University of Redlands

School of Business

#  MGMT 623: Team and Group Dynamics

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Dr. Levy earned his doctorate in Clinical Psychology in 1987 and the bulk of his clinical experience is treating the persistent, mentally ill in inpatient and community settings. He has been a Clinical Director for inpatient, psychiatric facilities in addition to currently being the director of Founders Outreach for the last 16 years. Founders House of Hope provides psychosocial and psychiatric rehabilitation services to 90 residents living with Schizophrenia, Bipolar Illness and co-occurring illnesses. Dr. Levy has designed psychiatric rehabilitation programs and trained mental health staff to implement skills based groups designed to restore optimal levels of functioning to the mentally ill. Recently, Dr. Levy and a colleague signed a two year contract to provide Deputies of the Orange County Sheriff Department with training on how to effectively interact with the mentally ill.   Dr. Levy has been teaching as an Adjunct at University of Redlands in the undergraduate and graduate school of business for the last 21 years. He teaches in the MBA, Masters of Arts in Management program and in the undergraduate business administration program. He is the director of The Levy Launch, a management/strategy consulting center which also provides corporate education, training and forensic psychology services. Recently, Dr. Levy began teaching psychology courses at Southern California University of Health Sciences in Whittier, CA He has received excellence in teaching awards from universities, in addition to being recognized for his volunteer services. Dr. Levy has written two books and produced a documentary with a filmmaker colleague on mental illness.

Class Dates: Thursdays ---- > November 14, 21, 26 (Tuesday due to Thanksgiving) December 5, 12, 19

Catalog Description:

MGMT 623 (3 credits): Examination of the benefits of organizational teams and methods for using the skills, experieinces, insights, and ideas of team members to enhance organizational performance. Topics include where and how teams work best, and how to enhance team effectiveness.

COURSE RATIONALE AND OVERVIEW

Teamwork is an essential element of corporate structure. The MA in Management aims to develop students' competence in the areas of self-awareness, self-management, social awareness and relationship management. This course focuses primarily on social skills (adeptness at inducing desirable responses in others). More specifically, it seeks to develop the students' competence at the following skills in the emotional competence model:

* Teamwork & Collaboration
* Leadership
* Influence
* Communication
* Change Catalyst
* Conflict Management
* Building Bonds

## COURSE LEARNING OBJECTIVES

Upon completion of this course, you will be able to:

##### analyze a group in terms of its effectiveness—more specifically, in terms of goals, communication, leadership, participation, power, influence, decision making, controversy, and conflict management. This mastery of the subject will be demonstrated in your papers and participation in class discussion.

1. design interventions to improve the group’s functioning. This mastery of the subject will be demonstrated in your papers and participation in class discussion.
2. write clear and persuasive graduate-level papers. This mastery of the subject will be demonstrated in your papers.
3. make effective presentations. This mastery of the subject will be demonstrated in your group presentation.
4. advocate one's views, challenge opposing positions, make decisions, implement a decision and other skills needed by citizens in a democracy. This mastery of the subject will be demonstrated in class discussion and other learning activities.
5. understand core concepts in the field of group and team dynamics. This mastery of the subject will be demonstrated in your weekly Readiness Assessments.

## REQUIRED TEXT FOR THIS COURSE

Johnson, D. W. & Johnson, F. P. (2013). Joining together: Group theory and group skills (11th ed.). Boston, MA: Allyn and Bacon. ISBN – 13: 978-0-13-267813-1

RECOMMENDED WRITING GUIDE

Hacker, D. A writer’s reference (7th ed.) Boston: Bedford/St. Martin’s

ARMACOST LIBRARY SERVICES

For information about Library Services for the School of Business, please go to <http://www.redlands.edu/library/6738.aspx> and click on School of Business Library Orientation.

To find out how to use ProQuest and other library services, click on and read the topic guide on “Search for Journal Articles Using the Library Databases.”

To learn about the difference between scholarly, peer-reviewed publications and popular publications, go to the same web page and click on “Research Guide for the School of Business.”

If you need more help, please contact the librarian listed on the web page.

# ASSIGNMENTS

## 1. Discussion Questions and Self Diagnoses

DISCUSSION QUESTIONS. For each class session, you need to prepare a question, comment or idea for discussion. It has to be related to the readings (not the cases). Please bring your typed response to class each week. Questions that are late will only earn half credit.

A good discussion question or comment is one that you want to discuss with the class. It should be one that you regard as important—one that you actually care about. You should be interested in it, and it may be provocative; it may even cause an argument. Questions should be open ended.

A poor discussion question or comment is one that you chose just to show that you did the reading. A poor question is closed ended (like a multiple choice quiz question), one where you are not really interested in the answer, or one to which you already know the answer.

The purpose of these questions is to stimulate your interest in the readings by encouraging you to relate the readings to your everyday life and to issues that you care about—to help you to become more engaged with the ideas in the course. Many students have told me that bringing in a discussion question changes the way they read. As they read an article, they have this discussion question assignment in the back of their minds and are asking themselves what it is that they want to discuss about the reading. They report that it makes them read more carefully. It helps them think about whether the readings are important to them, how they are important, or what aspects of them are important. The discussion question works best if you reflect on the reading and come up with the question right after completing the week’s reading. I will prepare a handout with all of the discussion questions for the evening that I will give to each student.

SELF DIAGNOSES. Most chapters of the book have self-diagnosis surveys that you can take to get a better understanding of how effective you are in groups and what you can do to improve. Each week make a photocopy of the assigned Self-Diagnosis (or Diagnoses) and complete them before beginning the readings. Bring them to class. An example of one is “Your Goal-Related Behavior” on pp. 72-73.

## 2. Group Diagnosis and Change Papers

Pick a group that you will diagnose throughout this class. It shouldn’t be too big. Ideally, you should pick a group that has between 4 and 20 members; larger groups move you from group to organizational diagnosis. Be sure to say how many people are in the group. It is best if this group is part of your target organization and a group that you are part of. If you can't diagnose a group like that, you might diagnose a religious, community or school group that you are part of, or this class. Your first two evaluations of this group will form the base of your final paper in this class, which is a diagnosis of your group from different perspectives (goals, leadership, decision making, etc.) of your target group and a prescription for change. In each of these papers, analyze your target group in terms of the specified concepts in the book and describe your prescription for change. Your analyses should be as thorough and systematic as possible. Use The Publication Manual for the American Psychological Association (5th edition) as your style guide.

In the prescription for change, describe what you can do, not what management or someone else should do. Even if you are only a member, you can still do quite a lot to influence a group (see the self diagnosis on page 5 for example). This focus on what you can do is intended to help you to become a more active group member or leader.

PAPER #1: GROUP GOALS. Your first paper is an evaluation or diagnosis of the group's goals. If you find the group needs improvement, be sure to describe your plan to improve it. For example, Johnson and Johnson (2003) argue that effective groups "establish clear, operational, relevant group goals that create positive interdependence and evoke a high level of commitment for every member." One of the diagnosis assignments asks you to write a paper that analyzes your target group in terms of its goals and its level of trust. A good paper that analyzes group goals will address the three aspects of good goals and the two outcomes that good goals lead to. You should ask yourself questions like

* Are the goals in my target group clear?
* Are the goals in my target group operational?
* Are the goals relevant?
* Is there positive interdependence in our group?
* Is there a high level of commitment for every group member?

When you assert something about your group (the goals were unclear), be sure to support your assertions with some evidence (ex. I asked the members what the goals were, and no one knew). You may find that the group you work in has goals that are unclear, and your plan may be to suggest a meeting in which the group clarifies its goals. You will hand in this paper the second week and receive feedback by the third class session. This paper should be at least two or three pages. It may be more.

Unless you are positive the group knows the goals, you might try asking your group members if they know the goals and what they think they are. It has been my experience that in most organizations, people aren’t too clear about what their group’s goals are.

Please explain your role in this group. Are you the group’s manager? Are you an informal leader? Are you formally a member? This information will help your reader to understand your diagnosis and the limits of your prescriptions for change.

PAPER #2: GROUP GOALS, COMMUNICATION, DECISION MAKING, CONTROVERSY AND CREATIVITY. In this paper, you analyze the group in terms of the concepts you have learned so far, using the framework provided in the textbook. If you find the group needs improvement in any of these areas, be sure to describe your plan to improve it. Don’t describe what should be done in general; describe what you can do.

Feel free to use whatever material you would like from your previous paper. This paper builds on the previous diagnosis and requires you to synthesize findings from four different ways of looking at a group

1) goals,

2) communication,

3) decision making and

4) controversy and creativity.

It is also important that this paper reflects the feedback that you received in the previous paper. Submit this paper during the fourth class. You will receive feedback from the instructor in a few days, so you can incorporate the feedback in your next paper. This paper should be between five and ten pages.

## 3. Integrative Diagnosis and Prescription for Change (Portfolio Assignment)

##### In the final portfolio paper, you will analyze your target group in terms of Johnson and Johnson’s seven aspects of an effective group

##### Goals

##### Communication

##### Leadership and Participation

##### Power and Influence

##### Decision Making

##### Controversy

##### Conflict Management

Once you have analyzed the group, create a plan that describes what you can do to improve the group’s functioning. Chapter 14 of Johnson and Johnson (2009) is particularly useful for this paper. This paper will be at least ten pages and not longer than fifteen.

## 4. Group Presentation

You will be placed in a small group of three or four that will make a presentation about some aspect of group or team dynamics. Each person in the group must participate equally in the presentation. Your group’s presentation is not to exceed 20 minutes. This assignment is an opportunity for you to directly experience what the text advocates—positive goal interdependence, experiential learning and group accountability. Time will be given to the groups to work on this task in class. To help you develop your “group processing skills,” each group will also practice group processing at the end of each in-class meeting (Johnson & Johnson, 2009, pp. 56-59). More information is in Appendix A.

## Writing Consultant

I may suggest that you work with one of the business school’s free writing consultants. One reason I assign a short paper to be turned in the second class session is so that students who need help with writing can be identified early in the class. Then they can receive help from a writing consultant before starting to work on the large paper at the end of the course. If you work with the writing consultant and show me evidence that you have (such as a copy of one of your drafts with the writing consultant’s comments on it), I will automatically award you the maximum number of points possible for the writing half of that paper's grade. I am doing this because I want to encourage you to learn to write better. Learning to write better will help you in your academic work and, more importantly, in your career.

## GRADING

|  |  |  |
| --- | --- | --- |
| Assignment | Points Possible | Your score |
| Participation (3 points each session—meetings 1-5) | 15 |  |
| Discussion Questions & Self Diagnoses (3 points each session) | 18 |  |
| Paper #1 (-5 points if late) | 15 |  |
| Paper #2 (-5 points if late) | 15 |  |
| Final Paper  | 20 |  |
| Group Presentation | 17 |  |
| TOTAL | 100 |  |
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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 100-95 | A |  | 76-73 | C |
| 94-90 | A- |  | 72-70 | C- |
| 89-87 | B+ |  | 69-67 | D+ |
| 86-83 | B |  | 66-63 | D |
| 82-80 | B- |  | 62-60 | D- |
| 79-77 | C+ |  | 59 or < | F |

The following is the University of Redlands grading criteria for graduate-level courses.

4.0 or 3.7 (A or A-):  Outstanding.  The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

3.3 or 3.0 (B+ or B): Excellent.  Work demonstrated a thorough grasp of the material with occasional errors and omissions.  Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

2.7, 2.3, or 2.0 (B-, C+, or C): Acceptable.  The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

 Graduate students will not receive credit for a course awarded a grade of 1.7 or below.  A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.

(C-, D, F) 1.7, 1.3, 1.0, 0.7. 0.0  Unacceptable for graduate credit.

Grade of “Incomplete”

An “incomplete” is not given for poor or neglected work.  A grade of “incomplete” is to be granted only for very special reasons and should occur only after a discussion between faculty and student, initiated by the student. The decision of whether or not to grant an incomplete is dependent on an emergency situation that prevents the student from completing (on time) the work necessary for the course.  An incomplete grade will be converted to a permanent grade within eight weeks from the last night of the course.  This means that the instructor must turn in the grade to the Registrar no later than the eighth week.  Any incomplete work must be submitted to the instructor with enough lead time for the instructor to evaluate the work and issue a grade change. See U of R catalog for further guidance.

# GENERAL POLICIES

Cell Phone and Laptop Policy

Please silence your cell phone by having it vibrate and if it’s an important call, you may leave the classroom to respond. If you are seen texting in class, I will take your cell phone away and will return it to you at the break. If you are texting after the break, I will return your phone at the end of class.

If you wish to take notes with your laptop, you must sit in the front of the class and email me your notes at the end of class. I do not want you doing other work on your laptop during class and if you are— you will have to put it away for the rest of the class.

Each time you violate either of these polices, it will result in a deduction of 5 points from your total for the class. Obviously—I want you to be engaged and contributing to class so we can create a collaborative learning environment rich with meaning.

Participation and Professional Skills

Because of the accelerated nature of this program and the amount of work involved in this course, you must make every effort to attend each entire class session. You are responsible for keeping up in the course readings and assignments. You are furthermore expected to spend a minimum of 16-20 hours of work outside the classroom for each class session. "Professional skills" include the on-time and complete submission of assignments when due; the presentation of typed, double-spaced, and proofread written work; and active participation in the discussions and workshops in class. Please note that classes begin promptly at 6:00 p.m. and conclude at 10:00 p.m. There will be 20-30 minutes of break time per class session—from 7:30 – 8:00

Course Time Requirements

Each 3-credit (Carnegie Unit) graduate course is the equivalent of 160 hours. In a 6-week accelerated course, that is equivalent to 20 hours per week. Since you will spend 4 hours each week in class, the course has been designed with the expectation that your homework will be approximately 16 hours per week. Although the amount of time that you spend studying may depend upon the subject matter, a student should expect to spend an average of 16 hours each week.

Disabled Student Services

A student with a documented disability who wishes to request an accommodation should contact the staff at his/her campus or the Disabled Student Services Office on the main campus at (909) 748-8108.

Honesty Policy

The University of Redlands Policy on Academic Honesty will be strictly adhered to and applied. The Procedures for Addressing Academic Honesty are set forth in the University of Redlands Catalog. It is expected that all students read and understand the Policy and the provisions outlined in the Catalog.

The highest standards of academic conduct are required. This is particularly true for the proper citation of course and research material in all written assignments. If you did not actually collect the data or independent­ly arrive at the idea presented, then a proper citation must be used. Citations (in the form of parenthetical notes, endnotes or footnotes) must be used for quoted or paraphrased text and any time you borrow an idea from an author, the instructor, or your peers. Using someone else’s sentence or organizational structure, pattern of argument and word choice, even if not exactly similar in every respect, warrants citation. It is the student’s responsibility to make sure that their citations and quotation marks unambiguously highlight the ideas, words, sentences, and arguments that they borrow from other sources. Paraphrasing is not simply changing one or two words in a sentence; it completely reconstructs someone else’s idea in your own words. For guidelines on appropriate citation, quotation, paraphrasing, and plagiarism, see materials provided by the Indiana University’s Writing Tutorial Center at <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and Harvard University’s Expository Writing Program at <http://www.fas.harvard.edu/~wricntr/resources.html>

Discussion with the instructor and your peers is encouraged before the composition of written work; however, all written work, unless specified by the instructor, is to reflect independent composition and revision. Students working on group or collaborative assignments are expected to contribute equally to all tasks necessary for completion of the assignment.

Students are expected to follow all written and verbal instructions provided by the instructor with regard to written assignments, quizzes and/or exams. In addition to plagiarism, other impermissible academic behavior includes, but is not limited to, collaboration without instructor consent, falsifying research data, illicit possession of exams, using study aids during exams, unauthorized communication about an assignment or exam, handing in others’ work as your own, reusing assignments or papers from other courses, and impeding equal access to educational resources by other students.

Time constraints, the demands of work and family, failing to read the University’s Policy on Academic Honesty, unintentional misuse of sources, or a lack of preparation do not excuse academic dishonesty or otherwise mitigate the appropriate penalty.

If a student is uncertain about appropriate methods of citation or has a question about the academic honesty policy, it is their responsibility to seek guidance from the instructor, a University official, or another reputable source.

Late Policy

Written work is due on the night for which it is assigned. Papers missing a deadline are considered late.

## Library Services

The UOR Armacost Library has a Business Librarian who is particularly helpful for students in the University of Redlands School of Business (URSB). The Business Librarian can be reached at (909) 793-2121 x4733.

## Note to Students:

New students may join this class who have not had prior experience in the MA in Management program. These students will need help integrating into the group, choosing a subject organization for their research, and getting back into school mode. I encourage you to help your new colleagues.

# **COURSE SCHEDULE**

## NOVEMBER 14

##

Read: Ch. 1 Group Dynamics

 Ch. 3 Group Goals, Social Interdependence, and Trust

 Critical Thinking presentation by instructor

 The Disciplined Mind: presentation by instructor

Due: Discussion Question and Self Diagnosis (Self-Diagnosis on p. 3.).

## NOVEMBER 21

##

Read: Ch. 2 Experiential Learning

 Ch. 4 Communication Within Groups

Due: Discussion Question and Self Diagnosis (“Exercise 4.1: Your Communication Behavior (I)” on pp. 132-133).

 Paper #1: Diagnosis of Group Goals

## NOVEMBER 26

##

Read: Ch. 7 Decision Making

 Ch. 8 Controversy and Creativity

Due: Discussion Question and Self Diagnosis ("How I Behave Questionnaire" pp.315-316 & "Understanding My Controversy Behavior" on pp. 320-321—Group scores to be computed in class.).

## DECEMBER 5

Read: Ch. 5 Leadership

 Ch. 6 Using Power

Due: Discussion Question and Self Diagnosis (“Exercise 5.5: Understanding your Leadership Actions Questionnaire” on pp. 187-188. Ignore the Matching Exercise.).

 Paper #2: Diagnosis of Group Goals, Communication, Decision Making, Controversy and Creativity

## DECEMBER 12

##

Read: Ch. 9 Managing Conflict of Interest

 Ch. 10 Valuing Diversity

Due: Discussion Question and Self Diagnosis ("How You Act in Conflicts" on p. 372-373).

## DECEMBER 19

##

Read: Ch. 13 Team Development

 Ch 14 Epilogue

Due Discussion Question and Self Diagnosis ("Self Diagnosis" on p. 3 again and "Exercise 14.2: Self-Contract" p.558).

 Final Paper: Group Diagnosis and Prescription for Change (Appendix A)

 Group Presentation due

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# Appendix A: Integrative Diagnosis and Prescription for Change

The metaphor of diagnosis and prescription for change runs throughout the MA in Management program. In other courses, such as Organization Theory, you also diagnose a situation using different perspectives (structural, symbolic, political, etc.) and make a prescription for change. In your final course in the M.A. in Management, MGMT699 The Reflective Manager, you will analyze a target organization from different perspectives, only the perspectives will come from the different courses you have taken. You may evaluate an organizational situation using an ethical perspective, from the perspective of leadership, from the human resources perspective and others. This kind of ability to integrate knowledge from different perspectives into a diagnosis and a prescription for change is crucial when it comes to using management knowledge to improve organizations. Think of the papers in this class as practice for your final portfolio assignment in MGMT 699 The Reflective Manager.

### Grading criteria for Integrative Portfolio Assignment

Written communications is an essential tool for any professional. As with any skill, writing well is the result of practice followed by feedback and the use of relevant and appropriate sources. Therefore, the quality of writing is graded as part of every written assignment at the University of Redlands.  You should address the following guidelines when preparing your papers.

  **Content & Development 50%**

•        All key elements of the assignment are covered in a substantive way.

•        Content is comprehensive, accurate, and/or persuasive.

•        Major points are stated clearly, are supported by specific details, examples, or analysis, and are organized logically.

•        Where appropriate, the paper supports major points with theory relevant to the development of the ideas, and uses the vocabulary of the theory correctly.

•        Theory and practice are integrated, whereby the writer is able to link theories to practical experience (i.e., application to a real-world work setting).

•        Research is adequate and timely for the topic.

•        The context and purpose of the writing is clear (e.g., critique, research, sample memo, and business plan).

Organization 20%

•        The structure of the paper is clear and easy to follow.

•        The paper’s organization emphasizes the central theme or purpose and is directed toward the appropriate audience.

•        Ideas flow in a logical sequence.

•        The introduction provides sufficient background on the topic and previews major points.

•        Paragraph transitions are logical and reinforce the flow of thought throughout the paper.

•        The conclusion is logical and flows from the body of the paper.

•        The conclusion reviews the major points.

 **Format 10%**

•        The paper, including citations and the reference page, follows guidelines given here and in the University of Redlands-approved style guide: The Publication Manual of the American Psychological Association (5th edition).

        The paper is laid out effectively and uses reader-friendly aids (e.g., sections, summaries, table of contents, indices, and appendices), when appropriate.

 Papers in this class will not require an Abstract.

•        The paper utilizes references appropriately.

•        Features such as headings and italics aid in the readability of the paper and are not overused.

•        The paper is neat, with attention given to format requirements.

 **Grammar, Punctuation, & Spelling 15%**

•        Rules of grammar, usage, and punctuation are followed.

•        Spelling is correct.

 **Readability & Style 5%**

•        Sentences are complete, clear, and concise.

•        Sentences are well constructed, with consistently strong, varied structure.

•        Sentence transitions reinforce the flow of thought.

•        Words used are precise and unambiguous.

•        The tone is appropriate to the content and assignment.

# Appendix B: Group Presentation

Search the scholarly literature using peer reviewed articles in ProQuest. Each group member uses ProQuest to find one article and hand it in. the goal is to find something the group will really want. After the ideal presentation the class will go "Wow! I’m really glad you showed me that!”

The goals of this assignment are for you to learn:

* To do group processing,
* To use the scholarly literature (especially online databases like ProQuest) to do a better job of managing,
* About one or more aspects of group and team dynamics in depth,
* What it is like to be in a group with positive goal interdependence and group accountability, and
* To make useful and persuasive presentations.

Also, a goal is to supplement the content in the book by covering topics not found in the text.

In your presentation, you must use an outside source from scholarly journal articles, using the UOR Library database ProQuest. If you need help, contact a UOR librarian, by calling the main UOR number (909 793-2121) and asking for the library. The ideas from the article must be used in your presentation. You must include the complete citation at some point in the presentation.

For example, you may check ProQuest to search for articles on virtual teams. Learning to use library databases will help become a more effective lifelong learner—someone who is skilled at finding management knowledge. Put another way, this is intended to increase your ability to find, evaluate and use information you need—your information literacy. One definition of the information literate person comes from a committee of The Association of College and Research Libraries. It describes this person as “being able to:

• Determine the extent of information needed

• Access the needed information effectively and efficiently

• Evaluate information and its sources critically

• Incorporate selected information into one's knowledge base

• Use information effectively to accomplish a specific purpose

• Understand the economic, legal and social issues surrounding the use of information and accesses and uses information ethically and legally”

<http://www.ala.org/acrl/ilstandardlo.html>

### Grading Criteria: (additional criteria may be presented in class)

* Logical, organized flow to the presentation
* Good use of handouts or audio visual material
* The speaker was dynamic.
* Did not go over allotted time.

Each person in the group must make his or her own PowerPoint slides. Group members who are more proficient with this software can help the members who are new to PowerPoint. This collaboration will increase the presentation skill level of more students in the class than having one person make all the slides for the group. The presentation will take fifteen minute, which includes set-up time.

Think about what you want to take away from this course in terms of knowledge. Keeping this goal in mind, focus your presentations on information, ideas and techniques you would want to use in the future.