

SYLLABUS

Group Dynamics

University year 2024-2025

1. Information regarding the programme

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 programme/Qualification	Psychology - Cognitive Sciences/ Bachelor in Psychology
1.7. Form of education	Full-Time

2. Information regarding the discipline

2.1. Name of the discipline	Group Dynamics	Discipline code	PLX0003				
2.2. Course coordinator	Conf. Univ. Dr. Oana Cătălina Fodor						
2.3. Seminar coordinator	Asist. Univ. Dr. Sabina Trif						
2.4. Year of study	II	2.5. Semester	4	2.6. Type of evaluation	E	2.7. Discipline regime	DS

3. Total estimated time (hours/semester of didactic activities)

3.1. 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/laborator	14
Time allotment for individual study (ID) and self-study activities (SA)					hours
Learning using manual, course support, bibliography, course notes (SA)					20
Additional documentation (in libraries, on electronic platforms, field documentation)					13
Preparation for seminars/labs, homework, papers, portfolios and essays					20
Tutorship					1
Evaluations					2
Other activities:					2
3.7. Total individual study hours					58
3.8. Total hours per semester					100
3.9. Number of ECTS credits					4

4. Prerequisites (if necessary)

4.1. curriculum	Quantitative research methods and data analysis Cognitive psychology Introduction to Psychology
4.2. competencies	

5. Conditions (if necessary)

5.1. for the course	Classroom with a minium of 50 seats equipped with a video projector and a computer connected to the Internet Access to printer and photocopying equipment Materials on CD, sound system
5.2. for the seminar /lab activities	Classroom with a minimum of 50 seats equipped with a video projector and a computer connected to the Internet Access to printer and photocopying equipment Materials on CD, sound system

6.1. Specific competencies acquired ¹

Professional/ essential competencies	<ul style="list-style-type: none"> • Operating with fundamental concepts in the field of social psychology • Designing and carrying out a research project in psychology • Critical assessment of problem situations and possible solutions in psychology • Psychological assessment of the individual, the group, and the organization
Transversal competencies	<ul style="list-style-type: none"> • Completing professional tasks according to ethical principles of psychologists and code of conduct • Applying efficient work techniques in the multidisciplinary team on various hierarchical levels

6.2. Learning outcomes

Knowledge	The student knows and differentiates between the main paradigms of scientific psychology; knows the risk and resilience factors at the group level, in order to design a psychological intervention; knows the ethical principles of psychologists and code of conduct
Skills	The student is able to pertinently evaluate and analyze human behavior in social context; design and implement specific theoretically and empirically grounded interventions at the group level; to take part in the design and implementation of fundamental and applied psychological research projects; adapt the intra and inter-organizational diagnosis methods and techniques to the concrete conditions of ecological context
Responsibility and autonomy:	The student has the ability to work independently to obtain his/her own perspective and to adapt to group work, applying notions such as coordination, work planning, conflict management; facilitate negotiations between several parties with complex interests, in order to achieve common goals

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	<ul style="list-style-type: none"> • 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
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¹ One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

<p>7.2 Specific objective of the discipline</p>	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> 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 • <i>Explaining and interpretation</i> 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 • <i>Instrumental</i> 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 • <i>Attitude</i> Develop a positive attitude towards teamwork and groups; understand the pluses, as well as the downsides of social influence
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8. Content

8.1 Course	Teaching methods	Remarks
<p>1. Theory and research methods in Group Dynamics and Social Psychology</p>	<p>Guided discovery, lecture, demonstrative example, synthesis of knowledge</p>	<p>Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. <i>Psychological Bulletin</i>, 117(3), 497.</p> <p>Echterhoff, G. (2010). Shared reality: Antecedents, processes, and consequences. <i>Social Cognition</i>, 28(3), 273-276.</p> <p>Van Lange, P. A., Kruglanski, A. W., & Higgins, E. T. (2012). Theories of social psychology: An introduction. <i>Handbook of theories of social psychology</i>, 1-8. (Chapters 32, 33, 34, 35, 36, 37, 42, 45, 46, 47)</p>
<p>2. An overarching framework for understanding group dynamics – the Input-Mediator-Output-Input Model</p>	<p>Guided discovery, lecture, demonstrative example, synthesis of knowledge</p>	<p>Marks, A., Mathieu, J.E., Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes, <i>The Academy of Management Review</i>, 26(3)</p> <p>Mathieu, J. E., Gallagher, P. T., Domingo, M. A., & Klock, E. A. (2019). Embracing complexity: Reviewing the past decade of team effectiveness research. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 6(1), 17-46.</p>

3. Stages of group development and evolution	Guided discovery, lecture, demonstrative example, synthesis of knowledge	
4. Norms and roles in a social context. The case of AI team members	Guided discovery, lecture, demonstrative example, synthesis of knowledge	<p>Biddle, B.J. (1986). Recent development in role theory. <i>Annual Review of Sociology</i> 12, 67-92.</p> <p>Van Lange, P. A., Kruglanski, A. W., & Higgins, E. T. (2012). Theories of social psychology: An introduction. <i>Handbook of theories of social psychology</i>, 1-8. (Chapter 49)</p>
5. The influence of groups on its team members – social identity, social influence	Guided discovery, lecture, demonstrative example, synthesis of knowledge	<p>Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. <i>Annual Review of Psychology</i>, 55, 591-621</p> <p>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. <i>Journal of Personality and Social Psychology</i>, 58(6), 1015</p> <p>Jetten, J., & Hornsey, M. J. (2014). Deviance and dissent in groups. <i>Annual review of psychology</i>, 65(1), 461-485.</p> <p>Latané, B. (1981). The psychology of social impact. <i>American Psychologist</i>, 36(4), 343-356.</p> <p>Van Lange, P. A., Kruglanski, A. W., & Higgins, E. T. (2012). Theories of social psychology: An introduction. <i>Handbook of theories of social psychology</i>, 1-8. (Chapters 41, 44)</p> <p>Zimbardo, P. G., Maslach, C., & Haney, C. (1999). Reflections on the Stanford prison experiment: Genesis, transformations, consequences. In <i>Obedience to authority</i> (pp. 207-252). Psychology Press.</p>
6. Cooperation and interpersonal conflict	Guided discovery, lecture, demonstrative example, synthesis of knowledge	<p>Deutsch, M. (1949). A theory of cooperation and competition. <i>Human Relations</i>, 2(2), 129-152.</p> <p>DeDreu, C. & Van Vianen, A.E.M. (2001). Managing relationship</p>

		<p>conflict and the effectiveness of organizational teams. <i>Journal of Organizational Behavior</i>, 22, 309 – 328</p> <p>Johnson, D. W. (2003). Social interdependence: Interrelationships among theory, research, and practice. <i>American Psychologist</i>, 58(11), 934-945.</p> <p>Van Lange, P. A., Kruglanski, A. W., & Higgins, E. T. (2012). Theories of social psychology: An introduction. <i>Handbook of theories of social psychology</i>, 1-8. (Chapters 39, 40)</p>
7. Psychological safety and learning	Guided discovery, lecture, demonstrative example, synthesis of knowledge	<p>Edmondson, A. C., & Bransby, D. P. (2023). Psychological safety comes of age: Observed themes in an established literature. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 10(1), 55-78.</p> <p>Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vracheva, V. (2017). Psychological safety: A meta-analytic review and extension. <i>Personnel Psychology</i>, 70(1), 113-165.</p>
8. Diversity and group dynamics	Guided discovery, lecture, demonstrative example, synthesis of knowledge	<p>Van Knippenberg, D., De Dreu, C. K., & Homan, A. C. (2004). Work group diversity and group performance: an integrative model and research agenda. <i>Journal of Applied Psychology</i>, 89(6), 1008.</p> <p>Van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. <i>Annu. Rev. Psychol.</i>, 58(1), 515-541.</p>
9. Power and leadership in teams	Guided discovery, lecture, demonstrative example, synthesis of knowledge	<p>Antonakis, J., Fenley, M., & Liechti, S. (2011). Can charisma be taught? Tests of two interventions. <i>Academy of Management Learning & Education</i>, 10(3), 374-396.</p> <p>Hogg, M. A. (2001). A social identity theory of leadership. <i>Personality and Social Psychology Review</i>, 5(3), 184-200.</p> <p>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. <i>The</i></p>

		<p><i>Leadership Quarterly</i>, 20(6), 855-875.</p> <p>Keltner D, Gruenfeld DH, Anderson C. Power, approach, and inhibition. <i>Psychol Rev.</i>, 110(2):265-84.</p> <p>Sidanius, J., Pratto, F., Van Laar, C., & Levin, S. (2004). Social dominance theory: Its agenda and method. <i>Political Psychology</i>, 25(6), 845-880.</p> <p>Turner, J. C. (2005). Explaining the nature of power: A three-process theory. <i>European Journal of Social Psychology</i>, 35(1), 1-22.</p> <p>Van Vugt, M. (2006). Evolutionary origins of leadership and followership. <i>Personality and Social Psychology Review</i>, 10(4), 354-371.</p>
10. Team cognition and AI enhanced teams	Guided discovery, lecture, demonstrative example, synthesis of knowledge	<p>Bachrach, D. G., Lewis, K., Kim, Y., Patel, P. C., Campion, M. C., & Thatcher, S. (2019). Transactive memory systems in context: A meta-analytic examination of contextual factors in transactive memory systems development and team performance. <i>Journal of Applied Psychology</i>, 104(3), 464.</p> <p>Huber, G. P., & Lewis, K. (2010). Cross-understanding: Implications for group cognition and performance. <i>Academy of Management Review</i>, 35(1), 6-26.</p> <p>Mohammed, S., Ferzandi, L., & Hamilton, K. (2010). Metaphor no more: A 15-year review of the team mental model construct. <i>Journal of Management</i>, 36(4), 876-910.</p>
11. Multiple team membership	Guided discovery, lecture, demonstrative example, synthesis of knowledge	<p>Margolis, J. (2020). Multiple team membership: An integrative review. <i>Small Group Research</i>, 51(1), 48-86.</p> <p>van de Brake, H. J., van der Vegt, G. S., & Essens, P. J. (2024). More than just a number: Different conceptualizations of multiple team membership and their relationships with emotional exhaustion and turnover. <i>Journal of Applied Psychology</i>, 109(5), 714.</p>

12. Group decision making	Guided discovery, lecture, demonstrative example, synthesis of knowledge	Curşeu, P.L. (2003) <i>Formal group decision making: a socio-cognitive approach</i> , ASCR: Cluj-Napoca
13. Review	Synthesis of knowledge	
14. Review	Synthesis of knowledge	
Bibliography		
<p>a. Mandatory references:</p> <p>Antonakis, J., Fenley, M., & Liechti, S. (2011). Can charisma be taught? Tests of two interventions. <i>Academy of Management Learning & Education</i>, 10(3), 374-396.</p> <p>Bachrach, D. G., Lewis, K., Kim, Y., Patel, P. C., Campion, M. C., & Thatcher, S. (2019). Transactive memory systems in context: A meta-analytic examination of contextual factors in transactive memory systems development and team performance. <i>Journal of Applied Psychology</i>, 104(3), 464.</p> <p>Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. <i>Psychological Bulletin</i>, 117(3), 497.</p> <p>Biddle, B.J. (1986). Recent development in role theory. <i>Annual Review of Sociology</i> 12, 67-92.</p> <p>Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. <i>Annual Review of Psychology</i>, 55, 591-621</p> <p>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. <i>Journal of Personality and Social Psychology</i>, 58(6), 1015</p> <p>Curşeu, P.L. (2003) <i>Formal group decision making: a socio-cognitive approach</i>, ASCR: Cluj-Napoca</p> <p>DeDreu, C. & Van Vianen, A.E.M. (2001). Managing relationship conflict and the effectiveness of organizational teams. <i>Journal of Organizational Behavior</i>, 22, 309 - 328</p> <p>Deutsch, M. (1949). A theory of co-operation and competition. <i>Human Relations</i>, 2(2), 129-152.</p> <p>Echterhoff, G. (2010). Shared reality: Antecedents, processes, and consequences. <i>Social Cognition</i>, 28(3), 273-276.</p> <p>Edmondson, A. C., & Bransby, D. P. (2023). Psychological safety comes of age: Observed themes in an established literature. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 10(1), 55-78.</p> <p>Frazier, M. L., Fainshmidt, S., Klinger, R. L., Pezeshkan, A., & Vranceva, V. (2017). Psychological safety: A meta-analytic review and extension. <i>Personnel Psychology</i>, 70(1), 113-165.</p> <p>Hogg, M. A. (2001). A social identity theory of leadership. <i>Personality and Social Psychology Review</i>, 5(3), 184-200.</p> <p>Huber, G. P., & Lewis, K. (2010). Cross-understanding: Implications for group cognition and performance. <i>Academy of Management Review</i>, 35(1), 6-26.</p> <p>Jetten, J., & Hornsey, M. J. (2014). Deviance and dissent in groups. <i>Annual review of psychology</i>, 65(1), 461-485.</p> <p>Johnson, D. W. (2003). Social interdependence: Interrelationships among theory, research, and practice. <i>American Psychologist</i>, 58(11), 934-945.</p> <p>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. <i>The Leadership Quarterly</i>, 20(6), 855-875.</p> <p>Keltner D, Gruenfeld DH, Anderson C. Power, approach, and inhibition. <i>Psychol Rev.</i>, 110(2):265-84.</p> <p>Latané, B. (1981). The psychology of social impact. <i>American Psychologist</i>, 36(4), 343-356.</p> <p>Margolis, J. (2020). Multiple team membership: An integrative review. <i>Small Group Research</i>, 51(1), 48-86.</p> <p>Marks, A., Mathieu, J.E., Zaccaro, S. J. (2001). A temporally based framework and taxonomy of team processes, <i>The Academy of Management Review</i>, 26(3)</p> <p>Mathieu, J. E., Gallagher, P. T., Domingo, M. A., & Klock, E. A. (2019). Embracing complexity: Reviewing the past decade of team effectiveness research. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 6(1), 17-46.</p> <p>Mohammed, S., Ferzandi, L., & Hamilton, K. (2010). Metaphor no more: A 15-year review of the team mental model construct. <i>Journal of Management</i>, 36(4), 876-910.</p> <p>Sidanius, J., Pratto, F., Van Laar, C., & Levin, S. (2004). Social dominance theory: Its agenda and method. <i>Political Psychology</i>, 25(6), 845-880.</p> <p>Turner, J. C. (2005). Explaining the nature of power: A three-process theory. <i>European Journal of Social Psychology</i>, 35(1), 1-22.</p> <p>van de Brake, H. J., van der Vegt, G. S., & Essens, P. J. (2024). More than just a number: Different conceptualizations of multiple team membership and their relationships with emotional exhaustion and turnover. <i>Journal of Applied Psychology</i>, 109(5), 714.</p> <p>Van Lange, P. A., Kruglanski, A. W., & Higgins, E. T. (2012). Theories of social psychology: An introduction. <i>Handbook of theories of social psychology</i>, 1-8. (Chapters 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 44, 45, 46, 47, 49)</p> <p>Van Knippenberg, D., De Dreu, C. K., & Homan, A. C. (2004). Work group diversity and group performance: an integrative</p>		

model and research agenda. *Journal of Applied Psychology*, 89(6), 1008.

Van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. *Annu. Rev. Psychol.*, 58(1), 515-541.

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

Zimbardo, P. G., Maslach, C., & Haney, C. (1999). Reflections on the Stanford prison experiment: Genesis, transformations, consequences. In *Obedience to authority* (pp. 207-252). Psychology Press.

b. Optional references:

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

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

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

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

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

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
1. Virtual Teams	Experiential learning, group activities	Handke, L., Costa, P. L., Klonek, F. E., O'Neill, T. A., & Parker, S. K. (2021). Team perceived virtuality: An emergent state perspective. <i>European Journal of Work and Organizational Psychology</i> , 30(5), 624-638. Handke, L., Aldana, A., Costa, P. L., & O'Neill, T. A. (2024). Hybrid teamwork: What we know and where we can go from here. <i>Small Group Research</i> , 55(5), 805-835.
2. Virtual Teams	Experiential learning, group activities	Handke, L., Costa, P. L., Klonek, F. E., O'Neill, T. A., & Parker, S. K. (2021). Team perceived virtuality: An emergent state perspective. <i>European Journal of Work and Organizational Psychology</i> , 30(5), 624-638. Handke, L., Aldana, A., Costa, P. L., & O'Neill, T. A. (2024). Hybrid teamwork: What we know and where we can go from here. <i>Small Group Research</i> , 55(5), 805-835.
3. Group Creativity		Anderson, N., Potočník, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. <i>Journal of Management</i> , 40(5), 1297-1333.
4. Group Creativity		Anderson, N., Potočník, K., & Zhou, J. (2014). Innovation and creativity in organizations: A state-of-the-science review, prospective commentary, and guiding framework. <i>Journal of Management</i> , 40(5), 1297-1333.
5. Social influence – SPE vs BBC		Reicher, S. & Haslam, A. (2006). Rethinking the psychology of

		<p>tyranny: The BBC prison Study. <i>British Journal of Social Psychology</i>, 45, 1-40.</p> <p>Reicher, S. & Haslam, A. (2006). Response – Debating the psychology of tyranny: Fundamental issues of theory, perspective and science. <i>British Journal of Social Psychology</i>, 45, 55-63</p> <p>Zimbardo, P (2006). Commentary-On rethinking the psychology of tyranny: The BBC prison study. <i>British Journal of Social Psychology</i>, 45, 47-53</p> <p>Zimbardo, P. G., Maslach, C., & Haney, C. (1999). Reflections on the Stanford prison experiment: Genesis, transformations, consequences. In <i>Obedience to authority</i> (pp. 207-252). Psychology Press</p>
6. Social influence – SPE vs BBC		<p>Reicher, S. & Haslam, A. (2006). Rethinking the psychology of tyranny: The BBC prison Study. <i>British Journal of Social Psychology</i>, 45, 1-40.</p> <p>Reicher, S. & Haslam, A. (2006). Response – Debating the psychology of tyranny: Fundamental issues of theory, perspective and science. <i>British Journal of Social Psychology</i>, 45, 55-63</p> <p>Zimbardo, P (2006). Commentary-On rethinking the psychology of tyranny: The BBC prison study. <i>British Journal of Social Psychology</i>, 45, 47-53</p> <p>Zimbardo, P. G., Maslach, C., & Haney, C. (1999). Reflections on the Stanford prison experiment: Genesis, transformations, consequences. In <i>Obedience to authority</i> (pp. 207-252). Psychology Press</p>
7. Conflict – diagnosis and interventions		<p>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. <i>Journal of Applied Psychology</i> 93(1):170.</p>

		<p>DeDreu, C. & Van Vianen, A.E.M. (2001). Managing relationship conflict and the effectiveness of organizational teams. <i>Journal of Organizational Behavior</i>, 22, 309 – 328.</p> <p>Jehn, K.A. & Bendersky, C. (2003). Intragroup Conflict in Organizations: A Contingency Perspective on the Conflict-Outcome Relationship. <i>Research in Organizational Behavior</i>, 25, pg. 197–229</p>
8. Conflict - diagnosis and interventions		<p>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. <i>Journal of Applied Psychology</i> 93(1):170.</p> <p>DeDreu, C. & Van Vianen, A.E.M. (2001). Managing relationship conflict and the effectiveness of organizational teams. <i>Journal of Organizational Behavior</i>, 22, 309 – 328.</p> <p>Jehn, K.A. & Bendersky, C. (2003). Intragroup Conflict in Organizations: A Contingency Perspective on the Conflict-Outcome Relationship. <i>Research in Organizational Behavior</i>, 25, pg. 197–229</p>
9. Leadership – LMX, Functional Leadership		<p>Yukl, G. (2010). Leader-member exchange theory. In Yukl, G. (Ed.), <i>Leadership in organizations</i>, Pearson Education, Inc., Upper Saddle River, New Jersey</p>
10. Leadership – LMX, Functional Leadership		<p>Yukl, G. (2010). Leader-member exchange theory. In Yukl, G. (Ed.), <i>Leadership in organizations</i>, Pearson Education, Inc., Upper Saddle River, New Jersey</p>
11. Collaboration and power dynamics		<p>Keltner D, Gruenfeld DH, Anderson C. Power, approach, and inhibition. <i>Psychol Rev.</i>, 110(2):265-84.</p> <p>Turner, J. C. (2005). Explaining the nature of power: A three-process theory. <i>European Journal of Social Psychology</i>, 35(1), 1-22.</p>
12. Collaboration and power dynamics		<p>Keltner D, Gruenfeld DH, Anderson C. Power, approach, and inhibition. <i>Psychol Rev.</i>, 110(2):265-84.</p>

		Turner, J. C. (2005). Explaining the nature of power: A three-process theory. <i>European Journal of Social Psychology, 35</i> (1), 1-22.
13. Group Decision		Thürmer, J. L., Wieber, F., & Gollwitzer, P. M. (2020). Management in times of crisis: Can collective plans prepare teams to make and implement good decisions?. <i>Management Decision, 58</i> (10), 2155-2176.
13. Group Decision		Thürmer, J. L., Wieber, F., & Gollwitzer, P. M. (2020). Management in times of crisis: Can collective plans prepare teams to make and implement good decisions?. <i>Management Decision, 58</i> (10), 2155-2176.
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* as well as other references mentioned during seminars

9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

- The contents of the discipline are compatible with the recommendations of professional associations at a global level (Society of Group Psychology and Group Psychotherapy, Division 49 of the American Psychological Association) and European level (The European Association of Social Psychology and EFPA)

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of 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	Assignments	40%

10.6 Minimum standard of performance

- 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 60% for the exam (3 points out of 6)
- A combined score for all the evaluation methods (exam, projects) of a minimum of 4.5 points

11. Labels ODD (Sustainable Development Goals)²

	General label for Sustainable Development							
								
								

Date:
25.04.2025

Signature of course coordinator
Associate Professor Oana C. Fodor

Signature of seminar coordinator
Assistant Professor Sabina Trif

Date of approval:
...

Signature of the head of department
.....

² Keep only the labels that, according to the [Procedure for applying ODD labels in the academic process](#), suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „*Not applicable.*”.