Chapter 14 – Team Leadership

Questions for Study

1. What is the definition of a team? A virtual team?

The definition of a team is a type of organizational group that is composed of members who are interdependent, who share common goals, and who must coordinate their activities to accomplish these goals. A virtual team meets across various forms of communication technology.

2. What are the competitive advantages of team-based organizations?

Team-based organizations have faster response capability because of their flatter organizational structures, which rely on teams and new technology to enable communication across time and space.

3. What are the outcomes of effective teams?

The outcomes of effective teams are greater productivity, more effective use of resources, better decisions and problem solving, better-quality products and services, and greater innovation and creativity.

4. What does the term “heterarchy” refer to?

Heterarchy is the dynamic and fluid power shifting in teams.

5. What are the “critical capabilities” of teams?

The critical capabilities of teams are shifting actions to deal with contingencies as they arise, promoting tasks and interpersonal development, facilitating team success and helping teams avoid team failure.

6. What is distributed leadership and why has it garnered scholars’ attention?

Shared team leadership occurs when members of the team take on leadership behaviors to influence the team and to maximize team effectiveness. Such shared leadership has become more and more important in today's organizations to allow faster responses to more complex issues.

7. According to Hill, what is the leader’s job in managing a team?

A leader’s job in managing a team is to monitor the team and then take whatever action is necessary to ensure team effectiveness.

8. Explain the skills leaders must have to meet diverse team needs.

Leaders must be behaviorally flexible and have a wide repertoire of actions or skills to meet the team’s diverse needs.
9. Explain how leaders should decide on the best timing of a leadership intervention.

They should evaluate the problem and solutions to the issue and determine the best way to go about solving that is effective.

10. Explain the six enabling conditions for team effectiveness identified by Hackman (2012) and compare these to the eight characteristics identified by Larson and LaFasto (1989).

A compelling purpose energizes team members, orients them toward their collective objective, and fully engages their talents. Clear, engaging direction Clear, elevating goal
Enabling structure Results-driven structure
Competent team members
Unified commitment
Collaborative climate
Enabling context Standards of excellence
Adequate material resources External support and recognition
Expert coaching Principled leadership

11. Describe the qualities needed to be a competent team member.

Competent Team Members. Groups should be composed of the right number and mix of members to accomplish all the tasks of the group. In addition, members need sufficient information, education, and training to become or remain competent team members (Hackman & Walton, 1986). As a whole, the individual team members need to possess the requisite technical competence to accomplish the team's goals. Members also need to be personally competent in interpersonal and teamwork skills. A common mistake in forming teams is to assume that people who have all the technical skills necessary to solve a problem also have the interpersonal skills necessary to collaborate effectively (Hackman, 1990). Team members need certain core competencies that include the ability to do the job and the ability to solve problems. In addition, members need certain teamwork factors such as openness, supportiveness, action orientation, and a positive personal style

12. Explain the factors needed for a collaborative climate and for effective group norms.

a. Trust based on openness, honesty, consistency, and respect
b. Integration of individual actions
c. Teams contribute to collective success by
   i. Coordinating individual contributions
   ii. Team leaders making communication safe
   iii. Team leaders demanding and rewarding collaborative behavior
   iv. Team leaders guiding the team's problem-solving efforts
   v. Team leaders managing their own control needs

13. Explain the four sets of processes influencing the team’s effectiveness.

i. Cognitive - Facilitates team's understanding of problems confronting them
ii. Motivational - Helps team become cohesive & capable by setting high performance standards & helping team to achieve them
iii. Affective - Assists team in handling stressful circumstances by providing clear goals, assignments, & strategies
iv. Integrative - Helps coordinate team's activities through matching member roles, clear performance strategies, feedback, & adapting to environmental changes

14. Explain the skills or behaviors needed for (a) internal task, (b) internal relational, and (c) external team leadership functions.

a) • Set of skills or actions leader might perform to improve task performance:
   • Goal focusing (clarifying, gaining agreement)
   • Structuring for results (planning, visioning, organizing, clarifying roles, delegating)
   • Facilitating decision making (informing, controlling, coordinating, mediating, synthesizing, issue focusing)
   • Training team members in task skills (educating, developing)
   • Maintaining standards of excellence (assessing team and individual performance, confronting inadequate performance)

b) Set of actions leader needs to implement to improve team relationships:
   Coaching team members in interpersonal skills
   Collaborating (including, involving)
   Managing conflict and power issues (avoiding confrontation, questioning ideas)
   Building commitment and esprit de corps (being optimistic, innovating, envisioning, socializing, rewarding, recognizing)
   Satisfying individual member needs (trusting, supporting, advocating)
   Modeling ethical and principled practices (fair, consistent, normative)

c) Set of skills or behaviors leader needs to implement to improve environmental interface with team:
   Networking and forming alliances in environment (gather information, increase influence)
   Advocating and representing team to environment
   Negotiating upward to secure necessary resources, support, and recognition for team
   Buffering team members from environmental distractions
   Assessing environmental indicators of team's effectiveness (surveys, evaluations, performance indicators)
   Sharing relevant environmental information with team

15. Explain how a team leader could use the Team Leadership Model to make decisions and take actions.

   • Decide whether to observe or intervene in a situation
   • Choose whether a task or a relational intervention is needed
   • Whether to intervene at the internal level or external level

16. How do the four stages of team development (forming, storming, norming, performing) affect leadership expectations?

The four stages of team development affect leadership expectations in that The four stages are a helpful framework for recognizing a team's behavioral patterns; they are most useful as a basis for team conversation, rather than boxing the team into a "diagnosis." And just as human development is not always linear (think of the five-year old child who reverts to thumb-sucking when a new sibling is born), team development is not always a linear process. Having a way to
identify and understand causes for changes in the team behaviors can help the team maximize its process and its productivity.

17. What are strengths of team leadership theory?

- Provides answers to what constitutes excellent teams
- Provides a cognitive guide that assists leaders in designing and maintaining effective teams
- Recognizes the changing role of leaders and followers in organizations
- Can be used as a tool in group leader selection

18. What are criticisms of team leadership theory?

- Model is incomplete. Additional skills might be needed
- May not be practical as the model is complex and doesn't provide easy answers for difficult leader decisions
- Fails to consider teams that have distributed leadership, where team members have a range of skills, and where roles may change
- More focus required on how to teach and provide skill development in areas of diagnosis and action taking