

Third Edition

Organizational Behavior

**F o u n d a t i o n s , R e a l i t i e s ,
a n d C h a l l e n g e s**

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South-Western College Publishing
Thomson Learning.

Australia • Canada • Denmark • Japan • Mexico • New Zealand • Philippines
Puerto Rico • Singapore • South Africa • Spain • United Kingdom • United States

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Work Teams and Groups

Chapter 9

Thinking Ahead

Competition in the Subcompact Car Market

The use of teams can enhance product quality in a competitive market. The subcompact car market in America is rife with extremely strong competitors, both domestic (e.g., the Chrysler Neon) and foreign (any Japanese car company has a serious competitor in the lineup).¹ While this class of vehicles is the least expensive in the automobile industry, there is evidence that consumers of subcompact cars are as demanding of high quality as are consumers of mid-size and luxury cars. The companies who have attempted to scrimp on quality in the subcompact car market have either left the market, as in the case of the Yugo, or have a serious consumer-confidence rebuilding program under way, as is the case for the Hyundai.

In this very competitive sector of the car market, the Ford Escort has been the number one selling subcompact car in America for the past fifteen years. This is an outstanding accomplishment in light of the strong competition. A key factor in this sustained outstanding level of performance is not only the best in class quality of the Ford Escort, but striving to benchmark Ford Escort quality against the best quality car possibly built. Only two plants in North America produce the Ford Escort: the Wayne Stamping & Assembly Plant in Wayne, Michigan, and the Hermosillo Stamping & Assembly Plant in Hermosillo, Mexico. In the 3.2 million square foot Wayne plant, 3,700 people produce ap-

After reading this chapter, you should be able to do the following:

1. Define *group* and *team*.
2. Explain four important aspects of group behavior.
3. Describe group formation, the four stages of a group's development, and the characteristics of a mature group.
4. Discuss quality circles and quality teams.
5. Identify the social benefits of group and team membership.
6. Explain the task and maintenance functions in teams.
7. Discuss empowerment, teamwork, and self-managed teams.
8. Explain the importance of upper echelons and top management teams.

proximately 200,000 vehicles annually. That's 74 jobs per hour (net) and 1,184 units during two eight-hour shifts. How has Ford Motor's Wayne assembly plant been able to sustain this best in class quality for fifteen years? Ford has done it through teams and teamwork at the Wayne assembly plant. More specifically, Ford has done it through variable reduction teams (VRTs). Ford's Wayne VRTs are discussed in the Looking Back feature at the end of the chapter.

Teamwork, as discussed in the Thinking Ahead and Looking Back features, has been a long-standing feature of the Ford work culture. For example, Lee Iacocca relied on a traditional group and teamwork in the design and production of the first Ford Mustang in 1965.² In today's information age, advanced computer and telecommunications technologies enable organizations to be more flexible through the use of virtual teams.³ Virtual teams also address new workforce demographics, enabling companies to access expertise and the best employees who may be located anywhere in the world. Whether a traditional group or a virtual team, groups and teams continue to play a vital role in organizational behavior and performance at work.



Web Sighting

Looking for a site with lots of links related to groups and teams? Check out the Center for the Study of Work Teams at <http://www.workteams.unt.edu>.

<http://www.workteams.unt.edu>

1.

Define group and team.

group

Two or more people with common interests or objectives.

team

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

A *group* is two or more people having common interests or objectives. Table 9.1 summarizes the characteristics of a well-functioning, effective group.⁴ A *team* is a small number of people with complementary skills who are committed to a common mission, performance goals, and approach for which they hold themselves mutually accountable.⁵ Groups emphasize individual leadership, individual accountability, and individual work products. Teams emphasize shared leadership, mutual accountability, and collective work products.

The chapter begins with a traditional discussion in the first two sections of group behavior and group development. The third section discusses teams. The final two sections explore the contemporary team issues of empowerment, self-managed teams, and upper echelon teams.

Table 9.1

CHARACTERISTICS OF A WELL-FUNCTIONING, EFFECTIVE GROUP

- The atmosphere tends to be relaxed, comfortable, and informal.
- The group's task is well understood and accepted by the members.
- The members listen well to one another; most members participate in a good deal of task-relevant discussion.
- People express both their feelings and their ideas.
- Conflict and disagreement are present and centered around ideas or methods, not personalities or people.
- The group is aware and conscious of its own operation and function.
- Decisions are usually based on consensus, not majority vote.
- When actions are decided, clear assignments are made and accepted by members of the group.

GROUP BEHAVIOR



2.

Explain four important aspects of group behavior.

Group behavior has been a subject of interest in social psychology for a long time, and many different aspects of group behavior have been studied over the years. We now look at four topics relevant to groups functioning in organizations: norms of behavior, group cohesion, social loafing, and loss of individuality. Group behavior topics related to decision making, such as polarization and groupthink, are addressed in Chapter 10.

Norms of Behavior

The standards that a work group uses to evaluate the behavior of its members are its *norms of behavior*. These norms may be written or unwritten, verbalized or not verbalized, implicit or explicit. So long as individual members of the group understand the norms, the norms can be effective in influencing behavior. Norms may specify what members of a group should do (such as a specified dress code for men and for women), or they may specify what members of a group should not do (such as executives not behaving arrogantly with employees).

Norms may exist in any aspect of work group life. They may evolve informally or unconsciously within a group, or they may arise in response to challenges, such as the norm of disciplined behavior by firefighters in responding to a three-alarm fire to protect the group.⁶ Performance norms are among the most important group norms from the organization's perspective, as we discuss in a later section of this chapter. Organizational culture and corporate codes of ethics, such as Johnson & Johnson's credo (see Chapter 2), reflect behavioral norms expected within work groups.

norms of behavior

The standards that a work group uses to evaluate the behavior of its members.

Group Cohesion

The "interpersonal glue" that makes the members of a group stick together is *group cohesion*. Group cohesion can enhance job satisfaction for members and improve organizational productivity.⁷ Highly cohesive groups at work may not have many interpersonal exchanges away from the workplace. However, they are able to control and manage their membership better than work groups low in cohesion. This is due to the strong motivation in highly cohesive groups to maintain good, close relationships with other members. We examine group cohesion in further detail, along with factors leading to high levels of group cohesion, when discussing the common characteristics of well-developed groups.

group cohesion

The "interpersonal glue" that makes members of a group stick together.

Social Loafing

Social loafing occurs when one or more group members rely on the efforts of other group members and fail to contribute their own time, effort, thoughts, or other resources to a group.⁸ This may create a real drag on the group's efforts and achievements. Although some scholars argue that social loafing, or free riding, is rational behavior from the individual's standpoint to restore an experience of inequity or when individual efforts are hard to observe, it nevertheless shortchanges the group, which loses potentially valuable resources possessed by individual members.⁹

A number of methods for countering social loafing exist, such as having identifiable individual contributions to the group product and member self-evaluation systems. For example, if each group member is responsible for a specific input to the group, a member's failure to contribute will be noticed by

social loafing

The failure of a group member to contribute personal time, effort, thoughts, or other resources to the group.

everyone. If members must formally evaluate their contributions to the group, they are less likely to loaf.

Loss of Individuality

Social loafing may be detrimental to group achievement, but it does not have the potentially explosive effects of *loss of individuality*. Loss of individuality, or deindividuation, is a social process in which individual group members lose self-awareness and its accompanying sense of accountability, inhibition, and responsibility for individual behavior.¹⁰

When individuality is lost, people may engage in morally reprehensible acts and even violent behavior as committed members of their group or organization. For example, loss of individuality was one of several contributing factors in the violent and aggressive acts that led to the riot that destroyed Los Angeles following the Rodney King verdict in the early 1990s. However, loss of individuality is not always negative or destructive. The loosening of normal ego control mechanisms in the individual may lead to prosocial behavior and heroic acts in dangerous situations.¹¹ A group that successfully develops into a mature group may not encounter problems with loss of individuality.

loss of individuality

A social process in which individual group members lose self-awareness and its accompanying sense of accountability, inhibition, and responsibility for individual behavior.



3.

Describe group formation, the four stages of a group's development, and the characteristics of a mature group.

GROUP FORMATION AND DEVELOPMENT

After its formation, a group goes through predictable stages of development. If successful, it emerges as a mature group. One logical group development model proposes four stages following the group's formation.¹² These stages are mutual acceptance, decision making, motivation and commitment, and control and sanctions. To become a mature group, each of the stages in development must be successfully negotiated.

According to this group development model, a group addresses three issues: interpersonal issues, task issues, and authority issues.¹³ The interpersonal issues include matters of trust, personal comfort, and security. The task issues include the mission or purpose of the group, the methods the group employs, and the outcomes expected of the group. The authority issues include decisions about who is in charge, how power and influence are managed, and who has the right to tell whom to do what. This section addresses group formation, each stage of group development, and the characteristics of a mature group.

Group Formation

Formal and informal groups form in organizations for different reasons. Formal groups are sometimes called official or assigned groups, and informal groups may be called unofficial or emergent groups. Formal groups gather to perform various tasks and include an executive and staff, standing committees of the board of directors, project task forces, and temporary committees. An example of a formal group is the task force assembled by the Hospital Corporation of America during the mid-1980s to examine the mission of the corporation. Headed by a divisional vice president, the task force was composed of fifteen members with wide professional and geographic diversity. The task force met approximately once a month for about nine months to complete its task.

Diversity is an important consideration in the formation of groups. For example, Monsanto Agricultural Company (MAC) created a task force titled Valuing Diversity to address subtle discrimination resulting from workforce di-

versity.¹⁴ The original task force was titled Eliminating Subtle Discrimination (ESD) and was composed of fifteen women, minorities, and white males. Subtle discrimination might include the use of gender- or culture-specific language. MAC's and the task force's intent was to build on individual differences—whether in terms of gender, race, or culture—in developing a dominant heterogeneous culture. Diversity can enhance group performance. One study of gender diversity among U.S. workers found that men and women in gender-balanced groups had higher job satisfaction than those in homogeneous groups.¹⁵

Ethnic diversity has characterized many industrial work groups in the United States since the 1800s. This was especially true during the early years of the 1900s, when waves of immigrant workers came to the country from Germany, Yugoslavia, Italy, Poland, Scotland, the Scandinavian countries, and many other nations. Organizations were challenged to blend these culturally and linguistically diverse peoples into effective work groups.

In addition to ethnic, gender, and cultural diversity, there is interpersonal diversity. Chaparral Steel Company has a team of officers who achieved compatibility through interpersonal diversity. Successful interpersonal relationships are the basis of group effort, a key foundation for business success. In the case of the Chaparral Steel officers, they differed in their needs for inclusion in activities, control of people and events, and interpersonal affection from others. While diverse in their interpersonal needs, the officers as a group found strength through balance and complementarity.

Informal groups evolve in the work setting to gratify a variety of member needs not met by formal groups. For example, organizational members' inclusion and affection needs might be satisfied through informal athletic or interest groups. Athletic teams representing a department, unit, or company may achieve semi-official status, such as the American Airlines long-distance running teams who use the corporate logo on their race shirts.



Organizational members' inclusion and affection needs might be satisfied through athletic groups. However, participation in such groups often requires strong motivation and commitment.

SCIENTIFIC FOUNDATION

Time, Diversity, and Work Group Cohesion

Demographic projections for the U.S. workforce suggest that 80 percent of its new entrants will be women and members of ethnic minorities by the year 2000. Increasing workforce diversity requires better understanding of how individual differences affect work groups. This study considered the effects of time and two levels of diversity, surface-level and deep-level, on work group cohesion. Surface-level diversity is defined as heterogeneity based on demographic differences such as sex, race/ethnicity, and age. Deep-level diversity is defined as heterogeneity based on members' attitudes, beliefs, and values such as work satisfaction and organizational commitment. The influence of surface-level and deep-level diversity on work group cohesion was expected to be moderated by time, with surface-level diversity effects on work group cohesion weakening over time and deep-level diversity effects on work group cohesion strengthening over time. The study included 39 units of employees (443

individuals in groups of 4 to 25 people) in a medium-sized private hospital and 32 groups of employees (group size ranged from 2 to 22, with an average of 13) in grocery store deli-bakery sections. Self-report questionnaires were used to measure both levels of diversity, time, and work group cohesion. Surface-level diversity became less important and deep-level diversity became more important in predicting work group cohesion as members spent more time together. Contrary to a "dark cloud" from cultural diversity suggested by some, these researchers suggest a "silver lining" when attention is focused on deep-level diversity. Managers can be optimistic that deep-level diversity can strengthen cohesion in ongoing work groups.

SOURCE: D. A. Harrison, K. H. Price, and M. P. Bell, "Beyond Relational Demography: Time and the Effects of Surface- and Deep-Level Diversity on Work Group Cohesion," *Academy of Management Journal* 41 (1998): 96-107.

Diversity may also occur at the surface level or at a deep level in a work group. The Scientific Foundation looks at surface-level diversity (i.e., demographic differences) and deep-level diversity (i.e., heterogeneity in attitudes, beliefs, and values) in work groups over time. Diversity had effects on work group cohesion, and surface-level diversity was less important over time, whereas deep-level diversity was more important.

Stages of Group Development

All groups, formal and informal, go through four stages of development: mutual acceptance, decision making, motivation and commitment, and control and sanctions. Demographic diversity and group fault lines (i.e., potential breaking points in a group) are two potential predictors of the sense-making process, subgroup formation patterns, and the nature of group conflict at various stages of group development.¹⁶ Hence, group development through these four stages may not always be smooth.

MUTUAL ACCEPTANCE Mutual acceptance is the first stage in a group's development. In this stage, the focus is on the interpersonal relations among the members. Members assess one another with regard to trustworthiness, emotional comfort, and evaluative acceptance. For the Valuing Diversity task force at MAC, trust was one of the early issues to be worked through. The power, in-

fluence, and authority issues may also emerge at this point if strong personalities immediately attempt to dominate other group members or dictate the group's agenda. This authority issue is also an interpersonal issue related to trust and acceptance. Once team members establish a comfortable level of mutual trust and acceptance, they can focus their attention on the work of the group.

DECISION MAKING Planning and decision making occur during the second stage of a group's development. The focus turns from interpersonal relations to decision-making activities related to the group's task accomplishment. Specifically, the group must make decisions about what its task is and how to accomplish that task. Wallace Company, an industrial distributor of pipes, valves, and fittings, has found employee teams particularly valuable in this aspect of work life.¹⁷ This second stage may be thought of as the planning stage in a group's development. In addition, the issue of authority often begins to surface during this stage of development, if it did not surface during the first stage. Authority questions the group addresses are ones like these: Who is responsible for what aspects of the group's work? Does the group need one primary leader and spokesperson, or not?

MOTIVATION AND COMMITMENT In the third stage of development, the group has largely resolved the interpersonal and task issues. Member attention is directed to self-motivation and the motivation of other group members for task accomplishment. Some members focus on the task function of initiating activity and ensure that the work of the group really gets moving. Other members contribute to motivation and commitment within the group through maintenance functions such as supporting, encouraging, and recognizing the contributions of their teammates or through establishing the standards that the team may use in evaluating its performance and members.

The latter contribution is illustrated by a twenty-five-member leadership group that monitors "the flow," Eastman Kodak's unique black-and-white film production process named for its layout design. The people who work the flow are called Zebras. With motivation, commitment, and evaluative feedback from the twenty-five-person leadership team, the Zebras substantially enhanced productivity, profitability, and morale.

The emphasis during the motivation and commitment stage of team development is on execution and achievement, whether through a process of questioning and prodding or through facilitation and work load sharing. If key decisions or plans established in the second stage of development need to be revisited, they are. However, this is only done in the context of getting work done.

CONTROL AND SANCTIONS In its final stage of development, a group has become a mature, effective, efficient, and productive unit. The group has successfully worked through necessary interpersonal, task, and authority issues. A mature group is characterized by a clear purpose or mission; a well-understood set of norms of behavior; a high level of cohesion; and a clear, but flexible, status structure of leader-follower relationships. A mature group is able to control its members through the judicious application of specific positive and negative sanctions used in response to specific member behaviors. If the group's membership changes, either through a loss of an established member or the inclusion of a newcomer, it may well engage in some activities common in earlier stages of development as it accommodates the newcomer or adjusts to the loss.

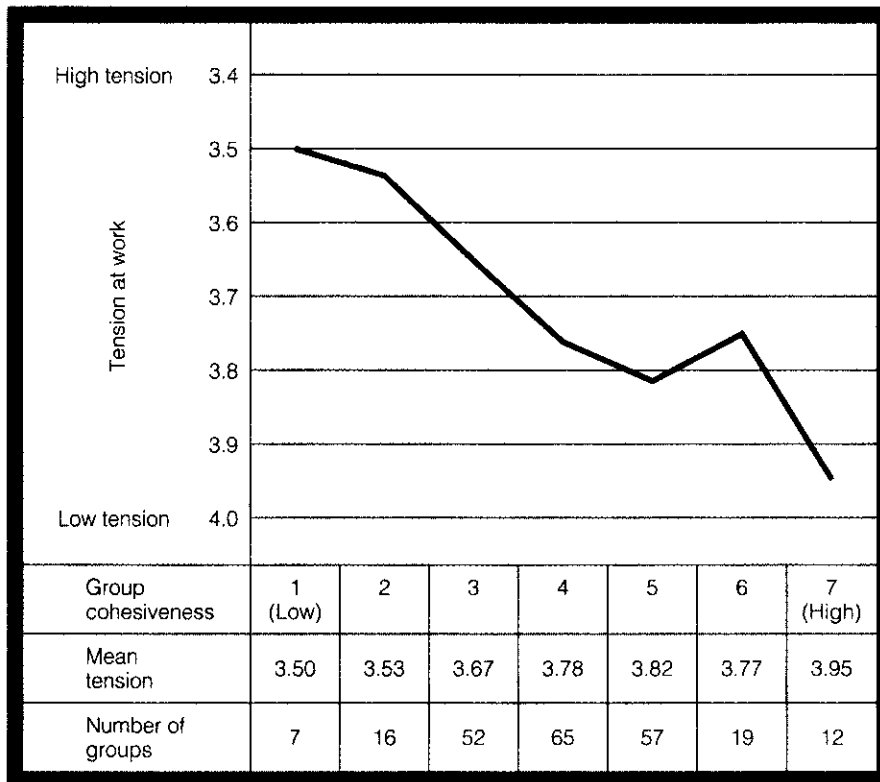
Characteristics of a Mature Group

The description of a well-functioning, effective group in Table 9.1 characterizes a mature group. Such a group has four distinguishing characteristics: a clear purpose and mission, well-understood norms and standards of conduct, a high level of group cohesion, and a flexible status structure.

PURPOSE AND MISSION The purpose and mission may be assigned to a group (as in the case of Hospital Corporation of America task force's charter to examine the corporate mission) or emerge from within the group (as in the case of the American Airlines long-distance running team). Even in the case of an assigned mission, the group may reexamine, modify, revise, or question the mission. It also may embrace the mission as stated. The importance of mission is exemplified in IBM's Process Quality Management, which requires that a process team of not more than twelve people develop a clear understanding of mission as the first step in the process.¹⁸ The IBM approach demands that all members agree to go in the same direction. The mission statement is converted into a specific agenda, clear goals, and a set of critical success factors. Stating the purpose and mission in the form of specific goals enhances productivity over and above any performance benefits achieved through individual goal setting.¹⁹

BEHAVIORAL NORMS Behavioral norms, which evolve over a period of time, are well-understood standards of behavior within a group.²⁰ They are benchmarks against which team members are evaluated and judged by other team members. Some behavioral norms become written rules, such as an attendance policy or an ethical code for a team. Other norms remain informal, although they are no less well understood by team members. Dress codes and norms about after-hours socializing may fall in this category. Behavioral norms also evolve around performance and productivity.²¹ The group's productivity norm may or may not be consistent with, and supportive of, the organization's productivity standards. A high-performance team sets productivity standards above organizational expectations with the intent to excel. Average teams set productivity standards based on, and consistent with, organizational expectations. Non-compliant or counterproductive teams may set productivity standards below organizational expectations with the intent of damaging the organization or creating change.

GROUP COHESION Group cohesion was earlier described as the interpersonal attraction binding group members together. It enables a group to exercise effective control over its members in relationship to its behavioral norms and standards. Goal conflict in a group, unpleasant experiences, and domination of a subgroup are among the threats to a group's cohesion. Groups with low levels of cohesion have greater difficulty exercising control over their members and enforcing their standards of behavior. A classic study of cohesiveness in 238 industrial work groups found cohesion to be an important factor influencing anxiety, tension, and productivity within the groups.²² Specifically, work-related tension and anxiety were lower in teams high in cohesion, and they were higher in teams low in cohesion, as depicted in Figure 9.1. This suggests that cohesion has a calming effect on team members, at least concerning work-related tension and anxiety. In addition, actual productivity was found to vary significantly less in highly cohesive teams, making these teams much more predictable with regard to their productivity. The actual productivity levels were primarily determined



Note. Product-moment correlation is .28 and critical ratio is 4.20; p is less than .001.

FIGURE 9.1

Cohesiveness and Work-Related Tension^a

^aThe measure of tension at work is based on group mean response to the question "Does your work ever make you feel 'jumpy' or nervous?" A low numerical score represents relatively high tension.

SOURCE: From S. E. Seashore, *Group Cohesiveness in the Industrial Work Force*, 1954. Research conducted by Stanley E. Seashore at the Institute for Social Research, University of Michigan. Reprinted by permission.

by the productivity norms within each work group. That is, highly cohesive groups with high production standards are very productive. Similarly, highly cohesive groups with low productivity standards are unproductive. Member satisfaction, commitment, and communication are better in highly cohesive groups. Groupthink may be a problem in highly cohesive groups and is discussed in Chapter 10. Challenge 9.1 includes the three group cohesion questions from this research project. Complete Challenge 9.1 to determine the level of cohesion in a group of which you are a member.

Group cohesion is influenced by a number of factors, most notably time, size, the prestige of the team, external pressure, and internal competition. Group cohesion evolves gradually over time through a group's normal development. Smaller groups—those of five or seven members, for example—are more cohesive than those of over twenty-five, although cohesion does not decline much with size after forty or more members. Prestige or social status also influences a group's cohesion, with more prestigious groups, such as the U.S. Air Force Thunderbirds or the U.S. Navy Blue Angels, being highly cohesive. However, even groups of very low prestige may be highly cohesive in how they stick together. Finally, external pressure and internal competition influence group cohesion. Although the mechanics' union, pilots, and other internal constituen-

CHALLENGE 9.1

How Cohesive Is Your Group?

Think about a group of which you are a member. Answer each of the following questions in relationship to this group by circling the number next to the alternative that most reflects your feelings.

1. Do you feel that you are really a part of your group?
 - 5—Really a part of the group.
 - 4—Included in most ways.
 - 3—Included in some ways, but not in others.
 - 2—Do not feel I really belong.
 - 1—Do not work with any one group of people.
2. If you had a chance to do the same activities in another group, for the same pay if it is a work group, how would you feel about moving?
 - 1—Would want very much to move.
 - 2—Would rather move than stay where I am.
 - 3—Would make no difference to me.
 - 4—Would rather stay where I am than move.
 - 5—Would want very much to stay where I am.
3. How does your group compare with other groups that you are familiar with on each of the following points?

- The way people get along together.
 - 5—Better than most.
 - 3—About the same as most.
 - 1—Not as good as most.
- The way people stick together.
 - 5—Better than most.
 - 3—About the same as most.
 - 1—Not as good as most.
- The way people help one another on the job.
 - 5—Better than most.
 - 3—About the same as most.
 - 1—Not as good as most.

Add up your circled responses. If you have a number of 20 or above, you view your group as highly cohesive. If you have a number between 10 and 19, you view your group's cohesion as average. If you have a number 7 or less, you view your group as very low in cohesion.

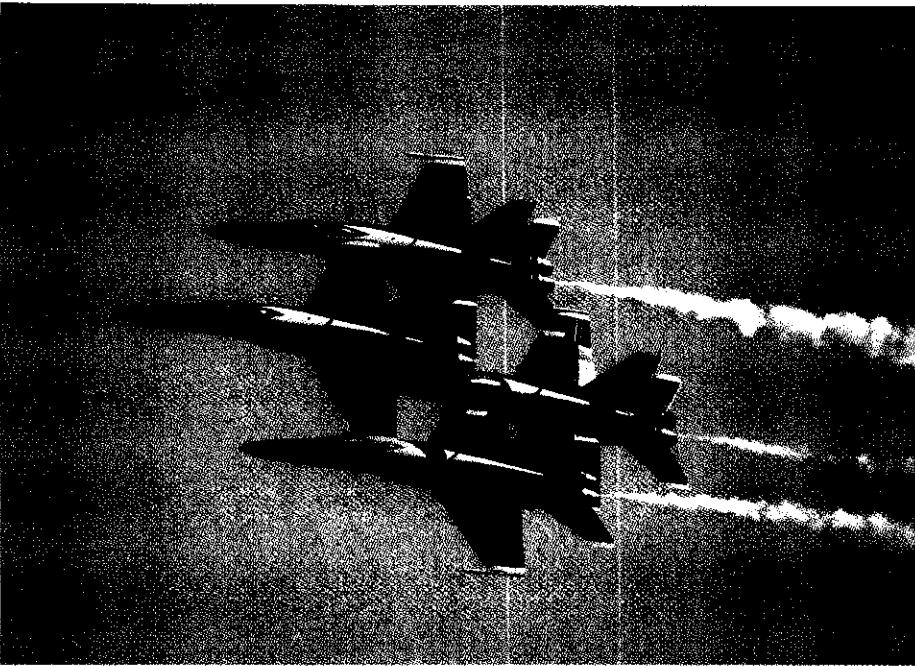
SOURCE: From S. E. Seashore, *Group Cohesiveness in the Industrial Work Force*, University of Michigan, 1954. Reprinted by permission.

cies at Eastern Airlines had various differences of opinion, they all pulled together in a cohesive fashion in resisting Frank Lorenzo when he came in to reshape the airline before its demise. Whereas external pressures tend to enhance cohesion, internal competition usually decreases cohesion within a team. However, one study found company-imposed work pressure disrupted group cohesion by increasing internal competition and reducing cooperative interpersonal activity.²³

status structure

The set of authority and task relations among a group's members.

STATUS STRUCTURE *Status structure* is the set of authority and task relations among a group's members. The status structure may be hierarchical or egalitarian (i.e., democratic), depending on the group. Successful resolution of the authority issue within a team results in a well-understood status structure of leader-follower relationships. Where leadership problems arise, it is important to find solutions and build team leader effectiveness.²⁴ Whereas groups tend to have one leader, teams tend to share leadership. For example, one person may be the team's task master, who sets the agenda, initiates much of the work activity, and ensures that the team meets its deadlines. Another



The U.S. Navy Blue Angels are a highly cohesive group, as demonstrated by their choreographed, fast-paced, high performance flying maneuvers. Their cohesion is influenced by time, prestige, and the size of the group.

team member may take a leadership role in maintaining effective interpersonal relationships in the group. Hence, shared leadership is very feasible in teams. An effective status structure results in role interrelatedness among group members.

Diversity in a group is healthy, and members may contribute to the collective effort through one of four basic styles.²⁵ These are the contributor, the collaborator, the communicator, and the challenger. The contributor is data driven, supplies necessary information, and adheres to high performance standards. The collaborator sees the big picture and is able to keep a constant focus on the mission and urge other members to join efforts for mission accomplishment. The communicator listens well, facilitates the group's process, and humanizes the collective effort. The challenger is the devil's advocate who questions everything from the group's mission, purpose, and methods to its ethics. Members may exhibit one or more of these four basic styles over a period of time. In addition, an effective group must have an integrator.²⁶ This can be especially important in cross-functional teams, where different perspectives carry the seeds of conflict. However, cross-functional teams are not necessarily a problem. Effectively managing cross-functional teams of artists, designers, printers, and financial experts has enabled Hallmark Cards to cut its new-product development time in half.²⁷

Emergent leadership in groups was studied among sixty-two men and sixty women.²⁸ Groups performed tasks not classified as either masculine or feminine, that is, "sex-neutral" tasks. Men and women both emerged as leaders and neither gender had significantly more emergent leaders. However, group members who described themselves in masculine terms were significantly more likely to emerge as leaders than group members who described themselves in feminine, androgynous (both masculine and feminine), or undifferentiated (neither masculine nor feminine) terms. Hence, gender stereotypes may play a role in emergent leadership.



TEAMS AT WORK

Teams are task-oriented work groups; they can be formally designated or informally evolved. Organizational Reality 9.1 describes how entrepreneur Frank Carbone founded Aerobotics on the teamwork of a diverse group of talented professionals. Teamwork at Aerobotics spans both formal and informal interactions, providing a solid platform for dynamic, award-winning growth. Both formal and informal teams make important and valuable contributions to the organization and are important to the member need satisfaction. For example, an informal Xerox team from accounting, sales, administration, and distribution saved the company \$200 million in inventory costs during 1991 through innovative production and inventory planning.²⁹

Several kinds of teams exist. One classification scheme uses a sports analogy. Some teams work like baseball teams with set responsibilities, other teams work like football teams through coordinated action, and still other teams work like doubles tennis teams with primary yet flexible responsibilities. Although each type of team may have a useful role in the organization, the individual expert should not be overlooked.³⁰

Why Teams?

Teams are very useful in performing work that is complicated, complex, interrelated, and/or more voluminous than one person can handle. Harold Geneen, while chairman of ITT, said, "If I had enough arms and legs and time, I'd do it all myself." Obviously, people working in organizations cannot do everything because of the limitations of arms, legs, time, expertise, knowledge, and other resources. Individual limitations are overcome through teamwork and collaboration. For example, General Motors's NDH Bearings plant in Sandusky, Ohio, has become a world-class supplier of automotive components in terms of quality, cost, and delivery by emphasizing teamwork, open communication, and advanced technology.³¹ In particular, union-management teams, such as the "bid teams," enabled NDH to make impressive gains from 1985 through 1991.

Teams make important contributions to organizations in work areas that lend themselves to teamwork. Teamwork is a core value at Hewlett-Packard, according to CEO Lew Platt.

Complex, interdependent work tasks and activities that require collaboration particularly lend themselves to teamwork. Teams are appropriate where knowledge, talent, skills, and abilities are dispersed across organizational members and require integrated effort for task accomplishment. The recent emphasis on team-oriented work environments is based on empowerment with collaboration, not on power and competition. Larry Hirschhorn labels this "the new team environment" founded on a significantly more empowered work force in the industrial sectors of the American economy. This new team environment is compared with the old work environment in Table 9.2 (on page 294).

That teams are necessary is a driving principle of total quality efforts in organizations. Total quality efforts often require the formation of teams—especially cross-functional teams composed of people from different functions, such as manufacturing and design, who are responsible for specific organiza-



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ORGANIZATIONAL REALITY 9.1

Teamwork and Diversity in the Aerospace Industry

Frank Carbone began his career as a manufacturing engineer, later founding an entrepreneurial venture in engineering design and manufacture called Aerobotics. Carbone was Aerobotics' only employee for a couple of years after beginning the business in 1989, doing less than \$200,000 annually. By 1991, Carbone had a team of five employees doing \$500,000 in business. The growth curve steepened, and by 1995, when parts prototyping and machine tooling were added to the business, there were 75 people doing \$10 million in business. Aerobotics was a 130-person company with \$15 million in business by 1998 and a 5-year \$100 million production backlog. While the big aerospace companies have consolidated and focused on core competencies during the 1990s, Carbone has welded a team of industry experts from diverse disciplines who focus on the aerospace industry leaders' non-core competencies. Aerobotics' work spans prototyping, tooling, engineering, design, structural engineering, and production. Now located on a 38-acre technology campus, Aerobotics has a 70,000 square foot production facility, a 40,000 square foot engineering and prototyping facility, and acquired \$40 million in aerospace equipment during 1997. The company's growth is fueled by new product, new business development and through acquisitions. The company's growth is sustained by the high quality of its diverse workforce. For example, one of the big programs is the U.S. Air Force F-22 next generation fighter aircraft, for which Aerobotics is doing \$25 million in tooling and prototype composites. Another major program is producing prototype parts for the X-33 single stage to orbit replacement for the Space Shuttle. In addition, Aerobotics does production work for several commercial



Frank Carbone, founder of Aerobotics. Carbone founded Aerobotics with the help of teamwork from a diverse group of talented professionals.

aircraft. Carbone emphasizes "we" at Aerobotics and discourages interdepartmental rivalries, conflicts, and responsibility shifting.

Discussion Questions

1. How can teamwork help a new company grow?
2. Can interdepartmental rivalries or conflict ever be beneficial?

SOURCE: Mid-Cities Entrepreneurship Council, *Mid-Cities Entrepreneurship Achievement Award* and videotape (Arlington, TX: The University of Texas at Arlington, 1997).

tional processes. Eastman Kodak Chairman George Fisher believes in the importance of participation and cooperation as foundations for teamwork and a total quality program. In a study of forty machine crews in a Northeastern U.S. paper mill, organizational citizenship behaviors, specifically helping behavior and sportsmanship, contributed significantly to the quantity and quality of work group performance.³²

Table 9.2

A COMPARISON OF THE NEW TEAM ENVIRONMENT VERSUS THE OLD WORK ENVIRONMENT

New Team Environment	Old Work Environment
Person comes up with initiatives.	Person follows orders.
Team has considerable authority to chart its own steps.	Team depends on the manager to chart its course.
Members form a team because people learn to collaborate in the face of their emerging right to think for themselves. People both rock the boat and work together.	Members were a team because people conformed to direction set by the manager. No one rocked the boat.
People cooperate by using their thoughts and feelings. They link up through direct talk.	People cooperated by suppressing their thoughts and feelings. They wanted to get along.

SOURCE: L. Hirschhorn, *Managing in the New Team Environment*, (pages 13/14). Copyright © 1991 Addison-Wesley Publishing Company, Inc. Reprinted by permission of Addison Wesley Longman.

4.

Discuss quality circles and quality teams.

quality circle (QC)

A small group of employees who work voluntarily on company time, typically one hour per week, to address work-related problems such as quality control, cost reduction, production planning and techniques, and even product design.

quality team

A team that is part of an organization's structure and is empowered to act on its decisions regarding product and service quality.

Quality Circles and Teams

Quality circles are one form of team in a total quality program. *Quality circles (QCs)* are small groups of employees who work voluntarily on company time—typically one hour per week—to address quality-related problems such as quality control, cost reduction, production planning and techniques, and even product design. Membership in a QC is typically voluntary and fixed once a circle is formed, although some changes may occur as appropriate. QCs use various problem-solving techniques in which they receive training to address the work-related problems.

QCs were popularized as a Japanese management method when an American, W. Edward Deming, exported his thinking about QCs to Japan following World War II.³³ QCs became popular in the United States in the 1980s, when companies such as Ford, Hewlett-Packard, and Eastman Kodak implemented them. KL Spring and Stamping Corporation is an automotive industry supplier who has used quality circles and employee involvement for successful productivity improvements.

QCs must deal with substantive issues if they are to be effective; otherwise, employees begin to believe the QC effort is simply a management ploy. QCs do not necessarily require final decision authority to be effective if their recommendations are always considered seriously and implemented when appropriate. One study found QCs to be effective for a period of time, and then their contributions began to diminish.³⁴ This may suggest that QCs must be reinforced and periodically reenergized to maintain their effectiveness over long periods of time. Decision making in quality circles and *quality teams* is discussed in Chapter 10.

Quality teams are different from QCs in that they are more formal, designed and assigned by upper-level management. Quality teams are not voluntary and have more formal power than QCs. Although QCs and quality teams are not intended to provide members with social benefits, all teams in an organization have the potential to afford team members a number of social benefits.

Social Benefits

Two sets of social benefits are available to team or group members. One set of social benefits accrues from achieving psychological intimacy. The other comes from achieving integrated involvement.³⁵

Psychological intimacy is emotional and psychological closeness to other team or group members. It results in feelings of affection and warmth, unconditional positive regard, opportunity for emotional expression, openness, security and emotional support, and giving and receiving nurturance. Failure to achieve psychological intimacy results in feelings of emotional isolation and loneliness. This may be especially problematic for chief executives who experience loneliness at the top. Although psychological intimacy is valuable for emotional health and well-being, it need not necessarily be achieved in the work setting.

Integrated involvement is closeness achieved through tasks and activities. It results in enjoyable and involving activities, social identity and self-definition, being valued for one's skills and abilities, opportunity for power and influence, conditional positive regard, and support for one's beliefs and values. Failure to achieve integrated involvement results in social isolation. Whereas psychological intimacy is more emotion based, integrated involvement is more behavior and activity based. Integrated involvement contributes to social psychological health and well-being.

Psychological intimacy and integrated involvement each contribute to overall health. It is not necessary to achieve both in the same team or group. For example, as a marathon runner while chief executive at Xerox Corporation, David Kearns found integrated involvement with his executive team and psychological intimacy with his athletic companions on long-distance runs.

Teams and groups have two sets of functions that operate to enable members to achieve psychological intimacy and integrated involvement. These are task and maintenance functions.

Task and Maintenance Functions

An effective team carries out various task functions to perform its work successfully and various maintenance functions to ensure member satisfaction and a sense of team spirit.³⁶ Teams that successfully fulfill these functions afford their members the potential for psychological intimacy and integrated involvement. Table 9.3 presents nine task and nine maintenance functions in teams or groups.

Task functions are those activities directly related to the effective completion of the team's work. For example, the task of initiating activity involves suggesting ideas, defining problems, and proposing approaches and/or solutions to problems. The task of seeking information involves asking for ideas, suggestions, information, or facts. Effective teams have members who fulfill various task functions as they are required.

Some task functions are more important at one time in the life of a group, and other functions are more important at other times. For example, during the engineering test periods for new technologies, the engineering team needs members who focus on testing the practical applications of suggestions and those who diagnose problems and suggest solutions.

The effective use of task functions leads to the success of the team, and the failure to use them may lead to disaster. For example, the successful initiation and coordination of an emergency room (ER) team's activities by the senior res-

5.

Identify the social benefits of group and team membership.

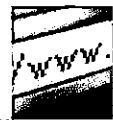
psychological intimacy

Emotional and psychological closeness to other team or group members.

integrated involvement

Closeness achieved through tasks and activities.

Web
Sighting



McKinsey & Company is one of the world's most famous management consultant firms. Read about the social benefits of working in teams according to one of the company's employees from Australia when you visit <http://www.mckinsey.com.au/html/what/alison.htm>.

<http://www.mckinsey.com.au/html/what/alison.htm>

6.

Explain the task and maintenance functions in teams.

task function

An activity directly related to the effective completion of a team's work.

Table 9.3

TASK AND MAINTENANCE FUNCTIONS IN TEAMS OR GROUPS

Task Functions	Maintenance Functions
Initiating activities	Supporting others
Seeking information	Following others' leads
Giving information	Gatekeeping communication
Elaborating concepts	Setting standards
Coordinating activities	Expressing member feelings
Summarizing ideas	Testing group decisions
Testing ideas	Consensus testing
Evaluating effectiveness	Harmonizing conflict
Diagnosing problems	Reducing tension

maintenance function

An activity essential to effective, satisfying interpersonal relationships within a team or group.

ident saved the life of a knife wound victim.³⁷ The victim was stabbed one-quarter inch below the heart, and the ER team acted quickly to stem the bleeding, begin intravenous fluids, and monitor the victim's vital signs.

Maintenance functions are those activities essential to the effective, satisfying interpersonal relationships within a team or group. For example, following another group member's lead may be as important as leading others. Communication gatekeepers within a group ensure balanced contributions from all members. Because task activities build tension into teams and groups working together, tension-reduction activities are important to drain off negative or destructive feelings. For example, in a study of twenty-five work groups over a five-year period, humor and joking behavior were found to enhance the social relationships in the groups.³⁸ The researchers concluded that performance improvements in the twenty-five groups indirectly resulted from improved relationships attributable to the humor and joking behaviors. Maintenance functions enhance togetherness, cooperation, and teamwork, enabling members to achieve psychological intimacy while furthering the success of the team. Jody Grant's supportive attitude and comfortable demeanor as chief financial officer of Electronic Data Systems have enabled him to build a strong finance organization in the corporation. Jody is respected for his expertise *and* his ability to build relationships. Both task and maintenance functions are important for successful teams.

**7.**

Discuss empowerment, teamwork, and self-managed teams.

EMPOWERMENT AND SELF-MANAGED TEAMS

Quality circles and quality teams, as we discussed earlier, are one way to implement teamwork in organizations. Self-managed teams are broad-based work teams that deal with issues beyond quality. Decision making in self-managed teams is also discussed in Chapter 10. General Motors's NDH Bearings plant, for example, fostered teamwork by empowering employees to make important decisions at work. The company's approach was to push decision making down throughout the plant.

Empowerment may be thought of as an attribute of a person or of an organization's culture.³⁹ As an organizational culture attribute, empowerment encourages participation, an essential ingredient for teamwork.⁴⁰ Quality action teams (QATs) at Federal Express are the primary quality improvement process (QIP) technique used by the company to engage management and hourly em-

CHALLENGE 9.2

*Are You an Empowered Employee?**

Read each of the following statements carefully. Then, to the right, indicate which answer best expresses your level of agreement (5 = strongly agree, 4 = agree, 3 = sometimes agree/sometimes disagree, 2 = disagree, 1 = strongly disagree, and 0 = undecided/do not

know). Mark only one answer for each item, and remember to respond to all items. Remember that *work group* means all persons who report to the same manager as you do, regardless of their job titles.

1. I feel free to tell my manager what I think.	5	4	3	2	1	0
2. My manager is willing to listen to my concerns.	5	4	3	2	1	0
3. My manager asks for my ideas about things affecting our work.	5	4	3	2	1	0
4. My manager treats me with respect and dignity.	5	4	3	2	1	0
5. My manager keeps me informed about things I need to know.	5	4	3	2	1	0
6. My manager lets me do my job without interfering.	5	4	3	2	1	0
7. My manager's boss gives us the support we need.	5	4	3	2	1	0
8. Upper management (directors and above) pays attention to ideas and suggestions from people at my level.	5	4	3	2	1	0

Scoring

To determine if you are an empowered employee, add your scores.

32-40: You are empowered! Managers listen when you speak, respect your ideas, and allow you to do your work.

24-31: You have *some* power! Your ideas are considered sometimes and you have some freedom of action.

16-23: You must exercise caution. You cannot speak or act too boldly and your managers appear to exercise close supervision.

8-15: Your wings are clipped! You work in a powerless, restrictive work environment.

*If you are not employed, discuss these questions with a friend who is employed. Is your friend an empowered employee?

SOURCE: *Survey-Feedback-Action (SFA)*, Federal Express Company, Memphis, TN.

employees in four- to ten-member problem-solving teams.⁴¹ The teams are empowered to act and solve problems as specific as charting the best route from the Phoenix airport to the local distribution center or as global as making major software enhancements to the COSMOS IIB on-line package-tracking system.

Empowerment may give employees the power of a lightning strike, but empowered employees must be properly focused through careful planning and preparation before they strike.⁴²

Challenge 9.2 includes several items from Federal Express's survey-feedback-action (SFA) survey related to employee empowerment. Complete Challenge 9.2 to see if you are empowered.

Empowerment Skills

Empowerment through employee self-management is an alternative to empowerment through teamwork.⁴³ Whether through self-management or teamwork, empowerment requires the development of certain skills if it is to be enacted effectively. The first set of skills required for empowerment are competence skills.

Mastery and experience in one's chosen discipline and profession provide an essential foundation for empowerment. This means that new employees and trainees should experience only limited empowerment until they demonstrate the capacity to accept more responsibility, a key aspect of empowerment.

Empowerment also requires certain process skills. The most critical process skills for empowerment include negotiating skills, especially with allies, opponents, and adversaries.⁴⁴ Allies are the easiest people to negotiate with, because they agree with you about the team's mission, and you can trust their actions and behavior. Opponents require a different negotiating strategy; although you can predict their actions and behavior, they do not agree with your concept of the team's mission. Adversaries are dangerous, difficult people to negotiate with because you cannot predict their actions or behaviors, and they do not agree with your concept of the team's mission.

A third set of empowerment skills is the development of cooperative and helping behaviors.⁴⁵ Cooperative people are motivated to maximize the gains for everyone on the team; they engage in encouraging, helpful behavior to bring about that end. The alternatives to cooperation are competitive, individualistic, and egalitarian orientations. Competitive people are motivated to maximize their personal gains regardless of the expense to other people. This can be very counterproductive from the standpoint of the team. Individualistic people are motivated to act autonomously, though not necessarily to maximize their personal gains. They are less prone to contribute to the efforts of the team. Egalitarian people are motivated to equalize the outcomes for each team member, which may or may not be beneficial to the team's well-being.

Communication skills are a final set of essential empowerment skills.⁴⁶ These skills include self-expression skills and skills in reflective listening. We explored these skills in detail in Chapter 8. Empowerment cannot occur in a team unless members are able to express themselves effectively, as well as listen carefully to one another.

Self-Managed Teams

Self-managed teams are ones that make decisions that were once reserved for managers. They are also called *self-directed teams* or *autonomous work groups*. Self-managed teams are one way to implement empowerment in organizations. A one-year study of self-managed teams suggests they have a positive impact on employee attitudes but not on absenteeism or turnover.⁴⁷ Evaluative research is helpful in achieving a better understanding of this relatively new way of approaching teamwork and the design of work. Research can help in establishing expectations for self-managed teams. For example, it is probably unreasonable to expect these teams to be fully functional and self-directed in short periods of time. Further, there are risks, such as groupthink, in self-managing teams that must be prevented or managed if the team is to achieve full development and function.⁴⁸ Organizational Reality 9.2 describes the problems Levi Strauss encountered when it implemented self-managed teams in 1992. Morale dropped and conflict rose at Levi.

Other evaluations of self-managed teams are more positive. Southwest Industries, a high-technology aerospace manufacturing firm, embarked on a major internal reorganization that included the creation of self-managed teams to fit its high-technology production process. The overall success of Southwest's team approach included a 30 percent increase in shipments, a 30 percent decrease in lead time, a 40 percent decrease in total inventory, a decrease in machinery downtime, and almost a one-third decrease in production costs.⁴⁹ Self-

self-managed team

A team that makes decisions that were once reserved for managers.

ORGANIZATIONAL REALITY 9.2

Morale Takes a Hit in Levi's Factory Teams

Levi Strauss implemented a teamwork system in its U.S. plants to replace the old piecework system during 1992. The teamwork system did not work well. Originally, the company felt that teamwork would be more humane, safe and profitable. Levi's operations vice president said: "This change will lead to a self-managed work environment that will reduce stress and help employees become more productive." Under the old piecework system, a worker repeatedly performed a single, specialized task, such as sewing zippers or attaching belt loops, and was paid according to the amount of work he or she completed. The teamwork system was intended to reduce monotony, offer stitchers task variety, and reduce repetitive-stress injuries. Levi prided itself on generous pay and charity support in factory towns within an industry notorious for low wages and lousy work conditions. Levi kept its large U.S. manufacturing base long after other apparel firms moved offshore, but competitive industry pressures forced the 1992 change. Unfortunately, the teamwork and self-managed work environment did not pan out as planned. Instead, the change led to a quagmire where skilled workers were pitted against slower col-

leagues who could not keep the pace, triggering infighting and damaging morale at several Levi plants. Longtime friendships became strained or broken when faster workers were locked in interdependent work teams with slower workers. Threats and insults often followed. While teams staffed with skilled equals did fairly well under the new system, lower-skilled workers saw pay increase and top performers saw pay drop in unbalanced teams. Labor and overhead costs surged. Even though employees were prepared with team-building and problem-solving seminars, and in some cases a book on corporate change, the teamwork system caused a lot of anxiety, pain, and suffering for Levi employees. For Levi Strauss, teamwork did not work well.

Discussion Questions

1. How did Levi Strauss's factory teams cause morale problems?
2. What could Levi Strauss have done differently to achieve a better teamwork?

SOURCE: R. T. King Jr., "Levi's Factory Workers Are Assigned to Teams, and Morale Takes a Hit," *The Wall Street Journal* (May 20, 1998): A1+.

managed teams were also the foundation for the miraculous resurrection of Chrysler's oldest plant in New Castle, Indiana, as the United Auto Worker's Union and Chrysler's management forged a partnership for success.⁵⁰

A game (Learning Teams) is available to help people create self-directed teams, learn cooperatively, and master factual information.⁵¹ With no outside help, an engineering team in Texas Instruments's Defense Systems and Electronics Group (DSEG) developed themselves into a highly effective, productive, self-managed team. They then helped DSEG in their successful effort to win a Malcolm Baldrige National Quality Award.

UPPER ECHELONS: TEAMS AT THE TOP

Self-managed teams at the top of the organization—top-level executive teams—are referred to as *upper echelons*. Organizations are often a reflection of these upper echelons.⁵² Upper echelon theory argues that the background characteristics of the top management team can predict organizational characteristics.



8.

Explain the importance of upper echelons and top management teams.

upper echelon

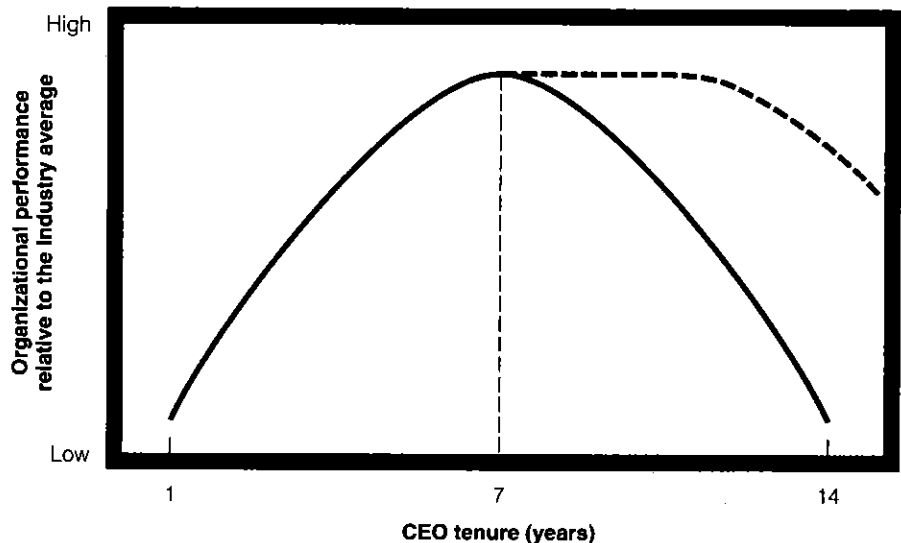
A top-level executive team in an organization.

Furthermore, upper echelons are one key to the strategic success of the organization.⁵³ Thus, the teams at the top are instrumental in defining the organization over time such that the values, competence, ethics, and unique characteristics of the top management team are eventually reflected throughout the organization. This great power and influence throughout the entire organization makes the top management team a key to the organization's success.

For example, when Lee Iacocca became CEO at Chrysler Corporation, his top management team was assembled to bring about strategic realignment within the corporation by building on Chrysler's historical engineering strength. The dramatic success of Chrysler during the early 1980s was followed by struggle and accommodation during the late 1980s. This raises the question of how long a CEO and the top management team can sustain organizational success.

Hambrick and Fukutomi address this question by examining the dynamic relationship between a CEO's tenure and the success of the organization.⁵⁴ They found five seasons in a CEO's tenure: (1) response to a mandate, (2) experimentation, (3) selection of an enduring theme, (4) convergence, and (5) dysfunction. All else being equal, this seasons model has significant implications for organizational performance. Specifically, organizational performance increases with a CEO's tenure to a peak, after which performance declines. This relationship is depicted in Figure 9.2. The peak has been found to come at about seven years—somewhere in the middle of the executive's seasons. As indicated by the dotted lines in the figure, the peak may be extended, depending on several factors, such as diversity in the executive's support team.

From an organizational health standpoint, diversity and depth in the top management team enhances the CEO's well-being.⁵⁵ From a performance standpoint, the CEO's top management team can influence the timing of the performance peak, the degree of dysfunction during the closing season of the CEO's tenure,

FIGURE 9.2**Executive Tenure and Organizational Performance**

SOURCE: D. Hambrick, The Seasons of an Executive's Tenure, keynote address, the Sixth Annual Texas Conference on Organizations, Lago Vista, Texas, April 1991.

and the rate of decline in organizational performance. Diversity and heterogeneity in the top management team help sustain high levels of organizational performance at the peak and help maintain the CEO's vitality. The presence of a "wild turkey" in the top management team can be a particularly positive force. The wild turkey is a devil's advocate who challenges the thinking of the CEO and other top executives and provides a counterpoint during debates. If not shouted down or inhibited, the wild turkey helps the CEO and the team sustain peak performance and retard the CEO's dysfunction and decline. Roger Smith and General Motors lost a possible opportunity to change and improve the corporation's performance by silencing Ross Perot, a wild turkey, after GM's acquisition of EDS. Because Perot's ideas were never implemented at GM, we will never know if they would have been beneficial. Perot was inhibited, and GM's decline continued.

We can conclude that the leadership, composition, and dynamics of the top management team have an important influence on the organization's performance. In some cases, corporations have eliminated the single CEO. For example, in early 1992, Xerox and Microsoft announced plans for a team of executives to function in lieu of a president.⁵⁶ Walter Wriston created such a three-member team when he was chairman at Citicorp.

Multicultural Teams

The backgrounds of group members may be quite different in the global workplace. Homogeneous groups in which all members share similar backgrounds are giving way to token groups in which all but one member come from the same background, bicultural groups in which two or more members represent each of two distinct cultures, and multicultural groups in which members represent three or more ethnic backgrounds.⁵⁷ Diversity within a group may increase the uncertainty, complexity, and inherent confusion in group processes, making it more difficult for the group to achieve its full, potential productivity.⁵⁸ On the positive side, Ford was highly successful with Detroit's most diverse, international management team assembled by former chairman and CEO Alex Trotman.⁵⁹ Ford President and CEO Jacques Nasser has continued this international initiative while putting his own stamp on Ford's top-level management team. The advantages of culturally diverse groups include the generation of more and better ideas while limiting the risk of groupthink, to be discussed in Chapter 10.

MANAGERIAL IMPLICATIONS: TEAMWORK FOR PRODUCTIVITY AND QUALITY



Work groups and teams are important vehicles through which organizations achieve high-quality performance. The current emphasis on the new team environment, shown in Table 9.2, places unique demands on managers, teams and individuals in leading, working, and managing. Managing these demands requires an understanding of individual diversity and the interrelationships of individuals, teams, and managers, as depicted in the triangle in Figure 9.3. Expectations associated with these three key organizational roles for people at work are different. The first role is as an individual, empowered employee. The second is as an active member of one or more teams. The third is the role of manager or formal supervisor. Earlier in the chapter, we discussed the foundations for teamwork,

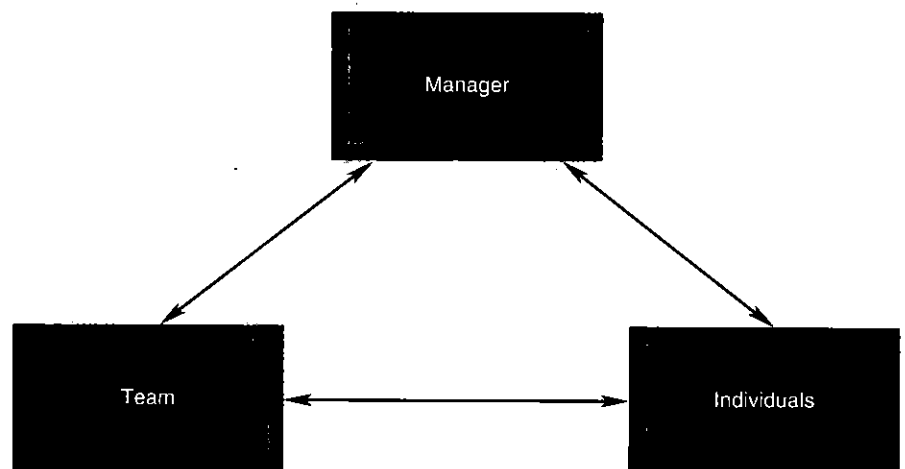
empowerment, and skills for working in the new team environment. Individual empowerment must be balanced with collaborative teamwork.

The manager in the triangle is responsible for creating a receptive organizational environment for work groups and teams. This requires that the manager achieve a balance between setting limits (so that individuals and teams do not go too far afield) and removing barriers (so that empowered individuals and self-managed teams can accomplish their work). In addition, the manager should establish a flexible charter for each team. Once the charter is established, the manager continues to be available to the team as a coaching resource, as necessary. The manager establishes criteria for evaluating the performance effectiveness of the team, as well as the individuals, being supervised. In an optimum environment, this involves useful and timely performance feedback to teams that carries a sense of equity and fairness with it. The manager's responsibilities are different from the team leader's.

Effective team leaders may guide a work group or share leadership responsibility with their teams, especially self-managed teams. Team leaders are active team members with responsibility for nurturing the development and performance of the team.⁶⁹ They require skills different from those of the manager. Whereas the manager establishes the environment in which teams flourish, the team leader teaches, listens, solves problems, manages conflict, and enhances the dynamics of team functioning to ensure the team's success. It is the team leader's task to bring the team to maturity; help the team work through interpersonal, task, and authority issues; and be skilled in nurturing a cohesive, effective team. The skills a team leader requires are the hands-on skills of direct involvement and full membership in the team. Flexibility, delegation, and collaboration are characteristics of healthy teams and team leaders. Increasing globalization requires team leaders to be skilled at forging teamwork among diverse individuals, whereas managers must be skilled at forging collaboration among diverse groups.

FIGURE 9.3

The Triangle for Managing in the New Team Environment



SOURCE: L. Hirschhorn, *Managing in the New Team Environment*, (pages 13/14). Copyright © 1991 Addison-Wesley Publishing Company, Inc. Reprinted by permission of Addison Wesley Longman.

Looking Back

People and Processes Produce Quality at Ford Wayne

Variable reduction teams (VRTs) at Ford's Wayne Stamping & Assembly Plant are a key method for ensuring the Ford Escort's outstanding quality.⁶¹ The plant was retooled in 1996 for the March 1996 launch of the current-generation escort and its sister design, the Mercury Tracer. During this period of time, there was a precise focus on ensuring outstanding quality. In all, there are twelve VRTs in the Ford Wayne plant, each team representing a different subsystem in the Escort, such as Interior Trim, Sheet Metal, Powertrain, Chassis, and Paint. The purpose of the VRTs is to reduce variations in the production and assembly process that may detract from the outstanding quality of each job that comes off the assembly line. At 8:30 A.M. each working day, in a large, well-lighted room just off the factory floor, in a section where end-of-line tests are occurring, there is a meeting of the plant manager, quality control manager, manufacturing and area managers, hourly employees, engineering personnel, purchasing support, and sometimes supplier representatives. Two VRTs present a series of graphs, charts, drawings, matrices, and other information relevant to their subsystem to the assembled audience. The two VRTs go through the process in their subsystem using the information on the walls in front of the meeting. The two teams present problematic issues identified by their VRT and discuss actions the VRT is taking to resolve these issues. Using the solid sampling of data from within the plant and from the outside world developed by the VRTs, everyone is looking for variations that may reduce Ford Escort quality below best in class, or even below the best quality achievable for any car.

Chapter Summary

1. Groups are often composed of diverse people at work. Teams in organizations are a key to enhance quality and achieve success.
2. Important aspects of group behavior include norms of behavior, group cohesion, social loafing, and loss of individuality.
3. Once a group forms, it goes through four stages of development. If successful, the group emerges as a mature group with a purpose, clear behavioral norms, high cohesion, and a flexible status structure.
4. Quality circles, originally popularized in Japan, and quality teams contribute to solving technological and quality problems in the organization.
5. Teams provide social benefits for team members, as well as enhance organizational performance.
6. Empowerment and teamwork require specific organizational design elements and individual psychological characteristics and skills.
7. Upper echelons and top management teams are key to the strategy and performance of an organization. Diversity and a devil's advocate in the top team enhance performance.
8. Managing in the new team environment places new demands on managers, teams, and individuals. Managers must create a supportive and flexible environment for collaborative teams and empowered individuals. Team leaders must nurture the team's development.

Key Terms

group (p. 282)

team (p. 282)

norms of behavior (p. 283)

group cohesion (p. 283)

social loafing (p. 283)

loss of individuality (p. 284)

status structure (p. 290)

quality circle (QC) (p. 294)

quality team (p. 294)

psychological intimacy (p. 295)

integrated involvement (p. 295)

task function (p. 295)

maintenance function (p. 296)

self-managed team (p. 298)

upper echelon (p. 299)

Review Questions

1. What is a group? A team?
2. Explain four aspects of group behavior. How can each aspect help or hinder the group's functioning?
3. Explain what happens in each of the four stages of a group's development. When does the group address interpersonal issues? Task issues? Authority issues?
4. Describe the four characteristics of mature groups.
5. Why are teams important to organizations today? How and why are teams formed?
6. Describe at least five task and five maintenance functions that effective teams must perform.
7. Describe the necessary skills for empowerment and teamwork.
8. What are the benefits and potential drawbacks of self-managed teams?
9. What is the role of the manager in the new team environment? What is the role of the team leader?

Discussion and Communication Questions

1. Which was the most effective group (or team) of which you were a member? What made that group (or team) so effective?
2. Have you ever experienced peer pressure to act more in accordance with the behavioral norms of a group? Have you ever engaged in a little social loafing? Have you ever lost your head and been caught up in a group's destructive actions?
3. Name a company that successfully uses teamwork and empowerment. What has that company done that makes it so successful at teamwork and empowerment? Has its team approach made a difference in its performance? How?
4. Name a person you think is a particularly good team member. What makes this person a good team member? Name a person who is a problem

- as a team member. What makes this person a problem?
5. Think about your current work environment. Does your work environment use quality circles or self-managed teams? What are the barriers to teamwork and empowerment in that environment? What elements of the environment enhance or encourage teamwork and empowerment? (If you do not work, discuss this question with a friend who does.)
 6. (*communication question*) Prepare a memo describing your observations about teams and groups in your workplace or your university. Where have you observed teams or groups to be most effective? Why? What changes might be made at work or in the university to make teams more effective?
 7. (*communication question*) Develop an oral presentation about what the most important norms of behavior should be in an academic community and workplace. Be specific. Discuss how these norms should be established and reinforced.
 8. (*communication question*) Interview an employee or manager about what he or she believes contributes to cohesiveness in work groups and teams. Ask the person what the conclusions are based on. Be prepared to discuss what you have learned in class.
 9. Do you admire the upper echelons in your organization or university? Why or why not? Do they communicate effectively with groups and individuals throughout the organization?

Ethics Questions

1. Assume you know someone who is engaged in social loafing within a group of which you are a member. What should you do? Is this person acting in an unethical manner?
2. Is there a moral dilemma involved in expecting an individual to subordinate his or her individuality and autonomy to the will of the work group or team? Suppose you are a member of a work group or team getting ready to act in a way you believe is unethical or immoral. What should you do? Will you be responsible for the actions of the entire team?
3. Assume that a very mature group decides that it is necessary to resort to threats to one of the members to keep the person in line with the group's norms. Further assume that the behavior of the person in question is not endangering anyone inside or outside the group. Is the proposed group action unethical? What should your position be on the issue?
4. Suppose an empowered employee makes a mistake at your place of work that damages some property but does not hurt anyone. Assuming the employee was empowered to act, should the employee be punished for the unfortunate consequences of the action? Would your answer differ according to whether the employee had or had not been properly trained and supervised before being empowered?

Experiential Exercises

9.1 Tower Building: A Group Dynamics Activity

This exercise gives you an opportunity to study group dynamics in a task-oriented situation. Each group must bring materials to class for building a tower. All materials must fit in a box no greater than eight cubic feet (i.e., 2 ft. × 2 ft. × 2 ft. or 1 ft. × 2 ft. × 4 ft.).

Step 1. Each group is assigned a meeting place and a work place. One or two observers should be assigned in each group. The instructor may assign a manager to each group.

Step 2. Each group plans for the building of the paper tower (no physical construction is allowed during this planning period). Towers will be judged on the basis of height, stability, beauty, and meaning. (Another option is to have the groups do the planning outside of class and come prepared to build the tower.)

Step 3. Each group constructs its tower.

Step 4. Groups inspect other towers, and all individuals rate towers other than their own. See evaluation

sheet at right. Each group turns in its point totals (i.e., someone in the group adds up each person's total for all groups rated) to the instructor, and the instructor announces the winner.

Step 5. Group Dynamics Analysis. Observers report observations to their own groups and each group analyzes the group dynamics that occurred during the planning and building of the tower.

Step 6. Groups report on major issues in group dynamics that arose during the tower planning and building. Complete the Tower Building Aftermath questionnaire as homework if requested by your instructor.

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CRITERIA	GROUPS							
	1	2	3	4	5	6	7	8
Height								
Stability/ Strength								
Beauty								
Meaning/ Significance								
TOTALS								

Rate each criterion on a scale of 1–10, with 1 being lowest or poorest, and 10 being highest or best.

9.2 Design a Team

The following exercise gives you an opportunity to design a team. Working in a six-person group, address the individual characteristics, team composition, and norms for an effective group whose task is to make recommendations on improving customer relations. The president of a small clothing manufacturer is concerned that his customers are not satisfied enough with the company's responsiveness, product quality, and returned-orders process. He has asked your group to put together a team to address these problems.

Step 1. The class will form into groups of approximately six members each. Each group elects a spokesperson and answers the following questions. The group should spend an equal amount of time on each question.

- a. *What characteristics should the individual members of the task team possess?* Members may consider

professional competence, skills, department, and/or personality and behavioral characteristics in the group's discussion.

- b. *What should the composition of the task team be?* Once your group has addressed individual characteristics, consider the overall composition of the task team. Have special and/or unique competencies, knowledge, skills, and abilities been considered in your deliberations?
- c. *What norms of behavior do you think the task team should adopt?* A team's norms of behavior may evolve, or they may be consciously discussed and agreed upon. Take the latter approach.

Step 2. Each group will share the results of its answers to the questions in Step 1. Cross-team questions and discussion follows.


 Case

The Eden Alternative: Implications for Teamwork

Long-term nursing care facilities for the sick and elderly can be sterile, and even depressing, places—particularly for the residents of the facilities. For the residents, the long-term care facility is their home. Yet, it is unlike the homes that most people have prior to entering a nursing home.

The sterile and often depressing environment of a typical nursing home disturbed Dr. William Thomas, the sole physician and medical director for Chase Memorial Nursing Home, an eighty-bed facility in rural New York State. After taking the position at Chase Memorial, Dr. Thomas soon realized that nursing homes usually fostered loneliness, helplessness, and boredom—what he now refers to as “the three plagues of nursing homes.”

Thomas decided that a different approach was needed, so he developed a holistic approach to long-term nursing care known as the Eden Alternative. The basic philosophy of the Eden Alternative is to create a “human habitat” where residents thrive, grow, and flourish rather than wither, decay, and die. This human habitat is created by infusing Edenized facilities with life—in the form of animals, plants, and children. The emphasis is on incorporating plants, animals, and children into the day-to-day lives of the residents. While there are therapeutic benefits, the emphasis of Edenization is not on turning plants, animals, and children into some dramatic form of therapy.

Plants are placed in the rooms where people live, not just in the nursing home lobby to create a favorable impression with visitors. Pets provide companionship for the residents. Structured programs that bring school children into an Edenized facility provide opportunities to develop ongoing relationships with the nursing home residents.

Edenization is more—far more—than bringing plants, animals, and children into a long-term care facility. Edenization requires an attitudinal transformation on the part of the entire staff. Initially, staff members at Chase Memorial Nursing Home reacted negatively. It was not uncommon to hear comments such as these: “You’re buying parakeets?

Why not give us a raise instead?” “Do you really think I’m going to clean up after a dog? That’s not my job.” Dr. Thomas kept pushing the Edenization concept; resistance gradually diminished, and the staff began to embrace Edenization.

The reaction of the staff at Chase Memorial is symptomatic of a more profound issue with Edenization. While the plants, animals, and children help make a long-term nursing care facility into a human habitat, those elements are merely cosmetic in nature if not accompanied by more fundamental change in how the nursing home staff works together.

Asbury Care Center, a 104-bed nursing home in Charlotte, North Carolina, is one of more than 100 facilities nationwide that has adopted the Eden Alternative. Asbury Care provides an excellent illustration of how the facility’s staff must work together to realize the full benefits of Edenization. Central to the implementation of the Eden Alternative at Asbury “is building and empowering staff for total commitment and participation in the project.” Asbury formed multidisciplinary teams that were responsible for ensuring that all the elements of Edenization were being implemented and nurtured. Led by staff members from different areas, these teams also met regularly to discuss residents’ needs and capacities. The teams were responsible for addressing resident-centered issues and working on continually improving the residents’ quality of life.

At Asbury, Edenization is an ongoing process. Edenization is always evolving, always changing. The teams look for problems and solutions. Empowered staff members examine resident needs and how best to meet them.

The Eden Alternative has also been adopted by the Fairfax Nursing Center, a 200-bed facility in Northern Virginia. The Fairfax Nursing Center, a family-owned business, recognizes the value of teamwork in implementing the Eden Alternative. The Fairfax uses flexible staffing policies to support its emphasis on teamwork. Instead of having only

specifically assigned responsibilities, many duties are shared among the registered and licensed nurses, nursing assistants, and activities staff members.

The bottom line is that teams are extremely important for the Eden Alternative to be effective. However, as some observers have noted, too many nursing facilities that try Edenization seem to avoid this part of the process.

Discussion Questions

1. Using Table 9.1, discuss the extent to which the characteristics of well-functioning, effective groups accurately describe the Edenized facilities discussed in the case.
2. Explain why teamwork is important for the effective implementation of the Eden Alternative.
3. Using Table 9.3, explain how the task functions and maintenance functions might be used to facilitate effective implementation of teamwork in a facility undergoing Edenization.
4. What organizational and individual foundations of empowerment does implementation of the Eden Alternative require?

SOURCE: This case was written by Michael K. McCuddy, The Louis S. and Mary L. Morgal Professor of Christian Business Ethics and Professor of Management, College of Business Administration, Valparaiso University. This case was developed from material contained in L. Bruck, "Welcome to Eden," *Nursing Homes Long Term Care Management* (January 1997): 28-33; "Cats, Dogs and Kids Add Cozy Touch . . . At 'Eden Alternative' Nursing Homes," *CQ Researcher* (February 20, 1998): 150-151; M. Stermer, "Notes from an Eden Alternative Pioneer," *Nursing Homes Long-Term Care Management* (Nov.-Dec. 1998): 35-36.

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