

Teams:

Why study groups and teams:

- Widespread in organisations
- Influences individual behaviour
- Enhance performance

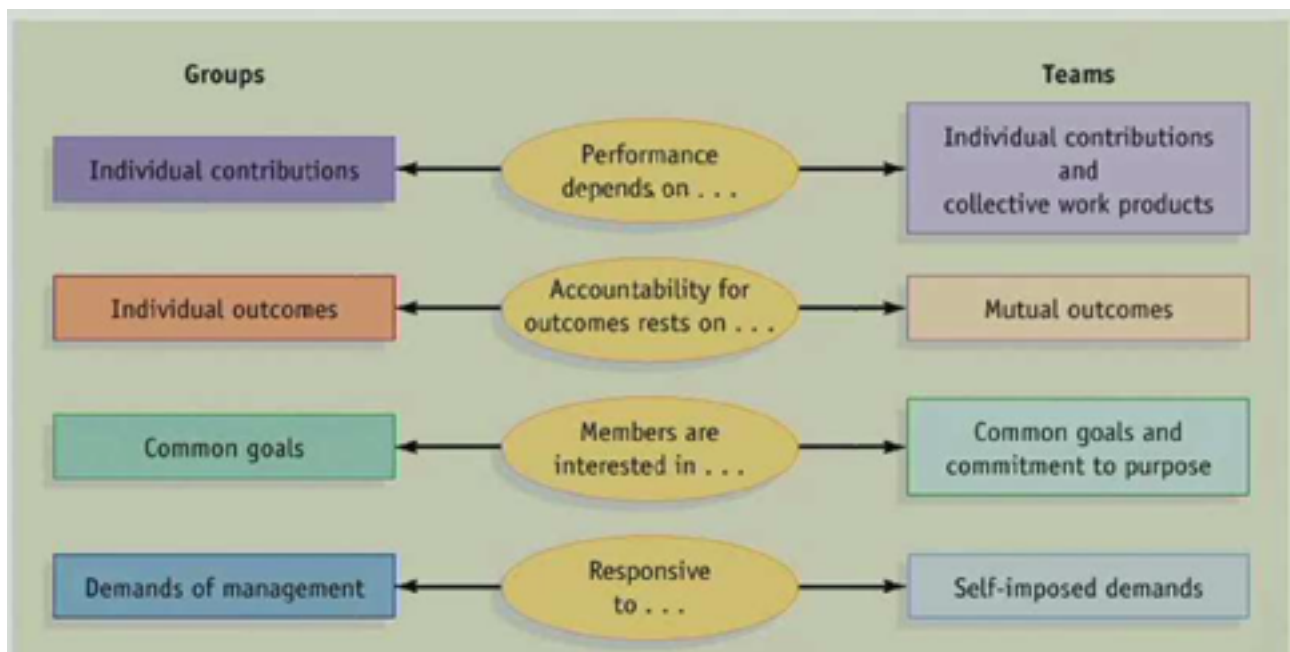
Groups:

- Two or more people who interact regularly to accomplish a common goal

Work teams in organisations:

- A team task
- Clear boundaries
- Stable membership
- Some authority to making their own work

Groups -> Teams:



Team performance:

Depends on:

- Extent of process loss.
 - i.e organising large groups
- Extent of process gain.
 - i.e productivity

Process gain: Social Facilitation:

- Presence of others enhances the performance of the dominant response
- i.e running with other people
- Well learned performances are enhanced
- Poorly learned behaviours are impaired, especially if they are complex

Process Loss: Social loafing (Free rider)

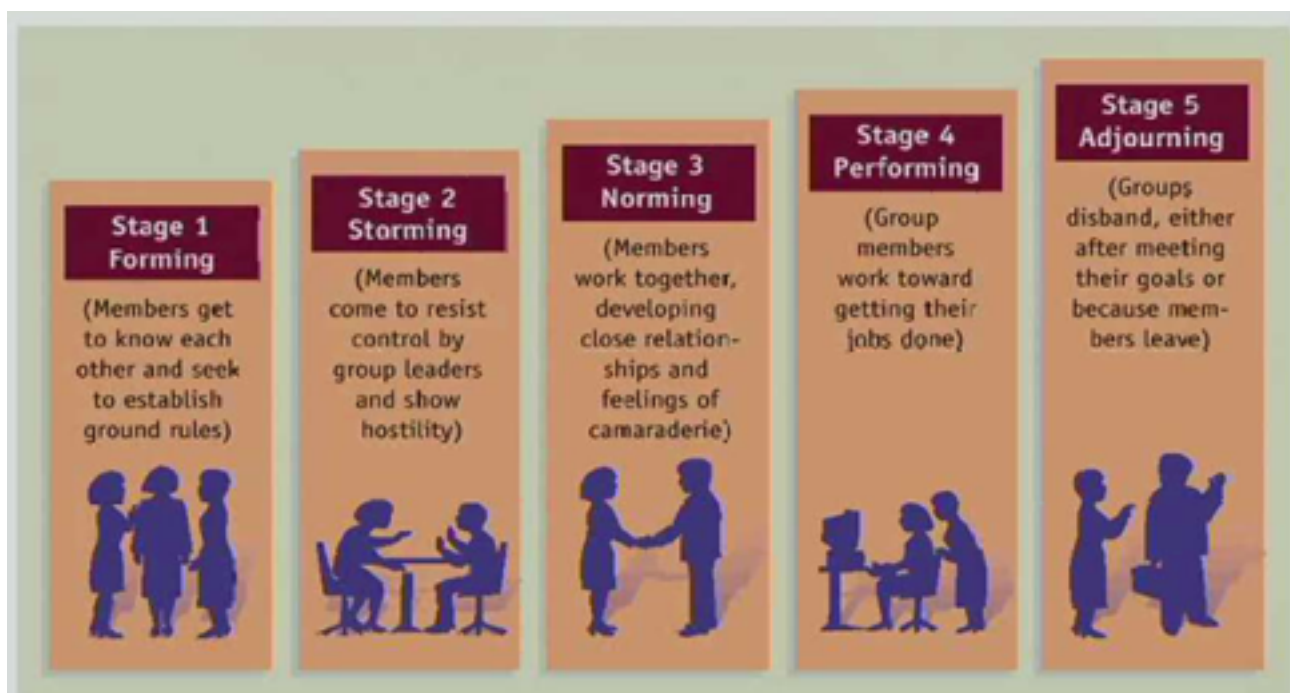
- Tendency for group members to exert less individual effort on an additive task as the size of the group increases

Managing social loafing:

- Individual performance visible
- Make work interesting
- Increase feelings of indispensability
- Increase performance feedback
- Reward group performance

Stages of Team Development:

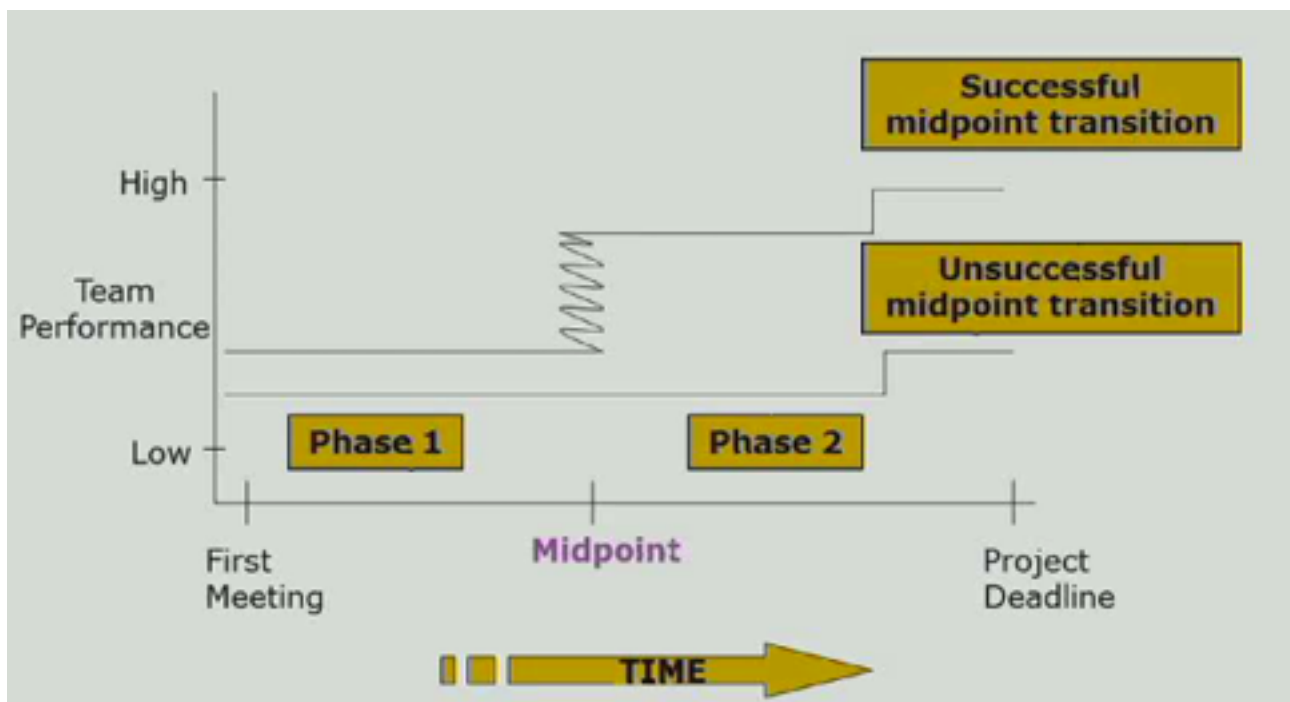
- Team must progress in order
 - Must not skip a stage
- 1) Dependency and Inclusion (*Forming*)
 - 2) Counter dependency and fight (*Storming*)
 - 3) Trust and Structure (*Norming*)
 - 4) Working (*Performing*)
 - 5) Termination (*Adjourning*)



	Forming	Storming	Norming	Performing
Individual Questions	"How do I fit in?"	"What's my role here?"	"What do the others expect me to do?"	"How can I best perform my role?"
Group Questions	"Why are we here?"	"Why are we fighting over who's in charge and who does what?"	"Can we agree on roles and work as a team?"	"Can we do the job properly?"

Punctuated Equilibrium Model:

- A model of team development that describes how teams with deadlines are affected by their first meetings and crucial midpoint transitions
- Revolutionary model of TD
- Focuses on the role of time
- Only useful with teams that have a deadline



Advice for managing teams in this model (implications):

- Prepare for first meeting
- Don't look for radical progress during phase one
- Manage the midpoint carefully
- Be sure that adequate resources are available to actually execute the phase 2 plan
- Resist deadline changes

Team Effectiveness:

- Enable structure
- Compelling direction
- Real team
- Supportive organisation context
- Expert coaching

Defining team effectiveness:

Team Output:

- Does the team's task output meet or exceed the expectation of those who receive, review or use it ?

Team Capability:

- Is the team members capability to work together in the future enhanced?
- Individual Learning and Growth:
- Does working in the team contribute to the learning and personal well-being of the individual team members?

Defining the model:

1) Real Team:

- Task interdependence:
- Pooled
 - Low level of interdependence i.e photo copier
- Sequential Interdependence
 - Higher level of interdependence
 - Rely on one another
- Reciprocal Interdependence
 - Highest level of interdependence
 - Need to have this level
 - Otherwise no point of having a team
- Boundary
- Stability
- Authority

2) Compelling Direction:

- Similar to goal setting
- Challenging
- Clear
- Consequential (Consequences attached)

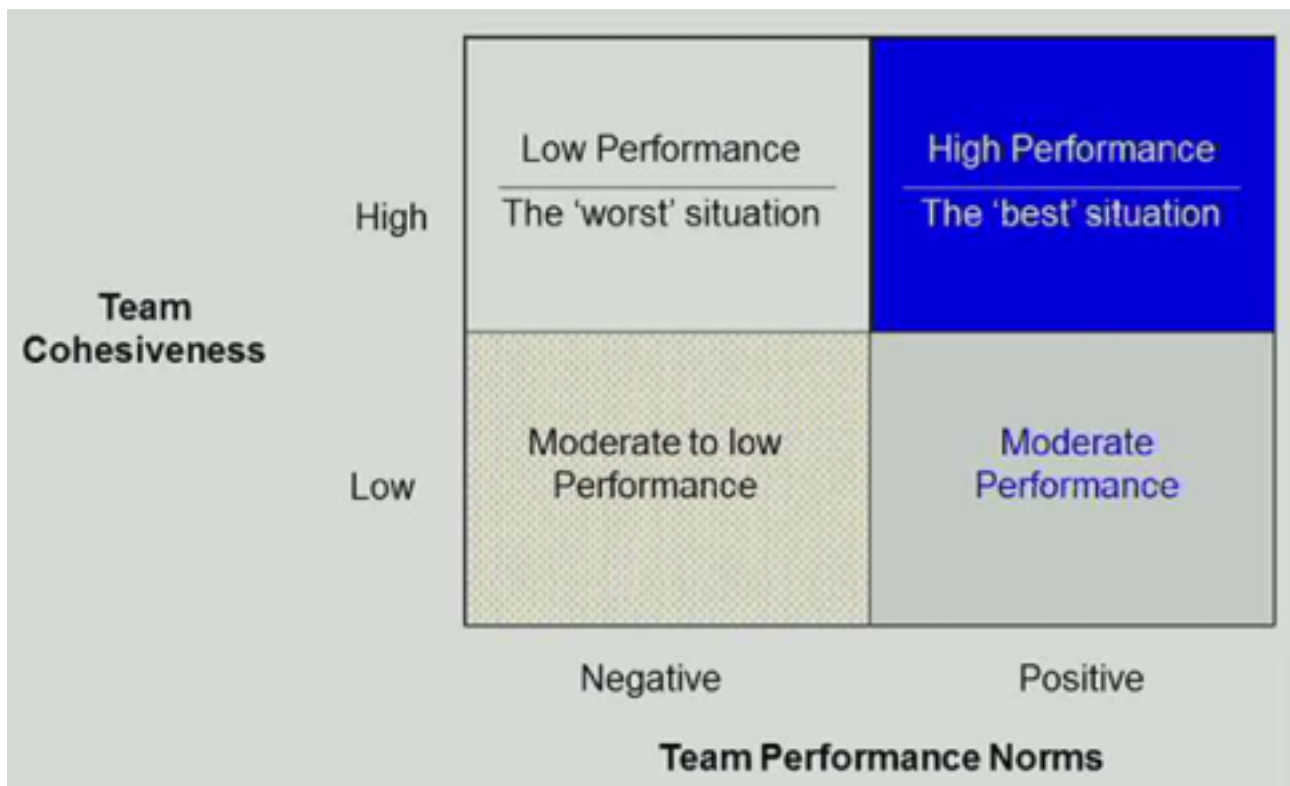
Enabling Structure:

- Norms and Cohesion
- Norms: Rules, how to communicate, when to communicate, performance that is expected
- Cohesion: the glue that keeps the group together

Influences on cohesion:

- Member similarity
- Team size
- Member interaction

- Difficult entry i.e requirements to be in the team
- Team success
- External competition or challenges



- Composition
- Size
- Diversity
 - Cognitive ability
 - Conscientiousness
 - Functionality
 - Cultural Diversity
- Interpersonally skills

Supportive Organisational Context:

- Systems
 - Rewards
 - Information
 - Education i.e training, team work skills

Expert Coaching: Temporality

- Coaching should depend on the phase of the group (life cycle), i.e behind midpoint, end
- Motivational -> Consultative -> Education (debrief)
- Coaching should be facilitating performance
 - Not performing yourself