

# LEADING AND MANAGING TEAMS

CE 401: Project planning and  
construction management

# C1:HUMAN RESOURCE MANAGEMENT: ROLE OF HRM

Human resource management (HRM) covers transactional, traditional and transformational activities

- HR planning
- Job analysis, evaluation and classification
- Job design and work design
- Recruitment and selection
- Induction, training and development
- Performance management
- Managing compensation, reward and benefits
- Safeguard people's health and wellbeing
- Industrial relations
- Employee data management
- People audits and metrics
- Research to understand culture and values
- Support of organisational change
- Intervening to improve employees' attitudes, skills and behaviours
- Manage knowledge sharing and competence

# C1:HUMAN RESOURCE MANAGEMENT: HOW TO EFFECTIVELY MANAGE HUMAN RESOURCE

- ❑ **Employment Security** - Security of employment signals a long-standing commitment
- ❑ **Selectivity in Recruiting** - one must be careful to choose the right people, in the right way
- ❑ **High Wages** - If you want to recruit outstanding people, and want them to stay with the organization, paying more is helpful, although not absolutely necessary
- ❑ **Incentive Pay** - if people are responsible for enhanced levels of performance and profitability, they will want to share in the benefits
- ❑ **Employee Ownership** - Employee ownership, effectively implemented, can align the interests of employees with those of shareholders by making employees shareholders, too.
- ❑ **Information Sharing** - If people are to be a source of competitive advantage, clearly they must have the information necessary to do what is required to be successful

# C1:HUMAN RESOURCE MANAGEMENT: HOW TO EFFECTIVELY MANAGE HUMAN RESOURCE

- ❑ **Participation and Empowerment** - encouraging the decentralization of decision making and broader worker participation and empowerment in controlling their own work process
- ❑ **Self-Managed Teams** - Organizations that have tapped the power of teams have often experienced excellent results
- ❑ **Training and Skill Development** - training will produce positive returns only if the trained workers are then permitted to employ their skills
- ❑ **Cross-Utilization and Cross-Training** - doing more things can make work more interesting, variety is one of the core job dimensions that affect how people respond to their work
- ❑ **Symbolic Egalitarianism** - One important barrier to decentralizing decision making, using self-managed teams, and eliciting employee commitment and cooperation is the symbols that separate people from each other
- ❑ **Promotion from Within** - It facilitates decentralization, participation, and delegation because it helps promote trust across hierarchical levels

# C1:HUMAN RESOURCE MANAGEMENT: EXAMPLE

## GOLDER ASSOCIATES

ENGINEERING EARTH'S DEVELOPMENT, PRESERVING EARTH'S INTEGRITY.

### OUR DEDICATED PEOPLE

We are 100% employee-owned. Our people are passionate about their work and committed to providing great service to our clients.

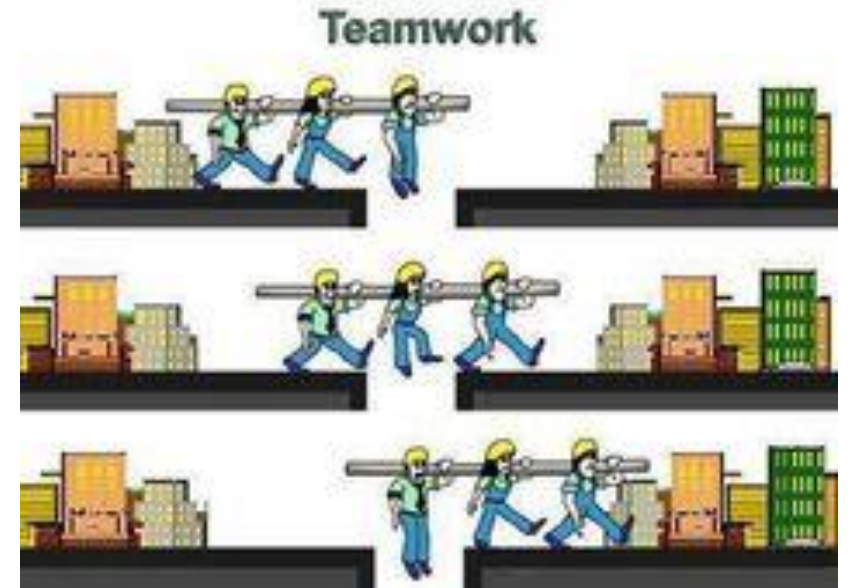
### OUR COMMITMENT TO HEALTH & SAFETY

At Golder we care about the health and safety of our people, our business partners and contractors, and our clients. Caring is quite simply at the core of our culture. We make it a priority every hour of the day to ensure our people are working and living in a way that keeps them, their families and their communities safe and healthy. We extend this caring to our contractors, vendors and clients in every project we undertake.



# C1:TEAM: GROUP VS TEAM

- Group
  - A number of people who interact with one another for a common purpose
  - Two or more individuals in a work setting with a common goal
- Team
  - A group of people who function as a unit
  - The emphasis is on collaboration in accomplishing the goal



# CI:TEAM: GROUP VS TEAM

<b>Working Group</b>	<b>Team</b>
Strong, clearly focused leader	Shared leadership roles
Individual accountability	Individual and mutual accountability
The group's purpose is the same as the broader organizational mission	Specific team purpose that the team itself delivers
Individual work-products	Collective work products
Runs efficient meetings	Encourages open-ended discussion and active problem-solving meetings
Measures its effectiveness indirectly by its influence on others	Measures performance directly by accessing collective work-products
Discusses, decides and delegates	Discusses, decides, and does real work together

# CI:TEAM: FIVE DYSFUNCTIONS OF TEAMS

	DESCRIPTION
<b>Inattention to Results</b>	<ul style="list-style-type: none"><li>▪ The pursuit of individual goals and personal status erodes the focus on collective success.</li></ul>
<b>Avoidance of Accountability</b>	<ul style="list-style-type: none"><li>▪ The need to avoid interpersonal discomfort prevents team members from holding one another accountable.</li></ul>
<b>Lack of Commitment</b>	<ul style="list-style-type: none"><li>▪ The lack of clarity or buy-in prevents team members from making decisions they will stick to.</li></ul>
<b>Fear of Conflict</b>	<ul style="list-style-type: none"><li>▪ The desire to preserve artificial harmony stifles the occurrence of productive ideological conflict.</li></ul>
<b>Absence of Trust</b>	<ul style="list-style-type: none"><li>▪ The fear of being vulnerable with team members prevents the building of trust within the team.</li></ul>

# C1:TEAM: SEVEN CHARACTERISTICS OF HIGH-PERFORMING TEAMS

1. Avoid wasting time talking about the wrong issues and revisiting the same topics over and over again because of lack of buy-in
2. Make higher quality decisions and accomplish more in less time and fewer resources
3. Become comfortable asking for help, admitting mistakes and limitations and take risks offering feedback
4. Tap into one another's skills and experiences
5. Put critical topics on the table and have lively meetings
6. Align the team around common objectives
7. Retain star employees

# C1:TEAM: BANGLADESH CRICKET TEAM



# C1: ASSIGNMENT FOR NEXT CLASS

Watch the following video on “5 Dysfunctions of Teams” by Patrick Lencioni

<https://www.youtube.com/watch?v=w42Sfbh91vU>

# C2:TEAM DEVELOPMENT: STAGES

## Stage 1 – Team Forming

- Team acquaints and establishes ground rule

## Stage 2 – Team Storming

- Member resist control by group leaders and show hostility

## Stage 3 – Team Norming

- Members work together developing close relationships and feelings of camaraderie/friendship

## Stage 4 – Team Performing

- Team members work toward getting their job done

# C2:TEAM DEVELOPMENT: FORMING

## Behaviour of the Team

- The purpose and goals for the team are unclear.
- Members feel varying degrees of commitment.
- Members are cautious, don't initiate and avoid responsibility.
- Communication is low and a few members often dominate.
- Members are dependent on directive leadership.

## Task of the Team Leader

- Build a common purpose. Clearly establish the expectations of the customers or sponsors.
- Understand personal expectations and interests.
- Clarify accountability, recognition, and rewards.
- Assess resources; see who has what to contribute.
- Leader provides direction and drives the team process.

# C2:TEAM DEVELOPMENT: STORMING

## Behaviour of the Team

- Differences and confusion arise over goals and roles.
- Struggles erupt over approaches, direction, and control.
- Team members react toward leadership with counterproductive behaviors.
- Team is uncertain about how to deal with issues openly.
- Team wrestles with issues of communication.
- Members act from an independent stance.

## Task of the Team Leader

- Involve everyone in the discussion.
- Inquire into differences; include all ideas and opinions.
- Seek further clarity about purpose and develop a common approach to meeting project objectives.
- Assess and test resource needs; make necessary adjustments.
- Define operational agreements (norms).
- Leader raises difficult issues and coaches team through struggles.

# C2:TEAM DEVELOPMENT: NORMING

## Behaviour of the Team

- Team gains confidence, feels a sense of momentum.
- “What,” “How,” “Who,” and “When” become clarified.
- Team develops agreements on approaches, goals, communication, and leadership roles.
- Team builds relationships with externals (customers, key stakeholders).
- Members begin to relate interdependently.

## Task of the Team Leader

- Develop processes for information sharing, feedback, and resource distribution.
- Have open forums on tasks and relationships, both internal and external.
- Build appropriate feedback loops with external relationships.
- Work toward consensus on overarching issues. Negotiate where appropriate.
- Leader uses a facilitative style to create the opportunity for others to lead.

# C2:TEAM DEVELOPMENT: PERFORMING

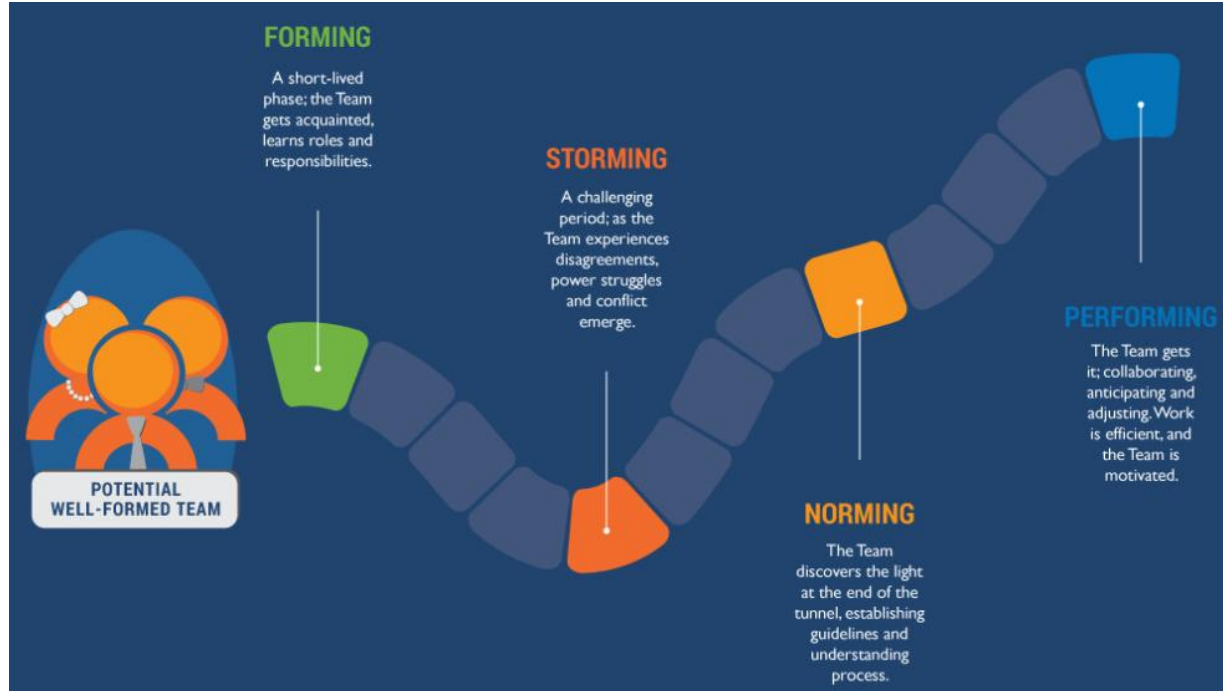
## Behaviour of the Team

- Members take full responsibility for tasks and relationships.
- Team achieves effective and satisfying results.
- Team takes the initiative to continually assess external forces.
- Team facilitates itself easily through the various stages.
- Members work proactively for the benefit of the team.

## Task of the Team Leader

- Continuously seek to improve tasks and relationships.
- Assess and evaluate results against purpose and external forces.
- Celebrate successes—reward and recognize both team and individuals wins.
- Continuously test for better methods and approaches.
- Leader focuses on purpose, interdependent relationships, and conditions that shift the stages.

# C2:TEAM DEVELOPMENT: EXAMPLE



## C2:TEAM CONFLICT: TYPES OF CONFLICT

**Relationship Conflict** - Relationship conflicts exist when there are interpersonal incompatibilities among group members. This type of conflict often includes personality differences as well as differences of opinion and preferences regarding nontask issues (e.g. religion, politics, fashion).

**Task Conflict** - Task conflicts are consistently defined as disagreements among group members about the tasks being performed. Task conflict pertains to conflicts of ideas in the group and disagreement about the content and issues of the task. Task conflict exists when there are disagreements among group members about the content of the tasks being performed, including differences in viewpoints, ideas, and opinions.

**Process Conflict** - Process conflicts are about the means to accomplish the specific tasks, not about the content or substance of the task itself, but about strategies for approaching the task. Examples of such are disagreements about the composite of a team and who should do what, debates about resources, and fights about how to schedule tasks efficiently.

# C2:TEAM CONFLICT: RELATIONSHIP CONFLICT

## Impact of Individuals

Distraction

Misspent time

Misspent effort

Limits cognitive processes

Decreased ability to

assess new information

Decreases commitment

## Impact on Team

Decreases cooperation; goodwill

Decreases communication and  
understanding

Group focus on resolving or  
retaliation

Access to new information limited

# C2:TEAM CONFLICT: TASK CONFLICT

## **Impact of Individuals**

Being challenged increases  
effort

Increases divergent cognitive  
processes

Enhances task focus

Increases anxiety and tension

## **Impact on Team**

Increases divergent opinions,  
interpretations, viewpoints

Increases critical evaluation and  
assessment of alternatives

Increases communication, shared  
information, problem identification

Increases group problem-solving

# C2:TEAM CONFLICT: PROCESS CONFLICT

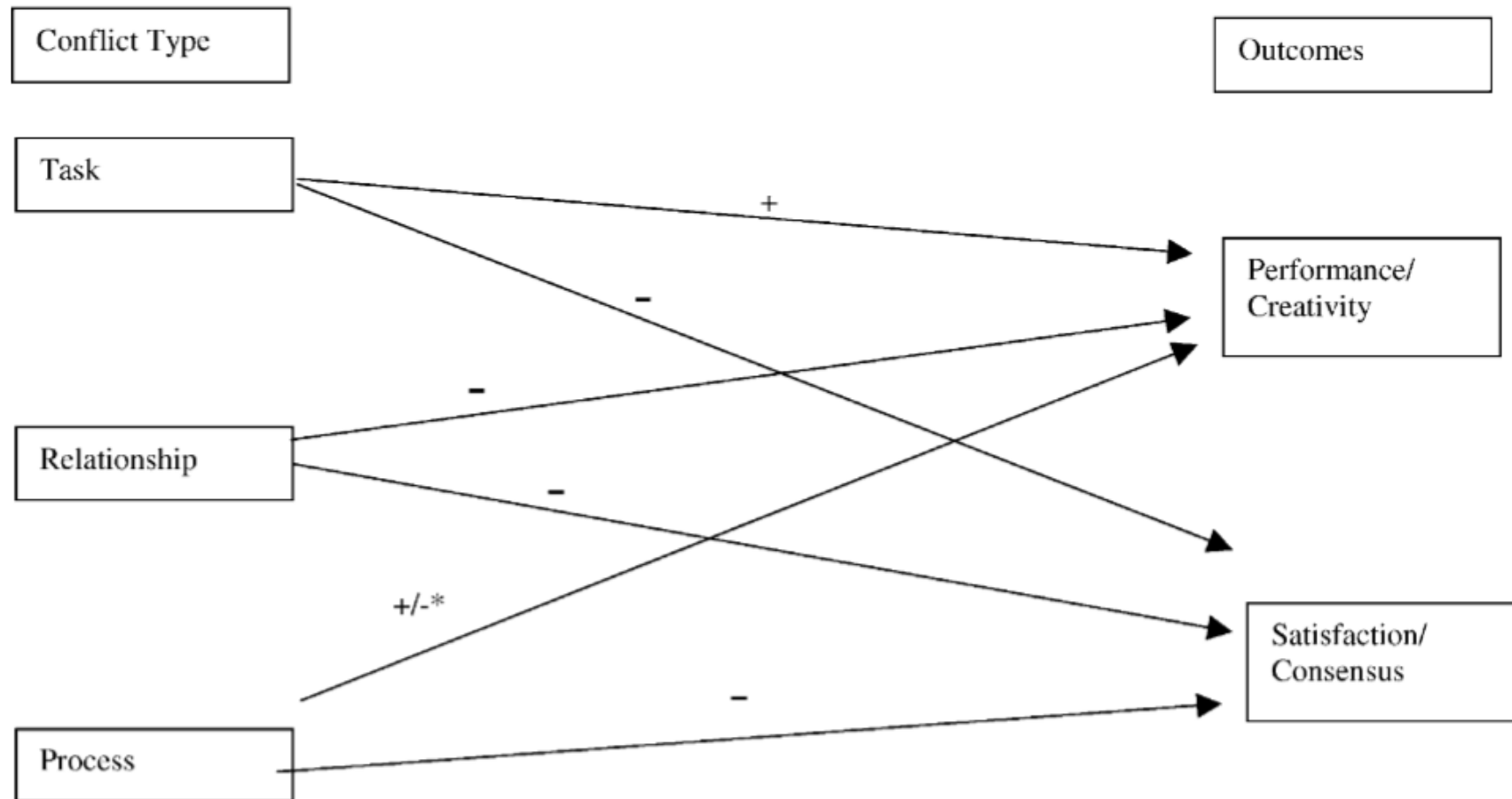
## **Impact of Individuals**

Increases claim and blame  
perspective  
Feel personally attacked  
Unfairness and inequity  
primed

## **Impact on Team**

Increases re-evaluation of processes  
and standards  
Increases appropriateness of task  
and resource assignments

# C3: TEAM CONFLICT: IMPACT ON TEAM OUTCOMES

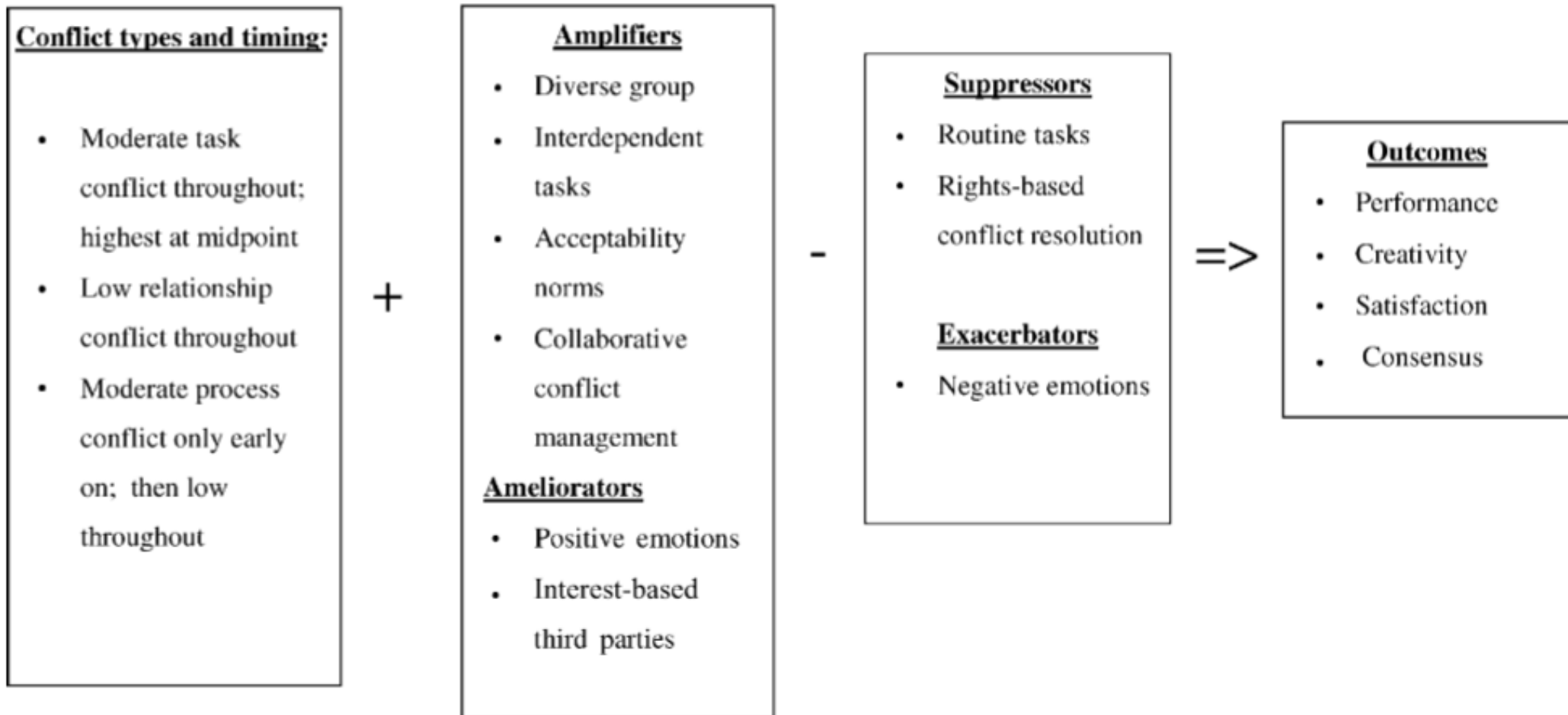


\* dependent on time of conflict in the group's life.

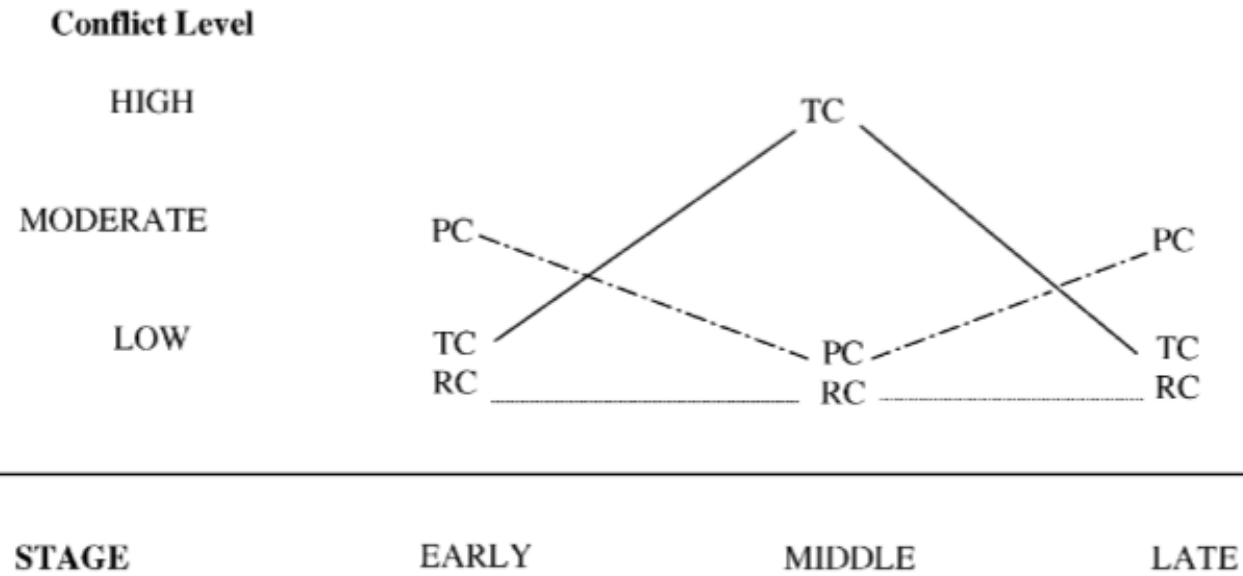
# C3: TEAM CONFLICT: IMPACT MODERATORS

Amplifiers (strengthens positive and negative effects)	Suppressors (weakens positive and negative effects)	Ameliorators (strengthens positive and weakens negative effects)	Exacerbators (strengthens negative and weakens positive effects)
<ul style="list-style-type: none"><li>• Task interdependence</li><li>• Group diversity</li><li>• Acceptability norms</li><li>• Collaborative conflict management processes</li></ul>	<ul style="list-style-type: none"><li>• Task routineness</li><li>• Rights-based conflict resolution</li></ul>	<ul style="list-style-type: none"><li>• Positive emotions</li><li>• Interest-based third parties</li></ul>	<ul style="list-style-type: none"><li>• Negative emotions</li></ul>

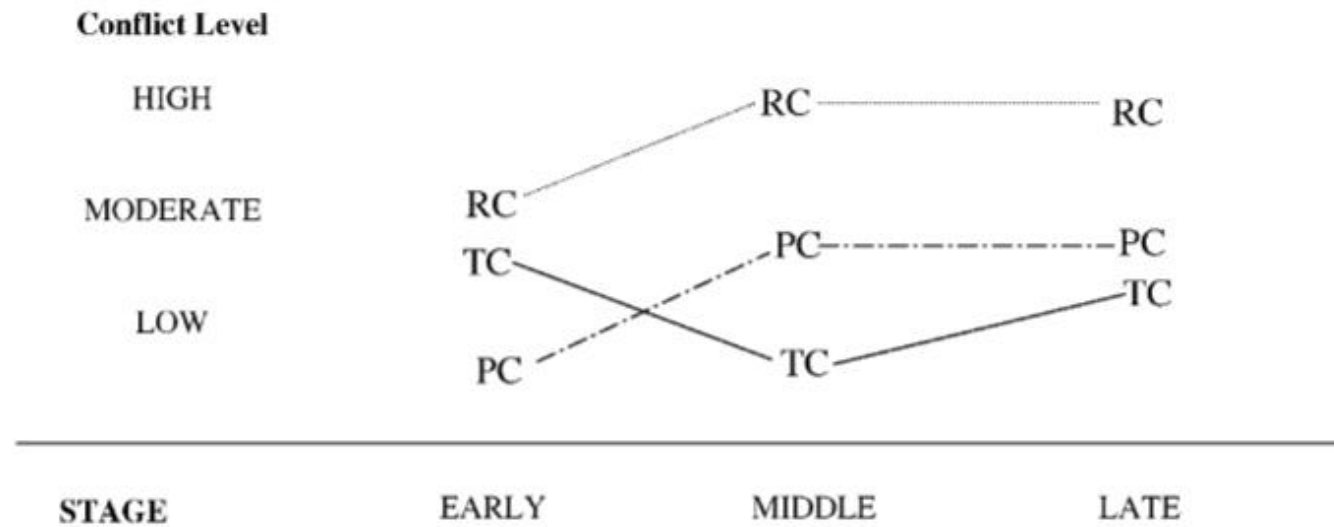
# C3: TEAM **CONFLICT: USING CONFLICT** FOR IMPROVING TEAM OUTCOMES



# C3: TEAM CONFLICT: EXAMPLE - HIGH PERFORMING TEAMS



# C3:TEAM CONFLICT: EXAMPLE - LOW PERFORMING TEAMS



# C4:ROLE OF LEADER: USE EMOTIONAL INTELLIGENCE

Components of EQ	Definition	Hallmarks
Self-Awareness	The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others	self-confidence realistic self-assessment self-deprecating sense of humor
Self-Regulation	The ability to control or redirect <b>disruptive impulses</b> and moods The propensity to suspend judgment - to think before acting	trustworthiness and integrity comfort with ambiguity openness to change
Motivation	A passion to work for reasons that go beyond money or status A propensity to pursue goals with energy and persistence	strong drive to achieve <b>optimism, even in the face of failure</b> organizational commitment
Empathy	The ability to understand the emotional makeup of other people Skill in treating people according to their emotional reactions	expertise in building and retaining talent cross-cultural sensitivity service to clients and customers
Social Skill	Proficiency in managing relationships and building networks An ability to find common ground and build rapport	effectiveness in leading change persuasiveness Expertise in building and leading teams

# C4:ROLE OF LEADER: CREATE PERCEPTIONS OF JUSTICE

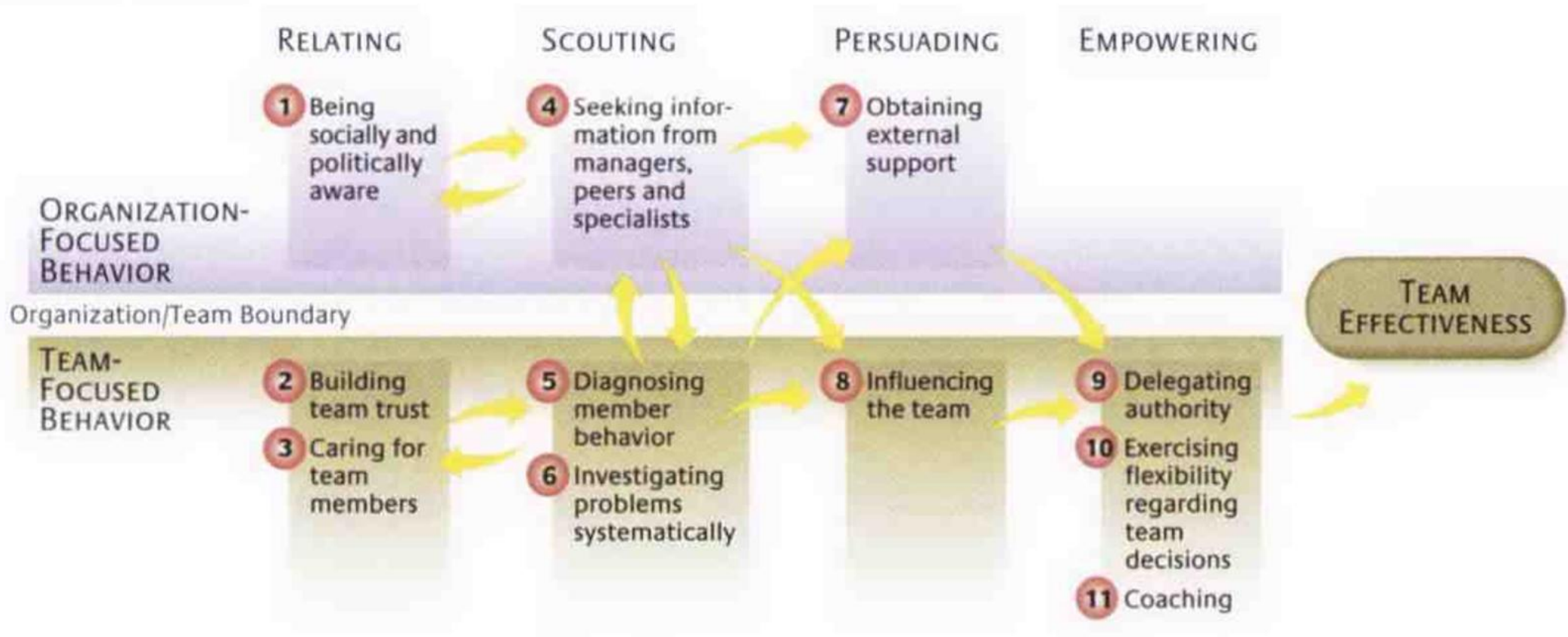
- ❑ Selection Procedures – Positive Job Candidates
  - ❑ Appropriate questions and selection criteria
  - ❑ Adequate opportunity to perform during the selection process
- ❑ Reward Systems – Justly Balancing Multiple Goals
  - ❑ Motivate individual performance
  - ❑ Maintain group cohesion
- ❑ Conflict Management – You Don't Have to Win
- ❑ Layoffs – Softening Hardship
- ❑ Performance Appraisals – Keeping Score Fairly

## Components of Organizational Justice

1. Distributive Justice: Appropriateness of outcomes.
● Equity: Rewarding employees based on their contributions.
● Equality: Providing each employee roughly the same compensation.
● Need: Providing a benefit based on one's personal requirements.
2. Procedural Justice: Appropriateness of the allocation process.
● Consistency: All employees are treated the same.
● Lack of Bias: No person or group is singled out for discrimination or ill-treatment.
● Accuracy: Decisions are based on accurate information.
● Representation of All Concerned: Appropriate stakeholders have input into a decision.
● Correction: There is an appeals process or other mechanism for fixing mistakes.
● Ethics: Norms of professional conduct are not violated.
3. Interactional Justice: Appropriateness of the treatment one receives from authority figures.
● Interpersonal Justice: Treating an employee with dignity, courtesy, and respect.
● Informational Justice: Sharing relevant information with employees.

# C4:ROLE OF LEADER: INTRODUCE SELF MANAGING TEAMS

Eleven required behaviors of an external leader



# C4:ROLE OF LEADER: BUILD TEAM PERFORMANCE

- Establish urgency, set demanding performance standard and direction
- Select member for skill and skill potential, not for personality
- Pay particular attention to first meetings and actions
- Set some clear rules of behaviour
- Set and seize upon a few immediate performance oriented tasks and goals
- Challenge the group regularly with fresh facts and information
- Spend lots of time together
- Exploit the power of positive feedback, recognition and award

# C5: TEAM DECISION MAKING: FACTORS AFFECTING DECISION MAKING

- ❑ Following factors can affect the decisions,
  - ❑ Choice in Decision Making – by utilizing choices for both “designing the decision making process” and “executing the decision making process”
  - ❑ Conflict in Decision Making – as **decision making is a group activity, conflict is inevitable** and needed to be managed effectively
  - ❑ Leadership in Decision Making – asking hard questions, bring and discuss alternatives, encourage conflict
  - ❑ Setting criteria for effective and good decisions – setting higher criteria can make high quality choice/alternatives, ensure effective implementation and timeliness
- ❑ **Decision making is not an event at a point of time, it's a process over a period of time.**

# C5:TEAM DECISION MAKING: REASONS BEHIND BAD DECISION MAKING

- ❑ The Reasons behind bad decision making are as follows
  - ❑ Absence of Candor or Openness within the team
  - ❑ Presence of Groupthink, which means there is an atmosphere of assumed consensus

# C5: TEAM DECISION MAKING: EFFECT OF ABSENCE OF CANDOR/OPENNESS

## Reasons:

- New members feels insecure to speak up
- They looks for the signal from the leader

## Remedy:

- Designing leaderless sessions will encourage members to speak up
- Multiple options create environment for express opinion (Note: **“GO”** and **“NO GO”** are not multiple options.)

# C5: TEAM DECISION MAKING: EFFECT OF GROUPTHINK

## Reason:

- People actively suppress their views to achieve their goal of being part of the key team. They follow the principle of “Go Along to Get Along”

## Impact:

- Team loses their critical evaluative capability
- It leads to following negative practices,
  - Discussions are limited to only a few or no alternative.
  - Alternative is not critically examined.
  - No attempt for collecting expert opinion.
  - No contingency plans.
  - Self censoring.
  - Just a whitewash of critical thinking.

# C5: TEAM DECISION MAKING: EFFECT OF GROUPTHINK

- ❑ Remedy:
  - ❑ Encourage Candor/Openness
  - ❑ Having multiple options
  - ❑ Send the team back for a second chance meeting to critically evaluate all options and risks
  - ❑ Avoid making any untested assumption by critically evaluation all assumptions

# C5:TEAM DECISION MAKING: DECISION MAKING PROCESS

- ❑ Two alternative process for Good Decision Making are
  - ❑ Devil's Advocacy
  - ❑ Dialectical Inquiry

# C5: TEAM DECISION MAKING: DEVIL'S ADVOCACY PROCESS

- ❑ A technique for improving the quality of group decisions by introducing conflict into the decision-making process.
- ❑ After the group developed alternative solutions to a problem, the plan is given to one or more staff members, with instructions to find fault with it.
- ❑ If the plan withstands the scrutiny of these devil's advocates, it can be presumed to be free of the effects of groupthink and thus viable.
- ❑ Devil's advocacy can nullify **inhibitions and premature conformity** to group norms created due to the impact of Groupthink.

# C5:TEAM DECISION MAKING: DIALECTICAL INQUIRY PROCESS

- ❑ Dialectical inquiry is a debate between two opposing sets of viewpoints
- ❑ Multiple teams are instructed to generate and evaluate alternative courses of action and then recommend the best one.
- ❑ Then the teams meet together and select the best parts of each plan and synthesize a final plan that provides the best opportunity for success.
- ❑ Although it stimulates programmed conflict, it is a constructive approach, because it elicits the benefits and limitations of opposing sets of ideas.

# C5: TEAM DECISION MAKING: INQUIRY VS ADVOCACY PROCESS

	<b>Advocacy</b>	<b>Inquiry</b>
<b>Concept of decision making</b>	a contest	collaborative problem solving
<b>Purpose of discussion</b>	persuasion and lobbying	testing and evaluation
<b>Participants' role</b>	spokespeople	critical thinkers
<b>Patterns of behavior</b>	strive to persuade others defend your position downplay weaknesses	present balanced arguments remain open to alternatives accept constructive criticism
<b>Minority views</b>	discouraged or dismissed	cultivated and valued
<b>Outcome</b>	winners and losers	collective ownership

# C6: TEAM DECISION MAKING: SIMULATION

Case: Sink or SWIM

Before Next Class:

Make a Team of 10 persons (6 groups per section). Choose one of the decision making process (Advocacy or Inquiry). Assume you are the Conference Leadership Team. Make a decision about what to do.

Next Class:

We will go through the group decision outcomes.