Social Psychology in Organisations
2015 - 2016
Course syllabus

Teaching staff

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Course information

Credits: 10 EC
Work load: The total work load of the course is 280 hours:
- 26 hours meetings (workgroup meetings, lectures)
- 50 hours assignments
- 200 hours preparation for meetings and exam
- 4 hours exam

Course description

People work together in organisations. When they work together, problems are bound to arise. As social and organisational psychologists we can help people to overcome these problems, and we can help them to collaborate in an efficient and effective way. The course builds on insights from the domain of social psychology and applies them to organisational contexts. We will discuss key topics of organisational psychology such as motivation, leadership, conflict, cooperation, diversity, stress, and organisational culture. In the parallel workgroups, students will learn how to apply this knowledge to organisational problems.

Relevance of the course

This course will prepare students for a master's degree in social & organisational psychology, a master's degree in economic and consumer psychology, or a research master's degree with a focus on social psychology.

Course objectives

Upon completion of the course, the student has:
- acquired specialised knowledge of social psychological processes in organisations
- learned to apply this knowledge to organisational settings
- learned to challenge other students to similarly apply this knowledge to organisational settings

- improved his or her presentation skills

Mode of instruction

The course is given in 6 lectures of 2 hours each, and 6 workgroup meetings of 2 hours each.

Lectures
All lectures start at a quarter past the hour (.15). The lectures will cover various topics in the domain of social psychology in organisational contexts, and topics are illustrated with contemporary examples. The content of the lectures is part of the exam. In principle, the lectures will be recorded and be made available as weblectures within 1,5 week after each lecture. However, the availability of weblectures cannot be guaranteed, as technical or logistical factors may interfere with the recordings. Given that the content of the lectures is exam material (even if the weblectures are not available), you are strongly encouraged to attend each lecture in person.

Workgroup meetings
All workgroup meetings start at a quarter past the hour (.15). The first workgroup meeting will serve to explain the structure of the course, to create presentation teams and assign presentation dates (see under 'workgroup and presentation'), and to start preparing for the team presentations. During the remaining five workgroup meetings students will dig deeper into a topic by means of presentations and exercises. Each workgroup meeting is hosted by a small group of 2-3 students. Non-presenting students are also expected to participate actively and constructively during these workgroup meetings.

Course requirements and assessment

The final course grade will be the weighted average of the following two components:
1. Workgroup grade (50%), consisting of:
   - Oral presentation (group assessment): 40%
   - Class attendance and participation (individual assessment): 10%
2. Exam (individual assessment): 50%[1]

Both the workgroup grade and the exam grade need to be 5 or higher. A component that is lower than a 5 results in failing the course.

Workgroup and presentation
The workgroup assignment is a group assignment. Small teams of 2 or 3 students are responsible for hosting a workgroup meeting. Each team will present two scientific articles, lead a group discussion and otherwise invite the class to actively work on that week's topic. The teams are created and presentation dates are assigned during the first workgroup meeting.

Workgroup meetings 2-6 all consist of two parts. During the first half of the meeting (appr. 45 minutes), the team will present and discuss two scientific articles that are related to the topic of the previous lecture. An overview of these articles can be found further in this syllabus under 'course literature'. Importantly, the presentation itself should take no more

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[1] Note that no rights may be derived from grades published on Blackboard.

than 20-25 minutes in total. The remainder of the time (20-25 min.) should be spent on an interactive discussion of the literature. The presenting team should actively prepare this discussion part to ensure that the discussion focuses on interesting, important or challenging topics. Moreover, the presenting students should try to ensure that the discussion is lively, does not stray too far from the topic at hand, and that all students actively contribute to the discussion.

Students have some freedom in deciding what to present - that is, they need not present every element from both articles. The goal is to highlight the key message(s) of these articles, to explain difficult parts, to elaborate where necessary, and to link the articles to each other and to the chapters of the textbook that were part of that week's course literature. Students should not iterate the content of the corresponding lecture, but focus on the specific workgroup literature. Presenting students are strongly encouraged to attend the corresponding lecture. Note that the corresponding *web*lecture is typically not yet available at the time of the presentation.

In the second half of the meeting (appr. 45 minutes), students are challenged to engage the audience in an active reflection on that week's topic and literature. The presentation team prepares one or more exercises for the group to illustrate the concepts of the papers, and presents real-life examples of the topics. Students have various tools at that disposal, such as video's, real-life examples, discussion, and exercises. The goal of this part is to demonstrate one's ability to see beyond the literature by applying it to real-life examples, and by challenging other students to do the same.

The presentations are graded on a scale from 1 - 10. Please note that this assignment will result in the same grade for each team member, unless there is good reason to deviate from this rule. You cannot retake (part of) your presentation in case of absence or an insufficient grade for this part. An overview of the grading dimensions is included in Appendix 1.

Each team needs to submit their presentation slides immediately after their presentation in order to receive feedback and their grade. Please see Appendix 2 for information on how to do this.

Attendance and participation (A&P)
Attendance for all workgroup meetings is mandatory. Students are expected to participate actively and constructively during discussions and activities in the workgroup meetings. Attendance and participation will be reflected in a single grade (1-10). Students are allowed to miss 1 meeting with good reason, provided they notify their own workgroup teacher before the meeting. A missed meeting will have to be compensated with an additional assignment (made available by the workgroup teacher) *and* will result in a lower A&P grade. Students who miss more than 1 workgroup meeting or who miss a meeting without good reason or prior notification may fail the course.

Exam
The exam will cover all the required literature for the lectures (relevant chapters from the book, plus articles lecture 1), as well as all the lectures themselves. The articles for the workgroup meetings are *not* covered by the exam. Everything that is discussed during the lectures can and will be part of the exam. The exam consists of both multiple choice questions and open-ended or essay questions. Students are not automatically enrolled for an examination. They can register via uSis from 100 to 10 calendar days before the exam date.

Students who are not registered will not be permitted to take the examination.

After publication of the exam grades, students who wish to do so can contact the course coordinator to make an appointment for viewing their exam.

A diagnostic exam is available on Blackboard after the last workgroup meeting. This diagnostic exam allows students to test their level of comprehension of the material and to become acquainted with the type of questions they can expect for the final exam.

Timetable

Meeting	Literature	Topic	Teacher**	Date
L1*	2 articles	Introduction and positive psychology	FH/ EvL	11/4
W1		Introduction and presentation team assignment	WT	week 15
L2	Book Ch. 1, 2, & 3	I've got the power! The dynamics of power and leadership	FH	18/4
W2	2 articles	I've got the power! The dynamics of power and leadership	WT	week 16
L3	Book Ch. 9 & 10	Let's work together: Trust and cooperation	EvL	2/5
W3	2 articles	Let's work together: Trust and cooperation	WT	week 18
L4	Book Ch. 6, 7, & 8	Conflict and cooperation: Negotiation	FH	9/5
W4	2 articles	Conflict and cooperation: Negotiation	WT	week 19
L5	Book Ch. 11, 14, & 15	Trouble in Paradise: Stress	EvL	23/5
W5	2 articles	Trouble in Paradise: Stress	WT	week 21
L6	Book Ch. 12, 13, & 16	Diversity and Creativity	FH	30/5
W6	2 articles	Diversity and Creativity	WT	week 22
exam		all	-	10/6
re-take exam		all	-	6/7

* L = lecture, W = workgroup;
** FH = Fieke Harinck, EvL = Esther van Leeuwen, WT = your own workgroup teacher

Course literature

This course uses the following textbook as mandatory literature:
> De Cremer, D. van Dick, R. & Murnighan, J. K. (2015). *Social Psychology and Organizations*. New York: Routledge.

Each lecture and workgroup meeting should be prepared by studying two or three chapters of the course textbook, or two scientific articles:

Lecture 1. Introduction and positive psychology
1. Course syllabus
2. Lyubomirsky, S., Sheldon, K. M., & Schkade, D. (2005). Pursuing happiness: The architecture of sustainable change. *Review of General Psychology*, *9*, 111-131. doi:10.1037/1089-2680.9.2.111
3. Nakamura, J., & Csikszentmihalyi, M. (2009). Flow theory and research. In: S.J. Lopez and C.R. Snyder (Eds.) The Oxford Handbook of Positive Psychology (2nd ed.). doi: 10.1093/oxfordhb/9780195187243.013.0018

Workgroup meeting 1: Introduction
Course syllabus

Lecture 2. I've got the power! The dynamics of power and leadership
Book: Ch. 1, 2, & 3

Workgroup meeting 2: I've got the power! The dynamics of power and leadership
1. Lammers, J., & Stapel, D. A. (2011). Power increases dehumanization. *Group Processes & Intergroup Relations*, *14*, 113–126. doi:10.1177/1368430210370042
2. Smith, P. K., & Trope, Y. (2006). You focus on the forest when you're in charge of the trees: Power priming and abstract information processing. *Journal of Personality and Social Psychology, 90*, 578-596.

Lecture 3. Let's work together: Cooperation within and between organisations
Book: Ch. 9 & 10

Workgroup meeting 3: Let's work together: Cooperation within and between organisations
1. Van Leeuwen, E., & Täuber, S. (2010). The strategic side of out-group helping. In S. Stürmer & M. Snyder (Eds.), *The Psychology of Prosocial Behavior: Group Processes, Intergroup Relations, and Helping* (pp. 81–99). Oxford, UK: Blackwell. Available on www.esthervanleeuwen.nl (link: publications)
2. De Dreu, C. K. W. (2012). Oxytocin modulates cooperation within and competition between groups: An integrative review and research agenda. *Hormones and Behavior*, *61*, 419–428. doi:10.1016/j.yhbeh.2011.12.009.

Lecture 4. Conflict and Cooperation: Negotiation?
Book: Ch. 6, 7, & 8

Workgroup meeting 4: Conflict and Cooperation: Negotiation?
1. De Wit, F. R. C., Jehn, K. A., & Scheepers, D. T. (2013). Task Conflict, information processing, and decision-making: The deteriorating effect of relationship conflict. *Organizational Behavior and Human Decision Processes, 122, 177-189*
2. De Wit, F. R. C., Scheepers, D., & Jehn, K. A. (2012). Cardiovascular reactivity and resistance to opposing viewpoints during intragroup conflict. *Psychophysiology, 49, 1691-1699.*

Lecture 5. Trouble in Paradise: Stress
Book: Ch. 12, 14, & 15

Workgroup meeting 5: Trouble in Paradise: Stress
1. Bowling, N. A., & Beehr, T. A. (2006). Workplace harassment from the victim's perspective: A theoretical model and meta-analysis. *Journal of Applied Psychology*, *91*, 998–1012. doi:10.1037/0021-9010.91.5.998
2. Kelloway, E. K., Francis, L., Prosser, M., & Cameron, J. E. (2010). Counterproductive work behavior as protest. *Human Resource Management Review*, *20*, 18–25. doi:10.1016/j.hrmr.2009.03.014

Lecture 6. Diversity and Creativity
Book: Ch. 11, 13, & 16

Workgroup meeting 6: Diversity and Creativity
1. Nouri, R., Erez, M., Lee, C., Liang, J., Bannister, B. D., & Chiu, W. (2015). Social context: Key to understanding culture's effects on creativity. *Journal of Organizational Behavior*, *36*, 899–918
2. Homan, A. C., Buengeler, C., Eckhoff, R. A., Van Ginkel, W. P. & Voelpel, S. C. (2015). The interplay of diversity training and diversity beliefs on team creativity in nationality diverse teams. *Journal of Applied Psychology, 100*, 1456-1467. doi: 10.1037/apl0000013

Appendix 1   Grading criteria for presentations

Part A: Literature (50%)

A1. Content (20%)	Did the presentation accurately reflect the content of the articles? Did it focus on the most important elements and omit less important elements? Were difficult concepts sufficiently explained and illustrated where necessary?
A2. Context (10%)	Did the presenters make a clear link between the two articles? Was the presentation clearly and explicitly linked with the topic of the meeting (i.e., the topic of the preceding lecture), and the relevant chapters of the textbook? Was the presentation coherent, despite covering various subtopics?
A3. Presentation style (10%)	Was the presentation clear? How engaging was the presentation? Did the presenters make good use of audio-visual aids (e.g. slides)? Was sufficient and effective effort made to involve the audience in the presentation?
A4. Audience (10%)	Were the presenters able to generate a lively discussion? Did they respond well to questions and comments from the audience?

Part B: Workshop (50%)

B1. Content (10%)	How well did the workshop fit the theme of the meeting?
B2. Practice (10%)	Did the presenters make a clear and convincing link between theory and practice?
B3. Variation (10%)	Did the workshop cover multiple elements, and if so, did these elements complement each other? In general: was there a good balance between variation and focus?
B4. Organisation (10%)	How well was the workshop prepared? How well was it run? How well did the presenters manage time?
B5. Activation (10%)	Was the audience activated by the workshop? Was it challenged to think about important topics?

Appendix 2   Presentation teams on Blackboard

Signing up for your presentation team
During the first workgroup meeting, small teams will be created for the presentation assignments. Note that your team will be assigned a number (1-5). You and the other members of your team will need to sign up for your own presentation team on Blackboard. Follow these steps:
- Select 'Presentation teams' in the left panel.
- Click the link titled 'Presentation Teams WG ..' that corresponds to your own workgroup number.
- You will now see an overview of presentation teams in your own workgroup. The number behind the '-' sign refers to your team number (e.g., "Presentation team WG 1 - 3" refers to presentation team 3 in workgroup 1). Find the presentation team number that was assigned to your in the first workgroup meeting. Click 'Sign up' to sign yourself up for your own team. Make sure the other members in your team do the same.

Note that you will not be able to sign out of a presentation team by yourself, so make sure you select the right team before signing up. If you did happen to sign up for the wrong team, please contact your own workgroup teacher ASAP to have you removed from that team.

Using the presentation team page and submitting team assignment
Now that you've signed up for a team, you can access your team's page via the left panel. On your team's page, you can contact each other via the 'Send email' option.

You will also see one assignment titled 'Submit your presentation slides here'. You need to use this link to upload your presentation slides in order to receive feedback on your presentation, and your presentation grade. Please note that this is a group assignment, which means that the slides need to be uploaded only once within each presentation team. Coordinate within your team who will upload the slides, but make sure they are uploaded within 2 working days after your presentation.

After clicking the 'Submit your presentation slides here' link, you will see a page containing 3 sections: 'Assignment information', 'Assignment submission', and 'Add comments'. The 'Assignment submission' section allows you to submit the presentation slides on behalf of your team. First convert your presentation slides to a PDF file. Upload the PDF file using the 'Attach file' option. Do *not* use the 'Write Submission' option or the 'Add comments' option. You can also view the evaluation form that will later be used to grade your presentation under the 'View rubric' button.