DEVELOPMENT OF SKILLS AND TEACHERS TRAINING FOR LEADERSHIP

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Group vs. Team

GROUP — Two or more individuals, interacting and interdependent, who work together to achieve particular objectives. A workgroup is a group that interacts to share information and to make decisions to help each member to perform his/her responsibility.

Informal group — They are not formally created. They are spontaneous and appear in response to the need to establish social contact.

Formal group — They are officially created by an organization. They have previously defined work and tasks.

Group vs. Team
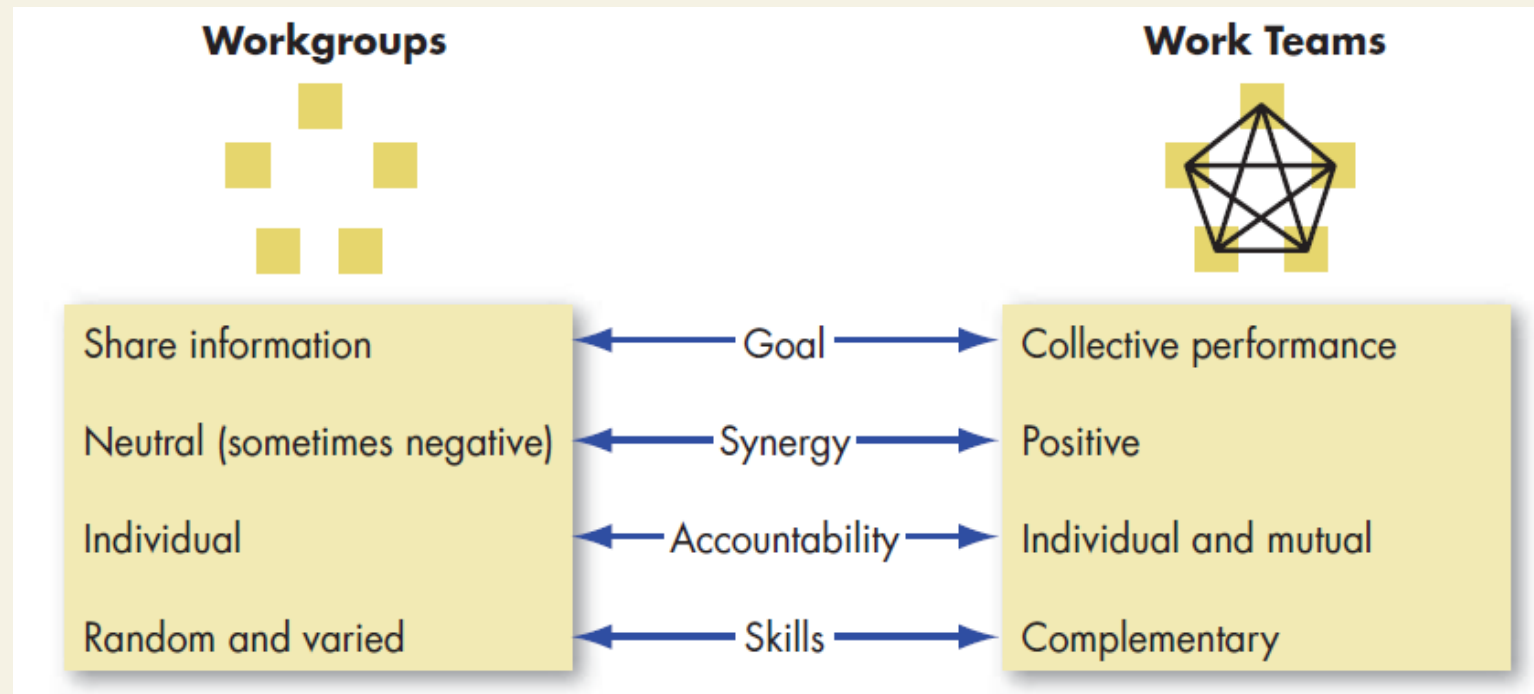
WHY DO PEOPLE CREATE GROUPS?

1. SECURITY. They reduce the feeling of loneliness.

2. STATUS. Pertaining to some type of groups as a status signal.

3. SELF-ESTEEM. Group membership encourages people and increases well-being, self-esteem and the overall positive feelings of members.

4. POWER. Group membership is a source of power for its members.

5. ACHIEVEMENT. What is not possible to achieve individually might be possible to achieve through the group's efforts.

Group vs. Team

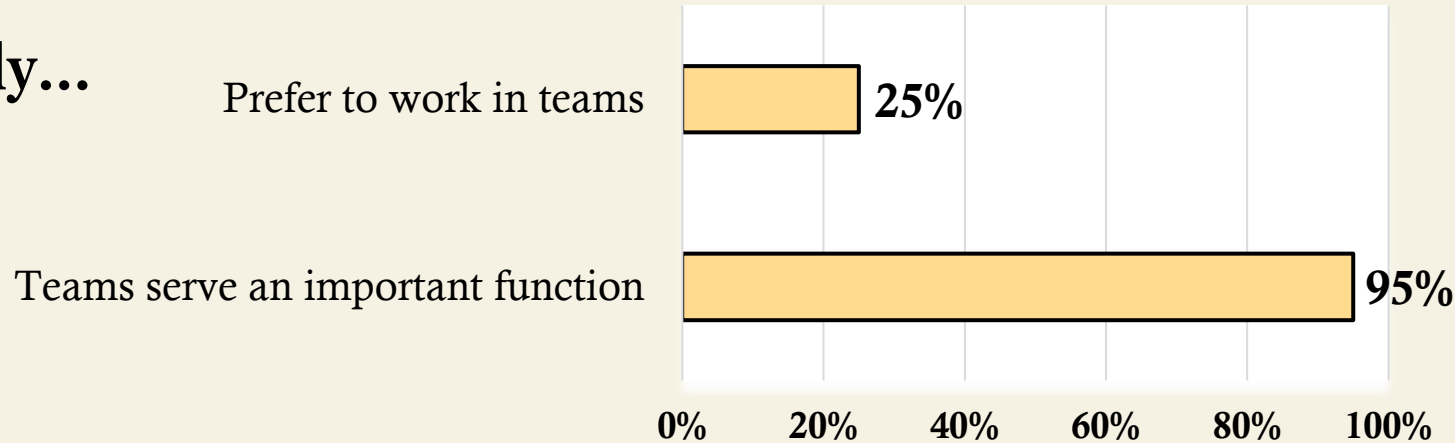**(work)TEAM**

Generates positive synergy through coordination. The individual efforts result in a level of performance GREATER than the sum of the individuals' input.

	Workgroups		**Work Teams**
Goal	Share information	→	Collective performance
Synergy	Neutral (sometimes negative)	→	Positive
Accountability	Individual	→	Individual and mutual
Skills	Random and varied	→	Complementary

Why have work teams become so popular?

Surprisingly...

Survey published by the University of Phoenix (2013)

"A team of people happily committed to the project and to one another will outperform a brilliant individual every time".

- They are more flexible and responsive to changing events than traditional groups.
- They can quicky assemble, refocus, disband, and increase members' involvement with tasks.
- Involvement on teams positively affects the way that individuals think, introducing a more collaborative mindset when working with others.

As academic leaders and professionals, we can create different types of workteams

1 PROBLEM SOLVING TEAMS

Originally appeared in manufacturing plants, where they met regularly in order to address quality standards and problems with the products.
They are characterized by focusing on solving a problem <u>but</u> they rarely have the authority to implement their suggestions.

2 SELF-MANAGED WORK TEAMS

They do not only make recommendations, but go further and implement solutions taking responsibility for outcomes.
They may be more or less effective based on the degree to which engaging in pro-team behaviors is rewarded. They are not effective in conflict situations.

As academic leaders and professionals, we can create different types of workteams

3 CROSS FUNCTIONAL TEAMS

Members with the same hierarchical level but from different expertise areas work together trying to accomplish a specific task.
They are good at developing new ideas, exchanging information, providing alternative points of view, solving problems, and coordinating complex projects.
It can be difficult to manage them: leadership ambiguity can appear, a climate of trust is needed in order to avoid the appearance of conflict, and they require a long time to build trust.
Example. Harley-Davidson.

4 VIRTUAL TEAMS

They use computer technology to unite physically disperse members and achieve a common goal. Virtual teams should be managed differently than face-to-face teams because they might not interact along traditional hierarchical patterns. For virtual teams to be effective, management should ensure that: (1) trust exists; (2) progress is closely monitored; (3) efforts of the team are made public.

As academic leaders and professionals, we can create different types of workteams

IN CONNECTION WITH VIRTUAL TEAMS...

Ethical arguments for virtual teams. In a globally connected world, we must minimize the environmental impact of our academic and professional activities by:

1. Encouraging team members to think about whether a face-to-face meeting is really necessary.

2. Communicate as much as possible through virtual means.

3. Consider the financial savings. Businesses spend about 8% to 12% of their entire budget on travel. Communicating electronically can therefore result in two benefits: (1) it's cheaper and (2) it's good for the environment.

4. In times of pandemics, virtual teams might be the only reasonable solution to work without exposing the members to a physical and psychological threat.

As academic leaders and professionals, we can create different types of workteams

5 MULTITEAM SYSTEMS

A collection of two or more interdependent teams that share a superordinate goal: <u>a team of teams</u>.

Last 18th of February, NASA launched the rover PERSEVERANCE to land on the Martian surface. The mission will last several years and its main goal is to explore Mars and to provide a continuous flow of scientific information Mars/Earth.

Members of the Mars 2020 Perseverance rover mission pose at NASA's Jet Propulsion Laboratory, who manages the mission, on July 17th, 2019.

Creating effective teams

The most extended model of team effectiveness includes the following variables to focus on:

1 CONTEXT — Adequate Resources, Leadership and Structure, Climate of Trust, Performance Evaluation, and Rewards

2 COMPOSITION — Abilities of Members, Personality of Members, Roles, Diversity and Cultural Differences, Size, Members' Preferences

3 PROCESS — Common purpose, Specific Goals, Team Efficacy, Team Cohesion, Conflict Levels, Social Loafing

Effective teams: (1) Context

ADEQUATE RESOURCES

A scarcity of resources directly reduces the ability of a team to perform its job effectively and achieve its goals. Teams need timely information, proper equipment, adequate staffing, encouragement, and administrative assistance.

LEADERSHIP AND STRUCTURE

Agreeing on work dynamics, workload, and integrating individual skills requires leadership. Leadership can be executed from management (outside) or from the team members themselves (inside).

CLIMATE OF TRUST

Trust is the foundation of leadership: it allows a team to accept and commit to the leader's goals and decisions. Interpersonal trust facilitates cooperation, reduces the need to monitor, and bonds individuals through the believe that members won't take advantage of them.

PERFORMANCE AND REWARDS

Individual performance evaluations and incentives may interfere in the team goals. Instead of evaluating and rewarding the team members by their individual contribution, hybrid performance systems should be implemented and a group component should be added.

Creating effective teams

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Effective teams: (2) Composition

Team performance depends on its members' knowledge, skills, and abilities. High ability teams are more efficient, adapt better to changing situations, and can solve problems better.

DID YOU KNOW THAT INTELLIGENCE IS, BY FAR, THE BEST PREDICTOR OF JOB PERFORMANCE?

Intelligence: The capacity to quickly and accurately learn a task under optimal instructional conditions.
To assess the intelligence, we can focus on **GENERAL INTELLIGENCE** (factor G) or on **specific abilities**, for example:

- **Numerical ability**
- **Verbal ability**
- **Memory**
- **Perceptive speed**
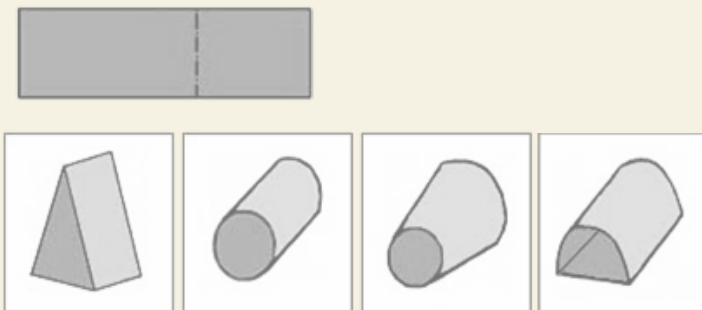- **Spatial and mechanical reasoning**

Effective teams: (2) Composition

ABILITIES OF MEMBERS
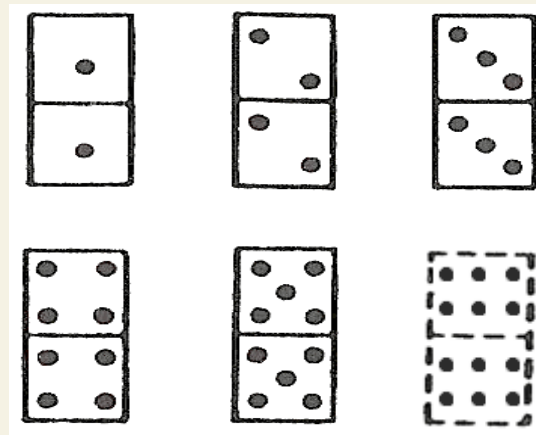
How can we measure intelligence?

Cattell Culture Fair Test
Raven's Progressive Matrices
Miller Analogies Test
Wonderlic Personnel Test

Examples of items:

1.

2.

3. **How many pairs are exactly duplicated?**

Patterson, A. J.	Paterson, A. J.
Smith, A. O.	Smith, O. A.
Bleed, O. M.	Bleed, O. M.
Petersen, O. W.	Peterson, O. W.
Cash, I. O.	Cash, I. O.

Two

Effective teams: (2) Composition

PERSONALITY

The most accepted model of normal personality is the Big Five model. Some of this dimensions are particularly relevant for team effectiveness, both for the team leader and the team members.

EMOTIONAL STABILITY

Adjust and control of emotions. Tendency to experience positive or negative emotions such as happiness, sadness, fear, guilt, anger, stress.

EXTRAVERSION

Tendency towards gregariousness, group association, and interpersonal relationships. High scores in extraversion describe active, impulsive, optimistic, and risk-taking people.

OPENNESS TO EXPERIENCE

Tendency to explore and experiment in new situations, emotions, ideas, and behaviors. People scoring higher in OE are imaginative, creative, independent, curious, and open minded.

AGREEABLENESS

Tendency towards sympathy or antagonism in relationships with others. Proneness to accept or reject help, cooperate, and support others. People scoring high in agreeableness are altruistic, tolerant, trustworthy, and cooperative.

CONSCIENTIOUSNESS

Impulse control. Active process of planning, organizing, and accomplishing tasks without the need of supervision. Conscious people are perfectionists and are responsible, hard-working, and scrupulous.

Effective teams: (2) Composition

DID YOU KNOW THAT CONSCIENTIOUSNESS AND EMOTIONAL STABILITY ARE VALID PREDICTORS OF JOB SUCCESS DESPITE THE TYPE OF JOB AND THE TYPE OF ORGANIZATION?

- It is desirable to create teams which members are conscious and emotionally stable.

- The remaining dimensions are useful to predict certain criteria for specific jobs and situations.

- In the context of workteams, agreeableness is a desirable dimension (cooperative, tolerant, and compliant with rules). However, very agreeable people can be easily manipulated.

- Openness to experience might be also desirable to a certain extent. Open individuals will be open to new ideas and alternatives. They can also be very creative and innovative.

- Extraversion is appropriate to a moderate level. It is possible to count on sociable members. However, highly extraverted people tend to show risk-taking behaviors and can be prone to experience boredom, which in a work context is not desirable.

Effective teams: (2) Composition

PERSONALITY

How can we measure the personality traits?

NEO-PI-R (NEO Personality Inventory-Revised)
NEO-FFI (NEO Five Factor Inventory)
OPQ-R32 (Occupational Personality Questionnaire)
BIF (Big Five Inventory)
IPIP (International Personality Item Pool)

Examples of answers format:

1. Single-stimulus

I am a responsible person

☐ **True**

☐ **I am not sure**

☐ **False**

2. Forced-choice

I am:

☐ **Open minded**

☐ **Responsible**

☐ **Tolerant**

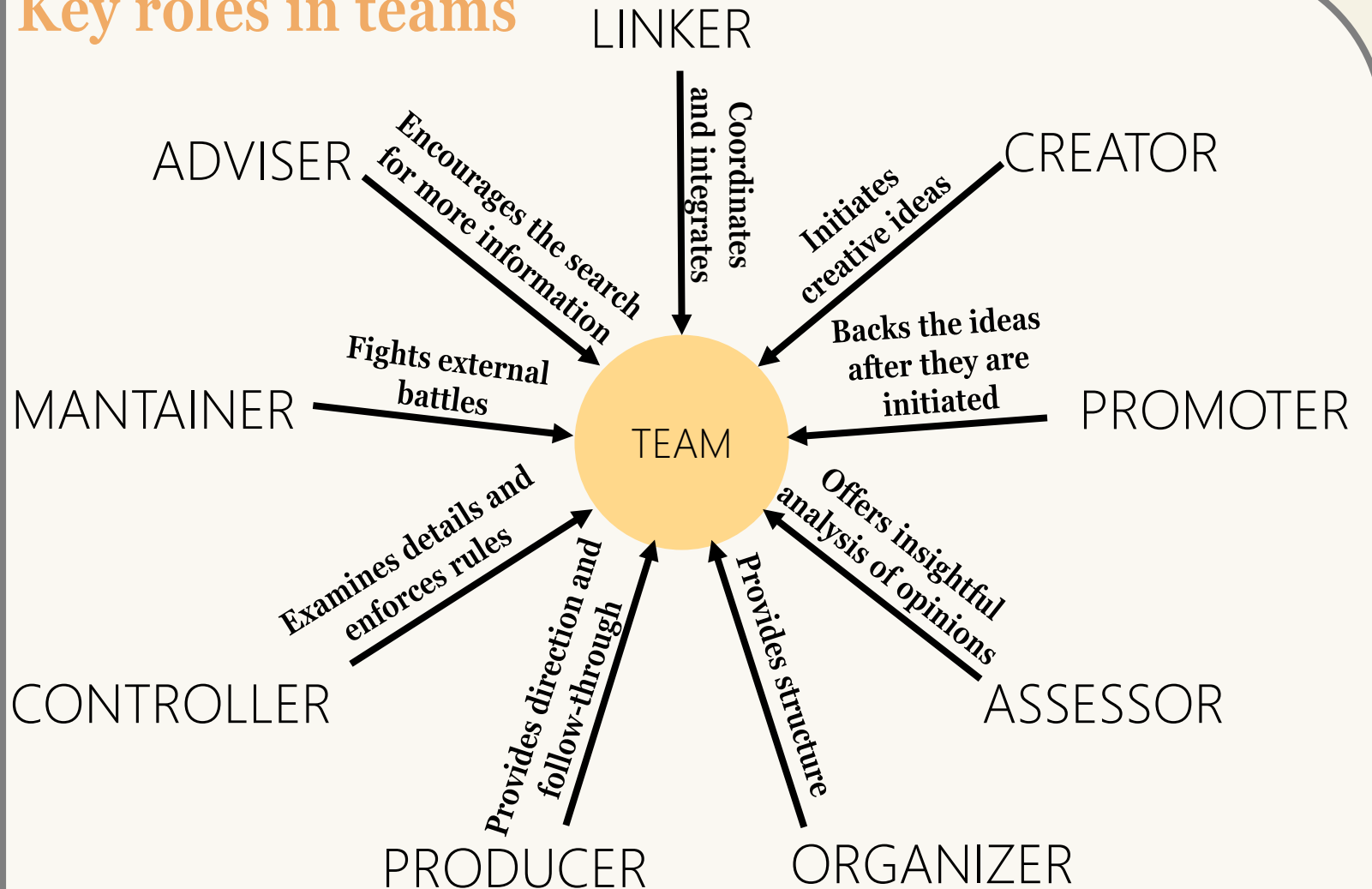**+** The option describes oneself the best

− The option that describes oneself the worst

Effective teams: (2) Composition

Teams have different needs and effective leaders are expected to ensure that certain roles are filled.

We can identify 9 potential team roles and members should play them according to their competences.

Key roles in teams

- LINKER — Coordinates and integrates
- CREATOR — Initiates creative ideas
- ADVISER — Encourages the search for more information
- PROMOTER — Backs the ideas after they are initiated
- MANTAINER — Fights external battles
- ASSESSOR — Offers insightful analysis of opinions
- CONTROLLER — Examines details and enforces rules
- PRODUCER — Provides direction and follow-through
- ORGANIZER — Provides structure
- TEAM

Effective teams: (2) Composition

Diversity...

The degree to which members of a team share a common demographic attribute has an effect in team effectivity. The more diverse a group is, the more creative the solutions to a given problem are.

However, communication may become more difficult and conflicts could be more likely to appear. In regards to other criteria, results are still mixed.

It is known that very diverse teams tend to be well-managed when the leader adopts a transformational style.

...what about the cultural differences?

Cultural differences interfere with team processes. In general, cultural diversity is a positive value to accomplish tasks that call for a variety of viewpoints. However, cultural heterogeneous teams have more difficulty learning to work with each other and solving problems

INTERESTING DOCUMENTARY ON CULTURAL DIFFERENCES IN THE ORGANIZATIONAL CONTEXT: "AMERICAN FACTORY" DOCUMENTARY BY STEVE BOGNAR AND JULIA REICHERT (2019)

Effective teams: (2) Composition

Empirical evidence is clear: effective teams are ... BIG or SMALL ?

SIZE OF TEAMS

Jeff Bezos (Amazon CEO) uses the "two-pizza" rule:
"If it takes more than two pizzas to feed the team, the team is too big".
Some researchers in "team psychology", sustain that the magic number is ... ?

7 (plus or minus two)

It may require only few people to develop a variety of views and skills, while coordination problems can increase as team members are added. When teams have excess members, cohesiveness and mutual sense of duty decline, social loafing appears, and people communicate less. Coordination becomes very tedious, especially under time pressure.

When a natural working unit is larger, consider breaking the group into subteams.

Effective teams: (2) Composition

MEMBER PREFERENCES

When people prefer to work alone but are required to work on a team, there is a threat to both: (1) individual's level of satisfaction and (2) the team's morale and performance.

When selecting team members, leaders/managers should consider individual competences, but also individual preferences.

1 Teamwork preferences

Questionnaire of Attitudes Towards Teamwork

REFERENCE: Beigi, M. & Shirmohammadi, M. (2012). Attitudes toward teamwork: are Iranian university students ready for the workplace? Team Performance Management, 5/6, 295-311

2 Competences for teamwork

An appropriate tool to accurately assess individuals (e.g., students) group competences are GROUP DISCUSSIONS.

Assessment of team competences

Group discussions are an instrument used in academic and organizational contexts to estimate the extent to which candidates have certain desirable competencies to work in groups or teams.

The group of candidates are given a topic and, individually, must make some decisions. Then, the candidates are asked to discuss and reach a consensual solution.

EXAMPLE OF GROUP DISCUSSION

It is about 10.00 a.m. The weather is extremely hot and we just suffered an accident. We were flying in a twin-engine plane over the Gobi desert (Mongolia). The pilot and the co-pilot died and most of the plane is burnt. You and the rest of the passengers were not injured in the crash.

The pilot could not notify air traffic controllers the exact position before the accident happened. However, you could see through the plane windows that you have deviated about 100 km from the flight plan.

Now, you are in the middle of the desert and heat reaches a temperature of 43ºC. You are wearing light clothes (a shirt, trousers, socks, and shoes). Among everybody, you have some coins, a pack of cigarettes, and a pen. Everybody also owns a scarf.

Before the plane burns up, you can take 15 items from the plane that will be described later. Your task is to classify them aiming to survive in the desert from "1" (the most important) to "15" (the least important).

1. The first part of the exercise is INDIVIDUAL. Thus, each of you must decide on an individual order. For this, you have 5 minutes.

2. Next, the group will have to reach a COMMON decision. For this second part, you have 20 minutes.

- **1 Flashlight**
  (with 4 batteries)

- **1 knife**

- **1 aerial map**

- **1 tarp**
  (plastic fabric)

- **Compass**

- **Tensiometer**
  (blood pressure)

- **45 caliber pistol**

- **Parachute**
  (red and white)

- **1000 salt tablets**

- **1 liter of water per person**

- **1 book "*Desert Animals You Can Eat*"**

- **1 pair of sunglasses per person**

- **2 liters of vodka**

- **1 coat per person**

- **1 makeup mirror**

1º INDIVIDUAL ORDER (5')	2º GROUP ORDER (20')
1_____	1_____
2_____	2_____
3_____	3_____
4_____	4_____
5_____	5_____
6_____	6_____
7_____	7_____
8_____	8_____
9_____	9_____
10_____	10_____
11_____	11_____
12_____	12_____
13_____	13_____
14_____	14_____
15_____	15_____

Assessment of team competences

**KEY COMPETENCES TO FOCUS ON WHEN ASSESSING
THE PERFORMANCE ON A GROUP DISCUSSION**

FLEXIBILITY
INFLUENCE
INTERPERSONAL ABILITY
CONTRIBUTION
INITIATIVE
JUDGEMENT
COMMUNICATION

How can we evaluate the competences?

FIRST STEP. Develop success criteria for each key dimension.

FLEXIBILITY

The ability to be open to new ideas and approaches while being interested in the opinions of others and trying to integrate the different points in an optimal solution.

Success criteria:

- He/she is open to new ideas
- He/she changes his/her own ideas when relevant information is given by others
- He/she is able to adapt his/her mind to new alternatives and ideas
- He/she considers the ideas and opinions of others
- He/she combines the relevant information into an integrated group solution

Assessment of team competences

SECOND STEP. Create an ASSESSMENT SHEET using **BARS** (behaviourally anchored rating scales). BARS are scales that include, throughout each segment or interval, examples of behaviors that explain each score. They usually include 5 to 7 segments. Behaviors can be described for each segment or only for the odd segments.

FLEXIBILITY

He/she doesn't change his/her initial position even if it is obviously incorrect. Argues endlessly to defend his/her ideas, even knowing that they are unreasonable, and never adapts his/her position.

He/she changes positions when the group takes a different approach. He/she modifies his/her ideas according to what others say.

He/she not only welcomes the ideas of his/her colleagues but also integrates the multiple proposals to achieve a more successful group solution.

(1) **Very poor**

(2) **Poor**

(3) **Average**

(4) **Good**

(5) **Excellent**

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Effective teams: (3) Processes

COMMON PLAN AND PURPOSE

Effective teams begin by analyzing the mission, developing goals to achieve it, and creating strategies.

Members of successful teams put a <u>tremendous</u> amount of time and effort into discussing a purpose that belongs to them collectively and individually.

When the purpose is accepted, it becomes what GPS is to a ship captain: it provides direction and guidance under any condition.

Effective teams show reflexivity, meaning they reflect on and adjust their purpose when necessary.

Effective teams: (3) Processes

SPECIFIC GOALS

Specific, measurable, and realistic goals. They facilitate communication and help teams maintain their focus on getting results. Team goals should be challenging. Difficult but achievable goals raise team performance.

TEAM EFFICACY

Effective teams have confidence in themselves; they believe they can succeed. Teams that have been successful in the past raise their beliefs about future success, which, in turn, motivates them to work harder.

WHAT CAN LEADERS/MANAGERS DO TO INCREASE TEAM EFFICACY?

1. Helping the team to achieve small successes that build confidence,
2. Providing training to improve members' technical and interpersonal skills. The greater the abilities of team members, the more likely the team will develop confidence and the ability to deliver on that confidence.

Effective teams: (3) Processes

Team cohesion means that members are emotionally attached to one another and motivated in regard to the team due to this attachment.

Team cohesion can be seriously affected by various aspects such as negative relationships between the members. To mitigate this effect, leaders/managers can foster high levels of interdependence and high-quality interpersonal interactions.

Performance norms

High	Low	
HIGH TEAM PRODUCTIVITY	MODERATE TEAM PRODUCTIVITY	High
LOW TEAM PRODUCTIVITY	MODERATE TO LOW TEAM PRODUCTIVITY	Low

Cohesion

WHICH TYPE OF ACTIONS DO YOU THINK HELP IMPROVE TEAM COHESION?

Celebrate success together, increase the time members spend together, define clear goals, facilitate communication, offer training and development, demonstrate appreciation towards members, allow everyone to play an active role.

Effective teams: (3) Processes

CONFLICT LEVELS

Relationship conflicts: based on interpersonal incompatibility, tension, and animosity toward others. They are almost always dysfunctional.

Task conflicts: when teams perform non-routine activities, disagreements about task content stimulate discussion, promote critical assessment of problems, and can lead to better team decisions.

REMEMBER...
CONFLICT IS NOT
NECCESARILY BAD

What does research say about team conflicts?
Moderate levels of task conflict during the initial phases of team performance is positively related to team creativity, but both very low and very high levels of task conflict were negatively related to team performance.

How can we solve them?
The way conflicts are solved can make the difference between effective and ineffective teams. Empirical evidence has shown that effective teams solved conflicts by explicitly discussing the issues.

Effective teams: (3) Processes

Individuals can engage in social loafing and coast on the group's effort when their particular contributions (or lack thereof) can't be identified.

Effective teams undermine this tendency by making members individually and jointly accountable for the team's purpose, goals, and approach. Therefore, members should be clear on what they are individually and jointly responsible for on the team.

CLASSICAL EXPERIMENT: RINGELMAN'S EFFECT

Team processes of influence

**1** NORMALIZATION

2 CONFORMITY

3 INNOVATION

4 OBEDIENCE

Team processes of influence

1 NORMALIZATION

Process of reciprocal influence between members who have the same level, who do not have a previous norm, nor do they have a frame of reference in relation to the evaluation of a stimulus.

Sherif autokinetik effect experiment (1935)

The light is moving about 5 cm left!
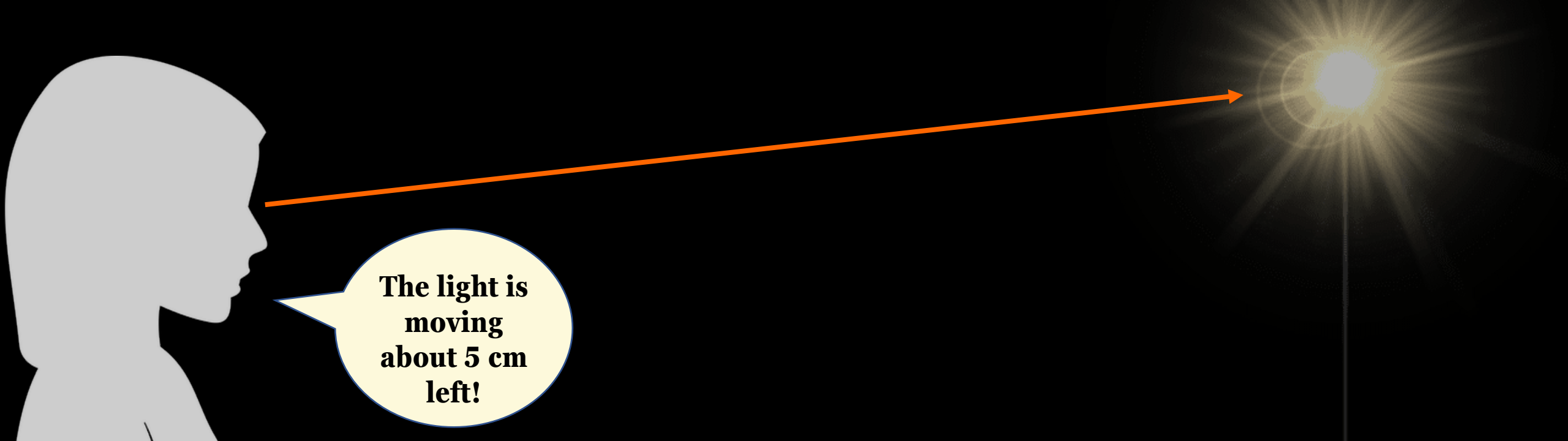
Team processes of influence

2 CONFORMITY

It refers to the change in behavior or opinion of those who disagree with the group norms as a result of the social pressure exerted by the group members.

Asch's conformity classical experiment

PLEASE, LOOK AT THE LINE IN THE LEFT AND DETERMINE WHICH OF THE THREE LINES PLACED IN THE RIGHT IS EQUAL IN LENGTH.

A   B   C
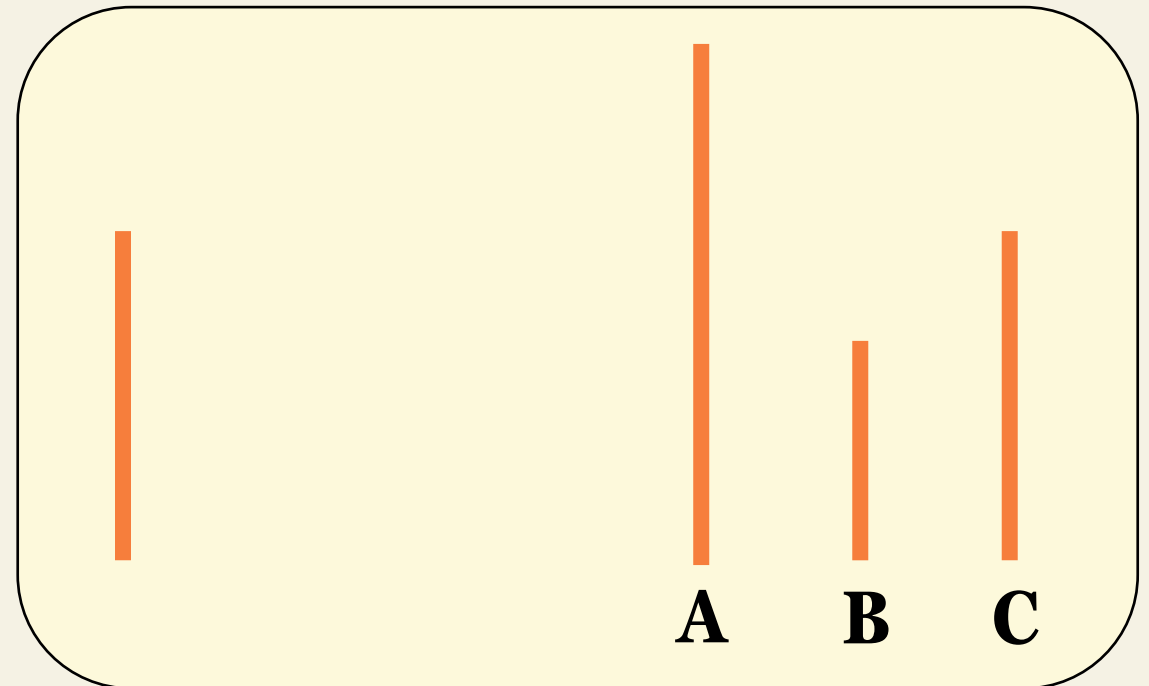
Team processes of influence

3 INNOVATION

Process of social influence generally created by a minority whose goal is to try introduce new ideas or behaviors or modify old ways of thinking or acting.

- The minority's influence is based in conduct/behaviors
- They must have a clear position and stay firm
- The message must be perceived as coherent and realistic
- They must show a certain degree of flexibility

Changes produced by minorities are likely to be deep and long-lasting.

Effects of minorities are more related to "conversion" than to "submission".

Team processes of influence

4 OBEDIENCE

Classical experiment:
Milgram's experiment (1963)

An individual modifies his/her behavior in order to submit to the direct orders commanded by a legitimate authority.

It differs from compliance since obedience implies that the source of influence has a higher status, exerts explicit pressure and constantly controls the fulfillment of orders.

Factors that facilitate obedience:

- To use symbols of authority
- To exempt those who obey from responsibility
- To gradually increase the intensity of the orders

Thank you for your attention

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