

Western University
Department of Psychology
Psychology 9623B
Groups and Teams in Organizations
Winter 2023

Room 8438/40 SSC Tuesday 1:30 – 4:30 pm

Enrollment Restrictions

Enrollment in this course is restricted to graduate students in Industrial/Organizational Psychology as well as any student that has obtained special permission to enroll in this course from the course instructor and the Graduate Chair (or equivalent) from the student's home program.

Instructor and Teaching Assistant Information

Instructor: Natalie Allen
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Objective / Course Description

The purpose of this course is to examine psychological issues associated with work groups (or teams) in organizational settings. Particular attention will be given to the implications, for work attitudes and performance, of the design, structure, and composition of groups, as well as the congruence between structure/process variables associated with the group and those of the organization in which it is embedded. Throughout the course, emphasis will be placed on methodological issues/challenges associated with work group / team research.

Course Format

In person.

Upon completion of this course, students should:

- 1/ Be able to identify & evaluate key theories / issues re attitudes and performance in work groups & teams
- 2/ Be able to describe methodological issues and challenges associated with the empirical study of work groups and teams
- 3/ Have developed a perspective regarding the application of evidence-based team research in organizational settings

Course Materials

Primary readings (Empirical articles: primary & meta-analytic, Key chapters, & practitioner pieces as per Course Outline); Readings as assigned by student seminar presenters.

Methods of Evaluation

<u>Assignment</u>	<u>Date of Evaluation (if known)</u>	<u>Weighting</u>
Thought Paper #1	Based on chosen reading(s)	10%
Thought Paper #2	Based on chosen reading(s)	10%
Seminar Presentation	March 28, April 4, or April 11	20%
Research Paper	Due April 14	40%
Class Participation	Throughout course	20%
Total		100%

Course Timeline

Week	Date	Topics/Content Areas/ Learning Activities	Readings Due
1	January 10	Intro to Teams in the Workplace (& Course)	No readings
2	January 17	History of Team Research/ Romance of Teams	Mathieu, Hollenbeck, van Knippenberg, & Ilgen, 2017. Plus one other chapter & 6 "romance of teams" papers
3	January 24	Models, Levels & Emergence	Klein & Kozlowski (2000) Hackman (2003) Ilgen, Hollenbeck, Johnson, & Jundt (2005) Allen & O'Neill (2015)
4	January 31	Team Composition 1	Allen & West (2005) Bell, Villado, Lukasik, Belau & Briggs (2011) Harrison, Price, & Bell (1998) Jackson, Brett, Sessa, Cooper, Julin, & Peyronin (1991)
5	February 7	Team Composition 2	Barrick, Stewart, Neubert & Mount (1998) Bell (2007) LePine, Buckman, Crawford, & Methot (2011)
6	February 14	(Affect-ish) Team Processes & Effectiveness	O'Neill, Allen, & Hastings (2013) Sinha, Janardhanan, Greer, Conlon, & Edwards, (2016) Castano, Watts, & Tekleab (2013)

Week	Date	Topics/Content Areas/ Learning Activities	Readings Due
7	February 28	(Cognitive-ish) Team Processes & Effectiveness	DeChurch & Mesmer-Magnus (2010) Mathieu, Heffner, Goodwin, Salas, & Cannon-Bowers (2000) Resick, Dickson, Mitchelson, Allison, & Clark (2010) Ross & Allen (2012)
8	March 7	Team Performance, Management & Design 1	Allen & West (2005) O'Neill, Goffin, & Gellatly (2012)
9	March 14	Team Performance, Management, & Design 2	Hughes et al (2016) Pearsall, Christian, & Ellis (2010) Kleingeld, van Mierlo, & Arends (2011)
10	March 21	Conducting Team Research in Various Settings	Bishop (2004) Gross & Kluge (2014) Marques-Quinteiro, Curral, Passos & Lewis (2013) Salas, Tannenbaum, Kozlowski, Miller, Mathieu, & Vessey (2015)
11	March 28	Student Seminar Presentations	No readings
12	April 4	Student Seminar Presentations	No readings
13	April 11	Student Seminar Presentations	No readings

Details of Readings:

January 17 Historical Overview of Psychological Team Research / R-of-T Issue

History / Overview of Team Research

Mathieu, J.E., Hollenbeck, J.R., van Knippenberg, D., Ilgen, D.R. (2017). A century of work teams in the *Journal of Applied Psychology*, 102, 452-467.

Plus any **one** other "overview" teams chapter.... For example:

Williams & Allen (2008). Teams at work. In J. Barling & C.L. Cooper (Eds.) *The Sage Handbook of Organizational Behavior*. London: Sage.

Teams Chapter in Zedeck Handbook (in DNJ)

"Romance of Teams"

See: *Journal of Occupational & Organizational Psychology*; Volume 77, December 2004 issue (p. 439-491 incl.)

Allen, N.J., & Hecht, T.D. (2004a). The “romance of teams”: Toward an understanding of its psychological underpinnings and implications.

Skim (a) the 4 2004 Commentaries (Meindl; West et al.; Paulus & Van der Zee ; Cordery) and (b) Response (Allen & Hecht, 2004b)

January 24 Models, Levels & Emergence: Concepts/Issues***

Klein, K., & Kozlowski, S. (2000). From micro to meso: Critical steps in conceptualizing and conducting multi-level research. *Organizational Research Methods*, 3, 211-236.

Hackman, J.R. (2003). Learning more by crossing levels: Evidence from airplanes, hospitals, and orchestras. *Journal of Organizational Behavior*, 24, 905-922.

Ilgen, D.R., Hollenbeck, J.R., Johnson, M., & Jundt, D. (2005). Teams in organizations: From Input-Process-Output Models to IMOI Models. *Annual Review of Psychology*, 56, 517-543.

Allen, N.J., & O’Neill, T.A. (2015). The trajectory of emergence of shared group-level constructs. *Small Group Research*, 46, 352-390.

January 31 Team Composition 1

***** For January 31 class:** Track down one empirical team study that is not on our list and that involves “levels” (i.e., > 1 level). Plan to give a 3-5 minute overview of the study to the class.

Allen, N.J., & West, M.A. (2005). Selecting for teamwork. In A. Evers, O. Voskuil, & N. Anderson (Eds.) *Handbook of Selection*, Oxford: Blackwell Publishers.

Bell, S.T., Villado, A.J., Lukasik, M.A., Belau, L., Briggs, A.L. (2011). Getting specific about demographic diversity variables and team performance relationships: A meta-analysis. *Journal of Management*, 37, 709-743

Harrison, D.A., Price, K.H., & Bell, M.P. (1998). Beyond relational demography: Time and the effects of surface- and deep-level diversity of work group cohesion. *Academy of Management Journal*, 41, 95-107.

Jackson, S.E., Brett, J.F., Sessa, V.I., Cooper, D.M., Julin, J.A., & Peyronin, K. (1991). Some differences makes a difference: Individual dissimilarity and group heterogeneity as correlates of recruitment, promotions, and turnover. *Journal of Applied Psychology*, 76, 675-689.

[Skim merely for “paradigm”]

February 7 Team Composition 2

Barrick, M.R., Stewart, G.L., Neubert, M.J., & Mount, M.K. (1998). Relating member ability and personality to work-team processes and team effectiveness. *Journal of Applied Psychology*, 83, 377-391.

Bell, S.T. (2007). Deep-level composition variables as predictors of team performance: A meta-analysis. *Journal of Applied Psychology, 92*, 595-615.

LePine, J.A., Buckman, B.R., Crawford, E.R., & Methot, J.. (2011) A review of research on personality in teams: Accounting for pathways spanning levels of theory and analysis. *Human Resource Management Review, 21* 311-330.

February 14 Team Processes: (Affective-ish) Constructs, Measures, & Links with Effectiveness

O'Neill, T.A., Allen, N.J. & Hastings, S. E. (2013). Examining the “pros” and “cons” of team conflict: A team-level meta-analysis of task, relationship, and process conflict. *Human Performance, 26*, 236-260.

Sinha, R., Janardhanan, N.S., Greer, L., Conlon, D.E., & Edwards, J.R. (2016). Skewed task conflicts in teams: What happens when a few members see more conflict. *Journal of Applied Psychology, 101*, 1045-1055.

Next 3: Read Castano et al. Skim the other 2

Castano, Watts, & Tekleab, A.G. (2013). A reexamination of the cohesion-performance relationship meta-analyses: A comprehensive approach. *Group Dynamics: Theory, Research, and Practice, 17*, 207-231

Beal, D. J., Cohen, R., Burke, M. J., & McLendon, C. L. (2003). Cohesion and performance in groups: A meta-analytic clarification of construct relations. *Journal of Applied Psychology, 88*, 989-1004.

Gully, S.M., Devine, D.J., & Whitney, D.J. (2012). A meta-analysis of cohesion and performance: Effects of level of analysis and task interdependence. *Small Group Research, 43*, 702-725.

February 21 Break Week

February 28 Team Processes: (Cognitive-ish) Constructs, Measures, & Links with Effectiveness

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

Mathieu, J.E., Heffner, T.S., Goodwin, G.F., Salas, E., & Cannon-Bowers, J.A. (2000). The influence of shared mental models on team process and performance. *Journal of Applied Psychology, 85*, 273-283.

Resick, C.J., Dickson, M.W., Mitchelson, J.K., Allison, L.K., & Clark, M.A. (2010). Team composition, cognition, and effectiveness: Examining mental model similarity and accuracy. *Group Dynamics: Theory, Research, and Practice, 14*, 174-191.

Ross, S.J., & Allen, N.J. (2012). Examining the convergent validity of shared mental models. *Behavior Research Methods, 44*, 1052-1062.

March 7 & 14 Team Performance & Selected HRM / Design Issues

For March 7: Locate a couple of empirical studies in which **team performance** is assessed in some way and be prepared to briefly discuss how/how well the construct was conceptualized, measured, and validated.

Allen, N.J., & West, M.A. (2005). Selecting for teamwork. In A. Evers, O. Voskuil, & N. Anderson (Eds.) *Handbook of Selection*, Oxford: Blackwell Publishers.

O'Neill, T.A., Goffin, R.D., & Gellatly, I.R. (2012). The Knowledge, Skill and Ability Requirements for teamwork: Revisiting the Teamwork-KSA Test's validity. *International Journal of Selection and Assessment*, 20, 36-52.

For March 14:

Hughes, A.M. et al. (2016). Saving lives: A meta-analysis of team training in healthcare. *Journal of Applied Psychology*, 101, 1266-1304.

Pearsall, 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, 183-191.

Kleingeld, A., van Mierlo, H., & Arends, L. (2011). The effect of goal-setting on group performance: A meta-analysis. *Journal of Applied Psychology*, 96, 1289-1304.

March 21 Doing Team Research in Various Settings

Bishop, S.L. (2004). Evaluating teams in extreme environments: From issues to answers. *Aviation, Space and Environmental Medicine*, 75, C14-C21.

Gross, N., & Kluge, A. (2014). Predictors of knowledge-sharing behaviour for teams in extreme environments: An example from the steel industry. *Journal of Cognitive Engineering and Decision Making*, 8, 352-373.

Marques-Quinteiro, P., Curral, L., Passos, A.M., & Lewis, K. (2013) And now what do we do? The role of transactive memory systems and task coordination in action teams. *Group Dynamics: Theory, Research and Practice*, 17, 194-206.

Salas, E., Tannenbaum, S.I., Kozlowski, S.W.J., Miller, C.A., Mathieu, J.E., & Vessey, W.B. (2015). Teams in space exploration: A new frontier for the science of team effectiveness. *Current Directions in Psychological Science*, 24, 200-207.

Statement on Academic Offences

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/pdf/academic_policies/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>).

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Accessible Education Western (AEW)

Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with Accessible Education Western (AEW), a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both AEW and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction.