**UNIT- I**

**Group Dynamics?**

Group dynamics deals with the attitudes and behavioral patterns of a group. Group dynamics concern how groups are formed, what is their structure and which processes are followed in their functioning. Thus, it is concerned with the interactions and forces operating between groups.

Group dynamics is relevant to groups of all kinds – both formal and informal. If the UPA government has set up Group of Ministers for every governance issue, the Supreme Court of India has 27 Group of Judges committees overseeing all manner of non-judicial work in the apex court. In an organizational setting, the term groups are a very common and the study of groups and group dynamics is an important area of study.

**What is A Group?**

Every organization is a group unto itself. A group refers to two or more people who share a common meaning and evaluation of themselves and come together to achieve common goals. In other words, a group is a collection of people who interact with one another; accept rights and obligations as members and who share a common identity.

**Characteristics of a Group:**

**Regardless of the size or the purpose, every group has similar characteristics:**

(a) 2 or more persons (if it is one person, it is not a group)

(b) Formal social structure (the rules of the game are defined)

(c) Common fate (they will swim together)

(d) Common goals (the destiny is the same and emotionally connected)

(e) Face-to-face interaction (they will talk with each other)

(f) Interdependence (each one is complimentary to the other)

(g) Self-definition as group members (what one is who belongs to the group)

(h) Recognition by others (yes, you belong to the group).

**Process/Stages of Group Development/Evolution:**

Group Development is a dynamic process. How do groups evolve? There is a process of five stages through which groups pass through. The process includes the five stages: forming, storming, forming, performing, and adjourning.

**Forming:**

The first stage in the life of a group is concerned with forming a group. This stage is characterized by members seeking either a work assignment (in a formal group) or other benefit, like status, affiliation, power, etc. (in an informal group). Members at this stage either engage in busy type of activity or show apathy.

**Storming:**

The next stage in this group is marked by the formation of dyads and triads. Members seek out familiar or similar individuals and begin a deeper sharing of self. Continued attention to the subgroup creates a differentiation in the group and tensions across the dyads / triads may appear. Pairing is a common phenomenon. There will be conflict about controlling the group.

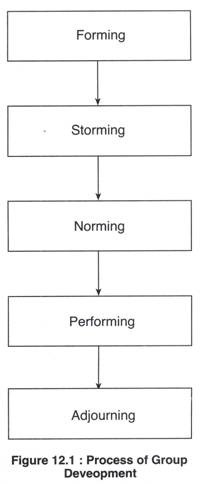
**Norming:**

The third stage of group development is marked by a more serious concern about task performance. The dyads/triads begin to open up and seek out other members in the group. Efforts are made to establish various norms for task performance.

Members begin to take greater responsibility for their own group and relationship while the authority figure becomes relaxed. Once this stage is complete, a clear picture will emerge about hierarchy of leadership. The norming stage is over with the solidification of the group structure and a sense of group identity and camaraderie.

**Performing:**

This is a stage of a fully functional group where members see themselves as a group and get involved in the task. Each person makes a contribution and the authority figure is also seen as a part of the group. Group norms are followed and collective pressure is exerted to ensure the Process of Group effectiveness of the group.

The group may redefine its goals Development in the light of information from the outside environment and show an autonomous will to pursue those goals. The long-term viability of the group is established and nurtured. [](http://cdn.yourarticlelibrary.com/wp-content/uploads/2013/08/clip_image00231.jpg)

**Adjourning:**

In the case of temporary groups, like project team, task force, or any other such group, which have a limited task at hand, also have a fifth stage, This is known as adjourning.

The group decides to disband. Some members may feel happy over the performance, and some may be unhappy over the stoppage of meeting with group members. Adjourning may also be referred to as mourning, i.e. mourning the adjournment of the group.

The readers must note that the four stages of group development mentioned above for permanent groups are merely suggestive. In reality, several stages may go on simultaneously.

**Types of Groups:**

One way to classify the groups is by way of formality – formal and informal. While formal groups are established by an organization to achieve its goals, informal groups merge spontaneously. Formal groups may take the form of command groups, task groups, and functional groups.

**1. Command Groups:**

Command groups are specified by the organizational chart and often consist of a supervisor and the subordinates that report to that supervisor. An example of a command group is a market research firm CEO and the research associates under him.

**2. Task Groups:**

Task groups consist of people who work together to achieve a common task. Members are brought together to accomplish a narrow range of goals within a specified time period. Task groups are also commonly referred to as task forces. The organization appoints members and assigns the goals and tasks to be accomplished.

Examples of assigned tasks are the development of a new product, the improvement of a production process, or designing the syllabus under semester system.

Other common task groups are ad hoc committees, project groups, and standing committees. Ad hoc committees are temporary groups created to resolve a specific complaint or develop a process are normally disbanded after the group completes the assigned task.

**3. Functional Groups:**

A functional group is created by the organization to accomplish specific goals within an unspecified time frame. Functional groups remain in existence after achievement of current goals and objectives. Examples of functional groups would be a marketing department, a customer service department, or an accounting department.

In contrast to formal groups, informal groups are formed naturally and in response to the common interests and shared values of individuals. They are created for purposes other than the accomplishment of organizational goals and do not have a specified time frame. Informal groups are not appointed by the organization and members can invite others to join from time to time.

Informal groups can have a strong influence in organizations that can either be positive or negative. For example, employees who form an informal group can either discuss how to improve a production process or how to create shortcuts that jeopardize quality. Informal groups can take the form of interest groups, friendship groups, or reference groups.

**i. Interest Group:**

Interest groups usually continue over time and may last longer than general informal groups. Members of interest groups may not be part of the same organizational department but they are bound together by some other common interest.

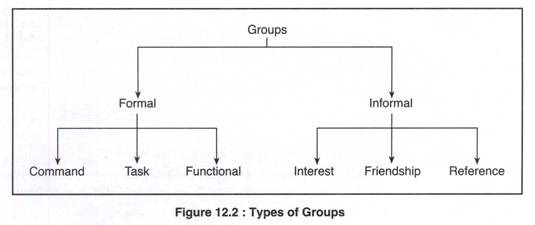
The goals and objectives of group interests are specific to each group and may not be related to organizational goals and objectives. An example of an interest group would be students who come together to form a study group for a specific class.

**ii. Friendship Groups**:

Friendship groups are formed by members who enjoy similar social activities, political beliefs, religious values, or other common bonds. Members enjoy each other’s company and often meet after work to participate in these activities. For example, a group of employees who form a friendship group may have a yoga group, a Rajasthani association in Delhi, or a kitty party lunch once a month.

**iii. Reference Groups**:

A reference group is a type of group that people use to evaluate themselves. The main objectives of reference groups are to seek social validation and social comparison. Social validation allows individuals to justify their attitudes and values while social comparison helps individuals evaluate their own actions by comparing themselves to others. Reference groups have a strong influence on members’ behavior. Such groups are formed voluntarily. Family, friends, and religious affiliations are strong reference groups for most individuals.

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**Factors Affecting Group Behaviour:**

The success or failure of a group depends upon so many factors. Group member resources, structure (group size, group roles, group norms, and group cohesiveness), group processes (the communication, group decision making processes, power dynamics, conflicting interactions, etc.) and group tasks (complexity and interdependence).

**1. Group Member Resources:**

The members’ knowledge, abilities, skills; and personality characteristics (sociability, self- reliance, and independence) are the resources the group members bring in with them. The success depends upon these resources as useful to the task.

**2. Group Structure:**

**Group Size:**

Group size can vary from 2 people to a very large number of people. Small groups of two to ten are thought to be more effective because each member has ample opportunity to take part and engage actively in the group. Large groups may waste time by deciding on processes and trying to decide who should participate next.

Evidence supports the notion that as the size of the group increases, satisfaction increases up to a certain point. Increasing the size of a group beyond 10-12 members’ results in decreased satisfaction. It is increasingly difficult for members of large groups to identify with one another and experience cohesion.

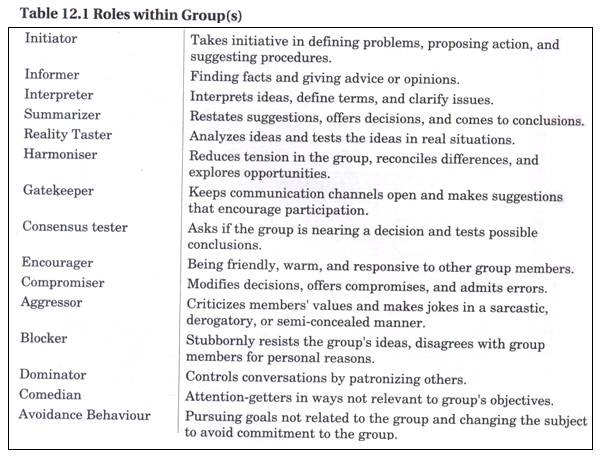
**Group Roles**:

In formal groups, roles are always predetermined and assigned to members. Each role shall have specific responsibilities and duties. There are, however, emergent roles that develop naturally to meet the needs of the groups.

These emergent roles will often substitute the assigned roles as individuals begin to express themselves and become more assertive. Group roles can then be classified into work roles, maintenance roles, and blocking roles.

Work roles are task-oriented activities that involve accomplishing the group’s goals. They involve a variety of specific roles such as initiator, informer, clarifier, summarizer, and reality tester.

Maintenance roles are social-emotional activities that help members maintain their involvement in the group and raise their personal commitment to the group. The maintenance roles are harmonizer, gatekeeper, consensus tester, encourager, and compromiser.

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Blocking roles are activities that disrupt the group. Blockers will stubbornly resist the group’s ideas, disagree with group members for personal reasons, and will have hidden agendas. They may take the form of dominating discussions, verbally attacking other group members, and distracting the group with trivial information or unnecessary humour.

Often times the blocking behaviour may not be intended as negative. Sometimes a member may share a joke in order to break the tension, or may question a decision in order to force group members to rethink the issue. The blocking roles are aggressor, blocker, dominator, comedian, and avoidance behaviour.

Role conflicts arise when there is ambiguity (confusion about delegation and no specific job descriptions) between the sent role and the received role which leads to frustration and dissatisfaction, ultimately leading to turnover; inconsistency between the perceived role and role behaviour (conflict between work roles and family roles); and conflicting demands from different sources while performing the task.

**Group Norms**:

Norms define the acceptable standard or boundaries of acceptable and unacceptable behaviour, shared by group members. They are typically created in order to facilitate group survival, make behaviour more predictable, avoid embarrassing situations, and express the values of the group.

Each group will create its own norms that might determine from the work performance to dress to making comments in a meeting. Groups exert pressure on members to force them to conform to the group’s standards and at times not to perform at higher levels. The norms often reflect the level of commitment, motivation, and performance of the group.

The majority of the group must agree that the norms are appropriate in order for the behaviour to be accepted. There must also be a shared understanding that the group supports the norms. It should be noted, however, that members might violate group norms from time to time.

If the majority of members do not adhere to the norms, then they will eventually change and will no longer serve as a standard for evaluating behaviour. Group members who do not conform to the norms will be punished by being excluded, ignored, or asked to leave the group.

**Group Cohesiveness**:

Cohesiveness refers to the bonding of group members or unity, feelings of attraction for each other and desire to remain part of the group. Many factors influence the amount of group cohesiveness – agreement on group goals, frequency of interaction, personal attractiveness, inter-group competition, favourable evaluation, etc.

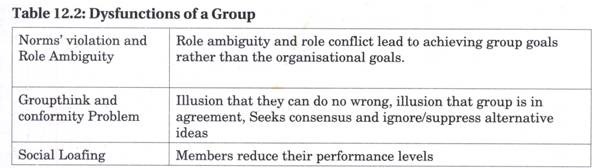
The more difficult it is to obtain group membership the more cohesive the group will be. Groups also tend to become cohesive when they are in intense competition with other groups or face a serious external threat to survival. Smaller groups and those who spend considerable time together also tend to be more cohesive.

Cohesiveness in work groups has many positive effects, including worker satisfaction, low turnover and absenteeism, and higher productivity. However, highly cohesive groups may be detrimental to organizational performance if their goals are misaligned with organizational goals.

Highly cohesive groups may also be more vulnerable to groupthink. Groupthink occurs when members of a group exert pressure on each other to come to a consensus in decision making. Groupthink results in careless judgments, unrealistic appraisals of alternative courses of action, and a lack of reality testing.

Evidence suggests that groups typically outperform individuals when the tasks involved require a variety of skills, experience, and decision making. Groups are often more flexible and can quickly assemble, achieve goals, and disband or move on to another set of objectives.

Many organizations have found that groups have many motivational aspects as well. Group members are more likely to participate in decision-making and problem-solving activities leading to empowerment and increased productivity. Groups complete most of the work in an organization; thus, the effectiveness of the organization is limited by the effectiveness of its groups.

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**3. Group Processes:**

Decision-making by a group is superior, because group generates more information and knowledge, generates diverse alternatives, increases acceptance of a solution, and increases legitimacy. But it is also true, that decision making is like ‘munde munde matirbhinna’.

Decisions take longer time, minority is dominated, pressure is applied to conform to group decisions, and none is responsible for the decisions. Group processes also include communication, conflict management, and leadership that we shall discuss in details in the chapters to follow hereafter.

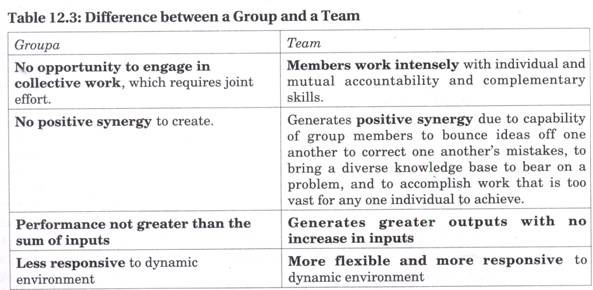
**Turning Groups into Effective Teams:**

All teams are groups but not all groups are teams. Teams often are difficult to form because it takes time for members to learn how to work together. People in every workplace talk about building the team, working as a team, and my team, but few understand how to create the experience of team work or how to develop an effective team. Belonging to a team, in the broadest sense, is a result of feeling part of something larger than oneself. It has a lot to do with your understanding of the mission or objectives of your organization.

In a team-oriented environment, one contributes to the overall success of the organization. One works with fellow members of the organization to produce these results. Even though you have a specific job function and you belong to a specific department, you are unified with other organization members to accomplish the overall objectives. The bigger picture drives your actions; your function exists to serve the bigger picture.

It is on record that teams are better than groups, because they are more flexible and responsive to dynamic environment. A work group has no opportunity to involve in collective works.

It is the work team whose members ‘work intensely on a specific, common goal using their positive synergy, individual and mutual accountability, and complementary skills’.

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Team-building helps to increase intra-group and inter-group effectiveness to bring members together, make them share their perception of each other and understand each other’s point of view.

Thus, resolve problems and work together in a cooperative and collaborative mode. Teams can be of four types – problem-solving teams (only making suggestion), self-managed, teams (operate without a manager), cross-functional teams (a group of experts from different specialities), and virtual team (members collaborate online). In terms of size, teams may be institutional (comprising of hundreds of members) and operational (a small, cooperative group, in regular contact and contributes responsibly to achieve task at hand).

**Eight Cs for Team Building:**

To show business results and profitability, ways are explored by the executives to improve their productivity.

**Successful team building, that creates effective, focused work teams, requires attention to each of the following:**

**1. Clear Expectations:**

The managers must clearly tell the team members of the expected performance and the team members must understand the reason for its creation. For it the organization must support the team with resources of people, time and money.

**2. Commitment:**

Team members must participate in the team, feel that the team mission is important, and show commitment to accomplishing the team mission and expected outcomes. Commitment will come if team members perceive their service as valuable to the organization and to their own careers.

**3. Competence:**

Team members must have the knowledge, skill and capabilities, the resources, strategies and support needed to accomplish its mission to address the issues for which the team was formed.

**4. Control:**

The team must have not only enough freedom and empowerment to feel the ownership necessary to accomplish its charter, but also the accountability. There has to be a defined review process.

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**5. Collaboration:**

The team should understand group processes and work effectively and cooperatively with other members of the team. For it they have to understand the roles and responsibilities of team members, team leaders, and team recorders.

**6. Communication:**

To make team members clear about the priority of their tasks, and receive regular feedback, team members must clearly and honestly with each other. Diverse opinions be welcome and conflicts be taken up positively.

**7. Creativity:**

The team should value creative thinking, unique solutions, and new ideas; and reward members who take reasonable risks to make improvements. If necessary, it should provide the training, education, access to books and films, and field trips to stimulate new thinking.

The creative development of new products, new technologies, new services, or new organizational structures is possible because teams may have variety of skills needed for successful innovation.

Team members can uncover each other’s flaws and balance each other’s strengths and weaknesses. Managers should empower the team and make it accountable for the innovation process.

**8. Coordination:**

Teams should understand the concept of internal customer to whom they provide a product or a service. Team efforts need to be coordinated by a central leadership team that assists the groups to obtain what they need for success.

The cross- functional and multi-department teams must work together effectively. The organization should develop a customer-focused and process-focused orientation and move away from traditional departmental thinking.

Spend time and attention on each of these eight tips to ensure your work teams contribute most effectively to your business success. Your team members would love you, your business will see new heights, and empowered people will “own” and be responsible to their work processes

**Informal Group:**

In every organisation along with formal groups there exists informal groups which emerge naturally due to the response and common interests of the members who can easily identify with the goals or independent activities of the informal groups.

Sometimes the efforts may be driven by a common goal that may compliment or work against the goals of the formal group. An informal group can be defined as a group that evolves spontaneously, not shown in the organization’s structure, with the objective of fulfilling personal and social need of its members.

**Informal Group Vs Informal Organisation:**

An informal group is a voluntary group of people casually acquainted with each other for their own personal fulfillment because they have some common and shared backgrounds, characteristics and concerns (values / interests / hobbies / friendship).

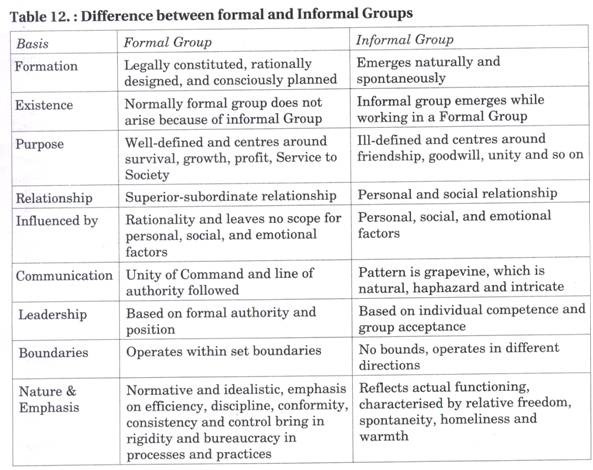
Whilst it is easy to differentiate between a formal group and a formal organisation, the differences between informal group and informal organisation tend to be difficult. The difference between informal organization and informal group is that informal organisation is a larger entity consisting of all informal groups in an organization.

Informal Organisation= Sigma Informal Groups:

An informal group is the nucleus of informal organization. When an informal group adopts a formally defined structure and group processes, it no longer remains an informal group.

**Informal Group vs. Formal Group:**

The two are different in very many ways.

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**Characteristics of Informal Groups:**

**1. Creation:**

It is not created by the organisation but springs up spontaneously.

**2. Satisfaction of Needs:**

The needs which cannot be satisfied within the framework of formal organisation, like social and psychological needs of people, such people create informal groups.

**3. Voluntary Membership:**

Nobody is compelled to join an informal organization.

**4. Multi-Group Membership:**

A member of an informal group can be a member of more than one informal group to pursue different interests.

**5. Systems and Processes:**

Members of such groups follow their own norms, leadership, communication, etc. to remain cohesive. The communication channels are referred to as ‘Grapevine’. Grapevine i.e., informal channel runs very fast to spread the information across the organization.

**6. Leadership:**

Every informal group has a leader, selected by the group, and who is capable of helping to realize their goals. The moment it is realized that the leader is incapable, (s) he is replaced with a new leader.

**Reasons for the Emergence of Informal Groups:**

1. People working together may come together.

2. People with similar values, beliefs, attitudes, and interests often feel attraction to come together.

3. Need satisfaction – to belong, to associate, etc.

4. Removal of monotony of routine tasks – to get rid of monotony and psychological fatigue, job-related boredom and frustration provides an opportunity to behave in a natural and relaxed manner.

5. Promotion of other interests and pursuit of goals – People join Rotary or Lions Club to expand their contacts which may help them to satisfy their personal goals.

**Benefits of Informal Groups:**

**The benefits of an informal group are as follows:**

1. Blending with formal group allows people to work for the formal organisation.

2. Informal work group lightens the workload for the formal manager.

3. Brings satisfaction and stability to the organisation as a whole.

4. Provides a useful channel of communication.

5. Encourages managers to plan and act more carefully.

**Limitations of Informal Groups:**

**The limitations are as follows:**

1. Resistance to Change because they do not want to deviate from existing norms and learn new ways.

2. Informal group provides most fertile ground for Rumour Mongering because of maliciousness, lack of proper communication systems and processes and ambiguous circumstances.

3. Since a member of an informal group is also a member of a formal group, at times it creates role conflict.

4. Creativity of group member (s) is restricted because of strong pressure for conformity applied by the group.

**UNIT-II**

# Teamwork Skills: Being an Effective Group Member

For small groups to function effectively in a course context, students must attend to both the climate within their group and the process by which they accomplish their tasks. Critical to a healthy climate and an effective process are strong communication skills. Below you will find the basic characteristics of effective communicators, plus tips to help students with group climate and process.

Although students can gain many of the skills described below through informal social interactions, they still benefit from having them made explicit. To hone their skills they also need opportunities to practice as well as to receive regular feedback on how they’re doing. Share the information below with your students, use it to set activities for them, and work to incorporate three components of feedback into your plan: instructor comments (oral and/or written), reflective group discussions and/or peer assessment, and self-reflection (see the reflection prompts in Appendix A for ideas).

## Communication skills

To function successfully in a small group, students need to be able to communicate clearly on intellectual and emotional levels. Effective communicators:

* can explain their own ideas
* express their feelings in an open but non-threatening way
* listen carefully to others
* ask questions to clarify others’ ideas and emotions
* can sense how others feel based on their nonverbal communication
* will initiate conversations about group climate or process if they sense tensions brewing
* reflect on the activities and interactions of their group and encourage other group members to do so as well

Regular open communication, in which group members share their thoughts, ideas, and feelings, is a must for successful group work. Unspoken assumptions and issues can be very destructive to productive group functioning. When students are willing to communicate openly with one another, a healthy climate will emerge and an effective process can be followed.

## Skills for a healthy group climate

To work together successfully, group members must demonstrate a sense of cohesion. Cohesion emerges as group members exhibit the following skills:

* **Openness**: Group members are willing to get to know one another, particularly those with different interests and backgrounds. They are open to new ideas, diverse viewpoints, and the variety of individuals present within the group. They listen to others and elicit their ideas. They know how to balance the need for cohesion within a group with the need for individual expression.
* **Trust and self-disclosure**: Group members trust one another enough to share their own ideas and feelings. A sense of mutual trust develops only to the extent that everyone is willing to self-disclose and be honest yet respectful. Trust also grows as group members demonstrate personal accountability for the tasks they have been assigned.
* **Support**: Group members demonstrate support for one another as they accomplish their goals. They exemplify a sense of team loyalty and both cheer on the group as a whole and help members who are experiencing difficulties. They view one another not as competitors (which is common within a typically individualistic educational system) but as collaborators.
* **Respect**: Group members communicate their opinions in a way that respects others, focusing on “What can we learn?” rather than “Who is to blame?” See constructive feedback in the process section for more details.

As an instructor, you can use several strategies to encourage students to develop a healthy climate within their small groups:

* Assign students into diverse groups so that they encounter others with different backgrounds and interests.
* Design activities that break the ice, promote awareness of differences within the group, encourage reflection on the stresses of working within a group, and point out the demands of working in a group.
* Have students participate in trust challenges. For example, try the trust-fall, in which individual group members fall backward off a table and are caught by their fellow group members. Or blindfold individual students, and have their group members guide them orally through an obstacle course.
* Encourage students to participate willingly and ask questions of others. To encourage listening skills and ensure that everyone in the group speaks, try the “circle of voices” exercise. See Centre for Teaching Excellence (CTE) teaching tip “[Group Work in the Classroom: Types of Small Groups](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-work-classroom-types-small-groups)”.
* After students have worked in their groups for a couple of weeks, have them fill in a “Are we a team?” checklist individually, then discuss their answers within their group. Have them repeat this exercise when they have completed their task. See appendix B for an example of this checklist.

## Skills for an effective group process

Besides knowing how to develop a healthy group climate, students also need to know how to function so that they are productive and accomplish their tasks effectively. An effective process will emerge as students exhibit these skills:

* **Individual responsibility and accountability**: All group members agree on what needs to be done and by whom. Each student then determines what he or she needs to do and takes responsibility to complete the task(s). They can be held accountable for their tasks, and they hold others accountable for theirs.
* **Constructive Feedback**: Group members are able to give and receive feedback about group ideas. Giving constructive feedback requires focusing on ideas and behaviours, instead of individuals, being as positive as possible, and offering suggestions for improvement. Receiving feedback requires listening well, asking for clarification if the comment is unclear, and being open to change and other ideas.
* **Problem solving**: Group members help the group to develop and use strategies central to their group goals. As such, they can facilitate group decision making and deal productively with conflict. In extreme cases, they know when to approach the professor for additional advice and help.
* **Management and organization**: Group members know how to plan and manage a task, how to manage their time, and how to run a meeting. For example, they ensure that meeting goals are set, that an agenda is created and followed, and that everyone has an opportunity to participate. They stay focused on the task and help others to do so too.
* **Knowledge of roles**: Group members know which roles can be filled within a group (e.g., facilitator, idea-generator, summarizer, evaluator, mediator, encourager, recorder) and are aware of which role(s) they and others are best suited for. They are also willing to rotate roles to maximize their own and others’ group learning experience.

As an instructor, use some of these strategies to encourage students to develop an effective process within their small groups:

* Design the group task so that the students must work together. Group members will be more motivated and committed to working together if they are given a group mark; if you choose to evaluate in this way, be sure to make your expectations extremely clear. See the CTE teaching tip sheet “[Methods for Assessing Group Work](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/methods-assessing-group-work)” for additional ideas.
* Once students are in groups, have them develop, as one of their early assignments, a group contract in which they articulate ground rules and group goals. See the teaching tip “[Making Group Contracts](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/making-group-contracts)” for details. Be sure that groups discuss how they will respond to various scenarios such as absentee or late group members and those who do not complete their assigned tasks.
* Distribute a list of decision-making methods and strategies for conflict resolution. The CTE teaching tip sheet “[Group Decision Making](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-decision-making)” is a good place to start. Have each group articulate, based on this list, a set of strategies for decision making and conflict resolution; this list should become part of the group contract. You may also want to offer yourself as an impartial arbitrator in emergency situations, but encourage students to work out problems among themselves.
* Provide students with guidelines for running a meeting, such as setting and following an agenda, specifying time limits, and monitoring progress on the agenda. Consult the CTE teaching tip sheet “[Meeting Strategies to Help Prepare Students for Group Work](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/group-work/meeting-strategies-help-prepare-students-group-work)” for additional suggestions.
* Teach students effective methods for giving and receiving feedback. For sample methods, see the teaching tip “[Receiving and Giving Effective Feedback](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/receiving-and-giving-effective-feedback)”. Create an assignment that involves them giving feedback to group members, and make it part of their final grade.
* To help students recognize and make the most of their own and one another’s preferred roles, outline with them a list of team roles (see the teaching tip “[Group Roles](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/group-roles-maximizing-group-performance)” for one such list), have them determine which role(s) suits them best, and give them time to discuss within their groups how their particular role(s) will complement those of other group members. Requiring them to rotate their roles helps them to expand their skills set.

## Appendix A: encouraging self-awareness and reflection in group work

One of the most important things you can do as an instructor is to have students reflect regularly on their group experiences. Their self-reflection will reinforce and further develop critical teamwork skills. Based on your objectives for the group project, create a set of prompts using the questions below. Have students then use these prompts to journal about their reactions to group climate and process. The journals encourage self-reflection and can help students see teamwork issues in new ways and create ideas for resolution. They can also provide a good basis from which students can choose comments to share with their group members in debriefing sessions. If students submit their journals periodically throughout the semester, give them feedback orally or in writing, and to the extent appropriate, discuss in class any trends that you have identified through observation or in the journals (e.g., reassure groups that many are facing similar challenges). Also, requiring all students to submit a final reflective report after the group project can help them to see the value of the teamwork expertise they have developed through practice.

### Climate

* What have you enjoyed the most/the least about getting to know your group members?
* How is your attitude towards your group members demonstrated in how you function within the group?
* How do you demonstrate trust and openness towards the other members and their ideas?
* Do you give honest opinions? If not, why not?
* How much do you feel you can rely on your group members to complete the required task(s)?
* How do you make sure that group members feel supported, encouraged, and appreciated for their work?
* How does the team ensure that all voices are heard?
* Do you participate willingly in the discussion? If not, why not?
* Do others appear to understand your ideas? If not, why not?
* What do you do if another person’s ideas are unclear?
* What do you focus on when others speak? How could you improve your listening skills?
* How do you respond to others’ ideas? How do they respond to yours? What could be improved?

### Process

* What are your group’s ground rules and goals? What changes to these rules and goals might improve the functioning of your group?
* How is everyone encouraged to stay accountable to the tasks they have been assigned?
* To what extent do you and others follow the feedback methods laid out in class? How could you and your group members improve the way you give and receive feedback?
* To what extent does your group reflect on how well its goals are being achieved? How would more (or less) discussion about goals help or hinder your group’s functioning?
* How are decisions made in your group? Who is involved and in which ways? What has been effective about the processes you have used? How could your decision-making processes be improved?
* What happens if a group member is unhappy or uncomfortable with a decision made by the group?
* What conflicts have arisen within your group? How (if at all) have the conflicts been resolved? What role do you play in resolving these conflicts? What could you (or others) do to improve your group’s ability to deal productively with conflict?
* How do your meetings typically proceed? What do you accomplish and in how much time? What is effective about your group functioning during meetings? What changes would improve your meetings?
* Who has emerged as the leader in your group? Which other roles do you see team members playing? Which role(s) do you play? Which role do you prefer and why?

**UNIT – III**

# Decision Making in Groups

Every organization and its members take several decisions regularly. No business can [function](https://www.toppr.com/guides/maths/relations-and-functions/functions/) without decisions and plans. Decision making is the most fundamental aspect of [management](https://www.toppr.com/guides/business-studies/nature-and-significance-of-management/levels-and-functions-of-management/). Since all decisions of a business have financial implications, one must make them cautiously. Every good decision adds on to an organization’s overall success.

## Decision making

Decision making basically involves choosing a course action after carefully considering it. It requires decision makers to evaluate all alternatives at their disposal and select one.

Each step of the management [process](https://www.toppr.com/guides/fundamentals-of-economics-and-management-cma/organising/process-of-organizing/) includes decision making. Firstly, planners have to choose one plan from an array of alternatives after evaluating them individually.

Secondly, managers have to constantly take small decisions to implement these plans. Next, they have to take more decisions while evaluating the success of these plans. Other processes like budgeting also require decisions.

### ****Involvement of Groups****

It is always relatively simple to take decisions when only one person has to do it. This is because this person does not need to consult with others for his [decisions](https://www.toppr.com/guides/fundamentals-of-economics-and-management/decision-making/types-of-decisions/). This way he can take decisions quickly.

This also enables fixation of accountability on the decision maker. One single person is responsible for decisions this way. A sole proprietorship form of business is a great example of this.

That, however, rarely happens in larger business organizations. For example, consider [partnership](https://www.toppr.com/guides/business-studies/forms-of-business-organisations/partnership/) firms or [companies](https://www.toppr.com/guides/business-laws/companies-act-2013/meaning-and-features-of-a-company/). Decision making by groups is very common in these business structures.

Since partners of a firm are jointly and severally liable for their activities, they often take decisions together. Similarly, decisions of the board of [directors](https://www.toppr.com/guides/business-law-cs/elements-of-company-law-ii/powers-board-directors/) of companies also involve many people.

Even managers and employees of companies often make decisions collectively. Departmental activities are also good examples of this.

### ****Decision Making by Groups****

The way in which groups of people make decisions is different from individuals doing the same. Whenever a group of people makes decisions, accountability rests on all of them collectively. Furthermore, the involvement of many people also makes the process more comprehensive.

It is always up to the senior level managers (like directors) to decide when groups will make decisions. All organizations generally have a policy in place for such matters.

For example, a company may have a policy stating that only the board of directors can unanimously take decisions regarding the hiring of senior managers instead of allowing a single director to do so.

This policy should lay down the exact scope of the group’s authority to make decisions. Unfettered and unbridled [powers](https://www.toppr.com/guides/physics/work-energy-and-power/power/) can lead to exploitation. Decisions made this way may be arbitrary and impractical.

Furthermore, the policy must clearly define which exact persons will make decisions collectively. People without [authority](https://www.toppr.com/guides/fundamentals-of-economics-and-management/organising/concept-of-authority/) must never make decisions.

### ****Advantages of Group Decisions****

Decision making by groups can offer many advantages and benefits.

* Firstly, the involvement of more people ensures that the decision is evaluated thoroughly. This is because many people offer their viewpoints and opinions. This further ensures that the decisions will be good and practical.
* Secondly, it becomes easier to implement decisions made this way. Departments and managers can coordinate with each other fluently and achieve their targets.
* Finally, group decisions create a sense of unity of purpose amongst members of an organization. Since they make decisions collectively, they feel motivated to see them through together.

### ****Disadvantages of Group Decisions****

* One drawback of group decisions is that they require a lot of time. More than one person has to be consulted in such cases.
* Sometimes, formalities like meetings and voting may also become necessary in group decisions. Hence, prompt decisions may not be possible under groups.
* Indecision is also a big problem under groups. Each person may have her own point of view and unanimity may become difficult to achieve. Members may even evade accountability and blame others if their decisions lead to failure.

# FIRO Theory

**Will Schutz**, who created FIRO Theory, was re-called into the US Navy during the Korean War. Already an eminent scientist, he asked if the Navy might use his skills in some way. He was commissioned to study and discover what it is that makes teams compatible. He was given free reign to do this and as a result he recapitulated the history and evolution of modern group therapy, from group dynamics research through ‘T’ groups to an eclectic form that eventually became know by the name he gave it ‘Open Encounter’.

**He published FIRO Theory** in 1958 along with his famous FIRO-B**®** psychometric instrument. FIRO is an acronym for **F**undamental **I**nterpersonal **R**elations **O**rientation. It is based on a dynamic psychology of growth and development which asserts that all behaviour is derived from three dimensions: inclusion, control, and affection (subsequently in later revisions Schutz changed this dimension to openness).

**The FIRO-B** is an instrument used to measure and predict the characteristic preferences/orientation of an individual in each of the three dimensions and uniquely to measure what the individual ‘wants’ in their interactions with others.

**Judith Bell** a long time collaborator and friend of Schutz writes that FIRO Theory was…

”Used first as a theory to understand group behaviour of two or more people, Dr. Schutz hypothesized that groups go through each dimension developmentally. Though all dimensions are functioning at all times, the issues of one dimension predominates within the group. As the issues in each dimension are resolved to the satisfaction of most of the members in the group, new issues arise that are characteristic of the subsequent dimension. This process continues throughout the life of the group until it is ready to end at which time the process reverses until group members are able to complete and let go.”

# Profound Simplicity

**Schutz continued to develop** and refine FIRO Theory for the rest of his life. Along the way he published nine books all of which described FIRO from slightly different perspectives. Three of these are still in print, the original, ‘FIRO — A Three Dimensional Theory of Interpersonal Behaviour’, ‘Profound Simplicity’ and ‘The Human Element’ (all of which are available from Learning Edge). I once asked him which of his books he felt best described FIRO Theory, he replied without hesitation ‘Profound Simplicity’.

# Not Just Behaviour!

**FIRO Theory goes much deeper** than looking at just our behaviour. It postulates that our behaviours around inclusion, control and openness are driven by our beliefs and feelings about ourselves, which in turn are linked to our sense of significance, competence and likeability in our interpersonal interactions. These beliefs are driven in turn by our ‘self concept’ that is how we see and experience ourselves and manifests in how we behave towards our self in terms of aliveness — how we include ourselves; self-determination — control, how we manage and structure our lives and relationships; and the degree to which we like ourselves — openness, self affection. The feelings component of the self concept is defined by the degree to which we perceive ourselves to be self-significant, self-competent and the degree to which we like ourselves — self-likeability.

The degree to which our self concept is positive or negative determines all our behaviour. Schutz himself declared that…

“All Behaviour Is Driven By Self Esteem”.

# Healthy Self Concept

**When our self concept is positive** and healthy, life tends to be much easier, we exhibit flexibility and resilience in our interpersonal relationships. When our self concept is negative we will tend to become defensive very easily, this makes life tough.

**Defensive reactions** will typically lead to either under-behaviour or over-behaviour in one or more of the dimensions, the graphic at the foot of this page illustrates this.

**For example persons who have inner conflicts** about their significance, their value, their importance, can easily become defensive when not included in meetings and gatherings, or when feeling that they are being ignored socially.

**If the inner conflicts** revolve around their ability to manage their life and or their work, if the conflict is about their ability and competence, they might become defensive when challenged. This may also manifest if they have too little guidance, or if they are micro-managed. They will fear looking stupid.

**Inner conflicts regarding ones likeability**, ones innate self worth, could create defensive reactions when personal you – me issues are addressed. People who are conflicted around their own likeabilty, their fundamental self worth, may appear cold and aloof as a defence against rejection, or they may behave in an ‘over the top manner’ in an attempt to ‘get’ others to like them.

# Fundamental Principles

**There are three** fundamental, interwoven principles at the heart of FIRO Theory, these are: Truth—Choice—Awareness.

**Truth** is about our relationship with the truth. That which is true. Being true to our self. “Keep Telling The Truth” is one of the most powerful of all FIRO Techniques!

**Choice** is about recognising that we determine our own lives, however challenging this may at first appear.

**Awareness** is a sense of consciousness of our own being.

**Being true to our self** involves acknowledging our own truths and the fact that we are self determining, autonomous human beings. Awareness is about openly and honestly acknowledging ourselves, how we feel, what we want and don’t want. Choice is about accepting responsibility for our life. It is not about self-blame!

**When Schutz invites us** to “Keep Telling The Truth” he is simply providing us with the means of personal liberation through self determination. “Truth is the grand simplifier” [Schutz]. Self responsibility and self accountability lead to self determination and empowerment.

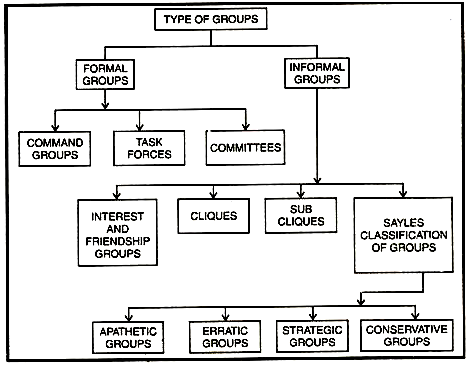
**All Learning Edge Consulting programmes** and training workshops are based on FIRO Theory.

**UNIT - IV**

# Types of Groups Found in an Organisation

**This article throws light on the two important groups found in an organization, i.e, (1) Formal Groups, and (2) Informal Groups.**

### ****Types of Groups in an Organisation:****

[](http://cdn.yourarticlelibrary.com/wp-content/uploads/2015/08/image39.png)

#### 1. Formal Groups:

By formal groups, we mean those groups defined by the organization’s structure, with designated work assignments and establishing tasks. In formal groups, the behaviours that one should engage in are stipulated by and directed towards organisational goals.

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**The features of formal groups are as follows:**

(i) Formal groups are part of the organisational structure.

(ii) These are created deliberately and consciously by the management to perform the assigned duties.

(iii) The pattern of communication is also defined and the rules are laid down to regulate the behaviour of group members.

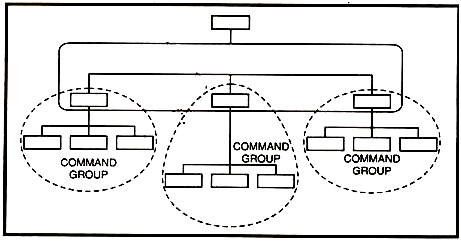
(iv*)* These groups may be either permanent in the form of top management team such as Board of Directors or staff groups providing specialized services to the organisation and so on; or these formal groups may be constituted on temporary basis for fulfilling certain specified objectives. When such objectives are fulfilled, these disappear. These may be in the form of temporary committees, task force etc.

**The Formal Groups may further be sub classified into the following groups:**

**(i) Command Groups:**

The command group is the most frequent type of formal group. It is relatively permanent and is specified by the organisation chart. It comprises of managers or supervisors and subordinates, who meet regularly to discuss general and specific ideas to improve product or service. In business organisations, most employees work in such command groups.

**A typical command group in an organisational chart may be illustrated as follows:**

[](http://cdn.yourarticlelibrary.com/wp-content/uploads/2015/08/image40.png)

Thus, a manager and his supervisors reporting to him form one command group. The supervisor and the subordinates reporting to him from other command groups.

**(ii) Task Forces:**

Task groups are also organisationally determined. But it is a temporary group representing the employees who are working together to complete a job task or particular project. However, a task group’s boundaries are not limited to its immediate hierarchical superior. For example, if a problem involving many departments arises, a task force made up of representatives from each of the affected departments, might be formed to examine the problem and suggest solutions.

**(iii) Committees:**

The committees are also set up for some special projects. These can be permanent such as planning committee or a budget committee and may become an integral part of the organisational structure. A committee can also be temporary such as a special task force which is set up for a particular purpose and is disbanded when the purpose is achieved. For example, the committee constituted to elect the president of the company is temporary and is disbanded after the election.

#### 2. Informal Groups:

Informal groups are alliances that are neither formally structured nor organisationally determined. These groups are natural formations in the work response to the common interests of the organisation members such as self defense, work assistance and social interaction.

**The features of these groups are as follows:**

(i) The informal groups are formed by the members of such groups by themselves rather than by the management.

(ii) These groups arise spontaneously in the organisation because of social interaction between the people.

(iii) These are based on common interests, language, taste, caste, religion, background etc.

(iv) These groups exist outside the formal authorities system and without any set rigid rules.

(v) Though officially unrecognized, these groups exist in the shadow of the formal structure as a network of personal and social relations which must be understood and respected by the management.

(vi) These groups have their own structure, with their own leaders, and followers, group goals, social roles and working patterns. They have their own unwritten rules and a code of conduct which every member accepts implicitly. Members trust and respect each other.

(vii) The informal groups are more flexible than the formal groups. Rules and procedures being unwritten, they can change from situation to situation.

(viii) Since these groups concentrate on the personal contact between the members, they represent the human side of enterprise as compared to technical side represented by the formal groups.

Since informal interaction is spontaneous it can take place in any way.

**Consequently, informal organisations may be of different types as explained below:**

**(i) Interest and Friendship Groups:**

People who may or may not be aligned into common command or task groups may affiliate to attain a specific objective with which each is concerned. This is called an interest group. For instance, the employees who group together to pressurize the management for subsidized transport constitute an interest group.

A friendship group includes close friends or relations. These groups arise because members know each other very well before joining the organisation and in the initial stages, they recognize each other only. These social alliances, which frequently extend outside the work situation, can be based on similar age or ethnic heritage or for holding similar political views or for having the same hobbies etc.

**(ii) Cliques:**

Another type of informal groups is called cliques. These groups consist of colleagues or those who commonly associate with each other and observe certain social norms and standards, but the number of members tends to be smaller, and only rarely exceeds five or six. The objective is to provide recognition to each other and exchange information of mutual interest.

**M. Dalton has identified three types of cliques:**

**(a) Vertical Clique:**

This group consists of people working in the same department drawing membership regardless of ranks. In this case, the superior may be a member in the group consisting mainly of subordinates. Such groups which cut across hierarchical lines develop because of the earlier acquaintance of people or because the superior is dependent upon the subordinates for some formal purposes like filling gaps in his abilities.

**(b) Horizontal Clique:**

This group consists of people of more or less the same rank and working more or less in the same area. Members are able to find some points of commonness and keeping the objectives in mind, come together. This is the commonest type of informal group.

**(c) Random or Mixed Clique:**

This group draws members from different ranks, departments and physical locations. Again, people having some similarities come together for a common purpose. The members may be residing in the same locality, travelling by the same bus or may be members of the same club.

**(iii) Sub-Cliques:**

This group consists of some members of a clique inside the organisation forming a group along with persons outside the organisation. The members of the cliques give these outsiders due recognition because of some members of their group being associated with them. Such groups are regarded as partially external to the organisation.

**(iv) Sayles’ Classification of Group:**

**On the basis of the pressure tactics adopted by the groups L.R. Sayles identified four kinds of groups in the organisations which are discussed below:**

**(a) Apathetic Groups:**

This group is characterised by relatively few grievances and it hardly ever uses pressure tactics. In the group, no one ever emerged as an acceptable leader and therefore, there is lack of clearly defined leadership. These groups are composed of relatively low paid and low skilled assembly line workers who lack unity and power and hardly ever use pressure tactics. Such groups are generally indifferent to formal organisations.

**(b) Erratic Groups:**

Members in the erratic groups are easily inflamed and easily pacified. There is lack of consistency in their behaviour. Sometimes they show antagonism towards the management while on other occasions, they may be cooperative. In such a group, any active member could assume the reins of the group and become the leader. These groups are composed of semi­skilled workers who work together in performing jobs that require some interaction. They display considerable unity, but it is very difficult to predict their behaviour.

**(c) Strategic Groups:**

The members of such group are able to prepare a strategy for putting pressure on other groups and the management. Members of such groups are generally performing technologically independent jobs and are comparatively better placed than members of earlier categories. It is difficult to apply exact time standards for judging their performance as their jobs are of such a nature that personal judgment matters. These people are highly united and actively participate in union activity. These people maintain a relatively consistent antagonism.

**(d) Conservative Groups:**

These groups are composed of professionals and highly skilled employees in the plant. They are found at higher levels of the organisation and display considerable self confidence. They work on their own and the nature of their jobs is such that they can shut down the plant if they so desire. These people are found to be very strong and very stable among informal groups.

Such groups exercise restrained pressure for highly specified objectives and display moderate internal unity and self assurance. In terms of union activities there are Activity-Inactivity Cycles. They are cooperatively oriented most of the times. They adopt antagonistic attitude towards management only when highly specific goals are sought by group members acting together.

The relationship between formal and informal groups is mutually reinforcing and competing. Informal groups can assist formal groups in solving a complex problem. But what concerns an individual who is interested in the study of organisational behaviour is the negative role played by informal groups. Some informal groups are deliberately formed to work against management.

## ****What Are Conflict Management Skills?****

As we have established, the aim for professionals should not be to avoid conflict, but to resolve it in an effective manner.

Individuals who handle conflict in a respectful, optimistic way create the chance for growth and learning within an organization.

Communicating clearly, empathetically, and patiently leads to favorable outcomes and keeps professional relationships strong.

## ****Types of Conflict Management Skills****

## ****Communication****

Much unnecessary conflict can be avoided simply with clear, accurate [written and verbal communication](https://www.thebalancecareers.com/communication-skills-list-2063779); a single lost email could lead to failed plans and fingers pointed. Assumptions about what other people already know, think, or intend can cause resentment or worse. Many people argue purely because they want to feel heard. Simply being a good listener can be enough to inspire trust and resolve hurt feelings. Examples of good communication skills include:

* Quickly Addressing Problems
* Understanding Reluctant Participants
* Formalizing Agreements
* [Active Listening](https://www.thebalancecareers.com/active-listening-skills-with-examples-2059684)
* [Leadership](https://www.thebalancecareers.com/leadership-skills-list-2063757)
* Mediating
* Meeting with Parties
* Modeling Reasonable Dialogue
* [Negotiating](https://www.thebalancecareers.com/negotiation-skills-list-2063760)
* Nonverbal Communication
* Open Dialogue
* Suppressing Conflict-Provoking Behaviors
* Teaching Positive Behaviors
* Written Communication

## ****Emotional Intelligence****

[Emotional intelligence](https://www.thebalancecareers.com/interview-questions-about-your-emotional-intelligence-2059962) is the ability to understand one’s own feelings and those of others, and to handle those feelings well. People who have high emotional intelligence are good at identifying and meeting the needs of others while taking responsibility for their own needs and feelings. A few ways they do this are:

* Being Adaptable
* [Being Analytical](https://www.thebalancecareers.com/analytical-skills-list-2063729)
* Asserting Feelings
* Compromising
* Showing Curiosity
* Forgiving Transgressions
* Helping Others
* Identifying Triggers
* Recognizing Improvements
* Setting Ground Rules
* Showing Respect
* Modifying Behavior
* Being Motivated
* Being Optimistic
* Being Self-Aware
* Displaying Self-Regulation

## ****Empathy****

Empathy means feeling what others feel. The ability to see a situation from someone else’s viewpoint, and to understand their needs, motivations, and possible misunderstandings, is critical to effective conflict management. Some people are naturally more empathetic than others, but empathy can be developed.

At its most useful, empathy is augmented by an intellectual understanding of another’s situation, since emotional empathy alone can sometimes create complicated scenarios. Empathy is best applied in a work environment when paired with critical thinking, emotional intelligence, and other types of discernment. Hallmarks of empathy include:

* Accountability
* Asking for Feedback
* Building Trust
* Showing Compassion
* Embracing Diversity and Inclusion
* Giving Constructive Feedback
* Handling Difficult People
* Managing Emotions
* High Emotional Intelligence
* Identifying Nonverbal Cues
* Recognizing Differences
* Understanding Different Viewpoints
* [Good Interpersonal Skills](https://www.thebalancecareers.com/interpersonal-skills-list-2063724)
* Ability to Recognize Problems
* Good Self-Control
* Ability to Embrace Different Opinions

## ****Creative Problem Solving****

Understanding and communication are all very well and good, but do not help much if you don’t have a solution for the underlying problem, whatever that problem may be. Conflict often happens because no one can come up with a workable solution, so resolving the conflict depends on creating a solution. That makes [problem-solving](https://www.thebalancecareers.com/problem-solving-skills-with-examples-2063764) an in-demand skill for employers. Examples of problem-solving conflicts in the workplace include:

* Conflict Analysis
* Brainstorming Solutions
* Collaborating
* Verbal Communication
* Convening Meetings
* Creativity
* Decision Making
* Designating Sanctions
* Nonverbal Communication
* [Problem Solving](https://www.thebalancecareers.com/problem-solving-skills-with-examples-2063764)
* Sense of Humor
* Goal Integration
* Monitoring Compliance
* Reconfiguring Relationships
* Fair Resolution

## ****More Conflict Management Skills****

Here are additional conflict management skills for resumes, cover letters, job applications, and interviews. Required skills will vary based on the job to which you're applying, so also review our list of [skills listed by job](https://www.thebalancecareers.com/skills-listed-by-job-4161913)[and type of skill](https://www.thebalancecareers.com/list-of-the-best-skills-for-resumes-2062422).

* Apologizing
* Avoiding Punishing
* Being Present
* Calmness
* Impartiality
* Intuitiveness
* Ability to "Let It Go"
* Patience
* Positivity
* Ability to Prioritize Relationships
* Respecting Differences
* Separating Yourself
* Stress Management
* Ability to Take Criticism

**UNIT - V**

#### Organisational Development: Definitions, Objectives, Features, Importance, Process, Techniques, Roles and Goals

**Contents:**

1. Definitions of Organisational Development
2. Objectives of Organisational Development
3. Features of Organisational Development
4. Importance of Organisational Development
5. Process of Organisational Development
6. Techniques Of Organisational Development
7. Roles of Different Parties in Organisational Development
8. Organisational Development Interventions
9. Organisational Development Intervention Categories
10. Values of Organisational Development Movement
11. Goals of Organisational Development Programme

Organization Development (OD) is a planned process of change in an organization’s culture through the utilization of behavioral science technology, research, and theory. OD refers to a long-range effort to improve an organization’s problem-solving capabilities and its ability to cope with changes in its external environment with the help of external or internal behavioral-scientist consultants.

OD is an effort- Planned, organization-wide, and managed from the top, to increase organization effectiveness and health through planned interventions in the organization’s “processes,” using behavioral science knowledge.

Organization Development is a system wise application and transfer of behavioral science knowledge to the planned development, improvement, and reinforcement of the strategies, structures, and processes that lead to organization effectiveness.

During the early 1960 organisational development (O.D.) emerged out of insights from group dynamics and theory and practice of planned change. If this change could be brought, the employees of the organisation would be in a better position to solve problems, confront conflict, formulate policies and handle operational matters more effectively.

The Organisational Development field is based on knowledge from behavioural science discipline such as psychology, sociology, social psychology, anthropology, politics, system and organisation theory and organisational behavioural. In a simple way, Organisational Development is a systematic process for applying behavioural science, principles and practices in organisation to increase individual and organisational effectiveness.

No single acceptable definition of Organisational Development exists. Therefore the definitions part of Organisational Development is divided into two parts viz., early definition and more recent definition.

Organisational development is planned, organisation wide, managed from top to increase organisational effectiveness and health through planned interventions is the organisation processes using knowledge of the behavioural science. – Beckhard, 1969

Organisational development is a response to change a complex educational strategy intended to change the beliefs, attitudes values, and structure of organisations so that they can better adopt to new technologies, markets, and- challenges, and the dizzying rate of change itself. – Bennis, 1969

Organisation development is a process of planned change of an organisation’s culture from one which avoids an examination of social processes (especially decision making, planning, and communication) to one which institutionalizes and legitimizes this examination. – Burke and Hornstein, 1972

**The more recent definition of Organisational Development is as:**

Organisational development is an organisational process for understanding and improving any and all substantive processes of organisation, may develop for performing any tasks and perusing any objectives. A process for improving processes” that is what Organisational Development has basically sought to be for approximately 25 years – Vaill, 1989.

Organisational development is a set of behavioral science based theories, values, strategies, and technique aimed at the planned change of the organisational work setting for the purpose of enhancing individual development and improving organisational performance, through the alteration of organisational members on the job behaviours. – Porras and Roberston, 1992

Organisational development is planned process of change in an organisation’s culture through the utilization of behavioural science technologies, research, and theory. -Burke, 1994

On the basis of above definitions, we can conclude that the, “organisational development is a long term effort of systematic development of planned change in an organisation through the utilization of various discipline of behavioural science, technologies, research and practice.”

#### Organisational Development – 9 Important Objectives

Organisation development efforts broadly aim at improving the organisational effectiveness and job satisfaction of the employees. These aims can be attained by humanising the organisations and encouraging the personal growth of individual employees.

**Specifically the OD Objectives are:**

(1) To increase openness of communication among people.

(2) To increase commitment, self-direction and self-control.

(3) To encourage the people who are at the helm of affairs or close to the point of actual action to make the decisions regarding their issues through collaborative effort.

(4) To involve the members in the process of analysis and implementation.

(5) To encourage confrontation regarding organisational problems with a view to arriving at effective decisions.

(6) To enhance personal enthusiasm and satisfaction levels.

(7) To increase the level of trust and support among employees.

(8) To develop strategic solutions to problems with higher frequency.

(9) To increase the level of individual and group responsibility in planning and execution.

**The definitions of organisational development convey the following characteristic features:**

#### Feature # 1. Attention on the Entire Organisation:

Organisational development gives attention to the entire organisation to enable the environment in the organisation to reinforce the employees to learn whatever the programme specifies it. This learning is different from the traditional training programme that emphasises a small group or a particular job.

#### Feature # 2. System Oriented:

Development of organisation is based on system approaches. The various parts of an organisation interact in such a way to give momentum for interpersonal and intergroup cooperation. The system mainly aims at proper coordination of all parts of the organisation for a better performance.

#### Feature # 3. Action Research:

This process in organisational development is to do research study of various work situations. This method of study is conducted on actual work situations to understand the problematic areas and remedying it accordingly, to improve the performance of an organisation.

#### Feature # 4. Problem Solving:

Action research provides the data on problems faced while executing the jobs and solving them through the practical experience gained over the years. This develops an attitude of solving the problems which ultimately leads to self- sufficiency.

#### Feature # 5. Group Process:

More importance is given to group activities rather than individuals. Thus, it focuses on the improvement of group performance. Organisations have developed various ways to improve the interpersonal relations, discussion between the groups, intergroup functional conflicts, formation of team, etc., so as to help develop the capabilities of an individual to have long-lasting personal relations and intergroup communication.

#### Feature # 6. Feedback:

This is the process by which one understands other’s views on a certain subject. The feedback by an individual helps to provide information, on the basis of which a decision can be taken. This, in a way, contributes to organisational development. For example, the participants are divided into separate groups.

A certain group takes a decision on a given subject, which is passed on to other groups to obtain different opinions. Lastly, the members of different groups come together for a live discussion; as a sequel to which a consensus and final decision are arrived at on the given subject. Needless to mention that the total process is entirely based on the feedback, received earlier.

#### Feature # 7. Learning through Experience:

Organisational behaviour enables an individual to learn through experience. One can adopt new behavioural pattern through experience. It is a self-motivated process, as it is said,” Experience without learning is more than learning without experience.”

#### Feature # 8. Contingency Oriented:

Organisational development is basically determined on situation. People develop their behavioural concept according to their experience. They are, therefore, able to suggest various solutions to a problem and select a suitable one according to contingencies. Organisational research has the viability to select the correct solution to a problem, since it is flexible to solutions and contingencies, compared to any traditional approach for solving the problem.

#### Feature # 9. Use of Change Agent:

The organisational development is that, it utilises a change agent (Catalyst) to guide the change. The change agents are normally process agents or consultants to guide the groups to an effective group process. These process agents cannot be termed as the experts to tell the group what to do.

The role of an agent is to assist the group in solving the problem and the group has to solve the same by itself. The change agent integrates four main parts of the organisation, viz., people, structure, technology and social system for effectiveness of the organisation.

#### Organisational Development – Importance

With the changing and turbulent environment the risks and uncertainly prevails. It has become very risky for the organisation to carry-out its business and achieve the objectives effectively and efficiently. In business a huge capital is involved. There is no certainly that the organisation would stay in competition and business in future. With the changing time the requirements and existing competencies are different.

A gap is created between these two. It has become necessary to bridge this gap by bringing suitable changes at individual, group and organisational level in processes, systems, management, products, services and competencies of manpower. The organisation where management has paid proper attention to the changing requirements could bring suitable changes in time.

The performance of the organisation as a whole has improved. They are doing the things better and before others and maintaining their position in the markets.

**The importance of OD can be judged from the following advantages:**

(a) It is need to bridge the gap between the existing and required abilities.

(b) It improves the processes, systems, people and management capabilities.

(c) Performance of the organisation as a whole improves.

(d) The quality and quantity of products improves as per demand of the customers.

(e) The sales and revenue of its products and services go high.

(f) The profitability of the company goes high.

(g) The financial position of the company improves.

(h) The market share of the company improves.

(i) The company gets competitive advantage over their arch rivals in markets.

(j) The reputation of the company as a whole improves.

Due to these advantages it can be said that the OD very necessary with the present uncertain environment. It cannot be ignore and if done so there are chances the company may lose its business in the markets. It is a matter of survival, growth, stabilize and excel in performance.

These requirements can be fulfilled through OD efforts. It is concluded that in the present time the need for OD is strongly felt. It is very important for every organisation in fighting tough completion.

The OD process is complicated and it takes long time to complete the process. It takes minimum of one year and sometimes continues indefinitely. There are different approaches to OD process but the typical process consists of seven steps, viz., initial diagnosis, data collection, data feedback and confrontation, action planning and problem solving, team building, intergroup development and evaluation and follow-up.

**(1) Initial Diagnosis:**

If executives recognise that there are inadequacies within organisation which can be corrected by OD activities, it is necessary to find out the professional and competent people within the organisation to plan and execute OD activities. If competent people are not available within the organisation the services of the outside consultants to help in diagnosing the problem and developing OD activities are to be taken. The consultants adopt various methods including interviews, questionnaires, direct observation, analysis of documents and reports for diagnosing the problem.

**(2) Data Collection:**

Survey method is used to collect the data and information for determining organisational climate and identifying the behavioural problems.

**(3) Data Feedback and Confrontation:**

Data collected are analysed and reviewed by various work groups formed from this purpose in order to mediate in the areas of disagreement or confrontation of ideas or opinions and to establish priorities.

**(4) Selection and Design of Interventions:**

The interventions are the planned activities that are introduced into the system to accomplish desired changes and improvements. At this stage the suitable interventions are to be selected and designed.

**(5) Implementation of Intervention:**

The selected intervention should be implemented. Intervention may take the form of workshops, feedback of data to the participants, group discussions, written exercises, on-the-job activities, redesign of control system etc. Interventions are to be implemented steadily as the process is not a “one-short, quick cure” for organisational malady. But it achieves real and lasting change in the attitudes and behaviour of employees.

**(6) Action Planning and Problem Solving:**

Groups prepare recommendations and specific action planning to solve the specific and identified problems by using data collected.

**(7) Team Building:**

The consultants encourage the employees throughout the process to form into groups and teams by explaining the advantages of the teams in the OD process, by arranging joint meetings with the managers, subordinates etc.

**(8) Inter-Group Development:**

The consultants encourage the intergroup meetings, interaction etc., after the formation of groups/teams.

**(9) Evaluation and Follow-Up:**

The organisation evaluates the OD programmes, find out their utility, and develop the programmes further for correcting the deviations and/or improved results. The consultants help the organisation in this respect.

All the steps in the OD processes should be followed by the organisation in order to derive full range of OD benefits.

#### Technique # 1. Sensitivity or T-Group Training:

A manager’s behaviour is not how he thinks he behaves, but how others view his behaviour. The sensitivity training has the objective of increasing a person’s understanding of how his behaviour affects others and his reaction to the behaviour of others. In this approach, the participants are encouraged to undertake considerable self-examination. Sensitivity training represents a valuable psychological experience and a highly effective approach for the study of interpersonal relationships.

The T-Group training is a major category of sensitivity training and consists of an unstructured group of about 8-10 people with no leader, no agenda and no stated goal. The group is expected to develop interactions in whatever ways its members like. The emphasis is on “here and now” and “face-to-face” interaction.

**Some of the benefits of T-Group training are:**

(i) The participants learn more about themselves, specially their own weaknesses and emotions.

(ii) It develops insights into how the participants react to others and how others react to them.

(iii) It helps to understand group processes, inter-member interactions, inter-personal relations and how to manage people through means other than power.

(iv) It helps to assess one’s values and goals as a result of analysis of direct experiences.

#### Technique # 2. Management by Objectives:

Managing by objectives is a dynamic system which integrates the company’s need to achieve its goal for profit and growth with the manager’s need to contribution and develop himself.

According to George S. Ordiorne, the system of Management by Objectives can be described as a process whereby the superior and subordinate managers of an organisation jointly identify its common goals, define each individual’s major areas of responsibility in terms of results expected of him, and use these measures as guided for operating the unit and assessing the contribution of each of its members. Ordiorne also stressed that MBO is not merely a set of rules, series of procedures or even a set method of managing, but it is a way of thinking about management.

Management by objectives is a comprehensive tool of management. It calls for regulating the entire process of managing in terms of meaningful, specific and variable objectives at different levels of management hierarchy. Management by objectives moulds planning, organising, directing and controlling in a number of ways.

It stimulates meaningful action for better performance and higher accomplishment. It is closely associated with the concept of decentralisation because decentralisation cannot work without the support of management by objectives.

#### Technique # 3. Grid Development:

Grid organisational development is based on Blake and Mouton’s model of leadership called the Managerial Grid. Their model depicts two prevailing concerns found in all organisations-concern for productivity and concern for people. Some managers are high in concern for productivity but low in concern for people or vice-versa.

Some managers may have either high or low concern for both productivity and people. Besides helping managers evaluate their concern for people and productivity, the Managerial Grid stresses the importance of developing a team-management leadership style.

In grid OD, change agents use a questionnaire to determine the existing styles of managers, help them to re-examine their own styles and work towards maximum effectiveness.

**A grid OD programme has five phases:**

(i) Training – Key managers learn about grid concepts and how they are applied in a week-long seminar. They assess their own managerial styles and work on improving such skills as team development, group problem solving, and communication. After appropriate instruction, these key managers will work to implement the grid programme throughout the organisation.

(ii) Team Development – The trained managers bring their new understanding of Managerial Grid concepts to the work situation. Emphasis is placed on improving both manager-subordinate relationships and team effectiveness, so that team operates on the 9, 9 grid level.

(iii) Intergroup Development – This phase focuses on the relationship between the organisation’s work groups to improve coordination and cooperation. They set goals to be tested, evaluated, and refined by managers and subordinates working together throughout the organisation.

(iv) Goal Attainment – Organisation members seek to make the ideal model a reality. Each subunit examines how their activities should be carried out in order to achieve excellence and they proceed to take whatever corrective actions are necessary.

(v) Stabilisation – Eventually, the results of all the phases are evaluated to determine which areas of the organisation still need improvement or alternation. Efforts are made to stabilize positive changes and to identify new areas or opportunities for the organisation.

#### Technique # 4. Organisational Redesign:

The organisation’s structure may be changed to make it more efficient by redefining the flow of authority. There can also be changes in functional responsibility such as a move from product to matrix organisational structure.

Organisational structure often reflects the personal desires, needs, and values of the chief executives. Changing structure, therefore, may create resistance and concern because people are worried about their power or status, or how the change will affect their work groups.

#### Technique # 5. Work Design:

Work design is a broad term meaning the process of defining tasks and jobs to achieve both organisational and employee goals. It must, therefore, take into account the nature of the business (organisational interest), the organisational structure, the information flow and decision processes, the differences among employees, and the reward systems. Within the broad scope of work design is the design of individual jobs that is job design.

Job analysis is the process of obtaining information about jobs. Job redesign makes use of job analysis to redefine a job in terms of tasks, behaviours, education, skills relationships and responsibilities required.

#### Technique # 6. Job Enrichment:

Job enrichment implies increasing the contents of a job or the deliberate upgrading of responsibility, scope and challenge in work.

“Job enrichment is a motivational technique which emphasis the need for challenging and interesting work. It suggests that jobs be redesigned so that intrinsic satisfaction is derived from doing the job. In its best applications, it leads to a vertically enhanced job adding functions from other organisational levels, making it contain more variety and challenge and offer autonomy and pride to the employee.” The job holder is given a measure of discretion in making operational decisions concerning his job. In this sense, he gains a feeling of higher status, influence and power.

The term ‘job enrichment’ should be distinguished from the term ‘job enlargement’. Job enlargement attempts to make a job more varied by removing the dullness associated with performing repetitive operations. It involves a horizontal loading or expansion, i.e., the addition of more tasks of the same nature. But in job enrichment, the attempt is to build into job a higher sense of challenge and importance of achievement. Job enrichment involves vertical loading of functions and responsibilities which require higher levels of skills and competence.

#### Technique # 7. Team Building:

Team building is an attempt to assist the work-group in learning how to identify, diagnose, and solve its own problems. It directly focuses on the identification of problems relating to task performance and lays down concrete plans for their elimination. A team building programme deals with new problems on an ongoing basis. It is an effective technique by which members of an organisational group diagnose how they work together and plan changes that will improve their effectiveness.

The workgroup problems may be related to task or personality conflicts. The task related issues can be streamlined by changing the ways things are done, by redirecting the resources to be utilized and by reexamining the work processes.

The interpersonal relationships within the team can be improved by creating an environment which is open and trustworthy, where members can openly and freely communicate their feelings and thoughts, where leadership evolves on the basis of respect and functional excellence and where conflicts are resolved on the basis of mutual understanding.

Team-building requires the help of a skilled observer or consultant to increase the effectiveness of the group’s tasks and maintenance roles. Feedback is an important component of team-building which is provided by the consultant during or after the meeting to increase the effectiveness of both the group and the members.

## Team development stages

Here’s how each stage works:

* **Forming:** This is where team members first meet. It’s important for team leaders to facilitate the introductions and highlight each person’s skills and background. Team members are also given project details and the opportunity to organize their responsibilities.
* **Storming:** At this stage, team members openly share ideas and use this as an opportunity to stand out and be accepted by their peers. Team leaders help teams in this stage by having a plan in place to manage competition among team members, make communication easier, and make sure projects stay on track.
* **Norming:** By now, teams have figured out how to work together. There’s no more internal competition, and responsibilities and goals are clear. Each person works more efficiently because he or she has learned how to share their ideas and listen to feedback while working toward a common goal.
* **Performing:** There’s a high level of cohesion and trust between team members. Teams are functioning at peak efficiency with less oversight from team leaders. Issues still come up, but at this point, teams have strategies for resolving problems without compromising timelines and progress.
* **Adjourning:** Teams complete their project and debrief on what went well and what could be improved for future projects. Afterwards, team members move on to new projects.

Now let’s look at how to use this model to amplify the strengths within your remote marketing team so that projects are successful and completed on time.

## 1. Forming — Getting projects started

Marketing is a collaborative task that requires different people with different expertise. There’s also a ton of background context in marketing—previous campaigns, style guides, brand guides, and more.

Making sure your new hires have quick access to everything they need to get up to speed is essential to success with a remote marketing team. That’s why a company like [Buffer](https://buffer.com/), a social media management tool, makes information easily available for team members no matter where they work. They experimented with a lot of tools to find [the right fit for them](https://open.buffer.com/remote-work-tools/), but now they have exactly what they need.

Carefully planning each phase of a project helps team members understand their role within the team and what’s expected of them. For example, when you start a new project, your lists of tasks could include the following:

* **A team intro meeting.** Let’s say your team is working on a project to make it easier for users to navigate your product. You’ll need a copywriter for your content, an analyst to track and interpret the data you collect, a designer for website and app updates, and possibly a [product manager](https://userpilot.com/blog/how-to-become-product-manager/). Have an all-hands meeting to introduce all of these players, including remote team members (virtually), so everyone knows where to go for answers. Make sure you schedule the meeting at a time that’s as close to business hours as possible in each time zone. You don’t want one member to have to wake up at 3 a.m. in order to be included. This is also a good time to clarify which times zones everyone works in so people don’t have to wait an entire day for an answer to important questions.
* **A skill-set review.**  It’s one thing for each team member to have a role. It’s quite another for team members to understand what specific responsibilities each person has and how that fits into the larger picture. Full knowledge of the skills that everyone brings to the table, like development, web design, marketing, or product knowledge. This background will help the team solve problems faster and get the right information to the correct person on the first try.
* **A project and outcomes overview:** People need to know what’s expected and how they fit into the big picture. Explain what’s expected at intermediate deadlines, such as when you need to capture and analyze new user data, when to run A/B tests, or when to do a soft launch to test updates.
* **A project timeline:** Finally, let team members know how much time they have to work on the project, and make this timeline accessible to everyone. Break the project into smaller parts and assign timelines to each one. For example, the research stage might take a week or two, while updates to the interface take a month. Be clear on what needs to be accomplished at each checkpoint.

### What team leaders can do to help

During your first project team meeting, start by explaining specifically what each person will be working on.

Next, explain the project so everyone is clear on their contribution and expected outcomes. If the goal of the project is to increase customer acquisition, you can explain that month-over-month growth has stalled and your strategy to solve this is to:

* Find out what’s caused growth to plateau
* Come up with a plan to fix the problem
* Put the plan into action

At this point, explain how each team member is expected to help. For example, let the designers know that the user interface will be reviewed to see whether there’s an opportunity to make improvements.

Finally, share the project roadmap so the team can see the starting point, the proposed check-in points, and the end goal. This gives them insight into the bigger goal but also breaks down the timeline into smaller increments.

### Tools to use

Choose a [project management software](https://www.teamwork.com/project-management-software/?utm_source=blog&utm_campaign=the-5-stages-of-team-development-what-you-need-to-know) that lets you plan the entire project and assign deadlines and responsibilities so everyone can see what tasks need to be accomplished. A cloud-based project management tool like Teamwork Projects provides those options with granular permissions for privacy, and it allows all team members to attach files or other collateral so materials are available in one place.

To accommodate your remote teams and to make sure your first project team meeting is productive, use a video conferencing platform like [Zoom](https://www.zoom.us/). This way team members can meet from anywhere and share their screen so that everyone can see the project details simultaneously. Record and store the meeting in Teamwork Projects so that team members can revisit it at any time if they need a reminder of the discussion.

## 2. Storming — It’s inevitable, there’s going to be conflict

Disagreements are unavoidable on teams, especially when each person on the team has a different perspective on how to approach the issues the team encounters. When you all work in the same location, it can be easier to hash out problems quickly. On a remote team, you need to be more thoughtful about the tools and the processes that you use to identify and deal with disagreements.

If you’re updating your product’s interface and team members don’t agree on the best way to design it, they have to revisit what isn’t working with the current interface and discuss different ways to resolve the problem. Any insights should be shared in a public forum so everyone in the company can learn.

### What team leaders can do to help

Instead of letting team members battle it out in private messages select the best solution, be ready to invite them into a chat room to offer advice or ask some key questions. Very few team members will have your perspective on the entire project (or the full scope of your team’s segment of the project), so don’t be afraid to jump in.   
  
When you do find a good solution or process to help resolve difficult situations, make sure you document those immediately. The team can consult this record when future problems arise and make adaptations as needed. Your teams will soon learn that conflict is not to be feared, and that they have the tools to find a productive compromise.

### Tools to use

Use a collaboration tool like [Teamwork Spaces](https://www.teamwork.com/spaces/?utm_source=blog&utm_campaign=the-5-stages-of-team-development-what-you-need-to-know) to organize and store your documentation. You’ll be able to access all of your important documents in one location so your team won’t waste time searching for important materials.

Looking for some inspiration on how to use it? [Here are 6 ways Teamwork Spaces can power your marketing team](https://blog.teamwork.com/6-ways-teamwork-spaces-can-power-your-marketing-team/).

## 3. Norming — Finding the rhythm

When teams work in the same space, it’s easy to see what everyone’s doing. Designers are talking to product managers to get direction, or product managers meet with analysts to talk about user data and reports. You can physically see and hear progress being made.

It’s different for remote marketing teams because you can’t see what people are working on. To remedy this problem, put processes in place that make it easy for designers, for example, to see how content is developing so that they can anticipate when they’ll be able to complete their updates.

### What team leaders can do to help

With remote teams, it’s easy to run on assumptions until you’re almost up against a deadline — and then you discover that you didn’t get the outcome you needed. Help your team check in with each other by holding daily standup meetings or mid-week progress reports to see if everyone is on track and has the materials they need.

It’s easy for everyone — including you — to get in a tunnel and focus on their own lists of tasks. Make sure everyone steps back each day or week to take a look at the larger picture.

### Tools to use

Technology makes daily updates really simple. You can use [Teamwork Chat](https://www.teamwork.com/chat?utm_source=blog&utm_campaign=the-5-stages-of-team-development-what-you-need-to-know) to share information, or you can hold weekly 1:1 meetings with each team member on [Zoom](https://zoom.us), then store the meeting notes in Confluence.   
  
In Teamwork Projects, you can generate instant progress reports that you can share with the entire team and/or stakeholders. Many teams find that this easy status update helps each team member become independently accountable for their time management, too. They can see what’s coming or what changes are happening in real time and adjust accordingly.

## 4. Performing — High-performance is the name of the game

Patty McCord, former chief talent officer at Netflix, explains high-performing teams [this way](https://thinkgrowth.org/what-i-learned-about-building-high-performing-teams-by-surviving-netflixs-dot-com-bubble-burst-7f9e87fdb29f):

*“The constants are that high-performing teams have incredible focus and a really shared sense of what their metrics are—meaning not only what they are trying to achieve, but also what success and quality look like. That clarity around vision, success, metrics, and quality allows them to do amazing work.”*

This is the sweet spot, but it doesn’t come easily. In the performing stage, teams are in sync and work more efficiently together than at any previous stage.  Teams that have been working closely for some time have resolved enough issues to understand what success looks like for them. For example, success can be anything from higher customer acquisition to a positive shift in the metrics they’re tracking.

To get to this point, consistency is key. If you’ve asked team members to update progress documents weekly, check to make sure it’s being done. Set reminders for yourself to check in with team members, or send calendar events so that making updates is always top of mind and getting done. The main goal here is to keep the momentum going so that the project wraps up on time.

### What team leaders can do to help

Keep reminding the team to check in with each other regularly in person or via instant chat, but stay out of their way. They will waste time and lose their focus if they have to answer frequent, unscheduled questions about what they’re working on.

Encourage team members to develop a schedule filled with large blocks of time that are free from interruptions like meetings or check-ins. In this world of constant notifications, it’s easy for people to get derailed and forget which goals are really important. This is especially important for creative and development teams.

### Tools to use

For your team to work collaboratively with few interruptions, they need tools that operate intuitively and will save them time. Find tools that don’t require hours of training and automate basic functions to get the job done. For example,  if the project includes updating social media, sending email marketing campaigns, or even creating lead magnets, a tool like [HubSpot](http://hubspot.com) is great for this level of marketing automation.

Before committing to a tool, give your team some time to work with it and test it out to make sure it fits their needs. Lots of tools offer free trials, so use that time to experiment and check its compatibility with other products you use. By starting with a free trial, you have the freedom to learn as much as possible about the product before committing to it.

## 5. Adjourning — Success! You made it

This is the time for your team to finally step back to see what they’ve accomplished. Two things happen at this point:

* Teams review the last few weeks or months to celebrate their successes.
* Teams take an honest look at what didn’t go well and pinpoint where there’s room for improvement.

At the end of the project, set up an online meeting where team members come together to discuss the entire project, from the successes to the frustrations. Ask them to prepare examples beforehand outlining what worked and what didn’t, and then give each person five minutes to share their thoughts. Document the comments so that it’s easy to see which trends emerge and what changes need to be made going forward.

### What team leaders can do to help

When looking back to find opportunities for improvement, set up a brainstorming session with your team. Get your team members to prep ideas to share at the meeting.

For example, ask team members these types of questions to uncover the good and the bad in each project:

* What would you change about the team and project introduction process?
* What additional documentation do we need for issue resolution?
* What kind of support can team leaders offer?
* What tasks took the most time?
* If you were to do a similar project again, what team members would you add or remove as a way to improve the team’s efficiency and expertise?
* Which tools worked best? Which hindered progress?

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