**University of Waterloo**

**Department of Psychology**

**PSYCH 342**

**The Psychology of Groups and Teams: Psych 342**

##### **Fall 2016**

**Tuesdays & Thursdays 1:00-2:20; Arts Lecture Hall, AL 211**

**Instructor and TA Information**

Professor: Wendi L. Adair

Office: 4046 PAS

Office Hours: Thursdays 2:30-3:30 pm

Phone: 519-888-4567 x38143

Email: wladair@uwaterloo.ca

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 Midori Nishioka

Email mnishiok@uwaterloo.ca

Office PAS 4232

Office Hours Tuesdays 11:30 am-12:30 pm

TA Sylvie Wiseman

Email swiseman@uwaterloo.ca

Office PAS 4244

Office Hours Mondays 2:30-3:30 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 format questions. Students will work in 4-6 person teams throughout the term on a variety of experiential exercises and written assignments, receiving developmental feedback from both teammates and 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**

Assessment Due Dates Weighting
Midterm Tests (in class) Oct. 18 & Nov. 24 40% (20% each)

Class & Team Participation All term 10%

Team Assignments 1 & 2 Oct. 13 & Nov. 1 20% (10% each)

Team Final Assignment December 5 30%

Optional Extra Credit All term 4%

TOTAL 100% Maximum

**Midterm Tests (Oct. 18 & Nov. 24):** Midterm tests will take place during regular course time and will be closed-book. Tests will include multiple-choice and true-false format questions covering material from lectures and assigned readings.

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.

**Class & Team Participation (All Term):** 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 following each team experience.

**Team Assignments 1 & 2 (Oct 13 & Nov. 1):** 3-4 page analysis of your team experience, demonstrating understanding and application of concepts from textbook and lectures. The instructor will provide specific questions to address in your analysis. See formatting guidelines below.

**Final Project (December 5th):** You will be assigned a team to negotiate virtually with a student team from another university. You will receive role instructions that explain the context and your team goals one week prior to the negotiation. You will video record both your preparation and negotiation sessions.

As a team, you will analyze your team preparation, process, execution, and performance, applying concepts learned throughout the term. The instructor will provide specific instructions and questions to address in your 8-10 page written analysis and 10-minute class presentation. See formatting guidelines below.

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

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

# **Course Materials and Rules**

**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.

**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.

**Late Assignments:** Unless specified otherwise, all assignments are due by start of class (1:00 pm) on assigned due date. Assignments submitted late will receive one letter-grade penalty per 24-hour period following the assigned due date/time. Assignments more than 3 days late will not be accepted and students will receive a 0 grade.

**Missed Assignments/Midterms:** Students who miss an assignment or midterm due to illness, family emergency, or preapproved work-related absence will be offered an extension and/or alternate midterm date within a reasonable period of time (typically 1 week), as arranged with Professor Adair. It is the student’s responsibility to bring all appropriate documentation/paperwork to Dr. Adair’s office hours to make arrangements prior to an absence or within 72 hours of an absence.

**Team Assignments:** All team members are expected to contribute to each team assignment. You must submit the Group Assignment Disclosure (available on Learn) form along with each assignment. All team members will receive the same grade for team assignments.

# **Weekly Outline and Readings**

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| --- | --- | --- |
| **Date**  | **Topic & In-class Activities** | **Due** |
| September 8th | Course overview | Chapter 1 |
| September 13th | Introduction to Groups & Teams | Chapter 1 cont. & Chapter 2 (pp 52-58)  |
| September 15th | Social Identity | Chapter 3 |
| September 20th  | Group Formation | Chapter 4 |
| September 22nd  | Methods for Studying Groups | Chapter 2 (pp 33-52) |
| September 27th | Cohesion & Structure  | Chapter 5 |
| September 29th | Teamwork Training Part 1 | Chapter 6 |
| October 4th | Teamwork Training Part 2 | Reading: Catch up and/or Read Ahead |
| October 6th | Group Influence  | Chapter 7 |
| October 11th | Fall Break – No Class |  |
| October 13th | Power in Groups | Chapter 8Team Analysis #1 |
| October 18th | Midterm #1 (Covers Chapters 1-8)  |  |
| October 20nd | Leadership in Groups | Chapter 9 |
| October 25th | Team Exercise: Brainstorming | Chapter 12 |
| October 27th | Teams; Group Performance  | Chapter 10 |
| November 1st | Decision Making | Chapter 11Team Analysis #2 |
| November 3rd | Conflict Management | Chapter 13 |
| November 8th | Intergroup Dynamics | Chapter 14 |
| November 10th | Groups and Change | Chapter 16 |
| November 15th | Team Exercise: Negotiation |  |
| November 17th | Team Exercise: Negotiation |  |
| November 22nd | Collectives | Chapter 17 |
| November 24th | Midterm #2 (Covers Chapters 9-11, 13-14, 16-17) |  |
| November 29th  | Team Project Presentations |  |
| December 1st | Team Project Presentations |  |
| December 5th (Monday) | Team Final Assignment due by 1:00 pm | Team Final Assignment |

# **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](https://uwaterloo.ca/research-experiences-group/participants/sona-information)

*\*\*\* 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](https://uwaterloo.ca/research-experiences-group/participants)

## 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](http://www.quest.uwaterloo.ca/undergraduate/dates.html)**. 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**

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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. See the [UWaterloo Academic Integrity webpage](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity webpage](https://uwaterloo.ca/arts/undergraduate/student-support/academic-standing/ethical-behaviour) for more information.

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](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71). For typical penalties check [Guidelines for the Assessment of Penalties](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/guidelines/guidelines-assessment-penalties).

Concerns About a Course Policy or Decision

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 Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: 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](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70) and [72](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72) below for further details.

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](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70), Section 4. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 - Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-72)

Accommodation for Students with Disabilities

Note for students with disabilities: The [AccessAbility Services](https://uwaterloo.ca/accessability-services/) office, located on the first floor of the Needles Hall extension (1401), 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.

Accommodation for course requirements

* 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](https://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness)
	+ submit that form to the instructor within 48 hours.
	+ (if possible) 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, midterm test, or quiz, the instructor will either:
	+ 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
	+ 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.