

University of Waterloo
Department of Psychology
PSYCH 342
The Psychology of Groups and Teams: Psych 342
Fall 2015
Tuesdays & Thursdays 4:00-5:20; Arts Lecture 211

Instructor and TA Information

Professor: Wendi L. Adair
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Please include “Psych 342” in the subject line of all course related emails. I encourage you to ask me questions in lecture, come to my office hours, and offer constructive feedback about the course. To ask questions via email, please email all TAs as a group for a rapid response. Your questions help the TAs learn to be educators, and email offers a good way for them to field questions in this course; they will forward questions to me as needed. I hope we will see you at office hours.

TA Dan Brady
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Office TBA
Office Hours Tuesdays 2:00-3:00 pm

Purpose

This course covers theory and research pertaining to the psychology of group processes and performance. We will examine human behavior in groups of various sizes (from dyads to entire cultures), from theoretical, empirical, and applied perspectives. Topics to be covered include how to define a group, what factors affect group development, and how key internal and external variables impact group process and performance.

In this course students will develop knowledge, skills, and abilities to analyze both scholarly and practical group-related issues in both oral and written forms. The course format includes both lecture and experiential components that illustrate real world applications. Students will be tested on lecture and textbook material with midterm exams using multiple choice and true-false formats. Students will work in 5-6 person teams throughout the term on a variety of experiential exercises and written assignments, receiving developmental feedback from both teammates and the instructor. Students will write a 1,000-1,500 word essay analyzing an academic journal article recommended by the instructor.

Objectives: Upon completion of the course, students will be able to:

1. Understand and discuss major theories in the psychology of groups and teams literature.
2. Identify and evaluate design and measurement considerations in groups/teams research.
3. Explain the basic characteristics of groups/teams and the factors that influence their formation, development, and performance.
4. Identify major groups/teams content constructs, such as cohesion, norms, and power.
5. Explain major groups/teams process constructs, such as decision-making, creativity, and conflict management.
6. Apply concepts learned to analyze and improve real world groups/teams challenges.
7. Intellectually discuss both academic and practical groups-related issues in both oral and written formats.

Course Requirements and Grading

<u>Assessment</u>	<u>Dates</u>	<u>Weighting</u>
Midterm Tests (in class)	Oct. 1, Nov. 3, Nov. 26	50% (retain top 2 of 3, 25% each)
Class Participation	All term	10% (rated by TAs & teammates)
Written assignments	Oct. 6, Oct. 29, Dec. 3	40% (3 papers; 5%, 5%, 30%)
Optional Extra Credit	Sept. 22 – Dec. 3	4%
	TOTAL	100% Maximum

Midterm Tests: Graded tests for this course will be stored for a maximum of 16 months after final grades have been submitted to the Registrar and then will be destroyed in compliance with UW's confidential shredding procedures.

Your lowest midterm score will be dropped and your highest two scores will count 25% each for your final mark. Midterm tests will include multiple-choice and true-false format questions covering material from lectures and assigned readings

Class Participation: Students are expected to have completed assigned readings before class, and to participate fully in all activities and assignments in the classroom and in their team. The instructor and TAs will regularly assess students' level of engagement in class discussion and exercises. All students will rate their teammates on level of participation, engagement, and contribution at the end of the term in the last week of classes.

Writing Assignments: Your first two writing assignments offer practice, and will be graded by a teammate and your instructor. Additional instruction will be provided in class.

Assignment 1: 300-500 word persuasive essay. Choose one of the following statements and write a persuasive essay in which you take a position and support it.

“Individual commitment to a group effort – that is what makes a team work.” Vince Lombardi

“Coming together is a beginning. Keeping together is progress. Working together is success.” Henry Ford

“Talent wins games. But teamwork and intelligence win championships.” Michael Jordan

Assignment 2: 300-500 word storytelling essay. Tell the story of a group or team. Your story can be fiction or nonfiction and the group or team can be in any context or setting.

Assignment 3: Your final writing assignment should apply the style, structure, and content lessons from the first two assignments in a 1,000-1,500 word thought-paper analyzing 1 of 3 academic journal articles recommended by the instructor. Thought papers are commonly assigned in graduate level seminars, where students are expected to reflect on the purpose, strengths, weaknesses, contributions, and implications of a research article.

Please choose 1 of the following 4 articles (all are available on Learn):

Goncalo, J. A., & Duguid, M. M. (2012). Follow the crowd in a new direction: When conformity pressure facilitates group creativity (and when it does not). *Organizational Behavior and Human Decision Processes*, 118(1), 14-23.

Thorgeirsdottir, M.T., Bjornsson, A.S., & Arnkelsson, G.B. (2015). Group climate development in brief group therapies: A comparison between cognitive-behavioral group therapy and group psychotherapy for social anxiety disorder. *Group Dynamics: Theory, Research, and Practice*, Vol 19(3), 200-209

Pettit, G. S., Bakshi, A., Dodge, K. A., & Coie, J. D. (1990). The emergence of social dominance in young boys' play groups: Developmental differences and behavior correlates. *Developmental Psychology*, 26(6), 1017.

Pociask, S., & Rajaram, S. (2014). The effects of collaborative practice on statistical problem solving: Benefits and boundaries. *Journal of Applied Research in Memory and Cognition*, 3(4), 252-260.

In preparing your thought paper, you should consider and include the following:

1. The theoretical and/or empirical research *questions* driving the paper.
2. The principal *contributions* of the paper.
3. *Strengths and limitations* of the research.
4. *Relationship to other research* on groups and teams.

Optional (Recommended practice for students considering graduate school in the future. You will get feedback and comments, but including these components will not impact your grade):

1. The theoretical *mechanisms* that underlie the theory.
2. *Implications for further research* on groups, particularly implicit and underdeveloped ideas that warrant additional attention.
3. In the case of empirical research articles, the *appropriateness of the methods* used, and the relationship between the empirical results and the theoretical concerns.

All written assignments should be submitted electronically using the course website. All papers should follow APA formatting guidelines:

- Double-spaced with 1" margins on all sides, Page numbers upper right hand corner
- 12 pt. Times New Roman font.
- See Purdue Owl on-line APA Formatting and Style Guide for more information

Course Materials

Textbook: Forsyth, D.R. (2014). *Group dynamics, 6th Edition*. Belmont, CA: Wadsworth, Cengage Learning.

There are copies of the textbook available on reserve at the library. If you use an earlier version of the text, please be aware that you will be tested on the 6th edition content. It is your responsibility to review the textbooks on reserve for any updated content.

Course Website (LEARN)

Lecture slides, course dates, announcements, and any additional course materials will be posted on LEARN (<https://learn.uwaterloo.ca>). Any changes to the schedule of lectures and assigned readings will be posted on LEARN. It is students' responsibility to check LEARN and their official university email address regularly for course updates.

Weekly Outline and Readings

Date	Topic In-class Activities	Due
September 15 th	Course overview	Chapter 1
September 17 th	Introduction to Groups & Teams Studying Groups	Chapters 2 & 12
September 22 nd	Social Identity & Group Formation	Chapters 3 & 4
September 24 th	Teamwork Training & Team Charter	Select Team
September 29 th	Cohesion Writing 101: Persuasive Essay	Chapter 5
October 1 st	Midterm #1 (Covers Ch. 1, pp. 1-13; Ch. 2 pp. 52-59; Ch. 12 pp. 400-408; Chs. 3, 4, 5)	
October 6 th	Team Exercise: Norms	Persuasive Essay
October 8 th	Group Structure and Norms	Chapter 6
October 13 th	Group Influence	Chapter 7
October 15 th	Power in groups	Chapter 8
October 20 th	Peer Feedback on Persuasive Essay Writing 201: Storytelling	
October 22 nd	Leadership	Chapter 9
October 27 th	Group Performance	Chapter 10
October 29 th	Team Exercise: Performance	Storytelling Essay
November 3 rd	Midterm #2 (Chapters 6-10)	
November 5 th	Peer Feedback on Storytelling Essay Writing 202: How to Write a Thought Paper	
November 10 th	Decision Making	Chapter 11
November 12 th	Conflict Management	Chapter 13
November 17 th	Intergroup Dynamics	Chapter 14
November 19 th	Groups and Change, Collectives	Chapters 16-17
November 24 th	Team Exercise: Negotiation	Team Feedback (after class)
November 26 th	Midterm #3 (Chapters 11, 13-14, 16-17)	
December 1 st	Team Exercise: Formal Peer 360 Feedback	
December 3 rd	Wrap-up	Thought Paper

Research Experience Marks Information and Guidelines

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience. Since experiential learning is highly valued in the Department of Psychology, students may earn a "**bonus**" grade of up to 4% in this course through research experience. Course work will make up 100% of the final mark and a "bonus" of up to 4% may be earned and will be added to the final grade if/as needed to bring your final grade up to 100%. The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options to earn research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements:

- Purpose or objectives of the study
- Dependent and independent variables
- Expected results
- References for at least two related research articles
- Provisions to ensure confidentiality of data
- Contact information of the researcher should the student have further questions about the study
- Contact information for the Director of the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he participated.

Participation in LAB studies has increment values of 0.5 participation credits (grade percentage points) for each 30-minutes of participation. Participation in ONLINE studies has increment values of .25 credits for each 15-minutes of participation. Researchers will record student's

participation, and at the end of the term the REG Coordinator will provide the course instructor with a credit report of the total credits earned by each student.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled in this course have been set up with a SONA account. You must get started early in the term.

[Participating/SONA information: How to log in to Sona and sign up for studies](#)

**** Please do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website. ****

More information about the REG program is available at:

[REG Participants' Homepage](#)

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles relevant to the course. The course instructor will specify a suitable source of articles for this course (i.e., scientific journals, newspapers, magazines, other printed media). *You must contact your TA to get approval for the article you have chosen before writing the review.* Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the [last day of lectures](#). Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the psychological concepts in the article and indicate the pages in the textbook that are applicable. Critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

University of Waterloo Course Regulations

Academic Integrity

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility.

Discipline: A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate

Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#).

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4.

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read [Policy 72 - Student Appeals](#).

Other sources of information for students:

[Academic Integrity website \(Arts\)](#)

[Academic Integrity Office \(UWaterloo\)](#)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Concerns About the Course or Instructor (Informal Stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Studies (Richard Eibach from July 1, 2015 through June 30, 2016) is available for consultation and to mediate a resolution between the student and instructor. Contact information is as follows:

Richard Eibach Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext 38790

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70 and 71 below for further details.

Students requesting accommodation for course requirements (assignments, midterm tests, final exams, etc.) due to illness should do the following:

- seek medical treatment as soon as possible and obtain a completed uWaterloo Verification of Illness Form available on-line through Health Services
- submit that form to the instructor within 48 hours.
- (preferably) inform the instructor by the due date for the course requirement that you will be unable to meet the deadline and that documentation will be forthcoming.

In the case of a missed final exam, the instructor and student will negotiate an extension for the final exam which will typically be written as soon as possible, but no later than the next offering of the course.

In the case of a missed assignment deadline or midterm test, the instructor will either:

1. waive the course component and re-weight remaining term work as he/she deems fit according to circumstances and the goals of the course, or
2. provide an extension.

In the case of bereavement, the instructor will provide similar accommodations to those for illness. Appropriate documentation to support the request will be required.

Students who are experiencing extenuating circumstances should also inform their academic advisors regarding their personal difficulties.

Official version of the course outline

If there is a discrepancy between the hard copy outline (i.e., if students were provided with a hard copy at the first class) and the outline posted on LEARN, the outline on LEARN will be deemed the official version. Outlines on LEARN may change as instructors develop a course, but they become final as of the first class meeting for the term.