

# Syllabus: Group Dynamics

CRNs: 35092 / 35103

Psy 457/557, Spring 2019, Tues & Thurs 2-3:50, 302 Gerlinger

Professor/TA	Office	E-mail	Office Hours
Dr. Holly Arrow	Straub 420	<a href="mailto:harrow@uoregon.edu">harrow@uoregon.edu</a>	Wed 2-3 & Thur 4-5
Ashleigh Landau	Straub 462	<a href="mailto:alandau2@uoregon.edu">alandau2@uoregon.edu</a>	Fri 11-12:30

## Course Description Overview

rev 2 April 2019

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 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. Completing quizzes and posting clarification questions can also benefit your participation grades.

## 2. Readings

Readings will be available on Canvas and (for several case studies) for purchase & download from the Harvard Business School site: <https://hbsp.harvard.edu/import/622440>

### 3a. Group Essays on WordPress Blog (457) <https://blogs.uoregon.edu/s2019psy457557/>

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. Some will be submitted on Canvas instead of posted on the blog.

**Essay Grades:** Blog essays 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”) will receive 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**.

**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 a Canvas test and an essay. It will be open book, open notes, but you must complete it yourself. The Canvas test and completed essay 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 assignment or the course, depending on the severity of the infraction; 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

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- Pettigrew, T. F., Tropp, L. R., Wagner, U., & Christ, O. (2011). Recent advances in intergroup contact theory. *International Journal of Intercultural Relations*, 35(3), 271-280.
- 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.
- Sidanius, J., & Pratto, F. (2011). Social dominance theory. *Handbook of theories of social psychology*, 2, 418-438. Access on-line at: <http://lasiummerschool.com/wp-content/uploads/2016/11/Sidanius-Pratto-2012-Social-dominance-theory.pdf>
- Snook, S. A., & Polzer, J. T. (2003). *Army Crew Team (Case 9-403-131)*. Boston, MA: Harvard Business School Publishing.
- Sunstein, C. R., & Hastie, R. (2014, December). Making dumb groups smarter: The new science of group decision making. *Harvard Business Review*, 92(12), 90-98. Access via UO Library.
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- Zarate, M. A., Garcia, B., Garza, A. A., & Hitlan, R. T. (2004). Cultural threat and perceived realistic group conflict as dual predictors of prejudice. *Journal of experimental social psychology*, 40(1), 99-105.

## Readings & Activities

<i>Week One</i>	<i>Topic/Focus</i>	<i>Readings</i>	<i>Other Events &amp; Assignments</i>
T April 2	<b>Studying Groups</b>	Syllabus	Introductions, temporary groups
R April 4		Arrow 2010; Wheelan 2009	Process Coding Exercise
<i><b>Week Two</b></i>	<i>Permanent Groups formed this week</i>		
T April 9	<b>Composition &amp; Dynamics</b>	Arrow & Henry 2019; Tziner & Eden 1985	Speed dating
R April 11		Army Crew Team <i>case</i> (Snook/Polzer)	Group formation & first task:
<i><b>Week Three</b></i>			
T April 16	<b>Status &amp; Influence</b>	Ronay et al. 2012; Sidanius & Pratto 2011	Group exercise
R April 18		Learning Team <i>case</i> (Isabella)	
<i><b>Week Four</b></i>			
T April 23	<b>Diversity &amp; Conflict</b>	Edmondson & Rolof 2009; Hinds & Mortensen 2005	Group checkup / Member change
R April 25		Greg James <i>case</i> (Neeley & DeLong)	
<i><b>Week Five</b></i>			
T April 30	<b>Decision Making</b>	Packer 2009; Sunstein & Hastie 2004; Wittenbaum & Park 2001;	<i>Skills &amp; class assessment</i>
R May 2		Columbia <i>case</i> (Bohmer et al.)	
<i><b>Week Six</b></i>			
T May 7	<b>Task Performance</b>	Woolley et al. 2008; Lingard et al. 2004	Marbles Group exercise
R May 9		Surgical Teams <i>case</i> (Edmondson 2003)	
<i><b>Week Seven</b></i>			
T May 14	<b>Leadership</b>	Wu & Sun 2014; Ramthun & Matkin 2014	Peer review of Essay/Case
R May 16		Mount Everest <i>case</i> (Roberto & Carioggia)	
<i><b>Week Eight</b></i>			
T May 21	<b>Intergroup Dynamics</b>	Pettigrew et al. 2011; Zarate et al. 2004	Peer review of Essay/Case
R May 23		Contemporary conflict: Immigration	
<i><b>Week Nine</b></i>			
T May 28	<b>Adaptation</b>	LePine 2005; Waller et al. 2004	Group exercise
R May 30		Mann Gulch & Storm King <i>case</i> (Weick, 1993; Roberto & Ferlins, 2003)	
<i><b>Week Ten</b></i>			
T June 4	<b>Putting it all together</b>	<i>* Case Options for Final *</i>	<i>*Take home final essay Qs will be posted by Wed 6 PM*</i>
R June 6		Peer Evals, Review for Final	
<b>Finals Week</b>	<i>*FINAL: (457) Complete on Canvas by 12:30 AM, <b>Tues, June 11.</b> (557) Submit Lit Review</i>		



## **Due dates for ALL GROUPS and Students (447 & 557)**

Friday, April 12, 5 PM: All groups submit Blog #0 to <https://blogs.uoregon.edu/s2019psy457557/>  
 Mon, April 15, 10 AM: All student make a comment on one of the blogs  
 Friday, April 19, 5 PM: All groups submit Blog #1 to <https://blogs.uoregon.edu/s2019psy457557/>  
 Mon, April 22, 10 AM: All student make a comment on one of the blogs

## **ODD GROUPS & Students in Odd Groups Due Dates (447)**

Friday, April 26, 5 PM: Odd groups submit Blog #2a to <https://blogs.uoregon.edu/s2019psy457557/>  
 Sunday, May 5, Noon: Individuals submit first 150 words Reflective Essay on Canvas  
 Mon, May 6, 10 AM: Individual students make a comment on one of the 2b blogs  
 Friday, May 10, 5 PM: Odd groups submit Blog #3a to <https://blogs.uoregon.edu/s2019psy457557/>  
 Mon, May 13, 10 AM: Individuals submit full draft Reflective Essay on Canvas  
 Tues, May 14, 1 PM: Individuals complete assigned peer review on Canvas before class  
 Thurs, May 16, Midnight: Individuals submit final version of the Reflective Essay on Canvas  
 Mon, May 20, 10 AM: Individual students make a comment on one of the 3b blogs  
 Friday, May 24, 5 PM: Odd groups submit Blog #4a to <https://blogs.uoregon.edu/s2019psy457557/>  
 Mon, June 3, 10 AM: Individual students make a comment on one of the 4b blogs

## **EVEN GROUPS & Students in Even Groups Due Dates**

Mon, April 29, 10 AM: Individual students make a comment on one of the 2a blogs  
 Friday, May 3, 5 PM: Even groups submit Blog #2b to <https://blogs.uoregon.edu/s2019psy457557/>  
 Sunday, May 12, Noon: Individuals submit first 150 words Reflective Essay on Canvas  
 Mon, May 13, 10 AM: Individual students make a comment on one of the 3a blogs  
 Friday, May 17, 5 PM: Even groups submit Blog #3b to <https://blogs.uoregon.edu/s2019psy457557/>  
 Mon, May 20, 10 AM: Individuals submit full draft Reflective Essay on Canvas  
 Tues, May 21, 1 PM: Individuals complete assigned peer review on Canvas before class  
 Thurs, May 23, Midnight: Individuals submit final version of the Reflective Essay on Canvas  
 Mon, May 28, 10 AM: Individual students make a comment on one of the 4a blogs  
 Friday, May 30, 5 PM: Odd groups submit Blog #4b to <https://blogs.uoregon.edu/s2019psy457557/>  
 Mon, June 3, 10 AM: Individual students make a comment on one of the 4b blogs

## **GRADS (557) Due Dates**

Friday, April 26, 5 PM: Blog #2G due  
 Wed, May 1, 10 PM: Submit partial draft Case Study on Canvas  
 Mon, May 6, 10 AM: Make a comment on one of the 2b blogs  
 Wed, May 8, 10 PM: Submit final Case Study on Canvas  
 Friday, May 10, 5 PM: Blog #3G due  
 Mon, May 20, 10 AM: Make a comment on one of the 3b blogs  
 Friday, May 24, 5 PM: Blog #4G due  
 Mon, June 3, 10 AM: Make a comment on one of the 4b blogs

## **Due date for Final (457/557)**

Tues, June 11, 12:30 AM: UNDERGRADS Complete both parts of the final: Canvas test + Final essay  
 GRADS submit Lit Review on Canvas