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Introduction



Before we get into talking about teams I want to make one thing clear. Building and managing teams is difficult and even the best managers can get it wrong sometimes.

In the 1966 World Cup Final Alf Ramsey took the unpopular decision to leave out his star striker for the final against West Germany. Instead he picked Geoff Hurst whose style better suited his team plan. Geoff scored the only ever hat-trick in a World Cup Final and England became World Champions. But four years later, in Mexico, Sir Alf made the catastrophic decision to substitute Bobby Charlton when England were two up against West Germany in the quarter final and ended up losing 3–2. If it can happen to Alf Ramsey at the height of his career it can happen to you. If it does, don't be too hard on yourself. Learn from your mistakes and move on. After all, it's not as if someone will still be talking about your cock-up 40-odd years from now.

In order for people to find a reason to work as a member of a team, they need a common purpose and a sense of identity. Put a group of people in a lift together and they think and act as individuals. Create a crisis situation such as a breakdown or fire in the lift shaft and the need for survival becomes the common purpose. Instinctively each person assumes a role that they think will help the group survive, for example tactician, comforter, problem solver etc.

In this part, we examine the roles that people play within teams and the factors that may affect their capacity to perform effectively. The role that managers play in promoting effective team-working is also considered.

The British management guru Charles Handy tells a good story of how, when addressing a group of undergraduates, he once described ineffective teams as being like a rowing crew with eight people going backwards without talking to one another, being guided by someone who is too small to see where they were going. He admitted that he got a bit of flak from a rower in the audience who argued that, on the contrary, they were a good example of the perfect team; as they would not have the confidence to pull on the oar so strongly without talking or seeing if they didn't have complete trust in each other and in the person steering the boat. I like Handy, but in this instance I think the rowers beat him by a canvas.

I'll leave it to the American car magnate Henry Ford to sum up what this section is all about. He described team formation as 'Coming together is a beginning; keeping together is a process; working together is success.'

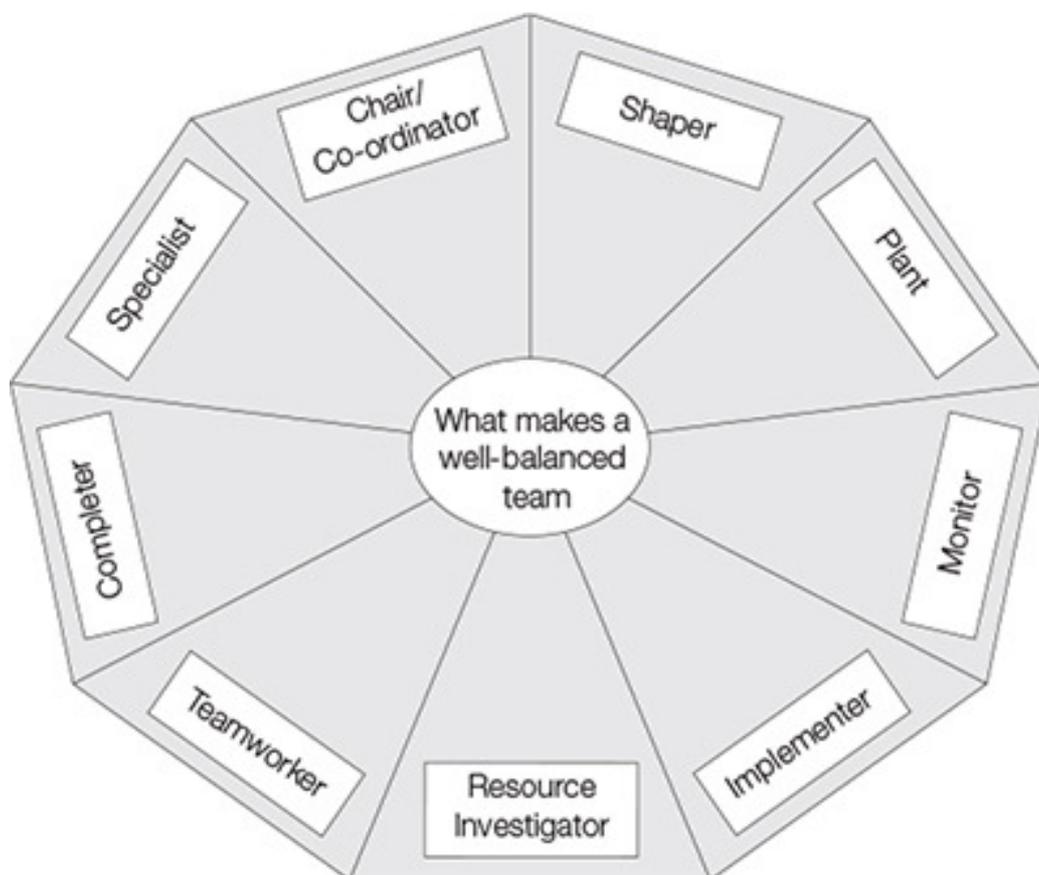
Good luck

Theory Thirty Two

Belbin's Team Roles

Use as a checklist, every time you form a new team, to confirm that you have the right mix of people for the job

For any team to be successful, Meredith Belbin argues that the following roles must be undertaken by nominated members of the team:



- **Chair/Co-ordinator** sets the agenda, is calm and confident and responsible for getting the balance of the team right.
- **Shaper** aims to influence the team's decisions; is extrovert and willing to be unpopular if the job requires it.
- **Plant/innovator** generates ideas and develops innovative ways to solve problems.
- **Monitor/evaluator** is analytical, dispassionate and objective, but may upset team mates with criticisms.
- **Implementer** works hard to turn ideas into action; may annoy team mates because of their reluctance to compromise.
- **Resource investigators** are often crafty and personable; they find the resources required and suss out what the opposition is up to.
- **Teamworker** is sociable and conscientious; brings the team together and helps sort out any of the team's inter-personal and professional issues.
- **Completer/finisher** is determined and committed but can be seen as too keen to get the job done at any cost.
- **Specialist** provides technical expertise in key areas; may annoy others because they focus too narrowly on their specialist area.

How to Use It

- Start with the end in mind (see Theory 9) and identify the team's aims and objectives, the resources available and the deadlines you must meet.
- Identify who supports/opposes the project (see Theory 55). This information is vital. During any project problems will arise and you need to know who you can trust.
- Make sure that the recruits to your team can cover all of the functions listed on the facing page – even if that means some people covering two or more functions.
- Use a combination of personal interviews and Belbin's Team Roles Questionnaire (available online) to identify each person's role/s.
- Brief each person on what you expect of them. Then monitor progress, identify problems and implement remedies. If you're not the problem (and managers often are) consider the following:
 - A lack of clarity about the team's objectives. What's your Shaper doing?
 - Underperformance by the team. How good is your Completer?
 - An inability to overcome problems. What's your Plant doing?
 - Poor analysis of problems. Does your Monitor need a wake-up call?
 - Difficulties in turning ideas into practical solutions. What's your Implementer up to?
 - Lack of resources. Do you need to replace your Resource Investigator with someone who can duck and dive?
 - A lack of harmony and commitment to the team's objectives. Has the Team worker upset the team?
 - An inability to finish tasks. Has your Completer become bored with the project?
 - Lack of specialist knowledge. Does your Specialist have the right expertise for the project?
- Once you have identified the problem deal with it decisively.

Questions to Ask

- Do I have the right mix of people in the team?
- How will I monitor progress?
- What are my milestones?

Theory Thirty Three

Maccoby's Gamesman Theory

Use to identify the type of leader your team needs

Michael Maccoby concentrated on the role and responsibilities of the team manager.

He identified four character types that can be found acting as team manager:



- **Craftsman:** Leads by issuing commands and expects staff to follow orders. Individualistic, they can be inventive, self-contained, resolute and sincere but also obstinate and suspicious.
- **Jungle fighter:** Tough, bold and competitive. They thrive on power and the desire to win and will fight to protect the team. But they can also be ego-driven, paternalistic and authoritarian and upset team members with their aggressive attitude.
- **Company man:** A true team player who is loyal, hard-working and eager to please. They thrive on creating an atmosphere of discipline and order but are too conservative to lead a team where innovative thinking or risk taking is required.
- **Gamesman:** A risk taker who is fascinated by new techniques and ideas and loves problem solving. They thrive on competition and generate enthusiasm within the team. But they can be detached, dispassionate and fail to inspire loyalty.

How to Use It

- Identify which stereotype you are. Be realistic when you make this call. Better still, ask others what characteristics you display. Don't use the terminology that Maccoby uses – that might scare people. Depending on the relationship you have with team members you can be blunt or subtle with your questioning. The important thing is to find out how you are perceived.
- Once you know what staff think of you take action to emphasise the positive aspects of your character and minimise the negative. Consider importing some of the virtues of the other characters. Of course some characteristics could be ingrained and you may find it difficult to change (*see Theory 11*). For example, a Company Man might struggle to lead a team where blue sky, innovative thinking is required. In this instance, delegate the role of leading on innovation to one of the other members of the team (*see Theory 32*).
- Recognise that different types of team leaders are required at different stages of the team's evolution. Craftsmen are essential in the beginning, making tools and weapons for protection. Jungle Fighters use the tools to conquer the environment and make it safe. Once the environment has been tamed, Company Men move in and start the socialisation process. As people become a cohesive unit Gamesmen move in and drive the survivors to higher levels of performance.

Questions to Ask

- At what stage of development is the organisation/team?
- What type of leader does the team require?
- Can I provide that type of leadership?
- If not, whose help on the team can I enlist?

Theory Thirty Four

Likert's Theory of Team Management Styles

Use this to understand the role, responsibilities and relationships that you have with your team.

Rensis Likert identified four styles to describe the role, responsibilities and relationships that managers have with their team.

The four styles run from autocratic despot to a first-among-equals approach to management and have clear links with style leadership (see Theories 12 and 13).

Likert's management styles:

- ***Exploitive-autocratic:*** The manager has little or no trust in team members and therefore decisions are imposed with minimal consultation. Communication is top down.
- ***Benevolent-authoritative:*** The manager is condescending towards the team therefore team members are very reluctant to offer ideas or suggestions. Communication upwards is censored.
- ***Consultative:*** The manager has significant but not complete confidence in the team. Although there is discussion on key issues there is little doubt as to who has the final say. Communication is mostly top-down but there are signs of cautious bottom-up streams of communication.
- ***Participative:*** The manager encourages free and open communication throughout the team. New ideas are welcomed. Rewards and punishments are not necessary as the team assumes full responsibility for getting things done. Everyone has absolute confidence in everyone else.

Likert's categories clearly run from a highly task-oriented team management style to a highly people-oriented management style.

How to Use It

- Identify which team management style you prefer. You could use Blake and Mouton's Questionnaire to do this (*see Theory 13*).
- As circumstances change, analyse the situation and identify which management approach will be most effective in the new situation.
- Be prepared to vary your style of management depending on circumstances. If you need something done quickly and to a precise standard then an autocratic and authoritarian approach may be required. Once the panic is over you can focus more on the democratic, participative approach. It's all about balancing the needs of the individual, task and organisation (*see Theory 14*) and recognising that these are constantly changing.
- Adopting the correct approach when under pressure is difficult to do. So rehearse different scenarios in your mind before you are faced by them in practice. Know how you will react, why you will react in that way, the impact that the change will have on your team and how you are going to deal with any fallout (*see Theory 67*).

Questions to Ask

- What is my default style of management?
- Which style of management does my team respond to best?

Theory Thirty Five

Drexler & Sibbet Team Performance Model

Use this to identify the stages that a project team will go through and the key questions you need to ask at each stage.

The model was developed by Allan Drexler, David Sibbet and Russ Forrester. It consists of a seven-stage questioning process which is depicted as a bouncing ball.



Questions to ask at each stage of the process:

- **Orientation:** What's the purpose of the team and who's going to be in it?
- **Trust building:** How can I develop mutual respect, frankness and reliability among the team members?
- **Goal clarification:** What are we seeking to achieve? How will I ensure that the team has a shared vision and clear unambiguous targets?
- **Commitment:** How are we going to achieve our target? Do we have the right people and resources to be successful?
- **Implementation:** Who does what, when and where?

- **High performance:** How can we ensure that everyone is aligned behind the same objective, are well disciplined and know what they have to do?
- **Renewal:** When and how will we know that our work is done?

How to Use It

- Start by asking yourself and the team 'Why are we here?' Resolve that and you'll get a sense of purpose, team identity and buy-in. Fail to resolve it and you will be faced with confusion, uncertainty and fear.
- Use the questions posed in the theory at each stage of the process to help you progress to the next stage.
- Build inter-team trust by getting members to share details of their work experiences, expectations, agendas and skills. It's during this phase that people test each other out.
- Build on the trust created by making sure that team members are clear about their individual roles and responsibilities and those of their colleagues.
- Produce a detailed implementation plan which identifies who is responsible for each stage of the process (see Theories 39, 49 and 86).
- Use team meetings to clarify the project's aims and monitor progress. Encourage the team to discuss their work and identify different ways of doing things. Expect some disagreement during this stage and only move on when consensus has been reached.
- If you want your team to commit to the project and work cooperatively you must be a good role model – a case of do as I do.
- Don't be afraid to go back to previous stages if you need to. Remember the concept of the model as a bouncing ball and on occasions the ball can run out of steam or not bounce as expected.
- Once the task has been completed celebrate the team's success and discuss areas for improvement and what can be done differently next time.

Questions to Ask

- Am I clear about the aims of the project?
- Have I communicated that vision clearly to the team?

Theory Thirty Six

Homans' Theory of Group Formation

Use as a checklist, every time you form a new team, to confirm that you have the right mix of people for the job

George Homans argues that the interaction between the group and the environment in which it operates shapes both the behaviour of the group and the final outcome.

The five factors identified are:

1. Physical restraints that are imposed on the team which affect the performance of the task.
2. Cultural–personal beliefs and values that make up the shared understanding of the group.
3. Technological facilities and resources that are available to the team to help them achieve their task.
4. Organisation's policies and procedures that govern working practices and personal development of team members.
5. Socio-economic factors which flow from the impact that the wider political, economic, social and technological developments have on the team.

Homan argues that, influenced by the environment, the group goes through a series of behavioural stages.

In the beginning they act in a manner expected by the group leader (required or given behaviours) followed by a stage of doing things over and above what is expected (emergent behaviours) resulting ultimately in increased productivity and personal development.

How to Use It

- Recognise that you and your team do not operate in isolation. You are both affected by your organisation's culture (see Section 5) and wider societal influences.
- Use SWOT (see Theory 65) and PEST/PESTLE (see Theory 66) tools to identify the variables that might impact on your project and in conjunction with the team decide how you will deal with all eventualities identified.
- Remove any physical restraints imposed on your team as this will affect its performance. If accommodation is cramped, over-crowded and separated geographically from the site of the action your team will naturally assume that the organisation thinks that their work is unimportant (see Theories 23 and 26).
- Instil in the team a common set of values and beliefs about how the team will operate, deal with the task in hand and recognise what a successful outcome will look like.
- Train every member of your team to maximise the use of the tools available to them. Too often individuals are unaware of what resources are available or how to fully exploit them.
- Teams working outside the normal organisation structure can be hamstrung by the bureaucracy that governs everyday organisational life. Agree with management to what extent you can opt out of normal controls.

Questions to Ask

- Am I too focused on what is going on within the organisation?
- Do I need to discuss the wider implications of the project with someone outside the team?

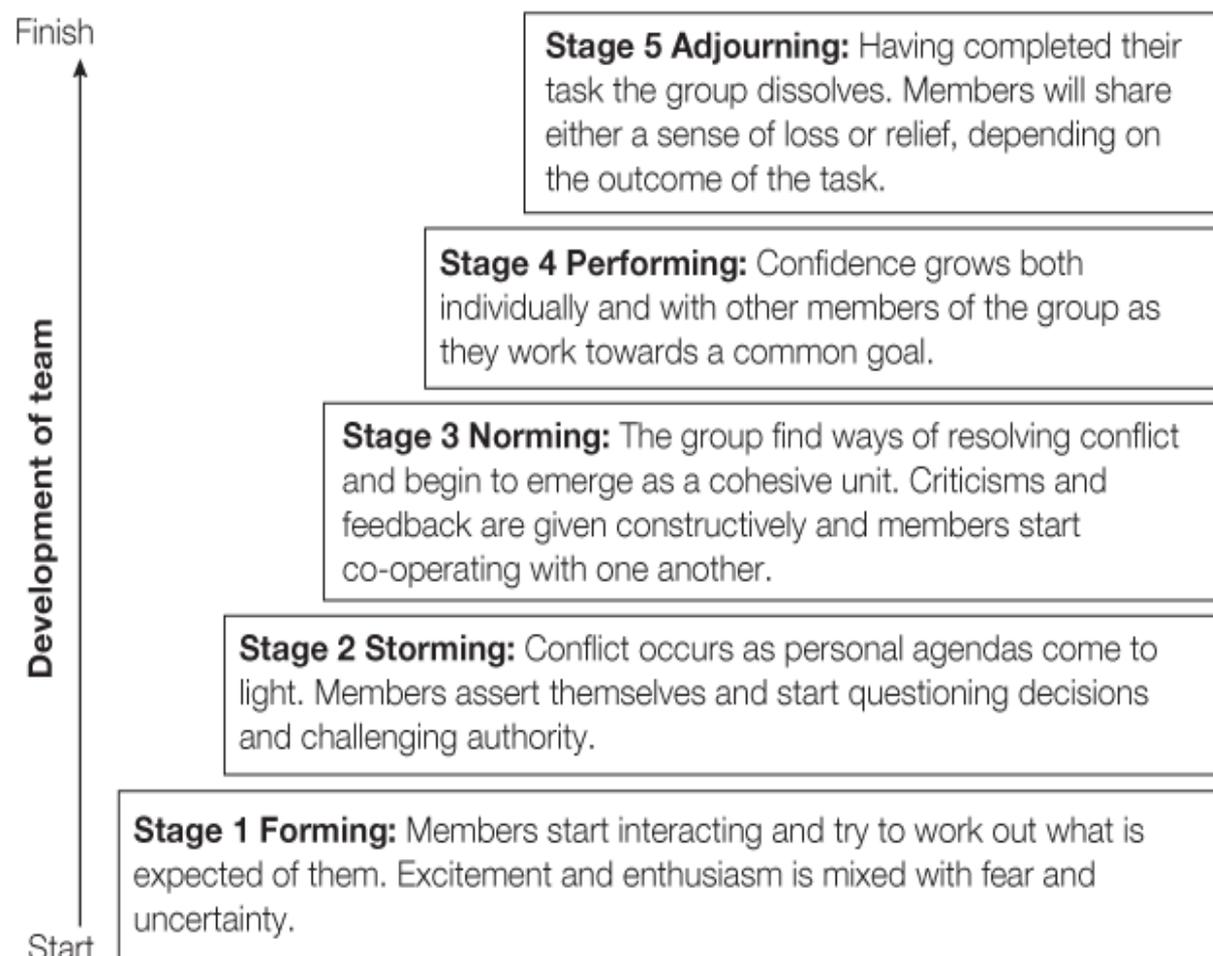
Theory Thirty Seven

Tuckman's Group Development Sequence Model

Use this to identify the stages of development that your team pass through and amend your management style accordingly.

Bruce Tuckman first presented his *Forming, Storming, Norming, Performing* (FSNP) model in 1965 and, with Mary Jensen, added a fifth stage (*Adjourning*) in 1977.

The model describes the phases which teams go through from initial formation to completion of the task.



How to Use It

- Provide guidance from the moment the team starts to form. Make clear the team's purpose, aims and objectives and what contribution you expect from each person. Negotiate and agree working ground rules and listen to any concerns that members have and address them.
- During the storming phase be prepared to deal with any challenges to your authority or inter-team squabbles. How you deal with these will set the tone for the behaviours you can expect people to exhibit throughout the operational life of the team. Acting passively or aggressively may not be in the team's best interest. Go for a win/win solution (see Theory 9) whenever possible.
- As the team matures and enters the norming phase your role changes to one of supporter. By this stage the team will have developed its own ways of dealing with conflict and created enough trust between team members to accept constructive criticism without coming to blows. So sit back and let the team resolve its own problems.
- Once the group start performing as a cohesive team don't be afraid to adopt a watching brief. Let the team get on with it. If you've trained them right they will only approach you if they need help.
- Once the task is complete, celebrate the team's success and acknowledge everyone's contribution

Questions to Ask

- Do I have the self-discipline to increasingly take a back seat as the team matures?
- How will I know if I am stifling the team's growth?
- What signs will I look for?

Theory Thirty Eight

Wheelan's Integrated Model of Group Development

Use this, to deepen your understanding of the developmental stages that groups go through.

Susan Wheelan built on Tuckman's model (see Theory 37) and suggested that groups achieve maturity simply through the process of working together.

She claims that there is a significant relationship between the length of time that a group has been together and their behavioural patterns. She describes these relationships using a four-stage model based on a life-growth cycle.



To accompany the model Wheelan developed a Group Development Observation System (GDOS) which assesses each member's perception of what stage they think the team is at.

Using this information managers can change their management style to match the teams developmental stage and meet its needs.

How to Use It

- Use the Group Development Observation System (GDOS) (available online) to assess each member's perception of what stage they think the team is at.
- **In phase one** (infancy) look out for team members who display the characteristics shown in infancy such as dependency, immaturity and a need to be wanted. Invest time and effort with these people. Explain what you want, answer questions, provide support and model the behaviour you expect from them.
- **In phase two** (adolescence) you can expect conflicts about values, challenges to your authority, disagreements and fights to break out. Remain calm and remember that it's not personal (see Theories 31 and 84). Provide both opportunities and time for staff to talk to you and each other. Use these conversations to emphasise the shared values that you expect the team to exhibit.
- **In phase three** back off as the team enters young adulthood. If you want the team to reach full maturity, you must resist becoming too involved with the team's decision making. Act as a facilitator not a director and let the team sort out its own mistakes.
- **Phase four** (maturity) is where your team have the confidence and belief to tackle even the most challenging tasks alone. Allow them space, don't interfere, but keep a familial eye on them and celebrate their achievements. They may have cut the apron strings but (hopefully) they will still respect you and value your advice, praise and appreciation.

Questions to Ask

- Do I have the ability to support my team members through each phase?
- Is there someone outside the team who I can talk to in confidence to help me with this?

Theory Thirty Nine

Locke's Goal Setting Theorychapter Title

Use when you want to motivate, monitor and control staff by using targets.

Edwin Locke claimed that there was a relationship between how difficult and specific a goal was and how well a team performed.



The five principles that underpin successful goal setting:

- **Clarity:** When a goal is clear and specific, there is less misunderstanding within the team about who is expected to do what, to what standard and within what timeframe.
- **Challenge:** Teams are motivated by challenge and achievement. A 'good' goal is one which is difficult but do-able and which team members believe will give them great satisfaction when achieved.
- **Commitment:** Teams are more likely to 'buy into' a goal if they feel they were part of creating the goal.
- **Feedback:** Teams react positively to action by the leader that clarifies expectations, adjusts goals and acknowledges achievement.
- **Task complexity:** Teams may get excited by working on challenging tasks but they may also get overwhelmed if the task is too complex.

Locke asserts that the underlying purpose of goal setting is to facilitate success. If managers fail to make targets clear and specific they will frustrate and inhibit staff from achieving their objectives.

How to Use It

- Recognise that if your team isn't operating as effectively as it should the problem may lie with you. Did you set specific, measurable, achievable, realistic and time-limited goals (*SMART targets – see Theory 88*)? If not, redraw them. Ensure that each goal is both challenging and realistic. Aim too high and you'll de-motivate your team. Aim too low and the team will become bored and disinterested.
- Once you have set SMART targets ask staff to set their own individual targets. Have them use the SMART approach and make sure that their targets are compatible with the team's goals. By doing this, you keep everyone motivated and committed to an integrated set of personal and team goals.
- Provide regular feedback to both individuals and the team but don't go overboard. You don't need daily team meetings or meetings to agree agendas for meetings etc. Instead, provide feedback as and when you come into daily contact with people and hold short, snappy meetings to discuss and record progress.
- For complex tasks take special care to ensure that you don't overwhelm the team. Those team members who are used to working on complex tasks may be straining to strut their stuff. But less experienced staff may feel under severe pressure to perform. Keep an eye on them and talk to them regularly (*see Theory 16*).

Questions to Ask

- Have I set SMART targets for the team and each person in it?
- Do my meetings help the team achieve its targets or slow it down?