

Syllabus: Group Dynamics

CRNs: 37722 / 37737

Psy 457/557, Spring 2014, Tu & Th 10-11:50 A.M., 112 Lillis

Professor/TA	Office	E-mail	Phone	Office Hours
Dr. Holly Arrow	1715 Franklin 239	harrow@uoregon.edu	346-1996	Wed 1:15-2; Th 4-5
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Course Description Overview

This course has three interrelated goals:

- 1) acquaint you with theory and research on small groups, with an emphasis on recent work
- 2) improve your skills as participant in, observer of, and consultant to small groups
- 3) develop your ability to work collaboratively in producing and critiquing scientific writing

To accomplish these goals, readings, lecture, and discussion are paired with group exercises, practice in observing and interpreting group dynamics, several writing assignments, and comments on essays written by others.

Work Load Summary

Undergrads (457) will complete one short paper (2-3 pages), collaborate on five short (250 words max) group essays, comment on the essays of other groups, and complete a take-home final. Attendance and participation is required.

Grad students (557) will complete a case analysis and a literature review, write several short essays, and make comments on blog essays and draft lit reviews of other grad students. They will assist with group exercises and give feedback to the undergraduate groups based on what they observe when watching group interactions.

Details about Requirements for Undergrads (447) and Grads (557)

1. Participation (all)

Attendance and participation is required. In Week 2, students will form permanent small groups of size 4 (there may be a few of size 3 or 5, depending on enrollment), with undergrads and grad students in different groups. At the end of the class, each student will (confidentially) evaluate how well fellow group members fulfilled their commitments to their group. These ratings will influence the assignment of participation grades.

1b. Grad students (557): Along with doing some exercises in your own groups, grad students will serve as process consultants for several undergraduate groups, developing their skills in observing and providing useful feedback to groups. Holly will provide guidance.

2. Readings (All)

Readings will be available on Blackboard, via Web links or (for several case studies) for purchase & download on-line from the Harvard Business School site.

3a. Group Essays on WordPress Blog (457)

Every week you discuss the readings with your group. As a group, you will also develop and post 5 short integrative group essays that analyze a case or cases by drawing on readings / lecture. These will be posted on a blog (accessible to class members only) and will be due by **5 PM Friday**. *The strict length limit is 250 words*. Each group will post a single essay. **Do not wait until the last minute to post! Allow a time buffer for technical difficulties**

Credits for Essays: Blog essays 1-4 will be graded on a 1-5 scale, with 1 = quite weak but completed on time, 2 = balance of strengths and weaknesses, 3 = strengths outweigh weaknesses, 4 = strengths very notable and weaknesses modest, and 5 = outstanding (or) one of the best two essays for the week, as determined by Holly & Erik (even if pure quality wouldn't merit a 5). Assignments will be posted on Blackboard. Blog 0 will receive feedback but no grade: the first group project is always a bit chaotic and I don't want you to have the stress of a grade. Instead, focus on developing a sensible group process.

3b. Grad Student Blog Essays (557)

Grad students will complete 5 blogs, some as a group, some individually or in pairs (depending on grad enrollment). The topic of grad student blogs may differ from undergraduate blogs. For essays 2a-4b, grad students can choose which essay to write (a or b).

3c. Comments (All): After the blog essays are published, *every student* is responsible for reading all the essays. For the first two essays (0 and 1), *all students* are responsible for making at least one substantive comment on one of the other essays by **Noon Monday**.

For subsequent essays (which alternate between ODD and EVEN groups, 2a-4b), students in groups that did NOT write an essay that week are responsible for making at least one substantive comment by **Noon Monday**.

Comments should advance the conversation about the case being discussed. Specific connections back to the readings, thoughtful questions, and critical/constructive/specific feedback are all helpful. Vague comments lacking specifics are less useful. *Comments must be posted by the deadline to count.*

4. Make observation notes (raw material for reflective essay or case)

Pick a group or two you are in or interact with and take notes on your observations and insights about during the term. Your observations will serve as raw material for either the Reflective Essay (457) or the Group Dynamics Case (557). Your notes are private – no need to turn in.

4a. Reflective Essay (457)

For the **2-3 page reflective essay** (500-750 words), connect your observations of one or more groups to class readings. Either (1) focus on one group and examine 2-3 different aspects, or (2) pick a particular topic (e.g., conflict or leadership) and compare and contrast 2-3 groups. Cite specific readings: (Wheelan, 2009). Submit partial draft on Blackboard by **8 PM Mon 5 May**; *both the partial draft and the final essay must be submitted when due* to receive full credit. You will have some time in class on Tues 13 May to trade and peer review close-to-final drafts.

4b. Group Dynamics Case (GRADS only, 557)

Pick either a single group with that has an identifiable challenge or problem, or two groups that provide a useful contrast. These may be groups you belong to, groups you are observing directly, or other groups about which substantial documentation is available. Write a 5-7 page case analysis modeled after one of the cases assigned for class. Make connections to class readings and other relevant literature. Submit partial draft on Blackboard by 8 PM Mon 5 May; **draft and final case must be submitted when due** to receive full credit. *NOTE: Two extra HBS readings provide tips for case writing.* Bring a full draft for peer editing Tues 13 May.

5a. Take Home Final (457). The final will consist of several short answers and essay questions. It will be open book, open notes, but you must complete it yourself. Completed finals must be submitted on Blackboard by the time/day of our final exam time. Early submission is welcome. ESL students may consult a tutor for grammatical assistance before turning in essays. ****No other assistance* is permitted.***

5b. Literature Review Paper (GRADS only, 557). Choose a substantive question about group dynamics and complete a literature review of research relevant to the question. The paper should include a minimum of 20 sources, of which at least 10 are peer-reviewed articles published in 2000 or later. A 7-10 page double-spaced review essay should provide a critical summary of what these sources tell us about the question, what issues remain unresolved, and what you think is the most important direction for future research to take. The full paper (counting title page, reference list, etc.) should be 2500-3500 words. Partial draft must be handed in when due to receive full credit. Final version due last class.

Grading

UNDERGRADS	GRADS	%	Course grades based on % of 100 earned			
Participation	Participation	20	A	93-100	C	73-76.9
Reflective essay	Case analysis	20	A-	90-92.9	C-	70-72.9
Group blogs (1-4)	Blog essays (1-4)	20	B+	87-89.9	D+	67-69.9
Comments	Comments	10	B	83-86.9	D	63-66.9
Take home final	Lit review paper	30	B-	80-82.9	D-	60-62.9
			C+	77-79.9	N	< 70
TOTAL		100			P	70 or higher

Special Needs

If you have a **documented disability** and need adjustments to ensure an effective learning experience, or are **on a UO sports team** and will miss an occasional class because of travel, contact Holly ASAP. Arrange to have the relevant office (Accessible Education Center or Athletic Department) contact me regarding the appropriate accommodations. **NOTE:** if your schedule requires regular absences, ***you should not take this class***, as group participation and class exercises are important for your grade and to contribute adequately to your group.

Non-native English speakers. I want your performance in this course to reflect your understanding of group dynamics as well as the quality of your thinking. Because the measurement of understanding and thinking quality is based on your writing in English, this may pose special challenges to you. It is fine for you to consult writing coaches (for quality of writing only – not the content) and also to rely on your group members for assistance with grammar and other technical aspects of writing for the written assignments. Holly and Erik can also give you extra feedback on early drafts regarding writing issues.

Problem Situations

Late Work

Points will be deducted if your **Reflective Essay draft or final essay (or Case or Lit Review drafts or finals for grads)** are late unless late submission is approved **in advance** by Holly due to some unusual circumstance. Blog comments made after the deadline ***will not count***, and group blog essays ***MUST*** be submitted on time; otherwise you will mess up the schedule for the rest of the class.

Alternative Arrangements not related to Disability, ESL, or UO Sports

If you have some kind of special circumstance and need an adjustment, this may well be possible with advance notice. Unexpected requests at the last minute (or after the fact) are much less likely to get a positive response.

Academic Dishonesty

All work submitted must be your own (or your group's for group assignments) and produced exclusively for this course, unless you receive explicit permission to use the work for more than one course. Getting feedback on drafts from group members, friends, Holly, or Erik is encouraged and completely acceptable. Non-native English speakers may consult with ALS or an English coach to improve their writing. However, you must ***not*** have others do the writing for you.

The use of sources must be properly acknowledged and documented (when in doubt, cite!). If I suspect academic dishonesty (cheating, plagiarism) I will contact you directly and if this does not clear up any suspicion I will also report this to the Student Conduct Committee. My preferred sanction is failing the course; the Student Conduct Committee may decide on additional actions. If you are unclear about what constitutes academic dishonesty, see <http://www.uoregon.edu/~conduct/sai.htm> for more information.

Readings, Activities, Due Dates

<i>Week One</i>	<i>Topic / Focus</i>	<i>Readings</i>	<i>Other Events & Assignments</i>
Tu April 1	Studying Groups	Syllabus	Introductions, temporary groups
Th April 3		Wooley et al. 2010; Wheelan 2009	Process Coding Exercise
Week Two	<i>Permanent Groups formed this week</i>		
Tu April 8	Composition, Cohesion, & Performance	Tziner & Eden 1985; Arrow 2010	Speed dating
Th April 10		Army Crew Team <i>case</i> (Snook/Polzer)	Group formation & first task: Blog Essay #0 (all): Due Fri 5 PM
Week Three	<i>Comments on blogs due by Monday Noon</i>		
Tu April 15	Members & Motivation	Seeley et al. 2003; Lount & Wilk, 2014	Group exercise
Th April 17		Nurses & Nighthawks (Denison; Wood)	Blog Essay #1 (all): Due Fri 5 PM
Week Four	<i>Comments on blogs due by Monday Noon</i>		
Tu April 22.	Conflict & Difference	Watson et al.; Jehn & Mannix 2001	Group Health Check; Membership change opportunity
Th April 24.		Learning Team <i>case</i> (Isabella)	Essay #2a *Odd* groups Fri 5 PM
Week Five	<i>Even group members comment Monday Noon; Midterm Skills Progress and Class Assessments</i>		
Tu April 29	Decision Making	Turner et al. 1992; Wittenbaum et al. 2004	<i>Skills & class assess</i>
Th May 1		Columbia <i>case</i> (Bohmer et al.)	Essay #2b *Even* grps Fri 5 PM
Week Six	<i>Odd group members comment Monday Noon **First 150 words Reflective Essay or Case Analysis Draft submitted Mon 8 PM ***</i>		
Tu May 6	Task Performance	Reitzschel et al. 2006; Woolley et al. 2008	Group exercise
Th May 8		Surgical Teams <i>case</i> (Edmondson 2003)	Essay #3a *Odd* grps Fri 5 PM
Week Seven	<i>Even group members comment Monday Noon. **Final Reflective Essay or Group Case Analysis submitted Tues 8 PM** Bring printed draft to Tues class to share for peer review.</i>		
Tu May 13	Leadership	Javidan et al. 2006; Couzin et al. 2005	Peer review of Essay/Case
Th May 15		Mount Everest <i>case</i> (Roberto & Carioggia)	Essay #3b *Even* grps Fri 5 PM
Week Eight	<i>Odd group members comment Monday Noon</i>		
Tu May 20	Intergroup Dynamics	Knight 2014; Insko et al. 2013	
Th May 22.		Sport violence (Eberle & Neumann; Krug)	Essay #4a *Odd* grps Fri 5 PM
Week Nine	<i>Even group members comment Monday Noon **Grads: First 2 pages lit review + list of references submitted by Mon 8 PM**</i>		
Tu May 27	Adaptation	Gersick 1989; LePine 2005	Group exercise
Th May 29		Mann Gulch (Weick, 1993)	Essay #4b *Even* grps Fri 5 PM
Week Ten	<i>Odd group members comment Monday Noon **Grads: Final Lit Review due Th in class**</i>		
Tu June 3	Therapy & Support	Poulin et al. 2001; Perlman et al. 2010	<i>*Take home final essay Qs posted on BB by Mon 7 PM*</i>
Th June 5		Peer Evals, Review for Final	
Wed June 11	<i>*Take-home FINAL: Submit by 10 AM Wednesday, June 11. Early submission welcome.*</i>		

Readings

- Arrow, H. (2010). Cliques, coalitions, comrades, and colleagues: Sources of cohesion in groups. In R. Dunbar, C. Gamble, & J. Gowlett (Eds.) *Social brain, distributed mind. Proceedings of the British Academy*, 158, 269-281. Oxford, UK: Oxford University Press.
- Bohmer, R., Feldman, L. R., Ferlins, E. M., Edmondson, A. C., & Roberto, M. A. (2004). *Columbia's Final Mission (Case 304090-PDF-ENG)*. Boston, MA: Harvard Business School Publishing.
- Couzin, I. D., Krause, J., Franks, N. R., & Levin, S. A. (2005). Effective leadership and decision-making in animal groups on the move. *Nature*, 433(7025), 513-516.
- Denison, D. R., & Sutton, R. I. (1990). Operating room nurses. In J. R. Hackman (Ed.), *Groups that work (and those that don't)* (pp. 293-308). San Francisco: Jossey-Bass Publishers.
- Eberle, L., & Neumann, C. (December 14, 2012). Perilous pitches: Violence against referees spikes in Germany. *Der Spiegel*. Retrieved from: <http://www.spiegel.de/international/zeitgeist/german-football-referees-face-increasing-violence-at-amateur-games-a-872692.html>.
- Edmondson, A. C. (2003). Speaking up in the operating room: How team leaders promote learning in interdisciplinary action teams. *Journal of Management Studies*, 40(6), 1419-1452.
- Gersick, C. J. (1989). Marking time: Predictable transitions in task groups. *Academy of Management Journal*, 32(2), 274-309.
- Insko, C. A., Wildschut, T., & Cohen, T. R. (2013). Interindividual-intergroup discontinuity in the prisoner's dilemma game: How common fate, proximity, and similarity affect intergroup competition. *Organizational Behavior and Human Decision Processes*, 120: 168-180.
- Isabella, L. (2007). *A Learning Team Drama in One Act* (No. UV0756): University of Virginia Darden School Foundation.
- Javidan, M., Dorfman, P. W., Luque, M. S., & House, R. J. (2006). In the eye of the beholder: Cross cultural lessons in leadership from project GLOBE. *The Academy of Management Perspectives (formerly The Academy of Management Executive)(AMP)*, 20(1), 67-90.
- Jehn, K. A., & Mannix, E. A. (2001). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. *Academy of Management Journal*, 44 (2), 238-251.
- Knight, E. (2014). The interactive effect of power and hierarchical stability on the cardiovascular and endocrine stress response. Unpublished Masters thesis.
- Krug, M. (May 6, 2013). Soccer violence: Referees under siege. CNN <http://edition.cnn.com/2013/03/14/sport/football/referee-violence-spain-football> (7 pages)
- LePine, J. A. (2005). Adaptation of teams in response to unforeseen change: effects of goal difficulty and team composition in terms of cognitive ability and goal orientation. *Journal of Applied Psychology*, 90(6), 1153-1167.
- Lount, R. B., & Wilk, S. L. (2014). Working harder or hardly working? Posting performance eliminates social loafing and promotes social laboring in workgroups. *Management Science*. Published online in *Articles in Advance* 02 Jan 2014. <http://dx.doi.org/10.1287/mnsc.2013.1820>
- Perlman, L. M, et al. (2010). A multidimensional wellness group therapy program for Veterans with comorbid psychiatric and medical conditions. *Professional Psychology: Research and Practice*, 41 (2), 120-127.
- Poulin, F., Dishion, T. J., Burraston, B. (2001). 3-year iatrogenic effects associated with aggregating high-risk adolescents in cognitive-behavioral preventive interventions. *Applied Developmental Science*, 5 (4), 214-224.
- Reitzschel, E. F, Nijstad, B. A., & Stroebe, W. (2006). Productivity is not enough: A comparison of interactive and nominal brainstorming groups on idea generation and selection. *Journal of Experimental Social Psychology*, 42, 244-251.
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