



ILT Hospital Management -
Leading Teams
Prof. Dr. Ingo Fischer

- **Introduction**
- **Team Leadership Model**
- **Aspects of Team Behavior**
- **Types of Teams /Self-Managed Teams**
- **Team Meetings**
- **Team Decision Making**
- **Team Development**

- **Discuss the advantages and disadvantages of working in teams.**
- **Briefly describe the seven characteristics of effective teams.**
- **Outline the three parts of conducting effective meetings.**
- **Explain the differences between traditional and self-managed teams.**
- **Describe the benefits of using self-managed teams in organizations.**
- **Describe how team member characteristics impact self-managed team effectiveness.**
- **Describe the guidelines for improving self-managed team effectiveness.**
- **Describe the challenges of implementing effective self-managed teams.**

- **Team**
- **Teamwork**
- **Social loafing**
- **Groupthink**
- **Team effectiveness**
- **Team norms**
- **Team cohesion**
- **Team creativity**
- **Functional team**
- **Cross-functional team**
- **Virtual team**
- **Self-managed teams (SMTs)**
- **Self-managed team champion**
- **Team potency**
- **Distributed leadership**
- **Self-managed team facilitator**

- **Lussier, Robert N.: Human Relations in Organizations, 7e, 2008**
- **Lussier, Robert N./Achua, Christopher F.: Effective Leadership, 3e, 2007**
- **Northouse: Leadership, 5e, 2010**
- **Vecchio, Robert P.: Organizational Behavior - Core Concepts, 6e, 2006**
- **Torrington et al., Human Resource Management, 6e, 2005**

Introduction

- **An understanding and commitment to group goals on the part of all team members**
- **A way of life in postmodern organizations**
- **Offers the best way to better corporate performance by increased productivity and profits**
- **Leads to cooperation and synergy**

- **Leader learns about team performance factors**
- **Leader analyzes his/her team e.g.**
 - **Analyzes of team members**
 - **Analyzes of stage of group development**
- **Leader decides on how to improve group / team effectiveness, e.g.**
 - **Introduce regular meetings**
 - **Start team development process**
 - **Investigate with informal team leaders**

- **A unit of two or more people with complementary skills who are committed to a common purpose and set of performance goals and to common expectations, for which they hold themselves accountable**
- **The basic unit of empowerment within organizations**

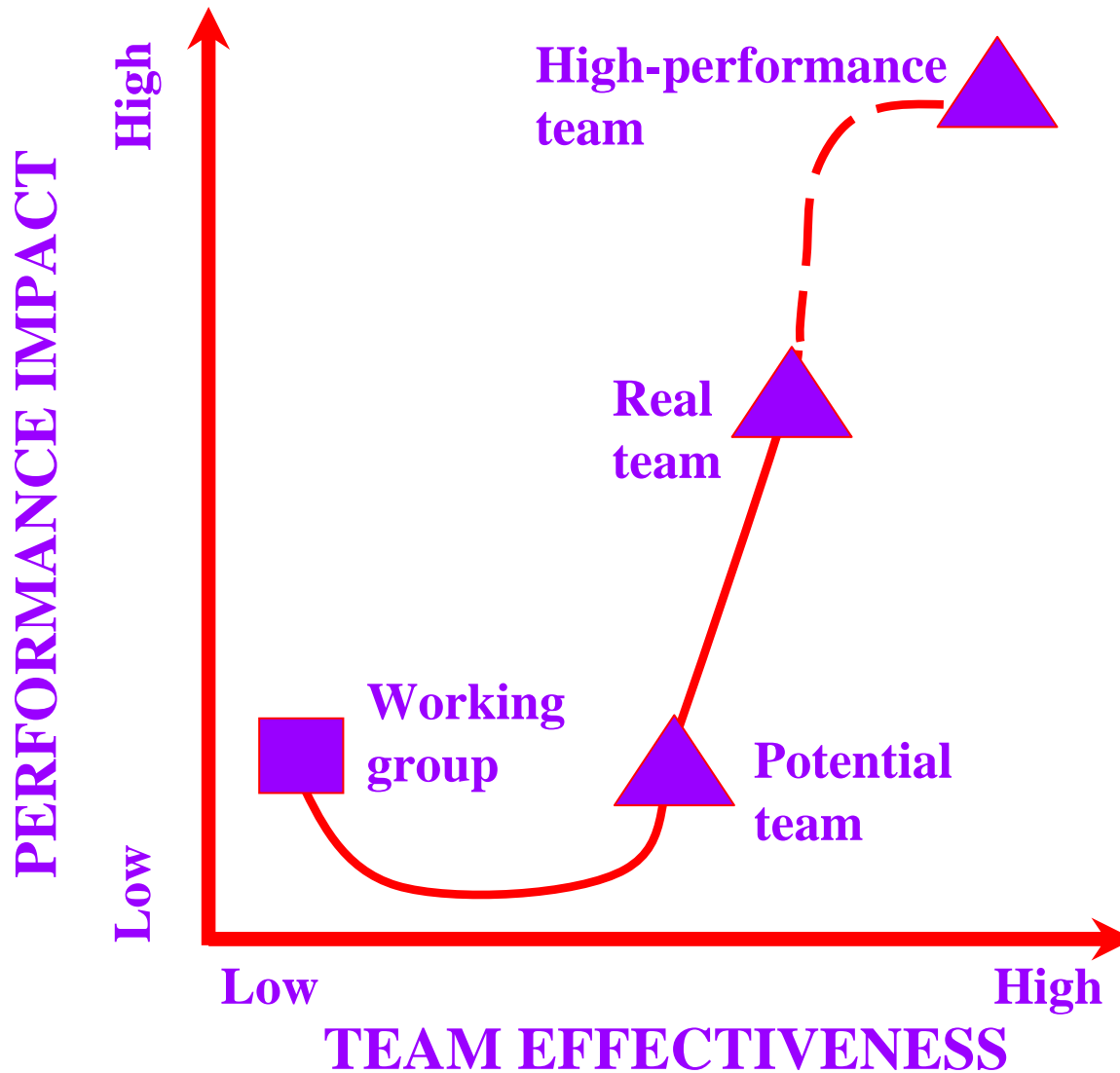
GROUP

- Values vary
- Commitment varies
- More independent
- Strong leader
- Individual accountability

TEAM

- Shared mission
- Collective responsibility
- Strong commitment
- Common goals or tasks
- Shared leadership roles
- Individual and mutual
- Accountability
- Equality
- Good for the whole

The Team Performance Curve



Source: Adapted from Katzenbach, J.R., and Smith, D.K. *The Wisdom of Teams*. Boston: Harvard Business School Press, 1993, 84.

TEAM

T = Together

E = Everyone

A = Accomplishes

M = More

No matter what you are trying to do, ***TEAMS*** are the most effective way to get the job done.

■ ADVANTAGES

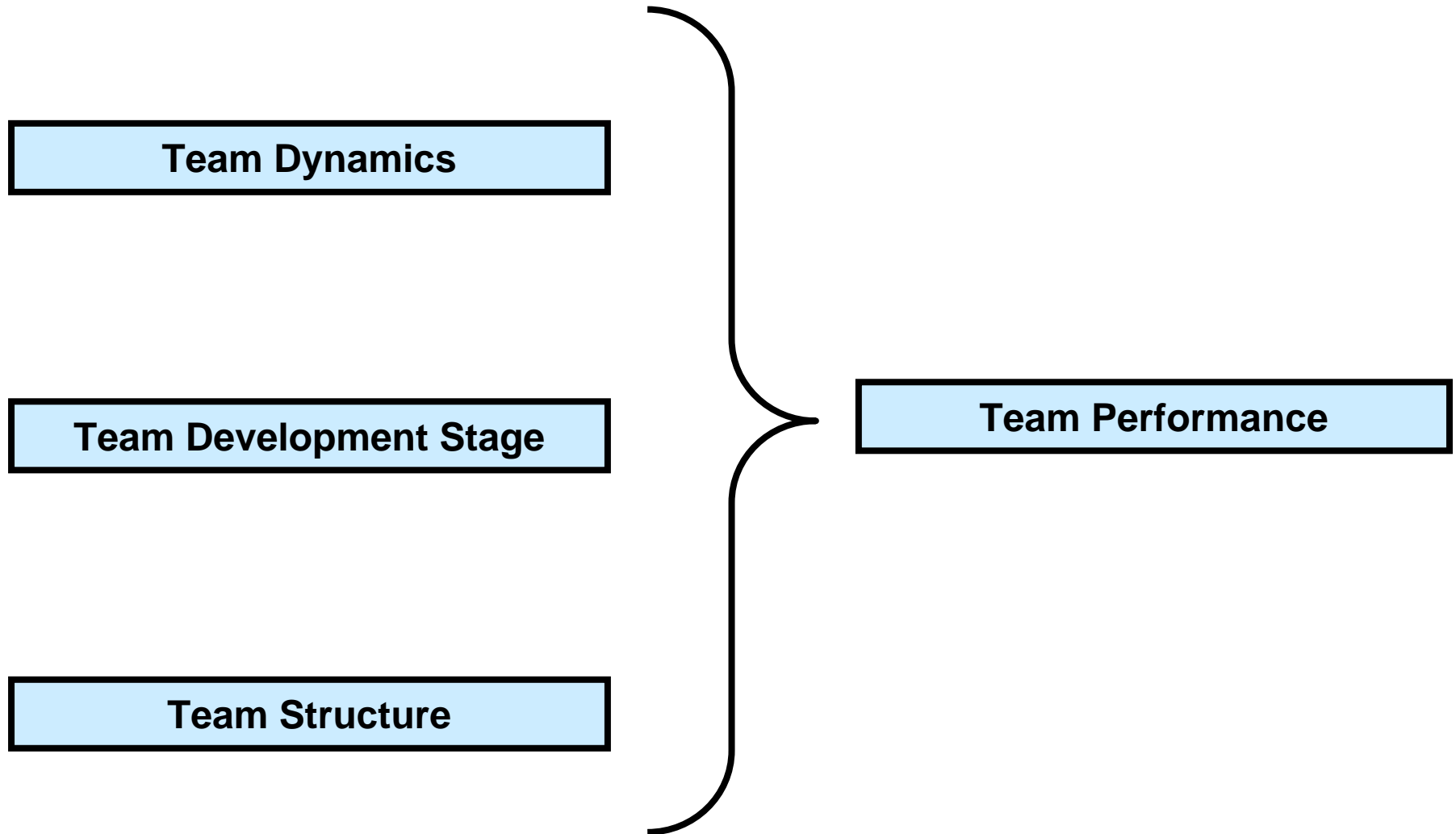
- Synergy
- Avoids major errors
- Faster, better decisions
- Continuous improvement
- Innovation
- Stimulates self-motivation
- Greater job satisfaction
- Needs fulfillment

■ DISADVANTAGES

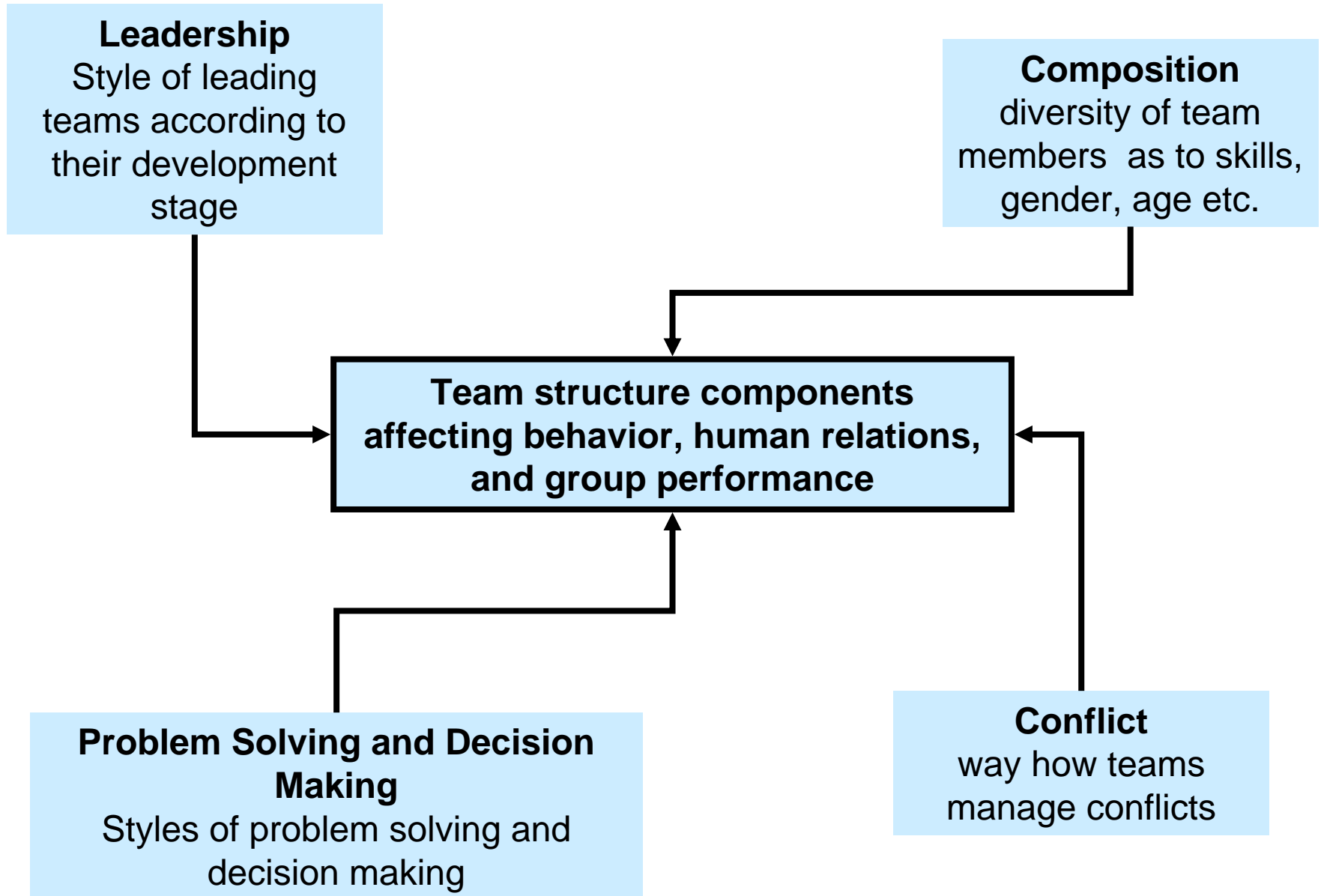
- Pressure to conform to group standards and conduct
- Ostracized for productivity
- Social loafing
- Groupthink
- Intergroup conflicts
- Can lead to increased stress and cost while lowering group cohesion

- **Effective communications**
- **Personality conflicts and egos**
- **Unifying goals, directions, and focus**
- **Rewards and incentives**
- **Clarity about team structure**
- **Effective leadership**
- **Timely decisions**

The Team Performance Model



Team Dynamics Components



Team Structure Components

Size of team

Norms of team

Objectives of team

Team dynamics components affecting behavior, human relations, and group performance

Cohesiveness
influencing factors are: objectives, homogeneity, participation, competition, success.

Status within the team
perceived ranking of one member relative to other members of the group

Roles
shared expectations of how group members will fulfill the requirements of their position

Team Development Stages and Supervisory Styles/Roles

Group Development Stage

Supervisory Style /Roles

Low development



S-A Autocratic

Moderate Development



S-C Consultative

High Development



S-P Participative

Outstanding
Development



S-L Laissez-faire

- **Team norms**
- **Team leadership**
- **Team cohesiveness and interdependence**
- **Team composition**
- **Team structure**
- **Organizational support**

Team Norms and Team Leadership

Team Norms

- **Acceptable standards of behavior shared by team members**
- **Influence how members perceive and interact with one another, approach decisions, and solve problems**
- **Begin developing and being accepted at the early stage of team formation**

Team Leadership

- **An important team goal is for members to participate in team leadership**
- **Effective team leaders encourage norms that positively affect team goals and alter those that are negative**
- **Effective team leader learn new ways to lead**
- **Effective team leaders are knowledgeable in team leadership**
- **Effective team leaders understand people and have social skills**
- **Team leaders must self-sacrifice and display self confidence**

- **Team cohesion is the extent to which team members band together and remain committed to achieving team goals**
- **Highly cohesive teams have high group potency,**
 - i.e., the belief that the team can be effective
- **The degree that team members depend on each other for information, resources, and other inputs to complete their tasks determines the level of interdependence or mutual influences within the team**

- **Agree on common purpose and direction**
- **Receive high praise and recognition from external sources**
- **Encourage teams to compete with one another**
- **Members find they have common ground and similar attitudes and values**
- **Members enjoy being on the team**

- **Focuses on the characteristics of team members**
- **Teams need the right mix of complementary skills, knowledge, and abilities**
- **Good working relationships require high social skills for team members**
- **Teams with diversity in skills, backgrounds, and perspectives have increased creativity and diverse points of view when facing problems**
- **Teams not managing diversity well will suffer negative consequences**
- **Size also impacts team effectiveness**
 - **Small teams of under 12 members are generally more effective**
 - **Size affects members' ability to relate closely with other members**
 - **Large teams of over 12 tend to break down into smaller working units**

Team Composition

- **Technical or functional expertise**
- **Problem solving and decision making skills**
- **Interpersonal skills**
- **High level of emotional intelligence**

(Katzenbach & Smith, 1993)

Belbin's Selection by Team Roles

- **Coordinator**
- **Shaper**
- **Plant**
- **Resource investigator**
- **Implementer**
- **Team worker**
- **Completer**
- **Monitor evaluator**
- **Specialist**

Furnham et al (1993) questions reliability of inventory as a measure

Fisher et al (2002) concludes that it has intuitive appeal

Team Structure

Refers to interrelations that determine the allocation of tasks, responsibilities, and authority

Interdependence and autonomy have been identified as key structural components that influence team effectiveness

Determines the extent to which team members directly control the actions of each other or report observations of their peers' efforts to management

- Horizontal incentive system
- Vertical incentive system

Organizational Support

Effective teams have strong support from top management

Assessing team effectiveness as part of overall organizational performance is an important role of top management

Team Leadership Model

Warning !!!

Complex topic

**If you aren't willing to learn,
please avoid,
it would be a waste of time.**

- ❖ **Team Leadership Perspective**
- ❖ **Team Leadership Model**
- ❖ **Leadership Decisions**
- ❖ **Leadership Actions**
- ❖ **Team Effectiveness**
- ❖ **Principled Leadership**
- ❖ **How does the Team Leadership Model Work?**

Historical Perspective of Team Leadership – 1920s-1980s

20-30s

40s

50s

60-70s

80s

- Human Relations movement

- Collaborative efforts at work

- Group dynamics

- Social science theory

- T group
- Leader's role in T group

- Organizational development
- Team leader effectiveness

- Quality teams
- Benchmarking
- Continuous improvement

Historical Perspective of Team Leadership – 1990s

90s

Parker
1990

- **Global perspective**
- **Flatter organizational structure**
- **Strategies for competitive advantage**
- **Group dynamics**
- **Social science theory**
- **Team-based, technology enabled**

- ❖ ***Effectiveness research***
The use of teams has led to:
 - **Greater productivity**
 - **More effective use of resources**
 - **Better decisions & problem solving**
 - **Better-quality products & services**
 - **Increased innovation & creativity**

Team Leadership Description

Perspective

Team research (Ilgen, Hollenbeck Johnson & Jundt, 2005)

- *Focus on team variables*
- Role of affective, behavioral & cognitive processes in team success
- Team performance & viability
 - ◆ Role of mediating processes such as:
 - ◆ Trusting, bonding, planning, adapting, structuring & learning

Issues

- Difficult to understand the team process because of its complexity
- Leader *ineffectiveness* is major obstacle to overall team effectiveness
- Shared or distributed leadership (Day et al., 2004)

Description

Model provides leader or designated team member with a *mental road map* to help

- Diagnose team problems, and
- Take appropriate action to correct team problems

Effective team performance begins with leader's *mental model* of the situation

Mental model reflects

- Components of the problem
- Environmental & organizational contingencies

Hill's Model for Team Leadership



Should I Monitor the Team or Take Action?

Leaders can:

- Diagnose, analyze, or forecast problems (monitoring) or take immediate action to solve a problem
- **Focus on problems within the group (internal) or**
- Which problems need intervention
- Make choices about which solutions are the most appropriate

Effective leaders have the ability to determine

- What interventions are needed, if any, to solve team problems

Leadership Decision 1

McGrath's Critical Leadership Functions

	MONITOR	EXECUTIVE ACTION
INTERNAL	Diagnosing Group Deficiencies 1	Taking Remedial Action 2
EXTERNAL	Forecasting Environmental Changes 3	Preventing Deleterious Changes 4

Leadership Decision 2

Should I Intervene to Meet Task or Relational Needs?

Task Functions

- Getting job done
- Making decisions
- Solving problems
- Adapting to change
- Making plans
- Achieving goals

Maintenance Functions

- Developing positive climate
- Solving interpersonal problems
- Satisfying members' needs
- Developing cohesion

Should I Intervene Internally or Externally?

Leader must:

■ Determine what level of team process needs leadership attention:

■ Internal task or relational team dynamics, if:

- ◆ Conflict between group members
- ◆ Team goals unclear

■ External environmental dynamics, if:

- ◆ Organization not providing proper support to team

Leadership Actions

Leadership Functions – performed internally or externally

Internal Leadership Actions

Task

- Goal focusing
- Structuring for results
- Facilitating decision making
- Training
- Maintaining standards

Relational

- Coaching
- Collaborating
- Managing conflict
- Building commitment
- Satisfying needs
- Modeling principles

External Leadership Actions

Environmental

- Networking
- Advocating
- Negotiating support
- Buffering
- Assessing
- Sharing information

Set of skills or actions leader might perform to improve task performance:

- **Goal focusing** (clarifying, gaining agreement)
- **Structuring for results** (planning, visioning, organizing, clarifying roles, delegating)
- **Facilitating decision making** (informing, controlling, coordinating, mediating, synthesizing, issue focusing)
- **Training team members in task skills** (educating, developing)
- **Maintaining standards of excellence** (assessing team and individual performance, confronting inadequate performance)

Set of actions leader needs to implement to improve team relationships:

- **Coaching team members in interpersonal skills**
- **Collaborating (including, involving)**
- **Managing conflict and power issues (avoiding confrontation, questioning ideas)**
- **Building commitment and esprit de corps (being optimistic, innovating, envisioning, socializing, rewarding, recognizing)**
- **Satisfying individual member needs (trusting, supporting, advocating)**
- **Modeling ethical and principled practices (fair, consistent, normative)**

Set of skills or behaviors leader needs to implement to improve environmental interface with team:

- **Advocating and representing team to environment**
- **Negotiating upward to secure necessary resources, support, and recognition for team**
- **Networking and forming alliances in environment (gather information, increase influence)**
- **Buffering team members from environmental distractions**
- **Assessing environmental indicators of team's effectiveness (surveys, evaluations, performance indicators)**
- **Sharing relevant environmental information with team**

Team Effectiveness

Comparison of Theory and Research Criteria

CONDITIONS of Group Effectiveness

(Hackman & Walton, 1986)

Clear, engaging direction
Enabling structure

Enabling context
Adequate material resources
Expert coaching

CHARACTERISTICS of Team Excellence

(Larson & LaFasto, 1989)

Clear, elevating goal
Results-driven structure
Competent team members
Unified commitment
Collaborative climate
Standards of excellence
External support
Principled leadership

❖ *Clear, Elevating Goal*

- Clear so that one can tell if performance objective has been met
- Is motivating or involving so that members believe it is worthwhile and important

❖ *Results-Driven Structure*

- Need to find the *best* structure to achieve goals
 - Clear team member roles
 - Good communication system
 - Methods to assess individual performance
 - An emphasis on fact-based judgments

❖ *Competent Team Members*

– Components

- Right number and mix of members
- Members must be provided:
 - Sufficient information
 - Education and training
- Requisite technical skills
- Interpersonal & teamwork skills

– Team Factors

- Openness
- Supportiveness
- Action orientation
- Positive personal style

– Core Competencies

- Ability to do the job well
- Problem solving ability

■ Team Effectiveness

❖ *Unified Commitment*

- Teams need a carefully designed and developed sense of unity or identification (*team spirit*)

❖ *Collaborative Climate*

- Trust based on openness, honesty, consistency, and respect
- Integration of individual actions
- Leaders facilitate a collaborative climate by:
 - Making communication safe
 - Demanding and rewarding collaborative behavior
 - Guiding the team's problem-solving efforts
 - Managing one's own control needs

❖ *Standards of Excellence*

– Regulated Performance

- Facilitates task completion and coordinated action
- Stimulates a positive pressure for members to perform at highest levels

– How Accomplished

- Requiring results (*clear expectations*)
- Reviewing results (*feedback/resolve issues*)
- Rewarding results (*acknowledge superior performance*)

❖ *External Support and Recognition*

– Regulated Performance

- Teams supported by external resources are:
 - Given the material resources needed to do their jobs
 - Recognized for team accomplishments
 - Rewarded by tying those rewards to team members performance, not individual achievement

❖ *Principled Leadership*

- Influences team effectiveness through four sets of processes (Zaccaro et al., 2001)
 - *Cognitive* - Facilitates team's understanding of problems confronting them
 - *Motivational* - Helps team become cohesive & capable by setting high performance standards & helping team to achieve them
 - *Affective* - Assists team in handling stressful circumstances by providing clear goals, assignments, & strategies
 - *Integrative* - Helps coordinate team's activities through matching member roles, clear performance strategies, feedback, & adapting to environmental changes

❖ **Focus of Team Leadership**

❖ **Strengths**

❖ **Criticisms**

❖ **Application**

Focus

Model provides a *cognitive map* to identify group needs and offers suggestions on appropriate corrective actions

Model assists leader in making sense of the *complexity* of groups and provides suggested actions to improve group effectiveness

Strengths

Provides *answers* to what constitutes excellent teams

Provides a *cognitive guide* that assists leaders in designing and maintaining effective teams

Recognizes the *changing role* of leaders and followers in organizations

Can be used as a *tool* in group leader selection

Complete model has not been totally *supported or tested*

May not be *practical* as the model is complex and doesn't provide easy answers for difficult leader decisions

Fails to provide much *guidance* for handling everyday interactions and complications of team management

More focus required on how to teach and provide *skill development* in areas of diagnosis and action taking



**Useful in leader
decision making**

**Can be used as a
team diagnostic tool**

Aspects of Team Behavior

- **Technical expertise**
- **Problem-solving and decision-making skills**
- **Interpersonal skills**

- **The conscious or unconscious tendency by some team members to shirk responsibilities by withholding effort toward group goals when they are not individually accountable for their work**
- **Likely when individual effort is not recognized and assessed**
- **Individual performance appraisal reduces social loafing but risks team interaction and synergy**

- **When members of a cohesive group tend to agree on a decisions not on the basis of its merit but because they are less willing to risk rejection for questioning a majority viewpoint or presenting a dissenting opinion**
- **Unanimity is more important than objectivity**
- **Dissent is suppressed in favor of consensus**
- **Examples include Enron Corp. and the Nixon White House**
- **Overcome by training team members to be effective participants in decision making**

- **The tendency of a team or group to stick and work well together**
- **Generally beneficial in teams**
- **Can lead to conflict with other teams**
- **A team may reject outside influences and inputs**
 - **May begin to act like a clique**

■ Task performance

- The degree to which the team's output meets needs and expectations of those who use it

■ Group process

- The degree to which members interact or relate that allow the team to work well over time

■ Individual Satisfaction

- The degree to which group experience, on balance, is more satisfying than frustrating to team members

Innovation

- **Capability to rapidly respond to environmental needs and changes with creative solutions**

Efficiency

- **Able to achieve goals with fewer resources**

Quality

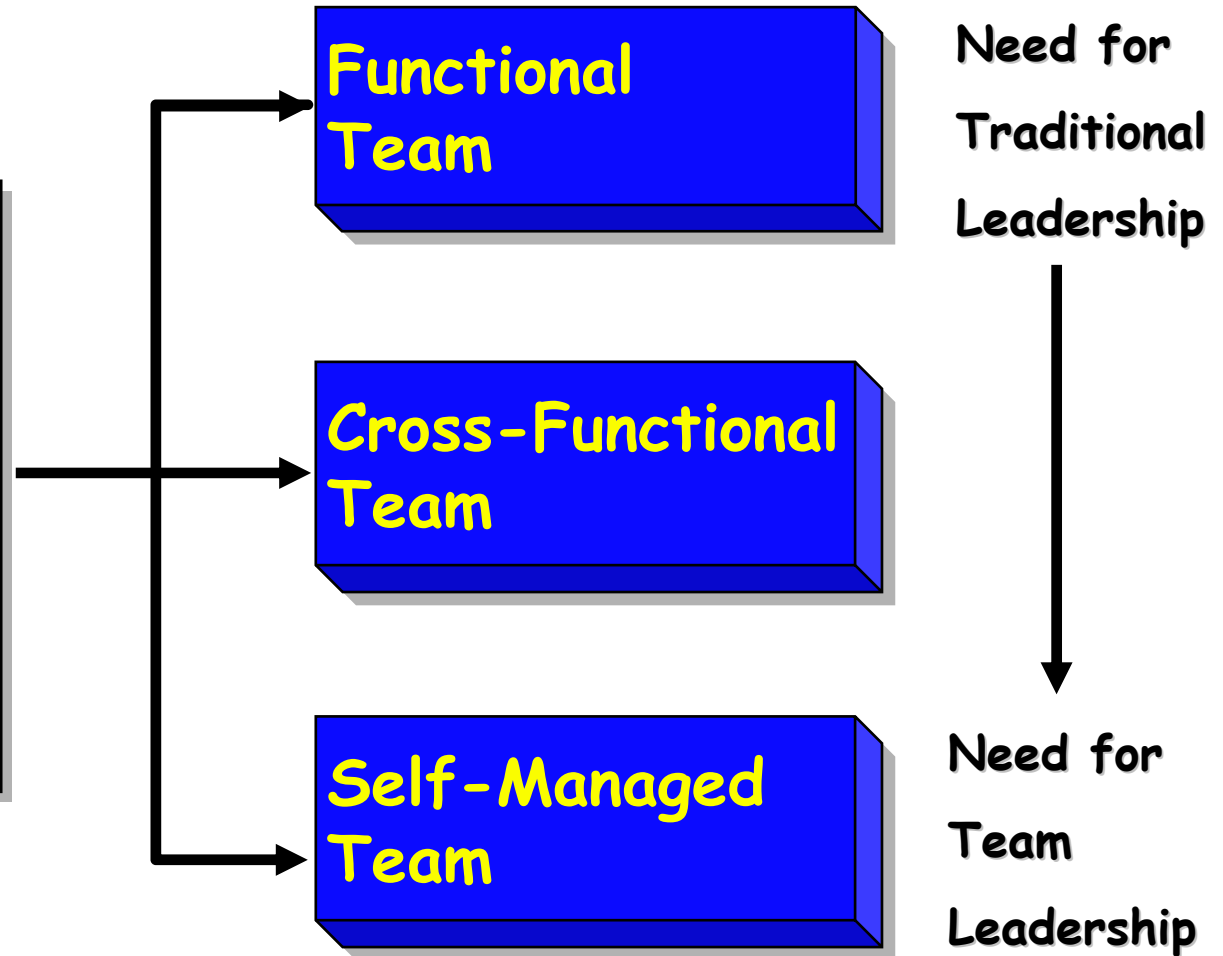
- **Ability to achieve superior results with fewer resources and achieve superior results, and exceed customer expectations**

Satisfaction

- **Ability to maintain employee commitment and enthusiasms for the team's efforts**

Types of Teams

Types of Teams



Types of Teams

Functional Teams

Groups of employees belonging to the same functional department who have a common objective

Hierarchical with the functional leader making all decisions and follower implementing them

Function teams can tend to focus on their local area of specialization ignoring organizational missions

Cross-Functional Teams

Members of different functional departments brought together to perform unique tasks to create new and nonroutine products or services

Some members can be from outside the organization

Interaction, cooperation, coordination, information sharing, and cross-fertilization of ideas produce better quality products and services with shorter development cycles

Types of Teams

Virtual Cross-Functional Teams

Members are separated in space and time

New and advanced technologies provide the means for teamwork that is dispersed (different locations) and asynchronous (different times)

Have significant communication and leadership challenges

Team interaction, information sharing, and knowledge integration are much harder for virtual teams

Virtual teams can be global

Cross-Functional Team Leadership

Leaders typically selected by higher management

Leaders must develop team effort, cohesion, goal selection, and goal attainment

It is often difficult to develop trust across functional boundaries

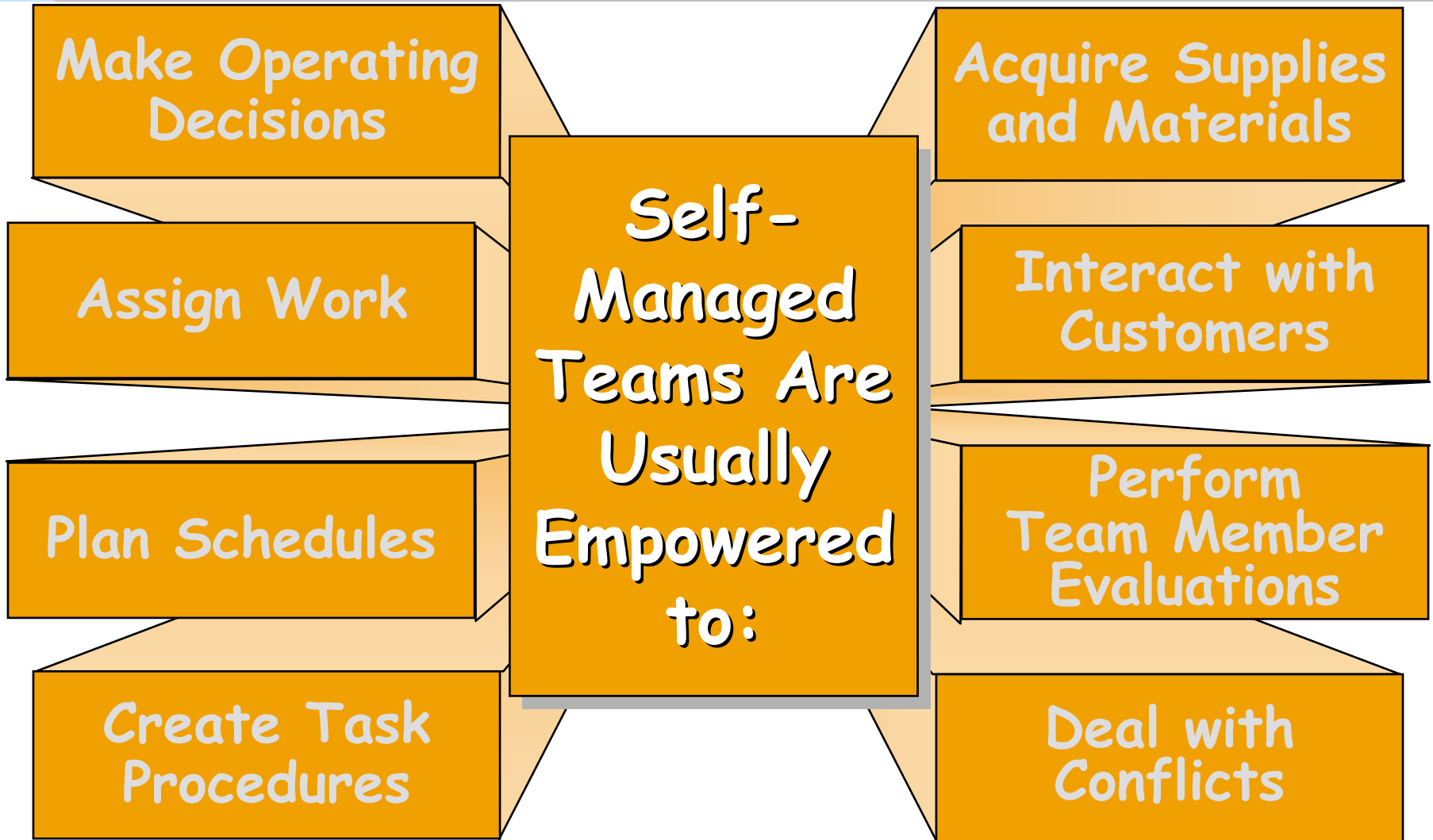
Group dynamics can become dysfunctional

Leaders must assume the roles of coaches or facilitators

Leadership should be shared with empowered employees

Self-Managed Teams

- **Relative autonomous teams whose members share or rotate leadership responsibilities and hold themselves mutually responsible for performance goals assigned by higher management**
- **Usually cross-functional in membership**
- **Have wide latitude in decision making**
- **Can manage themselves, plan, schedule work, and take action on problems**
- **Delegated authority varies from one organization to another**
- **Create a work environment that stimulates self-motivation**
- **Speed up decision making and innovation**
- **Develops leadership skills of team members**
- **Distributed leadership prevails**
- **Entire team shares responsibility for leadership functions**



The Nature of Self-Managed Teams

Operate without managerial supervision

High job satisfaction

High commitment

Make structural and operational decisions

Responsible for tasks as a collective whole

Variety of technical skills

Versatile and flexible

Differences between Traditional Teams and Self-Managed Teams

<u>Characteristics</u>	<u>SMT</u>	<u>Traditional</u>
Leadership	Within the team	Outside the team
Team member role	Interchangeable	Fixed
Accountability	Team	Individual
Work effort	Cohesive	Divided
Task design	Flexible	Fixed
Skills	Multiskilled	Specialized

The Benefits of Self-Managed Teams

Greater improvements in quality, speed, process, and innovation

Sense of belonging and ownership in one's work

Greater employee motivation

Accelerated new product development

Greater employee participation

Reduced operations cost due to reduced management personnel and greater efficiencies

Greater job satisfaction, commitment, and productivity, lower turnover and absenteeism

Strong top management support for SMT

Commitment to allocate adequate resources

Compatible culture

Strong belief in personal accountability

Internal locus of control

Emotional stability

Openness to new ideas and different viewpoints

Effective communication

Good problem-solving skills

Ability to engender trust

Good conflict resolution skills

An advocate of the self-managed team program who helps the program obtain necessary resources and gain political support from top management and other subunits of the organization

- Explains what self-managed teams can do for the organization**
- Communicates responsibilities, rules, and norms to the teams**
- Ensures that teams meet the goals and needs of the organization**
- Coordinates efforts of teams**
- Helps teams reach decisions that every employee can support**
- Facilitates continuous learning by team members**
- Builds and maintains trust between teams and the organization**

To Improve SMT Effectiveness

Ensure change to supportive culture, structure, and climate

Have a well-thought-out vision of SMTs

Allow time for bonding

Provide adequate training

Provide objective goals, incentives, and infrastructure

Ensure resources are adequate

Create a sense of empowerment

Develop team-based measurements and feedback

Recruit and train team facilitators

Do not overreact at first crisis



The SMT is not without management

Must still receive direction and instruction from higher authority

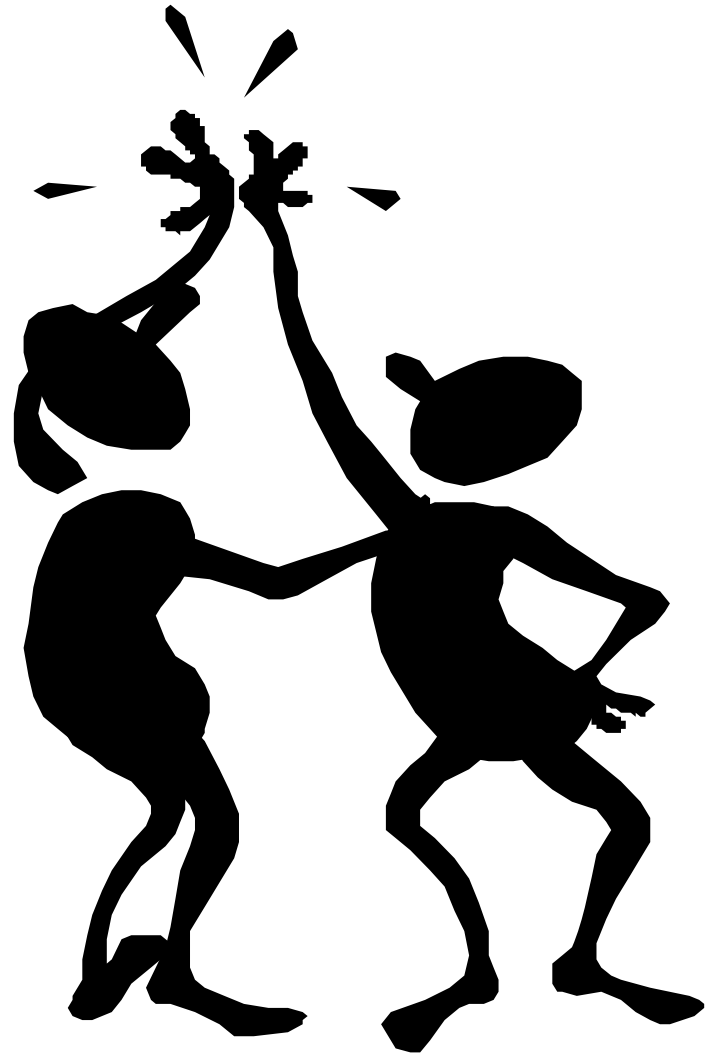
The team has self-responsibility and self-accountability

Can result in conflict for leader appointed to manage a SMT

Leader may receive contradictory signals about managing the SMT

Distributed Leadership

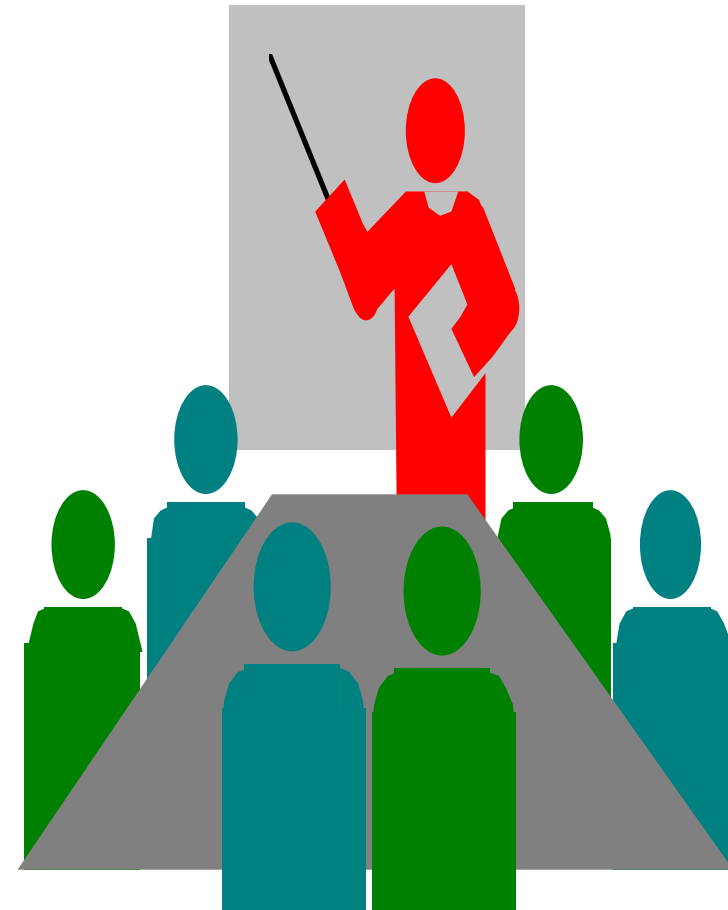
A collection of roles and behaviors that can be divided, shared, rotated, and used sequentially or concomitantly in a SMT environment



SMT Facilitator

An external leader of a self-managed team, whose job is to create optimal working conditions so team members take on responsibilities to work productively and solve complex problems on their own

Coaching and encouragement from facilitator is usually needed to get an SMT off to a good start



Influence teams to decisions that best meet organizational needs

Empower teams by demonstrating

- Delegating authority
- Flexibility in decision making
- Coaching

Developing strong member identification with the team

Steer team to self/shared leadership

Open forums to resolve interpersonal conflict

Create opportunities for social interaction

Increase mutual acceptance and respect between members

Highlight mutual interests of team members

Increase team identification

Use team-oriented incentives to foster teamwork

Meetings

3 Parts of Meetings

- **Identify objectives**
- **Cover agenda**
- **Summarize and review**



Well-planned and led meetings are valuable in goal accomplishment

Leadership responsibility to ensure their effectiveness

To Have A Successful Meeting

■ Determine if it is really necessary

- Only have a meeting if the potential benefits outweigh the costs
- (What are the costs???)

■ Pick a convenient time and place

List objectives of meeting

Develop plan to achieve objectives

Prioritize items to be objective

Create an agenda based on the prioritized objectives

Transmit the agenda to those who will attend

- Include any read-ahead material

Start on time

Stick to the agenda

Encourage participation

Handle Problem Members Who Are:

- **Silent**
- **Talkers**
- **Wanderers**
- **Bored**
- **Arguers**

Appoint someone to take minutes

Record who has been tasked to do what by when

Stop on time

Follow up to ensure taskings are understood and completed on time

Team Decision Making

Advantages

Improved quality by pooling knowledge and stimulating creativity

Improved quality of cross functional problems

Diffusion of Responsibility

Better understanding

Higher commitment

Disadvantages

Take longer

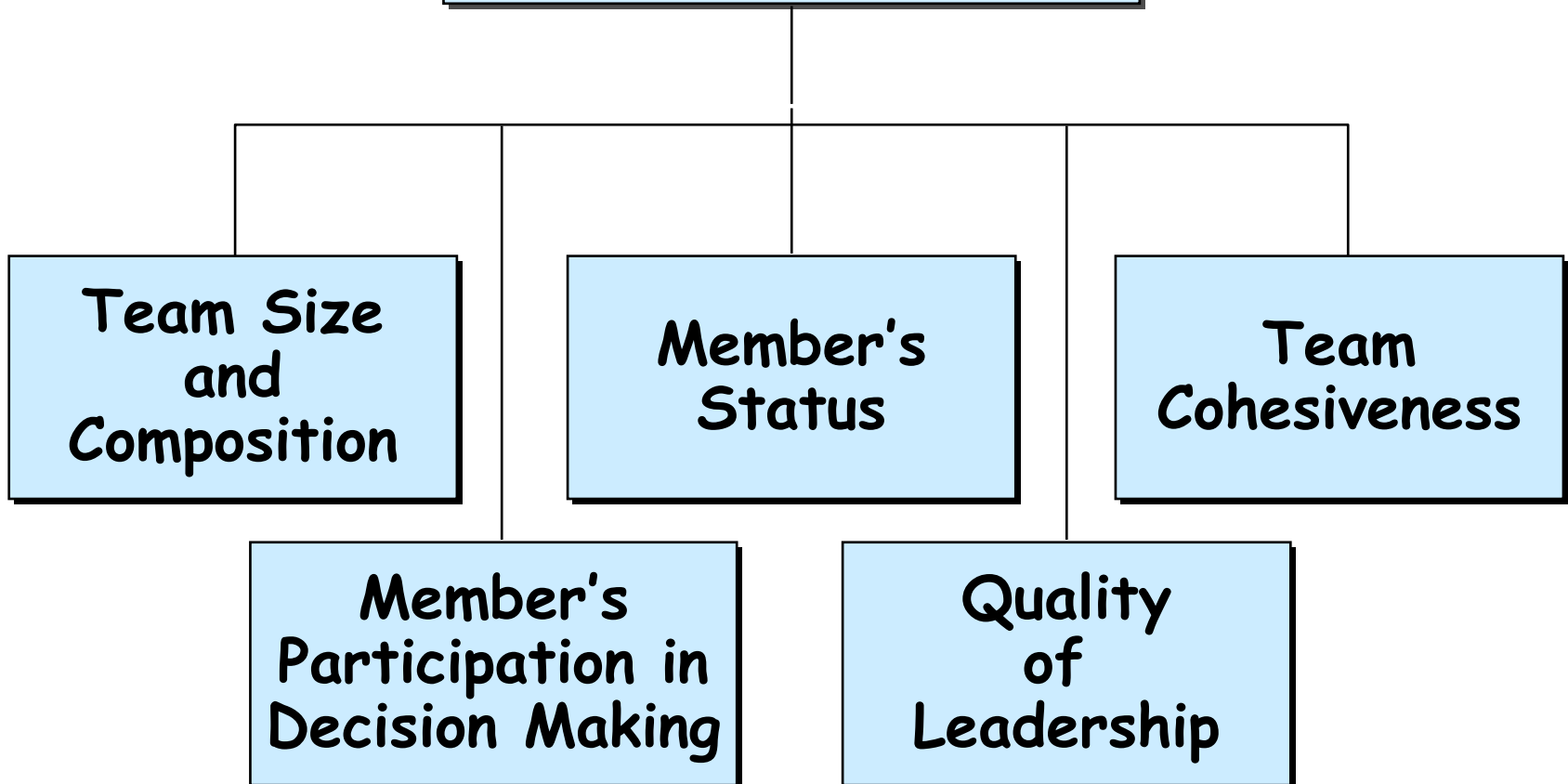
Not necessarily better

May be self serving

May be contrary to organization's best interest

May symbolize a team defensive response

5 Determinants of Effective Team Decisions



Leader-Centered Approach

- **Focus on task**
- **Ignore personal feelings**
- **Seek opinions**
- **Get agreement**
- **Make final decisions**
- **Stay in control**
- **Stop disruptions**
- **Keep it rational**
- **Guard authority**

Group-Centered Approach

- **Listen attentively**
- **Watch for nonverbal cues**
- **Be aware of members:**
 - Feelings
 - Needs
 - Interactions
 - Conflict
- **Establish climate of approval**
- **Encourage maintenance needs**
- **Relinquish control**
- **Allow group to make final decisions**

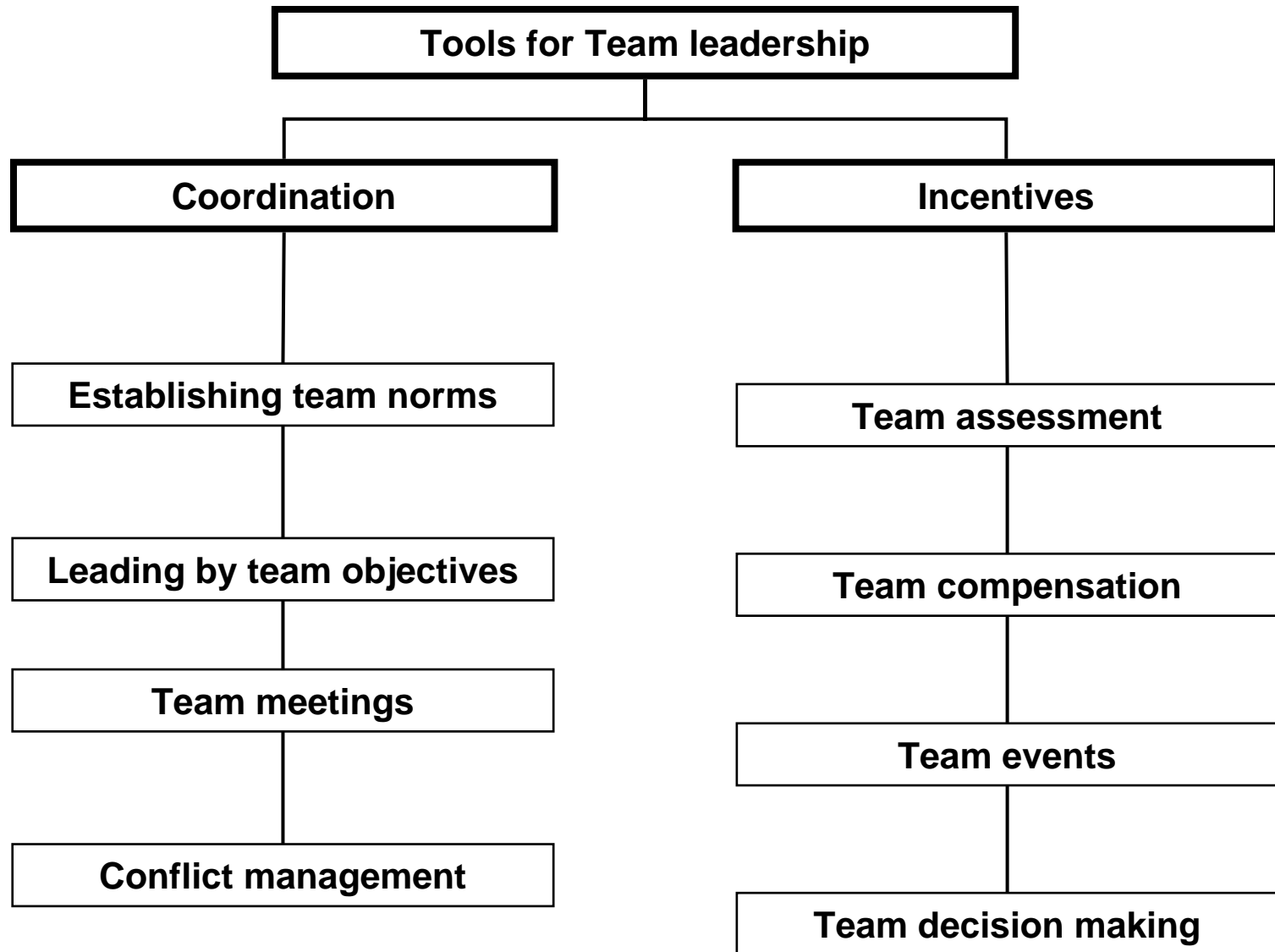
- **Consultant**
- **Advisor**
- **Teacher**
- **Facilitator**
- **Set behavioral example**

Team Development

- **(Series of external) Workshops with team to address specified topics / problems, e.g.**
 - **start-up of team**
 - **team norms**
 - **annual team goals**
- **Content and design must foster expected outcomes of workshop**
- **Professional trainer / facilitator to design and facilitate process and workshops**
 - ↳ **leader cannot play two roles**
- **Workshop design should be approved by leader in advance**
 - ↳ **leader has aims**
 - ↳ **leader knows group**

- **Team members have to play new roles so will require some form of training**
- **Team leaders – moving from a directive to coaching and counselling role for example**
- **Team members – problem solving, communications for example**
- **Team development**

Other Team Management Tools



Discussion Questions

- **Identify and describe any team you have been a member of, or know about otherwise, that has a strong norm of teamwork that all members buy into. What role did the team leader play in making this possible?**
- **What is groupthink, and under what conditions is it most likely to occur?**
- **Describe the factors that generally contribute toward high levels of team cohesion.**
- **Creativity is usually thought of as a characteristic of individuals, but might some teams be more creative than others?**
- **What is group-centered leadership, and how does it differ from the leader-centered approach?**
- **Describe how a leader can avoid conducting nonproductive meetings.**
- **What is the depth of decision-making latitude commonly found in self-managed teams?**
- **Briefly discuss some of the potential benefits and drawbacks of using self-managed teams.**
- **Why does a self-managed team need a strong and experienced facilitator?**