

**SELF-MANAGING TEAMS, TRADITIONAL TEAMS AND THE IRON CAGE:
RE-EXAMINING THE MANAGERIAL HEGEMONY THESIS**

A Dissertation

by

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ABSTRACT

This study engages a debate among those who study teams in organizations. More specifically, it addresses the managerial hegemony thesis by examining self-managing teams and traditional teams. Two main questions are addressed: (1) Do these two types of teams produce different results for group members and their endorsement of an organizational system and (2) does treating key concepts in the debate as theoretical constructs that vary along a continuum rather than as empirical absolutes help further or resolve the debate regarding the managerial hegemony thesis? Predictions were based on two theoretical scenarios that were developed to explain how team structure makes group members experience more or less conflict and more or less resistance as well as how groups experience more or less group value consensus and managerial hegemony. To test these predictions, 188 participants were randomly assigned to two conditions. The experimental design manipulates at least one key characteristic of team structure: Operational autonomy. Teams performed the same task and group interactions were videotaped. After the experiment, participants completed a survey regarding their feelings about the task, each other, and their supervisors. Results demonstrate that team structure often had significant main effects. Two of three types of intra-group conflict were found to be significantly greater in traditional teams than self-managing teams. However, no significant difference in group value consensus between the two conditions was found. Consequently, differences in managerial hegemony between the two types of teams were not possible to determine.

DEDICATION

“Before you stands one who, from birth, was set apart from the others just as one separates the wheat from the chaff. He will be unlike all of those before him and his equal you will not find.”

-Andrew L. Ferguson

This work is dedicated to my grandfather, William Ferguson, who from an early age would begin to develop and subsequently refine those characteristics deemed by those with whom he interacted, to be the foundation upon which was built an all but unrivalled work ethic and compassion for others that the world has scarcely known. The many hardships endured beginning at the age of three, while traveling from Franklin, TX to Houston, TX with no shoes and one pair of clothing, would serve as a kind of foreshadowing of the life to come. Having to depart from school after completing grade three to support your family, by enduring several years of slave labor and thirty five years of relentless factory work, proved to be the means by which you would break the shackles of poverty.

You were taken from this world too soon and without me ever seizing the numerous opportunities to thank you for engaging me in tasks that would later prove to be the foundation upon which perseverance and a strong work ethic were established. However, I am convinced that you now know the impact you continue to have on my life.

You left this world having established a legacy that continues to permeate the confines of my mind, body and soul.

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CHAPTER I

INTRODUCTION

I.1 INTRODUCTION

Control has been a central concept in organizational theory since the time of Weber and remains perhaps the key issue that shapes and permeates our experiences of organizational life (Barker 1993: 409). More specifically, the control of workers in organizations such that their interests are either in accordance with or subordinated to the interests of organizations is necessary for organizations to attain their goals (Barker 1993). In this dissertation I will examine a particular type of work group and a particular type of control. Self-managing teams are new forms of work groups and are designed to reduce or eliminate initial hierarchies. Some have argued that these groups are more efficient, more innovative and produce more worker satisfaction than other types of work groups (e.g., Adler 1992, Smith 1997, Appelbaum and Batt 1994, Kalleberg et al. 2002). On the other hand, some have argued that this “new form” is actually just another way to create managerial control and cooptation of workers (e.g., Barker 1993, Graham 1995, Grenier 1988); this last argument is called the managerial hegemony thesis.

I will examine both self-managing teams and traditional teams that are engaged in the same tasks. I address the managerial hegemony thesis by asking whether these two types of teams produce different results for the group members themselves and their endorsement of the organizational system. While there have been case studies of teams within the literature, there has not been such a direct comparison in which only the structure of the team will vary.

I.2 THE PROBLEM

There have been at least three forms of control utilized by organizations during different historical periods: Simple control, technological control, and bureaucratic control. By simple control is meant the direct, authoritarian and personal control of work and workers by the company's owner/s (Edwards 1981); this was characteristic of 19th century factories and is often characteristic of small family-owned companies today. By technological control is meant control that emerges from the physical technology of an organization such as the assembly line found in traditional manufacturing (Edwards 1981). By bureaucratic control is meant control derived from hierarchically based social relations of the organization and its concomitant sets of systematic rational-legal rules that reward compliance and punish noncompliance (Edwards 1981); each method of control has been implemented to remedy disadvantages associated with previous forms. Such is the case with concertive control: the newest form of control that has been implemented to resolve some problems associated with bureaucratic control (Tompkins and Cheney 1985). Concertive control is achieved when workers reach a negotiated consensus of how to shape their behavior according to a set of core values such as the values found in a corporate vision statement and is usually accomplished when organizations implement team initiatives (Barker 1993: 411).

There is a debate among scholars who study teams regarding concertive control. The debate pertains to the ideological consequences of a particular kind of structural change in the workplace: the transition from a centralized hierarchical structure (i.e., bureaucratic control) to a horizontal structure that employs the use of teams [i.e.,

concertive control (Vallas 2003a)]. Some scholars argue that this change has resulted in managerial practices that enable managers to more easily harness the labor power of laborers than in a bureaucratic system due to more flexible organizational patterns that create a more participative structure than a bureaucratic system (e.g., Adler 1992; Heckscher 1994; Powell 2001; Smith 1997; Vallas 1999); this view is partially supported by increased worker and corporate support for new production concepts and managerial practices such as team initiatives (e.g., Appelbaum and Batt 1994; Appelbaum et al 2000; Freeman and Rogers 1999; Kalleberg et al. 2000; Lawler, Mohrman, and Ledford 1995; Osterman 1994, 2000). However, other scholars argue that the use of teams extends a subtle yet potent system of normative control over corporate employees (e.g., Barker 1993, 1999; Graham 1995; Grenier 1988; Kunda 1992) that serve ideological functions which bring workers into closer and more frequent contact with management, encourage workers to assume proto-managerial obligations, and in this way induce them to internalize managerial definitions of their work situations [e.g., a belief in the workplace as a cooperative community of producers who share the same interests (Vallas 2003a: 205). Such workers are said to internalize managerial definitions of their work situations which in turn colonizes the work culture terrain and deepens the firm's ability to shape the world views of its employees by using team systems to stifle worker dissent and implicate workers in the enforcement of attitudinal and behavior norms (Grenier 1988; Vallas 2003). This latter view is referred to as the managerial hegemony thesis.

Empirical studies of the managerial hegemony thesis have yielded support for both sides of the debate and there seems to be little progress toward furthering or

resolving it in recent years; one reason for this is that key concepts in the debate are treated as empirical absolutes rather than theoretical constructs that vary along a continuum (Prechel 1990). That is, concepts such as managerial legitimacy, class-boundary salience, worker resistance, and conflict can perhaps be better studied in terms of variability. Thus a key to understanding the effects of team initiatives on managerial hegemony is not to determine whether concepts such as managerial legitimacy, class-boundary salience, worker resistance, and conflict are absent or present but under what conditions team initiatives will be characterized by more or less managerial legitimacy, class-boundary salience, worker resistance, and conflict (Prechel 1990).

Particular focus will be on self-managing teams. Self-managing teams are groups of approximately 10-15 interdependent individuals that can self-regulate their behavior on relatively whole tasks (Cohen and Ledford 1994); such teams are characterized by: face-to-face interaction, interrelated tasks and employee responsibility for making a product or providing a service, employee discretion over decisions such as task assignments, methods for carrying out the work and scheduling of activities (Cohen and Ledford 1994). Additionally, self-managing teams are characterized by team members who are cross trained to perform all tasks necessary to complete the assignment of the group (Barker 1993).

CHAPTER II

LITERATURE REVIEW

Four general bodies of literature are discussed in this review: literature regarding autonomy, literature regarding conflict, literature regarding managerial hegemony, and literature regarding legitimacy theory. While I focus on the aforementioned literature as it applies to sociology, it will be necessary to integrate some literature from organizational psychology, management and economics.

II.1 AUTONOMY

Autonomy, or the extent to which employees can control their own work, is a central theme in debates on organizational flexibility and employee satisfaction (Edlund 2010). As such, the literature on autonomy is vast throughout the social sciences. However, it focuses primarily on three relationships: the relationship between autonomy and turnover in labor markets (e.g., Lewandowski 2003; Mowday 1978; Weinberger 1970; Rosin & Korabik 1991), the relationship between autonomy and productivity (e.g., Kalleberg et al. 2009; Hornung & Rousseau 2007; Devaro 2008), and the relationship between autonomy and employee satisfaction on the job (e.g., Li 2009; Chamberlain & Hodson 2010; Subramanian 2009; De Lange et al. 2008).

The literature on the relationship between autonomy and turnover seems to be relatively consistent. For example, Weinberger (1970) examined the relationship of income, professional status, agency size, and worker autonomy and agency professional climate to job satisfaction. He found that positive employee perceptions of autonomy within the agency were significantly associated with job satisfaction. Mowday (1978)

examined the relationship between employee characteristics and turnover in organizations. It was found that, compared to stayers, leavers in both offices were characterized by lower tenure in the organization, greater need for autonomy and a lower need for tolerance avoidance. Rosin (1991) explored whether workplace variables and affective responses can be used to predict intentions to leave an organization. It was found that greater intention to leave an organization was associated with perceived limitations on leadership, responsibility, task variety, time flexibility and low autonomy. Lewandowski (2003) examined organizational factors that contribute to workers' frustration with their work situation. Findings indicated most directly affecting workers' frustration were workers' perceived sense of powerlessness and isolation rather than factors of deficiency in service quality or workers' autonomy; Lewandowski (2003) contended that these findings suggest that employees attributed workplace problems to private concerns rather than to factors pertaining to organizational concerns. Moreover, Lewandowski (2003) suggested that workers may empower themselves by engaging in dialogue with both team members and management. This study is in contrast to other findings generated by studies on autonomy and worker turnover in that workers' perceived autonomy was not found to be associated with workers' frustration on the job.

The literature on the relationship between autonomy and worker productivity yields mixed results as some studies have generated a positive relationship between the two variables while other studies have generated a negative relationship. For example, Devaro (2008) estimated the effect of team production on labor productivity and product quality. Findings indicated that the use of teams resulted in increased labor productivity.

However, there was no significant difference in labor productivity between autonomous and non-autonomous teams. Hornung and Rousseau (2007) explored the development and socializing effects autonomy at work has on employees' willingness to solve problems and perform tasks not assigned to them by management and the resultant impact on their support for organizational change. It was found that job autonomy promotes initiative and positive responses to organizational change. Kalleberg et al. (2009) examined consequences of Norwegian workers' participation in decision making (defined as having autonomy and being able to consult in organizational decisions and to work in teams) on job stress and productivity. One of the more notable findings of the study was that autonomy and consultation in decision making reduced job stress and increased productivity, while teamwork was found to increase job stress and decrease productivity.

Though the literature on autonomy is vast in the three aforementioned areas, I will concentrate on autonomy as it specifically relates to self-managing teams as these teams typically have more autonomy than traditional teams and thus autonomy may have both different meaning and effect.

Bailyn (1985) argues that autonomy can create problems in teams with organizational goals. He uses strategic autonomy to mean the freedom to set one's own research agenda while operational autonomy is the freedom, once a problem has been set, to solve it by means determined by oneself within given resource constraints. In his study of a research and development lab, he found that technical staff members and professional staff members (for the most part scientists) have different kinds of job

constraints and therefore perceptions for the importance of autonomy. In particular, professional employees want to be told what projects to pursue but given the operational autonomy to pursue them. Bailyn (1985) concludes that the assumption that there is conflict between autonomy and organizational goals is oversimplified. Instead, a more differentiated view of autonomy as well as a better appreciation of the orientations of people who populate the professional ranks of the research and development lab is necessary. In particular, it is important to differentiate between different kinds of autonomy.

Barker (1993) sought to determine whether or not concertive control offers a form of control that conceptually and practically transcends traditional bureaucratic control. He claimed that the change from the traditional hierarchical structure to self-managing teams at ISE Communications resulted in a concertive structure that in turn resulted in a form of control more powerful, less apparent, and more difficult to resist than that of the former bureaucracy. To support this claim Barker (1993) tracked ISE Communications through three phases: (1) consolidation and value consensus, (2) the emergence of normative rules, and (3) stabilization and formalization of the rules. In phase one teams received a company vision statement which framed a value system for them; teams began to negotiate value consensus on how to act in accordance with the vision's values; new substantive rationality emerged among the teams that filled the void left by former supervisors; teams began to form normative rules that brought rationality into social action. In phase two teams had to bring new members into the system created in phase one; teams began to form normative rules for doing good work and senior

members expected new members to comply; rules began to take on a more rationalized character; concertive control functioned through the team members themselves as they sanctioned their own actions; the influx of new members served as the catalyst for the emergence of normative rules but rules came through natural progression of teams' value consensus. In phase three the normative rules of phase two became more and more objective creating a new formal rationality among the teams; teams appeared to settle in to the rational routine these formal rules brought to their work and these rules made it easier to deal objectively with difficult situations; teams felt stress from the concertive system but accepted it as a natural part of their work; work life stabilized into a concertive system that revolved around sets of rational rules in which the authority to command obedience rested with the team member themselves (Barker 1993).

Cohen and Ledford (1994) sought to determine whether or not the autonomy that accompanies self-managing teams improves the quality of work life, performance and behavioral outcomes. Based on the theoretical properties of autonomy, quality of work life and performance, Cohen and Ledford (1994) argued and found that members of self-managing teams had higher levels of job satisfaction, growth- needs satisfaction, social needs satisfaction and group satisfaction than non-self-managing teams, self-managing teams ranked high on perceived positive change in group functioning and performance, ratings of performance by both members and high level managers were higher for self-managing teams, self-managing teams with supervisors tended to be less effective than those without them, safety and health were no better or worse for self-managing teams, and self-managing teams did not have high rates of absenteeism.

Claus (2004) explored how trust and monitoring interacted with individual autonomy to affect performance in self-managing teams. Based on the theoretical properties of autonomy and monitoring, Claus argued that high levels of individual autonomy can become a liability in self-managing teams when the level of trust is high and little monitoring takes place. The mediator analysis demonstrated that the indirect effect of trust appears to be accounted for by the level of monitoring in a team; the more team members trust each other, the less they choose to monitor one another and when this condition is combined with high levels of individual autonomy performance suffers (Claus 2004: 391).

II.2 CONFLICT

Just as autonomy is a central concept in debates regarding organizational flexibility and employee satisfaction so also is conflict. Conflict is awareness on the part of the parties involved of discrepancies, incompatible wishes, or irreconcilable desires (Boulding, 1963). In terms of conflict among teams, much of the literature focuses upon the relationship between conflict and decision making among team members (e.g., Troyer & Youngreen 2009; Cheng 2011;) and the relationship between conflict and team-member performance (e.g., Dreu & Weinghart 2003; Shaw et al. 2011; Pelled et al. 1999; Farh & Lee 2010).

Conflict can have different effects on decision making depending upon the type of conflict and the manner in which differing opinions are delivered. For example, Troyer & Youngreen (2009) argued that the delivery of dissenting opinions (i.e., negative evaluations among group members) affects the extent to which dissent fosters creativity.

To support this argument, the authors report the results of an experiment in which the target of negative evaluations was varied (e. g., source of an idea vs. idea itself) and compared to a condition in which no negative evaluations were incorporated. The results showed that: (1) creativity is higher in the conditions involving idea-targeted negative evaluations than source-targeted or no negative evaluations; (2) negative evaluations from others increase in conditions in which there are source-targeted negative evaluations and idea-targeted negative evaluations, compared to no negative evaluations; and (3) group members report higher levels of satisfaction when working under conditions involving idea-targeted negative evaluations, compared to source-targeted or no negative evaluations (Troyer & Younggreen 2009). Cheng (2011) examined the relationship between task and relationship conflict and their effect on team decision making. It was found that the relationship of task and relationship conflict was moderated by the decision-making process and teams performed better when making good use of task conflict while relationship conflict was reduced. These findings are consistent with those of Troyer and Younggreen (2009) as group members in both studies reported higher levels of satisfaction when relationship conflict was lower relative to task conflict.

The literature on the relationship between conflict and team performance seems to find consistent results. For example, Dreu & Weinghart (2003) conducted a meta-analysis of the associations among relationship conflict, task conflict, team performance and team member satisfaction. Relationship conflict is an awareness of interpersonal incompatibilities, including affective components such as feeling tension and friction; it involves personal issues such as dislike among group members (Jehn & Mannix 2001).

Task conflict is an awareness of differences in viewpoints and opinions pertaining to a group task; this is void of interpersonal negative emotions (Jehn & Mannix 2001). The meta-analysis conducted by Dreu & Weinghart (2003) revealed that conflict had stronger negative relations with team performance in highly complex than in less complex tasks. Moreover, task conflict was less negatively related to team performance when task conflict and relationship conflict were weakly, rather than strongly, correlated. Shaw et al. (2011) examined the relationships of task conflict, relationship conflict, and two dimensions of team effectiveness-performance and team member satisfaction. Findings revealed that relationship conflict has the effect of moderating the task conflict-team performance relationship. Pelled et al. (1999) presented an integrative model of the relationship between diversity, conflict and performance. Findings revealed that diversity shapes conflict and that, in turn conflict shapes performance. Finally, Farh & Lee (2010) examined how task conflict and phase of the project team's life cycle jointly influenced a team's creative performance. Findings revealed that task conflict had a curvilinear effect on team creativity; creativity was the highest at moderate levels of task conflict.

Though the literature on conflict is vast in the two aforementioned areas, I will concentrate on conflict as it specifically relates to self-managing teams as these teams typically have more conflict than traditional teams (Barker 1993) and thus conflict may have both different meaning and effect. As noted by Barker (1993), self-managing teams experience more conflict than traditional teams at least in part because: (1) self-managing teams receive a company vision statement which frames a value system for them; such teams negotiate value consensus on how to act in accordance with the vision's values and

(2) consequently, teams begin to form normative rules that bring rationality into social action for doing good work; senior members expect new members to comply; rules begin to take on a more rationalized character as concertive control functions through the team members themselves as they sanction their own actions.

Kirkman et al. (2000) aimed to understand why employees resist the implementation of self-managing teams. This study is important for at least two reasons: First, there exist little, if any, literature regarding how employees feel about self-managing teams and second understanding why the implementation of self-managing teams often leads to conflict could assist designing self-managed teams with low levels of conflict. Employee resistance to the implementation of self-managing teams was thought to stem from employees' resistance to change and issues regarding trust between management and labor due to the implementation of change. Kirkman et al (2000) administered open-ended surveys and examined the comments of 1,060 employees in two fortune 50 organizations. It was found that employee concerns regarding self-managing teams stemmed from issues of trust and low tolerance for change but not overarching cultural values.

Alper (2000) sought to understand how those who work in self-managing teams can effectively deal with conflict such that their performance is not hindered. Alper (2000) surveyed 61 teams consisting of a total of 489 employees who worked in the production department of a leading manufacturer of various kinds of small engines. Team members provided ratings for their respective teams on the conflict approaches used by their team members and their perception of conflict efficacy of the team. Structural

equation analysis revealed that a cooperative instead of a competitive approach to conflict leads to conflict efficacy that in turn results in effective performance as measured by managers. A cooperative approach to conflict means that employees view conflict as task conflict rather than relationship conflict. On the other hand, a competitive approach to conflict means that employees perceive conflict as relationship conflict rather than task conflict. In other words, a cooperative approach to conflict is void of interpersonal negative emotions while a competitive approach to conflict is not.

Behfar (2008) sought to determine what linkages exist between strategies for managing group conflict, group performance and satisfaction. 57 self-managing teams were surveyed and it was found that groups that either improve or maintain top performance over time share three resolution tendencies: (1) focusing on the content of interpersonal interactions rather than delivery style, (2) explicitly discussing reasons behind any decisions reached in accepting and distributing work assignments, and (3) assigning work to members who have the relevant task expertise rather than assigning by other common means such as volunteering, default, or convenience.

Langfred (2007) sought to determine how those in self-managing teams manage conflict. More specifically, he sought to determine whether those in self-managing teams unintentionally restructure themselves inefficiently in response to conflict. Utilizing longitudinal data from 35 self-managing teams, Langfred suggested that those in self-managing teams do unintentionally restructure themselves inefficiently in response to conflict. More specifically, increased team conflict is associated with decreased intra-team trust which in turn may influence team structure by reducing individual autonomy

and loosening task interdependence in teams. In other words, relationship conflict results in reduced intrateam trust by reducing task interdependence and individual autonomy as relationship conflict serves as the catalyst for normative rules that fill the void left by former supervisors. Self-managing teams that experience such a reduction in autonomy and intrateam trust are said to be structured inefficiently.

Jehn and Mannix (2001) examined the effects of intragroup conflict on performance over time. A combination of surveys, observations and quantitative methods were used to analyze data from 51 self-managing teams consisting of students in 3 business schools located in the United States; each student took the same course in an MBA program. Moreover, each group assisted a business by identifying a problem and crafting a solution during a semester and the project was divided into 3 phases. It was found that: (1) process conflict was significantly higher during the late time block than the other time blocks in high-performing groups, (2) high-performing groups experienced low levels of relationship conflict during phase one and two but a significant increase in phase three, (3) task conflict for high performing group was highest during phase two and (4) group value consensus (i.e., the extent to which group members have similar values regarding work) predicted relationship conflict at phase two and three of group interaction but not phase one. These findings suggest that the aforementioned types of conflict tend to increase with time while group value consensus tends to decrease over time.

Deleon (2001) sought to determine how members of self-managing teams in public-sector organizations deal with individuating behaviors of group members.

Individuating behaviors are those behaviors that are either irrelevant to the group task or those that hinder group progress. To answer the aforementioned question, DeLeon conducted interviews with group members from 23 self-managing teams in public-sector organizations. It was found that even teams trained in conflict management tend to avoid confronting group members who engage in individuating behaviors. Rather, team members tend to either ignore such behaviors or seek outside assistance from management. Moreover, individuating behaviors relate to conflict in that such behavior can result in at least three kinds of conflict: task conflict, process conflict and, in turn, relationship conflict as any behavior that is irrelevant to the group task or hinders group progress will likely produce: (1) differences in viewpoints and opinions pertaining to a group task, (2) controversies regarding aspects of how task accomplishments will proceed and (3) interpersonal incompatibilities such as tension and friction among group members. Thus individuating behaviors may be analytically similar or identical to the aforementioned kinds of conflict.

II.3 MANAGERIAL HEGEMONY

Hegemony theory traces its lineage to Marx and Engels' *The German Ideology*, parts of which stress the power of ruling ideas in maintaining the subordination of the lower classes (see Marx and Engels 1969, pp.57-67 [Vallas 1991: 62]). Managerial hegemony is accomplished when workers internalize managerial definitions of their work situations such that workers come to believe that both their interests and the interests of the firm are compatible (Vallas 1991, 2003). Although managerial hegemony resonates with long-standing images of the modern corporation, from Whyte (1941) to Kanter

(1977), there have been few direct evaluations of its claims (Vallas 1991). Yet the increased emphasis on the introduction and development of team-working arrangements, in both manufacturing and service sectors since the mid-1990's (Procter & Mueller, 2000) has stimulated a debate regarding whether work teams encourage employees to share with managers a common organizational goal and develop consensus on how to improve workplace performance. The extent to which workers recognize their interests to be fundamentally similar to, or distinct from, those of management is an abiding question in the study of employee views on work--explicit or implicit in many attitude enquiries (Coupland 2005: 1055-1056). As such, managerial hegemony remains an important topic to be studied. Moreover, while few studies exist on managerial hegemony, those that do exist have yielded findings that both support and discredit the managerial hegemony thesis.

For example, Guillermo (1988) conducted field work at Johnson and Johnson's medical instruments plant in Albuquerque, New Mexico. As an employee working as a graduate intern in the Human Resources department, Guillermo (1988) argued that Quality Circles were part of management's effort to shape the social relations of production. By establishing work relations with the trappings rather than the substance of participation, the plant was able to use teams to stifle dissent and implicate workers in the enforcement of attitudinal and behavioral norms (Vallas 2003a). Additionally, Graham (1995) developed a similar analysis in her study teams introduced at a Subaru-Isuzu assembly plant; this plant sought to instill a team ethos among its employees, epitomizing a system that Graham called "post-Fordist hegemonic control" (Vallas 2003a). A similar

analysis is found in Barker's (1993) ethnographic account of ISE, a small electronics assembly plant that adopted teamwork in an attempt to ensure its competitive success. Workers, led by an executive who embraced team principles, embraced the new system, and willingly assumed responsibility for enforcing discipline and control over one another's work (Vallas 2003a). Moreover, Kunda (1992) provided an ethnographic account of a computer engineering firm that implemented self-managing teams which in turn systematically developed a system of normative control that was used to gain the commitment of its employees (Vallas 2003a).

Empirical grounds for challenging the managerial hegemony thesis can also be found. For example, in a random telephone survey of workers in a mid-Western state, Hodson et al. (1994) found that participation in team systems had unanticipated effects as such systems increased worker solidarity. Hodson et al. (1994) concluded that participation in team systems stimulates both mutual aid and mutual defense and promotes a heightened concern for organizational justice (Hodson 1994: 906). A similar pattern emerged in Hodson's broader analysis, based on the population of existing workplace ethnographies (Hodson et al. 1993, Hodson 2001). In his study of team systems, Smith (2001) argued that worker participation in team systems not only reflected passive compliance with managerial initiatives but it also signaled workers' determination to use the new team systems to advance their own positions within the firm or the labor market writ large (From Vallas 2003a).

While few studies exist that directly examine the managerial hegemony thesis, there are even fewer that address the effects of self-managing teams on managerial hegemony. However, several have been conducted by Vallas (1991, 2003a, 2003b).

Vallas (1991) sought to determine whether organizational processes induce employees to identify with the firm and consent to the social relations of production. Utilizing both interview and survey data from a case study of two Bell operating companies in Northeastern United States, Vallas (1991) developed two broad conclusions. First, many if not most workers manifest an acute awareness of the conflictual character of the management-worker relationship and a distinctly oppositional consciousness. Moreover, he argued that workers' consciousness cannot be viewed in terms of a single overarching ideological tendency for clear and consistent occupational differences in workers' responsiveness to managerial ideology. Instead, he found there are inconsistencies in workers' responses to management. Vallas claimed that his investigation provided indication that although hegemony theory represents an advance over models based purely on the labor process, hegemony theory inflates the role of ideological influences in the reproduction of managerial control (Vallas 1991: 62). He argued that other factors such as various kinds of organizational processes and type of laborer (i.e., workers paid a salary vs. workers paid by the hour) should be examined to help determine under what conditions self-managing teams result in managerial hegemony.

Utilizing ethnographic data from plants in the pulp and paper industry located in the southeastern United States, Vallas (2003a) explored the ways in which team

initiatives impinged on the work cultures of each plant; this was accomplished by analyzing over 1700 hours of observational data and interviews of plant and corporate managers, engineers, and managers in various positions. In addition, company documents such as memoranda and training materials were analyzed. In this study, Vallas found that team initiatives often tend to weaken rather than reproduce or enhance managerial legitimacy. Self-managing teams introduce important elements of conflict and contention into work organizations, encouraging workers to take greater control over the work. This has the effect of inoculating workers against company ideology (Vallas 2003a:205). The finding of this study is consistent with that of Vallas (1991); namely that self-managing teams weakened managerial hegemony.

Vallas's (2003b) research on four manufacturing plants in the pulp and paper industry further investigated how firms organized and then responded to new technology and team organization. He employed a comparative ethnography consisting of semi-structured interviews of 75 salaried employees on matters involving new technology and team systems and content analysis of memoranda and company reports. Findings revealed that self-managing teams did not succeed in transcending the traditional boundary between salaried and hourly employees. First, at three of the firms there was a managerial orientation toward production that informed the workplace restructuring initiatives, primarily in privileged scientific and technical reasoning and outcomes. According to Vallas (2003b) this limited the firm's ability to provide any overarching normative or moral framework within which workplace change might unfold. Workplace change progressed furthest, and was relatively contradiction-free, at the one plant that

enjoyed a significant measure of freedom from corporate control. This suggests that centralized corporate dominance over the process of workplace change reproduces workplace hierarchy (Vallas 2003b 224-225). Vallas (2003b) adds to earlier research by examining whether type of laborer (i.e. salaried vs. hourly) was important when attempting to determine whether or not self-managing teams result in managerial hegemony. The conclusion is that type of laborer is not, at least in some cases, a determining factor in examining whether self-managing teams result in managerial hegemony.

Based upon Vallas' distinctions, Coupland et al. (2005) evaluated the impact of self-managing teams, introduced on the shop floor in a steel mill, on employee perceptions of 'us' and 'them' relationships. Coupland used expressions of 'us' and 'them' to mean the extent to which employees realize the interests of management as their own. As such, expressions of 'us' indicated a harmonious relationship between the interests of management and labor while expressions of 'us' and 'them' indicated laborers' perception of conflicting interests between labor and management. Interviews of managers, union representatives and employees, together with a mail survey of all manufacturing employees, were conducted at the plant in 1991 (prior to self-managing teams) and in 1999 (after self-managing teams were introduced); data was derived from open-ended questions posed in the two workplace surveys; the two surveys were broadly comparable and both were distributed to the entire manufacturing workforce with the exception of central management (Coupland 2005: 1062). It was found that self-managing teams did undermine traditional 'us' and 'them' loyalties, which fragmented to encompass finer

distinctions (e.g. middle and upper management, workers and slackers) [Coupland 2005: 1056]. Thus the implementation of self-managing teams did not result in the transcendence of traditional boundaries between hourly and salaried employees but rather resulted in increased fragmentation of type of laborer. Therefore, self-managing teams failed, at least in part, to produce managerial hegemony. This finding differs from the main finding of Vallas (2003b). The difference in findings indicates the importance of determining the conditions under which self-managing teams result in more or less managerial hegemony as some studies regarding the matter support the managerial hegemony thesis (e.g., Vallas 1991, 2003a) while others do not. Moreover, when managerial hegemony is observed, it seems to occur in varying degrees which highlights the importance of viewing managerial hegemony as a theoretical construct that is not an empirical absolute but rather varies along a continuum.

II.4 LEGITIMATION

Legitimacy means that something is perceived as natural, right, proper, in accord with the way things are or the way things ought to be; anything can be said to be legitimate (Zelditch 2006: 324). If something is legitimated then it is accepted not only by those who in some way gain from it but also those who do not and actors will respond differently when something is legitimated than when it is not (Zelditch 2006). So, for example, taking the restricted example of a self-managing team, it might be possible that a rule about team leadership would be viewed as legitimate, but the appointed leader herself was viewed as illegitimate. Sources of legitimacy vary.

There are several concepts used in legitimacy theory. Propriety refers to whether an individual approves of the existence of a normative order (Dornbusch and Scott 1975:39, following Cohen 1966:17). In contrast, validity refers to whether an individual acknowledges the existence of a normative order (Dornbusch and Scott 1975:39, following Weber [1918] 1968: 31-33). The distinction between propriety and validity is recognizing that a normative order exists and personally believing in it (Zelditch 2006:328) and it holds whether or not a group has an authority structure. There are two sources of support for authority. Authorization is support expressed through the system or through the superiors. For example, if a leader is appointed by a company bureaucracy then that leader is authorized. Endorsement is a source of support granted through peers or subordinates. For example, in a self-managed team, the very existence of the team and the appointment of the leader are expressions of authorization. Whether or not others in the team choose to abide by the leader is a question of endorsement (Zelditch 2006: 328).

These concepts are important for understanding the conditions under which more or less managerial hegemony exists in self-managing teams. For example, the distinction between propriety and validity is useful for understanding various forms of conflict that may occur among those in self-managing teams (e.g., task conflict, relationship conflict, and process conflict) as a given self-managing team may be valid but not proper. Consequently, various kinds of conflict may occur among those in self-managing teams due to a normative order being valid but not proper, neither valid nor proper, and/or one or leaders being authorized but not endorsed. Acknowledging the existence of a

normative order within the group but disapproving of it. This in turn may undermine managerial hegemony.

In what follows I examine two views of legitimacy theory and then I examine literature regarding businesses and state autonomy; I discuss the works of both Marx and Weber that describe the relationship between the state and other dimensions of society as well as how the work of Frankel, Lenin, Parkin, Poulantzas, and Offe and Ronge draw from and move beyond the work of Marx and Weber. This literature is important to the understanding of managerial hegemony in self-managing teams, at least in part, because as Prechel (2000) found, the state depends on corporations for revenue in the form of tax dollars and corporations depend on the state to alter the political/legal frameworks of corporations in times of economic crises so as to allow corporations to continue to accumulate capital. The state may also offer incentives to corporations during such times (e.g., certain kinds of tax breaks and additional funding that may be allocated in the form of "bailouts"). Changes in political/legal frameworks and incentives can result in changes to the corporate structure (e.g., changes from the holding company and multi-divisional form to the multi-layer subsidiary form) and thus affect the social relations of production in corporations (Prechel 2000). So, an understanding of the relationship between business and the state is important for understanding the conditions under which more or less managerial hegemony exists in self-managing teams. For example, economic crises result in state intervention so as to alter the corporate structure which in turn affects the social relations of production which may reduce employee satisfaction in self-managing teams. When such phenomena occur self-managing teams may be valid but not proper and thus

may be subject to a decline in managerial hegemony. In contrast, when changes in the social relations of production do not reduce employee satisfaction, self-managing teams may be both valid and proper which in turn would result in more managerial hegemony than would otherwise be the case.

The first view of legitimacy theory understands legitimation purely as the exercise of power. Laws are made in the interests of the stronger and these interests explain what the laws are. Legitimacy is therefore nothing more than a mask concealing interests; a matter of power, external rather than internal to the actor, the actor's orientation to it is entirely instrumental, compliance with it is entirely a matter of rewards for compliance and penalties for noncompliance, rather than a belief in what is "right" (Zelditch 2006: 327). This view has been referred to as a conflict view of legitimacy and is often associated with Marx and Engels ([1845] 1976).

An understanding of some of Marx's key concepts and central tenets are important for an understanding of how and when more or less managerial hegemony may exist in self-managing teams. Marx delineating how modes of production¹ were acquired and how material resources were implemented or created through human labor. Though Marx claimed that the state is the executive committee of the capitalist class (Marx 1848). That is, the state consists of institutions that attempt to reproduce the existing class structure in

¹ *A mode of production is a specific combination of forces and relations of production; forces of production is a combination of human labor power (e.g., the capacity to perform labor) and the means of production (e.g., tools, tools, equipment, building and technologies, and materials); relations of production are the class relations among those involved in the production process.*

part by containing class conflict which stems from the distribution of surplus value.² Marx's claim is based on his materialist conception of history. The materialist conception of history consists of two parts: The economic base (i.e., the mode of production) and the superstructure. The superstructure is determined by the economic base which also determines the social existence of man. "The mode of production of material life conditions the general process of social, political, and intellectual life. It is not the consciousness of men that determines their existence, but their social existence that determines their consciousness" (Giddens and Held: 1982, pg.37). So, for Marx, the economy is the mover of history. From the economic base arises the superstructure which consists of various social institutions (e.g., the state, churches, schools, legal institutions, businesses) that exist to serve the needs of the economic base. In a capitalist economy this is accomplished in part by disseminating ideology³ which masks the true nature and antagonistic relations inherent in capitalism. Examples of such ideology include but are not limited to the following: Equating the right to vote (i.e., political freedom) with economic freedom, and explaining poverty and unemployment in terms of some fault of individuals (e.g., lack of a work ethic) rather than blaming the capitalist system itself. Two examples of how the state protects the interests of the capitalist class are as follows: (1) Passing laws that limit the political behavior of the working class (e.g., the Wagner Act which dictates when workers can strike) and (2) helping to restore market equilibrium (production=consumption) during periods of overproduction

² *Surplus value is profit that is extracted from labor in the production process by paying labor a wage that is less than the value of the commodities it produces.*

³ *Marx's notion of ideology is a set of ideas that may or may not reflect that which is observed in the empirical world.*

(production>consumption). So, in the case of self-managing teams, there may exist more or less managerial hegemony depending in part on the extent to which a firm is effective in disseminating ideology. For example, if management is successful in disseminating ideology among laborers that suggests conflict among laborers and rising unemployment rates within the firm are the fault of laborers rather than management then more managerial hegemony may exist than if management is unsuccessful in doing so. However, if laborers perceive such phenomena as the fault of management then less managerial hegemony may exist than would otherwise be the case.

The second view of legitimacy theory distinguishes between individual and group levels of legitimacy. Something can be legitimate to others in a group that is not legitimate to a particular individual in it, say actor P. If others in the group support legitimacy at the group level by negatively sanctioning behavior by P that is not in accord with it, then it is prudent of P to comply with what is legitimate at the group level whether or not P personally believes in it. There are many motives for compliance, some internal, a matter of belief, and some external, instrumental, a matter of expedience; some compliance is voluntary, some involuntary and all is founded on legitimacy (Zelditch 2006: 327-328). This view of legitimacy is sometimes referred to as a conflict-consensus view and originated with Weber [1918] 1968.

Weber claimed the state is an institution that has a monopoly on the use of power.⁴ Weber's starting point is social power. It is easier for some to exercise power than others due in part to differences in wealth since one can use wealth to exercise

⁴ *Power is the ability to realize an objective despite resistance from others.*

power through various means (e.g., contributions to political action committees). Power is the source of inequality and it is exercised via legal-rational authority⁵ in a variety of settings, one of which is bureaucracy; this has important implications for the conditions under which more or less managerial hegemony exists in self-managing teams. For example, from the point of view of any particular actor in a group, say P, the behavior of others in the group is an object of orientation to P. Saying that a norm, value, belief, purpose, practice, or procedure exists in a group means that it observably governs the behavior of the group. Saying that it observably governs the behavior of the group means that participants in the group act in accord with it, do nothing that contradicts it, and act to support it. In particular, acts not in accord with it are negatively sanctioned for noncompliance (Weber [1918] 1968). Thus, other things being equal, more managerial hegemony exists in a self-managing team when management can control the expression of values, beliefs, purposes, practices and/or procedures than when it is not able to do so; both patrimonial authority⁶ and charismatic authority⁷ may aid management in this process. This is, in part, because self-managing teams are subordinate to management and management, at times, may display qualities that are deemed charismatic by those in self-managing teams (Barker 1993).

I now direct attention to how the works of Frankel, Lenin, Parkin, Poulantzas, and Offe and Ronge draw from and move beyond the works of Marx and Weber.

⁵ *Legal-rational authority is a kind of authority that is tied to norms and legal systems (e.g., democracy and capitalism).*

⁶ *Patrimonial authority is a kind of authority in which an administrative staff exists and is subordinate to superiors.*

⁷ *Charismatic authority arises from exceptional qualities displayed by an individual which are perceived as charismatic.*

Poulantzas expands on Marx's ideas in at least two regards: class and the state. Of particular importance regarding class is Poulantzas's concepts of class place and class position.⁸ Members of self-managing teams may not have a clear class relationship based on a predetermined hierarchy because each member is cross-trained to perform all tasks within the group (Cohen and Ledford 1994). For example, those in self-managing teams who perform the same or similar tasks may create alliances and utilize tactics to counter resistance or conflict from others within the group or management. The former may occur when various forms of conflict occur among members of self-managing teams while the latter may occur when conflict occurs among members of self-managing teams and are perceived by team members to be the result of managerial action. Thus more managerial hegemony may exist when resistance and conflict among team members are perceived to be the result of one or more members of the group than when they are perceived to be the result of managerial efforts. In regard to the state, Poulantzas develops the notion of the relatively autonomous state. By this is meant a state that does not have power of its own but rather derives its power from society's economic structure yet has some autonomy over class relations. Also, for Poulantzas, there are fractions within the dominant class and no one fraction has complete control of the state. This is relevant to managerial hegemony within self-managing teams, at least in part, because the extent that the capitalist class of an industry exercises power within the state affects the entire political/legal framework of the firm (Prechel 2000). If the social relations of production change in a way that is perceived as favorable among those in self-managing teams then

⁸ *Class place is determined by the division of labor while class position refers to alliances and tactics that people in class places pursue.*

more managerial hegemony may exist than when the social relations of production are perceived as unfavorable and the result of managerial actions.

Just as Poulantzas expands on classical ideas regarding the state, so also does Frankel (1982). More Specifically, Frankel expands on both the Marxist and Weberian notions of the state by arguing that the state does more than uphold the capitalist class as Marx claimed and that it cannot function on the basis of technocratic rationality alone as Weber claimed. Rather, he argued that some "social institutions" that once produced ideologies now produce accumulation (e.g., "the capitalist media"). That is, some social institutions that were once part of the superstructure have now become part of the economic base or the infrastructure. So, if the state is part of the legitimation process and some social institutions that were once part of the superstructure are now part of the infrastructure (or economic base) then there exists more firms and institutions within the infrastructure from which to collect and redistribute tax dollars. As such, more firms and institutions in the infrastructure become subject to more or less managerial hegemony depending, at least in part, on the extent to which the transition from the superstructure to the infrastructure is perceived by labor as more or less favorable in a given firm or institution.

Offe and Ronge (1982) argue that the Marxist notion of the state is misleading because the state is more autonomous than Marx claimed. The state is dependent on capital accumulation for its existence so it promotes policy that threatens democracy (Offe & Ronge 1982). However, this can be overcome so long as everyone participates in commodity relationships (that is, a system of exchange based on reciprocity rather than

profit) because no decision making by the state is needed. The common denominator of state activities is that they guard the commodity form (that is, a system of exchange based on profit) of economic actors so as to prevent an economic system based on reciprocity. The problem however is that efforts to sustain the commodity form actually weaken the state and in turn, at least at times, results in social and political struggles. The problem results from at least two contradictions. One is a structural contradiction in which increased efforts to sustain the commodity form require an increase in the number of state agencies; more state agencies results in more funding required by the state and fewer non-state agencies (relative to state agencies) to accumulate capital and in turn provide funding to the state. As such, economic crises may result from this. The second contradiction is an ideological one because in order for capitalism to sustain itself, labor must think economic crises are the result of natural events or some fault of their own; but capitalism uses the state to sustain itself which is sometimes observable to the public. This work is relevant to managerial hegemony in self-managing teams, at least in part, because economic crises, at the firm level, often result in such phenomena as layoffs, mergers and acquisitions, and a reduction in firms' stock price. Hence more managerial hegemony may exist when such phenomena are perceived by those in self-managing teams to be the result of natural events or the fault of labor than when they are perceived by those in self-managing teams to be the result of managerial actions.

Parkin (1982) departs from Marx in some ways as well. For example, he contended that there exists a potential for change in capitalists economies due to the modern corporation because many corporations issue stock as a means to raise capital;

issuing stock makes it possible to gain control of a corporation as one can purchase stock in a corporation and become part owner. This is relevant to the conditions under which more or less managerial hegemony exists in self-managing teams. First, it must be understood that purchasing stock in a corporation allows one to vote on decisions made by the firm; such decisions may, at least at times, affect the political/legal framework embedded in corporations and consequently the social relations of production and employee satisfaction. Second, if workers in self-managing teams: purchase stock in their company, vote on decisions that affect the social relations of production, perceive the change/s as favorable and the result of their own efforts then less managerial hegemony may exist in self-managing teams than if such changes are perceived as negative and the result of managerial efforts. However, this may result in more managerial hegemony since they are part of the management.

While Lenin was a follower of Marx, he did not share all of Marx's views. For example, Lenin (1982) disagreed with Marx in regard to the capacity of ideology to contain class struggle; he, unlike Marx, felt that the contradictions of capitalism will not become apparent to labor because the working class is split into various fractions that prevent unification (e.g., hotel workers do not typically identify with mechanics), and unions do not increase class consciousness but rather they are an obstacle to class consciousness. This is due in part because Lenin felt that unions are subordinate to the capitalist class. The way in which Lenin departs from Marx in terms of the impact of ideology to contain the class struggle between capitalists and laborers has relevance to managerial hegemony in self-managing teams under at least one condition: more

managerial hegemony may exist in self-managing teams if management disseminates ideology that is perceived by those in self-managing teams to be conducive to managerial hegemony and those in self-managing teams, perhaps due to various kinds of intra-team conflict, fail to see themselves as part of the same class and perceive intra-team conflict to be the fault of individuals in self-managing teams than when management disseminates ideology perceived by those in self-managing teams to be non-conducive to managerial hegemony and intra-team conflict is perceived by those in self-managing teams to be the result of managerial efforts.

II.5 CONCEPTUAL FRAMEWORK

Based on the literature I have discussed, I will examine the effects of the structure of teams on the degree of managerial hegemony, worker satisfaction and task effectiveness.

Because I know that the theoretical factors of the relationship between the state and the organization are critical, I will hold this issue constant, examining or creating organizational structures that have the same relationship to the state, but vary in terms of structure. Similarly, because I know that type of task, the number of individuals within the organization, and the type of communication enabled all create difference in group performance, these are held constant as well.

I posit that one of the strongest facilitators of common ideology will be class and group identity. Such identity is more likely in group structures that decrease differentiation through division and labor and in which group members are required to develop coordination (see Sell and Love 2009 regarding group identity).

CHAPTER III

THEORETICAL FRAMEWORK

III.1 DEFINITIONS

The following concepts will be used in this study: Operational autonomy, task conflict, process conflict, relationship conflict, group value consensus and managerial hegemony.

First, by operational autonomy is meant the freedom, once a task has been set, to complete it by means determined by one's self, within given resource constraints (Bailyn 1985).

Task conflict is an awareness of different viewpoints and opinions pertaining to a group task; this kind of conflict is void of interpersonal negative emotions (Jehn and Mannix 2001).

Process conflict is an awareness of controversies about aspects of how task accomplishment will proceed; it pertains to issues of duty and resource delegation (Jehn and Mannix 2001).

Relationship conflict is an awareness of interpersonal incompatibilities such as tension and friction that involves personal issues such as dislike among group members (Jehn and Mannix 2001).

Group value consensus is the degree to which the organization's values are consistently shared among group members (O'Reilly et al. 1991).

Finally, managerial hegemony is a kind of behavior by laborers characterized by expressions of respect or admiration for managers, willingness to cooperate with or defer

to managers, appreciation of opportunities provided by the firm and/or an internalized commitment to a department's production goals without incentives to convey such behavior (Vallas 2003a, 2003b).

III.2 INITIAL CONDITIONS AND SCOPE CONDITIONS

The scope conditions of this study are: (1) relatively large groups, (2) group members experience face-to-face interaction, (3) traditional teams consist of a hierarchy that consists of an authority figure (i.e., a supervisor) and non-supervisors (i.e. laborers) while self-managing teams will consist of no initial hierarchy and thus all members will be non-supervisory, (4) there will be induced status distinctions in the traditional teams as these teams will consist of both an authority figure and laborers while there will be no induced status distinctions in self-managing teams and (5) all members of self-managing teams will be capable of performing the task of any other team member (i.e., team members are cross-trained) while members of traditional teams will not be cross-trained. Salaries will be the same for both traditional and self-managed groups. So, all group members will believe they are receiving the lower amount given to laborers in the traditional groups.

III.3 PROPOSITIONS

The propositions in this study are, *ceteris paribus*: (1.) Given that contributions to a task among group members are unequal, the greater the degree of operational autonomy, the greater the degree of task conflict, (2.) the presence of task conflict should lead to greater process conflict and relationship conflict, (3.) the greater the degree of process conflict and relationship conflict, the less the degree of group value consensus

and (4.) the less the degree of group value consensus, the less the degree of managerial hegemony.

III.4 THEORETICAL DISCUSSION OF PROPOSITIONS

III.4.1 Theoretical Scenario 1

First, I propose that autonomy leads to task conflict. While empirical literature exists to support this claim (e.g., Barker 1993, Vallas 1991, 2003a), theoretical insight regarding this relationship is needed. Self-managing teams by definition receive more autonomy than traditional teams (Barker 1993, Vallas 1991, 2003a, 2003b); self-managed teams must determine both the manner and means by which a task will be accomplished. In contrast, traditional teams are assigned a task and given instructions, which are disseminated down a hierarchy from upper-level managers to supervisors and subsequently to laborers, regarding the manner and means by which to accomplish a task. The division of labor is clear. Consequently, task conflict among group members is less likely to arise in traditional groups due, at least in part, to supervisor discretion over how to accomplish a task. While members of traditional teams may have different opinions than supervisors regarding how to accomplish a group task, these differences are less likely to become apparent to members of traditional groups, at least in part, because members of traditional groups do not work together to decide how a task will be accomplished. However, in self-managing teams there is an absence of supervisor discretion over how to accomplish a task which in turn increases the likelihood that task conflict will arise among members of self-managing teams as team members work together and thus share ideas regarding the manner and means by which to accomplish a

task; it is in the process of sharing ideas regarding task accomplishment that members of self-managing teams experience task conflict.

Second, I propose that process conflict and relationship conflict is likely to arise from task conflict. As members of self-managing teams begin to share ideas regarding the manner and means by which to accomplish a task, not only does task conflict begin to surface but also a status hierarchy which stems, at least in part, from status characteristics of group members such as age, education, and work experience. This status hierarchy creates a normative order within self-managing teams such that at least one leader will emerge who will assume greater responsibility regarding issues of duty and resource delegation than those who are perceived not to be leaders by other member of the group. An awareness of controversies about aspects of a task accomplishment will emerge among members of self-managing teams under at least one or some combination of the following conditions: (1) The normative order within a self-managing team is valid but at least one member of the group does not deem it proper, (2) the normative order within a self-managing team is neither valid nor proper, and/or (3) the normative order within a self-managing team consists of a leader who is authorized but not endorsed by at least one group member. When at least one of the aforementioned conditions occurs, interpersonal incompatibilities arise among members of self-managing teams. Consequently, dislike among group members begins to surface. In short, other variables constant, task conflict increases the likelihood of process conflict and process conflict increases the likelihood of relationship conflict. It follows that, other variables constant, an increase in relationship conflict results in an increased likelihood of a decline in group

value consensus as tension and friction develops among group members which in turn results in dislike among group members; dislike among group members' results in a group that is divided on one or more issues pertaining to task completion. Task completion is a means to sustain an organization's vision and values and is hindered by relationship conflict. Therefore, an increase in relationship conflict among members of self-managing teams increases the likelihood of a decline in group value consensus. A decline in group value consensus increases the likelihood that group members will be less likely to express respect or admiration for managers, less willing to cooperate with or defer to managers, less appreciative of opportunities provided by a firm, and less likely to be committed to a department's production goals thus resulting in an increased likelihood of a decline in managerial hegemony.

III.4.2 Theoretical Scenario 2

In the aforementioned theoretical scenario, propositions two, three and four are contingent on a relatively high presence of operational autonomy and task conflict within a group and it is in the process of sharing ideas regarding task accomplishment that members of self-managing teams experience task conflict which results in the manifestations of propositions two, three and four. Thus it was proposed that, other things being equal, self-managing teams will experience greater intragroup conflict than traditional teams. However, there is another theoretical scenario that may transpire which may help explain why empirical literature on the managerial hegemony thesis has yielded results indicating both the absence and presence of managerial hegemony in different studies. The theoretical framework is derived from commitment theory within social

exchange theory with particular emphasis on productive exchange; this scenario increases the likelihood that self-managing teams will experience less intragroup conflict and thus be subject to greater managerial hegemony than in the aforementioned scenario. Drawing from the literature by Lawler et al. (2009) and Jehn and Mannix (2001), if members of self-managing teams are relatively equal in power then they are more likely to contribute equally. Equal contribution among group members decreases the likelihood that a status hierarchy arises within a group as no single member is perceived by other group members as being a leader. Equal contributions increase commitment among group members to an organization, a task and other group members; this in turn increases the likelihood of positive affect among group members which increases the likelihood of job satisfaction. . According to Lawler, Thye and Joon (2009) positive affect in the local exchanges generalizes to the larger organization. As a result, there should be an increase in managerial hegemony as group members become more likely to express respect or admiration for managers, more willing to cooperate with or defer to managers, more appreciative of opportunities provided by a firm, and more likely to be committed to a department's production goal/s. One aspect of the study that might encourage this behavior is already existing similarities in group members such as age and educational status of the participants.

In contrast, if members of self-managing teams do not contribute to a task equally then unequal task performance is likely to lead to an evolving status hierarchy within the group and negative affect among group members; with negative affect comes the presence of antipathy. Consequently, there should be a decrease in managerial hegemony

as group members become less likely to express respect or admiration for managers, less willing to cooperate with or defer to managers, less appreciative of opportunities provided by a firm, and less likely to be committed to a department's production goal/s.

Thus, self-managing teams are likely to experience more variability in affect than traditional groups, at least in part, because traditional groups do not have to solve coordination problems that may arise when group members attempt to complete a task in the absence of managerial discretion regarding both the manner and means by which a task is to be accomplished.

III.5 DESIGN

To test my predictions, I conducted a two-condition experimental design. One condition was traditional groups. These groups consisted of a smaller group of supervisors and a larger group of workers. A distinction between supervisors and laborers was created through differences in pay rates and training. The second condition was self-managed groups. Members in these groups were paid the same and all members were cross-trained.

Participants were recruited from core curriculum classes at Texas A&M University that all students are required to take. Participants were randomly assigned to one of the two conditions. In traditional groups, supervisors received specialized training and then they trained the workers. A trainer or authority figure administered the supervisory training. In self-managed groups, the trainer or authority figure trained every person and each person received the same training.

All groups were given the same task (erecting and then tearing down a tent) and were videotaped during the interaction. After the task, all group members answered a questionnaire about their experiences. The questionnaire consisted of a series of questions regarding group members' feelings about the task and each other. After all participants completed their questionnaires, they were paid. Deception was involved in this study in two ways: In traditional groups, both supervisors and laborers were told that supervisors have a level of experience that was the basis for their selection as supervisors and while they were told that supervisors would receive more money than the workers, the workers received the same amount of money as the supervisors that is, there was no pay distinction between supervisors and workers. This is actually more money than workers anticipated earning.

III.6 MEASUREMENT

Group value consensus was measured by the Organization Culture Profile (OCP) [O' Reilly et al. 1991], an instrument that can be used to identify the central values of individuals and to assess how intensely held the values are and the degree of consensus that exists among group members (Chatman 1989, 1991; Chatman and Jehn 1994; Jehn 1994; O' Reilly et al. 1991). The OCP consists of 2 sets of 54 questions sorted by a Q-sort technique that arranges 9 categories into a 9-response likert scale ranging from "very important" (i.e., 1) to "very unimportant" (i.e., 9). Regarding assessing characteristics of firms, "Important values may be expressed in the form of norms or shared expectations about what's important, how to behave or what attitudes are appropriate. The 54 values are sorted into a row of nine categories, placing at one end of the row those cards that are

considered to be the most characteristic aspects of the culture of an organization, and at the other end those cards that are the least characteristic..." (O'Reilly et al 1991: 495). The following procedures were used to analyze the data for the responses to the OCP: (A.) Computing the group coefficient alpha to assess consensus among group members on the 54 items, (B.) Using both sets of 54 questions in the OCP to calculate a team-level average for both conditions, and (C.) comparing the means of both conditions by conducting a t-test.

Task conflict, relationship conflict and process conflict were measured by the intragroup conflict scale (Jehn 1995) and with process conflict items from Shah and Jehn (1993); Jehn and Mannix (1994) adapted these to fit the appropriate focal unit: the work group. The means for each conflict scale were calculated at the individual level.

Subsequently, t-tests were calculated between individuals in the two conditions. The specific questions that were asked are as follows.

Relationship Conflict (Jehn 1995)

1. How much friction is there among members in your work unit? (1=none, 5= a lot)
2. How much are personality conflicts evident in your work unit? (1 = none, 5 = a lot)
3. How much tension is there among members in your work unit? (1 = none, 5 = a lot)
4. How much emotional conflict is there among members in your work unit? (1 = none, 5 = a lot)

Task Conflict (Jehn 1995)

5. How often do people in your work unit disagree about opinions regarding the work being done? (1=none, 5= a lot)
6. How frequently are there conflicts about ideas in your work unit? (1=none, 5= a lot)
7. How much conflict about the work you do is there in your work unit? (1=none, 5= a lot)
8. To what extent are there differences of opinion in your work unit? (1=none, 5= a lot)

Process Conflict Shah and Jehn (1993)

9. To what extent did you disagree about the way to do things in your work group?

10. How much disagreement was there about procedures in your work group?
11. How frequently were there disagreements about who should do what in your work group?

Managerial hegemony was measured by three variables: The salience of class boundaries between hourly and salaried employees, worker resistance/behavioral defiance, and conflict between laborers and supervisors. Salience of class boundaries between hourly and salaried employees are expressions by hourly employees of a view of managers and salaried employees as belonging to a distinct group or social category that implicitly excludes hourly workers (Vallas 2003a). Perceived division among hourly and salaried employees indicates the presence of managerial hegemony; when hourly and salaried employees perceive themselves as belonging to the same group or class then there is an absence of managerial hegemony (Vallas 2003a). Salience of class boundaries between hourly and salaried employees were measured by an analysis of means for responses on the post-study questionnaire that provide indication of the frequency with which workers express a view of managers as belonging to a distinct group or social category that implicitly excludes hourly workers (Lamont 1992; Lamont and Molnar 2002; Vallas 2001). Indications of highly salient boundaries assume several forms, including wariness toward credentialed employees (e.g. "You got to keep your guard up with them"), perceived slights at the hands of credentialed employees, and refusal to share knowledge with salaried employees, usually out of suspicion or distrust (Vallas 2003a). Worker resistance/behavioral defiance manifests itself in the form of discrete events in which workers flout managerial expectations whether through direct

insubordination or contests over how best to conduct a department's operations (Vallas 2003a); this was measured by analyzing the means of questions on the questionnaire that provide indication of workers flouting managerial expectations, whether through direct insubordination, conscious violation of rules, or contests over how best to conduct a group's operations.; Examples of such defiance include: workers' refusal to rotate jobs or their assertion of control over operations despite supervisory edicts ("authority contests"), or through informal "work to rule" initiatives (wherein workers rigidly follow company directives as a means of subverting managerial goals) [Vallas 2003a]. Conflict between labor and management is an awareness on the part of the parties involved (i.e. labor and management) of discrepancies, incompatible wishes, or irreconcilable desires (Jehn and Mannix 2001); such conflict may result from the autonomy given to workers in self-managing teams which in turn may encourage workers to adopt an orientation toward work that expects greater control over the work process than firms are prepared to provide (Vallas 2003a; Vallas 2003b). Conflict between labor and management was measured by analyzing the means for survey questions that provided indication of the degree to which managerial practices were in accordance with workers' conceptions of just, reasonable, or ethical uses of organizational authority.

III.7 THE TASK

To test the predictions, a task was necessary that was the same for both groups. As such, both traditional and self-managing teams assembled a three-room camping tent that required following a particular order of actions for assembly. Traditional teams had one or more supervisors who determined which members of these teams performed the

aforementioned actions while self-managing teams had no supervisor and thus determined which members performed what actions; members of self-managing teams were cross-trained by the supervisor of the traditional teams who provided instructions regarding tent assembly via video tape to all members of self-managing teams. Additionally, while each participant was paid \$20.00 each for their participation in the experiment, some laborers were informed that they were being paid by the hour and others were informed that they were being paid a salary as this helped to measure managerial hegemony; more specifically, it helped when measuring the salience of class boundaries between hourly and salaried employees. However, bonus money was awarded to traditional groups and self-managing groups based on performance; performance was measured by the number of times the tent was assembled in a thirty-minute time period. After the thirty-minute time period expired, members of all groups completed a questionnaire that consisted of thirty eight questions designed to measure relationship conflict, task conflict, process conflict, group value consensus, the salience of class boundaries between hourly and salaried employees, and conflict between labor and management.

CHAPTER IV

DESIGN

IV.1 OVERVIEW OF METHODOLOGY

In the previous chapter I defined the concepts used in this study, outlined both the initial and scope conditions, formulated the propositions, provided a brief overview of my design, described how each concept was measured, and described two theoretical scenarios by which more or less managerial hegemony may arise in both types of teams. To test these theoretical formulations I designed an experimental study utilizing two conditions. The first condition consisted of traditional teams comprised of a smaller group of supervisors and a larger group of laborers; the distinction was created in differences in pay and training and a trainer or authority figure administered the training to the supervisors. The second condition was self-managed teams. These teams were told they would all receive the same pay and all members were cross trained. Participants were randomly assigned to one of the two conditions. There were 10 groups for each condition, resulting in a total of 20 groups. Each group consisted of a minimum of seven members and each traditional team consisted of three supervisors who received previous training in the groups' task (assembling and disassembling a tent as many times as possible in thirty minutes). The training that the supervisors received involved detailed instruction regarding the task of each group and was approximately fifteen minutes in duration. All groups were videotaped while performing the task, after which participants completed a questionnaire that consisted of a series of questions regarding their feelings about the task, the members of their group and authority figures. After all participants

completed their questionnaires, they were paid. Participants all received the same amount of money supervisors received. This was actually more money than workers anticipated earning.

IV.2 PRETESTING

First steps in pretesting involved determining whether the questionnaires were too time consuming and if the task was appropriate. Groups of graduate students did initial pretesting and provided suggestions and alterations. These suggestions and changes occurred several months before the more formal pretesting of participants. Two groups comprised of undergraduate research students were used for pretesting. On the basis of the pretests, some of the procedures were changed so that the supervisors were designated to work in a separate section from the laborers, so as to emphasize the difference in positions. Additionally, pretests indicated that some of the subjects did not understand some of the words contained in the questionnaire. Consequently, some of the words were modified and the presentations were modified. So, during the study subjects were encouraged to inform the researcher if they were unable to understand the revised questionnaire. Subsequently, the researcher would explain the meaning of the word or words in question. Also, the researcher determined that some questions needed to be added to the questionnaire. For example, questions designed to determine a subject's position and group number were added at the outset of the questionnaire. Also, questions were formulated and subsequently added that determined how supervisors felt about laborers, how laborers felt about supervisors, how laborers in traditional teams felt about

each other, and how laborers in self-managed teams felt about each other. Skip logic was incorporated to prevent subjects from responding to questions that did not apply to them.

IV.3 PARTICIPANTS

The participants for this study consisted of undergraduates attending Texas A&M University and were recruited from social science classes. Individuals who were interested in participating in the study were asked to complete a form that included basic demographic information such as race, gender, and age, the last two jobs they had, skills they learned on the job, whether they have any experience camping and if so, how many times they have been camping in the last two years. This was done to ensure that a particular person who had a relatively high familiarity with tests, and thus, specific expertise, would not be included. Finally, they were asked whether they had any experience with team sports, their name, telephone number, major, classification and the most convenient time to participate in the study.

IV.4 THE TASK

To test the predictions, a task that was the same for both groups was necessary. Additionally, the task needed to involve coordination issues, require interdependence among the group members and be challenging. After some pretests, the assembly of a large tent was chosen as the task because it possessed all the necessary characteristics. Both traditional teams and self-managed teams assembled and disassembled, as many times as possible in a thirty minute time period, a three-room camping tent that required the following actions in order to be assembled: 1. Opening the bag containing the tent and ensuring that all necessary pieces were present; the pieces were: (A) Tent, (B) rain fly,

(C) four fiber glass poles (two short pieces and two long pieces), (D) four tent elbow pieces, (E) six straight steel poles (four for the frame and two for the canopy), (F) twenty four stakes (eighteen of one kind and six of another kind), 2. Laying out the fabric portion of the tent, 3. Taking the two shorter fiber glass poles and inserting them into the center portion of the tent where the sleeves were present; the sleeves, and thus the poles, crossed in the center of the tent such that they formed the shape of an X, 4. Taking the two longer fiber glass poles and inserting one in the sleeve of one end of the tent and the other in the sleeve located at the opposite end of the tent, 5. Inserting a tent elbow into each end of the two short fiber glass poles (in sum there were four elbow pieces used), 6. Attaching a straight steel pole to each elbow piece in the former step, 7. Placing the tent hooks, attached to the tent, into each tent elbow in the former step, 8. Taking the steel poles that are attached to the tent elbows (in step 6) and inserting each pole into the inner fast-connect feet which are attached to the tent, 9. Taking the two long fiber glass poles and inserting them into the outer fast-connect feet which are attached to the tent, 10. Placing the rain fly over the top of the tent (making sure the canopy is located over the entrance to the tent), 11. Attaching the two remaining straight steel poles to the canopy to hold the canopy in an upright position, 12. Staking the rain fly to the ground, 13. Using the remaining stakes to stake the tent to the ground, 14. Disassembling the tent and placing all parts and pieces back in the tent bag.

IV.5 INDEPENDENT VARIABLES

The independent variables is the type of team: Traditional teams and self-managed teams.

IV.6 TRADITIONAL TEAMS

Traditional teams were comprised of a hierarchy that consisted of an authority figure (i.e., a supervisor) and non-supervisors (i.e. laborers); traditional teams were assigned a task and given instructions, which were disseminated down a hierarchy from upper-level managers to supervisors and subsequently to laborers, regarding the manner and means by which to accomplish a task. The division of labor was clear.

Supervisors were trained in separate sections just prior to the task-group experiments and three subjects were scheduled for training at one time. To control for gender effects, two men and one woman served as supervisors for each traditional team. Supervisors were randomly selected by the researcher but subjects were made to believe that supervisors were selected based on experience. While contacting interested persons on the phone, the researcher asked questions about previous experience camping to ensure that it would seem plausible that people that people were chosen on the basis of experience. Upon arriving at the Social Psychology Laboratory, all subjects selected to be supervisors were taken to the Laboratory for Social Deviance and were seated at the same table where they first read and signed informed consent forms. Afterwards, the supervisors watched a videotape, a manipulation check was performed by distributing a questionnaire to supervisors to ensure they understood the information disseminated on the videotape, and instructions were provided regarding how to assemble the tent.

Supervisors then met the laborers and interacted as they were instructed, giving directions to the laborers on different issues.

IV.7 SELF-MANAGED TEAMS

In contrast, self-managed teams are groups of interdependent individuals that can self-regulate their behavior on relatively whole tasks (Cohen and Ledford 1994); such teams are characterized by: face-to-face interaction, interrelated tasks and employee responsibility for making a product or providing a service, employee discretion over decisions such as task assignments, and methods for carrying out the work and scheduling of activities (Cohen and Ledford 1994). Additionally, self-managing teams are characterized by team members who are cross trained to perform all tasks necessary to complete the assignment of the group (Barker 1993).

While contacting interested persons on the phone, the researcher asked questions about previous experience camping, in part to ensure that there were no actual experts in the group, but also to demonstrate that the questions were asked so that the selection of supervisors might seem plausible. Upon arriving at the Social Psychology Laboratory, all subjects selected to be members of self-managed teams were taken to the room in which the task was to be completed where they first read and signed informed consent forms. Afterwards, members of self-managing teams watched a videotape, a manipulation check was performed by distributing a questionnaire to members to ensure they understood the information disseminated on the videotape, and instructions were provided regarding how to assemble the tent. They then interacted together to assemble the tent.

IV.8 DEPENDENT VARIABLES

The dependent variables in this study are operational autonomy, task conflict, process conflict, relationship conflict, group value consensus and managerial hegemony. First, by operational autonomy is meant the freedom, once a task has been set, to complete it by means determined by one's self, within given resource constraints (Bailyn 1985). Task conflict is an awareness of different viewpoints and opinions pertaining to a group task; this kind of conflict is void of interpersonal negative emotions (Jehn and Mannix 2001). Process conflict is an awareness of controversies about aspects of how task accomplishment will proceed; it pertains to issues of duty and resource delegation (Jehn and Mannix 2001). Relationship conflict is an awareness of interpersonal incompatibilities such as tension and friction that involves personal issues such as dislike among group members (Jehn and Mannix 2001). Group value consensus is the degree to which the organization's values are consistently shared among group members (O'Reilly et al. 1991). Finally, managerial hegemony is a kind of behavior by laborers characterized by expressions of respect or admiration for managers, willingness to cooperate with or defer to managers, appreciation of opportunities provided by the firm and/or an internalized commitment to a department's production goals without incentives to convey such behavior (Vallas 2003a, 2003b).

IV.9 MEASUREMENT

Group value consensus was measured by the Organization Culture Profile (OCP) [O' Reilly et al. 1991], an instrument that can be used to identify the central values of

individuals and to assess how intensely held the values are and the degree of consensus that exists among group members (Chatman 1989, 1991; Chatman and Jehn 1994; Jehn 1994; O' Reilly et al. 1991). The OCP consists of 54 items sorted into 9 categories ranging from "very important" to "very unimportant". Task conflict, relationship conflict and process conflict were measured by the intragroup conflict scale (Jehn 1995) and with process conflict items from Shah and Jehn (1993); Jehn and Mannix (1994) adapted these to fit the appropriate focal unit: the work group.

Managerial hegemony was measured by three variables: The salience of class boundaries between hourly and salaried employees, worker resistance/behavioral defiance, and conflict between laborers and supervisors. Conflict between labor and management was measured by analyzing the means for survey questions that provided indication of the degree to which managerial practices accord certain conceptions of workers.

IV.10 TASK GROUP PROCEDURES

188 subjects participated in this study and each was randomly selected to one of the two conditions. There were ten traditional teams; 95 subjects were randomly selected for this condition; 31 were supervisors, 64 were laborers, there were 48 males and 47 females. Teams slightly varied in size from 8-11. All teams had mixed sex groups and mixed sex supervisors.

There were also ten self-managed teams; 93 subjects were selected for this condition; there were 45 males and 48 females. Groups varied in size from 7-10. All teams had mixed sex groups. Each self-managed team consisted of males and females

and the number varied among these teams. Self-managed team one consisted of ten members; five members were male and five members were female. Self-managed team two consisted of eight members; four members were male and four members were female. Self-managed team three consisted of ten members; three members were male and seven were female. Self-managed team four consisted of nine members; three members were male and six were female. Self-managed team five consisted of ten members; five members were male and five were female. Self-managed team six consisted of ten members; three members were male and six were female. Self-managed team seven consisted of ten members; five members were male and five were female. Self-managed team eight consisted of nine members; seven members were male and two were female. Self-managed team nine consisted of seven members; three members were male and four were female. Self-managed team ten consisted of ten members; six members were male and four were female.

For those assigned to traditional teams, at least three subjects, always mixed in sex composition, were randomly assigned as supervisors and received additional training on the task the group would perform. When the supervisors arrived at the Laboratory for Social Deviance, an undergraduate research assistant, who was uninformed about the study's hypotheses, seated the subjects at a table and instructed them to read and sign an informed consent form (see appendix B). The informed consent form included information from the Institutional Review Board at Texas A&M University and specifies the rights and obligations of human research subjects and the research team; it also informed the subjects that group interaction would be videotaped and specified the

guidelines to be followed regarding videotaping and the storage of these tapes. After signing the informed consent form, the supervisors viewed a videotaped message regarding the study (see appendix C). The videotape informed the supervisors that they had been selected based on their experience and provided them with information regarding their pay and their role in the group task. Regarding the latter, supervisors were instructed not to physically assist laborers with the group task. After viewing the videotape, supervisors were given a short questionnaire to complete (see appendix D) which served as the first manipulation check by asking questions about information disseminated in the videotape. The researcher then collected the questionnaires and evaluated each questionnaire to determine the supervisors' comprehension of the instructions provided on the videotape. All participants correctly answered the questions. Next, the researcher placed the tent upon the table at which the supervisors were seated. The researcher then opened the tent bag so the supervisors could observe the parts of the tent, the subjects were given a sheet of paper that contained step-by-step instructions for assembling the tent and the supervisors were reminded not to physically assist laborers with the task. After the supervisors and their groups completed the experimental task they were asked to go to the graduate student computer lab located on the fourth floor of the Academic Building at Texas A&M University to complete a post-experiment questionnaire (see appendix E). Subjects were asked questions about various kinds of group conflict, supervisors' feelings about laborers, laborers feelings about supervisors, and how laborers felt about each other. After completing the questionnaire the researcher debriefed the subjects (see appendix F), briefly explained the study and answered any

questions. The subjects were then paid individually and each received \$20.00 for participation and a \$5.00 bonus.

Laborers in traditional teams went through a similar procedure. They were instructed to arrive at the Social Psychology Laboratory and were given informed consent forms. Subsequently, they watched a videotaped message regarding the study. The videotape informed the subjects that they had been selected as laborers in traditional teams, the term traditional team was defined, and they were provided with information regarding their pay and their role in the group task. After viewing the videotape, laborers in traditional teams were given a short questionnaire to complete which served as the first manipulation check by asking questions about information disseminated in the videotape. The researcher then collected the questionnaires to determine the laborers' comprehension of the information provided on the videotape; after all questions had been correctly answered, laborers were brought into a room in which three supervisors were seated at a table and the laborers were given instructions by the supervisors regarding how to assemble the tent; the supervisors also determined the subtasks each laborer was to perform. After the laborers completed the experiment, they went to the computer laboratory to complete a post-experiment questionnaire. Laborers were asked questions about various kinds of group conflict, laborers' feelings about supervisors, and how laborers felt about each other. After completing the questionnaire the researchers debriefed all subjects, briefly explained the study and answered questions. The laborers were then paid individually and each received \$20.00 for participation and a \$5.00 bonus.

Members of self-managed teams went through a similar procedure. They were instructed to arrive at the Social Psychology Laboratory and were given informed consent forms. Subsequently, they watched a videotaped message regarding the study. The videotape informed the subjects that they had been selected to be laborers in self-managed teams, the term self-managed team was defined, and they were provided with information regarding their pay and their role in the group task. After viewing the videotape, members of self-managed teams were given a short questionnaire to complete which served as the first manipulation check by asking questions about information contained on the videotape. After all members correctly responded to the questions, they were brought into a room and given instructions by an authority figure on how to assemble the tent; the members of the group had to decide among themselves who would perform which subtasks. After the laborers completed the experiment, they were asked to go to the graduate student computer lab to complete a post-experiment questionnaire. Laborers were asked questions about various kinds of group conflict, laborers' feelings about supervisors, and how laborers felt about each other. After completing the questionnaire the researcher debriefed the subject, briefly explained the study and answered questions. The laborers were then paid individually and each received \$20.00 for participation and a \$5.00 bonus. For comparison purposes, the time allotted for task completion was the same for all groups.

CHAPTER V

RESULTS AND CONCLUSIONS

V.1 DESCRIPTIVE STATISTICS

Table 1 provides percentages for the distribution of supervisors and laborers in traditional teams and self-managing teams. We can observe that there were 10 self-managing teams, 10 traditional teams, 16.4% of participants were supervisors, 35.4% were laborers and 48.1% were members of self-managing teams. So, the percentage of participants in self-managing teams and traditional teams was approximately equal.

Table 1 - Distribution of Participants

	Number of Teams	Frequency	Percent
Self-Managing Teams	10		
Traditional Teams	10		
Valid Supervisors in a traditional team		31	16.4
Laborers in a traditional team		67	35.4
Members of a self-managing team		91	48.1
Total	20	189	100.0

Table 2 provides the percentage of male and female participants. We can observe that 49.2% were males and 50.8% were females. So, the number of male and female participants was approximately equal.

Table 2 – Percentage of Male and Female Participants

	Frequency	Percent
Male	93	49.2
Valid Female	96	50.8
Total	189	100.0

While there were no specific hypotheses about relative efficiency of the two groups, it is important to know whether one type of group performed better than another. An independent sample t-test (see table 3) shows the t-test between groups. 1.769 and its corresponding p value is 0.094>0.05. Since the p value is more than 0.05, we can conclude that there is no significant difference in task performance between traditional teams and self-managing teams.

Table 3 - Independent Samples T-Test for Task Performance

Condition	Mean	N	T-Value	DF	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Traditional Teams	2	10					
Self-Managing Teams	2.7	10					
			-1.769	18	.094	-.7	.07699

V.2 RELIABILITY

Cronbach's Alpha was used to assess the reliability of the indices used in the survey. A Chronbach's Alpha of .7 or greater indicates acceptable reliability. There are three conflict constructs from past literature that were used: Relationship, task and process conflict. Additionally, there is a construct for group value consensus. Additional questions were used to ascertain group members' feelings about the group and each other; these were not part of an established scale. Table 4 shows the reliability of constructs measured in the survey. The survey had a combined Alpha of .84 for measures of relationship, task, and process conflict, an Alpha of .74 for the "importance" characteristic of group value consensus, and .74 for the "characteristic" portion of the group value consensus scale. The Alpha of .38 for questions measuring feelings of group members about the task, each other and supervisors was low and indicates that these questions need to be analyzed separately and not as a scale. The number of items included in the "conflicts" alpha was 10, the number of items for the "group value consensus-importance" alpha was 54, and the number of items for the "group value consensus-characteristic" was 54.

Table 4 – Reliability Measure

Items	Crohnbach's alpha
Conflicts	0.841
Group Value Consensus Importance	0.736
Group Value Consensus Characteristic	0.741
Other variables	0.378

V.3 RESULTS

In discussions of the predictions, I posited that there were two possible theoretical scenarios. In the theoretical scenario posited first, I followed the logic that self-organization would create problems for workers and consequently, coordination and organization issues would spark conflict. In contrast, traditional groups would not be faced with these issues. In the second theoretical scenario, it was posited that equality in contributions of self-managed groups might create an altogether different process such that self-managing groups might actually have less conflict than traditional groups.

When reviewing the videotapes, it was found that the self-managing groups were surprisingly participatory. There were no groups in which members did not participate to some degree. While some of the participation may be deemed symbolic (e.g., holding poles or “smoothing out the tent”), it was clear that in all the groups there was consistent activity by group members. This aspect certainly changed the ways in which predictions might be viewed. All propositions below are tested with two-tailed tests. To be as conservative as possible, we test this under theoretical scenario one. Later in the discussion, we return to theoretical scenario two.

Proposition one suggested that teams with more autonomy, to complete an assigned task in a manner determined by team members, will experience greater task conflict than teams with relatively less operational autonomy. I assume self-managing teams have greater operational autonomy than traditional teams, at least in part, because laborers in traditional teams receive directives from supervisors while members of self-managing teams do not consist of supervisors. An independent sample t-test was applied to determine whether there is any significant difference between the two types of teams in mean values of task conflict. Table 5 shows that that the mean value in traditional teams was 1.5434 and the mean value in traditional teams was 1.3764. The t value for the difference in task conflict between self-managing teams and traditional teams was 2.169 and its corresponding p value was $0.031 < 0.05$. Since the p value is less than 0.05, we can conclude that there is a significant difference in task conflict between traditional teams and self-managing teams. Traditional teams experienced more task conflict than self-managing teams. So, proposition one is not supported.

Table 5 - Independent Samples T-Test for Task Conflict

Condition	Mean	T-Value	DF	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Traditional Teams	1.5434					
Self-Managing Teams	1.3764					
		2.169	187	.031	.16699	.07699

Proposition two suggested a positive relationship among task conflict, process conflict, and relationship conflict. So, because traditional teams were found to have more task conflict than self-managing teams, I expect traditional teams to have greater process conflict and relationship conflict than self-managing teams. This expectation is the opposite of the prediction derived from propositions one and two; the logic for propositions one and two as formulated in the theoretical scenarios predicts that self-managing teams will have a greater degree of process conflict and task conflict than traditional teams. Two independent samples t-test were applied to test proposition two; one for process conflict and one for relationship conflict. The first independent samples t-test for proposition two was applied to determine the difference in process conflict between self-managing teams and traditional teams.

Table 6 shows that the mean value for process conflict in traditional teams was 1.517 and the mean value for process conflict in self-managing teams was 1.293, which gives a mean difference of .22397. The t value for the difference in process conflict between self-managing teams and traditional teams was 2.989 and its corresponding p value was $0.003 < 0.05$. Since the p value is less than 0.05, we can conclude that there is a significant difference in process conflict between traditional teams and self-managing teams. Process conflict was significantly greater in traditional teams. So, because traditional teams were found to have greater process conflict than self-managing teams, I expect traditional teams to also have greater relationship conflict than self-managing teams. Though this expectation is in accordance with the relationship posited by proposition two, the logic as formulated by the theoretical scenarios predicts that self-

managing teams will have greater process conflict than traditional teams.

Table 6 – Independent Samples T-Test For Process Conflict

Condition	Mean	T-Value	DF	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Traditional Teams	1.517					
Self-Managing Teams	1.293					
		2.989	187	.003	.22397	.07493

The second independent samples t-test for proposition two was applied to determine the difference in relationship conflict between self-managing teams and traditional teams. Table 7 shows that the mean value for relationship conflict in traditional teams was 1.1735 and the mean value for relationship conflict in self-managing teams was 1.1575, which gives a mean difference of .01596 between the two groups. The t value for the difference in relationship conflict between self-managing teams and traditional teams was .276 and its corresponding p value $0.783 > 0.05$. Since the p value is more than 0.05, there is no significant difference in relationship conflict between traditional teams and self-managing teams and thus nothing can be concluded regarding relationship conflict between the two types of teams. Therefore, since a statistically significant difference in process conflict was found between the two types of teams but no statistically significant difference in relationship conflict was found, proposition two is not supported.

Table 7 – Independent Samples T-Test For Relationship Conflict

Condition	Mean	T-Value	DF	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Traditional Teams	1.1735					
Self-Managing Teams	1.1575					
		.276	187	.783	.01596	.05778

Proposition three stated that the greater the degree of process conflict and relationship conflict, the less the degree of group value consensus. Though no statistically significant difference in relationship conflict was found between self-managing teams and traditional teams, a statistically significant difference in process conflict was found between self-managing teams and traditional teams; traditional teams had significantly greater process conflict than self-managing teams. So, because of the statistically significant difference in process conflict, I expect that traditional teams will have less group value consensus than self-managing teams. In order to determine whether a difference in group value consensus exists between self-managing teams and traditional teams, an independent samples t-test was used.

Table 8 shows that the mean value for group value consensus in traditional teams was 4.829 and the mean value for group value consensus in self-managing teams was 4.9045, which gives a mean difference of .261. The t value for the difference in group value consensus between self-managing teams and traditional team was -1.126 and the difference in mean values for group value consensus between teams was not statistically significant. So, no conclusions can be made regarding group value consensus and proposition three is not supported.

Table 8 – Independent Samples T-Test For Group Value Consensus

Condition	Mean	T-Value	DF	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Traditional Teams	4.829					
Self-Managing Teams	4.9045					
		-1.126	187	.261	-.07546	.06699

Proposition four posited that the less the degree of group value consensus, the less the degree of managerial hegemony. No conclusions can be made regarding the relationship between managerial hegemony since no statistically significant difference in group value consensus was found between self-managing teams and traditional teams. However, t-tests contained in tables 9, 10 and 11, for questions regarding the way supervisors, laborers and members of self-managing teams felt about the task, supervisors and each other may provide some insight into the degree of managerial hegemony.

TABLE 9-Responses by Supervisors

QUESTION	MEAN VALUE	DF	T value	P value, Sig
Q-19 If you were a supervisor in today's study then how would you rank the competence of the laborers in your group? If you were not a supervisor then be sure to select the answer that indicates you were not a supervisor.	3.81	30	-.484	.632, NS
Q-20 As a supervisor in today's study, how would you rank the cooperation of the laborers in your group?	.65	30	-26.331	0.00, Sig
Q-21 As a supervisor in today's study, how would you rank the friendliness among the laborers in your group?	.87	30	-18.202	0.000, Sig
Q-22 As a supervisor in today's study, how would you rank the efficiency of the laborers in your group?	1.06	30	-12.430	0.002, Sig
Q-23 As a supervisor in today's study, how would you rank the competence of the other supervisors in your group?	.97	30	-14.447	0.000, Sig
Q-24 As a supervisor in today's study, how would you rank the cooperation of the other supervisors in your group?	.74	30	-21.214	0.000, Sig
Q-25 As a supervisor in today's study, how would you rank the friendliness of the other supervisors in your group?	.77	30	-18.787	0.000, Sig
Q-26 As a supervisor in today's study, how would you rank the efficiency of other supervisors in your group?	.84	30	-17.545	0.000, Sig

TABLE 10-Responses by Laborers in Traditional Teams

QUESTION	MEAN VALUE	DF	T value	P value, Sig
Q-17A If you were a laborer in a traditional team in today's study then to what extent do you agree with the following: I was uncomfortable working with my manager today?	5.70	66	4.581	0.000, Sig
Q-17B To what extent do you agree with the following statement: I refrained from sharing information with my manager regarding task-related activities?	5.92	66	5.686	0.000, Sig
Q-17C To what extent do you agree with the following statement: My manager is more competent than I am at the task?	4.30	66	1.189	0.239, NS
Q-18A To what extent do you agree with the following statement: Management encourages laborers to express their opinions regarding task-related activities?	3.53	66	-1.868	0.066, NS
Q-18B To what extent do you agree with the following statement: Management takes into consideration the opinions of laborers regarding task-related activities?	3.36	66	-2.726	0.008, NS
Q-18C To what extent do you agree with the following: I respect the manager?	1.97	66	-15.207	0.000, Sig
Q-18D To what extent do you agree with the following statement: I followed the manager's instructions?	1.50	66	-23.406	0.000, Sig
Q-18E To what extent do you agree with the following statement: I felt free to ask the manager questions?	1.80	66	-15.804	0.000, Sig
Q-18F To what extent do you agree with the following: When someone in my group asked the manager questions, the manager's response was useful?	1.95	66	-11.450	0.000, Sig
Q-27 If you were a laborer in a traditional team in today's study then how would you rank the competence of the supervisors in your group? If you were not a laborer in a traditional team then be sure to select the choice that indicates you were not a laborer in a traditional team.	1.95	66	9.702	0.000, Sig
Q-28 As a laborer in a traditional team in today's study, how would you rank the cooperation of the supervisors in your group?	1.31	66	-13.862	0.000, Sig
Q-29 As a laborer in a traditional team in today's study, how would you rank the friendliness of the supervisors in your group?	1.70	66	-11.273	0.000, Sig
Q-30 As a laborer In a traditional team in today's study, how would you rank the efficiency of the supervisors in your group?	2.23	66	-6.200	0.000, Sig
Q-31 As a laborer in a traditional team, how would you rank the competence of the other laborers in your group?	1.95	66	-8.816	0.000, Sig
Q-32 As a laborer in a traditional team, how would you rank the cooperation among the other laborers in your group?	1.41	66	-16.540	0.000, Sig
Q-33 As a laborer in a traditional team, how would you rank the friendliness among the other laborers in your group?	1.58	66	-13.369	0.000, Sig
Q-34 As a laborer in a traditional team, how would you rank the efficiency of the other laborers in your group?	1.77	66	-9.686	0.000, Sig

TABLE 11 – Responses by Laborers in Self-Managing Teams

QUESTION	MEAN VALUE	DF	T value	P value, Sig
Q-35 If you were a laborer in a self-managed team in today's study then how would you rank the competence of the other laborers in your group? If you were not a laborer in a self-managed team in today's study then select the choice that indicates you were not a laborer in a self-managed team.	1.78	90	-9.657	0.000, Sig
Q-36 As a laborer in a self-managed team, how would you rank the cooperation among the other laborers in your group?	1.20	90	-29.192	0.000, Sig
Q-37 As a laborer in a self-managed team, how would you rank the friendliness of the other laborers in your group?	1.38	90	-22.240	0.000, Sig
Q-38 As a laborer in a self-managed team, how would you rank the efficiency of the other laborers in your group?	1.53	90	-17.238	0.000, Sig

Managerial hegemony is measured by the perceived salience of class boundaries between laborers and supervisors, worker resistance/behavioral defiance by laborers, and conflict between laborers and supervisors. So, examining the means and t-tests for questions regarding laborers' opinions of supervisors will provide at least some information. Table 9 provides the means⁹ and t-values for responses by supervisors about the way they felt about laborers and each other. The likert scale for these questions ranged from 1 to 8; 1= a highly agreeable response, 2= an agreeable response, 3= a somewhat agreeable response, 4= neutral, 5= not applicable, 6= a somewhat disagreeable response, 7= a disagreeable response, 8= a highly disagreeable response. The means for these questions, with the exception of question 19, seem relatively low compared to the neutral point which would suggest relatively low levels of supervisors' perceptions of worker resistance and conflict between laborers and supervisors and neutral feelings regarding the competence of laborers. So, the degree of managerial hegemony seems to be relatively low. However, t-values for these questions will provide more insight. The t-values for all questions, with the exception of question 19, in table 9 were statistically significant, which indicates variation from the neutral point; this indicates a relatively low degree of worker resistance and conflict between labor and supervisors and in turn, a relatively low degree of managerial hegemony.

Table 10 provides the means and t-values for responses by laborers about supervisors. The means for questions 17A-17C seem to indicate that laborers did not feel uncomfortable working with supervisors, did not refrain from sharing information with

⁹ Any questions in tables 9, 10 and 11 that have the response "not applicable" were not used when calculating the means.

supervisors and perceived a relatively equal degree of competence to supervisors in terms of knowledge about the task. However, note that the means for questions 17C, 18A, and 18B did not differ from neutral, meaning that laborers were uncertain about whether their supervisors were actually more competent and whether laborers could express their opinions if those opinions would be taken into account. The responses to these questions pick up dissatisfaction with the inflexible structure. The fact that it is the structure rather than the individuals within the structure is reinforced by the generally favorable responses regarding the supervisors. The means for questions 27-30 seem to indicate that laborers felt supervisors were competent, cooperative, friendly and efficient. So, the means for these responses suggest no perceived class boundaries between laborers and supervisors, no worker resistance, and no conflict between laborers and supervisors. However, t-values for these questions will provide more insight. The likert scale for questions in table 10 ranged from 1 to 8; 1= strongly agree, 2= agree, 3= somewhat agree, 4= neutral, 5= not applicable, 6= somewhat disagree, 7= disagree, and 8= strongly disagree. Each t-test in table 10 was tested against the neutral point of the likert scale and we can observe that all t-values were statistically significant ($P < .05$). For questions 17A-17C, not only are the t-values statistically significant but they are also relatively high compared to the neutral point. Questions 18A-18F each has statistically significant t-values and the values are relatively low compared to the neutral point. Questions 27-34 have statistically significant t-values that are relatively low compared to the neutral point. So, the statistics in table 10 indicate an absence of class boundaries, worker resistance and both inter-group and intra-group conflict, which suggests a low degree of managerial

hegemony. It is worth noting that the general feelings about supervisors and workers were positive in traditional teams.

Table 11 provides the means and t-values for responses by members of self-managing teams regarding how they felt about each other. The likert scale for these questions ranged from 0 to 5 with the exception of question 35 which ranged from 1-6; responses for question 35 were 1= highly competent, 2= competent, 3= not sure, 4= not very competent, 5= not at all competent, 6= not applicable; responses for questions 36-38 were 0= not applicable, 1= a highly agreeable response, 2= an agreeable response, 3= not sure, 4= a not very agreeable response, 5= a non-agreeable response. The means for questions 35-38 seem to indicate that members of self-managing teams felt that the competence, cooperation, friendliness, and efficiency among other members in the group were relatively high. Perceived levels of cooperation and friendliness suggest a relatively low degree of worker resistance and conflict among members of self-managing teams and thus a relatively low degree of managerial hegemony. The t-values for all questions in table 11 were statistically different from the neutral point. This also seems to suggest that perceived levels of cooperation and friendliness suggest a relatively low degree of worker resistance and conflict among members of self-managing teams and thus a relatively low degree of managerial hegemony.

The generally high levels of positive feelings about working in the groups further bolster the finding that there was no significant difference in relationship conflict between the types of teams.

V.4 DISCUSSION AND CONCLUSIONS

V.4.1 Summary of Results

It was predicted that self-managing teams would experience greater task conflict, process conflict and relationship conflict than traditional teams but less group value consensus and managerial hegemony. Two theoretical scenarios were discussed to explain the predictions. Theoretical scenario one stated that self-managing teams would experience greater task conflict than traditional teams because, unlike traditional teams, self-managing teams do not take directives from outside groups, but rather work together and share ideas, which make task conflict more salient than in traditional teams. It was posited that self-managing teams also experience more process conflict and relationship conflict than traditional teams due to the emergence of a status hierarchy, a normative order, and consequently, greater interpersonal incompatibilities and dislike among group members than traditional teams. Greater process conflict and relationship conflict result in less group value consensus because these conflicts create friction and dislike among group members which results in a divided group in terms of positive and normative opinions about work. A lower level of group value consensus results in less managerial hegemony due to a lack of consensus among group members. Theoretical scenario two is dependent upon the interaction within the groups. Equality in team-member contributions determines the degree of managerial hegemony. If members of self-managing teams make relatively equal contributions to the task then the emergence of a status hierarchy is less likely and thus members are relatively equal in power. As a consequence, there would be less conflict in self-managing teams than in traditional teams.

To test my predictions, I conducted a two-condition experimental design. The first condition was self-managing teams and the second condition was traditional teams. Participants were recruited from core-curriculum courses at Texas A&M University and all participants were randomly assigned to one of the two conditions. All groups were given the same task, which was to assemble and disassemble a tent while being videotaped during the interaction. In the traditional teams, some groups were classified as supervisors and paid more, and were charged with overseeing other “workers” who were paid lower fees. In the self-managed groups there was no distinction in pay or task assignments. All group members had the same status but had to work to achieve the task goal. After the task, all group members answered a questionnaire that contained questions regarding their feelings about the task and other group members.

V.5 DISCUSSION OF RESULTS

Four hypotheses were formulated from two theoretical scenarios developed to explain how team structure results in group members experiencing more or less conflict, more or less resistance, more or less group value consensus, and more or less managerial hegemony. For many, but not all, of the variables analyzed, team structure had no significant effect.

The first hypothesis posits a positive relationship between operational autonomy and task conflict. This hypothesis is based on the assumption that self-managing teams have more operational autonomy than traditional teams and thus experience greater task conflict than traditional teams. The assumption regarding operational autonomy and the measure of task conflict indicate that when a status hierarchy is induced in teams, the

effects of operational autonomy on task conflict are significant. That is, task conflict was significantly greater in traditional teams than self-managing teams.

There are some theoretically plausible explanations for this. Members of both types of teams work together but in different ways and only members of self-managing teams share ideas regarding view points and opinions pertaining to a group task. Members of self-managing teams do not take directives from supervisors and have more relative autonomy than traditional teams in terms of selecting who to work with and share ideas with regarding task completion. Traditional team members also work together but with less autonomy than members of self-managing teams and traditional team members do not share ideas regarding task completion but rather take directives from supervisors. So, traditional team members experience forced interaction and task assignment is the result of directives from supervisors. These can result in an awareness of divergent task completion opinions in at least two ways. Directives from supervisors determine what tasks members of traditional teams complete. It seems likely that the inability of team members to make this choice results in resistance and consequently task conflict. Assigned tasks may result in members of traditional teams interacting with group members who they may be less inclined to work with otherwise. This may also create friction and consequently resistance, both of which may result in greater task conflict than in self-managing teams. Alternatively, relatively equal contributions among members of self-managing teams may result in increased commitment to a task and other group members in the group, which may result in positive affect among group members and an increase in job satisfaction. So, relatively equal contributions in self-managing

teams may be a necessary condition from which other processes follow and in turn result in less task conflict than is found in traditional teams.

The second hypothesis posits a positive relationship among task conflict, process conflict and relationship conflict. Since task conflict was significantly greater in traditional teams than self-managing teams, the prediction derived from this hypothesis is that traditional teams would have also experienced a greater degree of both process and relationship conflict than self-managing teams. Measures of process conflict between self-managing teams and traditional teams revealed a statistically significant difference in means; process conflict was significantly higher in traditional teams. Therefore, relationship conflict should also be greater in traditional teams than self-managing teams because hypothesis two posits a positive relationship between both process and relationship conflict. However, there was no statistically significant difference in means of relationship conflict between self-managing teams and traditional teams.

There are some theoretically plausible explanations for this. Unlike self-managing teams, traditional teams had induced status hierarchies from which a normative order emerged. Conflicts in traditional teams may have resulted from the normative order being valid while one or more members did not deem it proper, the normative order may have been neither valid nor proper, or the normative order consisted of a leader who was authorized but not endorsed. At least one of the occurrences would result in controversies about aspects of how task accomplishment should proceed among members of traditional teams. This interpretation is bolstered somewhat by the way in which workers felt that supervisors did not consider their opinions.

Hypothesis three posits that the greater the degree of process conflict, the less the degree of group value consensus. The rationale for this hypothesis is based on the idea that an increased level intra-group conflict results in dislike among team members and thus a decreased level of group value consensus. Measures of process conflict and group value consensus indicate that this hypothesis was not supported. It seems likely that both process and relationship conflict in traditional teams and self-managing teams are difficult for team members to perceive. Traditional teams may not have sufficient interaction for group members to become aware of divergent views regarding who does what when performing a task. Taking directives may also mitigate or eliminate such awareness. Insufficient task duration in self-managing teams may make it less likely for members of self-managing teams to project mannerisms that would provide indications of process conflict to other team members than would otherwise be the case because members of these teams may not yet be comfortable enough with each other to do so. The same phenomena would explain a lack of awareness of relationship conflict in both self-managing and traditional teams. If team members are unaware of these conflicts then they are not likely to have as many divergent views on what was most characteristic of interactions among other members and feelings regarding the task, which would result in relative agreement among team members and thus no significant difference in group value consensus between traditional teams and self-managing teams.

Hypothesis four posits that the less the degree of group value consensus, the less the degree of managerial hegemony. A comparison of means for group value consensus between self-managing teams and traditional teams revealed a difference that was not

statistically significant and thus no conclusions can be made regarding group value consensus. If no conclusions can be made regarding group value consensus then there can be no conclusion made regarding the relationship between group value consensus and managerial hegemony. Therefore, hypothesis four is not supported. However, degrees of managerial hegemony in traditional teams and self-managing teams were measured to some extent by survey questions. Questions regarding the way group members felt about each other and the task were divided into three sections: Supervisors' opinions of laborers, laborers' opinions of each other and members of self-managing teams' opinions of each other. The means for responses to these questions were calculated and the results are in tables 9, 10, and 11. Recall that managerial hegemony is measured by the perceived salience of class boundaries between laborers and supervisors, worker resistance to following directives from supervisors, and conflict between laborers and supervisors. No evidence was found to support the existence of class boundaries between laborers and management. The means for questions regarding laborers' opinions of supervisors suggest overall feelings of being comfortable sharing information with supervisors and respect for supervisors. Similarly, no evidence was found to support the existence of worker resistance and/or behavioral defiance; there seems to be overall compliance with supervisors. Conflict between laborers and supervisors also seemed to be absent. Laborers generally felt comfortable sharing information with supervisors, following instructions from supervisors and respecting supervisors. Also, questions 19-22 suggest that supervisors felt laborers were competent, cooperative, friendly and efficient.

The theoretical rationale for proposition four is that negative feelings among group members about their groups decrease the likelihood that laborers will convey respect for and cooperation with supervisors. However, since the relationship between group value consensus and managerial hegemony could not be determined, theoretical meaning is not possible to determine.

V.6 DISCUSSION OF THEORETICAL PREDICTIONS

The results of this study do not support most of the predictions derived from propositions, at least those generated from theoretical scenario one. Proposition one posits a positive relationship between operational autonomy and task conflict. Since self-managing teams are assumed to have greater operational autonomy than traditional teams, it follows that proposition one predicts that self-managing teams will experience greater task conflict than traditional teams. However, a comparison of means for task conflict revealed that task conflict was significantly greater in traditional teams than self-managing teams. So, the prediction derived from proposition one was not supported. This may indicate that because members of self-managing teams organized themselves around relatively equal contributions, team members felt more involved with the group tasks than members of traditional teams. In contrast, the directives given by supervisors to laborers in traditional teams may have resulted in divergent views between laborers and supervisors in terms of the best way to complete the task thereby producing greater perceptions of task conflict among members of traditional teams than members of self-managing teams.

Proposition two posits a positive relationship among task conflict, process conflict and relationship conflict. Self-managing teams were predicted to have more task conflict than traditional teams. It follows that proposition two predicts that self-managing teams will also experience more process conflict and relationship conflict than traditional teams. However, a comparison of means for process conflict and relationship conflict revealed that process conflict was significantly greater in traditional teams than in self-managing teams and that there was no significant difference in relationship conflict between the two types of teams. So, the prediction derived from proposition two was not supported. Since members of self-managing teams organized themselves around relatively equal contributions then status hierarchies would be less likely to emerge in these groups than if contributions were relatively less equal. In contrast, traditional teams had induced status hierarchies. The possible absence or decreased likelihood of status hierarchies emerging in self-managing teams may have resulted in less conflict due to the absence of a normative order. This would decrease the likelihood of interpersonal incompatibilities and dislike among group members due to the absence of one or more of the following: The normative order is valid but one or more members do not deem it proper, the normative order is neither valid nor proper, or the normative order consists of a leader who is authorized but not endorsed. In contrast, since status hierarchies are induced in traditional teams, greater conflict in these teams may be explained by the emergence of a normative order which would increase the likelihood of interpersonal incompatibilities and dislike among group members due to the normative order being valid but one or

more members not deeming it proper, the normative order consisting of a leader who is authorized but not endorsed and/or the normative order is neither valid nor proper.

Proposition three suggests that the greater the degree of process conflict and relationship conflict, the less the degree of group value consensus. Since self-managing teams were predicted to have greater process conflict and relationship conflict than traditional teams then, given proposition three, self-managing teams were predicted to have less group value consensus than traditional teams. However, a comparison of means for group value consensus revealed no statistically significant difference in group value consensus between the two types of teams. So, prediction three was not supported. The reason for this may once again stem from relatively equal contributions among members of self-managing teams and consequently less likelihood of status hierarchies emerging as well as one or more of the aforementioned normative order problems that result in interpersonal incompatibilities and dislike among group members. Fewer interpersonal incompatibilities reduce the likelihood of less group value consensus. However, since traditional teams have induced status hierarchies then how could these teams have approximately the same degree of group value consensus as self-managing teams given the rationale for prediction three not being supported? It is possible that group value consensus in traditional teams is approximately the same in both types of teams because members of traditional teams do not work together and share ideas to accomplish a task but rather take directives from supervisors. Consequently, while tension and friction among group members may arise, the interaction among members of traditional teams may not be sufficient enough for group members to become aware of other members'

negative feelings. So, consensus is not negatively impacted relative to self-managing teams.

The prediction derived from proposition four is that self-managing teams would experience less group value consensus and managerial hegemony than traditional teams. This prediction stems from proposition three and its prediction; self-managing teams were predicted to have more process conflict, relationship conflict and less group value consensus than traditional teams. No conclusions could be made for group value consensus between the two conditions and so no relationship between group value consensus and managerial hegemony could be determined. Also, there seems to be little, if any, significant difference in the degree of managerial hegemony between the two teams. Analysis of videotaped interactions among members of self-managing teams revealed relatively equal participation and overall feelings of equality among members of self-managing teams. This suggests an absence of perceived class boundaries, behavioral defiance and conflict among group members. There were also high levels of perceived competence, cooperation, friendliness, and efficiency among members of self-managing teams. Similarly, laborers and supervisors had these same feelings about each other.

However, how might a relatively low level of conflict among members of traditional teams and self-managing teams be inferred from the means for responses to survey questions in tables 9, 10, and 11 while task conflict and process conflict were significantly higher in traditional teams according to the scales for task conflict and process conflict? The questions in both the task conflict and process conflict scales pertain to conflict among laborers and not conflict between laborers and supervisors. A

statistically significant difference in both process conflict and relationship conflict was found and traditional teams had higher degrees of both. However, it is plausible for members of traditional teams to have favorable perceptions of other group members' competence, cooperation, friendliness and efficiency while being aware of divergent views of how best to accomplish a task. This is due, at least in part, to the absence of interpersonal incompatibilities such as tension and friction that results in dislike among members as is the case with relationship conflict. So, while there were different views of how best to accomplish the task among group members, these divergent views did not result in interpersonal conflict among group members.

Recall that theoretical scenario one was derived from the conflict view of legitimation theory, which is thought to have originated with the works of Marx and Engels. From this theoretical scenario, I predicted that self-managing teams would experience a greater degree of managerial hegemony than traditional teams. This is because my interpretation of the work of Marx and Engels led me to postulate that group conflict is embedded in team structure. In this way, relatively high degrees of autonomy and conflict, and relatively low degrees of group value consensus, are perceived by group members as the result of group members' actions rather than the actions of managers. Thus, there is a relatively high degree of managerial hegemony in self-managing teams. An alternative interpretation of the work of Marx and Engels is that self-managing teams are a more ideal kind of method of production for laborers than previous methods. This is because laborers have the autonomy to make decisions regarding how to complete a task and there is no induced status hierarchy as is the case with traditional teams. So, the

prediction, in terms of the degree of managerial hegemony for self-managing teams, is the opposite of that predicted by theoretical scenario one.

The fact that the predictions derived from theoretical scenario one are not supported, indicates that self-managing teams may be a more ideal method of production for laborers than previous methods; this is indicative of support for theoretical scenario two.

V.7 FUTURE RESEARCH

The results of this study demonstrate the importance of team type in terms of intra-group conflict and task effectiveness. By examining teams in a controlled environment, and that differed in regard to the degree of operational autonomy, the two conditions were shown to have significant effects on worker satisfaction and task performance. The theoretically informed empirical studies conducted by Vallas (2001, 2003a, 2003b) have resulted in both support and non-support for the managerial hegemony thesis; these studies were conducted in environments in which teams had interacted over varying amounts of time, the time required to complete assigned tasks varied. In contrast, the teams in my study were newly formed, met one time, were allotted thirty minutes to complete a task, and there was no variation over time in the kind of task performed. In such teams, differences in the degree of operational autonomy have significant effects on task performance and the feelings that group members have about each other, supervisors and the task. A relatively greater degree of operational autonomy between the two conditions resulted in a relatively greater degree of task performance and relatively less intra-group conflict. No significant differences in group value

consensus and managerial hegemony could be determined between the two conditions. This suggests that the scope conditions surrounding the managerial hegemony thesis need to be more fully elaborated and explored. While the groups in my analysis were working on exactly the same task and for a limited amount of time, significant differences in individuals' responses to the group occurred. This indicates that the structural conditions in the two different settings did create differences. While this is the first study on the managerial hegemony thesis that utilizes the experimental method, using this method to examine longer enduring groups that meet once (i.e., groups that are given more time to complete a task), groups that meet more than one time, and groups that work on more than one task, are important considerations for future research. It may also be important to study either participants who are relatively the same as of those in this study but not in college or older participants than those in this study and who are not in college; such participants may have divergent preconceived notions about corporations and teams. So, studying teams under such conditions may result in different degrees of intra-group conflict or fluctuations in conflict over time. This may in turn result in different degrees of group value consensus and/or managerial hegemony or fluctuations in one or both of these over time.

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APPENDIX A

RECRUITMENT SCRIPT

RECRUITMENT

My name is _____ and I am here to tell you about some studies that we are conducting in the Department of Sociology and to invite you to volunteer to participate in these studies. You will have the opportunity to see how sociologists conduct research, and to be paid for your participation. I cannot tell you exactly what study you might be in or exactly what you will be paid because we are recruiting for several different studies right now. But I can tell you that some of our studies pay up to \$20.00 for as little as one hour of your time.

In a minute, I will hand out these signup sheets [HOLD SIGN UP SHEET SO CLASS CAN SEE IT], which ask for your name, telephone number and the times most convenient for you to participate. If you decide to sign up, we will call you sometime in the next few weeks to schedule a time. We can give you information about the specific study, time, location, etc, when we call to schedule you. At that time, you can agree to participate or to be removed from our pool.

Now, you may have heard stories about experiments that actually caused people to have negative experiences. There is a famous study, for example – the Milgram study – in which people thought they were sending electric shocks to other people and hurting them. They were not really, but they thought they were. Today, that experiment is considered to have ethical problems because people suffered psychological trauma just from being in the study. I want to assure you that nothing like this is going on in our studies. Partly because of problems in past experiments, new federal guidelines were developed for all studies that use human subjects. Here at A&M, all our studies go through the human subjects review board (called the IRB). Importantly, if you should ever feel uncomfortable while in ANY study, you should just leave.

Another thing I want to make sure you understand is that you are not obligated in any way to sign up. Your participation has nothing to do with this class. Dr. (Fill in professor's name) won't know if you come or if you don't come. There is no extra credit for participation. So, just because I show up here in your class, don't feel obligated to sign up. If you are interested and would like to participate, please fill out the form and pass it in to me. If you are not interested, simply hand the form back into.

I appreciate your help.

Are there any questions?

[Hand out sign-up sheets.]

APPENDIX B

TELEPHONE SCRIPT FOR SCHEDULING

TELEPHONE SCRIPT FOR SCHEDULING

Hello. This is _____, and I am calling from the Social Psychology Lab at Texas A&M University. May I please speak to _____?

[if speaker is not _____, wait for _____, then re-identify self as above. If _____ is not available, ask when would be a good time to call back. If information is not available, than answerer and say good bye. On contact info sheet, write time/date of call, and that roommate answered. If time to call back was available write that too.]

Earlier in the semester, in one of your classes, (OR earlier today, last week, yesterday, as appropriate) you were invited to participate our paid research studies and you indicated that you were interested in participating. I am calling to now to follow up on that.

Let me verify, are you an undergraduate student at Texas A&M? Are you 18?

Great.

Let me quickly tell you about this study: It takes place on campus, in the Academic Building, and lasts about an hour. You can expect to earn from 10 to 23 dollars You will be asked to work on a task with other group members. The research asks no questions that are sensitive or personal. Your participation is completely voluntary. If you do volunteer, you may refuse to answer any individual question and you have the right to withdraw your participation at any time.

[Note: use information from sign up sheet regarding convenient time for subject]

Would you be able to make it at _____ (time) on _____ (day)?

[If YES: go to confirmation; if NO . . .]

How about _____ (time) on _____ (day)?

[If YES: go to confirmation; if NO . . .]

Could you make it at _____ on _____?

[If YES: go to confirmation; if NO, continue reading next each available time, in order, until you find one that subject can make]

Confirmation: Great! Why don't you get a pencil while I put you on our schedule?

[When subject has pencil and paper]

You have been scheduled to participate in a study that takes place at _____ on _____ . The study will take place in room 305 of the Academic Building. That's on the third floor.

Do you know where that is?

[If not, Directions: Academic Building is the one with the big dome, behind Evans Library. If you go to the Ross statue, you'll see the dome on the building right behind it. We are on the third floor. There will be signs posted leading to 305.

Thank you again for agreeing to participate. I, or someone else from the lab will call you the day before your scheduled time to leave a reminder.

We'll see you at _____ on _____ .

Thank you.

APPENDIX C

FILM SCRIPT FOR SUPERVISORS IN TRADITIONAL TEAMS

You have been selected as a supervisor to perform a task in a traditional team.

Traditional teams are comprised of a hierarchy that consists of an authority figure (i.e., a supervisor) and non-supervisors (i.e. laborers); traditional teams are assigned a task and given instructions, which are disseminated down a hierarchy from upper-level managers to supervisors and subsequently to laborers, regarding the manner and means by which to accomplish a task. You were selected to be a supervisor because of your previous experience and your job today is to determine who will perform what tasks, decide how each task will be performed, and determine the order in which each task will be performed. Also, you are to provide instructions to laborers regarding the task you have chosen for them to perform and address any questions and/or concerns laborers may have regarding the task they have been assigned.

APPENDIX D

FILM SCRIPT FOR LABORERS IN TRADITIONAL TEAMS

You have been selected as a laborer to perform a task in a traditional team. Traditional teams are comprised of a hierarchy that consists of an authority figure (i.e., a supervisor) and non-supervisors (i.e. laborers); traditional teams are assigned a task and given instructions, which are disseminated down a hierarchy from upper-level managers to supervisors and subsequently to laborers, regarding the manner and means by which to accomplish a task. Supervisors were selected based on their previous experience.

Laborers, your job today is to both listen and adhere to the instructions provided to you by your supervisor regarding who will perform what task, how each task will be performed, and the order in which each task will be performed. Also, you are to bring any questions and/or concerns regarding the task you perform to the attention of your supervisor.

APPENDIX E

FILM SCRIPT FOR SELF-MANAGING TEAMS

You have been selected to perform an assignment in a self-managing team. Self-managing teams are groups of approximately 10-15 interdependent individuals that can self-regulate their behavior on relatively whole tasks and are characterized by: face-to-face interaction, interrelated tasks and employee responsibility for making a product or providing a service, employee discretion over decisions such as task assignments, methods for carrying out the work and scheduling of activities. As such, no hierarchy exists in self-managing teams as such groups do not consist of supervisors and thus all of you will be laborers. In addition, each of you will be cross-trained which means you will be trained to perform all tasks needed to complete the group assignment. Your job is to work together to complete the group assignment by: interacting with each other to determine who will perform what tasks, determining how each task will be performed and the order in which each task will be performed.

APPENDIX F

CONSENT FORM FOR TRADITIONAL TEAMS

INTRODUCTION

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. If you decide to participate in this study, this form will also be used to record your consent.

You have been asked to participate in a research project studying teams. The purpose of this study is to learn about how group structure affects the way group members feel about their work, each other, and authority figures. You were selected to be a possible participant because you signed up to be considered for this study. The study is being funded in part by the Department of Sociology at Texas A&M University and in part by the principal investigator.

WHAT WILL I BE ASKED TO DO?

If you agree to participate in this study, you will be asked meet one time with a traditional group. Traditional groups are comprised of a hierarchy that consists of an authority figure (i.e., a supervisor) and non-supervisors (i.e. laborers); traditional teams are assigned a task and given instructions, which are disseminated down a hierarchy from upper-level managers to supervisors and subsequently to laborers, regarding the manner and means by which to accomplish a task. This study will take about 45 minutes and at the end of the task, we will be asking you a series of questions regarding your feelings about the task, the members of their group and authority figures. Your participation within the group will be videotape recorded. If you do not want to be videotaped then you cannot participate.

WHAT ARE THE RISKS INVOLVED IN THIS STUDY?

The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

You will receive no direct benefit from participating in this study; however, your interaction with the group may increase your understanding of small-group processes. In addition, it may help us explain some of the issues involved in teamwork.

DO I HAVE TO PARTICIPATE

No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University being affected.

WILL I BE COMPENSATED

Those of you who are laborers will be paid 14 dollars an hour (the study takes from 45

minutes to an hour) and supervisors are paid a salary of \$20. Additionally, at the end of the session, you are eligible for a bonus depending upon how well your group does on the task. You will be paid in cash and you may stop participation at any time and can keep the amount of money you have earned up until the time you stop. However, you are not eligible for the bonus payment unless you have finished the study. No class credit is involved in these studies. Your professors will not know if you do or do not participate in these studies.

WHO WILL KNOW ABOUT MY PARTICIPATION IN THIS RESEARCH STUDY?

This study is confidential.

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Sell and her research team will have access to the records. If you choose to participate in this study, you will be video recorded. Any video recordings will be stored securely and only Dr. Sell and her research associates will have access to the recordings. Any recordings will be kept for 7 years and then erased.

WHOM DO I CONTACT WITH QUESTIONS ABOUT THE RESEARCH?

If you have questions regarding this study, you may contact Dr. Jane Sell, 979 845-6120, j-sell@tamu.

WHOM DO I CONTACT ABOUT MY RIGHTS AS A RESEARCH PARTICIPANT?

This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or irb@tamu.edu.

SIGNATURE

Please be sure you have read the above information, asked questions and received answers to your satisfaction. You will be given a copy of the consent form for your records. By signing this document, you consent to participate in this study.

Signature of Participant: _____

Date: _____

Printed Name:

—

Signature of Person Obtaining Consent: _____ **Date:**

_____ **Printed Name:**

APPENDIX G

CONSENT FORM FOR SELF-MANAGING TEAMS

INTRODUCTION

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. If you decide to participate in this study, this form will also be used to record your consent.

You have been asked to participate in a research project studying team behavior. The purpose of this study is to learn about how group structure affects the way group members feel about their work, each other, and authority figures. You were selected to be a possible participant because you signed up to be considered for this study. The study is being funded in part by the Department of Sociology at Texas A&M University and in part by the principal investigator.

WHAT WILL I BE ASKED TO DO?

If you agree to participate in this study, you will be asked meet one time with a group. The kinds of teams we are interested in are characterized by team members who are cross trained to perform all tasks necessary to complete the assignment of the group. This study will take about 45 minutes and at the end of the task, we will be asking you a series of questions regarding your feelings about the task, the members of their group and authority figures. Your participation within the group will be videotape recorded. If you do not want to be videotaped then you cannot participate.

WHAT ARE THE RISKS INVOLVED IN THIS STUDY?

The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

You will receive no direct benefit from participating in this study; however, your interaction with the group may increase your understanding of small-group processes. In addition, it may help us explain some of the issues involved in teamwork.

DO I HAVE TO PARTICIPATE?

No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University being affected.

WILL I BE COMPENSATED?

You will receive 20 dollars for your participation in the study. Additionally, at the end of the session, you are eligible for a bonus depending upon how well your group does on the task. You will be paid in cash and you may stop participation at any time and can keep the amount of money you have earned up until the time you stop. However, you are not eligible for the bonus payment unless you have finished the study.

No class credit is involved in these studies. Your professors will not know if you do or do not participate in these studies.

WHO WILL KNOW ABOUT MY PARTICIPATION IN THIS RESEARCH STUDY?

This study is confidential.

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Sell and her research team will have access to the records. If you choose to participate in this study, you will be video recorded. Any video recordings will be stored securely and only Dr. Sell and her research associates will have access to the recordings. Any recordings will be kept for 7 years and then erased.

WHOM DO I CONTACT WITH QUESTIONS ABOUT THE RESEARCH?

If you have questions regarding this study, you may contact Dr. Jane Sell, 979 845-6120, j-sell@tamu.edu.

WHOM DO I CONTACT ABOUT MY RIGHTS AS A RESEARCH PARTICIPANT?

This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or irb@tamu.edu.

SIGNATURE

Please be sure you have read the above information, asked questions and received answers to your satisfaction. You will be given a copy of the consent form for your records. By signing this document, you consent to participate in this study.

Signature of Participant: _____

Date: _____

Printed Name:

Signature of Person Obtaining Consent: _____

Date: _____

Printed Name:

APPENDIX H

INSTRUCTIONS FOR TENT ASSEMBLY

INSTRUCTIONS FOR NON-SUPERVISORY MEMBERS OF NON-TRADITIONAL TEAMS (TO BE DISSEMINATED BY THE AUTHORITY FIGURE TO THE NON-SUPERVISORY EMPLOYEES)

1. Open the bag containing the tent and ensure that all necessary pieces are present. You should have:

- A. Tent
- B. Rain Fly
- C. 4 Fiber glass poles (2 short pieces and 2 long pieces)
- D. 4 Tent elbow pieces
- E. 6 straight steel poles (4 for the frame/ 2 for the canopy)
- F. 24 Stakes (18 of one kind/ 6 of another kind)

2. Layout the fabric portion of the tent

3. Take the 2 shorter fiber glass poles and insert them into the center portion of the tent where the sleeves are present; the sleeves, and thus the poles, should cross in the center of the tent such that they form the shape of an X.

4. Take the 2 longer fiber glass poles and insert one in the sleeve of one end of the tent and the other in the sleeve located at the opposite end of the tent.

5. Insert a tent elbow into each end of the 2 short fiber glass poles (in sum there should be 4 elbow pieces used).

6. Attach a straight steel pole to each elbow piece in the former step.

7. Place the tent hooks, attached to the tent, into each tent elbow in the former step.

8. Take the steel poles that are attached to the tent elbows (in step 6) and insert each pole into the inner fast-connect feet which are attached to the tent.

9. Take 2 long fiber glass poles and insert them into the outer fast-connect feet which are attached to the tent.

10. Place the rain fly over the top of the tent (make sure the canopy is located over the entrance to the tent).

11. Attach the 2 remaining straight steel poles to the canopy to hold the canopy in an upright position.

- 12.** Stake the rain fly to the ground.
- 13.** Use the remaining stakes to stake the tent to the ground.
- 14.** Disassemble the tent and place all parts and pieces back in the tent bag.

APPENDIX I

DEBRIEFING STATEMENT

You have just participated in a study regarding small-group processes. The study was designed to examine both self-managing teams and traditional teams to determine the conditions under which self-managing teams result in more or less managerial hegemony. Some of you were assigned to self-managing teams while others of you were assigned to traditional teams. Self-managing teams are groups that consists of: (1) Approximately 10-15 individuals who are dependent on the actions of others within the group to complete a task, (2) individuals who determine, via face-to face interaction and without supervisor discretion, how to complete a task, and (3) individuals who are cross-trained to perform all tasks necessary to complete the assignment. Traditional teams are groups that (1) may consist of more or less than 10-15 individuals, (2) consist of a hierarchy such that the means by which a task is completed is determined by an authority figure (i.e., supervisor or manager) within the group whose actions regarding instructions for task completion are determined by another authority figure who is not part of the group and who has more authority than the authority figure within the group. Managerial hegemony is a kind of behavior by laborers characterized by expressions of respect or admiration for managers, willingness to cooperate with or defer to managers, appreciation of opportunities provided by the firm and/or an internalized commitment to a department's production goals without incentives to convey such behavior. We were interested in whether self-managing teams experienced greater conflict among group members than traditional teams. This study will be conducted over several months and

we would appreciate you not discussing your participation in it with anyone as doing so may alter the results of the study. Finally, all of you will be paid and receive the bonus referenced in the study. That is, you will all receive an equal financial compensation for your participation in this study.

APPENDIX J

QUESTIONNAIRE

1. What is your position in today's study?

- 1=supervisor in a traditional team
- 2=laborer in a traditional team
- 3=member of a self-managing team

2. What is your gender?

- 1=male
- 2=female

3. Type your group number

- *group numbers ending in "s" indicate a self-managing team (There are ten self-managing teams)
- *group numbers ending in "t" indicate a traditional team (There are ten traditional teams)

4. Type your individual ID number

(Excel sheet column E)-Not part of the questionnaire but necessary for the descriptive statistics
*task performance represents the number of times the assigned group task was completed in a 30 minute period.

RELATIONSHIP CONFLICT SCALE

- 5. How much friction is there among members in your work unit? (1=none, 2= a little, 3=undecided, 4=moderate, 5= a lot)

- 6. How much tension is there among members in your work unit? (1 = none, 2= a little, 3=undecided, 4=moderate, 5= a lot)

- 7. How much emotional conflict is there among members in your work unit? (1=none, 2= a little, 3=undecided, 4=moderate, 5= a lot)

TASK CONFLICT SCALE

- 8. How often do people in your work unit disagree about opinions regarding the work being done? (1=none, 2= a little, 3=undecided, 4=moderate, 5= a lot)

- 9. How frequently are there conflicts about ideas in your work unit? (1=none, 2= a little, 3=undecided, 4=moderate, 5= a lot)

- 10. How much conflict about the work you do is there in your work unit? (1=none, 2= a little, 3=undecided, 4=moderate, 5= a lot)

11. To what extent are there differences of opinion in your work unit? (1=none, 2= a little, 3=undecided, 4=moderate, 5= a lot)

PROCESS CONFLICT SCALE

12. To what extent did you disagree about the way to do things in your work group? (1=none, 2= a little, 3=undecided, 4=moderate, 5= a lot)

13. How much disagreement was there about procedures in your work group? (1=none, 2= a little, 3=undecided, 4=moderate, 5= a lot)

14. How frequently were there disagreements about who should do what in your work group? (1=none, 2= a little, 3=undecided, 4=moderate, 5= a lot)

ORGANIZATIONAL CULTURE PROFILE-MEASURING VALUE CONSENSUS

15. Now think of the organization or work group that you would like to work in. How important are each of the factors below for this organization/work group? Place each of the factors in one of the boxes that varies from most characteristic (on the far right) all the way to least characteristic (on the far left)

2 = Most Characteristic 4 = Next Most Characteristic 6 = Next Most Characteristic
9 = Next Most Characteristic 12 = Next Most Characteristic 9 = Next
Most Characteristic 6 = Next Most Characteristic 4 =Next Most Characteristic 2 =
Most Uncharacteristic

Flexibility

Adaptability

Stability

Predictability

Being Innovative

Being quick to take advantage of opportunities

A willingness to experiment

Risk Taking

Being Careful

Autonomy

Being rule oriented

Being analytical

Paying attention to detail

Being precise

Being team oriented

Sharing information freely

Emphasizing a single culture throughout the organization

Being people oriented

Fairness
Respect for the individuals rights
Tolerance
Informality
Being easy going
Being calm
Being supportive
Being aggressive
Decisiveness
Action oriented
Taking initiative
Being reflective
Achievement oriented
Being demanding
Taking individual responsibility
Having high expectations for performance
Opportunities for professional growth
High pay for good performance
Security of employment
Offers praise for good performance
Low level of conflict
Confronting conflict directly
Developing friends at work
Fitting in
Working in collaboration with others
Enthusiasm for the job
Working long hours
Not being constrained by many rules
An emphasis on quality
Being distinctive-different from others
Having a good reputation
Being socially responsible
Being results oriented
Having a clear guiding philosophy
Being competitive
Being highly organized

ORGANIZATIONAL CULTURE PROFILE-MEASURING VALUE CONSENSUS

16. Now think of the organization or work group you just participated in. How characteristic were each of the factors below for this organization/work group? Place each of the factors in one of the boxes that varies from most characteristic (on the far right) all the way to least characteristic (on the far left)

2 = Most Characteristic 4 = Next Most Characteristic 6 = Next Most Characteristic
9 = Next Most Characteristic 12 = Next Most Characteristic 9 = Next
Most Characteristic 6 = Next Most Characteristic 4 = Next Most Characteristic 2 =
Most Uncharacteristic

Flexibility

Adaptability

Stability

Predictability

Being Innovative

Being quick to take advantage of opportunities

A willingness to experiment

Risk Taking

Being Careful

Autonomy

Being rule oriented

Being analytical

Paying attention to detail

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Fairness

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An emphasis on quality
Being distinctive-different from others
Having a good reputation
Being socially responsible
Being results oriented
Having a clear guiding philosophy
Being competitive
Being highly organized

OPINIONS REGARDING THE MANAGER FOR TODAY'S STUDY

*These questions are only applicable to laborers in traditional teams

17. If you were a laborer in today's study then to what extend do you agree with the following: I was uncomfortable working with my manager today.

(1=strongly agree, 2= agree, 3= somewhat agree, 4=neutral, 5= not applicable, 6= somewhat, 7= disagree, 8= strongly disagree)

18. To what extend do you agree with the following statement: I refrained from sharing information with my manager regarding task-related activities.

(1=strongly agree, 2= agree, 3= somewhat agree, 4=neutral, 5= not applicable, 6= somewhat, 7= disagree, 8= strongly disagree)

19. To what extent do you agree with the following statement: My manager is more competent than I am at the task.

(1=strongly agree, 2= agree, 3= somewhat agree, 4=neutral, 5= not applicable, 6= somewhat, 7= disagree, 8= strongly disagree)

20. To what extent do you agree with the following statement: Management encourages laborers to express their opinions regarding task-related activities.
(1=strongly agree, 2= agree, 3= somewhat agree, 4=neutral, 5= not applicable, 6= somewhat, 7= disagree, 8= strongly disagree)

21. To what extent to you agree with the following: Management takes into consideration the opinions of laborers regarding task-related activities.
(1=strongly agree, 2= agree, 3= somewhat agree, 4=neutral, 5= not applicable, 6= somewhat, 7= disagree, 8= strongly disagree)

22. To what extent do you agree with the following: I respect the manager.
(1=strongly agree, 2= agree, 3= somewhat agree, 4=neutral, 5= not applicable, 6= somewhat, 7= disagree, 8= strongly disagree)

23. To what extent do you agree with the following statement: I followed the manager's instructions.
(1=strongly agree, 2= agree, 3= somewhat agree, 4=neutral, 5= not applicable, 6= somewhat, 7= disagree, 8= strongly disagree)

24. To what extent do you agree with the following statement: I felt free to ask the manager questions.
(1=strongly agree, 2= agree, 3= somewhat agree, 4=neutral, 5= not applicable, 6= somewhat, 7= disagree, 8= strongly disagree)

25. To what extent do you agree with the following: When someone in my group asked the manager questions, the manager's response was useful.
(1=strongly agree, 2= agree, 3= somewhat agree, 4=neutral, 5= not applicable, 6= somewhat, 7= disagree, 8= strongly disagree)

26. If you were a supervisor in today's study then how would you then how would you rank the competence of the laborer's in your group? If you were not a supervisor then be sure to select the response indicating that you were not a supervisor.
1=highly competent, 2= competent, 3= not sure, 4= not very competent, 5=not at all competent, 6= I was not a supervisor

27. As a supervisor in today's study, how would you rank the cooperation of laborers in your group?
0=not applicable, 1=highly cooperative, 2=cooperative, 3=not sure, 4=not very cooperative, 5=not at all cooperative

28. As a supervisor in today's study, how would you rank the friendliness among laborers in your group?

0=not applicable, 1=very friendly, 2=friendly, 3=not sure, 4=not very friendly, 5=not at all friendly

29. As a supervisor in today's study, how would you rank the efficiency of the laborers in your group?

0=not applicable, 1=highly efficient, 2=efficient, 3=not sure, 4=not very efficient, 5=not at all efficient

30. As a supervisor in today's study, how would you rank the competence of the other supervisor's in your group?

0=not applicable, 1=highly competent, 2=competent, 3=not sure, 4=not very competent, 5=not at all competent

31. As a supervisor in today's study, how would you rank the cooperation of the other supervisor's in your group?

0=not applicable, 1=highly cooperative, 2=cooperative, 3=not sure, 4=not very cooperative, 5=not at all cooperative

32. As a supervisor in today's study, how would you rank the friendliness of other supervisors in your group?

0=not applicable, 1=very friendly, 2=friendly, 3=not sure, 4=not very friendly, 5=not at all friendly

33. As a supervisor in today's study, how would you rank the efficiency of other supervisors in your group?

0=not applicable, 1=highly efficient, 2=efficient, 3=not sure, 4=not very efficient, 5=not at all efficient

34. If you were a laborer in a traditional team in today's study then how would you rank the competence of the other supervisors in your group?

1=highly competent, 2=competent, 3=not sure, 4=not very competent, 5=not at all competent, 6=I was not a laborer in a traditional team

35. As a laborer in a traditional team in today's study, how would you rank the cooperation of the supervisors in your group?

0=not applicable, 1=highly cooperative, 2=cooperative, 3=not sure, 4=not very cooperative, 5=not at all cooperative

36. As a laborer in a traditional team in today's study, how would you rank the friendliness of the supervisors in your group?

0= not applicable, 1=very friendly, 2=friendly, 3=not sure, 4=not very friendly, 5=not at all friendly

37. As a laborer in a traditional team in today's study, how would you rank the efficiency of the supervisors in your group?

0=not applicable, 1=very efficient, 2=efficient, 3=not sure, 4=not very efficient, 5=not at all efficient

38. As a laborer in a traditional team in today's study, how would you rank the competence of the other laborers in your group?

0=not applicable, 1=very competent, 2=competent, 3=not sure, 4=not very competent, 5=not at all competent

39. As a laborer in a traditional team, how would you rank the cooperation among the other laborers in your group?

0=not applicable, 1=very cooperative, 2=cooperative, 3=not sure, 4= not very cooperative, 5=not at all cooperative

40. As a laborer in a traditional team, how would you rank the friendliness among the laborers in your group?

0=not applicable, 1=very friendly, 2=friendly, 3=not sure, 4=not very friendly, 5=not at all friendly

41. As a laborer in a traditional team, how would you rank the efficiency of the other laborers in your group?

0=not applicable, 1=very efficient, 2=efficient, 3=not sure, 4=not very efficient, 5=not at all efficient

42. If you were a laborer in a self-managed team in today's study then how would you rank the competence of the other laborers in your group? If you were not a laborer in a self-managed team then select the response that indicates you were not a laborer in a self-managed team.

1=highly competent, 2=competent, 3=not sure, 4=not very competent, 5=not at all competent, 6=not a laborer in a self-managed team

43. As a laborer in a self-managed team, how would you rank the cooperation among the other laborers in your group?

0=not applicable, 1=very cooperative, 2=cooperative, 3=not sure, 4=not very cooperative, 5= not at all cooperative

44. As a laborer in a self-managed team, how would you rank the friendliness of the other laborers in your group?

0=not applicable, 1=very friendly, 2=friendly, 3=not sure, 4=not very friendly, 5= not at all friendly

45. As a laborer in a self-managed team, how would you rank the efficiency of the other laborers in your group?

0=not applicable, 1=very efficient, 2=efficient, 3=not sure, 4=not very efficient, 5=not at all efficient

TEXAS A&M UNIVERSITY HUMAN SUBJECTS PROTECTION PROGRAM
PROJECT APPLICATION FOR THE USE OF HUMAN SUBJECTS RESEARCH

Andrew Ferguson
IRB Proposal Documents
Student ID: 615005984

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Protocol Title: Self-Managing Teams, Traditional Teams, and the Iron Cage: Re-examining the Managerial Hegemony Thesis

Protocol Number (Amendments only):

Principal Investigator Name: Andrew Ferguson **UIN#** 615005984
Faculty **Staff** **Graduate Student** **Undergraduate Student**
Department: Sociology **College:** Liberal Arts **Mail Stop:** 4351
Phone: 832-814-8303 **Email:** andrewf@careercenter.tamu.edu **Fax:** N/A

Co-Investigator Name: N/A **UIN#** N/A
Faculty **Staff** **Graduate Student** **Undergraduate Student**
Department: N/A **College:** N/A **Mail Stop:** N/A
Phone: N/A **Email:** N/A **Fax:** N/A **(Copy and paste this section as many times as needed)**

Graduate Committee Chair/Faculty Advisor Name (if student): Jane Sell, PhD
Department: Sociology **College:** Liberal Arts **Mail Stop:** 4351
Phone: (979) 845-6120 **Email:** j-sell@tamu.edu **Fax:** (979) 862-4057

Alternate Contact person (another individual authorized to handle IRB paperwork on behalf of the PI): N/A
Department: N/A **College:** N/A **Mail Stop:** N/A
Phone: N/A **Email:** N/A **Fax:** N/A

Department Head Name: Jane Sell, PhD
Department: Sociology **College:** Liberal Arts **Mail Stop:** 4351
Phone: (979) 845-6120 **Email:** j-sell@tamu.edu **Fax:** (979) 862-4057

Study Personnel Form

All individuals who will have contact with participants and/or participant data must be listed on the form and complete Human Subjects training. Those individuals include principal investigators, co-investigators and all other individuals involved in the conduct of research. Students and their advisors must submit training just as faculty and staff would. Individuals who are not affiliated with Texas A&M University should not be listed here. They must submit for IRB approval at their own institution.

Please list all individuals involved in the above-cited research study

Name	Research Role (PI, Co-I, Collaborator, Data Mgr, Research Asst, Advisor, etc.)	Department	Consents Participants	CITI Training Completion Date
Phoenicia Fares	Research Assistant	Sociology	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	10/11/2011
Miranda Reinhard	Research Assistant	Sociology	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	9/19/2011
Samantha Guz	Research Assistant	Sociology	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes	1/26/2012
Andrew Ferguson	Principal Investigator	Sociology	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	11/29/2011
Jane Sell, Ph.D.	Advisor/Department Chair	Sociology	<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes	09/26/2011
			<input type="checkbox"/> No <input type="checkbox"/> Yes	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	
			<input type="checkbox"/> No <input type="checkbox"/> Yes	

To complete Human Subjects Training visit:
Collaborative Institutional Training Initiative –
A&M University.

and affiliate with Texas

ASSURANCES

I, as PI, understand Texas A&M University's policy concerning research involving human subjects and by **signing** below, I certify:

- I have read The Belmont Report "Ethical Principles and Guidelines for the Protection of Human Subjects of Research" and subscribe to the principles it contains as well as completed Human Subjects Training.
- I have read and understand the Investigator Handbook and the Standard Operation Procedures for the Review of Research (Section IRB 100) and completed the applicable Human Subjects training.
- I have reviewed all forms and documents being submitted and I accept responsibility for the scientific and ethical conduct of this research study and understand my responsibility to obtain and document informed consent unless the IRB approves a waiver of informed consent, or a waiver of documentation of informed consent.
- I will obtain prior approval from the Institutional Review Board (IRB) before making any modifications of the previously approved research, including modifications to the informed consent process and document.
- I will immediately report to the IRB any deviations, violations, and non-compliance, and unanticipated problems related to subjects or others which have or possibly occurred as a result of this study.
- I will ensure that progress reports and requests for continuing review and approval will be submitted to the IRB in accordance with the policies, procedures, and actions of the IRB.
- I will complete a Study Closure Form upon completion of this study and agree to honor any other commitments that are agreed upon as part of the approved research, for example providing study results to subjects or honoring commitments for compensation.
- I will maintain all research records for the amount of time specified in the initial application and/or the consent document and will identify with my department a successor responsible for maintaining those records if I leave the institution.

Principal Investigator Signature:  _____ **Date:** 12/11/2012
Typed Name: Andrew Ferguson

I, as Co-I, understand Texas A&M University's policy concerning research involving human subjects and by **signing** below, I certify:

- I have read The Belmont Report "Ethical Principles and Guidelines for the Protection of Human Subjects of Research" and subscribe to the principles it contains as well as completed Human Subjects Training.
- I have read and understand the Investigator Handbook and the Standard Operation Procedures for the Review of Research (Section IRB 100) and completed the applicable Human Subjects training.
- I will immediately report to the PI any deviations, violations, and non-compliance, and unanticipated problems related to subjects or others which have or possibly occurred as a result of this study.

Co-Investigator Signature: N/A _____ **Date:** 12/11/2012
Typed Name: N/A

(Add Co-Investigators as needed by copying and pasting this section below)

I certify that I have read and agree with this proposal; that the Principal Investigator has received adequate training to perform this research; I will provide adequate supervision of the PI while he/she performs this research so that he/she may comply with the statements above; I agree to take responsibility for the project if the PI leaves the institution prior to submitting a completion report; and I take joint responsibility with the PI for any misconduct while conducting the research.

Jane Sell
Faculty/Research Advisor's Signature: _____ **Date:** 2/06/2012
Typed Name: Jane Sell, PhD
Undergraduate and graduate students must have faculty/research advisor's signature in addition to the signature of the department head.

We/I have examined the proposal cited above, and find that the information contained therein is complete and that the scientific or scholarly validity of the project has been assessed and found to be appropriate. I certify that (1) the resources necessary to protect human participants are available. Such resources may include staffing and personnel (in terms of availability, number, expertise, and experience); psychological, social, or medical services (e.g., counseling or social support services required due to research participation); psychological, social, or medical monitoring, ancillary care, equipment needed to protect participants, and resources for participant communication (e.g., language translation services) (2) I assume the responsibility for ensuring the competence, integrity, and ethical conduct of the investigator(s); (3) no procedural changes relating to the human subjects involved will be allowed without prior review by the Human Subjects Protection Program; (4) I am satisfied that the procedures to be used for obtaining informed consent comply with the spirit and intent of DHHS and FDA regulations; (5) I certify that the investigator(s) is/are fully competent to accomplish the goals and techniques stated in the attached proposal.
If applicable, attach corresponding scientific review letter for IRB consideration.

Jane Sell
Department Head Signature: _____ **Date:** 2/06/2012
Typed Name: Jane Sell, PhD

All investigators must have the signature from the Department Head prior to IRB submission for completion of the signature assurance during initial review of the project. If the principal investigator is also the Department Head, the College Dean or equivalent must sign.

GENERAL INFORMATION

Estimated Project Start Date: January 17, 2012

Estimated Project End Date: June 30, 2012

New Submission

Re-Submission (if protocol was disapproved, terminated, or administratively withdrawn)

Is this research funded?: Partially

Funding Amount: \$1225.00

List funding agencies: TAMU-Department of Sociology

Funding Administrator: HSC RF TAES TEES TAMU TTI OSRS

NOTE: The full grant application must be submitted if the research described in your application is in conjunction with a grant proposal. **Refer to attached funding proposal**

PROJECT ABSTRACT

In the space below, provide an abstract of the project. Include information about (a) the background and rationale for the study; (b) the purpose and objectives; (c) methods to be employed and (d) significance of the study.

This study seeks to determine some of the conditions under which team structure results in more or less managerial hegemony. The research question is: given that the task and the incentives are the same, will self-managing teams produce different results from traditional work groups in which positions are assigned and legitimated? I will be conducting a two-condition experimental design. One condition will be the traditional groups. These groups will be composed of a smaller group of supervisors and a larger group of workers. The distinction is created through differences in pay rates and training. The second condition is the self-managed groups. These groups are paid the same way and all members are cross-trained. Participants will be recruited from classes at Texas A&M University. (Recruiting slip attached.) Participants will be randomly assigned to one of the two groups. In traditional groups, supervisors will receive specialized training and then they will train the workers. A trainer or authority will be administering the supervisory training. In self-managed groups, the trainer or authority will be training every person and each person receives the same training. All groups will be given the same task (erecting and then tearing down a tent) and will be videotaped during the interaction. After the task, all group members will answer a questionnaire about their experiences. The questionnaire asks them a series of questions regarding their feelings about the task and about the members of their group. After all people complete their questionnaires, participants will be paid. While there have been many case studies of different kinds of teams, there have not been experimental studies in which the structure of the team itself has been manipulated.

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1. POPULATION

- a. Maximum number of persons to be recruited for participation in the study: **800**
- b. Describe the population to be recruited and rationale for their participation (indicate age range, sex, and ethnicity). Note any special efforts to encourage the recruitment of women and/or representatives from racial or ethnic minority groups. **Refer to attachment**
- c. Does your study actively target vulnerable populations such as children, pregnant women, prisoners, or cognitively impaired subjects? If yes, describe additional safeguards planned to protect the rights and welfare of these vulnerable populations.
My study does not actively target vulnerable populations.
 - i. If a subject transitions into one of the vulnerable populations (pregnant women or cognitively impaired), will the study procedures place them at any additional risk?
N/A
 - ii. If a subject becomes incarcerated (including awaiting sentencing, court-mandated treatment, or in prison), will study procedures be conducted with that subject during their incarceration?
N/A
- d. What are the inclusion and exclusion criteria for study participation? **Persons must be over 18 years of age and a student at Texas A&M University-College Station.**

2. RECRUITMENT AND CONSENT PROCEDURES
For each response in this section, note whether the activity will be done orally, in writing, or both. List points to be covered in an oral or written presentation here. Submit consent documents, copies of any visual material (advertisements, flyers, web announcements, etc.) for approval.

- a. Describe how potential participants will be identified and how you will respect and protect their privacy during recruitment. (Please attach a site authorization letter from the owner of the participant source stating that they agree to you recruiting in that manner.)
Refer to attachment entitled "Recruitment"
- b. Describe how you will contact individuals who may become participants in the study (e.g., web site, email, flyers, phone calls, advertisements).
Refer to attachment "Telephone Script for Scheduling"
- c. Describe how the project will be explained to individuals when you recruit them for participation (include the text of advertisements, phone solicitations, etc). Include any pre-screening questions or surveys that may be used. How will you make it clear that their participation is voluntary and that they may withdraw at any time?
Refer to attachments entitled "Consent Form for Traditional teams", "Consent form for Self-Managing Teams, and "Survey Questionnaire".

- d. Describe how informed consent will be obtained. If the participants are minors or of another vulnerable population, explain how assent or legal consent will be secured. **Informed consent will be obtained by administering an informed consent form to each participant right before the study. Also, no participants are minors or of another vulnerable population.**
- e. Include if appropriate, the steps you will take to allow sufficient time for the participant to think about their participation or time to review the consent form with family or friends, prior to consenting. If an informed consent document is inappropriate for your project, explain why and how you will ensure informed consent. **An informed consent form will be given to each participant right before the study.**
- i. Into what languages will the consent be translated? (If applicable) (The language must be one that is understood by the participant or the participant's legally authorized representative. **NOTE:** translated consent documents must be reviewed and approved by the Institutional Review Board prior to use. You must submit documentation stating that the person who translated the forms is qualified to do so.) **The consent form will not be translated into other languages.**
- ii. If informed consent cannot or will not be obtained you must submit a **Waiver of Informed Consent** form.
N/A
- f. Describe the additional safeguards you will use to protect participants from coercion or undue influence, during recruitment and throughout the study (e.g. if the participants are students and the investigator is their teacher).
None

3. METHODOLOGY AND DATA COLLECTION PROCEDURES

- a. Is your project evaluating an active intervention or treatment procedure (to determine whether an intervention/treatment is effective for the people undergoing it)?
- o Yes No If yes, in lay terms provide a summary of the intervention and/or treatment methods. N/A
 - o Describe the procedures being performed already for diagnostic or treatment purposes. N/A
- b. What type of data collection and recording will be employed? Check all that apply and provide an explanation. (If Administrative Records are to be used, include a letter of authorization from the appropriate agencies. Include samples of all data collection instruments.)
- | | |
|--|--|
| <input checked="" type="checkbox"/> Questionnaires/Surveys | <input type="checkbox"/> Interviews/Focus Groups |
| <input checked="" type="checkbox"/> Observations | <input type="checkbox"/> Records Review (medical, educational, etc.) |
| <input checked="" type="checkbox"/> Videotaping | <input type="checkbox"/> Audio taping |
| <input type="checkbox"/> Photography | <input type="checkbox"/> Other (define): |

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Participant observation

- i. Explanation of data collection instruments (i.e. list the types of forms to be use, the type of observation, or the way in which someone may be video or audio recorded):

A survey will be given to each participant after the study; participants will be observed and video recorded by the aforementioned research assistants while performing the aforementioned task.

- c. Check all personal identifiers that will be recorded or linked by code to the data. Select "None" if no identifiers will be recorded.

None

Name

Web Addresses (URL's)

Full Face Photographic Image

Internet IP Address

Health Plan Beneficiary Number

Certificate/ License Number

Any Other Unique Identifier or Combination

Geographic areas smaller than a state (e.g. Address, street, city, zip code)

Vehicle Identification Number and Serial Numbers Including License Plate Number

Telephone Number

Email address

Fax number

Social Security Number

Medical Record Number

Account Number

Medical Device Identifiers

Biometric Identifiers

(Finger and Voice Prints)

Dates directly related to an individual (except year) (including birth, death, admission, discharge, date of procedure)

- i. If you will not be obtaining informed consent and you are collecting any health information you must submit the **Waiver of Protected Health Information (PHI) Authorization** form. N/A

- d. In lay terms, provide a description of the research methods (including deception) and procedures for data collection that will be employed. (If deception will be used include a debriefing script.) **The only deception involved in this study is that all participants will receive the same amount of money supervisors receive; that is, there is no pay distinction between supervisors and workers.**

- e. Describe the procedures you will use to respect and protect the research participant's privacy (physically, behaviorally, or intellectually) during the data collection process (e.g. during the interview the participant will meet with the researcher in a location away from his/her place of employment). **Survey questionnaires will be administered via computer.**

- f. Describe when appropriate, how the research plan makes adequate provision for monitoring of data when participant safety is a concern, or identification of or support for

distressed participants to ensure their safety (e.g. Participants who may self-identify for depression will be provided with referral information so they may seek professional help.) N/A

- i. Indicate the plan for reporting unanticipated problems involving risks to participants or others and how you will manage that information. N/A
- g. Where will the project be conducted? If study is to be conducted anywhere outside your department and not in a location that is publically available (e.g., in another department, at an off-campus agency, or organizational location), include a site authorization letter from the entity, or state that it will be provided to the Human Subjects Protection Office prior to the initiation of the research. Note: All site authorization letters must be submitted with an Amendment Application if it is not obtainable prior to IRB approval. Research may not begin until the authorization has been acknowledged by the IRB.
The project will be conducted in class rooms located in the Academic Building at Texas A&M University-College Station.
- h. Are you the lead investigator of a multicenter study (i.e. the study is taking place at multiple institutions that are obtaining their own IRB approval and you are coordinating and overseeing the research)? **No**
 - i. If yes, describe the plan for communicating the following information (relevant to the protection of research participants) among the sites involved in this study: N/A
 - o Unanticipated problems
 - o Protocol modifications
 - o Interim results
 - i. Does your study include plans to conduct research at external sites that are “engaged” in the research? (For more information about “engagement” you can go to <http://www.hhs.gov/ohrp/policy/engage08.html>) **No**
 - i. If yes, does the site have an IRB and if so, will the site’s IRB approve the research or will it rely upon the Texas A&M IRB? N/A
 - ii. If no, provide written site authorization for use of the site. N/A

4. CONFIDENTIALITY OF PERSONAL IDENTIFYING INFORMATION

- a. What procedures will be followed to ensure that the information obtained about participants will be stored in a secure manner? (Specify how the confidentiality of data will be maintained throughout the research.)
No names will be recorded and participant responses will be recorded using a computer software program call Qualtrics
- b. What are the plans for retention and/or destruction of linkages between study data and personal identifying information? (Specify when and how personal identifying information will be destroyed.) **There will be no personal identifying information in**

this study.

Note: Data that are coded, where the key to the code is accessible to researchers, are considered confidential information and subject to privacy regulations. When confidential information is collected by the investigator, HIPAA mandates that the research data be maintained by the PI for 6 years following the close of the study. However, the code linking individual subjects to their research data may be destroyed as soon as it is no longer needed for the conduct of the study. Texas A&M University requires that study data be kept for a minimum of 7 years after completion of study. Please refer to the Texas A&M Standard Administrative Procedure 15.99.03.M1.03.

- c. If these linkages will not be destroyed, explain how you will maintain confidentiality of the personally identifying information. *N/A*
- d. In the event that personally identifying information will not be kept confidential, explain why not and explain how you will ensure that the subjects are consenting to your sharing this information. *N/A*
- e. Where will the data be stored and for how long? If the data is stored on a computer, is it encrypted? **The data will be stored on a computer and is encrypted.**
- f. Where will the signed subject consent forms be stored so that they will be easily accessible in the event of on-site visits from authorities (include administrative office and room number): **Consent forms will be stored in a locked filing cabinet located in the Social Psychology research lab in the Academic Building, room 305.**
- g. Will a Certificate of Confidentiality (through DHHS or another Federal agency) be utilized? **No**

5. BENEFITS, COSTS, COMPENSATION & RISKS

- a. Benefits:
 - i. What are the potential benefits to the participants, if any?
Understanding of small-group processes
 - ii. What are the potential broader benefits of the study?
Increased understanding of small-group processes
- b. Costs:
 - i. What are the costs to the participants (monetary, time, etc)?
One hour of time
- c. Compensation:
 - i. Will monetary or other compensations be offered to the subjects? (If so, identify the amount of compensation, method of payment, and payment schedule.)
Each participant will be given \$22.00 after completing the survey questionnaire

which will be administered at the end of the study.

d. Risks:

i. What risks to the participants could be encountered through participation in this project (physical, psychological, sociological, financial, economic, etc)?

Discomfort via group interaction

ii. Describe the approaches you will take to minimize these risks and/or to minimize their impact.

Participants will be debriefed and told they can leave if they feel uncomfortable.

6. BIOMEDICAL RESEARCH INFORMATION

(Some of these questions may apply to social and behavioral research as well)

a. Is this an FDA regulated Clinical Trial or Device Study: **NO**

i. If so, who is the responsible Physician? Provide their affiliation and contact information: **N/A**

b. General Description of procedures: **N/A**

i. Include information concerning the intervention/treatment of participants and a description of the procedures being performed already for diagnostic or treatment purposes. **N/A**

c. Measurements to be conducted: **N/A**

d. Approved drugs and dosage:

i. Dose range approved for clinical use: **N/A**

ii. Dose to be administered in this project: **N/A**

e. Tissue, blood, or other fluid collections (amount and frequency)

i. If samples are to be collected prospectively, provide a summary of the methods and procedures for sample collection that will be employed. Provide a description of the procedures being performed already for diagnostic or treatment purposes: **N/A**

ii. Do the samples already exist? Provide the documentation from the owner of the samples that give you permission to use the samples for research purposes. If the samples were collected for research purposes provide a copy of the approved consent form used to obtain the samples.
N/A

iii. Will the samples be stored in a repository or bank? **N/A**

f. Diet modification or restriction: **N/A**

- g.** Injections (route, frequency, and quantity): **N/A**
- h.** Physical activity (nature and extent): **N/A**
- i.** Special tests or procedures not included in above: **N/A**
- j.** Is hospitalization required specifically for the proposed research, and if so, extent: **N/A**
- k.** Experimental drugs/devices:
 - i.** Not approved by FDA: **N/A**
 - ii.** Approved by FDA but not approved for use in this experimental procedure: **N/A**
 - iii.** Doses reported in previous human clinical trials (as reported in IND application): **N/A**
 - iv.** Doses to be administered in this project: **N/A**
 - v.** Investigational New Drug (IND) number, provide number from cover sheet of protocol, obtain FDA letter to Sponsor, or letter from Sponsor stating the IND number: **N/A**
 - vi.** Investigational Device Exemption (IDE) number, provide number from cover sheet of protocol, obtain FDA letter to Sponsor, or letter from Sponsor stating the IDE number: **N/A**

Provide classification as a significant **N/A** or non-significant **N/A** risk device.
 - vii.** Where will the drug/device be stored: **N/A**
 - viii.** Describe how access to the drug/device will be controlled/tracked: **N/A**
 - ix.** Describe **how** the drug/device will be dispensed/used: **N/A**
 - x.** Describe **who** will dispense/use the product: **N/A**
 - xi.** Describe how the drug/device will be accounted for: **N/A**
 - xii.** Describe how the drug/device will be disposed: **N/A**
 - xiii.** Please attach the Investigator's Brochure or device manual and indicate the edition or version date: **N/A**
- l.** Possible Reactions or Complications (list only those due to experimental procedures)
 - i.** To approved drug(s) or radiation therapy (list % incidence, if known): **N/A**

- ii. To experimental drug(s) (as listed in IND application): **N/A**
 - 1. Most common complications (list % incidence, if known): **N/A**
 - 2. Possible, but less common complications (list % incidence, if known): **N/A**
- iii. To physical activity involved: **N/A**
- iv. To other tests, measurements, or procedural requirements: **N/A**

7. PRECAUTIONS AND SAFETY OVERSIGHT
(Some of these questions may apply to social and behavioral research as well)

- a. Describe any safety oversight processes: **N/A**
- b. Do you employ a Data Safety Monitoring Board? **NO**
 - i. How is it managed? **N/A**
 - ii. With what frequency is data reviewed for this project? **N/A**
 - iii. How often does the Board meet? **N/A**
 - iv. Describe any planned interim analysis: **N/A**
- c. If a data safety monitoring board is not utilized, describe the research plan for monitoring the data to ensure the safety of the participants. **N/A**
 - i. Indicate the plan for reporting unanticipated problems involving risks to participants or others and how you will manage that information. **N/A**
- d. Describe the plan for a medical emergency: **N/A**
- e. Are there consultants available or will information be provided to obtain a consultant or physician if needed (e.g. referrals to campus health or other community resources): **N/A**

8. OTHER COMPLIANCE CONCERNS

- a. Does this study involve the use of human blood, sera, bone, tissues, infectious biohazards or recombinant DNA? **NO**
 - ii. If yes, Provide the AUP Number and the Approval date from the Institutional Biosafety Committee (IBC): **N/A**
- b. Does this study involve the use of ionizing radiation, MRI, DEXA Scans, or lasers: **NO**
 - ii. If so, do you have Radiation Safety approval? If so, provide documentation. **N/A**

Telephone Script for Scheduling

Hello. This is _____, and I am calling from the Social Psychology Lab at Texas A&M University.
May I please speak to _____?

[if speaker is not _____, wait for _____, then re-identify self as above. If _____ is not available, ask when would be a good time to call back. If information is not available, than answerer and say good bye. On contact info sheet, write time/date of call, and that roommate answered. If time to call back was available write that too.]

Earlier in the semester, in one of your classes, (OR earlier today, last week, yesterday, as appropriate) you were invited to participate our paid research studies and you indicated that you were interested in participating. I am calling to now to follow up on that.

Let me verify, are you an undergraduate student at Texas A&M? Are you 18?

Great.

Let me quickly tell you about this study: It takes place on campus, in the Academic Building, and lasts about an hour. You can expect to earn from 10 to 23 dollars You will be asked to work on a task with other group members. The research asks no questions that are sensitive or personal. You participation is completely voluntary. If you do volunteer, you may refuse to answer any individual question and you have the right to withdraw your participation at any time.

[Note: use information from sign up sheet regarding convenient time for subject]

Would you be able to make it at _____ (time) on _____ (day)?

[If YES: go to confirmation; if NO . . .]

How about _____ (time) on _____ (day)?

[If YES: go to confirmation; if NO . . .]

Could you make it at _____ on _____?

[If YES: go to confirmation; if NO, continue reading next each available time, in order, until you find one that subject can make]

Confirmation: Great! Why don't you get a pencil while I put you on our schedule?

[When subject has pencil and paper]

You have been scheduled to participate in a study that takes place at _____ on _____. The study will take place in room 305 of the Academic Building. That's on the third floor.

Do you know where that is?

[If not, Directions: Academic Building is the one with the big dome, behind Evans Library. If you go to the Ross statue, you'll see the dome on the building right behind it. We are on the third floor. There will be signs posted leading to 305.

Thank you again for agreeing to participate. I, or someone else from the lab will call you the day before your scheduled time to leave a reminder.

We'll see you at _____ on _____.

Thank you.

Recruitment

My name is _____ and I am here to tell you about some studies that we are conducting in the Department of Sociology and to invite you to volunteer to participate in these studies. You will have the opportunity to see how sociologists conduct research, and to be paid for your participation. I can not tell you exactly what study you might be in or exactly what you will be paid because we are recruiting for several different studies right now. But I can tell you that some of our studies pay up to \$20.00 for as little as one hour of your time.

In a minute, I will hand out these sign up sheets [HOLD SIGN UP SHEET SO CLASS CAN SEE IT], which ask for your name, telephone number and the times most convenient for you to participate. If you decide to sign up, we will call you sometime in the next few weeks to schedule a time. We can give you information about the specific study, time, location, etc, when we call to schedule you. At that time, you can agree to participate or to be removed from our pool.

Now, you may have heard stories about experiments that actually caused people to have negative experiences. There is a famous study, for example – the Milgram study – in which people thought they were sending electric shocks to other people and hurting them. They were not really, but they thought they were. Today, that experiment is considered to have ethical problems because people suffered psychological trauma just from being in the study. I want to assure you that nothing like this is going on in our studies. Partly because of problems in past experiments, new federal guidelines were developed for all studies that use human subjects. Here at A&M, all our studies go through the human subjects review board (called the IRB). Importantly, if you should ever feel uncomfortable while in ANY study, you should just leave.

Another thing I want to make sure you understand is that you are not obligated in any way to sign up. Your participation has nothing to do with this class. Dr. (Fill in professor's name) won't know if you come or if you don't come. There is no extra credit for participation. So, just because I show up here in your class, don't feel obligated to sign up. If you are interested and would like to participate, please fill out the form and pass it in to me. If you are not interested, simply hand the form back into.

I appreciate your help.

Are there any questions?

[Hand out sign-up sheets.]

Debriefing Statement

You have just participated in a study regarding small-group processes. The study was designed to examine both self-managing teams and traditional teams to determine the conditions under which self-managing teams result in more or less managerial hegemony. Some of you were assigned to self-managing teams while others of you were assigned to traditional teams. Self-managing teams are groups that consists of: (1) Approximately 10-15 individuals who are dependent on the actions of others within the group to complete a task, (2) individuals who determine, via face-to face interaction and without supervisor discretion, how to complete a task, and (3) individuals who are cross-trained to perform all tasks necessary to complete the assignment. Traditional teams are groups that (1) may consist of more or less than 10-15 individuals, (2) consist of a hierarchy such that the means by which a task is completed is determined by an authority figure (i.e., supervisor or manager) within the group whose actions regarding instructions for task completion are determined by another authority figure who is not part of the group and who has more authority than the authority figure within the group. Managerial hegemony is a kind of behavior by laborers characterized by expressions of respect or admiration for managers, willingness to cooperate with or defer to managers, appreciation of opportunities provided by the firm and/or an internalized commitment to a department's production goals without incentives to convey such behavior. We were interested in whether self-managing teams experienced greater conflict among group members than traditional teams. This study will be conducted over several months and we would appreciate you not discussing your participation in it with anyone as doing so may alter the results of the study. Finally, all of you will be paid and receive the bonus referenced in the study. That is, you will all receive an equal financial compensation for your participation in this study.

Funding Proposal

A. The Research Question and Its Importance

Self-managing teams are new forms of work groups. These teams are designed to reduce or eliminate initial hierarchies. Some have argued that these groups are more efficient, more innovative, and produce more worker satisfaction than other types of work group (e.g., Adler 1992; Heckscher 1994; Powell 2001; Smith 1997; Vallas 1999). On the other hand, some have argued that this “new form” is actually just another way to create managerial control and cooptation of workers (e.g., Barker 1993, 1999; Graham 1995; Grenier 1988; Kunda 1992); this last argument is called the managerial hegemony thesis.

Empirical studies of the managerial hegemony thesis have yielded support for both sides of the debate and there has been little progress toward furthering or resolving it in recent years; one reason for this is that key concepts in the debate are often treated as empirical absolutes rather than theoretical constructs that vary along a continuum. That is, concepts such as managerial legitimacy, class-boundary salience, worker resistance, and conflict should be conceptualized as ideal types that exist rarely at the empirical level but serve as abstractions to aid in describing empirical phenomena (Weber 1949: 92-93). Thus a key to understanding the effects of team initiatives or structure on managerial hegemony is to see how the structure relates to more or less managerial legitimacy, class-boundary salience, worker resistance, and conflict. As such, rather than ask whether or not team initiatives result in managerial hegemony, this study seeks to determine some of the conditions under which team structure results in more or less managerial hegemony.

The particular focus will be on self-managing teams. Self-managing teams are groups of approximately 10-15 interdependent individuals that can self regulate their behavior on relatively whole tasks (Cohen and Ledford 1994); such teams are characterized by: face-to-face interaction, interrelated tasks and employee responsibility for making a product or providing a service, employee discretion over decisions such as task assignments, methods for carrying out the work and scheduling of activities (Cohen and Ledford 1994). Additionally, self-managing teams are characterized by team members who are cross trained to perform all tasks necessary to complete the assignment of the group (Barker 1993).

So, the research questions becomes: given that the task and the incentives are the same, will self-managing teams produce different results from traditional work groups in which positions are assigned and legitimated? Thus the independent variable is the team structure (self-managing or traditional) and the dependent variables include measures of intragroup relations, task efficiency, and identification with managers and managerial goals.

B. How the Research Question Will Be Addressed

The research question will be addressed by conducting an experiment in which self-managing teams will be compared to traditional teams while both perform the same task; there will be 15 self-managing teams and 15 traditional teams each of which will consist of ten team members. . While there have been many case studies of different kinds of teams, there have not been experimental studies in which the structure of the team itself has been manipulated. Individuals will be randomly assigned to team structure.

C. Goals for Professional Publication(s) and/or External Support

This project is for my doctoral dissertation after which I aim to produce at least two publications from the project. In addition, in terms of external support, I hope to apply for a grant from the National Science Foundation as well as to the College of Liberal Arts at Texas A&M University.

D. Time Line and Estimated Budget

I will be conducting a pre-test for the experiment during the fall of 2011 and will begin the actual experiment in the spring of 2012. The “employees” or participants of the study must be offered a “salary” as well as have the opportunity to win a bonus. These are important scope conditions for my study. My estimated budget is

\$6,000.00 which was arrived at by paying each subject \$20.00 for participation in the experiment.

E. How the Funding Support will Advance the Research

The funding support will advance my research as it will be necessary to pay each subject for his/her participation in the experiment. Once again, the experiment will consist of 30 teams (15 self-managing teams and 15 traditional teams) and will be comprised of ten members per team. 30 teams x 10 members per team = 300 subjects; 300 subjects x \$20.00 per subject = \$6,000.00.

F. Current State of Progress to a Completed Paper, External Proposal, or Dissertation

I am currently working on my doctoral dissertation and I am in the process of constructing my dissertation proposal under the guidance of Professor Jane Sell. Moreover, I have one of four sections remaining on my literature review, after which time I will be focusing my attention on writing the methods portion of the proposal.

G. Prior Department Support for Research

To date, I have had no department support for research.

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CITI Collaborative Institutional Training Initiative

Human Research Curriculum Completion Report

Printed on 2/5/2012

Learner: Andrew Ferguson (username: alf003)

Institution: Texas A&M University

Contact Information 4303 Spring Garden Drive
College Station, Texas 77845 United States
Department: Sociology
Phone: 979-845-5139
Email: andrewf@careercenter.tamu.edu

Group 2.Social and Behavioral Research Investigators and Key Personnel:

Stage 1. Basic Course Passed on 11/29/11 (Ref # 7088921)

Required Modules	Date Completed	Score
Students in Research	11/29/11	9/10 (90%)
Introduction	11/29/11	no quiz
History and Ethical Principles - SBR	11/29/11	4/4 (100%)
Defining Research with Human Subjects - SBR	11/29/11	5/5 (100%)
The Regulations and The Social and Behavioral Sciences - SBR	11/29/11	5/5 (100%)
Assessing Risk in Social and Behavioral Sciences - SBR	11/29/11	5/5 (100%)
Informed Consent - SBR	11/29/11	4/5 (80%)
Privacy and Confidentiality - SBR	11/29/11	5/5 (100%)
Research with Prisoners - SBR	11/29/11	4/4 (100%)
Research with Children - SBR	11/29/11	4/4 (100%)
Research in Public Elementary and Secondary Schools - SBR	11/29/11	4/4 (100%)
International Research - SBR	11/29/11	3/3 (100%)
Internet Research - SBR	11/29/11	4/4 (100%)
Conflicts of Interest in Research Involving Human Subjects	11/29/11	4/5 (80%)
Texas A&M University	11/29/11	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated

with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

CITI Collaborative Institutional Training Initiative (CITI)

Social and Behavioral Responsible Conduct of Research Curriculum Completion Report

Printed on 2/5/2012

Learner: Andrew Ferguson (username: alf003)

Institution: Texas A&M University

Contact Information

4303 Spring Garden Drive
College Station, Texas 77845 United States
Department: Sociology
Phone: 979-845-5139
Email: andrewf@careercenter.tamu.edu

Social and Behavioral Responsible Conduct of Research: This course is for investigators, staff and students with an interest or focus in **Social and Behavioral** research. This course contains text, embedded case studies AND quizzes.

Stage 1. RCR Passed on 11/29/11 (Ref # 7088922)

Elective Modules	Date Completed	Score
Introduction to the Responsible Conduct of Research	11/29/11	no quiz
Research Misconduct	11/29/11	5/5 (100%)
Data Acquisition, Management, Sharing and Ownership	11/29/11	4/5 (80%)
Publication Practices and Responsible Authorship	11/29/11	4/5 (80%)
Peer Review	11/29/11	4/5 (80%)
Mentor and Trainee Responsibilities	11/29/11	5/6 (83%)
Using Animal Subjects in Research 13301	11/29/11	8/8 (100%)
Conflicts of Interest and Commitment	11/29/11	3/6 (50%)
Collaborative Research	11/29/11	6/6 (100%)
Human Subjects	11/29/11	9/11 (82%)
The CITI RCR Course Completion Page	11/29/11	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education

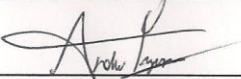
CITI Course Coordinator

Form version date: 09/15/11

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modified by: dg

Conflict of Interest Statement

Name of Principal Investigator: Andrew Ferguson	HSPP Office use only
Department: Sociology	
Email Address: andrewf@careercenter.tamu.edu	
Telephone Number: 832-814-8303	
Mail Stop: 4351	
Please check if you are the:	
<input checked="" type="checkbox"/> Principal Investigator <input type="checkbox"/> Co-Investigator	
Investigator Name: Andrew Ferguson	
Department: Sociology	
Email Address: andrewf@careercenter.tamu.edu	
Telephone Number: 832-814-8303	
Funding Agency: Texas A&M University-College of Liberal Arts	
Funding Administrator: HSC <input type="checkbox"/> RF <input type="checkbox"/> TAES <input type="checkbox"/> TEES <input type="checkbox"/> TAMU <input checked="" type="checkbox"/> TTI <input type="checkbox"/> OSRS <input type="checkbox"/>	
Title of Project:	
Self-Managing Teams, Traditional Teams and the Iron Cage: Re-evaluating the Managerial Hegemony Thesis	
All Principal Investigators and Co-Investigators must complete a separate Conflict of Interest Statement, and comply with the conditions or restrictions imposed by the University to manage, reduce, or eliminate actual or potential conflicts of interest or forfeit IRB approval and possible funding. This disclosure must also be updated annually when the protocol is renewed.	
Carefully read the following statements and check the appropriate box after considering whether you or any member of your immediate family* have any conflicts of interest.	
<input checked="" type="checkbox"/> I have no conflict of interest related to this project.	
<input type="checkbox"/> I have a non-financial conflict of interest related to this project. Please describe: N/A	
<input type="checkbox"/> I have a financial conflict of interest related to this project. Please provide information regarding the financial interest as described below and as it applies to this project. All items must be marked confidential and provided in a separate envelope or folder.	
<ul style="list-style-type: none"> a) A financial interest in the research with value that cannot be readily determined; N/A b) A financial interest in the research with value that exceeds \$10,000.00; N/A c) Have received or will receive compensation with value that may be affected by the outcome of the study; N/A d) A proprietary interest in the research, such as a patent, trademark, copyright, or licensing agreement; N/A e) Have received or will receive payments from the sponsor that exceed \$10,000.00 in a specific period of time; N/A f) Being an executive director of the agency or company sponsoring the research; N/A g) A financial interests that requires disclosure to the sponsor or funding source; N/A or h) Have any other financial interests that I believe may interfere with my ability to protect participants. N/A 	
*Immediate family is considered to be a close relative by birth or marriage including spouse, siblings, parents, children, in-laws and any other financial dependents.	
 <hr style="border: 0; border-top: 1px solid black;"/>	<hr style="border: 0; border-top: 1px solid black;"/>
Signature of Principal/Co-Principal Investigator	Date

Survey Questionnaire

Default Question Block

Relationship Conflict (Jehn 1995)	None	A Little	Undecided	Moderate	A lot
How much friction is there among members of your work group?					
Relationship Conflict (Jehn 1995)	None	A Little	Undecided	Moderate	A lot
How much tension is there among members in your work unit?					
Relationship Conflict (Jehn 1995)	None	A Little	Undecided	Moderate	A lot
How much emotional conflict is there among members in your work unit?					
Task Conflict (Jehn 1995)	None	A Little	Undecided	Moderate	A lot
How often do people in your work unit disagree about opinions regarding the work being done?					
Task Conflict (Jehn 1995)	None	A Little	Undecided	Moderate	A lot
How frequently are there conflicts about ideas in your work unit?					
Task Conflict (Jehn 1995)	None	A Little	Undecided	Moderate	A lot
How much conflict about the work you do is there in your work unit?					
Task Conflict (Jehn 1995)	None	A Little	Undecided	Moderate	A lot
To what extent are there differences of opinion in your work unit?					
Process Conflict (Shah and Jehn 1993)	None	A Little	Undecided	Moderate	A lot
To what extent do you disagree about the way to do things in your work group?					
Process Conflict (Shah and Jehn 1993)	None	A Little	Undecided	Moderate	A lot
How much disagreement was there about procedures in your work					

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group?
 Process Conflict (Shah and Jehn 1993)

None A Little Undecided Moderate A lot

How frequently were there disagreements about who should do what in your work group?

None A Little Undecided Moderate A lot

Place at one end of the column those characteristics you consider to be the most salient aspects of the culture of your organization and at the other end those characteristics you believe to be the least salient; the required item-category pattern is 2-4-6-9-12-9-6-4-2 (O' Reilly et al. 1991).

2 = most salient 4 = most salient 6 = most salient 9 = most salient 12 = most salient 9 = most salient 6 = most salient 4 = most salient 2 = least salient

A B C D E F

- Flexibility
- Adaptability
- Stability
- Predictability
- Being Innovative
- Being quick to take advantage of opportunities
- A willingness to experiment
- Risk Taking
- Being Careful
- Autonomy
- Being rule oriented
- Being analytical
- Paying attention to detail
- Being precise
- Being team oriented
- Sharing information freely
- Emphasizing a single culture throughout the organization
- Being people oriented
- Fairness
- Respect for the individual's rights
- Tolerance
- Informality

2 =	4 =	Next6 =	Next9 =	Next12 =	9 =	Next6 =	Next4 =	Next2 =
most	most	most	most	Next	most	most	most	least
salient	A	B	C	salient	D	E	F	salient

- Being easy going
- Being calm
- Being supportive
- Being aggressive
- Decisiveness
- Action oriented
- Taking initiative
- Being reflective
- Achievement oriented
- Being demanding
- Taking individual responsibility
- Having high expectations for performance
- Opportunities for professional growth
- High pay for good performance
- Security of employment
- Offers praise for good performance
- Low level of conflict
- Confronting conflict directly
- Developing friends at work
- Fitting in
- Working in collaboration with others
- Enthusiasm for the job
- Working long hours
- Not being constrained by many rules
- An emphasis on quality
- Being distinctive-different from others
- Having a good reputation
- Being socially responsible
- Being results oriented
- Having a clear guiding philosophy

2 = most salient 4 = Next most salient A 6 = Next most salient B 9 = Next most salient C 12 = Next most salient 9 = Next most salient D 6 = Next most salient E 4 = Next most salient F 2 = least salient

Being competitive

Being highly organized

How important is it for this characteristic to be a part of the organization you work for? Place at one end of the column those characteristics you consider to be the most important aspects of the culture of your organization and at the other end those characteristics you believe to be the least important. The required item-category pattern is 2-4-6-9-12-9-6-4-2 (O' Reilly et al. 1991).

4 = next most important A 6 = Next most important B 9 = Next most important C 12 = Next most important 9 = Next most important D 6 = Next most important E 4 = Next most important F 2 = least important

- Flexibility
- Adaptability
- Stability
- Predictability
- Being Innovative
- Being quick to take advantage of opportunities
- A willingness to experiment
- Risk Taking
- Being Careful
- Autonomy
- Being rule oriented
- Being analytical
- Paying attention to detail
- Being precise
- Being team oriented
- Sharing information freely
- Emphasizing a single culture throughout the organization

4 = next 6 = Next 9 = Next 12 = Next 9 = Next 6 = Next 4 = Next
 2 = most most most most most most most most 2 = least
 important important important important important important important important
 A B C D E F

Being people oriented
 Fairness
 Respect for the individual's rights
 Tolerance
 Informality
 Being easy going
 Being calm
 Being supportive
 Being aggressive
 Decisiveness
 Action oriented
 Taking initiative
 Being reflective
 Achievement oriented
 Being demanding
 Taking individual responsibility
 Having high expectations for performance
 Opportunities for professional growth
 High pay for good performance
 Security of employment
 Offers praise for good

To what extent do you agree with the following statements regarding your work today? (1 = strongly agree, 7 = strongly disagree)

1=Strongly Agree 2=Agree 3=Somewhat Agree 4=Neutral 5=Not Applicable 5=Somewhat Disagree 6=Disagree 7=Strong Disagree

I was uncomfortable working with my manager. I refrained from sharing information with my manager regarding task-related activities. My manager is more competent than I am at the task.

MANAGERIAL HEGEMONY (Conflict between labor and management)

To what extent do you agree with the following statements regarding your work today? (1 = strongly agree, 8 = strongly disagree)

1=Strongly Agree 2= Agree 3=Somewhat Agree 4=Neutral 5=Not Applicable 6=Somewhat Disagree 7=Disagree 8=Strong Disagree

Managers are mostly interested in making money. Management would terminate my employment if I chose to transition from a salaried position to an hourly position. Management encourages hourly employees to

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1=Strongly Agree 2= Agree 3=Somewhat Agree 4=Neutral 5=Not Applicable 6=Somewhat Disagree 7=Disagree 8=Strong Disagree

express their opinions regarding task-related activities
Management takes into consideration the opinions of hourly employees regarding task-related activities
I respect the manager
I followed the manager's instructions
I felt free to ask the manager questions
When someone in my group asked the manager questions, the manager's response was useful

CONSENT FORM
For: Traditional Teams

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. If you decide to participate in this study, this form will also be used to record your consent.

You have been asked to participate in a research project studying teams. The purpose of this study is to learn about how group structure affects the way group members feel about their work, each other, and authority figures. You were selected to be a possible participant because you signed up to be considered for this study. The study is being funded in part by the Department of Sociology at Texas A&M University and in part by the principal investigator.

What will I be asked to do?

If you agree to participate in this study, you will be asked meet one time with a traditional group. Traditional groups are comprised of a hierarchy that consists of an authority figure (i.e., a supervisor) and non-supervisors (i.e. laborers); traditional teams are assigned a task and given instructions, which are disseminated down a hierarchy from upper-level managers to supervisors and subsequently to laborers, regarding the manner and means by which to accomplish a task. This study will take about 45 minutes and at the end of the task, we will be asking you a series of questions regarding your feelings about the task, the members of their group and authority figures. Your participation within the group will be videotape recorded.

What are the risks involved in this study?

The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

You will receive no direct benefit from participating in this study; however, your interaction with the group may increase your understanding of small-group processes. In addition, it may help us explain some of the issues involved in teamwork.

Do I have to participate?

No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University being affected.

Will I be compensated?

Those of you who are laborers will be paid 14 dollars an hour (the study takes from 45 minutes to an hour) and supervisors are paid a salary of \$20. Additionally, at the end of the session, you are eligible for a bonus depending upon how well your group does on the task. You will be paid in cash and you may stop participation at any time and can keep the amount of money you have earned up until the time you stop. However, you are not eligible for the bonus payment unless you have finished the study. No class credit is involved in these studies. Your professors will not know if you do or do not participate in these studies.

Who will know about my participation in this research study?

This study is confidential.

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Sell and her research team will have access to the records.

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If you choose to participate in this study, you will be video recorded. Any video recordings will be stored securely and only Dr. Sell and her research associates will have access to the recordings. Any recordings will be kept for 7 years and then erased.

Whom do I contact with questions about the research?

If you have questions regarding this study, you may contact Dr. Jane Sell, 979 845-6120, j-sell@tamu.

Whom do I contact about my rights as a research participant?

This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or

Signature

Please be sure you have read the above information, asked questions and received answers to your satisfaction. You will be given a copy of the consent form for your records. By signing this document, you consent to participate in this study.

Signature of Participant: _____ **Date:** _____

Printed Name: _____

Signature of Person Obtaining Consent: _____ **Date:** _____

Printed Name: _____

CONSENT FORM
For: Self-Managing Teams

Introduction

The purpose of this form is to provide you information that may affect your decision as to whether or not to participate in this research study. If you decide to participate in this study, this form will also be used to record your consent.

You have been asked to participate in a research project studying team behavior. The purpose of this study is to learn about how group structure affects the way group members feel about their work, each other, and authority figures. You were selected to be a possible participant because you signed up to be considered for this study. The study is being funded in part by the Department of Sociology at Texas A&M University and in part by the principal investigator.

What will I be asked to do?

If you agree to participate in this study, you will be asked meet one time with a group. The kinds of teams we are interested in are characterized by team members who are cross trained to perform all tasks necessary to complete the assignment of the group. This study will take about 45 minutes and at the end of the task, we will be asking you a series of questions regarding your feelings about the task, the members of their group and authority figures. Your participation within the group will be videotape recorded.

What are the risks involved in this study?

The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

You will receive no direct benefit from participating in this study; however, your interaction with the group may increase your understanding of small-group processes. In addition, it may help us explain some of the issues involved in teamwork.

Do I have to participate?

No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with Texas A&M University being affected.

Will I be compensated?

You will receive 20 dollars for your participation in the study. Additionally, at the end of the session, you are eligible for a bonus depending upon how well your group does on the task. You will be paid in cash and you may stop participation at any time and can keep the amount of money you have earned up until the time you stop. However, you are not eligible for the bonus payment unless you have finished the study.

No class credit is involved in these studies. Your professors will not know if you do or do not participate in these studies.

Who will know about my participation in this research study?

This study is confidential.

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Sell and her research team will have access to the records.

If you choose to participate in this study, you will be video recorded. Any video recordings will be stored securely and only Dr. Sell and her research associates will have access to the recordings. Any recordings will be kept for 7 years and then erased.

Whom do I contact with questions about the research?

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Signature

Please be sure you have read the above information, asked questions and received answers to your satisfaction. You will be given a copy of the consent form for your records. By signing this document, you consent to participate in this study.

Signature of Participant: _____ **Date:** _____

Printed Name: _____

Signature of Person Obtaining Consent: _____ **Date:** _____

Printed Name: _____