



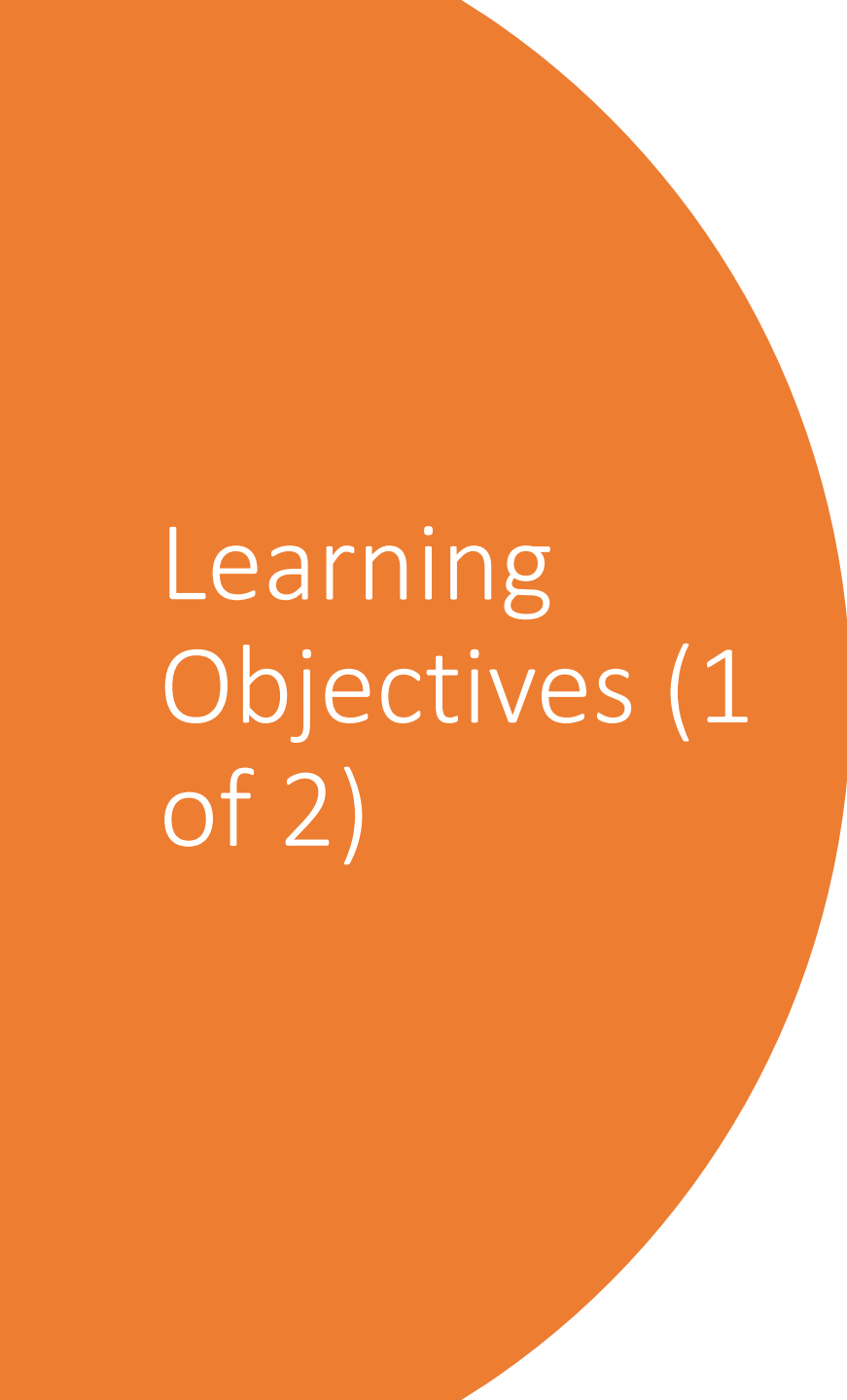
LCDB7008 Visions for the Future : Theoretical Perspectives on Management

Week 9

Group Behaviour and Management

Dr. Helen Lee



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Learning Objectives (1 of 2)

- 9.1** Distinguish between the different types of groups.
 - 9.2** Describe the punctuated-equilibrium model of group development.
 - 9.3** Show how role requirements change in different situations.
 - 9.4** Demonstrate how norms exert influence on an individual's behavior.
- 
- A series of four yellow dashed line segments are arranged in a curved, upward-sloping pattern in the bottom right corner of the slide.

Learning Objectives (2 of 2)

- 9.5 Show how status and size differences affect group performance.
- 9.6 Describe how issues of cohesiveness and diversity can be integrated for group effectiveness.
- 9.7 Contrast the strengths and weaknesses of group decision making.

Group Behaviour and Team work



- Most Motivational NFL Video Of All Time (3:55 mins)
<https://youtu.be/ab-aHNBhjEY>
- FA CUP WINNERS | Manchester United (2:27 min)
<https://youtu.be/tbGhAwdQxSw>
-
- Football Respect • Emotional Moments • Fair Play • HD (5:56 min)
<https://youtu.be/dTUDqudppTY>

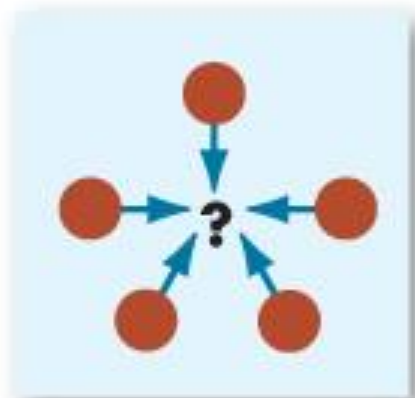
Differences Between Groups and Teams

Exhibit 10-1 Comparing Workgroups and Work Teams from



Contrast the Five Types of Teams

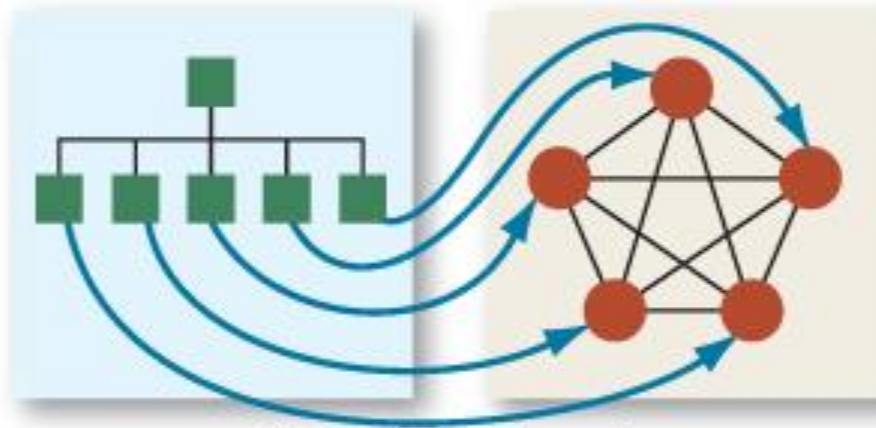
Exhibit 10-2 Four Types of Teams



Problem-solving



Self-managed



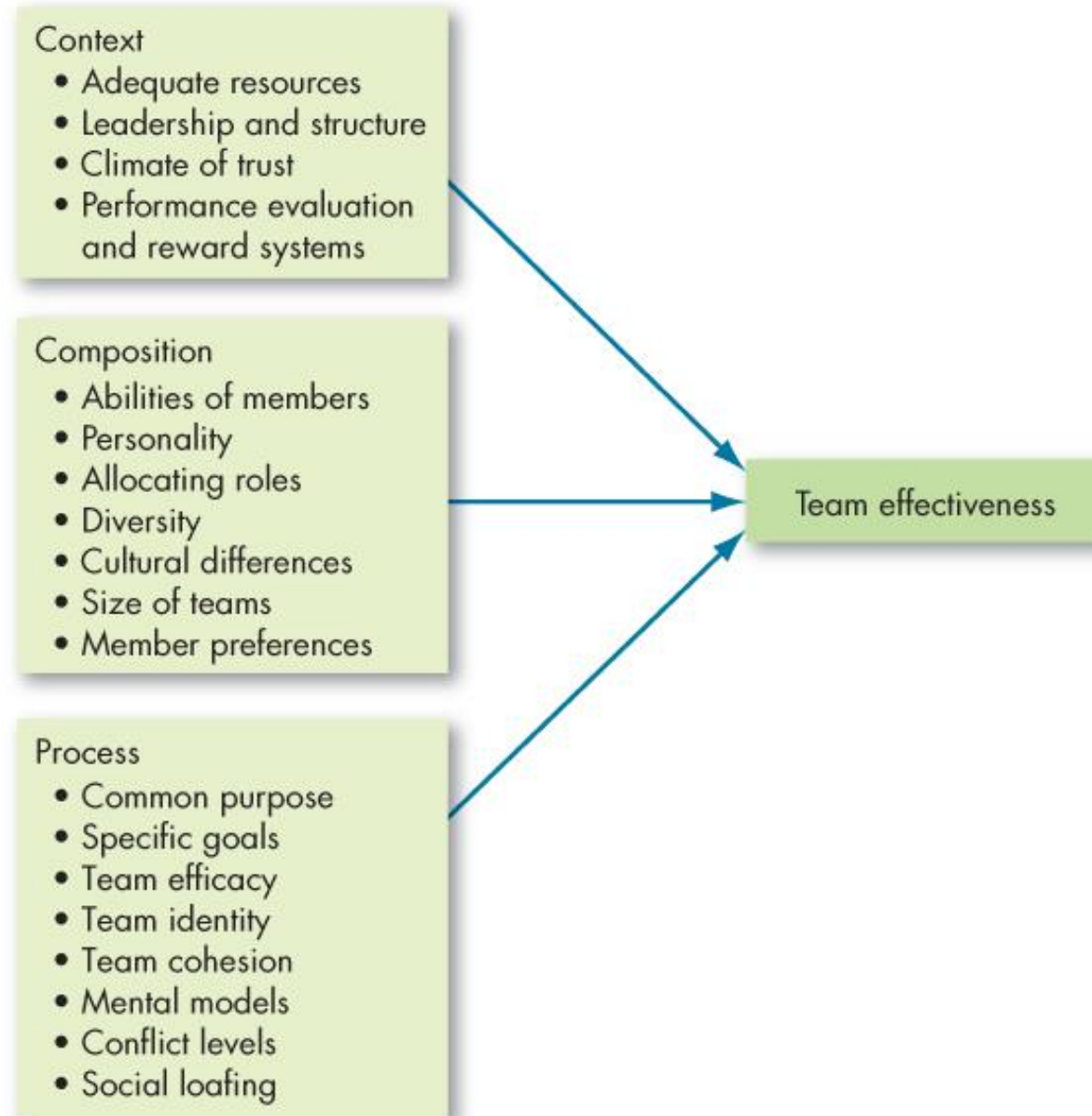
Cross-functional



Virtual

Identify the Characteristics of Effective Teams (1 of 6)

Exhibit 10-3 Team Effectiveness Model



Distinguish Between Different Types of Groups (1 of 5)

- A **group** is defined as two or more individuals, interacting and interdependent, who have come together to achieve particular objectives.
- Groups can be either formal or informal.
 - **Formal groups:** those defined by the organization's structure.
 - **Informal groups:** alliances that are neither formally structured nor organizationally determined.

Distinguish Between Different Types of Groups (2 of 5)

- **Social identity theory:** considers when and why individuals consider themselves members of groups.
 - People have emotional reactions to the failure or **success of their group** because their **self-esteem gets tied into the performance of the group**.
 - Social identities help us understand who we are and where we fit in with people.

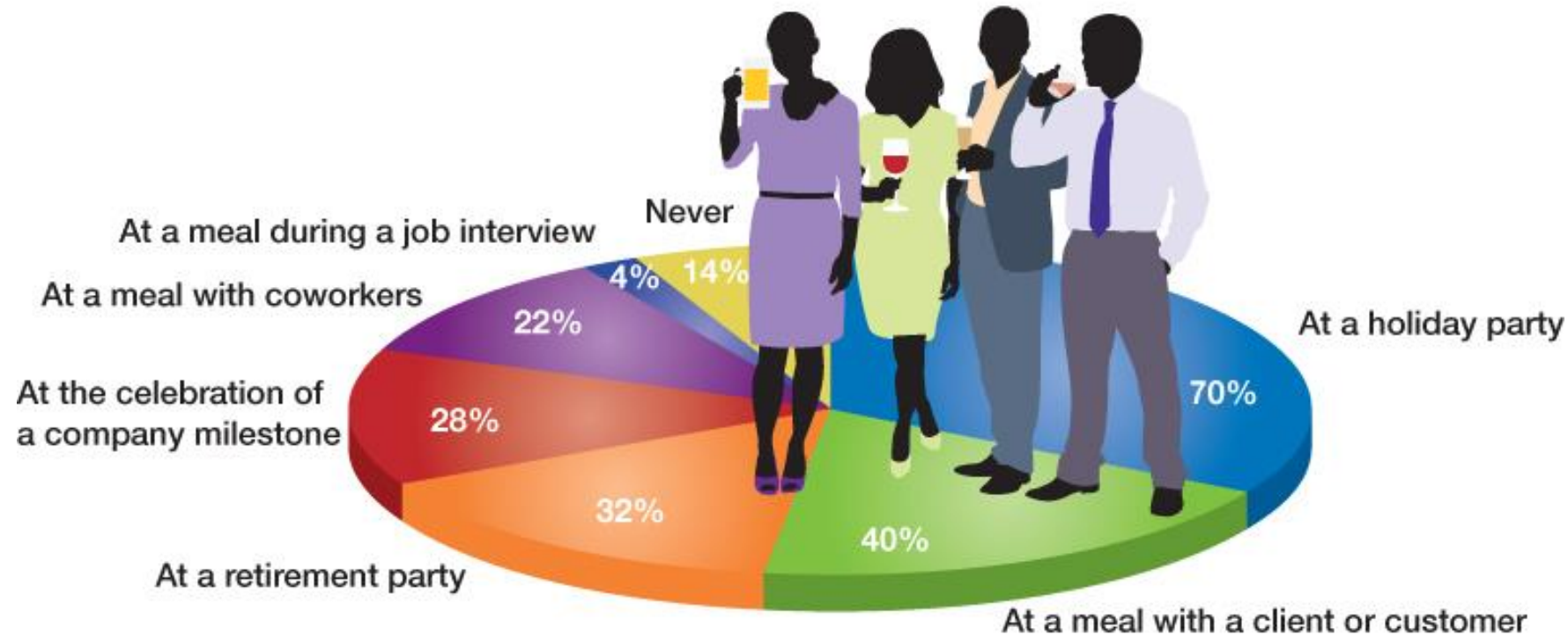
Social identity theory

- **Social Identity Theory (2:55 mins)**

- <https://youtu.be/asbfThj-f4Q>

Distinguish Between Different Types of Groups (3 of 5)

OB Poll Most People Report Drinking with Coworkers is Acceptable



Note: Society for Human Resources Management (SHRM) survey of 501 individuals and how drinking is viewed in their organization at a range of workrelated activities.

Source: Based on S. M. Heathfield, "To Drink or Not to Drink: Does Alcohol Drinking Mix Safely with Work Events?," *About.com Guide*, 2013, http://humanresources.about.com/od/networking/qt/drink_i3.htm.

Distinguish Between Different Types of Groups (4 of 5)

- Ingroups and Outgroups
 - **Ingroup favoritism** occurs when we see members of our group as better than other people, and people not in our group as all the same.
 - Whenever there is an ingroup, there is by necessity an **outgroup**, which is sometimes everyone else, but is usually an identified group known by the ingroup's members.

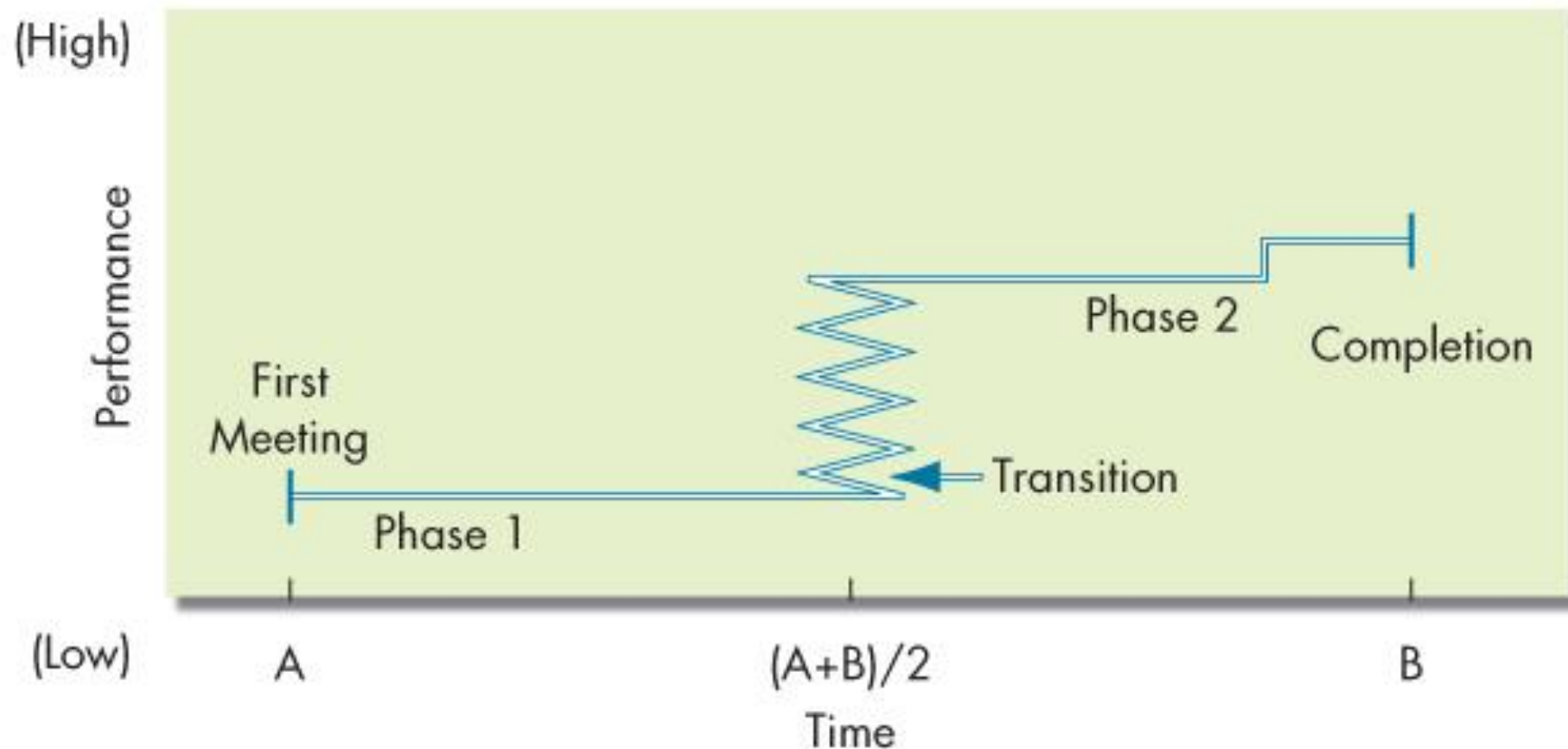


Distinguish Between Different Types of Groups (5 of 5)

- Social Identity Threat
 - Ingroups and outgroups pave the way for **social identity threat**, which is akin to **stereotype threat**.
 - Individuals believe they will be personally negatively evaluated due to their association with a devalued group, and they may lose confidence and performance effectiveness.

Describe the Punctuated Equilibrium Model

Exhibit 9-1 The Punctuated-Equilibrium Model



Show How Role Requirements Change (1 of 3)

- **Role:** a set of **expected behavior patterns** attributed to someone occupying a given position in a social unit.
 - **Role perception:** one's perception of how to act in a given situation.
 - **Role expectations:** how others believe one should act in a given situation.
 - **Psychological contract**

Show How Role Requirements Change (2 of 3)

- **Role conflict:** situation in which an individual faces divergent role expectations.
 - We can experience **interrole conflict** when the expectations of our different, separate groups are in opposition.

Show How Role Requirements Change (3 of 3)

- Role Play and Assimilation
 - Philip Zimbardo's prison experiment.
 - Participants easily and rapidly assumed roles that were very different from their inherent personalities.

Show How Norms Exert Influence On An Individual's Behavior (1 of 7)

- **Norms:**
 - Acceptable standards of behavior within a group that are shared by the group's members.

Show How Norms Exert Influence On An Individual's Behavior (2 of 7)

- Norms and Emotions
 - A recent study found that, in a task group, individuals' emotions influenced the group's emotions and vice versa.
 - Researchers have also found that norms dictated the experience of emotions for the individuals and for the groups – in other words, people grew to interpret their shared emotions in the same way.

Activity

- Assume that you are the team leader of a restaurant. Please select your teammates to achieve the team objectives
- i) to meet the sales target
- ii) to provide excellent customer services



Top 10 Best Football Players : Will you choose one of them to be the team leader or teammate?

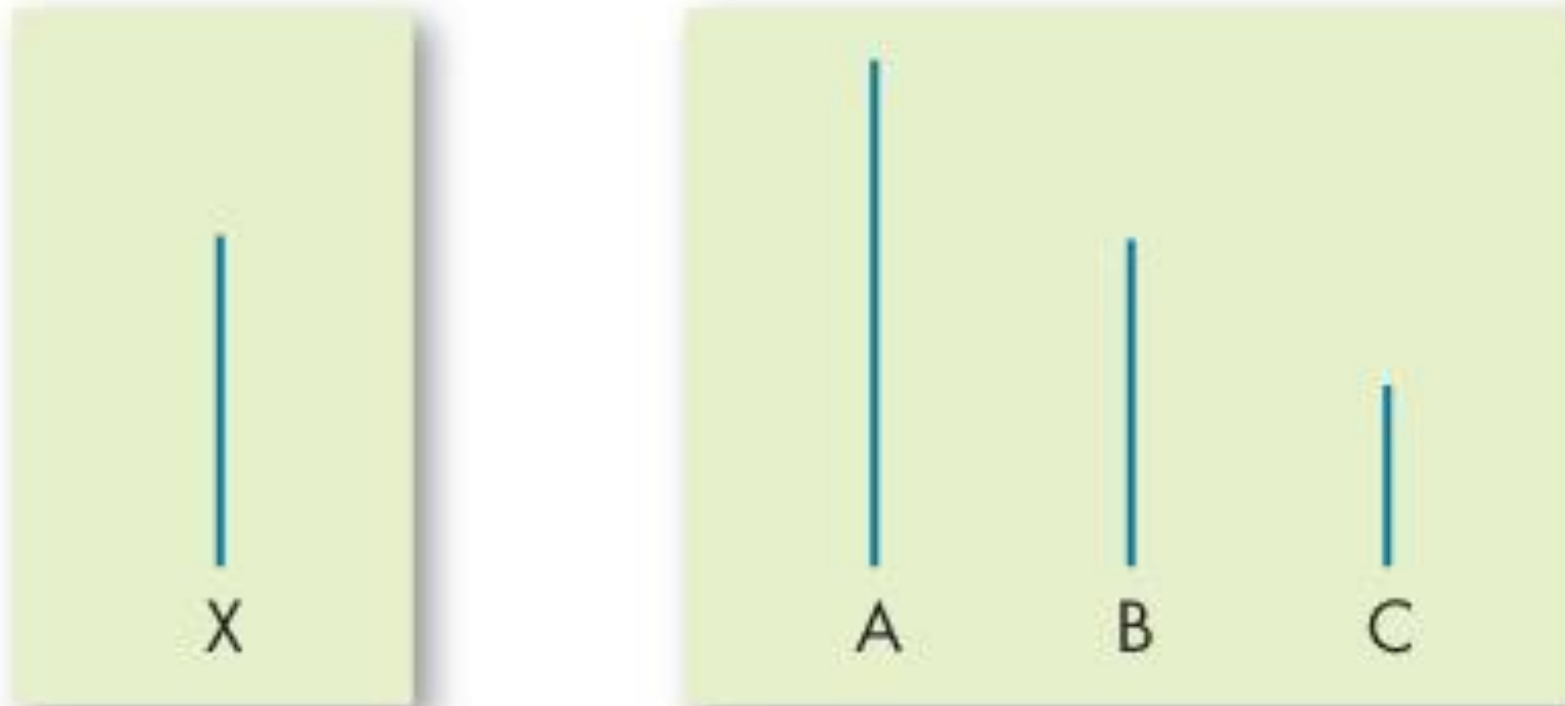


Lionel Messi
Cristiano Ronaldo
Kylian Mbappé
Neymar Jr.
Kevin De Bruyne
Robert Lewandowski
Mohamed Salah
Virgil van Dijk
Karim Benzema
Erling Haaland

https://medium.com/@ar_writer/top-10-best-football-players-in-the-world-e78eb92cfc80

Show How Norms Exert Influence On An Individual's Behavior (3 of 7)

Exhibit 9-2 Examples of Cards Used in Asch's Study



Show How Norms Exert Influence On An Individual's Behavior (4 of 7)

- Norms and Emotions
 - A recent study found that, in a task group, individuals' emotions influenced the group's emotions and vice versa.
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Show How Norms Exert Influence On An Individual's Behavior (5 of 7)

- Positive Norms and Group Outcomes
 - One goal of every organization with corporate social responsibility (CSR) initiatives is for its values to hold normative sway over employees.
 - If employees aligned their thinking with positive norms, these norms would become stronger and the probability of positive impact would grow exponentially.
 - Positive group norms may well beget positive outcomes, but only if other factors are present.

Show How Norms Exert Influence On An Individual's Behavior

(6 of 7)

Exhibit 9-3 Typology of Deviant Workplace Behavior

Category	Examples
Production	Leaving early
	Intentionally working slowly
	Wasting resources
Property	Sabotage
	Lying about hours worked
	Stealing from the organization
Political	Showing favoritism
	Gossiping and spreading rumors
	Blaming coworkers
Personal aggression	Sexual harassment
	Verbal abuse
	Stealing from coworkers

Sources: Based on S. H. Appelbaum, G. D. Iaconi, and A. Matousek, "Positive and Negative Deviant Workplace Behaviors: Causes, Impacts, and Solutions," *Corporate Governance* 7, no. 5 (2007): 586–98; and R. W. Griffin and A. O’Leary-Kelly, *The Dark Side of Organizational Behavior* (New York: Wiley, 2004).

Show How Norms Exert Influence On An Individual's Behavior (7 of 7)

- Norms and Culture
 - Do people in collectivist cultures have different norms than people in individualist cultures? Of course they do.
 - But did you know that our orientation may be changed, even after years of living in one society.

Show How Status and Size Differences Affect Performance (1 of 3)

- **Status:** a socially defined position or rank given to groups or group members by others.
 - **Status characteristics theory:** status is derived from one of three sources:
 - The power a person wields over others.
 - A person's ability to contribute to a group's goals.
 - An individual's personal characteristics.

Show How
Status and
Size
Differences
Affect
Performance
(2 of 3)

- **Status and Norms:** high status individuals often have more freedom to deviate from norms.
- **Status and Group Interaction:** high status people are often more assertive.
- **Status Inequity:** perceived inequity creates disequilibrium and can lead to resentment and corrective behavior.
- **Status and Stigmatization:** stigma by association.
- **Group Status:** “us and them” mentality and ensuing polarization.

Show How Status and Size Differences Affect Performance (3 of 3)

- Group size affects the group's overall behavior.
 - Large groups are good for gaining diverse input.
 - Smaller groups are better doing something with input.
- **Social loafing:** the tendency for individuals to expend less effort when working collectively than alone.

Integrating Cohesiveness and Diversity for Group Effectiveness (1 of 2)

Exhibit 9-4 Relationship Between Group Cohesiveness, Performance Norms, and Productivity

		Cohesiveness	
		High	Low
Performance Norms	High	High productivity	Moderate productivity
	Low	Low productivity	Moderate to low productivity

Integrating Cohesiveness and Diversity for Group Effectiveness (2 of 2)

- **Diversity:** degree to which members of the group are similar to, or different from, one another.
 - Increases group conflict, especially in the short term.
- Culturally and demographically diverse groups may perform better over time.
 - May help them be more open-minded and creative.
- **Faultlines**

Group Decision Making (1 of 8)

- **Strengths of group decision making:**
 - More complete information and knowledge
 - Increased diversity of views
 - Increased acceptance of solutions
- **Weaknesses of group decision making:**
 - Time consuming
 - Conformity pressures
 - Dominance of a few members
 - Ambiguous responsibility

Group Decision Making (2 of 8)

- Effectiveness and efficiency of group decisions:
 - Accuracy
 - Speed
 - Creativity
 - Acceptance

Group Decision Making (3 of 8)

- **Groupthink:** situations in which group pressures for conformity deter the group from critically appraising unusual, minority, or unpopular views.
- **Groupshift:** a change between a group's decision and an individual decision that a member within the group would make.

Group Decision Making (4 of 8)

- Most group decision making takes place in **interacting groups**.
 - Members meet face-to-face and rely on both verbal and nonverbal interaction to communicate with each other.
- Interacting groups often censor themselves and pressure individual members toward conformity of opinion.

Group Decision Making (5 of 8)

- **Brainstorming** can overcome pressures for conformity.
 - In a brainstorming session:
 - The group leader states the problem.
 - Members then “free-wheel” as many alternatives as they can.
 - No criticism is allowed.
 - One idea stimulates others, and group members are encouraged to “think the unusual.”

Group Decision Making (6 of 8)

- The **nominal group technique**: restricts discussion or interpersonal communication during the decision making process.
 - Group members are all physically present, but members operate independently.
 - Permits the group to meet formally but does not restrict independent thinking, as does the interacting group.
- Nominal groups outperform brainstorming groups.

Group Decision Making (7 of 8)

- Steps for a nominal group:
 - Each member independently writes down his/her ideas on the problem.
 - After this silent period, each member presents one idea to the group.
 - The ideas are discussed for clarity.
 - Each group member rank-orders the ideas.
 - The idea with the highest aggregate ranking determines the final decision.

Group Decision Making (8 of 8)

Exhibit 9-5 Evaluating Group Effectiveness

Type of Group			
Effectiveness Criteria	Interacting	Brainstorming	Nominal
Number and quality of ideas	Low	Moderate	High
Social pressure	High	Low	Moderate
Money costs	Low	Low	Low
Speed	Moderate	Moderate	Moderate
Task orientation	Low	High	High
Potential for interpersonal conflict	High	Low	Moderate
Commitment to solution	High	Not applicable	Moderate
Development of group cohesiveness	High	High	Moderate

Analyze the Growing Popularity of Teams in Organizations

- Why are teams popular?
 - Teams can achieve feats an individual could never accomplish.
 - Teams are flexible and responsive to changing events.
 - They can quickly assemble, deploy, refocus, and disband.
 - They are an effective means to democratize organizations and increase employee involvement.
 - They introduce a collaborative mindset.



Activity

Activity 1 – Group work

- Please identify 5 journals that mention group or team issues such as team support, team conflicts, and so on.

Summarise the theories adopted in those journals.

List the variables (teams disputes) and the outcomes (Burnout, job dissatisfaction.....)

Activity 2 – Conceptual model

Group activity : Role of group influence, absenteeism and individual (mis)behaviour at work

Literature

- a. Read 5 literature per student
- b. Identity two to three conceptual models from literature to show their relationship.
- c. Then, devise your owned framework/model with your justification(s)/reason(s)

Implications for Managers (1 of 2)

- Recognise that groups can have a dramatic impact on individual behavior in organizations, to either positive or negative effect. Therefore, pay special attention to roles, norms, and cohesion—to understand how these are operating within a group is to understand how the group is likely to behave.
- To decrease the possibility of deviant workplace activities, ensure that group norms do not support antisocial behavior.

Implications for Managers (2 of 2)

- Pay attention to the status aspect of groups. Because lower-status people tend to participate less in group discussions, groups with high status differences are likely to inhibit input from lower-status members and reduce their potential.
- Use larger groups for fact-finding activities and smaller groups for action-taking tasks. With larger groups, provide measures of individual performance.
- To increase employee satisfaction, make certain people perceive their job roles accurately.

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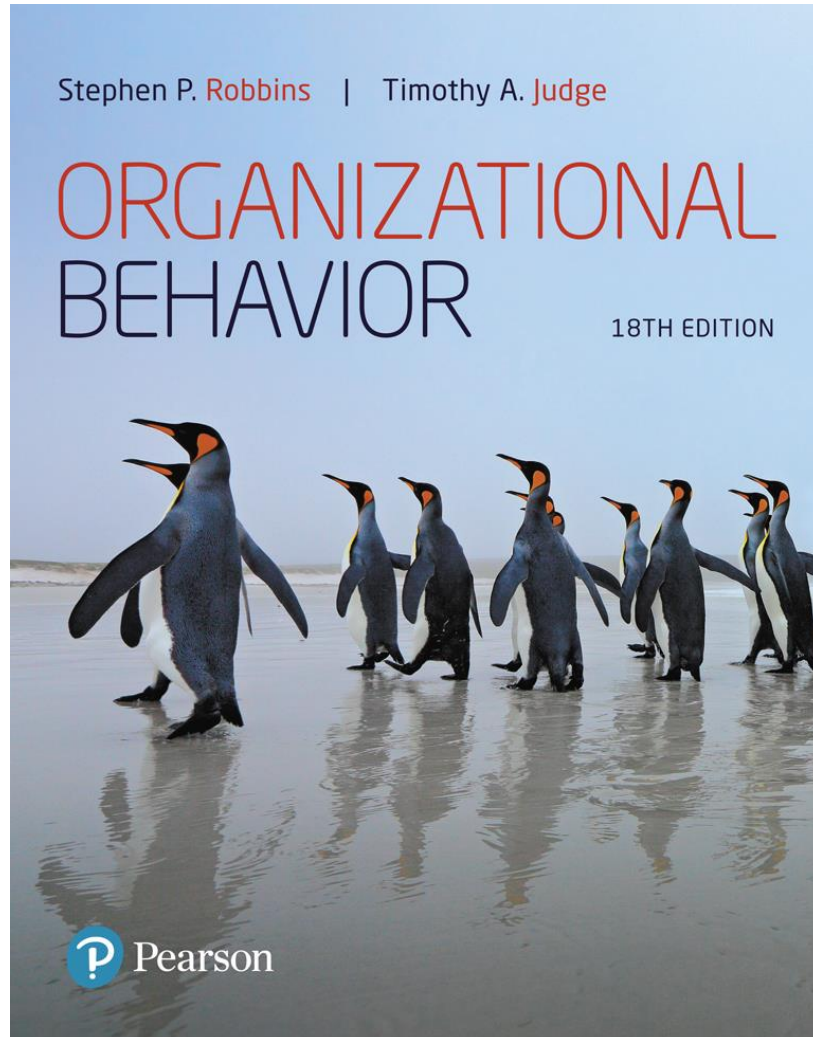
Literature Reading



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Organizational Behavior

Eighteenth Edition



Content from Chapter 9

Foundations of Group Behavior

