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
Office: SSC, Room 8412
Office Phone: 519 661-3013
Office Hours: By appointment
Email: nallen@uwo.ca

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

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

Total 100%

Course Timeline

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics/Content Areas/ Learning Activities</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 10</td>
<td>Intro to Teams in the Workplace (&amp; Course)</td>
<td>No readings</td>
</tr>
<tr>
<td>2</td>
<td>January 17</td>
<td>History of Team Research/ Romance of Teams</td>
<td>Mathieu, Hollenbeck, van Knippenberg, &amp; Ilgen, 2017. Plus one other chapter &amp; 6 “romance of teams” papers</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics/Content Areas/ Learning Activities</td>
<td>Readings Due</td>
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</tbody>
</table>
| 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)                         |
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**


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


Teams Chapter in Zedeck Handbook (in DNJ)

“**Romance of Teams**”


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***


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.


[Skim merely for “paradigm”]

February 7 Team Composition 2


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


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


**February 21  Break Week**

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


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.


For March 14:


March 21  Doing Team Research in Various Settings


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).

Health/Wellness Services
Students who are in emotional/mental distress should refer to Mental Health@Western http://www.uwo.ca/uwocom/mentalhealth/ for a complete list of options about how to obtain help.

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.