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Insights on Interdisciplinarity – A Letter from the President

I want to begin my inaugural essay with a special word of thanks to our outgoing President and Chair, Dr. Laurie Weingart. Laurie has been instrumental in ensuring the viability of the Interdisciplinary Network for Group Research as a professional organization. Through her leadership, INGRoup has grown well beyond initial expectations and has become a

favorite gathering place for our research community. Second, I want to add that I would not have agreed to take on the proverbial helm, if Laurie's Vice-Chair, Dr. Joann Keyton had not agreed to continue in that role. Joann has done a phenomenal job in creating the administrative infrastructure that forms the backbone of our professional society. Clearly, we would not be where we are today without their collaborative efforts. I want to thank them, and the INGRoup Board, for selecting me to be INGRoup's next President and it is with great pleasure and as quite an honor that I take on this leadership role. In this essay I first briefly describe some of the administrative efforts your Board is pursuing. I then describe my vision for INGRoup based upon my personal view of the power of interdisciplinary scholarship and what we can achieve as an organization.

Keeping the Trains Running on Time

First, to enhance our organizational sustainability, your Board is working on a number of important initiatives. At the administrative level, we are pursuing development of sustainable funding for INGRoup's awards and the development of projects in support of our membership's research and education interests. We are also drafting clear role descriptions for the INGRoup Board as well as specifying particular committee responsibilities. Along these lines, we are reviewing our organization's by-laws to ensure that they are fitting with how we have evolved. Next, your Board is pursuing a set of organizational outreach efforts. Our newsletter is but one part of this initiative. We are considering a larger marketing strategy that can communicate to a broader range of scholars as well as appeal to anyone interested in the study of collaboration. An example of this type of outreach would be translational essays which distill recent research findings for the general public. It could even include podcasting interviews with leaders in our field. Last, the INGRoup Board is taking very seriously the importance of stewardship to help guide and develop the scholarly study of groups and teams. For example, several members of the Board are actively engaged in developing "the science of team science" in collaboration with multiple federal agencies. An additional part of this leadership will involve collaboratively written essays where INGRoup Board members comment on policy related to the study of collaboration and/or how this research can help enhance our understanding of significant societal issues. It is these latter efforts that I think represent some of the more important contributions INGRoup can make. So I turn next to an elaboration of what is possible through a strong foundation of interdisciplinary scholarship.

(continues on page 4)

SAVE THE DATE!
INGROUP 2013

THE RENAISSANCE ATLANTA
MIDTOWN HOTEL
ATLANTA, GEORGIA, USA
JULY 11-13, 2013

WATCH
INGROUP.NET
FOR MORE DETAILS

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Have something of interest to the INGRoup community?

Write a column for the newsletter!

This may include:

- Book Reviews*
- Research Issues*
- Funding Opportunities*
- Teaching Approaches*
- Insights about Interdisciplinary Research Collaborations*

Submission Deadlines:

February 15
July 31
October 15

All material for publication should be submitted to the Editor as an email attachment in Microsoft Word or Word Perfect format and sent to dkennedy@uwb.edu

From the Editor

By Deanna M. Kennedy



Welcome 2012! The turn of the year always seems like a time of transition, when we take stock of what we've accomplished and start to think about what is coming next (like completing our INGRoup submissions). It seems therefore appropriate to have in this issue of the newsletter a welcome column

written by the new president of INGRoup, Stephen Fiore, and a reflection piece written by the past president of INGRoup, Laurie Weingart. Taken together, readers learn what INGRoup has accomplished and where it is headed.

Following along the theme of looking back at our achievements, we have a contributed pedagogical article by INGRoup member and 2011 Joseph E. McGrath co-award winner Richard Moreland. Dr. Moreland reflects on what and how students learn about groups and teams in the classroom. He also asks readers about their own experiences in teaching students and presents questions so that readers can continue this conversation. If you are interested in providing a response to the larger INGRoup audience, please contact the editorial team about contributing an article for a future newsletter issue. In addition, in this newsletter we include a member interview with INGRoup member and new Associate Editor of *Small Group Research*, Lindred Greer. Student Associate Editor, Kyle Emich, interviewed Lindred

about her recent accomplishments, her interest in INGRoup, and her views on groups research across the Atlantic. Finally we have a student submission by Raquel Asencio Hodge from Georgia Tech. In the article she relays her experience in working on a cross-continent research project and how the researchers made the long-distance collaboration work.

In this newsletter you will also find information about new INGRoup resources such as the Workshops and Webinars section of the resources page at INGRoup.net. Like our group page on Facebook, these resources are only as informative and interesting as the members makes them – so be sure to check them out and contribute to help enrich the resources and conversations for all members.

Finally, catch the news about the 7th annual INGRoup conference to be held in Chicago, Illinois on July 12-14, 2012. The local arrangements chair, Scott Tindale, and program chair, Ernest Park, are working hard to make this year's conference an exceptional experience. With the gala taking place at the Museum of Contemporary Art, it is sure to be memorable. Also check out the information listed in this newsletter about two new workshops to be held on July 12 of the conference. Registration is required in advance for these workshops so be sure to sign up if you are interested.

Enjoy the newsletter and happy New Year!

New Website Section! Workshops and Webinars

Have you perused the INGRoup.net *Resources* link lately? If not, then you are probably unaware of the new section called *Workshops and Webinars* which lists upcoming webinars and workshops on groups and teams. To suggest a webinar or workshop to be added, contact Josh Introne at jintrone@mit.edu.

Currently listed at the webpage is "Multicultural Teams: Where do we go from here?" a virtual webinar series sponsored by INGRoup and the Dispute Resolution Research Center at Northwestern. The organizer is Wendi Adair of the University of Waterloo. The webinar is a live seminar you attend via the internet. To join the series, email Wendi at wladair@uwaterloo.ca to be added to the participant list. You will be sent reminders and log-on instructions prior to the seminar.

Multicultural Teams: Where do we go from here?" A Virtual Webinar Series	
<i>upcoming webinar schedule</i>	
Date	Webinar
February 8, 2012	Alan Johnson EM Lyon <i>Debate and conflict in multicultural teams</i>
March 14, 2012	Cristina Gibson University of Western Australia <i>The evolution of multicultural virtual teams over time</i>
April 11, 2012	<i>Where do we go from here?</i> A debate among the speakers moderated by series organizer, Wendi Adair

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Crossing the Tracks on which the Trains are Traveling

Ever since I was an undergraduate, I have been immersed in environments cultivating interdisciplinary research. My first exposure to interdisciplinarity came out of my work at the National Institute of Mental Health where I supported the research of psychologists, anthropologists, sociologists and medical doctors. This group of scholars was united in their research to understand the complex inter-relationship between intellectual functioning and the larger occupational and socio-economic environment in which one lived. This seemed only natural to me as the problems they were addressing transcended disciplines. When I entered graduate school, I was fortunate enough to work at the Learning Research and Development Center at the University of Pittsburgh. This, too, provided me with a model of interdisciplinary research where psychology and computer science co-mingled with education and neuroscience, and integrated with policy, to examine learning and cognition at multiple levels. Thus, as a cognitive psychologist interested in group cognition, it seemed only natural that I explore the varied disciplines studying group interaction. Fortunately I “grew up” in an academic culture that both encouraged and fostered this type of thinking.

Unfortunately, in many academic environments, this is too often the exception, and not the rule. So I when I first learned about the formation of INGRoup, I leapt at the chance to become involved. And, when I attended the first conference in Pittsburgh in 2006, I felt that I was, again, home. But home in a new way and with a renewed vigor. For this was an organization that embodies what I see as the model of interdisciplinarity. A collection of scholars from varied disciplines, all united in their goal of understanding groups and teams. And I see this as a necessary precursor to what INGRoup can accomplish. INGRoup is not just an organization through which we can more fully understand groups and teams by drawing on theory and methods from multiple disciplines. I see INGRoup as an organization that should lead the world in the understanding of collaboration. And I submit that it is the interdisciplinary understanding of collaboration that will help solve many of the problems facing our world. I say this with no exaggeration. Many of the most urgent, important, and complex problems facing society today require collaboration across individuals with diverse expertise and who represent different stakeholders. Further, a number of developments over the past few years have collaboration at their core. These are showing up in books espousing the importance of collaboration to solve challenging problems, to collaborative infrastructures for addressing the "big problems" of our day. For example, Cathy N. Davidson's book, "Now You See It: How the Brain

Science of Attention Will Transform the Way We Live, Work, and Learn" argues for the importance of "collaboration by difference" to ensure innovation. In the book, "Reinventing Discovery: The New Era of Networked Science," author Michael Nielsen provides compelling examples of how collaborative science is forcing us to change our views of how discoveries are made. Organizations such as Google are creating spaces like "Solve for X" where radical technological ideas can be discussed to address global problems. The "Unreasonable Institute" brings together social entrepreneurs to network with leaders in industry to accelerate their collaborative ventures aimed at improving the lives of millions of people around the world. While none of these ideas are necessarily new to those of us who study groups and teams, what is new is the attention they are receiving in the popular press and the halls of policy, and, more importantly, how collaboration is seen by society as the means to an end for transforming our world. It is clear that the most challenging of these problems transcend disciplinary, organizational, and often, national boundaries. As such, they require understanding processes which emerge in multiple domains and at the intersection of these domains. Only through an interdisciplinary scholarship of collaboration will we be able to understand these problems and set out to help solve them. As an organization dedicated to the interdisciplinary study of groups and teams, I submit that we should be active participants in this arena, guiding the discussion and contributing to the development of such ideas.

Creating the Map for the Trains to Follow

In sum, as a professional organization of scholars whose research examines collaboration at multiple levels and with multiple methods and theories, INGRoup is well positioned to make a significant intellectual and societal impact. INGRoup can lead the asking and answering of fundamental questions that form the foundation for addressing the complex issues only solvable through collaboration. Towards this end, I would like to see INGRoup continue fostering the kind of intellectual environment where scholars who study groups and teams are comfortable discussing and debating ideas and methods. Only through collegial give-and-take will we be able to truly leverage the phenomenal capacity our organization has, and move the field forward in the pursuit of a richer understanding of collaboration in all its forms.

Stephen M. Fiore, Ph.D.
President, *Interdisciplinary Network for Group Research*
University of Central Florida

Reflections on INGRoup – A Column from the Past-President

By Laurie R. Weingart

The first INGRoup conference, held in July 2006 in Pittsburgh Pennsylvania, marked the beginning of what's grown to be a favorite conference amongst groups researchers. INGRoup has become the premier groups conference in North America, where scholars interested in the study of small groups gather to learn about one another's research in an atmosphere of open-mindedness and respect.

When we incorporated in 2008, I took on the role of President of the association, with the goal of leading the association to the point where its continued existence was likely and its practices were institutionalized. As we move towards our 7th annual conference, I feel confident that INGRoup is here to stay and that it is time for me to let others take the helm and lead the association into its next phase.

The association has accomplished quite a bit. In addition to putting on six high quality conferences, we developed a set of bylaws and incorporated as a tax-exempt non-profit, formed a board of directors that meet twice yearly, generated a set of strategic objectives for the association, held yearly elections for representatives at large, and instituted awards recognizing significant career contributions as well as high quality conference submissions. Our reach continues to grow as more groups scholars across disciplines and countries become aware of our association and its mission. None of this would have been possible without the dedication of Joann Keyton to the association. I am incredibly proud of all we've accomplished.

As I leave my leadership role of INGRoup, I reflect on the challenges still ahead for the association. The strategic objectives we developed in 2010 provide a nice framework for thinking about our future.

A. INGRoup promotes the understanding of groups and teams through research and education.

B. INGRoup serves as a catalyst for research that is relevant, rigorous, and innovative.

Our annual conference is the main venue through which we advance the research of groups and teams. Next year for the

first time we will hold pre-conference workshops on research methods as a way to advance our educational mission.

We have also attempted to advance the teaching of groups and teams by sharing syllabi and course materials on our website. However, we need more input from you to make this a truly valuable resource.

C. INGRoup cultivates an interdisciplinary and international community of group researchers.

How can we extend our reach into a broader set of disciplines? So far, the most effective means seem to be via coauthorship. That is, groups researchers in our primary disciplines – psychology, communication, organizational behavior – collaborate with people from other disciplines, bringing them into the INGRoup community.

How can we extend our reach outside of North America? We have been trying to schedule a conference in Europe because of the critical mass of groups scholars there.

However, thus far we haven't been able to identify a location and date with a local arrangements chair that works for the conference. This remains a challenge as we move forward.

D. INGRoup fosters an environment in which group researchers connect and collaborate.

This has been a major focal point for me in the founding years of the association. We have tried to provide ample opportunities for scholars to connect in a safe environment. We have also focused on funding graduate students and providing networking opportunities just for them.

We need to balance growth with intimacy. This will become more difficult to maintain as we move forward. An ongoing question is – How big is too big? How do we balance outreach and growth with connection and collaboration?

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Laurie Weingart

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Because we are comprised of scholars from many disciplines, we run the risk of growing factional or of one discipline dominating the other. It's important for the association to actively ensure that all disciplines have a seat at the table.

E. INGRoup supports members in achieving their individual and collective professional goals.

It remains important to ensure that the association is serving the needs of its members, both in terms of professional growth and opportunities for involvement.

F. INGRoup is committed to being the premier authority on group research.

Perhaps more difficult is developing the role of INGRoup in the public forum. We have focused on developing INGRoup's place within the academic community, but what is its role in the national and international research agenda? How should we be promoting groups research?

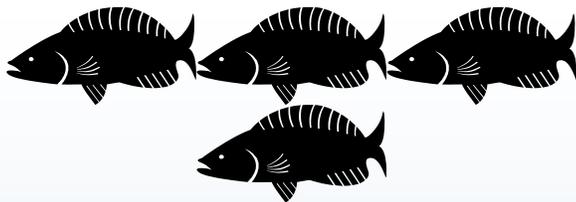
What influence can/should we have over how funding agencies and publication outlets think about groups research?

G. INGRoup is committed to enhancing the capability and viability of the association.

And perhaps most importantly, we must consider what needs to be done to ensure INGRoup remains relevant and viable in years to come? The association and conferences do not run themselves. It requires a dedicated set of volunteers, like you and me, to make all of this happen. The association will only stay viable if you get involved.

I got involved for very selfish reasons. I wanted a place to go where I can learn about groups research across the disciplines, where I could get feedback on my work, where I could feel like I belong and could make a difference. INGRoup provided that opportunity for me, and it can do the same for you. All you need to do is carve out some time and take on a task, host a conference, write an article, submit a paper... Find your role in INGRoup – I promise you won't be disappointed!

Thank you for the opportunity to serve as the founding President of INGRoup. I truly enjoyed playing a part in its development and growth.



Be a Grouper

Please consider making a contribution to INGRoup – show your support for the association and help us maintain financial health. Donors will be recognized in the 2012 INGRoup program. You can make a donation at the "Be a Grouper" tab on our website or send your contribution payable to INGRoup to:

INGRoup
c/o Joann Keyton
109 Castlefern Dr.
Cary, NC 27513

For more information, contact Joann Keyton at
jkeyton@ncsu.edu

Are you a Facebook Friend of INGRoup yet?

Here's what you have been missing on the INGRoup Facebook page:



Created using Wordle.net

What themes and topics stand out to you? Large, and therefore frequent words, include "research" (59 occurrences), "group" (50 occurrences), "ingroup" (37 occurrences), "science" (31 occurrences) and "interdisciplinary" (23 occurrences).

The group can be found at:
www.facebook.com/groups/248745988486627/

Are you a member of INGRoup?

By Joann Keyton



INGRoup began as a conference. Now it is a member-supported professional association registered as a nonprofit in the United States. Since that first conference in 2006, the founding members had to create an organization to plan for and to establish strategic objectives for INGRoup. So you may be asking, “Why do that? Isn’t holding a conference enough?”

And, that’s a good question. The board believed then, and still does today, that INGRoup has the capacity to be more than a conference. INGRoup is a scholarly home based on the international network of scholars who study groups and teams. Moreover, the many disciplines that contribute to INGRoup make it an important nexus of thinking about groups and teams. Essentially, the founding members felt that what emerged naturally in the first few conferences should be supported with a more formal organization and strategic objectives.

Our first step was to implement a modest membership. To plan one and two years forward for conferences, INGRoup needed some operational money to hold venues and contract with vendors, and for ordering conference supplies. Initially, we tied membership to the conference cycle and gave members a discount on their conference registration. Members also served on committees and provided input through the annual business meeting, and became the body from which new board members were selected.

As you know, attempts to organize across nations and disciplines can be a bit difficult. To continue to develop future conferences, more sophisticated systems were needed. After the July 2011 conference, INGRoup began using MemberClicks, a membership and communication software that is automating many of our processes (e.g., conference registration, credit card processing, voting, communicating).

This move also allowed us to break the connection between conference and membership cycles. Initially, your membership (regardless of when you became a member) was tied to our fiscal year of September 1 to August 31. Now your membership is specific to your INGRoup anniversary. Become a member on February 1st, and your next membership is due January 31st of the following year. More importantly, our new membership system will remind you when your membership needs to be renewed.

So, how has membership been since it was implemented? At the 2010 conference, INGRoup had 252 members; at the end of the 2011 conference, we had 232 members. As of mid-January 2012, we have 79 members.

The bulk of INGRoup funds comes from our sponsors and your conference registrations. More importantly, the bulk of that money pays vendors immediately following the conference. Your annual INGRoup membership allows us to plan forward and provide new member services. For example, at the upcoming Chicago conference, INGRoup is offering two pre-conference workshops. Although there is a charge for these, that income does not offset their costs. Likewise, conference registration does not satisfy what it costs INGRoup for those services.

Your INGRoup membership is important. If you haven’t become a member of INGRoup yet, please consider doing so. The INGRoup board envisions a long future for the organization and we hope you are a part of that. You can become a member (and make a donation to the Be A Grouper fund) at www.ingroup.net.

Become a member of INGRoup!



For a nominal fee (\$40 for faculty and professionals and \$20 for students), you can support the ongoing operations of INGRoup. The money supports operating expenses like insurance and credit card processing fees, and development of new member services like upgrading and maintenance of our website. Your membership will help us to maintain stability as we continue to organize conferences showcasing research on groups and teams. In addition, members of INGRoup receive a discounted conference fee and can vote for Elected Board Member positions.

Seventh Annual Conference News

Registration now open!

INGRoup Conference
July 12-14, 2012
Doubletree Hotel Chicago
Magnificent Mile Chicago, IL, USA



Museum of Contemporary Art, Chicago, IL

The study of groups and teams is as important now as it has ever been. Societies are dependent on the formation and utilization of groups, making groups relevant to countless aspects of life. Accordingly, scholars who study groups can be found across a wide array of disciplines (e.g., anthropology, communication, education, history, information systems, nursing, organizational behavior, philosophy, psychology, political science, public health, sociology).

The Interdisciplinary Network for Group Research (INGRoup) was created to provide a context for scholars to:

- Promote communication about group research across fields and nations
- Advance understanding about group dynamics through research
- Advance theory and methods for understanding groups
- Promote interdisciplinary research

Local Arrangements

The 2012 conference will be held at the Doubletree Hotel Chicago – Magnificent Mile, in downtown Chicago, IL. The Doubletree Hotel is located in the Streeterville neighborhood within easy walking distance to some of the best restaurants, shopping, and attractions in the city. A block of rooms has been reserved for a reduced rate (\$159.00 for single or double; \$169 for triple; \$179 for quad). Room reservations can be made by calling (312) 787-6100. To receive the group discounted rate, you must mention "INGRoup Conference." Room reservations can also be made via a link that will be posted in the near future.

The conference fee will include conference programs, a welcome reception July 12, lunches and break refreshments on July 13 and 14, and a closing gala on July at the Museum of Contemporary Art (caterer Wolfgang Puck).

For more information, please go to www.ingroup.net, or contact a member of the organizing committee:

- Ernest Park (Program Chair), Grand Valley State University (parker@gvsu.edu)
- Scott Tindale (Local Arrangements Chair), Loyola University (rtindal@luc.edu)
- Stephen M. Fiore (Incoming Chair and President), University of Central Florida (sfiore@ist.ucf.edu)
- Joann Keyton (Vice-chair and Conference Coordinator), North Carolina State University (jkeyton@ncsu.edu)

Announcement!

The Caroline Davis Quartet will be Performing Live Saturday Night at our Closing Gala

INGRoup is pleased to announce that the Caroline Davis Quartet will be performing at our closing gala. In keeping with last year's conference, where we enjoyed the Xelias Cirko Cabaret Circus Performing Arts Group, and learned their insights on teamwork, this year's event will expose INGRoup to collaboration in free jazz improvisation. Dr. Caroline Davis is an award winning performer with degrees in Jazz and Psychology, and a PhD in Music Cognition. Please join us for an intellectually and evocatively stimulating performance as we enjoy and learn about complex adaptive collaboration in jazz.

Conference workshops!

To help fulfill our strategic objectives and provide a service to INGRoup members, this year's INGRoup conference will include something new and exciting! Two workshops will be offered Thursday, July 12, 2012 on topics of interest to our members. These workshops will provide our members with the opportunity to gain valuable knowledge and have targeted interactions with each other prior to the start of the conference. Workshop fees include materials needed for the workshop and an afternoon break service.

Register for either workshop at www.ingroup.net. Workshop registration closes June 12th. Register early; workshop space is limited.

Workshop 1: Federal Funding of Research

Facilitator: Jay Goodwin, US Army Research Institute
Time and location: Thursday, July 12, 2012; 1 to 5 pm;
Northwestern University Downtown Chicago campus (a few blocks from INGRoup hotel)
Workshop fee: \$50 INGRoup members; \$100 non-members

The workshop will cover the process of securing funding for research from US federal research agencies. Emphasis will be placed on research idea formulation and specific areas of writing contract and grant proposals. Additional topics to be covered: types of research agencies and the federal R&D philosophy, types of funding (grants vs. contracts), tips for learning about research focus areas of different agencies, tips for writing good proposals.

At the conclusion of the workshop, participants should: have an understanding of which federal agencies might fund research in their area of interest; have an improved ability to articulate their research ideas to those agencies through the proposal process; and have an improved ability to write successful research proposals.

The workshop is targeted toward junior faculty (less than 10 years since doctoral degree) and senior graduate students (past comprehensive exams) who are headed into academic careers. Participants should bring their research ideas (in 1 or 2 pages clearly articulating an idea for a specific research project) for which funding is sought. Participants are encouraged (but not required) to bring a laptop with digital copies of their research ideas document(s). Read-ahead materials will be available to registered participants for review and download prior to the workshop.

Workshop 2: Multilevel Modeling with R for Beginners

Facilitator: Bertolt Meyer, University of Zurich
Time and location: Thursday, July 12, 2012; 12:30 to 5 pm;
Northwestern University Downtown Chicago campus (a few blocks from INGRoup hotel)
Workshop fee: \$75 INGRoup members; \$150 non-members

Learn about multi-level modeling and how to do it using the free, open-source statistical environment R. Dr. Bertolt Meyer will provide a brief introduction of R and multilevel modeling, but most of the workshop is spent getting hands-on experience with R and with multilevel modeling using examples from Dr. Meyer. R's capabilities are beyond those of commercially available programs such as SPSS, STATA, SAS, and HLM. R can be downloaded for free for all major operating systems (Windows, MacOS, and Linux) from www.r-project.org.

Participants will work through examples on their own laptops and learn how easy it is to run and interpret multilevel models with R. Participants are required to bring their own laptops. Read-ahead materials (syntax and examples, including instructions for installing R) will be available to registered participants for review and download prior to the workshop.

Pedagogy Column

An Essay on Pedagogy

by Richard Moreland

For the past 33 years, I have been teaching people about small groups. Once a year, I teach an advanced undergraduate course on groups at the University of Pittsburgh. And every other year, I teach a graduate seminar (with John Levine) on groups. The students in our seminar come from both the University of Pittsburgh and from Carnegie Mellon University. All of this keeps me busy, but I do occasionally find time to sit back and reflect on what I am doing in these classes. The purpose of this essay is to raise some of the issues that have concerned me, especially in recent years.

One important issue, it seems to me, is to identify the purpose served by courses on small groups. I would like to think that after taking my courses, students go off to bright futures in which their hard-won knowledge helps them to navigate groups better than they would have otherwise. Put another way, my hope is that the knowledge and skills that students acquire in my courses will generalize to a variety of real-world groups (at work and elsewhere).

But is that really the case? There are reasons to be skeptical. In fact, I have argued elsewhere (see Moreland, Argote, & Krishnan, 1998) that every group is unique to some extent, and so the lessons that a person learns about one group (or about groups “in general”) may not generalize to another group. To the extent that’s correct, what students learn in classes about groups may have little bearing on the actual groups that those students encounter later on in life. I do occasionally hear from ex-students of mine, and of course they tell me that what I taught them about groups has been valuable ... but what else would they say? I wonder if any of you has seen more convincing data on the long-term effects of group coursework (or even group activities in courses on other topics) on students’ lives? If so, then I would like to hear about those data.

Another issue that concerns me involves the availability to students of courses on groups. I am most familiar with the

situation in social psychology, my own field, and in that field, things seem bleak. I believe that few psychology departments offer courses on small groups at all. And the departments that do offer such courses offer them only irregularly, I believe. Again, if anyone has seen actual data on coursework offerings by psychology (and other kinds of) departments, then I would like to hear about those data.

When a course on small groups is offered, how many students are likely to take it? In psychology, social psychology courses are probably the greatest source of students who might be interested in studying small groups.

Years ago, every major social psychology textbook contained at least one chapter (and sometimes more) devoted to theory and research on groups, so there was a good chance that someone who took a course on social psychology might later be interested in taking a course on groups. But in recent years, things have changed dramatically. Several of the more “exciting” topics (e.g., conformity, leadership) that used to appear in

textbook chapters on groups have now become chapters in their own right. The remaining group topics are either packaged together in a chapter that seems dull and has little coherence, or are simply dropped altogether, leaving no chapter on small groups at all. Students taking a course where textbooks of this sort are used will probably have little interest in studying groups later on.

Has this happened in other fields as well? I would like to learn more about that. It may be that matters are worse in psychology than they are elsewhere. And if anyone has other pedagogical issues that they want to raise, when it comes to teaching students about groups, then please let me know. It would be nice if we shared more information with one another about group courses. I suspect that we could all benefit as a result.

Moreland, R. L., Argote, L., & Krishnan, R. (1998). Training people to work in groups. In R. S. Tindale, L. Heath, J. Edwards, E. J. Posavac, F. B. Bryant, Y. Suarez-Balcazar, E. Henderson-King, & J. Myers (Eds.), *Theory and research on small groups* (pp. 37-60). New York: Plenum Press.



Richard Moreland

Member Interview

Lindred Greer, INGRoup Member and New Associate Editor of *Small Group Research*

Interviewed by Kyle Emich

Three and a half years ago L.L. (Lindred) Greer was finishing her dissertation at Leiden University in the Netherlands. Now, a few years and thirteen publications later, at journals including *Small Group Research*, *The Journal of Applied Psychology*, *Organizational Behavior and Human Decision Processes*, and *Science*, she is an Assistant Professor with tenure at the University of Amsterdam, and is poised to become an Associate Editor of *Small Group Research*. In this INGRoup newsletter, she lets us in on her thoughts about her new position, the INGRoup annual conference, and how she views group research across the Atlantic.

Lindred began by telling how, after becoming a reviewer for *Small Group Research*, she was promoted to the journal board. After becoming a board member, a similar process occurred for the promotion to the associate editor position. When asked what would be required of her as an associate editor, Lindred responded, “Tough question. Being fair and timely and thorough, making sure that the papers that get in are of a good quality, and helping to improve the visibility and reach of *Small Group Research*.”

Next, the topic turned to INGRoup. I asked Lindred what first motivated her to join. She replied, “I was a Ph.D. student and there was no association I was aware of specifically for groups research. The start of INGRoup was great as that it allowed me to focus on group methods and share research with other groups researchers. It was nice to talk to people that valued group research, and I already knew people who were part of the organization.” Additionally, she mentioned that she enjoyed INGRoup because, “it is a

smaller conference and people are very open, so you get to know everyone, which is good for networking and learning and socializing. And, every session is on teams, so everything is interesting.” When asked about her best memory from an INGRoup conference, Lindred recalled a session on multilevel modeling in which she really enjoyed the great dialogue between the presenters and the audience and how passionate both parties were about group research. She noted that this type of passionate back and forth found at INGRoup was inspiring for the field.

On that note, the topic switched to group research in the Netherlands versus the rest of the world. When asked about possible differences, Lindred responded that, “In the Netherlands team research falls in organizational psychology, so we are strongly influenced by social psychology because we are often in the same research group as them. So, it’s interesting, in this context, to look at the role of more basic social psychological processes in the teams setting, and through this to be able to look at teams from multiple levels and perspectives.” Finally, I asked Lindred what the most significant piece of team scholarship she had read recently. She responded with Murnighan and Conlon’s classic article, “The dynamics of intense work groups: A study of British string quartets.”



Lindred Greer

Reflecting on our conversation I felt there were three takeaways for newsletter readers. First, take reviews seriously and work hard to prepare them. Second, utilize INGRoup for its content, dialogue, passion, and people. Third, the group paradigm may depend on locale, so be open to different disciplines and perspectives.

Murnighan, J. K. & Conlon, D. E. (1991). The dynamics of intense work groups: A study of British string quartets. *Administrative Science Quarterly*, 36 (2), 165-186.

Don't forget to participate in our short survey for the newsletter:
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Student Submission

The Intellectual and Interpersonal Joys and Challenges of International Collaboration

*Submission by Raquel Asencio Hodge
Georgia Institute of Technology*



When I began graduate school, I didn't expect that I'd have the opportunity to participate in research spanning two continents and multiple universities. But, thanks to a fascinating project, funded by the National Science

Foundation's "Science of Science and Innovation Policy" program, I've had the pleasure of collaborating with students and faculty at multiple universities here in the United States and France. So I wanted to share my excitement about this project with our community of interdisciplinary and international scholars.

This project is part of a research grant on global multiteam innovation with Leslie DeChurch (Georgia Institute of Technology), Steve Zaccaro (George Mason University), Steve Fiore (University of Central Florida), and Barthelemy Chollet (Grenoble Graduate School of Business). As a member of this team, I had the unique opportunity to travel to Grenoble, France to facilitate the study and aid our French collaborator, Barthelemy Chollet (GEM), and his students through the research process. My role quickly expanded to include leadership responsibilities in the overall administration and management of the project. As interesting as the innovation project was, the nature of our research team also brought on interesting situations. We were studying global multiteam systems (MTS) collaborating to solve a complex problem, and we were, ourselves, a global multiteam system collaborating to answer a complex question. As a student based out of Georgia Tech, working in France, and part of the leadership team, my role had a unique set of responsibilities.

The Grenoble Graduate School of Business (GEM) is located at the heart of a city in France that is second only to Paris in its reputation for public research. Nested within the towering French Alps, Grenoble is reputable for its research in an array of fields such as physics, computer science, molecular

biology, political science, and humanities (also for being the capital of the Dauphiné, and the Olympic Winter Games in 1968). Grenoble's is aspiring to become one of the world's prime locations for research and innovation.

The complexity of this project is multifaceted. We developed this as a "multi-team" and multidisciplinary collaborative endeavor with teams made of students from classes in social psychology, environmental science, and business strategy. As "experts" in their functional domain, the students had to collaborate as a team of teams (or "multi-team system" (MTS) to solve the problem of the depleting Atlantic Ocean fish stock. Each MTS's functional areas included ecology (emphasizing the environmental and societal consequences of the problem), social psychology (focused on attitude and behavior change solutions), and strategic innovation management (analyzing the value chain impact of the generated solutions). Besides divergent views and terminology, these student teams were also confronted with geographical distance (and thus a high degree of virtuality), cultural differences, and a substantial time zone difference.



The students at GEM are, themselves, from diverse backgrounds and disciplines. My personal experience with the students was in a Masters of International Business (MIB) course on Managing Technology. This group of students served as part of our first intake for the project. I was impressed with the professionalism of these students as I quickly learned that they would not take any sort of direction without a clear understanding of its purpose and relevance to their program. They took full advantage of the time that I

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spent with them. In every class we spent time discussing their questions, concerns, and even suggestions for the direction of the project.

Meanwhile, I also had to prioritize my duties with my American colleagues. There were a number of meetings on administration, data collection, and instruction. As the virtual leader of the team at Georgia Tech, I was expected to function as a boundary spanner connecting the US-based research teams to the French-based team (i.e., between team collaboration of our research team), and also facilitating subtasks assigned to my team at Georgia Tech (i.e., within team collaboration). Balancing these often competing demands, and doing so solely through virtual tools presented many unique leadership challenges. Through my role on the MTS, I experienced firsthand many of the very challenges of multiteam leadership that were the focus of our study!

Each week brought an outpouring of emails with various concerns. The same complaints were coming from both sides, from people on the same teams. The GEM students didn't think the GMU students were participating enough, while the GMU students didn't think that the GEM students communicated enough. Some teams were able to figure out a collaboration structure that worked for them, while others struggled through the collaboration both within their team and with the MTS.

Our research team went through similar struggles. Working from four separate universities proved to be a challenge even for a research team made of "team researchers." Things would at times get lost in translation, work overlapped, information would slip through the cracks, and the mountain of emails and schedules was difficult to balance. But, through perseverance, and "practicing what we preach," we prevailed and successfully completed this very sophisticated data collection. Then, to help evaluate MTS performance, we brought in a set of policy experts with experience in environmental policy at the national and international level. This provided an important grounding in real-world decision making by adding a perspective foundational to solving complex societal problems.



By the close of the project, we were all very excited about what had transpired in the previous weeks, and exhausted by all of the hard work. The grant's principal investigator, Leslie DeChurch, traveled to GEM to debrief the project with the Innovation Management teams. Steve Zaccaro and

Lorelei Crerer debriefed the Social Psychology and Environmental Ecology teams at George Mason. The course instructors likely learned as much from the students as the students learned from them. There were a number of "aha" moments in those debriefings. These fueled our curiosity and were used to inform our project meetings over the winter break as we planned our next experiment. Illustrating the value of participation to the student teams themselves, they were all "wowed" by the graphical displays

of what had occurred in their multi-team systems during the project. They could see how the most successful MTS stood out from the rest in terms of their leadership, communication, and trust network structures. It was suddenly clear to them how important and beneficial this project was, and why it was worth going through weeks of surveys, deadlines, and hard work.

As participants, the students were able to take with them a realistic experience about working with others from different disciplines and different cultures. It was also an eye opening experience that taught them the global nature of work and the challenges associated with such endeavors. As a research team, we were able to acquire the data to answer important questions about distributed, interdisciplinary scientific collaboration. This was in addition to the lessons learned from our own project team, which now serves as a great anecdotal example. For us, the collaboration continues as we launch our second round of the innovation project in the spring. I'm passing the torch to Dorothy Carter, who leaves for France in just a few weeks to facilitate "Phase 2." I will miss my mountain views and delicious croissants, but I am left with a memory and an experience that few PhD students are offered in their graduate careers. Not only was I able to immerse myself in a completely new intellectual culture, but I was also able to experience a new social culture by enjoying the thrilling experience of living in a different country. To France, it's only "au revoir" for now, as I hope that this grant is only the beginning of many opportunities for collaboration with our colleagues abroad.

INGRoup Communications

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