**Psychology 667: Small Group Behavior**

Fall 2022

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**PURPOSE**: This course will provide you with a survey of theories and research on team and 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 8/23
2. Foundations 8/30-9/06
3. Methodological and Statistical Issues 9/06
4. Group Processes and Team Task Analyses 9/13-9/20
5. Group Emergent States 9/27
6. Multiteam systems 10/04
7. Team Leadership 10/18
8. Group Effectiveness 10/25
9. Group Formation and Development 11/01
10. Group Composition and Staffing 11/08
11. Group Innovation and Learning 11/15
12. Group Decision Making 11/22
13. Group Conflict 11/29

**REQUIREMENTS**: Your grade in this class will be based on four assignments. The first is a team project that will entail a teams/multiteam system task analysis, assessment, and evidence-based interventions report. This project will be due on November 29. The second assignment will be a cumulative take-home final examination, to be distributed on November 29. This examination will be essay in format. The third assignment is an annotated bibliography of 20 papers on a theme of your choosing from this course. You will be required to summarize/integrate these papers and propose research questions for future research. This bibliography will be due on November 15. The team project will be worth 30% of your grade; the final examination will be worth 30% of your final grade. The bibliography will be worth 30% 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 a group 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 10% 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:***

Team project 30%

Annotated Bibliography 30%

Final Examination 30%

Class Participation 10%

Your final letter grade will be calculated using the following:

A+ (4.00+) = 100 - 97 A (4.00) = 96 – 93 A- (3.67) = 92 - 90

B+(3.33) = 89 - 87 B (3.00) = 86 – 83 B- (2.67) = 82 – 80

C+(2.33) = 79 - 77 C (2.00) = 76 – 73 C- (1.67) = 72- 70

D (1.00) = 69 – 60 F (0.00) = below 59

**TEXTS**:

***Recommended:***

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

Forsyth, D. R. (2019). *Group Dynamics* (7th ed.). Independence, KY: Cengage Learning.

**Important Dates**

Last day to add August 29st

Last day to drop with no penalty September 6th

Check the GMU website for other key dates: <https://registrar.gmu.edu/calendars/fall_2022/>

## Commitment to Diversity and Classroom Climate

As a reflection of George Mason’s core values, we do not discriminate on the basis of race, class, linguistic background, religion, gender identity, sex, sexual orientation, ethnicity, age, or physical ability. This course assumes that all opinions, thoughts, and ideas deserve respectful hearings from others. In fact, diversity in analysis and expression is the key to a successful course. Demeaning, intolerant, and/or disruptive behavior or responses at any time are inappropriate. Use points of disagreement/conflict to learn more about yourself, others, and the course material. We expect you to communicate diverse and opposing ideas and perspectives with professionalism and civility.

**Sexual Misconduct and Interpersonal Violence**

George Mason University is committed to providing a safe learning, living and working environment free from discrimination. The University’s environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success.

## George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support. [University Policy 1202 Sexual Harassment and Misconduct](http://universitypolicy.gmu.edu/policies/sexual-harassment-policy/?_ga=1.168182049.1266215285.1459540305) speak to the specifics of our process, our resources, and options available to you.

## Confidential resources are available on campus at the Student Support and Advocacy Center ([ssac.gmu.edu](http://ssac.gmu.edu/)), Counseling and Psychological Services ([caps.gmu.edu](http://caps.gmu.edu/)), Student Health Services ([shs.gmu.edu](http://shs.gmu.edu/)), and the University Ombudsperson ([ombudsman.gmu.edu](http://ombudsman.gmu.edu/)).

## All faculty, staff and administrators of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University Title IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact Dr. Jennifer Hammat, the University Title IX Coordinator at 703-993-8730, jhammat@gmu.edu, [diversity.gmu.edu](https://diversity.gmu.edu/title-ix) or stop by Aquia 373.

**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) .

Three fundamental principles students must follow at all times are:

1. All work submitted must be your own.
2. When using the work or ideas of others, including fellow students, give full credit through accurate citations.
3. If you are uncertain about citation rules or assignment guidelines, ask an instructor for clarification.

No grade is important enough to justify academic misconduct. If you feel unusual pressure or anxiety about your grade in this or any other course, please let an instructor know and also seek help from University resources. The University provides a range of services to help with test anxiety, writing skills, study skills, personal issues, and related concerns. Using someone else’s words or ideas without giving them credit is *plagiarism*, a serious offense. If you wish to quote directly from any text, you MUST use the exact words (including punctuation) just as the words, phrases, and sentences appear in the original text. Additionally, you must follow proper citation rules (**APA 7th Edition in this course**) to indicate that you are quoting directly from a text (e.g., quotation marks, quote indentation, source identification). If you want to paraphrase ideas from a source, that is, convey the author’s ideas in your own words, you must still cite the source, using an established citation format.

The re-use of papers, presentations, and other materials from one course in another course is not appropriate or acceptable. In every course, faculty expect that submitted work has been prepared for that class only. Violations of the University Honor Code will be referred to the University Honor Committee for review and action.

Please familiarize yourself with [the Honor Code](http://oai.gmu.edu/the-mason-honor-code-2/). Should you have questions about how the code applies to this course, please as me - not another student - for clarification.

**GMU LEARNING RESOURCES**

**Office of Disability Services |** SUB 1, #2500, ods@gmu.edu, 703-993-2474 or 703-993-2476 (TTY)

If you believe that you have a learning or physical difference that may affect your academic work, please contact the GMU Office of Disability Services. If you qualify for accommodation based on the documentation you provide, the ODS staff will give you a form detailing appropriate accommodations – you will then bring this form to me. In addition to providing me with the appropriate form, please take the initiative to discuss accommodations with me at the beginning of the semester and as needed during the term.  Because of the range of learning differences, faculty members need to learn from you the most effective ways to assist you. If you have contacted [the Office of Disability Services](http://ods.gmu.edu) and are waiting to hear from a counselor, please tell me.

**Office of Counseling and Psychological Services (CAPS) |** SUB 1, #3129, 703-993-2380

[CAPS](http://caps.gmu.edu) provides individual and group counseling, workshops and outreach programs -- experiences to enhance

**Student Support and Advocacy (SSAC) |** SUB 1, #3200, 703-993-3686

[SSAC](http://ssac.gmu.edu/) staff offer students one-on-one support, interactive programming and on and off campus resources. Some of the topic areas addressed are healthy relationships, stress management, nutrition, sexual assault, dating/domestic violence, stalking, drug and alcohol use and sexual health.

**University Writing Center |** Rob Hall A, #114, 703-993-1200

[The University's Writing Center](http://writingcenter.gmu.edu/writing-resources/wc-quick-guides) offers free, expert tutoring to writers at all levels who want to improve their writing.

**GMU Learning Services | SUB I, #3129,** 703-993-2999

[Learning Services](http://caps.gmu.edu/learning-services/) provides study skills workshops, academic skills program, and academic counseling.

[University Information Technology Unit](https://itservices.gmu.edu/)

[University Libraries](http://library.gmu.edu/)

*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***

Hollenbeck, J. R., Beersma, B., & Schouten, M. E. (2012). Beyond team types and taxonomies: A dimensional scaling conceptualization for team description. *Academy of Management Revie*w, 2012, Vol. 37, No. 1, 82–106.

Matheiu, J. E., Tannenbaum, S. I., Kukenberger, M. R., Donsbach, J. S., & Alliger, G. M. (2015). Team role experience and orientation: A measure and tests of construct validity*. Group and Organizational Management, 40*, 6-34.

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., Lippitt, R., & White, R. K. (1939). Patterns of aggressive behavior in experimentally created social climates. Journal of Social Psychology*,* 10*,* 271–299.

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)

Larson, N. L., McLarnon, M. J. W., & O’Neill, T. A. (2020). Challenging the “static” quo: Trjectories of engagement in team processes toward a deadline. *Journal of Applied Psychology, 105*, 1145-1163.

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.

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, 39,* 1113-1128.

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

***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*. 104*(*3), 464–493. [https://doi.org/10.1037/apl0000329](https://doi.apa.org/doi/10.1037/apl0000329)

Breuer, Hüffmeier, J., Hibben, F., & Hertel, G. (2020). Trust in teams: A taxonomy of perceived trustworthiness factors and risk-talking behaviors in face-to-face and virtual teams. *Human Relations, 73*(1), 3-34.

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

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.

Mohammed, S., Rico, R., & Alipour, K. K. (2021). Team cognition at a crossroad: Toward conceptual integration and network configurations. *Academy of Management Annals, 15*, (2), 455-501.

***Multiteam Systems***

Luciano, M. M., DeChurch, L. A., & Mathieu, J. E. (2018). Multiteam systems: A structural framework and meso-theory of system functioning. *Journal of Management*, 44(3), 1065–1096. [https://doi.org/10.1177/0149206315601184](https://psycnet.apa.org/doi/10.1177/0149206315601184)

Luciano, M. M., Nahrgang, J. D., & Shropshire, C. (2020). Strategic leadership systems: Viewing top management teams and boards of directors from a multiteam systems perspective. *Academy of Management Review, 45*(3), 675-701

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.

Shuffler, M. L., Jiménez-Rodríguez, M., & Kramer, W. S. (2015). The science of multiteam systems: A review and future research agenda. *Small Group Research, 46*(6), 659–699.

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

Zaccaro, S. J., Dubrow, S., Torres, E. M., & Campbell, L. N. P. (2020). Multiteam systems: An integrated review and comparison of different forms. *Annual Review of Organizational Psychology and Organizational Behavior, 7*, 479-503.

***Team Leadership***

Guarana, C. L., Rothman, N. B., & Melwani, S. (2022). Leader subjective ambivalence: Enabling team task performance via information-seeking processes. *Personnel Psychology*, in press: <https://doi.org/10.1111/peps.12516>

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.

Zaccaro, S. J., Rittman, A. & Marks, M. A. (2001). Team leadership. *Leadership Quarterly, 12*, 451-484.

**Group Effectiveness**

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.

Hunter, S. T., & Cushenbery, L. (2011). Leading for innovation: Direct and indirect influences. *Advances in Developing Human Resources, 13*, 248–263.

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.

Mathieu, J. E., Gallagher, P. T., Domingo, M. A., & Klock, E. A. (2019). Embracing complexity: Reviewing the past decade of team effectiveness research. *Annual Review of Organizational Psychology and Organizational Behavior, 6,* 17-46.

Stoverink, A. C., Kirkman, B. L., Mistry, S., & Rosen, B. (2020). Bouncing back together: Toward a theoretical model of work team resilience. *Academy of Management Review, 45(*2), 395-422. https://doi.org/10.5465/amr.2017.0005

***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.

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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.

Matusik, J. G., Hollenbeck, J. R., Matta, F. K., & Oh, J. K. (2019). Dynamic systems theory and dual change scope models: Seeing teams through the lens of developmental psychology. *Academy of Management Journal, 62 (6),* 1760-1788

***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.

Ostermeier,K., Davis, M., & Pavur, R. (2020). Personality configurations in teams: A comparison of compilation and composition models. *Team Performance Management, 26*, (3/4), 227-246.

Wolfson, M. A., D’Innocenzo, L., & Bell, S. T. (2021, December 30). Dynamic Team Composition: A Theoretical Framework Exploring Potential and Kinetic Dynamism in Team Capabilities. *Journal of Applied Psychology*. Advance online publication. http://dx.doi.org/10.1037/apl0001004

***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***

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.

Zhu, X. S., Wolfson, M. A., Dalal, D. K., & Mathieu, J. E. (2021). Team decision making: The dynamic effects of team decision style composition and performance via decision strategy. *Journal of Management, 47* (5), 1281-1304*.*

***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.

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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.