

Psychology 352S: Interpersonal Dynamics in Organizations
Fall 2018
Claremont Graduate University

Time & Location: Monday, 1 – 350pm, Burkle 26

Professor: Jeffrey Yip, Ph.D.
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Office Hours

Tuesday, 10:00 am – 1:00 pm
145 E. 12th Street, Claremont, CA 91711
Please use this link to schedule: <https://calendly.com/jeffyip>

Teaching Assistant: Kathryn Doiron, M.A. (I/O Psychology)
PhD Candidate in Positive Organizational Psychology
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Course Description:

How is exemplary work accomplished in and through relationships in organizations? What are the characteristics of high quality and productive work relationships? What is the business case for positive work relationships? This course will cover foundational perspectives on positive interpersonal dynamics in organizations. We begin the course with an introduction to relational and network perspectives to workplace learning and performance. In the second segment, we will discuss four fundamental interpersonal dynamics in work relationships - attachment, trust, power, and conflict. In the third segment, we will discuss the role of emotional competence and emotion regulation in building positive work relationships. We will conclude the course with organizational applications in the areas of feedback, coaching, mentoring, and leadership.

Each week we will read and discuss four articles. Three of the articles will be evidence-based studies, requiring a close and critical read. The fourth article will be from a practice-oriented publication such as the Harvard Business Review. Members of the class will be assigned to discuss these articles. For the final assignment, you will develop a research project on an interpersonal dynamic of your choice. This course requires active participation in weekly discussions.

Course Objectives:

1. Learn foundational knowledge on interpersonal dynamics
2. Understand the role of emotional intelligence and emotion regulation in work relationships
3. Develop and communicate practical insights on interpersonal dynamics
4. Advance student projects on work relationships and interpersonal dynamics

Summary of Assignments, Due Dates, and Grade Weights

| | Assignment | Due Date | Grade |
|---|---------------------------------|---------------------|-------|
| 1 | Class Participation | - | 10% |
| 2 | Insights and Application Briefs | Weekly, from week 2 | 20% |
| 3 | Social Network Analysis | Monday, Oct 22 | 20% |
| 4 | Research Proposal Presentation | Monday, Nov 5 | - |
| 5 | Paper Presentation | Monday, Dec 10 | 10% |
| 6 | Final Paper | Monday, Dec 21 | 40% |
| | | Total | 100% |

CLASS PARTICIPATION (20%)

Class participation requires that you are prepared for class, having read and thought about the week's readings in advance, and are prepared to discuss insights and applications from the material. Your class participation grade will be based on both the quality and quantity of your contribution to the class discussion.

A strong class participation grade is when your weekly contributions reflect exceptional preparation. The ideas you bring to the discussion are well-substantiated and provide insights to the class.

INSIGHTS AND APPLICATION BRIEFS (20%)

To prepare for class, you should write-up notes on the readings for the week. The notes will help you in three ways: (1) to develop and articulate a clear point of view on a specific interpersonal dynamic, (2) to generate new ideas for research and application, and (3) as a useful reference in your professional career.

You can receive full participation points for a class session if you upload at your notes prior to class (on CANVAS in the assignment tab). Your notes should be *at least 2 pages*, in bullet point format, and should contain the following:

- Insights. What did you learn from the readings?
- Application. How would you apply these findings in organizations?

Know that at any time in class, I might call on you to discuss a particular reading for the week. Being well-prepared is a good habit for professional success.

SOCIAL NETWORK ANALYSIS (20%)

The intent of this assignment is to understand the dynamics of social networks for a senior manager, a working professional, or entrepreneur.

Procedure:

1. Identify a senior manager, professional, or entrepreneur who would be willing to meet with you for a one hour interview
2. Do some background research on the person's organization and role
3. Prepare your interview questions and conduct your interview
4. You will write a 4-6 page (double spaced) paper on what you learned from your interview about this person's network.
5. Your paper should contain the following sections: (a) a brief description of this person's work role and organization, (b) a visual depiction of your interviewee's social network, (3) your analysis on the content, structure, benefits, and limitations of your interviewee's social network, (4) actionable recommendations you would provide to your interviewee to strengthen her/his social network.

Resources for conducting a network interview:

<https://www.kellogg.northwestern.edu/faculty/uzzi/hlm/teaching-manager.htm>

RESEARCH PROPOSAL PRESENTATION

You should prepare a presentation of your research proposal for class. Your proposal should include a (1) clearly defined research question, (2) a discussion of why your topic matters, and (3) an overview of the literature your paper will engage in. We will discuss your proposal in class. Please see the requirements of the final paper (below) for more details.

PAPER PRESENTATION (10%)

You will present an in-progress presentation of your final paper. The purpose of this assignment is to help you develop a stronger final paper. Your presentation will be graded on (1) your use of research and theory to inform your points, and (2) the contributions of your ideas to theory and practice.

FINAL PAPER (40%)

You will write a 10 to 12 page (not including references) final paper on a work relationship topic of interest to you. It will be turned in at the end of the semester. The paper should be in APA style, with 12 point font, and double spaced. I encourage you to use this assignment to further your interests in the area of interpersonal dynamics.

Here are three options that you can choose from:

Option 1: Research Proposal - Prepare a proposal for an empirical research study to test significant hypotheses or to investigate important issues or questions about work relationships.

Option 2: Review Paper - Prepare a review paper on a work relationship issue or theory. Your paper should make a contribution to our understanding of work relationships, by providing reviews, syntheses, and a model to inform future research or relational interventions in the workplace.

Option 3: Empirical Paper – Prepare an empirical research paper on the topic of work relationships. This can be based on data that you have collected or you would collect over the duration of the course. Your research paper can be based on a small sample (student survey, interviews) or with existing data that you might have access to.

I will upload examples of these final paper options on our course website.

GRADING

Your grade will be calculated using the following scale. Grades will include plus or minuses, to reflect gradations in between.

| Letter Grade | Range | Description |
|--------------|---------|---|
| A | 90-100% | Exceptional to very good performance |
| B | 80-89% | Good to marginally acceptable performance |
| C | 70-79% | Below expectations for graduate work |
| U | <70% | Unsatisfactory work, no credit given |

Note. Any assignments turned in late will lose 1 letter grade for each 24-hour period it is late.

Schedule in Brief

| | Date |
|---|-------------|
| 1. Foundations in Interpersonal Dynamics | Mon, Sep 10 |
| 2. Interpersonal Dynamics: Network Perspectives | Mon, Sep 17 |
| INTERPERSONAL DYNAMICS | |
| 3. Attachment | Fri, Sep 28 |
| 4. Trust | Mon, Oct 1 |
| 5. Power | Mon, Oct 8 |
| 6. Conflict and Negotiations | Mon, Oct 15 |
| EMOTIONAL COMPETENCE AND REGULATION | |

| | |
|------------------------------------|-------------|
| 7. Emotional Competence | Mon, Oct 22 |
| 8. Emotion Regulation | Mon, Oct 29 |
| Proposal Presentations | Mon, Nov 5 |
| 9. Mindfulness | Mon, Nov 12 |
| ORGANIZATIONAL APPLICATIONS | |
| 10. Coaching and Mentoring | Mon, Nov 19 |
| 11. Feedback | Mon, Nov 26 |
| 12. Leadership | Mon, Dec 3 |
| Paper Presentations | Mon, Dec 10 |

DETAILED SCHEDULE WITH READINGS

All the course readings will be available on the PSYCH 352S Canvas site.

1. FOUNDATIONS IN INTERPERSONAL DYNAMICS

Stephens, J.P., Heaphy, E., & Dutton, J.E. (2011). High-quality connections. In Cameron, K.S., *Handbook of Positive Organizational Scholarship*. pp. 385-399.

Carmeli, A., Jones, C. D., & Binyamin, G. (2016). The power of caring and generativity in building strategic adaptability. *Journal of Occupational and Organizational Psychology*, 89(1), 46-72.

Murthy, V. (2017). Work and the loneliness epidemic: reducing isolation at work is good business. *Harvard Business Review*

King, M. (2018). Working to Address the Loneliness Epidemic: Perspective-Taking, Presence, and Self-Disclosure. *American Journal of Health Promotion*, 32(5), 1315-1317.

2. NETWORK PERSPECTIVES

Cross, R., & Thomas, R. J. (2008). How top talent uses networks and where rising stars get trapped. *Organizational dynamics*, 37(2), 165-180.

Higgins, M. C., & Kram, K. E. (2001). Reconceptualizing mentoring at work: A developmental network perspective. *Academy of Management Review*, 26(2), 264-288.

Yip, J., & Kram, K. E. (2016). Developmental networks: Enhancing the science and practice of mentoring. *The Sage handbook of mentoring*, 88-104.

Schweer, M., Assimakopoulos, D., Cross, R., & Thomas, R. J. (2012). Building a well-networked organization. *MIT Sloan Management Review*, 53(2), 35.

View video of how three leading companies (Workday, General Motors, and the Gates Foundation) are taking a network approach to talent development: <https://blogs.workday.com/in-good-company-organizational-networks/>

3. ATTACHMENT DYNAMICS

Yip, J., Ehrhardt, K., Black, H., & Walker, D. O. (2018). Attachment theory at work: A review and directions for future research. *Journal of Organizational Behavior*, 39(2), 185-198.

Luke, M. A., Sedikides, C., & Carnelley, K. (2012). Your love lifts me higher! The energizing quality of secure relationships. *Personality and Social Psychology Bulletin*, 38(6), 721-733.

Gillath, O., Karantzas, G. C., & Selcuk, E. (2017). A Net of Friends: Investigating Friendship by Integrating Attachment Theory and Social Network Analysis. *Personality and Social Psychology Bulletin*, 43(11), 1546-1565.

Arriaga, X. B., & Kumashiro, M. (2018). Walking a Security Tightrope: Relationship-induced Changes in Attachment Security. *Current opinion in psychology*.

4. TRUST AND VULNERABILITY

Mayer, R. C., Davis, J. H., & Schoorman, F. D. (1995). An integrative model of organizational trust. *Academy of management review*, 20(3), 709-734.

Colquitt, J. A., Scott, B. A., & LePine, J. A. (2007). Trust, trustworthiness, and trust propensity: a meta-analytic test of their unique relationships with risk taking and job performance. *Journal of applied psychology*, 92(4), 909.

Chua, R. Y. J., Ingram, P., & Morris, M. W. (2008). From the head and the heart: Locating cognition-and affect-based trust in managers' professional networks. *Academy of Management Journal*, 51(3), 436-452.

McGrath, C., & Zell, D. M. (2009). Profiles of trust: Who to turn to, and for what. *MIT Sloan Management Review*, 50(2), 75.

5. POWER AND INFLUENCE

Smith, P. K., & Magee, J. C. (2015). The interpersonal nature of power and status. *Current Opinion in Behavioral Sciences*, 3, 152-156.

Ragins, B. R., & Winkel, D. E. (2011). Gender, emotion and power in work relationships. *Human Resource Management Review*, 21(4), 377-393.

Yukl, G., & Tracey, J. B. (1992). Consequences of influence tactics used with subordinates, peers, and the boss. *Journal of Applied Psychology*, 77(4), 525.

Galinsky, A. D., & Kilduff, G. J. (2013). Be seen as a leader. *Harvard Business Review*, 91, 127-30.

6. CONFLICT AND NEGOTIATIONS

Pruitt, D. G. (1983). Strategic choice in negotiation. *American Behavioral Scientist*, 27(2), 167-194.

Allred, K. G. (2000). Distinguishing best and strategic practices: A framework for managing the dilemma between claiming and creating value. *Negotiation Journal*, 16(4), 387-397.

Sebenius, J. K. (2001). Six habits of merely effective negotiators. *Harvard Business Review*, 79(4), 87-97.

Shapiro, D. (2008). Dealing with the Emotional Aspect of Conflict.”. *Harvard Mental Health News Letter*, (4).

Also see (7 minute video by Dan Shapiro) on emotions and negotiation:
<http://bigthink.com/videos/the-five-core-concerns-of-negotiation>

7. EMOTIONAL COMPETENCE

Walter, F., Cole, M. S., & Humphrey, R. H. (2011). Emotional intelligence: sine qua non of leadership or folderol? *The Academy of Management Perspectives*, 25(1), 45-59.

Sheldon, O. J., Dunning, D., & Ames, D. R. (2014). Emotionally unskilled, unaware, and uninterested in learning more: Reactions to feedback about deficits in emotional intelligence. *Journal of Applied Psychology*, 99(1), 125.

Longmire, N. H., & Harrison, D. A. (2018). Seeing their side versus feeling their pain: Differential consequences of perspective-taking and empathy at work. *The Journal of applied psychology*.

Winczewski, L. A., Bowen, J. D., & Collins, N. L. (2016). Is empathic accuracy enough to facilitate responsive behavior in dyadic interaction? Distinguishing ability from motivation. *Psychological Science*, 27(3), 394-404.

Goleman, D. (2004). What makes a leader?. *Harvard Business Review*, 82(1), 82-91.

8. EMOTION REGULATION

Gross, J. J. (2013). Emotion regulation: taking stock and moving forward. *Emotion*, 13(3), 359.

Grandey, A. A. (2015). Smiling for a wage: What emotional labor teaches us about emotion regulation. *Psychological Inquiry*, 26(1), 54-60.

Grant, A. M. (2013). Rocking the boat but keeping it steady: The role of emotion regulation in employee voice. *Academy of Management Journal*, 56(6), 1703-1723.

9. MINDFULNESS

Good D. J., Lyddy C. J., Glomb T. M., Bono J. E., Brown K. W., Duffy M. K., et al. (2016). Contemplating mindfulness at work: an integrative review. *Journal of Management*. 42, 114–142.

Stevenson, J. C., Millings, A., & Emerson, L. M. (2018). Psychological Well-being and Coping: the Predictive Value of Adult Attachment, Dispositional Mindfulness, and Emotion Regulation. *Mindfulness*, 1-16.

Yu, L., & Zellmer-Bruhn, M. (2018). Introducing team mindfulness and considering its safeguard role against conflict transformation and social undermining. *Academy of Management Journal*, 61(1), 324-347.

Goleman, D. (2013). The focused leader. *Harvard Business Review*, 91(12), 50-60.

10. COACHING AND MENTORING (Guest Speaker: Professor Kathy Kram)

Rusbult, C. E., Finkel, E. J., & Kumashiro, M. (2009). The michelangelo phenomenon. *Current Directions in Psychological Science*, 18(6), 305-309.

Chandler, D. E., Kram, K. E., & Yip, J. (2011). An ecological systems perspective on mentoring at work: A review and future prospects. *Academy of Management Annals*, 5(1), 519-570.

Parker, P., Kram, K. E., & Hill, D. T. T. (2014). Peer coaching: An untapped resource for development. *Organizational Dynamics*, 43(2), 122-129.

Ludeman, K., & Erlandson, E. (2004). Coaching the alpha male. *Harvard Business Review*, 82(5), 58-67.

11. FEEDBACK (Guest Speaker: Jaime-Alexis Fowler and Val Sanders)

Moss, S. E., & Sanchez, J. I. (2004). Are your employees avoiding you? Managerial strategies for closing the feedback gap. *The Academy of Management Executive*, 18(1), 32-44.

Cannon, M. D., & Witherspoon, R. (2005). Actionable feedback: Unlocking the power of learning and performance improvement. *The Academy of Management Executive*, 19(2), 120-134.

Jackman, J. M., & Strober, M. H. (2003). Fear of feedback. *Harvard Business Review*, 81(4), 101-108.

12. LEADERSHIP

Cuddy, A. J., Kohut, M., & Neffinger, J. (2013). Connect, then lead. *Harvard business review*, 91(7-8), 54.

Ibarra, H., & Hunter, M. (2007). How leaders create and use networks. *Harvard Business Review*, 85(1), 40.

Zheng, W., Kark, R., & Meister, A. L. (In Press). Paradox versus dilemma mindset: A theory of how women leaders navigate the tensions between agency and communion. *The Leadership Quarterly*.

13. FINAL PRESENTATIONS

Additional References:

The following are books that can be helpful additional reference for you. You are **not required** to purchase them:

Dutton, Jane E. & Ragins Belle Rose (2007). *Exploring positive relationship at work, Building a theoretical and research foundation*. London: Psychology press.

Dutton, J. E. (2003). *Energize your workplace: How to build and sustain high-quality connections at work*. San Francisco: Jossey-Bass

Eby, L.T., and Allen, T. (2012). *Personal Relationships: The Effect on Employee Attitudes, Behavior, and Well-being*. New York: Routledge Academic, 2012.

Murphy, W., & Kram, K. (2014). *Strategic Relationships at Work: Creating Your Circle of Mentors, Sponsors, and Peers for Success in Business and Life*. McGraw Hill Professional.

Riggio, R. E., & Tan, S. J. (Eds.). (2013). *Leader Interpersonal and Influence Skills: The Soft Skills of Leadership*. Routledge.

Instructor Bio:

Dr. Jeffrey Yip is an Assistant Professor in the School of Behavioral and Organizational Sciences at Claremont Graduate University (CGU). At CGU, he directs the Talent Science Lab, an applied research group focused on talent management and organizational psychology. Jeffrey's research is in the areas of leadership, mentoring, and career development. His professional experience includes work in leadership development with the Center for Creative Leadership, as a social entrepreneur and co-founder of the Halogen Foundation in Singapore, and as a section commander in military service. A Fulbright scholar, Jeffrey received his Ph.D. in Organizational Behavior

from Boston University and a Masters in Human Development and Psychology from Harvard University.

Kathryn Doiron is a fourth year PhD student in Positive Organizational Psychology at Claremont Graduate University, with an interest in other-oriented emotions, motivations, and behaviors at work, as well as interpersonal dynamics in work groups. These interests come from her background in retail sales and management, where having good relationships with many different types of people at the same time is both imperative and difficult. Before coming to CGU, she received a B.A. from Wake Forest University and an M.A. in I/O Psychology from University of Maryland, Baltimore County. She is currently a research lead in the Talent Science Lab and a member of the Positive Psychology of Work and Organizations Lab.

Guest Speakers

Professor Kathy Kram is the Shipley Professor Emerita of Management at the Boston University School of Management. She is also the founding member of the Consortium for Research on Emotional Intelligence in Organizations (CREIO). During 2000-2001, she served as a visiting scholar at the Center for Creative Leadership (CCL) during which time she worked on a study of executive coaching and its role in developing emotional competence in leaders. She served as a member of the Center's Board of Governors from 2002-2009. Professor Kram has taught undergraduate, MBA and Executive MBA courses in Global Management, Leadership, Team Dynamics, and Organizational Change. She is currently serving as Faculty Director of the MBA Portfolio Program. She consults with private and public sector organizations on a variety human resource management concerns. She received her B.S. and M.S. degrees from M.I.T. Sloan School of Management, and a Ph.D. from Yale University.

Jaime-Alexis Fowler is a seasoned leader with a reputation for building high performing, healthy teams that take organizations to the next level. She is the founder and Executive Director of Empower Work, immediate, anonymous support for challenging work situations, at your fingertips. Prior to Empower Work, she launched a nonprofit newsroom for Common Sense, led marketing and communications at Code for America, managed operations and growth at Exhale, and led public relations and digital strategy at Pathfinder International, a \$100M global health NGO.

Val Sanders has two decades of experience in corporate America, including two years as a Chief of Staff at Autodesk, and two children at home. Val transitioned to coaching after taking the helm of Autodesk Women in Leadership, an employee resource group. Helping others to develop their full potential was the most rewarding work she has ever done. She graduated from Cornell University with a BA in Theater and an MBA from the University of Texas, Austin.

Web Resources

Positive Relationships at Work: <http://positiveorgs.bus.umich.edu/micro/>

International Association for Relationship Research <http://www.iarr.org/>

Consortium for Research on Emotional Intelligence <http://www.eiconsortium.org/>

Center for Evidence-Based Mentoring <http://www.umbmentoring.org/>

The Institute of Coaching <http://www.instituteofcoaching.org/>

CGU Resources and Policies

Course Policies:

The CGU institutional policies apply to each course offered at CGU. A few are detailed in the space below. Students are encouraged to review the student handbook for the program as well as the policy documentation within the bulletin and on the Registrar's pages (<http://bulletin.cgu.edu/> <http://www.cgu.edu/pages/179.asp>).

Attendance

Students are expected to attend all classes. Students who are unable to attend class must seek permission for an excused absence from the course director or teaching assistant. Unapproved absences or late attendance for three or more classes may result in a lower grade or an "incomplete" for the course. If a student has to miss a class, he or she should arrange to get notes from a fellow student and is strongly encouraged to meet with the teaching assistant to obtain the missed material. Missed extra-credit quizzes and papers will not be available for re-taking.

Scientific and Professional Ethics

The work you do in this course must be your own. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. You must explicitly acknowledge when your work builds on someone else's ideas, including ideas of classmates, professors, and authors you read. If you ever have questions about drawing the line between others' work and your own, ask the course professor who will give you guidance. Exams must be completed independently. Any collaboration on answers to exams, unless expressly permitted, may result in an automatic failing grade and possible expulsion from the Program. Additional information on CGU academic honesty is available on the Student Services webpage (<http://www.cgu.edu/pages/1132.asp>).

Accommodations for Students with Disabilities

CGU is committed to offering auxiliary aids and services to students with verifiable disabilities, in compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990. If you are seeking academic accommodations as a student with a disability or suspect that you have a disability, please contact CGU's Office of Disability Services as early as possible. Students need to register with this office before academic

accommodations can be prescribed through an Accommodation(s) Letter and implemented in the classroom. Additional information and resources can be found on the linked page: (<http://www.cgu.edu/pages/1154.asp>).

Mental Health Resources:

Graduate school is a context where mental health struggles can be exacerbated. If you ever find yourself struggling, please do not hesitate to ask for help. If you wish to seek out campus resources, here is some basic information about Monsour (<http://www.cuc.claremont.edu/monsour/>):

“Monsour Counseling and Psychological Services (MCAPS) is committed to promoting psychological wellness for all students served by the Claremont University Consortium. Our well-trained team of psychologists, psychiatrists, and post-doctoral and intern therapists offer support for a range of psychological issues in a confidential and safe environment.”

Phone 909-621-8202

Fax 909-621-8482

After hours emergency 909-607-2000

Tranquada Student Services Center, 1st floor
757 College Way
Claremont, CA 91711