SYLLABUS

1. Data about the program

1.1 Higher education institution	Babeş – Bolyai University
1.2 Faculty	Faculty of Psychology and Educational Sciences
1.3 Department	Department of Psychology
1.4 Field of study	Psychology - Cognitive Sciences
1.5 Study cycle	Bachelor
1.6 Study program / Qualification	Psychology - Cognitive Sciences/ Bachelor in Psychology

2. Discipline data

2.1 Name of the discipline		Group Dynamics					
2.2 Teacher in charge			Prof. Dr. Petru Lucian Curşeu				
2.3 Teacher in charge			Prof. Dr. Petru Lucian Curşeu				
2.4 Year of study	II	2.5 Semester	4	2.6. Type of evaluation	E	2.7 Discipline regime	DS

3. Estimated total time (hours per semester of teaching activities)

3.1 Number of hours per week	3	Of which: 3.2 course	2	3.3 seminar / laboratory	1
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar / laboratory	14
Distribution of time:					Hours
Study by textbook, course support, bibliography, and notes					20
Additional documentation in the library, on specialized electronic platforms and in the field					13
Preparation of seminars / laboratories, topics, papers, portfolios, and essays					20
Tutorship					1
Evaluations					2
Other activities: research activities					2

3.7 Total hours of individual study	58
3.8 Total hours per semester	100
3.9 Number of ECTS credits	4

4. Preconditions (where applicable)

4.1 Curriculum	• Introduction to psychology • Quantitative and statistics research methods • Introduction to cognitive psychology
4.2 Competencies	

5. Conditions (where applicable)

5.1 Course conduct	• laptop, video projector, printed materials, sound equipment/ online course conducted through the MS Teams platform.

5.2 Conducting the seminar / laboratory	• laptop, video projector, printed materials, sound equipment, flipchart paper, markers/ / online seminar conducted through the MS Teams platform

6. Specific skills acquired

Professional Competencies	• Understanding theories that explain group dynamics
	• Understanding and being able to explain psycho-social phenomena occurring in a group setting
	• Explaining one's own and the others' behavior in a social context
	• Developing the required academic skills for identifying and formulating research ideas
	• Conducting interventions aimed at enhancing group functioning, grounded in extant theory and empirical data
Transversal Competencies	• Teamwork competencies
	• Implementation of efficient work practices in our own work teams
	• Meta learning abilities
	• Written and oral communications skills
	• Time management skills

7. The objectives of the discipline (based on the grid of acquired competencies)

7.1 The general objective of the discipline	• Acquiring solid knowledge regarding core theoretical concepts and models that explain human behavior in a social context
	• Acquiring a rigorous and scientific framework for analyzing cognitive, affective and relational processes occurring in small groups
	• Understanding social relationships
7.2 Specific objectives	*1. Knowledge and understanding*
	Defining what groups are; describing and understanding the factors related with group dynamics; describing and understanding specific types of social influence processes, as well as factors that influence or explain these processes; acquiring knowledge regarding the factors that influence individual performance within the context of groups; social facilitation and social loafing theories
	2. Explaining and interpretation
	Understanding the factors that influence group effectiveness and explaining the mechanisms; identifying and explaining daily forms of social influence; identifying the factors that lead to social facilitation or social loafing and explaining the mechanisms
	3. Instrumental
	Developing the ability to design small group interventions, to construct arguments, critically analyze data and debate; developing the abilities to formulate research questions on topics related to group dynamics; develop abilities to plan and coordinate with team members, manage conflicts, teamwork
	4. Attitude
	Develop a positive attitude towards teamwork and groups; understand the

		pluses, as well as the downsides of social influence

8. Contents

8.1 Course	Teaching methods	Remarks
The history of social groups research	Lecture	Chapter 1 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Theory and research methods in Social Psychology	Lecture	Chapter 3 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Types of groups	Lecture	Chapter 2 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Stages of group development and evolution	Lecture	Chapter 2 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Theoretical perspectives concerning the study of groups	Lecture	Chapter 2 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Norms and roles in a social context	Lecture	Chapter 4 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Interpersonal attraction	Lecture	Chapter 2 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Cooperation and interpersonal conflict	Lecture	Chapter 7 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Social influence	Lecture	Chapter 2 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Individual performance in a group context	Lecture	Chapter 2 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Socio-technical design elements	Lecture	Chapter 6 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Power and leadership in small groups	Lecture	Chapter 8 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Cognitive perspectives concerning the study of social groups	Lecture	Chapter 9 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași
Group decision making – prescriptive and descriptive models; Rationality and group decision	Lecture	Chapter 10 - Curşeu, (2007). *Grupurile in organizaţii,* Editura Polirom: Iași

a. **Mandatory references:**

Antonakis, J., Fenley, M., & Liechti, S. (2011). Can charisma be taught? Tests of two interventions. *Academy of Management Learning & Education, 10*(3), 374-396.

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin, 117*(3), 497.

Biddle, B.J. (1986). Recent development in role theory. *Annual Review of Sociology* 12:67–92.

Borgatti, S. P., & Halgin, D. S. (2011). On network theory. *Organization Science, 22*(5), 1168-1181.

Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annual Review of Psychology*, 55, 591–621

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(6), 1015

Curşeu, P.L: (2007). *Grupurile in organizaţii,* Editura Polirom: Iași (Cap. 1, 2, 3, 4, 9)

Deutsch, M. (1949). A theory of co-operation and competition. *Human Relations*, 2(2), 129-152.

DiMaggio, P. J., & Powell, W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields, *American Sociological Review 48*:147-60.

Echterhoff, G. (2010). Shared reality: Antecedents, processes, and consequences. *Social Cognition, 28*(3), 273-276.

Hogg, M. A. (2001). A social identity theory of leadership. *Personality and Social Psychology Review, 5*(3), 184-200.

Johnson, D. W. (2003). Social interdependence: Interrelationships among theory, research, and practice. *American Psychologist*, 58(11), 934-945.

Judge, T. A., Piccolo, R. F., & Kosalka, T. (2009). The bright and dark sides of leader traits: A review and theoretical extension of the leader trait paradigm. *The Leadership Quarterly, 20*(6), 855-875.

Latané, B. (1981). The psychology of social impact. *American Psychologist, 36*(4), 343-356.

Liu, W., Sidhu, A., Beacom, A. M., & Valente, T. W. (2017). Social network theory. *The International Encyclopedia of Media Effects*

Sidanius, J., Pratto, F., Van Laar, C., & Levin, S. (2004). Social dominance theory: Its agenda and method. *Political Psychology, 25*(6), 845-880.

Turner, J. C. (2005). Explaining the nature of power: A three-process theory. *European Journal of Social Psychology, 35*(1), 1-22.

Van Vugt, M. (2006). Evolutionary origins of leadership and followership. *Personality and Social Psychology Review*, 10(4), 354-371.

b. Optional references:

Curşeu, P.L: (2003) *Formal group decision making: a socio-cognitive approach*, ASCR: Cluj-Napoca

Curşeu, P.L: (2009). *Group dynamics and effectiveness: A primer*, in S. Boros (Ed) *Exploring Organizational Dynamics*, Sage, London UK (p. 225-246).

Drozda-Senkowska, E. (2000). Influenţa socială, Polirom: Iaşi

Greenberg, J., & Arndt, J. (2011). Terror management theory. In A. W. Kruglanski, P. A. M. Van Lange, & E.

M. Hewstone, W. Stroebe & G. Stephenson (1996.) *Introduction to Social Psychology* (2nd Edition). Oxford GB: Blackwell.

Kassin, S., Fein, F. & Markus (2011). *Social Psychology Eight Edition.* Houghton Mifflin Company: NY.

8.2 Seminar / laboratory	Teaching methods	Remarks
Instruments for diagnosing team effectiveness: Input – Process – Output model and Input Mediator Output Input model	Experiential learning, group activities	Marks, A., Mathieu, J.E., Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes, *The Academy of Management Review*; 26, 3.
Psychological safety		Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. Annual Review of Organizational Psychology and Organizational Behavior. 1(1), 23-43.
Diagnosis and management of intra-group conflict	Conceptual clarification, guided discovery, group activities	Jehn, K.A. & Bendersky, C. (2003). Intragroup Conflict in Organizations: A Contingency Perspective on the Conflict-Outcome Relationship. *Research in Organizational Behavior*, 25, pg. 197–229
Diagnosis and management of intra-group conflict	Conceptual clarification, group activities, case studies, debate, presentation	DeDreu, C. & Van Vianen, A.E.M. (2001). Managing relationship conflict and the effectiveness of organizational teams. *Journal of Organizational Behavior*, 22, 309 – 328. Behfar, K.J. et al. 2008. The Critical Role of Conflict Resolution in Teams: A Close Look at the Links Between Conflict Type, Conflict Management Strategies, and Team Outcomes.
The power of social context over individual behavior; the rise of aggression and tyranny (1)	Work groups, guided discovery, conceptual clarification, debate	Reicher, S. & Haslam, A. (2006). Rethinking the psychology of tyranny: The BBC prison Study. *British Journal of Social Psychology*, 45, 1-40. Reicher, S. & Haslam, A. (2006). Response – Debating the psychology of tyranny: Fundamental issues of theory, perspective and science. *British Journal of Social Psychology*, 45, 55-63 Zimbardo, P (2006). Commentary-On rethinking the psychology of tyranny: The BBC prison study. *British Journal of Social Psychology*, 45, 47-53 Zimbardo, P., Maslach, C., Haney, C. (2000)

		Chapter 11: Reflections on the Stanford Prison Experiment: Genesis, Transformations, Consequences
The power of social context over individual behavior; the rise of aggression and tyranny (2)		Reicher, S. & Haslam, A. (2006). Rethinking the psychology of tyranny: The BBC prison Study. *British Journal of Social Psychology*, 45, 1-40. Reicher, S. & Haslam, A. (2006). Response – Debating the psychology of tyranny: Fundamental issues of theory, perspective and science. *British Journal of Social Psychology*, 45, 55-63 Zimbardo, P (2006). Commentary-On rethinking the psychology of tyranny: The BBC prison study. *British Journal of Social Psychology*, 45, 47-53 Zimbardo, P., Maslach, C., Haney, C. (2000) Chapter 11: Reflections on the Stanford Prison Experiment: Genesis, Transformations, Consequences
Minority dissent and deviance (1)	Experiential activity, conceptual clarification, work groups, knowledge synthesis	Jetten, J. & Hornsey, M. (2014). Deviance and Dissent in Groups. Annu. Rev. Psychol. 2014. 65:2.1–2.25 Twenge, Jean M. (2009). Change over time in obedience: The jury's still out, but it might be decreasing. American Psychologist, 64(1), 28–31. doi:10.1037/a0014475
Minority dissent and deviance (2)	Experiential activity, conceptual clarification, work groups, knowledge synthesis	Jetten, J. & Hornsey, M. (2014). Deviance and Dissent in Groups. Annu. Rev. Psychol. 2014. 65:2.1–2.25 Twenge, Jean M. (2009). Change over time in obedience: The jury's still out, but it might be decreasing. American Psychologist, 64(1), 28–31. doi:10.1037/a0014475
Power and leadership in groups (1)	Work groups, guided discovery, conceptual clarification	Turner, J. C. (2005). Explaining the nature of power: A three-process theory. European Journal of Social Psychology, 35(1), 1-22. Keltner D, Gruenfeld DH, Anderson C. Power, approach, and inhibition. Psychol Rev., 110(2):265-84. doi: 10.1037/0033-295x.110.2.265
Power and leadership in groups (1)	Work groups, guided discovery, conceptual clarification	Yukl, G. (2010). Leader-member exchange theory. In Yukl, G. (Ed.), Leadership in organizations, Pearson Education, Inc., Upper Saddle River, New Jersey
Team creativity	Conceptual clarification, work groups, case study, debate, presentation	Anderson, N., Potočnik, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. Journal of Management, 40(5), 1297-1333. http://dx.doi.org/10.1177/0149206314527128, pg. 1-11 și 22-25
Multiple team membership	Work groups, guided discovery, conceptual clarification, debate	Margolis, J. (2020). Multiple Team Membership: An Integrative Review. Small Group Research, 51(1), 48.86.
Topics overview	Conceptual clarification	
a. Mandatory references*:		

Anderson, N., Potočnik, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. *Journal of Management*, 40(5), **pg. 1-11 și 22-25**. http://dx.doi.org/10.1177/0149206314527128

Behfar, K.J. et al. 2008. The Critical Role of Conflict Resolution in Teams: A Close Look at the Links Between Conflict Type, Conflict Management Strategies, and Team Outcomes. Journal of Applied Psychology 93(1):170.

DeDreu, C. & Van Vianen, A.E.M. (2001). Managing relationship conflict and the effectiveness of organizational teams. *Journal of Organizational Behavior,* 22, 309 – 328.

Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, renaissance, and future of an interpersonal construct. *Annual Review of Organizational Psychology and Organizational Behavior*. 1(1), 23-43.

Graeff, C. L. (1997). Evolution of Situational Leadership Theory: A Critical Review. *Leadership Quarterly*, 8(2),153-170

Jehn, K.A. & Bendersky, C. (2003). Intragroup Conflict in Organizations: A Contingency Perspective on the Conflict-Outcome Relationship. *Research in Organizational Behavior*, 25, **pg. 197–229**

Jetten, J. & Hornsey, M. (2014). Deviance and Dissent in Groups. *Annu. Rev. Psychol*. 65:2.1–2.25

Keltner D, Gruenfeld DH, Anderson C. Power, approach, and inhibition. *Psychol Rev., 110*(2):265-84. doi: 10.1037/0033-295x.110.2.265

Marks, A., Mathieu, J.E., Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes, *Academy of Management. The Academy of Management Review,*; 26, 3.

Margolis, J. (2020). Multiple Team Membership: An Integrative Review. *Small Group Research, 51*(1) 48–86

Reicher, S. & Haslam, A. (2006). Rethinking the psychology of tyranny: The BBC prison Study. *British Journal of Social Psychology*, 45, 1-40.

Reicher, S. & Haslam, A. (2006). Response – Debating the psychology of tyranny: Fundamental issues of theory, perspective and science. *British Journal of Social Psychology*, 45, 55-63

Turner, J. C. (2005). Explaining the nature of power: A three-process theory. *European Journal of Social Psychology, 35*(1), 1-22.

Twenge, Jean M. (2009). Change over time in obedience: The jury's still out, but it might be decreasing. American Psychologist, 64(1), 28–31. doi:10.1037/a0014475

Yukl, G. (2010). Leader-member exchange theory. In Yukl, G. (Ed.), *Leadership in organizations*, Pearson Education, Inc., Upper Saddle River, New Jersey

Zimbardo, P (2006). Commentary-On rethinking the psychology of tyranny: The BBC prison study. *British Journal of Social Psychology*, 45, 47-53

Zimbardo, P., Maslach, C., Haney, C. (2000) Chapter 11: Reflections on the Stanford Prison Experiment: Genesis, Transformations, Consequences

*hand-out/seminar notes

a. Optional references*:

Avolio, B.J., Walumbwa, F.O. & Weber, T.J. (2009). Leadership: Current Theories, Research, and Future Directions. *Annual Review of Psychology* 60, 421-449

Burke S, Stagl K, Klein C, et al. (2006) What types of leadership behaviours are functional in teams? A metaanalysis

de Wit, F.R., Greer, L.L., & Jehn, K.A (2012). The paradox of intragroup conflict: a meta-analysis. Journal of Applied Psychology. 97(2), pp. 360-90. doi: 10.1037/a0024844

Drozda-Senkowska, E. (2000). Influența socială, Polirom: Iași

Furnham, A., Richards, S.C. & Paulhus, D. L. (2013) The Dark Triad of Personality: A 10 Year Review. Social and Personality Psychology Compass 7/3: 199–216, 10.1111/spc3.12018

Graen, G. B., and Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. Leadership Quarterly, 6(2), 219-247. https://doi.org/10.1016/1048-9843(95)90036-5

Harrison, D.A. & Klein, K. J. (2007). What's The Difference? Diversity Constructs As Separation, Variety, Or Disparity In Organizations. *Academy of Management Review*

Haslam, A. & Reicher, S. (2006). Stressing the group: Social identity and the unfolding dynamics of responses to stress. Journal of Applied Psychology, 91(5):1037-52

Hogan, R., & Hogan, J. (2001). Assessing leadership: A view from the dark side. International Journal of Selection and Assessment, 9, 40–51.

Ilgen, D.R., Hollenbeck, J.R., Johnosn, M. & Jundt, D. (2005). Team in Organizations: From Input-Process-Output Models to IMOI Models, *Annual Review of Psychology*, 56, 517-543.

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

O'Leary, M. B., Mortensen, M., & Woolley, A. W. (2011). Multiple team membership: A theoretical model of its

effects on productivity and learning for individuals and teams. *The Academy of Management Review*, 36, 461–478.

Zimbardo, P. (2007). The Lucifer Effect: Understanding How Good People Turn Evil. Random House (NY)

Woolley, A. W., Chabris, C. F., Pentland, A., Hashmi, N., & Malone, T. W. (2010). Evidence for a collective intelligence factor in the performance of human groups. *Science* 330.6004 (2010): 686-688

* as well as other references mentioned during seminars

9. Corroborating the contents of the discipline with the expectations of the representatives of the epistemic community, professional associations and representative employers in the field related to the program

- The course focuses on core topics regarding group cognition and affective and relational dynamics; by acquiring a solid scientific base (theoretical frameworks and empirical data), students become able to understand and explain the social phenomena occurring in this setting, as well as to develop teamwork and collaboration competencies, which will further help them adapt to modern organizational contexts whereby group work is a central element of work design.

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 evaluation methods	10.3 Weight in the final grade
10.4 Course	Level and accuracy of knowledge; degree of assimilation of specialized language	Exam	60%
10.5 Seminar/laboratory	The ability to apply models and theories learned throughout the semester in order to understand and shape human behavior in a social context	Projects	40%

10.6 Minimum performance standard

- The ability to apply models and theories learned throughout the semester in order to understand and shape human behavior in a social context
- Level and accuracy of knowledge
- Degree of assimilation of specialized language
- Ability to formulate research ideas
- Logical coherence and capacity to formulate arguments to support a certain idea

The structure of evaluation will be maintained for multiple rounds of evaluation

The conditions for passing the Group Dynamics exam are:
- A score of minimum 50% for the exam (3 points out of 6)
- A combined score for all the evaluation methods (exam, projects) of minimum 4.5 points

Date of completion

Signature of the course teacher   Signature of the seminar teacher

Date of approval in the department   Signature of the department chair/director