



Educator Team Cognition and Dual Cross-functionality: A Literature Review

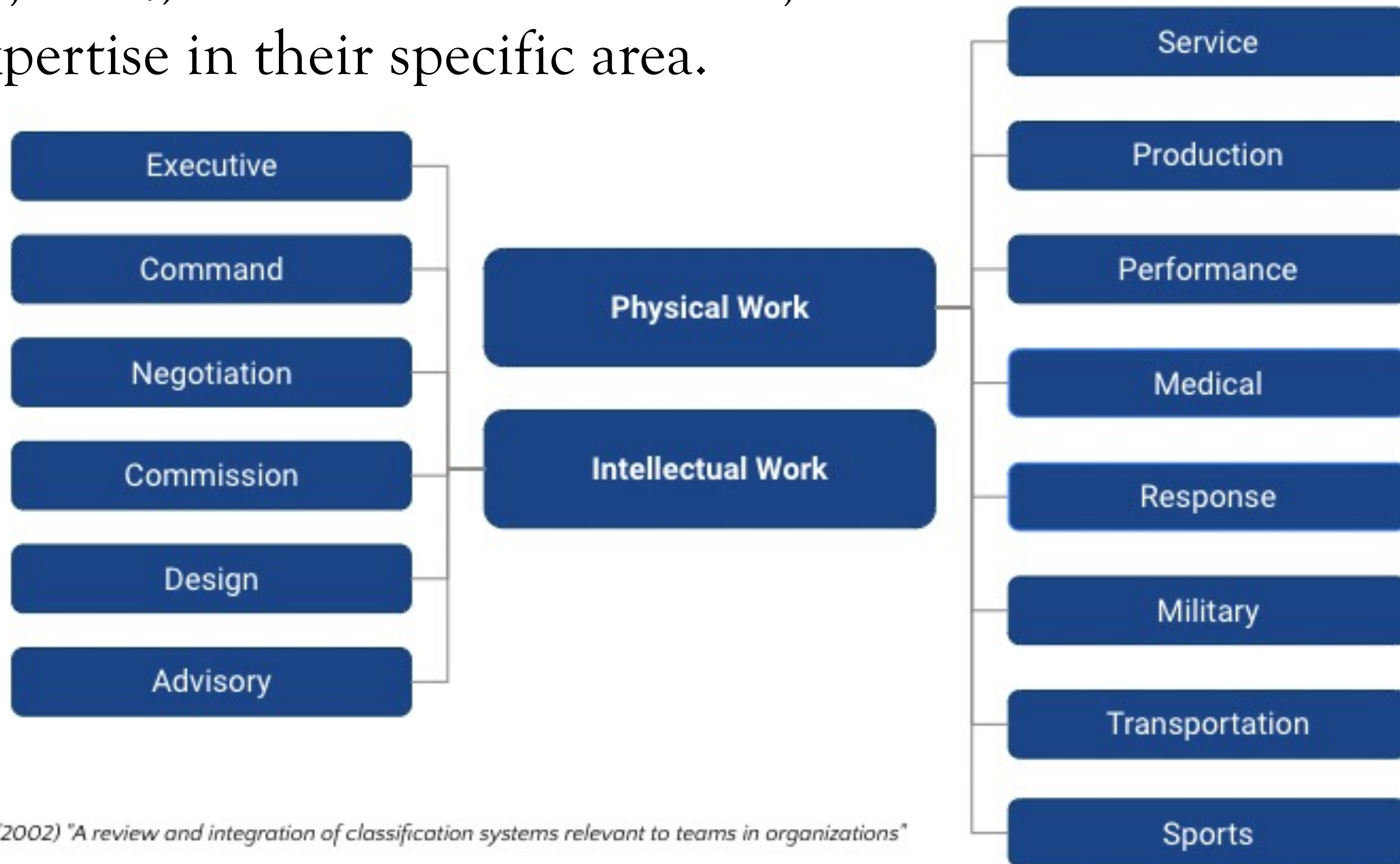
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Where are teams of educators be positioned in relation to other types of teams?

Cross-functional teams have members from different functional/disciplinary areas (Galbraith, 1994). At the **individual level**, school team members have deep expertise in their specific area.

At the **team level**, school teams are cross-functional in that they have more than a single primary function or core task, which requires school teams to cross categories in Devine's taxonomy of team types (2002).

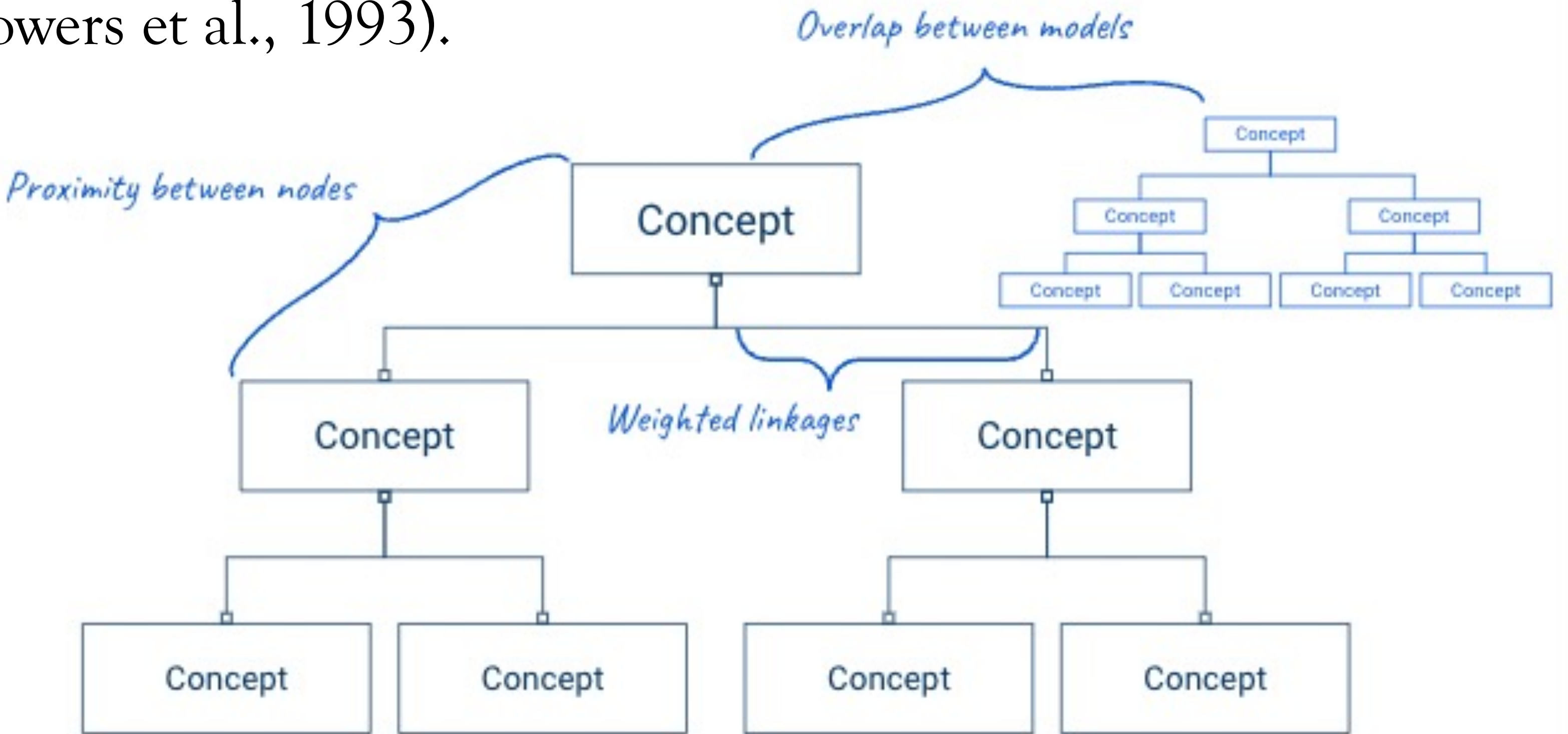


Devine (2002) "A review and integration of classification systems relevant to teams in organizations"

Traditional definitions of cross-functionality engage only the **individual-level** characteristics of the team. It is not unreasonable to expect, however, that dual cross-functionality may impact aspects of how teams of educators function.

What aspects of educators' team cognition are captured by team mental models in relation to other conceptualizations of team cognition?

Team mental models help us understand and explain team performance and team decision-making outcomes, i.e. effective team functioning is predicated on the existence of overlapping cognitive representations of the task and the team (Cannon-Bowers et al., 1993).



Educator's team mental models can tell us how similar and accurate their internal representations of knowledge are across both teamwork and taskwork through various techniques. These mental models, however, may be impacted by their dual cross-functionality.

Which team cognition construct(s) are most appropriate to capture the dual cross-functionality of teams of educators?

Research Phase 1: How do we conceptualize this dual cross-functionality of teams of educators?

1. Define cross-functionality (individual-level) in relation to 'dual cross-functionality.'
2. Categorize 'typical' teams of educators.
3. Create an organizational map for teams of educators under study.

Research Phase 2: How do we connect this dual cross-functionality to the processes and outcomes for teams of educators?

1. Identify conceptual models of cross-functional team cognition.
2. Draft a conceptual model of team outcomes and processes for dually cross-functional teams of educators under study.
3. Update conceptual map of teams under study to include process and performance indicators.

Research Phase 3: How do we operationalize this dual cross-functionality within current measures of team cognition?

1. Determine the most appropriate team cognition measurement mechanism within the conceptual map.
2. Identify interactions within this model to be empirically tested.
3. Continue testing various model interactions to update the conceptual model of dual cross-functionality.

