

GROUPS AND TEAMS IN ORGANIZATIONS (MS&E384)
Winter 2008
Tuesdays 2:15pm – 5:05pm

Instructor:

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Terman 424

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Required Texts and Reading Materials:

Brewer, M. B. & Miller, N. (2003). *Intergroup relations (2nd edition)*. Pacific Grove, CA: Open University Press.

MS&E384 Course Reader (available in Stanford Bookstore)

Location:

Terman 498

Enrollment Criteria:

This is a course designed for Ph.D. students. Because the course relies on students being present and prepared for every class meeting, auditing will not be allowed.

Course Description:

This course is designed to provide students with an understanding of the research on groups and teams in organizations, particularly from the perspective of organizational behavior and social psychology. Topics will include group effectiveness, norms, group composition, diversity, conflict, group dynamics, temporal issues in groups, geographically distributed teams, and intergroup relations.

Expectations & Grading:

In class each week, students are expected to hand in either a short paper (e.g. four pages on average) on the paper topic assigned for the day (if there is one), a 6-7 page paper that addresses an interesting question arising from the readings/topic for that week, a 3-4 page critique of one of the readings assigned for that day or co-lead the discussion for that day.

In total, you should expect to

- Write a minimum of 2 short (approx. 4-page) papers on the topic assigned for that day
- Write at least 2 longer (6-7 page) papers on a question you generate
- Write at least 3 (3-4 page) critiques of specific papers
- Lead 1 discussion

The schedule of assignments is:

January 15	Short paper on assigned topic
January 22	Short paper on assigned topic OR lead discussion
January 29	Longer paper, critique OR lead discussion
February 5	Longer paper, critique OR lead discussion
February 12	Longer paper, critique OR lead discussion
February 19	Longer paper, critique OR lead discussion
February 26	Longer paper, critique OR lead discussion
March 4	Short paper on assigned topic OR lead discussion (?)
March 11	Longer paper

Short Critiques:

Included in the short critiques should be some discussion of

- Why this paper was important
- What assumptions are driving this work, but haven't been articulated?
- Are there alternative perspectives that would also explain what the authors found?
- What future research is suggested by this work?

All papers should be 12-point font, double-spaced, with 1-inch margins. (If you lead two discussions, then you only need to write one of the longer papers.)

Leading Discussions:

When you lead discussions, you will be asked to work in a team of two. Your objective should be to promote conversation in class through thought-provoking questions, NOT to present the readings. Thus, I discourage slides, handouts, and, particularly, written summaries of the articles. I also discourage discussions solely focused on criticizing the methods used in the study (all methods are flawed and focusing solely on these flaws can distract us from more productive insights). I encourage you to think deeply about the key questions that will help the class to tie together these readings, uncover the most important issues and opportunities, and create a deeper understanding of the day's topic.

Your participation in class also will be considered in grading.

Note: Although my preference is always that you hand in your papers before class on the day they are due, as an allowance for illnesses, acts of God, etc. each student can turn in one late paper without penalty. Additional late papers will be penalized 5% if submitted the same day and 2% for each additional day.

COURSE OUTLINE & READING ASSIGNMENTS

January 8

Introduction

Class composition
Introduction to one another
Introduction to the class and topic
Select days/topics to lead

January 15

Introduction to Groups and Teams

Cartwright, D. & Zander, A. (1968). Origins of group dynamics. In D. Cartwright and A. Zander (Eds.), *Group dynamics: Research and theory* (pp. 3-21). New York: Harper & Row.

Levine, J. M. & Moreland, R. L. (1998). Small groups. In D. T. Gilbert, S. T. Fiske, & G. Lindzey (Eds.), *The Handbook of Social Psychology* (pp. 415-469). New York: McGraw-Hill.

Weingart, L. R. (1997). How did they do that? The ways and means of studying group processes. In L. L. Cummings & B. M. Staw (Eds.), *Research in Organizational Behavior*, (Vol. 19, pp. 189-239). Greenwich, CT: JAI Press

Klein, K. J., Dansereau, F. & Hall, R. J. (1994). Levels issues in theory development, data collection, and analysis. *Academy of Management Review*, 19, 195-229.

**Mortensen, M. (2004). Fuzzy teams: Why do teams disagree on their membership and what does it mean?

Paper Topic: What is a group/team?

January 22

Group Effectiveness

Cohen, S. & Bailey, D. E. (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, 23: 239-290.

Staw, B. M. (1975). Attribution of the "causes" of performance: An alternative interpretation of cross-sectional research on organizations. *Organizational Behavior and Human Performance*, 13: 414-432.

Sutton, R. I. & Hargadon, A. (1996). Brainstorming groups in context: Effectiveness in a product design firm. *Administrative Science Quarterly*, 41, (4): 685-718.

Ancona, D. G. & Caldwell, D. F. (1992). Bridging the boundary: External activity and performance in organizational teams, *Administrative Science Quarterly*, Vol. 37, No. 4. pp. 634-665.

Reagans, R. & Zuckerman, E. W. (2001). Networks, diversity, and productivity: The social capital of corporate R&D teams. *Organization Science*, 12, 502-517.

Paper Topic: What is group effectiveness? How would you know it if you saw it?

January 29

Group Composition

Williams, K. Y., & O'Reilly, C. A. I. (1998). Demography and diversity in organizations: A review of 40 years of research. In B. M. Staw & L. L. Cummings (Eds.), *Research in Organizational Behavior* (Vol. 20, pp. 77-140). Greenwich, CT: JAI Press.

Lau, D.C. & Murnighan, J.K. (1998). Demographic diversity and faultlines: The compositional dynamics of organizational groups. *Academy of Management Review*, 23, 325-340.

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

Cronin, M. & Weingart, L. (2007). Representational gaps, information processing, and conflict in functionally diverse teams. *Academy of Management Review*, 32, 761-773.

Reagans, R. Zuckerman, E. & McEvily, B. (2004). How to make the team: Social networks vs. demography as criteria for designing effective teams. *Administrative Science Quarterly*, 49.

Paper Topic: Your choice

February 5

Group Process

** Harkins, S. & Szymanski, K. (1991). Social loafing and social facilitation: New wine in old bottles. In Hendrick (Ed.) *Review of Personality and Social Psychology: Group Processes and Intergroup Relations*, vol. 9, 167-188, 1987.

Jehn, K. (1995). A multimethod examination of the benefits and determinants of intragroup conflict. *Administrative Science Quarterly*, 40, 256-282.

Murnighan & Conlon (1991). The dynamics of intense work groups: A study of British string quartets, *Administrative Science Quarterly*, 36, 165-186.

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

**Brandon, D. & Hollingshead, A. (2004). Transactive memory systems in organizations: Matching tasks, expertise, and people. *Organizational Science*, 6, 633-644.

Paper Topic: Your choice

February 12

Learning and Knowledge Sharing

**Stasser, G. (1999). A primer of social decision scheme theory: Models of group influence, competitive model testing and prospective modeling. *Organization Behavior and Human Decision Processes*, 80, 3-20.

Gibson, C. B., & Vermuelen, F. (2003). A healthy divide: Subgroups as a stimulus for team learning behavior. *Administrative Science Quarterly*, 48(2)

Zellmer-Bruhn, M. & Gibson, C. (2006). Multinational organizational context: Implications for team learning and performance. *Academy of Management Journal*, 49, 501-518.

Orlikowski, W. (2002). Knowing in practice: Enacting a collective capability in dispersed organizing. *Organization Science*, 13, 249-273.

Lewis, K., Lange, D. & Gillis, L. (2005). Transactive memory systems, learning, and learning transfer. *Organization Science*, 16.

Paper Topic: Your choice

February 19

Norms, Social Impact, and Social Identity

Hogg, M. A., & Terry, D. J. (2000). Social identity. *Academy of Management Review*, 25(1), 121-140

Asch, S. E. (1953). Effects of group pressure on the modification and distortion of judgments. In Cartwright & Zander (Eds.), *Group Dynamics: Research and Theory*. Evanston, IL: Row, Peterson & Company.

Latané, B. (1981). The psychology of social impact. *American Psychologist*, 36, 343-356.

**Feldman, D. (1984). The development and enforcement of group norms. *Academy of Management Review*, 9, 47-53.

Cialdini, R. B, Reno, R. R., & Kallgren, C. A. (1990). A focus theory of normative conduct: Recycling the concept of norms to reduce littering in public places. *Journal of Personality and Social Psychology*, 58, 1015-1026.

Bettenhausen, K. & Murnighan, K. (1985). The emergence of norms in competitive decision-making groups. *Administrative Science Quarterly*, 30, 350-372.

Paper Topic: Your choice

February 26

Temporal Issues

Kelly, J. & McGrath. J. (1985). Effects of time limits and task types on task performance and interaction in four person groups. *Journal of Personality and Social Psychology*, 49, 395-407.

Karau & Kelley (1992). The effects of time scarcity and time abundance on group performance quality and interaction process. *Journal of Experimental Social Psychology*, 28, 542-571.

Tuckman, B. (1965). Developmental sequence in small groups. *Psychological Bulletin* 63, 384-399

Gersick, C. (1988). Time and transition in work teams: Toward a new model of group development. *Academy of Management Journal*, 31, 9-41.

Marks, M. A., Mathieu, J. E., & Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes. *Academy of Management Review*, 26(3), 356-376

Ericksen, J. & Dyer, L. (2004). Right from the start: Exploring the effects of early team events on subsequent project team development and performance. *Administrative Science Quarterly*, 49, 438-471.

Paper Topic: Your choice

March 4

Geographically Distributed Teams

Cramton, C. D. (2001). The mutual knowledge problem and its consequences in geographically dispersed teams. *Organization Science*, 12(3), 346-371.

Maznevski, M. L. & Chudoba, K. M. (2000). Bridging space over time: Global virtual team dynamics and effectiveness. *Organization Science*, 11, 437-492.

Hinds, P. & Mortensen, M. (2005). Understanding conflict in distributed teams: The moderating effects of shared identity, shared context, and spontaneous communication. *Organization Science*, 16, 290-307

Metiu, A. (2006). Owing the code: Status closure in distributed groups. *Organization Science*, 17, 418-435.

Gibson, C. & Gibbs, J. (2006). Unpacking the concept of virtuality: The effects of geographic dispersion, Electronic dependence, dynamic structure, and national diversity on team innovation. *Administrative Science Quarterly*, 51, 451-495.

**Cramton, C. & Hinds (2007). Intercultural collaboration.

Paper Topic: Are distributed or global teams really any different than traditional teams? If so, how? If not, how does our traditional understandings of teams apply?

March 11

Intergroup Relations & Wrap up

Brewer, M. B. & Miller, N. (1996). *Intergroup relations*. Pacific Grove, CA: Open University Press.

Paper Topic: Your choice

**Papers with the double-asterisks were not included in the reader and will be handed out the first day of class.