Bachelor of Commerce Programme

Organizational Behaviour

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THE DA VINCI INSTITUTE

BACHELOR
OF COMMERCE

NQF LEVEL 6

ORGANISATIONAL
BEHAVIOUR

MANAGEMENT &
MANAGEMENT PRACTICES
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Navigational Check

Navigational checks: Finding and staying on course...

As a departure from traditional learning and to make your experience more interactive, we have incorporated a number of different learning events which should enable you to apply your learning. To guide you through the experience you will find the following icons:

**Courseware**

**Reading**
You will be provided with a series of national and international articles and literature to read that will help you broaden the subject at hand. All articles can be found in the Module Libraries.

**Research**
As you work through the module you will be required to do your own research.

**Activity**
You will be given a number of activities to complete to prepare you for your post-module assignment. These need to be submitted as they will count towards your final mark.

**Ratiocination**
Ratiocination is the logic reasoning that considers all alternatives and possible impacts that may result from a decision or a possibility.

**Self-Reflection**

**Take Note**
A useful tip or essential element regarding the concept under discussion.

**Post Module Assignment (PMA)**

**Submission Date**
Group Work

You will be required to do group work both in the classroom and as syndicate study groups.

Group Discussion

Talking to others while you learn will often illuminate a topic for you.

Website Navigation

The website, www.dmcodyssey.org, also being designed around the same intent: to increase your learning experience by engaging the magic of the internet and all the possibilities of interactive and social learning to assist on your learning journey. We have therefore also incorporated a number of different learning icons indicating module courseware, guidance in preparing Post Module Assignments (PMA’s), submission dates, resources libraries, social learning (blogs and forums), social media, chat rooms, messaging, video chat, conferencing and other learning events which should enable you to guide you on your learning journey acquiring knowledge and transforming it into needed skills managerial leaders need to increase their influence within the 21st century. To guide you through the experience you will find a complete iCon Directory at the back of the guide as well as on the website.
Bachelor of Commerce Programme

Organizational Behaviour

The Manager and His Team
The Manager and His Team

“...real potential is unleashed when team members combine their skills to address challenges that extend beyond their abilities as individuals.”

Methembu, 2007

What is a team?

A group of individuals brought together to develop a highly effective process for improving performance and competitiveness – and derive joy in doing it.

Good workplace teams enable the organisation to:

๏ Implement strategy effectively.
๏ Think and learn faster.
๏ Communicate purposefully.
๏ Implement innovative ideas.
๏ Adapt quickly.
๏ Service customers better.

African proverb:

“A single arrow is easily broken but not ten in a bundle.”

Team Mission

Effective teams are driven by an inspiring mission that must support the organisation’s vision. The mission is best expressed in written format stating the team’s intended direction. A clearly articulated mission provides the foundation for developing goals and action plans that will assist the team in reaching its desired outcomes. The mission statement must contain three key elements?

๏ What does the team do?
๏ For whom does the team perform its function?
How does the team go about doing its job?

Formulate your mission statement:

1. What does your team do?

2. For whom do you perform your function?

3. How does your team go about doing the work?
Writing a Mission Statement

๏ **What does the team do?**

This element defines the purpose of the team. It specifies what the team does, the nature of the team’s business, and why the team exists. It must be determined unanimously by all team members, or else the team will unravel and eventually fall apart.

๏ **For whom does the team perform the function?**

This element defines whom the primary customer is that the team serves. It identifies who will receive the benefits of the team’s output. There should be interaction with the identified customer, as well as discussion about how the team can best meet the customer’s needs.

๏ **Sample mission statement**
THE ABC TEAM

We are the ABC Team formed to provide quality information technology support to all customers, concentrating our resources on regional branches, and our efforts on exceeding customer expectations.


The mission statement is a combination of specific facts that are integrated with parts of the organization’s vision. It must be realistic and in line with the organization’s resources and personnel. It must be compelling and attainable. An unrealistic mission statement that cannot be acted upon only serves to undermine morale and team leadership.

Belbin's Team Roles

How Understanding Team Roles Can Improve Team Performance

When a team is performing at its best, you'll usually find that each team member has clear responsibilities. Just as importantly, you'll see that every role needed to achieve the team's goal is being performed fully and well.

But often, despite clear roles and responsibilities, a team will fall short of its full potential.
How often does this happen in the teams you work with? Perhaps some team members don't complete what you expect them to do. Perhaps others are not quite flexible enough, so things "fall between the cracks." Maybe someone who is valued for their expert input fails to see the wider picture, and so misses out tasks or steps that others would expect. Or perhaps one team member becomes frustrated because he or she disagrees with the approach of another team member.

Dr Meredith Belbin studied team-work for many years, and he famously observed that people in teams tend to assume different "team roles." He defined a team role as "a tendency to behave, contribute and interrelate with others in a particular way" and named nine such team roles that underlie team success.

Creating More Balanced Teams

Belbin suggests that, by understanding your role within a particular team, you can develop your strengths and manage your weaknesses as a team member, and so improve how you contribute to the team.

Team leaders and team development practitioners often use the Belbin model to help create more balanced teams.

Teams can become unbalanced if all team members have similar styles of behaviour or team roles. If team members have similar weakness, the team as a whole may tend to have that weakness. If team members have similar team-work strengths, they may tend to compete (rather than co-operate) for the team tasks and responsibilities that best suit their natural styles.

Knowing this, you can use the model with your team to help ensure that necessary team roles are covered, and that potential behavioural tensions or weaknesses among the team member are addressed.
Understanding Belbin's Team Roles Model

Belbin identified nine team roles and he categorized those roles into three groups: Action Oriented, People Oriented, and Thought Oriented. Each team role is associated with typical behavioural and interpersonal strengths.

Belbin also defined characteristic weaknesses that tend to accompany each team role. He called the characteristic weaknesses of team-roles the "allowable" weaknesses; as for any behavioural weakness, these are areas to be aware of and potentially improve.

The nine team-roles are:

Tip:

Belbin’s "team roles" are based on observed behavior and interpersonal styles.

Whilst Belbin suggests that people tend to adopt a particular team-role, bear in mind that your behavior and interpersonal style within a team is to some extent dependent on the situation: it relates not only to your own natural working style, but also to your interrelationships with others, and the work being done.

Be careful: you, and the people you work with, may behave and interact quite differently in different teams or when the membership or work of the team changes.

Also, be aware that there are other approaches in use, some of which complement this model, some of which conflict with it. By all means use this approach as a guide, however do not put too much reliance on it, and temper any conclusions with common sense.
**Figure 1: Belbin’s Team Roles**

<table>
<thead>
<tr>
<th>Action Oriented Roles</th>
<th>Shaper</th>
<th>Challenges the team to improve.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementer</td>
<td></td>
<td>Puts ideas into action.</td>
</tr>
<tr>
<td>Completer Finisher</td>
<td></td>
<td>Ensures thorough, timely completion.</td>
</tr>
<tr>
<td>People Oriented Roles</td>
<td>Coordinator</td>
<td>Acts as a chairperson.</td>
</tr>
<tr>
<td>Team Worker</td>
<td></td>
<td>Encourages cooperation.</td>
</tr>
<tr>
<td>Resource Investigator</td>
<td></td>
<td>Explores outside opportunities.</td>
</tr>
<tr>
<td>Thought Oriented Roles</td>
<td>Plant</td>
<td>Presents new ideas and approaches.</td>
</tr>
<tr>
<td></td>
<td>Monitor-Evaluator</td>
<td>Analyzes the options.</td>
</tr>
<tr>
<td></td>
<td>Specialist</td>
<td>Provides specialized skills.</td>
</tr>
</tbody>
</table>

**Action Oriented Roles**

**Shaper (SH)**

Shapers are people who challenge the team to improve. They are dynamic and usually extroverted people who enjoy stimulating others, questioning norms, and finding the best approaches for solving problems. The Shaper is the one who shakes things up to make sure that all possibilities are considered and that the team does not become complacent.

Shapers often see obstacles as exciting challenges and they tend to have the courage to push on when others feel like quitting.

Their potential weaknesses may be that they’re argumentative, and that they may offend people’s feelings.

<table>
<thead>
<tr>
<th>Personal Characteristics</th>
<th>As team leaders they</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shapers are:</td>
<td>• Direct other team members’ behaviour</td>
</tr>
<tr>
<td>• Extroverts</td>
<td>• Do not hesitate to make unpopular decisions</td>
</tr>
<tr>
<td>• Highly motivated</td>
<td>• Exert pressure on other team members</td>
</tr>
<tr>
<td>• Competitive</td>
<td>• Overcome obstacles and do not easily ‘give up’</td>
</tr>
<tr>
<td>• Energetic</td>
<td>• Don’t mind taking a minority point of view</td>
</tr>
</tbody>
</table>
**Personal Characteristics**

<table>
<thead>
<tr>
<th>As team leaders they</th>
<th>As team members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement orientated</td>
<td>Shapers are not very sensitive to others’ feelings</td>
</tr>
<tr>
<td>Driving and dynamic</td>
<td>They like to argue</td>
</tr>
<tr>
<td>Opinionated</td>
<td>They are competitive</td>
</tr>
<tr>
<td>Assertive</td>
<td>They show strong emotional reactions to disappointments and frustration</td>
</tr>
<tr>
<td>Goal directed</td>
<td></td>
</tr>
</tbody>
</table>

**Contributions to Successful Team Functioning**

*Shapers are often good managers in difficult situations because they:*

- Force others into action
- Don’t take too much notice of internal politics
- Do not hesitate to effect necessary changes
- Give structure to team discussions and activities
- Ensure progress
- Function well under pressure

**Developmental Areas**

*Shapers are often:*

- Aggressive
- Impatient
- Provocative
- Opinionated

---

**Implementer (IMP)**

Implementers are the people who get things done. They turn the team’s ideas and concepts into practical actions and plans. They are typically conservative, disciplined people who work systematically and efficiently and are very well organized. These are the people who you can count on to get the job done.

On the downside, Implementers may be inflexible and can be somewhat resistant to change.

<table>
<thead>
<tr>
<th>Personal Characteristics</th>
<th>As team leaders they</th>
<th>As team members</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementers are:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are disciplined</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have a practical orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Characteristics</td>
<td>As team leaders they</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>Show self-control</td>
<td>Are loyal</td>
<td></td>
</tr>
<tr>
<td>Are efficient</td>
<td>Subordinate their personal goals to those of the team</td>
<td></td>
</tr>
<tr>
<td>Word hard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are very reliable and loyal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are not spontaneous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approach problems in a systematic fashion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contributions to Successful Team Functioning</th>
<th>Developmental Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Implementers</strong></td>
<td><strong>Implementers are often:</strong></td>
</tr>
<tr>
<td>See to it that action plans are carried out</td>
<td>Inflexible</td>
</tr>
<tr>
<td>Have a good sense of what is feasible and relevant</td>
<td>Resistant to change</td>
</tr>
<tr>
<td>Will also perform the unpleasant or less popular tasks</td>
<td>Non-enterprising/unadventurous</td>
</tr>
<tr>
<td>Are well organised</td>
<td></td>
</tr>
</tbody>
</table>

**Completer-Finisher (CF)**

Completer-Finishers are the people who see that projects are completed thoroughly. They ensure there have been no errors or omissions, and they pay attention to the smallest of details. They are very concerned with deadlines, and will push the team to make sure the job is completed on time. They are described as perfectionists who are orderly, conscientious, and anxious.

However, a Completer-Finisher may worry unnecessarily, and may find it hard to delegate.
**Personal Characteristics**

<table>
<thead>
<tr>
<th>Self-motivated</th>
<th>As team leaders they</th>
</tr>
</thead>
<tbody>
<tr>
<td>Persistent</td>
<td>Completer Finishers:</td>
</tr>
<tr>
<td>Perfectionistic</td>
<td>Ensure that tasks which they accept are completed</td>
</tr>
<tr>
<td></td>
<td>Deliver on time</td>
</tr>
<tr>
<td></td>
<td>Give a lot of attention to detail</td>
</tr>
</tbody>
</table>

**Contributions to Successful Team Functioning**

Completer Finishers make an important contribution when:

- The task requires undivided attention
- Accuracy is important
- Stringent deadlines have to be met
- High standards have to be maintained

**Developmental Areas**

Completer Finishers are often:

- Afraid of failure
- Fussy and difficult to satisfy
- Inclined to worry unduly
- Uncertain
- Reluctant to delegate
- ‘Nit-pickers’

**People Oriented Roles**

**Coordinator (CO)**

Coordinators are the ones who take on the traditional team-leader role and have also been referred to as the chairmen. They guide the team to what they perceive are the objectives. They are often excellent listeners and they are naturally able to recognize the value that each team members brings to the table. They are calm and good-natured and delegate tasks very effectively.

Their potential weaknesses are that they may delegate away too much personal responsibility, and may tend to be manipulative.
### Personal Characteristics

<table>
<thead>
<tr>
<th>Co-ordinators are often characterised by their:</th>
<th>As team leaders they:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Mature approach</td>
<td>☐ Try to determine the other team members’ specific talents</td>
</tr>
<tr>
<td>☐ Ability to gain other people’s confidence</td>
<td>☐ Make good managers of people with differing talents, skills and personalities</td>
</tr>
<tr>
<td>☐ Self-confidence</td>
<td>☐ Delegate easily</td>
</tr>
<tr>
<td>☐ Broad perspective on matters</td>
<td>☐ Obtain team members’ co-operation in the achievement of team objectives</td>
</tr>
</tbody>
</table>

### Co-ordinators

- Have a calm approach to problems
- Ensure that valuable contributions which others team members make or can make are not lost
- Co-ordinate other team members’ talents and skills to achieve team objectives
- Try to determine the other team members’ specific talents
- Make good managers of people with differing talents, skills and personalities
- Delegate easily
- Obtain team members’ co-operation in the achievement of team objectives
- Clarify goals
- Manage people on a comparable level of competence to themselves
- Consult other team members without yielding control

### As team members

- Other team members respect them
- They ensure that all team members are involved in team actions

### Contributions to Successful Team Functioning

<table>
<thead>
<tr>
<th>Contributions to Successful Team Functioning</th>
<th>Developmental Areas</th>
</tr>
</thead>
</table>

### Developmental Areas

<table>
<thead>
<tr>
<th>Co-ordinators sometimes tend to:</th>
<th>Developmental Areas</th>
</tr>
</thead>
</table>
| ☐ Build up their own empire      | ☐ ☐ ☐ Building a strong personal brand
| ☐ Manipulate other people        | ☐ ☐ ☐ Improving interpersonal skills |
| ☐ Delegate personal work         | ☐ ☐ ☐ Effective delegation techniques |
| ☐ Not get intensely involved with colleagues on a personal level | ☐ ☐ ☐ Strengthening personal boundaries |

### Team Worker (TW)

Team Workers are the people who provide support and make sure that people within the team are working together effectively. These people fill the role of negotiators within the team and they are flexible, diplomatic, and perceptive. These tend to be popular people who
are very capable in their own right, but who prioritize team cohesion and helping people getting along.

Their weaknesses may be a tendency to be indecisive, and to maintain uncommitted positions during discussions and decision-making.

<table>
<thead>
<tr>
<th>Personal Characteristics</th>
<th>As team leaders they</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teamworkers are:</strong></td>
<td></td>
</tr>
<tr>
<td>Mild</td>
<td>Supportive towards other team members</td>
</tr>
<tr>
<td>Sociable</td>
<td>Sensitive to others’ feelings</td>
</tr>
<tr>
<td>Observant</td>
<td>Good listeners</td>
</tr>
<tr>
<td>Adaptable</td>
<td>Popular</td>
</tr>
<tr>
<td>Diplomatic</td>
<td>A threat to nobody</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contributions to Successful Team Functioning</th>
<th>Developmental Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The role of the Teamworker in a team is to:</strong></td>
<td><strong>Teamworkers are often:</strong></td>
</tr>
<tr>
<td>Try to prevent interpersonal problems and friction</td>
<td>Indecisive in crisis situations</td>
</tr>
<tr>
<td>Help ensure that all team members are involved in team activities</td>
<td>Fearful of conflict</td>
</tr>
<tr>
<td>Help ensure smooth team action</td>
<td>Easily influenced</td>
</tr>
<tr>
<td>Maintain a high level of morale in the team</td>
<td>Over-sensitive to the actions of others</td>
</tr>
</tbody>
</table>

**Resource Investigator (RI)**

Resource Investigators are innovative and curious. They explore available options, develop contacts, and negotiate for resources on behalf of the team. They are enthusiastic team members, who identify and work with external stakeholders to help the team accomplish its objective. They are outgoing and are often extroverted, meaning that others are often receptive to them and their ideas.

On the downside, they may lose enthusiasm quickly, and are often overly optimistic.
### Personal Characteristics

As team leaders they

<table>
<thead>
<tr>
<th>Resource Investigators are often:</th>
<th>Resource Investigators:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extroverts</td>
<td>Mix easily with strangers</td>
</tr>
<tr>
<td>Inquisitive</td>
<td>Have an enthusiastic approach</td>
</tr>
<tr>
<td>Enthusiastic</td>
<td>Can think on their feet</td>
</tr>
<tr>
<td>Pleasant</td>
<td>Like to explore new developments and opportunities</td>
</tr>
<tr>
<td>Relaxed</td>
<td>Often contribute ideas which re-formulations or expansions of the ideas of others</td>
</tr>
</tbody>
</table>

As team members:

<table>
<thead>
<tr>
<th>Other team members appreciate them</th>
</tr>
</thead>
<tbody>
<tr>
<td>They communicate with other team members easily</td>
</tr>
<tr>
<td>Their initial enthusiasm tends to diminish unless they are constantly stimulated by the team</td>
</tr>
</tbody>
</table>

### Contributions to Successful Team Functioning

Resource Investigators are especially suited to:

- Exploring ideas, developments and resources outside the team and reporting back on these
- Getting information from others
- Making external contact
- Conducting negotiations

### Developmental Areas

Resource Investigators often:

- Become bored quickly
- Are over-optimistic
- Demonstrate variable levels of diligence
- Are talkative
- Lose interest once their initial enthusiasm has passed

---

**Thought Oriented Roles**

**Plant (PL)**

The Plant is the creative innovator who comes up with new ideas and approaches. They thrive on praise, but criticism is especially hard for them to deal with. Plants are often introverted and prefer to work apart from the team. Because their ideas are so novel, they can be
impractical at times. They may be poor communicators and can tend to ignore given parameters and constraints.

### Personal Characteristics

**Plants are often:**
- Introverts (not always)
- Intelligent
- The founders of new organisations
- The inventors of new products
- Innovative

**As team leaders they:**
- Are independent
- Solve different problems
- Choose to work by themselves
- Have difficulty in communicating with team members operating on a different wavelength
- Are sensitive to criticism and praise

**As team members**

*The ideas that they contribute to the team are:*
- Often the product of their own imagination
- Sometimes impractical
- Unorthodox
- Radical

### Contributions to Successful Team Functioning

**Plants provide an indispensable contribution by:**
- Thinking up new ideas
- Solving difficult problems
- Providing important inputs during the planning phase of a new project
- Contributing important ideas to get a monotonous project going again

### Developmental Areas

**Plants can be:**
- Impractical
- Ignore details
- Forgetful
- Unorthodox
- Too preoccupied to communicate effectively

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**Monitor-Evaluator (ME)**

Monitor-Evaluators are best at analyzing and evaluating ideas that other people (often Plants) come up with. These people are shrewd and objective, and they carefully weigh the pros and cons of all the options before coming to a decision.
Monitor-Evaluators are critical thinkers and very strategic in their approach. They are often perceived as detached or unemotional. Sometimes they are poor motivators, who react to events rather than instigating them.

<table>
<thead>
<tr>
<th>Personal Characteristics</th>
<th>As team leaders they</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor Evaluators are often:</td>
<td>As members of a team they:</td>
</tr>
<tr>
<td>☺ Relatively unemotional, sober</td>
<td>☺ Are independent</td>
</tr>
<tr>
<td>☺ Somewhat reserved/withdrawn</td>
<td>☺ Solve different problems</td>
</tr>
<tr>
<td>☺ Serious</td>
<td>☺ Choose to work by themselves</td>
</tr>
<tr>
<td>☺ Imperturbable</td>
<td>☺ Have difficulty in communicating with team members operating on a different wavelength</td>
</tr>
<tr>
<td>Furthermore, they have:</td>
<td>☺ Are sensitive to criticism and praise</td>
</tr>
<tr>
<td>☺ An analytical thinking ability</td>
<td></td>
</tr>
<tr>
<td>☺ A discerning judgement</td>
<td></td>
</tr>
</tbody>
</table>

As team members:

Do not easily share the enthusiasm of other team members

◆ Do not like being pressurised to make a decision quickly
◆ May give the impression of being dry, boring and over-critical

<table>
<thead>
<tr>
<th>Contributions to Successful Team Functioning</th>
<th>Developmental Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor Evaluators contribute to the success of the team by:</td>
<td>Monitor Evaluators are often experienced as:</td>
</tr>
<tr>
<td>☺ Considering proposals and ideas objectively</td>
<td>☺ Over-critical</td>
</tr>
<tr>
<td>☺ Weighing up the pro’s and con’s of alternative solutions in a sober, unemotional manner</td>
<td>☺ Skeptical</td>
</tr>
<tr>
<td>☺ Taking critical decisions in an analytical, well-considered fashion</td>
<td>☺ Lacking in drive and the ability to inspire others</td>
</tr>
<tr>
<td></td>
<td>☺ Over-careful and slow in decision making</td>
</tr>
</tbody>
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Specialist (SP)

Specialists are people who have specialized knowledge that is needed to get the job done. They pride themselves on their skills and abilities, and they work to maintain their profes-
sional status. Their job within the team is to be an expert in the area, and they commit them-selves fully to their field of expertise.

This may limit their contribution, and lead to a preoccupation with technicalities at the ex-pense of the bigger picture.

To find out which team roles you naturally fulfill, or to profile your team, visit www.belbin.com.

How to Use the Tool

The Belbin Team Roles Model can be used in several ways: you can use it to think about team balance before a project starts, you can use it to highlight and so manage interpersonal differences within an existing team, and you can use it to develop yourself as a team player.

The tool below helps you analyze team membership, using the Belbin team roles as checks for potential strengths and weakness within your team.

Use Belbin’s model to analyze your team, and as a guide as you develop your team’s strengths, and manage its weaknesses:

1. Over a period of time, observe the individual members of your team, and see how they behave, contribute and behave within the team.

2. Now list the members of the team, and for each person write down the key strengths and characteristics you have observed. (You may also want to note down any observed weaknesses).

3. Compare each person’s listed strengths and weakness with the Belbin’s descriptions of team-roles, and note the role that most accurately describes that person.

4. Once you have done this for each team member, consider the following questions:

   - Which team roles are missing from your team? And from this, ask yourself which strengths are likely to be missing from the team overall?

   - Is there are prevalent team role that many of the team members share?
5. Once you have identified potential weakness, areas of conflict and missing strengths, consider the options you have to improve and change this. Consider:

- Whether an existing team member could compensate by purposefully adopting different a team role. With awareness and intention, this is sometimes possible.

- Whether one or more team members could improve how they work together and with others to avoid potential conflict of their natural styles.

- Whether new skills need to be brought onto the team to cover weaknesses.

Tip:
Remember not to depend too heavily on this idea when structuring your team – this is only one of many, many factors that are important in getting a team to perform at its best.

That said, just knowing about the Belbin Team Roles model can bring more harmony to your team, as team members learn that there are different approaches that are important in different circumstances and that no one approach is best all of the time.

**Bibliography**
Bachelor of Commerce Programme

Organizational Behaviour

How do I Form a New Team?
How do I Form a New Team

INTRODUCTION

Forming new teams is always an exciting and demanding challenge. There is a great deal to consider as you bring the new team together and guide them through the early stages of working together and building team spirit, trust and support.

Managers of new teams need to understand how the various stages of development will affect the team and the individuals within it. Being able to understand and work within these stages will not only move the team to greater productivity sooner, it will also ensure that the individuals within the team fully understand their team role and the contribution they are required to make.

But what is a team and how does it differ from a group? John Adair describes a team as:

“A group in which the individuals have a common aim and in which the jobs and skills of each member fit in with those of others in order to achieve the desired goal”.

TUCKMAN’S MODEL

The starting point for a new team is when individuals come together for the first time. At this point it becomes clear to the manager that it will take time to mould all the separate individuals, with their skills, values and behaviours, and blend them towards a common purpose and goal.

Help is at hand in the form of the original work undertaken by Dr Bruce Tuckman who published his Forming - Storming - Norming - Performing model in 1965.

FORMING - STORMING - NORMING - PERFORMING

He added a fifth stage, Adjourning, in the 1970s which will be explained later. The Forming, Storming, Norming, Performing theory is an explanation of team development and behaviour.
Tuckman’s model explains that as the team works together it develops maturity and ability as relationships are established, and the leader changes leadership style. This starts with a directing style, moving through coaching, then participating or supporting, and finishing delegating and almost detached.

Tuckman described four stages in the formation of a group from its initial coming together to its emergence, hopefully as a fully functioning, co-ordinated unit. This is true whether we are talking about a sports team, or support of a managerial board.

Below is an explanation of the different stages of the model in more detail.

**TUCKMAN’S MODEL EXPLAINED**

**Team Development Stages**

1. **Forming**

The group first comes together, uncertainty about one’s ‘place’ in the groups, and about what is expected, generates a feeling of anxiety. In order to assuage this anxiety,

*the group at this stage requires the leader to be very directive.*

At this stage the leader can ask the group to do almost anything without meeting dissent, because the group finds the leader’s direction very reassuring.

2. **Storming**

As initial anxiety fades, members of the group feel the need to test things out.

*this stage often commences with one person doing or saying something of a challenging nature, often directed at the leader.*

This is the signal for the commencement of widespread challenge and confrontation, where members of the group test not only the leader, but also other group members, and the social norms of the group. Towards the end of this stage we see the emergence of a group hierarchy.

More complex than a mere pecking order, this is the unspoken agreement about which role each member of the group is to play – who is the ‘so-
3. **Norming**

As part of the process resolving the discomforting conflict inherent in the storming stage, the group comes to some agreements about acceptable norms of behaviour within the group.

These norms may be positive and constructive – involving collaboration and easy communication, or negative and unhelpful – involving unhelpful competitiveness and excessive, pointless formality.

Once the behaviour norms have been created, the character of the team has been largely estab-

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4. **Performing**

Only when a team has; defined its own hierarchy and established the norms of behaviour within the team, is it really in a fit state to perform.

i.e. to set about achieving the objectives for

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SUCCESSFUL TEAM MANAGEMENT

The secret of team building is the successful management of the first three stages of team development; forming, storming and norming, in order to:

- Arrive at a team whose structure and norms are appropriate to the task they are about to perform.
- Identify the strengths and weaknesses of individual team members.
- Minimise the damage that can be done during this period of endemic conflict and unpredictability.

This successful management depends most importantly on;

*The team leader utilising the power to direct, that he/she gains during the forming stage, in order to set up experiences that are likely to generate the appropriate team norms for the task in hand.*

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TEAM DEVELOPMENT MODEL
The Tuckman Model can be expressed in another way. The list below articulates what needs to be done in order to move from one stage to another.

It is important to understand that all the stages prepare a team for the Performing stage. It is also critical for leaders to understand that trying to skip or rush through any stage will, in time, effect or delay the achievement of the Performing stage.

Team Development Stages

**Step One: Forming**

Individual not clear on what they are supposed to do.

Wondering where we are going.

No trust has been established.

No group history, unfamiliar with group members.

Norms of the team are not established.

People check one another out.

People are not committed to the team.

**Action Steps: Forming to Storming**

- Set a mission.
- Set clear goals.
- Establish roles.
- Recognise need to move out of forming stage.
- Leader must be directive.
- Figure ways to build trust.
- Define a reward structure.
- Bring group together periodically to work on common tasks.
- Start with the end in mind with regard to team development.

**Step Two: Storming**

Roles and responsibilities are articulated.

Agendas are displayed.

Problems solving does not work well.

People want to modify the team’s mission.

Splinter groups may form.

Anxiety is evident.
People push for position and power.
Competition is high.
Little team spirit.
Lots of personal attacks.

**Step Three: Norming**

Success occurs.

Team has all the resources for doing the job.

Appreciation and trust builds.

Purpose well defined.

Feedback is high, well received and objective.

Team confidence is high.

Leader reinforces team behaviour.

Hidden agendas become open.

Team gains commitment from all members on direction and goals.

**Step Four: Performing**

Team members feel very motivated.

Individuals defer to team needs.

Team members have objective outlook.

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**Action Steps: Storming to Norming**

- Team leaders should actively support and reinforce team behaviour, facilitate the group for wins, create positive environment.
- Leader must ask for and expect results.
- Agree on individual’s roles and responsibilities.
- Buy into objectives and activities.
- Listen to each other.
- Set and take team time together.
- Everyone works activity to set a supportive environment.
- Have a vision that the team can succeed.

**Action Steps: Norming to Performing**

- Maintain traditions.
- Praise and flatter each other.
- Self-evaluate.
- Share leadership role in team based on who does what the best.
- Share rewards and successes.
- Communicate all the time.
- Share responsibility.
- Delegate freely within the team.
- Commit time to the team.
- Be selective of new team members, train to maintain the team spirit.
Individuals take pleasure in the success of the team.
High pride in the team.
High openness and support.
High empathy.
High trust in everyone.
Superior team performance.

TUCKMAN’S FIFTH STAGE - ADJOURNING

*Adjourning*: the break-up of the group, hopefully when the task is completed successfully, its purpose fulfilled; everyone can move on to new things, feeling good about what’s been achieved.

From an organisational perspective, recognition of, and sensitivity to people’s vulnerabilities in Tuckman’s fifth stage is helpful, particularly if members of the group have been closely bonded and feel a sense of insecurity or threat from this change.

**ACTIONS:**
In order to form a new team, there are a few basic steps to take:

1. Create goals and a clear direction for the short term and longer term. This should include milestones to see the team through each stage of the development process mentioned above.

2. Arrange team meetings regularly to share individual strengths and weakness to create an honest and open working environment.

3. Communicate regularly through team and one to one meetings encouraging two way feedback so that it becomes normal behaviour within the team.

4. Find a trusted mentor for yourself as team leader to guide you through good and the more challenging times that you will encounter.

5. Check on the development stages of the team and ensure that you are using the correct leadership style to match that stage.

As a leader of a new team note down what actions you have already taken in line with this list, and plan how you will address any point that has not yet been addressed.
Bachelor of Commerce Programme

Organizational Behaviour

How do I develop a Team?
How do I develop a Team?

INTRODUCTION

Having established a foundation way of working, new teams can often experience a significant dip in their effectiveness as they start to encounter the tough challenges of really working together to deliver results. Differences of approach and preference appear between team members, accountabilities can become confused and irritations and conflicts emerge. Anticipating and planning for these difficulties is a key role for you as the team leader as you seek to develop the team through these initial challenges to become a robust and high performing unit. The information in this Compass Point will help you plan and act to effectively develop the new team.

(Pre-reading, Compass Points How do I...Build an Effective Team Methodology? ...Form a New Team? and ...Develop a New Team?)

In the Compass Point - How do I...Form a New Team? it states that a team differs from a group. John Adair describes a team as: “A group in which the individuals have a common aim and in which the jobs and skills of each member fit in with those of others in order to achieve the desired goal”.

The starting point for a new team is when individuals come together for the first time. At this point it becomes clear to the manager that it will take time to mould all the separate individuals, with their skills, values and behaviours and blend them towards a common purpose and goal.

INDIVIDUAL AND TEAMS

It is important to consider the characteristic differences between a group of individuals and teams.
Help is at hand in the form of the original work undertaken by Dr Bruce Tuckman who published his Forming-Storming-Norming-Performing model.

The first stage is ‘Forming’ when a group first comes together, uncertainty about one’s ‘place’ in the groups, and about what is expected, generates a feeling of anxiety. In order to assuage this anxiety, the group at this stage requires the leader to be very directive. At this stage the leader can ask the group to do almost anything without meeting dissent, because the group finds the leader’s direction very reassuring. This stage was fully explored in the Compass Point - How do I...Form a New Team?

DIFFERENT APPROACHES TO STAGE TWO TEAM DEVELOPMENT

This Compass point will concentrate on the second stage ‘Storming’ which is described as - initial anxiety fades, members of the group feel the need to test things out. This stage often commences with one person doing or saying something of a challenging nature, often di-
rected at the leader. This is the signal for the commencement of widespread challenge and confrontation, where members of the group test not only the leader, but also other group members, and the social norms of the group. Towards the end of this stage we see the emergence of a group hierarchy. More complex than a mere pecking order, this is the unspoken agreement about which role each member of the group is to play – who is the ‘social leader’, who is the ‘spark’, who is the ‘joker’ etc.

In summary, Storming can be described as when members of the team try to assert their positions and jockey for seniority. For a team to be successful people must learn to pull together. Encourage teamwork by promoting a positive atmosphere in which people compete with ideas rather than egos and recognise the team’s changing needs as it progresses through daily work and longer term projects.

The role of the team leader is to move the team through the stages of development as described by Tuckman from Forming to Performing or maximum productivity as quickly as possible. This takes strong leadership, particularly through the early stage of Forming and Storming, to bring the team together and settle them into working together smoothly and efficiently. In order to do this it is vital to defuse any conflict and put a stop to any political manoeuvring. It is important to remember that a team that is in the second stage of development will consist of:

- Team members not equally committed to team tasks and objectives.
- Team member that are all feeling the strain of going through the Storming stage.
- Team members needing to work together well but still learning about each individual’s working preferences.
- Team members want to experience a good team spirit, and stage two is a good place to start to build this within the team.

The Storming stage can, in many ways, seem like a backward step from the progress made during the Forming stage. However, the second stage is a vital part of the development process and how you deal with this will set the tone for the future development of the team.
Exercise

Take some time to assess the current stage of your team:

- Note down what stage you feel they currently occupy together with the evidence you have to make this assessment.
- What action have you taken to move them to the next stage of development? Think of this in terms of your leadership behaviour – what have you done and what have you said?

In the Storming stage it is important that you provide both directive and supportive behaviour.

**Directive Behaviour** includes giving clear direction to people by telling them what you want them to do, how to do it in terms of time and quality and then monitoring and reviewing progress.

**Supportive Behaviour** includes listening, giving feedback, asking for input and providing support.

Effective leaders are able to blend the right level of directive and supportive behaviour to meet the needs of the team. In this way, leaders are able to build the skills and commitment of the individual to make them more productive within the team and the team as a whole.

**LEADERSHIP SKILLS FOR STORMING STAGE DEVELOPMENT**

It is during the Storming stage that a leader’s skills will be challenged unlike any of the other stages. It is important that each team member is working towards an agreed common goal and shared objectives. You should refer to the Compass Point - How do I...Build an Effective Team Methodology? and adopt the team method described to achieve a common purpose and direction.
Effective teams know where they are heading. They are able to define short, medium and long terms goals and objectives. These need to be clearly stated together with the success factors that will inform the team when it has been successful.

Secondly, it is important for the leader to provide constructive criticism in the form of Developmental and Motivational feedback throughout this storming stage of development. (See Compass Point - How Do I...Give feedback?). Being able to praise team members for a job well done will prove to be one of the critical strategies to help the team to move to the next stage of development.

To provide the appropriate supportive behaviour during the Storming stage, it is useful to constantly encourage team members to generate ideas about how they can do things better and to higher levels of quality and effectiveness. This will require each team member to be open and honest about what they do and where they are encountering difficulties with their tasks and working within the team. Individuals need to feel that showing emotions will not jeopardise their place in the team.

ANTICIPATING AND PLANNING FOR NEGOTIATING STAGE TWO
One of the best ways to negotiate through Storming is to know more about the preferences of each individual that makes up the team. One of the best known and effective ways to do this is to understand the team role that each person undertakes.

Team Roles were brought to our attention by Dr Meredith Belbin in the 1970s and his research team at Henley Management College about observing teams, with a view to finding out where and how these differences come about. They wanted to control the dynamics of teams to discover if – and how – problems could be preempted and avoided. As the research progressed, it revealed that the difference between success and failure for a team was not dependent on factors such as intellect, but more on behaviour. The research team began to identify separate clusters of behaviour, each of which formed distinct team contributions or Team Roles.

Team Role - A tendency to behave, contribute and interrelate with others in a particular way. It was found that different individuals display different team roles to varying degree. Belbin identified nine Team Roles:

**Plants**

Innovators and inventors and can be highly creative. They provide the seeds and ideas from which major development springs. They tend to be good at solving problems in unconventional ways.

**Monitor Evaluator**

Serious minded and provide a logical eye, make impartial judgments where required and tend to weigh up the team’s options in a dispassionate way. A good monitor evaluator is seldom wrong.

**Co-ordinators**

The distinguishing feature of this role as the ability to encourage others to work towards shared goals, they are mature, trusting and confident and are keen to delegate to the benefit of others.
Resource Investigators

Often enthusiastic and extrovert. They provide inside knowledge on the opposition and make sure that the team’s idea will carry to the world outside the team. They usually receive a warm reception from others because of their own outgoing nature.

Implementers

Practical common sense and a good deal of self-control and discipline. They favour hard work and tackle problems in a systematic fashion. However, Implementers may lack spontaneity and show signs of rigidity.

Completer Finishers

A great capacity for follow-through and attention to detail. They are most effectively used at the end of a task, to “polish” and scrutinise the work for errors, subjecting it to the highest standards of quality control.

Team workers

Help the team to gel and are the most supportive member of the team, using their versatility to identify the work required and complete it on behalf of the team. They are mild, sociable and concerned for others.

Shapers

Like to challenge other individuals, they often provide the necessary drive to ensure that the team keeps moving and does not lose focus or momentum. They can be highly motivated but usually also aggressive and extrovert.

Specialists

Individuals who are single-minded and dedicated. They provide knowledge and skills that are in rare supply.
Each team role was also found to have an “allowable weakness”, which is the other side of the behavioural characteristics, which is allowable in the team because of the strength which goes with it.

There is a great deal more to study on the subject of Team Roles and their behaviours. In essence when the team is struggling through the Storming phase of development, fully understanding the functional and team roles can be very helpful. The leader is able to demonstrate and encourage each member of the team to develop their team role. This will have the effect of all other members of the team appreciating each individual and collective contribution.

MOVING TO THE NORMING STAGES OF TEAM DEVELOPMENT

The Norming stage is characterised as “part of the process resolving the discomforting conflict inherent in the storming stage, the group comes to some agreements about acceptable norms of behaviour within the group”. These norms may be positive and constructive – involving collaboration and easy communication, or negative and unhelpful – involving unhelpful competitiveness and excessive pointless formality. Once the behaviour norms have been established, the character of the team has been largely established. The potential for changing the character of the team after this is drastically reduced.

The key to moving from one stage to the other is never clearly defined but in order to gauge the current development stage takes regular reviews against performance goals and objectives. The team will require less direction as they become more comfortable with being accountable for individual and overall team performance. The leader should continue to provide supportive behaviour by listening, questioning and giving motivational and developmental feedback.

ACTIONS
Analyze where your team is now – *Forming, Storming, Norming or Performing*.

1. Ask your team to assess where they think they are; also ask for evidence of their assessment.

2. Create a plan with specific team objectives to move to the next development stage as soon as possible.

*It might help to complete the “Team Strengths Questionnaire” as listed in How do I…Understand the Principles of Effective Team Work? A simple diagnostic tool that might help you evaluate the effectiveness of your own team.*

**OTHER RESOURCES**

Below are some of our personal recommendations for the next stage of your developmental journey. Learning Quest has an extensive library of resources tailored to those seeking to take control of the navigation of their development. You may want to try:

- How do I...*Create a High Performing Team?*

- How do I...*Form a New Team?*

- How do I...*Sustain Team Performance?*