Team Management and Managerial Skills

Institutional Affiliation

Date

**Lesson 1**

**Part 1.** A conflict tries to throw a team off of its focus and tends to get it away from its set goals as well as objectives. There were various sources of conflict in our team. One of them was a misunderstanding of job responsibilities. Some members of the team lacked information of their particular roles and responsibilities (Liu, Fu & Liu, 2009). This brought misunderstanding among the team members. The other source was competing goals between team members. Some members of the team had goals that compete with each other. This caused the pursuit of different goals to detract from the pursuit of the others. The third main source was disagreement between the strategies to be used to achieve the team’s goals. Some of the interventions which can be used to improve a team’s quality of conflict include; understanding the situation and clarifying positions for each member to know their responsibilities, getting to the root of the issue and considering views of all the parties involved, and having a team adopting communication guidelines as well as creating a conflict resolution protocol where everyone buys in (Kurtzberg & T, 2000).

**Part 2.** I am talented and skilled in various areas leading groups. I am also tolerant and encouraged to meeting new people, people of different ages and holding different positions because this helps me learn more. I keep myself updated with the various technological advances around me, and this makes me innovative. There are various strategies that I can use to enhance my creativity. One of these strategies is becoming an explainer. This is to maximize the quality of my knowledge by developing the habit of explaining things back to myself. This also helps in avoiding the tendency that information is available when I need it and there is no need to internalize it. The second strategy is practicing openness (Sternberg, R & Sternberg, 1999). This will allow new ideas, concepts and as well as experiences. It also helps in adding knowledge as some ideas different from mine. The third strategy is by keeping asking new questions. Whenever someone asks their memory a question, it pulls out information related to that question. This will help in having a variety of ways to think about a problem hence becoming more creative.

**References**

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**Lesson 2**

**A.** Teams in networking manage their boundaries in various ways. One of the ways is understanding that in networking, the teamwork is not about competing but rather about completing and not so much about victory but instead about vision (Marrone, 2010). This helps in avoiding competition among teams which can lead to conflicts hence the teams losing their goals. Networking leaders also learn how to come up with a network of teams with different roles but the same purpose. Even though the crews are working towards the same goal, their roles and responsibilities are different. Teams also keep their boundaries through interprofessional networks whereby each team has its profession which is different from the other team’s profession. This inhibits one group from interfering with the businesses of the other group in the same network. For example, the surveying team keeps its boundaries by focusing on pleasing customers while the marketing team changes internal direction dependent upon wishes that are external. The trade-offs between interior unities and external ties are dependent on the sort of team that is in play. Some of the internal teams like to keep to themselves. To them, internal cohesion is the essential makeup of the team (Marrone, Tesluk, & Carson, 2007). Other teams rely on external cohesion to deliver for the company but also require a proper internal cohesion to work well once the needed information is available.

**B.** I think I play the shaper role. This is because this role is performed by people who are dynamic and those who can relish challenges as I am. I do not quit when faced with challenges and maintain a positive mental attitude. I also strive to come up with the best ways to overcome the challenges facing my team. I possess excellent interpersonal communication skills and motivate other team members as required from the people playing the shaper role (Prichard, J & Stanton, 1999).

**References**

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**Lesson 3**

**A.** The leadership paradox is a situation when a team needs a leader, but their presence threatens the team’s autonomy. A leader might encounter difficulty in groups that are newly formed using a participative management system because of two reasons. One is because of a slowed decision making (Nerur, Mahapatra & Mangalaraj, 2005). In participative management, there is increased participation, and this contributes to a lot of facts and information, slowing down decision making. The second reason is that of security issue. This issue arises from the fact that since the beginning, many people have lots of facts and information which may transform to be critical in the later stages.

**B.** In the workforce, some of the strategies to encourage participative management include task delegation, involvement through parallel suggestion and job as well as organizational involvement. Task delegation involves selecting the right tasks to delegate, choosing the right individuals to appoint to as well as charging in the proper and correct way (Kim, 2002). Parallel suggestion involvement is to welcome workers to give their suggestions about procedures and processes of the organization. For example through the suggestion box. Job and organizational participation are engaging employees in their positions fully as well as making them aware of all the moves made by the organization.

**C.** Groups that are engaged in inter-team conflict sometimes experience serious biases. One of these biases is cognitive bias. This is where there is the tendency of favoring one group of group of people leaving the other one feeling unappreciated (Gaertner, S & Dovidio, 2014). The second bias is affinity bias. This may rise since one group thinks that it has an affinity with the people in the other group. For example, they play the same role and have the same qualifications. These biases and prejudices affect the potential of teams in accomplishing their goals in various ways. First, it diverts the teams’ primary goal by bringing conflict between them. This causes miscommunication and competition among teams. Secondly, each side works in pulling the other down to gain fame.

**References**

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Du Plessis, M. (2007). The role of knowledge management in innovation. *Journal of knowledge management*, *11*(4), 20-29.

**Lesson 4**

**1.** The content of this class relates to Team Management since it gives various ways in which an individual or an organization can administer and a group of people to perform a task. Concerning managerial decision making, this class outlines the various tactics that can be used to solve conflicts which might arise when managing a team (Drucker, 2012). The content of the class relates to Team Management in that it shows the various biases that may arise when a team conflicts.

**2.**  I have acquired multiple skills from this class. Some of the skills are; knowing the multiple conflicts that may occur in a group that is working together, what causes the conflict, their effects and the multiple ways of solving them to avoid adverse effects (Eraut, 2002). Secondly, I have acquired the skill of how to maintain boundaries between teams as well as how to encourage participative management. The new abilities are relevant to my future profession since I will be able to know what type of management to use, and how to coordinate teams or even conduct myself when in a team.

**3.**  The new knowledge can be applied in different ways. First, the knowledge about team management would help me to coordinate teams well, help them avoid conflicts and aid them to achieve their goals (Du Plessis, 2007). Secondly, the managerial decision making knowledge would assist me in making decisions when in a managerial position. This would help in reducing failures and losses. I would apply the knowledge about participative management.

**References**

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Kim, S. (2002). Participative management and job satisfaction: Lessons for management leadership. *Public administration review*, *62*(2), 231-241.

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