LEADERSHIP IN ORGANIZATIONS

FIFTH EDITION

GARYYUKL

CHAPTER

Leadership in Teams and Decision Groups

Learning Objectives

After studying this chapter you should be able to:

- Understand the processes that determine how well a group performs an operational task.
- Understand the different types of teams that are commonly used in organizations and their implications for leadership.
- Understand how leadership is shared in self-managed teams and the conditions that make these teams more effective.
- Understand the advantages of cross-functional teams and the difficulties confronting leaders of these teams.
- Understand procedures to facilitate team learning and procedures to build trust and cooperation among team members.
- Understand why some groups make better decisions than others.
- Understand the primary leadership functions in decision groups.
- M Understand procedures for leading successful meetings.

A growing trend in organizations is to give more responsibility for important activities to teams. In many cases, the teams are empowered to collectively make decisions that were formerly made by individual managers. With the increase in use of empowered teams, there has been an increase in research on leadership processes in teams. This chapter examines leadership in various types of teams, and guidelines are provided for two distinct forms of leadership intervention (team building and facilitating team learning).

A related topic is leadership in the context of group meetings. As we saw in Chapter 4, meetings are commonly used to make decisions in organizations. Behavioral scientists have been studying leadership processes in such meetings for more than four decades, and practitioners have also contributed to our knowledge about the subject. The last section of this chapter examines what has been learned about effective leadership in groups that are meeting to make a decision.

NATURE OF TEAMS

Most organizations have small subunits (departments, sections) that perform a functional task (e.g., production, operations, sales, accounting, research) under the supervision of an appointed manager. In many of these organizational subunits the members work alone at jobs that are highly independent. They may perform the same type of work, but they do not depend on each other and need little coordination (e.g., sales representatives, professors, tax accountants, machine operators). This type of work unit is sometimes called a "coacting group" because of the low degree of role interdependence among the members.

The word *team* usually refers to a small task group in which the members have a common purpose, interdependent roles, and complementary skills. To clarify the distinction between a coacting group and an interacting team, it is useful to use an example from sports. Basketball and soccer have interacting teams, whereas in bowling or wrestling the "teams" are actually coacting groups. Dyadic leadership theories are useful for describing leadership in coacting groups, but in interacting teams some additional leadership processes are needed to explain team performance. These processes are especially complex when there is an extensive amount of shared leadership by team members.

Different Types of Teams

Several distinct types of teams can be found in organizations, including functional operating teams, cross-functional teams, self-managed teams, self-defining teams, and executive teams. The five types of teams differ with regard to how much influence each has over the mission, the membership, and the continued existence of the team. Other differentiating characteristics include the existence of formal leader position, the process used to select the leader (e.g., elected, appointed by outsiders), the usual duration of the team's existence, the stability of team membership over time, and the functional diversity of members. Table 11–1 compares five different types of teams in terms of these characteristics. The extent to which members are colocated or geographically dispersed ("virtual teams") is another basis for describing teams, but it is discussed later in the chapter. Group decisions can be made in any type of team, and leadership in decision groups is also treated as a separate topic later in the chapter. Top executive teams are discussed in Chapter 12.

FUNCTIONAL TEAMS

In a functional operating team, the members are likely to have jobs that are somewhat specialized but still part of the same basic function (e.g., equipment operating crew, maintenance crew, combat squad, submarine crew, swat team). The teams typically continue operating for a long duration, and the membership is likely to be relatively stable. There is usually an appointed leader who has considerable authority for internal operations and managing external relationships with other parts of the organization.

Leadership in Functional Teams

In a functional work team, leadership responsibilities are usually concentrated in a formal leader, although other group members may assist in performing specific leadership functions. One way to view leadership in functional teams is in terms of improving

CHAPTER 11 Leadership in Teams and Decision Groups

TABLE 11-1 Common Characteristics of Different Types of Groups or Teams

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Characteristic	Functional Operating Team	Cross- Functional Team	Self- Managed Team	Self- Defining Team	Top Exec Tean
Autonomy to determine mission and objectives	Low	Low to Moderate	Low	High	High
Autonomy to determine work procedures	Low to Moderate	High	High	High	High
Authority of the internal leader	High	High	Low	Low	High
Duration of existence for the team	High	Low to Moderate	High	Variable	High
Stability of the membership	High	Low to Moderate	High	Variable	High
Diversity of members in functional background	Low	High	Low	Variable	High

the variables or processes that determine team effectiveness. Several theorists proposed models to identify these determinants (Gladstein, 1984; Hackman et 1976; Hewett, O'Brien, & Hornik, 1974; McGrath, 1984; O'Brien & Kabanoff, Pearce & Ravlin, 1987; Shiflett, 1979; Wofford, 1982; Yukl, 1989). Most of these m describe inputs (e.g., member skills and personality, type of task, team size and co sition, resources) that determine group processes (e.g., influence, coordination, co ation, innovation, learning) that determine outcomes (e.g., team performance group performance model of this type was used in the multiple-linkage th described in Chapter 8. Effective leaders improve team performance by influenthe variables that determine it (see Table 11–2).

Alignment and Task Commitment Group performance will be higher who members are highly motivated to attain shared objectives. Task commitment is howhen the team considers the objectives important and members have confidence in ability of the team to achieve them ("collective efficacy"). Leadership behaviors are especially relevant for increasing this commitment include articulating an aping vision of what can be accomplished by the team, relating the task objective member values and ideals, building member confidence in the ability of the team accomplish these objectives, and celebrating progress made in attaining the object. These behaviors are described in more detail in Chapter 9.

Member Skills and Role Clarity Team performance will be higher when I bers are skilled and they understand their task roles. Skills and role clarity are cially important when the team performs a very complex task that requires men to adjust and coordinate their behavior frequently as conditions change. Leade behaviors that are especially relevant for increasing member skills include asse

TABLE 11-2 Mediating Variables for Effect of Leader Behavior on Team Performance

Leadership Behavior	Mediating Variable
Planning and organizing team operations	Efficiency and internal coordination, quality of performance strategies
Visioning, expressing confidence, celebrating progress	Member alignment, task commitment, collective efficacy
Involving members in making decisions, leading meetings to make decisions	Member alignment, task commitment, quality of performance strategies
Coaching, training, and clarifying member role expectations	Member skills, role clarity, individual and collective efficacy
Supporting, team building, managing conflict	Mutual trust and cooperation, member identification with the team
Facilitating team learning and innovation	Adaptation to change, quality of performance strategies, collective efficacy
Networking, monitoring and scanning external environment	Adaptation to change, external coordination, quality of performance strategies
Representing, promoting, lobbying, negotiating	Resources and political support, external coordination
Recruiting and selecting team members	Member skills, individual and collective efficacy

skills to identify training needs, arranging for members to receive necessary instruction, providing coaching to members who need it, asking experienced members to coach less-experienced members, and selecting new members who have relevant skills. Developing member skills and clarity about how to work together as a team is facilitated by rehearsal of complex activities, including ones that do not occur frequently (e.g., dealing with accidents, emergencies, and crises). Training together under realistic conditions is especially important for teams that have difficult, dangerous activities to perform (e.g., combat teams, disaster relief teams, emergency medical teams, swat teams, fire-fighting teams).

strategies include planning how to make efficient use of personnel and resources, planwork can be done in many different ways, some of which are much better than others. of a performance strategy is most important when the operations are complex and the attack may be able to defeat a much stronger force that has a weak strategy. The choice of people to them jointly determine how efficiently the group carries out its work. Permembers are organized to use their skills. The design of work roles and the assignment planning operations for the team, implementing team learning practices (described ning effective performance strategies, involving members with relevant expertise in if it takes some time to plan an explicit strategy before beginning to work on the task. Hackman and Morris (1975) found that a team will usually perform a new task better how efficiently the work is done. For example, a military unit with a clever strategy of their skills are irrelevant. The performance strategies used by a group also determine formance will suffer if a group has talented people but they are given tasks for which Leadership behaviors relevant for influencing work organization and performance Performance Strategies Group performance depends also on how well the

later in this chapter), and gathering information about effective performanused by other teams.

Mutual Trust and Cooperation

Even a talented, well-organized t in carrying out its mission unless there is a high level of cooperation, cohe mutual trust among team members. Cooperation is especially importa group has tasks that require members to share information, equipmet resources, help each other, and work together in close proximity for lot time under stressful conditions (e.g., crew of a submarine). Lack of trustance is more likely to be a problem in newly formed teams, in teams vechanges in membership, in teams with members who are culturally diteams with emotionally immature members (Barrick, Stewart, Neuber 1998; Watson, Kumar, & Michaelsen, 1993). Leadership behaviors for the and identification with the team (called "team building") are described chapter.

resources and assistance; and negotiating favorable agreements with materials; promoting and defending the reputation of the team with sur resources; influencing superiors to authorize use of unusual equipmen relevant for obtaining necessary resources from outsiders include do the work or has its own ample supply of resources. Leadership beha important when the work cannot be done without them and no subst supply of materials. An air force crew will be rendered ineffective if the work. A production team cannot maintain a high level of output without: funds, tools and equipment, supplies and materials, and facilities need & Eulberg, 1985; Tesluk & Mathieu, 1999). Relevant resources may inclu resources needed to do the work (Peters, O'Connor, & Rudolf, 1980; Peter lishing cooperative relationships with outsiders who are a potential source briefings to superiors to justify requests; lobbying with superiors to provi resources required for a special project or activity; preparing budgets found. Resource acquisition is less important for a group that needs few fuel to fly their plane. Maintaining a dependable supply of resources Resources and Political Support Group performance also depen

External Coordination and Adaptation

The performance of depends upon external relations (Ancona, 1990; Ancona & Caldwell, 1993; Sundstrom, DeMeuse, & Futrell, 1990). More external coordination when a group has high lateral interdependence with other parts of the orit is highly dependent on powerful outside clients who must be acconate the support and trust of external parties served by a group, it is esset ain a favorable reputation for reliability, flexibility, integrity, and cust Leadership behaviors that are relevant for facilitating external coordinate tation include consulting with clients and users about plans and decisic them, meeting with clients or users to learn more about their needs, get from clients and users about things the team can do to improve custome moting a favorable image of the team among outsiders, and media between team members and outsiders.

CROSS-FUNCTIONAL TEAMS

Cross-functional teams are being used increasingly in organizations to improve coordination of interdependent activities among specialized subunits (Ford & Randolph, 1992). The team usually includes representatives from each of the functional subunits involved in an activity or project, and it may include representatives from outside organizations such as suppliers, clients, and joint-venture partners. The team is given responsibility for planning and conducting a complex activity that requires considerable coordination, cooperation, and joint problem solving among the parties. Examples of these activities include developing a new product and bringing it into production, implementing a new information system, identifying ways to improve product quality, planning an ad campaign for the client of an advertising agency, carrying out a consulting project, developing a new health care program in a hospital, and developing a new MBA program in a university.

Separate cross-functional teams may be formed in an organization for different activities, projects, or clients. Some cross-functional teams may be permanent additions to the formal structure of the organization, but most are temporary; they continue to exist only until they have completed their task or mission. The membership may be stable over the life of the team or it may change as some functions become more important and others decline in importance (e.g., product development teams). The members may work for the team either on a part-time or full-time basis. In most cases the members of a cross-functional team are also members of a functional subunit of the organization. In some organizations the members work on more than one cross-functional team at the same time.

Potential Benefits

Cross-functional teams offer many potential benefits to an organization (Ford & Randolph, 1992). The teams allow flexible, efficient deployment of personnel and resources to solve problems as they are discovered. Functional expertise is preserved because team members maintain close contact with their respective functional areas. When the right people are selected for the team, it is likely to have more expertise than individual managers to make important design and operating decisions. Coordination is improved and many problems are avoided when people from different functions come together to work on a project at the same time, rather than working on it sequentially. The diversity of member backgrounds fosters creativity in the generation of ideas and problem solutions. Working on a cross-functional team helps members learn to view a problem or challenge from different perspectives, rather than from only a narrow functional viewpoint. Members can learn new skills that will be carried back to their functional jobs and to subsequent teams.

Many organizations have reported great success with cross-functional teams. For example, a cross-functional team at Chrysler developed an innovative new subcompact (the Neon) in a record time of only 42 months and at a fraction of the cost of developing new models at other car companies (Woodruff, 1993). Cross-functional teams at IDS, a financial services subsidiary of American Express, were formed to reorganize company operations; the teams substantially improved response time to customers and the accuracy of order processing (Manz & Sims, 1993). At Hallmark Cards, a company with a 44 percent share of the market for the 7.3 billion holiday and greetings cards

sold in the United States each year, the use of teams drastically reduced the needed to bring new cards to market from more than three years to less than or while also improving quality and responsiveness to changing customer prefix (George & Jones, 1996).

Leadership Challenges

The same conditions that create potential advantages for cross-functional also create difficulties for team leaders. Team meetings are time consuming, and be difficult to get sufficient participation from members who also have respons in a functional department and may be on more than one team (Denison, I Kahn, 1996). The functional diversity of the members increases communication ers. Each function usually has its own jargon and ways of thinking about thir functional subunits represented by team members often have different objective orientation, and priorities. These differences tend to create conflicts, as the forexample shows (Stern, 1993).

A team was formed in a large petrochemicals company to develop a better plastic resin. Members from research and development wanted to spend several months developing a new resin, whereas the members from production and marketing wan to alter the existing product and quickly get it into production. The project was stal because the different factions could not agree about a strategy.

Team members whose primary loyalty is to their functional units may be concerned about protecting their functional turf than about accomplishing team tives. Decisions can become difficult and time consuming if members need approval from their functional superiors before agreeing to a major change. The usually has a tight deadline to meet for completing its work, which puts adpressure on the leader to resolve disagreements and maintain steady progress.

The difficulties just described increase the need for a designated leader with position power and good interpersonal skills. Most cross-functional teams have mal leader who is selected by higher management. When a cross-functional team is self-managed, an excessive amount of time may be consumed by procest lems and unresolved conflicts, Icaving less time to perform the primary mission team. Research on cross-functional project teams indicates that they are less less successful when self-managed (Cohen & Bailey, 1997).

Leadership Skills and Behaviors

Despite the extensive use of cross-functional project teams during the years, there has been little research on effective leadership in these teams (Randolph, 1992). What research there is suggests that the following skills are I for team leaders:

- 1. Technical Expertise. The leader needs the ability to communicate about te cal matters with team members from diverse functional backgrounds.
- Administrative Skills. The leader needs the ability to plan and organize the
 ect activities, select qualified members of the team, and handle budgeting {
 financial responsibilities.

- 3. Interpersonal Skills. The leader must be able to understand the needs and values of team members to influence them, resolve conflicts, and build cohesiveness.
- Cognitive Skills. The leader must be able to understand the team's complex internal and external relationships and how the different functions are relevant to the success of the project.
- 5. Political Skills. The leader must be able to develop coalitions and gain resources, assistance, and approvals from top management and other relevant parties.

From interviews and observations of teams, Barry (1991) identified four leadership roles that appear to be essential for teams that solve problems, manage projects, or develop policy. The roles include (1) envisioning, (2) organizing, (3) social integrating, and (4) external spanning. Envisioning provides a shared objective, organizing helps the team decide how to attain it, social integrating helps to maintain internal cohesiveness, and external spanning helps to keep group decisions compatible with the needs of stakeholders outside the team. Although most of the teams in the Barry study were self-managed, the leadership roles seem equally relevant for cross-functional teams with formal leaders. The four roles also provide a parsimonious way to describe the specific leadership behaviors used in functional groups (see Table 11–2) to build task commitment, develop effective performance strategies, ensure member trust and cooperation, and maintain external coordination. Table 11–3 shows a modified version of the four-role taxonomy that incorporates other findings in team leadership.

The relative importance of the different leadership roles varies somewhat depending on the stage of group development. For example, envisioning is especially important when the group is forming, whereas organizing is more important after the group

TABLE 11-3 Leadership Behaviors in Cross-Functional Teams

Sumoisian

- Articulating strategic objectives or a vision that inspires commitment by team members.
- Helping the team understand and improve their assumptions and mental models regarding the relationships among task variables.
- Suggesting creative ideas and encouraging the team to consider innovative performance strategies.

Organizing

- Planning and scheduling team activities to achieve coordination and meet project dead-
- Helping the team establish standards and methods for assessing progress and performance.
- Arranging and conducting meetings to solve problems and make decisions in a systematic way.

Social Integrating

- Encouraging mutual trust, acceptance, and cooperation among team members.
- Facilitating open communication, equal participation, and tolerance of dissenting views.
- Mediating conflicts among members and helping them find integrative solutions

External Spanning

- Monitoring the external environment of the team to identify client needs, emerging problems, and political processes that will affect the team.
- Promoting a favorable image of the team among outsiders.
- Influencing people outside the team to provide adequate resources, approvals, assistance, and cooperation.

has agreed on an objective. Even when the capacity to provide each type is present, the team will not be successful unless members understand to patterns of leadership are needed at different times. The difficulties and origing many cross-functional teams are so great that the formal leader may carry out all of the relevant leadership roles alone. The team is more likely tive if other members besides the designated leader share the responsible of these leadership roles.

Successful performance by a cross-functional team also requires effe ship by other people in the organization. The team usually depends on hig ment to provide a clear mission, necessary resources, and political supporting Bailey, 1997). Without the active efforts of leaders outside the team, it may sible to achieve a successful outcome, no matter what the team leader do

SELF-MANAGED WORK TEAMS

In self-managed work teams (or "semiautonomous work groups"), responsibility and authority usually vested in a manager's position is turn team members (Cohen, 1991; Katzenbach & Smith, 1993; Orsburn, Mewhite, & Zenger, 1990; Wellins, Byham, & Wilson, 1991). Most self-in teams have highly interdependent activities, and they are responsible for distinct product or service. Any type of team can be "self-managed," but team governance is typically used for teams that perform the same type (task repeatedly and have a relatively stable membership over time, functional project teams composed of different specialists, the members managed work teams typically have similar functional backgrounds (e.g. technicians, production operators). The members often take turns perforous tasks for which the team is responsible, which increases team flexible work more interesting, and provides an opportunity to learn new skills.

Self-managed work teams are used most often for manufacturing word production, but they are also finding increasing application to service work companies that have used self-managed teams include AT&T, Colg Company, Cummins Engine Company, Digital Equipment Corporation, tric, General Foods, Goodyear Tire and Rubber, Motorola, Procter and Volvo, and Xerox Corporation. The Saturn plant of General Motors is de the use of teams.

The parent organization usually determines the mission, the scope and the budget for self-managed teams. The amount of authority for decisions varies greatly from one organization to another. Each team is authority and responsibility for operating decisions such as setting perf and quality standards, assigning work, determining work schedules, determines and suppliers, evaluating team member performance, and ha mance problems of individual members. The teams are usually allowed expenditures for supplies and equipment without prior approval, but intions any recommendations for large purchases must be approved by Sometimes self-managed teams are also given the primary responsibility decisions such as selecting new members, dismissing members, and defections are also given the primary responsibility.

rates (within specified limits). Table 11-4 shows results from one survey of the different forms of authority delegated to self-managed teams.

Potential Advantages

Self-managed work teams offer a number of potential advantages, including stronger commitment of team members to the work, improved quality, improved efficiency, more job satisfaction, and less turnover and absenteeism among employees. Having team members cross-trained to do different jobs increases the flexibility of the team in dealing with personnel shortages resulting from illness or turnover. Their extensive knowledge of work processes helps team members solve problems and suggest improvements. Finally, the changeover to self-managed groups typically reduces the number of managers and staff specialists in an organization, which lowers costs.

How many of these potential advantages are realized depends greatly on how the teams are implemented in an organization. Because of trade-offs among the potential benefits, some forms of implementation may improve one type of outcome at the expense of another. The potential advantages depend in part on member feelings of collective empowerment (Kirkman & Rosen, 1999). As in the case of psychological empowerment for individuals (see Chapter 4), giving authority to a self-managed team rather than to an individual leader does not necessarily result in collective feelings of empowerment. The team may replace an autocratic supervisor with social pressure on members to conform to group norms and procedures (Barker, 1993; Sinclair, 1992). Self-managed teams are difficult to implement, and they can be a dismal failure when used in inappropriate situations or without competent leadership and support (Hackman, 1986; Lawler, 1986).

Internal Leadership Roles

In organizations with self-managed teams, it is helpful to differentiate between internal and external leadership roles. The internal leadership role involves management responsibilities assigned to the team and shared by group members. It is typical for self-managed teams to have an internal team leader who coordinates team activities. Sometimes the team leader is appointed by the organization, but it is more common for the team leader to be elected by team members. When the team leader is elected, the position may be rotated among several team members on a regular basis (e.g., quarterly or annually). Whether elected or appointed, the team leader does not

TABLE 11-4 Functions Performed by Self-Managed Teams

Fire team members	Hire team members	Prepare budgets	Deal with vendors or suppliers	Purchase equipment or services	Conduct training	Set performance targets	Deal directly with external customers	Set work schedules
21%	29%	35%	46%	47%	55%	57%	59%	69%

Based on J. Gordon (1992).

simply replace the former first-line manager. In self-managed teams, mo responsibilities are shared by group members, not concentrated in the tea

Shared leadership in self-managed teams can take many different for the team leader position among members. The members usu discuss important matters and make a group decision. At various times member may assume responsibility for providing coordination and directific team activities, depending on who has the most expertise. Routine at tasks may be assigned to individual members, or someone with a strong task may take the initiative to do it without being asked. However, difficul functions such as enforcing group norms may be performed collectively, lowing example described by Barker (1993).

A small manufacturing company changed from traditionally managed work is self-managed teams. The team members collectively formulated standards of priate behavior. The new standards were more demanding than the earlier wand compared to the supervisors of the traditionally managed work groups, twas less tolerant of unacceptable behavior. Members first confronted an offea reminder of the standards or a warning to improve, then they used their copower to dismiss anyone who was not willing to do what was expected.

External Leadership Role

The external leadership role involves managerial responsibilities not the team. The primary role of the external leader is to serve as a coach, fi consultant to the team, not to directly supervise its work. This external le may be performed by some of the previous first-line supervisors, by speci or by middle managers. Typically, an external leader will serve as the coatator for several teams.

Considerable coaching and encouragement are usually necessary from leader to get a new team off to a successful start. The coaching role is ing members learn task skills necessary to plan and organize the workleader also helps team members acquire the interpersonal skills necessar effectively as a team (Manz & Sins, 1989). Most of these skills are difficulit may take a year or more for the team to become proficient in managin and interpersonal processes. During this learning period, an important frexternal leader is to build the self-confidence of team members. As the processes are gradually assume more responsibility for coaching new improving their own working relationships.

Some writers have assumed that once a team is formed, most of t functions will be carried out by team members, making an external lead This position is challenged by other writers (e.g., Hackman, 1986) who the external leader is important for the success of self-managed teams, they are initially formed, but later as well. The external leader sets the team by communicating objectives and priorities, and sometimes the an appealing vision of what the team could accomplish. The external communicate clear expectations about the new responsibility of team regulating their own behavior. Finally, the external leader also serves and advocate in helping the group obtain necessary resources and possible to the server of the server

afraid the self-managed groups will cause major shifts of power and authority in the is especially important when there is hostility and distrust by other managers who are from top management and other subunits of the organization. This representative role

Research on Self-Managed Teams

to implement self-managed teams. respondents may have interpreted ambiguous results favorably to justify the decision percent of the respondents in 1990 (Lawler, Mohrman, & Ledford, 1992), but some "successful" or "very successful" by 53 percent of the respondents in 1987 and by 60 study of several hundred large companies in the United States, the teams were rated to survey officials in organizations that use self-managed teams. For example, in one studies, making it unclear which change caused the improvement. Another approach is types of changes were usually confounded with use of self-managed teams in these that implemented self-managed teams have found improvements in satisfaction and but such reports are probably biased toward positive results (organizations are less attribute large improvements in organizational effectiveness to self-managed teams, weak research methods. Anecdotal reports published in business periodicals usually performance (e.g., Goodman, 1979; Hackman, 1990; Walton, 1977). However, other likely to report failure than success). Some longitudinal case studies of organizations effectiveness. However, much of the evidence favoring self-managed teams is based on gest that this form of employee empowerment can improve organizational man, Devadas, & Hughson, 1988; Kirkman & Rosen, 1999; Pearce & Ravlin, 1987) sug-Reviews of the literature on self-managed teams (Cohen & Bailey, 1997; Good

to study and did not substantiate the large performance improvements reported in the able outcomes for self-managed teams, but the results were not consistent from study anecdotal reports. Pearson, 1992, Wall, Kemp, Jackson, & Clegg, 1986). These studies found some favor-Sinha, 1996; Cohen & Ledford, 1994; Cordery, Mueller, & Smith, 1991; Pasmore, 1978; been conducted to evaluate self-managed teams (e.g., Banker, Field, Schroeder, & Only a small number of experimental or quasi-experimental field studies have

Facilitating Conditions for Self-Managed Teams

ing conditions for self-managed teams are explained next (see summary in Table 11–5). Medsker, 1996; Guzzo & Shea, 1992; Spreitzer, Cohen, & Ledford, 1999). The facilitatof team composition and processes for team performance (e.g., Campion, Papper, & Sundstrom et al., 1990). Additional support can be found in research on the implication man et al., 1988; Hackman, 1986; Kirkman & Rosen, 1999; Pearce & Ravlin, 1987; which the potential advantages are likely to be realized (Cohen & Bailey, 1997; Good-Reviews of research on self-managed teams suggest several conditions under

1. Clearly Defined Objectives. The organization must provide clear objectives and put their own objectives above the needs of the organization and work at crossclear objectives and priorities are not provided, self-managed teams are likely to provide a basis for evaluating progress and adjusting performance strategies. If priorities to guide task decisions, facilitate coordinated effort across teams, and

TABLE 11-5 Facilitating Conditions for Self-Managed Teams

- Clearly defined objectives
- Complex and meaningful task.
- Small size and stable membership.
- Substantial authority and discretion.
- Access to information.
- Appropriate recognition and rewards
- Strong support by top management.
- Competent external leaders.
- Adequate interpersonal skills
- Ы Complex and Meaningful Task. The teams must have a meaningful rate, timely feedback about work progress and outcomes. lenging one that requires a variety of skills and knowledge and protogether and coordinate their efforts. The task must also be a comp that requires cooperation and can only be accomplished if member
- Small Size and Stable Membership. The optimal size for self-manag ship aids the development of team identification, cohesiveness, and bers are located in the same place and interact regularly. Stability o usually the smallest number needed to do the task. It is better wher to manage their own task activities.
- Substantial Authority and Discretion. The team should have sufficibers is not essential, but the team should be able to ensure that all r competent and highly motivated. labor unions. Authority to select new members and dismiss incomp appropriate way to do the work without interference by top manag to carry out its task responsibilities and the discretion to organize it
- ciency, quality, revenues, costs, and profits to decide the best way to its performance. The team needs sensitive information about produ on access to information necessary to regulate the team's activities Access to Information. The success of a self-managing team is very produce a product or service.
- Appropriate Recognition and Rewards. The reward system should able influence in determining how rewards such as performance bo table way for their improvements in productivity and efficiency. distributed among their members. The members should be rewarded members to develop skills needed by the group. The team should he team performance rather than individual performance, and it should
- Strong Support by Top Management. Political support by top mana compatible with self-management and empowerment of teams team to perform its work effectively, and creation of an organization includes delegation of adequate authority, allocation of resources no implement self-managed teams rather than undermining it. This sup essential to ensure that other members of the organization support
- 8. Adequate Interpersonal Skills. The high levels of trust and cooperain a self-managed group and the reliance on shared leadership put ϵ

on interpersonal skills. Members must learn how to listen and communicate effectively, use appropriate influence tactics, resolve conflicts in a productive way, and use effective procedures for making group decisions. Members also need considerable interpersonal skill to perform leadership roles such as team coordinator and meeting facilitator.

SELF-DEFINING TEAMS

The form of team with the greatest amount of autonomy is called a "self-defining" or "self-designing" team (Hackman, 1987). This type of team is treated as a distinct enterprise within the parent organization, and the team is allowed to make most of the decisions necessary to run a small business. For example, the team has authority to make purchases of necessary supplies and materials, deal with customers and suppliers, select new members, determine work assignments and schedules, determine work procedures, determine quality standards, evaluate member performance, determine pay rates, allocate performance rewards to team members, and dismiss members who are unsatisfactory. As in the case of conglomerates with separate product divisions or subsidiaries, the parent organization usually retains some control over capital expenditures (e.g., major purchase of equipment and facilities) and decisions about the mission and scope of activities (e.g., decisions to market new products and services, enter new markets, or form joint ventures).

The most extreme form of distributed leadership occurs when there is no authority hierarchy, all important decisions are made collectively, and all leadership responsibilities are shared among the members. Teams with this much autonomy are most likely to be found in small employee-owned businesses, cooperatives, communes, and social clubs. An example of a "bossless organization" is provided by Vanderslice (1988) in her case study of the Moosewood Restaurant.

managers. All jobs are paid on the same hourly rate, and income from the 15% serand members are encouraged to take a turn at every job. Job rotation spreads expermeal. All areas are open to any cooperative member who wants to learn to do them. books does so for at least 6 months. Cooks, servers, and dishwashers change at every like appliance maintenance and repair change every month. The person keeping the served for the week. Scheduling is a job that changes every other week. Some jobs job is held for a week and includes authority over and responsibility for the food doing it. The menu-planning job is an example of a major area of responsibility. This particular area depends on the logical cycle of the task and the individual's interest in are involved in making important decisions such as policy changes, selection and dissound for the 15 years it has existed. The restaurant has 18 members, and all of them tise and responsibility among collective members rather than lodging it in one or two Areas of responsibility are rotated. The time an individual remains responsible for a making but who may be accepted as regular members after a year of apprenticeship. addition, there are usually 4 to 6 temporary workers who are not involved in decision missal of members, financial issues, wages and benefits, and selection of suppliers. In Moosewood is a small, collectively owned organization that has been financially

vice charge is shared by all members. Some power differences exist among but power is based on being seen as hardworking, able to clearly articulate ale for an opinion, and demonstrating expertise and commitment to the conformation of the regulated through internalized values and group pressure fronting a member about inappropriate behavior is still an unresolved procever, and some dysfunctional behaviors are tolerated to the detriment of the organization.

Distributed leadership is more complicated in a larger organization operate effectively as a single self-defining team. Few large corporation to determine their own mission, scope of activities, membership, and will disband. One notable exception is W. L. Gore and Associates (Shipper disband).

priate salary (a committee decides the salary). Compensation includes prof mate. All employees (called "associates") receive training in personal effec duce a wide range of products such as textiles, industrial filters, and medica Some associates emerge as informal leaders to coordinate activities for a fi emerge naturally within the teams and continue in this role only as long as function as individual contributors, but they are encouraged to work in teaadversely affect the reputation or financial stability of the company. Associ keep them, (4) consult with other associates before taking any action that r (1) try to be fair, (2) use your freedom to grow, (3) make your own commit their own jobs, but they are expected to adhere to the following four basic and an employee stock ownership plan in addition to the salary. Associates work role, provide feedback and recognition, and help the associate receive leadership, and teamwork. One or more sponsors help an associate find a n The plants are small (no more than 200 people) to foster a close, interperse Gore is a multinational firm with 5,000 (non-union) employees and 44 plan area, plant, or type of business. bers agree to it. The teams form, change, and disband as needed to carry or

A large organization with many self-defining teams can have seachieving coordination of activities and reaching agreement on strateg the teams have interdependent activities, shared resources, and intertocooperation and coordination are necessary for organizational effective when teams with interdependent activities also have considerable autor different objectives and strategies, more conflicts are likely to occur and The difficulties of getting and maintaining cooperation are similar to topint venture or a political confederation. As the power of the center of tion to that of the component parts, cooperation is increasingly depend culture with shared values and beliefs, strong organizational commitmingness to defer to the will of the majority on strategic decisions. Major arise in connection with the design of reward systems. For example, it is what factors (e.g., type of organization, size, ownership, environment whether equal compensation (like at Moosewood) is better than a pay such that and value added (like at Gore).

Case studies such as those of Moosewood and Gore demonstrate that organizations with distributed leadership can be successful, but for every success story there are many examples of egalitarian business, social, and religious organizations that failed. Both Gore and Moosewood began as empowered organizations, and it is not clear how (or if) an existing, hierarchical organization can be converted to one with such a different form of management. We still have much to learn about the group and organizational processes needed for success with radical forms of distributed leadership.

VIRTUAL TEAMS

In virtual teams, the members are geographically separated and they seldom meet face-to-face. Most of the communication among members relies on computer and telecommunications technology (e.g., Internet, videoconferencing, groupware, cellular phones). There has been a rapid increase in the use of virtual teams in organizations, and some writers have predicted that virtual teams will revolutionize the workplace of the future (Townsend, DeMarie, & Hendrickson, 1998). There are several reasons for increased use of virtual teams, including the rapid pace of globalization, increased interorganization cooperation (e.g., joint ventures, partnering), employee desire for more flexibility in work arrangements (e.g., telecommuting, independent contractors), growing emphasis on service and knowledge management activities, and need for more flexibility and innovation in product development and delivery of customized services. Virtual teams can provide potential benefits in relation to each of these reasons for using them.

Any type of team can be virtual, but the most common form is similar to a cross-functional team. A virtual team may be either a temporary arrangement to carry out a specific task, or a more durable arrangement to carry out ongoing responsibilities such as making strategic decisions, solving joint problems, planning recurring events, and coordinating activities among dispersed units of an organization. The membership is often very fluid, because the technology makes it easy for people to participate in different ways only as they are needed.

Leaders in most virtual teams have the same challenges as leaders of cross-functional teams. There is the difficulty of gaining commitment from diverse members who are doing many other things and may have different objectives or priorities. In addition, virtual teams present some unique challenges. It may be more difficult to exert influence over people who are only accessible by electronic media. It is probably more difficult to establish mutual trust, understanding, and identification among members who are seldom together. The difficulties are increased when members represent different organizations, which is common for virtual teams. Researchers have begun to examine the possible differences between colocated and geographically dispersed teams (see Bordia, 1997; Duarte & Snyder, 1999). There has been considerable speculation about the implications for effective leadership, but little empirical research has been done. Much more research is needed to investigate these issues in coming years.

PROCEDURES FOR FACILITATING TEAM LEARNING

The extent to which a team can learn how to work more effectively and adapt its performance strategies to fit the environment is probably an important determinant of long-term team effectiveness. Team leaders (and members) can encourage and facilitate

the use of team loarning. Two procedures that appear useful for facilitating are after-activity reviews and dialogue sessions.

After-Activity Reviews

Learning from experience is more likely when a systematic analysis an important activity is finished to discover the reasons for success or fai activity review (also called an "after-action review" or "postmortem") for collectively analyzing the processes and resulting outcomes of a Members of a team meet to examine what was done well in the activity be improved the next time a similar activity is conducted. They review plans and objectives for the activity, the procedures used to carry out the lems or obstacles encountered in doing the activity, key decisions that we the outcomes. Then the group plans how to use what they learned to it mance in the future. For long projects or training simulations, it is conduct progress review sessions at convenient intermediate points. The activity reviews for evaluating activities and planning improvements is in the U.S. Army but is much less common in civilian organizations.

A review meeting may be conducted by the team leader or an out The role of the leader or facilitator is to guide the review process and on constructive problem solving. The team is encouraged to objectivel happened and find ways to improve group performance in the future, individuals for what they did or failed to do. Use of an outside facilitato priate when the group is participating in a training activity or simulativork activities it is seldom feasible to provide an outside facilitator.

In after-activity reviews, task decisions and work processes usually attention than interpersonal relationships or leadership issues. Grot leaders have some obvious constraints that tend to limit feedback abo ineffective leadership behavior. Most subordinates are afraid to poi made by a powerful leader or to suggest ways the leader could be more future. Most leaders are reluctant to have their actions and decisions c ordinates in an open meeting. Feedback about leadership and interpersismost likely when the leader and team members are emotionally maternation inhibitions about criticizing teammates tend to reduce accurate ford (1976) encountered similar difficulties when trying to get deconduct process analysis sessions.

There has been little research to evaluate the benefits of after-actifacting conditions, or the best procedures. Tannenbaum, Sm Behson (1998) conducted a study to evaluate the effect of training increase their skills in conducting after-activity reviews. Five-member out a series of realistic exercises in a simulated combat information (ship. Teams with leaders trained to conduct reviews were compared leaders. In the training, team leaders learned the importance of reviewing team activities and processes, and they practiced specific behaviors than untrained leaders, and their teams had greater improvement ors than untrained leaders, and their teams had greater improvement

11-6 in the form of guidelines for the leader. improve the effectiveness of after-activity reviews. The behaviors are shown in Table

Dialogue Sessions

and evaluated. The discussion is likely to become a debate about competing proposals able to coordinate their actions more easily (Cannon-Bowers, Salas, & Converse, other. Members who understand each other's perceptions and role expectations are assumptions and reaches an agreement about the cause of the problem, a good soluwith little consideration of implicit assumptions. Unless the group examines these tions about the cause of the problem, and these assumptions are not openly examined issues. Problem solving is more difficult when team members have different assump-1993). Mutual understanding is also important for implicit assumptions about task tion is unlikely to be found. An important prerequisite for team learning is for members to understand each

a new quality improvement program to improve sales is likely to judge the program a sequences of an action (Senge, 1990). How feedback is interpreted depends on one's about the meaning of feedback. Unless their implicit mental models are directly disbeing implemented. Team members with different mental models are likely to disagree measure mediating variables that are affected earlier to assess how well the program is mental model would understand the appropriate time to evaluate sales, and it would rate conclusion. For example, a team that does not understand how long it will take for effects. A poor mental model about causal relationships is likely to result in an inaccuassumptions about the causal relationship among task variables and the timing of cussed, the team members will not even understand why they cannot agree. failure if sales do not show an immediate improvement. A team with a more accurate Team learning also depends on accurate interpretation of feedback about the con-

makes it difficult to find an integrative solution that would satisfy all the parties to a disassumptions of people who take a different position on an issue. Excessive advocacy rather than considering it seriously. Little effort is made to understand the feelings and assertions or forecasts unsupported by any evidence, and try to deflect or refute dissent is a debate to be won. They make exaggerated claims, present inferences as facts, make advocacy by team members. Excessive advocacy means they act as if the group discussion assumptions, preferences, and information about a problem (Walton, 1987). pute and get their commitment. Integrative problem solving requires open disclosure of Implicit assumptions are unlikely to be examined closely when there is excessive

TABLE 11-6 Guidelines for Conducting an After-Activity Review

- Near the beginning make a self-critique that acknowledges shortcomings.
 Encourage feedback from others and model acknowledges shortcomings. Ask members to identify effective and ineffective aspects of team performance. Encourage feedback from others and model nondefensive acceptance of it.
- Encourage members to examine how group processes affected team performance.
- Keep the discussion focused on behaviors rather than on individuals
- If necessary, provide your own assessment of team performance
- Recognize improvements in team performance.
- Ask members for suggestions on how to improve team performance.
- Propose improvements not already included in the team's suggestions

Based on Tannenbaum, Smith-Jentsch, and Behson (1998)

other as colleagues in a mutual quest for insight, not as antagonists seeking explore alternative ways of looking at an issue. Members are encouraged I and more tolerant of dissent (Schein, 1993b; Senge, 1990). The facilitator conduct a "dialogue session" to help team members become less defensive, encourage greater use of inquiry, but it is helpful to have an outside proce carefully examined, and risks are identified along with benefits. Any team Kleiner, 1993). Inquiry occurs when assumptions are openly discussed, learning, advocacy should be balanced with inquiry (Senge, Roberts, Ro ables are interrelated. Possibilities for an integrated consensus model are e agreement and disagreement in their respective mental models of how t rather than just ignoring or attacking them. Members of the team identify their own viewpoint. People try to build on each other's ideas and imteam members to identify implicit assumptions, inquire into the reasons for disagreements (e.g., experiments, more or better data). members plan ways to obtain information useful for refining the models a To facilitate mutual understanding, improve problem solving, and in

GUIDELINES FOR TEAM BUILDING

are applicable to most types of work groups and teams (see also Table 11. member cohesiveness and cooperation, two common objectives of team-b building are mixed, but they suggest that team building activities can identification with the group (Dyer, 1977). Results from research on the ef ventions. The following guidelines based on research, theory, and practiti ducted by an external facilitator. However, a team leader can also do thin; Most of the team-building literature describes large-scale interventions under some conditions (Sundstrom et al. 1990; Tannenbaum, Beard, & The purpose of team building is to increase cohesiveness, mutual coop

Emphasize common interests and values.

them, and the need for cooperative effort greatly increases the likelihous example of an appeal to shared values is provided by the following cri Encourage group members to share information and ideas and to help e Identify shared objectives and explain why cooperation is necessary to identification with the group. Emphasize mutual interests rather than from the Korean War (Yukl, 1989, p. 328). Getting agreement among group members on objectives, strategies

TABLE 11-7 Guidelines for Team Building

- Emphasize common interests and values.
- Use ceremonies and rituals.
- Use symbols to develop identification with the group.
- Encourage and facilitate social interaction.
- Tell people about group activities and achievements
- Conduct process analysis sessions
- Conduct alignment sessions.
- Increase incentives for mutual cooperation

The commanding officer of a squadron (a lieutenant colonel) learned that inter-racial trouble had arisen among airmen in his squadron, and he was determined to stop it before it got out of hand. He called together the officers and airmen in his outfit and gave them an inspiring speech about democracy and discrimination. He pointed out that they were over there to preserve democracy and democratic principles, and discrimination among themselves was no way to attain this purpose. He put the challenge directly to the men and had the two racial groups appoint representatives that could hold meetings to iron out any difficulties that might arise in the future. Not only did this help defuse the conflict, but working conditions and squadron morale were improved also

Use ceremonies and rituals.

Ceremonies and rituals can be used to increase identification with a group and make membership appear to be very special. Initiation rituals are used to induct new members into a group, and retirement rituals are used to celebrate the departure of old members. Ceremonies are used to celebrate special achievements or mark the anniversary of special events in the history of the group. Rituals and ceremonies are most effective when they emphasize the group's values and traditions.

Use symbols to develop identification with the group.

Symbols of group identity such as a team name, slogan, logo, insignia, or emblem may be displayed on flags, banners, clothing, or jewelry. Even a particular type or color of clothing may indicate group membership, as in the case of many urban gangs. Symbols can be very effective for helping to create a separate identity for a team. Group identification is strengthened when members agree to wear or display the symbols of membership.

Encourage and facilitate social interaction.

Development of a cohesive group is more likely if the members get to know each other on a personal basis and find it satisfying to interact socially. One way to facilitate pleasant social interaction is to hold periodic social activities such as dinners, lunches, and parties. Various types of outings can be used to facilitate social interaction (e.g., go to a sports event or concert together, or on a camping or rafting trip). When group members work in the same facility, social interaction can be promoted by designating a room for the group to use for meetings and coffee breaks. The room can be decorated with symbols of the group's accomplishments, statements of its values, and charts showing progress in accomplishing group objectives.

Tell people about group activities and achievements.

People tend to feel alienated and unappreciated when they receive little information about the plans, activities, and achievements of their team or department. It is important to keep members informed about these things and to explain how their work contributes to the success of the mission. An example is provided by Admiral Elmo Zumwalt's (1976, p. 186) description of an early command assignment in which he attempted to keep every person on the ship informed about the reason for each tactical exercise and maneuver.

We made frequent announcements over the loudspeaker about the specific event that was going on. At the beginning and the end of each day, I discussed with the officers who, in turn, discussed with their men what was about to happen and what had just

happened, what the competition was doing and what we should do to meet it. We published written notes on the plan of the day that would give the crew some of the color or human interest of what the ship was doing. I had bull sessions in the chief petty officers' quarters, where I often stopped for a cup of coffee. More important than any of the details, of course, was the basic effort to communicate a sense of excitement, fun and zest in all that we were doing.

Within 18 months of initiating these practices, his ship moved from last to first place in the squadron with regard to efficiency ratings.

Conduct process analysis sessions.

Process analysis sessions involve frank and open discussion of interpersonal relationships and group processes in an effort to improve them. One approach is to ask each person to suggest ways to make the group more effective. These suggestions should focus on how members communicate, work together, make decisions, and resolve disagreements rather than on the technical aspects of the work. A similar approach is to ask each member to describe what other members could do to make his or her role in the group easier. The discussion should result in a list of concrete suggestions for improving working relationships. Follow-up meetings can be used to chart progress in implementing the suggestions.

It is usually better to have a trained facilitator conduct the process analysis session instead of the team leader. Discussing interpersonal relationships is more difficult than discussing work procedures, and it takes considerable skill to conduct this type of session. A team leader without training in process consultation may make team relationships worse rather than better. An outside facilitator is likely to be more objective and impartial, which is especially important if the leader is contributing to the difficulties the group has in working together.

Conduct alignment sessions.

There is less mutual trust and acceptance among people who view each other in terms of negative stereotypes and attributions. Negative stereotypes are common in teams with very diverse members, and negative attributions are common when members disagree sharply about task issues. For example, someone who takes the opposing side on a controversial issue is perceived as unreasonable, selfish, devious, insensitive, or unintelligent. Personal attributions tend to persist, even when incorrect, and they can become self-fulfilling prophecies. People usually notice confirming evidence about stereotypes and attributions more than disconfirming evidence. Actions based on a false attribution about a person can elicit a reaction that appears to confirm the attribution. For example, a person treated as an enemy is likely to become one. Defensive routines used to avoid embarrassment make it difficult for people to examine personal attributions (Argyris, 1985). In an effort to appear rational and tolerant of team members, most people avoid expressing suspicions about personal intentions or displeasure about behavior that is irritating or disruptive. If people talk about these things at all, it is with someone else such as another coworker or a friend who is not a member of the team.

The purpose of an alignment session is to increase mutual understanding among team members (Mitchell, 1986). Prior to the session, each member is given an openended questionnaire about values, concerns, and personal objectives. Examples of questions include what you want to accomplish in your career, how you want to be

remembered, what about you is most often misunderstood, what work experiences are most satisfying, what work experiences are most frustrating, and how you would like to change your work role. Members are asked to prepare responses that will help others understand and appreciate them. At the session itself, each member spends some time describing and explaining these answers. A facilitator keeps the session focused on increasing mutual understanding. The intervention was tested in an experiment with teams of MBA students working on field projects (Mitchell, 1986). Relations among team members two months after the intervention improved in the alignment condition but not in a control group or a feedback workshop (the feedback was ratings of each member's traits by the other members).

Increase incentives for mutual cooperation.

Incentives based on individual performance encourage team members to compete with each other, whereas incentives based on group performance encourage cooperation. One way to increase cohesiveness and team identification is to emphasize formal incentives such as a bonus based on improvements in team performance. Another way is to use spontaneous, informal rewards to emphasize the importance of service to the team. For example, give the members extra days off after the team completes a difficult project, especially one that involved working overtime or on weekends. Hold a special celebration party for team members and their families after the team achieves an important objective.

DECISION MAKING IN GROUPS

Groups are used frequently to solve problems and make decisions in organizations. As noted in Chapter 4, using a group to make a decision has several potential advantages over decisions made by an individual leader. Groups have more relevant knowledge and ideas that can be pooled to improve decision quality, and active participation will increase member understanding of decisions and member commitment to implement them. On the negative side, group decisions usually take longer, the members may be unable to reach agreement if they have incompatible objectives, and process problems may undermine the quality of decisions.

The process by which a group arrives at a decision is a major determinant of decision quality. Many things can prevent a group from effectively utilizing the information and achieving its full potential. The quality of a group decision depends on the contribution of information and ideas by group members, the clarity of communication, the accuracy of prediction and judgments, the extent to which the discussion is focused on the problem, and the manner in which disagreement is resolved. Common process problems that reduce decision quality include member inhibition, groupthink, false consensus, hasty decisions, polarization, and lack of action planning for implementation.

Determinants of Group Processes

Group processes are influenced by several characteristics of the group or team (Guzzo & Shea, 1992; Hackman, 1992). Each characteristic will be described briefly.

1. Group Size. Large groups may have more information and a wider variety of perspective about a problem, and there is more opportunity to involve all parties who will be affected by a decision. However, as the number of members

increases, communication becomes more difficult, less time is available for ea person to speak, factions are more likely to form, and it is more difficult to re a consensus (Hill, 1982; Shull, Delbecq, & Cummings, 1970).

- 2. Status Differentials. Large differences in member status can inhibit informati exchange and accurate evaluation of ideas. Low-status members are usually reluctant to criticize or disagree with high-status members. Moreover, the ideand opinions of high-status members have more influence and tend to be eva ated more favorably, even when the basis of their status is irrelevant to the desion problem (Berger, Cohen, & Zelditch, 1972; Harvey, 1953).
- 'n Cohesiveness. The amount of mutual affection among members and attraction action that would normally be considered unethical by individual members. over, the group's illusion of moral superiority makes it easy to justify a course c likely to overestimate the probability of success for a risky course of action. Mc of disagreement. Members develop an illusion of invulnerability, and the group strives to maintain the illusion of internal harmony by avoiding open expression "groupthink" that undermines effective decision making (Janis, 1972). The grou sive group are less willing to risk social rejection for questioning a majority view can be a mixed blessing. A cohesive group of people with similar values and att lem solving. Highly cohesive groups sometimes foster a phenomenon called point or presenting a dissenting opinion. Consequently, the critical evaluation o without a complete, objective evaluation of the alternatives. Members of a cohe tudes is more likely to agree on a decision, but members tend to agree too quic the group is an important determinant of group processes, but high cohesivenes ideas is inhibited during decision making, and creativity is reduced during prob
- 4. Diversity of Membership. The extent to which members vary with regard to personality, demographic attributes (e.g., age, gender, ethnic identity, education), and functional specialization has implications for group processes and outcon (Triandis, Kurowski, & Gelfand, 1994; Watson et al., 1993). Groups with divermembership are likely to be less cohesive, because people tend to be less accessing of others who have different beliefs, values, and traditions. As noted earlied diversity can also impede communication when members use different languagingon, measures, or criteria. On the positive side, having members with differ perspectives, experiences, and knowledge can result in more creative solution to problems. It is easier to convert diversity into cooperative problem solving when members are highly interdependent for attainment of important shared objectives, but making it happen is a major leadership challenge.
- 5. Emotional Maturity. Groups with members who are low on emotional maturitend to have more disruptive self-oriented behavior (e.g., making provocative comments, clowning, bragging, showing off) and aggressive behavior (e.g., interpripting or "shouting down" other members, making threats or personal insult. This kind of member behavior can reduce group cohesiveness and mutual tru (Bradford, 1976; Fouriezos, Hutt, & Guetzkow, 1950).
- 6. Physical Environment. Meetings are held in a physical environment that can also affect group processes (Bradford, 1976; Golde, 1972; Jay, 1976). For face-1 face meetings, the seating arrangement can create psychological separation between the leader and other members, resulting in a climate of stiff formality.

A long rectangular table may emphasize status differentials and inhibit conversation, whereas a round table or a circular arrangement of chairs is more conducive to open communication and informality.

7. Communication Technology. The type of communication technology available to the group can affect group processes and the resulting decisions (Nunamaker, Briggs, & Mittleman, 1995). The implications seem more profound for virtual groups with members who are geographically separated, but the new communication technology also offers benefits for face-to-face meetings. Networked computers can be used as a decision support system for meetings among people who are in the same room or thousands of miles apart. New types of groupware allow members to anonymously suggest or evaluate ideas, and the collective ideas and ratings provided by group members can be compiled and displayed (in the form of lists, charts, or graphs) without the source being identified. This technology can reduce evaluation apprehension, inhibition about expressing attitudes, and domination of the discussion by assertive or high-status individuals.

LEADERSHIP FUNCTIONS IN MEETINGS

Quality of leadership is one of the most important determinants of a group's success in making decisions. Leadership is important to facilitate the use of effective processes and avoid process problems. The leadership role can be shared to some extent, but members of decision groups often prefer to have one designated discussion leader who has primary responsibility for conducting the meeting (Berkowitz, 1953; Schlesinger, Jackson, & Butman, 1960). An effective leader ensures that the group uses a systematic decision process ("process control"), but does not dominate the discussion ("content control"). The job of conducting a meeting is a difficult one, because the group is likely to be ineffective if the leader is either too passive or too domineering. A considerable amount of skill is needed to achieve a delicate balance between these two extremes. The behaviors and procedures used to achieve this balance are discussed in the remaining sections of this chapter.

We saw in Chapter 3 that leadership behavior can be classified into task-oriented behavior and relationship-oriented behavior. A similar distinction can be made for leadership behavior in the context of group meetings. Of course, specific aspects of leadership behavior often involve both task and relationship concerns simultaneously, but the two-factor taxonomy helps to remind group leaders how important it is to balance task and relationship concerns in leading meetings. Several writers have proposed two-factor taxonomies of group leader behavior (Bales, 1950; Benne & Sheats, 1948; Bradford, 1976; Lord, 1977; Schein, 1969). Table 11–8 shows a simplified, composite taxonomy of task-oriented and group maintenance functions and their primary objectives.

Task and Group Maintenance Functions

Task-oriented behavior in a group meeting facilitates the systematic communication, evaluation, and analysis of information and ideas, and it aids problem solving and decision making. Some examples of task-oriented behavior include developing an agenda for the meeting, presenting a problem to the group, asking members for specific information

TABLE 11-8 Major Types of Leadership Behavior in Decision Groups

TASK-ORIENTED BEHAVIOR	SPECIFIC OBJECTIVE
1. Process structuring	Guide and sequence discussion
Stimulating communication	Increase information exchange
Clarifying communication	Increase comprehension
4. Summarizing	Check on understanding and assess progress
5. Consensus testing	Check on agreement
GROUP MAINTENANCE BEHAVIOR	SPECIFIC OBJECTIVE
1. Gatekeeping	Increase and equalize participation
2. Harmonizing	Reduce tension and hostility
3. Supporting	Prevent withdrawal, reduce tension
 Standard setting 	Regulate behavior
Process analyzing	Discover and resolve process problems

or ideas, asking a member to explain an ambiguous statement, helping the group understand the relevance of ideas, explaining how different ideas are related, keeping the discussion on track, reviewing and summarizing what has been said or done, checking on the amount of agreement among members, suggesting procedures for making a decision, assigning responsibility for follow-up action, and recessing or ending a meeting.

It is not sufficient for a leader simply to carry out the behaviors; a sense of proper timing is also essential (Bradford, 1976). Any task-oriented behavior can be useless or even detrimental if it is premature or overdone. For example, summarizing too soon may discourage contribution of additional ideas on a subject. A discussion may be excessively prolonged if the leader keeps on stimulating communication instead of testing for a consensus. It is also important for the leader to have considerable skill in the use of each kind of task-oriented behavior. For example, an unskilled leader who tries to clarify a member's statement may succeed only in creating more confusion. A leader who is unskilled in summarizing may make a summary that leaves out key points and fails to organize contributions in a meaningful way.

Group maintenance behavior in a group meeting increases cohesiveness, improves interpersonal relations, aids resolution of conflict, and satisfies the personal needs of members for acceptance, respect, and involvement. Some examples of group maintenance behavior include encouraging participation by quiet members, preventing dominant members from monopolizing the discussion, smoothing over conflict, suggesting compromises, asking members to resolve differences in a constructive way, using humor to reduce tension, expressing appreciation for suggestions and ideas, suggesting norms and standards of behavior, reminding the group of norms agreed upon earlier asking members for their perception of group processes, and pointing out process problems to the group.

Just as machines need periodic maintenance to keep them running smoothly, so also do human relationships in a group. As with machines, preventive maintenance should be carried out frequently rather than waiting to do corrective maintenance after a serious breakdown. Group maintenance should be an ongoing activity designed to build teamwork and prevent the development of chronic apathy, withdrawal, interpresonal conflict, and status struggles. If allowed to develop, these problems will distribute task-oriented activity in a group and reduce group effectiveness.

the group maintenance behaviors require skill and a sense of proper timing to be perexplicit recognition of maintenance needs. As in the case of task-oriented behaviors, ing are the aspects of behavior least likely to occur, perhaps because they require an many leaders who are unaware of its importance. Standard setting and process analyz-Some group maintenance behavior occurs in any meeting, but it is neglected by

Who Should Perform the Leadership Functions

identified by Bradford (1976). should perform both kinds of functions alone or encourage group members to share responsibility for performing them. Table 11–9 summarizes the two major viewpoints This early controversy has been largely superseded by a debate over whether leaders group to perform both roles if capable of doing so (Borgotta, Rouch, & Bales, 1954). behavioral scientists took the position that it is best for the designated leader in a by separate task and maintenance leaders in each group (e.g., Slater, 1955). Other proposed that the two functions are basically incompatible and should be performed relative priority. One part of the controversy began when some behavioral scientists there is some disagreement about who should perform these functions and about their tenance behavior are both essential for the effectiveness of decision groups. However, Behavioral scientists generally agree that task-oriented behavior and group main-

unable to influence the decisions significantly. decisions by group members may also be reduced if members feel manipulated and loss of potential contributions and a reduction in quality of decisions. Acceptance of and decisions get made, but members become apathetic and resentful, which leads to a produces some favorable results but at an unacceptable price. Meetings are orderly his or her authority in the group. According to Bradford, this kind of group leadership over the final decision (i.e., use consultation rather than group decision), and protect keep discussion focused on the task, discourage expression of feelings, retain control ties of the group. According to this "leader-centered" view, the group leader should The traditional view is that the formal leader should direct and control the activi-

functions, because feelings and interactions profoundly affect the problem-solving and group maintenance functions are considered to be as important as the task-oriented advisor, teacher, and facilitator, rather than as a director or manager of the group. The With "group-centered" leadership, the role of the leader is to serve as a consultant,

P-CENTERED by leader and group

Responsibility for group Control over final choice Leader position power Leader perception of group Task-oriented functions Group maintenance Socio-emotional processes Expression of needs/feelings	BASIS FOR COMPARISON	TABLE 11-9 Comparison of Two Viewpoints on Leadership in Decision Groups
Leader responsible Held by leader Emphasized and guarded As a set of individuals Carried out by leader Not done systematically Mostly ignored by leader Discouraged	LEADER-CENTERED	vo Viewpoints on Leadershi
Shared by leader and group Vested in group De-emphasized As a collective entity Shared by leader and group Emphasized, shared with group Observed closely by leader Encouraged and discussed	GROUP-CENTERED	р in Decision Groups

Based on L. P. Bradford (1976).

shared by group members, because no one person can be sensitive to all of the pro bility for leadership functions will improve the quality of the decisions and make n learn to perform these behaviors themselves. According to Bradford, sharing respo as well as ideas, model appropriate leadership behaviors, and encourage membe problems and needs of the group. The leader should encourage expression of fee decision-making processes in a group. Responsibility for both kinds of function bers more satisfied with the group.

evaluate this form of shared leadership. mentation of group-centered leadership. Nevertheless, more research is needed these many obstacles, Bradford is optimistic about the prospects for successful im more appropriate for very large, formal groups (e.g., Robert's Rules of Order). Des often reinforced by ritual and tradition, which represent additional obstacles to as little responsibility as possible for committee activities. The traditional approach staffed by unwilling members who prefer to meet as seldom as possible and to ass legally required by their charter or bylaws to follow cumbersome procedural r introduction of group-centered leadership. For example, some decision groups develop the necessary trust, skills, and member commitment. Some committees Many decision groups are only temporary and do not meet over a long enough tin prefer to avoid assuming more responsibility for leadership functions in the gr incompetent. Some members may be unwilling to deal openly with emotions or sharing control with group members or dealing openly with emotional behavior. rity, and trust in both the leader and group members. Some leaders are afraid to leaders may also be concerned that the new approach will make them appear wea He notes that this kind of leadership requires considerable interpersonal skill, m Bradford recognizes some difficulties in implementing group-centered leaders

GUIDELINES FOR LEADING MEETINGS

group effectiveness in solving problems and making decisions. The guidelines for k ing an established decision group are summarized in Table 11–10. This section describes some specific procedures that leaders can use to impr

Inform people about necessary preparations for a meeting.

preparation for the meeting should be provided in advance with the agenda. clear guidance and ample time to prepare. Any reports or proposals to be studied present briefings, provide technical information, or evaluate a proposal should be gi about the time, place, and important subjects on the agenda. People who are expecte it. To ensure that people plan to attend the meeting they should be informed in adva A problem-solving meeting will be more effective if people know how to prepare

Share essential information with group members.

should be careful to present facts with as little interpretation as possible. For exam and the group's prior information. The information may be provided prior to the $m_{\mbox{\tiny I}}$ mg, at the beginning of the meeting, or as the problem diagnosis is made. The lea amount of information that should be presented depends on the nature of the prob problem symptoms, and what if anything has been done about it up to that time. reviewed briefly, including how long the problem has been evident, the nature of When the problem is presented, essential facts known to the leader should

CHAPTER 11 Leadership in Teams and Decision G

TABLE 11-10 Guidelines for Leading Decision Group Meetings

- Inform people about necessary preparations for a meeting.
- Share essential information with group members.
- Describe the problem without implying the cause or solution
- Allow ample time for idea generation and evaluation.
- Separate idea generation from idea evaluation.
- Encourage and facilitate participation.
- Encourage positive restatement and idea building
- Use systematic procedures for solution evaluation.
- Encourage members to look for an integrative solution.
- Encourage consensus but don't insist on it.
- Clarify responsibilities for implementation.

If the problem is how to increase sales, it is better simply to review sales figures for each district than to make judgments such as "sales are terrible in the central district."

Describe the problem without implying the cause or solution.

The problem should be stated objectively in a way that does not assign blame for it to some or all of the group members. Implying blame will make members defensive and reduce their willingness to help in solving a mutual problem. The problem statement should not suggest the reasons for the problem or possible solutions to it. This kind of statement would limit the consideration of different problem diagnoses by the group. Instead, the problem statement should encourage exploration of a variety of causes and a variety of possible solutions.

Allow ample time for idea generation and evaluation.

The leader should plan meetings so that enough time is available to diagnose the problem, develop alternative solutions, and explore the implications and consequences of each alternative. Even when a group has critics who are not inhibited, a strong majority coalition may propose a favored decision and ram it through before the critics have an opportunity to explain their concerns and gather support. The pressure of time is another reason for hasty decisions. Such decisions often occur when a meeting is about to end and members desire to resolve matters quickly so they can adjourn and avoid another meeting. If an important decision is being considered and the meeting must end before solutions can be properly evaluated, the leader should try to postpone the decision until another meeting. If an immediate decision is not necessary and it is obvious that more information is needed, the leader may want to adjourn the meeting and arrange for additional information to be obtained.

Separate idea generation from idea evaluation.

Research has found that idea generation is less inhibited when it is separated from idea evaluation (Maier, 1963). Procedures have been developed to reduce inhibition and facilitate idea generation in groups. With "brainstorming" members are encouraged to suggest any idea about the problem that comes to mind, the ideas are written on a blackboard or flipchart, and no positive or negative evaluation of ideas is permitted (including scowls, groans, sighs, or gestures). The rationale is that inhibition would be reduced by deferring evaluation of ideas, domination would be reduced by making contributions brief and spontaneous, and creativity would be increased by mutual facilitation of ideas and a climate of acceptance for strange and novel ideas. Brainstorming

improves idea generation in comparison with a regular interacting grinhibition may still occur (White, Dittrich, & Lang, 1980). Thus, the "rechnique" was developed to correct the deficiencies of brainstorming de Ven, & Gustafson, 1975). Members are asked to write their ideas on without discussing them, then the leader posts the ideas for everyone members are invited to build on ideas already listed or add new ideas seeing the list. Then the leader reviews the list and asks if there are any questions are invited to build on the problem.

Encourage and facilitate participation.

each member's computer screen. Display of the initial lists can be delay nique), or ideas can be displayed immediately after they are generate anonymous interaction during the posting and evaluation of ideas. Men pressure tactics (e.g., threats, derogatory comments) to intimidate people behavior. Each member should be encouraged to contribute ideas and agreement. In fact, silence may indicate dissent rather than agreement. remain silent or fail to take a position, the silent ones are usually ass determine which ideas are most acceptable. idea. Duplicate ideas can be combined if desired, and a rating procedure information from the (anonymous) source of an idea, or suggest ways storming). Any member can add new ideas stimulated by seeing the list minutes to ensure they are generated independently (as in the nomin ideas on their individual computers, and the composite list of ideas can b with them. When computer-based groupware is available, it can be use members should be discouraged from dominating the discussion and do much to facilitate complete participation by engaging in appropriat When some members loudly advocate a particular solution and

Encourage positive restatement and idea building.

Two procedures that are especially useful to create a more support idea generation are positive restatement and idea building. One of the miques for nurturing new ideas is to ask group members to restate another and find something worthwhile about it before saying anything critical works even better when a member who points out a deficiency or limitati idea is required to suggest a way to correct the deficiency or overcome the approach also emphasizes careful listening and constructive, helpful beharms.

Use systematic procedures for solution evaluation.

Procedures have been developed to help decision groups evaluate potential solutions. These procedures are especially useful when member divided into opposing factions ("polarization") that each strongly suppatternative. With the "two-column procedure" members mutually identified advantages and disadvantages of each alternative (Maier, 1963). Member the advantages and disadvantages and try to agree on an overall ranking of similar but more detailed procedure is cost-benefit analysis. This procedure when the consequences of each solution are fairly certain and it is possibly accurate estimates of the benefits and costs in monetary term should be conducted in a systematic manner, and care should be taken the estimates of costs and benefits to support a preferred solution. After the all

all been analyzed, the group selects the best one by using whatever economic criterion seems most appropriate (e.g., maximize net benefit, maximize return on investment).

Encourage members to look for an integrative solution.

When a group is sharply divided in support of competing alternatives, it is sometimes feasible to develop an integrative solution that involves the best features of the rival solutions. One way to begin this procedure is to examine both alternatives closely to identify what features they have in common as well as how they differ. This comparison develops a better understanding and appreciation of the opposing alternative, especially if all group members become actively involved in the discussion. The leader should encourage participation, keep the discussion analytical rather than critical, and post the results of the comparison to provide a visual summary of the similarities and differences. It is also useful to list for each faction the essential qualities of a solution and the relative priorities of different criteria or objectives. Even when it is not possible to develop a hybrid solution, the process may help the group identify an entirely different solution that is superior to the others.

Encourage consensus but don't insist on it.

Voting is a common procedure for making a decision, but whenever feasible, the leader should encourage the group to try to reach a consensus rather than deciding on the basis of a simple majority. A consensus occurs when all members of the group agree that a particular alternative is acceptable, even though it is not necessarily the first choice of every member. A consensus decision usually generates more commitment than a majority decision, but more time is typically needed to make the decision and a group consensus is not always possible. When the group has a large majority in support of one alternative, but there are still a few dissenters, the leader should carefully weigh the possible benefits of winning them over against the cost of additional discussion time. If adequate time has already been devoted to discussion of alternatives, it is usually not worthwhile to prolong the discussion merely to persuade one or two stubborn members. In this situation, the leader should take the initiative and declare that a group decision has been reached.

Clarify responsibilities for implementation.

Before the meeting ends, the leader should make some provisions for implementing the decision. Necessary action steps should be specified and responsibility for each action step assigned to individuals. Many good decisions made by groups are unsuccessful simply because nobody bothers to ensure that they are implemented. If a follow-up meeting is needed, the preparations required for that meeting should be determined and responsibilities assigned. Also, the date and time should be determined, if possible, when everyone is present. After the meeting, the leader should distribute a summary of what was discussed and decided, and what responsibilities were assigned to whom.

SUMMARY

Organizations are relying increasingly on teams to improve quality, efficiency, and adaptive change. Cross-functional teams are used to improve coordination among the different parties involved in carrying out a joint project. Self-managed teams are delegated most of the responsibility and authority traditionally vested in first-line supervisors. Self-defining teams represent an extreme form of empowerment, because the

team can determine its mission, regulate its internal processes, and negotiate reships with other parts of the organization and outsiders.

The potential advantages of teams include greater employee satisfaction and mitment, better quality of products and services, and greater efficiency and producty. However, the benefits do not occur automatically, and successful implement depends on a variety of facilitating conditions, including the quality of lead. Some essential leadership processes in teams include building consensus a shared objectives, identifying effective performance strategies, organizing team ties, enhancing member skills and role clarity, building mutual trust and cooper procuring needed resources, and facilitating external coordination. In self-ma and self-defining teams, the leadership roles are carried out informally and among the members.

The success of a team also depends in part on its capacity to learn from expert types of group process that can facilitate team learning are after-activity read dialogue sessions. An after-activity review is a meeting held to determine worked well and what did not. A dialogue session is a problem-solving meewhich team members examine their implicit assumptions, emphasize inquiry than advocacy, and try to agree on appropriate mental models.

Team-building activities are used to increase cohesiveness, group identificand cooperation. Some examples include emphasizing common interests and using ceremonies and rituals, using symbols to develop group identification, facil social interaction among members, informing members about group activiticachievements, conducting process analysis sessions, conducting alignment session tering appreciation and tolerance for diversity, and creating incentives for a cooperation.

A group decision is potentially superior to a decision made by a single ind such as the leader, but many things can prevent a group from realizing its poter major determinant of group effectiveness is the quality of leadership. Leadership tions in the context of group meetings can be divided into task-oriented function group maintenance functions. Both leadership functions appear essential for the of a decision group, and they require skill and a sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to be effective as the sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to be effective to the sense of proper timing to the sense of proper timing to be effective to the sense of proper timing to the sense of proper timing to the sense of the se

The leadership role is difficult, because the decision process will be adaffected if the leader is either too passive or too domineering. To improve group lem solving and avoid common process problems, a leader should present the prin an unbiased manner, encourage the group to consider alternative conceptions problem, separate idea generation from idea evaluation, and use systematic dures for solution evaluation.

Research on leadership in teams has increased in recent years, but it contillag behind the pace of change in the way teams are used in organizations. A point is the increasing use of virtual teams in organizations. The extent to which tive leadership is different in virtual teams has yet to be determined, and advances in technology make it difficult to predict whether the results from research will still be relevant in the future.

Review and Discussion Questions

- 1. What factors determine the performance of a functional team?
- What leadership processes are important for cross-functional teams?

- دب Why is leadership more difficult in cross-functional teams than in traditional functional teams'
- What leadership roles and processes are important for self-managed teams?
- Explain how after-activity reviews and dialogue sessions can improve team learn-Under what conditions are self-managed work teams most likely to be successful?
- What can be done to improve group cohesiveness and identification?
- What factors determine the quality of group decisions?
- What are the major types and objectives of task-oriented and group maintenance leadership functions in decision groups?
- 10. What can a leader do to improve decision-making processes in a group meeting?
- Compare the leadership processes in functional work groups, cross-functiona teams, self-managed teams, and self-defining teams.
- What are some implications of the new telecommunications and computer tech nologies for leadership in teams, now and in the future?

cross-functional teams

performance strategies nominal group technique member diversity

> virtual teams team learning team building

coacting group brainstorming

group maintenance behaviors

tunctional teams

after-activity reviews action planning

dialogue sessions external coordination decision support systems

> self-managed teams self-defining teams

task-oriented behaviors shared mental models

Southwest Engineering Services

a big boost for her career in the company. that a successful project would also provide the work would be important, and she knew very excited about it. She understood that invited to work on this project, but she was pany. Donna was not sure why she was software whiz and rising star in the com-Ron Morrison, who had a reputation as a for the company. The project director was a project to develop a new type of software years when she was invited to participate in Southwest Engineering Services for five Donna Burke was a systems engineer at

company needs a better type of decision Engineering has been growing steadily. The invited to participate. As you know, the volmended by your boss, and only the most ume of business handled by Southwest qualified people in the company were cess of this project. Each of you was recomspecial skills that are essential for the suc-"All of you are here today because you have gave a short welcoming speech to the group. ect team. After introducing himself, Ron the 12 people invited to be part of the proj-Ron called a meeting the first day for

> other employees joined the team. The one from working extra hours on the project. health problems that would prevent him person who declined to join had family tomorrow." The next day, Donna and 10 still time to withdraw from the team. Please about making a total commitment, there is many weekends. If anyone has reservations else in your life for the next nine months. project must take priority over everything If you are going to be part of this team, the extremely challenging assignment, but I essential for the company to remain profmarket, and this decision support system is let me know your decision by 9:00 A.M. We will be working long days and even commitment by every member of the team. believe we can pull it off if we have total anything clse currently available. It is an and innovative system that is better than itable. Our objective is to develop a new while keeping costs low. Southwest Engisupport system for managing engineering neering faces an increasingly competitive projects in a way that will guarantee quality

something that would change the way because they all knew that they were part of long hours, the work was exhilarating caught up in the excitement. Despite the and unemotional member of the team was gious, and before long even the most cynical things were done in the company. work on Saturdays. Ron had an attitude of often go to lunch together after finishing was taken for granted, and the team would common to order in food and work late into enthusiasm and optimism that was contathe evening. Working Saturday mornings Donna had expected. On weekdays it was the work was even more intense than As the team plunged into the project,

focused on the same objective. However, Ron work of team members and keeping them this picture was important for guiding the did not dictate how the work should be done. ifications necessary for the new system, and Ron provided a clear picture of the spec-

> problems he caused them. It was the last happened to the team and apologize fo The person was required to explain rect a mistake in a programming docur that would have enabled him to find anc team failed to do the normal check proce weeks of the project, one member of than a maximum effort. During the first was supportive and helpful. Neverthele experiencing difficulties in doing a task, self when not needed. When someone asked, but he was careful not to impose less mistake he would make. was very clear that he would not tolerate Ron was available to provide guidan expertise to determine how to do the \ Team members were expected to use

pany or years of experience. ity of ideas rather than on status in the sions about the design of the software issue depended on one's expertise and tem, and the actual influence for a partic opportunity to influence important problems. Every member of the team ha mine how to deal with obstacles larly to evaluate their progress and d progress in the work. The team met i Ron pushed relentlessly for conti-

career plans. position at Southwest Engineering he encouraged her to consider a manag experience. As Ron debriefed her afterw found it to be an interesting and satisf Donna was at first apprehensive, but responsibilities. When it was her t the team to carry out his internal leader on these trips, Ron would ask a member implement the new system. Before lea cooperation were needed to design meet with key people whose support ect director was to make sure the tean traveling to various company facilitie the company. Ron spent considerable the resources and assistance it needed An important part of Ron's job as 1

the team became discouraged over a se At one point during the fourth mo

the system components." to discuss some new ideas for integrating selves a little rest and meet again tomorrow obstacle and make the project a success. Let's take the rest of the day off to give ourconfident we can overcome this latest of what you have accomplished so far. I am tremendous progress, and I am really proud breaking new ground. We have made nical problems. Ron called a meeting to gave them a pep talk. He said to them, "I of setbacks involving some persistent techbacks, but it happens in any project that is know you are discouraged about these set-

project was completed three months later, through with a party at Ron's house. The obstacle. They celebrated this breakout an innovative way to deal with the The following week the team figured

interests.

needs of the project above individual selftheir willingness to cooperate and put the accomplished without the significant con-

tributions of all the team members and

ever, she also realized that their success was she hoped to have the opportunity to work

being a fantastic coach and facilitator, and ences. Donna gave Ron much credit for member reminisced about their experiects. Afterward, Donna and another team back to their regular units or to new projtion party was held before people dispersed what they accomplished. A final celebrasuccess, and they felt tremendous pride in original deadline. The project was a great which was several weeks earlier than the

a team effort that could not have been with him again on another project. How-

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QUESTIONS

Describe the leadership behaviors Ron used and their influence on the attitudes and behavior of the team

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Compare this cross-functional project each type of team. differences in the leadership roles for group, and identify similarities and team to a self-managed operations

Building Maintenance Inc.

a meeting two days later to decide where to a memo to the executive group announcing tives include Karen, Marty, Liz, and Nick. occupies an old office building that is schedand maintenance services for office build-The morning of the meeting, Bud came into relocate the company offices. The execufounder and president of the company, sent uled for demolition. Bud Crandon, the ings and shopping centers. The company with 325 employees who provide cleaning Building Maintenance is a company

> that the others were already seated. the conference room 10 minutes late to find

ın a suburban park. Karen, as our financial buildings, or we can get slightly better space one of the newly refurbished downtown can either relocate to some decent space in already. Let me go over the alternatives, We have given some thought to this matter where to locate our new offices. I assume you tied up at the bank talking to a loan officer The reason I called this meeting is to decide Bud: Sorry to be a few minutes late. I got

> and figures about these two options. officer, you must have some relevant facts

approximately the same for each location square foot. Relocation costs would be suburban park for about \$22 dollars per could get first-rate accommodations in a space for about \$21 per square foot, or we weeks ago. Wc can get adequate downtown ety of possibilities as you requested a few Karen: Bud, I have looked into a vari-

should relocate? a sales manager, where do you think we Bud: Marty, from your vantage point as

only edge is the service we offer customers good power-cleaning equipment, and our sell is service. Lots of other companies have customers on the phone. Remember, all we undermined by order clerks who are rude to customers. By the way, our image is being ban park would give us a better image with will be satisfied. Modern offices in a suburlong as we have a good image, I think they Customers are influenced by image, and as ness owner who puts the customers first. Marty: That's what I like to see, a busi-

tions management? relocation decision have for human rela-Bud: Liz, what implications does the

handle personnel matters that require faceoffice downtown to recruit workers and park, we would still have to rent a small office. If we relocate to a suburban office have no affordable way to get to a suburban to get to work. They don't own cars and and are dependent on mass transportation our maintenance workers live in the city in terms of recruiting employees. Most of sound glamorous, but it could be a disarter nance employees. A suburban park may result of having an efficient crew of maintetion decision. Customer service is a direct service should get top priority in any relocato-face interaction. Liz: I agree with Marty that customer

employment office downtown and move the recommending that we should open an Bud: What are you saying, Liz? Are you

> executive office to a suburban office pa Liz: I agree with part of your reason

Bud, but I am not suggesting that we n the employees we need ing a location that makes it possible to we put the executive office than about fi two offices. I'm less concerned about wh Karen: I don't think we can afforce

such a big decision without refreshmer pastries to this meeting? How can we m increase in our overhead costs. By the v who was supposed to bring the coffee have two offices. It would be a ma

maintenance operations? location would be best for you as directo Bud: Nick, what do you think? WI

attend the party. on for a couple of extra months jus turnover. Some of the cleaning workers very cost effective in terms of redu It's a real morale booster, and I think to hold a big holiday party again this y location of the offices. One of the impor Other things are more important than lem. They report directly to their work s are hired, unless they have a major pr our workers never see the office after t ing our supervisors and their crews. Mos spend most of my time in the field over things we should be considering is whe Nick: I'm not in the office very muc

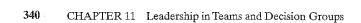
most of the workers would bring guests. It would cost at least \$20 per person, prove that a holiday party is cost effect Karen: Nick, do you have any figure

figure on morale. Nick: So what? You can't put a do

have to leave for a lunch meeting that o care where we relocate as long as the need major issues out on the table. I really d the customer come first. In a few minut Marty: It looks like you folks have go

should relocate? We'll go along with sensible decision. mean a big shopping plaza contract for us Nick: Bud, where do you think

Bud: Well, it seems that it may be



mature for us to reach a decision on this important matter today. Maybe we should call in a relocation consultant to help us decide what to do. In the meantime, let's talk some more about the office party. I kind of like that idea.

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QUESTIONS

- 1. Identify effective and ineffective actions by Bud in conducting the meeting.
- 2. What could have been done to make the meeting more successful?