

HRD 320: Dynamics Working Groups And Individuals

Human Resource Development Program
Department of Educational Leadership
College of Education
Northeastern Illinois University
Fall Semester 2008

Day: Saturdays

Time: 8:30-11:10 a.m.

Room: El Centro 123

Instructor: Betsie Frank, M.A.

E-mail: hrdinstructor@hotmail.com

Cell Phone: 312-218-7010

Office hours: I am available on most days after our class or please schedule an appointment with me. My regular office hours are on Tuesdays and Thursdays from 4-6:15 p.m. The office is located on the main campus in the Classroom building, room 3022.

Credit Hours: 3.0

Course Texts: Effective Groups Concepts and Skills to Meet Leadership Challenges, (2007) by Mark D. Cannon and Brain A. Griffith, Pearson Education: Boston, MA, ISBN-13: 978-0-205-48291-7

Additional Course Resources:

- Articles and handouts to be distributed throughout the course
- OWL at Purdue University On-Line:
http://owl.english.purdue.edu/handouts/research/r_ap.html
- Writing Assistance: Writing Lab through the Office of Academic Development, <http://www.neiu.edu/AcDev.htm> or wlab@neiu.edu 773-4425480

Course Purpose: This course will explore the principles of group dynamics as they affect individuals, groups and teams. The course will be both theoretical and practical in nature and will explore the following group and team issues: the nature of groups, group formation, development and socialization, structure, conformity, conflict influence, power, leadership, performance, decision-making, diversity and communication

Course Philosophy: The four assumptions underlying this course are that in order to be truly effective: (1) Human Resource Development (HRD) Professionals must possess an understanding of the characteristics and specifics of working with groups and teams; (2) HRD professionals must have an understanding of the theoretical background related to the reasons individuals behave in various ways in groups; (3) HRD professionals must understand the phases of groups and the various approaches, strategies, and techniques used to navigate these phases; and (4) HRD professionals must understand their own styles and approaches when they work in groups and teams.

Course Approach: The instructional strategies for this course will include: class discussions, lectures, readings, movies, individual activities, critical reflection, written assignments, student facilitation, tests and an *emphasis on collaborative group activities*. The strategies and techniques used in this course are designed, and in alignment, with the principles of adult learning.

Learning Objectives: As a result of this course, students will be able to:

- Explain the theoretical and practical characteristics of groups;
- Describe the four social styles that individuals use to relate to others
- Explain three perspectives on diversity within organizations
- Identify the various group leadership techniques;
- Describe the elements of power in a group setting;
- Utilize a variety of approaches, strategies, and techniques for understanding and working with group conflict;
- Recognize the assets and liabilities that groups bring to the decision-making process
- Utilize approaches to work with groups to enhance individual and group performance

Students with Disabilities:

If you believe that you would benefit from a change in seating, testing protocol, or other class accommodations, please let me know *after the first class* so that you have the best chance for success in this course.

Course Schedule:

Please note: The following course schedule will be adjusted as the course progresses for the purpose of enhancing the learning experience. This document is a *tentative schedule and is subject to change*.

August 23, 2008

Introductions, Course Expectations & Introduction to Effective Groups

Read:

Chapter 1, "Introduction to Effective Groups" (**Due: August 30**)

Skim:

The Table of Contents chapters and choose, which chapter (5, 6, 7, 8, 9, 10 or 11) you want to teach. *Please note that the chapter will be presented according to the syllabus schedule, so read ahead and make certain that you are available to teach on that date.*

Assignment:

E-mail me the following information:

- 1. Your first, second and third choice of which chapter you would like to teach**
- 2. Do you prefer working in groups or alone? Why do you feel this way?**
- 3. State the name of a group that you belong to or belonged to and why you joined this particular group.**
- 4. What is or was your role?**
- 5. How long have or had you been affiliated with this group?**
- 6. How do you or did you benefit from belonging to this group?**
- 7. Are there or were there any negative consequences involved in belonging to this group?**

Questions 2-8 should be written as a narrative. Please proof read all correspondence before sending it to me. This e-mail should be one or two pages in length.

(Due: September 6) This assignment is worth **25 points**.

August 30, 2008

Introduction to Effective Groups, Teach a Chapter Guidelines Distributed

Read:

Chapter 2, Group Goals and Shared Vision (**Due: September 6**)

Research:

Locate and download an article (preferably 3-5 pages) on *one* of the following topics:

- Communication in groups, diversity in work groups, group roles, group behaviors, group cohesiveness

Write:

A **two** page critique of the article that includes:

- A synopsis of the article.
- Comment on why you chose this specific article.
- Discuss what you agreed with or disagreed with in the article

Staple a copy of the article to your paper.

▲ Note: This assignment is continued on the next page

Prepare:

Plan to give a 2-4 minute informal presentation on your research on September 13 to a small group of students. Visual aids are *not* needed, but **a copy of your article is needed for each of your group members.** Your group will choose the most interesting article to be presented to the entire class. The presenter will receive **2 bonus points**. The class will vote on the best article/presentation and **2 additional bonus points will be awarded to the winning presenter**. Each person in the group nominating the winning article for presentation will be given **1 bonus point**.

(Due: September 13) This written and oral assignment is worth 85 points.

Bring to Class:

- A stack of newspapers and or magazines
- Scotch tape or masking tape, glue or a stapler **(Due: September 6)**

This activity is worth 5 participation points.

September 6, 2008

Group Goals and Shared Vision, Tall and Beautiful Activity

Read:

Chapter 3, Group Structure and Strategy **(Due: September 13)**

Reminder:

Article critiques are due **September 13** along with copies of your article for each group member and me.

September 13, 2008

Article critiques, Group Structure and Strategy

Read:

Chapter 4, Communication **(Due: September 20)**

September 20, 2008

Communication, Cultural Competence Activity

Read:

Chapter 8, Diversity **(Due: September 27)**

Begin:

Writing your first journal entry. **Your journal will be graded relative to your critical reflections, your observations and how you related this information to class discussions and to the text.** We will discuss this assignment in class in more detail.

(Due: September 27) This first journal entry is worth 65 points.

September 27, 2008

Diversity, Insider Outsider Activity, Movie

Note: First Teach for Learning **-250 points**

Review:

Study chapters 1, 2, 3, 4 and 8 for an exam on **October 4. This exam is worth 150 points.**

October 4, 2008

Exam, Communication and Diversity Revisited

Read:

Chapter 5, Leadership **(Due: October 11)**

October 11, 2008

Teach for Learning: Leadership

Read:

Chapter 6, Power and Influence **(Due: October 18)**

October 18, 2008

Teach for Learning: Power and Influence, Heart Transplant Activity

Read:

Chapter 7, Decision Making **(Due: October 25)**

October 25, 2008

Teach for Learning Decision Making, Lost at Sea and Sink or Swim

Read:

Chapter 9, Managing Conflict **(Due: November 1)**

Continue:

Writing your journal. You should have two entries. One entry is already graded and there should be an additional entry. **(Due: November 1) This entry is worth 75 total points**

November 1, 2008

Teach for Learning Managing Conflict, Your Conflict Assessment Style

November 8, 2008

Recap of Leadership, Power and Influence, Decision Making and Conflict, Cohesion Activities

Read:

Chapter 10, Team Development **(Due: November 15)**

November 15, 2008

Teach for Learning Team Development, Who Gets Fired Activity

Read:

Chapter 11, Team Learning **(Due: November 15)**

November 22, 2008

Final Teach for Learning Team Learning

November 29, 2008

NO CLASS-HAPPY THANKSGIVING: ENJOY YOUR BREAK

REMINDER:

continued on the next page

Your completed three entries stapled or in a file folder together as one project are due on December 6. This final entry should not only reflect on the last month of class, but you need to comment on Tuckman's five stages of group development by using class examples to discuss each stage. Your last journal is worth 150 total points

December 6, 2008

Adjournment Stage: Course Evaluation, Wrap-up Activities, and Celebration

Submit:

All three entries stapled or in a file folder together as one project.

Specific Assignment Details: Will be discussed in class. Please ask me about anything that is unclear to you throughout the semester.

Guidelines for Handing In Assignments:

- Due dates are firm for all assignments. Written assignments not turned in on or before the due date will receive a **10%** grade reduction. If by the next class you fail to turn in the assignment, you will lose another 10%. Assignments will not be accepted if they are more than **2 weeks** late. The research paper *will not be accepted after the due date*.
- Your assignments, papers and presentations are vehicles for professional communication with me and your intended audience. Judgments about your competence are often made on your projects' appearance. It is expected, therefore, that you will submit the best work you can produce at all times and that the work will adhere to accurate mechanical and grammatical guidelines, including spelling, punctuation, capitalization and sentence structure.
- *Always include your name, assignment name or paper title, and date that the assignment is due on all homework*, whether you are responding via e-mail or with a hard copy.
- *Please number the pages and include your last name on each page in multiple page documents as pages may become detached*
- Use 12 point font in Times New Roman or Arial.
- Use the standard black ink unless the document is intended to have color, for example: PowerPoint slides, visuals, or graphics.
- Use 1" margins all around.
- Please format your documents by using 1.5 line spacing or double spacing them.
- Use standard white background with no designs, texture, or colored fill.

Guidelines for Group Facilitation / Teaching a Chapter:

- Your presentation *dates and times are firm unless* you switch with another student ahead of time **and** inform me. *Excused absences due to true emergencies will be considered on a case by case basis; however in most instances it will be difficult to reschedule your date and time, thus resulting in a loss of 300 points.*
- A detailed grading rubric for this assignment will be distributed and discussed.

Assignment	Due Date	Points Received	Points Possible
E-mail on Group Belonging	September 6		25
Article Critique	September 13		85
Chapters 1, 2, 3, 4, 8 Exam	October 4		150
Teach a Chapter	Based on your topic		300
Journal	September 27		65
	November 1		75
	December 6		150
Participation*	Entire Semester		75
Attendance*	Entire Semester		75
Total			1,000

Bonus Activity	Date	Points
Article Critique		
Tall & Beautiful		
Diversity: Insider/Outsider		
Obstacle Course		

Grading standards:

- 900-1000 points = A
- 800-899 points = B
- 700-799 points = C
- 600-699 points = D
- 599 or below = F

Incomplete: A grade of Incomplete will be given in this course *only* in extenuating circumstances and applies only to unfinished project work and not to missed class time. Not having time to complete the course requirements is not a valid reason for an incomplete to be granted. Please refer to your student academic catalog/handbook to review university policies. *This course will follow university policies and procedures.*

Plagiarism: Plagiarism in any form *will not be tolerated*. The penalty for plagiarism will be an automatic zero (0) for the assignment with no possibility to redo the work.

***Participation:** Your participation includes *regular class attendance, active participation in course activities, collaborative classroom behavior (including respectful small group conduct), and timely completion of reading assignments*. When one of these elements is missing, your learning and that of your colleagues is impaired.

Please understand that it is not how much you talk, but what value your contributions have to the learning process in this course. Demonstrating preparation for each session by asking questions, clarifying statements and adding your insight can be valuable resources for your co-learners. This component of your final course grade (**75 points**) represents an overall judgment about your engagement in this course throughout the semester.

***Attendance:** Regular attendance, arriving on time and staying for the entire class session are **required to protect the full 75 points-5 points per class** component of your attendance grade. Obviously, if you are not attending class, you are unable to participate, thus your participation grade will likewise be impacted.

In the event of absence: *Class absences other than prolonged emergencies do not need to be reported to me.* All absences and missed segments of scheduled course activities, (late arrivals, early departures or extended breaks) are *your responsibility* to acquire any missed class information or material from a trusted co-learner or me.

Please turn your cell phones and pagers off during class. You may keep them on vibrate. If you need to make or receive a call, quietly exit the classroom and return without disturbing others.

Notes/Reminders: