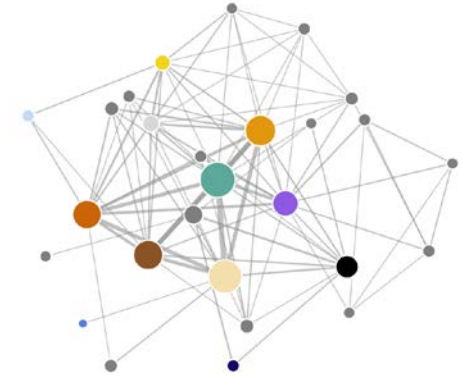


Organizational Systems, Leadership, and Teamwork



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Accelerating Engineering Research Center Preparedness Workshop
October 2-3, 2018 - Crystal City Hyatt Regency, Arlington, VA

Agenda



- Fundamental Forces in Organizational Systems
- Fundamental Forces for Team Functioning & Effectiveness
- Enhancing Team Processes and Effectiveness
- Team Science Considerations
- Leadership
 - Targeting Team Processes
 - Shaping the System

Organizations are Multilevel Systems: *Context, Levels, Task, and Time*

MULTILEVEL
THEORY, RESEARCH,
and METHODS in
ORGANIZATIONS

Foundations, Extensions,
and New Directions

Katherine J. Klein
Steve W. J. Kozlowski
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- Context: Interactive and enacted
 - Person-situation interaction

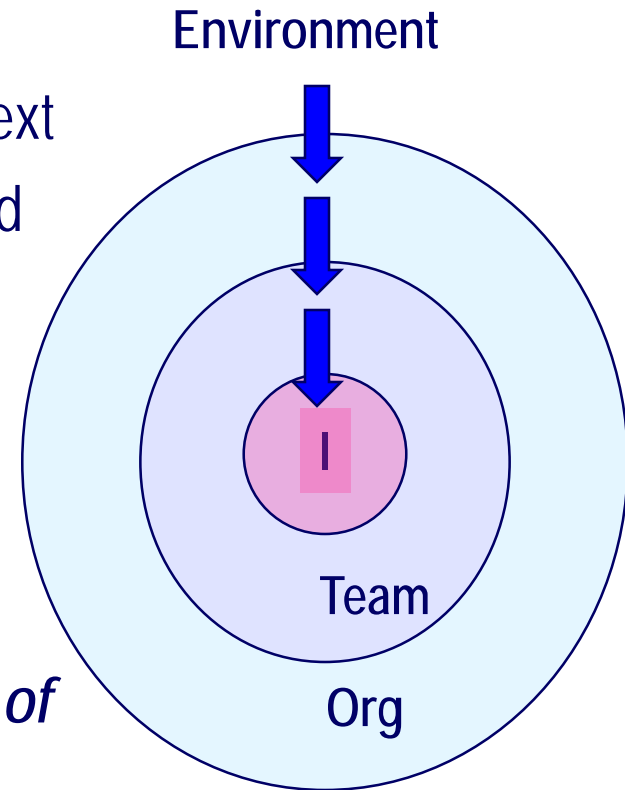
- Multilevel: Top-down Effects and Bottom-up Emergence

- Task: Task-driven interdependencies
 - Determine goals, roles, and coordination demands

- Time: Temporal entrainment and dynamics

Organizations are Multilevel Systems: *Top-Down Context Shapes Team & Individual Phenomena*

- The hierarchical structure of social organizational systems creates a context
- Individuals are embedded in teams and teams are nested in the broader organizational context
- Context influences and constrains behavior at lower levels of the system
- Teams are the primary social unit in organizations – *meso is the juncture of macro and micro forces*

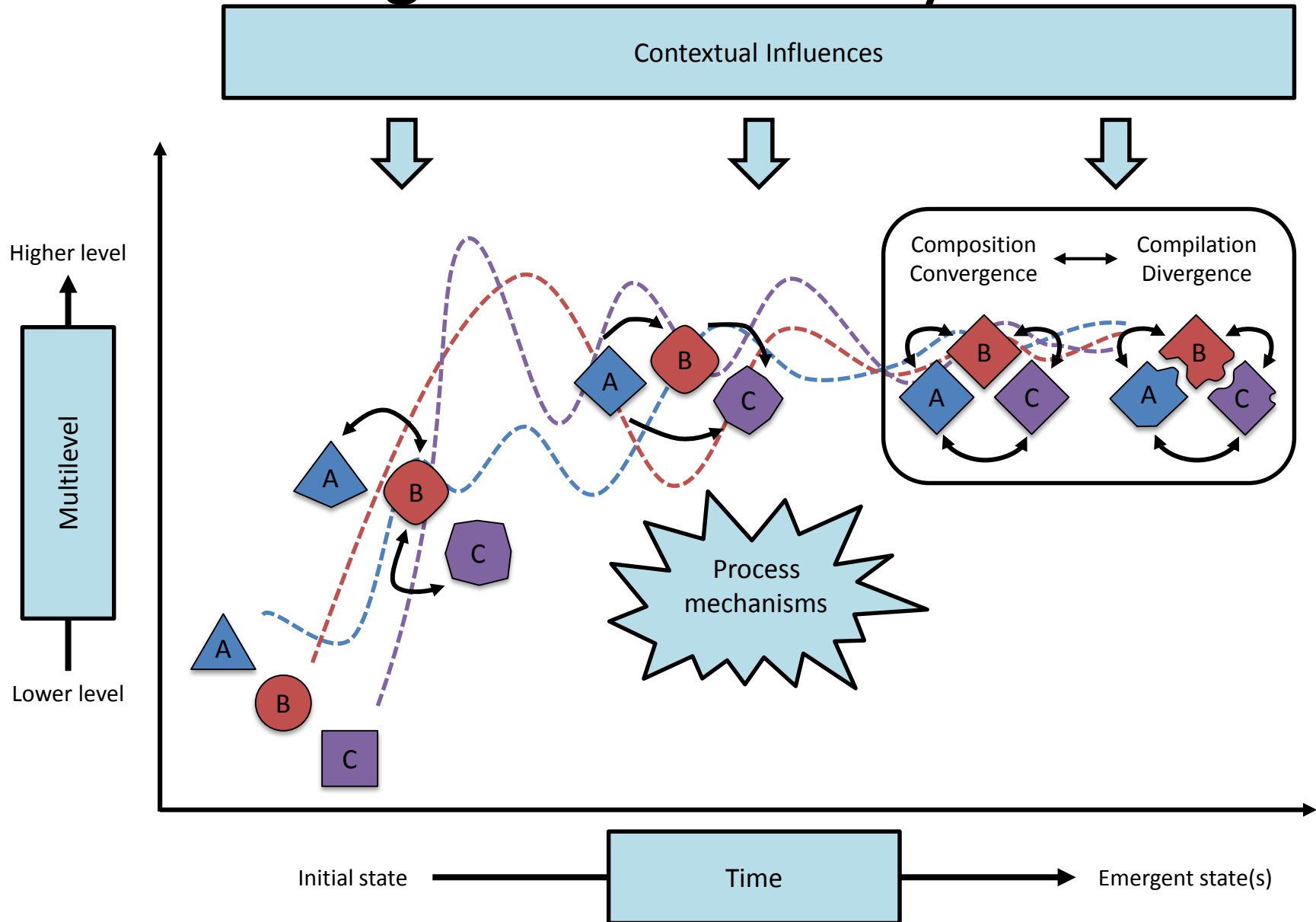


Emergence – Process is bottom-up

“A phenomenon is emergent when it originates in the cognition, affect, behaviors, or other characteristics of individuals, is amplified by their interactions, and manifests as a higher-level, collective phenomenon” (p. 55).

- Kozlowski, S. W. J., & Klein, K. J. (2000). A multilevel approach to theory and research in organizations: Contextual, temporal, and emergent processes. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research and methods in organizations: Foundations, extensions, and new directions* (pp. 3-90). San Francisco, CA: Jossey-Bass.
- Dynamic team processes emerge over time as relatively stable “emergent states”
 - *Cognitive, motivational / affective, and behavioral*

Emergence Process Dynamics



(Kozlowski, Chao, Grand, Braun & Kuljanin, *Organizational Research Methods*, 2013)

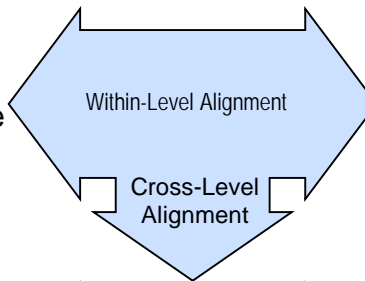
Effective Leaders Harness Top-Down Mechanisms to Shape & Amplify Bottom-up Processes

Techno-Structure

Enabling Processes

Macro:

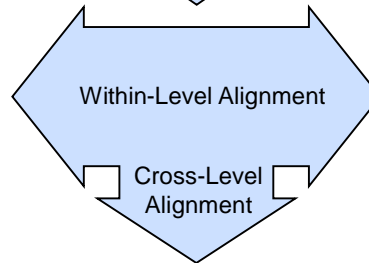
- Mission & Strategy
- Technology & Structure



- Leadership
- Organizational Climate

Meso:

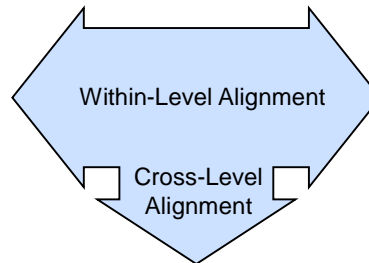
- Unit Technology
- Workflow Structure



- Shared & Distributed Knowledge
- Collective Motivation
- Collaboration & Coordination

Micro:

- Requisite Task KSAs
- Teamwork KSAs



- Technical Knowledge
- Process Knowledge

Kozlowski, S. W. J., Chao, G. T., & Jensen, J. M. (2010). Building an infrastructure for organizational learning: A multilevel approach. In S. W. J. Kozlowski & E. Salas (Eds.), *Learning, training, and development in organizations* (pp. 361-400). New York, NY: Routledge Academic.

Key Considerations for Team Effectiveness: Context, Levels, Task, and Time

MULTILEVEL
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Team Task Workflows

Task Environment:

- Static

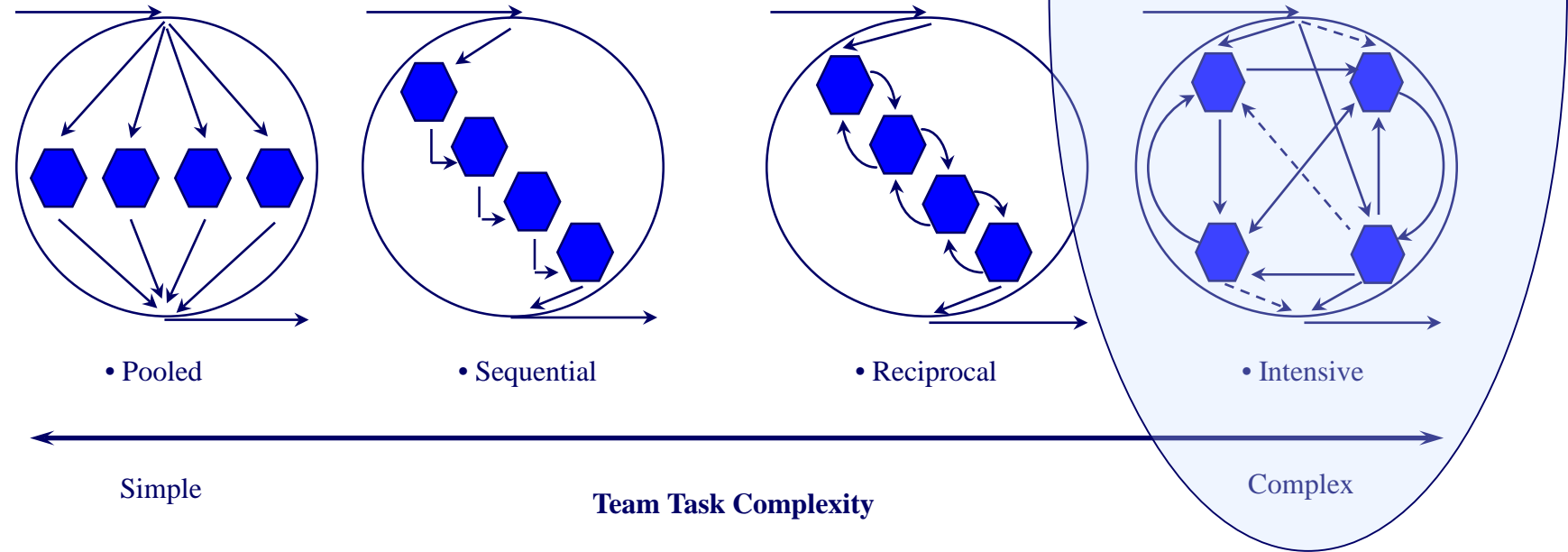
External Coupling:

- Loosely Coupled

Internal Coupling:

- Asynchronous
- Weak Linkages

Workflow Interdependence:



- Dynamic

- Tightly Coupled

- Synchronous
- Strong Linkages

• Pooled

• Sequential

• Reciprocal

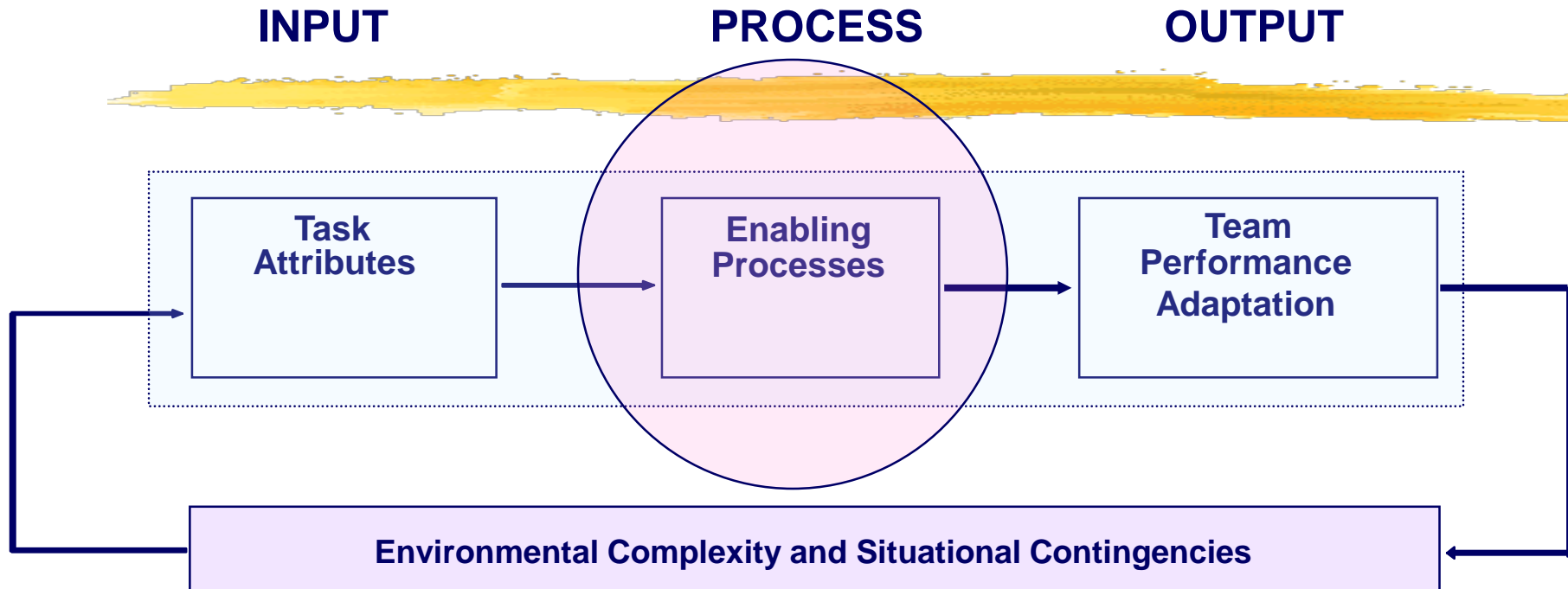
• Intensive

Simple

Team Task Complexity

Complex

Team Processes Resolve Dynamic Task Demands => Performance



- Environmental variation and shifts drive team task demands
- Team processes resolve (or fail to resolve) task demands
- Team processes link to team performance
- *Team performance is dynamic, adaptive, and emergent*

(Adapted from Kozlowski et al., 1996, RPHRM)

Enhancing the Effectiveness of Team Science

(National Research Council, 2015)

COMMITTEE ON THE SCIENCE OF TEAM SCIENCE

NANCY J. COOKE (*Chair*), Human Systems Engineering, The Polytechnic School, Arizona State University

ROGER D. BLANDFORD (NAS), Department of Physics, Stanford University

JONATHON N. CUMMINGS, Fuqua School of Business, Duke University

STEPHEN M. FIORE, Department of Philosophy, University of Central Florida

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BRIAN UZZI, Kellogg School of Management, Northwestern University

HANNAH VALANTINE, Office of the Director, National Institutes of Health



Study sponsored by the National Science Foundation and Elsevier

Enhancing Team Effectiveness

(Kozlowski & Bell, 2003, 2013, in press; Kozlowski & Ilgen, 2006)

- 70+ years of research on work group & team effectiveness
- Focused on well-established findings
- **Emergent team processes** → team effectiveness
 - Cognitive, motivational/affective, and behavioral processes
- **Interventions** that show demonstrated effects or promising findings for influencing the quality of team processes
- *Findings guide application; Gaps guide future research*

Work Teams Are ...

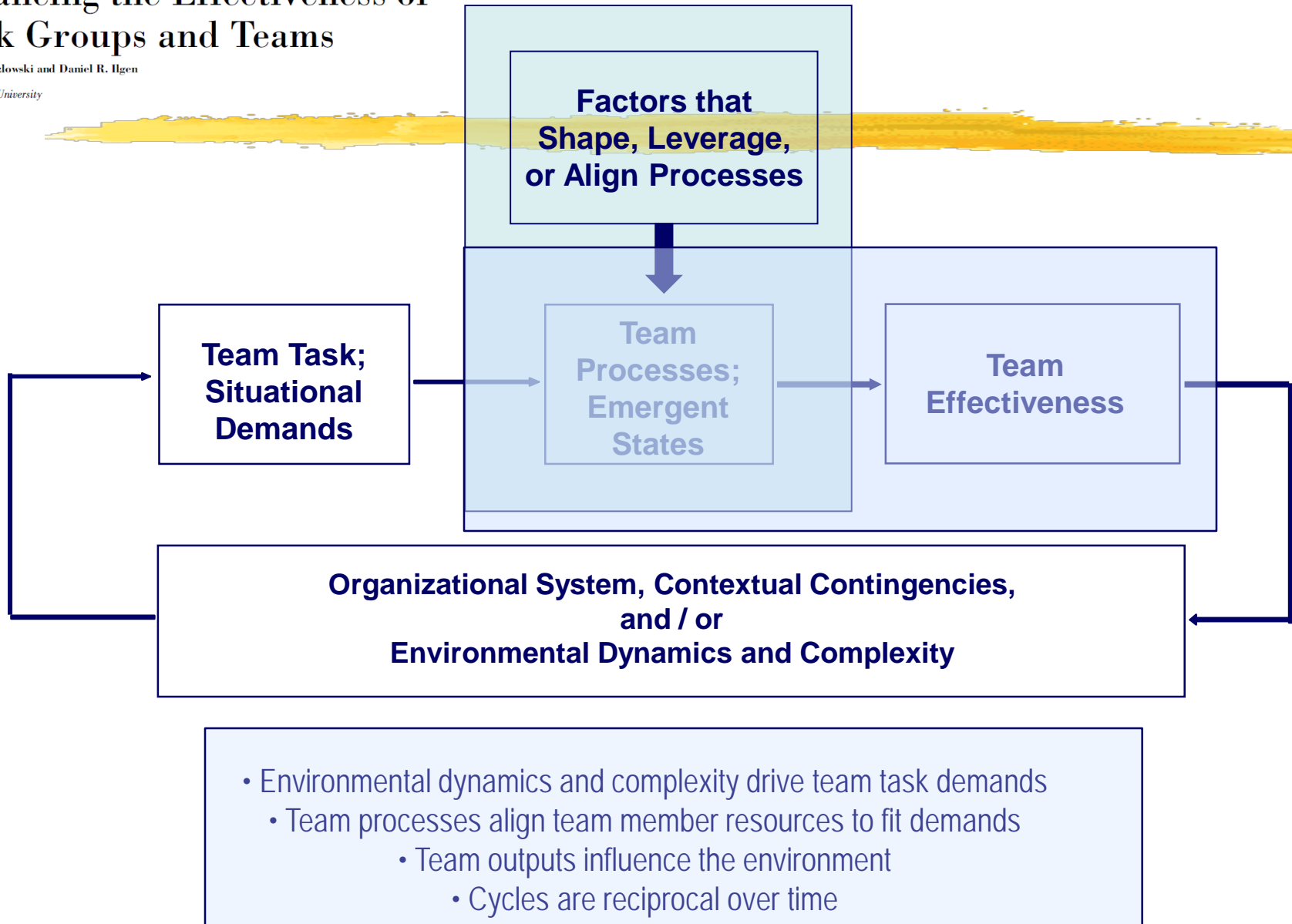


- Two or more individuals (~ 7+/- 2 or they self-organize into smaller units)
- Who interact (face-to-face or virtual network)
- Have one or more common goals
- *Exist to perform task-relevant functions*
- *Exhibit work interdependencies (goals, workflow, outcomes) and differentiated roles*
- *Embedded in an organizational system*
- *With boundaries and dynamic linkages to the system and task environment*

Enhancing the Effectiveness of Work Groups and Teams

Steve W.J. Kozlowski and Daniel R. Ilgen

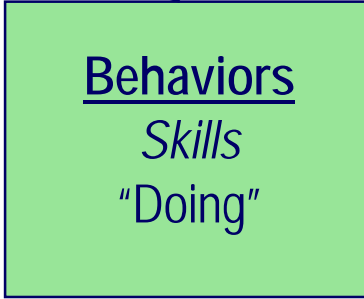
Michigan State University



Key Team Processes and Recommended Interventions



Team Process Typology:



Targeted Team Processes:

- Team Climate
- Mental Models
- Transactive Mem

- Team Cohesion
- Team Efficacy
- Group Potency

- Coord/comm
- Competencies
- Regulation & Adaptation

Recommended Interventions:



Cognitive Processes

<u>Cognitive Processes</u>	<u>Concept</u>	<u>Evidence</u>	<u>Recommendations</u>
Team Climate	Strategic imperatives	Meta-analysis; Substantial research foundation	Application ready; Train science team leaders to build a strong team vision & mission climate
Team Learning	Psychological safety; learning from errors; supportive feedback; open leadership	Substantial systematic research foundation	Application ready; Train science team leaders to create psychological safety to support team learning
Knowledge Building	Information sharing mechanisms	Meta-analysis; Computational modeling	Develop communication and knowledge sharing protocols; Leadership can shape the process
Team Mental Models	Shared knowledge structures	Meta-analysis	Application ready; Train science team leaders to conduct pre-briefs and debriefs; Provide team training
Transactive Memory	Team distributed memory	Meta-analysis	Facilitate interaction and shared experience; Research needed on interventions

Motivational / Affective Processes

<u>Motivational / Affective Processes</u>	<u>Concept</u>	<u>Evidence</u>	<u>Recommendations</u>
Team Cohesion	Task commitment and social attraction	Multiple meta-analyses	Leaders can shape and influence cohesion formation
Team Efficacy	Shared confidence for goal attainment	Meta-analysis	Application ready; Train science team leaders to build and instill team efficacy; Provide team training
Conflict Management	Group emotions	Research foundation	Application ready; Train basic skills to team leaders and team members to manage task, relationship & process conflict

Behavioral Processes

<u>Behavioral Processes</u>	<u>Concept</u>	<u>Evidence</u>	<u>Recommendations</u>
Team coordination, cooperation, and communication	Combination of member actions; information exchange	Systematic research foundation	Application ready; Design supporting goal and feedback systems; Train science team leaders to develop team regulatory skills; Provide team training
Team member competencies	Teamwork KSAs	Systematic research foundation	Application ready; Provide teamwork skills training to science team members
Team regulation	Regulation of attention and effort	Systematic research foundation	Application ready; Train science team leaders to develop team regulatory skills

Science Team Challenges:

- They are like other work teams, but can be *complicated*

TABLE 1-1. Dimensions of Team Science

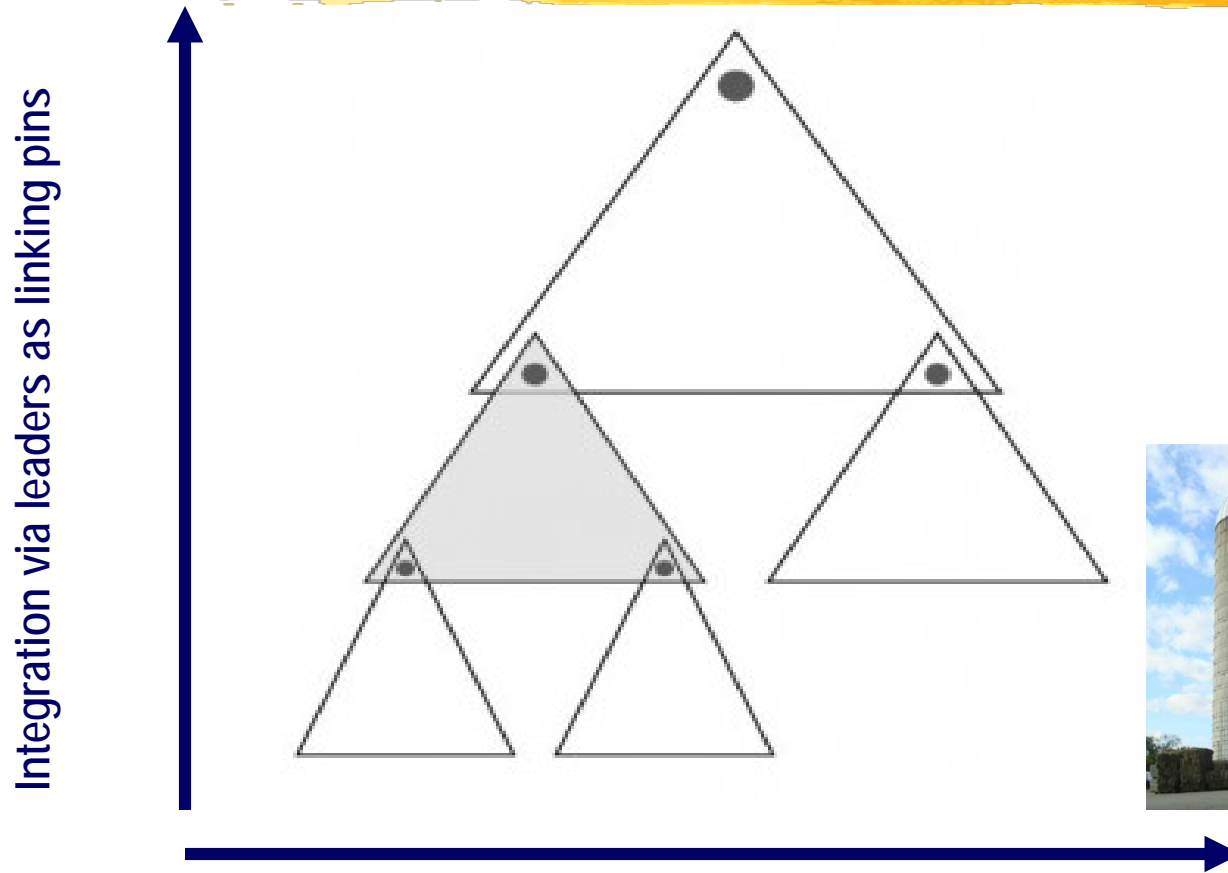
Dimension	Range	
Diversity of team or group membership	Homogeneous	Heterogeneous
Disciplinary integration	Unidisciplinary	Transdisciplinary
Team or group size	Small (2)	Mega (1000s)
Goal alignment across teams	Aligned	Divergent or Misaligned
Permeable team and organizational boundaries	Stable	Fluid
Proximity of team or group members	Co-located	Globally distributed
Task interdependence	Low	High

SOURCE: Created by the committee.

Inputs

<u>Inputs</u>	<u>Concept</u>	<u>Evidence</u>	<u>Recommendations</u>
Organizational Structure	Structure of roles, responsibilities, goals, and authority	Substantial research foundation	Application ready; Apply design principles for larger science "teams"
Workflow Design	Structure by which information and effort flow among team members	Substantial research foundation	Application ready; More complex workflows necessitate more active leadership, coordination, and communication protocols
Virtuality	Distribution of team members across time and space	Substantial research foundation	Places increased demands on science team leaders to coordinate information & effort
Team Composition	The pattern of individual differences (e.g., demographics and ability, experience, values, personality, culture, etc.) across team members	Meta-analyses	A critical input for team effectiveness Focus on key knowledge & skills; orientation toward collaboration & teamwork

Team Leaders are “linking pins” that integrate teams or units in a hierarchical organizational system

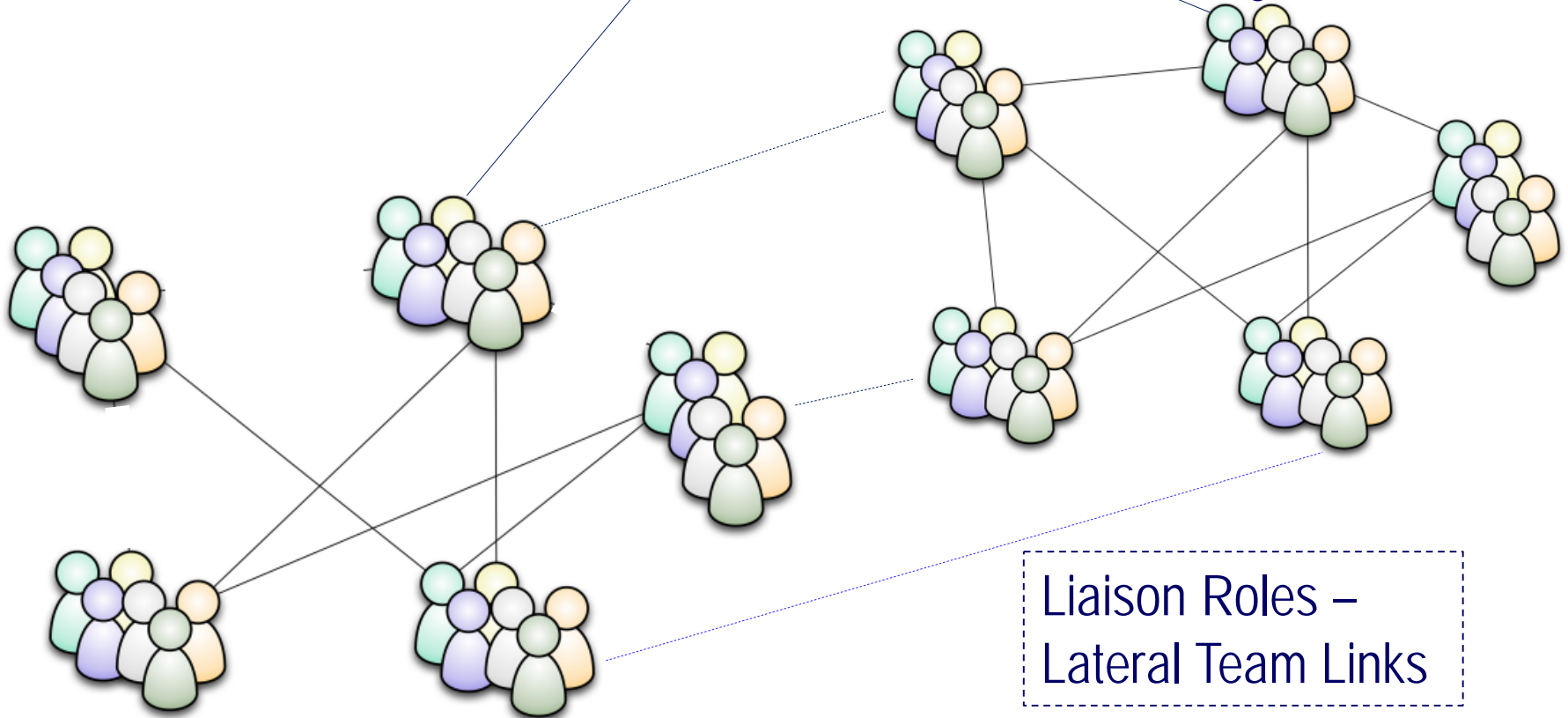


Between Team Linkages
- Hierarchy and / or ...



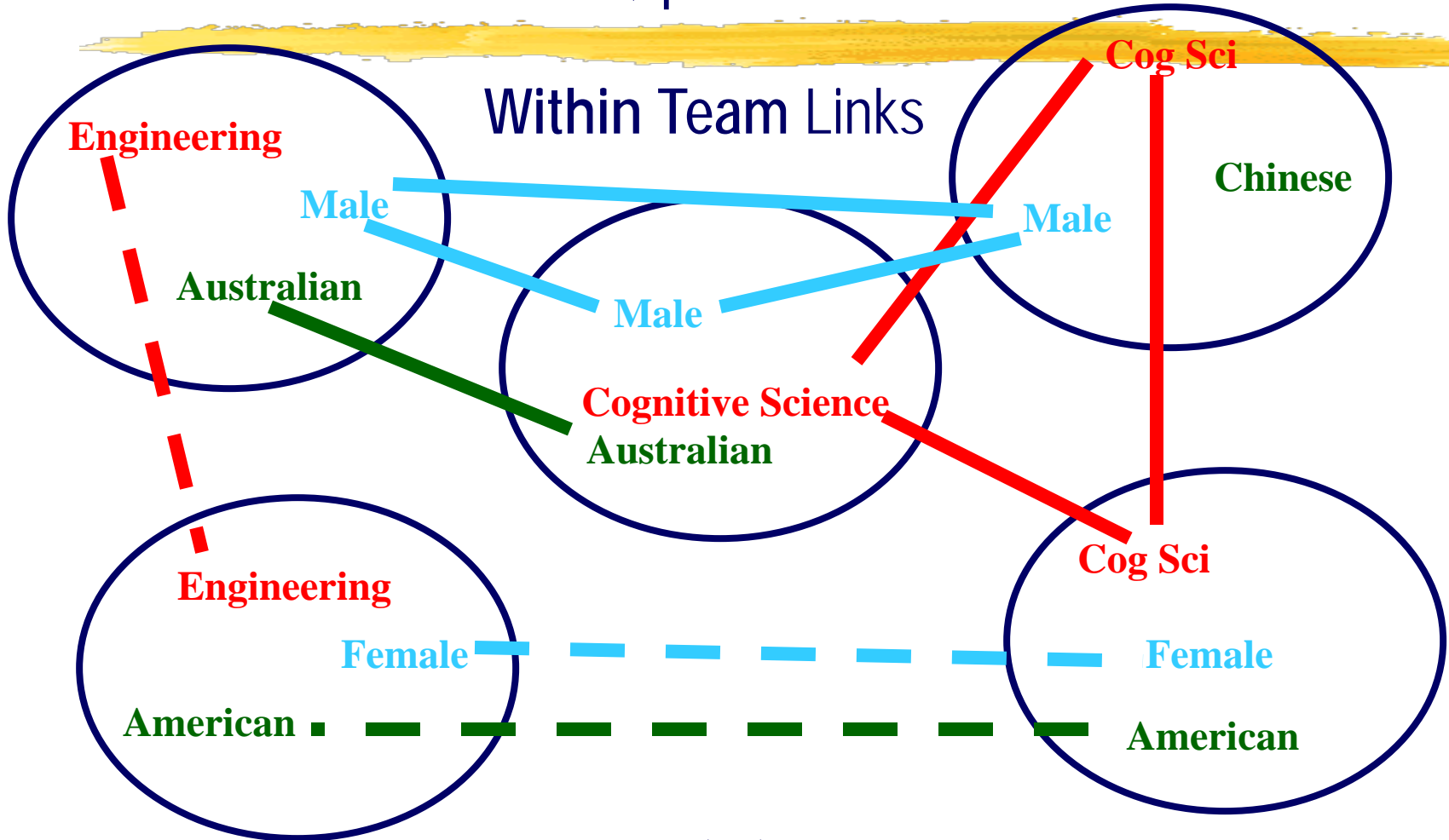
Teams of Teams,
Team Networks –

Multi-Team Systems



Linking Diverse Members: International Science Team

- Activate a team network; prevent "faultlines"



Chao, G. T. & Moon, H. (2005) The cultural mosaic: A metatheory for understanding the complexity of culture. *Journal of Applied Psychology*. 90, 1128-1140

Formation

Development

Refinement



New Teams

Novice Teams

Expert Teams

Mentor



Instructor



Coach

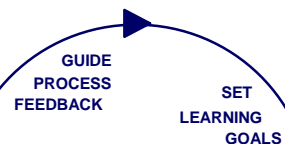


Facilitator

Team Leader Role:

Task Cycle

Low Intensity Task



Learning Cycle

<p>Objectives:</p> <ul style="list-style-type: none"> • Meld new members to the team, its mission, & goals; • Build shared affect and attitudes to bond members to the team 	<p>Objectives:</p> <ul style="list-style-type: none"> • Build skill proficiency for individuals; • Develop self-efficacy, knowledge, & cognitive-structure 	<p>Objectives:</p> <ul style="list-style-type: none"> • Promote team capabilities & behavior; • Build team-efficacy, shared mental models, & compatible behavior 	<p>Objectives:</p> <ul style="list-style-type: none"> • Apply team capabilities; enable team self-management; • Aid situation assessment, maintain & recover team coherence
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Leadership Theory “Tools” or Concepts

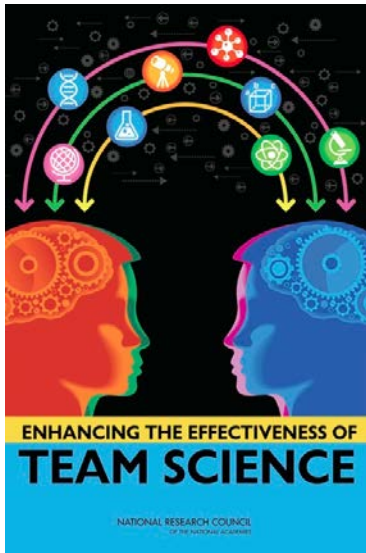
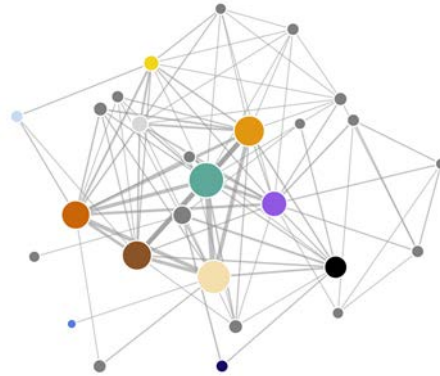
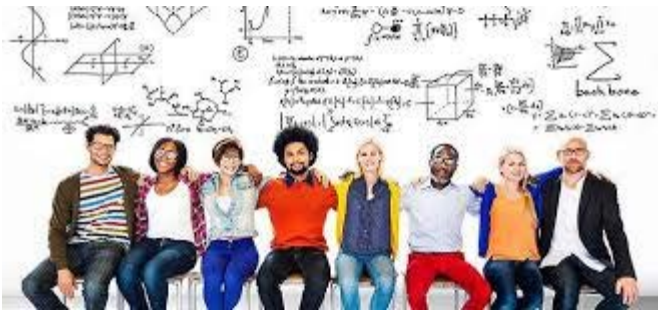
- Transformational Leadership
 - Compelling vision, engaging members, collective orientation
- Relational Leadership
 - Crafting roles & relations, facilitating proaction & initiative
- Functional Leadership
 - Ensure task accomplishment & team functioning
 - ‘leader’s job make sure it’s done, not necessarily to do it all’
- Shared Leadership
 - Leadership functions are distributed across the team

Improving Science Team Effectiveness

- A wealth of solid research support for the importance of several key team processes → team effectiveness
 - Cognitive – Unit-team climate, TMM, TM
 - Motivational – Team cohesion and team efficacy
 - Behavioral – Team competencies and regulatory mechanisms

- A wealth of theory and empirical support for interventions that enhance team processes and performance
 - Team design, team training, team leadership

Thanks ... Questions?



Resources

- Kozlowski, S. W. J., & Bell, B. S. (in press). Advancing team learning: Process mechanisms, knowledge outcomes, and implications. In L. Argote & J. Levine (Eds.), *Oxford handbook of organizational learning*. New York, NY: Oxford University Press.
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