Mastering

Team Leadership

Palgrave Master Series

Accounting	Global Information Systems
Accounting Skills	Human Resource Management
Advanced English Language	Information Technology
Advanced English Literature	International Trade
Advanced Pure Mathematics	Internet
Arabic	Italian
Basic Management	Java
Biology	Management Skills
British Politics	Marketing Management
Business Communication	Mathematics
Business Environment	Microsoft Office
C Programming	Microsoft Windows, Novell NetWare and UNIX
C++ Programming	Modern British History
Chemistry	Modern European History
COBOL Programming	Modern United States History
Communication	Modern World History
Computing	Networks
Counselling Skills	Novels of Jane Austen
Counselling Theory	Organisational Behaviour
Customer Relations	Pascal and Delphi Programming
Database Design	Philosophy
Delphi Programming	Physics
Desktop Publishing	Practical Criticism
Economic and Social History	Psychology
Economics	Shakespeare
Electrical Engineering	Social Welfare
Electronics	Sociology
Employee Development	Spanish
English Grammar	Statistics
English Language	Strategic Management
English Literature	Systems Analysis and Design
Fashion Buying and Merchandising Management	Team Leadership
Fashion Styling	Theology
French	Twentieth-Century Russian History
Geography	Visual Basic
German	World Religions

www.palgravemasterseries.com

Palgrave Master Series

Series Standing Order ISBN 978-0-333-69343-8

(outside North America only)

You can receive future titles in this series as they are published by placing a standing order. Please contact your bookseller or, in case of difficulty, write to us at the address below with your name and address, the title of the series and the ISBN quoted above.

Customer Services Department, Macmillan Distribution Ltd
Houndmills, Basingstoke, Hampshire RG21 6XS, England

Mastering Team Leadership

Roger Cartwright

Business Series Editor
Richard Pettinger

palgrave
macmillan

© Roger I. Cartwright 2002
Foreword © Meredith Belbin 2002
Figures 3.1, 6.2–6.11 © June A. Cartwright 2002

All rights reserved. No reproduction, copy or transmission of this publication may be made without written permission.

No paragraph of this publication may be reproduced, copied or transmitted save with written permission or in accordance with the provisions of the Copyright, Designs and Patents Act 1988, or under the terms of any licence permitting limited copying issued by the Copyright Licensing Agency, 90 Tottenham Court Road, London W1T 4LP.

Any person who does any unauthorised act in relation to this publication may be liable to criminal prosecution and civil claims for damages.

The author has asserted his right to be identified as the author of this work in accordance with the Copyright, Designs and Patents Act 1988.

First published 2002 by
PALGRAVE MACMILLAN
Houndmills, Basingstoke, Hampshire RG21 6XS and
175 Fifth Avenue, New York, N.Y. 10010
Companies and representatives throughout the world

PALGRAVE MACMILLAN is the global academic imprint of the Palgrave Macmillan division of St. Martin's Press, LLC and of Palgrave Macmillan Ltd. Macmillan® is a registered trademark in the United States, United Kingdom and other countries. Palgrave is a registered trademark in the European Union and other countries.

ISBN 978-0-333-99298-2   ISBN 978-1-349-91440-1 (eBook)
DOI 10.1007/978-1-349-91440-1

This book is printed on paper suitable for recycling and made from fully managed and sustained forest sources.

A catalogue record for this book is available from the Library of Congress.

10	9	8	7	6	5	4	3	2	1
11	10	09	08	07	06	05	04	03	02

Contents

<i>Preface</i>	viii
<i>Foreword</i>	ix
<i>Acknowledgements</i>	x
1 Introduction	1
<i>Learning outcomes – Teams – The importance of leadership – The organisation of work – Organisations – Why study teams and leaders? – The Institute of Management Certificate in Team Leading – SMART and C-SMART criteria – Summary – Questions – Recommended further reading</i>	
2 Motivating the individual	10
<i>Learning outcomes – What is motivation? – Needs and wants – Maslow's hierarchy – Types of need – Herzberg's motivators and hygiene factors – Facilitory needs – The role of money – Spending patterns and the spending life cycle – Assumptions about people and work – Theory X and Theory Y – The importance of achievement – Catching in or catching out? – Schein's typologies – McClelland's needs concept – Ardrey and the territorial imperative – Vroom, Expectancy and the Motivational Calculus – Psychological contracts – Theory Z – Summary – Questions – Recommended further reading</i>	
3 Team behaviour	27
<i>Learning outcomes – Defining groups and teams – Psychological awareness – Perceptions of membership – Teams – Size and span of control – Types of teams – Membership: core and ancillary – Families as groups and teams – Multiple membership – Summary – Questions – Recommended further reading</i>	
4 Synergy and groupthink	41
<i>Learning outcomes – Advantages and disadvantages of group membership and team work – Advantages of team work – Synergy – Disadvantages of group and team work – 'Groupthink' and unacceptable behaviour – Mitigating against the effects of groupthink – Group dynamics: a summary of the history – The team as an entity – Summary – Questions – Recommended further reading</i>	
5 Team development	61
<i>Learning outcomes – Team formation – The six factors of a team – Means of communication – The team life cycle – The learning curve – Team building – The 'invisible team' – Loyalty – High-performance teams – Summary – Questions – Recommended further reading</i>	

6	Team roles	85
	<i>Learning outcomes – The difference between functional and team roles – Eligibility and suitability – Team-role theory – The team wheel – Belbin's work on team roles – Belbin's eight team roles – The balanced team – An extra role? – Team size – The Apollo Syndrome – Team-role sacrifice – Testing for team roles – Is one role better than another? – Team roles and recruitment/selection – The importance of team and work roles in the recruitment/selection process – Summary – Questions – Recommended further reading – Web site – Answers to the team-role pictures</i>	
7	The role of the leader	114
	<i>Learning outcomes – What is leadership? – The leadership spectrum and the leadership matrix – Traits of leadership – Becoming a leader – Styles of leadership – The leadership continuum – The Managerial Grid – Linking the Managerial Grid to the Belbin team-role concepts – The work of John Adair – Contingency leadership – Leadership, power and influence – Summary – Questions – Recommended further reading</i>	
8	Power and relationships	138
	<i>Learning outcomes – Power – Power and influence – Why use power – Sources of power – Authority – Responsibility and accountability – Delegation and empowerment – Submissiveness, aggression and assertiveness – Power and the team – Conflict – Negotiation skills – Summary – Questions – Recommended further reading</i>	
9	Teams, leadership and culture	155
	<i>Learning outcomes – What is culture? – How culture is developed – Transmission of culture – Organisation culture – Culture clashes both within and between teams – Cultural change – National culture – Cross-cultural teams – Summary – Questions – Recommended further reading</i>	
10	The twenty-first-century team and its leader	172
	<i>Learning outcomes – The development of ICT – Technological synergy – Virtual teams – Organisational boundaries – Managing the virtual team – Developing the virtual/diverse team – Planning in the twenty-first-century team – The 'invisible team' – Flexible leadership – Understanding the culture – Empowerment – How empowered teams behave – Leaders as empowerers – Leaders as change agents – Trust and support – Conclusion – Summary – Questions – Recommended further reading</i>	

11 Thinkers on teams and leadership	191
<i>John Adair – Meredith Belbin – Warren Bennis – Ken Blanchard – Stephen R. Covey – Charles Handy – Kurt Lewin – Richard Lewis – Jessica Lipnack and Jeffrey Stamps – Desmond Morris – Nigel Nicholson – Richard Pascale – Tom Peters – Harvey Robbins – Noel M. Tichy – Fons Trompenaars</i>	
<i>Bibliography</i>	202
<i>Index</i>	206

Preface

It is difficult to find a qualification in supervisory studies, business studies and management that does not require the student to carry out studies involving the leadership role of supervisors and managers and the importance of team work and group dynamics. It is also noticeable that more and more advertisements for jobs stress the importance of the applicant understanding the importance of team work and the need for the applicant to work as part of a team. Indeed, the subject is of such importance that the UK Institute of Management (IM), as the professional association for managers, launched a stand-alone qualification entitled 'Foundation Certificate in Team Leadership' in 2001.

Many supervisors' and managers' first step on the managerial ladder was an appointment as a team leader. Leading a team requires a distinct set of skills and knowledge, hence the IM's decision to certify these skills as a separate entity. These skills are not innate, they need to be learnt and applied together with a good understanding of the conceptual framework that underlies successful leadership, team work and team building. Teams, while formed of individuals behave differently to those individuals, in effect developing their own behavioural patterns.

This book seeks to explore the nature of leadership, team work and team building to equip both those in work and those studying supervision and management with the necessary knowledge to understand and to harness the factors in operation in this most important aspect of organisational life.

In addition to the book there is also a web site that you can access at www.palgrave.com/studyskills/masterseries/cartwright2

The web site contains links to other material on the web and also includes extra material to aid you in your study of teams and leadership. If you wish to contact the author about any of the material in this book, full details can be found at: www.rogercartwright.net.

The book is arranged in such a way as to consider the *individual* and his or her motivation first, then the *behaviour of teams* followed by a consideration of *leadership*. Each of Chapters 1–10 begins with a list of the Learning Outcomes that are covered within it.

ROGER CARTWRIGHT

Foreword

The word 'team' is used so indiscriminately these days as to risk losing all meaning. Everybody appears to be part of a team. Even the most autocratic managers will proudly point to their suppressed underlings as members of their 'team'. A danger always exists that when an important word in the English language becomes diluted in meaning, people forget about the real thing.

Management has been wedded to command and control and only recently discovered the vital importance of team work. The lessons came through from sport, especially football. Whether teams succeed or fail has been found to depend as much on the manager as on the players. As all football fans know, a change of manager can work wonders. People may well ask why this should be. Here Roger Cartwright sets out to provide some answers. He does so by examining some major issues, providing a digest on what leading writers have said about them and offering an overview. Combining a wide perspective on the subject with a selective grasp of detail is never easy, yet the author faces up to this dilemma with admirable balance. In doing so, he ensures that the reader does not become overloaded, but is drawn out and stimulated by thought-provoking questions posed at regular intervals.

Here is a book on a much discussed field that should broaden the horizons of readers. And for those readers whose horizons are already broad, there is sure to be something new to discover or rediscover. Just as we need to change the players in a team from time to time, so also can we gain by varying our perceptions of a familiar subject.

MEREDITH BELBIN

Acknowledgements

Behind every author there are those who provide support, encouragement and ideas. As with all authors of non-fiction texts the role of those mentioned in the bibliography must be acknowledged.

The author and publisher would also like to thank Belbin Associates for figures 6.12 and 6.13.

Special thanks are also due to Suzannah Burywood at Palgrave Macmillan, Richard Pettinger (the series editor and also a close friend and my one-time tutor) and to my wife June who not only provided the illustrations for Figures 3.1 and 6.2–6.11, but really is ‘the wind beneath my wings’.

ROGER CARTWRIGHT

Crieff

Every effort has been made to contact all copyright-holders of material used in this book, but if any have been inadvertently omitted the publishers will be pleased to make the necessary arrangement at the earliest opportunity.