For my home team: Bob, Sam, Ray, and Anna
will be rewarded. For turnover to have positive effects, it must outweigh the substantial benefits that group members derive from working together.\textsuperscript{131} In one investigation of turnover, teams worked on an air surveillance task over 2 days.\textsuperscript{132} On both days, specialists monitored changes in plane information (e.g., airspeed and altitude) and transmitted it to the commander, who integrated this information and assigned threat values to the planes. At the beginning of day 2, there was turnover: in some teams, one of the specialists was replaced with a specialist from another team; in other teams, the commander was replaced with a commander from another team. Teams performed better when newcomers had high rather than low ability; this was particularly pronounced when newcomers had high status (commander) rather than low status (specialist).

In a study of high-tech joint ventures in information technology and manufacturing industries, newcomers were more likely to help the team and perform better when supervisors offered developmental feedback.\textsuperscript{133}

There are several “newcomer” roles: visitors, transfers, replacements, and consultants.\textsuperscript{134} Visitors are people who are expected to remain on the team for a short time and not viewed as instrumental to attaining long-term goals. Because they are viewed as lacking in commitment, their ability to change the team is muted.\textsuperscript{135} Transfers have recently belonged to a similar team and have expertise. Replacements take the place of former members. Consultants join the team to observe its work practices and suggest improvements.

**Turnover and Reorganizations**

One of the most frequently occurring but daunting challenges for teams is personnel turnover, defined as the entry of new members and/or the exit of old members.\textsuperscript{136} Turnover represents a change in team composition that can have profound consequences for team performance, because it alters the technical knowledge of the team, as


well as the interpersonal dynamics. As might be expected, turnover disrupts group performance, especially when group members are reciprocally interdependent;\textsuperscript{137} when the group has high, rather than low, structure;\textsuperscript{138} and when the task is complex rather than simple.\textsuperscript{139}

The decision to leave a group depends upon opportunities that exist outside the group as well upon threats that occur in one’s current group. In short, a group member may ask himself or herself, would it be easier to simply leave this group or should I stay with the team but argue about our differences? When people place a high level of esteem in their group, they are more likely to stay with the group and argue about their differences, but when they place a low level of esteem in their group, they are more likely to leave.\textsuperscript{140}

### Chapter Capstone

Teams have their own personality, moods, and emotions. We examined how people develop a group or team identity, and the nature of how group and individual identities interact. Members of teams differ in terms of how attached they feel to one another, and these attachment styles can affect the behavior and performance of the team. Teams feel and express emotions and, over time, team members develop similar chronic emotions due to the process of contagion. We’ve focused on how to build cohesion in teams, and we’ve examined the types of trust that characterize relationships. Finally, we explored the socialization process by which teams admit newcomers and how time may be studied in teams.


On June 9, 2012, Children’s Memorial Hospital of Chicago moved 126 patients, many of whom were critically ill, 3 ½ miles from their location in Lincoln Park to the newly constructed Ann and Robert H. Lurie Children’s Hospital in Chicago’s Loop. The move had been carefully planned for over 3 years. Each patient was taken by private ambulance with their own medical team and each with its own police escort. Police closed routes to traffic along the chosen route, and a team of officers and traffic aides set up posts along the route to direct traffic. A dozen ambulances at a time drove between the two hospitals. On moving day, the hospital ran two full-service hospitals with two inpatient wards, two pharmacies, and two emergency departments. After 14 hours of moving patients, the old Children’s Memorial Hospital officially closed its doors. Even though moving day was stressful for both patients and staff, the 3 years of careful, painstaking preparations were the key to the successful operation.1

Moving 126 patients from hospital to hospital in 1 day took 3 years of planning and lots of rehearsal. There were multiple points of failure that were all thoughtfully avoided. As teamwork grows more specialized, teams and their leaders must deal with overcoming communication obstacles and integrating knowledge. The question of how to

collect and assimilate data, analyze it and transform it into knowledge, and collaborate with other teams and groups is often left to intuition rather than science.

This chapter examines how team members communicate and develop team intelligence. We discuss communication within teams, the problems that can occur, and how to effectively treat them. We describe the information-dependence problem—the fact that team members depend on one another for critical information. After this, we build a model of team-level collective intelligence. Mental models are causal structures that influence how teams solve problems. We explore the team mind in depth and the nature of transactive memory systems (TMS), which are the ways in which teams encode, store, and retrieve critical information necessary for doing their work. Next, we undertake a case analysis of the effects of different types of training on TMS. Finally, we make some recommendations for team development and review some evidence pointing to the effects of group longevity, particularly in creative teams.

TEAM COMMUNICATION

Communication among team members is subject to biases that afflict even the most rational of human beings with the best of intentions (see Exhibit 6-1).

In a perfect communication system, a sender transmits or sends a message that is accurately received by a recipient. There are at least three points of possible error, however: The sender may fail to send a message; the message may be sent, but it is inaccurate or distorted; or an accurate message is sent, but it is distorted or not received.
by the recipient. In a team environment, the complexity grows when teams of senders transmit messages and teams of recipients receive them. We examine some of these biases and then take up the question of how to effectively deal with their existence.

**Message Tuning**

People who send messages (e.g., “I have no fuel”; “I did not receive the attached file”) convey their messages in a way that they think best suits the recipient. **Message tuning** refers to how senders tailor messages for specific recipients. For example, people give longer and more elaborate street directions and instructions to people whom they presume to be non-natives or unfamiliar with a city.\(^2\) Also, senders capitalize on the knowledge that they believe the recipient already has (e.g., “Turn right when you see that big tree that the city pruned last week”). For this reason, team members send shorter, less complete messages to one another because they believe that they can capitalize on an existing shared knowledge base. However, team members often overestimate the commonality of information they share with others. Consequently, the messages they send become less clear.

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