A Study of Lencioni's Model of Dysfunctional Groups

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ABSTRACT

Personnel is an organization's most important resource, and it is important to manage them properly to provide maximum benefit to organizations. Many employees work in teams to create value. In the digital age, diverse teams are becoming the new norm. Diversity may be due to ethnicity, gender, culture, sexuality, or due to task-related knowledge, skills, opinions, and perspective differences. Many groups become productive over time, but some groups also become dysfunctional. This paper examines groups that work together and ultimately become dysfunctional to the extent that they have to be reassigned or dismantled. The authors use a three-stage model to explore why this happens. They use widely accepted Lencioni's five functional characteristics to study dysfunctional teams. In addition, they argue Lencioni's model should be revised to include an additional layer of lack of functional expertise. A revised Lencioni's model is proposed, and future research areas are also discussed. Managers should follow this model while creating groups to use resources at max.

KEYWORDS

Dysfunctional Teams, E-Collaboration, E-Learning, Groups, Lencioni's Model, Skills, Three Stages

INTRODUCTION

Employees can make or break an organization. Employee resources must be used properly to provide benefits and pursue organizational goals. Many jobs are done in teams and team work is becoming a norm. According to Garnet Research in future, "People will swarm more often and work solo less. They'll work with others with whom they have few links, and teams will include people outside the control of the organization." Corporation and its workforce are becoming borderless resulting in more and more teamwork. Many teams work well together, but others fall short. IBM's Watson is an example of a diverse, productive team that developed a (http://www.research.ibm.com/labs/watson/) intelligent system. On the other hand, the initially unsuccessful Affordable Healthcare website (https://www.businessinsider.com/why-the-healthcaregov-website-failed-at-launch-in-one-slide-2013-11) is an example of a dysfunctional team that did not produced product as planned and a new team had to make it functional. The question is why some groups succeed and others fail. Productive teams have been studied extensively in the literature, we focus on dysfunctional teams in this paper.

Teamwork is an important part of organizations and according to the U. S. Department of Labor, "When everyone in the workplace works together to accomplish goals, everyone achieves more".

Katzenbach and Smith (1993) defined team as, "A small number of people with complementary skills who are committed to a common purpose, performance goal, and approach for which they hold themselves mutually accountable". In a borderless world, teams are becoming diverse and work 24/7 irrespective of time and place, distance, language, diversity or differences. Many teams do not succeed. Social loafing, fatigue, diversity, and group size are some of the factors often mentioned as contributing to this failure. One of the factor, diversity, and its impact on groups, has been studied by many researchers (Harrison & Klein, 2007;, Boiney, 2001) who have emphasized the importance of understanding and managing diversity to improve creativity and the quality of team performance. There are no clear results from these research and literature has provided conflicting evidence that either supports or opposes diverse group performance. Can diversity lead to dysfunctional groups? This paper attempts to address this issue.

The first section describes current literature on dysfunctional groups, followed by the model and experiment, and a discussion of dysfunctional groups. In the following section we discuss modification of Lencioni's model. In addition, we provide a summary of the limitations of this study and directions for future research.

LITERATURE SURVEY

Team diversity has become a normal way of life and teams are becoming mirror images of the U.S. population. The U.S. Census Bureau, Population Division, reports that race, gender and age diversity of U.S. residents are increasing. The modern team may consist of members of different religions, races, sexualities, races, expertise and gender etc. This creates a heterogeneous working environment that can lead to either productive or non-productive outcomes. Much work has been done on productive teams (Aube & Rousseau (2014), Cogburn (2004), Digh(2001), Harrison and Klein (2007), Hoogendoorn et al. (2013),Knippenberg and Schippers (2007), Timmerman (2000), Wei and Crowston ((2010) and William and O'Reilly (1998)). For non-productive teams, researches have studied dysfunctional teams (Baker, 2019, Aggarwal, 2016, Clutterbuck, 2019, Felps et al, 2006, Keyton, 1999), and Laemers, 2021) and how it impacts organizational culture. For example, Cole et al (2008) defines a dysfunctional team as "any observable, motivated (but not illegal) behavior by an employee or group of employees that is intended to impair team functioning." (P 945). They further argue that, ". negative team affective tone mediated the relationship between dysfunctional team behavior and performance when teams' nonverbal negative expressivity was high but not when nonverbal expressivity was low" (P 954). Several researchers (e Jong et al. (2014), Felps et al. (2006) and Paulsen et al. (2016)) have also argued that one or several members in a group can have negative or destructive attitude that can affect team's performance. Felps et al (2006) define "the negative group member as someone who persistently exhibits one or more of the following behaviors: withholding effort from the group, expressing negative affect, or violating important interpersonal norms' (P 175). Stressing on member's behavior, Hsiung, Chin-Min et al (2014) stated, "The failure of even a single member can compromise the success of the entire team. Thus, to evaluate the functioning of the team reliably, it is necessary to consider both the performance of the individual team members and the interactions among them." (P125).

Given the importance of dysfunctional teams, we follow Griffin and Lopez (2005) who define "Dysfunctional behavior as motivated behavior by an employee or group of employees that is intended to have negative consequences for another individual and/or group and/or the organization itself" (P 1000). They define dysfunctional behaviors within teams violate norms that are necessary for effective team performance (Felps et al, 2006), hold strong negative connotations for team members (Felps et al., 2006) and Griffin et al., 2005) and inhibits team processes and goals (Robinson et al.,1998).

Lencioni (2020) identified five widely accepted dysfunctions by using a story of a technology company that was struggling to grow and find customers. In the story, the new CEO on board, Catherine Petersen, realized that ". executives are not working together as a team and therefore impact

the entire organization in a negative way. The team struggles to accept responsibilities and come to any agreements, resulting in negative morale. Using this story, Lencioni identified five dysfunctions of the team as, absence of trust, fear of conflict, lack of commitment, avoidance of accountability and inattention to results. Lencioni (2020) defines trust as the confidence among team members that their peers' intentions are good, and that there is no reason to be protective or careful around the group. Absence of trust can lead to individuals doing their own things which can lead to poor results. Distrust can result due to fear of being vulnerable with team members. Fear of conflict results due to the desire to preserve artificial harmony which stifles the occurrence of productive ideological conflict. Lack of commitment occurs when there is lack of clarity or buy-in which prevents team members from making decisions they will stick to. The avoidance of accountability results in the need to evade interpersonal discomfort that prevents team members from holding each other accountable. In attention to result leads to pursuit of individual goals and personal status erodes the focus on collective success.

The question is why teams become dysfunctional. Commenting on dysfunctional team Greer & Dannals (2017) have suggested, "Conflict is inevitable when groups of people work together. Different opinions may arise about the goals and means of task accomplishment, interpersonal tensions may escalate, and struggles over leadership and power may derail team collaboration." (P 317). Several reasons have been cited such as, power (Gerber, 1998), Greer et al. 2017) and Greer and Dannals, 2017) role clarity (Digh, 2001) and Gerber, 1998), negative affective tone (Paulsen et al, 2016) and Cole et al., 2008) and; negative behavior and attitude (Aube, and Rousseau, 2014); de Jong et al., (2014); social loafing (Barsadfe and Gibson, 2012), Karau & Williams, 1993, Liden et al., (2014) and Seeber et al.,(2017) and diversity as it relates to gender, expatriates and nationality (Karau and Williams, 1993), Ritchie et al. 2015 and Stark et a., 2007). Greer et al (2017) used emergent theory to explain ". why and when the benefits of power for individuals may paradoxically explain the potentially negative effects of power on team outcomes (P 103)." They go on to theorize that power negatively affects team-level outcomes unless power's dark side for teams is removed . Paulson et al also (2016) also argue, ". the negative link between negative group affective tone (NGAT) and team performance is particularly valid for teams that work together for a longer period of time because shared negative feelings are more likely to be attributed to sources within the group, reduce social integration, and consequently diminish team performance" (P 3). They argue as projects continue these negative feelings tend to become stronger.

Cole et al (2008) also studied dysfunctional team behavior and team performance and concluded that, teams that experienced negative feelings and performed poorly engaged in dysfunctional acts. Aube et al (2014) studied dysfunctional and counterproductive behaviors and the consequences of those behaviors on the team as a system. Their results suggest "that the presence of counterproductive behaviors may require team-level interventions (e.g. team building) in addition to individual interventions with individuals involved" (P 202). De Jong et al (2014) examined 73 work teams and reported that "high levels of team–member exchange as well as high task-interdependence attenuate how team cohesion and team performance suffer from negative relationships". Keyton (1999) noted that, "Ineffective groups, whose members exhibit high interactional tensions, are commonplace in organizational use of teams. Sometimes the source of the dysfunction is one individual." Stohl and Schell (1991) proposed a model of the emergence of the dysfunctional group member that focuses on two types of antecedent conditions: the habits of individuals and properties of the system. They propose that three behavioral habits appearing simultaneously are most likely to foster the emergence of the primary provoker. The first is "interpretive omnipotence", in which the primary provoker causes interactional tensions as he or she claims to be privileged to the "correct" meaning of the situation. The second is the "heroic stance", in which interaction tensions stem from the primary provoker's claim of knowing what is best for the group. The third is "undifferentiated passion", in which the primary provoker exhibits far more emotional energy and time than demanded by his or her group role".

Social loafing can also lead to dysfunctional or poor team performance. Jackson et al. (1985) reported that "social loafing has been shown to occur especially when group members lack

identifiable contributions when there is an increased likelihood of redundant efforts, when there is a lack of cohesiveness among group members and when there is lessened responsibility for the final outcome". In a landmark paper Karau et al (1993) argued people tend to put forth less effort when performing in groups than when alone, a phenomenon called social loafing. They argued any job setting in which people's unidentifiable efforts are combined into a single output might be susceptible to social loafing. Building on this theory Linden et al (2004) studied social loafing and task interdependence. They concluded that as task interdependence increases and decrease in task visibility occurs social loafing increases. Another factor related to social loafing is the impact of gender and culture on social loafing. It is reported that both gender and culture play a role in social loafing (Stark et al., 2007). Kugihara (1999) conducted an experiment with Japanese males and females and reported that typically, "women tended to loaf less than the men, and the men's effort suddenly declined when the situation was changed from an individual to a collective work setting". Karau and Williams (1993) reported that social loafing occurs irrespective of task, culture or gender but also noted that it is stronger for men than woman. Stark et al (2007) also noted that gender was consistently related to social loafing in the self-reported and peer-rated equations. Kahane et al. (2013) studies group composition in terms of cultural diversity and found "that the presence of foreign workers does increase firm-level performance: NHL teams that employed a higher proportion of European players performed better." Earle et al (1989) studied Chinese and US managers in team setting and concluded that "social loafing as conceptualized in Western research does not appear to occur in all cultural settings. Collectivists did not exhibit social loafing, regardless of the level of accountability."

Recently studies relate to skills of team members and its impact on group outcome have started to emerge. Rosendhal et al. (2014) discussed the importance of balanced skills on a team of entrepreneurs. They reported, ' balanced skills are beneficial to team performance, and that it is hard to substitute individual balanced skills by combining different specialists within one team." Hoogendoorn et al. (2014) looked at the cognitive ability (or IQ) on team performance and reported "team performance exhibits an inverse U-shaped relationship with ability dispersion; average cognitive ability of team members did not significantly improve performance." Colombo and Grilli (2005) discuss synergistic gains from the combination of the complementary capabilities of founders relating to (i) economic-managerial and scientific-technical education and (ii) technical and commercial industry-specific work experiences in team settings. Sinan et al (2008) also reported "a significant amount of information overlap among team members is associated with higher performance while extremes of too little or too much mutual information hamper performance".

Though not directly implied there are suggestions that teams that are not balanced (Anderson and Hiltz, 2001, Colombo and Grilli, 2005), Williams and Karau, 1991, Williams and O'Reilly, 1998) and Rosenthal, 2014)) or lack in knowledge will not produce best results and in some cases may become dysfunctional. Research on diversity and skill related to dysfunctional team is still emerging. Cole et al (2006) contends that scholars have exerted considerable effort toward understanding the determinants of dysfunctional behavior, but they have not devoted much attention to the associated consequences. There is a continual need for research as to why diverse teams become dysfunctional and the potential causes. This paper is an attempt in that direction. The next section describes the model.

THE PROPOSED MODEL AND HYPOTHESIS

The study was conducted in a three-stage model, as follows:

Stage 1: Teams act as swift teams with the emphasis on "getting to know" each other and building trust.
Stage 2: Teams develop trust or distrust resulting in cohesive or dysfunctional teams respectively.
Stage 3: Teams are reconfigured, dismantled or teams develop trust.

Stage 1: At this stage members do not know each other but may have stereotype perceptions of group members based on social, ethnic and some other factors (Chidambaram and Jones, 1993; Gerber, 1988; Brigham, 1971). These groups, however, need to work with each other while getting to know each other. These team tend to behave like swift teams (Aggarwal, 2014; Hunter, 2013; Lionel et al., 2009) that need to develop swift trust (Mannix and Neale, 2005; McAlister, 1995; Wildman et al., 2012; Xu et al., 2007; Zolin, 2006) and appropriate level of communications and defined roles (Adams et al., 2007; Dunlop and Lee, 2004; Harrison and Klein, 2007; Williams and O'Reilly, 1998), to be successful. Meyerson et al (1996) describe swift teams as, 'organizational analog of "one night stand". They meet, get to know each other, perform and quit in short time. Zijlstra et al (2012) define swift groups as "ad hoc teams formed for immediate task performance, such as emergency or rescue teams or aviation crews, with highly trained members who have generally not previously worked together as a team". In their experiment, Zilstra et al (2012) also stressed the importance of interaction and identified early emergence of specific interaction patterns that differentiates between effective and ineffective crews. Wildman et al (2012) argued that development of trust is often a critical issue for a team's effectiveness Swift trust builds over time as team members get to know each other. Lionel et al. (2009) categorized trust in two different categories--swift and knowledge-based and suggest once individuals accumulate sufficient information to assess a team member's trustworthiness swift trust becomes knowledge-based trust based on team member's behaviors (perceived ability, integrity, and benevolence). Curnin et al. (2015) studied 32 liaison officers working in three strategic-level emergency operations centers in Australia. Commenting on importance of role playing and communications in emergency management, they stressed the importance of role clarity and argued it ".as an important factor in the successful formation of emergency management temporary organizations by emergency services". Fahy (2012) also stressed the importance of interaction and communication in developing swift trust between the Fire Department of New York (FDNY) and New York Police Department (NYPD).

These studies suggest that in the absence of other external factors, swift trust, communication and role clarification are important for this stage which we call the "getting to know" or trust building stage. These factors parallel Lencioni's dysfunctions of (lack of) trust, (lack of) commitment and (avoidance of) conflict among team members.

Stage 2: In this stage teams tend to evolve from swift to regular and trust or distrust starts to build. Teams that build trust have been studied (Jarvenppa et al., 1999; Mannix and Neale, 2005; McAllister, 1995; Seeber et al., 2017; Zolin, 2006) but our emphasis is on teams that start to distrust and become dysfunctional. Many times, they are results of individuals not performing their roles in the group. Researchers have called them "bad" apples or "difficult" team members. As already mentioned there are many reasons for this: social loafing, lack of commitment (Lencioni, 2020), fatigue (Hoeksema, 1998), lack of openness, time constraints (Lencioni, 2008), etc. Social loafing, for example, has a significant impact on group behavior. Commenting on bad apple, Felps et al. (2012) identified three categories of difficult team member behavior, which are especially likely to "spoil the barrel" if left unchecked: withholding of effort, being affectively negative, and violating important interpersonal norms. A bad apple can spoil the group effectiveness. There are several ways social loafing maybe addressed by groups. Group members can put in extra effort (Karau and Williams, 1993; Simms, 2014))or reduce their own contribution to avoid being a "sucker". When the individual contributions of a group member cannot be distinguished from others and, as a result, cannot be identified and evaluated, group members can "hide out" in a team. Several authors (Felps et al., 2006; Karau and Williams, 1993; Keyton, 1999) have argued that it may only take "one" member to spoil the team dynamics. Griffin and Lopez (2005) defined bad apple (employee) behavior as "any form of intentional act that has the potential to adversely

affect organizations and their employees". We have modified it to mean a bad member, and the act may be intentional or unintentional based on the five characteristics of the dysfunctional team mentioned by Lencioni. Under these circumstances, team members tend to exhibit frustration, discontent, conflict and even desperation making them dysfunctional.

Stage 3: Once teams are identified as dysfunctional, there is an obvious need for improvement. Spoelstra et al (2014) suggest creating project-based learning opportunities and team formation. They propose a model which uses knowledge, personality and preference data to form teams. Teams may have to be reconfigured, dismantled, reassigned or encouraged to work together, and can only transform if they seek assistance from higher ups. Often, teams may put up with a "bad" member and allow a "free ride" to loafers in order to avoid conflicts, or with keeping in the spirit of helping a fellow human being. The purpose of this stage is to bring a team back to a "normal" functioning team.

HYPOTHESIS

Researchers (Cole et al., 2008; Dunlop and Le, 2004;Felps et al, 2006; Karau and Williams, 1993) have discussed how negative influences can affect the performance of the group. In the long run, subgroups are formed that create progressively poorer outcomes. It is hypothesized that as teams develop mistrust and become dysfunctional, their performance will ultimately decrease. We studied the performance of dysfunctional teams over time and tested the following hypotheses:

H1: Dysfunctional teams will perform poorly over time.

The Experiment

The present study was conducted at an urban public university in the Mid-Atlantic area that has a non-traditional, commuter diverse student population. The experiment was conducted over several semesters. We used MBA students, both web and face-to-face for this study. An introductory information systems course was used that is required of all majors. The course uses cases and teams for learning purposes. Students were divided into groups of 4 or 3. Most groups had 4 but some had 3 due to enrollment numbers. Students were assigned three cases and each case was used as a stage as described in Figure 1.

The first case involved designing a budget using a spreadsheet; the second case involved developing a database using database software; the third case used project management. All three cases

Figure 1. The three-stage model

Stage 1   Stage 2   Stage 3
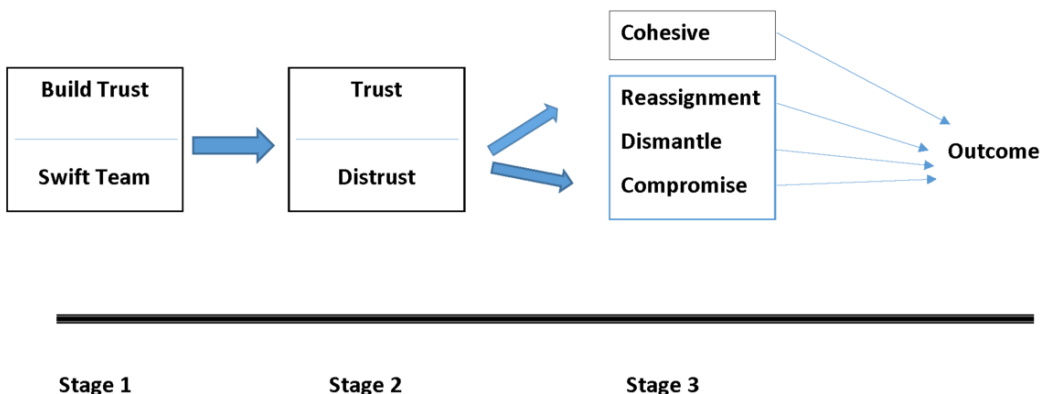
required extensive discussions and usage of software (Excel, Access, and Microsoft Project) for case analysis. The typical student was working full time, has a family and takes online or evening classes. Each group was given a survey after each stage (project) to discuss team dynamics and whether they trusted their group members or not. We used peer evaluation to reduce social loafing. Jackson et al (1985) suggested that evaluation can help reduce loafing if "two requirements are met for evaluation by any source (the experimenter, one's co-workers, or one self) to be possible: (a) the participant's output must be known or identifiable, and (b) there must be a standard (personal, social, or objective) with which this output can be compared". Both conditions were satisfied in peer evaluation, since the evaluators identified their peer's contribution and the benchmark was the solution of each case. Each case had peer evaluation and individual grades were adjusted based on this assessment. The individual grade was calculated as:

If there are n members in a group, and P_i is the peer evaluation of member k by member i, then:

$$\text{individual grade}_k = \text{group score} * \text{avg}\left(\sum_{i=1}^{n} P_i\right) i \neq k$$

Note: individuals were not allowed to evaluate themselves.

There was a total of 54 groups of which nine were dysfunctional. There were other groups with minor issues that were resolved by the groups themselves.

For purposes of the experiment, these nine dysfunctional groups were identified based on Lencioni's (2008, 2020) five dimensions. Performance was measured by the team's ability to carry out each case at each stage. SPSS was used for analysis. It was hypothesized over time as teams develop distrust and become dysfunctional their performance will decrease over time. Table 1 and Figure 2 summarize the results of three stages for nine dysfunctional teams.

Table 1 and Figure 2 show the results of the difference between the means of average group performance. We only compared Stage 1 and Stage 2 since many groups were expected to perform *better* in Stage 3 due to changes in group structure. Table 1 shows declining performance of the groups from Stage 1 to Stage 2. We tested the difference in means using SPSS. Results are summarized in Tables 2(a) and 2(b).

Tables 2(a) and 2(b) clearly support our hypothesis at $\alpha = 0.5$, implying dysfunctional groups tend to perform poorly over time. This also confirms the findings by other researchers [25, 47, 49].

Table 1. Team performance by stages

	Stage 1	Stage 2	stage 3
Team 1	43.5	35.34	33.66
Team 2*	42.78	41	48
Team 3*	50.41	43	46
Team 4	45.35	37.1	35.5
Team 5	37		
Team 6	47.39	44.48	40.756
Team 7	46.35	48.14	43.7
Team 8*	35.9	34.4	45.3
Team 9	41.65	39.5	38.33

*These teams were reconfigured after Stage 2
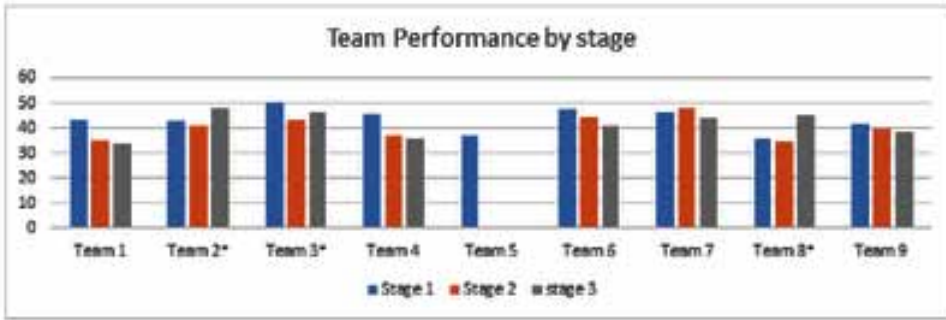
Figure 2. Team performance after each stage

Table 2a. Difference between means

		Mean	**N**	**Std. Deviation**
Pair 1	Score1	44.1662	8	4.35193
	Score2	40.3700	8	4.73543

Table 2b. Test of difference between means

		Paired Differences		
		Mean	**t**	**Sig. (2-Tailed)**
Pair 1	Score1 - score2	3.79625	2.900	.023

The next section discusses the dynamics of these teams and possible factors leading to such behavior, as well as the dynamics of dysfunctional groups throughout the three stages.

DISCUSSION

Our results indicate that a team may become dysfunctional for a variety of reasons. We selected three groups to show the nature of the progression toward dysfunction (see Table 3).

Following is a discussion of dysfunctional behavior in three teams in the context of the five dysfunctional characteristics (Lencioni, 2008, 2020), and cultural and diversity (Daniel et al. 2013; Kanawattanachai and Yoo, 2002, 2007; Jarvenppa et al., 2004; Lowry et al., 2010).

Team 1: In Stage 1, Team 1 had a good start with a minor issue with one member. All members wanted to work in the group, however one member was not sure if he could trust other group members. This was the swift group phase as in "getting to know" your group members. Members detected social loafing but tolerated at this stage. In Stage 2, group members started to show frustration. One member thought they were the "sucker" since they were doing 95% of the work. This supports Williams and Karau's (1993) hypothesis that "when an individual knows that their group members are going to loaf, they step up and shoulder the burden for the loafer, also referred to as social compensation." Two team members did not want to work in the same team and all members were distrustful of other members. However, the team decided to continue working since there was only "one" stage remaining. The team developed what Lencioni (2008, 2020) has termed "artificial harmony". In Stage 3, the group did not want to work together and the level of distrust

Table 3. Examples of dynamics of three dysfunctional teams

Team (Summary)	Group Size	Stage 1	Stage 2	Stage 3	Outcome
Team 1	3	It all worked out OK – an earlier start would have been better and member A's participation would have helped.	The group waits until the last minute, is very unresponsive, and does very little work. Member B did 95% of the work. Member C is been fairly responsive and answered one question for the assignment. Member A never responded to e-mails or questions posted in the discussion forum. Member A did no work on Assignment 1 and did nothing on Assignment 2. Member C responded to 1 question in the discussion forum and seemed to try to figure out how to complete the work for the assignment, but then stopped responding to messages in the discussion forum	There were no group dynamics. Member A did not contribute anything to any of the 3 projects. This was an extreme source of frustration, since Member A participated in the class sessions The other group members waited until the very last minute to do anything; taking a gamble that someone (i.e. me) would do most of the difficult work so that they could "proofread."	Team did not seek help
Team 2	4	● Members A, B and C worked well together ● Member D did not do their part ● Member D failed to meet expectation ● Member D did not understand the project ● Tried to accommodate her but no avail ● Member D did not prepare anything and continued to browse the web, talk on the phone, and ask off-topic questions.	● Emotional distress because of member D's behavior ● Member D causes problem and accuses others of being rude ● Negatively affecting the team ● Member D was not only rude and uncompromising, she did not take into account any one else's constructive criticism. Instead, member D took things personally and did not use them to improve ● Member D wanted to discuss other things than the project itself	Much easier to communicate without having to fight Member D	One member was reassigned
Team 3	4	● Members kept in touch through different portals and particular members were able to aid other members with any trouble they were having. ● Diverse membership ● Overall the knowledge contributed to the project added value to the end product. initial discomfort with communication ● With more time, this should diminish, and team members will be able to feel like they can be more open about what they know and do not know	● Group members B and C not participating or submitting ● Lack of and non-existent communication ● Group members are not doing work and it is hurting our grade.	Group 1: Members A and D worked very well together, had a great understanding of each other's work and schedule outside of class, and were able to complete all tasks on time. Group 2: Members B and C work well together. It is truly a collaborative relationship with mutual respect and regard for each other.	Split in two groups

remained the same. One person adversely impacted the team's performance (Felps et al, 2006; Keyton, 1999), yet was surprised and questioned the lower peer adjusted grade (social loafing: the member was expecting the same grade as others). This group members grade deteriorated over the three stages. Despite the lower grade, the student did not commit to the project as was evidenced by the comments of the other group members. (See Table 1 and Graph 2). Team 1 performance declined from Stages 1 to 2 by 8% and from Stage 2 to Stage 3 by 19%. The "bad apple" (Felps et al., 2006) did not feel there was anything wrong with the team dynamics in any of the three stages and wanted to stay with the team.

Team 1 became dysfunctional due to social loafing and lack of attention to the results of "one" member. Relationship conflict (Jehn and Mannix, 2001) started to appear. Team members had two choices: (1) either stoop to the level of the loafer and reduce their output or (2) take the leadership role and complete the task to the best of their abilities (Karau and Williams, 1993; Keyton, 1999; Simms, 2014). The team chose the second approach. While the team started as a swift team, it became dysfunctional over time and team performance suffered in the long run due to lack of trust and social loafing by on member. Ultimately, initial trust converted to distrust, to the extent that team members did not want to work with each other. The team did not seek to change its configuration or composition, and allowed the "bad" apple to continue. However, team members "sought their revenge" (Hung et al., 2009) via peer evaluation, which lowered member's (loafer) reward (grade) in Stages 2 and 3. By Stage 3, the team developed low trust and high distrust, but members stepped in due to other member's commitment and attention to results Lencioni (2008, 2020) Diversity or cultural differences did not play a part since all were male members of the same race and culture. Unfortunately, the team did not seek help to adjust the group member's behavior or group composition, which might have improved their performance over time. This team suffered from what Lencioni (2020) has termed as lack of commitment, absence of trust and avoidance of accountability.

Team 2: In Stage 1, Team 2 started out well with low distrust and high trust (Lewicki and McAllister, 1998), with all the members wanting to be in this group. Though there was high trust at this point, some in the group had a concern about one of its members. Overall, there was commitment on the part of group members. In Stage 2, things began to deteriorate. The team realized there was a "bad" apple who lacked "expertise", resulting in fear of conflict and lack of accountability, Lencioni (2020) within the group. This resulted in the formation of two subgroups. The first subgroup included the bad apple, with the second subgroup consisted of the other three members. The member (bad apple) was not considered a loafer since this person attended all the group meetings, but did not have much to contribute. In fact, based on individual comments, the member (bad) tried to steer the conversation away from the project, which created emotional distress for the other group members. Group members filled in for the non-contributor and worked through Stage 2, but punished the bad apple via peer evaluation. Team 2 developed low trust and high distrust. Relationship and task conflicts started to appear. At this stage, members approached for reconfiguration. Distrust start to form based on individual behavior and lack of knowledge (Kanawattanachal and Yoo, 2007). One of the ways to handle a dysfunctional group, as suggested by Stohl and Schell (1998,1991), is by reconfiguration to negate the "bad" apple. After several discussions, the offending member was removed from the group and assigned to a different group. In Stage 3, the group became cohesive, performed well and the average group score went up. All the remaining members wanted to stay with the group and the group evolved into a "normal" group. This is an example of the problem group member's avoidance of accountability Lencioni (2008,2020) and lack of functional expertise. Though overall group performance did not suffer because of the lack of expertise of one member in the subject area, the average group performance did suffer however, as its performance reduced by 5% from Stage 1 to Stage 2, but average group performance *increased* by 17% from stage 2 to stage 3. This team went from "swift" to "dysfunctional" to "productive".

Team 2 became dysfunctional due to "one" member. Loafing was not a factor here. It appears group diversity and culture maybe factors here. Researchers (Felps et al., 2006; Hessel and Ryan, 2014; Hoogendoorn et al., 2013; Williams and Karau, 1991) have suggested diversity and culture differences can affect trust among teams, creating an emotional and negative environment that adversely impacts group performance (Simms, 2014; Cole et al, 2008; Dunlop and Lee, 2004). Gender was not an issue for Team 2 since all members were of same gender. Researchers (Earley, 1989; Erdem et al., 2003; Lowry et al., 2010; Timmerman, 2000) have reported that culturally heterogeneous groups will have

a low level of trust compared to homogenous groups. Team 2 was racially diverse and culturally heterogeneous, which could have created a high distrust environment. In addition, two sub groups created relationship conflicts resulting in deteriorating performance over time.

One group member though attentive was functionally incompetent as is evidenced by postings and e-mails of the group members. This group member not only tried to slow others during meetings but also reiterated what others had suggested. Given this person was a participative member but still created a hostile environment among group members suggests functional incompetency can lead to dysfunctional groups. Functional incompetency, however, is not mentioned in Lencioni's model and we propose to create a new dysfunction due to lack of functional competency. This dysfunction may become more prominent as teams become more diverse with respect to surface and functional diversity.

Team 3: In Stage 1, Team 3 began optimistically, as individuals were very positive about their fellow group members. The group was diverse with respect to culture and gender, and they expressed a belief that they could learn from each other's differences. Team 3 started with high trust and no distrust, as members wanted to work with each other at all stages. However, in Stage 2, the team started to disintegrate. Fatigue (Hoeksema, 1998) and personality differences started to emerge. Process conflict started to appear. Two team members wanted to start early while other group members did not respond. This started an emotional response with the blame game, creating negative feelings. Two sub-groups (2 members each) emerged. Team members asked for intervention. After discussions, the team made a decision and asked for permission to split into two groups based on their sub-groups. In Stage 3, teams were allowed to split based on the sub grouping in Stage 2. Each subgroup became cohesive and worked well together. The team suffered a 13% loss in performance from Stage 1 to Stage 2. While the teams did not fully recover, they were able to cut their rate of loss from 13% to 2.9% in one subgroup, and to 3.4% in the other subgroup from stage 2 to stage 3. The subgroups developed high trust and low distrust. The group progressed from swift to dysfunctional to cohesive.

Team 3 did not become dysfunctional due to social loafing since all members were committed and participated in the first two stages. Team members appeared to have inattention to results and avoidance of accountability and fear of conflict after Stage 1. There was a lack of communication (Cummins, 2004; Karau and Williams, 1993) which created distrust among group members. If there is no communication, groups can become dysfunctional, as demonstrated by Team 3. In addition, it appears team developed process conflict due to cultural and surface diversity. However, once the group reorganized, they reduced their losses (Dunlop and Lee, 2004) due to the dysfunctional nature of the group in the previous stage. Next, we discuss modification to Lencioni's model.

LENCIONI' MODEL REVISITED

Our study uncovered some interesting factors that the Lencioni model does not directly mention, lack of functional expertise, which can lead to dysfunctional groups. Since much work is done in group settings across globe, it is becoming increasing plausible that some groups may consist of members that lack functional expertise. In many cases, other members take the slack (Williams and Karau, 1991) but in some cases (Felps et al. 2006, Williams and O'Reilly, 1998) they do not which can lead to dysfunctional group. We argue, Lencioni's model (https://www.tablegroup.com/books/dysfunctions) should be revised to include an additional layer of functional incompetency (Figure 3).

This additional layer is needed since lack of expertise can lead to fake or superficial contribution, which can result in conflict, inattention and eventually trust among members as we noted in team 2. Discussing the behavior of teams in hospitality industry, Laemers (2021) noted that for teams not to be dysfunctional ". team members should trust each other and dare to be vulnerable, engage in honest conflict without holding back, be committed, hold each other accountable and pay attention to results".

Figure 3. Revised Lencioni's model
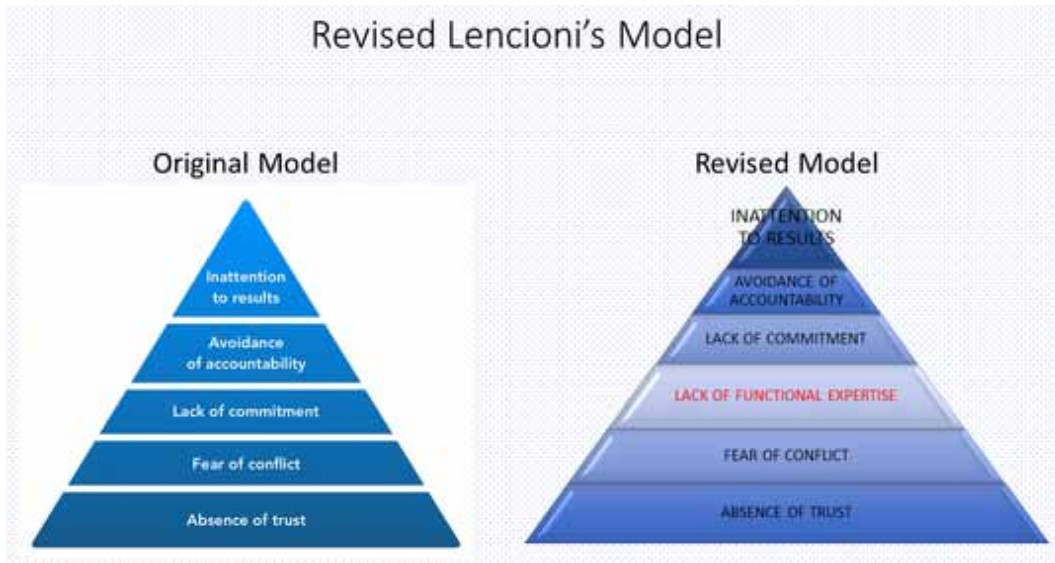
As the revised model suggests, however, lack of functional area knowledge can create distrust among group members if members feel they cannot expect any valuable contribution from that member. This could lead to herding or conflict as members try to stress their point of view creating power struggle (Van Bunderen et al., 2018). This dysfunction could ultimately lead to lack of commitment and accountability leading to poor results. This situation can be challenging for managers who may have to reassign the group member or provide additional domain knowledge via mentoring and/or courses or in the worst case let the member go. It is important for managers making teams to make sure members have domain knowledge, if not they should be trained before putting in a team. The above model could be valuable in designing teams to reduce dysfunctional or loafing behavior. The next section summarizes our findings, study limitations and future research.

SUMMARY

In this study, we empirically tested dysfunctional group performance over time. We built on the previous research on dysfunctional teams by extending it through several stages. This is the first study, to our knowledge, that examines dysfunctional groups over time. We studied behavior at both the individual and team performance levels. We show how some teams start out as swift teams, evolve into dysfunctional teams, and ultimately result in dismantling or reconfiguration.

We discussed additional layer of dysfunction, which is needed due to the current emphasis on inclusivity in teams. It is always possible some members may not have functional expertise needed for team work, creating imbalance (Rosendahl et al., 2014) which could lead to dysfunction. Team functional imbalance needs to be studied further.

We also studied several factors (loafing, culture, fatigue, conflict, etc.) that can result in dysfunctional teams and minimize organizational productivity. However, we did not establish any cause and effect relationship at this stage. Our study did show that if there is a dysfunctional team, managers should address issues after the first stage and not wait for it to resolve itself. Over time, most teams likely will only become progressively worse. Teams are future of organizational decision making and balanced team composition is of importance. Our research indicates that diversity has

some impact on group performance. Our model has implications for managers and provides guidance on creating balanced groups that can utilize employee resources efficiently.

LIMITATIONS

As with any study, the results should be interpreted with caution. The study has several limitations, including the sample size, and should be replicate with larger team sizes. In this experiment, only small groups were considered, but research has shown group size may impact social loafing. We did not differentiate between "types" of diversity, either surface or functional level. It is possible that surface and functional level diversities may have different impacts on teams. Another limitation is the usage of students for the experiment. Academic teams are there to learn and if they become dysfunctional it is not possible to "fire" the bad apples, which is entirely possible in a real world team. However, commenting on the impossibility of experimenting with real life dysfunctional teams, Felps et al. (2006) noted that ".the chances of actually observing a bad apple spoil the barrel is low since such events are infrequent and organizations are not particularly likely to encourage or support such invasive research." He continues: "A more refined and detailed analysis would usually be most easily accomplished with laboratory research." We plan to continue our efforts via laboratory settings.

In addition, while we removed the effect of the task (all three tasks were similar in terms of complexity), it is possible that groups become dysfunctional for only certain type of tasks. We are continuing our efforts in this direction, by expanding this experiment to study the effect on group dysfunctional behavior by changing both group size and the nature of the task.

FUTURE RESEARCH

This paper has studied dysfunctional factors described by Lencioni (2008, 2020) for structured tasks for small groups. Future studies should experiment with semi or unstructured tasks. It is possible semi structured tasks may have different outcomes since unstructured part of the tasks may allow more brainstorming leading to more divergence and possibly dysfunction. Some studies have already started in this area for top management teams (Medina et al, 2018). Another area to study would be group size and sub groups. Are small groups more dysfunctional than larger groups? Large groups may behave differently if only one or two members are negative and their negativity may be lost in a big group. Do sub groups encourage dysfunctions affecting group performance? Another factor would be to study types of diversities and their impact on group behavior. Functional diversity (competency) the new layer that we are proposing need to be further studied for mix of competencies and their impact on functional and dysfunctional groups. Coleman (2018) and other researchers are beginning to study this area.

In addition, some researchers have recently argued that distrust is not all bad (Lowry et al., 2014; Simms, 2014). It would be interesting to study if distrust can lead to productive teams over time or only in short term. Another area is the 'power' of team members. For example, Greer et al, (2017) are studying power and its impact on group dysfunction and group performance. Van Bunderen, et al. (2018) are also studying internal power struggle among groups and its impact on group outcome. As long as research produces mixed results, there will be a continuous need for validation and replication of experiments.

CONCLUSION

This longitudinal study of short time duration provides an important step in studying the dysfunctional group's behavior on its performance. The study confirms the existing literature, which is that one bad apple can spoil the whole barrel. The experiment also revealed that dysfunctional teams evolve into

sub groups developing more distrust and conflicts over time. Managers must not wait and allow groups to form a "temporary harmony", which could eventually lead to resentment and poorer performance over time. The study also uncovered role of functional incompetency on dysfunctional groups. This study should be beneficial to managers who want to create "balanced" teams by paying attention to functional incompetency of group members.

Dysfunctional teams are a fact of life. Though not common, they can create damaging outcomes for organizations. It is necessary to study factors that cause this phenomenon and avoid them. This paper provides guidelines for managers on how to manage employee resources efficiently and avoid dysfunctional groups.

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