GROUP DYNAMICS AND TEAM DEVELOPMENT

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| Course code | *MNG256* |
| Compulsory in the programmes | *-* |
| Level of studies | *Undergraduate* |
| Number of credits and | *6 ECTS (48 contact hours + 6 consultation hours, 106 individual work hours)* |
| Course coordinator (title and name) | *Lect. Emilija Oleškevičiūtė* |
| Prerequisites | *-* |
| Language of instruction | *English* |

**THE AIM OF THE COURSE:**

The main aim of the course is to provide knowledge and understanding of group dynamics processes and principles of effective team development. The course is designed to help students in developing both intellectual and emotional understanding of many aspects of personal and group dynamics. It is designed to help you develop strategies, skills, and techniques to improve interpersonal and group dynamics in classroom settings as well as in the real world. Students will develop action plans to improve your interactions in your everyday life.

**MAPPING OF COURSE LEVEL LEARNING OUTCOMES (OBJECTIVES) WITH DEGREE LEVEL LEARNING OBJECTIVES (See Annex), ASSESMENT AND TEACHING METHODS**

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| Course level learning outcomes (objectives) | Degree level learning objectives (Number of LO) | Assessment methods | Teaching methods |
| CLO1. Can apply theories and models of person perception, communication and group dynamics to analyzing and improving workplace relationships and groups. | BLO1.1., BLO1.2., BLO2.1., BLO4.1., BLO4.2., BLO4.3. | A personal reflection essay on a group project and exam | Individual study, reflection and discussions |
| CLO2. To be able to critically evaluate own leadership style and skills for further development as an effective team member. | BLO2.1., BLO4.1., BLO4.2., BLO4.3. | A personal reflection essay on a group project and exam | Group project, practicing, reflecting, and discussions |
| CLO3. To able to reflect upon and apply various collaboration and conflict solving technics in various group settings. | BLO1.2., BLO2.1., BLO4.1., BLO4.2., BLO4.3. | A personal reflection essay on a group project and exam | Individual study, practicing, reflecting, and discussions |
| CLO4. Can identify an interpersonal problem and design a change plan based on an understanding of social science theories or models. | BLO1.1., BLO1.2., BLO2.1., BLO4.1., BLO4.2., BLO4.3. | A personal reflection essay on a group project and exam | Individual study, practicing, reflecting, and discussions |

**ACADEMIC HONESTY AND INTEGRITY**

The ISM University of Management and Economics Code of Ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course. Academic dishonesty, and cheating can and will lead to a report to the ISM Committee of Ethics. With regard to remote learning, ISM remind students that they are expected to adhere and maintain the same academic honesty and integrity that they would in a classroom setting.

**COURSE OUTLINE**

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| **Topic** | **In-class hours** | **Readings** |
| Reasons for joining groups and group dynamics | 4 | Egolf, D. & Chester, S. Chapter 9 |
| Team roles. **ATENDANCE of this lecture and seminar is MANDATORY** | 4 | Isaac, M. & Carson, K. |
| Principles of psychological safety | 4 | Edmondson, A. C., & Lei, Z.  Delizonna, L. |
| From Groups to Teams: The Stages of Group Development | 4 | Wheelan, S. A., Åkerlund, M. & Jacobsson, C. Chapter 2 |
| Team building | 4 | Egolf, D. & Chester, S. Chapter 3 |
| Teams and Conflict | 4 | Egolf, D. & Chester, S. Chapter 10 |
| Interpersonal Communication | 4 | Dainton, M., & Zelley, E. D  Ch. 5 |
| Group communication | 4 | Dainton, M., & Zelley, E. D  Ch. 8 |
| Nonverbal Communication and communication in a remote setting | 4 | Egolf, D. & Chester, S. Chapter 6 |
| Group cohesiveness, norms and conformity | 4 | Egolf, D. & Chester, S. Chapter 11 |
| Group performance and problem solving | 4 | Egolf, D. & Chester, S. Chapter 12 |
| Group presentations on group dynamics in project groups and feedback session. | 4 |  |
|  | **Total: 48 hours** |  |
| CONSULTATIONS | 6 |  |
| FINAL EXAM | 2 |  |

**FINAL GRADE COMPOSITION**

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| --- | --- |
| **Type of assignment** | **%** |
| *Group Components 45%* |  |
| Group Project and presentation | 45 |
| *Individual Components 55%* |  |
| Self-reflective report | 15 |
| Final exam | 40 |
| **Total:** | **100** |

**DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT**

*(Provide short descriptions and grading criteria of each assignment)*

1. The **final exam** will account for 40% of the final grade and will include all topics studied during the lectures and seminars throughout the course. The lecturer reserves the right to choose the form of the exam (multiple choice/ open answer questions/ essay).
2. **Group Project and presentation** (45%): Students will form the groups during the second seminar. Hence, attendance of the lecture and seminar on the topic of *Team roles* is mandatory if students wish to take part in the group project and presentation. Each group will have to organize team building event for another group, participate in a team building event organized by another group, take photos videos, describe the whole process of arranging the team building event, the process of the team building event itself, and the outcome of the team building event as well as the learnings from the group project.
3. **Self-reflective report** (15%):Each student will have to write a self-reflective report based on the participation in the group project activities. Each group member will have to individually describe the group project process, his/her role during the group activities, feelings towards this role and emotions that arose during the group project overall. Moreover, each student will have to provide a subjective evaluation of the group work, including the group dynamics over time and the final outcome.

**RETAKE POLICY**

Students who receive a failing final grade shall have the right to re-take the exam. Retake will account for 40 % of all evaluation and will include all topics studied during the lectures and seminars throughout the course. The lecturer reserves the right to choose the form of the exam (multiple choice/ open answer questions/ essay).

**REQUIRED READINGS**

Isaac, M. & Carson, K. (2016). A *Guide to Belbin Team Roles: How to increase personal and team performance.* BRIDGE Publishing.

Egolf, D., Chester, S., Forming Storming Norming Performing: Successful Communication in Groups and Teams Gergen, K.J., Schrader, S.M. & Gergen, M. (2009), Constructing Worlds Together: Interpersonal Communication as Relational Process. Boston, MA: Pearson

Dainton, M., & Zelley, E. D. (2017). *Applying communication theory for professional life: A practical introduction* (4th ed.). Thousand Oaks, CA: Sage.

**ADDITIONAL READINGS**

Susan A. Wheelan, Maria Åkerlund, Christian Jacobsson. Creating Effective Teams. A Guide for Members and Leaders. SAGE. SIXTH EDITION, 2020

Edmondson, A. C., & Lei, Z. (2014). Psychological safety: The history, Renaissance, and future of an interpersonal construct. Annual Review of Organizational Psychology and Organizational Behavior, 1(1), 23–43. <https://doi.org/10.1146/annurev-orgpsych-031413-091305>

Delizonna, L. (2017). High-performing teams need psychological safety. Here’s how to create it. Harvard Business Review, 8, 1-5.

Other literature will be announced on the e-learning system.

**ANNEX**

**DEGREE LEVEL LEARNING OBJECTIVES**

**Learning objectives for the Bachelor of Business Management**

*Programmes:*

*International Business and Communication,*

*Business Management and Marketing,*

*Finance,*

*Industrial Technology Management,*

*Entrepreneurship and Innovation*

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| --- | --- |
| **Learning Goals** | **Learning Objectives** |
| Students will be critical thinkers | BLO1.1. Students will be able to understand core concepts and methods in the business disciplines |
| BLO1.2. Students will be able to conduct a contextual analysis to identify a problem associated with their discipline, to generate managerial options and propose viable solutions |
| Students will be socially responsible in their related discipline | BLO2.1. Students will be knowledgeable about ethics and social responsibility |
| Students will be technology agile | BLO3.1. Students will demonstrate proficiency in common business software packages |
| BLO3.2. Students will be able to make decisions using appropriate IT tools |
| Students will be effective communicators | BLO4.1. Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| BLO4.2. Students will be able to convey their ideas effectively through an oral presentation |
| BLO4.3. Students will be able to convey their ideas effectively in a written paper |

**Learning objectives for the Bachelor of Social Science**

*Programmes:*

*Economics and Data Analytics,*

*Economics and Politics*

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| --- | --- |
| **Learning Goals** | **Learning Objectives** |
| Students will be critical thinkers | ELO1.1. Students will be able to understand core concepts and methods in the key economics disciplines |
| ELO1.2. Students will be able to identify underlying assumptions and logical consistency of causal statements |
| Students will have skills to employ economic thought for the common good | ELO2.1.Students will have a keen sense of ethical criteria for practical problem-solving |
| Students will be technology agile | ELO3.1. Students will demonstrate proficiency in common business software packages |
| ELO3.2. Students will be able to make decisions using appropriate IT tools |
| Students will be effective communicators | ELO4.1.Students will be able to communicate reasonably in different settings according to target audience tasks and situations |
| ELO4.2.Students will be able to convey their ideas effectively through an oral presentation |
| ELO4.3. Students will be able to convey their ideas effectively in a written paper |