

Organizational Behaviour and Development

Student's Name

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Course

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## **Introduction**

Working with multi-organizational groups can both be rewarding and tasking, especially due to differences in their characteristics and expectations. It, therefore, takes more than leadership and a lot of commitment from all stakeholders to ensure that such teams work together towards a common objective. This paper reviews propositions to the development team entrusted to design a development program to alleviate student problems such as truancy and low student performance and provide guidelines for running such a program successfully.

### **CCI7: Team Formation and Performance**

The operation of groups mainly relies on their composition and the effectiveness of applied leadership strategies. Highly cohesive groups or those formed by individuals with similar values or expectations are more likely to form and operate compared to multi-organizational groups whose members have diverse views (Miller & Poston, 2020). In this regard, the nature of individuals in consideration is an important factor determining the success of team formation and performance. Furthermore, noting the diversity of ideas amongst people, the team's size would also be important in determining how easily ideas are digested and agreed upon. Normally, it is easier to make decisions in small groups compared to large groups. Another important factor that determines the success or failure of a team relates to the leadership structure. The decision-making hierarchy is an important element of group formation and performance and determines how easily decisions are made and the ease with which team members are kept motivated and involved in the decision-making process (Tindale & Winget, 2019).

### **CC18: Suggestions of the Development Team's Members**

As indicated in the case study, the development team should consist of three representatives from the school system, Woodson Foundation, and NCPIE to ensure a good balance of experience

and expectations from all stakeholders. The following persons would be recommended for the positions.

Meredith Watson from the Woodson Foundation would present an excellent addition to the development team based on her career profile. She has six years of experience in the classroom setting working directly with children and is now working with the Woodson Foundation that involves itself with social development. Essentially, she would have a good perspective and understanding of student needs and the best solutions for the various challenges that they face.

Candace Sharpe would be a good representative for NCPIE based on her holistic views on the roles of both schools and parents in nurturing students. She believes that the school system is doing a tremendous job in student development and challenges parents to take an even more active role in helping teachers out. Her addition to the development program would be critical to encourage both teachers and parents to work together in alleviating the various challenges faced by students. Finally, Victoria Adams, a senior school official in the Washington DC area, should also join the development team based on her experiences working with students and teachers. She would be an important addition to the team based on her expertise in understanding children in the school environment. Furthermore, she acknowledges the importance of other stakeholders' e.g. parents' involvement in the student program and would provide high-level oversight of the development team.

Duane Hardy, a principal, would not be good for the team despite his vast experiences working with students due to his one-sided approach to the subject matter. He believes that the powers of such a development program should be heavily concentrated by professionals working in schools due to their prolonged exposure with children. However, this may lock out other stakeholders such as parents and the community, who also play an important role in children's

growth. Ari Kaufman, a teacher, may still be regarded as relatively new to the teaching profession and may not have adequate experience working with students to present their needs better or propose solutions to challenges they face. The fact that he does not also get along well with other faculty members makes it difficult for him to represent fellow teachers' views in such a development team. Mason Dupree may also not be very effective in achieving the development team's objectives, noting his disinterest in taking an active role in student mentorship. He believes that schools should be left to run student development programs, and parents should support them as long as these programs are run responsibly. Victor Martinez, a worker at the Woodson Foundation, may also be less effective as a member of the development team because of his lack of experience working directly with students.

### **CC19: Managing Conflict Effectively in a Group**

A good communication framework is essential in managing conflict in a multi-organizational group. Most conflicts arise from misunderstandings attributed to poor communication or misinformation. Allowing group members to communicate freely and air their opinions would be an important strategy to ensure that all opinions are discussed, and individuals do not feel left out in the decision-making process (Lumen, 2021). Furthermore, a clear organizational structure that incorporates decision-making criteria should be considered to manage conflicts effectively. The group should devise a clear framework of how decisions should be made to ensure that all group members understand the same. The group should also embark on setting rules and guidelines that will encompass the nature of the group's working and defining group members' acceptable behavior (Miller & Poston, 2020). In this regard, each group member's expectations would be clear from the start making it easier for individuals to focus on the important objectives to be covered. Finally, having a conflict resolution plan is also important to ensure that

group members are aware of the processes to take should there be differences in opinion or any challenges when executing their mandate.

### **CC20: Importance of Integrative Strategies**

Integrative negotiation strategies are particularly important when dealing with multi-dimensional workgroups or people from different backgrounds. These strategies are crucial in achieving the joint goals for the development team in that they present a win-win situation for all those involved in the decision-making process. Notably, these strategies reduce conflicts between the group members, making it easier to make decisions in important matters (Glassdoor Team, 2021). Integrative strategies would furthermore enhance the relationship between members of the development team and form a basis for continued cooperation in future decision-making and implementation of the program. By reviewing the development team's different backgrounds, the adoption of integrative negotiation strategies would motivate each of the members to achieve the joint goals and objectives under their own capacities for the group's common good.

### **CC21: Description of Culture in Various Stakeholder Organizations**

The culture of the school district would mainly relate to handling students in their school setting. Teachers in school are in direct interactions with students and handle student challenges on a day-to-day basis which has both direct and indirect effects on their professional and social lives. The school environment aims to mold students from an academic and moral perspective, but in many cases, this is not always possible to achieve due to multi-faceted challenges such as low cooperation from parents and the community in nurturing students. Schools would therefore require the support of stakeholders such as the community and parents to ensure that students are well nurtured both intellectually and morally. Such kind of help is also crucial for the welfare of teachers who usually face difficult times handling students with poor behaviour.

The NCPIE is an important representation of parents in students' development at school and home. While NCPIE should take an active role in the development of the students' character, the association is regarded to be less active, leaving teachers and other school stakeholders with the bulk of the responsibility. Notably, many parents are happy to leave teachers to handle their children's developmental challenges without realizing that they have an important role to play in the process. Effective collaboration between parents and teachers is crucial in alleviating student challenges considering that the former has a good understanding of their children's behaviour and needs, perhaps in an even better way compared to the teachers.

The Woodson Foundation is an important stakeholder that plays the role of social development, working with schools to enhance student behaviour. The foundation aims to work directly with education stakeholders to identify issues that students face and providing solutions to these challenges.

## **CC22: Generating a Transformational Message and Encouraging Trust amongst Stakeholders**

First and foremost, the program leaders would need to create harmony in the group and get each of the group members on board with key objectives. In this regard, it would be easier for the group to make decisions about various actions to generate a transformational message and win the support of critical stakeholders such as parents and society. A comprehensive study of the current issues affecting students to include getting the perspectives of key stakeholders such as parents, teachers, and society members, would be crucial to formulating a transformational message for the program. Involving the various groups of stakeholders in such a step would be crucial to forging trust and future cooperation (Simon, 2017). Furthermore, having a clear vision or objectives of what the group wants to achieve is crucial to getting the message across and winning stakeholder

support. Notably, people only support courses whose objectives are relatable to their interests, and having the transformational message tied to the welfare of the children would be an important charm for both teachers and parents. Therefore, the leaders would need to ensure that all stakeholders are involved in the transformation process, especially with regards to decision-making (Tindale & Winget, 2019). Ensuring that the group has a good communication framework where people can easily raise and discuss their opinions is also critical for the transformation process's success. In addition to promoting good communication within the group, leaders would also need to set out the overall organizational framework to guide decision-making and conflict resolution.

### **CC23: Strategies for Managing Diversity Issues**

Demographic faultiness can be a great hindrance to a group's success, and it is critical that adequate management strategies are put in place to ensure fairness and objectivity in decision-making. A good strategy that the group may adopt is to have a diverse set of leaders that would represent the interests of various demographics groups. Notably, while it may not be entirely possible to include representatives of the various groups, ensuring that there is a clear and transparent process for all stakeholders to present their views can also be an important strategy to manage diversity issues. An objective communication framework within and outside the team setting can go a long way in eliminating potential conflicts arising from misrepresentation or favoring of one demographic group to another (Folse, 2018). Such a communication plan should also entail a clear decision-making framework where various stakeholders are allowed to participate objectively.

### **Conclusion**

In conclusion, the composition of a team is a crucial factor that determines its success or failure. Notably, it is easier to make decisions in small cohesive groups compared to large teams composed of people with diverse backgrounds. It is, therefore, crucial to review the profiles of potential group members to ensure that they fit into a particular group's goals and expectations. The student development team highlighted in the case study is an example of a multi-organizational group composed of individuals coming from different organizations but with a common goal of tackling challenges facing students that dent their academic and moral development. Notably, individuals selected to form the group were profiled based on their experience and holistic view of the subject matter. They represented different organizations to ensure completeness and objectivity of the decision-making process. For such a group to be successful, it is important that the leadership structure employs elaborative organizational and communication frameworks to enhance decision-making and manage conflicts that may arise. Notably, devising strategies such as adopting transparent communication channels, equal representation, and feedback mechanisms can be important in managing diversity issues that may deter such groups' success.



## References

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