Sixth Annual Conference

July 21 – 23, 2011
Minneapolis, MN, USA
Carlson School of Management Executive Education Center

Sponsored by:

CARLSON
SCHOOL OF MANAGEMENT
UNIVERSITY OF MINNESOTA

Understanding, Measuring, and Modeling the Effects of Culture in Negotiation and Collaboration: A Dynamic, Multi-Level View of Culture
Contract # Z885893

Contract # N00140610445

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## Conference schedule at a glance

### THURSDAY July 21

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:00 pm - 5:00 pm</td>
<td>INGGroup Board of Directors meeting <em>Carlson School of Management Room 1-122</em></td>
</tr>
<tr>
<td>5:00 pm - 7:00 pm</td>
<td>Conference registration <em>Carlson School of Management Atrium</em></td>
</tr>
<tr>
<td>7:00 pm</td>
<td>Opening Dinner <em>Carlson School of Management Atrium</em></td>
</tr>
<tr>
<td>8:00 pm - 9:00 pm</td>
<td>Reception <em>Carlson School of Management Courtyard</em></td>
</tr>
<tr>
<td>8:00 pm - 8:30 pm</td>
<td>Graduate Students Meet and Greet <em>Carlson School of Management Bistro</em></td>
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### FRIDAY July 22

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00 am - 12:00</td>
<td>Registration <em>Carlson School of Management Atrium</em></td>
</tr>
<tr>
<td>8:00 am - 5:00 pm</td>
<td>Exhibitors <em>Room 1-114</em></td>
</tr>
<tr>
<td>8:30 am – 10:00 am</td>
<td>Session 1 <em>Room 2-260R Panel: Team Research and Team Science</em></td>
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<tr>
<td>8:30 am – 10:00 am</td>
<td>Session 2 <em>Room 2-260T Diversity: Gender &amp; Race</em></td>
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<tr>
<td>8:30 am – 10:00 am</td>
<td>Session 3 <em>Room 2-260Z Hidden Profile Research</em></td>
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<tr>
<td>8:30 am – 10:00 am</td>
<td>Session 4 <em>Room 2-206 Learning &amp; Development in Groups</em></td>
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<tr>
<td>8:30 am – 10:00 am</td>
<td>Session 5 <em>Room 2-207 Perspectives on Team Composition</em></td>
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<tr>
<td>10:00 am – 10:30 am</td>
<td>Morning Refreshment Break <em>Carlson School of Management Executive Center Foyer</em></td>
</tr>
<tr>
<td>10:30 am – 12:00 pm</td>
<td>Session 6 <em>Room 2-260R Panel: Research &amp; Practice in Health Care Teams</em></td>
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<tr>
<td>10:30 am – 12:00 pm</td>
<td>Session 7 <em>Room 2-260T Decision Making and Coordination Processes</em></td>
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<tr>
<td>10:30 am – 12:00 pm</td>
<td>Session 8 <em>Room 2-260Z Online Collaboration and Creativity</em></td>
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<tr>
<td>10:30 am – 12:00 pm</td>
<td>Session 9 <em>Room 2-206 Communication: Focusing on What and How</em></td>
</tr>
<tr>
<td>10:30 am – 12:00 pm</td>
<td>Session 10 <em>Room 2-207 Information Effects in Groups</em></td>
</tr>
<tr>
<td>12:15 pm – 1:15 pm</td>
<td>Luncheon Presentation of the 2011 Joseph E. McGrath Award <em>Carlson School of Management Atrium</em></td>
</tr>
<tr>
<td>1:15 pm – 2:15 pm</td>
<td>Keynote Address: Professor Richard Hackman, Recipient of the 2010 Joseph E. McGrath Award <em>3M Auditorium</em></td>
</tr>
<tr>
<td>2:15 pm – 2:30 pm</td>
<td>INGGroup 2011 Photo <em>Carlson School of Management Atrium</em></td>
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<tr>
<td>2:30 pm – 2:45 pm</td>
<td>Afternoon Refreshment Break <em>Carlson School of Management Executive Center Foyer</em></td>
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<tr>
<td>2:45 pm – 4:15 pm</td>
<td>Session 11 <em>Room 2-260R Panel: Groups Turned Violent</em></td>
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<tr>
<td>2:45 pm – 4:15 pm</td>
<td>Session 12 <em>Room 2-260T Faultlines and Subgroups</em></td>
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<tr>
<td>2:45 pm – 4:15 pm</td>
<td>Session 13 <em>Room 2-260Z Transactive Memory Systems</em></td>
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<tr>
<td>2:45 pm – 4:15 pm</td>
<td>Session 14 <em>Room 2-206 Action Team Dynamics &amp; Coordination</em></td>
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<tr>
<td>2:45 pm – 4:15 pm</td>
<td>Session 15 <em>Room 2-207 Panel: Teamwork in Virtual Organizations</em></td>
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<tr>
<td>4:15 pm – 5:00 pm</td>
<td>Poster Setup <em>Carlson School Executive Center Foyer and Room 2-260Z</em></td>
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<tr>
<td>5:00 pm – 6:00 pm</td>
<td>Poster Session, including appetizers and beverages <em>Carlson School Executive Center Foyer and Room 2-260Z</em></td>
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<tr>
<td>6:00 pm - ??</td>
<td>Dinner in small groups on your own - see restaurant list near registration</td>
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### SATURDAY July 23

#### 7:30 am – 8:30 am
Graduate Student Breakfast Meeting,
7:30 am - 8:30 am (*Carlson School of Management Room 2-260R*)

#### 8:00 am - 5:00 pm
Exhibitors (*Room 1-114*)

#### 8:30 am – 10:00 am
- **Session 16**
  - *Room 2-260R*
  - Graduate Student Forum: Meet the Scholars
- **Session 17**
  - *Room 2-260T*
  - Trust and Helping Behaviors in Groups
- **Session 18**
  - *Room 2-260Z*
  - Leadership: Process and Outcomes
- **Session 19**
  - *Room 2-206*
  - Extra-Team Influences
- **Session 20**
  - *Room 2-207*
  - Panel: Meeting Effectiveness

#### 10:00 am – 10:30 am
Morning Refreshment break (*Carlson School of Management Executive Center Foyer*)

#### 10:30 am – 12:00
- **Session 21**
  - *Room 2-260R*
  - Panel: Social Influence & Group Interaction
- **Session 22**
  - *Room 2-260T*
  - New Views on Conflict
- **Session 23**
  - *Room 2-260Z*
  - Creativity Causes and Consequences
- **Session 24**
  - *Room 2-206*
  - Cooperation and Capital in Groups
- **Session 25**
  - *Room 2-207*
  - Panel: Teamwork Today - Do We Really Know Anything?

#### 12:15 pm – 1:15 pm
Luncheon - Organizers’ Report on the Conference
Best Conference Paper & Poster Awards; SGR Awards (*Carlson School of Management Atrium*)

#### 1:30 pm – 3:00 pm
- **Session 26**
  - *Room 2-260R*
  - Panel: Challenges in Studying Groups
- **Session 27**
  - *Room 2-260T*
  - Thinking Alike? Cognition, Shared or Not
- **Session 28**
  - *Room 2-260Z*
  - Diversity and Differences: Effects on Group Outcomes
- **Session 29**
  - *Room 2-206*
  - Intra-team Relations & Performance

#### 3:00 pm – 3:30 pm
Afternoon break (*Carlson School of Management Executive Center Foyer*)

#### 3:30 pm – 4:30 pm
- **Session 30**
  - *Room 2-260R*
  - Cultural Influences on Group Processes
- **Session 31**
  - *Room 2-260T*
  - Emergent & Temporal Dynamics
- **Session 32**
  - *Room 2-260Z*
  - Online Group Interaction

#### 4:45 pm – 5:45 pm
Open Business Meeting (*Carlson School of Management Room 2-260T*)

#### 6:30 pm - 9:30 pm
Evening event (*Ted Mann Concert Hall, University of Minnesota*)
CONFERENCE SCHEDULE

Thursday, July 21st 2011

12:00-5:00 pm  
Carlson School of Management Room 1-122  
INGRoup Board of Directors Meeting

5:00-7:00 pm  
Carlson School of Management Atrium  
Registration

7:00 pm  
Carlson School of Management Atrium  
INGRoup Opening Dinner

8:00-9:00 pm  
Carlson School of Management Courtyard  
Reception

8:00-8:30 pm  
Carlson School of Management Bistro  
Graduate Student Meet and Greet
Friday, July 22\textsuperscript{nd} 2011

**Registration**

**Session 1**
- 8:30-10:00 am
- Room 2-260R

**Panel: Team Research and Team Science**
Fiore, S., DeChurch, L., Keyton, J., Falk-Krzesinski, H., & Contractor, N.
*Developing team research to understand and improve team science*

**Session 2**
- 8:30-10:00 am
- Room 2-260T

**Diversity: Gender & Race**
Sanchez-Burks, J., Plaut, V., Buffardi, L., & Stevens, F. *“What about me?” Perceptions of exclusion and whites’ reactions to multiculturalism*

Heinz, P. *From Journals to Grassroots: Reflections on involvement in a community based organization addressing inequities in education*

Loyd, D., Todd, A., Phillips, K., & Bodenhausen, G. *The power of the lone woman: The impact of gender on expectations and persuasion*

Belliveau, M. *The differential construal of fairness concerns in groups: Do managers focus on symbolic treatment for women but substantive rewards for men?*

**Session 3**
- 8:30-10:00 am
- Room 2-260Z

**Hidden Profile Research**
Wittenbaum, G., & Bowman, J. *Time pressure affects process and performance in hidden-profile groups*

Emich, K. *The concurrent effects of expectancy, motivation, and transactive memory systems in hidden profile tasks*

Introne, J. *How computer-mediated group decision making can disrupt collaborative knowledge creation*

Sohrab, G. *The input-mediator-outcome framework as a lens for understanding the hidden profile paradigm: A literature review*

**Session 4**
- 8:30-10:00 am
- Room 2-206

**Learning & Development in Groups**
Aramovich, N., & Larson, Jr., J. *Demonstrating solution correctness during problem solving: The effects of member preferences, confidence, and learning goal*

Young, B., Sierra, M., & Smith-Jentsch, K. *Determinants of individual motivation and learning in the context of team training: A multilevel perspective*

Collins, C., & Gibson, C. *Simulating positive turning points in team performance: A latent growth model approach*

**Session 5**
- 8:30-10:00 am
- Room 2-207

**Perspectives on Team Composition**
Kane, A., & Rink, F. *Newcomers to work teams: Evidence, themes, and new directions*

Coen, C., & Trinh, M. *It is important to have someone on your side: choosing preferred partners*

Maloney, M., Zellmer-Bruhn, M., Bhappu, A., & Salvador, R. *Are we who I thought we were? Examining how individuals’ perceptions of similarity to their team change over time*

Littlepage, G., Burke, B., Zavy, L., Prowse, B., Jones, B., & Wilson, K. *Team selection exercise*

**Morning Refreshment Break**

10:00-10:30 am
Carlson School of Management Executive Center Foyer
Friday, July 22nd 2011

10:30 am-12:00 pm; Session 6
Room 2-260R

PANEL: RESEARCH & PRACTICE IN HEALTH CARE TEAMS

Wholey, D., Shah, P., Adair, R., Harker, S. Integrating practice and research in health care teams: A dialogue between practitioners and researchers

10:30 am-12:00 pm; Session 7
Room 2-260T

DECISION MAKING AND COORDINATION PROCESSES

Emich, K. Share and share alike: A social cognitive investigation of group inefficiency
Larson, J., & Bihary, J. Motivation gains on divisible conjunctive tasks
Klein, T., & Kraetz, A. Of prospects and pitfalls: Panel peer review at the German research foundation
Mannes, A., Soll, J., & Larrick, R. The wisdom of small crowds

10:30 am-12:00 pm; Session 8
Room 2-260Z

ONLINE COLLABORATION AND CREATIVITY

McLeod, P., Hart, R., & Chou, C. Does the avatar make the heart grow fonder?: Task type and interaction dynamics in virtual world teamwork
Wang, S., Chen, J., Ren, Y., & Riedl, J. Predicting turnover in Wikipedia: An analysis of project involvement
Woolley, A., Lakhani, K., & Boudreau, K. From strangers to collaborators: Field experimental evidence underlying team formation for creative problem-solvers
Rajan, P., & Kisselburgh, L. Designing collaboration while doing collaboration: A study of the design of a collaborative virtual environment and its implications for engineering design team collaborations

10:30 am-12:00 pm; Session 9
Room 2-206

COMMUNICATION: FOCUSING ON WHAT AND HOW

Keyton, J., & Beck, S. The use of questions to create shared meaning
Dabbish, L., Kraut, R., & Patton, J. Should I stay or should I go: Depends on how you talk to me: Communication and team commitment
Dobosh, M., Poole, S., Malik, R., McHenry, K., & Bajcsy, P. Small group use of communication technologies: Impacts on task, social presence, and satisfaction
Allen, J., & Hansen, J. Meeting orientation: Conceptualization, antecedents, and outcomes

10:30 am-12:00 pm; Session 10
Room 2-207

INFORMATION EFFECTS IN GROUPS

Littlepage, G., Perdue, E., & Fuller, D. Discussion of uniquely held information in groups: Effects of objective validity and social validity
Van Swol, L, Acosta-Lewis, E., Dimperio, G. The influence and perception of group members with more extreme opinions and more unshared information
McCordle-Keurentjes, M., Rouwette, E., & Vennix, J. Uncovering interdependent information: What can groups gain from facilitated modeling?
Borge, M., Shih, S., Ganoe, C., & Carroll, J. Verbal equity and the intersection between information artifacts, team process, and performance

12:15-1:15 pm
Carlson School of Management Atrium

Luncheon
Presentation of the 2011 Joseph E. McGrath Lifetime Achievement Award

1:15-2:15 pm
3M Auditorium

Keynote Address
Professor Richard Hackman, Recipient of the 2010 Joseph E. McGrath Award
Friday, July 22\textsuperscript{nd} 2011

2:15-2:30 pm
Carlson School of Management Atrium
Staircase/

INGroup Photo

2:30-2:45 pm
Carlson School of Management
Executive Center Foyer

Afternoon Refreshment Break

2:45-4:15 pm; Session 11
Room 2-260R

\textbf{PANEL: GROUPS TURNED VIOLENT}
Reedy, J., Gastil, J., Shuffler, M., Wildman, J., Grossman, R., & Salas, E. \textit{Groups turned violent: Applying research on groups and teams to the study of terrorism}

2:45-4:15 pm; Session 12
Room 2-260T

\textbf{FAULTLINES AND SUBGROUPS}
Carton, A., Cummings, J., & Evron, A. \textit{Exploring the impact of subgroup type and configuration on performance in work teams}

Lo, E., Harrison, D., & Bartel, C. \textit{A network perspective on faultlines and relationship conflict in work teams}

Post, C., & Perry, J. \textit{Demographic faultlines and innovation: Investigating the moderating influences of collaborative learning diversity beliefs, and psychological safety}

2:45-4:15 pm; Session 13
Room 2-260Z

\textbf{TRANSACTIVE MEMORY SYSTEMS}
Carpenter, S. \textit{Emergent cognitive properties and performance of teams: Development of transactive memory and entitativity across time}

Lu, L., & Williams, D. \textit{Transactive memory systems and group communication patterns in virtual teams: Insights from online video game groups}

Zhu, X., & Wholey, D. \textit{A social network approach to transactive memory systems}

Yuan, Y., Carboni, I., & Ehrlich, K. \textit{The impact of interpersonal affective relationships and awareness on expertise-seeking: A multilevel network investigation}

2:45-4:15 pm; Session 14
Room 2-206

\textbf{ACTION TEAM DYNAMICS & COORDINATION}
Kaplan, S., Waller, M., Vega, R., LaPort, K., & Tassin, S. \textit{Interaction patterns in action teams}

Deneckere, S., Vanheächt, K., Euwena, M., Panella, M., & Sermeus, W. \textit{Can interprofessional teamwork in healthcare teams be improved with care pathways?}

Dekker-van Doorn, C., Wauben, L., van Wijngaarden, J., Klein, J., Lange, J., & Huijsman, R. \textit{Improved perception of team skills following team intervention in the operating room}

Valentine, M., & Edmondson, A. \textit{High velocity teaming: how meta-team affiliation drives effective coordination}

2:45-4:15 pm; Session 15
Room 2-207

\textbf{PANEL: TEAMWORK IN VIRTUAL ORGANIZATIONS}
DeChurch, L., Bartol, K., Huang, M., Cummings, J., & Poole, S. \textit{Teamwork in virtual organizations}

4:15-5:00 pm
Carlson School of Management
Executive Center Foyer

Poster Setup
1. Seelandt, J., Tschan, F., Semmer, N., Monnier, M., & Beldi, G. Teamwork and distractions in visceral surgeries: Developing and testing an online observation system

2. Wallace, D., & Hinsz, V. Information processing differences as an explanation for differences in group and individual judgment

3. Kennedy, D. The population dynamics of team knowledge: Information from a logistic growth model

4. Graff, D. Visual representations of team sports metaphors as an interview tool in team research

5. Reedy, J. Online group experiments in the study of terrorism: Using a web-based chat tool and semi-automated scripts to conduct mock group discussions

6. Powers, C., & Kozlowski, S. Team cohesion and conflict: Where’s the connection?

7. Standifer, R, McLeod, P., Waller, M., Okhuysen, G., & Bradley, B. Teaching teams: An INGRoup discussion of pedagogical approaches to groups and teams

8. Pearce, M., Kozlowski, S., Chao, G., Grand, J., & Rench, T. A high-fidelity research paradigm for examining action teams

9. Gupta, N. Monitoring in virtual teams

10. Bedwell, W., Sierra, M., Carter-Berenson, D., & Smith-Jentsch, K. Organizational analysis for long-duration spaceflight teams: A fresh MTS perspective

11. Bilinska, P. No one way street: Automatic affective transfer between leaders and subordinates and the moderating role of role fit


13. Coultais, C., Shuffler, M., Wiese, C., Burke, S., & Salas, E. Contextual leadership: The impact of team type and leader role on followers’ perceptions of leader effectiveness

14. Arakeri, S., Sharma, S., Bezrukova, K., & Spell, C. Out of reach: Examining group faultlines in virtual teams


16. Clark, M. The effect of the leader’s implicit beliefs on team empowerment

17. Hwang, S., & Shah, P. Creativity in cross-cultural teams

18. Schaffner, P., & Garcia, A. Does unequal participation in unstructured discussions predict group decision quality?

19. Thayer, A., Wildman, J., Rosen, M., Salas, E., Mathieu, J., & Rayne, S. Task types and team-level attributes: An integrative taxonomy from the team classification literature
Saturday, July 23\textsuperscript{rd} 2011

8:30-10:00 am; Session 16
Room 2-260R

GRADUATE STUDENT FORUM: MEET THE SCHOLARS
Shuffler, M., Hackman, J., Poole, M., Salas, E., & Weingart, L. Meet the scholars: A forum for graduate students

8:30-10:00 am; Session 17
Room 2-260T

TRUST & HELPING BEHAVIORS IN GROUPS
Godeanu, A. Disposibility and expectations: The determinants of helping behavior in teams
Shah, P., Jones, S., & Dirks, K. In teams we trust: The influence of team processes on interpersonal trust
Neville, L., & Brodt, S. Interpersonal forgiveness following a trust breach: Consequences for group functioning
Li, M., Siemsen, E., Kamdar, D., & Subramani, M. Sourcing knowledge from the right crowd: Project ambiguity and help seeking in fluid design and engineering teams

8:30-10:00 am; Session 18
Room 2-260Z

LEADERSHIP: PROCESSES & OUTCOMES
Wong, E., Ormiston, M., & Haselhuhn, M. CEO facial measurements and TMT integrative complexity predict firm performance

8:30-10:00 am; Session 19
Room 2-206

EXTRA-TEAM INFLUENCES
Gweon, G., Kane, A., & Rose, C. Facilitating knowledge transfer between groups through idea co-construction processes
Tasa, K. Team boundary spanning in context: The multilevel impact of organization and team factors
Duff, A., & Singh, P. The role of teamwork and the HR system as the “black box” between SHRM and firm performance: A structural contingency theory approach

8:30-10:00 am; Session 20
Room 2-207

PANEL: MEETING EFFECTIVENESS
Schulte, E., Kauffeld, S., Scott, C., Kolbe, M., Allen, J., & Meyers, R. Meeting effectiveness

10:00-10:30 am
Carlson School of Management
Executive Center Foyer

Morning Refreshment Break
Saturday, July 23rd 2011

10:30 am-12:00 pm; Session 21
Room 2-260R

PANEL: SOCIAL INFLUENCE & GROUP INTERACTION

10:30 am-12:00 pm; Session 22
Room 2-260T

NEW VIEWS ON CONFLICT
Rockett, T., & Ziegler, L. The devil you might want to know: An examination of group composition, processes, and outcomes
Ferguson, A., & Peterson, R. Causes of asymmetry in perceptions of intragroup conflict
Rouwette, E., & Franco, A. The impact of need for closure on model-supported group conflict management

10:30 am-12:00 pm; Session 23
Room 2-260Z

CREATIVITY: CAUSES AND CONSEQUENCES
Hinds, P., Kim, H., & Mishra, S. Creativity and culture: Understanding team creativity and what fosters it
Goh, K. An exploration of team agility and its effects on outcomes in product development teams
Shih, H., & Yeh. Y. Conflicts and team creativity: A moderated mediation model of psychological safety
Beyerlein, M. Virtual teams as complex systems: Transitioning from complicated to complex structure for higher levels of creativity

10:30 am-12:00 pm; Session 24
Room 2-266

COOPERATION AND CAPITAL IN GROUPS
Jaster, D., & Arrow, H. Trust in friends or loyalty to the group: Sex differences in cooperation rates during public goods dilemmas
Schmid, S., & Dautzenberg, K. Is it really teamwork? How to deal with cooperation in a competitive working environment
Bechara, J., & Shah, P. The role of teams in the evolution of social capital
Buchler, N., & DeCostanza, A. The influence of social capital on situational awareness and cognitive workload in an army division-level command and control network

10:30 am-12:00 pm; Session 25
Room 2-207

PANEL: TEAMWORK TODAY -- DO WE REALLY KNOW ANYTHING?
Bedwell, W., DeChurch, L. Fiore, S., Goodwin, G., Hackman, J., Hollenbeck, J., & Salas, E. Teamwork today: Do we really know anything?

12:15-1:15 pm
Carlson School of Management Atrium

Luncheon
Organizers’ Report on the Conference; Best Paper Award; Best Poster Award; Small Group Research Awards
Saturday, July 23rd 2011

1:30-3:00 pm; Session 26
Room 2-260R

PANEL: CHALLENGES IN STUDYING GROUPS
Hollingshead, A., Poole, M., Contractor, N., Hewes, D., Hinds, P., Larsson, J., Jr., Meyers, R., Peterson, R., Seibold, D., Tschak, F., & Wittenbaum, G. *Addressing the inherent challenges in studying groups: Insights and stories*

1:30-3:00 pm; Session 27
Room 2-260T

THINKING ALIKE?: COGNITION, SHARED & UNSHARED
Bayer, M., & Lewis, K. *Cross understanding and shared mental model theory: A comparison and empirical contrast*
Aggarwal, I., & Woolley, A. *Do you see what I see? The effect of members' cognitive styles on team processes and performance*
Meslec, N. *Closing representational gaps: A process of link activation in teamwork scripts*
Externbrink, K., Reiß, C., & Wilkens, U. *Impact of team members’ competence on the development of team mental models and team performance: A theoretical framework and propositions*

1:30-3:00 pm; Session 28
Room 2-260Z

DIVERSITY & DIFFERENCES
van Dijk, H., & van Engen, M. *Understanding and managing the consequences of work group diversity: The role of status*
Meyer, B., van Dijk, H., & van Engen, M. *Effects of gender stereotypes and diversity beliefs on communication behavior and individual performance in groups*
Shemla, M., Wegge, J., Kearney, E., & Schraub, E. *Does perceiving differences in teams make us feel less alike? The moderating role of diversity and identification on affective linkages in work teams*
Rariden, S., & Lewis, K. *Cross-understanding as an explanation for competing diversity theories*

1:30-3:00 pm; Session 29
Room 2-206

INTRA-TEAM RELATIONS & PERFORMANCE
Behfar, K., Cronin, M., & McCarthy, K. *Heat transfer: Why complaining outside of the group enhances team performance*
Allen, J., & Rogelberg, S. *Promoting employee engagement through managers’ strategic use of workgroup meetings*
Banki, S. *Differentiating between group members after ostracism*
Stuart, C., & Moore, C. *Group performance and the benefits of member misconduct*

3:00 pm – 3:30 pm
Carlson School of Management Executive Center Foyer

Afternoon Refreshment Break
Saturday, July 23rd 2011

3:30-4:30 pm; Session 30
Room 2-260R

**Cultural Influences in Groups**
Bazarova, N., & Yuan, C. *The effects of culture and technology on expertise recognition in group decision making*

Turan, N., & Weingart, L. *Workplace beyond the West: Teamwork and conflict in Turkish organizations*

Meinecke, A., Lehmann-Willenbrock, N., Meyers, R., & Kauffeld, S. *An examination of group problem-solving practices in German and U.S. student discussions*

3:30-4:30 pm; Session 31
Room 2-260T

**Emergent & Temporal Dynamics in Groups**
Herndon, B., & Koseoglu, G. *Knowledge structures and reflexivity in teams facing disruptions in task work*

Tajeddin, G. *The effects of interruptions in timing in teams*

Cronin, M., Weingart, L., & Todorova, G. *From group statics to group dynamics: Understanding emergence*

3:30-4:30 pm; Session 32
Room 2-260Z

**Online Group Interaction**
Blanchard, A., & Walker, L. *Online entitativity: A theoretical model*

Peng, C., Slaughter, S., & Lurie, N. *Technology-enabled visual cognition in virtual teams: The use of visual representation technologies to reach consensus in exacting environments*

Pilny, A. *Mapping the relationship of task characteristics to team performance*

4:45 – 5:30 pm
Carlson School of Management Room 2-260T

**Open Business Meeting – for all INGRoup members -- please plan to attend!**

6:30 - 9:30 pm
Ted Mann Concert Hall, University of Minnesota

**Saturday Gala**
J. Richard Hackman
2010 Joseph E. McGrath Lifetime Achievement Award Recipient

J. Richard Hackman is Edgar Pierce Professor of Social and Organizational Psychology at Harvard University. He received his bachelor's degree in mathematics from MacMurray College and his doctorate in social psychology from the University of Illinois. He taught at Yale for twenty years and then moved to his present position at Harvard.

Professor Hackman teaches and conducts research on a variety of topics in social and organizational psychology, including team performance, leadership effectiveness, and the design of self-managing teams and organizations. His most recent books are Collaborative Intelligence: Using Teams to Solve Hard Problems and Senior Leadership Teams: What It Takes to Make Them Great (with Ruth Wageman, Debra Nunes, and James Burruss).

He has received the Distinguished Scientific Contribution Award of the American Psychological Association’s division on industrial and organizational psychology, and both the Distinguished Educator Award and the Distinguished Scholar Award of the Academy of Management. His Book Leading Teams: Setting the Stage for Great Performances won the Academy of Management’s Terry Award for the most outstanding management book of the year in 2004. He has served on the Intelligence Science Board of the Director of National Intelligence, and on the boards of MacMurray College and the Orpheus Chamber Orchestra.
PAPER AND PANEL SHORT ABSTRACTS

FRIDAY MORNING

8:30-10:00, Session 1
Friday
2-260R

PANEL: TEAM RESEARCH & TEAM SCIENCE

S Fiore (University of Central Florida), L DeChurch (University of Central Florida), J Keyton (North Carolina State University), H Falk-Krzesinski (Northwestern University), & N Contractor (Northwestern University)

Science has long recognized difficulties associated with interdisciplinary teamwork, yet we continually struggle with overcoming the challenges arising from interdisciplinary interaction. In this panel we discuss interdisciplinary research in the context of team science and how to develop complementary basic and applied scientific approaches to understanding and improving team science.

8:30-10:00, Session 2
Friday
2-260T

DIVERSITY: GENDER & RACE

“What About Me?” PERCEPTIONS OF EXCLUSION OF WHITES’ REACTIONS TO MULTICULTURALISM

J Sanchez-Burks (University of Michigan), V Plaut (University of California, Berkeley), L Buffardi (University of Deusto), & F Stevens (University of Michigan)

A five-study investigation of dominant group members’ (i.e., White Americans) reactions to diversity (relative to minority reactions) provides evidence of implicit and explicit associations between multiculturalism and exclusion and of a relationship between perceived exclusion and reactions to diversity. Overall, results show that the purportedly “inclusive” ideology of multiculturalism is not perceived as such by Whites, which may, in part, account for their lower support for diversity efforts in education and work settings.

FROM JOURNALS TO GRASSROOTS: REFLECTIONS ON INVOLVEMENT IN A COMMUNITY BASED ORGANIZATION ADDRESSING INEQUALITIES IN EDUCATION

P Heinze (Ramapo College of New Jersey)

In a community which prides itself on its diversity, tracking students, primarily by race, has residents passionately divided. However, closer examination of those who argue against the tracking system reveals many “Liberal” and “progressive” attempts to remedy social injustice which serve to perpetuate stereotypes.

THE POWER OF THE LONE WOMAN: THE IMPACT OF GENDER ON EXPECTATIONS AND PERSUASION

D Loyd (Massachusetts Institute of Technology), A Todd (Universitat zu Koln), K Phillips & G Bodenhausen (Northwestern University)

Two experiments examined the persuasiveness of a woman’s support for or opposition to gender affirmative action. Both male and female unexpected positions were more persuasive than expected ones, but a lone female’s opposition to gender affirmative action was particularly persuasive even when three men supported it. Implications are discussed.
THE DIFFERENTIAL CONSTRUAL OF FAIRNESS CONCERNS IN GROUPS: DO MANAGERS FOCUS ON SYMBOLIC TREATMENT FOR WOMEN BUT SUBSTANTIVE REWARDS FOR MEN?

M Belliveau (Emory University)

I will present studies indicating that managers believe that procedural fairness has greater value to women than men. The role of managers’ beliefs—that men care about substantive outcomes (e.g., pay) whereas women have heightened concern for symbolic treatment (e.g., procedural fairness)—in creating inequality in groups will be discussed.

8:30-10:00, Session 3
Friday
2-260Z

HIDDEN PROFILE RESEARCH

TIME PRESSURE AFFECTS PROCESS AND PERFORMANCE IN HIDDEN-PROFILE GROUPS

G Wittenbaum (Michigan State University) & J Bowman (University of San Diego)

Members of three-person groups solved a hidden profile task under high or low time pressure. Some groups discussed task information from memory, whereas others kept information sheets during discussion. Low time pressure groups performed better than high time pressure groups, particularly when groups had access to information. Memory groups discussed more shared than unshared information, whereas groups with access to information reversed this bias. This effect was stronger under low than high time pressure.

THE CONCURRENT EFFECTS OF EXPECTANCY, MOTIVATION, AND TRANSACTIVE MEMORY SYSTEMS IN HIDDEN PROFILE TASKS

K Emich (Cornell University)

Transactive memory studies give aggregate complete information to task groups, and assume that once transactive memory systems are in place they will be used. A hidden profile study involving 40 groups indicated that expectancy motivation drives groups to create accurate transactive memory systems, exchange unique information, and solve these problems.

HOW COMPUTER-MEDIATED GROUP DECISION MAKING CAN DISRUPT COLLABORATIVE KNOWLEDGE CREATION

J Introne (MIT)

The common knowledge effect describes groups’ tendencies to overweight information that members share. We developed a tool to de-bias group information pooling and performed an experiment with it. The tool worked, but it also disrupted collaborative knowledge creation. We present an analysis of our results using social network analysis techniques.

THE INPUT-MEDIATOR-OUTCOME FRAMEWORK AS A LENS FOR UNDERSTANDING THE HIDDEN PROFILE PARADIGM: A LITERATURE REVIEW

G Sohrab (York University)

The hidden profile literature (1985-2011) is reviewed. Employing the input-mediator-outcome (IMO) framework, this review takes a meso approach and highlights aspects of the literature that fit the view of teams as complex, dynamic, and adaptive systems that are embedded in larger organizational context. Fruitful areas for future research are identified.
LEARNING & DEVELOPMENT IN GROUPS

DEMONSTRATING SOLUTION CORRECTNESS DURING PROBLEM SOLVING: THE EFFECTS OF MEMBER PREFERENCES, CONFIDENCE, AND LEARNING GOALS

N Aramovich (Harvard University) & J Larson, Jr.(Loyola University Chicago)

Ironically, when groups solve problems, the more members who can demonstrate a solution, the less likely demonstration is to occur. Two studies revealed groups were more likely to demonstrate solutions when starting discussions with correct minorities than with correct majorities. Members’ confidence and a group learning goal moderated this effect.

DETERMINANTS OF INDIVIDUAL MOTIVATION AND LEARNING IN THE CONTEXT OF TEAM TRAINING: A MULTILEVEL PERSPECTIVE

B Young, M Sierra & K Smith-Jentsch (University of Central Florida)

During team training, team members’ state learning goal orientation was impacted by factors spanning multiple levels of analysis; their individual levels of trait LGO, organizational support for LGO, and their leaders’ team training goal. In turn, state LGO interacted with training design features to predict affective, behavioral, and cognitive learning outcomes.

SIMULATING POSITIVE TURNING POINTS IN TEAM PERFORMANCE: A LATENT GROWTH MODEL APPROACH

C Collins (Australian School of Business) & C Gibson (University of Western Australia)

We hypothesize that a positive turning point from a static to a positive slope in team performance – a piecewise inflection point – will emerge when a work redesign intervention enables teams to learn by engaging with external resources. Our hypotheses were supported with 35 team’s gross profit over 28 months.

PERSPECTIVES ON TEAM COMPOSITION

NEWCOMERS TO WORK TEAMS: EVIDENCE, THEMES, AND NEW DIRECTIONS

A Kane (Duquesne University) & F Rink (University of Groningen)

We review the empirical research examining the effects of newcomers on work team outcomes published in key organizational and social psychological journals since 1990. We offer an integrated model that summarizes antecedents, moderators, and mediators of team receptivity / newcomer influence, and identify emergent cross-disciplinary themes that merit researchers’ attention.

IT IS IMPORTANT TO HAVE SOMEONE ON YOUR SIDE: CHOOSING PREFERRED PARTNERS

C Coen & M Trinh (Case Western Reserve University)

This paper reviews existing literature on team formation processes and tests an approach in which team members request preferred partners. Results suggest that the presence of more preferred partners increases team performance, but that separately the effect of being assigned more preferred partners has a U-shaped relationship to team performance.
ARE WE WHO I THOUGHT WE WERE? EXAMINING HOW INDIVIDUALS’ PERCEPTIONS OF SIMILARITY TO THEIR TEAM CHANGE OVER TIME

M Maloney (University of St. Thomas), M Zellmer-Bruhn (University of Minnesota), A Bhappu (University of Arizona), & R Salvador (University of Washington, Tacoma)

In this study, we examine the dynamic aspects of individual perceptions of similarity to their team in order to develop a better understanding of the social and cognitive processes that form the basis and provide an explanation for how team similarity perceptions emerge and change over time.

TEAM SELECTION EXERCISE

G Littlepage, B Burke (Middle Tennessee State University), L Zavy (University of Oklahoma), B Prowse, B Jones (Middle Tennessee State University) & K Wilson (University of Tulsa)

A team selection exercise is described. It is designed for undergraduate and graduate courses on groups. The exercise emphasizes a number of factors that are relevant to selecting work team members. These factors include task KSAs, teamwork skills, personality, capacity for boundary spanning, work-life balance, and existing relations between members.

10:30-12:00, Session 6
Friday
2-260R

PANEL: RESEARCH & PRACTICE IN HEALTH CARE TEAMS

INTEGRATING PRACTICE AND RESEARCH IN HEALTH CARE TEAMS: A DIALOGUE BETWEEN PRACTITIONERS AND RESEARCHERS

D Wholey, P Shah (University of Minnesota), R Adair (Allina Hospitals and Clinics, Minneapolis), & S Harker (Ramsey County Human Services, St. Paul)

This symposium examines two research collaboratives between organizational and healthcare researchers as they strive to construct research projects that provide insight into team dynamics and produce useful knowledge that can implemented by medical practitioners.

10:30-12:00, Session 7
Friday
2-260T

DECISION MAKING & COORDINATION PROCESSES

SHARE & SHARE ALIKE: A SOCIAL COGNITIVE INVESTIGATION OF GROUP INEFFICIENCY

K Emich (Cornell University)

Two studies involving basketball and project teams draw on social cognitive theory to predict that the pattern of multiple interacting efficacy perceptions within a group environment regulates both the level and direction of within-group resource allocation. Further, expectancy theory is utilized to predict when these patterns result in efficient resource exchange.

MOTIVATION GAINS ON DIVISIBLE CONJUNCTIVE TASKS

J Larson & J Bihary (Loyola University Chicago)

Participants exerted more effort on a 2-part physical persistence task when they performed it with a partner than when they performed it alone. This occurred without any attempt to manipulate participant's self-perceived ability relative to the partner, thus demonstrating that motivation gains can occur in groups independent of such perceptions.
OF PROSPECTS AND PITFALLS: PANEL PEER REVIEW AT THE GERMAN RESEARCH FOUNDATION

T Klein & A Kraatz (Institute for Research Information and Quality Assurance, Bonn)

More and more research grants worldwide are distributed based on decisions of review committees. But how do these groups come to a decision and what affects decision-making processes? The paper introduces first findings of the ongoing project, Peer Review at the German Research Foundation. Researching into Expert Panels: the example of the Collaborative Research Centers (CRCs). Based on a variety of data collected from the peer review process, preliminary results suggest group phenomena such as conformity pressure and group polarization are embedded in group peer review processes.

THE WISDOM OF SMALL CROWDS

A Mannes (Carnegie Mellon University), J Soll & R Larrick (Duke University)

We present four studies which introduce the virtues of small crowds. First, we demonstrate that small crowds are wise. Second, we illustrate the intuitive appeal of small crowds in people’s beliefs and choice strategies. Accordingly, we recommend small crowds as a sensible balance of normative and descriptive considerations in human judgment.

10:30-12:00, Session 8
Friday
2-206Z

ONLINE COLLABORATION AND CREATIVITY

DOES THE AVATAR MAKE THE HEART GROW FONDER?: TASK TYPE AND INTERACTION DYNAMICS IN VIRTUAL WORLD TEAMWORK

P McLeod (Cornell University), R Hart (St. Thomas University) & C Chou (St. Thomas University)

We conducted a laboratory experiment on task type and group interaction process within the virtual environment of Second Life, compared to face-to-face. A previous study suggested that the 3-D environment made little difference to task accomplishment; the current study tests whether task type may account for this finding.

PREDICTING TURNOVER IN WIKIPEDIA: AN ANALYSIS OF PROJECT INVOLVEMENT

S Wang, J Chen, Y Ren, & J Riedl (University of Minnesota)

Member turnover in online self-organizing groups is common and detrimental. We analyze data from Wikipedia projects to identify factors that predict the likelihood of member turnover. Higher turnover is associated with a moderate level of past performance, greater tenure dissimilarity, participation in more projects, and low social integration.

FROM STRANGERS TO COLLABORATORS: FIELD EXPERIMENTAL EVIDENCE UNDERLYING TEAM FORMATION FOR CREATIVE PROBLEM SOLVERS

A Woolley (Carnegie Mellon University), K Lakhani (Harvard Business School), K Boudreau (London Business School)

We examine how 104 groups of strangers come together to collaborate in an online software writing competition. We find that individual skill-level fosters a higher level of collaboration, particularly when members ask one another questions and share expertise. Expertise-sharing fosters the development of transactive memory in the teams, enhancing performance.
DESIGNING COLLABORATION WHILE DOING COLLABORATION: A STUDY OF THE DESIGN OF A COLLABORATIVE VIRTUAL ENVIRONMENT AND ITS IMPLICATIONS FOR ENGINEERING DESIGN TEAM COLLABORATIONS
P Rajan & L Kisselburgh (Purdue University)

We have conceptualized and studied team collaboration during design, development, implementation, and use of a virtual learning environment. We demonstrate how collaboration within teams designing virtual environments influences (and is influenced by) collaboration between members of user teams who appropriate particular collaborative features of the virtual environment.

10:30-12:00, Session 9
Friday 2-206

COMMUNICATION: FOCUSING ON WHAT AND HOW

THE USE OF QUESTIONS TO CREATE SHARED MEANING
J Keyton (North Carolina State University & S Beck (North Dakota State University)

Examination of talk in uninhabited air vehicle exercises demonstrated how questions were used to develop shared meaning. Straightforward and confirmation questions are helpful in achieving shared team cognition when team cognition is sufficiently close prior to the exchange. These same question types can fail, resulting in complex question sequences.

THE USE OF QUESTIONS TO CREATE SHARED MEANING
L Dabbish, R Kraut, & J Patton (Carnegie Mellon University)

This work examines the route by which communication increases group commitment. We conducted an experiment with online game groups in World of Warcraft. Results suggest that communication increases commitment through a change in group atmosphere rather than increased member involvement, independent of topic and communicator role (leader vs peer).

SMALL GROUP USE OF COMMUNICATION TECHNOLOGIES: IMPACTS ON TASK, SOCIAL PRESENCE, AND SATISFACTION
M Dobosh, S Poole, R Malik, K McHenry, & P Bajcsy (University of Illinois at Urbana Champaign)

60 3-person groups worked on a simple task in one of three research conditions: face to face, using 2D video technology, or using 3D video technology. The impacts of these conditions on group task accuracy and speed, as well as social presence and satisfaction are explored.

MEETING ORIENTATION: CONCEPTUALIZATION, ANTECEDENTS AND OUTCOMES
J Allen (Creighton University) & J Hansen (University of North Carolina at Charlotte)

Some firms, and the people in them, appear more oriented toward meetings. The presented conceptual framework links proposed (1) firm factors that give rise to a meeting orientation, (2) outcomes that a meeting orientation impacts, and (3) elements in the firm that make a meeting orientation more or less effective.
DISCUSSION OF UNIQUELY HELD INFORMATION IN GROUPS: EFFECTS OF OBJECTIVE VALIDITY AND SOCIAL VALIDITY
G Littlepage (Middle Tennessee State University), E Perdue (Adena Health Systems) & D Fuller (Middle Tennessee State University)

When completing a deductive logic problem, group members were provided with clues that were either useful or not useful (objective validity); each clue was also identified as being either useful or not useful (social validity). Each type of validity promoted discussion, but the effects were not additive.

THE INFLUENCE AND PERCEPTION OF GROUP MEMBERS WITH MORE EXTREME OPINIONS AND MORE UNSHARED INFORMATION
L Van Swol, E Acosta-Lewis, & G Dimperio (University of Wisconsin-Madison)

Participants read about whether "under God" should be in pledge of allegiance and then discussed it in groups. Participants with extreme opinions listed more unshared information and had the least amount of actual influence on group decision, but were perceived as influential. In heterogeneous groups, members in the majority who listed more unshared information were more influential.

UNCOVERING INTERDEPENDENT INFORMATION: WHAT CAN GROUPS GAIN FROM FACILITATED MODELLING?
M McCardle-Keurentjes, E Rouwette, & J Vennix (Radboud University Nijmegen)

Using a specific decision-making procedure for group decision support, based on facilitated modeling, and a hidden profile task, we study the exchange and integration of interdependent information in group decision-making. We aim to increase our understanding of the effectiveness of the intervention.

VERBAL EQUITY AND THE INTERSECTION BETWEEN INFORMATION ARTIFACTS, TEAM PROCESSES, AND PERFORMANCE
M Borge, S Shih, C Ganoe, & J Carroll (The Pennsylvania State University)

This study investigated the relationships among information artifacts, team processes, and performance. Study results showed that high performing teams had significantly higher verbal equity than low performing teams. Also, artifact relatedness/proximity (i.e., how and whether artifact was used with other artifacts) was found to be associated with team performance.
**FRIDAY AFTERNOON**

2:45 – 4:15, Session 11
Friday
2-260R

**Panel: Groups Turned Violent**

**Groups Turned Violent: Applying Research on Groups and Teams to the Study of Terrorism**
J Reedy, J Gastil (University of Washington), M Shuffler, J Wildman, R Grossman, & E Salas (University of Central Florida)

Despite increased attention on terrorist groups, little work exists to bridge the gap between group research and analysis of such groups. In this symposium, we present preliminary work uniting these fields and promote a discussion with audience members regarding the application of group research insight to the terrorism research field.

2:45 – 4:15, Session 12
Friday
2-260T

**Faultlines and Subgroups**

**Exploring the Impact of Subgroup Type and Configuration on Performance in Work Teams**
A Carton (Penn State University), J Cummings (Duke University), & A Evron (Duke University)

Teams scholars regularly invoke subgroups in a number of theories, yet unanswered questions surrounding subgroups remain in the literature. We employ The Subgroup Algorithm to analyze whether teams improve as the number of subgroups and the balance of subgroups increases.

**A Network Perspective on Faultlines and Relationship Conflict in Work Teams**
E Lo, D Harrison, & C Bartel (University of Texas at Austin)

This paper explores the antecedents of relationship conflict by considering the joint impact of faultlines and social network mechanisms. Moving beyond faultline scholarship’s traditional focus on individual characteristics, the authors propose a relational view to better understand the antecedent of faultline ruptures and, in turn, relationship conflict.

**Demographic Faultlines and Innovation: Investigating the Moderating Influences of Collaborative Learning Diversity Beliefs, and Psychological Safety**
C Post (Lehigh University) & J Perry (Rutgers University)

When members of a team are divided into relatively homogeneous subgroups based on multiple demographic characteristics, and when those subgroups represent large demographic differences, teams are more likely to experience negative outcomes. Drawing on faultline literature, this paper examines conditions that moderate the negative relationship between demographic faultlines and innovation.
EMERGENT COGNITIVE PROPERTIES AND PERFORMANCE OF TEAMS: DEVELOPMENT OF TRANSACTIVE MEMORY AND ENITITIVITY ACROSS TIME
S Carpenter (The University of Alabama in Huntsville)

The development of the emergent cognitive properties of entitativity and transactive memory in teams was investigated in a 3-session experiment. Team members worked together to complete a production task in each session and tried to improve their performance each time. The results are discussed in terms of team development constructs.

TRANSACTIVE MEMORY SYSTEMS AND GROUP COMMUNICATION PATTERNS IN VIRTUAL TEAMS: INSIGHTS FROM ONLINE VIDEO GAME GROUPS
L Lu & D Williams (University of Southern California)

Combining survey data from 16,810 online-video-game players and their in-game behavioral data provided by the game developer, this study investigates the effects of transactive memory system on group performance and how group communication pattern (flat or tall), group type (adhoc or long-term groups) and their interaction influence the development of TMS.

A SOCIAL NETWORK APPROACH TO TRANSACTIVE MEMORY SYSTEMS
X Zhu & D Wholey (University of Minnesota)

We propose a social network approach to investigating the structure and antecedents of transactive memory systems (TMSs). Elaborating on a conceptual distinction between the TMS structure and process, we propose a matrix-based measurement for the TMS structure. For antecedents, we examine the effects of work-interdependence and task-related-helping networks on TMS accuracy and consensus.

THE IMPACT OF INTERPERSONAL AFFECTIVE RELATIONSHIPS AND AWARENESS ON EXPERTISE-SEEKING: A MULTILEVEL NETWORK INVESTIGATION
Y Yuan (Cornell University), I Carboni (College of William & Mary), & K Ehrlich (IBM)

Taking a multilevel, network perspective, we examined the impact of interpersonal affective relationships and expertise awareness on expertise-seeking at dyadic, individual, and group levels. HLM analyses indicated that in addition to awareness of expertise distribution, both positive and negative interpersonal affective relationships influenced expertise-seeking, although effects differed across different levels.

INTERACTION PATTERNS IN ACTION TEAMS
S Kaplan (George Mason University), M Waller (York University), R Vega, K LaPort, & S Tassin (George Mason University)

Transcripts of cockpit voice recorders from 11 commercial aircrafts that experienced crisis events were coded. Pattern detection software is used to identify patterns of crewmember communication that 1) are associated with more versus less effective crew performance and 2) precede communication errors.
CAN INTERPROFESSIONAL TEAMWORK IN HEALTHCARE TEAMS BE IMPROVED WITH CARE PATHWAYS?
S Deneckere, K Vanheacht, M Euwema (Catholic University Leuven), M Panella (Amedeo Avogadro University of Eastern Piedmont), & W Sermeus (Catholic University Leuven)

This paper presents: (1) a model of interprofessional healthcare teams; (2) an international expert panel’s view on relevant team indicators; (3) a systematic review on the relationship between care pathways and teamwork; and (4) the results of a cluster randomized trial examining pathway-effectiveness on team performance in healthcare.

IMPROVED PERCEPTION OF TEAM SKILLS FOLLOWING TEAM INTERVENTION IN THE OPERATING ROOM
C Dekker-van Doorn (Erasmus University Rotterdam), L Wauben (Technical University Delft), J van Wijngaarden, J Klein, J Lange, & R Huijsman (Erasmus University Rotterdam)

Surgical team members of 12 hospitals completed a questionnaire on perception of communication and teamwork twice: preceding and following the introduction of a time out procedure and debriefing. Preliminary results show systematically, improved perceptions for all team members.

HIGH VELOCITY TEAMING: HOW META-TEAM AFFILIATION DRIVE EFFECTIVE COORDINATION
M Valentine & A Edmondson (Harvard Business School)

This research investigates high-velocity teaming – the dynamic activities of reciprocal coordination and mutual adjustment through which interdependent work is accomplished when well bounded, reasonably stable teams are infeasible – in a longitudinal, multi-method study of a hospital emergency room.

TEAMWORK IN VIRTUAL ORGANIZATIONS
L DeChurch (University of Central Florida), K Bartol (University of Maryland), M Huang (Northwestern University), J Cummings (Duke University), & S Poole (University of Illinois at Urbana-Champaign)

Four research teams come together to share new insights into the functioning of virtual teams. Two papers discuss new theoretical advancements made possible by field surveys and meta-analytic synthesis, and two papers discuss novel inferences on the compositional and leadership dynamics underpinning effective teamwork in virtual environments.
TEAMWORK AND DISTRACTIONS IN VISCERAL SURGERIES: DEVELOPING AND TESTING AN ONLINE OBSERVATION SYSTEM
J Seelandt, F Tschan (University of Neuchâtel), N Semmer (University of Bern), M Monnier (University of Neuchâtel), & G Beldi (University Hospital of Bern)

We present development and reliability of an on-site observational system for assessing aspects of teamwork and distractions during open visceral surgeries, to be used for investigating risk factors for postoperative infections. Reliabilities were good after training, and remained good between experienced observers; the effects of fatigue are being tested.

INFORMATION PROCESSING DIFFERENCES AS AN EXPLANATION FOR DIFFERENCES IN GROUP AND INDIVIDUAL JUDGMENT
D Wallace (Jamestown College) & V Hinsz (North Dakota State University)

This research addresses similarities and differences in the ways that groups and individuals use information when judging multi-cue situations. Results suggest that groups exhibit increased information processing capacity when cues are weighted less by individuals. An explicit shared task representation is proposed to explain the information usage of groups.

THE POPULATION DYNAMICS OF TEAM KNOWLEDGE: INFORMATION FROM A LOGISTICAL GROWTH MODEL
D Kennedy (University of Washington Bothell)

The study of team knowledge over time is framed as a population dynamics problem and a logistic growth model is used to conduct virtual experiments on the effects of the (1) initial population size, (2) intrinsic growth rate, and (3) cognitive capacity. Results are discussed.

VISUAL REPRESENTATIONS OF TEAM SPORTS METAPHORS AS AN INTERVIEW TOOL IN TEAM RESEARCH
D Graff (Aalto University)

Traditionally, researchers have used the qualitative research method to discover and understand the effects of context on teams. We argue that sketching visual team sports metaphors can improve qualitative research methods and help researcher to better understand the context of teams.

ONLINE GROUP EXPERIMENTS IN THE STUDY OF TERRORISM: USING A WEB-BASED CHAT TOOL AND SEMI-AUTOMATED SCRIPTS TO CONDUCT MOCK GROUP DISCUSSIONS
J Reedy, (University of Washington)

Studying group dynamics in the context of terrorism is challenging, but a research team has created an experiment to tackle this problem, along with two helpful online tools. One is for conducting online chats with several participants, and another uses scripts to semi-automate ‘confederates’ in mock discussions with research subjects.
TEAM COHESION AND CONFLICT: WHERE’S THE CONNECTION?
C Powers & S Kozlowski (Michigan State University)

As teams are becoming the primary building blocks of organizations, understanding the interrelationships among team processes and emergent states is increasingly important. The present study examined 23 team variables to investigate the conceptual confusion regarding group conflict and cohesion, the underlying factor structure of these variables, and their nomological network.

TEACHING TEAMS: AN INGROUP DISCUSSION OF PEDAGOGICAL APPROACHES TO GROUPS AND TEAMS
R Standifer (University of Wisconsin-Eau Claire), P McLeod (Cornell University), M Waller (York University), G Okhuysen (University of Utah) & B Bradley (University of Oklahoma)

INGroup members recognize the importance of successful group/team learning activities and meaningful course content about groups and teams. We propose a “Teaching Teams Table” of materials representing a variety of approaches for review, coupled with an interactive poster session. The purpose being to share ideas about teaching groups and teams.

A HIGH-FIDELITY RESEARCH PARADIGM FOR EXAMINING ACTION TEAMS
M Pearce, S Kozlowski, G Chao, J Grand, & T Rench (Michigan State University)

This research develops an infrastructure for examining action teams that work in unpredictable, high-pressure environments. Specifically, we seek to understand and influence emergency medical team processes. This presentation will review our successful paradigm, including our tools, tasks, framework, and measures, to highlight the availability and benefits of studying action teams.

MONITORING VIRTUAL TEAMS
N Gupta (Nanyang Technological University)

Monitoring team members has many performance enhancing benefits. However, team monitoring is challenging in a virtual environment because of few opportunities to directly observe team members. This paper reviews research on virtual team monitoring and proposes that shared cognition among team members could provide the same benefits as direct observation.

ORGANIZATIONAL ANALYSIS FOR LONG-DURATION SPACEFLIGHT TEAMS: A FRESH MTS PERSPECTIVE
W Bedwell, M Sierra, D Carter-Berenson, & K Smith-Jentsch (University of Central Florida)

This paper describes the benefits of analyzing both organizational level and MTS level characteristics when conducting organizational analysis for training development. Results of an organizational analysis for LDSF teams indicated that including the MTS perspective provided additional information that may impact training effectiveness above that provided by traditional organizational analysis.
No One Way Street: Automatic Affective Transfer Between Leaders and Subordinates and the Moderating Role of Role Fit

P Bilinska (Technical University of Dresden)

In this study we examined the influence of power and role fit on the phenomenon of affective transfer between leaders and subordinates within an experimental setting. We also investigated the influence of positive and negative mood transfer on task performance. Results indicate that affective transfer between leaders and subordinates occurred and that mood contagion was moderated by the fit between a dyad member’s role, his/her power value and the influence he/she exerted during the task work. Dyads’ performance improved after one member had been manipulated with positive mood; performance decreased after one partner had been manipulated with negative mood.

Training For Differences: A Meta-Analysis Exploring What Works and What Doesn’t in Diversity and Cross-Cultural Training

C Coulta, R Grossman, J Feitosa, & E Salas (University of Central Florida)

Little consensus exists regarding if and how diversity training is effective. A meta-analysis is underway identifying the conditions under which such training most consistently enhances diversity outcomes. Results will have theoretical and practical implications, particularly for contexts in which groups of diverse individuals must collaborate to achieve performance goals.

Contextual Leadership: The Impact of Team Type and Leader Role on Followers’ Perceptions of Leader Effectiveness

C Coulta, M Shuffler, C Wiese, S Burke, & E Salas (University of Central Florida)

As leadership becomes increasingly defined by functionality, followers’ perception of the legitimacy of leader behaviors will likely play a role in team leaders’ actual effectiveness. A policy capturing study will explore the conditions under which followers perceive various leaders as appropriate to engage in various leader functions.

Out of Reach: Examining Group Faultlines in Virtual Teams

S Arakeri, S Sharma, K Bezrukova (Santa Clara University), & C Spell (Rutgers University)

We examine demographic and geographic distance in virtual teams by theorizing about activated distance (extent members perceive distance) to consider implications for productivity, creativity, and health. Using a sample of IT employees from a nanomanufacturing company, we employ a multi-method longitudinal design to test our hypotheses.

Supporting the Advancement and Integration of the Science of Team Science Field: The Team Science Toolkit

A Vogel (SAIC-Frederick), K Hall, B Stipelman (NCI/DCCPS/BRP), A Feng (Feng Consulting), D Stokols & J Okamoto (NCI/DCCPS/BRP)

The Team Science Toolkit, created by the US National Cancer Institute, supports the evolution and integration of the Science of Team Science field. This dynamic website features a wiki-base repository of resources including tools to support team science initiatives, measures and instruments to study team science, a bibliography, and expert directory.
THE EFFECT OF THE LEADER’S IMPLICIT BELIEFS ON TEAM EMPOWERMENT
M Clark (American University)

This study explores the relationship of leaders’ implicit beliefs with team efficacy and empowerment in professional sailing and surgical teams. Leaders with an “entity” implicit belief believe members to be relatively incapable of the growth and learning, while those with an “incremental” perspective believe that members should have empowerment opportunities.

CREATIVITY IN CROSS-CULTURAL TEAMS
S Hwang & P Shah (University of Minnesota)

This study investigates the influence of leadership on the creativity of cross-cultural teams. We suggest that controlling leadership will be less detrimental to creativity in teams from East Asian cultures compared to Western cultures due to cross-cultural differences in normative team expectations.

DOES UNEQUAL PARTICIPATION IN UNSTRUCTURED DISCUSSIONS PREDICT GROUP DECISION QUALITY?
P Schaffner & A Garcia (Bowdoin College)

Unequal participation in group discussions is ubiquitous. Does it predict group decision quality? Five-person groups completed a complex task requiring six rounds of deliberations, decisions, and feedback. Results associated inequality of participation with better overall task performance, contradicting prior research linking unequal participation with poorer group decisions.

TASK TYPES AND TEAM-LEVEL ATTRIBUTES: AN INTEGRATIVE TAXONOMY FROM THE TEAM CLASSIFICATION LITERATURE
A Thayer, J Wildman (University of Central Florida), M Rosen (The Johns Hopkins School of Medicine), E Salas (University of Central Florida), J Mathieu (University of Connecticut) & S Rayne (US Navy Personnel Research)

The team taxonomic literature in its current state suffers from several limitations. We present an integrative taxonomy of task types and team-level characteristics that has been carefully synthesized from prior literature, and describe how these tools can be used in conjunction to more accurately describe, study, and manage teams.

SATURDAY MORNING

8:30-10:00, Session 16
Saturday
2-260R

GRADUATE STUDENT FORUM: MEET THE SCHOLARS

MEET THE SCHOLARS: A FORUM FOR GRADUATE STUDENTS
M Shuffler (University of Central Florida), J Hackman (Harvard University), M Poole (University of Illinois at Urbana-Champaign), E Salas (University of Central Florida) & L Weingart (Carnegie Mellon University)

This session is designed to provide graduate students with the opportunity to meet leading group researchers and interact with them in an informal setting. Four leading groups scholars will discuss their backgrounds and offer advice in a panel forum. Breakout sessions will follow to facilitate graduate student interaction with scholars.
DISPONIBILITY AND EXPECTATIONS: THE DETERMINANTS OF HELPING BEHAVIOR IN TEAMS
A Godeanu (Universidad Carlos III de Madrid)

This paper analyzes the antecedents of helping behaviour in teams by looking at performance based compensation and autonomy. Results show that while piece rates or other productivity payments do not affect negatively the amount of assistance received, autonomy has a significant effect at both individual and group level.

IN TEAMS WE TRUST: THE INFLUENCE OF TEAM PROCESSES ON INTERPERSONAL TRUST
P Shah (University of Minnesota), S Jones (University of Minnesota) & K Dirks (Washington University St. Louis)

We investigate the influence of group processes on individuals’ perceptions of teammates’ future trustworthiness. Constructive controversy in teams was positively related to perceptions of teammates’ trustworthiness whereas goal conflict was negatively related to perceptions of teammates’ trustworthiness. Results remain significant even when controlling for team performance and individual differences.

INTERPERSONAL FORGIVENESS FOLLOWING A TRUST BREACH: CONSEQUENCES FOR GROUP FUNCTIONING
L Neville & S Brodt (Queen’s School of Business)

Research on interpersonal forgiveness usually studies its effects for the forgiving party, or for the forgiven transgressor. In a laboratory study of trust violations, we examine how the victim’s expressed forgiveness (and forgiving behaviour) influence group functioning and the behaviour and attitudes of teammates outside of the transgressor-victim dyad.

SOURCING KNOWLEDGE FROM THE RIGHT CROWD: PROJECT AMBIGUITY AND HELP SEEKING IN FLUID DESIGN AND ENGINEERING TEAMS
M Li, E Siemsen (University of Minnesota), D Kamdar (Indian School of Business), & M Subramani (University of Minnesota)

This research examines how different help-seeking patterns within or between teams support problem solving in design and engineering projects. We compare four different patterns for their effectiveness on project performance: the hierarchical pattern, the internal pattern, the external pattern and the indirect pattern. We propose that project ambiguity, i.e., the degree to which a project cannot be fully specified upfront, moderates how effective these different patterns are in terms of enabling project performance. Empirical analysis of data from 45 fluid design and engineering teams supports this argument by demonstrating that ambiguous projects require external help seeking beyond team boundaries, whereas non-ambiguous projects require internal help seeking with the project leader to succeed.
LEVERAGING TEAM HUMAN CAPITAL: EXAMINING ROLE COMPOSITION AND FUNCTIONAL LEADERSHIP
Q Cunningham, C Resick (Drexel University), M DiRenzo (Naval Postgraduate School), D Whitman (Louisiana State University), S Weingarden (Thinking Ahead, LLC), & L Zane (Rider University)

Drawing on team strategic core and functional leadership theories, this paper examines the importance of human capital for team success. Using archival data from major league baseball, the two- and three-way interactive effects of team strategic core human capital with non-strategic core human capital and functional leadership are tested.

IMPROVING CHRONIC HEART FAILURE CARE IN THE VHA: THE ROLE OF NURSE-PHYSICIAN CO-LEADERSHIP
D Wholey, J Disch (University of Minnesota), A Powell, T Rector, A Sahay, P Heidenreich (Veterans Administration) & K White (University of Minnesota)

This paper examines relationship between nurse-physician co-leadership in heart failure. The data come from 74 heart failure care groups in VA inpatient facilities in 2009. Survey data were merged with data for 30-day HF readmission rates. Multivariate analyses tested the hypotheses. Nurse-physician co-leadership was associated with lower 30-day HF readmission rates and greater provider satisfaction through the path of: (1) individuals with connecting personalities sharing responsibility for HF care co-leadership; (2) co-leadership interdependence; (3) interdependence psychological safety and coordination; (4) coordination encounter preparedness; and (5) encounter preparedness satisfaction with care and readmissions.

CEO FACIAL MEASUREMENTS AND TMT INTEGRATIVE COMPLEXITY PREDICT FIRM PERFORMANCE
E Wong (University of Wisconsin-Milwaukee), M Ormiston (London Business School) & M Haselhuhn (University of Wisconsin-Milwaukee)

We demonstrate that CEO facial metrics are reliable predictors of organizational outcomes. Specifically, CEOs with greater facial width-to-height ratios achieve stronger firm financial performance. Top management team dynamics moderate this effect, such that the relationship between facial measurements and firm performance is stronger in firms with low-integrative-complexity top management teams.

HOW DO LEADERS ACTUALLY LEAD? SENSOR-ELICITED MICRO-LEVEL LEADERSHIP BEHAVIORS AS MEDIATORS OF THE LEADERSHIP-PERFORMANCE RELATIONSHIP
B Meyer, M Burscher (University of Zurich), B Arnrich, G Tröster (ETH Zurich) & K Jonas (University of Zurich)

We investigated how the manipulation of leadership style would affect team performance in a hidden profile task. Transformational leadership had a strong positive influence on team performance. Further analyses suggest that this influence could be mediated by team leaders’ micro-level team behavior, which we measured using motion-tracking sensors.
EXTRA-TEAM INFLUENCES

FACILITATING KNOWLEDGE TRANSFER BETWEEN GROUPS THROUGH IDEA CO-CONSTRUCTION PROCESSES

G Gweon (Carnegie Mellon University), A Kane (Duquesne University), & C Rose (Carnegie Mellon University)

We explore the role of idea co-construction (ICC) -- a generative type of discourse discovered in the computer-supported collaborative learning community – in knowledge transfer between groups. Results of an analysis of group conversational data from Kane (2010) reveal a unique association between ICC and knowledge transfer.

TEAM BOUNDARY SPANNING IN CONTEXT: THE MULTILEVEL IMPACT OF ORGANIZATION AND TEAM FACTORS

K Tasa (York University)

This study of 82 teams examined multilevel predictors of boundary spanning. Trust in top management and leader political skill predicted ambassador activities, whereas task coordinator activities were predicted by organizational efficacy, team efficacy, and team psychological safety. Top management trust moderated the leader political skill and ambassador boundary spanning relationship.

THE ROLE OF TEAMWORK AND THE HR SYSTEM AS THE “BLACK BOX” BETWEEN SHRM AND FIRM PERFORMANCE: A STRUCTURAL CONTINGENCY THEORY APPROACH

A Duff & P Singh (York University)

In this article we develop a conceptual model of strategic human resource management (SHRM) and firm performance incorporating work design, HR Systems, and team effectiveness. In so doing, we make consider (1) the role of work design in strategic human resource management, (2) how differentiated HR Systems supporting different work designs, impact team or individual effectiveness, and (3) consider the moderating influence of sense of community on team and individual effectiveness.

MEETING EFFECTIVENESS

E Schulte, S Kauffeld (Technische Universität Barunschweig), C Scott (University of North Carolina at Charlotte), M Kolbe (ETH Zurich), J Allen (Creighton University) & R Meyers (University of Wisconsin-Milwaukee)

This international panel unites researchers from the fields of Industrial/Organizational Psychology and Communication. The four empirical contributions comprising this panel highlight several aspects of effective meetings.
SOCIAL INFLUENCE AND GROUP INTERACTION

N Lehmann-Willenbrock (Technische Universität Braunschweig), R Meyers (University of Wisconsin-Milwaukee), M Chiu (SUNY Buffalo), N Sauer, & C Schermuly (Technische Universität Braunschweig)

Research on social influence in groups is extensive, and spans many decades and disciplines. In this interdisciplinary panel (Industrial/Organizational Psychology, Education, and Communication), members report on five empirical investigations examining social influence in naturally occurring groups. Analysis methods employed include sequential analysis, social network analysis, and statistical discourse analysis.

NEW VIEWS ON CONFLICT

THE DEVIL YOU MIGHT WANT TO KNOW: AN EXAMINATION OF GROUP COMPOSITION, PROCESSES, AND OUTCOMES

T Rockett & L Ziegler (University of Texas at Dallas)

We examined the impact of using devil’s advocacy in groups with different levels of inter-member familiarity. Groups comprised of varying levels of familiarity were assigned to either the consensus or devil’s advocacy condition to perform a decision making task. We found that both familiarity and condition influence process and outcomes.

CAUSES OF ASYMMETRY IN PERCEPTIONS OF INTRAGROUP CONFLICT

A Ferguson & R Peterson (London Business School)

Recent research has shown that asymmetry in perceptions of intragroup conflict can predict important group and individual level outcomes. However, little is known about the causes of asymmetry in conflict perceptions. To address this gap, this paper investigates individual, group and national-cultural antecedents to asymmetry in conflict perceptions within groups.

THE IMPACT OF NEED FOR CLOSURE ON MODEL-SUPPORTED GROUP CONFLICT MANAGEMENT

E Rouwette (Radboud University Nijmegen) & A Franco (Warwick University)

The impact of need for closure, the desire for definite knowledge on an issue, on individual decision making has been shown in several studies. Research on the impact on group decision making is scarce. This study focuses on the impact of need for closure on conflicts in decision making groups.
CREATIVITY AND CULTURE: UNDERSTANDING TEAM CREATIVITY AND WHAT FOSTERS IT

P Hinds (Stanford University), H Kim (Boston Consulting Group) & S Mishra (Stanford University)

Our project goals are to understand how creativity is defined across cultures, identify key stimuli for fostering creativity in teams across cultures, and understand how creative team performance differs by culture. We will report on an experiment that addresses these questions and propose directions for new research on creativity and culture.

AN EXPLORATION OF TEAM AGILITY AND ITS EFFECT ON OUTCOMES IN PRODUCT DEVELOPMENT TEAMS

K Goh (Carnegie Mellon University)

This paper introduces the construct of team agility, which I define as the ability of a team to adjust implicit belief structures over a short period of time. In particular, I shall elaborate on the definition of team agility and present a model of its effects on team outcomes in the product development setting.

CONFLICTS AND TEAM CREATIVITY: A MODERATED MEDIATION MODEL OF PSYCHOLOGICAL SAFETY

H Shih (National Cheng Kung University) & Y Yeh (National Taiwan University)

Based on conflict, psychological safety and team creativity literature, we develop and test a moderated mediation model of task conflict, relationship conflict, team creativity and psychological safety. In a study of 142 work teams in Taiwan, our findings show that relationship conflict mediates the connection between task conflict and team creativity. In addition, psychological safety moderates this mediated relationship. When psychological safety is low, task conflict will cause more relationship conflict, and in turn damage team creativity. Those empirical evidences indicate that the connection between task conflict and creativity in the team context may be indirect, and psychological safety can alleviate the negative effect of task conflict on team creativity.

VIRTUAL TEAMS AS COMPLEX SYSTEMS: TRANSITIONING FROM COMPLICATED TO COMPLEX STRUCTURE FOR HIGHER LEVELS OF CREATIVITY

M Beyerlein (Purdue University)

The problems that scientists address increasingly depend on collaboration and creativity. Team processes must reach a high level for breakthrough levels of creativity to occur. Complex systems theory suggests team structure must complexify to match the level of problem complexity. Complex structure for virtual teams will require a tailored cyberinfrastructure.
TRUST IN FRIENDS OR LOYALTY TO THE GROUP: SEX DIFFERENCES IN COOPERATION RATES DURING PUBLIC GOODS DILEMMAS

D Jaster & H Arrow (University of Oregon)

Building on the male warrior study (Van Vugt et al., 2007) findings that intergroup competition increases within-group cooperation by males but not females, we found that prior acquaintance increased within-group cooperation for both sexes, but mediated primarily by group identification and trust for men but only trust for women.

IS IT REALLY TEAMWORK? HOW TO DEAL WITH COOPERATION IN A COMPETITIVE WORKING ENVIRONMENT

S Schmid & K Dautzenberg (Potsdam University)

This study examines non-university research organizations in Germany on their micro-level, the research teams. Our model focuses only on the most relevant processes for research teams: communication, cooperation and competition. We investigate how scientists communicate, cooperate with resources, and deal with mixed-motive situations.

THE ROLE OF TEAMS IN THE EVOLUTION OF SOCIAL CAPITAL

J Bechra & P Shah (University of Minnesota)

This study examines the role of teams as a vehicle for expanding individual social capital. The findings indicate that individuals with greater past social capital reap the most social capital benefits when they are past members of teams with higher and more disparate levels of social capital.

THE INFLUENCE OF SOCIAL CAPITAL ON SITUATIONAL AWARENESS AND COGNITIVE WORKLOAD IN AN ARMY DIVISION-LEVEL COMMAND AND CONTROL NETWORK

N Buchler (Army Research Laboratory) & A DeCostanza (US Army Research Institute)

Team communication is explored using a network science approach within an Army division-level command and control training exercise. Relationships between social capital, defined as the degree of communication links to and from individuals in the command and control network, are examined in relation to situation awareness and cognitive workload.

TEAMWORK TODAY: DO WE REALLY KNOW ANYTHING?

W Bedwell (University of Central Florida), L DeChurch (University of Central Florida), S Fiore (University of Central Florida), G Goodwin (Pennsylvania State University), J Hackman (Harvard University), J Hollenbeck (Michigan State University) & E Salas (University of Central Florida)

This panel critically discusses the state of science when considering teamwork in teams that operate in highly dynamic, complex environments. The overarching theme is whether the existing science is generalizable to these types of teams or if we need not just a paradigm shift, but an entirely new conceptualization.
**Saturday Afternoon**

1:30-3:00, Session 27

**Panel: Challenges in Studying Groups**

**Addressing the Inherent Challenges in Studying Groups: Insights and Stories**

A Hollingshead (University of Southern California), M Poole (University of Illinois at Urbana-Champaign), N Contractor (Northwestern University), D Hewes, P Hinds (Stanford University), J. Larson, Jr (Loyola University Chicago), R Meyers (University of Wisconsin-Milwaukee), R Peterson (London Business School), D Seibold (University of California, Santa Barbara), F Tschan (University of Neuchâtel, Switzerland), & G Wittenbaum (Michigan State University)

This symposium provides advice for addressing the methodological challenges inherent in group research by experts representing different approaches. The symposium is organized around the panelists’ personal stories. The goal is to address issues that researchers do not usual report in journal articles, and to discuss best practices and recent innovations.

1:30-3:00, Session 27

**Thinking Alike?: Cognition, Shared & Unshared**

**Cross Understanding and Shared Mental Model Theory: A Comparison and Empirical Contrast**

M Bayer & K Lewis (The University of Texas at Austin)

We contrasted shared mental model theory with cross-understanding, a recently articulated group cognition construct. Cross-understanding and shared mental models were experimentally manipulated in groups that worked on an open-ended task. Results suggest that cross-understanding may lead to high group performance, even when mental model sharedness is low.

**Do You See What I See? The Effect of Members’ Cognitive Styles on Team Processes and Performance**

I Aggarwal & A Woolley (Carnegie Mellon University)

This research investigates the effect of members’ cognitive styles on the propensity of teams to make errors. Important process variables such as formation of strategic focus and achievement of strategic consensus are examined to study this effect. The implications of the findings are discussed.

**Closing Representational Gaps: A Process of Link Activation in Teamwork Scripts**

N Meslec

The current theoretical development comes to extend the concept of representational gaps at the teamwork level and to propose a cognitive mechanism through which gaps can be closed, while maintaining the value of representational differences.
IMPACT OF TEAM MEMBERS’ COMPETENCE ON THE DEVELOPMENT OF TEAM MENTAL MODELS AND TEAM PERFORMANCE: A THEORETICAL FRAMEWORK AND PROPOSITIONS
K Externbrink, C Reiß, & U Wilkens (Ruhr-Universität Bochum)

Team Mental Models (TMMs) are of substantial benefit to team performance. Searching for antecedents that facilitate TMM development in project teams we link TMM-literature with research on individual competence. We argue that the degree of individual competence demonstrated by members of a project team will facilitate the TMM development process.

DIVERSITY & DIFFERENCES: EFFECTS ON GROUP OUTCOMES

UNDERSTANDING AND MANAGING THE CONSEQUENCES OF WORK GROUP DIVERSITY: THE ROLE OF STATUS
H van Dijk & M van Engen (Tilburg University)

In filling the void on how status relates to the work group diversity-performance literature, we advance a framework in which we propose that the consequences of work group diversity are contingent on the interplay between the accuracy, the legitimacy and the stability of the status configuration of a work group.

EFFECTS OF GENDER STEREOTYPES AND DIVERSITY BELIEFS ON COMMUNICATION BEHAVIOR AND INDIVIDUAL PERFORMANCE IN GROUPS
B Meyer (University of Zurich), H van Dijk and M van Engen (Tilburg University)

Integrating research on stereotyping, status, and diversity, we show that the stereotyping-performance relationship in groups is (partially) mediated by group members’ communication behavior. When group members believe in the value of diversity, this effect is however nullified, thereby suggesting that interventions can influence the effects of stereotypes in diverse groups.

DOES PERCEIVING DIFFERENCES IN TEAMS MAKE US FEEL LESS ALIKE? THE MODERATING ROLE OF DIVERSITY AND IDENTIFICATION ON AFFECTIVE LINKAGES IN WORK TEAMS
M Shemla, J Wegge (Technical University Dresden), E Kearney (Leibniz University Hannover) & E Schraub (Heidelberg University)

We examined the role of team diversity in facilitating the sharing of affect within teams. The results of two studies show that, over time, team members shared similar affective states but that affective linkages were stronger in teams with lower subjective diversity. Importantly, it is subjective rather than objective diversity that influences affective linkages.

CROSS-UNDERSTANDING AS AN EXPLANATION FOR COMPETING DIVERSITY THEORIES
S Rariden & K Lewis (University of Texas at Austin)

Cross-understanding, the extent to which group members accurately understand other’s mental models, may reconcile conflicting diversity predictions of the social categorization perspective and the information/decision-making perspective. We test the effects of cross-understanding in diverse groups on information sharing, communication frequency, trust, affect, and group performance using a hidden profile task.
HEAT TRANSFER: WHY COMPLAINING OUTSIDE OF THE GROUP ENHANCES TEAM PERFORMANCE
K Behfar (University of California, Irvine), M Cronin (George Mason University), & K McCarthy (University of California, Irvine)

Team members often experience frustrations and vent about them to others. We test the idea of heat transfer—the idea that when team members vent outside of their team and “transfer” their frustrations out of the team, they get more insight and solve problems better than when they vent internally.

PROMOTING EMPLOYEE ENGAGEMENT THROUGH MANAGERS’ STRATEGIC USE OF WORKGROUP MEETINGS
J Allen (Creighton University) & S Rogelberg (University of North Carolina at Charlotte)

Employee engagement is a positive, fulfilling, work-related state of mind. In workgroup meetings, managers have the opportunity to engage employees. Using a sample of working adults (N = 319), our analyses suggest that the psychological conditions for engagement mediate the relationship between managers’ use of workgroup meetings and employee engagement.

DIFFERENTIATING BETWEEN GROUP MEMBERS AFTER OSTRACISM
S Banki (University of Toronto)

The present study is one of the first to examine partial ostracism along dimensions of inclusion rate and consensus occurring in a group. This research looks at target’s liking of group as a whole, each group member and how the target treats each group member.

GROUP PERFORMANCE AND THE BENEFITS OF MEMBER MISCONDUCT
C Stuart (Carnegie Mellon University) & C Moore (London Business School)

Our research questions center on whether misconduct can contribute to group performance, and whether this contribution depends on who in the group engages in the misconduct. To answer these questions, we investigate a role-based allocation of misconduct within groups, wherein officially prohibited behavior can lead to positive performance outcomes.
THE EFFECTS OF CULTURE AND TECHNOLOGY ON EXPERTISE RECOGNITION IN GROUP DECISION MAKING

N Bazarova & C Yuan (Cornell University)

This research examined the effects of culture and communication technology on expertise recognition among Chinese and American students in F2F or CMC group collaboration. Chinese experts participated less, and were perceived as less competent and confident than American experts in F2F groups. No such differences occurred in CMC groups.

WORKPLACE BEYOND THE WEST: TEAMWORK AND CONFLICT IN TURKISH ORGANIZATIONS

N Turan & L Weingart (Carnegie Mellon University)

In this paper, we examine how teamwork and conflict is experienced and managed in Turkey. We use qualitative methods to find that teamwork is understood as collaboration in the Turkish context. We also report findings on how people experience and express conflict as well as the locus of conflict management.

AN EXAMINATION OF GROUP PROBLEM-SOLVING PRACTICES IN GERMAN AND U.S. STUDENT DISCUSSIONS

A Meineke, N Lehmann-Willenbrock (Technische Universität Braunschweig), R Meyers (University of Wisconsin-Milwaukee), & S Kauffeld (Technische Universität Barunschweig)

Differences in problem solving between German and U.S student groups discussing the same task were examined by coding videotaped interactions. In comparison, the German students produced significantly more problem-oriented statements whereas the U.S. students voiced more solution-oriented statements. The findings provide initial insights into these two cultures’ team problem-solving practices.

EMERGENT & TEMPORAL DYNAMICS IN GROUPS

KNOWLEDGE STRUCTURES AND REFLEXIVITY IN TEAMS FACING DISRUPTIONS IN TASK WORK

B Herndon & G Koseoglu (Georgia Institute of Technology)

This paper asks whether team cognitions and knowledge structures that are a source of team performance efficiencies can be a hindrance when teams are faced with disruptions (unanticipated and profound changes) in task work. We present hypotheses on the relationship between team knowledge structures, team reflexivity and performance. Results from a lab study will be presented and discussed.
THE EFFECTS OF INTERRUPTIONS IN TIMING IN TEAMS
G Tajeddin (York University)

Interruptions prevent teams from completion of their organized actions and necessitate team adaptation. This paper explores how the timing of interruptions affects the team adaptation. The timing is characterized by two elements: the temporal location of interruptions with regard to team’s project life and the time interval between multiple interruptions.

FROM GROUP STATICS TO GROUP DYNAMICS: UNDERSTANDING EMERGENCE
M Cronin (George Mason University), L Weingart & G Todorova (Carnegie Mellon University)

Groups are dynamic entities. To study them as such we need conceptual and methodological advancements in how we think about emergence, for this is the soul of what makes groups dynamic. We review how emergence is currently studied, and outline what new research must be done to remedy the situation.

ONLINE ENTITATIVITY: A THEORETICAL MODEL
A Blanchard & L Walker (UNC Charlotte)

This paper develops a model of entitativity (i.e., feelings of groupyness) and social identity for online groups. We propose that group technologies (e.g., indicators of communication activity) and personal identity technologies (e.g., signature files) affect key antecedents of entitativity, which is related to group identity when moderated by member uncertainty.

TECHNOLOGY-ENABLED VISUAL COGNITION IN VIRTUAL TEAMS: THE USE OF VISUAL REPRESENTATION TECHNOLOGIES TO REACH CONSENSUS IN EXACTING ENVIRONMENTS
C Peng, S Slaughter & N Lurie (Georgia Institute of Technology)

Virtual teams increasingly rely on visual representation technologies (VRTs). We hypothesize that virtual teams will be more likely to draw on VRTs when initial team consensus is low, or when the consequences of making errors are high. We also posit that a higher use of VRTs will improve team performance.

MAPPING THE RELATIONSHIP OF TASK CHARACTERISTICS TO TEAM PERFORMANCE
A Pilny, I Ahmed, C Brown, & M Poole (University of Illinois)

The current research revisits the relationship between task and group performance through a fine-grained analysis of how two key dimensions of group task—difficulty and complexity—affect the performance of teams in a massive multiplayer online game, EverQuestII. Preliminary results indicate significant interactions between complexity and difficulty and profound curvilinear effects.
Directions to Carlson School
[6-10 minute walk]
• Exit Holiday Inn Lobby
• Turn left onto S Washington Ave and walk ~400 feet
• Turn right onto 19th Avenue S and walk ~ 0.20 mile
• Carlson School will be on your left, enter main entrance and proceed directly forward to atrium for registration.
Holiday Inn Metrodome, Carlson School of Business, and Ted Mann Theater
Be a Grouper

The following INGRoup members have made a contribution to the 2010-2011 Be a Grouper fundraising drive. Be a Grouper donations help build the organization’s operational funds so that INGRoup can remain fiscally viable.

Holly Arrow
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Kristin Behfar
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Mark Clark
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Stephen Fiore
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List compiled as of July 1, 2011
Join us next year at the 7\textsuperscript{th} Annual Conference
Hosted by Loyola University, Psychology Department, and
Northwestern University, Kellogg School of Management

July 12-14, 2012
Doubletree Hotel – Chicago/Magnificent Mile

The Doubletree Hotel is located in the Streeterville neighborhood within easy walking distance of some of
the best eating, drinking, shopping, sightseeing, and entertainment attractions in the city. Join us Saturday
evening for our gala at the Museum of Contemporary Art, located a short walk from the hotel. Wolfgang
Puck caters our dinner and the entire museum is open only to us the entire evening.

Check www.ingroup.net for updated information.