

## Chapter 5: Team Measurement



When students finish studying this part, they should be able to:

1. Define the team assessment aspects.
2. Understand the feedback role in enhancing team effectiveness.
3. Understand the relationship between group cohesiveness, group effectiveness, and group norms
4. Describe the role of feedback process in enhancing team effectiveness.

Managing  
Team  
Performance



### 5.1 Managing Team Performance

- Motivate groups to achieve goals:
  - Members should benefit when the group performs well.
  - Rewards can be monetary or in other forms.
- Reduce social loafing: human tendency to put forth less effort in a group than individually:
  - To make individual efforts identified and evaluated.
  - To emphasize individual efforts to show they count.
  - To keep group size at a small number
- Help groups manage conflict.
  - All groups will have conflict; managers should seek ways to direct it to the goals.
  - Practice effective dialogue instead of debate.
  - Identify and resolve group conflicts
  - Vary levels and intensity of work.
  - Provide a balance between work and home.
  - Critique the way they work as a team, regularly and consistently.
  - Practice continuous improvement

Team  
Assessment  
Aspects



### 5.2 Team Assessment Aspects

It is common practice in assessing team performance to appoint, and if necessary train, a “**group facilitator**”. The role of this person is to continually draw the teams’ attention to the team process and to suggest structures and practices to support and enhance the team skills. This must be only a short-term training strategy, however, since the existence of a single facilitator may prevent the team from assuming collective responsibility for the team process. The aim of

any team should be that facilitation is performed by every member equally and constantly. If this responsibility is recognized and undertaken from the beginning by all, then the Storming phase may be avoided and the group development will pass straight into Norming.

The following is a set of suggestions, which may help in team assessment. They are offered as suggestions, no more; a team will work towards its own practices and norms.

Focus



### 1) Focus

The two basic foci should be the **team** and the **task**. If something is to be decided, it is the team that decides it. If there is a problem, the team solves it. If a member is performing badly, it is the team who asks for change.

If individual conflicts arise, review them in terms of the task. If there is initially a lack of structure and purpose in the deliberations, impose both in terms of the task. If there are disputes between alternative courses of action, negotiate in terms of the task.

Clarification



### 2) Clarification

In any project management, **the clarity of the specification is of paramount importance** - in-group work it is exponentially so. Suppose that there is a 0.8 chance of an individual understanding the task correctly (which is very high). If there are 8 members in the group then the chance of the group all working towards that same task is 0.17 and the same reasoning holds for every decision and action taken throughout the life of the team.

It is the first responsibility of the group to clarify its own task, and to record this understanding in a form of team's "mission" so that it can be constantly seen. This *mission statement* may be revised or replaced, but it should always act as a focus for the group deliberations and actions.

The mouse



### 3) The mouse

In any group, **there is always the quiet one in the corner who doesn't say much**. That individual is the most under utilized resource in the whole group, and so represents the best return for minimal effort by the group as a whole. It is the responsibility of that individual to speak out and to contribute. It is the responsibility of the group to encourage and develop that person, to include him/her in the discussion and actions, and to provide positive reinforcement each time that happens.

The loud mouth



### 4) The loud-mouth

In any group, **there is always a dominant member whose opinions form a disproportionate share of the discussion**. It is the responsibility of each individual to consider whether they are that

person. It is also responsibility of the group to ask whether the loud-mouth might like to summarize briefly, and then ask for other views.

The written record



### 5) The written record

**Often a decision which is not recorded will become clouded and have to be re-discussed.** This can be avoided simply by recording on a large display (where the group can clearly see) each decision as it is made. This has the further advantage that each decision must be expressed in a clear and concise form, which ensures that it is clarified.

Handling failure



### 6) Handling failure

**The long-term success of a group depends upon how it deals with failure.** It is a very British tendency to brush off failure and to get on with the next stage with no more than a mention - it is a very foolish tendency. The group should explore any failure. This is not to attribute blame (for that is shared by the whole group as an individual only acts with delegated responsibility), but rather to examine the causes and to devise a mechanism, which either monitors against or prevents repetition. A mistake should only happen once if it is treated correctly.

One practice, which is particularly useful, is to delegate the agreed solution to the individual or sub-group who made the original error. This allows the group to demonstrate its continuing trust and the patience to make amends.

Handling deadlock



### 7) Handling deadlock

**If two opposing points of view are held in the group then some action must be taken.** Several possible strategies exist. Each sub-group could debate from the other sub-group's viewpoint in order to better understand it. Common ground could be emphasized, and the differences viewed for a possible middle or alternative strategy. Each could be debated in the light of the original task. But firstly, the group should decide how much time the debate actually merits and then guillotines it after that time - then, if the issue is not critical, toss a coin.

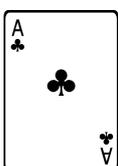
Sign posting



### 8) Sign posting

**As each small point is discussed, the larger picture can be obscured.** Thus, it is useful to frequently remind the group: this is where we came from, this is where we got to, and this is where we should be going.

Avoid single solutions



### 9) Avoid single solutions

**First ideas are not always best.** *For any given problem, the group should generate alternatives, evaluate these in terms of the task, pick one and implement it.* But most importantly, the team must also monitor the outcome, schedule a review and be prepared to change the plan.

Active communication



**10) Active communication**

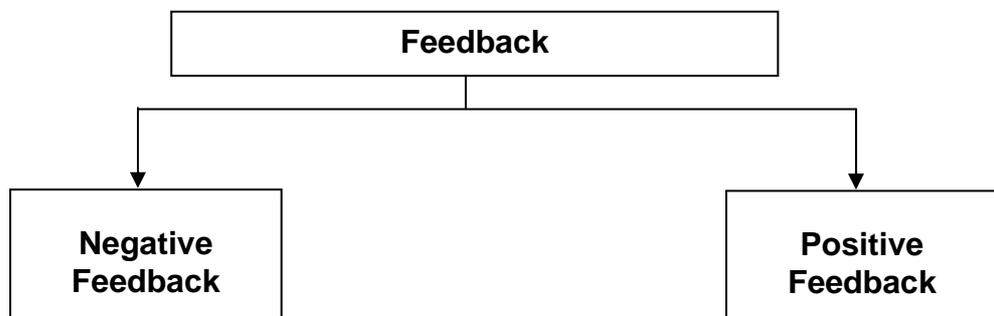
**Communication is the responsibility of both the speaker and the listener.** The speaker must actively seek to express the ideas in a clear and concise manner - the listener must actively seek to understand what has been said and to ask for clarification if unsure. Finally, both parties must be sure that the ideas have been correctly communicated perhaps by the listener summarizing what was said in a different way.

Feedback Role in Enhancing Team Effectiveness



**5.3 Feedback Role in Enhancing Team Effectiveness**

There are two types of feedback: they are positive and negative feedback, as shown in Figure 5.1.



**Figure 5.1: Feedback types**

Negative Feedback



**A) Negative Feedback**

**All criticism must be neutral: focused on the task and not the person.** So rather than calling a team member names (such as stupid), point out the error and offer him a chance to correct it. It is wise to adopt the policy of giving frequent feedback, especially for small things. Feedback session may be held under the coaching of a facilitator where mutual feedback can be exchanged. This will help develop feedback skills in team so that when things really go wrong, they can handle \_\_\_\_\_ in non-destructive way.

Positive feedback



**B) Positive Feedback**

**If anyone does something well, praise it.** Not only does this reinforce commendable actions, but it also mollifies the negative feedback, which may come later. Progress in the task should be emphasized.

Conclusion



**Conclusion**

Teams are like relationships - you have to work at them. In the work place, they constitute an important unit of activity but one whose support needs is only recently becoming understood. By making the team itself responsible for its own support, the responsibility becomes an accelerator for the team process. What is vital is that these needs

are recognized and explicitly dealt with by the team. **Management must allocate time and resources to this by the team and, and the team process must be planned, monitored and reviewed just like any other managed process.**

Potential Obstacles to Success: Why Do Some Teams Fail



### 5.4 Potential Obstacles to Success: Why Do Some Teams Fail?

- Some teams fail because their members are unwilling to cooperate with each other.
- Some teams fail to receive support from management.
- Some managers are unwilling to relinquish control.
- Team might fail not because their members do not cooperate with each other, but also because they fail to cooperate with other teams

Common Problems Encountered in Working With Teams


### 5.5 Common Problems Encountered in Working With Teams

	Problem	Meaning
1	<b>Personality and work style differences.</b>	<ul style="list-style-type: none"> <li>▪ Team members bring a range of individual differences, motivations, and work styles to the group. Some people see a project, job, or class assignment as one more of “life’s little requirements.” Their primary goal is to get it done and move on. For others, the project or task is an important personal statement. They take pride in their contribution.</li> <li>▪ Work styles also differ. Some members will take a highly structured approach, while other will take non-structured approach.</li> </ul>
2	<b>Poor task/ problem definition.</b>	<ul style="list-style-type: none"> <li>▪ Groups often see their role in terms of problem solving and getting the job done. Unless the real issues are carefully identified, the group may find a quick solution to the wrong problem, and may result inefficiency.</li> </ul>
3	<b>Poor preparation.</b>	<ul style="list-style-type: none"> <li>▪ Groups often use meetings ineffectively. A lack of focus, unstructured discussions, and unprepared members can lead to wasted time and little real decision-making and actions.</li> </ul>

4	<b>Difficulties in compromising.</b>	<ul style="list-style-type: none"> <li>▪ Inflexibility and the desire by some members to “win the argument” are common problems in groups. Some members come into a discussion with their minds made up and are not interested in new information; they will fail to be good listeners.</li> </ul>
5	<b>Lack of Empathy.</b>	<ul style="list-style-type: none"> <li>▪ Group members may view the project only in terms of their own efforts and fail to see the contributions of other members. It becomes easy to dismiss problems that don’t affect them personally.</li> </ul>
6	<b>Poor conflict management skills.</b>	<ul style="list-style-type: none"> <li>▪ Conflict can be either productive or destructive.</li> <li>▪ Conflict can be helpful if it expands the pool of ideas, helps to clarify issues, and prevent groups from reaching a premature consensus.</li> <li>▪ In contrast, conflict is destructive if it becomes personal and leads to infighting and drains to energy of group members.</li> </ul>
7	<b>Lack of cohesiveness.</b>	<ul style="list-style-type: none"> <li>▪ Groups that lack cohesiveness fail to function effectively as a unit.</li> <li>▪ Cohesive groups share common goals, and members are committed to understanding and helping each other.</li> <li>▪ Cohesion is an important variable in predicting the ability of groups of people to identify and solve problems.</li> </ul>



**Q: Mention some other problems that a group can encounter?**

**These are sample statements you and your team members will be asking during the assessment process**

- Decisions seem to be forced upon us
- People are not encouraged to speak out
- When the going gets tough it is every man/ woman for him/herself
- Communication needs improving
- Decisions are taken at the wrong level
- Some of the managers are not true to themselves
- We seldom question the content or usefulness of our meetings

- There are insufficient development opportunities
- We are frequently at loggerheads with other departments
- No one is really clear of where we are going
- People do not say what they really think
- Conflict is destructive in this team
- There is inadequate information on which to base decisions
- Some of the managers are not trusted
- We do not learn from our mistakes
- Managers do not help their subordinates to learn etc.?

Team  
Measurement  
Concept and  
Methodology



## 5.6 Team Measurement Concept and Methodology

**The following dimensions are critical to effective team measurement:**

- Perceived clarity of objectives and goals,
- Degree of openness and confrontation in operation,
- Degree of support and trust in operation,
- Perceived cooperation and conflict levels,
- Soundness of working methods and decision making,
- Appropriate leadership applied,
- Regular review,
- Perception of individual development opportunities, and
- Level of sound inter-group relations.

If any of these are blurred, confused or not present in your organizational environment you have in all probability a dysfunctional team, exhibiting poor leadership and costly inefficiencies, with great potential for improvement. The spirit to do well and work together may be there but will not come to the fore, in such a climate. Middle management 'away days' on so called team building courses, doing trust type exercises etc. will not help.

Take one, not so hypothetical example, of the period ending reporting process/procedures. This usually involves all sections, departments and branches of an organization working together, quality control, production, sales, admin., support services, information services etc. If there is a hold up for a few short hours in one department, all other departments wait / suffer and communication lines get more than a tad hot.

Team spirit goes, support and trust vanishes and conflict can ensue as no one accepts responsibility. It's every person for themselves, protecting their own territory. Can you relate to this example?

This team building exercise will highlight just such an occurrence and pave a way forward for you, your team and your organization.

Team  
assessment  
and feedback



### Team assessment and feedback

1. Diversify team membership
2. Keep teams small in size
3. Select the right team members
4. Train, train, train
5. Clarify goals
6. Link individual rewards to team performance.
7. Use appropriate measures
8. Encourage participation
9. Cultivate team spirit and social support.
10. Foster communication and cooperation
11. Emphasize the urgency of the team's task
12. Clarify the rules of behavior.
13. Regularly confront teams with
14. Acknowledge and reward vital contributions to the team.

Rewarding  
Teams



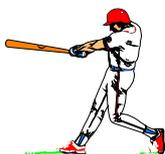
## 5.7 Rewarding Teams

There are at least four norms that might dictate how rewarding takes place in teams:

- Equity – reward according to inputs such as effort, performance, or seniority.
- Equality – reward everyone equally.
- Reciprocity – reward people the way they reward you.
- Social responsibility – reward those who truly need the reward

## 5.8 Empowerment as a Tool for Effectiveness

Empowerment  
as a Tool For  
Effectiveness



- Teach workers how to work in teams
- Make effective team interaction and cooperation a criteria in grading
- Ask for progress reports early on, including the functioning of the team
- Make the feedback public in the team
- Allow in class time for team meetings and planning and make yourself accessible to teams
- Design formative assessment on both the work itself AND the team work
- Allow for the time required to make teams work
- As a rule assign workers to teams rather than allowing them to self select
- Share the final products of the group work with the entire class and invite critique
- Make use of a group evaluation form and adapt future assessment in response.



## Assessment 5.1

### Conflict Management

	Statement	Self	Group
01	I/we communicate the rationale for ideas or conclusions.		
02	I/we ask for justification of others' conclusions or ideas.		
03	I/we extend or build on other members' ideas or conclusions.		
04	I/we generate additional solutions or strategies.		
05	I/we test the "reality" of solutions by planning and assessing the feasibility of their implementation.		
06	I/we see ideas from other persons' perspective.		
07	I/we criticize ideas without criticizing people.		
08	I/we differentiate differences of opinion when there is a disagreement.		
09	I/we check group members' follow-through.		
10	I/we assess group functioning honestly.		

Teamwork  
Quotes and  
Proverbs



### Teamwork Quotes and Proverbs

- It is amazing how much you can accomplish when it doesn't matter who gets the credit.
- There is no "I" in "TEAMWORK."
- Teamwork: Simply stated, it is less me and more we.
- TEAM = Together Everyone Achieves More.
- Teamwork is the fuel that allows common people to attain uncommon results.
- Teamwork is the ability to work together toward a common vision.
- Teamwork is the ability to direct individual accomplishments toward organizational objectives.
- The whole is greater than the sum of the parts.

- Teamwork is working together — even when apart.
- A job worth doing is worth doing together.
- Coming together, sharing together, working together, and succeeding together.
- A successful team beats with one heart.
- Teamwork divides the task and doubles the success.
- Teamwork doesn't tolerate the inconvenience of distance.

Remember



## Remember

### Teams and Groups

Teams and Groups

- **Group:** two or more people who interact with each other to accomplish a goal.
- **Team:** group who work intensively with each other to achieve a specific common goal.
- All teams are groups, **BUT** not all groups are teams.
- Teams often are difficult to form.
- Takes time for members to work together.
- Teams can improve organizational performance.

Designing Effective Work Teams



### Designing Effective Work Teams

A good model for thinking about the design of effective work teams is to consider a successful sports team, whether professional or amateur. In most cases, such teams are small teams made up of highly skilled individuals who are able to meld these skills into a cohesive effort. The task they are performing is intrinsically motivating and provides very direct feedback. If there are status differences on the team, the basis for these differences is contribution to the team, not some extraneous factor. The team shows an obsessive concern with obtaining the right personnel, relying on tryouts or player drafts, and the team is "coached," not supervised. With this informal model in mind, let's examine the concept of team effectiveness more closely.

According to Hackman, a work team is effective when (1) its physical or intellectual output is acceptable to management and to the other parts of the organization that use this output, (2) team members' needs are satisfied rather than frustrated by the team, and (3) the team experience enables members to continue to work together.

What leads to team effectiveness? In colloquial language, we might say "sweat, smarts, and style." More formally, Hackman notes that team's task, when great knowledge and skill are directed toward the task, and when the team adopts sensible strategies for accomplishing its goals. And just how does an organization achieve this? There is growing awareness in many organizations that the answer of **self-managed work teams**.

Principles for Effectiveness



## Principles for Effectiveness

Recent research has discovered a number of factors that contribute to the effectiveness of cross-functional teams

- Super ordinate goals
- Physical proximity.
- Autonomy.
- Rules and procedures.
- Leadership.

Problem – solving teams Management confronts many different organizational problems daily. Examples are production systems that are not manufacturing products at the desired levels of quality workers who appear to be listless and uninvolved and managers who are basing their decisions on inaccurate.

For assistance in solving such formidable problems management commonly establishes special team. A team set up to help eliminate a specified problem within the organization is called a problem-solving team. The typical problem – solving team has 5 to 12 members and is formed to discuss ways to improve quality in all phases of the organization, to make organizational processes more efficient, or to improve the overall work environment.<sup>18</sup>

After the problem solving team reaches a consensus, it makes recommendations to management about how to deal with the specified problem. Management may respond to the team's recommendations by implementing them in their entirety, by modifying and then implementing them, or by requesting further information to assess them, once the problem that management the team is generally disbanded.

Turning  
Individuals into  
Team Players



## Turning Individuals into Team Players

### How to get people to work together?

The first characteristic of problem-solving groups in that is task-oriented.

A typical problem solving group is second characteristic of problem-solving groups is that the individual members communicate face to face.

The four characteristics are group leadership, communication patterns. Communication climate and group cohesiveness  
Group Leadership: acting like a leader