UG – V Semester

GROUP DYNAMICS AND TEAM BUILDING

Course Objective:
- To inculcate in the students an elementary level of understanding of group/team functions
- To develop team spirit and to know the importance of working in teams

Course Contents:

Module I: Group formation (2 Hours)
- Definition and Characteristics
- Importance of groups
- Classification of groups
- Stages of group formation
- Benefits of group formation

Module II: Group Functions (2 Hours)
- External Conditions affecting group functioning: Authority, Structure, Org. Resources, Organizational policies etc.
- Internal conditions affecting group functioning: Roles, Norms, Conformity, Status, Cohesiveness, Size, Inter group conflict.
- Group Cohesiveness and Group Conflict
- Adjustment in Groups

Module III: Teams (2 Hours)
- Meaning and nature of teams
- External and internal factors effecting team
- Building Effective Teams
- Consensus Building
- Collaboration

Module IV: Leadership (2 Hours)
- Meaning, Nature and Functions
- Self leadership
- Leadership styles in organization
- Leadership in Teams

Module V: Power to empower: Individual and Teams (2 Hours)
- Meaning and Nature
- Types of power
- Relevance in organization and Society

Module VI: End-of-Semester Appraisal (2 Hours)
- Viva - Voce based on personal journal
- Assessment of Behavioral change as a result of training
- Exit Level Rating by Self and Observer

Suggested Readings:
- Organizational Behaviour, Davis, K.
Module-1

Group formation

A group is defined as two or more individuals, interacting and interdependent, who have come together to achieve particular objectives.

Although there are many ways of classifying groups but basically Groups can either be formal or informal.

1. By **formal groups** we mean those defined by the organization structure, with designated work assignments establishing tasks.

   The six members making up an airline flight are an example of a formal group.

2. In contrast **informal groups** are alliances that are neither formally structured nor organizationally determined. These groups are natural formation in the work environment that appears in response to the need for social contact.

   Three employees from different departments who regularly eat lunch together are an example of an informal group.

   It can be further classified into Command, task, interest or friendship groups.

   *Command group* is a group composed of the individuals who report directly to a given manager.

   *Task group* is a group formed to complete a job task.

   *Interest group* is a group working together to attain a specific objective with which each is concerned.

   *Friendship group* is a group which shares more than one common characteristic.
Why do people join group?

1. By joining a group, individual can reduce the insecurity of “standing alone”.
2. Inclusion in a group that is viewed as important by others provides recognition and status for its members.
3. Groups can provide with feeling of self worth.
4. Groups can fulfil social needs. For many people, these on the job interactions are their primary source for fulfilling their needs for affiliation.
5. What cannot be achieved individually often becomes possible through group action.
6. There are times when it needs more than one person to accomplish a particular task.

Stages of Group Formation:

Bruce Tuckman has identified four stages that characterize the development of groups. Understanding these stages can help determine what is happening with a group and how to manage what is occurring. These four group development stages are known as forming, storming, norming, and performing.

**Forming**
This is the initial stage when the group comes together and members begin to develop their relationship with one another and learn what is expected of them. This is the stage when team building begins and trust starts to develop. Group members will start establishing limits on acceptable behavior through experimentation. Other members’ reactions will determine if a behavior will be repeated. This is also the time when the tasks of the group and the members will be decided.

**Storming**
During this stage of group development, interpersonal conflicts arise and differences of opinion about the group and its goals will surface. If the group is unable to clearly state its purposes and goals or if it cannot agree on shared goals, the group may collapse at this point. It is important to work through the conflict at this time and to establish clear goals. It is necessary for there to be discussion so everyone feels heard and can come to an agreement on the direction the group is to move in.

**Norming**
Once the group resolves its conflicts, it can now establish patterns of how to get its work done. Expectations of one another are clearly articulated and accepted by members of the group. Formal and informal procedures are established in delegating tasks, responding to questions, and in the process by which the group
functions. Members of the group come to understand how the group as a whole operates.

**Performing**

During this final stage of development, issues related to roles, expectations, and norms are no longer of major importance. The group is now focused on its task, working intentionally and effectively to accomplish its goals. The group will find that it can celebrate its accomplishments and that members will be learning new skills and sharing roles.

After a group enters the performing stage, it is unrealistic to expect it to remain there permanently. When new members join or some people leave, there will be a new process of forming, storming, and norming engaged as everyone learns about one another. External events may lead to conflicts within the group. To remain healthy, groups will go through all of these processes in a continuous loop.

When conflict arises in a group, do not try to silence the conflict or to run from it. Let the conflict come out into the open so people can discuss it. If the conflict is kept under the surface, members will not be able to build trusting relationships and this could harm the group’s effectiveness. If handled properly, the group will come out of the conflict with a stronger sense of cohesiveness than before.

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**Module-2**

**Group Functions**

Once a group is formed it starts functioning towards attainment of goal or set objective. There are certain factors that influence the group functioning:

1. **Internal Factors:**

   1. **Status:** is socially defined position or rank given to groups or group members by others-permeates every society. High status members of groups often are given more freedom to deviate from norms than are other group members.

      *High status people tend to be more assertive. They speak out more often, criticise more, state more commands and interrupts others more often.*

   2. **Roles:** By this term, we mean a set of expected behaviour patterns attributed to someone occupying a given position in a social unit.

      When individual is confronted by divergent role expectations, the result is role conflict so role clarity is very important when it comes to smooth and efficient group functioning.
3. **Norms**: are acceptable standards of behaviour within a group that are shared by group members. Norms acts as a means of influencing the behaviour of group members with a minimum of external controls. Norms differ among groups, communities, and societies, but they all have them.

4. **Conformity**: is adjusting one's behaviour to align with the norms of the group. Group pressure leads to conformity which in turn affects individual's judgement and attitude. As a member of a group, one desire acceptance by the group. Because of desire for acceptance conforming to the group norms occurs.

5. **Size**: It affects groups behaviour. There are instances of smaller group being fast at completing tasks than large one's. But if a large group is involved in tasks like problem solving it will fare well better than small group.

6. **Cohesiveness**: Cohesiveness is the degree to which members are attracted to each other and are motivated to stay in group. For example some work groups are cohesive because members have spent a great deal of time together or groups small size facilitate high interaction.

II. **External Factors** that influences group functioning are Authority, structure (of group or organization), Organizational resources, organizational policies, etc.

**GROUP COHESIVENESS**

Groups differ in their cohesiveness that is the degree to which members are attracted to each other and are motivated to stay in the group. For instance some work groups are cohesive because the members have spent a great deal of time together, or groups small sizes facilitate high interaction, or the group has experienced external threats that have brought members close together.

Cohesiveness is important as it is linked to group’s productivity.

Relationship between Group Cohesiveness and productivity can better be shown as:

<table>
<thead>
<tr>
<th>HIGH</th>
<th>LOW</th>
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<tbody>
<tr>
<td>High productivity</td>
<td>Moderate productivity</td>
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<tr>
<td>Low productivity</td>
<td>Moderate to low productivity</td>
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Module-3

TEAMS

A team can evolve from a pre-existing group. However, a group by itself cannot be considered a team. A team tends to be more close knit and works together over a longer period of time than a group. A team also holds a stronger sense of collective identity than a group.

Definition of a Group

A common definition of a group is three or more individuals that interact about a common goal and have influence over one another. Three components of a group are size, goal orientation, and influence. Figure 1

Definition of a Team

A common definition of a team is that it comprises a group of people. A group can develop into a team if it has a coordinated effort to reach a common goal. Teams are typically more close-knit groups of people who work together over a long period of time to accomplish a goal.

Table 1: Difference Between Work Groups and Teams

<table>
<thead>
<tr>
<th>Work Groups</th>
<th>Teams</th>
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<tbody>
<tr>
<td>Individual accountability</td>
<td>Individual and mutual accountability</td>
</tr>
<tr>
<td>Come together to share information and perspectives</td>
<td>Frequently come together for discussion, decision making, problem solving, and planning.</td>
</tr>
<tr>
<td>Focus on individual goals</td>
<td>Focus on team goals</td>
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<tr>
<td>Produce individual work products</td>
<td>Produce collective work products</td>
</tr>
<tr>
<td>Define individual roles, responsibilities, and tasks</td>
<td>Define individual roles, responsibilities, and tasks to help team do its work; often share and rotate them</td>
</tr>
<tr>
<td>Concern with one's own outcome and challenges</td>
<td>Concern with outcomes of everyone and challenges the team faces</td>
</tr>
<tr>
<td>Purpose, goals, approach to work</td>
<td>Purpose, goals, approach to work shaped by team leader with team</td>
</tr>
</tbody>
</table>
Team Building

Steps in team building:

1. **Selection of members on the basis of skills:** Members should be selected on the basis of their potentials to improve existing skills and learn new ones. Three types of skills are usually required:
   - Technical skills
   - Problem solving and decision making
   - Interpersonal skills

   The individual members of the team may posses these skills in varying degrees but it should be ensured that these skills are complimentary i.e. they should support the efforts of others in the group.

2. **Setting challenging goals:** The team must be assigned to accomplish goals which are above the goals of individual members.

3. **Developing rules of conduct:** Rules are important for effective results like:
   - Punctuality and regularity
   - Confidentiality
   - Speaking on the basis of facts
   - Constructive confrontation

4. **Allocating right roles to right people:** the principle of right man for the right job should be followed by the team. By matching the individual preferences with the team role demands, managers can increase the likelihood that team members will work well together.

5. **Establish accountability:** Individuals have to be accountable at both team and individual level. It has to be very clear as to what is the person individually responsible for or else some members may try to take advantage of the group efforts as their individual efforts would not be identified.

6. **Developing trust:** mutuality, openness to each other and loyalty should exist for the team to work effectively.

7. **Recognition and Reward system:** Positive reinforcement can improve team efforts and commitment. Suitable rewards must be decided for the members as it can be a big motivating factor to them for giving in their best.
Module-4

Leadership

Good leaders are made not born. If you have the desire and willpower, you can become an effective leader. Good leaders develop through a never ending process of self-study, education, training, and experience.

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge, and skills.

1. Transactional Leadership

This leadership style starts with the idea that team members agree to obey their leader when they accept a job. The "transaction" usually involves the organization paying team members in return for their effort and compliance. The leader has a right to "punish" team members if their work doesn't meet an appropriate standard.

Although this might sound controlling and paternalistic, transactional leadership offers some benefits. For one, this leadership style clarifies everyone's roles and responsibilities. Another benefit is that, because transactional leadership judges team members on performance, people who are ambitious or who are motivated by external rewards – including compensation – often thrive.

2. Autocratic Leadership

Autocratic leadership is an extreme form of transactional leadership, where leaders have complete power over their people. Staff and team members have little opportunity to make suggestions, even if these would be in the team's or the organization's best interest.

The benefit of autocratic leadership is that it's incredibly efficient. Decisions are made quickly, and work gets done.

The downside is that most people resent being treated this way. Therefore, autocratic leadership often leads to high levels of absenteeism and high staff turnover. However, the style can be effective for some routine and unskilled jobs: in these situations, the advantages of control may outweigh the disadvantages.

3. Bureaucratic Leadership

Bureaucratic leaders work "by the book." They follow rules rigorously, and ensure that their people follow procedures precisely.

This is an appropriate leadership style for work involving serious safety risks (such as working with machinery, with toxic substances, or at dangerous heights) or where large sums
of money are involved. Bureaucratic leadership is also useful in organizations where employees do routine tasks (as in manufacturing).

The downside of this leadership style is that it's ineffective in teams and organizations that rely on flexibility, creativity, or innovation.

4. Charismatic Leadership

A charismatic leadership style can resemble transformational leadership because these leaders inspire enthusiasm in their teams and are energetic in motivating others to move forward. This excitement and commitment from teams is an enormous benefit.

The difference between charismatic leaders and transformational leaders lies in their intention. Transformational leaders want to transform their teams and organizations. Charismatic leaders are often focused on themselves, and may not want to change anything.

The downside to charismatic leaders is that they can believe more in themselves than in their teams. This can create the risk that a project or even an entire organization might collapse if the leader leaves. A charismatic leader might believe that she can do no wrong, even when others are warning her about the path she's on; this feeling of invincibility can ruin a team or an organization.

5. Democratic/Participative Leadership

Democratic leaders make the final decisions, but they include team members in the decision-making process. They encourage creativity, and team members are often highly engaged in projects and decisions.

There are many benefits of democratic leadership. Team members tend to have high job satisfaction and are productive because they're more involved in decisions. This style also helps develop people's skills. Team members feel in control of their destiny, so they're motivated to work hard by more than just a financial reward.

The downside of democratic leadership is that it can often hinder situations where speed or efficiency is essential. For instance, during a crisis, a team can waste valuable time gathering people's input. Another downside is that some team members might not have the knowledge or expertise to provide high quality input.

6. Laissez-Faire Leadership

This French phrase means "leave it be," and it describes leaders who allow their people to work on their own. This type of leadership can also occur naturally, when managers don't have sufficient control over their work and their people.
Laissez-faire leaders may give their teams complete freedom to do their work and set their own deadlines. They provide team support with resources and advice, if needed, but otherwise don't get involved.

The downside is that it can be damaging if team members don't manage their time well or if they don't have the knowledge, skills, or motivation to do their work effectively.

7. Task-Oriented Leadership

Task-oriented leaders focus only on getting the job done and can be autocratic. They actively define the work and the roles required, put structures in place, and plan, organize, and monitor work. These leaders also perform other key tasks, such as creating and maintaining standards for performance.

The benefit of task-oriented leadership is that it ensures that deadlines are met, and it's especially useful for team members who don't manage their time well.

8. People-Oriented/Relations-Oriented Leadership

With people-oriented leadership, leaders are totally focused on organizing, supporting, and developing the people on their teams. This is a participatory style and tends to encourage good teamwork and creative collaboration. This is the opposite of task-oriented leadership.

People-oriented leaders treat everyone on the team equally. They're friendly and approachable, they pay attention to the welfare of everyone in the group, and they make themselves available whenever team members need help or advice.

The benefit of this leadership style is that people-oriented leaders create teams that everyone wants to be part of. Team members are often more productive and willing to take risks, because they know that the leader will provide support if they need it.

The downside is that some leaders can take this approach too far; they may put the development of their team above tasks or project directives.

9. Servant Leadership

This term, created by Robert Greenleaf in the 1970s, describes a leader often not formally recognized as such. When someone at any level within an organization leads simply by meeting the needs of the team, he or she can be described as a "servant leader."

Servant leaders often lead by example. They have high integrity and lead with generosity.

In many ways, servant leadership is a form of democratic leadership because the whole team tends to be involved in decision making. However, servant leaders often "lead from behind,"
preferring to stay out of the limelight and letting their team accept recognition for their hard
work.

10. Transformational Leadership

As we discussed earlier in this article, transformation leadership is often the best leadership
style to use in business situations. Transformational leaders are inspiring because they expect
the best from everyone on their team as well as themselves. This leads to high productivity
and engagement from everyone in their team. The downside of transformational leadership is
that while the leader's enthusiasm is passed onto the team, he or she can need to be supported
by "detail people."

Module – 5

Power means many different things to different people. For some, power is seen as corrupt. For
others, the more power they have, the more successful they feel. For even others, power is of no
interest at all.

**Formal Power**

**Coercive**

Coercive power is conveyed through fear of losing one’s job, being demoted, receiving a poor
performance review, having prime projects taken away, etc. This power is gotten through
threatening others. For example, the VP of Sales who threatens sales folks to meet their goals or
get replaced.

**Reward**

Reward power is conveyed through rewarding individuals for compliance with one’s wishes. This
may be done through given bonuses, raises, a promotion, extra time off from work, etc. For
example, the supervisor who provides employees comp time when they meet an objective she sets
for a project.

**Legitimate**

Legitimate power comes from having a position of power in an organization, such as being the
boss or a key member of a leadership team. This power comes when employees in the
organization recognize the authority of the individual. For example, the CEO who determines the
overall direction of the company and the resource needs of the company.

**Personal Power**

**Expert**
Expert power comes from ones’ experiences, skills or knowledge. As we gain experience in particular areas, and become leaders in those areas, we begin to gather expert power that can be utilized to get others to help us meet our goals. For example, the Project Manager who is an expert at solving particularly challenging problems to ensure a project stays on track.

Referent

Referent power comes from being trusted and respected. We can gain referent power when others trust what we do and respect us for how we handle situations. For example, the Human Resource Associate who is known for ensuring employees are treated fairly and coming to the rescue of those who are not.

Empowerment:

Empowerment means to give someone power or authority. In a customer support role that could mean allowing front line support providers the ability to make decisions that are exceptions to the rules like offering something to the customer that would not be normal, perhaps a concession if they have had a bad experience. By allowing front line support providers to make some exceptions, it saves valuable time for the customer and the company. It relieves the supervisor from having to be instantly available for decision making, it creates goodwill and customer satisfaction, and it allows the support provider to have some ownership in decisions. When customers realize that the support provider must continuously ask permission, the customer often bypasses the support person.

Annexure 1

Leadership Self Assessment Tool

Title Based Leadership:

1. I am competent in my job position, possessing the technical skills to produce results:

   1 2 3 4 5 6 7 8 9 10

2. I am effective at planning, reporting and compliance activities (accounting, logistics, WCB etc.):

   1 2 3 4 5 6 7 8 9 10

3. I am measuring, tracking, and monitoring staff to ensure that they meet their minimum job requirements:

   1 2 3 4 5 6 7 8 9 10

Relationship Based Leadership:
4. I listen to truly understand people, not just to respond:

5. I actively recognize people publicly and privately for their contribution to our organization's success:

6. I understand what motivates people and makes them feel comfortable, I am constantly shifting my communications style to gain rapport with people:

**Results Based Leadership:**

7. I have great project management skills:

8. I understand how to identify and evaluate people’s strengths and put them where they are most effective:

9. When I am present my people are more motivated, more productive and operate at a level they otherwise wouldn’t be able to maintain:

**Impact Based Leadership:**

10. I systematically coach and mentor my staff toward self-reliance and interdependence:

11. My people are beginning to display a strong sense of self-motivation and leadership qualities

12. I am contributing to the personal and professional growth of my people adding true value to their careers and personal life:

**Transparency Based Leadership:**

13. I meet all commitments to my people instilling a high level of credibility and trust in the relationship:

14. My people take massive action with little prompting from myself, and this action is always congruent with our company mission and values:
15. I talk more about the team’s achievements than my individual achievements.

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**Leadership Self-Assessment Score Sheet**

**Title Based Leadership:**

1 _____ + 2 _____ + 3 _____ = _____ / 30

**Relationship Based Leadership:**

4 _____ + 5 _____ + 6 _____ = _____ / 30

**Results Based Leadership:**

7 _____ + 8 _____ + 9 _____ = _____ / 30

**Impact Based Leadership:**

10 _____ + 11 _____ + 12 _____ = _____ / 30

**Transparency Based Leadership:**

13 _____ + 14 _____ + 15 _____ = _____ / 30

25 – 30 you show a high level of competency at this level of leadership

20 – 24 you show sufficient levels of competency keep investing in yourself and your people... it will pay off!

15 – 19 Think about investing more in yourself and your team to strengthen this level of leadership.

3 – 18 A strong personal and business development strategy including mentorship, reading, taking workshops and other tools to grow your skills is suggested.