Course Objectives

Human behavior cannot be understood without taking into consideration the groups that people belong to that influence their thoughts, emotions, values and behavior. On a practical level, much of the way work is organized and completed in organizations is in small groups or teams. The objectives of this course are to acquaint you with basic and applied theories, frameworks, and empirical research that examine human behavior as it is influenced and unfolds in groups and teams. While gaining a substantive understanding of the field, a critical focus is to gain an appreciation of the central issues in this domain and to help you develop your own research agenda. My role is to assist you through this process. My door is always open. Come in or call if you have any questions. The desire to work with Ph.D. students is a major reason why many faculty members are at UTA. Take advantage of this.

Learning Objectives
1. Students will be able to discuss the role that work teams play in organizations
2. Students will be able to describe the impact of team member compositional variables on team effectiveness.
3. Students will be able to identify and describe factors that inhibit and maximize team member motivation.
4. Students will be able to identify and describe team processes that inhibit and facilitate effective problem solving.
5. Students will be able to identify methodological concerns when conducting research on teams.
6. Students will be able to identify current issues in the research literature that can be addressed through future research.

Format of the Class and Summaries of Required Readings
The format will be one that has been and is currently used in the Management Department when teaching Ph.D. seminars. Class sessions will not be lectures. At times, I may provide brief comments that serve to provide background for a topic. The value of the seminar comes from the class members contributing their thoughts, ideas, and perspectives on a core set of readings that are assigned. To accomplish this, there will be a set of required readings for each session. While students are responsible for reading all of assigned articles for each session and to prepare one discussion question for each of the readings they will also summarize each of the required readings on a rotating basis. Specifics about these assignments for each session are outlined later in this handout.

Research Project
A major focus of this class is to assist you with developing a research paper that you might develop, eventually and submit to a convention or journal. That is, the emphasis at this time is to do a comprehensive review of the literature on a specific topic. The paper should be long on summarizing the theoretical frameworks and empirical research on a specific topic (Part A). A the end of this section you need to describe problems that you have uncovered, issues that need to explored. This can be the
introduction into Part B, where you propose to integrate/extend the current research with a specific model and hypotheses/propositions that you want to examine. In describing each hypothesis or proposition, state their foundation based on your previous review of the literature.

Preliminary Summary of Research Projects
A single-spaced, 2-3 page description of your proposed project is due on or before March 2. Your summary should point out why you are interested in this topic and why it is important. This proposal should briefly review the research area that you are addressing and the theoretical framework, subtopics, and research available for your literature review. You should also include a preliminary reference list in your proposal.

This will allow me to give you feedback by the following week to assist you with your project and to try to avoid major problems which can be difficult to correct at a later time. In class, we will discuss proposals on March 23. Prepare a 1-2 page description of your research paper for distribution to the other members of the class. This description must be distributed by March 22 at 9:00 AM (via e-mail) to the other class members. We will have to work out how we will proceed with a class discussion of the proposals on March 23.

Project Presentations
Each student will present their completed research project to the other members of the class and invited faculty at the end of the semester. Your research project (an executive summary) along with any slides that you use must be copied and distributed to the class on the day of your presentation.

At the presentation, one class member will be assigned to be a discussant. We will try to pair people up so that discussant and presenter will not be performing both roles on the same day. To allow the discussant time to prepare remarks, provide your discussant with a copy of the paper at least three days before your presentation. We will allocate times for the presenter and discussant in class based on enrollment.

Examination
There will be one in-class examination prior to the start of presentations. The examination will be the last class meeting prior to finals. I will prepare study questions based on the required readings and class discussions. The final exam will be selected from a smaller sample of these questions. You will be able to use notes during the final examination. You will be limited to one page of notes for each of the study questions. There is no limit to what you can write on one side of an 8.5 x 11 page.

Grades
Written Summaries/Discussion Questions ............................................ 20%
Class Participation ........................................................................ 12%
Research Project ........................................................................... 34%
Examination ................................................................................. 34%

Total .............................................................................................. 100%

Format of Summaries and Discussion Questions
For Assigned Articles Which Are Empirical

1. The overall research questions or issues that are being addressed in the article and why these specific questions are of interest.

2. The theoretical framework underlying the research.
3. A summary of the basic propositions/hypotheses of the article and the theoretical reasoning for the propositions/hypotheses.

4. A description of the methods including:
   a. The independent variable(s), dependent variable(s), and where applicable, the moderating and mediating variables. Your description should include a brief description of the operationalization of each variable.
   b. The sample
   c. The design of the study

5. The methods of analysis and major findings.

6. What were the strengths and weaknesses of the article?
   a. How did this article (not) help us to understand the phenomena under examination?
   b. What is missing from the research, problematic, or unclear at this point?

7. Include one discussion question at the end of your review that you would pose for class discussion. The individual doing the review of the article takes responsibility for initiating/leading a class discussion of that article. The discussion should focus around your discussion question and your “preliminary” answer. You should not summarize the article when presenting your discussion question. But the written summarization needs to have (in most cases) sufficient detail to provide a point of reference for the question. These discussion questions can reflect strengths/weaknesses with the research, how compelling or creditable the article is, what was not said, how you would apply the reading to some research you are thinking about, or any other issue that you want to bring to the attention of class. The question should reflect what you found to be of most interest in the reading. What caught your attention? In your discussion question, phrase your question in such a way as to include some of your thinking on why this is an issue. If need be you can refer back to the appropriate section of the article. You need to explain the basis for why you are raising this question as well as provide your response to the question or a framework for thinking about this question when initiating the class discussion. In a paragraph included only in the instructor copy, indicate your answer to the discussion question.

For Assigned Articles That Are Reviews Articles Similar To Those Appearing in AMR

1. The overall research questions or issues that are being addressed in the article and why these specific questions are of interest.

2. The theoretical framework underlying the article and how it attempts to explain the phenomena in question.

3. A summary of the basic propositions/hypotheses of the article and the theoretical reasoning for the propositions/hypotheses.

4. What were the strengths and weaknesses of the article?
   a. How did this article (not) help us to understand (integrate) the phenomena under examination?

5. Based on this article, what would you do next and how could this information be applied?

6. Include one discussion question at the end of your review that you would pose for class discussion. The individual doing the review of the article takes responsibility for
initiating/leading a class discussion of that article. The discussion should focus around your discussion question and your “preliminary” answer. You should not summarize the article when presenting your discussion question. But the written summarization needs to have (in most cases) sufficient detail to provide a point of reference for the question. These discussion questions can reflect strengths/weaknesses with the research, how compelling or creditable the article is, what was not said, how you would apply the reading to some research you are thinking about, or any other issue that you want to bring to the attention of class. The question should reflect what you found to be of most interest in the reading. What caught your attention? In your discussion question, phrase your question in such a way as to include some of your thinking on why this is an issue. If need be you can refer back to the appropriate section of the article. You need to explain the basis for why you are raising this question as well as provide your response to the question or a framework for thinking about this question when initiating the class discussion. In a paragraph included only in the instructor copy, indicate your answer to the discussion question.

For Assigned Readings That Are Chapters in Books, Handbooks, or Annual Reviews of the Literature

1. Here, it is more difficult to develop a template because the readings can vary considerably in format, in length, and breath and depth of the number of topics that are covered in a reading. Perhaps it is best to describe the output that would be helpful. Let’s use Levine, J. M., & Morcland, R. L. 1998. Small groups. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), Handbook of social psychology, 4th ed., 415-469. New York: McGraw-Hill as an example. A reader should be able to refer to the summary and identify the critical topical areas that are being covered. Perhaps a table that is organized around a framework that you develop would be helpful or it could be organized based on a different reading. With respect to substantive information your summary could take a specific smaller set of topics and provide a more complete overview of the points made in the reading. The smaller set could be based on what you feel are the substantive contributions, your interest, or the depth of some subtopics, or for other reasons. I am open to any type of summarization that you feel is appropriate and would be of help to others in class as a point of reference for this reading.

2. Include one discussion question at the end of your review that you would pose for class discussion. The individual doing the review of the article takes responsibility for initiating/leading a class discussion of that article. The discussion should focus around your discussion question and your “preliminary” answer. You should not summarize the article when presenting your discussion question. But the written summarization needs to have (in most cases) sufficient detail to provide a point of reference for the question. These discussion questions can reflect strengths/weaknesses with the research, how compelling or creditable the article is, what was not said, how you would apply the reading to some research you are thinking about, or any other issue that you want to bring to the attention of class. The question should reflect what you found to be of most interest in the reading. What caught your attention? In your discussion question, phrase your question in such a way as to include some of your thinking on why this is an issue. If need be you can refer back to the appropriate section of the article. You need to explain the basis for why you are raising this question as well as provide your response to the question or a framework for thinking about this question when initiating the class discussion. In a paragraph included only in the instructor copy, indicate your answer to the discussion question.

Assignment When Not Summarizing An Article

If you are not assigned to summarize an article for a specific week please write one discussion question for each of the readings that are assigned that week. Use the format that is described above. A discussion question may refer/integrate material across one or more readings. For each discussion question cite the relevant article(s) at the top of the page followed by the discussion question.
### Distribution of Materials

Each summary or discussion questions should be e-mailed to the other members of the class by Monday morning at 9:00 AM. No exceptions. Please e-mail all materials in a single Word file to the other members of class. Let me know if you have an alternative distribution system. I will read all of the assignments, grade them, and return them the following week.

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<td>Overview of Field</td>
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<td>Social Identity Theory and Motivation</td>
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<td>February 9</td>
<td>Group Formation, Norms, Conformity, and Stages of Development</td>
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<td>February 23</td>
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<td>March 2</td>
<td>Intra-Group Dynamics: Coordination, Time Effects, Cohesiveness and</td>
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<td>Entrainment Proposals Due</td>
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<td>8</td>
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<td>Diversity and Ethics</td>
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<td>Presentations</td>
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### Week Two: History, Models, and Overview (Organizational and Social Psychological)

**Required**


Kozlowski, S. W. J., & Ilgen, D. R. 2006. Enhancing the effectiveness of work groups and teams (Monograph. Psychological Science in the Public Interest, 7: 77-124.


**Reference**


**Week Three: Social Identity Theory.**

**Required**


**Reference**


In

**Week Four: Group Formation: Norms, Conformity, and Stages of Development**

**Required**


**Week Five: Personality and Efficacy**

**Required**


**Week Six: Motivation and Emotion**

**Required**


Reference


**Week Seven: Intra-Group Dynamics: Coordination, Time Effects, Cohesiveness and Entrainment**

**Required**


Wittenbaum, G. M., Vaughan, S. I., & Stasser, G. 1998. Coordination in task-performing groups. In R. S. Tindale et al. (Eds.), Theory and research on small groups, 177-204.


Reference


Week Eight: Group Diversity and Ethics In Teams

Required


Reference


Week Eleven: Group Performance and Decision Making

Required


There may be some modification to this list based on a reading that will be e-mailed to me.

Reference


Week Twelve: Conflict in Groups

Required


Reference

Week Thirteen: Conflict Resolution and Cooperation
Americans with Disabilities Act (ADA): The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of 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 accommodations” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at 817-272-3364.

Academic Dishonesty Policy: 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 materials 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, Series 50101, Section 2.2)

Student Support Services: The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission 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.

Librarians to Contact:
See Ruthie Brock (brock@uta.edu, 817-272-7152) or Carol Byrne (chyrne@uta.edu, 817-272-7437) in the Electronic Business Library in room 136 of the Business Building.

E-Culture Policy: UT-Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email. All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UT-Arlington. Students are responsible for checking their email regularly.

Evacuation Procedures: In the event of an evacuation of the College of Business building, when the fire alarm sounds, everyone must leave the building by the stairs. With the fire alarm system we now have, the elevators will all go to the first floor and stay there until the system is turned off. All those in the North tower side of the building should proceed to the fire escape stairs located on the East and West sides of that wing.

FOR DISABLED PERSONS... please go to the Northeast fire stairs. We have an Evacutrack chair located on the 6th floor stairwell. We have people trained in the use of this chair and there will be someone that will go to the 6th floor to get the chair and bring it to any lower floor stairwell to assist
disabled persons. Should this be a real emergency, the Arlington Fire Department and UTA Police will also be here to help.

**Student Biographical Data**

Name __________________________

E-mail __________________________

Phone __________________________

Field __________________________

Year in program __________________