

Group Dynamics

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Social Sport Psychology

Sport Psychology

The study of behaviour, cognitions, and feelings of individuals in sport and physical activity settings

Social Psychology

The study of the manner in which behaviour, thoughts and feelings are influenced by the behaviour and the characteristics of others

Social Sport Psychology

The study of how behaviour, cognitions and feelings of individuals (sport and physical activity participants) are influenced by others (coaches, teachers, officials, teammates, leaders, parents).

Social Sport Psychology

- Group Processes & Team Functioning
- Group Cohesion
- Leadership
- Communication and Coach-Athlete relationships
- Social support

Group processes – Team functioning

Group development – processes

linear perspective

cyclical perspective

pendular perspective

Group Structures

roles

norms

Group deficiencies

Social Loafing

Developing effective teams

Group processes – Team functioning

Team

a group of people who must interact with each other to accomplish shared objectives (Carron & Hausenblas, 1998)

Team Development

Linear perspective

Cyclical perspective

Pendular perspective

Group processes – Team functioning

Team Development – Linear perspective

Groups progress through stages in linear fashion; when issues that arise are successfully dealt with, the group progresses to subsequent stages

Tuckman's (1965) four stages

- Forming
familiarization, social comparison, possible roles
- Storming
resistance to leader, resistance to control, interpersonal conflict
- Norming
solidarity and cooperation, sense of unity
- Performing
stability, common goals, solving problems, group processes, growth

Although most groups go through all four stages, the duration and the sequencing of the stages may differ

Group processes – Team functioning

Team Development – Cyclical perspective

Groups follow the patterns of actual life – birth, growth, death

Emphasis on terminal phase before dissolution

As the group develops, it psychologically prepares for its breakdown

Mostly applicable in exercise groups and recreational teams

Group processes – Team functioning

Team Development – Pendular perspective

Groups do not progressively move through stages in linear fashion. The dynamic of a group depends on the demands of the environment, situational factors, and the characteristics of members

The development may include several stages which may occur or not, going from one stage to a subsequent and back or forth

Example (Indiana University basketball team)

Orientation

cohesion and feelings of unity are high

Differentiation and conflict

group breaks into smaller units, conflict

Resolution and cohesion

cohesion increases to face common threats and pursuit common goals

Differentiation and conflict

unity is weakened as a function of differentiation that occur

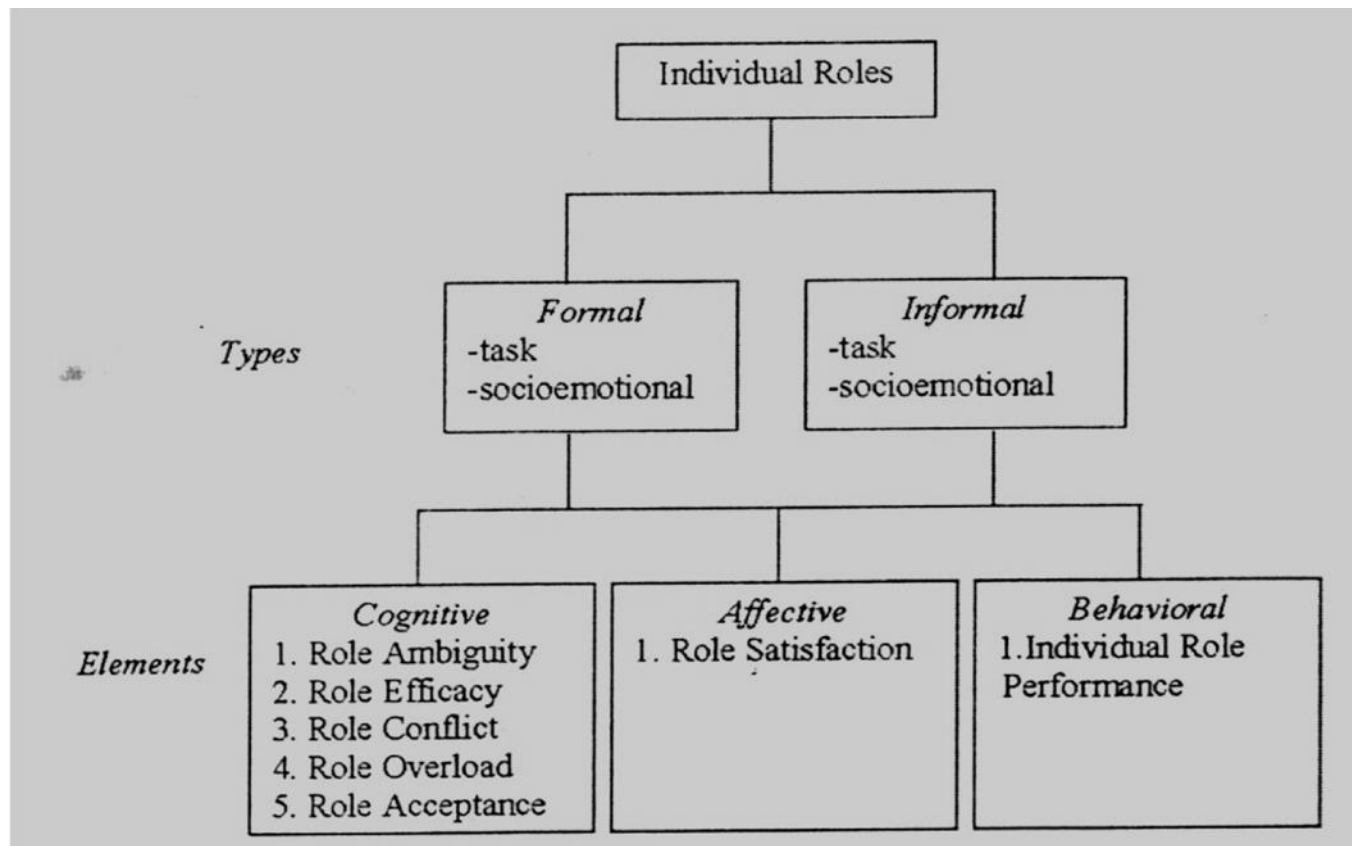
Termination

ending of season – cohesion depends on success

Group processes – Team functioning

Team Structures - Group Roles

Behaviours required or expected of a person at a certain position in a group



Group processes – Team functioning

Group Roles - Types

Formal vs Informal roles

formal: dictated by the position of a member (e.g. play-maker, captain)

informal: evolving from interactions (e.g. the 'psych-up' guy)

Task oriented vs Socio-emotional

task oriented: related to the accomplishment of group's objectives

socio-emotional: related to the integration and harmony of the group

Group processes – Team functioning

Group Roles – Cognitive elements

Role Clarity (vs role ambiguity)

the understanding of what is required or expected from a member

ambiguity negative relation with role efficacy (Beauchamp & Bray, 2001),
cohesion (Eys & Carron, 2001), positive relations with anxiety (Beauchamp,
Brey, Eys, & Carron 2003)

Role efficacy

members' beliefs about their capabilities to successfully perform interdependent
role functions

positively related to role performance (Beauchamp, Brey, Eys, & Carron 2002;
Bray, Balaguer, & Duda, 2004)

Role Acceptance

the acceptance of the role assigned to a member

related to role satisfaction (Bray, 1998; Eys & Carron, 2003)

Group processes – Team functioning

Group Roles – Cognitive elements

Role Conflict

despite the clarity and acceptance of the role a member cannot accomplish the required behaviours due to personal factors (e.g. ability, motivation, resources) and possibly other congruent 'roles' (e.g. school requirements, family)
negatively related to role efficacy (Beauchamp & Brey, 2001)

Role overload

roles a person is expected to fulfill exceed capabilities (quality or quantity)

Group Roles – Affective elements

Role satisfaction

satisfaction resulting from the perception of one's role as fulfilling – affective indication of role acceptance (related to acceptance, but not identical)
positively related to cohesion, role efficacy, and negatively to ambiguity
(Beauchamp, Brey, Eys, & Carron 2005; Bray, 1998)

Group Roles – Behavioural elements

Role performance

the outcome associated with individuals' roles

Group processes – Team functioning

Team Structures - Group Norms / Rules

Standards of behaviour that are established

Rules regarding the functioning of a group

Norms: more strict and stable

Rules: more flexible and situation specific

Norms and rules can have a positive impact in facilitating procedures, communication, productivity, and effectiveness

Group processes – Team functioning

Nature of Group Norms

Descriptive

represent standards of behaviour

Evaluative

establish priorities for different behaviours, marking some as more valuable than others

Informal

not formally adopted, but rather emerged and accepted through group processes

Discreet

taken for granted and becoming an issue when violated

Flexible

small deviations may be permitted

Internalized

adhered for satisfaction, not fear

Stable

resistant to change

Group processes – Team functioning

Conformity to Group / Social Norms

<https://www.youtube.com/watch?v=NyDDyT1IDhA> (original)

<https://www.youtube.com/watch?v=BOBhKR4MK3w> (pop)

<https://www.youtube.com/watch?v=o8BkzvP19v4> (funny)

Group processes – Team functioning

Conformity to Group / Social Norms

The Solomon Asch experiment

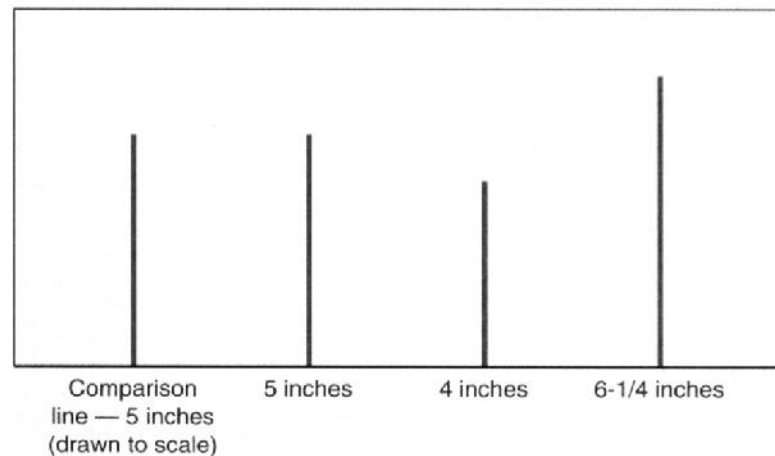


Figure 7.1 Typical comparison lines used in Asch's study of group effects on individual judgments.

33% of participants conformed to the group norm on 50% of the times

25% of participants consistently maintained a correct answer

Group processes – Team functioning

Group deficiencies

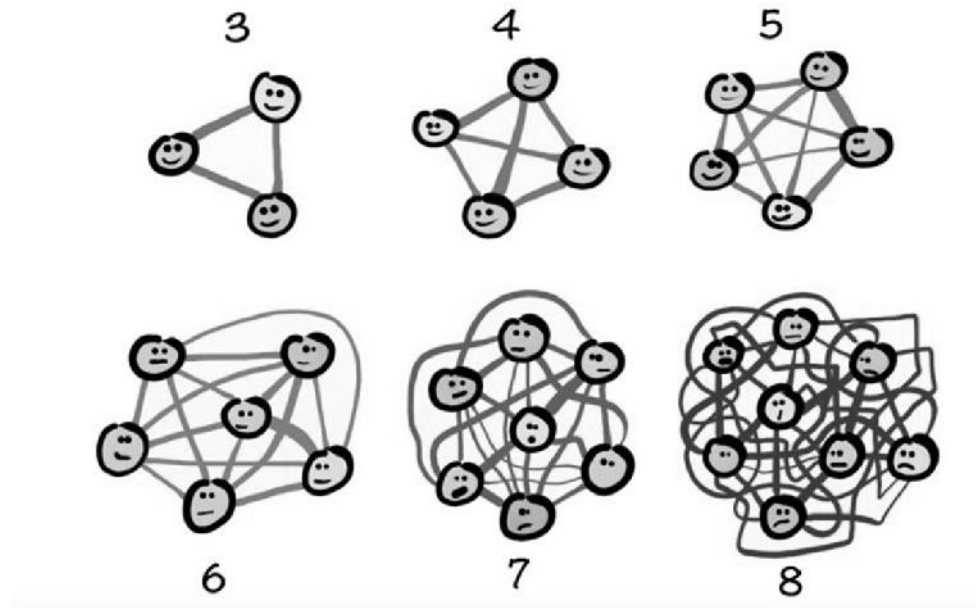
<https://vimeo.com/4192258>

Group processes – Team functioning

Group deficiencies

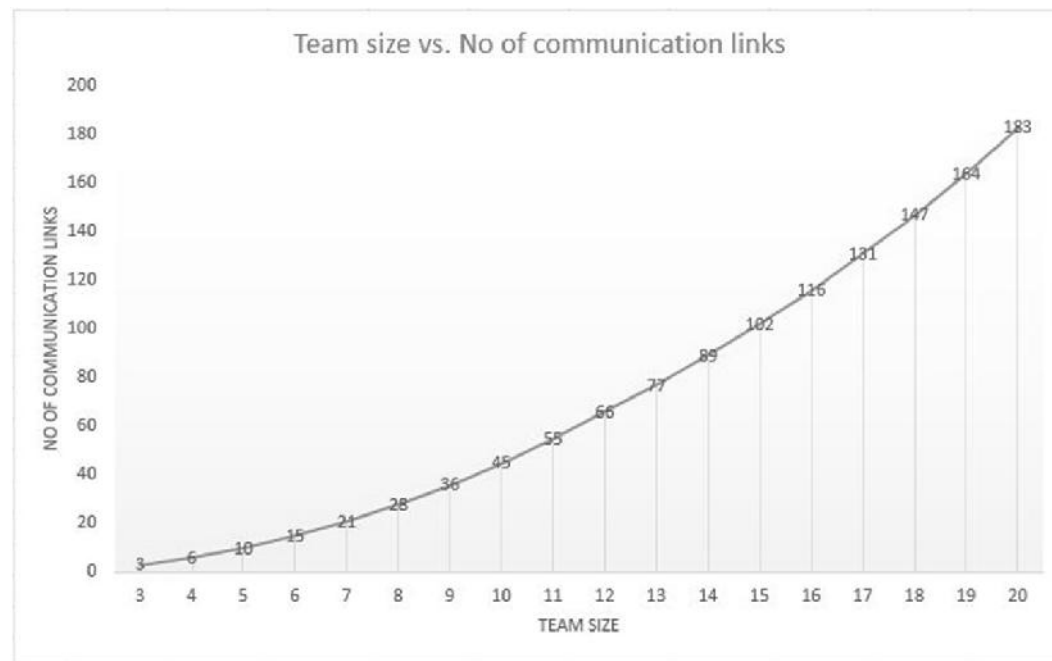
Size

the bigger the group, the bigger the loss of individual performance



Group processes – Team functioning

Group deficiencies



Group processes – Team functioning

Group deficiencies

The Ringelmann effect

Kravitz & Martin (1986); (b) Ingham et al. (1974); Latanne et al. (1979)

GROUP SIZE / 49

Table 3.2
A summary of Ringelmann's research on the effect of group size on group productivity (Adapted from Kravitz & Martin, 1986, and Steiner, 1972)

No. of Individuals	No. of Coordination Links	Relative Performance per Person	Group Productivity	Process Losses
1	0	1.00	---	---
2	1	0.93	1.86	0.14
3	3	0.85	2.55	0.45
4	6	0.77	3.08	0.92
5	10	0.70	3.50	1.50
6	15	0.63	3.78	2.22
7	21	0.56	3.92	3.08
8	28	0.49	3.92	4.08

Group processes – Team functioning

Group deficiencies

Size

the bigger the group, the bigger the loss of individual performance

Faulty processes (Steiner, 1972)

motivation losses (mainly), coordination losses

actual productivity = potential productivity – losses due to faulty processes

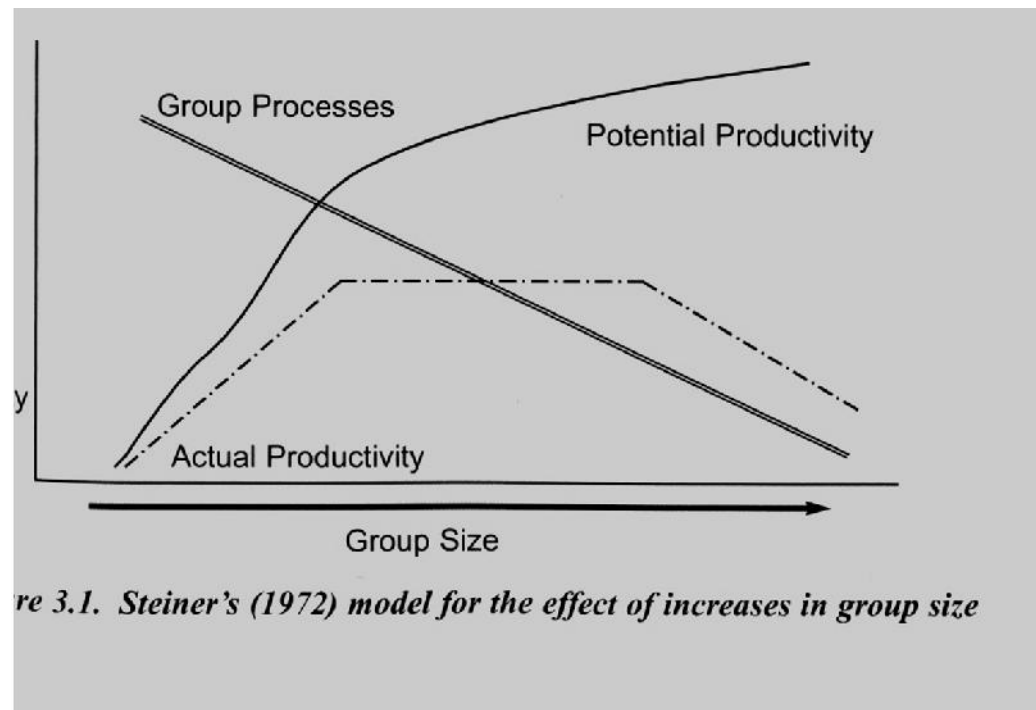


Figure 3.1. Steiner's (1972) model for the effect of increases in group size

Group processes – Team functioning

Group deficiencies - Social Loafing (why)

Reduced effort input due to motivational losses

- allocational strategy (identification of input when alone)

- minimizing strategy (non-identification of input when in group)

- social impact (external force to perform divided by number of members)

- diffusion of responsibility

- identifiability

Deindividuation (similar to identifiability)

- attention to specific aspects of oneself are prevented

 - absence of self-monitoring

 - unawareness of results of one's actions

 - absence of social comparison (standards of performance)

Equity of effort

- individuals reduce effort because they expect others to reduce effort

Group processes – Team functioning

Group deficiencies - Social Loafing (why)

Personal involvement in the task

lack of involvement, intrinsic interest, meaning, impact

Personal involvement in the group (positive or negative effect)

relationships with others

proximity of group

Task difficulty (positive effect)

challenging tasks vs simple tasks

Group processes – Team functioning

Group deficiencies - Social Loafing (when)

- Individual output cannot be independently evaluated
- The task is perceived as non-meaningful
- Individual involvement is low
- No comparisons to standards can be made
- Lack of relationships – bonding between group members
- Members perceive others as high in ability
- Individual contribution is perceived as redundant

Group processes – Team functioning

Creating Effective Teams – Reducing social loafing

Emphasize individual pride and unique contributions
reinforcement, responsibility, team-spirit

Create facilitative rules/norms

together with team members

not to punish but to develop team identity

Increase the identifiability of individual performance

observing, videotaping, personal analysis, performance features

Identification of others' roles and importance

Alternate team roles – positions

Create smaller units

Determine situation in which loafing appears

analyze tactics and strategies in competition situations

Individual discussion meetings

talk through loafing with athletes

Group processes – Team functioning

Creating Effective Teams

Builds upon the perceptions of the interrelationships between members (and coach)

- Social support
- Proximity
- Distinctiveness
- Fairness
- Similarity

Group processes – Team functioning

Creating Effective Teams – Social support

“exchange of resources between at least two individuals perceived by the provider or the recipient to be intended to enhance the well-being of the recipient”

(Shumaker & Brownell, 1984)

Listening support

- listening without giving advice or judgment

 - social events outside the typical environment – roles

 - informal meetings between team and support groups

 - communication training for active listening

Emotional support

- providing comfort and caring

 - discuss – train leaders

 - encourage emotional support among group members

Reality – Confirmation support

- confirming member's perception on situational appraisals

 - discussion meeting about current matters (sport related or not)

 - create mentoring dyads (or groups) involving experienced-non

 - experienced members / younger-older members

Group processes – Team functioning

Creating Effective Teams – Social support

Task-appreciation support

- acknowledging efforts and provide appreciation
- reinforce consistently goal attainment
- provide specific feedback on task accomplishments

Task-challenge support

- challenging creative thinking, excitement, involvement
- promote team responsibility and norms
- train staff to provide challenging feedback for goal setting

Personal assistance support

- providing services not related to the sport context
- walking/driving someone home
- value members interaction in personal life

Group processes – Team functioning

Creating Effective Teams

Proximity – Create close relationships between members

Locker rooms, traveling, room-mating, team-meetings, social meetings

Distinctiveness – Create a sense of uniqueness

uniforms, mottoes, moves, communication codes

Fairness – Take care of issues regarding trust, equity, opportunities

Similarity – Attitudes, Goals, Expectations, Roles, Rules

Group cohesion

Conceptual model of cohesion

Antecedents - Consequences
environmental factors
personal factors
leadership factors
team factors

Cohesion – Performance relationship

Other correlates

Measurement

Enhancing cohesion in teams

Group cohesion

“Total field of forces that act on members to remain in the group”

“The resultant of all forces that acting on members to remain in the group”

(Festinger et al., 1950)

“The degree of unification of a group” (Van Bergen & Koekebekker, 1959)

“The resistance of group to disruption” (Gross & Martin, 1952)

“A dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of member affective needs”

(Carron, Brawley, & Widmeyer, 1998)

Multidimensional: task – social

Dynamic: changes over time

Instrumental: reflects the reasons for group formation and maintenance

Affective: associated with positive affect

“United we stand, divide we fall”

“Players play, teams win”³¹

Group cohesion

Conceptualization of cohesion (Carron, Widmeyer, & Brawley, 1985)

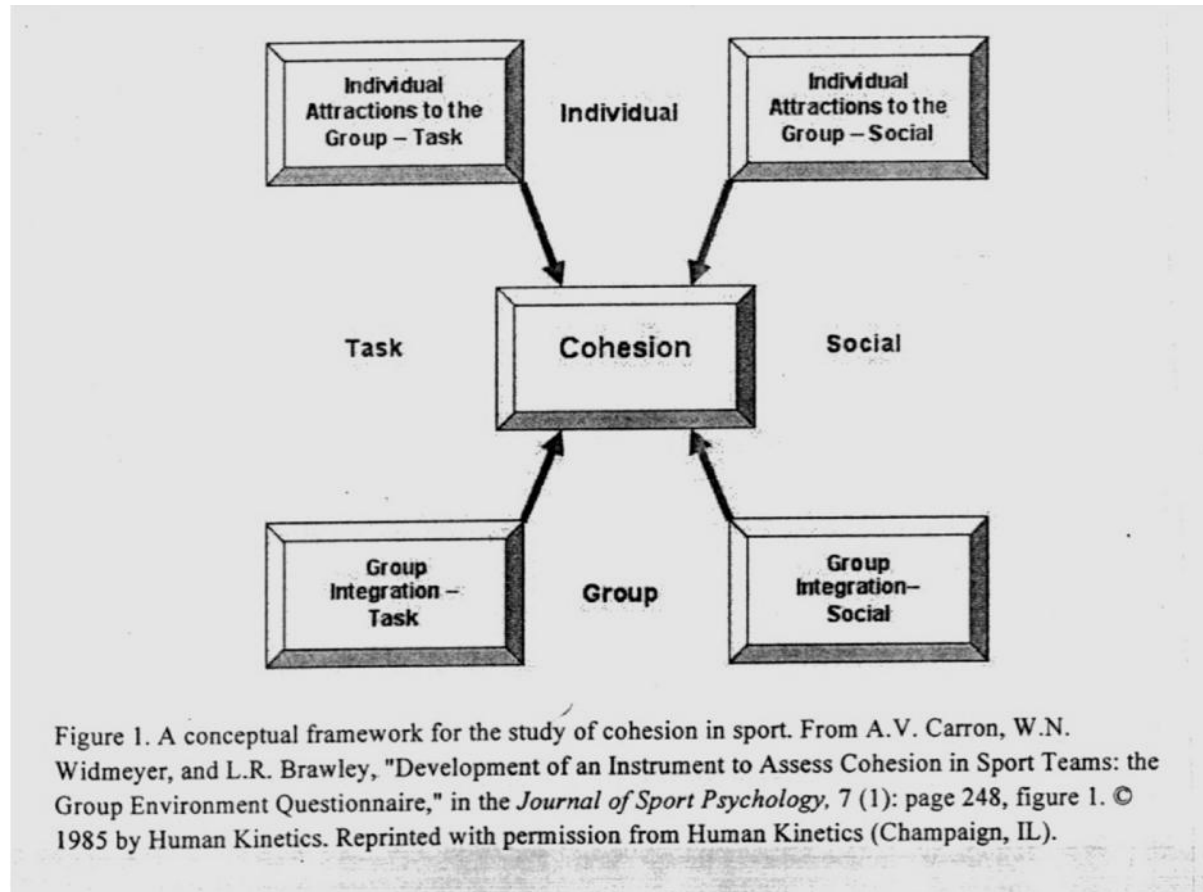


Figure 1. A conceptual framework for the study of cohesion in sport. From A.V. Carron, W.N. Widmeyer, and L.R. Brawley, "Development of an Instrument to Assess Cohesion in Sport Teams: the Group Environment Questionnaire," in the *Journal of Sport Psychology*, 7 (1): page 248, figure 1. © 1985 by Human Kinetics. Reprinted with permission from Human Kinetics (Champaign, IL).

Group cohesion

Conceptual model of cohesion (Carron, Widmeyer, & Brawley, 1985)

Individual and group aspects of cohesion are represented as multiple beliefs and perceptions of individual members of a group

Group integration

beliefs and perceptions individual members hold about the group in total

Individual attractions to the group

beliefs and perceptions about what attracted (and attracts) the person

task: referring to goals and objectives

social: referring to interpersonal relationships

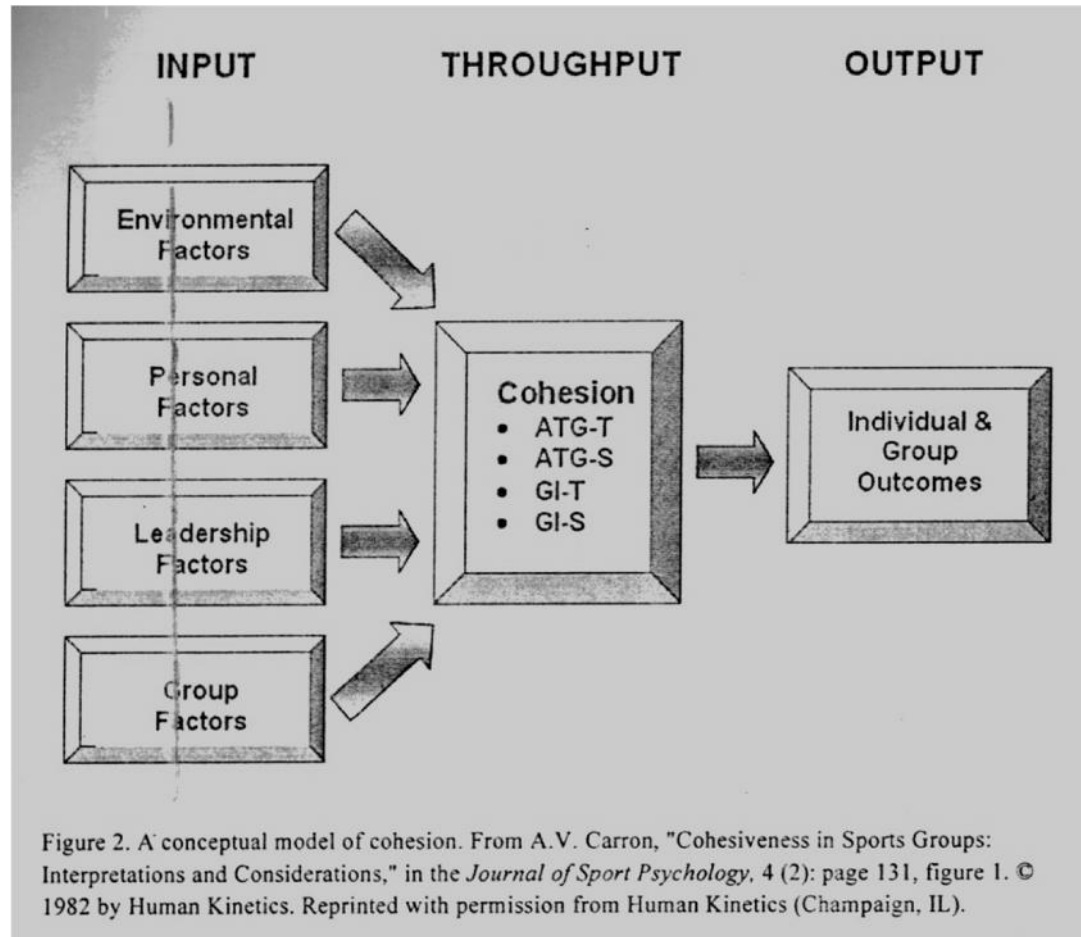
- NO Group integration – task
- Group integration – social
- Individual attraction – task
- Individual attraction – social

External factors

Internal (personal) factors

Group cohesion

Determinants of cohesion



Group cohesion

Determinants of cohesion

Environmental factors (Granito & Rainey, 1988; Carron & Spink, 1995)

- level of competition
- size of team
- significant others

Personal factors (Carron & Hausenblaw, 1998; Widmeyer & Williams, 1991; Carron & Dennis, 2001)

- demographic (gender, age, homogeneity)
- cognitive and motivational (satisfaction, anxiety)
- behavioural (adherence, social loafing)

Leadership factors (Carron & Chelladurai, 1981; Brawley, et al., 1993; Westre & Weiss, 1991)

- social support
- instruction
- decision making

Team factors (Carron & Dennis, 2001; Paskevich et al., 2001)

- task characteristics
- role clarity – acceptance
- conformity to norms
- collective efficacy

Group cohesion

The cohesion – performance relationship

Is there a relationship?

Research findings on the relationship

How strong this relationship is?

Meaningfulness of the relationship

What is the direction of the causality?

Cohesion influence performance?

Performance influence cohesion?

What other factor affect the cohesion-performance relationship?

Moderator variables

What are the mechanisms explaining the relationship?

Mediator variables

Group cohesion

The cohesion – performance relationship

Review by Widmeyer, Carron, & Brawley (1993)

83% of the studies supported a positive relationship

Review by Mullen & Cooper (1994)

92% of the studies supported a positive relationship

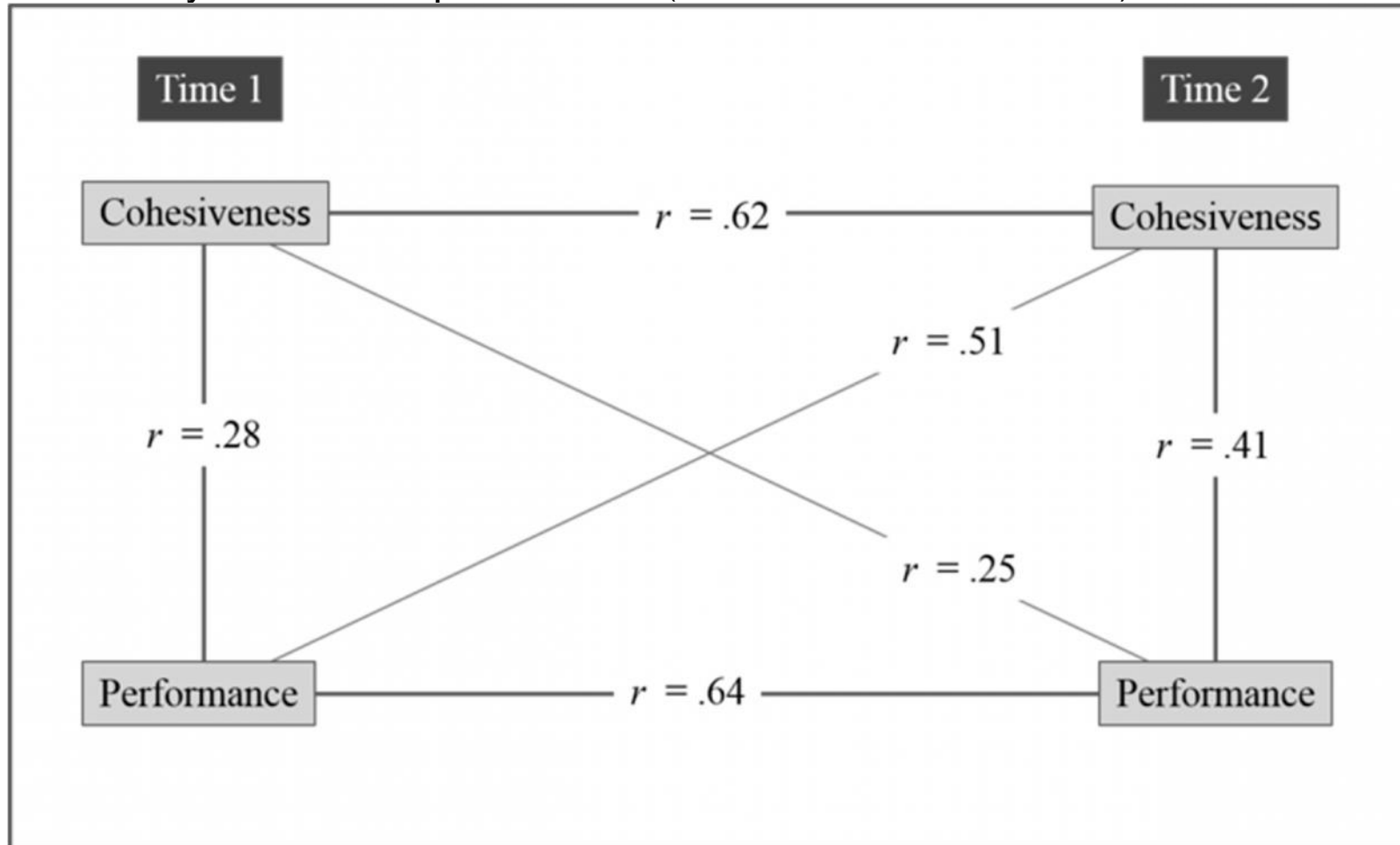
Strength of relationship

Direction of causality

Group cohesion

Strength of relationship / Direction of causality

Meta-analysis on non-sport context (Mullen, Driskell, & Salas, 1998)



Group cohesion

The cohesion – performance relationship

Review by Widmeyer, Carron, & Brawley (1993)

83% of the studies supported a positive relationship

Review by Mullen & Cooper (1994)

92% of the studies supported a positive relationship

Strength of relationship

Low to moderate, but meaningful (effect varying from 16% - 40%)

(Widmeyer, Carron, & Brawley, 1993)

Direction of causality

The relationship is bi-directional – circular (Landers, Wilkinson, Hatfield, & Barber, 1982)

The impact of performance to cohesion is stronger than the impact of cohesion to performance (Grieve, Whelan, & Meyers, 2000; Mullen & Cooper, 1994)

Group cohesion

The cohesion-performance relationship – Moderators

Task type (Carron & Chelladurai, 1979; Landers & Lueschen, 1974)

independent (e.g. team gymnastics, relays) # dependent (e.g. football)
cohesion more important for dependent (cooperation, competitiveness)

Group drive – productivity norms

when norms productivity high the relationship is higher

The cohesion-performance relationship – (Possible) Mediators

Beliefs in ability of the group (Spink, 1990)

Involvement (Carron et al. 1988)

Role clarity and acceptance (Dawe & Carron, 1990)

Goal acceptance (Widmeyer, Silva, & Hardy, 1992)

Satisfaction (Williams & Hacker, 1982)

Social support (Rees & Hardy, 2000)

Stability (Brawley et al. 1988)

Group cohesion

Other correlates (Weinberg & Gould, 2007)

Group status

Collective efficacy

Decision style

Sacrifice

Skill level

Social loafing

Responsibility

Anxiety

Group cohesion

Measurement

Sport Cohesiveness Questionnaire (Martens, Landers, & Loy, 1972)

no evidence for psychometric support

Multidimensional Sport Cohesion Instrument (Yukelson, weinberg, & Jackson, 1984)

(a) attraction to the group

(b) unity of purpose

(c) quality of team-work

(d) values roles

lack of theoretical basis – data driven

Group Environment Questionnaire (Carron, Widmeyer, & Brawley, 1985)

based on conceptual model of cohesion

psychometric support

group integration – task (e.g. we all take responsibility for poor performance)

group integration – social (e.g. like to spend time together in the off-season)

individual attraction – task (e.g. we are united in in trying to reach out goals)

individual attraction – social (e.g. some of my best friends are in the team)

Youth Sport Environment Questionnaire (Eys, Loughhead, Bray, & Carron, 2008)

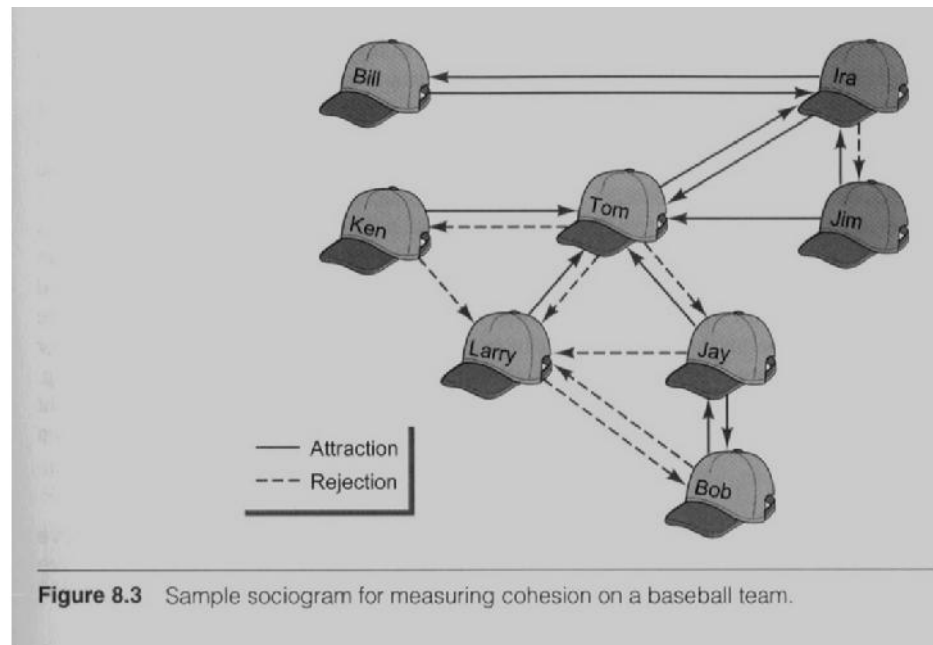
task cohesion (We all share the same commitment to our team's goals)

social cohesion (Some of my best friends are on this team)

Group cohesion

Measurement – Sociograms

Name the three persons in this team you would most/less like to ...
practice with, share a room, go out with,



More analytic (at the descriptive level)
cliques, closeness, friendships, mutuality, isolation

Less popular

Less practical for analysis

Group cohesion

Research designs

Cross-sectional

correlates of cohesion (vast majority of research)

Longitudinal

cohesion-performance relationship (Landers, et al. 1982; Williams & Hacker, 1982)

Experimental

causality in the cohesion-performance relationship (Grieve, Whelan, & Meyes, 2000)

Intervention

strategies for enhancing cohesion (Senécal; Loughead, & Bloom, 2008)

Group cohesion

Building team cohesion

The coach

Role clarity – acceptance

Togetherness

Identity – Distinctiveness

Cooperation

Group goals

Communication

Commitment

The members

Get to know the others

Help others in the team

Give positive reinforcement

Be responsible

Communicate with the leader (coach)

Resolve conflicts immediately

Give 100%

Make sacrifices

Barriers to cohesion

‘Big’ personalities

Role conflict (task # social)

Communication breakdown

Goals disagreement

Strive for power

Group dynamics

Key readings

Carron, A. V., Hausenblas, H. A., & Eys, M. A. (2005). *Group dynamics in sport*. Morgantow., WV: Fitness information technology.

Paskevich, D.M., Estabrooks, P.A., Brawley, L.R., & Carron, A.V. (2001). Group cohesion in sport and exercise. In R.N. Singer, H.A. Hausenblas, & C.M. Janelle (Eds), *Handbook of Sport Psychology* (2nd edition), pp. 472-494. New York: Wiley.

Eys, M. A., Beauchamp, M. R., & Bray, S. R. (2006). A review of team roles in sport. In S. Hanton & S. D. Mellalieu (Eds) *Literature reviews in sport psychology* (pp. 227-255). Nova Science Publishers.

Loughead, T. M. & Hardy, J. (2006). Team cohesion: from theory to research to team building. In S. Hanton & S. D. Mellalieu (Eds) *Literature reviews in sport psychology* (pp. 257-287). Nova Science Publishers.

Weinberg, R.S., & Gould, D. (2007). *Foundations of sport and exercise psychology*. New York: Human Kinetics.

For presentation

Look for:

Experimental / intervention / longitudinal studies