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
1.5 Study cycle	Master
1.6 Study program / Qualification	Master's Degree in Human Resource Psychology and Organizational Health

2. Course information

2.1 Name of the course	Methods of Enhancing Group Performance (PME1439)						
2.2 The holder of the course activities	Prof. Univ. Dr. Petru L. Curşeu						
2.3 The holder of the seminar activities	Prof. Univ. Dr. Petru L. Curşeu						
2.4 Year of study	I	2.5 Semester	2	2.6. Type of evaluation	E, VP	2.7 Course 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	3
3.4 Total hours in the curriculum	42	Of which: 3.5 course	28	3.6 seminar/laboratory	14
Distribution of estimated time:					ore
Studying textbook, course support, bibliography, and notes					36
Additional documentation in the library, on specialized electronic platforms and in the field					38
Preparation of seminars / laboratories, papers, portfolios, and essays					34
Tutorship					10
Evaluations					10
Other activities: research activities					20
3.7 Total hours of individual study	108				
3.8 Total hours per semester	150				
3.9 Number of ECTS credits	6				

4. Preconditions (where applicable)

4.1 curriculum	-
4.2 competencies	-

5. Conditions (where applicable)

5.1 Course conduct	● classroom with approx. 60 seats, laptop, video projector, photocopied materials, materials on CD, sound system
5.2 Conducting the seminar / laboratory	● seminar room with approx. 60 seats, laptop, video projector, photocopied materials, materials on CD, sound system, flipchart sheets, markers

6. Specific skills acquired

Professional Competencies	● The student is able to develop evidence-based methods and instruments drawing upon the scientific literature (theories, frameworks, empirical data) in order to identify, measure, and evaluate a set of individual, group, organizational, and situational characteristics. (1.3.). ● The student is able to use the results of the organizational diagnosis in order to inform and establish interventions addressed to multiple levels of the organization. (2.2). ● The student is able to define and apply organizational development and change methods in order to support the performance and innovation of the organization. (2.3.). ● The student is able to propose methods of testing the efficiency of interventions addressed to multiple levels of the organization in order to inform and adopt courses of action. (2.4.). ● The student is able to differentiate between and adopt perspectives, approaches, and theories or organizational complexity in order to inform actions and decisions that support organizational performance (3.3).
Transversal competencies	● The student is able to use written language, verbal language, non-verbal language, multi-media technologies and different communication channels in order to send and receive clear and precise information, adapted to the targeted audience. (1.1). ● The student is able to use feedback techniques to repair or mention the communication or performance quality at multiple levels. (1.2.). ● The student is able to interpret and integrate information from multiple sources in order to make decisions and recommendations within organizations. (2.2.). ● The student is able to issue informed judgement regarding the value of ideas, perspectives and arguments in order to substantiate interventions at an individual, group, organizational and multiple level. (2.4.). ● The student is able to implement their knowledge regarding the group dynamics and processes in order to maintain an efficient collaboration within the work teams. (3.2.). ● The student is able to organize a project to regulate his own activity and to offer consulting to anyone involved in interorganizational and intraorganizational projects. (4.3.). ● The student is able to elaborate an action plan in order to develop the professional competencies needed to perform in the dynamics of the external and internal organizational environment. (6.3.).

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

7.1 The general objective of the discipline	● Familiarization with the basic theoretical concepts and models that explain the dynamics of work teams and the implications on their effectiveness ● Acquiring a rigorous and scientifically based analysis grid of team functioning
7.2 Specific objectives	1. Knowledge and understanding Defining the notion of team effectiveness; knowledge of the theoretical models that explain the functioning of teams; knowledge of the main theories with implications on the explanation of group dynamics; knowledge of intra-group and intra-organizational factors that influence: the quality of group decisions, the emergence of intra-group conflicts and their implications, the facilitation of collaborative learning, the emergence of trust, cohesion, shared mental models, etc. 2. Explanation and interpretation

	Understanding, recognition and the ability to critically analyze the factors that influence the effectiveness of teams in an organizational context; 3. Instrumental - applicative Acquiring skills to diagnose the main problems of group functioning; developing skills for designing and implementing interventions aimed at optimizing the functioning of teams derived from the scientific literature 4. Attitudinal Manifesting an open attitude towards teamwork, but also towards facilitating team learning through exposure to experiential learning activities.

8. Contents

8.1 Course	Teaching methods	Remarks
1. Introduction to group theory. Models of team effectiveness: The Input-Process-Output and Input – Mediator – Output – Input models	Interactive lecture, guided discovery, exemplification	
2. Theories used in the analysis of group effectiveness – Social Interdependence Theory, Social Identity Theory, Open System Theory, etc.	Interactive lecture, guided discovery, exemplification	
3. The implication of compositional factors on the functioning of teams; The role of diversity	Interactive lecture, guided discovery, exemplification	
4. Team Leadership and Team Coaching	Interactive lecture, guided discovery, exemplification	
5. Team conflict - diagnosis and intervention methods	Interactive lecture, guided discovery, exemplification	
6. Teams as information processing systems. The role of cognitive structures for team performance	Interactive lecture, guided discovery, exemplification	
7. Team learning	Interactive lecture, guided discovery, exemplification	
8. Team decision-making – diagnosis and intervention methods	Interactive lecture, guided discovery, exemplification	
9. Creativity and innovation in teams - methods of diagnosis and intervention	Interactive lecture, guided discovery, exemplification	
10. Counterproductive team behaviors	Interactive lecture, guided discovery, exemplification	
11. Multiple team membership – the influence of organizational design on group coordination and performance	Interactive lecture, guided discovery, exemplification	
12. Process interventions for optimizing group performance	Interactive lecture, Group exercises	
References *		
a. Mandatory:		

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.

Curşeu, P.L: (2007). *Grupurile in organizații*, Editura Polirom: Iași

Druskat, V.U. & J.V. Wheeler. (2004). How to Lead a Self-Managing Team. *MIT Sloan Management Review* :65-72

Flanagan, T. & C. Runde. (2009). How Teams Can Capitalize on Conflict. *Strategy & Leadership*, 37(1):20-22.

Foo, M-D. 2009. Teams Developing Business Ideas: How Member Characteristics and Conflict Affect Member-rated Team Effectiveness. *Small Business Economics* 36:33-46.

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 (2013): 199–216, 10.1111/spc3.12018

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

Gratton, L., A. Voigt & T.J. Erickson. (2007). Bridging Faultlines in Diverse Teams. MIT Sloan Management Review

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

Hinsz, V.B. Tindale, S. & Vollrath, D.A. (1997). The Emerging Conceptualization of Groups as Information Processes. *Psychological Bulletin* 121(1):43-64, DOI: 10.1037/0033-2909.121.1.43

Hoever, I.J., van Knippenberg, D., Ginkel, W.P & Barkema, H.G. (2012). Fostering Team Creativity: Perspective Taking as Key to Unlocking Diversity's Potential, *Journal of Applied Psychology*, 97, 5, 982-996

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

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. (2015). Advancing research on team process dynamics: Theoretical, methodological, and measurement considerations. *Organizational Psychology Review*, 5, 270-299.

Kozlowski, S. W. J., & Chao, G. T. (2012). The Dynamics of Emergence: Cognition and Cohesion in Work Teams. *Managerial and Decision Economics*, 33, 335-354, doi:10.1002/mde.2552

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.

Kerr, N. L. (1983). The dispensability of member effort and group motivation losses: Free-rider effects. *Journal of Personality and Social Psychology*, 44, 78-94.

Larson, J. R. (2010). *In search of synergy in small group performance*. New York: Psychology Press.

Latane, B., Williams, K., & Harkins, S. (1979). Many hands make light the work: The causes and consequences of social loafing. *Journal of Personality and Social Psychology*, 37, 822-832.

Moreland, R. L., & Myaskovsky, L. (2000). Exploring the performance benefits of group training: Transactive memory or improved communication? *Organizational Behavior and Human Decision Processes*, 82, 117–133.

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. http://dx.doi.org/ 10.5465/AMR.2011.6103180

Pluut, H., Fleștea, A.M., Curşeu, P.L. (2014). Multiple Team Membership: A Demand or Resource for Employees?. *Group Dynamics*, 18(4), 333-348.

Park, G., & Hinsz, V.B. (2015). *Judgment and decision making in teams*. Oxford Bibliographies: Management.

Perry-Smith, J. & mannucci, P.V. (2014). From Creativity To Innovation: The Social Network Drivers Of The Four Phases Of The Idea Journey. *Academy of Management Review*.

Salas, E., & Cannon-Bowers, J.A. (2001). The science of training: A decade of progress. *Annual Review of Psychology*, 52, 471-499.

Salas, E., Fiore, S.M., & Letsky, M.P. (2013). *Theories of team cognition: Cross-disciplinary perspectives*. New York: Routledge.

Schaubroeck, J., Carmeli, A., & Paz, E. (2016). Enabling team learning when members are prone to contentious communication: The role of team leader coaching, *Human Relations*, 1–19.

Zajac, S., Gregory, M.E., Bedwell, W. L., Kramer, W.S. & Salas, E. (2013). The cognitive underpinnings of adaptive team performance in ill-defined task situations: A closer look at team cognition. *Organizational Psychology Review*, 1-25, DOI: 10.1177/2041386613492787

Zhang, X., & Zhou, J. 2014. Empowering leadership, uncertainty avoidance, trust, and employee creativity: Interaction effects and a mediating mechanism. *Organizational Behavior and Human Decision Processes*, 124: 150-164.

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

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

Curşeu, P.L: (2006). *Group Composition: Theoretical and Methodological Considerations. In Group Composition and Effectiveness*, ASCR: Cluj-Napoca * as well as other bibliographic sources mentioned during the course activities		
8.2. Seminar / laboratory	Teaching methods	Remarks
1. Models for diagnosing team functioning problems. A taxonomy of types of work team interventions	Demonstration example, group activities, case study	
2. Team dynamics. A taxonomy of team processes and implications for team effectiveness.	Group activities, synthesis of knowledge	Mandatory pre-seminar bibliography: 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.
3. mplications of diversity for team functioning – practical applications	Group activities, synthesis of knowledge	Mandatory pre-seminar bibliography: Harrison, D.A. & Klein, K. J. (2007). What's The Difference? Diversity Constructs As Separation, Variety, Or Disparity In Organizations. *Academy of Management Review*
4. Team Leadership and Team Coaching	Conceptual clarification, directed discovery, group activities	
5. Team conflict – practical applications	Case study, directed discovery, debate	Mandatory pre-seminar bibliography: 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
6. The role of tranzactive memory, shared mental models, cognitive complexity and shared understanding for team effectiveness – practical applications	Group activities, debate, conceptual clarification, synthesis of knowledge, conversation, demonstrative example, exposition	
7. Team learning – practical applications	Case study, debate, conceptual clarification, synthesis of knowledge	
8. Team decision making – practical applications	Group activities, debate, conceptual	

	clarification, synthesis of knowledge	
9. Creativity and innovation in teams – practical applications	Group activities, debate, conceptual clarification, synthesis of knowledge	Mandatory pre-seminar bibliography: Sethi, R., D.C. Smith, & C.W. Park. (2002). How to Kill a Team's Creativity. Harvard Business Review (August):16-17 Kumar, H. & Raghavendran, S. (2014). Bringing Fun and Creativity to Work. *MIT Sloan Management Review*: 56(1): 95-96.
10. Counterproductive team behaviors - practical applications	Case study, debate, synthesis of knowledge	
11. Multiple team membership – practical applications	Group activities, debate, conceptual clarification, synthesis of knowledge	
12. Process interventions for optimizing group performance - practical applications	Group activities, discussions, synthesis of knowledge	

Mandatory references*:

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.
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
Hill, N. S. & Bartol, K.M. (2016). Empowering leadership and effective collaboration in geographically dispersed teams, *Personnel Psychology*, 69, 159–198
Graeff, C. L. (1997). Evolution Of Situational Leadership Theory: A Critical Review. *Leadership Quarterly*, 8(2),153-170
Harrison, D.A. & Klein, K. J. (2007). What's The Difference? Diversity Constructs As Separation, Variety, Or Disparity In Organizations. *Academy of Management Review*
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
Kumar, H. & Raghavendran, S. (2014). Bringing Fun and Creativity to Work. *MIT Sloan Management Review*: 56(1): 95-96.
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.
Mello, A.L. & Rentsch, J.R. (2015). Cognitive Diversity in Teams: A Multidisciplinary Review. *Small Group Research*, 1–36. DOI: 10.1177/1046496415602558
Mohammed, S. & Dumville, B. (2001). Team mental models in a team knowledge framework: expanding theory and measurement across disciplinary boundaries. *Journal of Organizational Behavior*, 22, 2, 89-106
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. http://dx.doi.org/ 10.5465/AMR.2011.6103180
Pluut, H., Fleştea, A.M., Curşeu, P.L. (2014). Multiple Team Membership: A Demand or Resource for Employees?. *Group Dynamics*, 18(4), 333-348.
Sethi, R., D.C. Smith, & C.W. Park. (2002). How to Kill a Team's Creativity. *Harvard Business Review* (August):16-17

* as well as other bibliographic sources mentioned during the seminar activities

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

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10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 evaluation methods	10.3 Weight in the final grade
10.4 Course	Correctness and completeness of knowledge The degree of assimilation of the specialized language Logical coherence	Exam	50%
10.5 Seminar/laboratory	The ability to apply the concepts and theoretical models studied in the study of human behavior in a social context	Projects	30%
	Correctness and completeness of knowledge The degree of assimilation of the specialized language Logical coherence	Applied activities carried out during the semester - continuous evaluation	20%
10.6 Minimum performance standard			

● The ability to apply the concepts and theoretical models studied in the diagnosis of work team functioning problems and in the design of interventions
● Correctness and completeness of knowledge
● The degree of assimilation of the specialized language
● The ability to formulate research ideas
● Logical coherence

The conditions for passing the exam are:
- A score of minimum 50% for the exam (2.5 points out of 5)
- A combined score for all the evaluation methods (exam, projects, applied activities) of minimum 4.5 points

Date of completion   Signature of the course holder   Signature of the seminar holder

12.09.2023   Prof. univ. dr. Petru Curseu   Prof. univ. dr. Petru Curseu

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

14.09.2023   …............................