## Syllabus

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
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<tr>
<td></td>
<td><strong>Working in groups</strong></td>
<td><strong>Wikipedia week 2. Start WP assignmen:</strong></td>
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<td><strong>Week 1</strong></td>
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<tr>
<td>8/28</td>
<td>Course overview, introduction to groups</td>
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<tr>
<td></td>
<td>We'll also introduce Wikipedia and what you will need to do over the</td>
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<td>course of the semester to complete your Wikipedia editing assignment.</td>
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<td>8/30</td>
<td>Basis for team success and failure</td>
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<td>We'll introduce fundamental ideas about groups, what they are good for</td>
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<td></td>
<td>and how they operate. We'll consider criteria for group success and</td>
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<td></td>
<td>some of the factors that influence whether groups will be successful.</td>
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<td>We'll discuss in class two contrasting cases of crew teams -- the</td>
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<td></td>
<td>unsuccessful Army Crew Team and the successful women's crew team at</td>
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<td></td>
<td>Cornell.</td>
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<td>A look at groups from the functional perspective. In M. S. Poole &amp; A. B.</td>
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<td>Hollingshead (Eds.), Theories of small groups: Interdisciplinary</td>
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<td>perspectives (pp. 21-62).</td>
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<td>Cambridge, MA: Harvard Business School</td>
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<td></td>
<td>1. Why does the Varsity team lose to the JV team?</td>
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<td>2. What should Coach P. have done differently earlier in the season to</td>
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<td>resolve this problem. Exactly when should he have intervened differently?</td>
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<td>3. At the end of the case, what action should Coach P. take on Tuesday?</td>
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<td>What is your rationale for this recommendation? How should he implement</td>
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<td>this action? Be specific.</td>
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<td>4. What are the relationships among coordination, espirit d'corp and</td>
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<td>performance in the Army and Cornell crews?</td>
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<td><strong>Week 2</strong></td>
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<td>9/5</td>
<td>Team composition &amp; process loss;</td>
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<td>Introduction to the Wikipedia assignment</td>
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<td></td>
<td>We'll consider the way that characteristics of team members and the</td>
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<td></td>
<td>ways they work together contribute to their success.</td>
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<td></td>
<td>- Thompson, Leigh (2011). Making the team. Chapter 2 Performance and</td>
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<td></td>
<td>Productivity: Team Performance Criteria and Threats to Productivity</td>
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<td>for That: Team Development Interventions in Organizations. Current</td>
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<td>Directions in Psychological Science, 20(6), 365-372.</td>
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9/7

Process losses: Distinguishing coordination vs motivation

Follow-up reading, optional. This paper is the original meta-analysis on which Karau et al (1995) is based:

Distributed groups

Week 3
9/12

Introduction to distributed groups
Distributed groups are increasingly common. Yet, there is a lot of evidence that distributed groups are less efficient than collocated groups, experience more conflict and member dissatisfaction. We’ll review some of this evidence and then over the next several weeks consider factors that help groups be successful and the way that geographic dispersion makes these processes harder.

9/14

Successful distributed groups

Week 4
9/19

The role of communication media (I)
A cooperative model of human communication proposes that speakers take into account what they expect their listeners to understand and update that information as they are speaking. Listeners have an obligation to indicate their state of knowledge and to cooperate with the speaker to produce an utterance.

1. Wikipedia week 4: Learn about sources and citations. Add an interesting finding or fact and its citation to one of these articles. Due 9/29.
2. Technology essay. Identify two examples from Gergle et al, (2013) that provide evidence about whether grounding and
The Chapanis paper is old, but it illustrates a very common style of research, where researchers compare one complex communication modality (e.g., face-to-face communication) as a whole with another (e.g., telephone communication). In contrast, the Clark and Brennan paper takes a decompositional approach, asking what are the constraints of different media and how do they constraints influence the costs of accomplishing various sub-tasks involved in interpersonal communication. Which approach do you think makes more sense?

The role of communication media (II)


Identity, Diversity & Conflict

- Hinds, P. J., & Bailey, D. E. (2003). Out of sight, out of sync: Understanding conflict in distributed teams. Organization Science, 14(6), 615-632. [Note that this essay provides a very good overview of the types of conflicts that occur in distributed groups. However, it repeats some material from Hinds, P. J., & Mortensen, M. (2005). Understanding Conflict in Geographically Distributed Teams, so you should be able to skim portions that are repetitive.]
Diversity as a source of conflict

This class examines some of the problems associated with diversity in groups.


Note: Class will focus on discussing the Henry Tam case. Here are some points to think about when reading the case. We will cover these issues in class:

1. What is your evaluation of the MGI team’s process? What were the root causes of the team’s problems?
2. What are the strengths of the MGI team? That is, how would you have evaluated it “on paper,” before its first meeting?
3. Were the differences among team members a liability or an asset?
4. What could Henry or Igor done earlier to avoid the team’s problems?
5. At the end of the case, after process problems had developed, what could the team have done to increase its effectiveness?

Week 7
10/10
Introduction to Negotiation


10/12
Managing conflict in groups


Wikipedia week 7. Draft your Wikipedia article,
We’ll be spending much of the class discussing the Barker case, Disciplining a Teammate. In reading the case consider the following questions:

1. What did the self-managed team do to prevent conflicts from arising?
2. What did they do correctly in handling Sharon’s unpredictability and pattern of lateness and absence?
3. What did they do poorly?
4. What else could they have done?
5. Could principles of negotiation be used to handle the conflict in this case?


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**Attitudes, attitude change & persuasion**

**Week 8**

10/17

Introduction to attitudes

- False alarm send passengers running of out LAX terminals

Wikipedia week 8 Peer review two other artciles from the class. Choose two of your classmates' articles to review & paste the URls of your selections into the appropriate columns in this spreadsheet Select articles so that every article has four reviewers signed up. Note that you don't have to start your review yet, but selection is due: 10/25.

10/19

Persuasion and liking


**Week 9**

10/24

Persuasion and social pressure


Wikipedia week 9. Respond to peer reviews & beging to mvoe your draft WP article from your sandbox to the main WP article area. You should do this in stages over several days or in separate edits (saves) within a single edit session, so that if other WP editors disagree with some of your changes and decide to remove your changes, they change back only a portion of what you've worked on, rather than your whole draft. Due Nov 27.

10/26

More on persuasion

 Pick an ad on the web or Youtube advocating or opposing a public policy and analyze how it works. Pick any policy you care about --e.g., climate change, infant vaccination, the affordable care act. Identify what you think are the principles it is using to influence potential readers/viewers. The assignment is described here. You will write up your analysis as a post on the class forum, including the URL to the ad you are analyzing and no more than 150 words of analysis. Come to class prepared to show and discuss this ad.

Persuasion experiment. The assignment is described in more detail here. Basically in a team of two or three students, you will conduct
• Report on student experiments
a small experiment in which you create differing versions of advertisement, varying on a dimension which research suggests should have an impact on influencing an audience and then collect data to see if one version of the ad is more effective than the other. Post your write-up in this forum. Due 11/8.

Wikipedia week 10. Continue to improve your article.

10/31

Individual self-presentation


11/2

Organizational self-presentation


11/7

Introduction to Leadership


• Mintzberg, Henry (1990, March/April). The manager's job: Folklore and fact. Harvard Business Review, 68(2),163-176. If the Harvard link doesn't allow you to purchase the article, use this link.

• Hollander, E. P. (1992). The essential interdependence of leadership and followership. Current Directions in Psychological Science, 1(2), 71-75. (Just read the sections on Relational Quality of Leadership, Transactional Leadership & the Active Follower, and Transformational Leadership & Charisma.)

Follow-up readings: optional


11/9

Leadership as behavior


Communication & group performance


Communication, familiarity and coordination

Having common beliefs and views of a situation should allow groups to communicate more efficiently. How does this work?


Organizational Culture

Leaders often try and sometime succeed in instilling a distinct culture for the groups & organizations they lead. In today's class we'll get a sense of what organizational culture is and contrast two distinct, leader-driven organizational cultures.


Thanksgiving break.
No Class

Social networks/Communication boundaries

Introduction to social networks

People are important sources for information and other resources. Interpersonal networking is important to gain these resources, but getting to new pockets of information is what is crucial.

- Introduction to social network analysis tools: https://gephi.org/

Social networks (II)


Social network visualization assignment. What can you learn about a group by looking at the structure of its social network? (due Monday, 12/4, midnight).

Week 15

Online social networks systems and personal outcomes

• Dunbar, R. (2010). Do we need (150) friends

Wikipedia week 15. WP self-reflection essay.
You only need to write a single essay for your team. (Due Sunday, Dec 10th, midnight)

12/5

Show and tell of your social network visualization assignment

12/7

Course review
Note, this is a time for students to ask questions and get clarification. It will not be a lecture of course highlights.

TBD

Final exam -- TBD

Printer-friendly version  Send by email