

**Applied OBM conference in Stockholm
August 2018**

GROUPS AND TEAM MEET OBM

Selected material

**Comments added after the presentation in green
All references are from sources available for free on the internet**

Groups and teams meet OBM

Session at Applied OBM conference, Stockholm 17-18th of August 2018

The performance of the workgroup, more or less well defined, is a target for many organizational change ambitions. The theories and methods for the development of performance behaviors and outputs from workgroups are plenty, but how (if at all) are they connected to principles of behavior analysis?

The focus of this seminar is to discuss and reflect upon the ways OBM consultants can contribute to the effectiveness of work output in teams, in order to find some core dimensions and procedures useful for behavior-based development of workgroup performance. We might also within a constructive (not necessarily critical) context look at team performance from perspectives other than the behavior analytical. Participants are invited to share their experiences from working with improving team performance or participating in efforts aimed at improving team performance.

Rodriguez & Biagi (2017) *Inside Organizational Behavior Management: Perspectives of the field 37 years later*. OBM-Network newsletter

- **William B. Abernathy**, *The Sin of Wages*
- **Aubrey Daniels**, *Bringing out the Best in People and Performance Management*
- **Thomas F. Gilbert**, *Human Competence: Engineering Worthy Performance*
- *Journal of Organizational Behavior Management*
- **Judith L. Komaki**, *Leadership from an Operant Perspective*
- **Geary A. Rummel** and **Alan P. Brache**, *Improving Performance: How to Manage the White Space on the Organization Chart*
- **B.F. Skinner**, *The Science of Human Behavior* and *The Behavior of Organisms*

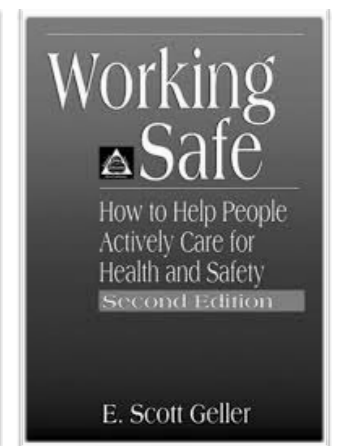
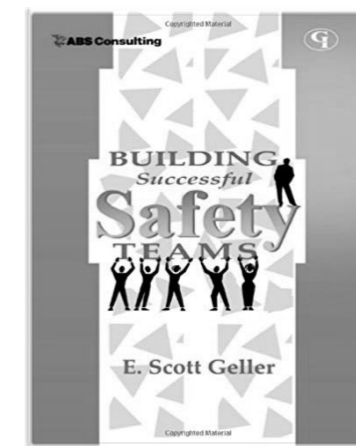
How big a thing is Team Development within OBM?

- Sales Performance
- Cross-Functional Teams
- Information Technology Efficiencies
- Leadership Development
- Staff Retention
- Small Business Infrastructures
- Organizational Change Using Behavioral Systems Analysis
- Teacher Motivation
- Productivity
- Customer Service
- Communication Strategies
- Conflict Resolution
- Competency Models
- Performance Management Systems
- Behavior-Based Safety
- Work Conflict (anger, violence, hatred in the workplace)
- Attendance
- Accountability
- Use of "Big Data"
- Health and Wellness
- Incentive Programs
- Pay for Performance
- Instructional Design
- Startups
- Staff Morale

To you consultants: If you have customer and find yourself about to panic, check this out and you find inspiration... not only for BBS

Geller's seven steps for team success

- 1. Select the right team members (e.g., understand BBS, communication)**
- 2. Clarify the assignments (e.g. general missions, understanding of team)**
- 3. Establish a team charter (e.g., mission statement, ground rules, roles)**
- 4. Develop Action Plan (e.g., goals, task responsibilities, time lines)**
- 5. Engage in the Process (e.g., feedback)**
- 6. Evaluate Team Performance (e.g., results: process, product)**
- 7. Disband, restructure, or renew the team**



if no bias in original results is assumed, combining original and replication results left 68% with statistically significant effects.

RESEARCH ARTICLE SUMMARY

PSYCHOLOGY

Estimating the reproducibility of psychological science

Open Science Collaboration*

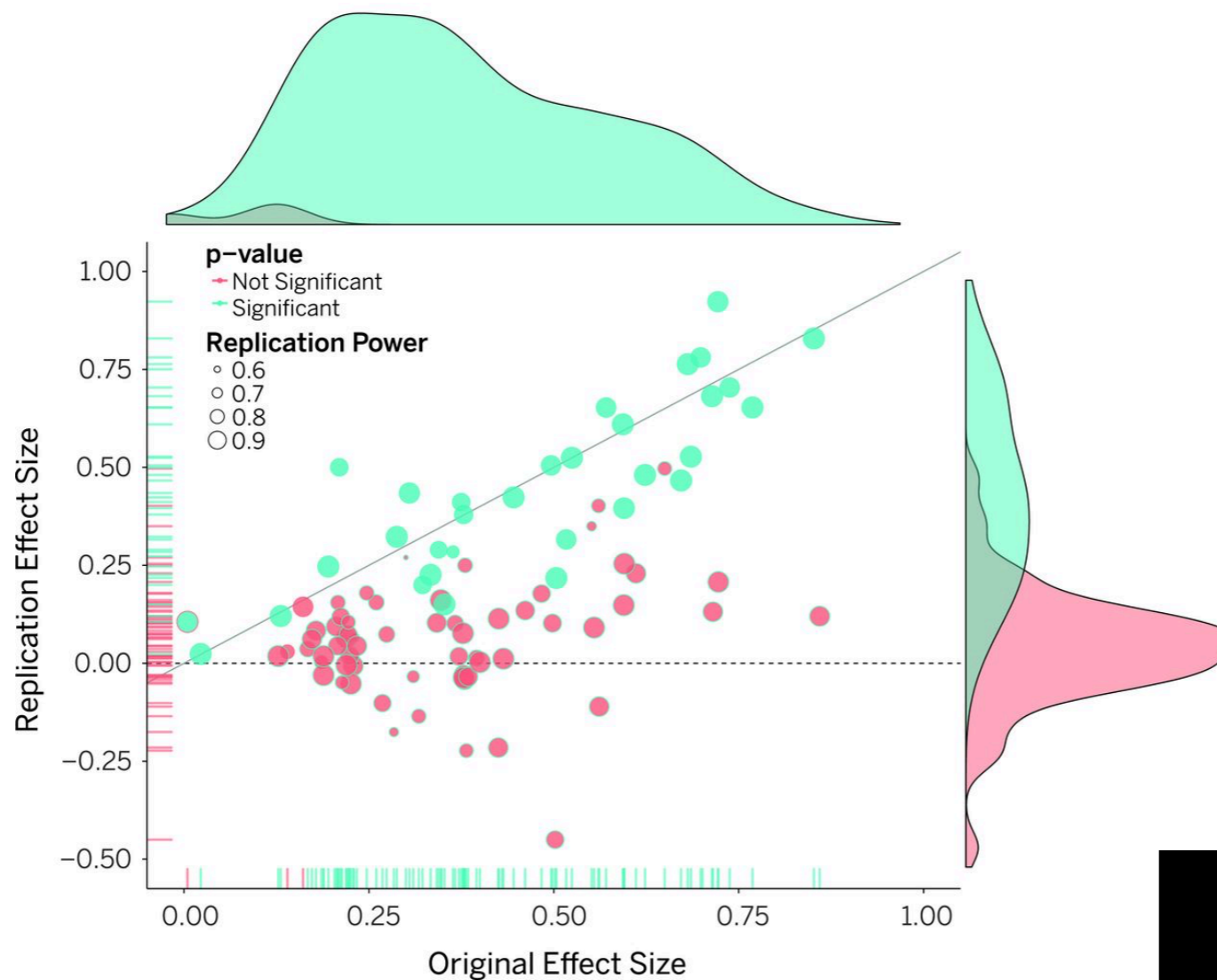
substantial decline. Ninety-seven percent of original studies had significant results ($P < .05$). Thirty-six percent of replications had significant

ON OUR WEB SITE

Read the full article at <http://dx.doi.org/10.1126/science.aac4716>


Results; 47% of original effect sizes were in the 95% confidence interval of the replication effect size; 39% of effects were subjectively rated to have replicated the original result; and if no bias in original results is assumed, combining original and replication

results left 68% with statistically significant



The Science of Psychology at large have a problem.

False-Positive Psychology: Undisclosed Flexibility in Data Collection and Analysis Allows Presenting Anything as Significant

Psychological Science
22(11) 1359–1366
© The Author(s) 2011
Reprints and permission:
sagepub.com/journalsPermissions.nav
DOI: 10.1177/0956797611417632
<http://pss.sagepub.com>


Joseph P. Simmons¹, Leif D. Nelson², and Uri Simonsohn¹

¹The Wharton School, University of Pennsylvania, and ²Haas School of Business, University of California, Berkeley

Abstract

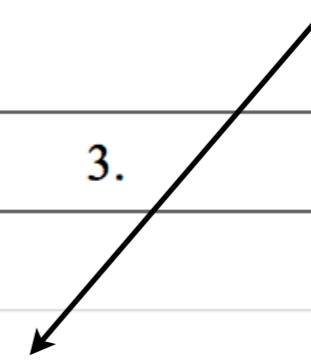
In this article, we accomplish two things. First, we show that despite empirical psychologists' nominal endorsement of a low rate of false-positive findings ($\leq .05$), flexibility in data collection, analysis, and reporting dramatically increases actual false-positive rates. In many cases, a researcher is more likely to falsely find evidence that an effect exists than to correctly find evidence that it does not. We present computer simulations and a pair of actual experiments that demonstrate how unacceptably easy it is to accumulate (and report) statistically significant evidence for a false hypothesis. Second, we suggest a simple, low-cost, and straightforwardly effective disclosure-based solution to this problem. The solution involves six concrete requirements for authors and four guidelines for reviewers, all of which impose a minimal burden on the publication process.

Beware of data handling and p-values in case you would like to buy in some "findings"

data from 62,733 respondents from 147 acute hospitals

Correlational research yet interesting, the coordination among workers seem to be of importance

"Customer"



	Mean	SD	1.	2.	3.	4.	5.
1. Real team membership	0.37	0.04					
2. Co-acting group membership	0.55	0.04	-.872**				
3. Patient mortality (contemporaneous)	99.78	10.26	-.207*	.163*			
4. Patient mortality (subsequent)	99.26	9.30	-.265**	.177*	.695**		
5. Sickness absence (contemporaneous)	4.18	0.65	-.191*	.140	.147	.306**	
6. Sickness absence (subsequent)	4.15	0.60	-.299**	.185*	.217**	.314**	.845**

Note. * $p < 0.05$, ** $p < 0.01$

Lyubovnikova, et. al., (2014)
Eur J Work Org Psychology

"Staff"



The results suggest the need to clearly delineate real team membership in order to advance scientific understanding of the processes and outcomes of organizational teamwork.

The Effectiveness of Teamwork Training on Teamwork Behaviors and Team Performance: A Systematic Review and Meta-Analysis of Controlled Interventions

Desmond McEwan^{1*}, Geralyn R. Ruissen¹, Mark A. Eys², Bruno D. Zumbo³, Mark R. Beauchamp¹

Abstract

The objective of this study was to conduct a systematic review and meta-analysis of teamwork interventions that were carried out with the purpose of improving teamwork and team performance, using controlled experimental designs. A literature search returned 16,849 unique articles. The meta-analysis was ultimately conducted on 51 articles, comprising 72 (*k*) unique interventions, 194 effect sizes, and 8439 participants, using a random effects model. Positive and significant medium-sized effects were found for teamwork interventions on both teamwork and team performance. Moderator analyses were also conducted, which generally revealed positive and significant effects with respect to several sample, intervention, and measurement characteristics. Implications for effective teamwork interventions as well as considerations for future research are discussed.

If OBM:ers are about to steal and borrow we might as well steal things that matter

avoid "education"

Intervention Characteristics						
Method of intervention						6.17(3), $p = 0.10$
Didactic education	4	0.19 (0.19)	-0.20, 0.57	0.95	0.341	
Workshop	18	0.50 (0.10)	0.31, 0.70	4.96	<0.001	
Simulation	11	0.78 (0.16)	0.48, 1.09	5.05	<0.001	
Team Reviews	4	0.64 (0.19)	0.26, 1.01	3.34	0.001	
Teamwork dimensions targeted ^a						
Preparation	20	0.75 (0.11)	0.54, 0.95	7.09	<0.001	
Execution	21	0.64 (0.11)	0.42, 0.86	5.70	<0.001	
Reflection	22	0.65 (0.11)	0.43, 0.86	5.80	<0.001	
Interpersonal dynamics	11	0.69 (0.16)	0.38, 1.00	4.33	<0.001	
Number of dimensions targeted ^b						19.73(4), $p = 0.001$
One	6	0.05 (0.16)	-0.26, 0.35	0.29	0.775	
Two	11	0.65 (0.12)	0.42, 0.89	5.39	<0.001	
Three	6	0.98 (0.16)	0.66, 1.30	6.04	<0.001	
Four	7	0.57 (0.15)	0.27, 0.87	3.70	<0.001	

Intervention Characteristics						
Method of intervention						2.44(3), $p = 0.49$
Didactic education	4	0.41 (0.16)	0.09, 0.74	2.52	0.012	
Workshop	24	0.55 (0.08)	0.39, 0.71	6.87	<0.001	
Simulation	7	0.57 (0.17)	0.23, 0.90	3.30	0.001	
Team Reviews	10	0.69 (0.10)	0.50, 0.89	6.88	<0.001	
Teamwork dimensions targeted ^a						
Preparation	15	0.60 (0.07)	0.46, 0.73	8.69	<0.001	
Execution	26	0.52 (0.08)	0.37, 0.66	6.87	<0.001	
Reflection	22	0.55 (0.08)	0.40, 0.70	7.17	<0.001	
Interpersonal dynamics	6	0.57 (0.18)	0.18, 0.95	2.88	0.004	
Number of dimensions targeted ^b						3.98(4), $p = 0.67$
One	20	0.61 (0.09)	0.44, 0.79	6.85	<0.001	
Two	12	0.63 (0.12)	0.40, 0.86	5.31	<0.001	
Three	9	0.46 (0.11)	0.24, 0.67	4.08	<0.001	
Four	3	0.67 (0.25)	0.19, 1.15	2.74	0.006	

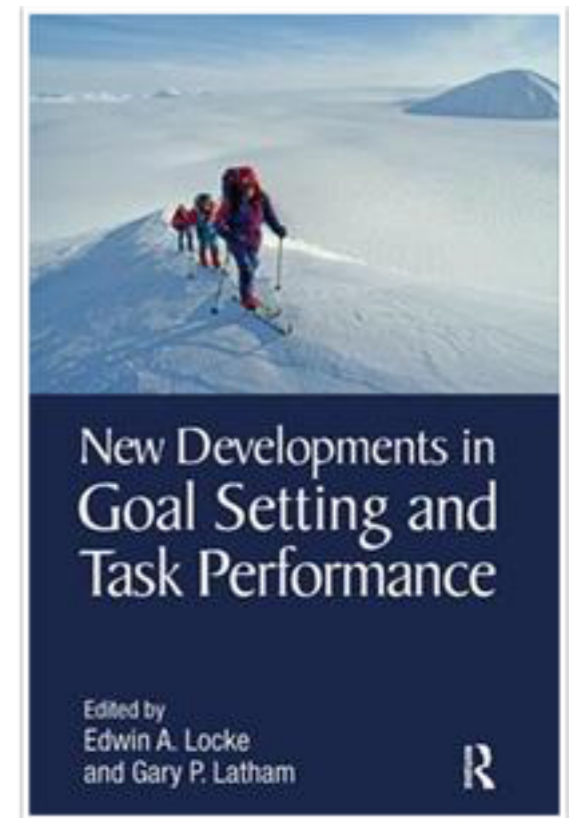
Citation: McEwan D, Ruissen GR, Eys MA, Zumbo BD, Beauchamp MR (2017) The Effectiveness of Teamwork Training on Teamwork Behaviors and Team Performance: A Systematic Review and Meta-Analysis of Controlled Interventions. PLoS ONE 12(1): e0169604. doi:10.1371/journal.pone.0169604

**Important, mostly uncontroversial,
and not unique to OBM**

Goal setting

Feedback

Two variables that have a stable and fairly large impact. Don't forget if you are to improve a team.



Three levels to understand, and influence

Organizational

Group

Individual

Bring the appropriate type
contingency to each level (3-
term, 4-term, meta-, macro-,
whatever...-

A TEMPORALLY BASED FRAMEWORK AND TAXONOMY OF TEAM PROCESSES

MICHELLE A. MARKS
Florida International University

JOHN E. MATHIEU
University of Connecticut

STEPHEN J. ZACCARO
George Mason University

In this article we examine the meaning of team process. We first define team process in the context of a multiphase episodic framework related to goal accomplishment, arguing that teams are multitasking units that perform multiple processes simultaneously and sequentially to orchestrate goal-directed taskwork. We then advance a taxonomy of team process dimensions synthesized from previous research and theorizing, a taxonomy that reflects our time-based conceptual framework. We conclude with implications for future research and application.

This "taxonomy of teams" brings us useful categories to development and communicate

I. Transition processes

II. Action processes

III. Interpersonal processes

I. Transition processes

- 1 Mission analysis formulation and planning
- 2 Goal specification
- 3 Strategy formulation

II. Action processes

- 4 Monitoring progress towards goals
- 5 Systems monitoring
- 6 Team monitoring and backup behavior
- 7 Coordination

incl. feedback



III. Interpersonal processes

- 8 Conflict management
- 9 Motivation and confidence building
- 10 Affect management

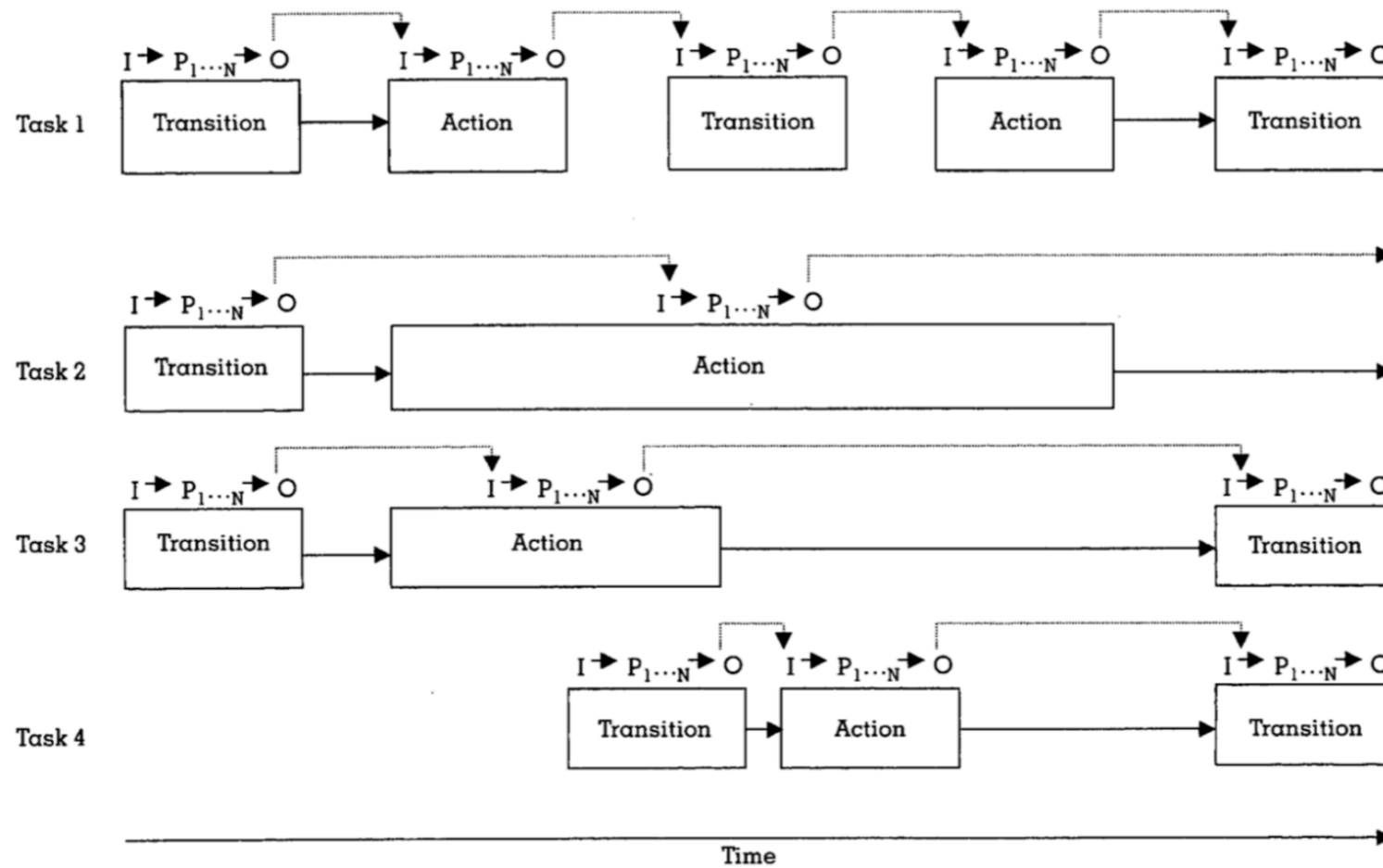
Check original article for details

”processes”... member’s interdependent acts that convert inputs to outcomes through cognitive, verbal, and behavioral activities directed toward organizing taskwork to achieve collective goals.

Input (I)
Processes (P)
Output (O)

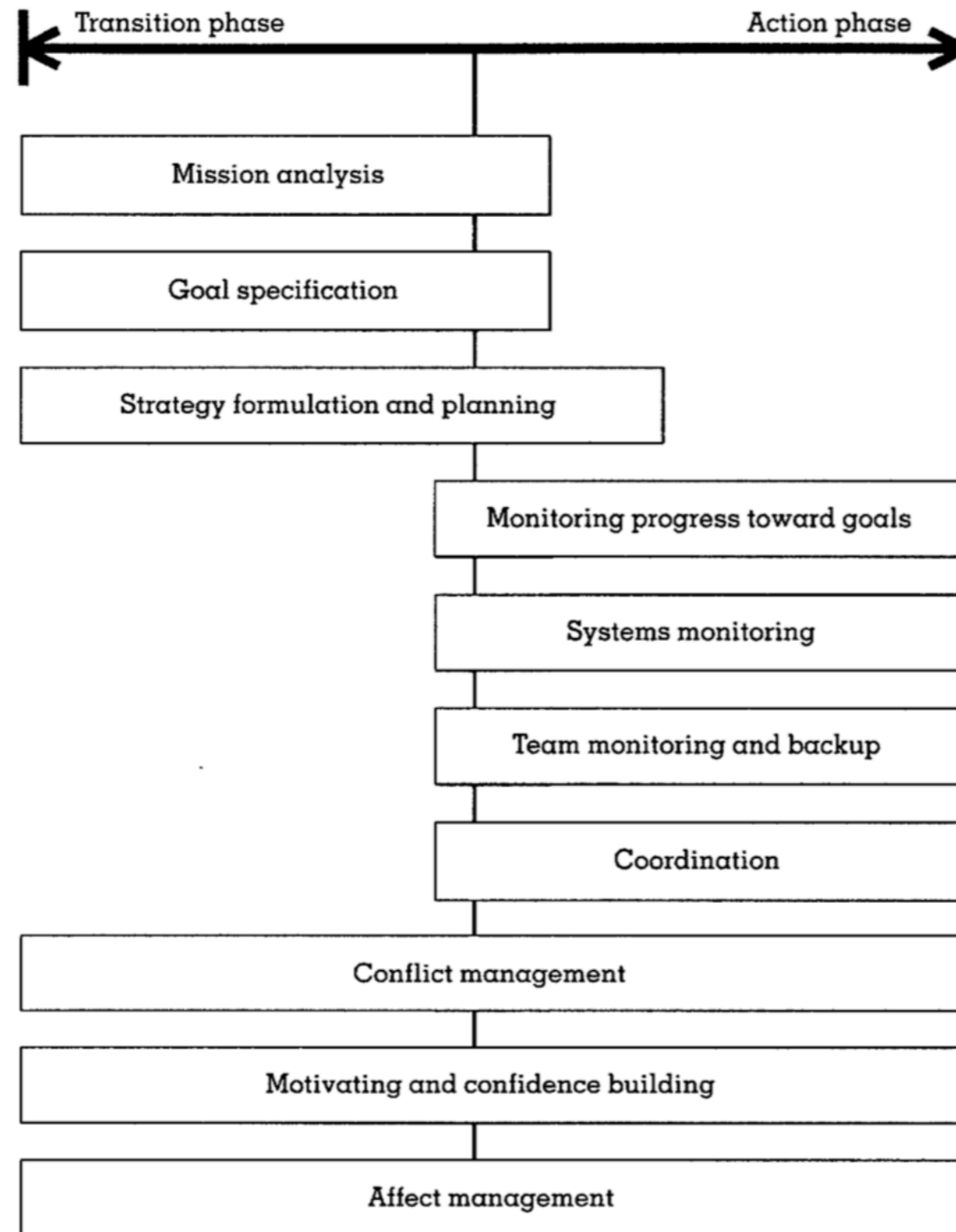
Marks, Mathieu, and Zaccaro

FIGURE 1
The Rhythm of Team Task Accomplishment



Add behavior analysis

FIGURE 2
Manifestation of Processes in Transition and Action Phases



Just add behaviors, and you will be alright!

How to handle time, and multitasking?

Could it be too time consuming to analyze all this...?

Coordination demands

How do we map this?

Reflection: Probably a large amount of behaviors that should activate broader blocks of behaviors (activities), e.g., making sure after-action reviews are frequent, and effective (a "transit" procedure).

TEAM ROLES...

Organizer

Doer

Innovator

Team Builder

Challenger

Connector

Six roles that might be practical if you need a frame to work functionally with a team (or skip... and move straight to behavior analysis)

Table 2. Team Role Definitions.

Role	Definition
Organizer	Someone who acts to structure what the team is doing. An Organizer also keeps track of accomplishments and how the team is progressing relative to goals and timelines.
Doer	Someone who willingly takes on work and gets things done. A “Doer” can be counted on to complete work, meet deadlines, and take on tasks to ensure the team’s success.
Challenger	Someone who will push the team to explore all aspects of a situation and to consider alternative assumptions, explanations, and solutions. A Challenger often asks “why” and is comfortable debating and critiquing.
Innovator	Someone who regularly generates new and creative ideas, strategies, and approaches for how the team can handle various situations and challenges. An Innovator often offers original and imaginative suggestions.
Team Builder	Someone who helps establish norms, supports decisions, and maintains a positive work atmosphere within the team. A Team Builder calms members when they are stressed, and motivates them when they are down.
Connector	Someone who helps bridge and connect the team with people, groups, or other stakeholders outside of the team. Connectors ensure good working relationships between the team and “outsiders,” whereas Team Builders work to ensure good relationship within the team.

– Small group discussion –

We had small group discussion
exchanging ideas and methods.