**MANAGEMENT – FILL-IN-THE BLANK: SESSION 5**

**Fundamentals of Management 10th Edition**

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**Chapter Ten: Understanding Groups and Managing Work Teams**

Work \_\_\_\_\_\_\_\_\_\_\_\_\_ are one of the realities and challenges of managing in today’s global environment.

Before we can understand teams, however, we first need to understand some basics about \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_ behavior.

A group is defined as two or more interacting and interdependent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ who come together to achieve specific goals.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Groups are work groups that are defined by the organization’s structure and have designated work assignments and specific tasks directed at accomplishing goals.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Groups are social groups.

List Five Stages of Group Development:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Managers can be more effective if they understand the dynamics of each \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the group is operating in.

\_\_\_\_\_\_\_\_\_\_\_\_\_ are behavior patterns expected of someone who occupies a given position in a social unit.

\_\_\_\_\_\_\_\_\_\_\_\_\_ are acceptable standards or expectations that are accepted and shared by group members.

Most organizations have common norms, which typically focus on:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_ is adjusting one’s behavior to align with a group’s norms.

We all want to be accepted by groups to which we belong, which makes us \_\_\_\_\_\_\_\_\_\_\_\_\_ to conformity pressures.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ System is a prestige grading, position, or rank within a group and an important factor in understanding behavior.

A disparity between what individuals perceive their status to be and what others perceive it to be is a significant \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with behavioral consequences.

It’s important for people to believe there’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ between perceived ranking of an individual and their status symbol.

Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ affects a group’s behavior, but the effect depends on what criteria you’re using.

Group \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is degree to which members are attracted to one another and share group goals.

Research suggests that \_\_\_\_\_\_\_\_\_\_\_\_ typically outperform individuals when the tasks being done require multiple skills, judgment, and experience.

Organizations are using team-based structures because they’ve found that teams are more \_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_ to changing events than are traditional departments or other permanent work groups.

Teams \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ from Groups.

Work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ interact primarily to share information and to make decisions to help members do their job more efficiently/effectively.

Work \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are groups whose members work intensely on a specific, common goal using their positive synergy, individual and mutual accountability, and complementary skills.

List Four Key Components to Team Effectiveness:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

A manager can do several things to shape a team’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ including proper selection, employee training, and rewarding the appropriate team behaviors.

Few trends have influenced how work gets done in organizations as much as the use of work \_\_\_\_\_\_\_\_\_.

In global organizations, understanding the relationship between team effectiveness and team composition is more challenging because of the unique \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ characteristics represented by members of a global team.

Some of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ areas where we see differences in managing global teams include conformity, status, social loafing, and cohesiveness.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ issues often arise because not all team members may be fluent in the team’s working language, which can lead to inaccuracies, misunderstanding, and inefficiencies.

Teamwork takes more time and often more resources than does individual work.

So, the benefits of using teams need to exceed the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Effective work team managers are being described as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rather than bosses. They’re expected to provide instruction, guidance, advice, and encouragement to help team members improve their job performance.

They need to:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chapter Eleven: Motivating and Rewarding Employees**

To get employees to put forth maximum work effort, managers need to know how and why they are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The secret to being an effective motivator is understanding each individual’s unique \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to the process by which a person’s efforts are energized, directed, and sustained toward attaining a goal.

The definition has three key elements:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Motivating high levels of employee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is an important organizational concern and managers need to keep looking for answers.

Abraham Maslow – a psychologist – proposed that within every person is a hierarchy of five needs: from the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Each level must be substantially \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ before the next becomes dominant; an individual moves up the hierarchy one level to next.

Lower level needs are satisfied \_\_\_\_\_\_\_\_\_\_\_\_\_\_, while higher-level needs are satisfied \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

McGregor’s Theory \_\_\_\_\_\_\_\_\_\_ - is a negative view of people that assumes workers have little ambition, dislike work, want to avoid responsibility, and need to be closely controlled to work effectively.

McGregor’s Theory \_\_\_\_\_\_\_\_\_\_ - is a positive view that assumes employees enjoy work, seek out and accept responsibility, and exercise self-direction.

According to Herzberg’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Theory, Intrinsic Factors (Motivators) are related to job satisfaction, while Extrinsic Factors (Hygienes) are associated with job dissatisfaction.

According to McClelland’s Three-Needs Theory, the following three acquired (not innate) needs are major motives in work:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

According to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Theory, specific goals increase performance and difficult goals, when accepted, result in higher performance than do easy goals.

Performance is often higher when EE’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in setting goals.

Performance is also higher when EE’s receive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on progress.

Three other contingencies besides feedback influence the goal-performance relationship:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Managers should design \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ deliberately and thoughtfully to reflect the demands of the changing environment, the organization’s technology, and EE’s skills, abilities, and preferences.

According to Hackman and Oldman, any job can be described in terms of the following five core job dimensions:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Theory, developed by J. Stacey Adams, proposes that EE’s compare what they get from a job (outcomes) in relation to what they put into it (inputs) and then compare their input-outcome ratio with those of relevant others.

The referent – the other persons, systems, or selves – individuals compare themselves against in order to see equity – is an important \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Originally Equity Theory focused on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Justice, which is the perceived fairness of the amount and allocation of rewards among individuals.

Most recent research has focused on looking at issues of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Justice, which is the perceived fairness of the process used to determine the distribution of rewards.

By increasing the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of procedural justice, EE’s are likely to view their bosses and the organization as positive even if they’re dissatisfied with pay, promotions, and other personal outcomes.

Victor Vroom’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Theory states than an individual tends to act in a certain way based on the expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.

It includes three variables or relationships: 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_, 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_, 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The key to Expectancy Theory is understanding an individual’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and the linkage between effort and performance, between performance and rewards, and finally, between rewards and individual goal satisfaction.

Employee \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ programs play a powerful role in motivating appropriate EE behavior.

It’s hard to keep EE’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ during challenging times, even though it’s especially critical.

The key with any rewards program is continuing to show EE’s that the company \_\_\_\_\_\_\_\_\_\_ about them.

The value in companies comes from EE’s who are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to be there, and managers have to give EE’s a reason to want to be there.