**Psychology 667: Small Group Behavior**

Fall 2018

Instructor: Stephen J. Zaccaro

Office: DK 3066B; 993-1355

Office Hours: Mondays, 3:00 - 4:00; and by appointment

E-mail: [szaccaro@gmu.edu](mailto:szaccaro@gmu.edu)

**PURPOSE**: This course will provide you with a survey of theories and research on group dynamics. We will examine issues related to group formation and development, group processes, social influences, group decision-making, group performance, and leadership. This class will follow a seminar format. This means that you should read the assigned articles before class time and be prepared to discuss/critique them.

**OUTLINE OF TOPICS: Approximate Dates**

1. Overview, Definitions, Team roles 8/27
2. Foundations 9/10-17
3. Methodological and Statistical Issues 9/17
4. Group Processes and Team Task Analyses 9/24-10/1
5. Group Emergent States 10/09
6. Team Leadership 10/15
7. Group Effectiveness 10/22
8. Group Formation and Development 10/29
9. Group Composition and Staffing 11/05
10. Group Innovation and Learning 11/12
11. Group Decision Making 11/19
12. Group Conflict 11/26
13. Multiteam systems 12/03

**REQUIREMENTS**: Your grade in this class will be based on four assignments. The first is a research proposal on any topic in group dynamics. This proposal will be due on December 3. An outline of this proposal will be due on November 5. If you have already collected data in a group or team study, you may satisfy this assignment with a full draft of a manuscript to be submitted to a journal. The second assignment will be a cumulative take-home final examination, to be distributed on December 3 and due December 17. This examination will be essay in format. The third assignment is an annotated bibliography to be completed on the topic of your research proposal. This bibliography will be due on October 22. The paper will be worth 40% of your grade; the final examination will be worth 30% of your final grade. The bibliography will be worth 15% of your grade. Missed deadlines for the assignments will result in a letter-grade deduction (10 points) for each day late.

This class is intended to be a seminar class, with considerable discussion expected among class members. As a fourth assignment, you will be required as part of a team to be responsible for presenting two of the assigned articles each week and leading the class discussion on that article. As part of the preparation for this presentation, your team will need to post on Blackboard notes on (a) how your two assigned articles fit within the context of team research, and (b) what the contributions of a particular article are to that literature. These postings should occur no later than 2 days before class. Each week I will assign a "participation grade" to you that will reflect (a) your individual preparation and participation in the class discussion, and (b) your group's preparation for and facilitation of the class discussion. I will assign the papers to your group for the following week's discussion. This participation assignment will be worth 15% of your grade. I will give further instruction on the first day of class about how to prepare your analysis and facilitation of articles. Please note that all members of the class are responsible for reading all of the articles each week, not just the ones assigned to your group.

***Summary of Grade:***

Research Proposal 40%

Annotated Bibliography 15%

Final Examination 30%

Class Participation 15%

**TEXTS**:

***Recommended:***

If you are looking for a general overall reference book or survey of the topic, I suggest the following:

Forsyth, D. R. (2013). *Group Dynamics* (4th ed. or 5th ed). Independence, KY: Cengage Learning.

**Honor Code**: As the instructor for the course, I reserve *“the right to enter a failing grade to any student found guilty of an Honor Code violation.”* Violations of the honor code include (but are not limited to) lying, cheating, plagiarism, as well as turning in or accepting credit for work that is not yours. I take this very seriously. For more information, go to [www.gmu.edu/catalog/9798/honorcod.html](http://www.gmu.edu/catalog/9798/honorcod.html) .

**Important Dates**

Last day to add September 4th

Last day to drop with no penalty September 9th

Check the GMU website for other key dates: https://registrar.gmu.edu/calendars/fall-2018/

If you are a student with a disability and you need academic accommodations, please see me and contact the Disability Resource Office (703-993-2474). All academic accommodations must be arranged through that office

*Official Communications via GMU E-ma*il: Mason uses electronic mail to provide official information to students. Examples include communications from course instructors, notices form the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their mason e-mail account, and are required to activate that account and check it regularly

**READINGS**

***Overview and definitions; Team roles***

Driskell, T., Driskell, J. E., Burke, C. S., & Salas, E. (2017). Team roles: A review and recommendation. *Small Group Research, 48*, 482-511

Hollenbeck, J. R., Beersma, B., & Schouten, M. E. (2012). Beyond team types and taxonomies: A dimensional scaling conceptualization for team description.

Marrone, J. A. (2010). Team boundary spanning: A multilevel review of past research and proposals for the future. *Journal of Management, 36*, 911-940.

Sundstrom, E., DeMeuse, K., & Futrell, D. (1990). Work teams: Applications and effectiveness. *American Psychologist, 45* (2), 120-133.

Sundstrom, E., McIntyre, M., Halfhill, T., & Richards, H. 2000. Work groups: From Hawthorne studies to work teams of the 1990s and beyond. *Group Dynamics: Theory, Research, and Practice*, 4(1): 44-67.

***Foundations***

Lewin, K. (1947). Frontiers in group dynamics: Concept, method, and reality in social science; social equilibria and social change. *Human Relations, 1*, 5-41

Lewin, K. (1947). Frontiers in group dynamics II. Channels of group life; Social planning and action research. *Human Relations, 1,* 143-153*.*

Coch, L., & French, J.R.P., Jr. (1948). Overcoming resistance to change. *Human Relations, 1*, 512-532 -- an example of Lewin, 1947).

Festinger, L. (1950). Informal social communication. *Psychological Review, 57*, 271-282.

Latané, B. (1981). The psychology of social impact. *American Psychologist, 36*(4), 343-356.

***Methodological and Statistical Issues***

Chan, D (1998). Functional relations among constructs in the same content domain of different levels of analysis: A typology of composition models. *Journal of Applied Psychology, 83*, 234-246.

Chen, G., Bliese, P., & Mathieu, J. (2005). Conceptual framework and statistical procedures for delineating and testing multilevel theories of homology. *Organizational Research Methods, 8*, 375-409

Hofmann, D. A. (1997). An overview of the logic and rationale of hierarchical linear models. *Journal of Management, 23*, 723-744.

Kozlowski, S. W. J., Chao, G. T., Grand, J. A., Braun, M. T., and Kuljanin, G. 2013 Advancing multilevel research design capturing the dynamics of emergence. *Organizational Research Methods, 16,* 581-615.

Klein, K. J., & Kozlowski, S. W. J. (2000). From micro to meso: Critical steps in conceptualizing and conducting multilevel research. *Organizational Science Methods,* 3, 211-236

***Group Processes***

Arthur, W., Jr., Edwards, B. D., Bell, S. T., Villado, A. J., & Bennett, W., Jr. (2005). Team task analysis: Identifying tasks and jobs that are team based. *Human Factors, 47*, 654–669.

Burke, C. S. (2004). Team task analysis. In N. Stanton, A. Hedge, K. Brookhuis, E. Salas, & H. Hendrick (Eds.), *Handbook of Human Factors and Ergonomics Methods*. Boca Raton, FL: CRC press. (Note this entire book is available online from the GMU library: https://www-taylorfrancis-com.mutex.gmu.edu/books/e/9780203489925)

Courtright, S. H., Thurgood, G. R., Stewart, G. L., & Pierotti (2015). Structural interdependence in teams: An integrative framework and meta-analysis. *Journal of Applied Psychology, 100*, 1825-1846.

Luciano, M. M., Bartels, A. L., D’Innocenzo, L., Maynard, M. T., & Mathieu, J. E. (2018). Shared team experiences and team effectiveness: Unpacking the contingent effects of entrained rhythms and task characteristics. *Academy of Management Journal, 61*, 1403-1430.

LePine, J. A., Piccolo, R. F., Jackson, C. L., Mathieu, J. E., & Saul, J. R. (2008). A meta-analysis of teamwork processes: Tests of a multidimensional model and relationships with team effectiveness criteria. *Personnel Psychology, 61*, 273-307.

Marks, M. A., Mathieu, J., & Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes. *Academy of Management Review, 26*, 356-376.

Uitdewilligen, S., Rico, R., & Waller, M. J. (2018). Fluid and stable: Dynamics of team action patterns and adaptive outcomes. *Journal of Organizational Behavior*. Advance online publication. https://doi.org/10.1002/job.2267

***Group Emergent States***

Bachrach, D. G., Lewis, K., Kim, Y., Patel, P. C., Campion, M. C., & Thatcher, S. M. B. (2018, July 19). Transactive memory systems in context: A meta-analytic examination of contextual factors in transactive memory systems development and team performance. *Journal of Applied Psychology*. Advance online publication. http://dx.doi.org/10.1037/apl0000329

Chen, G., Kanfer, R., DeShon, R. P., Mathieu, J. E., & Kozlowski, S. W. J. (2009). The motivating potential of teams: Test and evaluation of Chen & Kanfer's (2006) cross-Level model of motivation in teams. *Organizational Behavior and Human Decision Processes, 110,* 45-55.

DeChurch, L. A. & Mesmer-Magnus, J. R. (2010). The cognitive underpinnings of effective teamwork. *Journal of Applied Psychology, 95,* 32-53.

De Jong, B. A., Dirks, K. T., & Gillespie, N. (2016). Trust and team performance: A meta-analysis of main effects, moderators, and covariates. *Journal of Applied Psychology, 101*, 1134-1150.

Grand, J. A., Braun, M. T., Kuljaninn, G., Kozlowski, S. W. J., & Chao, G. T (2016). The dynamics of team cognition: A process-oriented theory of knowledge emergence in teams. *Journal of Applied Psychology, 101*, 1353-1385.

**Group Effectiveness**

Alliger, G. M., Cerasoli, C. P., Tannenbaum, S. I., & Vessey, W. B. (2015). Team resilience: How teams flourish under pressure. *Organizational Dynamics, 44,* 176-184.

Burke, C. S., Stagl, K.C., Salas, E., Pierce, L., & Kendall, D. (2006). Understanding team adaptation: A conceptual analysis and model. *Journal of Applied Psychology*, *91*, 1189-1207.

Mathieu, J., Maynard, M. T., Rapp, T. L., & Gilson, L. (2008). Team effectiveness 1997-2007: A review of recent advancements and a glimpse into the future. *Journal of Management, 34,* 410-476.

Maynard, M. T., Mathieu, J. T., Rapp, T. L., & Gilson, L. L. (2012). Something(s) old and something(s) new: Modeling drivers of global virtual team effectiveness. *Journal of Organizational Behavior, 33*, 342-365.

Wageman, R. (1995). Interdependence and group effectiveness. *Administrative Science Quarterly, 40*, 145-180.

***Group Formation and Development***

Cannon-Bowers, J. A., & Bowers, C. (2011). Team development and functioning. In S. Zedeck, (Ed). (2011). *APA handbook of industrial and organizational psychology, Vol 1: Building and developing the organization* (pp. 597-650). Washington, DC, US: American Psychological Association. [http://dx.doi.org/10.1037/12169-019](http://psycnet.apa.org/doi/10.1037/12169-019)

Chang, A., Duck, J., & Bordio, P. (2006). Understanding the multidimensionality of group development. *Small Group Research, 37*, 327-350.

Gersick, C.J.G. (1988). Time and transition in work teams: Toward a new model of group development. *Academy of Management Journal, 31*(1), 9-41.

Tasa, K., Tagger, S., & Seijts, G. H. (2007). The development of collective efficacy in teams: A multilevel and longitudinal perspective. *Journal of Applied Psychology, 92*, 17-27.

Floor R., Kane, A. A., Ellemers. N., & Van Der Vegt, G (2013): Team receptivity to newcomers: Five decades of evidence and future research themes. The Academy of Management Annals, 7, 245-291.

***Group Composition and Staffing***

Courtwright, S. H., McCormick, B. W., Mistry, S., & Wang, J. (2017). Quality charters or quality members? A control theory perspecitve on team charters and team performance. *Journal of Applied Psychology, 102*, 1462-1470.

Mathieu, J. E., Tannenbaum, S. L., Donsbach, J. S., & Alliger, G. M. (2014). A review and integration of team compositon models: Moving toward a dynamic and temporal framework. *Journal of Management*, 40, 130-160.

Morgeson, F. P., Reider, M. H., & Campion, M. A. (2005). Selecting individuals in team settings: The importance of social skills, personality characteristics, and teamwork knowledge. *Personnel Psychology, 58,* 583-611.

Rapp, T. L., & Mathieu, J. E. (2018, August 9). Team and Individual Influences on Members’ Identification and Performance per Membership in Multiple Team Membership Arrangements. *Journal of Applied Psychology*. Advance online publication. http://dx.doi.org/10.1037/apl000034

Thatcher, S. M. B., & Patel, P. C. (2011). Demographic faultlines: A meta-analysis of the literature. *Journal of Applied Psychology, 96*, 1119-1139.

***Group Creativity, Innovation and Learning.***

Hoever, I. J., Knippenberg, D. V., Van Ginkel, & Barkema, H. G. (2012). Fostering team creativity: Perspective taking as key to unlocking diversity’s perspective. *Journal of Applied Psychology, 97*, 982-996.

Hülsheger, U. R., Anderson, N., & Salgado, J. F. (2009). Team-level predictors of innovation at work: A comprehensive meta-analysis spanning three degrees of research. *Journal of Applied Psychology, 94*, 1128-1145.

Lehmann-Willenbrock, N. (2017). Team learning: New insights through a temporal lens. *Small Group Research, 48*, 123-130

Rauter, S., Weiss, M., & Heogl, M. (2018). Team learning from setbacks: A study in the context of start-up teams. *Journal of Organizational Behavior*. Advance online publication. https://doi.org/10.1002/job.2278

Wilson, J. M., Goodman, P. S. & Cronin, M. A. (2007). Group learning. *Academy of Management Review, 32*, 1041-1059.

***Group Decision-making***

Esser, J. (1998). Alive and well after 35 years. A review of groupthink research. *Organizational Behavior & Human Decision Processes*, *73*, 116-141.

Hollenbeck, J.R., Ilgen, D.R., Sego, D.J., Hedlund, J., Major, D.A., & Phillips, J. (1995). Multilevel theory of team decision making: Decision performance in teams incorporating distributed expertise. *Journal of Applied Psychology, 80*(2), 292-316.

Kerr, N., & Tindale, R. S. (2004). Group performance and decision making. *Annual Review of Psychology, 55*, 623–55.

Park, G., & DeShon, R. P. (2010). A multilevel model of minority opinion expression and team decision-making effectiveness. *Journal of Applied Psychology, 95,* 824-833.

Waddell, B. D., Roberto, M. A., & Yoon, S. (2013). Uncovering hidden profiles: Advocacy in team decision-making. *Management Decision, 51,* 321 – 340.

***Group Conflict***

de Wit, F. R. C., Greer, L. L., & Jehn, K. A. (2012). The paradox of intragroup conflict: A meta-analysis. Journal of Applied Psychology, 97, 360-390.

Hinds, P. J., & Mortensen, M. (2005). Understanding conflict in geographically distributed teams,: The moderating effects of shared identity, shared context, and spontaneous communications. *Organizational Science, 16*, 290-307.

Tekalb, A.G., Quigley, N.R., & Tesluk, P.E. (2009). A longitudinal study of team conflict, conflict management, cohesion, and team effectiveness. *Group & Organization Management, 34*(2), 170-205.

Jehn, K. A., Rispens, S., & Thatcher, S. M. B. (2010). The effects of conflict asymmetry on work group and individual outcomes. *Academy of Management Journal, 53*, 596-616.

Weingart, L., Behfar, K., Bendersky, C., Todorva, G., & Jehn, K. A. (2015). The directness and oppositional intensity of conflict expression. *Academy of Management Review, 40*, 235-262.

***Team Leadership***

Chen, G., Smith, T. A., Kirkman, B. L., Zhang, P., Lemoine, G. J., & Farh, J.-L. (2018, July 30). Multiple team membership and empowerment spillover effects: Can empowerment processes cross team boundaries? *Journal of Applied Psychology*. Advance online publication. http://dx.doi.org/10.1037/apl0000336

Chiu, C-Y., Owens, B. P., & Tesluk, P. E. (2016). Initiating and utilizing shared leadership in teams: The role of leader humility, proactive personality, and team performance capability. *Journal of Applied Psychology, 101*, 12, 1705-1720.

Kozlowski, S. W. J., Mak, S., & Chao, G. T. (2016). Team-centric leadership: An integrative review. *Annual Review of Organizational Psychology and Organizational Behavior, 3*, 21-54.

Madrid, H. P., Totterdell, P., Niven, K., & Barros, E. (2014). Leader affective processes and innovation in teams. *Journal of Applied Psychology, 101*, 673-686.

Morgeson, F. P., DeRue, D. S., & Karam, E. P. (2010). Leadership in teams: A functional approach to understanding leadership structures and processes. *Journal of Management*, *36*, 5-39.

***Multiteam Systems***

De Vries, T. A., Hollenbeck, J. R., Davison, R. B., Walter, F., & Van Der Vegt, G. S. (2016). Managing coordination in multiteam systems: Integrating micro and macro perspectives. *Academy of Management Journal, 59*, 1823-1844.

Lanaj, K., Foulk, T. A., & Hollenbeck, J. R. (2018). The benefits of not seeing eye to eye with leadership: Divergence in risk preferences impacts multiteam system behavior and performance*. Academy of Management Journal, 61*, 1554-1582.

Luciano, M. M., DeChurch, L. A., & Mathieu, J. E. (in press). Multiteam systems: A structural framework and meso-theory of system functioning. *Journal of Management*.

Marks, M., DeChurch, L. A., Mathieu, J. E., Panzer, F., & Alonso, A. (2005). Teamwork in multi-team systems. *Journal of Applied Psychology, 90*, 964-971.

Zaccaro, S.J., Marks, M.A., & DeChurch, L.A., eds. (2012). *Multiteam systems:* *An organizational form for dynamic and complex environments.* Taylor & Francis. Chapter 1