

BUS 9816 Organizational Behavior Special Fields II: Group Behavior

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COURSE OVERVIEW

This course is about the behavior of groups in organizational contexts. We will cover a variety of group processes and constructs, including performance, interdependence, decision making, cognition, and learning. Throughout the course we will take a cross-level perspective, exploring how individuals within groups, through their interactions and behaviors, give shape to group-level constructs as well as how context affects group and individual behaviors and cognitions. This is primarily a micro course in that our main focus will be on groups and individuals (rather than organizations or populations of organizations) and how these two levels of analysis are linked.

MOTIVATION

Much work in organizations is done in groups. Groups make decisions, solve problems, generate ideas, and perform a variety of tasks. Groups also set goals and enforce behavioral norms. Individuals working in groups are interdependent and need to coordinate their behaviors and resolve conflict. Group researchers have studied these behaviors and phenomena and the first half of this course will be devoted to this literature. The objective is not to survey the entire field but to develop an appreciation for the work that has been done in some key domains.

Researchers in organizational behavior typically focus on one level of analysis: the individual, the group or the organization. Most research on groups treats the group as the unit of analysis, measuring constructs at the group level (group performance, cohesion) or aggregating individual responses or characteristics to form group-level indicators (e.g., group diversity, participation). Although researchers recognize the importance of organizational context for group processes and outcomes, context is often a control variable (e.g., a dummy for organization or work group) or measured as an individual-level perception (e.g., perceived norms or perceived leadership style). Only recently have we begun to theorize and investigate empirically how contextual factors affect group and individual level processes and outcomes or how individual behaviors shape collective constructs. In this course we will explore this relatively new theoretical approach. I should note that although we may discuss some of the analytical tools available for cross-level research, these will be a peripheral concern in this course. The emphasis will be on theory rather than on data analysis techniques.

REQUIREMENTS AND EVALUATION

Your grade for this course will be based on three components: the quality of your seminar contribution and facilitation, the quality of preparation memos for each session, and a research proposal.

Seminar Contribution	25%
Seminar Preparation Memos	25 %
Research Proposal	50%

1. Seminar Contribution and Facilitation (25%)

The course is organized as a seminar. A key vehicle for learning is discussion of the assigned readings. I expect you to come to each session prepared and ready to contribute to the learning of your peers.

Each participant will facilitate one session during the course. Facilitators will review the assigned articles in advance, may suggest an additional article, and take the lead in facilitating the session.

2. Seminar Preparation (25%)

For each session you are to prepare a summary of key insights from each of the assigned articles, including questions that arose from reading each paper. This is not meant to be an abstract of the readings but your critical assessment of the theoretical and/or empirical contributions of each article. Specifically, you should:

1. Summarize the key insights that you developed from each article, commenting on the significance of the findings or theories presented in the paper - what do they really mean? Given your knowledge of the literature so far, what is the contribution?
2. Make critical observations about the article. Be specific and realistic. Rather than saying "I don't like this topic" or "the study is not convincing" consider the avenues that could have been explored or how you would have designed a better study.
3. Think about questions that arise from reading each of the articles. Reading articles should always generate questions about, for instance, the soundness of the theory and methods used, the conclusions reached, implications, or areas for future research.
4. Delineate some connections across the articles. These should not be superficial (e.g., "all papers are about group decision making") but explore some key, meaningful issues, such as gaps in the literature, differences in types of groups or tasks, complementarities of approaches, etc.

These summaries should be no longer than 3 pages, 12-point font, double-spaced. You should e-mail these summaries to me and to the session facilitator (TBD) by 5:00 pm on

the day before the seminar. You do not need to prepare a memo for the session you will facilitate.

3. Research Proposal (50%)

A research proposal is due at the end of the semester. This proposal should:

- carefully define a group-level or cross-level research question that is anchored at the group level,
- explain the importance of the research question,
- review the relevant literature in the area,
- develop hypotheses or propositions,
- propose a method for empirically testing these hypotheses or propositions,
- be written in APA format (I recommend that you consult the latest edition of the “Publication Manual of the American Psychological Association”)

A solid research proposal will require about 20 pages (12 point font, double spaced), excluding references, tables and figures.

I am very open regarding the exact topic you choose. It should be a topic that interests you, with an obvious link to groups and OB. A first draft of your paper is due on XXXX at 9:00 am.

Late papers will not be accepted.

Academic Integrity

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site:

http://www.uwo.ca/univsec/handbook/appeals/scholastic_discipline_grad.pdf

All required papers may be subject to submission for textual similarity review to the commercial plagiarism-detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and [Turnitin.com](http://www.turnitin.com) (<http://www.turnitin.com>).

Graduate Course Health and Wellness

As part of a successful graduate student experience at Western, we encourage students to make their health and wellness a priority. Western provides several on campus health-related services to help you achieve optimum health and engage in healthy living while

pursuing your graduate degree. For example, to support physical activity, all students, as part of their registration, receive membership in Western's Campus Recreation Centre. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page <http://www.music.uwo.ca/>, and our own McIntosh Gallery <http://www.mcintoshgallery.ca/>. Information regarding health- and wellness-related services available to students may be found at <http://www.health.uwo.ca/>

Students seeking help regarding mental health concerns are advised to speak to someone they feel comfortable confiding in, such as their faculty supervisor, their program director (graduate chair), or other relevant administrators in their unit. Campus mental health resources may be found at http://www.health.uwo.ca/mental_health/resources.html

To help you learn more about mental health, Western has developed an interactive mental health learning module, found here: http://www.health.uwo.ca/mental_health/module.html. This module is 30 minutes in length and provides participants with a basic understanding of mental health issues and of available campus and community resources. Topics include stress, anxiety, depression, suicide and eating disorders. After successful completion of the module, participants receive a certificate confirming their participation.

**BUS 816: Organizational Behavior Special Fields II
Group Behavior and Cross-Level Research**

COURSE OUTLINE

	Date	Topic	Facilitator	Due
1	Jan 8	Introduction		
2	Jan 21	Foundations of Groups Research	F.O.	
3	Jan 30	Group Performance		
4	Feb 5	Group Decision Making		
5	Feb 12	Group Cognition and Learning		
6	Feb 19	Cross-Level Research: Foundations		Paper Ideas
7	Feb 26	Cross-Level Research: Emergence		
8	Mar 11	Cross-Level Research: Context Effects		
9	Mar 24	Group Processes		Paper Draft
10	Apr 1	Groups and Social Networks		
11 & 12	Apr 8	Project Presentations		
	April 15			Final Paper

SESSION 1 – INTRODUCTION

Hackman, J. R. (2003). More by Crossing Levels: Evidence from Airplanes, Hospitals, and Orchestras. *Journal of Organizational Behavior*, 24, 905-922.

Barker, J. R. (1993) Tightening the Iron Cage: Concertive Control in Self-Managing Teams. *Administrative Science Quarterly*, 38 (3). 408-437.

Rousseau, D. M., & Fried, Y. (2001). Location, location, location: Contextualizing organizational research. *Journal of Organizational Behavior*, 22, 1-13.

SESSION 2 – GROUPS RESEARCH: FOUNDATIONS

Levine, J. M., & Moreland, R.M. (1998). Small groups. In D.T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The handbook of social psychology* (4th ed., Vol. II, pp. 415-469). New York: McGraw Hill.

Poole, M. S., Hollingshead, A. B., McGrath, J. E., Moreland, R. L., & Rohrbaugh, J. (2004). Interdisciplinary perspectives on small groups. *Small Group Research*, 35(1), 3-16.

Ilgen, D. R., Hollenbeck, J. R., Johnson, M. & Jundt, D. (2005). Teams in organizations: from input-process-output models to IMO models. *Annual Review of Psychology*, 56, 517-543.

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

Mortensen, M. & Haas, M. R. (2018). Rethinking Teams: From Bounded Membership to Dynamic Participation. *Organization Science* (29), 2, pp. 341–355

SESSION 3 – GROUP PERFORMANCE

Goodman, P.S., & Leyden, D. P. (1991). Familiarity and group productivity. *Journal of Applied Psychology*, 76(4) 578-586

Pearsal, M. J., Christian, M. S., & Ellis, A. P. J. (2010). Motivating Interdependent Teams: Individual Rewards, Shared Rewards, or Something in Between? *Journal of Applied Psychology*, 95 (1), 183–191.

Hackman, J.R. and Wageman, R. 2005. A theory of team coaching. *Academy of Management Review*, 269-287.

Shuffler, M. L., Diazgranados, D., Maynard, M.T. & Salas, E. (2019). Developing, Sustaining, and Maximizing Team Effectiveness: An Integrative, Dynamic Perspective of Team Development Interventions. *Academy of Management Annals* (12), 2.

SESSION 4 – GROUP DECISION MAKING

Stasser, G. & Dietz-Uhler, B. (2003), Collective Choice, Judgment, and Problem Solving, in M. Hogg and S. Tindale, (Eds.), *Blackwell Handbook of Social Psychology: Group Processes*, Malden, MA: Blackwell Publishing, pp.31-55.

Stasser, G., & Stewart, D. (1992). Discovery of hidden profiles by decision-making groups: Solving a problem versus making a judgment. *Journal of Personality and Social Psychology*, 63, 426-434.

Park, G., & DeShon, R. P. (2010). A Multilevel Model of Minority Opinion Expression and Team Decision-Making Effectiveness. *Journal of Applied Psychology*.

Houghton, S. M., Simon, M., Aquino, K., & Goldberg, C. B. (2000). No Safety in Numbers: Persistence of Biases and Their Effects on Team Risk Perception and Team Decision Making. *Group & Organization Management*, 25: 325

SESSION 5 - GROUP COGNITION AND LEARNING

Edmondson, A. (1999). Psychological safety and learning behaviors in work teams. *Administrative Science Quarterly*, 44, 350-383.

Bunderson, J. S., & Sufcliffe, K. M. (2003). Management team learning orientation and business unit performance. *Journal of Applied Psychology*, 88 (3), 552-560.

Wilson, J. M., Goodman, P. S., & Cronin, M. A. (2007). Group Learning. *Academy of Management Review*, 32 (4), 1041-1059.

Wilhelm, H., Richter, A. W., Semrau, T. (2019) Employee Learning from Failure: A Team-as-Resource Perspective. *Organization Science* 30(4):694-714.

SESSION 6 - CROSS-LEVEL RESEARCH: THEORETICAL FOUNDATIONS

Kozlowski, S. W. J., & Klein, K. J. (2000). A levels approach to theory and research in organizations. In K. J. Klein & S. W. J. Kozlowski (Eds.), *Multilevel theory, research and methods in organizations* (pp. 3-90). San Francisco, CA: Jossey-Bass.

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

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 (6), 1189-1207.

Hutchins, E. (1991) Organizing work by adaptation. *Organization Science*, 2, 14-39.

SESSION 7 - CROSS-LEVEL RESEARCH: EMERGENCE

Morgeson, F. P., & Hofmann, D. A. (1999). The structure and function of collective constructs: Implications for multilevel research and theory development. *Academy of Management Review*, 24(2): 249-266

Kelly, J. R., & Barsade, S. G. (2001). Mood and emotion in small groups and work teams. *Organizational Behavior and Human Decision Processes*, 86(1), 99-130.

Bechky, B. A. & Okhuysen, G. A. (2011). Expecting the unexpected? How SWAT officers and film crews handle surprises. *Academy of Management Journal*, 54 (2): 239-261.

Kwon, W., Clarke, I. & Wodak, R. (2014). Micro-Level Discursive Strategies for Constructing Shared Views around Strategic Issues in Team Meetings. *Journal of Management Studies*, 51(2): 265- 290.

Gray, S. M., Knight, A. P., Baer, M. (2020) On the Emergence of Collective Psychological Ownership in New Creative Teams. *Organization Science*, in press.

SESSION 8 – CROSS-LEVEL RESEARCH: CONTEXTUAL INFLUENCES

Ancona, D. G., & Caldwell, D. F. (1992). Bridging the boundary: External activity and performance in organizational teams. *Administrative Science Quarterly*, 37, 634-665.

Sutton, R. R., & Hargadon, A. (1996). Brainstorming groups in context: Effectiveness in a product design firm. *Administrative Science Quarterly*, 41, 685-718.

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(3); 596-616.

Janardhanan, N.S., Lewis, K., Reger, R. K., & Stevens, C. K. (2019) Getting to Know You: Motivating Cross- Understanding for Improved Team and Individual Performance. *Organization Science*, in press.

SESSION 9 – GROUP PROCESSES

Cronin M. A, Weingart L. R. & Todorova, G. (2011) Dynamics in groups: Are we there yet? *The Academy of Management Annals*. 5:1, 571-612.

Goh, K., Goodman, P., Weingart, L.R., 2013, Team innovation processes: An examination of activity cycles in creative project teams, *Small Group Research*, 44(2): 159 - 194.

Stachowski , A. A., Kaplan, S. A., & Waller, M. J. (2009). The Benefits of Flexible Team Interaction During Crises, *Journal of Applied Psychology*, 94 (6), 1536–1543.

Waller, M. J., Zellmer-Bruhn, M. E. & Giambatista R. C. (2002). Watching the clock: Group pacing behavior under dynamic deadlines. *Academy of Management Journal*, 45, 5, 1046 – 1055

SESSION 10 – GROUPS AND SOCIAL NETWORKS

Burt. R. S., Kiduff, M. & Tasselli, S. (2013). Social Network Analysis: Foundations and Frontiers on Advantage. *The Annual Review of Psychology*, 64, 527-547.

Casciaro, T. & Sousa Lobo, M. (2008). When Competence Is Irrelevant: The Role of Interpersonal Affect in Task-Related Ties. *Administrative Science Quarterly*, 53: 655–684 .

Labianca, G., Brass, D. J. & Gray, B. (1998). Social networks and perceptions of intergroup conflict: The role of negative relations and third parties. *Academy of Management Journal*, 41(1), 55-67.

Mehra, A., Dixon, A. L., Brass, D. J., & Robertson, B. (2006). The Social Network Ties of Group Leaders: Implications for Group Performance and Leader Reputation. *Organization Science*, 17 (1) 64-79.

Argote, L., Aven, B. L., & Kush, J. (2018). The Effects of Turnover on Group Performance. *Organization Science*, (29), 2, pp. 191–206.

SESSIONS 11 & 12 – PROJECT PRESENTATIONS