

(tentative syllabus—subject to change)
Psychology 5323
Group Processes

Spring 2011
Dr. Paulus

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Course Goals:

1. Develop up-to-date knowledge of major principles, findings, and theories of group dynamics.
2. Develop critical thinking, evaluation, and application skills in relation to group dynamics
3. Develop ability to present and express ideas in a group setting.

Readings

* required readings
presentation papers

Textbooks:

Forsyth, D. (2010). *Group Dynamics*. Wadsworth

Nijstad, B. A. (2009). *Group performance*. New York: Psychology Press.

Jan. 18 Introduction

Jan. 20 Social Identity/Group Formation—Dr. Kenworthy

Forsyth., Ch. 3 Inclusion and Identity

Jan. 25 Introduction

- *Forsyth, Ch. 1, Introduction
- *Nijstad, Ch 1, Studying small groups.

*Moreland, R. L. (2010). Are dyads really groups? *Small Group Research*, 41, 251-267.

Jan 27 Methods/Theories

- *Forsyth Ch. 2 Studying groups
- *Nijstad Ch. 3 Theories

Feb. 1, Group formation/Cohesion

- *Forsyth, Ch. 5 Cohesion and development

*Casey-Campbell, M., & Martens, M. L. (2009). Sticking it all together: A critical assessment of the group cohesion–performance literature. *International Journal of Management Reviews*, 11(2), 223-246. doi:10.1111/j.1468-2370.2008.00239.x

Chiocchio, F., & Essiembre, H. (2009). Cohesion and performance: A meta-analytic review of disparities between project teams, production teams, and service teams. *Small Group Research*, 40(4), 382-420. doi:10.1177/1046496409335103

#Lin, C. (., & Peng, T. (. K.). (2010). From organizational citizenship behaviour to team performance: The mediation of group cohesion and collective efficacy. *Management and Organization Review*, 6(1), 55-75. doi:10.1111/j.1740-8784.2009.00172.x

#Rovio, E., Eskola, J., Kozub, S. A., Duda, J. L., & Lintunen, T. (2009). Can high group cohesion be harmful?: A case study of a junior ice-hockey team. *Small Group Research*, 40(4), 421-435. doi:10.1177/1046496409334359

Feb. 3 & 8 Influence

- *Forsyth, Ch. 7 Influence
- *Nijstad, Ch 2 Group Processes and Social Influence

*Crano, W. D., & Seyranian, V. (2007). Majority and minority influence. *Social and Personality Psychology Compass*, 1(1), 572-589. doi:10.1111/j.1751-9004.2007.00028.x

#Prislin, R., & Christensen, P.N. (2002). Group conversion versus group expansion as modes of change in majority and minority positions: all losses hurt but only some gains gratify. *JPS*, 83, 1095-1102.

#De Dreu, C.K.W., & West, M.A. (2001). Minority dissent and team innovation: the importance of participation in decision making.. *JAP*, 86, 1191-1201.

Feb. 10 Social Facilitation

*Forsyth, Ch. 10, 282-292

*Nijstad Ch . 3 Audience and Co-action Effects

*Hüffmeier, J. & Hertel, G. (in press). When the Whole is More Than the Sum of Its Parts: Motivation Gains in the Wild. *Journal of Experimental Social Psychology*

#Feinberg, J. M., & Aiello, J. R. (2010). The effect of challenge and threat appraisals under evaluative presence. *Journal of Applied Social Psychology*, 40(8), 2071-2104. doi:10.1111/j.1559-1816.2010.00651.x

#Hall, B., & Henningsen, D. D. (2008). Social facilitation and human-computer interaction. *Computers in Human Behavior*, 24(6), 2965-2971. doi:10.1016/j.chb.2008.05.003

Feb 15. Social Loafing

*Forsyth, Ch. 10, pp. 293-303

*Nijstad, Ch. 4 Motivation and Group Performance: Individual Effort on Collective Tasks

*Garcia, S.M., & Tor, A. (2009). The N-effect: More competitors, less competition. *Psychological Science*, 20, 871-877.

#Arterberry, M. E., Cain, K. M., & Chopko, S. A. (2007). Collaborative problem solving in five-year-old children: Evidence of social facilitation and social loafing. *Educational Psychology*, 27(5), 577-596. doi:10.1080/01443410701308755

#Aggarwal, P., & O'Brien, C. L. (2008). Social loafing on group projects: Structural antecedents and effect on student satisfaction. *Journal of Marketing Education*, 30(3), 255-264. doi:10.1177/0273475308322283

Feb. 17 Group Structure/Diversity

*Forsyth Ch. 6 Structure

*Nijstad, Ch. 10, pp. 195-202.

*Mannix, E., & Neale, M.A. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. *Psychological Science in the Public Interest*, 6, 31-55.

#Homan, A.C, van Knippenberg, D., Van Kleef, G.A., & De Dreu, C.K.W. (2007). Bridging faultlines by valuing diversity: Diversity beliefs, information elaboration, and performance in diverse work groups. *Journal of Applied Psychology*, 92(5), 1189-1199.

#Leung, A.K., Maddux, W.W., Galinsky, A.D., & Chiu, C. (2008). Multicultural experience enhances creativity: The when and how. *American Psychologist*, 63, 169-181.

Feb. 22 Information Processing/Transactive Memory

* Jackson, M. & Moreland, R. L. (2009). Transactive memory in the classroom. *Small Group Research*, 40, 508-534.

*Brandon, D. P., & Hollingshead, A. B. (2004). Transactive memory systems in organizations: Matching tasks, expertise, and people. *Organization Science*, 15(6), 633-644. doi:10.1287/orsc.1040.0069

#Prichard, J. S., & Ashleigh, M. J. (2007). The effects of team-skills training on transactive memory and performance. *Small Group Research*, 38(6), 696-726. doi:10.1177/1046496407304923

#Woolley, A. W., Chabris, C. F., Pentland, A., Hashmi, N., & Malone, T. W. (2010). Evidence for a collective intelligence factor in the performance of human groups. *Science*, 330(6004), 686-688.

#Ren, Y., Carley, K. M., & Argote, L. (2006). The contingent effects of transactive memory: When is it more beneficial to know what others know? *Management Science*, 52(5), 671-682. doi:10.1287/mnsc.1050.0496

Feb 24 Group Decision-Making

*Forsyth, Ch. 11. Decision Making p. 313-331

*Nijstad, Ch. 5, Group Decision-Making

*De Dreu, Carsten K. W., Nijstad, B. A., & van Knippenberg, D. (2008). Motivated information processing in group judgment and decision making. *Personality and Social Psychology Review*, 12(1), 22-49. doi:10.1177/1088868307304092

- *Kameda, T., Tsukasaki, T., Hastie, R., & Berg, N. (2010). Democracy under uncertainty: The wisdom of crowds and the free-rider problem in group decision making. *Psychological Review*, doi:10.1037/a0020699
- *van Ginkel, W., Tindale, R. S., & van Knippenberg, D. (2009). Team reflexivity, development of shared task representations, and the use of distributed information in group decision making. *Group Dynamics: Theory, Research, and Practice*, 13(4), 265-280. doi:10.1037/a0016045
- #Lightle, J. P., Kagel, J. H., & Arkes, H. R. (2009). Information exchange in group decision making: The hidden profile problem reconsidered. *Management Science*, 55(4), 568-581. doi:10.1287/mnsc.1080.0975
- #Schulz-Hardt, S., Brodbeck, F. C., Mojzisch, A., Kerschreiter, R., & Frey, D. (2006). Group decision making in hidden profile situations: Dissent as a facilitator for decision quality. *Journal of Personality and Social Psychology*, 91(6), 1080-1093. doi:10.1037/0022-3514.91.6.1080
- #Kooij-de Bode, Hanneke J. M., van Knippenberg, D., & van Ginkel, W. P. (2008). Ethnic diversity and distributed information in group decision making: The importance of information elaboration. *Group Dynamics: Theory, Research, and Practice*, 12(4), 307-320. doi:10.1037/1089-2699.12.4.307

March 1 Group Polarization/Groupthink

- *Forsyth, Ch. 11, pp. 332-347
- *Nijstad, Ch. 7, pp. 140-145
- *Paulus, P. B. (1998). Developing consensus about groupthink after all these years. *Organizational Behavior and Human Decision Processes*, 73, 362-374.
- *Esser, J. K. (1998). Alive and well after 25 years. A review of groupthink research. *Organizational Behavior and Human Decision Processes*, 73, 116-141.
- #Van Swol, L. M. (2009). Extreme members and group polarization. *Social Influence*, 4(3), 185-199. doi:10.1080/15534510802584368.
- #Nemeth, Brown, & Rogers (2001). Devil's advocate versus authentic dissent: stimulating quantity and quality. *European Journal of Social Psychology*, 31, 707-720.

March 3 Problem Solving, and Judgment

- *Nijstad, Ch. 8 Group Problem-Solving and Group Judgment

- Kerr, N. L., McCoun, R. J., & Kramer, G. P. (1996). Bias in judgment: Comparing individuals and groups. *Psychological Review*, *103*, 678-719.
- #Harskamp, E., Ding, N., & Suhre, C. (2008). Group composition and its effect on female and male problem-solving in science education. *Educational Research*, *50*(4), 307-318. doi:10.1080/00131880802499688
- #Larson, J. R., Jr. (2007). Deep diversity and strong synergy: Modeling the impact of variability in members' problem-solving strategies on group problem-solving performance. *Small Group Research*, *38*(3), 413-436. doi:10.1177/1046496407301972
- Dornburg, C. C., Stevens, S. M., Hendrickson, S. M. L., & Davidson, G. S. (2009). Improving extreme-scale problem solving: Assessing electronic brainstorming effectiveness in an industrial setting. *Human Factors*, *51*(4), 519-527. doi:10.1177/0018720809343587
- Laughlin, P. R., Carey, H. R., & Kerr, N. L. (2008). Group-to-individual problem-solving transfer. *Group Processes & Intergroup Relations*, *11*(3), 319-330. doi:10.1177/1368430208090645
- Laughlin, P. R., Hatch, E. C., Silver, J. S., & Boh, L. (2006). Groups perform better than the best individuals on letters-to-numbers problems: Effects of group size. *Journal of Personality and Social Psychology*, *90*(4), 644-651. doi:10.1037/0022-3514.90.4.644
- Nijstad, B. A., & Levine, J. M. (2007). Group creativity and the stages of creative problem solving. In M. S. Stroebe (Ed.), *The scope of social psychology: Theory and applications*. (pp. 159-171). New York, NY US: Psychology Press.
- Ohtsubo, Y. (2005). Should information be redundantly distributed among group members? effective use of group memory in collaborative problem solving. *Applied Cognitive Psychology*, *19*(9), 1219-1233. doi:10.1002/acp.1162
- Smith, C. M., Bushouse, E., & Lord, J. (2010). Individual and group performance on insight problems: The effects of experimentally induced fixation. *Group Processes & Intergroup Relations*, *13*(1), 91-99. doi:10.1177/1368430209340276
- Troyer, L., & Younggreen, R. (2009). Conflict and creativity in groups. *Journal of Social Issues*, *65*(2), 409-427. doi:10.1111/j.1540-4560.2009.01606.x

Gigone, D., & Hastie, R. (1997). Proper analysis of the accuracy of group judgements. *Psychological Bulletin*, 121, 149-167.

March 8

March 10, Exam 1

March 12-19, Spring Break

March 22 & 24 Group Creativity

*Forsyth, Ch. 10, 304-309

*Nijstad, Ch. 4 Group Idea Generation and Creativity

*Paulus & Coskun (in press)

*Paulus, Dzindolet, & Kohn (in press)

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

#Bercovitz, J. & Feldman, M. (in press). The mechanisms of collaboration in inventive teams: Composition, social networks, and geography. *Research Policy*

March 29 & 31 Teamwork

*Forsyth, Ch. 12

*Nijstad, Ch. 9. Teamwork and Leadership, pp. 165-179

* Cohen, S. G., & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, 23, 239-290.

*Delise, L. A., Gorman, C. A., Brooks, A. M., Rentsch, J. R., & Johnson, D. S. (2010). The effects of team training on team outcomes: A meta-analysis. *Performance Improvement Quarterly*, 22(4), 53-80.

#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.
doi:10.1177/1046496408317792

#Woolley, A. W., Hackman, J. R., Jerde, T. E., Chabris, C. F., Bennett, S. L., & Kosslyn, S. M. (2007). Using brain-based measures to compose teams: How individual capabilities and team collaboration strategies jointly shape performance. *Social Neuroscience*, 2(2), 96-105. doi:10.1080/17470910701363041

April 5 Electronic Groups

*Nijstad, Ch. 11 Groups and Technology

*McKenna, K.Y.A. & Green, A.S. (2002). Virtual group dynamics. *GD: T, R, & P*, 6, 116-127.

April 7 Mood

*Kelly, J.R., & Barsade, S.G. (2001). Mood and emotions in small groups and work teams. *OBHDP*, 86, 99-130.

* Baas, M., De Dreu, C. K. W., & Nijstad, B. A. (2008). A meta-analysis of 25 years of research on mood and creativity: Hedonic tone, activation, or regulatory focus? *Psychological Bulletin*, 134, 739-756.

April 12

April 14 SIOP—no class

April 19 Conflict/Negotiation

*Forsyth Ch. 13

*Thompson, L. L., Wang, J., & Gunia, B. C. (2010). Negotiation. *Annual Review of Psychology*, 61, 491-515. doi:10.1146/annurev.psych.093008.100458

*Halpert, J. A., Stuhlmacher, A. F., Crenshaw, J. L., Litcher, C. D., & Bortel, R. (2010). Paths to negotiation success. *Negotiation and Conflict Management Research*, 3(2), 91-116. doi:10.1111/j.1750-4716.2010.00051.x

*Pettigrew, T.F., & Tropp, L.R. (2008). How does intergroup contact reduce prejudice? Meta-analytic tests of three mediators. *European Journal of Social Psychology*, 38, 922-934.

*De Dreu, C.K.W., & Weingart, L.R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: a meta-analysis. *JAP*, 88, 741-749.

#Adam, H., Shirako, A., & Maddux, W. W. (2010). Cultural variance in the interpersonal effects of anger in negotiations. *Psychological Science*, *21*(6), 882-889.

April 21 & 26 Leadership

*Forsyth, Ch. 9, Leadership

*Nijstad, Ch. Teamwork and Leadership, pp. 180-191

*Burke, C. S., Stagl, K. C., Klein, C., Goodwin, G. F., Salas, E., & Halpin, S. M. (2006). What type of leadership behaviors are functional in teams? A meta-analysis. *The Leadership Quarterly*, *17*(3), 288-307. doi:10.1016/j.leaqua.2006.02.007

*Eisenbeiss, S. A., van Knippenberg, D., & Boerner, S. (2008). Transformational leadership and team innovation: Integrating team climate principles. *Journal of Applied Psychology*, *93*(6), 1438-1446. doi:10.1037/a0012716

DeRue, D. S., Barnes, C. M., & Morgeson, F. P. (2010). Understanding the motivational contingencies of team leadership. *Small Group Research*, *41*(5), 621-651. doi:10.1177/1046496410373808

#Wageman, R., Fisher, C. M., & Hackman, J. R. (2009). Leading teams when the time is right: Finding the best moments to act. *Organizational Dynamics*, *38*(3), 192-203. doi:10.1016/j.orgdyn.2009.04.004

#Hoch, J. E., Pearce, C. L., & Welzel, L. (2010). Is the most effective team leadership shared? the impact of shared leadership, age diversity, and coordination on team performance. *Journal of Personnel Psychology*, *9*(3), 105-116. doi:10.1027/1866-5888/a000020

#Kearney, E., & Gebert, D. (2009). Managing diversity and enhancing team outcomes: The promise of transformational leadership. *Journal of Applied Psychology*, *94*(1), 77-89. doi:10.1037/a0013077

April 28 & May 3 Groups in Context/Intergroup

*Forsythe Ch. 15 Groups in Context.

*Nijstad, Ch. 10 Groups in Context.

*Pettigrew, T.F., & Tropp, L.R. (2008). How does intergroup contact reduce prejudice? Meta-analytic tests of three mediators. *European Journal of Social Psychology*, *38*, 922-934.

May 5

Crowds/Collective Behavior

Forsyth Ch. 17

Postmes, T., & Spears, R. (1998). Deindividuation and antinormative behavior: a meta-analysis. *PB*, 123, 238-259.

#Baron, R. S. (2000). Arousal, capacity, and intense indoctrination. *PSPR*, 4, 238-254.

May 6 Paper Due

Paper: 10 page paper

Alternative 1: Propose a research project testing some specific hypotheses related to the course material.

Alternative 2: Apply the principles and findings of group dynamics to a work environment

May 11 Exam 2 2-4:30 pm

Grades:

Presentation, class participation 10%

2 exams and paper weighted equally (30% each)

Office Hours: TR 3:30-5:00

Final Review Week

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabi. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week.

Americans With Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference to Public Law 93112---The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide “**reasonable accommodation**” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with **informing faculty at the beginning of the semester and in providing authorized documentation through designated** administrative channels.

Academic Dishonesty

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University

“Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or material that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2 Subdivision 3.22)

Student Success Programs

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admissions and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Bomb Threats

If anyone is tempted to call in a bomb threat, be aware that UTA will attempt to trace the phone call and prosecute all responsible parties. Every effort will be made to avoid cancellation of presentations/tests caused by bomb threats. Unannounced alternate sites will be available for these classes. Your instructor will make you aware of alternate class sites in the event that your classroom is not available.

***Library Information**

Helen Hough is the Pyschology Librarian. She can be reached at (817) 272-7429, and by email at hough@uta.edu. You will find useful research information for psychology at <http://www.uta.edu/library/research/rt-psyc.html>.