**LEARNER GUIDE**

**Apply marketing team work strategies**

Unit Standard 252201

Level 4 Credits 4

# TABLE OF CONTENTS

[TABLE OF CONTENTS 2](#_Toc415155633)

[FORMATIVE ASSESSMENT 4](#_Toc415155634)

[Formative Assessment 1 4](#_Toc415155635)

[Formative Assessment 2 4](#_Toc415155636)

[PERSONAL INFORMATION 6](#_Toc415155637)

[INTRODUCTION 7](#_Toc415155638)

[Structure 8](#_Toc415155639)

[Programme methodology 8](#_Toc415155640)

[What Learning Material you should have 9](#_Toc415155641)

[Different types of activities you can expect 10](#_Toc415155642)

[Learner Administration 11](#_Toc415155643)

[Assessments 11](#_Toc415155644)

[Learner Support 12](#_Toc415155645)

[Learner Expectations 13](#_Toc415155646)

[UNIT STANDARD 252201 14](#_Toc415155647)

[THE STRUCTURE AND PURPOSE OF A TEAM 18](#_Toc415155648)

[The Team Structure 18](#_Toc415155649)

[Effective Team Structures 19](#_Toc415155650)

[What is the Purpose of a Team? 19](#_Toc415155651)

[The structure of a work team 20](#_Toc415155652)

[Types of work teams 20](#_Toc415155653)

[GROUP STAGES AND EFFECTIVE GROUPS 24](#_Toc415155654)

[Effective Groups 24](#_Toc415155655)

[Characteristics of an effective Team 24](#_Toc415155656)

[What makes a good team leader? 27](#_Toc415155657)

[Formative Assessment 1 29](#_Toc415155658)

[Building a collaborative team 31](#_Toc415155659)

[Mobilising the team 33](#_Toc415155660)

[What is a Group, really? 34](#_Toc415155661)

[The nature of groups 35](#_Toc415155662)

[5 Stages of Group Development 36](#_Toc415155663)

[Improving Group Performance 39](#_Toc415155664)

[FACTORS WHICH AFFECT A TEAM IN THE WORKPLACE 42](#_Toc415155665)

[Groups and their Cultures 42](#_Toc415155666)

[Formative Assessment 2 44](#_Toc415155667)

[Factors influencing Groups 44](#_Toc415155668)

[Cohesion 44](#_Toc415155669)

[Measuring Cohesion 46](#_Toc415155670)

[The relationship between cohesion & performance: 47](#_Toc415155671)

[Other factors associated with cohesion 47](#_Toc415155672)

[Group Goals 48](#_Toc415155673)

[REVIEWING TEAM EFFECTIVENESS 50](#_Toc415155674)

[Understanding what Teams are 50](#_Toc415155675)

[Types of Teams 50](#_Toc415155676)

# FORMATIVE ASSESSMENT

### Formative Assessment 1

#### On Your Own

Identify the people in your current work team; then explain the traits which you feel they require adding to their effectiveness within the team

|  |
| --- |
|  |
|  |
|  |
|  |

Identify the traits in your current team leader which can be enhanced to serve the team more effectively.

|  |
| --- |
|  |
|  |
|  |
|  |

Now let’s take a look at a working example of how a good team is built, from a marketing project managers’ point of view:

BUILDING a good team is the single most important thing a Marketing Project Manager can do to achieve a successful project.

With the right attitude, a team will overcome almost any difficulty to succeed in its goals.

### Formative Assessment 2

#### On Your Own

#### Part 1 – My Culture

This activity explores ethnocentrism and how we perceive other cultures.

Choose a culture other than your own (for example, a different national, religious or organisational culture).

List ideas, behaviours, rituals, or practices of that group that is different to your own.

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Which of the ideas, behaviours, rituals, or practices make sense to you? Which do you interpret as strange or silly?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

Which ideas, behaviours, rituals, or practices in your own culture would members of the other culture not understand? Which would they label as strange/silly?

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

PERSONAL INFORMATION

|  |  |
| --- | --- |
| **NAME** |  |
| **CONTACT ADDRESS** |  |
|  |
| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |
| **Learner Number** |  |
| **Identity Number** |  |
|  |
| **EMPLOYER** |  |
| **EMPLOYER CONTACT ADDRESS** |  |
|  |
| **Code** |  |
| **Supervisor Name** |  |
| **Supervisor Contact Address** |  |
|  |
| **Code** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Cellular** |  |

INTRODUCTION

#### Welcome to the learning programme

Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take notes and share information with your colleagues. Important and relevant information and skills are transferred by sharing!



This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you!

Structure

### Programme methodology



The programme methodology includes facilitator presentations, readings, individual activities, group discussions and skill application exercises.

Know what you want to get out of the programme from the beginning and start applying your new skills immediately. Participate as much as possible so that the learning will be interactive and stimulating.

The following principles were applied in designing the course:

* Because the course is designed to maximise interactive learning, you are encouraged and required to participate fully during the group exercises
* As a learner you will be presented with numerous problems and will be required to fully apply your mind to finding solutions to problems before being presented with the course presenter’s solutions to the problems
* Through participation and interaction the learners can learn as much from each other as they do from the course presenter
* Although learners attending the course may have varied degrees of experience in the subject matter, the course is designed to ensure that all delegates complete the course with the same level of understanding
* Because reflection forms an important component of adult learning, some learning resources will be followed by a self-assessment which is designed so that the learner will reflect on the material just completed.

This approach to course construction will ensure that learners first apply their minds to finding solutions to problems before the answers are provided, which will then maximise the learning process which is further strengthened by reflecting on the material covered by means of the self-assessments.

#### Different role players in delivery process

* Learner
* Facilitator
* Assessor
* Moderator

### What Learning Material you should have

This learning material has also been designed to provide the learner with a comprehensive reference guide.

It is important that you take responsibility for your own learning process; this includes taking care of your learner material. You should at all times have the following material with you:

|  |  |
| --- | --- |
| **Learner Guide** | **This learner guide is your valuable possession:**This is your textbook and reference material, which provides you with all the information you will require to meet the exit level outcomes. During contact sessions, your facilitator will use this guide and will facilitate the learning process. During contact sessions a variety of activities will assist you to gain knowledge and skills. Follow along in the guide as the training practitioner takes you through the material. Make notes and sketches that will help you to understand and remember what you have learnt. Take and share information with your colleagues. Important and relevant information and skills are transferred by sharing!This learning programme is divided into sections. Each section is preceded by a description of the required outcomes and assessment criteria as contained in the unit standards specified by the South African Qualifications Authority. These descriptions will define what you have to know and be able to do in order to be awarded the credits attached to this learning programme. These credits are regarded as building blocks towards achieving a National Qualification upon successful assessment and can never be taken away from you! |
| **Formative Assessment Workbook** | The Formative Assessment Workbook supports the Learner Guide and assists you in applying what you have learnt. The formative assessment workbook contains classroom activities that you have to complete in the classroom, during contact sessions either in groups or individually.You are required to complete all activities in the Formative Assessment Workbook. The facilitator will assist, lead and coach you through the process.These activities ensure that you understand the content of the material and that you get an opportunity to test your understanding.  |

### Different types of activities you can expect

To accommodate your learning preferences, a variety of different types of activities are included in the formative and summative assessments. They will assist you to achieve the outcomes (correct results) and should guide you through the learning process, making learning a positive and pleasant experience.



The table below provides you with more information related to the types of activities.

| **Types of Activities** | **Description** | **Purpose** |
| --- | --- | --- |
| **Knowledge Activities** | You are required to complete these activities on your own.  | These activities normally test your understanding and ability to apply the information. |
| **Skills Application Activities** | You need to complete these activities in the workplace  | These activities require you to apply the knowledge and skills gained in the workplace |
| **Natural Occurring Evidence** | You need to collect information and samples of documents from the workplace. | These activities ensure you get the opportunity to learn from experts in the industry.Collecting examples demonstrates how to implement knowledge and skills in a practical way |

### Learner Administration



#### Attendance Register

You are required to sign the Attendance Register every day you attend training sessions facilitated by a facilitator.

#### Programme Evaluation Form

On completion you will be supplied with a “Learning programme Evaluation Form”. You are required to evaluate your experience in attending the programme.

Please complete the form at the end of the programme, as this will assist us in improving our service and programme material. Your assistance is highly appreciated.

### Assessments

The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners’ ability to perform a task.

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

This programme has been aligned to registered unit standards. You will be assessed against the outcomes as stipulated in the unit standard by completing assessments and by compiling a portfolio of evidence that provides proof of your ability to apply the learning to your work situation.



**How will Assessments commence?**

#### Formative Assessments

The assessment process is easy to follow. You will be guided by the Facilitator. Your responsibility is to complete all the activities in the Formative Assessment Workbook and submit it to your facilitator.

#### Summative Assessments

You will be required to complete a series of summative assessments. The Summative Assessment Guide will assist you in identifying the evidence required for final assessment purposes. You will be required to complete these activities on your own time, using real life projects in your workplace or business environment in preparing evidence for your Portfolio of Evidence. Your Facilitator will provide more details in this regard.

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

### Learner Support

The responsibility of learning rests with you, so be proactive and ask questions and seek assistance and help from your facilitator, if required.



Please remember that this Skills Programme is based on outcomes based education principles which implies the following:

* You are responsible for your own learning – make sure you manage your study, research and workplace time effectively.
* Learning activities are learner driven – make sure you use the Learner Guide and Formative Assessment Workbook in the manner intended, and are familiar with the workplace requirements.
* The Facilitator is there to reasonably assist you during contact, practical and workplace time for this programme – make sure that you have his/her contact details.
* You are responsible for the safekeeping of your completed Formative Assessment Workbook and Workplace Guide
* If you need assistance please contact your facilitator who will gladly assist you.
* If you have any special needs please inform the facilitator

### Learner Expectations

Please prepare the following information. You will then be asked to introduce yourself to the instructor as well as your fellow learners



|  |
| --- |
| Your name:  |
|  |
|  |
| The organisation you represent:  |
|  |
|  |
| Your position in organisation:  |
|  |
|  |
| What do you hope to achieve by attending this course / what are your course expectations? |
|  |
|  |
|  |
|  |
|  |

# UNIT STANDARD 252201

#### Unit Standard Title

Apply marketing team work strategies

#### NQF Level

4

#### Credits

4

#### Purpose

The person credited with the unit standard will be able to describe the purpose and structure of teams within the marketing environment. They are also able to describe the role players in a team and evaluate the effectiveness of the team as well as their own performance within the team.

The qualifying learner is capable of:

* Identifying the structure and purpose of a team.
* Describing effective groups and identifying group stages.
* Describing and applying the roles and responsibilities required to work in a team.
* Identifying factors that affect a team in the workplace.
* Respecting personal, ethical, religious and cultural differences to enhance interaction between members.
* Reviewing the effectiveness of the team and own participation in the team.

#### Learning Assumed To Be In Place And Recognition Of Prior Learning

Learners accessing this unit standard will have demonstrated competence in:

* Communication at NQF Level 3 or equivalent.
* Mathematical Literacy at NQF Level 3 or equivalent.

#### Unit Standard Range

Team structures include but are not limited to: team leader, second in charge.

* Factors affective a team could include but are not limited to: disputes, moving targets, changing of objectives, deadlines, additional work on team member, losing of team members.
* Team objectives will include but are not limited to: target, due dates, measurable outcomes, who, what, where and when.

#### Specific Outcomes and Assessment Criteria:

**Specific Outcome 1**

Identify the structure and purpose of a team.

**Assessment Criteria**

* Structure of team is listed in line with own organisational team allocation.
* Purpose of a team is listed and explained in line with organisational or project objectives.
* Own position is shown in an organogram of the team.

**Specific Outcome 2**

Describe effective groups and identify group stages.

**Assessment Criteria**

* Effective groups are described within a given case study.
* Advantages and disadvantages of group work are listed in tabular form.
* Reasons for effective teamwork in marketing are identified and explained with examples.
* The role of group identity for the business is explained, within a given case study.
* The stages in group dynamics are identified and described within a given case study.
* Skills, aptitudes, personality and values within the specific group are identified and differentiated with examples.
* The importance of effective group behaviour is analysed in context of a specific marketing scenario.

**Specific Outcome 3**

Describe and apply the roles and responsibilities required to work in a team.

**Assessment Criteria**

* Roles and responsibilities of team members are listed in line with organisational objectives.
* Own roles and responsibilities are listed and described in line with organisational objectives and project targets.
* Own roles and responsibilities are applied in line with company standards and procedures.

**Specific Outcome 4**

Identify factors that affect a team in the workplace.

**Assessment Criteria**

* Negative factors are identified and explained in line with organisational activities.
* Positive factors are identified and explained in line with organisation activities.
* Uncontrollable factors are identified through investigation outside of the team and organisations control.
* Controllable factors are listed and explained in line with standard organisational practices.

**Specific Outcome 5**

Respect personal, ethical, religious and cultural differences to enhance interaction between members.

**Assessment Criteria**

* Differences between team members are identified and acknowledged within a given case study.
* The importance of showing respect to all stakeholders is explained in terms of the impact on individuals in the team.
* Behaviours which are of concern to individuals are discussed timeously and openly with those concerned.
* Other team member's feelings and perspectives are taken into account and own behaviour modified accordingly.

**Specific Outcome 6**

Review the effectiveness of the team and own participation in the team.

**Assessment Criteria**

* Team objectives are listed and recorded in required format.
* Team effectiveness against objectives is evaluated in required format and time frame.
* Own performance is evaluated against objectives and listed in required format and time frame.
* Corrective action is implemented following organisational standards and procedures.

#### Unit Standard Accreditation And Moderation Options

* An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
* Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
* Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
* Moderation of assessment will be conducted by the relevant ETQA at its discretion.

#### Unit Standard Essential Embedded Knowledge

* Structures and functions of teams in different environments.
* Factors that influence teams.
* Evaluation techniques.
* Social structures on individual and teams performances.

#### Critical Cross-field Outcomes (CCFO):

**Unit Standard CCFO Identifying**

Identify and solve problems related to team effectiveness.

**Unit Standard CCFO Working**

Work effectively with others when monitoring team's effectiveness against objectives.

**Unit Standard CCFO Collecting**

Collect, evaluate, organise and critically evaluate information when determining team objectives and targets for evaluation purposes.

**Unit Standard CCFO Communicating**

Communicate effectively when working within and evaluating teams and members performance.

**Unit Standard CCFO Contributing**

Being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds.

# THE STRUCTURE AND PURPOSE OF A TEAM

#### ***Specific Outcome 1***

Identify the structure and purpose of a team.

#### ***Assessment Criteria***

* Structure of team is listed in line with own organisational team allocation.
* Purpose of a team is listed and explained in line with organisational or project objectives.
* Own position is shown in an organogram of the team.

## The Team Structure

#### Why a “Team Structure?”

Many good companies like to talk about how their employees are part of the "family." In most cases, this word connotes positive feelings of warm relationships.

These companies want employees to feel that they will be taken care of with decent pay and benefits, and good working conditions, and that they can rely on strong relationships.

In return, employees will be loyal, dedicated and hard-working. All in all, it's a win for both parties. Even when the family concept does work, it may prove to be too limiting for our increasingly competitive marketplace.

A workplace, no matter how responsive to human needs, how strong the relationships, how genuinely concerned management is for its work force, should not be a "family."

In today's world, the "team" concept continues to be more effective, more efficient and in the long run, will provide for a more stable workplace and a healthier climate.

Families, even the most loving, still have somewhat of an authoritarian structure.

Members are often labelled and forced into a role that may or may not be productive because they are forced into a position that they are not suited for, or comfortable with.

Invariably a company "team" structure is better suited to success in today's market and with today's work force. A team is dependent on every member being in the right position at the right time. Team members must be well-trained, coached and motivated to perform.

They are involved with the execution of the game plan and are respected for their contributions. Team members are expected to help each other and to back each other up, and to cover for each other's weaknesses and coordinate efforts for success.

They will also analyze what went wrong, critique each other (in a positive manner) and make the necessary corrections for the next effort.

Having said this, any manager who thinks that running a team is easier than running a family is in for a rude awakening. Teams will be better in the long run, but being the boss means taking on a very different role. Every person on a team is important--president, manager, engineer, accountant, clerk and administrative support person.

There can be no pecking order on a team. All the employees are integral parts of the whole and must be dealt with accordingly. Any deviations, real or imagined, will cause dissension and dysfunction.

Don't get me wrong, there are many positive aspects to having a family structure, and it has served companies well over the years. When organizations have to come through tough times, certain family traits are comforting. Caring for and helping each other are important, and should be used in a team environment as well.

It would behove all companies to take the best of the family environment and integrate it into team environments to build from the best of the past, and move toward a more effective future.

### Effective Team Structures

The fact that the sum of ideas produced by individuals working alone is greater than the number of ideas produced by those individuals working in a group, is an indicator that team and groups structures are important considerations:

**a)** Large teams benefit from intellectual cross-pollination, but factors such as groupthink, core and peripheral information channels, status interactions, social loafing and individual shut downs reduce overall performance.

b) Pairs reduce intellectual cross pollination but some of the above inhibitors are also reduced. However, pairs are very successful - many comedy partnerships and creative teams in advertising working pairs.

c) Individuals are prone to path dependency, parochialism and competency traps, but many well known creations have been developed by individuals alone.

### What is the Purpose of a Team?

The purpose for creating teams is to provide a framework that will increase the ability of employees to participate in planning, problem solving and decision making to better serve customers.

Increased participation promotes:

* Better understanding of decisions,
* More support for and participation in implementation plans,
* Increased contribution to problem solving and decision making, and
* More ownership of decisions, processes, and changes

In order for teams to fulfil their intended role of improving organizational effectiveness, it is critical that teams develop into working units that are focused on their goal, mission, or reason for existing.

Successful team members compete against other teams, not each other. Teams are better than families in a business environment from a structural perspective because they more accurately represent the positive, productive working relationships that lead to success in a competitive world.

### The structure of a work team

#### A work team:

* Has a reason for working together
* Has members who need each other’s talents, skills, knowledge and experience to reach the team’s goal(s)
* Has members who believe that working together (at least on a particular project) is better than working alone
* Is part of a larger organisation

### Types of work teams

#### The goal-based work team

The goal-based work team functions by forming goals and deciding on plans of action to achieve those goals.

The theory is that team members work more effectively together when focused on a common goal(s). Goal-based teams are often called action teams especially when part of an organisation which has undergone Total Quality Management training.

#### The communication-based work team

This type of team stresses the importance of the communication skills of members. It could include people from across a number of areas within the organisation. The emphasis is on establishing open communication channels within an organisation.

The theory is that all organisational problems are caused by the breakdown of communication skills and channels. When information flows smoothly the efficiency and morale of the employees improves.

#### The role-based team

This type of team stresses the importance of establishing clear roles for its members. Regular and well-run meetings occur to define the roles of members and to get them working effectively together.

Record the various types of teams you have worked in.

Goal based:

|  |
| --- |
|  |
|  |
|  |

Communication based:

|  |
| --- |
|  |
|  |
|  |

Role based:

|  |
| --- |
|  |
|  |
|  |

2. Write down what is important to you when working in a team.

|  |
| --- |
|  |
|  |
|  |

3. Write down why you think work teams are often a part of today’s work force.

|  |
| --- |
|  |
|  |
|  |

#### Roles within teams

People take different roles in teams and these roles are most obvious in the critical stages of team development when the team is developing and communicating.

There are at least 3 different types of roles that people take in work teams.

1. Task roles are played by people when they focus on getting the job done.

2. Maintenance roles are played by people when they focus on the human qualities of working in a team such as feelings, values and opinions about the task or even beyond the task.

3. Destructive roles are played by people when they consciously or unconsciously sabotage the work of the team and frustrate the work of the team or meeting.

#### Team Task Roles

|  |  |
| --- | --- |
| **Brainstormer / Surpriser** | Often comes up with valuable new ideas but their creativity may need to be kept on track. They may need to be protected from some more “practical” members of the team who may ignore or belittle their ideas. |
| **Expert** | Considers it important to stay on task and stick to facts. They are intolerant of meeting politics and more creative ideas. |
| **Judge** | Likes to settle disputes but sometimes tries to reach decisions before full discussion has taken place |
| **Clarifier** | Plays a valuable role by keeping situations under control. or Makes sure everyone understands issues. |
| **Motivator** | Likes to encourage others and get things done but may encourage team to premature decision. |
| **Implementer** | Has an important “can do” mentality but may encourage team to make a decision too early. |
| **Chairperson** | Likes to keep team on task and when a stalemate is reached will often sum up differing viewpoints. |
| **Note-taker** | Likes to be the memory of the meeting and has the important role of recording the decisions of the meeting. This role is even more important in formal meetings when agendas and “action minutes” may be used. |
| **Representative** | Often interacts with outside interests and stake holders. Generally plays a constructive role but may have divided loyalties. |

#### On Your Own

In the space given below, draw an organogram showing your team which you function in at work, as well as where you fit into the specific team.

|  |
| --- |
|  |

# GROUP STAGES AND EFFECTIVE GROUPS

#### ***Specific Outcome 2***

Describe effective groups and identify group stages.

#### ***Assessment Criteria***

* Effective groups are described within a given case study.
* Advantages and disadvantages of group work are listed in tabular form.
* Reasons for effective teamwork in marketing are identified and explained with examples.
* The role of group identity for the business is explained, within a given case study.
* The stages in group dynamics are identified and described within a given case study.
* Skills, aptitudes, personality and values within the specific group are identified and differentiated with examples.
* The importance of effective group behaviour is analysed in context of a specific marketing scenario.

#### ***Specific Outcome 3***

Describe and apply the roles and responsibilities required to work in a team.

#### ***Assessment Criteria***

* Roles and responsibilities of team members are listed in line with organisational objectives.
* Own roles and responsibilities are listed and described in line with organisational objectives and project targets.
* Own roles and responsibilities are applied in line with company standards and procedures.

## Effective Groups

### Characteristics of an effective Team

1. There is a clear unity of purpose**.**

There was free discussion of the objectives until members could commit themselves to them; the objectives are meaningful to each group member.

#### 2. The group is self-conscious about its own operations.

The group has taken time to explicitly discuss group process -- how the group will function to achieve its objectives. The group has a clear, explicit, and mutually agreed-upon approach: mechanics, norms, expectations, rules, etc. Frequently, it will stop to examined how well it is doing or what may be interfering with its operation. Whatever the problem may be, it gets open discussion and a solution found.

3. The group has set clear and demanding performance goals for itself and has translated these performance goals into well-defined concrete milestones against which it measures itself. The group defines and achieves a continuous series of "small wins" along the way to larger goals.

#### 4. The atmosphere tends to be informal, comfortable, relaxed.

There are no obvious tensions, a working atmosphere in which people are involved and interested.

#### 5. There is a lot of discussion in which virtually everyone participates, but it remains pertinent to the purpose of the group.

If discussion gets off track, someone will bring it back in short order. The members listen to each other. Every idea is given a hearing. People are not afraid of being foolish by putting forth a creative thought even if it seems extreme.

6. People are free in expressing their feelings as well as their ideas.

#### 7. There is disagreement and this is viewed as good.

Disagreements are not suppressed or overridden by premature group action. The reasons are carefully examined, and the group seeks to resolve them rather than dominate the dissenter. Dissenters are not trying to dominate the group; they have a genuine difference of opinion. If there are basic disagreements that cannot be resolved, the group figures out a way to live with them without letting them block its efforts.

#### 8. Most decisions are made at a point where there is general agreement.

However, those who disagree with the general agreement of the group do not keep their opposition private and let an apparent consensus mask their disagreement. The group does not accept a simple majority as a proper basis for action.

#### 9. Each individual carries his or her own weight, meeting or exceeding the expectations of other group members.

Each individual is respectful of the mechanics of the group: arriving on time, coming to meetings prepared, completing agreed upon tasks on time, etc.

When action is taken, clears assignments are made (who-what-when) and willingly accepted and completed by each group member.

#### 10. Criticism is frequent, frank and relatively comfortable.

The criticism has a constructive flavour oriented toward removing an obstacle that faces the group.

#### 11. The leadership of the group shifts from time to time.

The issue is not who controls, but how to get the job done.

#### What makes a good team member?

 Just as team members will have expectations of team leaders, they will also have expectations of other team members.

Being a great team member can aid the team process as much as a good team leader.

Here are some of the elements that make a great team member:

* Commitment to the team above themselves
* Positive contribution to the team process and goals
* Enthusiasm, energy, inspiration and sufficient expertise (it's not only for leaders!)
* Willingness to take responsibility for elements of the team's work
* Delivering on commitments

#### Commitment to the team above themselves

The factors that made up a successful team leader included both commitment to people and a desire to support and serve.

Great team members are also servant minded: seeking to serve others before their own needs.

#### Positive contribution to Team Process and Goals

Some team members may be willing to take a back seat - saying "it's the leader's role to tell us what to do!" This is symptomatic of a work group rather than a team.

Great team members will support the team leadership with suggestions for improving the effectiveness of the team process or new ideas for delivering the team goals.

This can lead to the leadership being shared around, as different team members drive the process at different times.

#### Enthusiasm, Energy, Inspiration and Expertise

Team members don't only want their leaders to inspire and motivate them, having other team members who are also able to play this role is seen as very positive by most team members.

Having a team structure which allows individual expertise, and gifts to be understood and productively used by the team, is very affirming to team members, and in turn, encourages their contribution. It's not only the team leader who has responsibility for developing that kind of team structure.

#### Willingness to take responsibility for elements of the teams work

Arising out of the previous element, team members should be willing to run with elements of the team's work - taking away tasks from the main group to work on. These might not only be tasks, but could also include elements of team development.

#### Delivering on commitments

If an individual is to be fully valued by the team, they must be committed to the success of the team. If they agree to carry out action steps at team meetings, there is an expectation that these will be carried out, unless that expectation is changed.

If at the following team meeting, the team is surprised by an individual not delivering on what they agreed, there is a danger that they will lose trust in the individual. Further occurrences of this will almost certainly move the group process backwards. It is better to resist the pressure to deliver initially and set appropriate expectations, than to say yes, and then spend the next weeks finding ways of apologising.

### What makes a good team leader?

 The way a team is led will have a major impact upon the success or otherwise of the team.

When asked what they want from a team leader, team members often identifies several values they would want a leader to hold:

* Commitment to people as well as task is the first key element
* Desire to support and serve the team as well as lead from the front
* Enthusiasm, energy, inspiration and sufficient expertise
* Willingness to shoulder responsibility rather than pass the buck
* Ability to make the team come together to achieve more than a group of individuals

#### Commitment to people

Most team members are primarily concerned about relationship and about being valued as a team member, before they are concerned about the task that the team is to undertake.

Feeling secure in a group environment is an important pre-requisite before individual contribution. The good team leader is able to spend time building the team, not only when the team starts off, but when a newcomer joins an existing team.

#### Desire to Support and Serve

Whilst team members want to see the ability to lead from the front, they are also strongly motivated by the ability to lead from the back!

Servant leadership from the team leader is vital if team members are in turn, to want to serve each other. This is a particularly key topic for Christian leaders. There is a balance to be struck between a willingness to take on any chores that need to be done by the team, and taking an inappropriate balance of roles so that the leadership is diminished.

#### Enthusiasm, Energy, Inspiration and Expertise

Unsurprisingly team members want to be inspired and motivated by team leadership which has the energy and enthusiasm to fire them up.

However, they also want to feel secure that the team leader has themselves, or has access to, the necessary expertise to lead the team in the right direction.

The leader doesn't have to be the most knowledgeable of the subject at hand, but if they are not, they must encourage the input of others.

#### Willingness to shoulder responsibility

Team leaders are tested under pressure. When challenges arise, as they inevitably will, the leader will need to take responsibility to ensure that they are fixed as far as possible and that the team is strengthened as a result.

This does not mean that the leader should admit that issues beyond their control are in any way their fault, (although they should be honest in admitting their mistakes), but rather adopt a proactive stance to ensure the team is not deflected from its course.

#### Ability to achieve more as a team

Teams only become a team once there is some synergy within the group i.e. the team process adds value to that which a disparate group of individuals would achieve undirected.

This is likely to require the team leader to explore leadership models that share the leadership role within the team, to have an understanding of different individuals team roles, strengths and gifts, establish a mutual accountability within the team, and to create a team environment which is open, fun and allows healthy and productive discussion.

### Formative Assessment 1

In most projects there will be times when only the determination of the team can overcome the difficulties and carry the initiative through to success.

Even when there is no pressure, the team's spirit and enthusiasm will be reflected in the quality of the solution and the extent to which other people buy-in to it.

There is a whole area of academic study and practical experience about building good teams.

Business psychologists present many theories concerning the way in which people interact.

A world-class Marketing Project Manager needs to be an amateur psychologist and a manipulator of human behaviour.

Here are some of the factors which generally lead to a good team:

* Shared belief in the value and achievability of the team's goals,
* Awareness of the value of the individual's own role and contribution,
* Recognition of the value of other team members (whether they are key specialists or just non-specialist, junior assistants),
* Desire to work collaboratively, sharing thoughts, ideas, concerns, etc,
* Friendship - enjoying working together with a common purpose,
* Supporting each other in recognition that the team's success requires all members to be successful,
* Coaching junior members rather than bossing them,
* Listening to ideas and advice from other team members,
* Making time to communicate with other team members,
* Celebrating successes,
* Rewarding good team behaviour in financial and non-financial ways

To achieve this collaborative team style, the Project Manager usually needs to behave as one of the team - collaborative, supportive, friendly, etc.

The Project Manager should be the best of friends with each team member to the extent that each participant would go to great lengths to help the project succeed.

It is interesting to compare this project management style with the traditional view of the Marketing Project Manager. Often the best recognised Marketing Project Managers are those who make a lot of noise, bang the table, make snap judgements, are tough with their people, "crack the whip" and generally drive people to perform through the exercise of power.

These behaviours are very visible and it is common to find managers with this personal style do get recognised and promoted.

A regime of terror can only succeed so far and for so long. There comes a point where the participants give up trying and no amount of pressure can persuade them to increase their contribution.

Beyond that point, people will leave and the project will fail. Conversely, in a collaborative team the participants feel that the team's success is their own personal mission. They will respond ever more determinedly as the pressure rises.

The Marketing Project Manager who has created an excellent team will find the team performing optimally with very little intervention. Herein lies the dilemma for a career-minded Marketing Project Manager.

In good projects the Marketing Project Manager does not need to (and should not) exhibit dramatic, powerful, personal characteristics, but the organisation's leadership may be more likely to recognise the talents of a manager who creates a lot of noise.

<http://www.epmbook.com/resources/donkey.ppt>

The reality is that a sensible balance achieves the best results:

* Reward vs. punishment
* Pleasure vs. pain
* Opportunity vs. threat
* Encouragement vs. coercion

The classic analogy is the donkey, motivated by the promise of a carrot and the threat of a beating with the stick. Most psychologists believe that the positive experience of the carrot is much more successful than the negative threat of the stick.

They would argue that the stick should be applied only on rare occasions with good cause - or, maybe, never at all. The carrot should be offered as a constant reward for performance.

A similar balance should be achieved between the stimulus generated by the availability of opportunities versus the instinctive survival reaction to threats.

The best compromise can sometimes be achieved by people taking on different "good guy" and "bad guy" roles.

Think about the "head-teacher sanction". In a school class, children should be exposed for most of their time to a friendly, helpful, collaborative teacher. If they behave badly, it is unwise to damage the teacher-student relationship so the threat of pain and punishment takes the form of a trip to the head-teacher.

If you apply this logic to a hierarchical structure, the conclusion is that each person more than one level from the bottom needs to be a friendly, collaborative, supportive mentor to their immediate subordinates, but a tough, demanding figure in the eyes of those below.

Each manager needs to be able to play both roles.

Human behaviour is driven by a combination of many factors - some controllable, some not. The inherent nature of each individual is something the Marketing Project Manager can do little about.

The way participants are assigned to roles and sub-teams can be controlled. In an extreme case, the Marketing Project Manager might choose not to use a given individual if their character would not fit in.

Look for a good balance of personalities as well as skills when building the sub-teams and the working relationships within the Marketing Project Team.

This is an area where considerable psychological research has been performed - many publications and training programmes are available.

### Building a collaborative team

But who said teams need to be hierarchical? Within a team you will find a mixture of different people with different assignments - but that does not necessarily require a hierarchy. The best team cultures develop where team members recognise that everyone else also has important value to contribute.

For each issue someone needs to be the recognised leader; someone has to believe it is their responsibility to drive an issue otherwise it may become forgotten.

For each issue there will be a sub-set of people most appropriate to make contributions. "Appropriate", here, means a combination of capability, resource scheduling/availability, and the need to build a good team.

The team structure that develops (either formally or informally) will be flexible such that the right people work together for any given topic.

It also means that a leader for one issue might be only a contributor for another - and vice versa. A can be B's "boss" in some aspects of the teamwork, but B might be A's boss in others.



In this example, see how the Applications Development Team Leader is an important contributor to the Solutions Architecture Team and also to the overall project leadership team.

In fact, all the leaders can be a leader in one context but a contributor in others.



If we expand this thinking, it is possible to generate a highly collaborative team where every member has at least one issue to lead upon. In this table, we see how the Marketing Project Manager has assigned staff to the various issues.

Even the most junior team member, Pat Sapphire, has a team leader role to play - Pat is responsible for organising the team's social events.

Notice how Jude Jade, the Change Management leader, works for Jo Green as part of the Solutions Architecture Team, but Jo defers to Jude when dealing with Change Management issues.

By respecting the specialist skills, roles and responsibilities of other team members, a strong, collaborative team spirit can be created - each person recognising the value of others and the value of working as a team.

It is a good idea to give everyone responsibility for some aspect, major or minor, of the overall success of the project.

####  Planning for a first-class team

You might be able to build a good, effective team based on your own instinct and personality. If, however, you apply your wisdom you will realise you need to plan your approach in advance of building the team.

Team-building considerations will impact your decisions on such things as:

* Budget
* Team structure
* Reward mechanisms (bonuses, payments, other incentives)
* Assignments and usage of specific individuals
* Mobilisation of resources
* Communications strategy
* Planned activities - events and regular meetings

The project's sponsors should also understand the importance of building a good team. Make sure they support the measures and approaches you plan.

For example, if you feel it would help to allow the team to wear jeans, work from home and have free drinks every Friday - you could get in a lot of trouble unless the senior leadership understand and agree.

Routine activities and special events should be included in the overall high-level planning for the project and in the detailed plan for each phase.

### Mobilising the team

You should begin to build an effective team culture as (or even before) the individuals join the project. This is a combination of attitude and specific actions.

All people in leadership roles should make each individual feel a valued part of a team with a clear and important mission.

Key message to convey to all team members are:

* The objective of the project
* What the end result should look like
* Why it is of value to the organisation
* What approach the project will take (focus areas, Work-streams, timing, technology, techniques, etc)
* The style and culture the project team is expected to adopt
* Why each individual's co-operation is vital and of great value.

There will also be a large number of specific things the team members need to understand, e.g.:

* Where they work, eat, get coffee, go to the toilet, park the car, run to when there is a fire, etc
* Who they report to and how,
* What they have to do,
* Where they find information, documentation, advice etc
* How they fill in timesheets,
* How they report issues, problems, bugs etc,
* What behavioural norms are expected (eg clothes, language, timekeeping, personal use of telephone, internet and other equipment or technology, etc)
* How to use specific software, hardware and other equipment

Some of this can be conveyed to individuals personally as they arrive. To handle the bulk of the information you should prepare:

* Welcome packs containing information about the project and its modus operandi,
* Team briefing sessions for batches of team members as they arrive,
* Training sessions for any specific technologies being used - both for the project work or for the administration and control of the project.

Remember that the emphasis is to build a good team. The right attitude can be promoted throughout all these activities.

In addition, you should plan appropriate formal and informal activities that build the desired attitudes and behaviours.

In most cases, some form of team social event should be held early in the project. Informal social activities can also be planned - even where they are intended to look unplanned.

### What is a Group, really?

A broad definition of a group is: 'when two or more people define themselves as members of it and when it is recognised by at least one other (person)' (Brown 1988).

A more specific definition that is more useful to organisations is a collection of people who interact for a common purpose and between whose members there is interdependency (Kreitner & Kinicki 1995; Lahiff & Penrose 1997). Interdependency is the degree to which individual members rely on each other to reach the group's goals (Bartol et al. 2001).

For example, a group of people involved in a meeting rely on each other's input to complete the meeting agenda.

A team is a specific type of group becoming more and more popular in organisations. Katzenbach and Smith (1993, p.5) define a team as:

“A small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.”

Katzenbach and Smith (1993) believe that no group becomes a team unless they can hold themselves accountable as a team. They illustrate this with two very different statements:

'The boss holds me accountable' as opposed to

'We hold ourselves accountable'.

Two critical aspects of mutual accountability are commitment and trust. These are not always present in groups, but they are crucial for a high performing team.

### The nature of groups

The trend towards empowerment in organisations has resulted in an increased use of groups such as committees and task forces to manage the ongoing coordination and development of the business or difficult and troublesome problems as they arise. There are many different types of groups and teams in organisations. For examples, see the diagram below.



Some of the more common types of groups are:

#### Self-Managing Work Teams

(SMW teams or autonomous work teams)

SMW teams are empowered to perform supervisory tasks such as planning, scheduling and training and they emphasise participative decision making, shared tasks, and responsibilities.

Team working in organisations has been used for product development, quality improvement and the sharing and integration of worker's skills in such companies as Chrysler, Ford, Mazda, General Electric, Motorola, Mitsubishi and Hewlett-Packard.

#### Committees and Task Forces

These groups apply a collective effort towards a specific purpose. A committee tends to be an ongoing group whereas a task force is temporary as, for example, a task force considering discrimination in the workplace.

#### Virtual Teams

Virtual teams are becoming more popular as organisations are entering into international markets and globalisation. The communication distance between members of the organisation working on the same project but living in different countries can be minimised with the use of technology such as computer-mediated groups/electronic group networks using local-area and wide-area networks. Discussion boards, chat sessions and e-mail are just a few of the technologies used in this type of group.

### 5 Stages of Group Development

#### Stage 1: Forming

In the Forming stage, personal relations are characterized by dependence. Group members rely on safe, patterned behaviour and look to the group leader for guidance and direction. Group members have a desire for acceptance by the group and a need to be know that the group is safe.

They set about gathering impressions and data about the similarities and differences among them and forming preferences for future sub-grouping. Rules of behaviour seem to be to keep things simple and to avoid controversy. Serious topics and feelings are avoided.

The major task functions also concern orientation. Members attempt to become oriented to the tasks as well as to one another. Discussion centres on the defining of the scope of the task, how to approach it, and similar concerns. To grow from this stage to the next, each member must relinquish the comfort of non-threatening topics and risk the possibility of conflict.

#### Stage 2: Storming

The next stage, called Storming, is characterized by competition and conflict in the personal-relations dimension an organization in the task-functions dimension.

As the group members attempt to organize for the task, conflict inevitably results in their personal relations. Individuals have to bend and mould their feelings, ideas, attitudes, and beliefs to suit the group organization.

Because of "fear of exposure" or "fear of failure," there will be an increased desire for structural clarification and commitment. Although conflicts may or may not surface as group issues, they do exist. Questions will arise about who is going to be responsible for what, what the rules are, what the reward system is, and what criteria for evaluation are.

These reflect conflicts over leadership, structure, power, and authority. There may be wide swings in members’ behaviour based on emerging issues of competition and hostilities. Because of the discomfort generated during this stage, some members may remain completely silent while others attempt to dominate.

In order to progress to the next stage, group members must move from a "testing and proving" mentality to a problem-solving mentality. The most important trait in helping groups to move on to the next stage seems to be the ability to listen.

#### Stage 3: Norming

In the Norming stage, interpersonal relations are characterized by cohesion. Group members are engaged in active acknowledgment of all members’ contributions, community building and maintenance, and solving of group issues. Members are willing to change their preconceived ideas or opinions on the basis of facts presented by other members, and they actively ask questions of one another.

Leadership is shared, and cliques dissolve. When members begin to know-and identify with-one another, the level of trust in their personal relations contributes to the development of group cohesion.

It is during this stage of development (assuming the group gets this far) that people begin to experience a sense of group belonging and a feeling of relief as a result of resolving interpersonal conflicts. The major task function of stage three is the data flow between group members: They share feelings and ideas, solicit and give feedback to one another, and explore actions related to the task.

Creativity is high. If this stage of data flow and cohesion is attained by the group members, their interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective group. The major drawback of the norming stage is that members may begin to fear the inevitable future breakup of the group; they may resist change of any sort.

#### Stage 4: Performing

The Performing stage is not reached by all groups. If group members are able to evolve to stage four, their capacity, range, and depth of personal relations expand to true interdependence.

In this stage, people can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group and individuals. Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions.

By now, the group should be most productive. Individual members have become self-assuring, and the need for group approval is past. Members are both highly task oriented and highly people oriented. There is unity: group identity is complete, group morale is high, and group loyalty is intense.

The task function becomes genuine problem solving, leading toward optimal solutions and optimum group development. There is support for experimentation in solving problems and an emphasis on achievement. The overall goal is productivity through problem solving and work.

#### Stage 5: Adjourning

The final stage, Adjourning, involves the termination of task behaviours and disengagement from relationships.

A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension - in effect, a minor crisis.

The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

#### Advantages and Disadvantages of Group Work

Groups can be very useful in organisations.

They can:

* Pool the individual talents and resources of individuals
* Help catch and correct individual errors as other members of the group may pick up on the error
* Stimulate productivity through peer group pressure: that is, members encourage other members to keep focused;
* Satisfy the social needs of their members
* Make higher quality decisions as the decisions gain higher acceptance (by group members rather than an individual) and members feel more committed to the decision as they were involved in making it

However, group work is time consuming and costly because members are removed from their individual activities. Also, often in groups there is unclear individual accountability for errors and undue conformity as some members may succumb to peer pressure.

A team work has assigned almost only advantages. We can see them and name them. Meanwhile, work in a team also has small disadvantages, usually hard to see them in our everyday work.

Why it's worth to work in a team and why sometimes not?

When we are talking about team work we mean that a team leader formulates tasks and team realizes it together but using the strengths of individual members.

This form allows you to avoid job losses, as the activities are subject to internal audit and evaluation at each stage, and organizational activities are rationalised up.

Also when a group of intelligent people is talking about one common subject and looking for best solution they usually find the answer to their questions. Why? Because we are all different and while speaking one mind is stimulating another one and that's how the best ideas and solution usually comes up during brainstorming.

And as we speaking of brainstorm and conversation it is very important to know how to speak with the colleagues and communicate every doubts and needs about work. Also listen actively, share suggestions and don't hide bad feelings. Letting bad feelings brew can sometimes isolate one person from the group. And that in a longer term can make this person feel not loyal to the entire group.

And loyalty is what in team work is most important - it makes the team feel secure with each other. When working in a team there are no losers and no winners.

That, despite of obvious advantage (no one loses anything), can be a big disadvantage - no one takes a blame and no one can feel really good of gained success.

If no one is responsible for each task sometimes no one knows who is doing what and the job might not be done at all. If we have situation that the group of people consists mostly of leaders their team work might just not simply...work.

What's worse, a few people in the group who are not the leader types can be pushed aside by their colleagues and have a problem to do their jobs. Leaders would be concentrated on achieving the goal and won't care about helping other team members and socialising with them and won't become a good team.

### Improving Group Performance

In order for group work to be more productive than individual work the group needs positive synergy.

Synergy is where the whole is greater than the sum of its parts. Positive synergy is the force that results when the combined gains from the group are greater than they would be if the individuals worked alone (Bartol et al. 2001). For this reason the performance of the group depends on the extent to which the group's interaction patterns result in positive synergy and a positive outcome.

Group performance is affected by many factors such as:

#### 1. Group cohesiveness

Group cohesiveness is the degree to which members are attracted to a group, are motivated to remain in the group and are mutually and positively influenced by one another.

#### 2. Group Attractiveness

An individual member's attraction to other members and to the whole group results in a more cohesive group.

#### 3. Group satisfaction

The evaluation that members make of the worth of their membership in the group and the group's overall effectiveness will affect members' satisfaction with the group process

#### 4. Group culture

The group's culture will influence the norms or expected behaviour of the group members. For example, a group with a culture of low commitment will result in poor performance.

A group culture that inspires enthusiasm and mutual respect will result in a positive group climate and the potential for a higher performing group.

**Decision making in groups**

Group decision making is only appropriate in the right context and should not be used because it is 'fashionable': bringing people together in an organisation can be costly and may divert people from other important tasks. Below is an overview of times when individual and group decisions are appropriate

| **When an individual decision is best** | **When a group decision is best** |
| --- | --- |
| When time is short | When creativity is needed |
| When the decision is relatively unimportant to the group | When acceptance of a solution by group members is important |
| When the leader has all the data needed to make the decision | When data for the solution rests within the group |
| When one or two group members are likely to dominate the discussion | When understanding of a solution by group members is important |
| When destructive conflict is likely to erupt among group members | When the problem is complex or requires a broad range of knowledge for solution |
| When people feel they attend too many meetings, don't feel they should be involved, or are pessimistic about the value of group meetings | When the manager wants subordinates to feel part of a democratic process or wants to build their confidence |
| When the relevant decision-making data are confidential and cannot be shared with all group members | When more risk taking in considering solutions is needed |
| When group members aren't capable or qualified to decide | When better group members' understanding of each other is desirable |
| When the leader is dominant or intimidates group members | When the group as a whole is ultimately responsible for the decision |
| When the decision doesn't affect the group directly | When the leader wants to get feedback on the validity of her or his ideas and opinions |

 Now let’s take a look at some case studies. You will receive two handouts from your facilitator, depicting case studies which were done in relation to group work.

Study these two carefully and then comment on the in your groups, based on the following criteria:

* Describe what an effective group is
* How does the group-work improve on individual work, in these cases?
* What are the advantages of this group work, in relation to this work being done by an individual?
* What behaviours in these groups assisted with the successful completion of the tasks?
* Was there any dynamics in the groups which could have been improved? Explain your answer.
* Can you identify the stages in the groups?

# FACTORS WHICH AFFECT A TEAM IN THE WORKPLACE

#### ***Specific Outcome 4***

Identify factors that affect a team in the workplace.

#### ***Assessment Criteria***

* Negative factors are identified and explained in line with organisational activities.
* Positive factors are identified and explained in line with organisation activities.
* Uncontrollable factors are identified through investigation outside of the team and organisations control.
* Controllable factors are listed and explained in line with standard organisational practices.

#### ***Specific Outcome 5***

Respect personal, ethical, religious and cultural differences to enhance interaction between members.

#### ***Assessment Criteria***

* Differences between team members are identified and acknowledged within a given case study.
* The importance of showing respect to all stakeholders is explained in terms of the impact on individuals in the team.
* Behaviours which are of concern to individuals are discussed timeously and openly with those concerned.
* Other team member's feelings and perspectives are taken into account and own behaviour modified accordingly.

## Groups and their Cultures

As with communication, culture has been defined in many and various ways. For example:

'Culture is communication and communication is culture.' (Hall 1959)

The total pattern of human behaviour and its products embodied in thought, speech, actions and artefacts and dependent on man's capacity for learning and transmitting knowledge to succeeding generations through the use of tools, language, and systems of abstract thought. (Webster's Third New International Dictionary )

'Culture is acquired knowledge that people use to interpret experience and generate social behaviour.' (Hodgetts & Luthans 1997)

'Culture is learned social behaviours that develop over time.' (Dwyer 2005, p.32)

Again, as was the case with communication, the variety of definitions in this sample reflects the complex nature of culture. However, despite this complexity learned behaviour, communication and intercultural communication are processes that can be developed and improved. In developing and improving communication competence within and between cultures it is important to realise that people with whom we communicate influence our communication and we influence theirs.

Communication is a shared, mutual process: always be open to new ideas and be ready to share your own. Dwyer (2005) states that culture is a learned process that develops over time. Enculturation is a process of socialisation in which people learn about and adapt to their own culture.

It involves conditioning and programming in the processes of communication particular to a culture, including perceptual patterns (for example, categorising people outside of the culture or stereotyping) and verbal and nonverbal language. Acculturation is the process of adjusting or adapting to another culture. Usually this process involves a high level of uncertainty and anxiety that can be decreased by trying to understand the new culture and by being open to differences and similarities.

One of the major factors influencing effective intercultural communication is our ability or inability to understand other cultures. It is impossible to understand the communication of people from other cultures if we are highly ethnocentric : that is, when we hold the belief that our culture is superior to others.

This leads us to see our own culture as 'right' and all others as 'wrong' (Gudykunst & Kim 1997).

How can we openly communicate when we have such a view? Indeed, how can we even attempt to understand another culture if we think it is 'wrong'? Becoming more culturally relativistic can overcome the potential communication problems associated with ethnocentrism.

'Cultural relativism is the recognition of cultural differences and the acceptance of the fact that each social group has its own set of cultural norms'. It suggests that the only way we can understand others is in the context of their culture and that no one cultural trait is 'right' or 'wrong': it is simply different.

### Formative Assessment 2

#### Part 2 – My Group’s Culture

Making use of either your current group in the classroom or your working group in your organisation, identify the various culture groups as well as their attributes which differentiates them from one another.

Once you have identified this data, place it in tabular format and then explain the following:

1. How respect is shown between different members of the team in accordance with the other’s culture
2. Behaviour which could show disrespect to each others’ cultures
3. Behaviour modifications which can be made by individuals within the group, to accommodate other members’ cultures and feelings.

### Factors influencing Groups

#### Group Cohesion

* Some teams are successful because they get along.
* Some teams are successful even when the team mates are not friends.

But to be successful, a team needs all of its players working together as a cohesive unit during competition.

### Cohesion

* Cohesion – a dynamic process that is reflected in the tendency for a group to stick together and remain united in pursuit of its instrumental objectives and/or for the satisfaction of member affective needs.
* Many factors related to why a group sticks together
* Dynamic – can change over time
* Groups are created for a purpose
* Social interactions produce feelings among group members
* Cohesion is a combination of task and social dimensions.
* *Task cohesion* – the degree that group members work together to achieve common goals
* *Social cohesion* – reflects the degrees to which members of a team like each other and enjoy one another’s company

#### A Conceptual Model of Cohesion

* Four major factors affecting the development of cohesion in sport and exercise settings:
* Environment
* Personal
* Leadership
* Team factors

#### 1) Environmental factors

* 1. Players are under contract to the management
	2. Athletes hold scholarships
	3. Family members have expectations of athletes
	4. Geographic restrictions – must play for school district.
	5. Regulations requiring that athletes play so many innings/minutes
	6. Fees for exercise program
	7. Proximity
	8. Eligibility requirements
	9. Size of the group – smaller is better for cohesion
	10. Level of competition – HS more cohesive than college
	11. Distinctive groups are more cohesive – uniforms, names, etc.

#### 2) Personal factors

a. The individual characteristics of group members. While environmental factors are fairly constant, personal factors have a great deal of variation:

1. Individual satisfaction – cognitions and motives (attribution s for responsibility, anxiety level, etc,)
2. Demographic attributes (similarities in attitudes, aspirations, commitments, and expectations with teammates)
3. Goal expectations, codes of conduct for games or competitions, and expectations about individual behaviour

#### 3) Leadership factors:

* Vital to team cohesion. It is enhanced by: clear, consistent, unambiguous communication from coaches and captains regarding team goals, team tasks, and team members’ roles.
* The most important predictor of an athlete’s perception of cohesiveness was compatibility between the athlete and their coaches.
* Parts:
* Leadership behavior
* Leadership style
* Coach-athlete personalities

#### 4) Team factors

* Group task characteristics (individual vs. team sport)
* Group productivity norms
* Desire for group success
* Group roles
* Group position
* Team stability – teams that stay together longer have more cohesion



### Measuring Cohesion

Questionnaires – Group Environment Questionnaire focuses on:

* How attractive the group is to individual members
* How the members perceive the group –is accepted as an assessment tool of team cohesion
* Questionnaires do NOT show how particular individuals relate to each other, whether cliques are forming, or whether some members are feeling isolated.

#### A socio-gram measures social cohesion.

* It discloses:
* The presence or absence of cliques
* Members’ perception of group closeness
* Friendship choices within the group
* The degree to which athletes perceive interpersonal feelings similarly
* Social isolation of individual group members
* Extent of group attraction
* To generate information:
* Ask individual group members specific questions:
* Name the three people you would most like to invite to a party.
* Name the three people you would least like to invite to a party
* Confidentiality must be assured.
* Chart the responses



### The relationship between cohesion & performance:

* Research reports:
* A positive relationship between cohesion and performance with higher team cohesion linked to greater team success
* Higher levels of cohesion may increase performance by producing higher levels of effort
* Some studies show the opposite but they use a more narrow research focus
* Cohesion increases performance for interacting sports (basketball, football) but decreases or shows no effect on coactive sports (golf, bowling)
* The relationship between cohesion and performance is circular – one doesn’t cause the other

### Other factors associated with cohesion

* Team Satisfaction – Leaders should promote group cohesion because being in a cohesive group is satisfying and also indirectly and directly enhances performance.
* Conformity - The more cohesive the group, the more influence the group has on individual members
* Adherence – individuals in an exercise group who feel that they are part of that group will:
* Attend more classes
* Are more likely to arrive on time
* Are less likely to drop out
* Are more resistant to disruptions from the group
* Are more likely to experience positive feelings related to exercise
* Have a stronger confidence related to exercise
* Social Support - there is a positive relationship between the social support an individual receives and his evaluation of group cohesion.
* Coaches must be aware of social support to aid cohesion and use it.
* The more cohesive a group is, the greater an influence it has on individual members to conform to the group’s norms:
* Teams higher in cohesion can better resist disruptions than teams lower in cohesion
* Teams that stay together longer tend to be more cohesive, which leads to improvements in performance.
* Stability - The longer the team has been together the more likely to develop cohesion – if it is cohesive, less likely people will leave
* Teams with few lineup changes are more successful than those who change lineups often.
* Teams higher in cohesion can better resist disruption

### Group Goals

* Establishing positive group norms for productivity is one way to keep individuals working together as a unit over time
* Members who perceived that their team engaged in group goal setting for competition had higher levels of cohesion
* The higher the level of satisfaction with team goals, the higher the level of team cohesion.
* Although individual group members’ perceptions of cohesion changed across a season, cohesion was still related to team satisfaction & group goals throughout the season.

#### To set up team goals:

* Establish long-term goals first that are specific and challenging
* Establish clear paths to the long-term goals through the use of short-term goals
* Involve all team members in establishing goals
* Carefully monitor progress toward team goals
* Reward team progress toward team goals
* Foster collective efficacy concerning team goal attainment.

#### Enhancing Cohesion:

#### Exercise Setting

* If people feel they are part of the group:
* Fewer drop outs
* Better class attendance & more punctual
* Some used a team approach to help with cohesiveness: group name, T-shirts, slogans etc.
* Team-building can even off-set the problem that occurs when classes are large

#### Guidelines for Building Team Cohesion:

* Communicate effectively.
* Explain individual roles and team success.
* Develop pride within subunits.
* Set challenging team goals.
* Encourage team identity
* Discourage formation of social cliques.
* Avoid excessive turnover.
* Conduct periodic team meetings.
* Know the team climate.
* Know something personal about each group member.

#### What group members can do:

* Get to know members of the group
* Help group members whenever possible
* Give group members positive reinforcement
* Be responsible
* Communicate honestly and openly with the coach or leader
* Resolve conflicts immediately
* Give 100% effort all of the time

#### Cohesion-Performance Summary

Positive relationships are found in general between cohesion and performance for interactive tasks.

* No relation or negative relationships are found in general between cohesion and performance for coactive tasks.
* Positive relationships are found in general between task cohesion and performance, rather than between social cohesion and performance.
* Performance appears to have a stronger effect on cohesion than cohesion has on performance.
* The relationship between cohesion and performance appears to be circular, with performance success leading to increased cohesion, which in turn leads to increased performance.

# REVIEWING TEAM EFFECTIVENESS

**Specific Outcome 6**

Review the effectiveness of the team and own participation in the team.

**Assessment Criteria**

* Team objectives are listed and recorded in required format.
* Team effectiveness against objectives is evaluated in required format and time frame.
* Own performance is evaluated against objectives and listed in required format and time frame.
* Corrective action is implemented following organisational standards and procedures.

## Understanding what Teams are

We must first recap what teams are before we can attempt to clarify and measure their effectiveness.

To recap: A team is a collection of individuals who are interdependent in their tasks, who share responsibility for outcomes, who see themselves and who are seen by others as an intact social entity embedded in one or more larger social systems (for example, business unit or the corporation), and who manage their relationships across organisational boundaries.

For example, in a production work team, one member may pass on the product of her work to another member to work on, with all members sharing responsibility for the quality and quantity of the final output that is produced.

In a project team, research and development engineers may work iteratively with manufacturing process engineers to make sure that the designs that are being developed can be manufactured.

The team's tentative designs may be reviewed by the research and development and manufacturing functional managers. By this definition, a department of electrical engineers who works on separate projects is not a team.

The engineers work independently of each other, do not share responsibility for outcomes, and are not interdependent.

### Types of Teams

Four types of teams can be identified in organisations today:

1. Work teams
2. Parallel teams
3. Project teams
4. Management teams

Each of these types fits our general definition of a team. Other sources offer slightly different typologies (Katzenbach & Smith, 1993; Mohrman et al., 1995; Sundstrom et al., 1990), but their categories overlap with ours.

For example, Sundstrom et al. (1990) differentiate between advice and involvement teams, production and service teams, project and development teams, and action and negotiation teams.

Of the categories in our typology, work teams correspond to their production and service teams, parallel teams to their advice and involvement teams, and project teams correspond to their project and development teams.

We include a category for management teams and they include a category for action and negotiation teams.

Work Teams are the type of team most people think about when discussing teams. Work teams are continuing work units responsible for producing goods or providing services.

Their membership is typically stable, usually full-time, and well-defined (Cohen, 1991). Work teams are found both in manufacturing and service settings.

Parallel Teams pull together people from different work units or jobs to perform functions that the regular organization is not equipped to perform well (Ledford, Lawler & Mohrman, 1988; Stein & Kanter, 1980).

They literally exist in parallel with the formal organizational structure. They generally have limited authority and can only make recommendations to individuals higher up in the organisational hierarchy.

Parallel teams are used for problem-solving and improvement-oriented activities. Examples include quality improvement teams, employee involvement groups, quality circles, and task forces.

Project Teams are time-limited. They produce one-time outputs, such as a new product or service to be marketed by the company, a new information system, or a new plant (Mankin, Cohen & Bikson, 1996).

For the most part, project team tasks are non-repetitive in nature and involve considerable application of knowledge, judgment, and expertise.

The work that a project team performs may represent either an incremental improvement over an existing concept or a radically different new idea. Frequently, project teams draw their members from different disciplines and functional units, so that specialised expertise can be applied to the project at hand.

For example, new product development teams often draw their members from marketing, engineering, and manufacturing.

When a project is completed, the members either return to their functional units or move on to the next project.

Management Teams coordinate and provide direction to the sub-units under their jurisdiction, laterally integrating interdependent sub-units across key business processes (Mohrman et al., 1995).

The management team is responsible for the overall performance. of a business unit. Its authority stems from the hierarchical rank of its members. It is composed of the managers responsible for each subunit, such as vice-presidents of research and development, manufacturing, marketing, and quality.

At the top of the organization, the executive management team establishes the firm's strategic direction and manages its performance.

#### Effectiveness of Teams

We take a broad approach to effectiveness to include the multiplicity of outcomes that matter in organizational settings. These outcomes occur at several levels: at the individual, group, business unit, and organizational levels.

Outcomes can be related to one another in complex and sometimes conflicting ways (Argote & McGrath, 1993). Effectiveness at one level of analysis can interfere with effectiveness at another level. Thus, it is important to be clear about the dimensions of effectiveness that are being considered and the level at which they are being considered.

We categorize effectiveness into three major dimensions according to the team's impact on: (1) performance effectiveness assessed in terms of quantity and quality of outputs, (2) member attitudes, and (3) behavioural outcomes.

Examples of performance effectiveness measures include efficiency, productivity, response times, quality, customer satisfaction, and innovation.

Examples of attitudinal measures include employee satisfaction, commitment, and trust in management. Examples of behavioural measures include absenteeism, turnover, and safety.

Guzzo & Dickson (1996), Sundstrom et al. (1990), and Hackman (1987) include multiple dimensions in their definitions of effectiveness, but do not draw attention to behavioural outcomes.

For over 50 years, behavioural scientists, engineers, human factors specialists and individuals from a host of other disciplines, have attempted to understand and measure command team effectiveness. Yet today, there exists no single, universally accepted model of team effectiveness.

#### Varieties of Effectiveness

Definitions of team effectiveness abound and have been the subject of much debate. For example, teams are often evaluated in terms of their performance or effectiveness – but with little explanation as to what is meant by either of these terms.

Performance is a useful term to denote the capability of a team (for either a comparative or isolated assessment) and the processes that the team undertake.

However, the notion of performance can be unrepresentative of how effective the team actually is (in terms of its contribution to the mission).

To explain further, a study may reveal that a team is effective in a particular circumstance or situation. However, this does not mean that the team will always be effective under the various conditions in which it may be required to operate.

Therefore, a team must be considered in terms of both performance and effectiveness. The figure below illustrates the difference between the two concepts – performance and effectiveness.



Imagine two intelligence teams. Their task or goal is to accurately mark a map. Team A spends much time thinking about their incoming information, and displays good teamwork and task work skills.

The performance of Team A would be seen as good, and, because the team achieved the goal they were given (to accurately mark the map), they would also be seen as effective.

Team B have been given the same task. However, rather than taking the map marking seriously, the team performs other tasks, and at the last minute marks the map randomly. By chance, Team B marks the map accurately.

As they achieved their goal, Team B is considered to have been effective, although its performance was much poorer than that of Team A.

As the preceding discussion has shown, the concepts of performance and effectiveness are distinct and important in their own right. Hence, any model that focuses on one aspect at the exclusion of the other is likely to fail or to be incomplete.

According to Henderson and Walkinshaw (2002), the performance and effectiveness of a team is defined as follows:

* **Performance** – the execution of an action; something accomplished; what is going on inside the team;
* **Measure of performance** – the extent to which a team executes the actions required in order to be effective;
* **Effectiveness** – the accomplishment of a desired result, especially as viewed after the fact;
* **Measure of effectiveness** – the extent to which a team meets the demands which are placed upon it

From the research of Henderson and Walkinshaw, it is evident that effectiveness pertains specifically to the accomplishment of the goals, milestones, and objectives as defined by the requirements of the context or the stakeholders.

By contrast, performance pertains more closely to how well the task-work and teamwork is carried out. Throughout this work, our objective will be to understand and model the situational, contextual, and process factors that impact on these two aspects of effective team functioning and, to the extent possible, their many complex interrelationships.

An important benefit of considering both the task processes and outcomes, as well as the team processes and outcomes, is that it permits the adoption of a simple, elegant, and generally acknowledged definition of an effective team: “A team is effective if it meets (or even exceeds) the standards for the products and processes of interested stakeholders”.

#### Team Effectiveness Models

Let’s take a look at some team effectiveness models used to measure the performance of teams.

#### Driskell, Salas and Hogan (1987)

This model is divided into three components: Input, Process and Outcome (or Output). The input factors reflect the team’s ‘potential’ for productivity.

However, Driskell et al. (1987) emphasise that this potential for productivity does not equal effectiveness.

Instead, the difference between potential and actual effectiveness is the function of team processes, i.e., factors that members do not bring to the group, but which emerge out of group interaction (e.g., communication structures, task performance strategies, etc.).

This model focuses on process loss and gain. One example of process loss is the reduced team performance caused by social loafing (Latane, Williams & Harkins, 1979).

Driskell et al. (1987) argue that the interaction of the group input factors and group processes may lead to either process gain or process loss.

Furthermore, this model suggests that some input conditions can promote process gain, referred to as ‘assembly bonus effects’ (Collins and Guetzkow, 1964).

Furthermore, group interaction may produce performance beyond that expected on the basis of group input factors; as when the team capitalises on the opportunity to pool resources and correct errors, and outperforms even its cost component member (Hill, 1982).

Driskell et al. (1987) identify the salient issues to be examined when studying team performance, which our CTEF model has taken into account.

These include:

• The effect of input factors;

• The interaction of input factors with team process;

• The interaction of team process variables.

The key advantage of the Driskell et al. (1987) model is that it emphasises that input factors alone do not equate to team performance/effectiveness.

Instead, effectiveness is dependent on the interaction within the team. The model also recognises the influence of the context (environment) on team processes and outcomes.



#### Salas, Dickinson, Converse, and Tannenbaum (1992)

This normative model of team effectiveness proposed by Salas, Dickinson, Converse, and Tannenbaum is based on an adaptation of Hackman’s (1983) model.

In that model, Hackman (1983) suggested that for a team to be successful it must have:

* A clear, engaging direction (although tasks may be clear, they must also allow room for the team to tailor the objectives to fit with members’ own inclinations).
* An enabling performance situation – this requires ample effort to accomplish the task at hand, sufficient knowledge and skills, and the use of task appropriate performance strategies.
* Good team design – the task structure must be clear and motivating, the composition of the team must be correct (correct size, contain correct talents, and have members heterogeneous enough to learn from one another), core team norms should also exist that regulate team member’s behaviour. This allows activities among members to be co-ordinated, behaviour to be regulated, and planning of strategies to be active (Hackman, 1986).
* Supportive organisational context – this entails a reward system (provides team recognition for excelling without giving individuals incentives to ‘break apart’ from the team. The organisation should also include providing the team with an educational system, so members can expand their knowledge, skills and abilities. Finally, an information system will provide the group with the data it needs to set goals.
* Expert coaching and process assistance – should be made available to direct team members how to operate interdependently with others in the team, as this is a very crucial, yet difficult skill to attain. Specific areas that should be focused on include: 1) promoting individual effort through motivation and appropriate assessment of individuals and ideas and, 2) creating and implementing ideas appropriately.

Salas et al. (1992) suggested that organisational context and group design affect the member interaction process, which in turn affects the quality of team performance.

Team effectiveness is facilitated by the capability of team members to work together over time, the satisfaction of member needs, and the acceptability of task outcomes by those individuals who demand or receive them.

Team effectiveness is dependent on the level of effort exerted by the team members, the amount of knowledge and skills they can apply to the task, and the appropriateness of task performance strategies.

In addition, Salas et al. (1992) argue that the resources allocated to the team also influence effectiveness; appropriate tools, equipment, etc. are all factors that enhance a team’s performance.

This normative model argues that the organisational context or environment surrounding a team cannot be ignored – the environment may facilitate or hinder the team processes and performance.

Furthermore, this model suggests that understanding is required of the effort, knowledge, skill and performance strategies that enhance team performance.

These factors will then show what motivates team members to work together, and highlight whether members have the skill and knowledge of the procedures that must be used to accomplish the team task (and therefore be a more effective team).

The obvious advantages of the normative model of team effectiveness proposed by Salas et al. (1992) include that it emphasises organisational context; highlights the importance of material resources; and distinguishes between team outcomes and task outcomes in terms of group effectiveness.

A potential disadvantage of this model is that it does not sufficiently emphasise the role of leadership in team effectiveness; it also does not address the impact of team member characteristics.



#### Cannon-Bowers, Tannenbaum, Salas, and Volpe (1995)

This model indicates that a number of factors influence team performance. Cannon-Bowers et al. (1995) suggest that organisational and situational characteristics have an impact on several aspects of the functioning of teams and team performance (therefore, the need to consider the context is crucial).

Task and work characteristics determine which individual task and team competencies are required for successful team performance. It is proposed that possession of these competencies is a prerequisite of effective team performance.

Having the appropriate competencies to fit the environment, task and work situation will determine team effectiveness.

The key advantage of this model is that it emphasises the importance of context and the role of team competencies in team training and performance. However, the model does not go beyond team performance.



**In Your Groups**

You are required to identify the strengths, weaknesses as well as the effectiveness of a group in your work area. You need to compile your findings in report format and present it to the class once completed. If required, you can make use of the map set out below. You have to cover the following areas in your report:

1. The effectiveness of the teams’ participation in the work area and in general
2. You must list the objectives of the team in a specific goal/task
3. Identify the teams’ effectiveness against the objectives as set out in number two above
4. Identify actions which can be undertaken to enhance the teams’ performance in the areas where you deem necessary
5. . 