

CHAPTER 2

Designing the Team

OVERVIEW

This chapter challenges students to think about how to build teams in terms of designing the task, selecting the people, and then managing their relationships. One suggestion is to challenge students in the class—either in small groups, individually, or as an entire class—with realistic situations that require teamwork. For example, ask students how they would compose a team for completing a course project in terms of the three dimensions listed above. For example, the topic of diversity could represent a complete lecture in itself. Challenge students to come up with “diversity policies” as if they were recruiting team members for important projects. Then, ask them to select members (from the class) based upon the dimensions they deem important. Challenge students to debate the tension between the benefits of building a diverse team and a “cohesive” team.

LECTURE OUTLINE

I. TEAM DESIGN

- A. It is more important to have a well-designed team than a team with a good leader.
- B. Three key aspects that form the internal system of teamwork:
 - 1. Defining the goal
 - 2. Selecting the team
 - 3. Managing the process

II. DEFINE THE GOAL

- A. Teams that plan or develop performance strategies usually perform better.
- B. Ends vs. means
 - 1. Common errors:
 - a) Launching into actions without a thoughtful discussion of purpose
 - b) Excessive focus on how a team should function
 - 2. Team goals should:

- a) Be clear and simple
 - b) Specify ends but not means
- 3. Difficult goals yield considerably higher team performance compared with nonspecific goals.
- C. Performance vs. learning goals
 - 1. **High-performance orientation** – reflects a desire to gain positive judgments on performance
 - 2. **High-learning orientation** – a desire to understand or become more competent at something
 - 3. **Performance-prove goal orientation** – motivation technique that drives people to outperform others
- D. Promotion vs. prevention goals
 - 1. **Promotion goals** – goal is to achieve desired positive outcome
 - 2. **Prevention goals** – goal is to avoid negative outcomes
 - 3. **Regulatory fit** – pursue a goal in a strategic way that aligns with the team's chronic goal orientation
- E. **Goal fit** – congruence between the group and its members about the goals
- F. Pre-planning vs. on-line planning
 - 1. *Task-focused planning* focuses on work goals and task-specific performance requirements.
 - 2. *Teamwork-focused planning* spotlights interpersonal interaction requirements and team member capabilities.
 - 3. Preplanning – planning before actually performing the task
 - 4. Online planning – planning during the task itself
- G. Timelines and time pressure
 - 1. Differences in how team members think about time can dramatically affect team process and outcomes. Such differences include:
 - a) Time urgency
 - b) Time perspective
 - c) Polychronicity
 - d) Pacing style
 - 2. Effects of **temporal leadership** on team performance
 - 3. Teams adapt to the constraints presented to them.
- H. Capacity problems vs. capability problems
 - 1. **Capacity problems** – not enough time to do all required tasks
 - 2. **Capability problems** – task is too difficult, even when there is time to do it
 - 3. **The Attentional Focus Model (AFM)** – predicts how time pressure will affect team performance

III. SELECTING TEAM MEMBERS

- A. Two key errors that leaders often make when selecting team members:
 - 1. Make the team too big – overstaffing bias
 - 2. Make the team too homogenous
- B. Member-initiated team selection
- C. Optimal team size
 - 1. Generally teams should be less than 10 members
 - 2. Team-scaling fallacy -- as team size increases, people increasingly underestimate the number of labor hours required to complete projects
 - 3. Disadvantages of an overgrown team
 - 4. Advantages of smaller teams
 - 5. Overstaffing bias
- D. Skills, talents, abilities
 - 1. Important skills to consider when forming any team: **(Exhibit 2-1)**
 - a) Technical or functional expertise
 - b) Task-management skills
 - c) Interpersonal skills
- E. Roles and responsibilities
 - 1. People occupy one of six different team roles: **(Exhibit 2-2)**
 - a) Organizer
 - b) Doer
 - c) Challenger
 - d) Innovator
 - e) Team builder
 - f) Connector
 - 2. **Backing up behavior** – the discretionary provision of resources and task-related effort to another member of one's team that is intended to help that team member obtain the goals as defined by her/his role
- F. Diversity
 - 1. Types of diversity:
 - a) Social category diversity
 - b) Value diversity
 - c) Informational diversity
 - 2. Degrees of diversity:
 - a) Extreme
 - b) Moderate
 - c) Hybrid or **faultline**
 - 3. Objective vs. perceived diversity

- a) Objective diversity – the actual compositional attributes of a group
- b) Perceived diversity – people’s objective understanding of the differences in their group
- 4. Diversity and team performance
 - a) **Reflexivity** – members discussing how they work as a team
 - b) Teams benefit from multiple sources of informational diversity
- 5. Minority influence
- 6. Building a diverse team
- 7. Valuing diversity
- 8. How much diversity?
- 9. Conflict
- 10. Solos and tokens

IV. PROCESSES: HOW TO WORK TOGETHER

- A. Task vs. outcome interdependence
 - 1. Three types of task interdependence: (*Exhibit 2-3*)
 - a) Pooled interdependence
 - b) Sequential interdependence
 - c) Reciprocal interdependence
 - 2. Egalitarian values vs. meritocratic values
 - a) Egalitarian values – a desire to create a shared sense of membership
 - b) Meritocratic values – individuals are motivated to demonstrate their unique abilities to other group members
- B. Transition and action processes
 - 1. Process shifts
 - 2. Types of process shifts:
 - a) Mission analysis
 - b) Goal specification
 - c) Tactical Strategy
 - d) Operational strategy
 - e) Action process
- C. Structure
 - 1. **Team structure** – how clearly a group’s processes are articulated by team leaders and adhered to by team members
- D. **Norms** – shared expectations that guide behavior in groups
 - 1. Development and enforcement
 - a) Using scripts

- b) Unfavorable norm development
- c) Introducing favorable norms
- 2. Norm violation
 - a) Consequences of and responses to norm violation
- 3. Changing norms
- E. Team coaching
 - 1. Three distinct features involved in coaching:
 - a) Functions
 - b) Timing
 - c) Conditions
 - 2. Types of coaching (**Exhibit 2-4**)
 - a) Educational
 - b) Motivational
 - c) Consultative
 - 3. For coaching to be effective, four conditions must be met:
 - a) Team performance processes that are essential for success must be relatively unconstrained (i.e. expertise, engagement, execution).
 - b) Team must be well designed and organizational context supportive.
 - c) Coaching behaviors should focus on salient task performance processes.
 - d) Coaching interventions should be introduced when team is ready and able to incorporate changes.

V. CHAPTER CAPSTONE

KEY TERMS

Attentional Focus Model (AFM)	A model of how time pressure affects team performance
backing-up behavior	When a team member takes on tasks or responsibilities that are assigned to another team member to help him/her achieve his/her goals
capability problems	A team performance issue that occurs when a task is difficult and therefore requires more extensive processing of information. This leads to a slower rate of production for the team.
capacity problems	A team performance issue that occurs when there is not enough time to do all of the tasks required, although each task itself is easy

consultative coaching	Coaching that focuses on how best to integrate team members' strengths and abilities
educational coaching	Coaching that focuses on ability, knowledge, and skill improvements
egalitarian values	A belief in human equality, especially with respect to social, political, and economic rights and privileges
faultline	The extreme category differences that can split a group into subgroups and provide an informal structure for intragroup conflict
goal fit	Refers to the congruence between group members and the group with respect to goals
high-performance orientation	The desire to understand something novel or to increase competence in a task
high-learning orientation	The desire to gain favorable judgments of performance or avoid negative judgments of competence
informational diversity	Differences in knowledge bases and perspectives among team members.
interpersonal congruence	The degree to which we see ourselves as others see us
motivational coaching	Coaching that focuses on how to enhance involvement with the team
meritocratic values	A phenomenon where individuals are motivated to demonstrate their unique abilities to other group members
norms	Shared expectations that guide behavior in groups
objective diversity	Differences in actual compositional attributions of a group
online planning	Planning for what work needs to be done and how to do that work during the task itself
overstaffing bias	A bias that occurs when team leaders are asked whether their teams could ever become too small or too large; most managers are

	biased to say that overstaffing is less possible due to their perceived workload
perceived diversity	Team members' subjective understanding of differences in their group
performance-prove	Goal orientation that drives people to outperform others
pooled interdependence	A working situation in which group members work independently and then pool their results and resources
promotion goals	Chronic goal orientation that pushes people to achieve desired positive outcomes
prevention goals	Chronic goal orientation that directs a team member to avoid negative outcomes
process shifts	Points in time when teams complete one focal process and change to another
reciprocal interdependence	A working situation in which every member is dependent upon others at all levels, and highly interdependent as a result
reflexivity	Members discuss how they work as a team
regulatory fit	When team members pursue a goal in a way that aligns with their chronic goal orientation
script	A highly prescriptive sequence of behaviors that dictate appropriate behavior in any given situation
sequential interdependence	The classic assembly-line or division of labor: each member of the team has a particular skill or task to perform and is more interdependent
social category diversity	Explicit differences among group members in social category membership such as race, gender, and ethnicity.
taskwork focus	Team focus on prioritizing work goals and task-specific performance requirements
team coaching	The direct interaction with a team intended to help members make coordinated and task-appropriate use of their collective resources in accomplishing the team's work

team scaling fallacy	The phenomenon that as team size increases, people increasingly underestimate the number of labor hours required to complete projects
team structure	How clearly the group's processes are articulated by team leaders and the extent to which they are closely adhered to by team members
teamwork focus	Team focus on interpersonal interaction requirements and team member capabilities
temporal leadership	A team orientation to optimize the time-related aspects of their work
theory of the strategic core	This theory holds that certain team roles are more important for team performance, and the characteristics of the role holders in these "core" roles are more important than others for overall team performance.
token	A person of a certain gender, race, or other demographic that is typically underrepresented in the organization and often historically disadvantaged
value diversity	Team members differ in terms of what they think the group's real task, goal, or mission should be

SUGGESTED READINGS AND EXERCISES

BOOK: Arrow, H., & Burns, K. (2004). Self-organizing culture: How norms emerge in small groups. In M. Schaller & C.S. Crandall (Eds.), *The psychological foundations of culture*. Mahwah, NJ: Lawrence Erlbaum.

The authors show how questions about the origins and evolution of culture can be fruitfully answered through rigorous and creative examination of fundamental characteristics of human cognition, motivation, and social interaction. They review recent theory and research that, in many different ways, points to the influence of basic psychological processes on the collective structures that define cultures. These processes operate in all sorts of different populations, ranging from very small interacting groups to grand-scale masses of people occupying the same demographic or geographic category. The cultural effects--often unintended--of individuals' thoughts and actions are demonstrated in a wide variety of customs, ritualized practices,

and shared mythologies: for example, religious beliefs, moral standards, rules for the allocation of resources, norms for the acceptable expression of aggression, gender stereotypes, and scientific values.

BOOK: Hackman, J. R. (2002). *Leading teams: Setting the stage for great performances*. Boston: Harvard Business School Press.

BOOK: Jackson, S. E., & Ruderman, M. N. (Eds.) (1995). *Diversity in Work Teams*. Washington, D.C.: APA.

This book explores how diversity affects one of the most popular management strategies used in business today: the formation of employee work teams. Work teams ideally operate to maximize flexibility, creativity, and productivity in a business environment. Frustrating this effort, however, is the increasing level of diversity found in the American workplace, which often heightens the difficulty of getting people to work together effectively. The authors of this volume argue that organizations must learn to understand and adjust to workplace diversity, because many of the specific assets and liabilities of work teams arise directly out of the diverse talents and perspectives of teams' individual members.

BOOK: LaFasto, F. M. J., & Larson, C. E. (2001). *When teams work best: 6,000 team members and leaders tell what it takes to succeed*. Newbury Park, CA: Sage.

BOOK: Schein, E. H. (1969). *Process Consultation: Its Role in Organization Development*. Reading, Massachusetts: Addison-Wesley Publishers.

BOOK: Spector, R., McCarthy, P.D. (2012). *The Nordstrom Way to Customer Service Excellence: The Handbook for Becoming the "Nordstrom" of your Industry* (2nd ed.). New Jersey: John Wiley & Sons.

Virtually every company wants to be the Nordstrom of its industry. Nordstrom is one of only five companies to have made Fortune's "best companies to work for" and "most admired" list every year the surveys have been taken. Despite its position in the hard-hit retail sector, Nordstrom, with 193 stores in 28 states, never experienced a quarterly loss during the recent economic downturn. *The Nordstrom Way to Customer Service, Second Edition* explains what every

business can learn from the world's most famous customer-service-driven company.

BOOK: Sycara, K., & Lewis, M. (2004). Integrating intelligent agents into human teams. In E. Salas & S. Fiore (Eds.), *Team Cognition: Understanding the Factors that Drive Process and Performance*. Washington, DC: American Psychological Association.

The contributors to this volume describe the many ways in which team cognition is being used as an organizing framework to guide research into factors that affect team coordination. Nowadays, team cognition must be considered not only within "conventional" teams, but also across time and space in distributed teams, and—because of increased use of artificial team members (e.g., intelligent agents)—across people and machines. All of these complicating factors are considered, along with methodological issues that surround the process of measuring and defining team cognition. The unique blend of theory and data in this multidisciplinary book will be of value to psychologists and academics interested in cognition and organizational behavior, to team researchers and practitioners in industry and the military, and to graduate students interested in group processes and performance.

CASE: **Buck & Pulleyn's Team Management**
By Louis B. Barnes

In 1993, the advertising firm of Buck & Pulleyn began to move from a traditional hierarchical structure to client-focused teams. This case describes the process and some consequences of this restructuring. Performance seems to be improving, but some employees preferred the structure certainty and client variety of the old days. How does management deal with these issues? Team management has become very popular, but transitions from traditional structures to teams are not easy. The discussion will center on how to deal with these issues. Available from Harvard Business School Publishing; hone 1-800-545-7685 or (617) 783-7600; order online at <https://hbr.org/product/buck-pulleyn-s-team-management/497007-PDF-ENG>

CASE: **Framework for Analyzing Work Groups**
By Michael B. McCaskey

This case note, written as the basis for classroom discussion, presents a model for understanding the behavior and evolution of primary, stable work groups over time. Model describes contextual factors, design factors, and emergent culture as determinants of group behavior and performance. In addition, it describes emergent

behavior, norms, roles, and rituals as aspects of group life. Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 783-7600; order online at <https://hbr.org/product/framework-for-analyzing-work-groups/480009-PDF-ENG>.

CASE: Managing a Task Force

By James P. Ware

This Harvard Business School case describes several principles for improving the effectiveness of internal task forces. It also suggests a number of guidelines for starting up a task force, conducting the first meeting, managing the group's activities, and completing the project. Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 783-7600; order online at <https://hbr.org/product/managing-a-task-force/478002-PDF-ENG>

CASE: Managing Your Team

By Linda A. Hill

Specifically, the introduction to this Harvard Business School case identifies some criteria for evaluating team effectiveness and outlines in detail the key areas of responsibility of team managers: managing the team's boundary and managing the team itself (including designing the team and facilitating the team's process). The case also contains a brief appendix on managing transnational teams as well as substantial bibliographic references for further reading. Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 783-7600; order online at <https://hbr.org/product/Managing-Your-Team/an/494081-PDF-ENG>

CASE: Meeting of the Overhead Reduction Task Force

By John J. Gabarro and James G. Clawson

This Harvard Business School case study outlines events leading up to a meeting of a six-person task force which has been assigned to reduce overhead costs at a major manufacturing company. History of the company and backgrounds of all the task force members are presented. It raises the following questions and issues for students to address: 1) What strategy should the task force leader take to organize the task force and accomplish its goals within the two-week period? 2) What division of the labor, if any, is appropriate? 3) What should his purpose and agenda be for the first meeting? 4) Given the information in the case, what problems should be anticipated in terms of interdepartmental conflict and members' hidden agendas? 5) What should he do to deal with these problems?

Available from Harvard Business School Publishing; phone 1-800-988-0886 or (617) 783-7600; order online at <https://hbr.org/product/Meeting-of-the-Overhead-R/an/478013-PDF-ENG>

CASE: Mod IV Product Development Team

By Anne Donnellon, Joshua D. Margolis

This Harvard Business School case focuses sharply on a cross-functional product development team at Honeywell's Building Controls Division. It traces the history of teams at the division, which introduced them as a response to intensifying competition and the need for faster development, and reveals the challenges team members, their managers, and executives face when an organization adopts a collaborative approach to work. Through three perspectives—team member, manager, and executive—the case exposes students to the reality of teamwork.

Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 783-7600; order online at <https://hbr.org/product/Mod-IV-Product-Development/an/491030-PDF-ENG>

CASE: TRW's Information Services Division: Strategic Human Resource Management

By Michael Beer and Gregory C. Rogers

This case looks at a change effort initiated by a human resources manager within a division of TRW, Inc., a manufacturing plant. The effort utilizes a change process to address some of the division's issues regarding organizational effectiveness, especially that of a long-term strategy. In so doing, the case portrays some of the fundamental hurdles in creating change.

Available from Harvard Business School Publishing; phone 1-800-545-7685 or (617) 783-7600; order online at <https://hbr.org/product/trw-s-information-services-division-strategic-human-resource-management/496003-PDF-ENG>

EXERCISE: Assessment of Project Team Effectiveness

By Leonard Greenhalgh

This multi-task exercise can accommodate groups of three to ten participants, although five to seven is ideal. It is not a simulation per se, but rather a group of tasks that require different degrees of collaboration, divisions of labor, and creativity. It explores roles in groups; the temptation to rationalize the "honor code"; intergroup competition; the benefits of diversity; scarcity; and coping with time pressure.

Exercise: 30–45 min.

Available from Creative Consensus, Inc., P.O. Box 5054, Hanover, NH, 03755; phone/fax (603) 643-0331.

EXERCISE: Coaching Exercise

By Leigh Thompson

This exercise is designed to introduce participants to the process of peer coaching. The key assumption of coaching is that to consult with and help people, teams, and organizations effectively, one must: (1) establish an effective relationship; (2) understand people's real concerns; and (3) appreciate cultural and organizational factors that

surround the person, team, and the organization. This exercise is centered on key emotional intelligence skills.

Preparation: 30 minutes

Exercise: 60 minutes

Debrief: 30–45 minutes

Available from the Dispute Resolution Research Center (DRRC) and Kellogg Team and Group Center (KTAG) at www.negotiationexercises.com, through the Kellogg School of Management, Northwestern University.

EXERCISE: C-Suite

By Leigh Thompson

C-Suite is an exercise that challenges groups to organize quickly, develop roles, and enact norms. Leadership is critical.

Preparation: 10-20 minutes

Negotiation: 30 minutes

Roles: 2

Available from the Dispute Resolution Research Center (DRRC) and Kellogg Team and Group Center (KTAG) at www.negotiationexercises.com, through the Kellogg School of Management, Northwestern University.

EXERCISE: Leveling: Giving and Receiving Feedback

By J. William Pfeiffer

Participants in this exercise are instructed to (anonymously) write short pieces of adverse feedback about each member of their group, including themselves. Each participant then reveals to the group what adverse feedback he or she is expecting to receive. After each person is given their collected feedback, group members compare their actual feedback to their anticipated feedback, and explore and discuss their individual reactions to adverse feedback. Goals of this exercise include letting participants compare their perceptions of how a group sees them with the actual feedback obtained by the group; legitimizing negative feedback within a group; and developing skills in giving negative feedback.

Exercise: 10 minutes per participant.

Appears in Pfeiffer, J. W., & Jones, J. E. 1994. *A Handbook of Structured Experiences for Human Relations Training, Vol. I* (Exercise #17, p. 79–81). San Diego, CA: Pfeiffer & Company.

EXERCISE: Role Analysis

By Leigh Thompson

This exercise is best used following a specific exercise or at the end of a longer class or workshop in which members have had an opportunity to work with others. Each participant nominates others for specific group roles (e.g., “information-gatherer,” “facilitator,” “nay-sayer,” etc.). The instructor tabulates the results and provides feedback to class members in an anonymous, aggregated fashion.

Preparation: 15–20 minutes to complete role analysis

Exercise: 30–90 minutes to discuss roles
Available from the Dispute Resolution Research Center (DRRC) and Kellogg Team and Group Center (KTAG) at www.negotiationexercises.com, through the Kellogg School of Management, Northwestern University.

EXERCISE: Team Contract

By Leigh Thompson and Deborah Gruenfeld

Intact working groups develop a team contract, which specifies the norms, behaviors, expectations, and responsibilities for which they will hold themselves and the other team members accountable. An example of a team contract from industry is provided.

Preparation: 10–15 minutes

Exercise: 60–120 minutes

Available from the Dispute Resolution Research Center (DRRC) and Kellogg Team and Group Center (KTAG) at www.negotiationexercises.com, through the Kellogg School of Management, Northwestern University.

EXERCISE: Triangles Case

By Sivasailam Thiagarajan

TRIANGLES is an effective, convenient, and energizing tool for managers, consultants, or trainers who want to facilitate the exploration of factors associated with new work processes or new products and services. TRIANGLES brings out individual and group assumptions, tensions, and frustrations. The game dramatically illustrates the inefficiency and futility of separating the process improvement function from the implementation function.

Exercise: 45 minutes or more

Debrief: 15 minutes

Roles: 12-23 players

Available at <http://thiagi.net/archive/www/games.html>

EXERCISE: Words in Sentences

By Francine S. Hall

In this exercise, small groups of participants (5 to 15 people) play members of small companies that “manufacture” words and then “package” them in meaningful (English language) sentences. The groups must design and participate in running their own Words in Sentences (WIS) company, designing the organization to be as efficient as possible during ten-minute “production runs,” the output of which will be evaluated and recorded by a pre-selected “Quality Control Review Board.” At the end of the first production run, each group has the opportunity to reorganize its company. The purpose of the exercise is to experiment with designing and operating an organization, as well as to compare production and quality outputs under different organization structures or leadership styles. It is also useful in conjunction with teaching topics such as applied motivation

and job design, group decision making and problem solving, negotiation and conflict, managers as leaders, and organizational communication.

Exercise: 90 minutes total (including 15 minutes of group preparation, two ten-minute “production runs,” and a ten-minute discussion)
Exercise appears in Bowen, D. D., Lewicki, R. J., Hall, D. T., & Hall, F. S. (1997). *Experiences in Management and Organizational Behavior, 4th Edition* (pp. 249–253). New York: John Wiley and Sons.

ARTICLE: **The Team That Wasn’t**
By Suzy Wetlaufer

Wetlaufer, S. (1994, November–December). *The Team That Wasn’t*. *Harvard Business Review*, pp. 4–7.

Eric Holt had one responsibility as FireArt’s director of strategy: to put together a team of people from each division and create and implement a comprehensive plan for the company’s strategic realignment within six months. It seemed like an exciting, rewarding challenge. Unfortunately, the team got off on the wrong foot from its first meeting. Randy Louderback, FireArt’s charismatic and extremely talented director of sales and marketing, seemed intent on sabotaging the group’s efforts. Anxiously awaiting the start of the team’s fourth meeting, Eric was determined to address Randy’s behavior openly in the group. But before he could, Randy provoked a confrontation, and the meeting ended abruptly. What should Eric do now? Is Randy the team’s only problem? Seven experts discuss the characters in this fictitious case study and examine what it takes to create a successful team.

Available as a downloadable reprint from the *Harvard Business Review*, <https://hbr.org/product/the-team-that-wasn-t-hbr-case-study/94612X-PDF-ENG> , phone 1-800-545-7685 or (617) 783-7600.

PAPER: **String Quartet Study**
By J. Keith Murnighan and Don E. Conlon

Murnighan, J. K., & Conlon, D. E. (1991). The Dynamics of Intense Work Groups: A Study of British String Quartets *Administrative Science Quarterly*, 36(2), 165–186.

Focuses on the relationship between the internal dynamics and the success of a population of intense work groups: British string quartets. Semistructured interviews were conducted with 80 string quartet musicians, and archival analysis and limited observation were conducted. Three basic paradoxes were observed: leadership versus democracy, the paradox of the second violinist, and confrontation versus compromise. Findings indicate that the more successful quartets recognized but did not openly discuss these paradoxes. Instead, they managed these inherent contradictions implicitly and did not try to resolve them. Results argue in favor of K. Smith and D. Berg’s (1987) observations regarding paradoxes in groups.

FILM: Emotional Intelligence
Distributed by CRM Learning, Inc.

Most of us have been conditioned to believe that emotions are not welcome in the workplace, that team and work decisions should be based upon cold, logical reason. In short, we “leave our emotions at home.” Today there is a growing body of science in the emerging field of emotional intelligence (EI), indicating that proper understanding—and use of—emotions can be critical to helping us be more effective workers and better communicators. CRM’s Emotional Intelligence program provides an overview of this breakthrough training topic and includes commentary from numerous EI experts including Daniel Goleman and Peter Salovey. Five EI competencies are introduced: self-awareness, self-regulation, self-motivation, empathy, and effective relationships. Viewers will come away with specific areas of improvement to focus on and a structured, step-by-step approach to developing the required emotional competencies to bring more creativity, energy, and intuition to their work, whatever the industry or field.

Running time: 25 minutes

Available for sale or rental from CRM Learning, Inc., 2215 Faraday Avenue, Carlsbad, CA, 92008. Phone: (800) 421-0833; e-mail: sales@crmlearning.com.

DISCUSSION QUESTIONS – CHAPTER 2

1. What are two of the most common errors made by managers when setting goals for their team? Ideally, what are the best characteristics of team goals? (*p. 27-28; Easy; Concept; Interpersonal relations and teamwork*).
2. Give some examples of pooled interdependence, sequential interdependence, and reciprocal interdependence in groups. What are the various effects of interdependence on teamwork and team design? (*p. 43; Moderate; Synthesis; Interpersonal relations and teamwork*).
3. Why are larger groups less effective than smaller ones? Why do you think managers tend to overstaff groups and teams? (*p. 33-35; Moderate; Concept; Interpersonal relations and teamwork*).
4. What are some of the reasons diversity is such an important issue in organizations? What are the steps a manager can follow when creating and managing diversity within his or her team? (*p. 38-42; Easy; Concept; Diverse and multicultural work environments*).
5. Discuss the difference between norms and formal rules within a group. What are some of the norms in your own team or group? What do you think are the most effective strategies for dealing with norm violations? (*p. 46-48; Moderate; Application; Interpersonal relations and teamwork*).

