

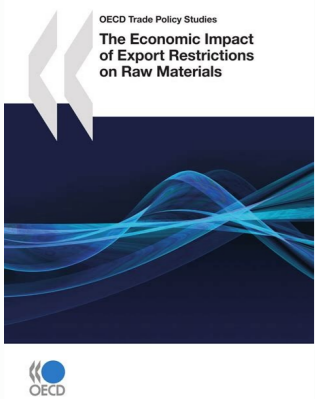
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# What Do You Expect?

## Probability and Expected Value

Lappan, Phillips, Fey, Friel

Forage, % of DM <sup>2</sup>	Intake, %
65.0	88.3
65.0	85.0
52.8	95.6
50.0	95.5
65.0	109.5
65.0	89.7
52.8	101.2
50.0	103.7
50.0	96.3



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### SLEEP DEPRIVATION AND DECISION-MAKING TEAMS: BURNING THE MIDNIGHT OIL OR PLAYING WITH FIRE?

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We introduce the construct of sleep deprivation to the team-level management literature by integrating theory and research on sleep deprivation and group behavior. We propose that sleep deprivation has a negative, monotonic, but nonlinear, influence on team decision-making accuracy and problem solving. We then propose that task, structural, and social characteristics accentuate or attenuate the influence of sleep deprivation on team decision-making accuracy and problem solving.

Sleep deprivation is one of the most heavily researched topics in the area of human performance. As shown in recent narrative and quantitative reviews, sleep deprivation strongly impairs human functioning (Harrison & Horne, 2000; Pilcher & Huffcutt, 1996). Yet sleep deprivation influences individual performance in a complex manner, altering performance on some types of tasks much more than others (Lieberman, Thurion, Shukitt-Hale, Speckman, & Tully, 2002). As one moves beyond the individual level and considers the influence of sleep deprivation on teams of people working together in complex jobs, this complexity grows. Unfortunately, the voluminous literature on the effects of sleep deprivation on individuals is not matched with a corresponding body of literature at the team level (Harrison & Horne, 2000).

This lack of theory and research on sleep deprivation in workgroups is an urgent problem because of two societal trends. First, teams are of increasing importance in all types of organizations, and team-based organizational structures are becoming commonplace (Devins, Clayton, Phillips, Dunford, & Melner, 1999; Ilgen, Hollenbeck, Johnson, & Jandt, 2005). Groups are often asked to make decisions in contexts where (1) the decision is complex and requires wide-

ranging expertise, (2) the outcome of the decision affects a number of individuals who must share responsibility, and (3) there is a need to represent diverse constituencies and stakeholders (Hinsz, 1999). The second trend that makes this a pressing problem is recent evidence that documents an increasing level of sleep deprivation in modern society. Recent data indicate that Americans are putting in some of the longest hours in the industrialized world (National Institute for Occupational Safety and Health, 2004) and are sleeping less on average today than in the past (National Sleep Foundation, 2005).

Indeed, many well-known case studies of decision-making errors involve teams characterized by sleep deprivation. Sleep deprivation has been indicated as a cause in 7.8 percent of all the Air Force's Class A mishaps (Luna, 2003). Disasters such as Chernobyl, Three Mile Island, Davis-Besse, and Rancho Seco all occurred in the early morning (2:00 a.m. to 4:00 a.m.), a time when sleep deprivation effects are especially powerful, and all involved errors made by people working in groups (Harrison & Horne, 2000). Furthermore, sleep loss was specifically cited as a factor that contributed to the collective human error and poor judgment related to the Space Shuttle Challenger disaster (*Presidential Commission on Space Shuttle Challenger Accident*, 1986). Thus, there is a clear mismatch between the knowledge base on sleep deprivation—which is at the individual level—and contemporary organizational structures, in which tired people often work together in teams. This mismatch must be addressed.

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- of integration and how to achieve it
- operates as a collaborative leader
- appreciates the significance of knowledge management
- is an outstanding “networker”
- has high level analytical skills
- has excellent interpersonal and management skills
- can effectively oversee ICT staff
- thrives on rapid change and leads change management
- amalgamates the old and the new
- learning-focused envisioning-the principal as the person who “kept” the school ICT vision and who kept student learning at the centre of ICT decision-making
- adventurous learning-the principal who was also an ICT learner and unafraid to be experimental with new technologies and learning strategies
- patient teaching-the principal who was willing to teach and to create adaptive learning environments and who encouraged professional development
- protective enabling-the principal who created shared leadership tasks for staff and students, removed “red tape” and advocated the use of ICT and the school’s ICT vision
- constant monitoring-the principal who ensured that ICT was being used in accordance with the

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