&D teams, for example, group size is too large when (1) members spend more time communicating what they know to others than applying what they know to solve problems and create new products, (2) individual productivity decreases, and (3) group performance suffers.[35]

Sometimes groups are too large to be effective–communication and coordination problems may prove to be a challenge in large groups trying to work together.

stockbroker/123RF

task interdependence The degree to which the work performed by one member of a group influences the work performed by other members.

pooled task interdependence The task interdependence that exists when group members make separate and independent contributions to group performance.
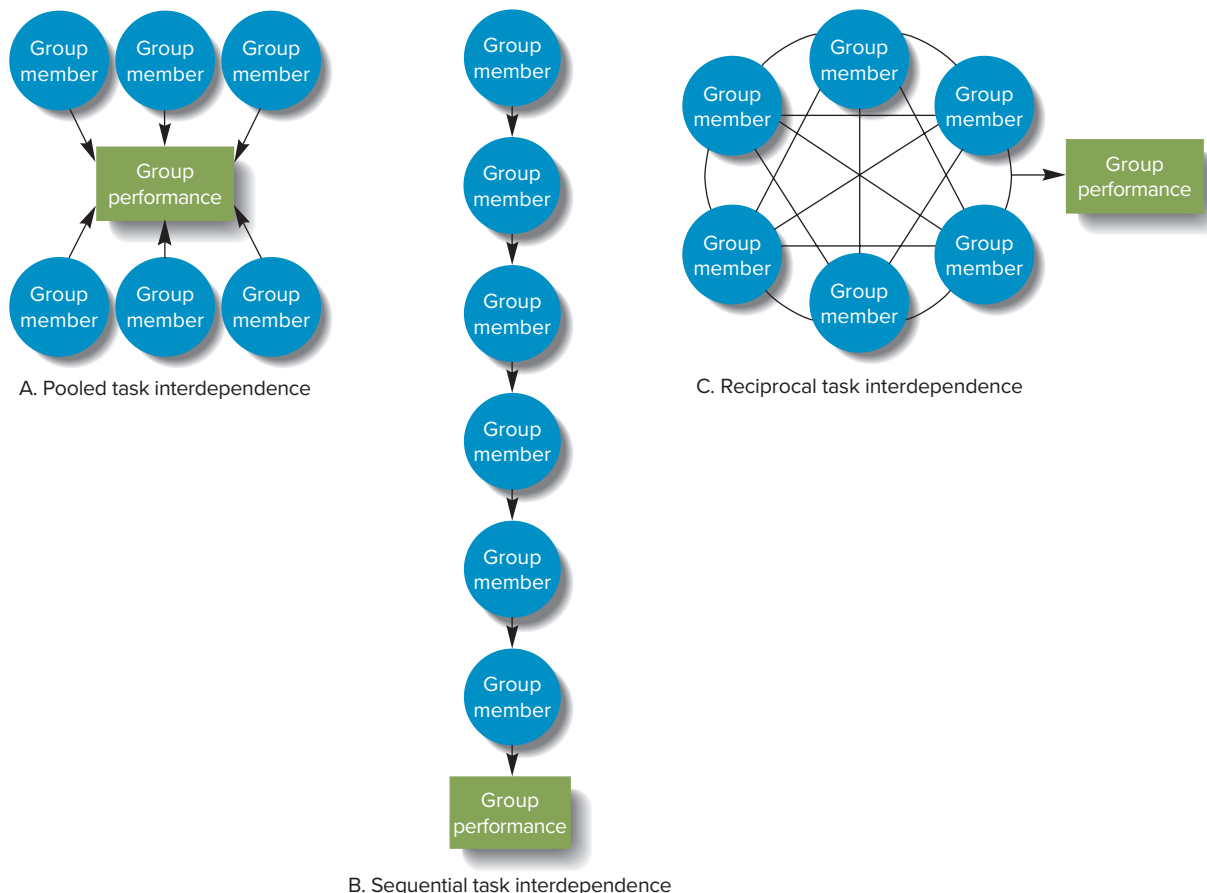
GROUP TASKS The appropriate size of a high-performing group is affected by the kind of tasks the group is to perform. An important characteristic of group tasks that affects performance is **task interdependence**—the degree to which the work performed by one member of a group influences the work performed by other members.[36] As task interdependence increases, group members need to interact more frequently and intensely with one another, and their efforts have to be more closely coordinated if they are to perform at a high level. Recent research underscores this point. Findings suggest that frequent and repeated interaction among team members results in greater familiarity, which in turn results in higher levels of information sharing, work coordination, and joint decision making. In addition, teams with higher levels of task interdependence should focus their interactions toward planning and orchestrating how tasks get done.[37] Management expert James D. Thompson identified three types of task interdependence: pooled, sequential, and reciprocal (see Figure 15.3).[38]

Pooled task interdependence exists when group members make separate and independent contributions to group performance; overall group performance is the sum of the performance of the individual members (see Figure 15.3A). Examples of groups that have pooled task interdependence include a group of teachers in an elementary school, a group of salespeople in a department store, a group of administrative assistants in an office, and a group of custodians in an office building. In these examples, group performance, whether it is the number of children who are taught and the quality of their education, the dollar value of sales, the amount of work completed, or the number of offices cleaned, is determined by summing the individual contributions of group members.

For groups with pooled interdependence, managers should determine the appropriate group size primarily from the amount of work to be accomplished. Large groups can be effective because group members work independently and do not have to interact frequently with one another. Motivation in groups with pooled interdependence will be highest when managers reward group members based on individual performance.

Figure 15.3

Types of Task Interdependence

A. Pooled task interdependence

B. Sequential task interdependence

C. Reciprocal task interdependence

sequential task interdependence The task interdependence that exists when group members must perform specific tasks in a predetermined order.

Sequential task interdependence exists when group members must perform specific tasks in a predetermined order; certain tasks have to be performed before others, and what one worker does affects the work of others (see Figure 15.3B). Assembly lines and mass-production processes are characterized by sequential task interdependence.

When group members are sequentially interdependent, group size is usually dictated by the needs of the production process—for example, the number of steps needed in an assembly line to efficiently produce a mobile phone or tablet. With sequential interdependence, it is difficult to identify individual performance, because one group member's performance depends on how well others perform their tasks. A slow worker at the start of an assembly line, for example, causes all workers farther down to work slowly. Thus, managers are often advised to reward group members for group performance. Group members will be motivated to perform at a high level because if the group performs well, each member will benefit. In addition, group members may put pressure on poor performers to improve so that group performance and rewards do not suffer.

reciprocal task interdependence The task interdependence that exists when the work performed by each group member is fully dependent on the work performed by other group members.

Reciprocal task interdependence exists when the work performed by each group member is fully dependent on the work performed by other group members; group members have to share information, intensely interact with one another, and coordinate their efforts in order for the group to achieve its goals (see Figure 15.3C). In general, reciprocal task interdependence characterizes the operation of teams, rather than other kinds of groups. The task interdependence of R&D teams, top management teams, and many self-managed work teams is reciprocal.

When group members are reciprocally interdependent, managers are advised to keep group size relatively small because of the necessity of coordinating team members' activities. Communication difficulties can arise in teams with reciprocally interdependent tasks because team members need to interact frequently with one another and be available when needed. As group size increases, communication difficulties increase and can impair team performance.

group role A set of behaviors and tasks that a member of a group is expected to perform because of his or her position in the group.

When a group's members are reciprocally interdependent, managers also are advised to reward group members on the basis of group performance. Individual levels of performance are often difficult for managers to identify, and group-based rewards help ensure that group members will be motivated to perform at a high level and make valuable contributions to the group. Of course, if a manager can identify instances of individual performance in such groups, they, too, can be rewarded to maintain high levels of motivation. Microsoft and many other companies reward group members for their individual performance as well as for the performance of their group.

Goal interdependence is another important aspect of group dynamics. This concept refers to the interconnection among group members as it pertains to the type of goal (individual or group) that guides the team's overall performance.[39] Research suggests collective goals can foster the development of effective strategies and team processes while implementation of individual goals does not encourage cooperative team processes.[40] In addition, research has shown that teams with higher task interdependence can achieve better performance when they also incorporate higher goal interdependence—which serves to encourage increased social activity among team members.[41]

First the steak, then the asparagus, then the carefully drizzled béarnaise sauce; gourmet kitchens where the presentation is an integral part of the experience exemplify sequential task interdependence.
Digital Vision/Getty Images

GROUP ROLES   A **group role** is a set of behaviors and tasks that a member of a group is expected to perform because of his or her position in the group. Members of cross-functional teams, for example, are expected to perform roles relevant to their special areas of expertise. In our earlier example of cross-functional teams at Hallmark Greetings, it is the role of writers on the teams to create verses for new cards, the role of artists to draw illustrations, and the role of designers to put verse and artwork together in an attractive and appealing card design. The roles of members of top management teams are shaped primarily by their areas of expertise—production, marketing, finance, research and development—but members of top management teams also typically draw on their broad expertise as planners and strategists.

In forming groups and teams, managers need to clearly communicate to group members the expectations for their roles in the group, what is required of them, and how the different roles in the group fit together to accomplish group goals. Managers also need to realize that group roles often change and evolve as a group's tasks and goals change and as group members gain experience and knowledge. Thus, to get the performance gains that come from experience, or "learning by doing," managers should encourage group members to take the initiative to assume additional responsibilities as they see fit and modify their assigned roles. This process, called **role making**, can enhance individual and group performance.

role making Taking the initiative to modify an assigned role by assuming additional responsibilities.

In self-managed work teams and some other groups, group members themselves are responsible for creating and assigning roles. Many self-managed work teams also pick their own team leaders. When group members create their own roles, managers should be available to group members in an advisory capacity, helping them effectively settle conflicts and disagreements. At Johnsonville Foods, for example, the position titles of first-line managers were changed to "advisory coach" to reflect the managers' role with the self-managed work teams they oversaw.[42]

Group Leadership

All groups and teams need leadership. Indeed, as we discussed in detail in Chapter 14, effective leadership is a key ingredient in high-performing groups, teams, and organizations. Sometimes managers assume the leadership role in groups and teams, as is the case in many command groups and top management teams. Or a manager may appoint a member of a group who is not a manager to be group leader or chairperson, as is the case in a task force or standing committee. In other cases, group or team members may choose their own leaders, or a leader may emerge naturally as group members work together to achieve group goals. When managers empower members of self-managed work teams, they often let group members choose their own leaders. Some self-managed work teams find it effective to rotate the leadership role among their members. Whether or not leaders of groups and teams are managers, and whether they are appointed by managers (often referred to as *formal leaders*) or emerge naturally in a group (often referred to as *informal leaders*), they play an important role in ensuring that groups and teams perform up to their potential.

Group Development over Time

As many managers overseeing self-managed teams have learned, it sometimes takes a self-managed work team two or three years to perform up to its capabilities.[43] As their experience suggests, what a group is capable of achieving depends in part on its stage of development. Knowing that it takes considerable time for self-managed work teams to get up and running has helped managers to have realistic expectations for new teams and to know that they need to give new team members considerable training and guidance.

Although every group's development over time is unique, researchers have identified five stages of group development that many groups seem to pass through (see Figure 15.4).[44] In the first stage, *forming,* members try to get to know one another and reach a common understanding of what the group is trying to accomplish and how group members should behave. During this stage, managers should strive to make each member feel that he or she is a valued part of the group.

Figure 15.4

Five Stages of Group Development

Forming → Storming → Norming → Performing → Adjourning

In the second stage, *storming,* group members experience conflict and disagreements because some members do not wish to submit to the demands of other group members. Disputes may arise over who should lead the group. Self-managed work teams can be particularly vulnerable during the storming stage. Managers need to keep an eye on groups at this stage to make sure conflict does not get out of hand.

During the third stage, *norming,* close ties between group members develop, and feelings of friendship and camaraderie emerge. Group members arrive at a consensus about what goals they should seek to achieve and how group members should behave toward one another. In the fourth stage, *performing,* the real work of the group is accomplished. Depending on the type of group in question, managers need to take different steps at this stage to help ensure that groups are effective. Managers of command groups need to make sure that group members are motivated and that they are effectively leading group members. Managers overseeing self-managed work teams have to empower team members and make sure teams are given enough responsibility and autonomy at the performing stage.

The last stage, *adjourning,* applies only to groups that eventually are disbanded, such as task forces. During adjourning, a group is dispersed. Sometimes adjourning takes place when a group completes a finished product, such as when a task force evaluating the pros and cons of providing on-site child care produces a report supporting its recommendation.

Managers should have a flexible approach to group development and should keep attuned to the different needs and requirements of groups at the various stages.[45] Above all else, and regardless of the stage of development, managers need to think of themselves as *resources* for groups. Thus, managers always should strive to find ways to help groups and teams function more effectively. For some ideas about how to do this, see the "Management Insight" feature.

MANAGEMENT INSIGHT

Helping a Team Develop

According to Edward Marshall, former senior partner of the Center for Creative Leadership, when managers want a team to improve, "the members need to take care of it." Why? Because, says Marshall, "People take care of what they own."[46] In Marshall's experience, team members often need to work on a shortage of trust. Trust can flourish when team leaders and members act with integrity and work on resolving conflict. Teams also get better at collaborating when they focus on shared principles, such as mutual respect and taking responsibility, rather than on personalities and politics.

Given the power of effective teams, many researchers studying management have investigated which behaviors are associated with high-performing teams. At the Gallup organization, studies have identified conditions associated with highly engaged team members. The results suggest ways in which managers can help teams develop. For example, high-performing teams have a shared purpose, and managers can shape this in the way a team's goals are developed and expressed. Also, team members need to connect with one another, whether or not they work in the same location. Managers can direct teams to develop routines and practices that ensure everyone checks in to share ideas and accomplishments. A third, and related, necessity for high performance is communication; managers should select and train team members with this in mind.[47]

Francesca Gino, a professor at Harvard Business School, has applied psychology to the question of teamwork effectiveness. She concludes that collaborating as a team requires skills that can be taught. Among her lessons, team members need to listen. Teamwork involves talking, but too often, people focus not on listening but on preparing a reply. Gino advocates learning to focus on the speaker's message, including body language, and to ask questions as needed to gain a full understanding. A related lesson is to practice empathy, or openness to understanding another person's perspective.

One way is to start with the assumption that team members are intelligent and invested in the team's mission. Then when differences arise, they can be approached more from a standpoint of curiosity than mistrust and judgment.[48]

Another idea from Gino is to learn to feel comfortable with receiving feedback. This can start with team leaders openly acknowledging that hearing feedback can feel uncomfortable. The team can also practice giving feedback that is constructive—for example, specific and related to behavior, not broad statements about people. Another way to create a favorable environment for feedback is to teach team members to avoid reacting to ideas with criticism ("No, if we do that, we'll miss the deadline"), but instead add to the idea ("Yes, and how can we improve the process so we deliver that on time?").[49]

Group Norms

LO15-4 Explain why it is important for groups and teams to have a balance of conformity and deviance and a moderate level of cohesiveness.

group norms Shared guidelines or rules for behavior that most group members follow.

All groups, whether top management teams, self-managed work teams, or command groups, need to control their members' behaviors to ensure that the group performs at a high level and meets its goals. Assigning roles to each group member is one way to control behavior in groups. Another important way in which groups influence members' behavior is through the development and enforcement of group norms.[50] **Group norms** are shared guidelines or rules for behavior that most group members follow. Groups develop norms concerning a wide variety of behaviors, including working hours, the sharing of information among group members, how certain group tasks should be performed, and even how members of a group should dress.

Managers should encourage members of a group to develop norms that contribute to group performance and the attainment of group goals. For example, group norms dictating that each member of a cross-functional team should always be available for the rest of the team when his or her input is needed, return phone calls as soon as possible, inform other team members of travel plans, and give team members a phone number at which he or she can be reached when traveling on business help to ensure that the team is efficient, performs at a high level, and achieves its goals. A norm in a command group of executive assistants that dictates that executive assistants who happen to have a light workload in any given week should help out executive assistants with heavier workloads helps to ensure that the group completes all assignments in a timely and efficient manner. And a norm in a top management team that dictates that team members should always consult with one another before making major decisions helps to ensure that good decisions are made with a minimum of errors.

CONFORMITY AND DEVIANCE   Group members conform to norms for three reasons: (1) They want to obtain rewards and avoid punishments. (2) They want to imitate group members whom they like and admire. (3) They have internalized the norms and believe they are the right and proper ways to behave.[51] Consider the case of Robert King, who conformed to his department's norm of attending a fund-raiser for a community food bank. King's conformity could be due to (1) his desire to be a member of the group in good standing and to have friendly relationships with other group members (rewards), (2) his copying the behavior of other members of the department whom he respects and who always attend the fund-raiser (imitating other group members), or (3) his belief in the merits of supporting the activities of the food bank (believing that is the right and proper way to behave).

Failure to conform, or deviance, occurs when a member of a group violates a group norm. Deviance signals that a group is not controlling one of its member's behaviors. Groups generally respond to members who behave deviantly in one of three ways:[52]

1. The group might try to get the member to change his or her deviant ways and conform to the norm. Group members might try to convince the member of the need to conform, or they might ignore or even punish the deviant. For example, in a Jacksonville Foods plant, Liz Senkbiel, a member of a self-managed work team responsible for weighing sausages, failed to conform to a group norm dictating that group members should periodically clean up an untidy interview room. Because Senkbiel refused to take part in the team's

cleanup efforts, team members reduced her monthly bonus by about $225 for a two-month period.[53] Senkbiel clearly learned the costs of deviant behavior in her team.

2. The group might expel the member.

3. The group might change the norm to be consistent with the member's behavior.

This last alternative suggests that some deviant behavior can be functional for groups. Deviance is functional when it causes group members to evaluate norms that may be dysfunctional but are taken for granted by the group. Often group members do not think about why they behave in a certain way or why they follow certain norms. Deviance can cause group members to reflect on their norms and change them when appropriate.

   Consider a group of receptionists in a day spa who followed the norm that all appointments would be handwritten in an appointment book and, at the end of each day, the receptionist on duty would enter the appointments into the spa's computer system, which printed out the massage therapists' and estheticians' daily schedules. One day a receptionist decided to enter appointments directly into the computer system when they were being made, bypassing the appointment book. This deviant behavior caused the other receptionists to think about why they were using the appointment book at all. After consulting with the owner of the day spa, the group changed its norm. Now appointments are entered directly into the computer, which saves time and reduces scheduling errors.

ENCOURAGING A BALANCE OF CONFORMITY AND DEVIANCE   To effectively help an organization gain a competitive advantage, groups and teams need the right balance of conformity and deviance (see Figure 15.5). A group needs a certain level of conformity to ensure that it can control members' behavior and channel it in the direction of high performance and group goal accomplishment. A group also needs a certain level of deviance to

Figure 15.5

Balancing Conformity and Deviance in Groups
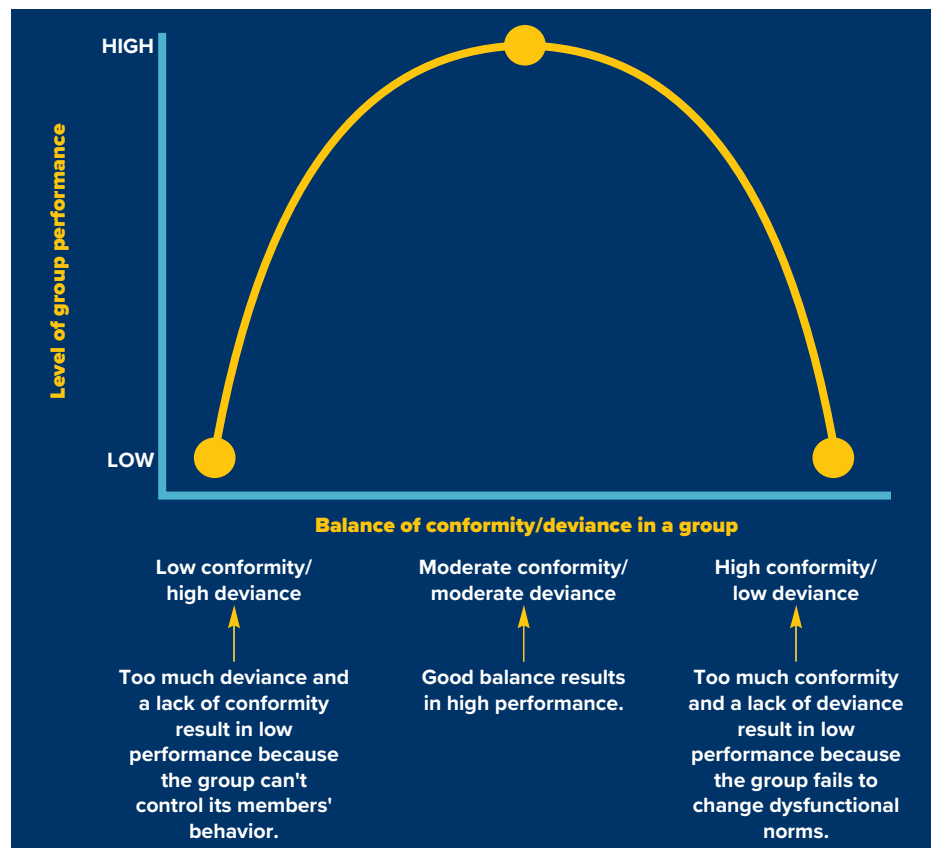
ensure that dysfunctional norms are discarded and replaced with functional ones. Balancing conformity and deviance is a pressing concern for all groups, whether they are top management teams, R&D teams, command groups, or self-managed work teams.

The extent of conformity and reactions to deviance within groups are determined by group members themselves. The three bases for conformity just described are powerful forces that more often than not result in group members' conforming to norms. Sometimes these forces are so strong that deviance rarely occurs in groups, and when it does, it is stamped out.

Managers can take several steps to ensure adequate tolerance of deviance in groups so that group members are willing to deviate from dysfunctional norms and, when deviance occurs in their group, reflect on the appropriateness of the violated norm and change the norm if necessary. First, managers can be role models for the groups and teams they oversee. When managers encourage and accept employees' suggestions for changes in procedures, do not rigidly insist that tasks be accomplished in a certain way, and admit when a norm they once supported is no longer functional, they signal to group members that conformity should not come at the expense of needed changes and improvements. Second, managers should let employees know that there are always ways to improve group processes and performance levels and, thus, opportunities to replace existing norms with norms that will better enable a group to achieve its goals and perform at a high level. Third, managers should encourage members of groups and teams to periodically assess the appropriateness of their norms.
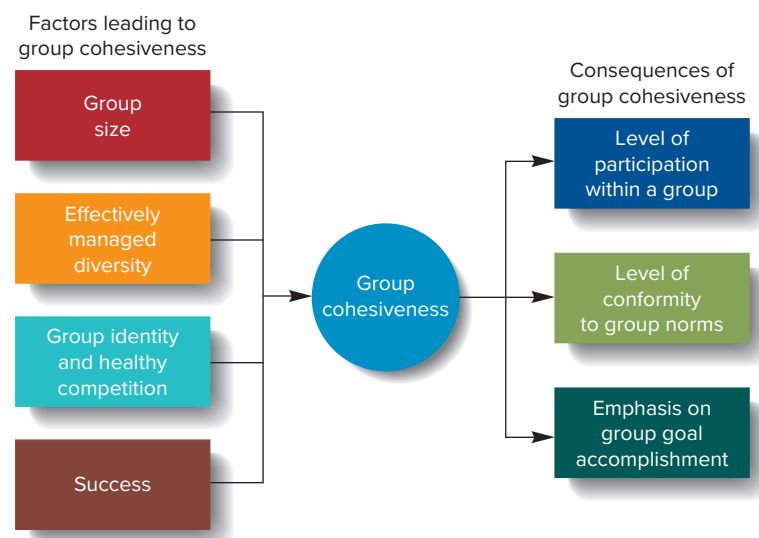
Group Cohesiveness

group cohesiveness The degree to which members are attracted to or loyal to their group.

Another important element of group dynamics that affects group performance and effectiveness is **group cohesiveness**, which is the degree to which members are attracted to or loyal to their group or team.[54] When group cohesiveness is high, individuals strongly value their group membership, find the group appealing, and have strong desires to remain a part of the group. When group cohesiveness is low, group members do not find their group particularly appealing and have little desire to retain their group membership. Research suggests that managers should strive to have a moderate level of cohesiveness in the groups and teams they manage because that is most likely to contribute to an organization's competitive advantage.

CONSEQUENCES OF GROUP COHESIVENESS   There are three major consequences of group cohesiveness: level of participation within a group, level of conformity to group norms, and emphasis on group goal accomplishment (see Figure 15.6).[55]

Figure 15.6

Sources and Consequences of Group Cohesiveness

LEVEL OF PARTICIPATION WITHIN A GROUP   As group cohesiveness increases, the extent of group members' participation within the group increases. Participation contributes to group effectiveness because group members are actively involved in the group, ensure that group tasks get accomplished, readily share information with each other, and have frequent and open communication (the important topic of communication is covered in depth in Chapter 16).

A moderate level of group cohesiveness helps ensure that group members actively participate in the group and communicate effectively with one another. The reason that managers may not want to encourage high levels of cohesiveness is illustrated by the example of two cross-functional teams responsible for developing new toys. Members of the highly cohesive Team Alpha often have lengthy meetings that usually start with nonwork-related conversations and jokes, meet more often than most of the other cross-functional teams in the company, and spend a good portion of their time communicating the ins and outs of their department's contribution to toy development to other team members. Members of the moderately cohesive Team Beta generally have efficient meetings in which ideas are communicated and discussed as needed, do not meet more often than necessary, and share the ins and outs of their expertise with one another to the extent needed for the development process. Teams Alpha and Beta have both developed some top-selling toys. However, it generally takes Team Alpha 30% longer to do so than Team Beta. This is why too much cohesiveness can be too much of a good thing.

LEVEL OF CONFORMITY TO GROUP NORMS   Increasing levels of group cohesiveness result in increasing levels of conformity to group norms, and when cohesiveness becomes high, there may be so little deviance in groups that group members conform to norms even when they are dysfunctional. In contrast, low cohesiveness can result in too much deviance and undermine the ability of a group to control its members' behaviors to get things done.

Teams Alpha and Beta in the toy company both had the same norm for toy development. It dictated that members of each team would discuss potential ideas for new toys, decide on a line of toys to pursue, and then have the team member from R&D design a prototype. Recently, a new animated movie featuring a family of rabbits produced by a small film company was an unexpected hit, and major toy companies were scrambling to reach licensing agreements to produce toy lines featuring the rabbits. The top management team in the toy company assigned Teams Alpha and Beta to develop the new toy lines quickly to beat the competition.

Members of Team Alpha followed their usual toy development norm, even though the marketing expert on the team believed the process could have been streamlined to save time. The marketing expert on Team Beta urged the team to deviate from its toy development norm. She suggested that the team not have R&D develop prototypes but, instead, modify top-selling toys the company already made to feature rabbits and then reach a licensing agreement with the film company based on the high sales potential (given the company's prior success). Once the licensing agreement was signed, the company could take the time needed to develop innovative and unique rabbit toys with more input from R&D.

As a result of the willingness of the marketing expert on Team Beta to deviate from the norm for toy development, the toy company obtained an exclusive licensing agreement with the film company and had its first rabbit toys on store shelves in a record three months. Groups need a balance of conformity and deviance, so a moderate level of cohesiveness often yields the best outcome, as it did in the case of Team Beta.

How much cohesiveness is too much? You can answer that question when you evaluate whether a group actually gets something done in its meetings or whether most of the conversation drifting out of the room consists of jokes, life experiences, or comparisons of the last company dinner's entrees.
Glow Images/Getty Images

EMPHASIS ON GROUP GOAL ACCOMPLISHMENT   As group cohesiveness increases, the emphasis placed on group goal accomplishment also increases within a group. A strong emphasis on group goal accomplishment, however, does not always lead to organizational effectiveness. For an organization to be effective and gain a competitive advantage, the different groups and teams in the organization must cooperate with one another and be motivated to achieve *organizational goals,* even if doing so sometimes comes at the expense of the achievement of group goals. A moderate level of cohesiveness motivates group members to accomplish both group and organizational goals. High levels of cohesiveness can cause group members to be so focused on

group goal accomplishment that they may strive to achieve group goals no matter what—even when doing so jeopardizes organizational performance.

At the toy company, the major goal of the cross-functional teams was to develop new toy lines that were truly innovative, that utilized the latest in technology, and that were in some way fundamentally distinct from other toys on the market. When it came to the rabbit project, Team Alpha's high level of cohesiveness contributed to its continued emphasis on its group goal of developing an innovative line of toys; thus, the team stuck with its usual design process. Team Beta, in contrast, realized that developing the new line of toys quickly was an important organizational goal that should take precedence over the group's goal of developing ground-breaking new toys, at least in the short term. Team Beta's moderate level of cohesiveness contributed to team members' doing what was best for the toy company in this case.

FACTORS LEADING TO GROUP COHESIVENESS   Four factors contribute to the level of group cohesiveness (see Figure 15.6).[56] By influencing these *determinants of group cohesiveness,* managers can raise or lower the level of cohesiveness to promote moderate levels of cohesiveness in groups and teams.

GROUP SIZE   As we mentioned earlier, members of small groups tend to be more motivated and committed than members of large groups. Thus, to promote cohesiveness in groups, when feasible, managers should form groups that are small to medium in size (about 2 to 15 members). If a group is low in cohesiveness and large in size, managers might want to consider dividing the group in half and assigning different tasks and goals to the two newly formed groups.

EFFECTIVELY MANAGED DIVERSITY   In general, people tend to like and get along with others who are similar to themselves. It is easier to communicate with someone, for example, who shares your values, has a similar background, and has had similar experiences. However, as discussed in Chapter 5, diversity in groups, teams, and organizations can help an organization gain a competitive advantage. Diverse groups often come up with more innovative and creative ideas. One reason cross-functional teams are so popular in organizations such as Hallmark Greetings is that the diverse expertise represented in the teams results in higher levels of team performance.

In forming groups and teams, managers need to make sure the diversity in knowledge, experience, expertise, and other characteristics necessary for group goal accomplishment is represented in the new groups. Managers then have to make sure this diversity in group membership is effectively managed so groups will be cohesive (see Chapter 5). The "Focus on Diversity" feature describes how an assessment tool developed by Deloitte is helping organizations do this with regard to diverse work styles.

FOCUS ON DIVERSITY

Leveraging Team Members' Diversity

Anyone with teamwork experience has at times noticed another team member focus on what seems unimportant or seen a few team members dominate a meeting. In these situations, the team is not fully drawing upon every team member, so the organization is not fully benefiting from the team. Consultants at Deloitte wanted to address this problem. They believed they were seeing a failure to consider different work styles and perspectives. If team members could readily understand this diversity, they could treat it as a resource rather than an obstacle to cooperation.[57]

Deloitte built on research about brain chemistry to develop and test profiles of four primary ways that people work. The resulting system, named Business Chemistry, defines four styles: *Pioneers* inspire creativity; they look at the big picture and are open to new ideas, willing to take risks, and comfortable basing decisions on intuition.

Management consulting firm Deloitte developed a profile of four different ways people work: Pioneers, Guardians, Drivers, and Integrators. Which profile do you fit, and how can you use this style to work more effectively in a team setting?
Adam Hester/Blend Images

Guardians are cautious about risk and value stability; they want to learn from experience and look for detailed data to back decisions. *Drivers* care about results and winning; they get the team moving and want data so they can solve problems and tackle challenges. *Integrators* focus on relationships; they seek consensus and try to strengthen the team. This model assumes that teams need all of these perspectives at various times.[58]

Teams with diverse profiles should be creative, and their decisions should be well thought out. In practice, diversity poses challenges. For example, if a Driver opens the floor to debate an issue, an Integrator might hesitate to speak up and provoke an argument. If Guardians raise concerns about an idea, a Driver might feel frustrated about being slowed down, even though the concerns might be valid and significant. Team members who are unaware of these differences might work ineffectively. A Guardian might come prepared with pages of data that won't capture the imaginations of the team's Pioneers.[59]

Business Chemistry can help team members address these issues constructively. They can be aware of the strengths and limitations of their view and the other views. They can practice imagining how people in other categories would think about situations. Also, team leaders can notice which kinds of perspectives aren't being addressed by the team and then seek out those perspectives. For example, if everyone is immediately excited about an idea, perhaps everyone is thinking like a Pioneer. The leader should pause and invite the team to consider what a Guardian-style team member would say about the idea.[60]

GROUP IDENTITY AND HEALTHY COMPETITION   When group cohesiveness is low, managers can often increase it by encouraging groups to develop their own identities or personalities and engage in healthy competition. This is precisely what managers at Eaton Corporation's manufacturing facility in Lincoln, Illinois, did. Eaton's employees manufacture products such as engine valves, gears, truck axles, and circuit breakers. Managers at Eaton created self-managed work teams to cut costs and improve performance. They realized, however, that the teams would have to be cohesive to ensure that they would strive to achieve their goals. Managers promoted group identity by having the teams give themselves names such as "The Hoods," "The Worms," and "Scrap Attack" (a team striving to reduce costly scrap metal waste by 50%). Healthy competition among groups was promoted by displaying measures of each team's performance and the extent to which teams met their goals on a large TV screen in the cafeteria and by rewarding team members for team performance.[61]

If groups are too cohesive, managers can try to decrease cohesiveness by promoting organizational (rather than group) identity and making the organization as a whole the focus of the group's efforts. Organizational identity can be promoted by making group members feel that they are valued members of the organization and by stressing cooperation across groups to promote the achievement of organizational goals. Excessive levels of cohesiveness also can be reduced by reducing or eliminating competition among groups and rewarding cooperation.

SUCCESS   When it comes to promoting group cohesiveness, there is more than a grain of truth to the saying "Nothing succeeds like success." As groups become more successful, they become increasingly attractive to their members, and their cohesiveness tends to increase. When cohesiveness is low, managers can increase cohesiveness by making sure a group can achieve some noticeable and visible successes.

Consider a group of salespeople in the housewares department of a medium-size department store. The housewares department had recently been moved to a corner of the store's basement. Its remote location resulted in low sales because of infrequent customer traffic in that part of the store. The salespeople, who were generally evaluated favorably by their supervisors and were valued members of the store, tried various initiatives to boost sales, but to no avail. As a result of this lack of success and the poor performance of their department, their cohesiveness started to plummet. To increase and preserve the cohesiveness of the group, the store manager implemented a group-based incentive across the store. In any month, members of the group with the best attendance and punctuality records would have their names and pictures posted on a bulletin board in the cafeteria and would each receive a $50 gift certificate. The housewares group frequently had the best records, and their success on this dimension helped to build and maintain their cohesiveness. Moreover, this initiative boosted attendance and discouraged lateness throughout the store.

Managing Groups and Teams for High Performance

LO15-5 Describe how managers can motivate group members to achieve organizational goals and reduce social loafing in groups and teams.

Now that you understand why groups and teams are so important for organizations, the types of groups managers create, and group dynamics, we consider some additional steps managers can take to make sure groups and teams perform at a high level and contribute to organizational effectiveness. Before discussing these strategies, however, we highlight some of the traits and characteristics associated with high-performing work groups.

The concept of high-performing work teams is not new; it has been used by successful organizations for more than 20 years. High-performing work teams can be defined as groups that consistently satisfy the needs of customers, employees, investors, and other stakeholders and that frequently outperform other teams that produce similar products or services.[62] Recent research into what constitutes a high-performing work group identifies several key factors that may contribute to the team's success, including a highly developed team culture; clearly defined norms that encourage effective behavior and high performance; and results-oriented meetings that include information sharing, problem solving, and decision making.[63] Understanding what it takes to assemble and manage such top-performing groups is an ongoing challenge for any organization. Ways to create such high performance begins with three key strategies: (1) motivating group members to work toward the achievement of organizational goals, (2) reducing social loafing, and (3) helping groups manage conflict effectively.

Motivating Group Members to Achieve Organizational Goals

When work is difficult, is tedious, or requires a high level of commitment and energy, managers cannot assume group members will always be motivated to work toward the achievement of organizational goals. Consider a group of house painters who paint the interiors and exteriors of new homes for a construction company and are paid on an hourly basis. Why should they strive to complete painting jobs quickly and efficiently if doing so will just make them feel more tired at the end of the day and they will not receive any tangible benefits? It makes more sense for the painters to adopt a relaxed approach, to take frequent breaks, and to work at a leisurely pace. This relaxed approach, however, impairs the construction company's ability to gain a competitive advantage because it raises costs and increases the time needed to complete a new home.

Managers can motivate members of groups and teams to achieve organizational goals by making sure the members themselves benefit when the group or team performs highly. For example, if members of a self-managed work team know they will receive a weekly bonus based on team performance, they will be motivated to perform at a high level.

Managers often rely on some combination of individual and group-based incentives to motivate members of groups and teams to work toward the achievement of organizational goals. When individual performance within a group can be assessed, pay is often determined by individual performance or by both individual and group performance. When individual

performance within a group cannot be accurately assessed, group performance should be the key determinant of pay levels. Many companies that use self-managed work teams base team members' pay in part on team performance.[64] A major challenge for managers is to develop a fair pay system that will lead to both high individual motivation and high group or team performance.

Other benefits managers can make available to high-performing group members—in addition to monetary rewards—include extra resources such as equipment and computer software, awards and other forms of recognition, and choice of future work assignments. For example, members of self-managed work teams that develop new software at companies such as Microsoft often value working on interesting and important projects; members of teams that have performed at a high level are rewarded by being assigned to interesting and important new projects.

Reducing Social Loafing in Groups

social loafing The tendency of individuals to put forth less effort when they work in groups than when they work alone.

We have been focusing on the steps managers can take to encourage high levels of performance in groups. Managers, however, need to be aware of an important downside to group and team work: the potential for social loafing, which reduces group performance. **Social loafing** is the tendency of individuals to put forth less effort when they work in groups than when they work alone.[65] Have you ever worked on a group project in which one or two group members never seemed to be pulling their weight? Have you ever worked in a student club or committee in which some members always seemed to be missing meetings and never volunteered for activities? Have you ever had a job in which one or two of your coworkers seemed to be slacking off because they knew you or other members of your work group would make up for their low levels of effort? If so, you have witnessed social loafing in action.

Social loafing can occur in all kinds of groups and teams and in all kinds of organizations. It can result in lower group performance and may even prevent a group from attaining its goals. Fortunately, managers can take steps to reduce social loafing and sometimes completely eliminate it; we will look at three (see Figure 15.7).

1. *Make individual contributions to a group identifiable.* Some people may engage in social loafing when they work in groups because they think they can hide in the crowd—no one will notice if they put forth less effort than they should. Other people may think that if they put forth high levels of effort and make substantial contributions to the group, their contributions will not be noticed and they will receive no rewards for their work—so why bother?[66]

Figure 15.7

Three Ways to Reduce Social Loafing
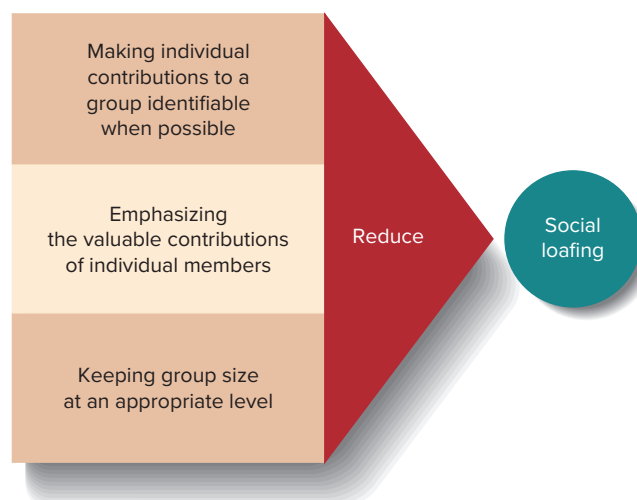
Social loafing occurs when members of a group are not pulling their weight on projects and other tasks and are content to let others in the group do the work.

yurolaitsalbert/123RF

One way that managers can effectively eliminate social loafing is by making individual contributions to a group identifiable so that group members perceive that low and high levels of effort will be noticed and individual contributions evaluated.[67] Managers can accomplish this by assigning specific tasks to group members and holding them accountable for their completion. Take the case of a group of eight employees responsible for reshelving returned books in a large public library in New York. The head librarian was concerned that there was always a backlog of seven or eight carts of books to be reshelved, even though the employees never seemed to be particularly busy and some even found time to sit down and read newspapers and magazines. The librarian decided to try to eliminate the apparent social loafing by assigning each employee sole responsibility for reshelving a particular section of the library. Because the library's front desk employees sorted the books by section on the carts as they were returned, holding the shelvers responsible for particular sections was easily accomplished. Once the shelvers knew the librarian could identify their effort or lack thereof, there were rarely any backlogs of books to be reshelved.

Sometimes the members of a group can cooperate to eliminate social loafing by making individual contributions identifiable. For example, in a small security company, members of a self-managed work team who assemble control boxes for home alarm systems start each day by deciding who will perform which tasks that day and how much work each member and the group as a whole should strive to accomplish. Each team member knows that, at the end of the day, the other team members will know exactly how much he or she has accomplished. With this system in place, social loafing never occurs in the team. Remember, however, that in some teams, individual contributions cannot be made identifiable, as in teams whose members are reciprocally interdependent.

2. *Emphasize the valuable contributions of individual members.* Another reason social loafing may occur is that people sometimes think their efforts are unnecessary or unimportant when they work in a group. They feel the group will accomplish its goals and perform at an acceptable level whether or not they personally perform at a high level. To counteract this belief, when managers form groups, they should assign individuals to a group on the basis of the valuable contributions that *each* person can make to the group as a whole. Clearly communicating to group members why each person's contributions are valuable to the group is an effective means by which managers and group members themselves can reduce or eliminate social loafing.[68] This is most clearly illustrated in cross-functional teams, where each member's valuable contribution to the team derives from a personal area of expertise. By emphasizing why each member's skills are important, managers can reduce social loafing in such teams.

3. *Keep group size at an appropriate level.* Group size is related to the causes of social loafing we just described. As size increases, identifying individual contributions becomes increasingly difficult, and members are increasingly likely to think their individual contributions are not important. To overcome this, managers should form groups with no more members than are needed to accomplish group goals and perform at a high level.[69]

Helping Groups to Manage Conflict Effectively

At some point, practically all groups experience conflict either within the group (*intragroup* conflict) or with other groups (*intergroup* conflict). In Chapter 17 we discuss conflict in depth and explore ways to manage it effectively. As you will learn, managers can take several steps to help groups manage conflict and disagreements.

Summary and Review

LO15-1 **GROUPS, TEAMS, AND ORGANIZATIONAL EFFECTIVENESS**
A group consists of two or more people who interact with each other to accomplish certain goals or meet certain needs. A team is a group whose members work intensely with one another to achieve a specific common goal or objective. Groups and teams can contribute to organizational effectiveness by enhancing performance, increasing responsiveness to customers, increasing innovation, and being a source of motivation for their members.

LO15-2 **TYPES OF GROUPS AND TEAMS** Formal groups are groups that managers establish to achieve organizational goals; they include cross-functional teams, cross-cultural teams, top management teams, research and development teams, command groups, task forces, self-managed work teams, and virtual teams. Informal groups are groups that employees form because they believe the groups will help them achieve their own goals or meet their needs; they include friendship groups and interest groups.

LO15-3, 15-4 **GROUP DYNAMICS** Key elements of group dynamics are group size, tasks, and roles; group leadership; group development; group norms; and group cohesiveness. The advantages and disadvantages of large and small groups suggest that managers should form groups with no more members than are needed to provide the group with the human resources it needs to achieve its goals and use a division of labor. The type of task interdependence that character-izes a group's work gives managers a clue about the appropriate size of the group. A group role is a set of behaviors and tasks that a member of a group is expected to perform because of his or her position in the group. All groups and teams need leadership.

Five stages of development that many groups pass through are forming, storming, norming, performing, and adjourning. Group norms are shared rules for behavior that most group mem-bers follow. To be effective, groups need a balance of conformity and deviance. Conformity allows a group to control its members' behavior to achieve group goals; deviance provides the impetus for needed change.

Group cohesiveness is the attractiveness of a group or team to its members. As group cohe-siveness increases, so do the level of participation and communication within a group, the level of conformity to group norms, and the emphasis on group goal accomplishment. Managers should strive to achieve a moderate level of group cohesiveness in the groups and teams they manage.

LO15-5 **MANAGING GROUPS AND TEAMS FOR HIGH PERFORMANCE** To make sure groups and teams perform at a high level, managers need to motivate group members to work toward the achievement of organizational goals, reduce social loafing, and help groups to effectively manage conflict. Managers can motivate members of groups and teams to work toward the achievement of organizational goals by making sure members personally benefit when the group or team performs at a high level.

Management in Action

Topics for Discussion and Action

Discussion

1. Why do all organizations need to rely on groups and teams to achieve their goals and gain a competitive advantage? **[LO15-1]**

2. What kinds of employees would prefer to work in a virtual team? What kinds of employees would prefer to work in a team that meets face-to-face? **[LO15-2]**

3. Think about a group that you are a member of, and describe that group's current stage of development. Does the development of this group seem to be following the forming, storming, norming, performing, and adjourning stages described in the chapter? **[LO15-3]**

4. Think about a group of employees who work in a McDonald's restaurant. What type of task interdependence characterizes this group? What potential problems in the group should the restaurant manager be aware of and take steps to avoid? **[LO15-3]**

5. Discuss the reasons that too much conformity can hurt groups and their organizations. **[LO15-4]**

6. Why do some groups have very low levels of cohesiveness? **[LO15-4]**

7. Imagine that you are the manager of a hotel. What steps will you take to reduce social loafing by members of the cleaning staff who are responsible for keeping all common areas and guest rooms spotless? **[LO15-5]**

Action

8. Interview one or more managers in an organization in your local community to identify the types of groups and teams that the organization uses to achieve its goals. What challenges do these groups and teams face? **[LO15-2]**

Building Management Skills

Diagnosing Group Failures [LO15-1, 15-2, 15-3, 15-4, 15-5]

Think about the last dissatisfying or discouraging experience you had as a member of a group or team. Perhaps the group did not accomplish its goals, perhaps group members could agree about nothing, or perhaps there was too much social loafing. Now answer the following questions:

1. What type of group was this?

2. Were group members motivated to achieve group goals? Why or why not?

3. How large was the group, what type of task interdependence existed in the group, and what group roles did members play?

4. What were the group's norms? How much conformity and deviance existed in the group?

5. How cohesive was the group? Why do you think the group's cohesiveness was at this level? What consequences did this level of group cohesiveness have for the group and its members?

6. Was social loafing a problem in this group? Why or why not?

7. What could the group's leader or manager have done differently to increase group effectiveness?

8. What could group members have done differently to increase group effectiveness?

Managing Ethically [LO15-1, 15-2, 15-3, 15-4, 15-5]

Some self-managed teams encounter a vexing problem: One or more members engage in social loafing, and other members are reluctant to try to rectify the situation. Social loafing can be especially troubling if team members' pay is based on team performance and social loafing reduces the team's performance and, thus, the pay of all members (even the highest performers). Even if managers are aware of the problem, they may be reluctant to take action because the team is supposedly self-managing.

Questions

1. Either individually or in a group, think about the ethical implications of social loafing in a self-managed team.

2. Do managers have an ethical obligation to step in when they are aware of social loafing in a self-managed team? Why or why not? Do other team members have an obligation to try to curtail the social loafing? Why or why not?

Small Group Breakout Exercise

Creating a Cross-Functional Team [LO15-1, 15-2, 15-3, 15-4, 15-5]

Form groups of three or four people, and appoint one member as the spokesperson who will communicate your findings to the class when called on by the instructor. Then discuss the following scenario:

You are a group of managers in charge of food services for a large state university in the Midwest. Recently, a survey of students, faculty, and staff was conducted to evaluate customer satisfaction with the food services provided by the university's eight cafeterias. The results were disappointing, to put it mildly. Complaints ranged from dissatisfaction with the type and range of meals and snacks provided, operating hours, and food temperature to frustration about unresponsiveness to current concerns about healthful diets and the needs of vegetarians. You have decided to form a cross-functional team that will further evaluate reactions to the food services and will develop a proposal for changes to be made to increase customer satisfaction.

1. Indicate who should be on this important cross-functional team, and explain why.

2. Describe the goals the team should strive to achieve.

3. Describe the different roles that will need to be performed on this team.

4. Describe the steps you will take to help ensure that the team has a good balance between conformity and deviance and has a moderate level of cohesiveness.

Be the Manager [LO15-1, 15-2, 15-3, 15-4, 15-5]

You were recently hired in a boundary-spanning role for the global unit of an educational and professional publishing company. The company is headquartered in New York (where you work) and has divisions in multiple countries. Each division is responsible for translating, manufacturing, marketing, and selling a set of books in its country. Your responsibilities include interfacing with managers in each of the divisions in your region (Central and South America), overseeing their budgeting and financial reporting to headquarters, and leading a virtual team consisting of the top managers in charge of each of the divisions in your region. The virtual team's mission is to promote global learning, explore new potential opportunities and markets, and address ongoing problems. You communicate directly with division managers via telephone and email, as well as written reports and memos. When virtual team meetings are convened, videoconferencing is often used.

After your first few virtual team meetings, you noticed that the managers seemed to be reticent about speaking up. Interestingly enough, when each manager communicates with you individually, primarily in telephone conversations and emails, he or she tends to be forthcoming and frank, and you feel you have a good rapport with each of them. However, getting the managers to communicate with one another as a virtual team has been a challenge. At the last meeting, you tried to prompt some of the managers to raise issues relevant to the agenda that you knew were on their minds from your individual conversations with them. Surprisingly, the managers skillfully avoided informing their teammates about the heart of the issues in question. You are confused and troubled. Although you feel your other responsibilities are going well, you know your virtual team is not operating like a team at all; and no matter what you try, discussions in virtual team meetings are forced and generally unproductive. What are you going to do to address this problem?

Case in the News [LO15-1, 15-2, 15-3, 15-4]

Adient Builds Better with Teams

When you slip behind the wheel of your Honda or Ford, you aren't sliding onto a seat made by those automakers. Almost certainly, the seats in your car or SUV were made by a company in an automaker's supply chain. Globally, the largest supplier of automotive seating is Michigan-based Adient. The company designs seat systems, including the fabric, springs, levers, and control technology, and builds them at 220 facilities around the world. Annually, the company supplies 23 million seat systems to major automakers.

Despite its number-one position in terms of sales, Adient has struggled since it was spun off from Johnson Controls several years ago. In contrast to its competitors, Adient failed to generate a profit many quarters during that period, despite sales growth. Analysts identified the problem as a failure to operate efficiently enough for the slim profit margins that are typical for makers of auto components. This limits the company's future prospects because automobile technology is poised for rapid advances in driverless vehicles, and profits would generate cash to invest in the seating needs for those new kinds of cars. In 2018, the company brought in a new CEO with a strong background in manufacturing. Douglas Del Grosso started his career in engineering and went on to management positions with Lear, Henniges Automotive, and Chassix (a maker of chassis systems). However, even as Adient was seeking the right expertise from its top managers, teams at individual locations were already making strides to improve efficiencies.

A notable example is the Adient factory in Lerma, Mexico. Adient Lerma leads the company in its systems for continuous improvement. It accomplishes this by assigning all of its employees to high-performance teams. All are required to learn not only a particular job but also the hundreds of manufacturing practices at the plant, principles of quality improvement, and safety standards. Every team meets weekly, bringing together employees handling different functions, to engage in problem solving. Topics under discussion are related to the facility's performance metrics in eight areas: efficiency, safety, quality, continuous improvement, scrap rates, total productive maintenance, the 5S system for organizing and maintaining workspaces, and empowerment of people (measured by turnover, absenteeism, and job rotation). As teams solve problems, they earn points that determine the size of a bonus for high performance. Many of the teams are self-managed as well as empowered to make improvement decisions.

The use of teamwork at Adient Lerma has made all the employees familiar with the company's performance objectives. Employees become experts in how to make the facility function better, and they personally care about improvement. In 2017 alone, the teams crafted more than 100 projects that cut costs by $1.38 million. That success positioned the company to win enough new sales and investment to announce a major expansion of the facility.

Meanwhile, in the UK city of Sunderland, the focus has been on efficiency through an embrace of the latest in automation and information technology. The so-called Industry 4.0 technologies include robotics, machine vision, and machine learning (an area of artificial intelligence). For example, software can analyze data to direct a robot where to spray steam on newly built seats. At Adient Sunderland, management put together a team of decision makers to expand the use of Industry 4.0 and make the facility a model for the rest of the company. The team identified the most significant problem areas, prepared a list of ideas, prioritized them, and implemented the top-ranked 12 ideas. The team most recently has focused on how to move data analysis from simply understanding past results toward being able to predict what will succeed in the future.

With these wins and Adient's dominance in market share, the company's management sees a profitable future. Executives predict they will benefit from customers' increasing focus on seating technology that delivers a great passenger experience; pursuing this effort offers potential for innovation and new products. Innovative products, in turn, give Adient an edge to compete on value, not just price. In addition, the company has been diversifying its mix of customers. For example, it recently entered a partnership arrangement with Boeing to develop and sell seating for aircraft. Those who fly in cramped seating will welcome the thought of improvements in this product line. For their part, Boeing and Adient expect airlines will welcome the chance to improve performance in a widely criticized area of passenger experience.

Questions for Discussion

1. In general, how can group norms help the teams at Adient Lerma achieve continuous improvement?

2. How does Adient Lerma motivate the members of its high-performance teams? What could the facility's managers do to discourage social loafing?

3. Do you think Adient Lerma's approach of putting all employees on empowered teams could also help the Sunderland facility achieve its goal of using Industry 4.0 technologies? Why or why not?

Sources: "About Us," www.adient.com, accessed March 13, 2020; D. Walsh, "CEO Seeks to Right Adient's Ship," *Automotive News,* www.autonews.com, November 29, 2019; "Adient Names Del Grosso CEO, Succeeding Interim Chief Fritz Henderson," *Automotive News,* www.autonews.com, September 13, 2018; K. Nagl, "Assessing Adient's Future," *Crain's Detroit Business,* www.crainsdetroit. com, June 17, 2018; T. Hessman, "2017 IW Best Plants Winner: High Performance Teamwork and the Power of Collaboration at Adient Lerma," *Industry Week,* www.industryweek.com, March 23, 2018; A. Hand, "An Automotive Seat Maker's Drive to Industry 4.0," *Automation World,* www.automationworld.com, February 7, 2018; S. Chapman, "Boeing Partners with Adient to Manufacture Aircraft Seats," *Manufacturing Global,* www.manufacturingglobal.com, January 19, 2018.

Notes

1. R. Maze and G. Cavallaro, "Battling Bureaucracy: The Way Forward Requires Modernizing the Modernization Process," Association of the United States Army, www.ausa.org, February 22, 2018.

2. J. Judson, "Army Futures Command Is Leading a Cultural Shift, Much to the Delight of Industry," *Defense News,* www.defensenews.com, October 16, 2019.

3. M. Pomerleau, "How a New Army Team Plans to Modernize the Network," *C4ISR-NET,* www.c4isrnet.com, March 30, 2018.

4. D. Gouré, "Army Futures Command's Report Card after Its First Year," *Real Clear Defense,* www.realcleardefense.com, accessed March 13, 2020.

5. D. Parsons, "Army Speeds Up Fielding Artillery Missile by Five Years," *Defense Daily,* www.defensedaily.com, March 27, 2018.

6. T.M. Mills, *The Sociology of Small Groups* (Englewood Cliffs, NJ: Prentice-Hall, 1967); M.E. Shaw, *Group Dynamics* (New York: McGraw-Hill, 1981).

7. K. Casey, "How to Cultivate Soft Skills in Your IT Team," The Enterprisers Project, February 12, 2018, https://enterprisers project.com; T. Rahschulte, "Investing for Soft Skills: Build, Buy or Both," *Chief Learning Officer,* January 3, 2018, www.clomedia.com; M. Fouts, "Improve Team Collaboration with These Key Skills," *Forbes,* June 22, 2017, www.forbes.com; M. Feffer, "HR's Hard Challenge: When Employees Lack Soft Skills," Society for Human Resource Management, April 1, 2016, www.shrm.org.

8. Ibid.

9. Feffer, "HR's Hard Challenge."

10. Casey, "How to Cultivate Soft Skills"; Feffer, "HR's Hard Challenge"; Fouts, "Improve Team Collaboration"; Rahschulte, "Investing for Soft Skills."

11. Feffer, "HR's Hard Challenge"; Rahschulte, "Investing for Soft Skills."

12. "About Hallmark," https://corporate .hallmark.com, accessed March 13, 2020; R.S. Buday, "Reengineering One Firm's Product Development and Another's Service Delivery," *Planning Review,* March–April 1993, 14–19; J.M. Burcke, "Hallmark's Quest for Quality Is a Job Never Done," *Business Insurance,* April 26, 1993, 122; M. Hammer and J. Champy, *Reengineering the Corporation* (New York: HarperBusiness, 1993); T.A. Stewart, "The Search for the Organization of Tomorrow," *Fortune,* May 18, 1992, 92–98.

13. "CraftWorks Restaurants & Breweries," www.craftworkrestaurants.com, accessed March 13, 2020; A. Wallace, "Rock Bottom Founder Calls Decision to Sell 'Bitter-sweet,'" *Daily Camera,* www.dailycamera. com, accessed April 20, 2018.

14. S. Dallas, "Rock Bottom Restaurants: Brewing Up Solid Profits," *BusinessWeek,* May 22, 1995, 74.

15. J.A. Pearce II and E.C. Ravlin, "The Design and Activation of Self-Regulating Work Groups," *Human Relations* 11 (1987), 751–82.

16. B. Dumaine, "Who Needs a Boss?" *Fortune,* May 7, 1990, 52–60; Pearce and Ravlin, "The Design and Activation of Self-Regulating Work Groups."

17. "Corporate Profile," www.itape.com, accessed March 13, 2020; "Intertape Polymer Group," *Reuters,* www.reuters.com, accessed March 13, 2020.

18. J. Jusko, "Intertape Develops Leaders on the Plant Floor," *Industry Week,* www.industryweek.com, March 9, 2019.

19. Ibid.

20. Ibid.; "About Us," www.itape.com, accessed March 13, 2020.

21. T.D. Wall, N.J. Kemp, P.R. Jackson, and C.W. Clegg, "Outcomes of Autonomous Work Groups: A Long-Term Field Experiment," *Academy of Management Journal* 29 (1986), 280–304.

22. A. Markels, "A Power Producer Is Intent on Giving Power to Its People," *The Wall Street Journal,* July 3, 1995, A1, A12; "AES Corporation/The Power of Being Global," www.aes.com/aes/ index?page5home, April 15, 2008.

23. J.S. Lublin, "My Colleague, My Boss," *The Wall Street Journal,* April 12, 1995, R4, R12.

24. W.R. Pape, "Group Insurance," *Inc.* (Technology Supplement), June 17, 1997, 29–31; A.M. Townsend, S.M. DeMarie, and A.R. Hendrickson, "Are You Ready for Virtual Teams?" *HR Magazine,* September 1996, 122–26; A.M. Townsend, S.M. DeMarie, and A.M. Hendrickson, "Virtual Teams: Technology and the Work-place of the Future," *Academy of Management Executive* 12, no. 3 (1998), 17–29.

25. Townsend et al., "Virtual Teams."

26. A. Bibby, "15 Fortune 500 Companies That Hire for Remote Jobs," *FlexJobs,* www.flexjobs.com, December 24, 2019.

27. L. Schafer, "Social Distancing Is a Matter of Workplace Safety, Public Health," *Star Tribune,* www.startribune.com, March 12, 2020; D. Hinchcliffe, "Working in a Coronavirus World: Strategies and Tools for Staying Productive, *ZDNet,* www.zdnet.com, March 11, 2020; Y. Noguchi, "Laundry between Emails: Working from Home Goes Viral in the Time of Coronavirus," *NPR,* www.npr.org, March 9, 2020.

28. C. Breuer, J. Hüffmeier, and G. Hertel, "Does Trust Matter More in Virtual Teams? A Meta-Analysis of Trust and Team Effectiveness Considering Virtuality and Documentation as Moderators," *Journal of Applied Psychology* 101, no. 8 (2016), 1151–77.

29. V. Maza, "Are Your Remote Workers Happy? How to Keep Teams Connected from Afar," *Forbes,* www.forbes.com, accessed March 13, 2020.

30. E.J. Hill, B.C. Miller, S.P. Weiner, and J. Colihan, "Influences of the Virtual Office on Aspects of Work and Work/Life Balance," *Personnel Psychology* 31 (1998), 667–83; S.G. Strauss, "Technology, Group Process, and Group Outcomes: Testing the Connections in Computer-Mediated and Face-to-Face Groups," *Human Computer Interaction,* 12 (1997), 227–66; M.E. Warkentin, L. Sayeed, and R. Hightower, "Virtual Teams versus Face-to-Face Teams: An Exploratory Study of a Web-Based Conference System," *Decision Sciences* 28, no. 4 (Fall 1997), 975–96.

31. S. Krumm, J. Kanthak, K. Hartmann, and G. Hertel, "What Does It Take to Be a Virtual Team Player? The Knowledge, Skills, Abilities, and Other Characteristics

Required in Virtual Teams," *Human Performance* 29, no. 2 (2016), 123–42.

32. S.A. Furst, M. Reeves, B. Rosen, and R.S. Blackburn, "Managing the Life Cycle of Virtual Teams," *Academy of Management Executive* 18, no. 2 (May 2004), 6–20.

33. L. Gratton, "Work Together. . . . When Apart," *The Wall Street Journal,* June 16–17, 2007, R4.

34. A. S. Hirsch, "How to Use Technology to Support Remote Teams," www.shrm.org, September 22, 2017.

35. D. Wang and J.A. Evans, "Research: When Small Teams Are Better than Big Ones," *Harvard Business Review,* https://hbr.org, February 21, 2019.

36. J.D. Thompson, *Organizations in Action* (New York: McGraw-Hill, 1967).

37. S.H. Courtright, G.R. Thurgood, G.L. Stewart, and A. J. Pierotti, "Structural Interdependence in Teams: An Integrative Framework and Meta-Analysis," *Journal of Applied Psychology* 100, no. 6 (2015), 1825–46.

38. Thompson, *Organizations in Action.*

39. R. Saavedra, P.C. Earley, and L. Van Dyne, "Complex Interdependence in Task-Performing Groups," *Journal of Applied Psychology* 78, no. 1 (1993), 61–72.

40. S.M. Gully, K.A. Incalcaterra, A. Joshi, and J.M. Beaubien, "A Meta-Analysis of Team-Efficacy, Potency, and Performance: Interdependence and Level of Analysis as Moderators of Observed Relationships," *Journal of Applied Psychology* 87, no. 5 (2002), 819–32.

41. Courtright et al., "Structural Interdependence in Teams."

42. Lublin, "My Colleague, My Boss."

43. R.G. LeFauve and A.C. Hax, "Managerial and Technological Innovations at Saturn Corporation," *MIT Management,* Spring 1992, 8–19.

44. B.W. Tuckman, "Developmental Sequences in Small Groups," *Psychological Bulletin* 63 (1965), 384–99; B.W. Tuckman and M.C. Jensen, "Stages of Small Group Development," *Group and Organizational Studies* 2 (1977), 419–27.

45. C.J.G. Gersick, "Time and Transition in Work Teams: Toward a New Model of Group Development," *Academy of Management Journal* 31 (1988), 9–41; C.J.G. Gersick, "Marking Time: Predictable Transitions in Task Groups," *Academy of Management Journal* 32 (1989), 274–309.

46. "How to Lead a Collaborative Team," Center for Creative Leadership, www.ccl.org, accessed March 13, 2020.

47. A. Hickman, "The Five Tactics of Teamwork: A Blueprint for Team Management," *Gallup,* www.gallup.com, January 9, 2020.

48. F. Gino, "Cracking the Code of Sustained Collaboration," *Harvard Business Review,* November–December 2019, 73–81.

49. Ibid., 77–79.

50. J.R. Hackman, "Group Influences on Individuals in Organizations," in M.D. Dunnette and L.M. Hough, eds., *Handbook of Industrial and Organizational Psychology,* 2nd ed., vol. 3 (Palo Alto, CA: Consulting Psychologists Press, 1992), 199–267.

51. Hackman, "Group Influences on Individuals."

52. Ibid.

53. Lublin, "My Colleague, My Boss."

54. L. Festinger, "Informal Social Communication," *Psychological Review* 57 (1950), 271–82; Shaw, *Group Dynamics.*

55. Hackman, "Group Influences on Individuals in Organizations"; Shaw, *Group Dynamics.*

56. D. Cartwright, "The Nature of Group Cohesiveness," in D. Cartwright and A. Zander, eds., *Group Dynamics,* 3rd ed. (New York: Harper & Row, 1968); L. Festinger, S. Schacter, and K. Black, *Social Pressures in Informal Groups* (New York: Harper & Row, 1950); Shaw, *Group Dynamics.*

57. "Business Chemistry's Four Types," www2deloite.com, accessed March 13, 2020; K. Christfort, "The Power of Business Chemistry," Deloitte, www2.deloitte.com, accessed April 23, 2018; K. Christfort and S. Vickberg, "Business Chemistry in the C-Suite," *The Wall Street Journal,* November 2, 2017, http://deloitte.wsj.com; S.M. Johnson Vickberg and K. Christfort, "Pioneers, Drivers, Integrators, and Guardians," *Harvard Business Review,* March–April 2017, 50–57.

58. Vickberg and Christfort, "Pioneers, Drivers, Integrators, and Guardians"; T. Williams, "Business Chemistry: Are You a Driver, Guardian, Integrator, or Pioneer," *Economist,* https://exceed.economist.com, accessed March 6, 2020; Christfort and Vickberg, "Business Chemistry in the C-Suite."

59. Vickberg and Christfort, "Pioneers, Drivers, Integrators, and Guardians"; Christfort and Vickberg, "Business Chemistry in the C-Suite"; Christfort, "The Power of Business Chemistry."

60. Vickberg and Christfort, "Pioneers, Drivers, Integrators, and Guardians"; Christfort and Vickberg, "Business Chemistry in the C-Suite"; A. Beard, "How Work Styles Inform," *Harvard Business Review,* March–April 2017, 58–59; Christfort, "The Power of Business Chemistry."

61. T.F. O'Boyle, "A Manufacturer Grows Efficient by Soliciting Ideas from Employees," *The Wall Street Journal,* June 5, 1992, A1, A5.

62. E. Kur, "The Faces Model of High Performing Team Management," *Leadership & Organizational Development Journal* 17, no. 1 (1996), 32–41.

63. D.D. Warrick, "What Leaders Can Learn about Teamwork and Developing High Performance Teams from Organization Development Practitioners," *Performance Improvement* 55(3): 13–21, 2016.

64. Lublin, "My Colleague, My Boss."

65. P.C. Earley, "Social Loafing and Collectivism: A Comparison of the United States and the People's Republic of China," *Administrative Science Quarterly* 34 (1989), 565–81; J.M. George, "Extrinsic and Intrinsic Origins of Perceived Social Loafing in Organizations," *Academy of Management Journal* 35 (1992), 191–202; S.G. Harkins, B. Latane, and K. Williams, "Social Loafing: Allocating Effort or Taking It Easy," *Journal of Experimental Social Psychology* 16 (1980), 457–65; B. Latane, K.D. Williams, and S. Harkins, "Many Hands Make Light the Work: The Causes and Consequences of Social Loafing," *Journal of Personality and Social Psychology* 37 (1979), 822–32; J.A. Shepperd, "Productivity Loss in Performance Groups: A Motivation Analysis," *Psychological Bulletin* 113 (1993), 67–81.

66. George, "Extrinsic and Intrinsic Origins of Perceived Social Loafing in Organizations"; G.R. Jones, "Task Visibility, Free Riding, and Shirking: Explaining the Effect of Structure and Technology on Employee Behavior," *Academy of Management Review* 9 (1984), 684–95; K. Williams, S. Harkins, and B. Latane, "Identifiability as a Deterrent to Social Loafing: Two Cheering Experiments," *Journal of Personality and Social Psychology* 40 (1981), 303–11.

67. S. Harkins and J. Jackson, "The Role of Evaluation in Eliminating Social Loafing," *Personality and Social Psychology Bulletin* 11 (1985), 457–65; N.L. Kerr and S.E. Bruun, "Ringelman Revisited: Alternative Explanations for the Social Loafing Effect," *Personality and Social Psychology Bulletin* 7 (1981), 224–31; Williams et al., "Identifiability as a Deterrent to Social Loafing"; Harkins and Jackson, "The Role of Evaluation in Eliminating Social Loafing."

68. M.A. Brickner, S.G. Harkins, and T.M. Ostrom, "Effects of Personal Involvement: Thought-Provoking Implications for Social Loafing," *Journal of Personality and Social Psychology* 51 (1986), 763–69; S.G. Harkins and R.E. Petty, "The Effects of Task Difficulty and Task Uniqueness on Social Loafing," *Journal of Personality and Social Psychology* 43 (1982), 1214–29.

69. B. Latane, "Responsibility and Effort in Organizations," in P.S. Goodman, ed., *Designing Effective Work Groups* (San Francisco: Jossey-Bass, 1986); Latane et al., "Many Hands Make Light the Work"; I.D. Steiner, *Group Process and Productivity* (New York: Academic Press, 1972).