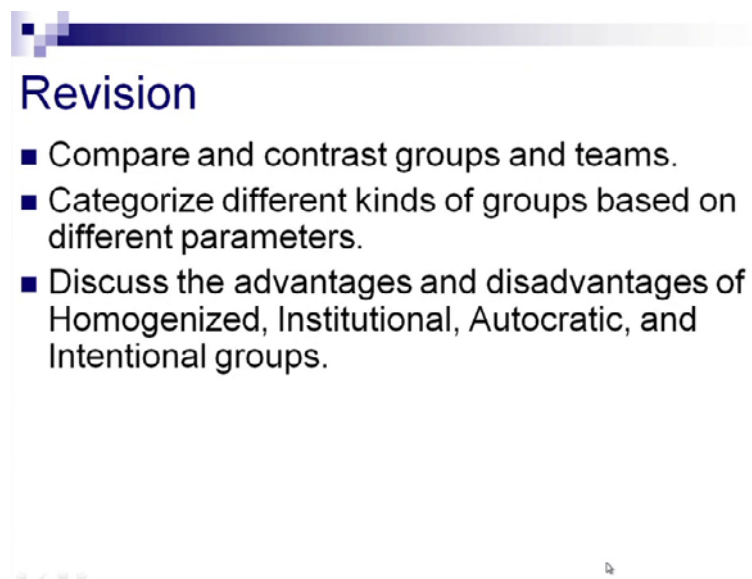**International Business Communication**
Prof. A. Malik
Vinod Gupta School of Management
Indian Institute of Technology, Kharagpur

Lecture - 27
Communication in Groups and Teams (Contd.)

Welcome back to the class on International Business Communication, we have been talking about different things, we have talked about what communication means, we have talked about what ((Refer Time: 00:40)) communication, we talked about how we communicate. Let us now and we have talked interpersonal communication, we have talked about how relationships are built. We have also discussed organizational communication and the concept of organizations and how communication aids the building of the organizations, and how it contributes to the functioning of organizations. We started talking about we have talked about collaboration people getting together and following groups and teams, and that is what we started talking about in the previous lecture, so let us continue with that today.

(Refer Slide Time: 01:21)

Revision

- Compare and contrast groups and teams.
- Categorize different kinds of groups based on different parameters.
- Discuss the advantages and disadvantages of Homogenized, Institutional, Autocratic, and Intentional groups.

Some revision, please think about the differences between groups and teams, categorize different kinds of groups based on different parameters. We have talked about some of the groups discuss the advantages and disadvantages of homogenized, institutional, autocratic, and intentional groups. I have showed you this paper by Allcorn in this book

by Cathcart, Samovar and Henman; and that talks about how groups are organized and I told you the difference.

So, it will be nice, if you can talk about based on what I have told you, please discuss the differences between these four kinds of groups. And I had also asked you to think about how membership in these groups may be affected. I will take you to what we discussed yesterday, we have a lot to cover today, but we will really fast, I definitely want to show you this part, we talked about cultures of workplace groups. So, this is what we discussed yesterday, so I would like you to read this before we move on to the next slide, technology sometimes behaves strangely, we talked about culture.

(Refer Slide Time: 02:54)

Membership experience in workplace groups
(Allcorn, 1996, in Cathcart, Samovar & Henman, 1996)

Homogenized	Institutionalized	Autocratic	Intentional
Members fear consequences of speaking out and taking action	Members fear consequences of speaking out in other than prescribed manner/ taking action without prior approval	Members fear consequences of speaking out/ taking action without explicit approval of leader	Members are eager to offer their point of view
Members feel helpless because they are attacked when they speak	Members feel helpless because they are attacked when they deviate	Members feel helpless because of leader's inflexible attitude	Members feel safe because everyone is on equal footing
Security in being unnoticed	Safety in following rules	Unsafe and insecure because of leader's unpredictability	Safe and secure because of equality
Members feel group has lost its purpose	Members feel they have lost their purpose in trying to follow rules	Individuals feel a loss of personal purpose to boss's whims	Members feel a continued sense of purpose
Frustration: No direction of group	Frustration because of rigid insti. processes	Frustration because of inflexibility of leader	Frustrations openly discussed & solved

Now, based on what I told you about the culture of various types of groups, the membership experience in workplace groups varies. And how is this connected to communication, let us first discuss how membership experience varies and then we will talk about how it contributes to the communication within the group. How it might contribute to communication within the team, and how it might influence the communication climate of the organization as a whole, which in turn impacts the efficiency of the organization.

The first thing here is the consequences of speaking out and taking action, in a homogenized group because everybody is on the same platform, everybody has an equal sense of membership. And no leader is designated or encouraged, members fear the

consequences of speaking out and taking action. In an institutionalized group, members fear the consequences of speaking out in other than the prescribed manner or taking action without prior approval.

What does this remind you of, probably a regular government organization, there are reasons for these processors, and in a very vertical, very hierarchical, very bureaucratic organization we would fell scared about speaking out of turn. We would fell scared about taking action without prior approval, or whenever we are asked for our approval what do we say as per rules, recommended as per rules, permitted as per rules. So, everything the rules states presidents over everything, the rules govern everything.

The next one here is autocratic, members fear the consequences of speaking out or taking action without the explicit approval of the leader. We do not care what happens whatever the rules prescribe, but as long as the leader allows us we can do anything, and if the leader says no whether rules allow it or not, we are bound to follow the leader. Intentional is when members are eager to offer their point of view, so when groups get together people are very eager to share what they know, what they doing with each other.

Now, as far as the felling of autonomy is concerned, in a homogenized way people feel helpless because they are attacked when they speak. When they say something people are attacked by everybody else for going out of the norms of the group, in an institutionalized group members feel helpless, because they are attacked when they deviate, when they do not follow the norms. Autocratic group members feel helpless because of the leaders inflexible attitude, leader does not commit you to talk, leader punishes you when you talk out of term.

In an intentional group member feel safe, because everyone is on an equal footing when they speak out. In a homogenized group security is in being unnoticed, you stay invisible, you are part of the group, you go to group meetings, you do not do very much and you feel safe. In an institutionalized group safety is not following the rules, in an autocratic kind of group the members fell unsafe and insecure generally, because of the leaders unpredictability.

Unless you are part of the leaders in group, you feel that you do not know when you will be attacked, you do not know when the leader may go against you. do not know how the leader will behave, so one feels very unsafe and insecure. In an intentional type of group,

the safety and security depend on the equality, because of the sense of equality of among the group members; people assume roles, people assume whatever they do, people assume functions, so everybody feel safe and secure.

In a homogenized group as far as the sense of purpose is concerned, in a homogenized group members feel that the group has lost it is purpose, members feel that the group is completely directionless. In an institutionalized group, members feel that they have lost their own purpose in trying to follow the rules, when I am in an institution I go there, I join an institution with some ideas with the vision for my own development. I mean how many of us do things selflessly, let us be honest not many, very rare, very few people are able to things completely selflessly.

Most of us have our own interests in addition to the interest of the organization, or the interest of the general public, or the interest of the community at heart, we do have that. But, we also have our own personal interest, if nothing else the salary we join we start working in an organization, because we need money and resources to live a life, I mean comfortably comes later, but in order to sustain, in order to live we need money. And to earn that money we join an organization, we work something about the work we like, something about the work we do not like, and we form a team and we do things.

So, if the group is institutionalized very rule governed, many times the members may feel that they have lost their own sense of purpose, because they are just trying to follow the rules very very rigidly, and this happen mostly in vertical organization. In an autocratic organization the individuals feel a loss of personal purpose to the boss's whims. Now, this is a very very difficult situation, institution is on one side, the boss is on the other side, I will just draw this out for you.

(Refer Slide Time: 09:02)
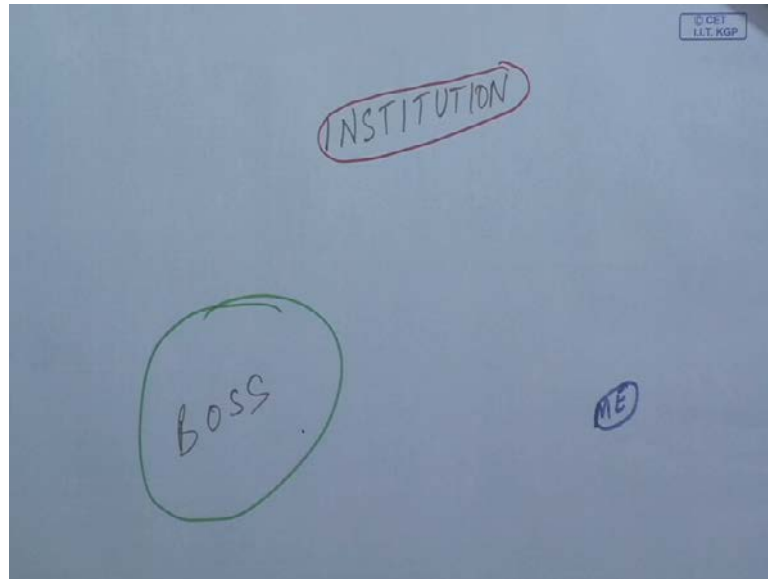
So, we have the institution here, we have the boss here, and the me is here, and I am going to do this in an very very small circle. This is you and here the boss is much bigger than the institution, which is slightly smaller the word is bigger, so you can see that the volume, the level of the importance to the boss is much higher in an autocratic institution. And everything is governed by the boss or the boss's whims and fanfares, and one feels that ones purpose is lost completely, because of the boss's whims.

Members feel up in an intentional group to members feel a continued sense of purpose, I wish I had drawn a diagram, may be I will provide it in the reference material, I just had this idea I could compare these four types of groups diagrammatically. So, I will try and do that in the reference sense supporting material, we do not have time to do that here in another lecture.

The last, another aspect of membership experience is frustration, in a homogenized group people feel frustrated, because there is the group has no direction, they have lost their sense of purpose, so they feel frustrated, they feel uncomfortable continuing to be a part of that group. In an institutionalized group the frustration occur, because of rigid institutional process, you cannot stray too much away from the rules, you cannot go very far away from the rules, you have to stick to the rules and do everything as per the rules whether they make sense to you or not, so members feel frustrated.

In an autocratic kind of an group, members feel frustrated because of the inflexibility of the leader, the leader is very rigid. In the institutionalized group, at least there are other people who are face facing the same frustration as you, it is just I mean the institution is rigid, it is rigid for everybody, it is rigid for the readers, it is rigid for you, so it is not really hierarchical. and it is one feels that it is easier to follow a system rather than a person.

But, in an autocratic system or an autocratic group you have to follow a person, and you feel what is the difference between him and me or her and me, I mean where we draw the line. So, it becomes much more frustrating in an autocratic system, because we feel in frustrated because of the inflexibility of the leader. In the intentional group the frustrations are openly discussed and solved, we may feel frustrated with certain things, but we can discuss our frustrations and we resolve our frustrations. And we discuss things with each other and that is what we do.

(Refer Slide Time: 12:16)

An **effective group** is one that achieves high levels of task performance, member satisfaction, and team viability
(Schermerhorn, Hunt & Osborn, 2008)
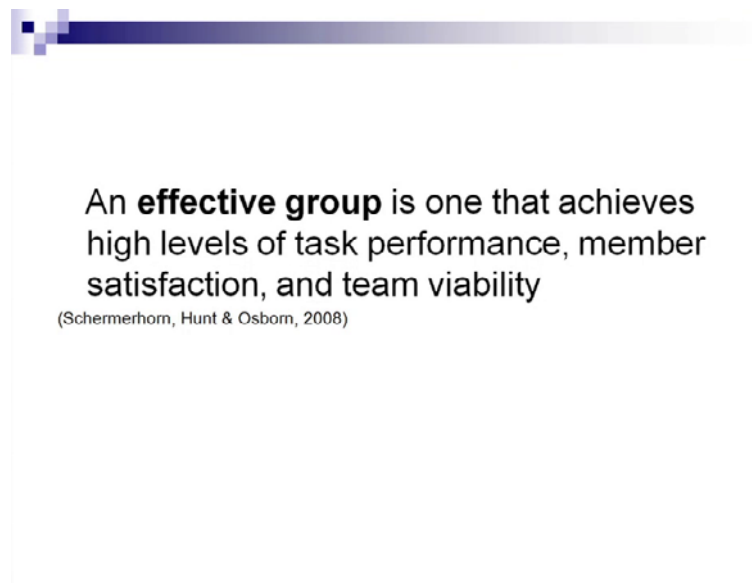
So, those were the membership experiences that I wanted to share with you, and the let us go back to the previous slide ((Refer Time: 12:27)), those were the things that I wanted to share with you as far as these four types of group were concerned, and the feeling one gets from being in these four types of groups. This in turn will influence how we feel about the institute or the team as a whole groups are smaller, groups are more flexible.

But, even in groups we could face these problems when applied to teams, these may translate into similar kinds of issues in teams, when we take the teams we do not understand lead to frustration and anxieties, and inefficiencies. Depending on where, which kind of institution we are in, which kind of team we are a part of and that can in turn influence the productivity of the team, that can in tern influence the productivity of the organization as a whole. And so many things contribute, motivation, commitment, loyalty all of these things are influenced by the feelings.

How you feel about your membership in the group and how that is communicated to you it all rests on communication. How do you know that an organization is autocratic, the boss is always calling you to his office and saying you must do this and you must not do this. And whenever meet the boss the boss is always sort of looking here and there, as a disconfirming attitude you wish the boss the boss does not reply. And one feels really uncomfortable in such a situation, you feel you do not belong, you do not know where you stand.

On the other hand, in an institutionalized organization everybody is walking round with a rule book, so in an institutionalized group everybody following rules. If you know the rules by heart you stand to gain, or if you know the rules, if you know how the rules are interpreted you stand to gain much more that the others. On the other hand, in homogenized group is purpose less, teens are usually not found out of homogenized groups, the communication that grosses as long as you fall in line everything is ok.

But, the minute you fall out of line you will be slammed; so that can have a bearing, I mean see how all these things are connected, our behaviors, our communication, everything is connected. In an intentional group on the other hand, people get together and they work things out together. Now, when we apply this to real life situations, real life organizations I cannot think of a homogenized group that would really be functioning as an organization.

Institutionalized group government of any country, very strict rules and processors, any public organization would be a an institutionalized group, pretty much these are the extremes of course, the most organizations are a mix of these three. Autocratic since they are first in centered, in every team you may find some people who are very autocratic once in a while you may get a leader who is autocratic. Intentional groups, one example

of intentional groups is the social service organization, nongovernment, nonprofit organizations that come up as an when there is a need for work.

So, everybody is committed, so committed towards the goal that your ultimate purpose is making the lives of disabled children comfortable, your ultimate goal is to help the survivals from an earthquake, your ultimate goal is to build homes for the slum children. So, all of those things sort of, you do not care who is being the leader, who is managing the money as long as who is doing what, if you are really involved in the purpose it does not matter, who is up here and who is down below.

Usually people are the same level depending on their convenience, they assume different rules depending on their abilities, they assume different rules and that is pretty much the end of it, so that is how these four groups are different. ((Refer Time: 16:43)) An effective group is one that achieves high level of task performance, member satisfaction and team viability. Now, this has been taken from a book on organizational behavior, and you will say how are these related, well organizational behavior, organizational communication are two sides of the same coin, it is the exact same thing. Communication is what you say, how you say behavior is the non global aspect, and you will say, what about non global communication behavior is a little more over arching than communication; communication is the tool for your expression for whatever is going on whatever you know.

(Refer Slide Time: 17:20)

When groups are effective, they help organizations accomplish important tasks. In particular, they offer the potential for **synergy** – the creation of a whole that is greater than the sum of its parts. (Schermerhorn, Hunt & Osborn, 2008)

When groups are effective, they help organization accomplish important tasks, in particular they offer the potential for synergy, which is the creation of a whole that is greater than the sum of it is parts. I thought I would really share this with you, because no organization can function without synergy, without an a smooth blending between it is various functions.
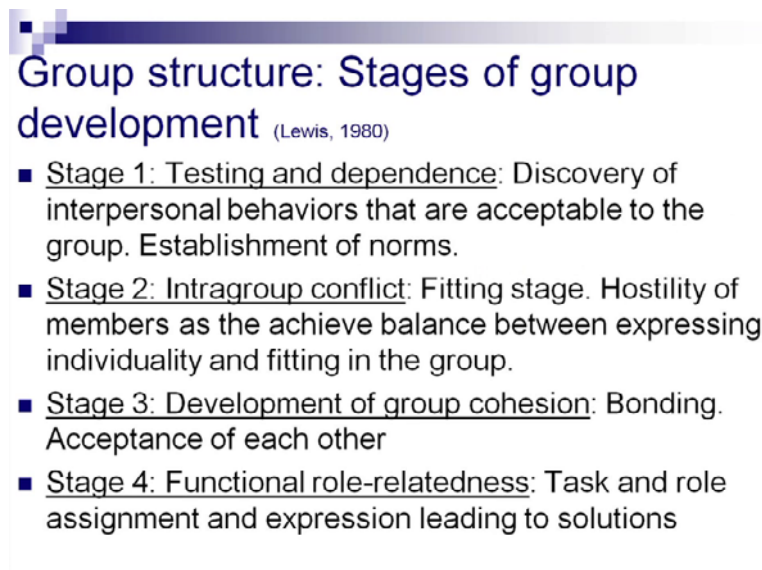
(Refer Slide Time: 17:47)

Social facilitation: The tendency for one's behavior to be influenced by the presence of others in a group or social setting
(Schermerhorn, Hunt & Osborn, 2008)
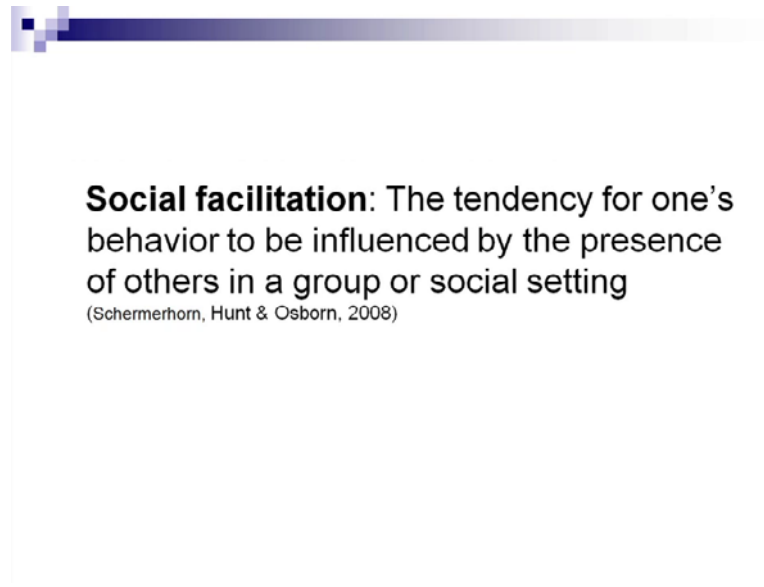
We were talking about social facilitation yesterday, social facilitation is an important part of group behavior, if you are feeling comfortable in a group, if you are feeling happy in a group the tendency, social facilitation is a general term. That means the tendency for ones behavior to be influenced by the presence of others in a group or social setting in general. But, when you are really I brought this here, because when in the context of effective groups, when you are feeling committed to the group, when you are feeling about your membership experience in the group, at that point the tendency to do positive thing increases.

Because, everybody else around you is doing good things, so it is a mixture of intrapersonal and interpersonal communication, you constantly getting the message; from within is ok, I am motivated enough. But, is my motivation being noticed, so yes I decide what impact external things have on me. But, if they are having a positive impact on me, if they are making me feel good why not, why should I always disconfirm what is coming towards me, why should I not blend in and let positive things come to me they

will help me also, so that is social facilitation. It is the tendency to the influenced by presence of others in a group or social setting. So, if the others around me are doing positive things, and I feel motivated and their goal is to motivate me in addition to doing their own work why not, why should I not fall in line; that sort of helps build groups and helps groups becomes effective.

(Refer Slide Time: 19:36)

Group structure: Stages of group development (Lewis, 1980)

- Stage 1: Testing and dependence: Discovery of interpersonal behaviors that are acceptable to the group. Establishment of norms.
- Stage 2: Intragroup conflict: Fitting stage. Hostility of members as the achieve balance between expressing individuality and fitting in the group.
- Stage 3: Development of group cohesion: Bonding. Acceptance of each other
- Stage 4: Functional role-relatedness: Task and role assignment and expression leading to solutions

Group structure, the stages of group development, now different people have given different stages, one set of stages was given has been discussed, by Lewis in the book on organization communication. According to Lewis, the first stage is testing and dependence, discovery of interpersonal behaviors that are acceptable to the group. So, at right in the beginning we establish norms, we test waters, we figure out how dependent we will be on people how dependent, we will be on the environment and on home and how dependent they are on us.

Depending on that we decide whether to move on to the next stage or not, so this is just testing the what is trying to get a feet wet, and figuring out whether we want to even be a part of this group or not. Stage two is the intra group conflict, we have discovered this, we have discovered that we want to be a part of this group. Now, comes the fitting stage, so this is where when you try out any new say part of your body, especially with you tooth in plants, many of us get bridges in our teeth or all of us get cloth stitched at least in this part of the world.

So, we go to the tailor and if it is a new tailor usually we will have a fitting session, so they will ask you to try the cloths on and then they will say I am going to tightened your clothes from this side and loosen them from the other side. And then this is longer, this is shorter, so they give you a fake idea, if it is a good tailor; tailor will call you for a fitting session. Similarly, we have a fitting stage in group formation, where the hostility of members as it should be as the achieve, it should be as they achieve balance between expressing individuality and fitting in the group.

So, this is what the stages all about, people try to achieve balance, people try to fit into the group, they figure out where there are differences, they figure out it may express some of their differences and then get depending on the feedback. They either adopt or they encourage others to adopt to them, so this is what the stage is all about, some conflict occurs here.

In the third stage there is development of group cohesion, we have worked out our difference we have fit in; we have decided where we can fit in, where we can sort of chip away our corners and where others can chip away their corners. And so we are sort of fit into the organization, then comes the bonding the acceptance of each other. And the fourth stage is functional role relatedness, which is the task and role assignment and expression leading to solutions.

So, at this stage what happens is that you know how you fitting, you know what your contribution will be, you know where you stand in relation to the rest of the group. So, at that point tasks may be assigned or assumed by the group members, and there is an expression of the solutions, there is there is an expression of our work, you are assigned a task, you finished that task, you tell the group what you have done that is what expression means. And then you bring whatever everybody has done together to the table, combine it, blend it and then come up with the solution to the problem at hand. So, that is the, those are the stages of group development discussed by Lewis.

(Refer Slide Time: 23:22)
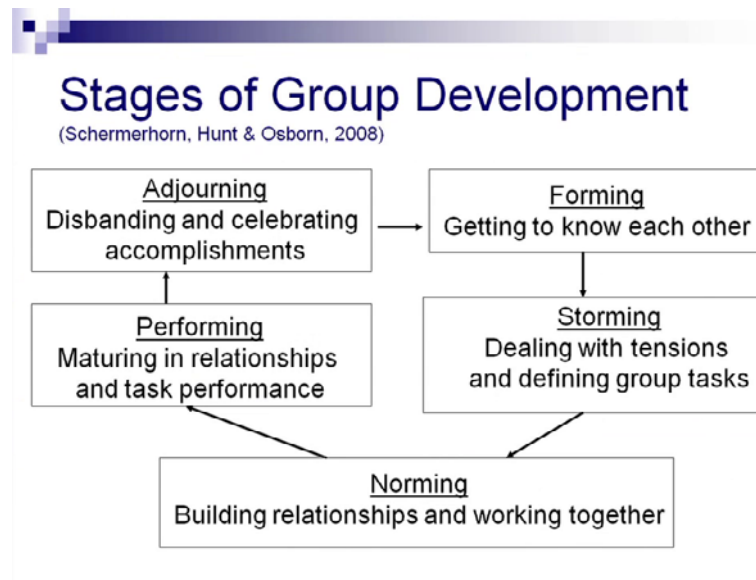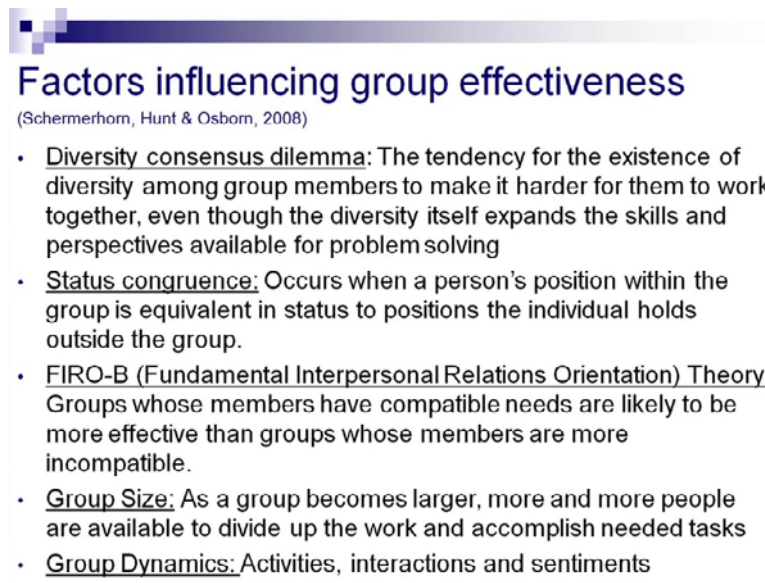
Let us move on to another formula or another diagram on group development, this is discussed in this book in organizational behavior by Schermerhorn, Hunt and Osborn. They say that a groups are developed in five stages, forming is getting to know each other, storming is dealing with tensions and defining group tasks. Norming is building relationships and working together, performing is maturing in relationships and task performance, and adjourning is disbanding and celebrating accomplishments, and this is how the cycle continues.

We form we get to know each other, we deal with tensions and define group tasks, we build relationships, we work together, we form a set of rules we work together, then we mature in our relationships and performance. We become better at what we do and when that task and purpose is accomplished, may be one task, may be a set of tasks when all that is accomplished and the reasons for us remaining together slowly sort of dying out.

We celebrate our accomplishments, we get together, we have a sendoff ceremony, people start leaving the group and we get together, and we sort of this feedback, feedback both positive and negative. And some may feel comfortable, some may feel uncomfortable, so you adjourn the group, depending on what you learn from the previous experience you get back into forming a new group and the cycle continues.

Factors influencing group effectiveness
(Schermerhorn, Hunt & Osborn, 2008)

- Diversity consensus dilemma: The tendency for the existence of diversity among group members to make it harder for them to work together, even though the diversity itself expands the skills and perspectives available for problem solving
- Status congruence: Occurs when a person's position within the group is equivalent in status to positions the individual holds outside the group.
- FIRO-B (Fundamental Interpersonal Relations Orientation) Theory: Groups whose members have compatible needs are likely to be more effective than groups whose members are more incompatible.
- Group Size: As a group becomes larger, more and more people are available to divide up the work and accomplish needed tasks
- Group Dynamics: Activities, interactions and sentiments

Factors influencing group effectiveness, the first one is diversity consensus dilemma, this is the tendency for the existence of diversity among the group members to make it harder for them to work together; even though the diversity itself expands the skills and perspectives available for problem solving. Now, what does this mean, this means that diversity consensus dilemma is the confusion we have in our minds, it is nice to come from diverse background and this is something that really applies to global teams.

The basic premise behind this course international teams, it is nice to bring different skills, different backgrounds to the table, but the problem comes in when, we have different experts coming together we cannot find common ground. And the lack of common ground makes it difficult, even though there is richness on these different sites, let me just explain in diagrammatically I think that will be easier.
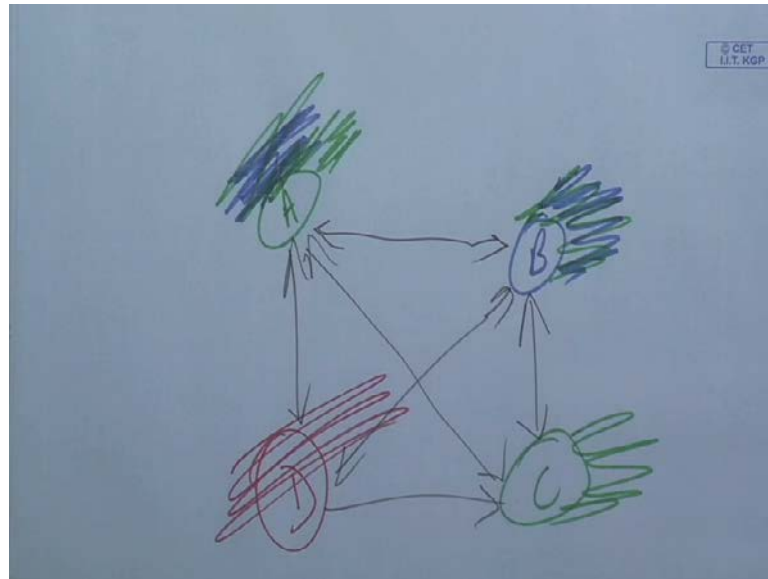
So, we have somebody here, and we have somebody here, and we have somebody here, and we have somebody here and they are all coming from different directions. They have their own sort of ideas here, this person has his own I should have used blue here; I know what I have done with the blue pen. So, this is say may be blue over here, and you have green you have this persons experience here, this is probably a mixture of blue and green. And so you have your own experiences diversity of experiences, there is some common ground, but for the most part we have very different over here.

Now, the problem comes in when we try to make connections between here and here, here and here we are trying to find common ground and this is the most difficult part. And the same thing over here, so these connections become more difficult when we are too far removed from each other, and this is the problem that diversity brings. State of congruence is another problem that influences group effectiveness, it occurs when a persons position within the group is equivalent in status, in status to positions the individual holds outside the group.

So, what happens is that, depending on where you stand in the group, you are the head of department here and you are the head of the family outside or you are the head of department in one organization, and you may be a student in another part of the same organization. This is something that happens very much in academics, I think I have told you this before, I have colleague who was my student in one class he is doing his Ph D

here, and he was senior to me when we went back to the department. So, luckily we are all pretty, we know how this works and you came prepared to face such situations.

But, many times people may not feel very comfortable in these two very opposite roles, when he came back to the department I would address him as sir, when he was in class he would address me as mam, he is older, he is much more experienced. So, all these things, I mean this is the conflict that occurs sometimes this can become difficult, especially with people we are uncomfortable with or we have some difference with.

The next one here is the FIRO-B theory, we have discussed the FIRO theory, FIRO-B is more developed version of the theory, you will do this more in your course on organizational behavior. Groups whose members have compatible needs, are likely to be more effective than groups whose members are more incompatible as far as their needs are concerned. Again we have talked about goals being a very important factor in determining the banding, or the cohesion in groups.

Now, the problem comes up when these goals are mismatched, the further remove the goals of people are from each other, the further remove the reasons for them coming together are the more difficult it becomes for the group to function effectively. Group size again as the group becomes larger more and more people are available to divide up the work, and accomplish needed tasks. But, it also puts pressure on the group, it increases the diversity, it creates problems with status congruence, the needs are different. So, it is not only the numbers, yes labor is divided, but it is also the quality of interaction they bring to the table, and so more number of people, more ideas, more very different needs, very different goals for being in the group and that can create problems. Group dynamics activities interactions and sentiments we have discussed this, so I am not going to go more onto in.

Group conformity, now we have discussed why groups sort of how groups together, but when groups come together we also talked about something called a stress in the last class. What is stress, stress is the pressure we place on each other, the tension we feel when we are together, and how do we get, how to we do any kind of work we feel motive. And what do you mean by motivation, there is something pushing you, there is some pressure, there is something that is repealing you in the direction, it could be positive it could be negative.

But, there is something pushing you in the direction of where you should be going or where you need to go, and that push is what we are going to talk about here. So, why do groups put push each other to sort of stay connected or why do group exert pressure on the members. One of the theories that has been given is the one by Festinger in 1950 discussed in this book by Cathcart, Samovar and Henman published in 1996, this is the group locomotion hypothesis. According to this hypothesis, groups have goals and typically attempt to function in ways designed to allow them to achieve these goals.

So, group purpose takes presidents over the individual purposes, now going back to the different types of that we were talking about, the institutionalized group would fall under this category, what was the other one, it was the intentional group would also fall under this category. So, in both of these categories the purpose of the group is more important than the individual purposes of the group members.
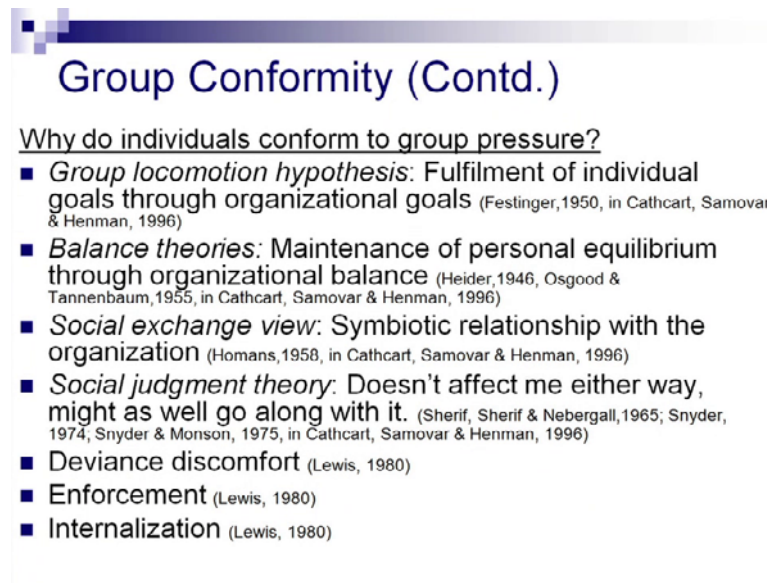
And that is what forces the members to function in one direction, now this does not apply to autocratic group, in autocratic groups the purpose of the leader is the most important. What does the leader want, irrespective of what the organization want, irrespective of what the other members want. Social comparison theory, most people do not need to consult the views of others to validate their perception of physical reality, but social perception are socially constructed.

Now, again social comparison, you must have seen this in your own families some of you may even be doing this with you family members, when we are growing up our parents compare us to our classmates, to our siblings in order to motivate us to perform better. Again it is the perceptions, how do I perceive myself in relation to others, how do others perceive me, what do I perceive about their perceptions we talked about meta prospective, so that is what applies here.

It is all about prospective, different prospective and different perceptions within the group, where do I think I stand, where do others think I stand and who will that push me in conforming to the group, do I want to fit in, do I want to be one of the group or do I want to be outside of the group. So, that is the social comparison theory, again proposed by Festinger by 1954, discussed by Cathcart, Samovar and Henman in 1996, in this book published in 1996.

Balance theories are sometimes people may conform just because they do not want to disturb the status scope, what difference does it make to me, the groups exert pressure on the members. And the pressure, the members yields the pressure, they say yes something is coming big deal, it does not affect me either way. So, that pressure is exerted on the group, to stay the way it is or to move in one direction, so that is what balance theories are.

(Refer Slide Time: 34:30)

Now, the previous slide focused on why groups exert pressure on the members, now yes the group is exerting pressure on me, but why should I yield, why should I come to that pressure and these theories explain that. The first one again is group locomotion hypothesis, fulfillment of individual goals through organizational goals, same person two sides of the same coin. I feel that if the institution progressing if my organization is making money, even I will make money, even I will progress, even I will get a better reputation if my organization is earning a better reputation by working together.

So, why not, why should I not join the band wagon and do, what others are doing, because it is going to bring positive rewards to me that I would not have otherwise been able to attain or receive on my own. Because, here there is a pool of resources, I have also put my resources in the same pool, but others are also drawing, so we are all sort of drawing from this big pool of resources, and we are all enjoying the benefits of collectivity.

The next one is balance theories, maintenance of personal equilibrium through organizational balance. Again this is about, we feel that if the organization is in harmony I will also be in harmony, the other side of the coin is the organization feels that if the members are in harmony, then the organization will be harmonious. I am sucking on a lozenge I have a bad throat and I do not want to cough in the middle of the lecture, so please [FL] this vocational sound, anyway.

So, we maintain personal equilibrium through organizational balance, social exchange view is the symbiotic relationship with the organization, where in what happens is that we I draw from the organization and the entitles the organization to draw from me, is that a symbiosis we live. Half of each other, we both help each other and that is the symbolic, the social exchange view that was proposed by Homans 1958, discussed in the book by Cathcart, Samovar and Henman in 1996.

Social judgment theory is another one, again it does not affect me either way might as well go along with it, proposed by Sherif, Sherif and Nebergall in 1965, Snyder again more work was done by Snyder in 1974, and Snyder and Monson in 1975. And all these implications are discussed in the book by Cathcart, Samovar and Henman published in 1996, and the whole grafts of this theory is that since everything is going in one direction, it does not affect me, it is not going to disturb me I will be neutral.

So, big deal why should I not go along with it that is the social judgment theory, and that is why I may yield to group pressure. Lewis again gave some more things that are mentioned in this book by Lewis are, one is deviance discomfort, again I feel uncomfortable about being labeled as not belonging to the group, being labeled as not falling in line of deviating from the group. So, I yield to group pressure, for the fear of being noticed again this may apply to the homogenized group.

Enforcement, if I do not do what I am expected to do, if I do not fall in line with the groups norms, there will be somebody who will pull me back into the group, or I will be punished for not doing things. And this applies to which types of groups, discuss amongst your selves, please pause this and the answer is that it applies to the institutionalized and autocratic type of groups. In one case the organization will punish me, in the other case the boss will punish me, so if I do not follow the rules, if I do not conform to this pressure being put on by the group. Internalization is another one, I have become a part of the group, I have learned to follow the rules of the group, so I just sort of go in the same way. And I have it is just part of my system, I am part of the group, the group is part of me, so we are sort of the same system and we sort of move along.
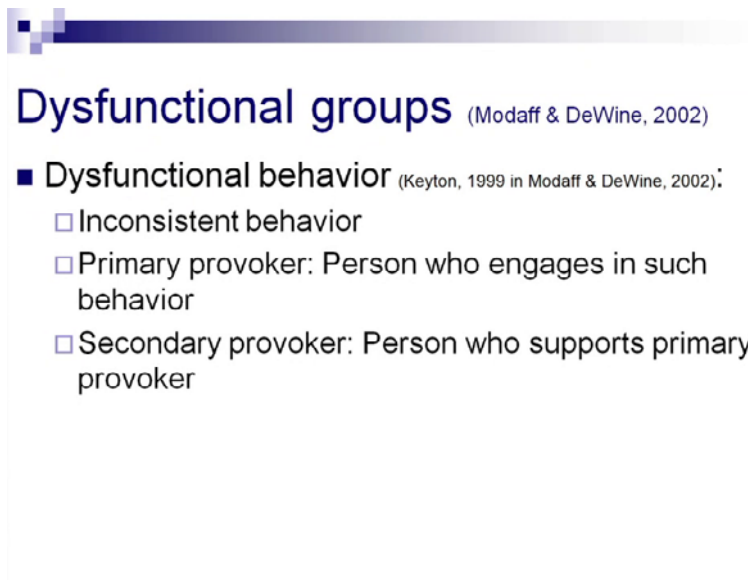
Relational communication in groups, some assumptions we made formation of social relationship in groups inevitable, it is more in personal than in professional groups. The second one here is relationships enhance engagement within and commitment to the group, and that is why we form relationships within the group. Relationships serve as sources of support that is why we connect with each other, that is why we bond with each other and this relates to the notion of cohesiveness that we have been talking about.

Relationships serve as practice grounds for various functional roles within and outside a group, we test the what is, do what we are expected to do and come back, relationships serve as a support system that facilitates experimentation of new ideas in house. One is the experimentation of rules, the other is experimentation of what we can do, we sort of practice within the group and we move out and do it on our own. So, it is a network that is why we sort of come into a group and that is how the group helps us.
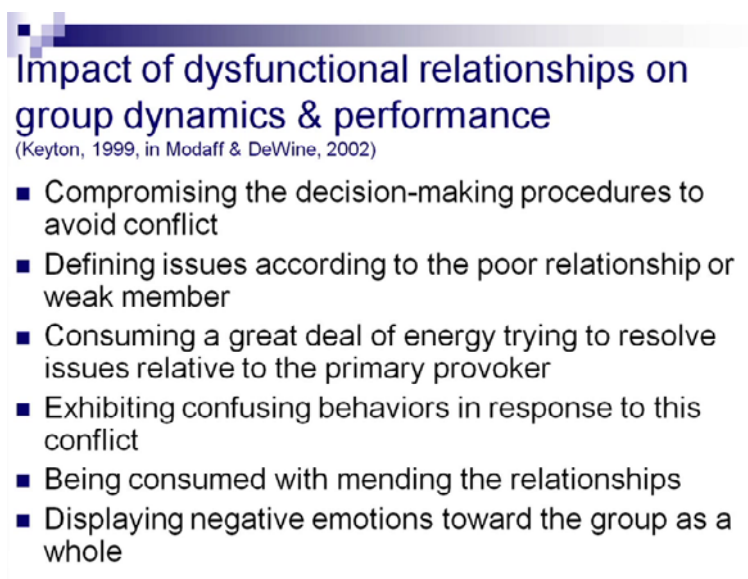
Now, we come to dysfunctional groups, we have talking about effective groups all this file, but we have groups that become dysfunctional, and some examples of dysfunctional behavior are inconsistent behavior, which is things that are not really in line with whatever is going on. So, people flying off the handle, people being unpredictable, we could also have a extremes of inconsistent behavior, we have the primary provokers which is people who engage in this inconsistent behavior, extremely inconsistent behavior. And we have the secondary provokers which are people who support the primary provokers, being dysfunctional and encouraging dysfunctional behavior.

What is the impact of dysfunctional relationships on group dynamics and performance, what happen is when the groups become dysfunctions or when you have a few dysfunctional relationships within a group. The performance of the group and the dynamics of the group are compromised, it compromises the decision making procedure to avoid conflict. So, what happens is that, if there are people who are flying off the handle, who are not falling in line, who are not doing things as expected, who are not following the norms, who are really creating it, making it very uncomfortable for the rest of the group members.

The procedure that are set and placed by the group, become plagued by such dysfunctionalism and they are compromised and they do not happen as they are supposed to happen which in turn influences the goal, the achievement of the goal and the effectiveness of the group. Defining issues according to the poor relationship or weak member, so what happens is that another impact these dysfunctional relationships have is, when they become two dysfunctional they start putting a pressure on the group.

So, we start defining issues in terms of dysfunctional people, we have to achieve this goal, but what about this particular person who is always trying to create problems for us. We have to figure out measures, we have to put measures in place to avoid or to counteract the problems this person may bring up, or you start being on become becoming defensive. So, we say it is not about achieving the goal it is about protecting myself, from the problems that these dysfunctional people may create and that becomes the ultimate goal.
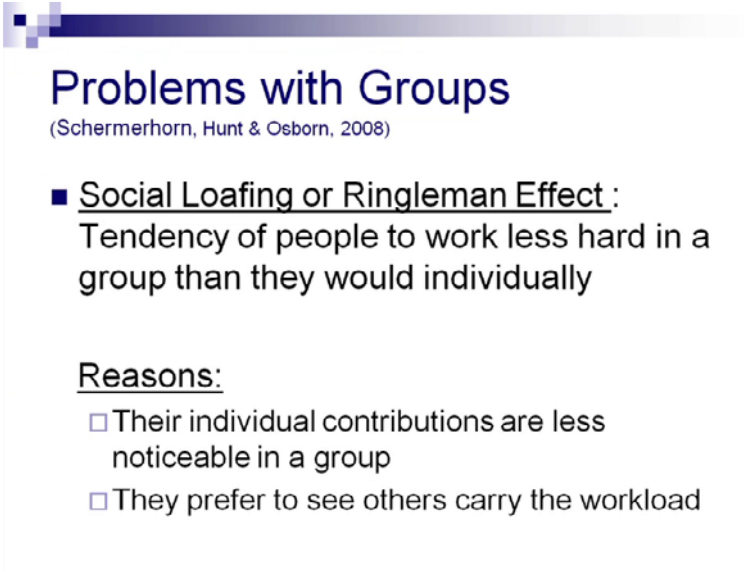
The ultimate goal is not the goal that you have originally wanted to achieve, the ultimate goal becomes the saving of yourself from these problems that these dysfunctional people may create, and that is not a good goal to have for any team or group. We consume a great deal of energy trying to resolve issues related to the primary provoker, and again this is related not going to going through it. Exhibiting confusing behaviors in response to this conflict, again we waste too much time, too much energy we may exhibit conflicting behavior on the one hand, we want to support a person who needs it.

On the other hand, we want to sort of counteract the problems also, so we want to stop the behavior, we want to regulate the behavior, so that can become problematic. Being consumed with mending the relationships, we want that person to be a part of the group,

we want that person to be to feel like a part of the system. So, we start mending relationships and we say that if this person can be, if this persons behavior can be converted from dysfunctional to functional or at least neutral, the rest of the problems will be resolved.

And that puts the achievement of the goal on a back burner, displaying negative emotions towards the group as a whole, so dysfunctional people some of us who are not really comfortable with addressing this dysfunctional behavior, start labeling the whole group as dysfunctional, because of this one member. And that can create problems in the performance of the group and that can sort of start a chain reaction, and cause some concern for the cohesion of the group.

(Refer Slide Time: 44:54)

Another problem with groups is social loafing or what is called as the Ringleman effect, complicated name for a very simple problem, this is the tendency of people to work less hard in a group than they would individually. We see this quite a bit unfortunately, I am sure this is across the board whenever we form groups and teams of students, there are some people who are the free loaders as we call them. It is unfortunate it happens in teams, it happens in professional teams, it happens when students get together and do team or group projects.

And we have some people who are the real workers and there are some people who are just the free loaders, and that is what is called social loafing. The reasons for this are,

their individual contributions are less noticeable in a group, so they may be given some work or they may be assigned some responsibility that is not really important. They feel less motivated or they are just lazy, they prefer to see others carry their work load also, which is not a good thing to do.

(Refer Slide Time: 45:59)

How do you deal with social loafing, you define roles and tasks to maximize individual interest, you define things, you tell people what you are expected, what they are expected to do. Raise accountability by making performance, expectations clear and identifiable, and tie individual rewards to their performance and contributions to the group and this can be taken care of…

(Refer Slide Time: 46:24)

Team (Seiler & Beall, 2005)

A special form of group, characterized by close-knit relationships among people with different and complementary abilities and by a strong sense of identity

17

What are teams, a team as we discussed yesterday is a special part, it is a special form of group characterized by close-knit relationships among people with different, and complementary abilities and by a strong sense of identity, I feel I belong to the team. And the sense of identity is stronger, because you are getting together to achieve a common goal.

(Refer Slide Time: 46:52)

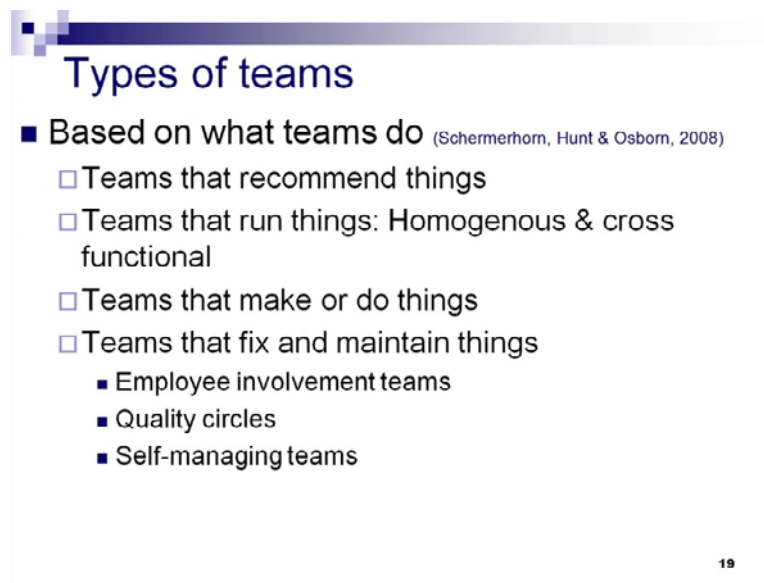**Differences between groups and teams**
(Seiler & Beall, 2002)

- Diversity of abilities and skill
- Interdependence
- Group identity

Differences between groups and teams I asked you to think about them, but again these differences could be, because they could come up because of diversity of abilities and

skill. I am not going to give you batch work, I am not going to give you clear answers for anything, I like to encourage my students to find their own answers, I give you the tips, I give you the leads and you go and discover these answers for yourselves.

So, I am giving you a lead here, I asked you a question and giving you a lead right here, there are differences between groups and teams, and these differences can come up and because by the diversity of abilities and skills. Among the different team members and that can impact hoe they are together and so you have discuss that amongst yourselves. Interdependence is another source of difference not a difference, but source of difference, group identity is another source of difference. Now, you figure it out, I am sure if you have heard what I have taught you, if you have read little bit extra, looked at the references that have been provided with the course, I am sure you will be able to find the answer on your own.

(Refer Slide Time: 48:07)

Types of teams

- **Based on what teams do** (Schermerhorn, Hunt & Osborn, 2008)
  - Teams that recommend things
  - Teams that run things: Homogenous & cross functional
  - Teams that make or do things
  - Teams that fix and maintain things
    - Employee involvement teams
    - Quality circles
    - Self-managing teams

19

Some types of teams based on what teams do, we have teams that recommend things, we have teams that run things that manage things, you could have homogeneous and cross functional teams, again I will tell you the difference between the two. Homogeneous teams are where everybody is ding the exact same thing and they are doing parts of the same thing. So, the distribution is more around the quantity of work, rather than the different aspects of the work.

And we have cross functional teams where you have a team that has different, where you can divide it into different parts. For example, now we have been talking professional examples, let us take an example of what happens in the house, home making you go into the kitchen, you have a big party, I have seen this in our community, functions, weddings and other kinds of ceremonies. And on one day you will see all these aunties sitting together and pealing boiled potatoes, why because you are going to cook like 50 kilos of potatoes for the party in the evening.

So, everybody takes one big bowl of potatoes, and starts pealing and then they gossip and all, so that is homogeneous team where everybody is going the exact same thing, they just divided up their work. Cross functional team would be cooking those potatoes or making a dish out of those potatoes or of the vegetables. So, one person is the pealing, the potatoes, the other one is cutting up those potatoes, the third one is getting the spices ready, the fourth one is sort of has the main duty of cooking the potato.

So, the fourth person is putting the oil in the big wok or pan and then when everything comes as expected they are just frying it, so that what this is their cross functional teams. I am sure you can apply the same thing to your professional lives well, but we need to have some variety in our examples hence this one. Teams that make or do things, team that manufacture, teams that create things, teams that fix and maintain things is another one, in this we have employee involvement teams.

Where employees get together and they contribute, they get together and they talk about each others wellness, and they talk about relationships and they maintain the ongoing processes. Quality circles are special teams where you get together and discuss about the quality and productivity of an organization, and ensure that this is happening, so you exclusively monitor the quality of an organization. Self managing the teams are teams that have different functions that distribute different functions amongst the team members, and they all sort of take care of one aspect of the maintenance portion of any team, and they sort of keep contributing, so that is the self managing team.

(Refer Slide Time: 51:15)

Types of teams (Contd.)

- **Based on how much they do** (Sieler & Beall, 2005)
  - Project team: task based – one aspect of a procedure
  - Work team: entire work process
- **Based on Location**
  - Real time
  - Virtual

Based on how much they do, we have project teams which are task based, they look at one aspect of a procedure, we have work teams which look at the entire work process. Based on location we have real time teams, which is as if this were a real class room and I was teaching my students here, this would have been a real team what is happening right now is a virtual team, this is an example of a virtual team.

So, it is all remotely, I do not know I may end up hearing this lecture, 20 years down the line when all my hair is white, and so are after I am dead, may be 50 years down the line, if you tube is still alive. And if it has not evolved into something much fancier, and if the records of these things are kept, may be somebody will see it a 100 years down the line, and say how different things were. So, that is the example for virtual team, may be somebody will use a part of these things, if they are useful towards building something different. So, that is the virtual teams and of course, virtual the concept of virtual team is so vast that it would require a series of lectures on it is own, I mean I am just giving you these tips. So, just take these tips and explore on your own that is what I would like you to do, that is why I am giving you, so much of information.

The nature of teamwork
(Schermerhorn, Hunt & Osborn, 2008)

- Collective accountability
- Willingness of every member to listen and respond constructively to views expressed by others, give others the benefit of the doubt, provide support, and recognize the interests and achievements of others.

Nature of team work, what happens in teams we have collective accountability, an every member is assumed to be willing to listen and respond constructively to views expressed by others. And give others the benefit of doubt, provide support and recognize the interests and achievements of others. We work together, we work together to build a team, we work together for the benefit of the team and we support each other we do things that mean more to others than to us.

## Team building (Schermerhorn, Hunt & Osborn, 2008)

Collaborative way to gather and analyze data to improve teamwork

Sequence of planned activities designed to gather and analyze data on the functioning of a group and to initiate changes designed to improve teamwork and increase group effectiveness.

Team building is a collaborative way to gather and analyze data to improve teamwork, it is a sequence of planned activities designed to gather and analyze data on the functioning of a group. And to initiate changes designed to improve teamwork and increase group effectiveness, and all of this done by encouraging a supportive climate within the organization, and communicating these goals to rest of the team, communicating positiveness, communicating intentionality, communicating motivation within the group. And this is how teams are build, this is how teams are brought together, and the members are encouraged to be committed members within the team, and the membership experience is enhanced.

(Refer Slide Time: 54:08)
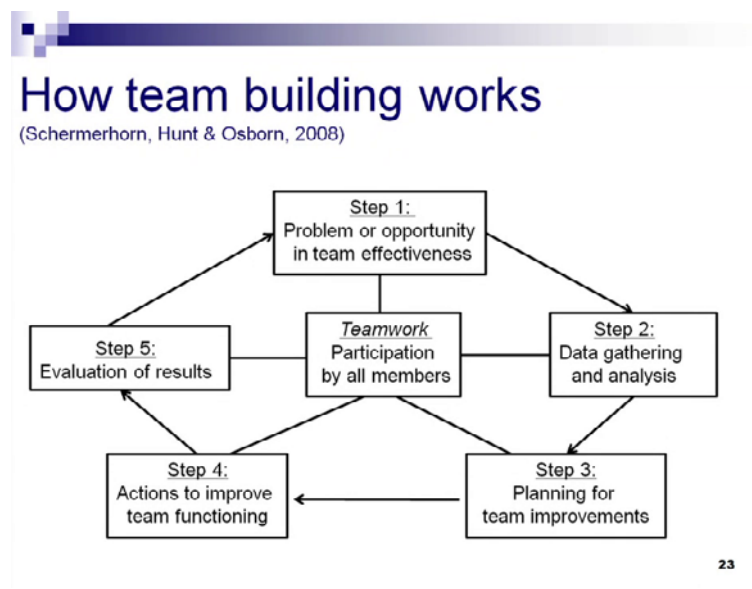
How team building works, again a model in the book on organizational behavior, we have team member which is participation by all members. So, step 1 is we identify a problem or opportunity in team effectiveness, we gather data about what can make the team more effective, we analyze the data. We plan for team improvements, we act on those planned improvements and we evaluate the results of what we have done, and we go back and we recognize another opportunity for team effectiveness and all this is done with everybody sitting together.

So, norms of team behavior, norms of a group or team represent ideas or beliefs about how members are expected to behave. They are recurring patterns of behavior based on implicit and explicit rules that develop and change as the group interacts; and these are things that we want to do, we are expected to do when are a part of the group, they are the standards of conduct.

Why do we have norms, we have norms, because we want people to know what we expect of them, we have norms because we want to help people construct structure of

their own behavior and predict what others will do. We have norms, because we want to help members gain a common sense of direction, and we have norms because we want to reinforce a desired group or team culture.

We will do into the types of norms tomorrow, I have been informed that time is running out, so we will need to stop here. And still I would like you to discuss a few things amongst yourselves, discuss the coordination of communication rules at different stage of group and team building, do these communication rules change with a change in the state at which you are at do they, if yes do they change, if yes why, if no why not. I would also like you to find out what functional silos are, I have not covered it here, but I would like you to find out what functional silos are.

And how they affect the communication within a team, so Google it or find out from a some website what functional silos mean, have seen them and how would the communication change in this case, in this specific context of functional silos. What would be communication be like, and I would also like you to discuss the advantages and disadvantages of the virtual nature of such means virtual, virtual groups and teams on the communication in virtual groups and teams. And once you have done that, then we can move on to the next part of this issue, in the next class.

Thank you.