Contents

1.	Small Group Research and Applied Social Psychology: An Introduction	1
	R. Scott Tindale and Elizabeth M. Anderson	
	Background and History Overview of What Is to Come: Some General Themes References	1 3 6
2.	Cooperative Learning and Social Interdependence Theory	9
	Daniel W. Johnson and Roger T. Johnson	
	Cooperative Learning Theory of Social Interdependence Interaction Patterns Outcomes of Social Interdependence Effort to Achieve Positive Interpersonal Relationships Psychological Adjustment and Social Competence Reciprocal Relationships among the Three Outcomes Competitive and Individualistic Efforts Mediating Variables: The Basic Elements of Cooperation Potential Group Performance The Basic Elements of Cooperation Positive Interdependence: We Instead of Me	9 10 13 14 14 18 20 22 23 23 23 24 25
	Individual Accountability/Personal Responsibility Promotive (Face-to-Face) Interaction Social Skills Group Processing Summary Enhancing Variables: Trust and Conflict	27 28 28 29 30 31
	Summary and Conclusions	31
	References	33

xvi Contents

3.	Training People to Work in Groups	37
	Richard L. Moreland, Linda Argote, and Ranjani Krishnan	
	Two Approaches to Group Training Our Research Program Experiment One Experiment Two Experiment Three Looking Ahead References	38 42 42 45 49 52 56
4.	Natural Development of Community Leadership	61
	John C. Glidewell, James G. Kelly, Margaret Bagby, and Anna Dickerson	
	Conceptual Framework The Context and Approach The Developing Communities Project The Documentation Project The Data Analysis Emerging Focal Concerns The Beginning The Nature of Focal Concerns Proximity, Similarity, Harmony, and Argument Networks and Linkages Impact, Confidence, and Reinforcement Advocacy Consensus and Crisis Activity and Leadership	61 63 64 65 65 66 67 68 68 69 70
	Summary: Focal Concerns and Leader Identification Development of Coalitions: The Bowl of Soup Concerted Action Conflict and Negotiation Emergence of Dominant Coalitions The Context of Community Leadership The Fear That Power Corrupts Long-Term Vision and the Next Step The Social Authorization of Community Leaders Summary Implications for Public Policy and Future Research Comments by Some of the Community Leaders Involved: A View by a Liaison Person (Margaret Bagby)	70 71 71 72 73 74 75 76 77 78 80

Contents	xvii
----------	------

	Comment on Community Leadership: Theory and Practice (Anna M. Dickerson)	82 84
5.	Group Interventions in Cancer: The Benefits of Social Support and Education on Patient Adjustment	87
	Donna M. Posluszny, Kelly B. Hyman, and Andrew Baum	
	Why Should Groups Help Cancer Patients? Social Support Social Comparison Coping and Modeling Group Interventions for Cancer Distress How Well Do Group Interventions Work? Group Context and Psychological Well-Being Conclusions References	88 90 91 92 98 100 102
6.	Applying Group Processes to International Conflict Analysis and Resolution	107
	Ronald J. Fisher	
	Interactive Conflict Resolution: Forms, Functions, and Outcomes Group Development: One Out of Three Facilitative Leadership: The Role of the Third Party ICR as a Reeducation Experience Group and Intergroup Problem Solving Evaluating ICR Interventions Conclusion References	108 110 114 115 117 121 122 123
7.	Improving Group Performance: The Case of the Jury	127
	Steven Penrod and Larry Heuer	
	Prior Research on Notes and Questions as Jury Aids Juror Questions Evaluation of Purported Advantages of Juror Questions Evaluation of Purported Disadvantages of Juror Questions General Evaluations of Juror Questions by Judges and Attorneys Juror Notetaking Evaluation of the Purported Advantages of Juror Notetaking Evaluation of the Purported Disadvantages of Juror Notetaking	132 133 135 137 140 140 141 142

xviii	Contents

	Conclusions from Courtroom Experiments Where Are the Advantages? Conclusions References	144 144 149 150
8.	An Evaluation of the Biasing Effects of Death Qualification: A Meta-Analytic/Computer Simulation Approach	153
	Joseph W. Filkins, Christine M. Smith, and R. Scott Tindale	
	Death Qualification and the Initial Debate Research after Witherspoon Court Cases since Witherspoon Purpose of the Present Research Meta-Analyses Literature Search Coding of Variables Results Computer Simulations Implications and Conclusions References	153 155 157 159 160 160 161 165 171 173
9.	Coordination in Task-Performing Groups	177
	Gwen M. Wittenbaum, Sandra I. Vaughan, and Garold Stasser	
	Tacit Coordination Supporting Literature Consequences of Tacit Coordination Factors Moderating the Mode of Coordination Task Factors Group Composition Factors Temporal Factors Environmental Factors Implications and Conclusions Implications for Practice Implications for Research References	180 180 184 188 189 191 193 194 198 199 201 202
10.	Groups, Technology, and Time: Use of Computers for Collaborative Work	205
	Joseph E. McGrath and Jennifer L. Berdahl	
	Groups Using Electronic Technology for Collaborative Work	206 206

Contents xix

	Group Task Performance Effectiveness	207
	Group Interaction Process	209
	Some Conceptual and Methodological Issues	210
	Concluding Comments	212
	Descriptions of Two Longitudinal Studies of Groups and Technology	213
	JEMCO-1	213
	JEMCO-2	214
	Some Key Findings about Technology from the JEMCO Studies	214
	Some Implications	220
	Theme 1: Technology Is Ubiquitous: It Both Drives and Constrains	
	Group Action	220
	Theme 2: Most Effects Involving Technology Are Interaction	
	Effects	221
	Theme 3: Groups Are Dynamic Systems That Change over Time	222
	Concluding Comments: Implications for Groups Using Computers	224
	References	226
11	Thursday Demonstration	220
11.	Tapping the Power of Teams	229
	Ernest J. Savoie	
	Part 1: Looking Over the Landscape	229
	Part 2: The Ford Experience	231
	Antecedents of Employee Involvement	231
	Expansion	236
	Part 3: Observations	240
	Summary and Conclusions	242
	·	242
	References	243
12.	Why Teams Don't Work	245
	J. Richard Hackman	
		2.40
	Mistakes Managers Make	248
	Mistake 1: Use a Team for Work That Is Better Done by	2.10
	Individuals	248
	Mistake 2: Call the Performing Unit a Team but Really Manage	2.40
	Members as Individuals	249
	Mistake 3: Fall Off the Authority Balance Beam	250
	Mistake 4: Dismantle Existing Organizational Structures So That	
	Teams Will Be Fully "Empowered" to Accomplish the Work	252
	Mistake 5: Specify Challenging Team Objectives, but Skimp on	
	Organizational Supports	253
	Mistake 6: Assume That Members Already Have All the Skills	
	They Need to Work Well as a Team	254

XX	Contents
CX C	Contents

Why It Doesn't Happen	256
The Co-Op Obstacle	
The Corporate Obstacle	259
Roots of the Obstacles	260
What It Takes	261
Thinking Differently about Teams	264
References	266
Index	269