



SABPP™

SA BOARD FOR
PEOPLE PRACTICES

Setting HR standards

JULY 2021 • NUMBER 2021/06

FACT SHEET



HYBRID TEAMS:

GROUP AND RELATED
INDIVIDUAL DYNAMICS

INTRODUCTION

There is growing discussion on developing and employing hybrid teams within organisations that goes beyond its use as a stop-gap during the pandemic. For some organisations it is a means to take advantage of the productivity and talent opportunities afforded by flexible talent and working arrangements. While for other organisations it is a compromise for the 'return to the office' debate, which in part concerns the trade-off of the flexibility sought by employees (albeit those who can afford to and have the resources to work remotely) and the needs of the line managers and the performance of the organisation.

As the enthusiasm for hybrid teams as a productivity and talent solution increases, HR practitioners need to pay critical attention to the people management issues that will need to be managed. Emerging reports suggest that hybrid teams do not avoid or are not a panacea for the typical organisational problems and issues. An example is that of group dynamics and how these are managed. The present Fact Sheet explores group dynamics in hybrid teams. It first discusses the definitions of group dynamics and hybrid teams and thereafter the emerging changes in teams that need to be navigated and the red flags or people management risks that need to be considered and managed.

DEFINING GROUP DYNAMICS

DEFINING HYBRID TEAMS

IDENTIFYING GROUP DYNAMICS IN HYBRID TEAMS

NAVIGATING AND UNDERSTANDING THE CHANGES WITH HYBRID TEAMS

Negotiating boundaries, roles, and identities

Psychological safety and creating productive spaces and mindsets

Productivity, wellbeing, and engagement

Continually evolving and shifting teams: Opportunities and challenges

IDENTIFYING EMERGING RED FLAGS AND RISKS OF GROUP PROCESSES

The avoidance of leadership: Task single-mindedness

Proximity and recency bias

Avoidance of teaming

CONCLUSION

**Navigate the menu by clicking on desired heading.

DEFINING GROUP DYNAMICS

We all recognise, at least at the gut level, the dynamics within groups and teams¹ within organisations. We have experienced and may have grasped the ebb and flow of emotional undercurrents in our many social interactions and relations within teams through our years of work experience. There are times we feel energised by our interactions and exchanges in the team. We may, as a result, experience flow in the workplace and inspiration. We have a sense of belonging and purpose. At other times though we may feel that the team is emotionally draining and is impeding constructive engagements and work. We then experience low levels of motivation and energy. We are ‘lost at sea’ as it were. Thus, group dynamics can be *enhancing* as well as *hindering* of the alignment and performance of individuals, teams, and the organisation as a whole.

With our gut sense, we also have grown accustomed to the vocabulary and model of small group development derived from the research by Tuckman (1965) and Tuckman and Jensen (1977). That is, the stages through which small groups evolve from forming, storming, norming, performing to adjourning. The figure below contrasts the forming and performing stages. We may use the different stages to parse or punctuate and make sense of the dynamics within groups and our experience of it. This could include group competition, conflict, compromise, and cohesion.

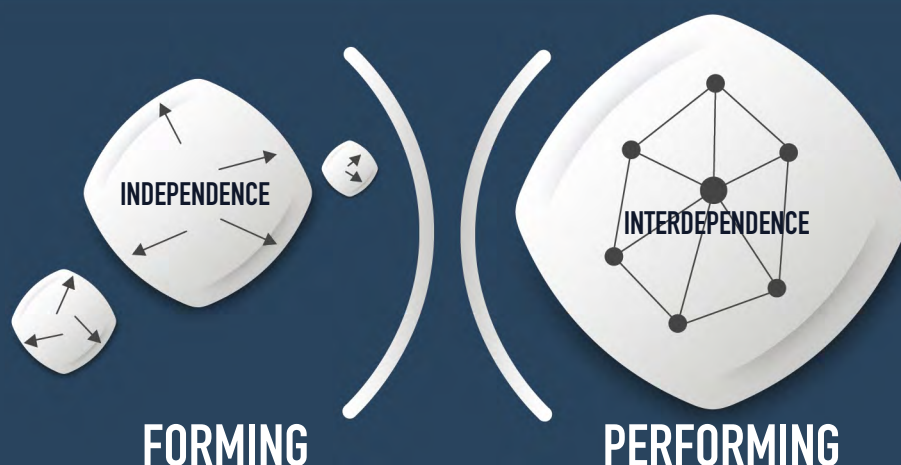


Figure 1: Illustration contrasting forming and performing stages of group development

However, we also sense that there is more to group dynamics and that groups or teams do not subsist in isolation or a vacuum. That there is more to group dynamics – and group competition, conflict, compromise, and cohesion – that we need to take account of than the above listed stages.

A starting point could be to identify the multiple dimensions of group dynamics. The following definition of group dynamics from the American Psychological Association (APA) can be helpful. It defines group dynamics as the:

“[...] processes, operations, and changes that occur within social groups, which affect patterns of affiliation, communication, conflict, conformity, decision making, influence, leadership, norm formation, and power” (2020).

¹ Some may differentiate groups and teams. For example, some suggest that, in contrast to a group, a team comprises of individuals with complementary skills that share a common identity, norms, and goals (Nel, Werner, Poisat, Sono, du Plessis, Ngalo, van Hoek, & Botha, 2011). For purposes of this Fact Sheet on hybrid teams the two terms are not finely differentiated.

The above definition focuses on *intra*-group dynamics and one can see perhaps, from the reference to processes, changes, and the various 'patterns', the reason why Tuckman et al's (1977) stages of group development is popular in making sense of these. It provides a simple and practical model for use. However, we should note that the processes can be at the individual, dyad, group, organisational, and macro social levels. And these could be various processes including those of attachment, role definition and boundaries, belonging, competition, conformity, verbal and non-verbal exchanges, decision making, leadership and followership, psychological safety, and task performance as they play out in groups. This means that the patterns need to be understood at these levels as well. And when we use Tuckman et al's model we may tend to focus only on the *task performance* of the group, although we recognise that Tuckman's model also makes reference to the *emotional and relational aspects* of the group. That is, the interpersonal and group structure and processes at the conscious and unconscious levels. In this way we avoid looking beyond the surface and address the people management issues and potential and actual red flags in groups.

Relatedly, the Tuckman et al (1977) stages, as we use it, may not provide a comprehensive understanding, especially of leadership, power, and relational dynamics. We also need to consider *inter*-group dynamics and how the social and historical context informs group development and dynamics. The APA (2020) defines *inter*-group dynamics as the "processes that influence the shifting relationships between groups, including intergroup stereotyping, competition, conflict, and ingroup bias." To the ingroup bias we could add other forms of biases, which are discussed in the next section below.

On stereotyping and bias, the previous factsheet explored stigmatisation and the related marginalisation and discrimination. Drawing on the previous factsheet and the above definitions of group dynamics we could suggest that as HR practitioners we need to attend to stigmatisation, scapegoating, silencing, and speaking up within teams, across teams, and within the broader organisation and social context. This means that our planning and interventions for managing hybrid teams should not be limited to a techno-centric perspective, which only attends to technologies used for remote working and that enable task or project management across co-located and dispersed, remote team members.

DEFINING HYBRID TEAMS

Hybrid teams comprise of team members who may be on or off-site, that is, team members who may be co-located in a physical setting (such as the organisation's offices or hot desks) and in dispersed, remote settings (that include private homes or sharing facilities and hired rooms and desks). It could also refer to working arrangements that blend co-location and dispersed, remote locations, which allows for the possibility of asynchronous team working in different times zones. These give team members the choice on the location and time they seek to work in as per their need and requirements or the manager the discretion on how to deploy his/her team to meet the business requirements. On manager discretion, there is also a growing debate on the 'return to the office', which will be the focus of the next factsheet. There are cases where organisations are preparing and calling for their workforce to return to the office while their employees are actively resisting this. Working from home or remote working has become an important aspect of the employment value proposition for some.

IDENTIFYING GROUP DYNAMICS IN HYBRID TEAMS

With dispersed team members and mixed working arrangements, does this mean there are less or no group dynamics with hybrid teams? To begin with, we can argue that there will always be some form of dynamics within teams. This stems from the realities of groups and human interactions and relations. This is not a new phenomenon – and is evidenced by the dedicated chapters in HRM and Organisational Behaviour textbooks for example. There is an established body of research on these dynamics in teams and the broader organisation, although we should note from various theoretical frameworks (Nel et al, 2011). There are also many models available on these dynamics. As has been mentioned above, one of the popularised and most recognised models from this body of work is the Tuckman et al stages (of forming, storming, norming, performing, and adjourning).

Drawing on the previous body of research we can identify possible group dynamics in hybrid teams. However, we need to be attentive to how the dynamics in hybrid teams may be different in *form and content* from that of teams that are fully co-located at the same office or location. For example, we could ask how our human interactions, relations, and related emotions, drives and motivation are influenced and shaped over time by the digital/virtual medium. And, in turn, we could ask how these human interactions and relations influence the way the digital/virtual medium is used, the way we are present through these mediums, and the way we give expression to our emotions, drives and motivation in these mediums and outside of them. Another example could be the question of how trust and mistrust develop within hybrid teams.

The below diagram on page 6 highlights some of the common themes of group and team dynamics that we could identify from the existing body of research and from the recent reports and advisories² on hybrid teams. Together these provide a starting point to explore the group dynamics within hybrid teams. The individual themes are organised around three major themes in the diagram: team structure, alignment, and performance. The lines illustrate how these individual themes are interconnected and cannot be treated in isolation. The diagram on page 6 also illustrates that we need to locate hybrid teams in relation to other teams, to take account of inter-group dynamics, and within the various contexts.



² See the examples cited in the sections to follow.

SOCIAL AND HISTORICAL CONTEXT

ORGANISATIONAL CONTEXT



The above themes suggest that hybrid teams cannot be understood solely from a techno-centric perspective or as a technology management issue only. We need to consider teams and the broader organisation as socio-technical systems, which means we need to manage both the social and technical aspects together. This includes HR considerations such as:

- workforce planning to balance operational requirements, opportunities of hybrid working arrangements and talent, and employee flexibility as part of the employment value proposition
- costing and resourcing teams for hybrid working arrangements
- selection of team members for hybrid working arrangements
- selection of managers to lead hybrid working arrangements and teams (see the textbox on personality derailers in the section on red flags)
- helping teams to clarify, set, and manage roles and boundaries, including work and family role conflict (see below subsection on boundaries, roles and identities)
- setting clear expectations of, and priorities for, team members
- learning and development interventions to build the requisite capabilities and maturity for working and performing in hybrid teams
- helping to develop effective communication and engagement within the team
- creating team building and development opportunities
- coaching managers on the personality and relational dynamics in hybrid teams and how to facilitate team development (see the textbox on some of these dynamics in the section on red flags)
- interventions to address diversity and inclusion in hybrid teams (see subsection on continually evolving and shifting teams)
- management of performance and rewards of hybrid teams
- providing wellness programmes and support systems for hybrid team members to manage role conflicts, time and task demands, and potential burnout
- coaching for team members to develop and set new routines with flexible, remote, and asynchronous working (see the subsection on creating productive spaces and mindsets)

As indicated in the brackets above, the next section explores some of the above-mentioned themes and HR considerations that can help navigate and understand the changes in hybrid teams. This includes wellbeing and actions to address diversity and inclusion.

NAVIGATING AND UNDERSTANDING THE CHANGES WITH HYBRID TEAMS

To understand group dynamics in hybrid teams we can begin first with the changes entailed with hybrid teams. The below subsections explore select themes that have emerged in reports and various conferences and webinars on the changes brought on by remote working and hybrid teams. These suggest that there are changes in the structuring, role definitions, boundaries, and lifecycle of teams (Mortensen and Haas, 2021). And they also caution us against attending to a single team in isolation, especially with the drive towards flexible, flatter, and agile organisational structures. This drive provides opportunities for diversity and inclusion, but also challenges. After the discussion of the themes, the next section explores some of the other emerging challenges or red flags, that is, specific group processes such as the avoidance of leadership and the issues related to these.

NEGOTIATING BOUNDARIES, ROLES, AND IDENTITIES

Remote working, especially working from home, has blurred the lines between our work and personal lives (Mortenson, 2020). Within the confines of our home, we are now fulfilling different and competing roles that we previously used to in different spaces. The considerable research on the bi-directional role and gendered conflict between work and family, namely, work-to-family-conflict and family-to-work-conflict, can help to understand these dynamics (Westman and Piotrkowski, 1999). There is also research on work and family enrichment, where the roles could enrich and enhance each other.

Working in asynchronous teams in different time zones could also blur the lines for co-located team members at the office. They may need to be available remotely after hours for virtual meetings with team members in various time zones. This means that there will not be a hard and fast classification of those co-located on site and the remote, dispersed teams. There will be a blend for each of these team members, with different weightings and prevalence of on site and remote working.

PSYCHOLOGICAL SAFETY AND CREATING PRODUCTIVE SPACES AND MINDSETS

With remote working and hybrid teams, the organisational issues of building trust and a conducive and productive climate as well as managing conflict and emotional triggers do not disappear. These issues may become even more heightened given the dispersed team members and asynchronous working arrangements. It could impact the team members' sense of psychological safety, a construct developed by Amy Edmondson (1999). The construct reminds us that it is not just individual emotional triggers, but also interpersonal and structural factors as well that are important and that ultimately impact on team learning and performance (see the Fact Sheet on ***Creating a Speak Up Culture***). Thus, the serious attention that is required from line management and HR is not only on individual adjustment and coping, but also the interpersonal and structural factors including climate, culture, and leadership.

We need to recognise that although we may be present to our team members and they present to us, digitally, this is not the embodied engagement and social connections of face-to-face interactions (Kiverstein and Miller, 2015). This may engender in remote team members especially feelings of isolation, thoughts of being left out, and not being able to identify with the team and organisation. Thus, we may lose the sense of belonging. That is, belonging to a place and to a purpose. This is the organisation as represented physically and spatially and its vision, mission, and purpose. It is also what is termed the 'organisation in the mind'. Therefore, attention is now being paid to team development and alignment, for example, the scheduling of team physical meetups or team-building interventions.

"Overall, remote employees may enjoy the freedom to live and work where they please, but working through and with others becomes more challenging. They report that workplace politics are more pervasive and difficult, and when conflicts arise they have a harder time resolving them. When remote members of a team encountered common workplace challenges, 84% [of the participants in the survey] said the concern dragged on for a few days or more, while 47% admitted to letting it drag on for weeks or more" (Grenny and Maxfield, 2017). The latter response in the survey means that we need to also acknowledge that some may elect for remote work to avoid interacting and engaging with team members (see the subsection below on the avoidance of teaming).

It is not just belonging and team-building that needs to be addressed. Organisations can help employees create productive spaces and mindsets to gain perspective on the new ways of working and maintain focus and productivity. Line managers need to demarcate space and times for employees to recompose and recharge themselves and reflect. There are many emerging reports, globally, pointing to the dangers of extended periods of being online or at work and the possibility of burnout during the pandemic. The HR practitioner will need to undertake surveys and other data collection methods, including compiling performance management and engagement trends, to analyse and diagnose their specific organisational realities of remote working and hybrid teams and the productivity thereof.

PRODUCTIVITY, WELLBEING, AND ENGAGEMENT

The large-scale experiment in flexible and remote work during this COVID pandemic is alerting us to the need to pay attention to productivity as well as the wellbeing and levels of engagement of the team members. It highlights how we need to consider the wellbeing of the workforce in the design and management of work and the multitude of work sites. Wellbeing is not an adjunct, supplementary, or 'after the fact' consideration to the 'hardwiring' of the organisation and the questions on productivity, outcomes, and value creation of the organisation. In fact, the integrative reporting framework identifies human capital as one of the five capitals that firms need to report on, in terms of the impact of their activities on these through their value chain. This means that organisations need to manage the link between wellbeing and organisational outcomes throughout the value chain. This is also the message within the Deloitte's 2020 Human Capital Trends report, "The social enterprise at work: Paradox as a path forward". The report is an example of the recent articulation of the productivity and wellbeing paradox that organisations need to manage.

CONTINUALLY EVOLVING AND SHIFTING TEAMS: OPPORTUNITIES AND CHALLENGES

We need to recognise that teams and groups are continually evolving and developing. The Tuckman et al's (1977) stages referred to above can help provide a heuristic model, but we should be careful of seeing and treating team and group development as a linear, successive sequence or systematic and complete cycle. Groups can regress, shift between being productive and counterproductive, and can also shift between any of the Tuckman et al stages. We should also be careful of neglecting the organisational and social context. This includes the organisational climate and culture.

We need to also recognise that the recommendations for flexible and flatter organisational structures with agile project and self-directed teams means that teams and constituent team members will continually change (see the Fact Sheet on **Future Forms of Organisations**). Employees and managers can be deployed as members to many different teams. These teams can also be reconstituted, redefined, and adjourned as and when needed. This makes it even more important to understand the management of boundaries, roles, and identities.

The attention to the management of boundaries, roles, and identities is critical for realising the opportunities from having diverse and dispersed talent and from including this talent in key decision-making and execution processes. This requires a deliberate approach to diversity, inclusion, and empowerment. This includes fostering a psychologically safe and engaging working environment; addressing biases and other exclusionary practices such as stigma, scapegoating, silencing, and splitting teams; developing the organisational maturity to be open to diverse ways of sensing, thinking, feeling, and working; developing team and individual maturity to understand their biases and address these; and providing support resources and systems. A deliberate approach to managing diversity, inclusion, and empowerment will help realise the resilience that it affords to the organisation and its value creation and sustainability (Duchek, Raetze, & Scheuch, 2020).

There are many recommendations of actions to address diversity and inclusion. For example, some of the suggestions in a Grant Thornton (2020) advisory include:

- Embrace a culture of respectful debate
- Encourage personal storytelling
- Foster the asking of questions and team members' voices
- Allow for experimentation and failure
- Dismantle perceptions of hierarchy as a barrier
- Model openness to feedback
- Set clear goals and key performance indicators
- Offer development opportunities
- Build a speak-up culture
- Highlight contributions and competencies of team members

To the above one can add understanding the individual contexts and circumstances of team members, and the particular barriers and challenges they may experience in their work and home life. The next section takes up some of these points in exploring the red flags or group process risks.

IDENTIFYING EMERGING RED FLAGS AND RISKS OF GROUP PROCESSES

Hybrid working and teams can provide opportunities for organisations, but these can also entail risks that need to be identified and addressed. The subsections below draw out some of the emerging group process risks that have been identified in the discussions on remote and hybrid working arrangements. Some of the discussion is rather technical. The aim is to introduce some of the specialist literature and concepts, especially on personality dynamics and derailers.

THE AVOIDANCE OF LEADERSHIP: TASK SINGLE-MINDEDNESS

One of the risks is the line managements' perceptions and attributions. HR practitioners are contending with the line management perception that remote workers are in a comfort zone and bubble when working from home (Grenny et al, 2017). The lack of physical proximity and contact with the office, including the lack of physical travel, is assumed to mean that the relationship aspects of leading and managing individual staff and the team as whole is not critical anymore. That the physical distance, virtual medium, and the 'luxury' of working from home avoids the typical relational, team, and organisational dynamics. Thus, line managers may feel that there is no need to pay attention to team building and leadership. Where team members raise these issues the line manager may make attributions of laziness or avoidance of work by the team members.

This, however, may be avoidance by the line management of deliberately working through the difficult and challenging aspects of managing and leading hybrid teams, especially the team building, cohesion, and alignment required. This includes navigating and managing the dynamics entailed in these team or group processes. Managing co-located and dispersed teams, settings, and time zones, including the flexibility and benefits that team members would like along with task and organisational demands, can stretch line managers. These realities can surface and highlight line managers' strengths and weaknesses.

Personality-related derailers

These realities could also bring to the fore line managers' personality-related derailers (Chamorro-Premuzic, 2017). These are personality characteristics or dynamics that could be strengths, but when overused or taken to the extreme, especially at times of stress, these can derail an individual's performance over time and, therefore, their future career growth. A simple example is that of being assertive, which when taken to the extreme could lead to arrogance and grandiosity. These realities could also accentuate the manager's selective empathic identification with those in close proximity to him/her at the office. Or bring out more malevolent personality dynamics in individuals and the acting out of their ethical relativism (see the subsection below on malevolent personality dynamics).

PROXIMITY AND RECENCY BIAS

Managers (whether line or HR) may feel an affiliation and empathise with those working with him/her at the office (Corliss, 2019; Lulla, 2021). They may become the ingroup or inner circle while those who are working remotely are treated as the outgroup or outsiders. The remote workers may be seen with suspicion, for example, suspicion whether they are working or productive as the ingroup. The proximity bias and differential visibility could also mean that managers may empathise and engage with those who are similar to them. This could be along race, gender, sexual orientation, class, or geographic lines (see the previous factsheet on how “how stigma related to race, gender, sexual orientation, class, and occupation intersects with health-related stigmas” (Stangl, Earnshaw, Logie, van Brakel, Simbayi, Barré, & Dovidio, 2019, p2)).

Along with the proximity bias there could also be the recency bias, where managers give more weight to their recent experience. Thus, managers will recall or see as exemplary the team members whom they interacted with directly and most recently. This could lead to the ‘halo and horn effect’. For example, in performance evaluations the manager generalises from one aspect of performance to other aspects of an individual’s performance as either being all positive or all negative. Thus, this could lead to managers labelling certain team members as all good and other team members as all bad. It could also lead to stigmatisation which draws on race, gender, class or geographic markers (see the previous factsheet which explored the definition of, and frameworks on, *stigma*).

Managers may develop different assumptions of team members at the office and those working remotely. These could include assumptions of their needs. For example, managers may hold a dichotomy akin to McGregor’s Theory X and Y. Remote workers may be seen as self-centred, lazy, and not accepting responsibility, while workers at the office in the manager’s line of sight and with whom he/she interacts with may be seen as self-directed, motivated, and taking responsibility for organisational goals.

SILENCING, SCAPEGOATING, SPLITTING, AND GROUP BIASES

Stigma is one form of silencing and scapegoating. There are other forms of silencing, both overt and covert, from group bullying or shouting down an individual to team members ignoring a person and his/her input. It could also take the form of perfunctory consultation by the manager. The latter is where there is the formal veneer of consultation, but you need to dig a little deeper beyond the surface to examine how consultation occurs and the context, dynamics, and intentions thereof over time. Behind the veneer there could be power dynamics and more malevolent intention and purposes.

For an extreme example of power dynamics and malevolence, consider what Babiak and Hare (2007) term as ‘snakes in suits’ within organisations (see the textbox on malevolent personality dynamics on the next page). These managers thrive in groups and environments in flux and, thus, probably in environments with rapid changes in, and deployments of, teams including transitions to hybrid working models. They know how to put up a performance of being consultative, empathic, and building teams as they pursue their individual and malevolent purposes. They also may use various forms of scapegoating to label and ‘deal with’ a team member as a ‘problem’; or split and isolate team members and foster destructive and counter-productive group interactions. In this way they can silence or disrupt team members from speaking up. Similarly, team members could use scapegoating, stigmatisation, splitting, and silencing to pursue their individual and malevolent purposes. A word of caution, however, against making lay judgements or diagnosis of psychopathology; or labelling challenging individuals or those different from us as having a pathology. This is discussed in the textbox on the next page.

Silencing and scapegoating can lead to group biases, including group think and confirmatory and conformity bias. The Zondo Commission and other commissions internationally provide examples of this and the dangers these pose. It occurs in the private, public, and voluntary or non-profit sectors; at the board, committee, exco, team, and other levels in organisations. These commissions also illustrate other

biases. Some of these are listed below, which are detailed in the Fact Sheet on ***Creating a Speak Up Culture***:

- Do as I say or else: the authority bias and our obedience orientation
- Fit in or else: the conformity bias
- Don't rock the boat: the status quo bias
- Don't make it your business: the passive bystander effect
- Don't hurt anyone's feelings: the courtesy bias
- Just turn a blind eye: wilful blindness

These biases illustrate how ordinary team members can become complicit in and not question the status quo or unethical conduct within organisations. For remote workers, who do not have the opportunity for real social interactions with team members at the office, there may be more felt pressure to try to fit in, be overly courteous, and not rock the boat. They also are 'not in the know' of the actual social interactions and dynamics at the office outside of meetings, including deliberate inattention or avoidance of responsibility, and may become unwittingly complicit in the wilful blindness of the team.

Malevolent personality and interpersonal dynamics

The study of malevolent personality and interpersonal dynamics in teams and organisations is well established. However, there is no single framework and there are contestations regarding the research and the interpretations thereof. At present there are various taxonomies and ways of understanding malevolent personality and interpersonal dynamics. For example, some authors, drawing on research with clinical and non-clinical populations, have argued for the concept of the 'dark triad' (Babiak et al, 2007; Kaiser, Le Breton, & Hogan, 2015; Kaufman, Yaden, Hyde, & Tsukayama, 2019). This is the triad of narcissism (which includes being self-centred and enhancing, arrogant, grandiose, entitled, and feeling superior), Machiavellianism (which means engaging in cynical, manipulative, and exploitive behaviour towards others), and subclinical³ psychopathy (characterised by impulsiveness, thrill-seeking, anti-social and manipulative behaviour, and lack of empathy and emotion). Babiak et al (2007) draws on this triad in their discussion of 'snakes in suits', who can range from those that may have some psychopathic characteristics to those who meet the clinical diagnosis of psychopathy.

The triad is proposed as an explanation of leaders and team members' destructive and 'socially aversive' behaviours in organisations. This means that no matter the stage of group development, these individuals will consistently engage in these behaviours and serve their own individual and malevolent needs. This they justify by their ethical relativism⁴ which serves also to rationalise their stereotyping, stigmatising, scapegoating, and splitting behaviour; or, where they do not hold to any ethics, their self-centred interests.

^{3.} Subclinical means that there are some features of psychopathy, and these are not the extent to warrant a clinical diagnosis. Again, caution needs to be exercised with the use of the term and we need to remember that only clinicians can make the diagnosis on substantive grounds.

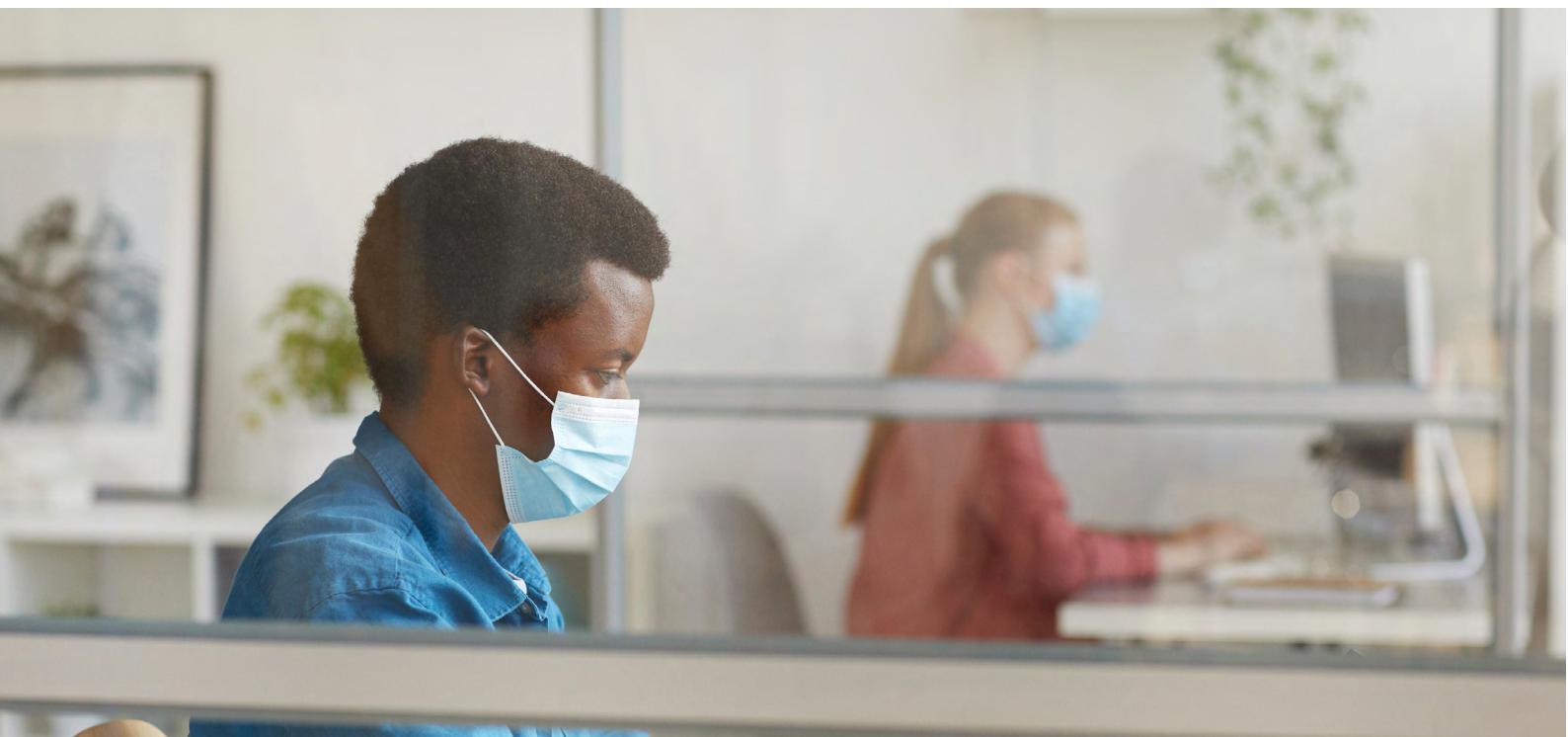
^{4.} This should be differentiated from the philosophical position of moral relativism (see <https://plato.stanford.edu/entries/moral-relativism/>)

Other authors, in contrast, differentiate a number of personality styles or dimensions. These authors suggest that the 'dark personality traits' are extreme versions of normal personality traits. This suggests that the 'dark personality traits' are rather extreme points on the continuums of normal personality traits. The earlier cited example was that of arrogance and grandiosity being extremes of assertiveness. It could also be the extremes of the need for control. See Chamorro-Premuzic (2017) for other examples. The 'dark traits' do not refer to clinical personality disorders and, thus, one needs to be cautious and differentiate personality derailers and 'dark traits' from clinical diagnosis and disorders such as psychopathy and antisocial personality disorder. This means differentiating the assessment instruments used as well, which should be utilised by qualified professionals only.

One needs to exercise even more caution with hybrid teams that may comprise team members from different cultures and countries. The various cultures may differ in what behaviours are acceptable and not; in what emotions can be expressed and how; in the norms on what is appropriate or not in relationships; and what is seen as asocial or socially averse. Being always assertive and speaking loudly may be seen as appropriate behaviour in one context or country, but not in another. Thus, in one context it is seen as normal speech while in another it may be seen as shouting, intimidating, or silencing behaviour.

AVOIDANCE OF TEAMING

The earlier discussion explored the possible avoidance of leadership by managers. Relatedly, there could also be the avoidance of team building and development or obstruction of this by team members (Grenny et al, 2017). These team members may also evidence task-singlemindedness and/or not have an interest in engaging team members. For example, although remote team members may deliver on their individual tasks and achieve their individual goals, they could, over time, inadvertently impact the alignment, effectiveness, and performance of the team as a whole.



CONCLUSION

The Fact Sheet outlines a possible definition of hybrid teams and group dynamics therein, which includes processes, operations, and changes within hybrid teams. This helps to have a more socio-technical understanding of hybrid teams rather than solely a tech-centric view. In this regard the Fact Sheet explores the emerging changes in hybrid teams and the risks related to people management. These can help the HR practitioner proactively plan for the necessary change management and mitigate and manage the emerging risks.

EARN 1 CPD POINT

This fact sheet was written by:

Dr Ajay Jivan:

SABPP Head of Research and Assurance, Director at Vantage Lab, and Clinical Psychologist;



REFERENCES

APA. (2020). Group dynamics. Retrieved, 16 June 2021, from <https://dictionary.apa.org/group-dynamics>

Chamorro-Premuzic, T. (2017). Could Your Personality Derail Your Career? Retrieved, 16 June 2021, from <https://hbr.org/2017/09/could-your-personality-derail-your-career>

Corliss, R. (2019). How proximity bias holds employees (and workplaces) back. Retrieved, 16 June 2021, from <https://www.fastcompany.com/90423310/how-proximity-bias-holds-employees-and-workplaces-back>

Duchek, S., Raetz, S., & Scheuch, I. (2020). The role of diversity in organizational resilience: a theoretical framework. *Business Research*, 13(2), 387-423.

Grant Thornton. (2020). Psychological safety in a speak-up culture. Retrieved, 20 June 2021, from <https://www.grantthornton.com/library/articles/advisory/2020/psychological-safety-speak-up-culture.aspx>

Grenny, J., and Maxfield, D. (2017). A study of 1,100 employees found that remote workers feel shunned and left out. Retrieved, 20 April 2020, from <https://hbr.org/2017/11/a-study-of-1100-employees-found-that-remote-workers-feel-shunned-and-left-out>

Kaiser, R.B., LeBreton, J.M., & Hogan, J. (2015). The dark side of personality and extreme leader behavior. *Applied Psychology: An International Review*, 2015, 64 (1), 55-92.

Kaufman, S.B., Yaden, D.B., Hyde, E., & Tsukayama, E. (2019). The light vs. dark triad of personality: Contrasting two very different profiles of human nature. *Frontiers of Psychology*, 10, 1-26.

Kiverstein, J., and Miller, M. (2015). The embodied brain: towards a radical embodied cognitive neuroscience. Retrieved, 23 March 2020, from <https://www.frontiersin.org/articles/10.3389/fnhum.2015.00237/full>

Lulla, A. (2021). The hybrid work model: A new challenge for diversity, equity and inclusion. Retrieved, 16 June 2021, from <https://www.forbes.com/sites/forbeshumanresourcescouncil/2021/05/05/the-hybrid-work-model-a-new-challenge-for-diversity-equity-and-inclusion/?sh=759fec5d7dc9>

Mortensen, M., and Haas, M. (2021). Making the hybrid workplace fair. Retrieved 16 June 2021, from <https://hbr.org/2021/02/making-the-hybrid-workplace-fair>

Morteson, M. (2020). The three main challenges of remote working. Retrieved, 20 April 2020, from <https://knowledge.insead.edu/leadership-organisations/the-three-main-challenges-of-remote-working-13651>

Nel, P., Werner, A., Poisat, P., Sono, T., du Plessis, A., Ngalo, O., van Hoek, L., & Botha, C. (2011). *Human Resource Management*. Eight Edition. Cape Town: Oxford University Press Southern Africa

Stangl, A.L., Earnshaw, V.A., Logie, C.H. et al. The Health Stigma and Discrimination Framework: a global, crosscutting framework to inform research, intervention development, and policy on health-related stigmas. *BMC Med* 17, 31 (2019).

Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63(6), 384-399.

Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. *Group & Organization Studies*, 2(4), 419-427.

Westman, M., & Piotrkowski, C. S. (1999). Introduction to the special issue: Work-family research in occupational health psychology. *Journal of Occupational Health Psychology*, 4(4), 301.



PREVIOUS EDITIONS OF THE FACT SHEET

2020

February	HR'S PLACE IN THE FOURTH INDUSTRIAL REVOLUTION
March	INNOVATION AND DISRUPTION DILEMMAS FOR FIRMS AND THEIR HR FUNCTIONS
April	CORONAVIRUS AND COVID-19
May	WORKFORCE TRANSITION ISSUES FOR THE DIGITAL, GREEN AND CRISIS-LED TRANSFORMATIONS
June	HR'S ROLE IN SHAPING LEADERSHIP IN THE NEW NORMAL
July	THE ROLE OF ALGORITHMS, AUTOMATION AND ARTIFICIAL INTELLIGENCE IN HUMAN RESOURCES MANAGEMENT
August	CHANGING TALENT ASSESSMENT LANDSCAPE
September	DIGITAL LEARNING: SOUTH AFRICA'S EVOLVING INSTITUTIONAL FRAMEWORK
October	ASSIMILATING DIGITAL LEARNING INTO YOUR ORGANISATION
November	PERFORMANCE MANAGEMENT IN BLENDED WORK ENVIRONMENTS
December	FUTURE WORLD OF WORK SERIES: FUTURE FORMS OF ORGANISATIONS

2021

February	FUTURE WORLD OF WORK SERIES: EVOLVING DEFINITION OF EMPLOYEES
March	FUTURE WORLD OF WORK SERIES: FUTURE READINESS, EMPLOYABILITY, AND ACTIVISM
April	FUTURE WORLD OF WORK SERIES: FUTURE HUMAN LIFESPAN AND THE EMPLOYEE LIFECYCLE
May	FUTURE WORLD OF WORK SERIES: KEY THEMES AND QUESTIONS FOR HR 4.0
June	UNDERSTANDING AND ADDRESSING STIGMA DURING THE PANDEMIC