

# Syllabus: Group Dynamics

CRNs: 36170 / 36171

Psy 457/557, Spring 2018, Tues & Thurs 10-11:50, 101 Knight Library

Professor/TA	Office	E-mail	Office Hours
Dr. Holly Arrow	Straub 421	<a href="mailto:harrow@uoregon.edu">harrow@uoregon.edu</a>	Wed & Thur 1-2
Ashleigh Landau	Straub 365	<a href="mailto:alandau2@uoregon.edu">alandau2@uoregon.edu</a>	Friday 1:30-3:30

## 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 a 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 Overview and Time Estimates

**Undergrads (457)** will complete one short paper (2-3 pages), collaborate on five short (250 words max) group essays, read and comment on the essays of other groups, and complete a take-home final. Attendance and participation (40 hrs class time) is required. Estimate of time required to do all reading and assignments with care: About 40 hours for reading, 20 hours for the group essays, 5 hours to read and comment on essays of other students, and 15 hours for the short paper (draft and final revision) and take home final (short answer and essays).

**Grad students (557)** Along with the assigned readings and class time (80 hours) grads will complete a case analysis (15 hours including extra reading) a literature review (30 hours including reading), 5 short essays (25 hours), and read and make comments on the undergrad group essays and provide feedback on the draft lit reviews of other grad students (10 hours).

## Requirements for Undergrads (447) and Grads (557)

### 1. Participation

Attendance and participation is required. In Week 2, students will form permanent small groups of size 3-4, with undergrads and grad students in different groups. At the end of the class, each student will (confidentially) evaluate the quality of group members' participation, and there will be a chance to change group membership in Week 4 if some groups aren't working well together. Peer ratings will help determine participation grades.

## 2. Readings

Readings will be available on Canvas and (for several case studies) for purchase & download from the Harvard Business School site: <http://cb.hbsp.harvard.edu/cbmp/access/78662773>

### 3a. Group Essays on WordPress Blog (457) <https://blogs.uoregon.edu/s2018psy457557/>

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\**

### 3b. Grad Student Essays (557)

Grad students will complete 5 essays. The assignments will differ in some weeks from the undergrad assignments. These will be submitted to Holly instead of posted on the blog.

**Essay Grades:** Blog essays 1-4 will be graded on a 1-5 scale on two dimensions:

**Content:** Ideas/Insight/Integration of Literature/Innovative/Thought-Provoking

**Execution:** Writing clarity/Organization/Accuracy /Formatting of Cites

Assignments will be posted on Canvas, along with the grading rubric and writing tips.

Blog 0 will receive feedback but no grade: the first group project is always a bit stressful, so the focus for this first blog is on developing a sensible group process.

**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 **10 AM 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 **10 AM 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 with no specifics (“Nice job” or “What Suzy said” are less useful will get 0-0.5 credit. *After 10 AM Monday, the comment feature will be closed.*

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

Pick a group or two you are in or interact with and *start right away* taking notes on your observations and insights. These 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). See schedule for when to submit partial draft on Canvas (different deadlines for Odd and Even group members). ***Both the partial draft and the final essay must be submitted when due*** to receive full credit. You will complete a peer review and get a peer review of your full draft before you turn it in.

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

Pick either a single group 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. Partial draft due on Canvas **Week 5**; Final version due **Week 6** (see schedule for dates/times). **Both the draft and final case must be submitted when due** to receive full credit. *NOTE: Two extra HBS readings provide tips for case writing.*

**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 Canvas by the time/day of our final exam time. Early submission is welcome. Students may consult a writing tutor on essay drafts. ***\*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 relevant research. 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 due Week 9; Final version due Mon Finals week.

### 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
<b>TOTAL</b>		<b>100</b>			P	70 or higher

For Psychology department grading standards, see  
<http://psychology.uoregon.edu/courses/departments-grading-standards/>

### Special Needs

If you have a **documented disability** or are **on a UO sports team** and will miss class because of travel, 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.*** **Non-native English speakers** are encouraged to consult with writing coaches for assistance. Holly and Erik can also give you extra feedback on early drafts.

## 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 Integrity / Dishonesty

All work submitted must be your own (or your group's for group assignments) and produced exclusively by you 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 the TA is encouraged and completely acceptable. Non-native English speakers are encouraged to make use of writing assistance at the Teaching and Learning Center (TLC) or work with 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 still unsure, ask Holly or the TA!). If I suspect academic dishonesty (cheating, plagiarism) I will contact you directly to discuss and I will also report this to the Office of Student Conduct and Community Standards unless I am convinced by our discussion that my suspicions are unwarranted. My preferred sanction for Academic Misconduct (cheating on tests, plagiarism, etc.) 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

- 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.
- Ayman, R., & Korabik, K. (2010). Leadership: Why gender and culture matter. *American Psychologist*, 65(3), 157-170.
- Bernstein, E. S. (2016). *Leading Teams*. Organizational Behavior Core Curriculum. Boston, MA: Harvard Business School Publishing.
- 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.
- Castano, E. (2008). On the perils of glorifying the in-group: Intergroup violence, in-group glorification, and moral disengagement. *Social and Personality Psychology Compass*, 2(1), 154-170.
- 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.
- Hinds, P. J., & Mortensen, M. (2005). Understanding conflict in geographically distributed teams: The moderating effects of shared identity, shared context, and spontaneous communication. *Organization Science*, 16(3), 290-307.

- Ioannou, C.C., Singh, M. & Couzin, I.D. (2015) Potential leaders trade off goal-oriented and socially oriented behavior in mobile animal groups, *The American Naturalist* 186(2), 284-293.
- Isabella, L. (2007). *A Learning Team Drama in One Act* (No. UV0756): University of Virginia Darden School Foundation.
- Kurzban, R., Tooby, J., & Cosmides, L. (2001). Can race be erased? Coalitional computation and social categorization. *Proceedings of the National Academy of Sciences*, 98(26), 15387-15392.
- 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 Jr, R. B., & Phillips, K. W. (2007). Working harder with the out-group: The impact of social category diversity on motivation gains. *Organizational Behavior and Human Decision Processes*, 103(2), 214-224.
- Neeley, T., & Delong, T. J. (2009). *Managing a Global Team: Greg James at Sun Microsystems, Inc. (Case 9-409-003)*. Boston, MA: Harvard Business School Publishing.
- Packer, D. J. (2009). Avoiding groupthink: Whereas weakly identified members remain silent, strongly identified members dissent about collective problems. *Psychological Science*, 20(5), 546-548.
- Ramthun, A. J., & Matkin, G. S. (2014). Leading dangerously: A case study of military teams and shared leadership in dangerous environments. *Journal of Leadership & Organizational Studies*, 21(3), 244-256.
- Roberto, M. A., & Carioggia, G. M. (2003). *Mount Everest—1996 (Case 9-303-061)*. Boston, MA: Harvard Business School Publishing.
- Roberto, M. A. & Ferlins, E. M. (2003). *Storm King Mountain (Case 9-304-046)*. Boston, MA: Harvard Business School Publishing.
- Roney, R., Greenaway, K, Anicich, E. M., & Galinsky, A. D. (2012). The path to glory is paved with hierarchy: When hierarchical differentiation increases group effectiveness. *Psychological Science*, 23 (6), 669-677.
- Snook, S. A., & Polzer, J. T. (2003). *Army Crew Team (Case 9-403-131)*. Boston, MA: Harvard Business School Publishing.
- Tziner, A., & Eden, D. (1985). Effects of crew composition on crew performance: Does the whole equal the sum of its parts? *Journal of Applied Psychology*, 70(1), 85-93.
- Waller, M. J., Gupta, N., & Giambatista, R. C. (2004). Effects of adaptive behaviors and shared mental models on control crew performance. *Management Science*, 50(11), 1534-1544.
- Watson, W. E., Johnson, L., & Zgourides, G. D. (2002). The influence of ethnic diversity on leadership, group process, and performance: An examination of learning teams. *International Journal of Intercultural Relations*, 26, 1-16.
- Weick, K. E. (1993). The collapse of sensemaking in organizations: The Mann Gulch disaster. *Administrative Science Quarterly*, 38(4), 628-652.
- Wheelan, S. A. (2009). Group size, group development, and group productivity. *Small Group Research*, 40(2), 247-262.
- Wittenbaum, G. M., & Park, E. S. (2001). The collective preference for shared information. *Current Directions in Psychological Science*, 10(2), 70-73.
- Woolley, A. W., Gerbasi, M. E., Chabris, C. F., Kosslyn, S. M., & Hackman, J. R. (2008). Bringing in the experts: How team composition and collaborative planning jointly shape analytic effectiveness. *Small Group Research*, 39(3), 352-371.

## Readings, Activities, Due Dates

<i>Week One</i>	<i>Topic / Focus</i>	<i>Readings</i>	<i>Other Events &amp; Assignments</i>
T April 3	<b>Studying Groups</b>	Syllabus	Introductions, temporary groups
R April 5		Arrow 2010; Wheelan 2009	Process Coding Exercise
<b>Week Two</b>	<i>Permanent Groups formed this week</i>		
T April 10	<b>Composition, Cohesion &amp; Performance</b>	Tziner & Eden 1985; Bernstein 2016 <i>HBS</i>	Speed dating
R April 12		Army Crew Team case (Snook/Polzer)	Group formation & first task: Blog Essay #0 (all): Due <b>Fr 5 PM</b>
<b>Week Three</b>	<i>Comments on blogs due by <b>Mon 10 AM</b></i>		
T April 17	<b>Status &amp; Influence</b>	Ronay et al. 2012; Ayman & Korabik, 2010	Group exercise
R April 19		Learning Team case (Isabella)	Blog Essay #1by <b>Fr 5 PM</b>
<b>Week Four</b>	<i>Comments on blogs due by <b>Monday 10 AM</b></i>		
T April 24	<b>Diversity &amp; Conflict</b>	Watson et al. 2003; Hinds Mortensen 2005	Group checkup / Member change
R April 26		Greg James case (Neeley & DeLong)	Essay #2a <b>*Odd*</b> groups <b>Fr 5 PM</b>
<b>Week Five</b>	<i>Even group members comment <b>Mon 10 AM</b> Grads submit partial draft by Wed 6 PM</i>		
T May 1	<b>Decision Making</b>	Packer 2009; Wittenbaum & Park 2001	<i>Skills &amp; class assess</i>
R May 3		Columbia case (Bohmer et al.)	Essay #2b <b>*Even*</b> grps <b>Fr 5 PM</b>
<b>Week Six</b>	<i>Odd: First 150 words Reflective Essay <b>Sunday Noon</b>; comment <b>Mon 10 AM</b>; Grads final W 6 PM</i>		
T May 8	<b>Task Performance</b>	Woolley et al. 2008; Lount & Phillips, 2007	Marbles Group exercise
R May 10		Surgical Teams case (Edmondson 2003)	Essay #3a <b>*Odd*</b> grps <b>Fr 5 PM</b>
<b>Week Seven</b>	<i>Even: First 150 words Reflective Essay <b>Sunday Noon</b>; comment <b>Monday 10 AM</b>. Do assigned peer review on Canvas during <b>Tues class</b> Odd: Full Draft Reflective Essay on Canvas <b>Mon 10 AM</b>; <b>Final version Th 4 PM on Canvas</b></i>		
T May 15	<b>Leadership</b>	Couzin et al. 2005; Ramthun & Matkin 2014	Peer review of Essay/Case
R May 17		Mount Everest case (Roberto & Carioggia)	Essay #3b <b>*Even*</b> grps <b>Fr 5 PM</b>
<b>Week Eight</b>	<i>Odd: comment <b>Monday 10 AM</b>; Do assigned peer review on Canvas during <b>Tues class</b> Even: Full Draft Reflective Essay on Canvas <b>Mon 10 AM</b>; <b>Final version Th 4 PM on Canvas</b></i>		
T May 22	<b>Intergroup Dynamics</b>	Kurzban et al. 2001; Castano 2008	Peer review of Essay/Case
R May 24		Contemporary conflict (group choice)	Essay #4a <b>*Odd*</b> grps <b>Fr 5 PM</b>
<b>Week Nine</b>	<i>Even group members comment <b>Monday 10 AM</b>; Grads Lit Review draft due W 6 PM</i>		
T May 29	<b>Adaptation</b>	LePine 2005; Waller et al. 2004	Group exercise
R May 31		Mann Gulch & Storm King case (Weick, 1993; Roberto & Ferlins, 2003)	Essay #4b <b>*Even*</b> grps <b>Fr 5 PM</b>
<b>Week Ten</b>	<i>Odd group members comment <b>Monday 10 AM</b></i>		
T June 5	<b>Putting it all together</b>	* Case Options for Final *	<i>*Take home final essay Qs will be posted by Wed 6 PM*</i>
R June 7		Peer Evals, Review for Final	
<b>Finals Week</b>	<i>*Take-home FINAL: Submit by 10 AM, <b>Tues, June 12</b>. Grads Lit Review final due 10 AM Mon</i>		