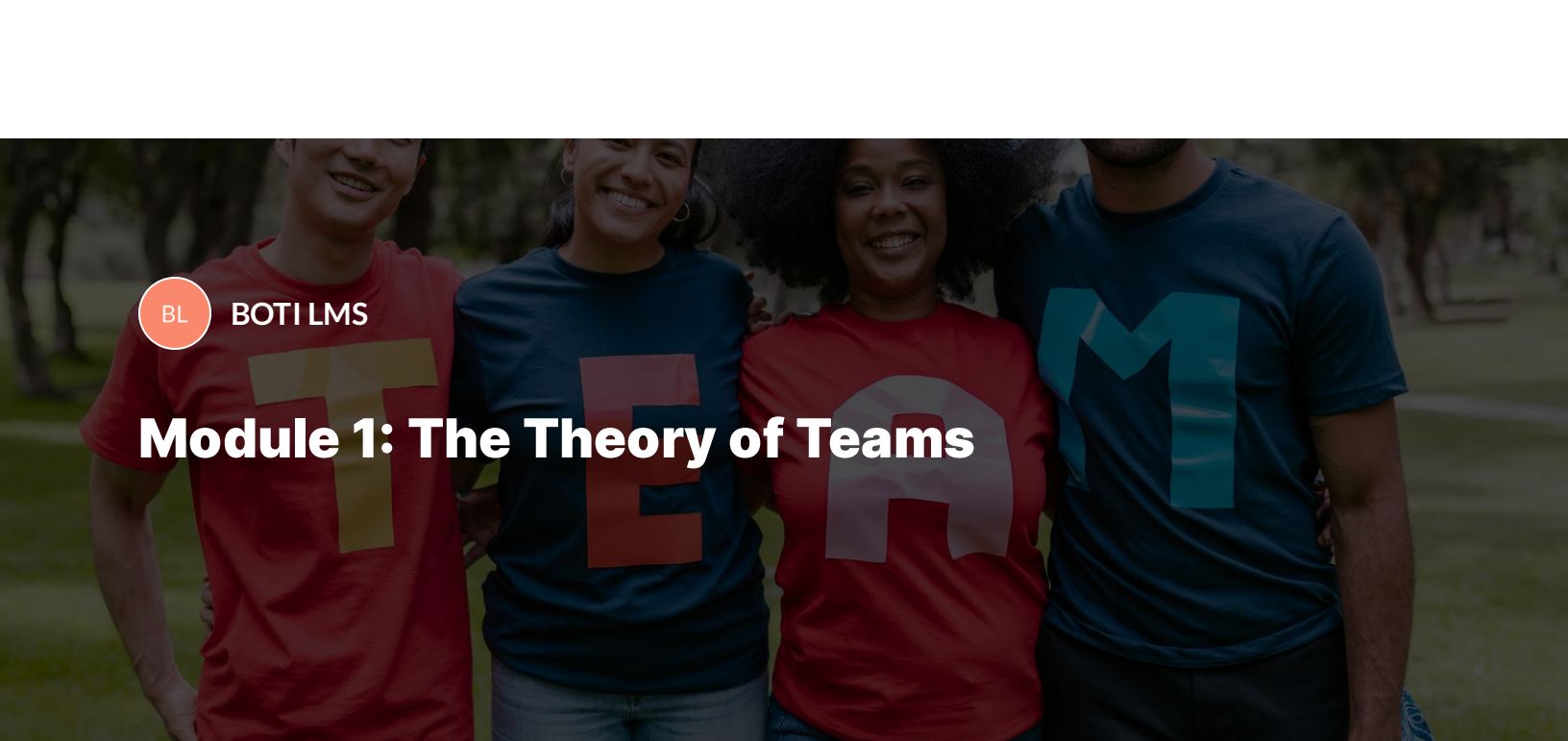


A photograph of four diverse individuals (two men and two women) standing outdoors and smiling. They are wearing t-shirts that, when combined, spell out the word 'TEAM'. The first person on the left wears a red shirt with a yellow 'T'. The second person wears a dark blue shirt with a red 'E'. The third person wears a red shirt with a white 'A'. The fourth person on the right wears a dark blue shirt with a teal 'M'.

BL

BOTILMS

Module 1: The Theory of Teams

In the business world, the words “group” and “team” seem interchangeable, but smart managers realise there are subtle – but important – differences.

This module is designed to give you increased knowledge and insight into the theory of teams and the importance of teams in workplace activities.

Click on the first lesson below—or the “*Start eLearning*” button above—when you’re ready to begin.



Groups vs. Teams



Common Team Behaviours



How Do People Feel About Being on Teams?



Why Do Teams Fall Apart?



Examples of Successful Teams



An Overview of Tuckman and Jensen's Four-Phase Model

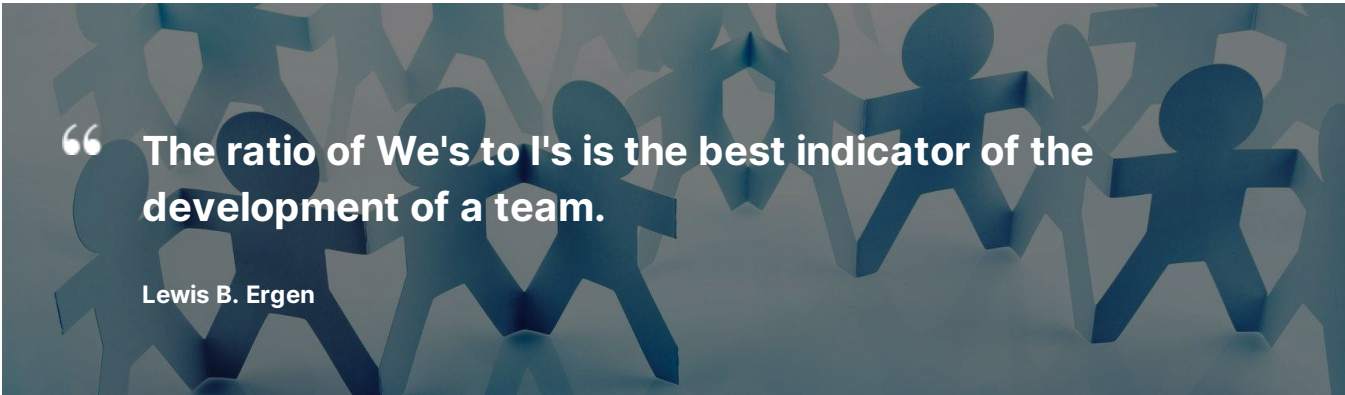


Knowledge Check



Module 1: Completed

Groups vs. Teams

A background image showing a large crowd of people, represented by blue and grey silhouettes, with some individuals holding hands, suggesting a team or community.

“ The ratio of We's to I's is the best indicator of the development of a team.

Lewis B. Ergen

In the business world, the words “group” and “team” seem interchangeable, but smart managers realise there are subtle – but important – differences.

Recognising these differences early on will help managers to more effectively lead people to achieve their organisational goals.

What is a Team?

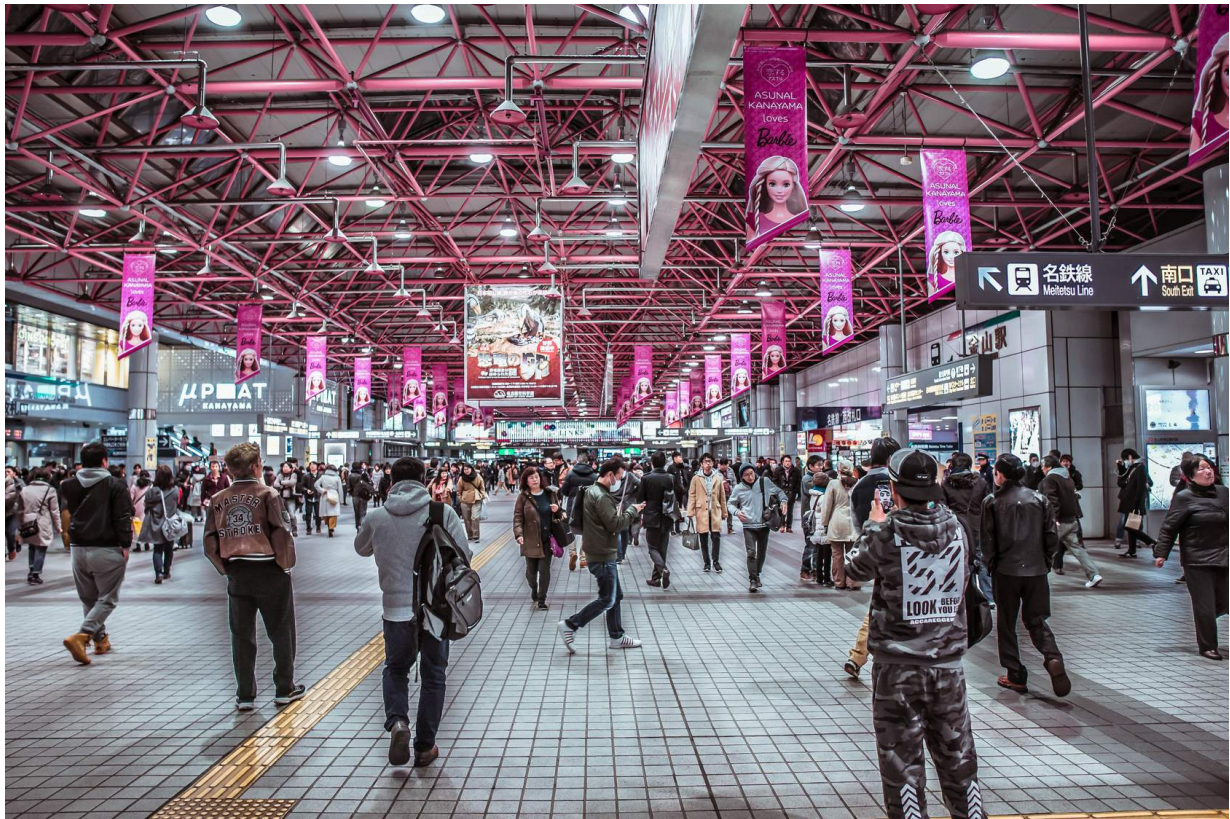
A team is a unit of two or more people who regularly interact to accomplish common goals and who hold themselves mutually accountable for meeting performance results. There are several important elements to this definition.

1. It involves two or more people who interact regularly.
2. People on the team share a goal and are committed to achieving the goal.
3. The people on the team hold each other mutually accountable for the performance of the team.



A team works collaboratively to achieve a shared goal.

What is a Group?



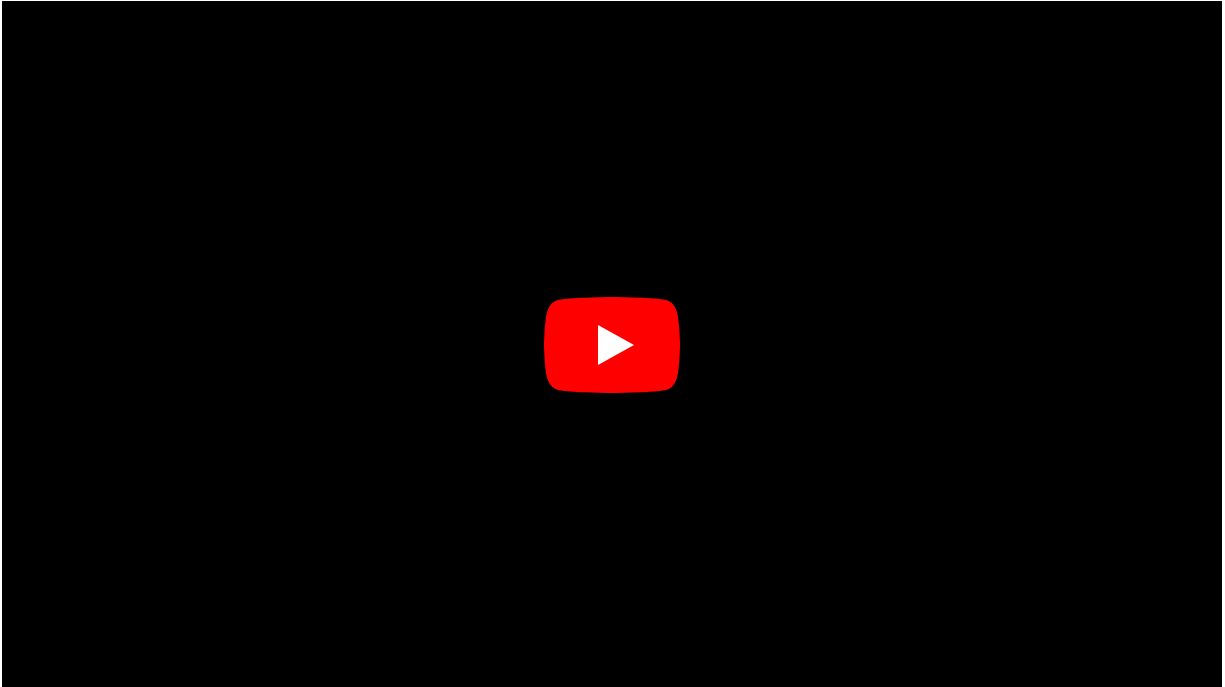
All of these people inside the train station are part of a group, but they are not part of a team.

Note that a group of people, such as people waiting for a train, is not a team. Even though they might have a common goal—to get on the train—they do not interact regularly, and they are not accountable to each other for reaching the goal. A team implies a commitment to a shared objective and collective responsibility for achieving it.

Teams are very common in larger organisations, and they benefit both the company and the employees. People who feel they are part of a team are often mutually supportive and report greater job satisfaction. However, not all teams are successful. In one survey, only 14% of the companies rated their teams as highly effective, around 50% rated them as somewhat effective, and 15% rated them as not effective at all. In this

module, we look at teams and how effective teams are developed. We start by looking at common behaviours that can help or hurt efforts to meet organisational goals.

 **YOUTUBE**



Teams versus Groups

[VIEW ON YOUTUBE >](#)

Team building is an organised effort to improve team effectiveness.



Complete the content above before moving on.

Common Team Behaviours



People are social animals and function best when they work with others in groups or teams. Some human behaviours show up repeatedly among groups. In the workplace, it is important to understand how these behaviours affect performance. Social cohesion and collective efficacy benefit team functions, whereas social loafing reduces team effectiveness. This section will examine these common behaviours.

Moneyball is a popular movie about the Oakland Athletics baseball team during the 2002 season. The film shows how the team's general manager, Billy Beane (played by Brad Pitt), and the assistant general manager, Peter Brand (Jonah Hill), defy conventional wisdom that says they should look for standout stars for the team. Instead, they use statistics to select players based on their overall performance and how well their skills will fit into the team. They bet that a well-functioning team could be better than the sum of its parts. The Oakland A's did not win the pennant in 2002, but they did win a record twenty straight games.





Moneyball (2011) Movie Trailer - HD - Brad Pitt

The story of Oakland A's general manager Billy Beane's successful attempt to put together a baseball club on a budget by employing computer-generated analysis to draft his players. Director: Bennett Miller Writers: Steven Zaillian (screenplay), Aaron Sorkin (screenplay) Stars: Brad Pitt, Robin Wright and Jonah Hill Via: <http://movies.yahoo.com/trailers/>

VIEW ON YOUTUBE >

The movie is really more about the A's management team than it is about the players. It shows how Beane puts his trust in Brand to choose players for the team, and how they overcome resistance to their ideas and methods from scouts, the manager, and the owner. They eventually are able to put together a high-performing team of managers and players. It is an excellent portrayal of how teams go from initial

formation, through resistance and conflict, into high performance. They did not achieve the ultimate goal of winning a World Series pennant, but they did change the way teams evaluate baseball players throughout the profession. As you study how teams work in this course, keep this example in mind and consider what it reveals about the team formation process.

CONTINUE

There is a fundamental dilemma in working in teams: each individual contributes, but the result is attributed to the team. If the team is successful, individual contributions may not be recognised, regardless of how hard the individual worked. On the other hand, if the team fails, it is likely that the leader or other important members of the team will receive the blame. This leads to some behaviours that can either help or hurt a team effort. Although some of these behaviours are characteristic of groups in general, they all apply to teams in the business environment.

Social Cohesiveness —

Social cohesion is defined as the willingness of members of a society to cooperate with each other to survive and prosper. In work teams, social cohesiveness means the members want to be part of the team and want to contribute to its success. Members of cohesive teams have social and emotional bonds to each other and to the overall team, which motivates higher commitment and performance. Southwest Airlines, for instance, works hard to develop cohesiveness in its organisation. As a result, everyone is willing to work toward the success of the organisation. That is why it is not unusual to see people pitch in, even when it is not part of their job. For example, pilots may help to load luggage if it helps maintain on-time performance.

The main influential factors of cohesion are the size of the group, similarities among its members, and team success. Small groups tend to be more cohesive than larger ones because people can interact with each other more. Similarity among group members contributes to team cohesiveness because people with similar backgrounds are more likely to have fewer communication barriers and share views on what constitutes appropriate behaviours. People are generally more trusting of others when they share some important background experiences. In substance abuse recovery groups, for example, members know that everyone has had the same ailment and is dealing with similar experiences. When a team experiences success early in its development, members get reinforcement that their efforts can produce results. They are more likely to be motivated to continue to contribute. Success also creates a sense of pride that fosters feelings of belonging and mutual attraction in the team.



Social Loafing —

Social loafing is when one or more group members fail to do their fair share of work within the group. You may have witnessed this behaviour firsthand on a team or school project. One group member finds an excuse for not doing his or her job. There are two main consequences of social loafing. The free-rider effect is when one or more team members do not put in their share of the work, assuming others will cover their shortfall. The other is the sucker effect, where other team members reduce their effort in response to the free rider's behaviour.

Several causes exist for social loafing. A member may not be motivated by a goal and may not want to work to achieve it. Or, a member may feel that his or her contribution to the team will not be recognised, so the member is not motivated to contribute. Both of these causes are more pronounced in large teams. Social loafing is also more likely when there isn't an individual evaluation system where the performance and contributions of members are regularly reviewed. Finally, if there is unequal compensation and the members of the team feel the compensation is unfair, they will be more likely to lessen their efforts.

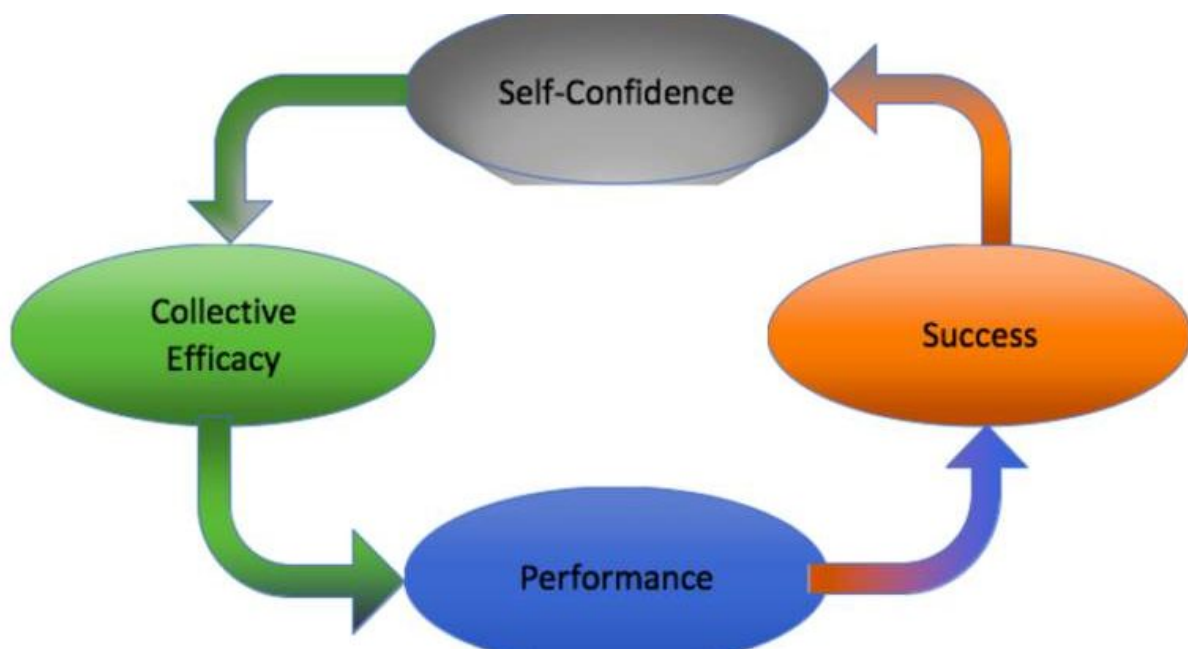
A good manager should monitor employees to watch out for these social loafers or "slackers." The manager is responsible for making sure all team members are carrying their fair share of the work they have been assigned. If the manager doesn't deal with social loafing, it can create a stressful work environment that may turn into conflicts among coworkers.

Collective Efficacy

Collective efficacy is the team's belief that it is capable of organising and working together to reach its goals. Creating collective efficacy is a bit of a balancing act. If goals are perceived as being too easy to reach, members may not feel they have to put in their full effort. On the other hand, if goals are perceived to be too difficult, members may feel their effort doesn't matter because the goal cannot be reached regardless of how hard they work. In either case, social loafing may result. But when the goal is "just right," difficult but not impossible, the team will believe it can reach it only if it works hard together.

Psychologist Albert Bandura researched the relationship between efficacy and job performance and found that each affects the other. When a team achieves some success, it can build self-confidence and the belief that it can achieve more. The resulting collective efficacy, in turn, makes it more likely that the team will be successful. However, a downward spiral can occur when both performance and collective efficacy are low. Poor performance makes team members question their ability, and the decrease in collective efficacy leads to more poor performance.

The relationship between success and collective efficacy is affected by self-confidence and performance.



Good planning and good leadership can both improve collective efficacy. When the tasks needed to reach the team's goals are being planned, initial activities should lead to demonstrable team achievements. When teams experience successes early in their development, they are more likely to build collective efficacy. Good leadership provides a clear vision for the team and articulates why the goals are important. The leader provides guidance, feedback, and encouragement. When timely feedback is given to teams, they are more likely to understand the relationship between their effort and their performance.



Check your understanding by answering the question below:

Paul looks forward to working with his team. They are a good group that looks out for each other and the success of the group. Paul's team is an example of

☐

Social cohesion

☐

Social loafing

☐

Social dynamics

SUBMIT



Complete the content above before moving on.

How Do People Feel About Being on Teams?



Many people do not like the idea of being on teams. This dread of teamwork often stems from past experiences. Everyone has been on a team with that one person who did not contribute. Additionally, some managers force teams on people before taking the necessary steps to ensure that the team members will work well together and develop chemistry. Teams that are not launched correctly have little chance of being successful. It is important to get teams off to a

positive start from the very beginning by developing relationships, inspiring goals, and defining roles.

CONTINUE

Why Do Teams Fall Apart?



Declaring a group to be a team does not automatically make it functional. All too often, teams fall apart.

Goals

- Team has no input
- Not clearly communicated
- Easily misunderstood

Roles

- Undefined
- People are unsure of responsibilities

Communication —

- Meetings are irregular
- Communication only comes from leadership
- Members do not communicate

Relationships —

- Competition is out of control
- Cliques develop
- Conflict



Knowing the common reasons why teams fall apart will help you avoid making the same mistakes in your team.



Complete the content above before moving on.

Examples of Successful Teams



There are numerous examples of effective teams. From successful sports teams to business groups, teams are praised in the media, and in the workplace. The best way to develop a successful team is to learn from the example of others.

While each team is unique, they share some common characteristics.

They have commitment

Every member of a team is committed to achieving the goal and believes in the cause.

They see the big picture

The team members are focused on the big ideas and avoid staying in minor conflicts.

They are resilient

They face adversity and find the strength to overcome the obstacles in their way.



When creating a team, it is important to build them with these ideals in mind.



Complete the content above before moving on.

Lesson 6 of 8

An Overview of Tuckman and Jensen's Four-Phase Model





The phases of Team Development

In 1965, educational psychologist Bruce Wayne Tuckman, Ph.D., was charged by his boss at the Naval Medical Research Institute,

Bethesda MD with a review of 50 articles about team behaviour.

From this body of work, Dr. Tuckman conceived his theory of group developmental processes:

The Forming Stage —

Groups initially concern themselves with orientation accomplished primarily through testing. Such testing serves to identify the boundaries of both interpersonal and task behaviours. At this stage, individuals will be uncertain how they fit into the team, they may feel anxious; they will be looking for direction. Coincident with testing in the interpersonal realm is the establishment of dependency relationships with leaders, other group members, or pre-existing standards. It may be said that orientation, testing, and dependence constitute the group process of forming.

The Storming Stage —

The second point in the sequence is characterised by conflict and polarisation around interpersonal issues. As an individual begins to define their preferred way of working, they may challenge other's work habits. These behaviours serve as resistance to group influence and task requirements and may be labelled as storming.

The Norming Stage —

Resistance is overcome in the third stage in which in-group feeling and cohesiveness develop, new standards evolve, and new roles are adopted. Differences are resolved; appreciation and

respect replace uncertainty. In the task realm, intimate, personal opinions are expressed.

The Performing Stage —

Finally, the group attains the fourth and final stage in which interpersonal structure becomes the tool of task activities. Roles become flexible and functional, and group energy is channelled into the task. Structural issues have been resolved. The workflows in a structured process; the team is likely to achieve its goals.

In 1977 Dr. Tuckman, collaborating with Mary Ann Jensen, proposed an update to the model, termed Adjourning. It describes the process for terminating group roles, task completion, and the reduction of dependencies. This stage has also been called “mourning”, especially if the team’s dissolution is unplanned. The first four stages are the most commonly used parts of the process.

** Smith, M. K. (2005) 'Bruce W. Tuckman - forming, storming, norming and performing in groups, the encyclopaedia of informal education, www.infed.org/thinkers/tuckman.htm. © Mark K. Smith 2005*

Watch this video clip...



Complete the content above before moving on.

Lesson 7 of 8

Knowledge Check



Module 1: Review Questions

Question

01/10

A _____ is a group of people formed to achieve a goal.

☐ Team

☐ Class

☐ Group

☐ Troll

Question

02/10

Teams can be temporary, or _____.

- ☐ Silent
- ☐ Indefinite
- ☐ Immature
- ☐ Loud

Question

03/10

Team building is an _____ effort to improve team effectiveness.

- ☐ Undercover
- ☐ Inappropriate
- ☐ Organized
- ☐ Silent

Question

04/10

When individuals share responsibility, the group as a whole can take advantage of the collective talent, knowledge, and _____ of each team member.

- ☐ Misgivings
- ☐ Shortcomings
- ☐ Experience
- ☐ Conflict

Question

05/10

Dr. Tuckman conceived his theory of group _____ processes in 1965.

- ☐ Problems
- ☐ Developmental
- ☐ Therapy
- ☐ Pictures

Question

06/10

The _____ Stage is when the groups initially concern themselves with orientation accomplished primarily through testing.

- ☐ Forming
- ☐ Frowning
- ☐ Fawning
- ☐ Fostering

Question

07/10

It may be said that _____, testing, and dependency constitute the group process of forming.

☐ Expanding

☐ Orientation

☐ Awaiting

☐ Protesting

Question

08/10

The _____ Stage, the second in the sequence, is characterized by conflict and polarization around interpersonal issues.

- ☐ Raining
- ☐ Snowing
- ☐ Storming
- ☐ Lightening

Question

09/10

The _____ Stage is when interpersonal structure becomes the tool of task activities.

- ☐ Norming
- ☐ Performing
- ☐ Exfoliating
- ☐ Inoculating

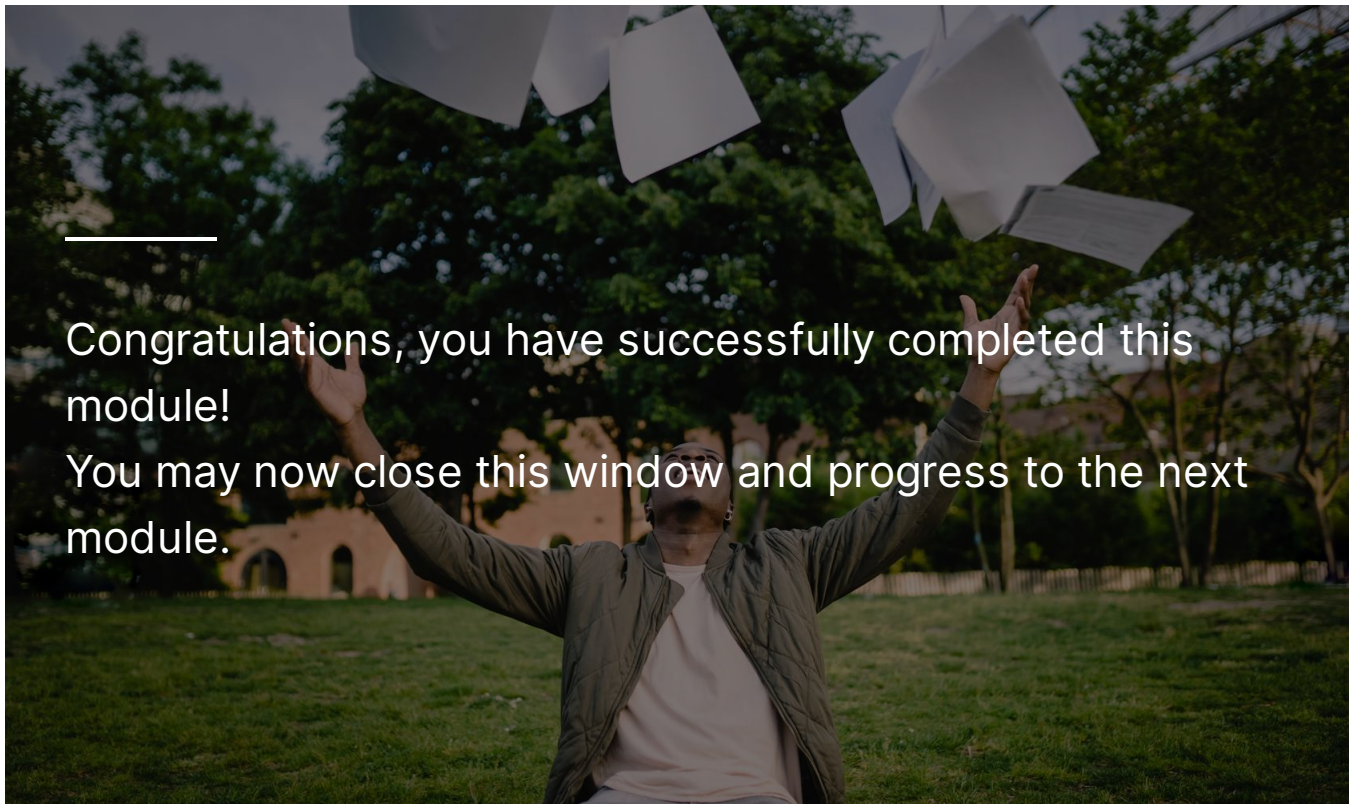
Question

10/10

The _____ Stage states that resistance is overcome, and in-group feelings and cohesiveness develop, new standards evolve, and new roles are adopted.

- ☐ Norming
- ☐ Performing
- ☐ Forming
- ☐ Storming

Module 1: Completed



Congratulations, you have successfully completed this module!

You may now close this window and progress to the next module.