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TEAM ANALYSIS

ABSTRACT
This article analyzes the team processes and team members in terms of stages of team building, team diversity, communications, conflict and conflict management, and impact of technology. It briefly describes the team's experiences during each of Four Stages of Teaming: Forming, Storming, Norming and Performing. This study finds answers for the following questions: What percentage of the total team time is spent on each stage? ; What types of diversity are included in a team? What reaction to this issue do mangers expect from this diversity? ; What barriers to affective communication do team members perceive in their teams? In the last part of the article, authors will focus on influence of advanced information technologies. Definitions, types of information technology and general view will be included in this part as well. In particular, the latest forms of organizations such as virtual teams and networked organizations will be examined. The authors will conclude the article with scholar's recommendations about the impacts of advanced information technology.
Keywords: Team, Team Building, Team Management, Diversity in Teams, Communication Within a Team

TAKIM ANALİZİ

ÖZET
Bu makale takım oluşum sürecini ve takım oluşum aşamalarındaki takım üyelerini, takım ruhunu, iletişimi, çatışma ve çatışma yönetimini ve teknolojinin etkisini tahlil etmektedir. Bu makale özetle takım içinde takım oluşum süreçleri olan "oluşma, alışma, kurallaşma ve çalışma" basamaklarında yaşananları tespit etmektedir. Bu çalışma şu sorulara cevap bulmaktadır: Takım oluşum aşamalarının her birinde ne kadar zaman harcanmaktadır? Takımda ne gibi bir oluşum vardır? Bu çalışmanın son bölümünde bilgi teknolojilerinin etkisine odaklanılacaktır. Tanımlar, bilgi teknolojilerinin çeşitleri ve temel bakış açıları da son bölümde işlenecektir. Bu makale araştırmacıların ileri bilgi teknolojileri üzerine önerileri ile sonuçlanacaktır.
Anahtar Kelimeler: Takım, Takım Oluşturmak, Takım Yönetimi, Takımlarda Farklılıklar, Takımda İletişim

1. INTRODUCTION (GİRİŞ)

In our daily life, many organizations are under pressure to improve their performance in order to survive in the market and to gain a competitive position. The other obvious issue is that the most consistently successful strategy to improve performance has proven to be the use of teams and teamwork (Fowler, 1995). Besides the technical competence, organizations have to develop their social and emotional competence to achieve team energy if they want to be successful in our global competition (Covey, 1996). Team can be defined in different ways.

Different authorities have attempted to define a team. The definition of a team contains some common traits as follows: 1) more than one person, 2) an achievement of a goal, and 3) coordination. A team involves the coordinated activities of two or more persons who are organized cooperatively for the attainment of a recognizable organizational goal (Libato, 1998). Similarly, Jessup (1992) mentions some other characteristics of team definition, such as sharing one mission, sharing tasks and experiences, and sharing consequences. Team work then, according to Mosley "is the essence of teams where collaboration, cooperation and coordination among and within team members are effective" (as cited in Libato, 1998, p.26). Greenberg and Baron (2003) make a different definition. According to them, team is "a group whose members have complementary skills and are committed to a common purpose or set of performance goals for which they hold themselves mutually accountable" (p.291).

Today we find all kinds of teams in the society, based on our experience in Turkish National Police; we can say that teams fall into one of two primary groups which we can call permanent teams and temporary teams. In terms of direction, Libato (1998) talks about leader directed and self directed teams. In the leader directed teams the agenda set by leader; the meeting is led by leader; tasks are appointed to team members. On the other hand, self directed teams are usually made up of staff and line managers with different skill levels and talent.

From a different perspective, Greenberg and Baron (2003) classifies the kinds of teams as high performance teams, work teams, improvement teams, semiautonomous work groups, self-managed teams, and self-directed teams. Finally, Adler (2002) looks at the types of teams in terms of the background of team members, and he categorizes teams as homogeneous teams, token teams, bicultural teams, and multicultural teams. Even if varied scholars name the types of teams differently, we feel that the name of team is less important than the purpose for which it exists. These names simply give us a common language to help us define team types.

2. RESEARCH SIGNIFICANCE (ÇALIŞMANIN ÖNEMİ)

This article analyzes the team processes and team members in terms of stages of team building, team diversity, communications, conflict and conflict management, and impact of technology.

3. FOUR STAGES OF TEAMING (TAKIM OLUŞTURMANIN DÖRT AŞAMASI)

According to Turpin (2000), the development of good team building plays an important role in encouraging a good and productive work environment. Team building skills are important for the effectiveness as a manager. We feel that as a team leader, better understanding of team work and team building can make us a more effective and give us an extra

advantage in our office. However, saying team building is important does not guarantee a positive outcome. One of the hardest skills for a manager to learn is how to build a team. Team building does not naturally happen. Leaders must be aware of how their efforts can actively support an environment where team building is seen as a priority (Guzzo & Dickson, 1996).

Creating an effective team takes time. Studies of teamwork process have identified stages that most teams move through. The four stages of creating a team are forming, storming, norming, and performing (Brown, 1992; Jessup, 1992; Greenberg & Baron, 2003). However, Drinka talk about six phases of team building called forming, storming, norming, confronting, performing, and leaving (as cited in Teams and Teamwork).

Forming is the creation stage for the team(Teams and Team).In the forming stage, team members get acquainted, understand their purposes, and define their goals, and define their roles and responsibilities (Greenberg & Baron, 2003). Members are typically very polite, and conflict is rare. Little work is accomplished during this stage, as the team is still in the planning phase (Brown, 1992). In this stage, roles and responsibilities are unclear. The team members do not really know what the team's aims are, other than what they have been told. A leader can speed this stage by formally organizing the group; by defining goals, roles, and responsibilities; by encouraging members to become comfortable with one another. In fact, the leader must give direction and answer a lot of questions during this stage (Teams and Teamwork). Clark (2005) summarizes the feelings and behaviors that team members show in this stage as following:

- "Excitement, anticipation, and optimism,
- Pride in being chosen for the project,
- A tentative attachment to the team,
- Suspicion and anxiety about the job,
- Defining the tasks and how they will be accomplished,
- Determining acceptable group behavior,
- Deciding what information needs to be gathered" (p.4).

Whenever the people feel themselves as a member of the team, forming stage finishes, and next stage begins (Greenberg & Baron, 2003).

Storming can be seen as the most difficult stage for the team (Brown, 1992). In the storming stage, team members realize that the task is more difficult than they imagined. Members may be resistant to the task and fall back into their comfortable place. Team members begin to struggle for control, competing for different roles and coming into conflict with each other (Greenberg & Baron, 2003). There may be fluctuations in attitude about the team and project's change of success. Communication is poor with little listening. Among team members there is lack of unity which increased tension, and conflict which can divide the team. Cooperation between members is very small (Clark, 2005). In this stage, the team focuses energy on redefining work processes. The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues. Compromises may be required to enable progress (Sullivan, Knight, & Carlson, 2002). In the other words, the leader can accelerate this stage by encouraging open discussion of methods and responsibilities and promoting non defensive, solution focused communication (Brown, 1992). If the team members solve their

problems and they accept their leaders, then this stage is complete (Greenberg & Baron, 2003).

In the third stage called norming, roles and procedural standards are developed by teams because they begin to accomplish their tasks (Jessup, 1992). Since the storming issues have been resolved, consensus is reached, and the social structure becomes stable. Enthusiasm is high, and the team is often tempted to go beyond the original scope of the process. During this stage, members settle loyalties and responsibilities. They accept the team, ground rules, roles, and individuality of fellow members. Emotional conflict is reduced as previously competitive relationships become more cooperative. During the norming stage, teams most need clarification. Team meeting are used to clarify team rules and roles which are assumed by team members. One risk in this phase is that norms can be developed non-verbally and without equal participation. Norms may institutionalize behavior that is ineffective or can consistently marginalize team members into minor roles (Sullivan, Knight, & Carlson, 2002). For example, if we take the female team members in the Turkish National Police, they are often assigned undervalued roles, such as report writing or preparation of presentation, whereas male team members perform the valued roles. When everyone knows and is committed to team norms, works out their differences, and has more time and energy to spend on their project, this stage is complete (Greenberg & Baron, 2003).

In the performing stage, since the team begins to accomplish the expected performance levels, morale and competence of the members are high (Jessup, 1992). The team settles into clear roles, understands the strengths and weaknesses of different members, and begins to work together effectively. The team knows clearly why it is doing (Brown, 1992). The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader. There is a focus over achieving goals, and the team makes most of the decisions against criteria agreed with the leader. The team does not need to be instructed or assisted. Team members may ask for help from the leader with personal and interpersonal development. Leader authorizes and supervises (Sullivan, Knight, & Carlson, 2002). We can summarize the feelings and behaviors that team members show in this stage as following:

- Differences of members are appreciated,
- Members encourage and help each other,
- Reality testing increases and grows stronger,
- Self-initiated active participation is the norm,
- Relationships are strengthened and members must trust each other,
- Attendance at meetings is regular,
- Conflicts seen as normal and are used as impetus for program improvement,
- Emphasis on productivity and problem solving,
- Increased responsibility for leadership in teaching, wherever skills warrant it" (Teams and Teamwork, p.15).

Understanding the four stages of teaming can help the leader manage team interaction. The leader sets the stage for effective teamwork at the very first team meeting. At this meeting, the leader encourages the team to define their goals and tasks, clarify their roles and responsibilities, agree on team process, and become acquainted with each other's strengths (Sullivan, Knight, & Carlson, 2002).

4. DIVERSITY IN TEAMS (TAKIMLARDA FARKLILIKLAR)

Diversity has been defined in numerous ways. Definition of term changes from narrow to very broad. Narrow definitions tend to reflect Equal Employment Opportunity law; they define diversity in terms of gender, ethnicity, age national origin, and disability (Carnevale & Stone, 1994). Jackson May, and Whitney define diversity as "the presence of differences among members of a social unit (as cited in Shaw & Barrett-Power, 1998:1). According to Guion (1999), diversity "is a mosaic of people who bring a variety of ethnic and cultural backgrounds, styles, perspectives, values and beliefs as assets to the groups and organizations with which they interact" (p.1). Besides all these, Shackelford and Black (2003) talk about the new definition of diversity. They argue that the new definition of diversity contains the traditional categories of race and gender. In addition, it includes disabled people, gays and lesbians, and other non-traditional categories. They think that the new definition of diversity allows organizations to develop diversity recruiting strategies that are not race based, but still contain seeking racial diversity.

The changing work force is one of the most significant challenges facing organizations today. The demographic changes in the work force have the potential to affect many aspects of organizational management. Both population and the work force have become increasingly diverse, and these population changes will continue for many years (Nigro, 2000). Since the demographics of the workforce have changed dramatically for the last decades, managing and valuing diversity has become a key component of effective organizations. Valuing diversity in the organization benefits both employers and organizations by making workplaces more effective, efficient, competitive, and desirable places to work (Mathis & Jackson, 2005). Organizations can become effective if they have employees who are from culturally diverse backgrounds, skills, and abilities. An effective, culturally diverse organization is one whose culture includes all of the varying groups. Diversity in an organization's human resources is a critical issue for contemporary management. Diversity in organizations contributes to an organization's performance (McCann, 2004). Another reality in organizations is that the practice of working in teams is becoming more common in all types of organizations. Although most scholars accept the positive impact of diversity in big organizations, when it comes to small groups, Shaw and Barrett-Power (1998) argue that the exact impact of within group diversity on small group processes and performance is unclear. They argue that sometimes the effect of diversity seems positive, at other times negative, and in other situations, there seems to be no effect at all. I feel that the diversity of skills and personalities is a key factor in team effectiveness. People use their strengths in full, but can compensate for each other's weaknesses. Different personality can type balance and complement each other.

4.1. Types of Diversity (Farklılık Türleri)

In defining diversity, we must also examine the different dimensions of diversity. According to Guion (1999), there are two dimensions of diversity called primary and secondary. Primary dimensions of diversity show characteristics that are stable and cannot be changed. They contain age, ethnicity, physical abilities or qualities, race, place of birth. Whereas secondary dimensions are those that can change, such as

educational background, geographic location, income, martial statuses, religious belief, etc. In addition, (Milakovich & Gordon, 2001) argue that diversity also comes from personality differences, experience differences, ability differences, and differences in life situation. If we consider the demographic changes in the United States, we can add older workers, generational differences, disable workers, gay and lesbian employees, and contingent workers (Wooldridge, Smith-Mason, & Maddox, 2004). Furthermore, in terms of cultural differences, types of diversity in teams can be categorizes as homogeneous teams, token teams, bicultural teams, multicultural teams (Adler, 2002). Adler describes the characteristics of each as follows:

- A homogenous team is one where all members are from a similar background.
- In a token team, all but one member of a team comes from the same background.
- A bicultural team has members from two distinctly different backgrounds.
- Finally, a multicultural is one where members come from three or more different backgrounds.

4.2. Impacts of Diversity and Related Studies
(Farklılıkların Etkileri ve İlgili Çalışmalar)

While management of each of these teams will be different, one common objective is to create an environment where each member's contribution is recognized and valued. This can be difficult. One of the challenges of working with a diverse group is that at least some team members the defined process will vary, which can be the source of much anxiety. Cultural diversity may bring about both advantages and disadvantages. In the other words, it may be positive or negative on team performance. Multicultural diversity can be a source to increase the productivity, and these teams may more productive than homogeneous teams. However, they also risk experiencing greater losses due to faulty process. Some of the areas where managers may see problems include social norms, issues of trust, stereotyping, stress, and communication (Adler, 2002).

In a management course, the two types of teams addressed case studies of common business solutions. Each team performed four tasks; examining each situation from a variety of perspectives, identifying problems, generating alternatives, and selecting best response. Instructor evaluated teams` written analyses, which were coded to conceal team members` analysis. By week of the study, the mixed teams closed the gap in over all performance and passed the all-Caucasian groups on two tasks. All the teams improved over the duration of the study, but the culturally diverse team improved more (Sorohan, 1993).

The study conducted by Knouse and Dansby (1999) showed that a small amount of diversity appears to be optimal. As the mix exceeds 30%, however, perceptions of group effectiveness decline, except for groups with women, who show a slightly higher level of effectiveness up to 50% diversity. They conclude that a small proportion of diversity is not only tolerated but may be encouraged.

A study examined the influence of three types of workgroup diversity and two moderators on work group outcomes. The three types of workgroups were social category diversity, value diversity, and informational diversity and the moderators were task type and task

interdependence. According to results, informational diversity affected group performance positively, mediated by task conflict. Value and social category diversity, tax complexity and task interdependence all moderated this effect. Social category diversity positively influenced group member morale. Value diversity decreased satisfaction, intent to remain and commitment to the group, relation conflict mediated the effects of value diversity (Jehn, Northcraft, & Neale, 1999).

Dahlin, Weingart, and Hinds (2005) found that different types of diversity, such as educational and national, in small teams affect information use in different ways. They also confirmed that there are several dimensions of information use in small teams, such as range, depth, and integration, each with a different relationship to diversity. They suggest that the relationship between diversity and information use may be more nuanced than it has been previously believed to be and that treating information use as a single.

5. COMMUNICATION WITHIN A TEAM (TAKIMDA İLETİŞİM)

5.1. Importance of Communication (İletişimin Önemi)

Communication is an important aspect of organizational and personal life. Human beings have a fundamental need to share their thoughts and feelings, and to be heard. Most of our time is spent communicating in one form or another whether by writing, reading, talking, or listening. We are living in the information age and communication is a vital part of almost every job. The importance of communication in developing strong relationship is crucial. According the article published in Supervisory Management, communication is the foundation for all team functioning. It requires that all team members cooperate to establish ongoing communication with each other (Open Communication and The Team, 1994). Being a team member means giving time and energy, participating in decision making process, and working to ensure that others do too. That is why communication is very important. Team members have a responsibility to express opinions, even when they differ from others` review (Bachel, 2006).

5.2. Definition and Process of Communication
(İletişimin Tanımı ve Süreci)

Communication is the "process by which a person, group, or organization (the sender) transmits some type of information (the message) to another person, group, or organization (the receiver) (Greenberg & Baron, 2003, p.318). In the other words, it is the ability of a message to ensure that the receiver understands the message, in the same way the sender meant the message to be understood (Stearns, 2002). The communication processes involves some basic elements which include sender (encoder), message, channel, receiver (decoder), noise, and feedback (Greenberg &Baron, 2003). Team leaders can improve communication skills by becoming aware of these elements and how they contribute to successful communication. Communication can break down at any of these elements. Greenberg and Baron explain the process in a simple way. The sender starts the communication process. When the sender has decided on a meaning, he or she encodes a message, and selects a channel for transmitting the message to a receiver. To encode is to put a message into words or symbols. The message is the information that the sender wants to transmit. The channel is the means of communication, such as,

print, mass, electrical, and digital. From this process we can conclude that as a sender, the team leader should define the purpose of the message, construct each message with the receiver in mind, select the best channel, and seek feedback.

5.3. Types of Communication (İletişim Tipleri)

According to Dunne (2005), communication can be verbal and non-verbal. Words are used to create pictures and scenarios are used to create involvement. Written communication should be used when the situation is formal, official, or long term; or when the situation affects several people in related ways. Non-verbal communication plays an important role in human behavior and it is important to recognize that communication frequently involves more than a verbal message. Effective communication requires that we understand the role of nonverbal behavior as one of communication competence. Kotelnikov (2001) also categorizes the communication c as downward, upward, and lateral. In a downward communication, to be successful, supervisors must insure that all necessary information is included in the transmission in a form that is acceptable to the subordinate. The key factor for upward communication is the trust of the subordinate who is doing the communication. The horizontal communication is the important for teams. This information allows members with diverse knowledge to contribute to problem solution and link teams and spread information.

5.4. Responsibilities to Improve Communication
(İletişimi Geliştirmek İçin Sorumluluklar)

To ensure that communication works, there are duties for the speaker and listener. The speaker's first responsibility is to speak loudly enough to make sure the listener can hear the message. The listener's first responsibility is to hear. The second responsibility of the speaker is to speak clearly, using language that is understandable to the listener. The second responsibility of the listener is to understand. Finally, the third responsibility of the speaker is to speak in terms of listener's interest and the listener's third responsibility is to appreciate the message (Effective Listening Skills, 1994). However, it may not always be that easy. There may be some barriers that hinders or restricts understanding.

5.5. Barriers and Difficulties to Effective Communication
(Etkili Bir İletişime Engeller ve Zorluklar)

Haught (1999) states that the success of team project depends on how much individuals understand the goals, process, background, orientation and thinking of other team members. If they do not understand, then a barrier to team effectiveness occurs. The barrier may be either physical like noise or distance, or it may be mental like lack of concentration. It is critical to understand and be aware of the potential sources of barriers and counteract these barriers (Keatinge et all., 2002) in order to enjoy better communications, create more ideas and develop better products and services (Haught, 1999). Some barriers to effective communication and teamwork at the team level include:

- "Defensiveness, distorted perceptions, guilt, project, transference, distortions from the past,
- Misreading of body language, tone and other non-verbal forms of communication,

- Noisy transmission (unreliable messages, inconsistency),
- Receiver distortion: selective hearing, ignoring non-verbal cues,
- Power struggles,
- Self-fulfilling assumptions,
- Language-different levels of meaning,
- Assumptions-eg. assuming others see situation same as you, has same feelings as you,
- Distrusted source, erroneous translation, value judgment, state of mind of two people,
- Perceptual Biases: Stereotyping is one of the most common.
- Interpersonal Relationships: How we perceive communication is affected by the past experience with the individual" (The Importance of Effective Communication).
- "Lack of a clearly stated, shared and measurable purpose.
- Lack of training in interdisciplinary collaboration.
- Role and leadership ambiguity.
- Team too large or too small.
- Team not composed of appropriate professionals.
- Lack of appropriate mechanisms for timely exchange of information" ("Team Communication", 2001:2).

Also, Adler (2002) tells the impacts of cultural differences on communication. Understanding cultural differences among team members is important. Culturally diverse teams face with potential barriers because individuals from different national and cultural background communicate differently. Different verbal and nonverbal styles of team members are involved in this intercultural communication. Previous studies of global team suggest that cultural diversity has both a positive and negative impact on team effectiveness. The results of these studies indicate that cultural diversity enables an increase in creativity due to a wider range of perspectives, more and better ideas, and less group thinking, and for the reasons, it has the potential to increase performance. In addition, Daily et al. (1996) argue that since cultural diversity forces team members to enhance their effort to understand each other's ideas and arguments, it may lead to better ideas, better solutions, better decisions, and therefore higher productivity. Previous studies found those heterogeneous teams were creative, more innovative

In spite of these disadvantages heterogeneous teams experience higher process losses compared with homogeneous teams because they face with additional communication barriers (Wall & Spielman, 2006). Cultural diversity increases the complexity, conflict, confusion, and ambiguity of communication. Thus, it sets higher challenges for leaders and team members (Adler, 2002). Therefore, cultural diversity may decrease the actual productivity of the team (Daily & et. al, 1996). Previous studies found that culturally diverse groups show lower levels of integration and cohesion (Watson & Kumar, 1992).

6. CONFLICT WITHIN A TEAM (TAKIMDA ÇATIŞMA)

In relations between people, varied authors define the term conflict differently. Maurer defines conflict as a "disagreement resulting from incompatible demands between among two or more parties. Other definitions include versions such as a) the natural disagreement or tension that results when people have different interests, opinions, beliefs, values,

or needs (Quest International); b) Controversy or disagreement, to come into position (Scrumpf, Crawford, & Usadel); c) whenever incompatible activities occur ….(which) may reflect differences in interests, desires, or values … or a rivalry in which one person tries to outdo the other (Deutsch); and d) an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce rewards or resources, and interference from the other party in achieving goals (Duryea)" (as cited in Sweeney & Carruthers, 1996:2).

A basic assumption about conflict is that it is quite common occurrence in the organization, and it is generally agreed that conflict can be both problematic and potentially useful to both individuals and organizations (Cavanagh, 1991). Managers spend almost their 20 percent of time to cope with conflict and find solution before it becomes worse (Greenberg &Baron, 2003). Since conflict is a natural part of organizations or teams, first they should know the causes of conflict to cope with it easily.

6.1. Causes and Consequences of Conflict, and Related Studies
(Çatışmanın Sebepleri, Sonuçları ve İlgili Çalışmalar)

In general, conflict can arise in the workplace when differences in thinking styles, speech patterns, lifestyles, national origin, ethnicity, religion, age, functional expertise, and organization experience (Gilbert & Ivancevich, 1999). According to Phillips and Cheston (1979), while conflict may contain elements of more than one of these causes, the central issue fits a single category, which is related to communication, structure, and personal. They argue that one of the causes of conflict is communication failure. Conflict arises because of misunderstandings due to semantics unfamiliar language, or ambiguous or incomplete information. Also, conflict is because of power struggles between departments which conflicting objectives or reward systems, through competition for scarce resources, or through necessary interdependence of two or more groups to achieve their goals. In addition, personality may be a reason of conflict. Conflict may be due to incompatibility of personal goals or social values of an employee with the role behavior required y his or her job. They continue that some personality characteristics, such as "authoritarianism" or "dogmatism", may cause to conflict.

Destructive criticism may be another source of conflict. Greenberg and Baron define the destructive criticism as "negative feedback that angers the recipient instead of helping him or her do a better job" (p.417). Baron (1988) tells about three different studies about negative impacts of destructive criticism. In study 1, undergraduates received either constructive criticism or destructive criticism of their work. Those who received destructive criticism reported greater anger and tension and indicated that they would be more likely to handle future disagreement with the source through resistance or avoidance and less likely to handle disagreements through collaboration or compromise. In study 2, 106 undergraduates who received destructive criticism of their work on an initial task set lower goals and reported lower self-efficacy on two additional tasks than did subjects who received constructive or no feedback. Finally, in the third study, 108 employees of a large food processing company rated the importance of 14 potential causes of conflict in their organization. Poor use of criticism was perceived as amore important cause of conflict and received higher ratings than did competition over resources or disputes over jurisdiction (Baron, 1988).

In addition to destructive criticism, values, needs, and expectations may be a reason of conflict in teams. The diverse cultural values of people who work in teams may not be the same and when it comes to dealing with problems in which values are an issue, conflict can appear. Needs of individuals in teams are different and if not satisfied can cause frustration and conflict. Also, people in teams have different expectations of how the process will work and what the outcomes will be. If for some reason these expectations are not met conflict may appear (Capozzoli, 1995).

The consequences of conflict may be negative or positive. According to Greenberg and Baron (2003) positive consequences of conflict are as follows:

- "Conflict may improve the quality of organizational decisions
- Conflict may bring out into the open problems that have been previously ignored.
- Conflict may motivate people to appreciate each other's positions more fully
- Conflict may encourage people to consider new ideas, thereby facilitating change" (p:418-419).

Besides these positive consequences, conflict has a negative effect on team performance, such as lower task performance, mistrust, polarization, secrecy and reduced information flow, consuming time, low productivity. Relationship conflict lowers task performance by distracting members` attention, reducing their ability to think clearly, and encouraging perceptions of hostile intentions in other's action. Conflict negatively impacts on individual satisfaction and commitment to the team. These consequences are magnified in those whose embers must work closely together to achieve their goals (Gilbert & Ivancevich, 1999).

6.2. Managing Team Conflict (Takım Çatışması Yönetimi)

If we summarize the above information, we can state that conflict on teams is inevitable, but the results of conflict are not predetermined. Conflict increase and lead to nonproductive results, or conflict can be beneficially resolved and lead to quality final products. Therefore, learning to manage the conflict is essential to a high-performance team.

According to Capozzoli (1995), the following process can be helpful to a team that wants to practice productive conflict resolution:

- "**Explore the reasons for the disagreement**- if there is strong emotion connected to the disagreement, by either side, don't continue until emotion has subsided. This may take counting to ten or for the parties to talk away from the disagreement until emotions have calmed. Perhaps a quick walk around the building will help cool the emotions.
- **Once the reasons for the disagreement are determined, alternative solutions must be advanced**-Each party to the disagreement must have opportunity to present their solutions to the others involved. Time should be given for each person to fully explain their solution. All solutions must be considers.
- **The people involved need to agree on the most appropriate solution**- All of the assistant reasons why each solution is appropriate should be explored. Negotiation techniques may be applied by each
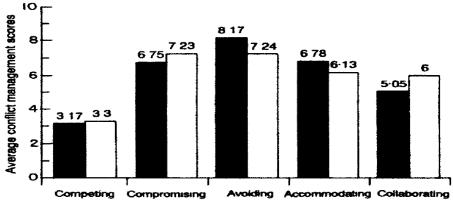
part where appropriate. This gives the parties a chance to modify their positions and move toward another solution which seems more practical for the situation. If necessary, a neutral third party maybe brought in to help resolve the disagreement.

- **After the best solution has been identified, it must be implemented**- Be sure each party understands what their responsibilities are in implementing the solution. If necessary, write down anything that might be misunderstood by either party to avoid a misinterpretation of the solution.
- **Evaluate the solution-** Determine if the solution is adequate for solving the disagreement. If not, determine what caused the failure and look at another solution.
- **Practice the conflict resolution process-** As with any new process, the ability to use it successfully depends on the willingness of people to practice. Knowing about the process and even understanding it really does nothing until it can be successfully applied on a consistent basis. Learn from failures how to apply them to the next situation" (p.30).

6.3. Researches on Conflict (Çatışma Üzerine Araştırmalar)

Jehn and Mannix (2001) found that higher group performance was associated with a particular pattern of conflict. Teams performing well were characterized by low but increasing levels of process conflict, low levels of relationship conflict, with a rise near project deadlines, and moderate level of task conflict at the midpoint of group interaction. The number of teams with this ideal conflict profile had similar pre-established value systems, high level of trust and respect, and open discussion norms around conflicting during the middle stages of their interaction.

Cavanagh (1991) established a study on the conflict management style of staff nurses and nurse managers. As presented in the below table, Cavanagh`s study revealed that that the most commonly used conflict management style was avoidance. This style was associated with individuals not pursuing either their own needs or those of another person. He states that this style need not be considered an ineffective one, but can be a value in a clinical setting. He concludes that when an issue is of little importance compared to more pressing problems, avoidance can valuable conflict management style.

Source: Cavanagh (1991)
(Kaynak: Cavanagh (1991))

Cox (2001) looked at the effects of unit morale and interpersonal relations on conflict in the nursing unit. According to results, intragroup conflict was higher on smaller units with a higher ratio of RNs to total staff. Intragroup conflict was not associated with satisfaction with pay or anticipated turnover. The unit morale and interpersonal relations dimension of team performance effectiveness was negatively associated with intragroup conflict and anticipated turnover, and positively associated with satisfaction with pay. High perceptions of unit morale and interpersonal relations "buffered" the effect of unit size and skill mix on intragroup conflict.

7. INFLUENCE OF ADVANCED INFORMATION TECHNOLOGIES (İLERİ BİLGİ TEKNOLOJİLERİNİN ETKİSİ)

7.1. Definition, Types of Information Technology and General View (Tanım, Bilgi Teknolojileri Çeşitleri ve Temel Görünüm)

Information technology "is simultaneously an enable and a strategic instigator of the new organization form" (Jarvenpaa & Blake, 1994:26). Reich talks about some threads of the global web which includes "computers, facsimile machines, satellites, high resolution monitors, and modems- all of them linking designers- engineers, contractors, licensees, and dealers worldwide" (as cited in Jarvenpaa & Blake, 1994:26)

Information technology continues to offer organizations the promise of improved productivity, though analysts periodically question why productivity enhancements in various sectors have not been more substantial (Tenner, 1996; Hitt and Brynjolfsson, 1998). Besides productivity improvement, other questions about information technologies` impact on direct service delivery can be posed. Does increased information technology usage reduce or increase the need for administrative staff? Does reliance on information technology increase the need for technical staff? Does heavier information technology usage lead to more efficiencies and effectiveness? Basic questions such as these are particularly acute in organizations with tight budgets because sought after budgeting resources can be used for various combinations of labor and capital (Norris & Kraemer, 1996). Presumably some combination is optimal, or at least more efficient than other combinations. The main managerial challenge is often to select the combination that offers the highest promise for the organization (Hendrick, 1994).

For organizations information system might mean better administration, more effective service delivery, and the quicker solution of problems. Underlying the notion of improvement are the notions of efficiency and effectiveness; the first typically means lower costs or better combinations of organizational inputs, and the second means achieving preferred types of outcomes. The efficiency angle in particular suggests that heavier information technology usage should lower costs by reducing the amount of resources needed to produce services (Tenner, 1996).

7.2. What Scholars Say About The Impacts of Advanced Information Technology? (Bilim İnsanlarının İleri Bilgi Teknolojileri İle İlgili Görüşleri Nelerdir?

Jarvenpaa and Blake (1994) discuss that information technology is a vehicle to raise the network form of organizations. Global communication, networks and databases increase the mobility of information and knowledge. Using strong communication networks, knowledge-based systems,

and comprehensive databases, people play a direct role in the design, production, and productivity.

Brynjolfsson and Hitt (1998) examined the influence of organizational design on the demand for information technology and the productivity of information technology investment, using data from approximately 380 US firms. They found greater demand for advanced information technologies in firms with greater decentralization of decision rights, especially the use of self-managing teams. In addition, information technology had a greater contribution to output in firms that adopt a more decentralized and human capital incentive work systems. They conclude that the diffusion of low cost information technology may be related to an substantial shift in the economics of organizations toward greater use of teams and more decentralized decision making.

Cron and Sobol (1983) looked at the impacts of computer utilization on the performance. Computer utilization was measured in terms of reported number of computer applications and classified: no computer use, light computer use, medium computer use, and heavy computer use. Firms with heavy computer usage were found to be either very strong or very weak performers. Limited computer usage was found to be poor or average performance.

7.3. Virtual Teams (Gerçek Takımlar)

According to Lipnack and Stamps (1999), tomorrow's successful organizations will be designed around the building blocks of advanced computer and communication technology. Virtual teams and networked organizations are the latest forms of organizations. Advances in technology have produced new virtual teams whose members are not co-located. These teams may include members located in different buildings, cities, states or countries or members who contribute in different functional roles. As organizations expand both their customer and employee populations in countries other than their own, the coordination of work processes becomes a significant challenge. The advent of complex technologies in telephony, electronic mail, video conferencing and groupware has introduced new possibilities for collaborative work despite geographic challenges (Solomon, 1995). However, as Lipnack and Stamps (1999) point out, these kinds of teams are based on more on people than they do on technology. If the people issues are not addressed, the technology will not work. Related to virtual teams researchers have identified some problems to deploying technologies:

"Multiple-line telephones may be quickly installed in one country but in others it can take years. This can require a team member in a particular country without multiple lines to stay in the office until midnight to attend a virtual meeting to access a phone and the Internet at the same time.

The technology might rely on underlying communication networks that are slow or systems that frequently crash. This not only increases the frustration among participants, but also delays action on time-critical information.

A project web site may be useful in helping a virtual team accomplish a given task, but may not be capable of supporting interaction required for diagnosing a real-time problem.

Virtual team members are more likely to use technology supported by help-desk and support staff, because they know that if they encounter a glitch they can still move forward with the content of the discussions

while technical experts resolve hardware or software problems" (Making Virtual Collaborations Work, 2002:2).

8. CONCLUSION (SONUÇ)

The development of good team building plays an important role in encouraging a good and productive work environment. However, building an effective team takes time and teams normally go through four stages of growth. As outlined by Turpin (2000), the four stages of creating a team are forming, storming, norming, and performing. Forming is the creation stage for the team. In the storming stage, team members realize that the task is more difficult than they imagined. Members may be resistant to the task and fall back into their comfortable place. Roles and procedural standards are developed by teams in norming stage because they begin to accomplish their tasks. During this stage, members settle loyalties and responsibilities. They accept the team, ground rules, roles, and individuality of fellow members. Emotional conflict is reduced as previously competitive relationships become more cooperative. In the performing stage, since the team begins to accomplish the expected performance levels, morale and competence of the members are high. The team knows clearly why it is doing in this stage. Understanding the four stages of teaming can help the leader manage team interaction.

Managing diversity is another important issue that needs to be considered by managers and administrators. Valuing diversity in the organization benefits both employers and organizations by making workplaces more effective, efficient, competitive, and desirable places to work (Mathis & Jackson, 2005). Organizations can become effective if they have employees who are from culturally diverse backgrounds, skills, and abilities. Diversity in organizations also contributes to an organization's performance (McCann, 2004).

Communication is also an important aspect of teamwork. The success of team project depends on how much individuals understand the goals, process, background, orientation and thinking of other team members. If they do not understand, then a communication barrier to team effectiveness occurs. The barrier may be either physical like noise or distance, or it may be mental like lack of concentration. It is critical to understand and be aware of the potential sources of barriers and counteract these barriers (Keatinge et al., 2002) in order to enjoy better communications, create more ideas and develop better products and services (Haught, 1999). Otherwise, conflict occurs within a team. Learning to manage the conflict is essential to a high-performance team.

In conclusion, although team work and team building can offer many challenges as discussed in the above article, the pay off from a high performance team is well worth it.

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