Psicologia dei Gruppi e delle Relazioni Sociali

Andrea Guazzini

Department of Education and Psychology, &
Centre for the Study of Complex Dynamics, University of Florence, Italy

Psicologia dei Gruppi e delle Relazioni Sociali

Andrea Guazzini[1] & Mirko Duradoni[2]

[1]*Department of Education and Psychology, & Centre for the Study of Complex Dynamics, University of Florence, Italy*
[2]*Department of Industrial Engineering, University of Florence, Italy.*

Course Outline

Theoretical Lessons (Part 1):

1- An *introduction to the group dynamics (1)*
2- An *introduction to the group dynamics (2)*
3- *Studying Groups*
4- *Inclusion and Identity*
5- *Formation*
6- *Cohesion and Development*
7- *Structure*
8- *Influence*
9- *Power*
10- *Leadership*
11- *Performance*
12- *Decision Making*
13- *Teams*
14- *Conflict*
15- *Intergroup Relations*
16- *Groups in Context*
17- *Groups and Change*

Experimental activity (Part 2):

18- *From cognition to social simulation*
19- *Research in group dynamics*
20- *Community detection*
21- *Epidemic Modeling*
22- *The virtual settings*
23- *Reputation dynamics*
24- *Collective Intelligence*
25- *Group reasoning*
26- *Crowd dynamics*
27- *Social influence: new perspectives*
28- *Personality, Self and Identity (I)*
29- *Personality, Self and Identity (II)*
30- *Constructing the Self in a Digital World*
31- *Self Disclosure, Privacy and the Internet*
32- *Understanding the On-line behaviour*

Lesson: 13 - (1/4)
Title: Teams

Andrea Guazzini[1] & Mirko Duradoni[2]
[1]Department of Education and Psychology, & Centre for the Study of Complex Dynamics, University of Florence, Italy
[2]Department of Industrial Engineering, University of Florence, Italy.

Lesson 13 Outline

- ***Working Together in Teams***
  - *What Is a Team?*
  - *Types of Teams*
  - *When to Team?*
  - *The I-P-O Model of Teams*

- ***Building the Team***
  - *The Team Player*
  - *Knowledge, Skill, and Ability (KSA)*
  - *Diversity*

- ***Working in Teams***
  - *Teamwork*
  - *Team Cognition*
  - *Maintaining Cohesion*

When the goals people want to accomplish are so complex that they would overwhelm any individual's capabilities—such as building a bridge, flying a spacecraft to the moon, or performing Bach's Brandenburg concerto—people turn to teams. Teams, when successful, transform groups into complex, adaptive, dynamic task-performing systems. Teams are groups, but not all groups are teams.

Group and Decision
Working together in teams

What is a team?

One hundred years ago most teams were either pulling plows or playing games. Groups assembled for work that required many hands and much muscle, but less physically demanding labor was given over to skilled individuals. Over time, however, the complexity of the tasks that humans undertook grew, and so did their need to work in teams in order to achieve their ends.
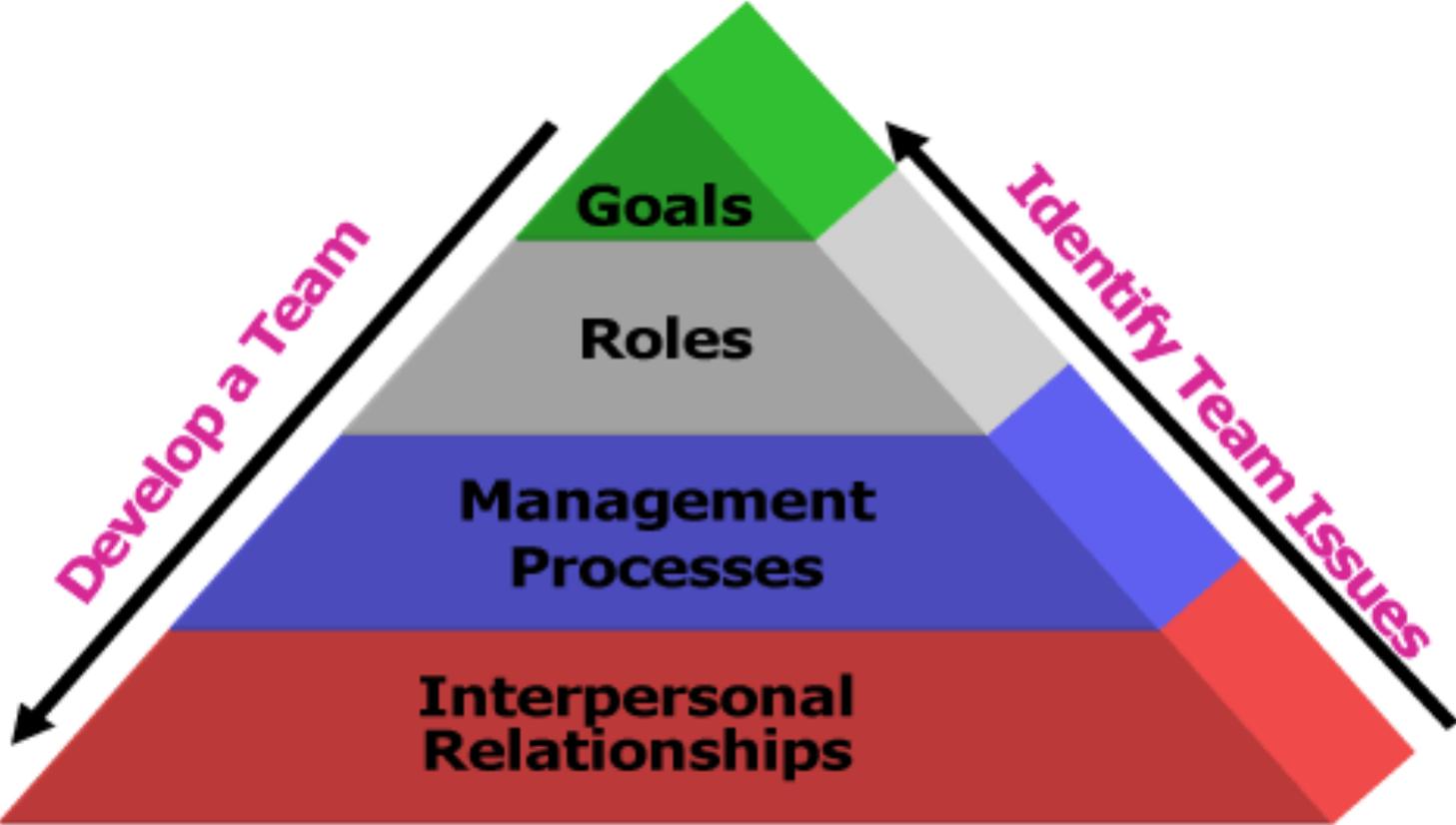

Teams
Like all groups, teams include multiple members, who are interdependent and share a collective goal. But teams, unlike many groups, require more from the members in the way of collaboration and coordination.

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What is a team?

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What is a team?

Teams are often spawned when one or more individuals confront an obstacle, a problem, or a task they wish to overcome, solve, or complete, but they recognize that the solution is beyond the reach of a single person. Such situations require collaboration among individuals, who combine their personal energies and resources in joint activities aimed at reaching both individual and team goals (Zander, 1985).

Despite their diversity in terms of focus, composition, and design, teams are fundamentally groups, and so they possess the basic characteristics of any group: interaction, goals, interdependence, structure, and unity.

But what sets teams apart from other groups is the intensity of each these attributes within teams

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What is a team?

But what sets teams apart from other groups is the intensity of each these attributes within teams

- The *level of interaction in teams is concentrated and continuous*, and it includes both task-oriented action as well as relationshipsustaining interactions (e.g., social support, selfdisclosure, mutual aid).
- Teams are also *relatively well-structured groups*, each member's role in the group is defined, as are norms, status, and communication relations.
- Finally, the *close coupling of the members of teams means that they have a high degree of unity*; teams are *typically cohesive*, particularly in the sense that their members are united in their efforts to pursue a common goal.
- *External pressures may magnify this unity*, for teams usually work under some kind of pressure, such as a heavy workload, limited time, or competition with other groups. *Teams, then, are hypergroups: They possess all the basic qualities of any group, but to a more extreme degree.*

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Types of Team

Teams come in a wide variety of forms, and they fulfill many different functions in military, educational, industrial, corporate, research, and leisure settings. A general distinction, however, can be made between teams that process information and teams that plan, practice, and perform activities (Devine, 2002).

T A B L E 12.1   Types of Teams

Type and Subtypes	Function	Examples
Management		
Executive	Plan, direct	Board of directors, city council
Command	Integrate, coordinate	Control tower, combat center
Project		
Negotiation	Deal, persuade	Labor management, international treaty
Commission	Choose, investigate	Search committee, jury
Design	Create, develop	Research and development team, marketing group
Advisory	Diagnose, suggest	Quality circle, steering committee
Service	Provide, repair	Fast food, auto service team
Production	Build, assemble	Home construction, automotive assembly
Action		
Medical	Treat, heal	Surgery, emergency room
Response	Protect, rescue	Fire station, paramedics
Military	Neutralize, protect	Infantry squad, tank crew
Transportation	Convey, haul	Airline cockpit, train crew
Sports	Compete, win	Baseball, soccer

SOURCE: Adapted from D. J. Devine, 2002

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Types of Team

- ***Executive teams and command teams*** *such as administrative units, review panels, boards of directors, and corporate executive teams, are management teams. They identify and solve problems, make decisions about day-to-day operations and production, and set the goals for the organization's future.*
- ***Project teams, or cross-functional teams***, *include individuals with different backgrounds and areas of expertise who join together to develop innovative products and identify new solutions to existing problems. These teams are extremely common in organizational settings, for they often are composed of individuals from a variety of departments and are deliberately organized to reduce the lack of communication that isolates units within the overall organization. Negotiation teams represent their constituencies; commissions are special task forces that make judgments, in some cases about sensitive matters; and design teams are charged with developing plans and strategies.*
- ***Advisory teams***, *such as review panels, quality circles, and steering committees are sometimes called parallel teams because they work outside the usual supervisory structures of the company.*
- ***Work teams***, *such as assembly lines, manufacturing teams, and maintenance crews, are responsible for the organization's tangible output; they create products (production teams) or deliver services (service teams). Some of these teams can also be considered action teams.*
- ***Action teams*** *include sports teams, surgery teams, police squads, military units, and orchestras. All are specialized teams that generate a product or a service through highly coordinated actions (Devine, 2002; Sundstrom et al., 2000).*

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Task Forces and Crews

Distinctions can also be drawn between teams and other task-focused groups, such as crews and task forces. These **three work groups differ in longevity and the scope of their tasks.**

Task forces have a specific, well-defined purpose, and they exist for only as long as the project.

Crews are teams that use specialized tools or equipment to accomplish their appointed tasks.

- *The staff of an emergency room and the men and women piloting a jumbo jet would be crews (Arrow & McGrath, 1995; McGrath, 1984).*

Teams also differ in terms of their source or origin. Some teams, such as the young engineers building a prototype of a computer in a garage, a highly organized study team, or an expedition would all be member-founded teams. Other teams, in contrast, are begun by individuals or authorities outside the team. (Arrow, McGrath, & Berdahl, 2000).

Complex organizations, such as large corporations, usually include both types of teams.

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Appropriate autonomy

One of the key aspects of teams—one that sets teams apart from many other groups—is their degree of autonomy. Some teams are semi-autonomous or supervisor-led, for they have a formally recognized leader who is responsible for organizing the members and reviewing their performance. Other teams, in contrast, are more autonomous, for these teams can manage their own work-related activities, including their own operating procedures and structures (Stewart, 2006; Sundstrom et al., 2000).

Hackman's (1986) model of team autonomy

The model describes, four different levels of control:

1. **Execution of the task itself,**
2. **Managing the work process,**
3. **Designing the team itself within the organization context,**
4. **Leading the team by setting its overall mission and objectives.**

Each step up this hierarchy increases the team's autonomy.

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Appropriate autonomy

Hackman's (1986) model of team autonomy

The model also identifies four types of teams that differ in their degree of responsibility and autonomy.

In a manager-led team, members do the work of the team, but someone external to the group carries out all executive functions for the team.

Members of Self-managing teams have more autonomy, for they are charged with both executing the task and monitoring and managing the team's work.

Self-designing teams enjoy more discretion in terms of control over their team's design, for they have the authority to change the team itself. The team's leader sets the direction, but the team members have full responsibility for doing what needs to be done to get the work accomplished.

Self-governing teams have responsibility for all four of the major functions

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FIGURE 12.1   The authority matrix: Four levels of team self-management.

SOURCE: Hackman, J. R. (1986). "The psychology of self-management in organizations." In Michael S. Pallak and Robert O. Perloff (Eds.), *Psychology and work: Productivity, change, and employment*. (pp. 89–136). Washington, DC, US: American Psychological Association. doi: 10.1037/10055-003 p. 92

Lesson: 13 – (2/4)
Title: Teams

Andrea Guazzini[1] & Mirko Duradoni[2]
[1]Department of Education and Psychology, & Centre for the Study of Complex Dynamics, University of Florence, Italy
[2]Department of Industrial Engineering, University of Florence, Italy.

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When to Team?

Not all tasks require the skills, attentions, and resources of a group of people working in close collaboration. Teams, with their greater resources, goal-focus, and vast potential, are becoming the default choice in a variety of performance settings, but some caution is needed before rushing to form a team to solve a problem.

Studies of group performance and decision making suggest that ***groups are not all gain without loss.*** A team may be the best choice in a given situation, but that choice should be shaped by an analysis of the task at hand rather than the popularity of the method.

In general, as tasks become more difficult, complex, and consequential, the more likely people will prefer to complete them through coordinated activity rather than individual action (Karau & Williams, 1993; Zander, 1985).

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When to Team?

How difficult is the task? **In some circumstances, people are faced with tasks that are well beyond the skills and resources of a single individual. The duration of the task also influences its difficulty. Projects that take months or years to complete are best attempted by multiple individuals, so that the work continues even when specific individuals leave the team.**

How complex is the task? **Individuals may be able to carry out specific assignments with great skill, but some tasks involve multiple interdependent subtasks that must each be completed in a specific sequence before the goal is reached.**

How important is the task? **Problems are not equal in their overall significance. When the effects of succeeding or failing at a task are consequential for many people for a long period of time, individuals are more likely to collaborate with others.**

Group and Decision

Working together in teams
When to Team?

Other, more psychological and interpersonal, factors also influence people's interest in collaborating with others.

- *Many people prefer to carry out their work in the company of other people*, and so even when others are more of a distraction than a help, they prefer to work in teams rather than alone (Forsinth, 2014).
- *When individuals fear that they will be blamed for a bad decision or outcome, they might form a team to make the decision* to avoid full responsibility for the negative outcome (Leary & Forsyth, 1987).
- *People may even found a team or join an existing team so that they can enjoy the fruits of the team's labors without having to invest very much* of their own personal time (Locke, 2001).
- *Teams are also sometimes used because they are popular, rather than effective or appropriate*. The romance of teams is a "faith in the effectiveness of team-based work that is not supported by, or is even inconsistent with, relevant empirical evidence" (Allen & Hecht, 2004, p. 440).

Romance of teams
The intuitive appeal of teams as effective means of improving performance in business and organizational settings, despite the relative lack of definitive evidence supporting their utility.

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The I-P-O Model of Teams

Teams are often conceptualized as complex performance systems. They emerge from and in turn sustain patterns of coordinated interdependences among individual members.

- Teams, because of their great emphasis on achievement of desired goals, are more likely than most groups to plan, prior to action, a strategy to enact over a given time period, seek feedback about the effectiveness of the plan and implementation, and make adjustments to procedures and operations on the basis of that analysis (Arrow et al., 2000; Kozlowski et al., 1999).

Rather than assuming that variables in the system are linked to one another in simple, one-to-one relationships, systems theory recognizes factors that set the stage for *teamwork (inputs)*, that facilitate or inhibit the nature of the *teamwork (processes)*, and a variety of consequences that result from the *team's activities (outputs)*.

This assumption is the basis of the well-known input– process–output model of teams

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The I-P-O Model of Teams

Inputs include any antecedent factors that may influence, directly or indirectly, the team members and the team itself. These antecedents include individual-level factors (e.g., who is on the team and what are their strengths and weakness), team- level factors (e.g., how large is the team and what resources does it control), and environmental- level factors (e.g., how does this team work with other units within the organization).

Processes are operations and activities that mediate the relationship between the input factors and the team's outcomes. These processes include steps taken to plan the team's activities; initiating actions and monitoring processes; and processes that focus on interpersonal aspects of the team's system, such as dealing with conflict and increasing members' sense of commitment to the team (Marks, Mathieu, & Zaccaro, 2001).

Outputs are the consequences of the team's activities. The team's emphasis on outcome means that the tangible results of the team effort draw the most attention—did the team win or lose, is the team's product high in quality or inadequate. But other outcomes are also important, including changes in the team's cohesiveness or the degree to which it changed so that it will be able to deal with similar tasks more efficiently in the future.

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The I-P-O Model of Teams
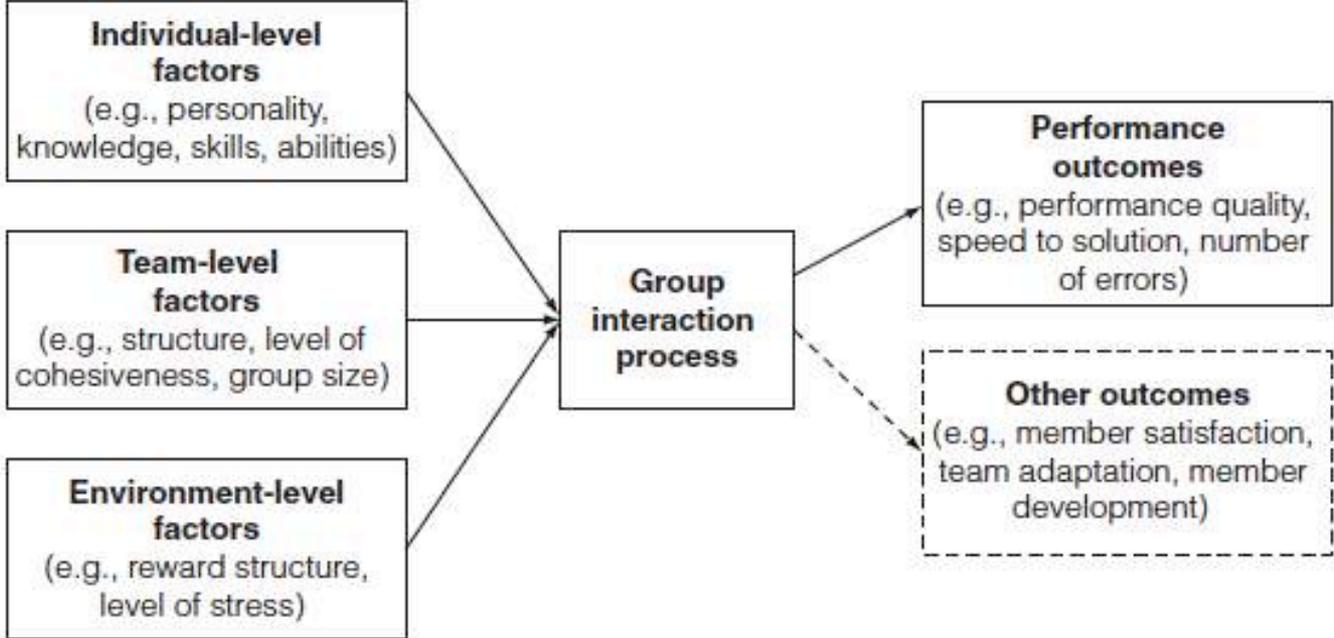
F I G U R E 12.2   The traditional Input–Process–Output (I-P-O) model of team performance.

SOURCE: Adapted from: Hackman, J. R., & Morris, C. G. (1975). "Group tasks, group interaction process, and group performance effectiveness: A review and proposed integration." *Advances in Experimental Social Psychology, 8,* 47–99. Reprinted by permission of J. Richard Hackman.

Lesson: 13 – (3/4)
Title: Teams

Andrea Guazzini[1] & Mirko Duradoni[2]
[1]Department of Education and Psychology, & Centre for the Study of Complex Dynamics, University of Florence, Italy
[2]Department of Industrial Engineering, University of Florence, Italy.

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Building the Team

All teams are composites formed by the joining together of multiple, relatively independent individuals. Each member of the group brings to the team a set of unique personal experiences, interests, skills, abilities, and motivations, which merge together with the personal qualities of all the other individual members to form the team as a whole (Moreland, Levine, & Wingert, 1996).

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Building the Team

Team players are often identified on the basis of their personalities, for people assume that some people, by temperament, make better teammates than others.

- As with other group processes, including affiliation and leadership, the qualities identified in the big five theory of personality have been linked, reliably, to team performance. **The big five theory recognizes that** people differ from each other in many ways, but it assumes that **extraversion, agreeableness, conscientiousness, emotional stability (low neuroticism), and openness are all qualities that facilitate working on teams**. (Bell, 2007;)
- *Extraversion* is consistent with a number of desirable qualities in a teammate: affiliativeness, social perceptiveness, expressivity, and, to a lesser extent, leadership (dominance).
- *Agreeableness*, which connotes trust and cooperation, and *Conscientiousness*'s suggestion of dependability, dutifulness, and achievement are also likely team-promoting qualities.
- *Emotional stability* and *Openness* are likely associated with success working with others, since they are indicators of adjustment, confidence (selfesteem), and flexibility.

A recent meta-analysis confirmed these predictions, with some qualifications (Bell, 2007; Peeters et al., 2006).

Group and Decision
Working together in teams
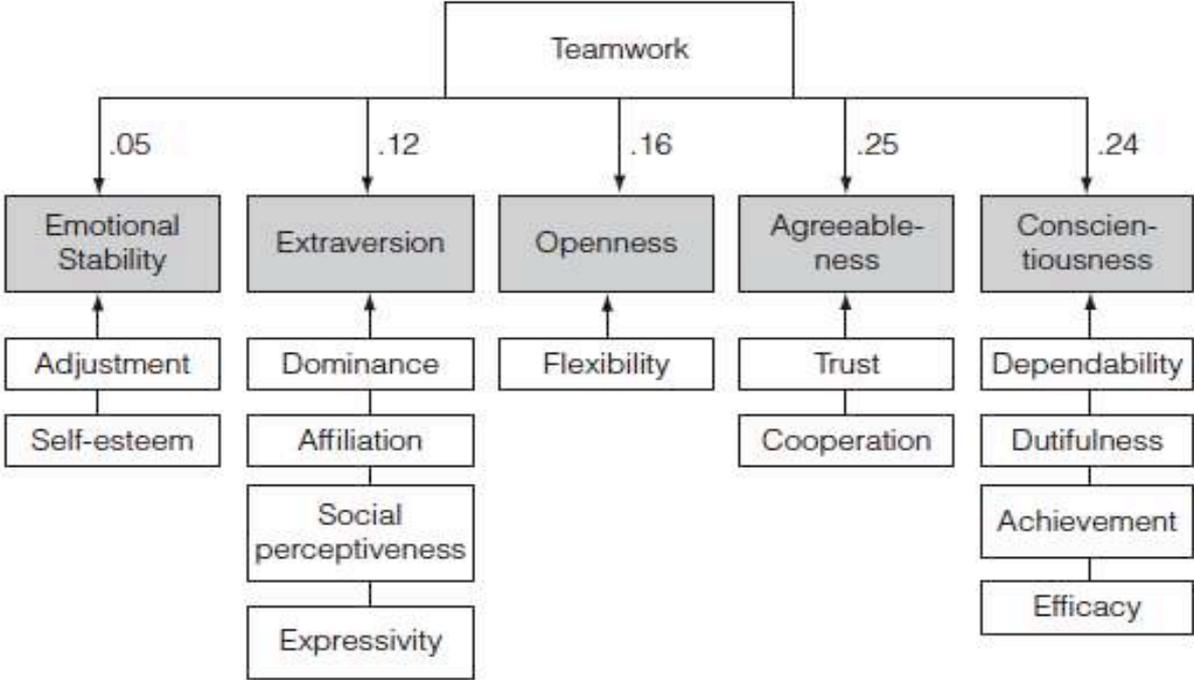
FIGURE 12.3 Hierarchical model of personality characteristics and facets related to teamwork.

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Building the Team

*Researchers have also examined other personality variables, in addition to those emphasized by the big five, including **assertiveness** (Pearsall & Ellis, 2006), **Type A** tendency (Keinan & Koren, 2002), **locus of control** (Boone et al., 2004), and **achievement motivation** (LePine, 2003).*

Typa A Vs Type B

Type A individuals tend to be aggressive, competitive, and excessively time oriented, but they are also high in their achievement orientation.
Type B individuals, in contrast, are more relaxed and slow-going.

Researchers then created teams, being careful to control the number of Type As and Bs in each. They made some teams all Type A, others all Type B, and some teams with a mixture of both types. After they worked together for a time, the members of these teams were asked to indicate level of satisfaction with their team and its members.

- In general, ***people were more satisfied when their teammates were similar in terms of personality***.
- ***Teams composed of all Type As or all Type Bs were rated as more satisfying*** by their members than were teams where Type As and Bs were mixed together.
- ***Teams of only Type As did, however, get a lot more done*** (Keinan & Koren, 2002).

Group and Decision

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Knowledge, Skill, and Ability (KSA)
Some teams fail because they simply do not include people with the qualities and characteristics needed for success at the task. A team's performance depends, in part, on its members' knowledge, skills, and abilities, or KSAs.

On the **task side**, *teams whose members are more skilled at the work to be done outperform teams composed of less-skilled members.*

- *A **team of mediocre individuals can, with enough practice, good leadership, and determination, reach lofty goals**, but it is difficult to make a silk purse out of a bunch of sow's ears (Devine & Philips, 2001; Ellis et al., 2003).*
- **Teams that succeed in creating new products and solutions to long-standing problems are generally staffed by individuals of high intelligence, motivation, and energy** *(Bennies, et al. 1997).*
- *Studies of sport teams indicate that "**the best individuals make the best team**" (Gill, 1984, p. 325). In many sports, the players' offensive and defensive performances can be tracked so that their skill levels can be identified accurately. These qualities can then be used to calculate the statistical aggregation of the talent level of the team, which can be compared to the team's outcomes. Such analyses indicate that the correlation between the aggregation of individual members' ability and team performance is very strong: .91 in football, .94 in baseball, and .60 in basketball (Jones, 1974; Widmeyer, 1990).*

Group and Decision
Working together in teams

Knowledge, Skill, and Ability (KSA)
Some teams fail because they simply do not include people with the qualities and characteristics needed for success at the task. A team's performance depends, in part, on its members' knowledge, skills, and abilities, or KSAs.

On the **social side***,*

- **Members must be able to work well with others on joint tasks** *(Cannon-Bowers, Tannenbaum, Salas, & Volpe, 1995; Stevens & Campion, 1994).*
- *Although different teams require different skills of their members,* **many performance settings reward individuals who are skilled in conflict resolution, can collaborate with others to solve problems, and are good communicators** *(Morgeson, Reider, & Campion, 2005).*
- **Conflict resolution KSAs include the ability to distinguish between harmful and constructive conflicts** *and an emphasis on* **integrative dispute resolution skills rather than a confrontational orientation.** *Collaborative problem-solving KSAs involve skill in using group approaches to decision making. Communication KSAs require a range of finely tuned listening and messaging skills, including the capacity to engage in small talk: "to engage in ritual greetings and small talk, and a recognition of their importance" (Stevens & Campion, 1994, p. 505).*

Group and Decision
Working together in teams

Diversity
The diversity of a team is determined by the extent to which members are different from one another.

Six general clusters of differences have been identified by research:

1. *Social categories,*
2. *Knowledge and Skills*
3. *Values and Beliefs*
4. *Personality, Status*
5. *Social connections*

(Mannix & Neale, 2005).

Some of these differences pertain to demographic qualities of people, such as race and sex. Others are based on differences in knowledge and skill, and are better considered to be informational or functional variations.

Group and Decision
Working together in teams

Diversity
The diversity of a team is determined by the extent to which members are different from one another.

T A B L E 12.2 **Categories and Types of Diversity**

Categories	Types of Diversity
Social-category differences	Race, ethnicity, gender, age, religion, sexual orientation, physical abilities
Differences in knowledge or skills	Education, functional knowledge, information, expertise, training, experience, abilities
Differences in values or beliefs	Cultural background, ideological beliefs, political orientation
Personality differences	Cognitive style, affective disposition, motivational factors
Organizational- or community-status differences	Tenure or length of service, title
Differences in social and network ties	Work-related ties, friendship ties, community ties, in-group membership

SOURCE: E. Mannix and M. A. Neale, "What Differences Make a Difference? The Promise and Reality of Diverse Teams in Organizations." *Psychological Science in the Public Interest,* 6, 31–55. Copyright 2005 by the American Psychological Society.

Group and Decision
Working together in teams
Diversity & Performance

From a strictly informational perspective, diverse teams should win out against less diverse ones. Diversity brings variety to the team, and with that variety should come a broader range of expertise, knowledge, insight, and ideas.

- But diversity has a possible downside. ***Diversity can also separate members of the team from one another*** (Harrison & Klein, 2007).
- As social categorization theory suggests, ***individuals are quick to categorize other people based on their membership in social groups***. Although the members of a team should think of each other as "we" or "us," when members belong to a variety of social categories some members of the team may be viewed as "they" and "them" (van Knippenberg, De Dreu, & Homan, 2004).
- Diversity may therefore create ***faultlines*** within the team, and when the team experiences tension, it may break apart along these divisions (Lau & Murnighan, 1998).
- ***Diversity, when based on information and expertise, tends to improve team outcomes***, particularly on difficult tasks (Bowers, Pharmer, & Salas, 2000).
- ***Teams of researchers were more productive when they joined with researchers from other disciplines*** (Pelz, 1956, 1967),
- ***But top management teams and work groups were less productive and experienced more turnover when their members varied noticeably in age and tenure*** (Pelled, Eisenhardt, & Xin, 1999).
- Given these advantages and disadvantages associated with diversity, it is no wonder that the research literature does not provide a definitive answer to the question "Do diverse teams outperform less diverse, homogenous teams?" (Horwitz & Horwitz, 2007; Stewart, 2006)

Lesson: 13 – (4/4)
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Andrea Guazzini[1] & Mirko Duradoni[2]
[1]Department of Education and Psychology, & Centre for the Study of Complex Dynamics, University of Florence, Italy
[2]Department of Industrial Engineering, University of Florence, Italy.

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Teamwork

Teamwork is the psychological, behavioral, and mental work that members of the team carry out as they collaborate with one another on the various tasks and subtasks that they must complete to reach their desired goal. A team may include many talented individuals, but they must learn how to pool their individual abilities and energies to maximize the team's performance.

- Team goals must be set, work patterns structured, and a sense of group identity developed. Individual members must learn how to coordinate their actions, and any strains and stresses in interpersonal relations need to be identified and resolved (Cannon- Bowers et al., 1995; Cohen & Bailey, 1997).

Teamwork
The process by which members of the team combine their knowledge, skills, abilities, and other resources, through a coordinated series of actions, to produce an outcome.

Group and Decision
Working together in teams

Michelle Marks, John Mathieu, and Stephen Zaccaro (2001) Taxonomy.

Their taxonomy of teamwork functions stresses three key processes: ***transitioning, acting,*** and ***managing*** interpersonal relations among members*.*

Transition Processes Often, teams attempt tasks that are so complex that they cannot be completed, at least with any degree of success, without advance planning.

1. The first type of transition process, ***mission analysis***, focuses on the current situation: the tasks and subtasks that must be completed, the resources available to the team, and any environmental conditions that may influence the team's work.
2. Teams also engage in ***goal specification and strategy formulation*** between action episodes, since experience working together will provide the members with a clearer idea of the team's potential and limitations.
3. ***Strategy formulation*** is particularly essential if the team is unable to reach the goals it has set for itself, for by reviewing the causes of failure team members may find ways to improve their efficiency and outcomes (Cannon & Edmondson, 2005).

Group and Decision
Working together in teams

Michelle Marks, John Mathieu, and Stephen Zaccaro (2001) Taxonomy.

Their taxonomy of teamwork functions stresses three key processes: ***transitioning, acting,*** and ***managing*** interpersonal relations among members***.***

Action Processes When teams are at work, their task-related actions are so perceptually vivid that the action processes that make up the teamwork portion of their activities often go undetected. Marks, Mathieu, and Zaccaro suggest that four other, teamwork-related actions are also taking place during the action period.

1. **The group is monitoring progress towards its goals**, as members implicitly check their own actions as well as those performed by others.
2. **Systems monitoring involves keeping track of the resources the team needs**, whether they be physical resources, time, or even energy.
3. **Team monitoring and backup behavior, considered by some to be a key difference between teams and task groups, occurs when one member of the team delivers assistance to another member**, simply because that team member needs help.
4. **Coordination of action involves a change in the behaviors of the team members so that each one's actions mesh with other's actions, resulting in synchrony**.

Group and Decision
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Michelle Marks, John Mathieu, and Stephen Zaccaro (2001) Taxonomy.

Their taxonomy of teamwork functions stresses three key processes: *transitioning, acting,* and *managing* interpersonal relations among members*.*

Interpersonal Processes Consistent with studies of work groups in general, during both the transition and action periods teammates must spend some of their time tending to the relational side of their team. To reach a high level of effectiveness, teams require a

- *degree of unity*; yet the pressures often encountered by groups as they strive to reach their goals can produce tension within the group. Members of effective teams tend to reduce the threat of such conflict to the group's cohesion through conflict management.
- Other types of interpersonal work required of the group members include *motivation* and *confidence building* and *affect management*.

Group and Decision
Working together in teams

Michelle Marks, John Mathieu, and Stephen Zaccaro (2001) Taxonomy.

T A B L E 12.3   Taxonomy of Team Processes

Process Dimension	Definition
Transition processes	
Mission analysis	Interpretation and evaluation of the team's mission, including identification of its main tasks as well as the operative environmental conditions and team resources available for mission execution
Goal specification	Identification and prioritization of goals and subgoals for mission accomplishment
Strategy formulation	Development of alternative courses of action for mission accomplishment and identification of the sequence in which subtasks will be completed
Action processes	
Monitoring progress toward goals	Tracking task and progress toward mission accomplishment, interpreting system information in terms of what needs to be accomplished for goal attainment, and transmitting progress to team members
Systems monitoring	Tracking team resources and environmental conditions as they relate to mission accomplishment, which involves (1) internal systems monitoring (tracking team resources such as personnel, equipment, and other information that is generated or contained within the team), and (2) environmental monitoring (tracking the environmental conditions relevant to the team)
Team monitoring and backup behavior	Assisting team members to perform their tasks. Assistance may occur by (1) providing a teammate verbal feedback behavior or coaching, (2) helping a teammate behaviorally in carrying out actions, or (3) assuming and completing a task for a teammate
Coordination	Orchestrating the sequence and timing of interdependent action
Interpersonal processes	
Conflict management	Preemptive conflict management involves establishing conditions to prevent, control, or guide team conflict before it occurs. Reactive conflict management involves working through task and interpersonal disagreements among team members
Motivation and confidence building	Generating and preserving a sense of collective confidence, motivation, and task-based cohesion with regard to mission accomplishment
Affect management	Regulating member emotions during mission accomplishment, including (but not limited to) social cohesion, frustration, and excitement

Group and Decision
Working together in teams

Team Cognition

Teams need to spend time working together before they jell into an effective working unit.

- Teams improve their performance over time as they develop a shared understanding of the team and the tasks they are attempting. Differences among the members in terms of their understanding of their situation and their team diminish as a consensus becomes implicitly accepted (Tindale, Stawiski, & Jacobs, 2008).

Transactive Memory Teams also need time to develop transactive memory systems (Wegner, 1987). When the information is required, the team consults with the team member known to be the "expert" on that particular matter, who supplies the necessary information, to the best of his or her ability.

Team Learning Because these cognitive foundations of teamwork develop as the teammates experience working together, teams require group rather than individual practice. Only by confronting the learning situation as a group can the team engage in team learning, which is a "process in which a group takes action, obtains and reflects upon feedback, and makes changes to adapt or improve" (Sessa & London, 2008, p. 5).

Group and Decision
Working together in teams

Maintaining Cohesion
Teams owe part of their success to the strength of the bonds linking group members one to another.

- Teams need not be interpersonally cohesive, but given the need for honest communication, strong commitment to the shared task, and willingness to put the needs of the team before individual interests, cohesiveness is in most cases associated with performance gains in teams (Kozlowski & Ilgen, 2006).

Building cohesion requires augmenting its components:
1. *Social cohesion* (attraction of the members to one another and to the group as a whole),
2. *Task cohesion* (capacity to perform successfullyas a coordinated unit and as part of the group),
3. *Perceived cohesion* (the construed coherence of the group),
4. *Emotional cohesion* (the affective intensity of the group and individuals when in the group).

Any factor that promotes attraction, such as proximity, similarity in attitudes, and the absence of negative personal qualities, will prompt team members to become friends, and thereby the team to become more cohesive.