

**COMM 524: Small Group Process
Annenberg School of Communication
Spring 2020**

**(DRAFT – Topics and reading list will be
based on student interests described on the first day of class
and are subject to change.)**

Instructor: Professor Andrea Hollingshead

Office: ANN 414L

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Class time: T 3:30-6:20 pm in ANN 211

Office hours: by appointment

Course Description:

The main objective of this PhD seminar is to provide an overview of contemporary theory and research about groups. We will examine a range of small and large group phenomena from multiple theoretical perspectives that transcend disciplinary boundaries and include: identity, creativity, shared cognition & transactive memory, decision making, emotion, motivation, socialization and online groups. Special attention will be given to group processes in organizations. Previous coursework on groups will be helpful, but is not essential. Class time will be spent discussing the assigned readings and developing research ideas. We will also discuss the practical applications of group research, for example, how to manage teams effectively and how to lead group discussions. This is an interactive and experiential course.

Course Readings :

Readings will be available on Blackboard site at least one week in advance.

Seminar Structure:

Each class will be divided into two parts. The first part is on class readings for the week. I will present an overview and introduction to the topic then we'll discuss the readings. One student will be assigned as discussion leader on each reading. The second part of class will be devoted to a group activity or generating research ideas. (Sometimes the activity will precede reading discussions depending on the week.)

Course Requirements and Evaluation:

Discussion Leadership	50%
Research Proposal & Presentation	40
Class Participation	<u>10</u>

Discussion Leadership

Students will assume the role of discussion leader for one of the assigned weekly academic articles for most weeks of the semester. Discussion leaders will be randomly chosen on the day we are discussing the readings in class. Serving as a discussion leader involves preparing discussion questions and a few insights on the articles. Discussion leaders should assume that everyone has read the article and is prepared for discussion. The discussion should lead to a deeper understanding of the main points of the article. (We'll spend about 15min on each article.) Creativity is encouraged.

Presentations and Papers

The main assignment is a research proposal. A brief written description and presentation of your topic for class feedback is due on Mar 24. A presentation practice and feedback session will occur on Apr. 21. Final presentations will be on the last day of class: Apr. 28. Final papers are due on May 8 by 11:5pm.

Specific guidelines on the proposals and presentations will be given later in the semester.

Class Participation:

Of course, I expect everyone to be well prepared for class: to read all assigned weekly readings, and to actively contribute to class discussions.

Academic Integrity Policy:

The Annenberg School for Communication is committed to upholding the University's Academic Integrity code as detailed in the SCampus Guide. The "2009-2010 SCampus" (<http://www.usc.edu/scampus>) contains the university's student conduct code and other student-related policies

Instructors expect students to be aware and to comply with USC University policies regarding academic dishonesty. Academic dishonesty includes but is not limited to: plagiarism, cheating on exams, fabricating data for a project, submitting a paper to more than one professor, or submitting a paper authored by anyone other than you.

If you have any questions about the definition of academic dishonesty, consult the resources found on the Student Judicial Affairs Web site (<http://www.usc.edu/student-affairs/SJACS>) or ask a faculty member. "Guide to Avoiding Plagiarism" addresses issues of paraphrasing, quotations, and citation in written assignments, drawing heavily upon materials used in the university's writing program; "Understanding and avoiding academic dishonesty" addresses more general issues of academic integrity, including guidelines for adhering to standards concerning examinations and unauthorized collaboration.

IMPORTANT! Proposals will be uploaded to “Turnitin,” which is proprietary plagiarism detection software. This software will compare your paper with other papers in their database, published articles, and text from websites. Any group paper that receives a high plagiarism index score will receive a failing grade of 0. (All group members will receive a 0.)

It is the policy of the School of Communication to report all violations of the academic integrity to the University Student Judicial Affairs office (SJACS) and to the USC Annenberg School for Communication Dean’s Office on Student Affairs. These offices may decide to take additional action. Any serious violation or pattern of violations will result in the student’s expulsion from the Communication degree program.

Disabilities Policy. Students requesting academic accommodations based on a disability are required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP when adequate documentation is filed. Please be sure the letter is delivered to me as early in the semester as possible. DSP is open Monday-Friday, 8:30-5:00. The office is in Student Union 301 and their phone number is (213) 740-0776.

Course Topics and Outline (Subject to Change)

Date	Activity
Jan 14	Course Overview
Jan 21	Group Wellbeing
Jan 28	Wisdom of Crowds
Feb 3	Communication and Collective Behavior in Animals
Feb 10	Group Creativity
Feb 17	Group Decision Making
Feb 24	Studying Group Process
Mar 3	Shared Cognition and Emotion
Mar 10	Transactive Memory
Mar 17	NO CLASS – SPRING BREAK
Mar 24	Midterm Topic Presentations
Mar 31	Group Context, Structure and Norms
Apr 7	Group Identity, Diversity and Power
Apr 14	Time, Development and Change
Apr 21	Presentation Rehearsal/Feedback Session
Apr 28	Final Presentations
May 8	Final Papers are due by 11:59pm

In addition to diving deeper on any of the topics above, other possible topics include: Leadership, Groups as networks, Social influence, AI and Teams, Group moral behavior, Motivational processes in groups, Group conflict, Competition and intergroup relations, Studying groups in field settings etc...

Reading List

Jan 21 TIP Theory and Group Well-Being

McGrath, J. E. (1991). Time, interaction, and performance (TIP) A Theory of Groups. *Small group research*, 22(2), 147-174.

Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative Science Quarterly*, 44(2), 350-383.

Yu, L., & Zellmer-Bruhn, M. E. (2018). Introducing team mindfulness and considering its safeguard role against conflict transformation and social undermining. *Academy of Management Journal*, 61(1), 324-347.

Bryant, A. How to build a successful team. *New York Times*.
<https://www.nytimes.com/guides/business/manage-a-successful-team?>

Jan 28 Wisdom of Crowds: Theory and Research

Malone, T. W., Laubacher, R. & Dellarocas, C. (2010). The collective intelligence genome. *Sloan Management Review*, 51:3, 21-31.

Levine, S. & Prietula, M. (in press). Open collaboration for innovation: Principles and performance. *Organization Science*.

Jeppesen, L. B., & Lakhani, K. R. (in press). Marginality and problem solving effectiveness in broadcast search. *Organization Science*.

Kittur, A., & Kraut, R. E. (2008). Harnessing the wisdom of crowds in Wikipedia: Quality through coordination. In *CSCW'08: Proceedings of the ACM conference on computer-supported cooperative work*. New York: ACM Press.

Woolley, A., Chabris, C., Pentland, S., Hashmi, N., & Malone, T. W. (2010). Evidence for a collective intelligence factor in the performance of human groups. *Science*. 330, 686-688.

Feb 3 Communication and Collective Behavior in Animals

Leadbeater, E. & Chittka L. (2007). Social learning in insects - From miniature brains to consensus building. *Current Biology*, 17: R703-713.

McGregor, P. K., Otter, K., & Pecke, T. M. (2000). Communication networks: Receiver & signaler perspectives (pp. 329-340). In M. Espmark, T. Amundsen, & G. Rosenquist. (Eds). *Animal signals: Signalling and signal design in animal communication*. Tapir Academic Press,

Trondheim, Norway.

Donath, J. (2007) Signals, cues and, meaning. (Chapter in forthcoming book on faculty website.)

Frans de Waal TED Presentation: “Do animals have morals?”

http://www.ted.com/talks/frans_de_waal_do_animals_have_morals.html

Conradt, L. & List, C. (2009). Group decisions in humans and animals: A survey. *Philosophical Transactions of the Royal Society, B*. **364**: 719-742.

L. Barrett, S.P. Henzi & D. Rendall. (2007) Social brains, simple minds: Does social complexity really require cognitive complexity? *Philosophical Transactions of the Royal Society B*. **362**: 561-575.

Feb 10 Group Creativity

Thompson, L. (2003). Improving the creativity of organizational work groups. (and executive commentary by Leo Brajkovich), *Academy of Management Executive*, 17, 96-111.^

Diehl, M. & Stroebe, W. (1987). Productivity loss in brainstorming groups: toward the solution of a riddle. *Journal of Personality and Social Psychology* 53, 497-509.

Lehrer, J. (2012). Groupthink: The brainstorming myth. *The New Yorker*, Jan 31 issue.

Literat, I. (2012). The work of art in the age of mediated participation: Crowdsourced art and collective creativity. *International Journal of Communication*, 6, 2962-2984.

<http://ijoc.org/ojs/index.php/ijoc/article/view/1531/835>

<http://en.wikipedia.org/wiki/Groupthink>

Feb 17 Group Decision Making

Stasser, G. & Titus, W. (2003). Hidden profiles: A brief history. *Psychological Inquiry*, 14, 304-313.

Hollingshead, A. B. (1996). The rank order effect in group decision making. *Organizational Behavior and Human Decision Processes*, 68, 181-193.

Wittenbaum, G. M., Hollingshead, A. B. & Botero, I. (2004). From cooperative to motivated information sharing in groups: Going beyond the hidden profile paradigm. *Communication Monographs*, 71, 286-310.

Gawande, A. (2009). *The checklist manifesto – how to get things right*. New York: Metropolitan

Books.

Feb 24 Studying Group Process

Weingart, L. (1997). How did they do that? The ways and means of studying group process. *Research in Organizational Behavior*, 19, 189-239.

Meyers, R. & Seibold, D. (2012). Coding group interaction. In A. B. Hollingshead & M. S. Poole, *Research methods for studying groups and teams*. Taylor & Francis/Routledge

Kashy, D. & Hagiwara, N. (2012). Analyzing group data. In A. B. Hollingshead & M. S. Poole, *Research methods for studying groups and teams*. Taylor & Francis/Routledge

Kraut, R., Olson, J., Banaji, M., Bruckman, A., Cohen, J., & Couper, M. (2004). Psychological research online: Report of board of scientific affairs advisory group on the conduct of research on the internet. *American Psychologist*, 59, 105-117.

Bruckman, A. (2012). Interviewing members of online communities: A practical guide to recruiting participants. In A. B. Hollingshead & M. S. Poole (Eds.) *Research methods for studying groups and teams*. Taylor & Francis/Routledge.

Mar 3 Shared Cognition and Emotion

Thompson, L. & Fine, G. A. (1999). Socially shared cognition, affect and behavior: A review and integration. *Personality and Social Psychology Review*, 3, 278-302.

Mohammed, S & Hamilton, S. (2012). Studying team cognition: The good, the bad, and the practical. In A. B. Hollingshead & M. S. Poole, *Research methods for studying group and teams*. Taylor & Francis/Routledge.

Clark, H. H., & Brennan, S. E. (1991). Grounding in communication. In L. B. Resnick, J. M. Levine, & S. D. Teasley (Eds.), *Perspectives on socially shared cognition* (pp. 308-327). Washington, DC: American Psychological Association.

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

Kelly, J. R. & Jones, E. E. (2012). Investigating emotions and affect in groups. In A. B. Hollingshead & M. S. Poole, *Research methods for studying groups and teams*. Taylor & Francis/Routledge

Mar 10 Transactive Memory

Wegner, D. M. (1987). Transactive memory: A contemporary analysis of the group mind. In B.

Mullen & G. R. Goethals (Eds.) *Theories of group behavior* (pp. 185-208). New York: Springer-Verlag.

Wegner, D. M. (1995). A computer network model of human transactive memory. *Social Cognition, 13*:3, 319-339.

Hollingshead, A. B. (1998). Retrieval processes in transactive memory systems. *Journal of Personality and Social Psychology, 74*, 659-671.

Moreland, R. L. (1999). Transactive memory: Learning who knows what in work groups and organizations. In L. Thompson, D. Messick, & J. Levine (Eds.), *Sharing knowledge in organizations*. Hillsdale, NJ: Lawrence Erlbaum.

Majchrzak, A., Jarvenpaa, S. L. & Hollingshead, A. B. (2007). Coordinating expertise among emergent groups responding to disasters. *Organization Science, 18*, 147-161.

Mar 17 No Class – Spring Break

Mar 24 Midterm Research Topic Presentations and Feedback

Mar 31 Group Context, Structure and Norms

Gersick, C. G., & Hackman, J. R. (1990). Habitual routines in task-performing groups. *Organizational Behavior and Human Decision Processes, 47*, 65-97.

DeSanctis, G. & Poole, M. S. (1994). Capturing the complexity in advanced technology use: The theory of adaptive structuration. *Organization Science, 5*, 121-147.

Putnam, L.L. & Stohl, C. (1990). Bona fide groups: A reconceptualization of groups in context. *Communication Studies, 41*, 248-265.

Contractor, N. S. & Su, C. (2012). Understanding groups from a network perspective. In A. B. Hollingshead & M. S. Poole, *Research methods for studying groups and teams*. Taylor & Francis/Routledge

Seibold, D. R., Hollingshead, A. B., & Yoon, K. (2014). Embedded teams and embedding organizations. In L. L. Putnam & D. Mumby (Eds.), *The Sage Handbook of Organization Communication*. Thousand Oaks, CA: Sage Publications Inc.

Apr 7 Group Identity, Diversity, and Power

Hogg, M. A., Abrams, D., Otten, S. & Hinkle, S. (2005). The social identity perspective: Intergroup relations, self-concept and small groups. *Small Group Research, 35*, 246-276.

Lau, D.C., J.K. Murnighan. (2005). The interaction of groups and subgroups: The effects of demographic faultlines. *Academy of Management Review*, 48, 645-659.

Spears, R., & Lea, M. (1994). Panacea or panopticon? The hidden power in computer-mediated communication. *Communication Research*, 21, 427-459.

Harrison, D. A. & Klein, K. J. (2007.) What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, 32, 1199-1228.

Fiske, S. & Berdahl, J. (2007). Social Power. In A. Kruglanski & T. Higgins (2007). *Social psychology: Handbook of basic principles* (2nd ed.). (pp. 678-692). New York, NY, Guilford Press.

April 14 Time, Development and Change

http://en.wikipedia.org/wiki/Group_development

Arrow, H., Henry, K. B., Poole, M. S., Wheelan, S., & Moreland, R. (2005.) Traces, trajectories, & timing. In M. S. Poole & A. B. Hollingshead (Eds.), *Theories of Small Groups*. Thousand Oaks, CA: Sage.

Moreland, R. L., & Levine, J. M. (2001). Socialization in organizations and work groups. In M. E. Turner (Ed.), *Groups at work: Theory and research* (pp. 69-112). Mahwah, NJ: Erlbaum.

Burke, M., Kraut, R., & Joyce, E. (2010). Membership claims and requests: Conversation-level newcomer socialization strategies in online groups. *Small Group Research*, 41, 4-40.

Caporael, L. R., Wilson, D. S., Hemelrijk, C & Sheldon, K.M. (2005). Groups from an Evolutionary Perspective. In M. S. Poole & A. B. Hollingshead (Eds.), *Theories of Small Groups*. Thousand Oaks, CA: Sage.

Apr 21 Final Presentation Dress Rehearsals & Feedback Session

Apr 28 Final Presentations