

GROUP DYNAMICS AND TEAM DEVELOPMENT

Course code	<i>MNG256</i>
Compulsory in the programmes	<i>Entrepreneurship and Innovation</i>
Level of studies	<i>Undergraduate</i>
Number of credits and	<i>6 ECTS (48 contact hours + 6 consultation hours + 2 hours of examination, 106 individual work hours)</i>
Course coordinator (title and name)	<i>Akos R. Wetters</i>
Prerequisites	<i>None</i>
Language of instruction	<i>English</i>

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

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

This course is a high-energy week of discovery, creativity, and collaboration! This bootcamp isn't your typical classroom experience—it's a dynamic, hands-on adventure designed to ignite your entrepreneurial spirit and supercharge your teamwork skills. You'll dive deep into the world of group dynamics while getting to know yourself and your peers. Through a series of immersive challenges, interactive workshops, and real-world simulations, you'll explore what makes teams tick—and what makes your team exceptional.

During the course you'll experiment, reflect, and grow in a safe yet stimulating environment. Expect to develop leadership and listening skills, and solve problems like a true innovator. Whether you're a born leader, creative thinker, or behind-the-scenes strategist, there's a place for you to shine. By the end of the week, you'll walk away with a deeper understanding of team success.

Topics	In-class hours	Readings
Create personal infographic	2	Pre-course activity TBA
Mindset and Positive Psychology	5	TBA
Team and Cultural Dynamics	5	TBA
Constructive Feedback and Psychological Safety	5	TBA
Communication and Presentation Skills	5	TBA
Creative Problem Solving (Double Diamond)	5	TBA
Project Management and Agile Practices	5	TBA
Synthesis and Pitch & Demo Day	5	TBA
Personal Coaching	5	
Update personal learning portfolio	6	Homework for the next day
	Total: 48 hours	

FINAL GRADE COMPOSITION

Type of assignment	
Group evaluation 50%	
<i>Group assessment task</i>	50
Individual evaluation 50%	
<i>Final assessment task</i>	50
Overall score:	100

DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

(Provide short descriptions and grading criteria of each assignment)

- Evaluation in the course is based on both the ongoing formative assessments during the week and the summative assessment on the final day. To **pass the course** requires the demonstration of extraordinary achievements beyond what can be expected from showing active participation and a positive attitude.
- Evaluation is based on group and individual activities:
 - Individual assessment tasks:
 - Individual| Daily Reflection Journals|
 - Peer Shout-Outs. Quick, informal recognition circles where students highlight peers' contributions.
 - Self-Assessment Cards, Colour-coded cards (e.g., red, yellow, green) to express confidence or struggles at check-ins.
 - Team assessment tasks.
 - End-of-Day Check-Out Circle. Each team discusses what worked, what didn't, and sets one improvement goal.
 - Team Mood Thermometer. Teams rate their cohesion, communication, and morale on a simple visual scale.
 - Mid-Week "Team Tune-Up" Session. Structured team coaching using a checklist to discuss collaboration and feedback.
- The professor evaluates each activity and provides feedback.

RETAKE POLICY

In case of failing, the student has to complete an additional assignment. It will replace individual evaluation and will count 50 %. The lecturer reserves the right to choose the form of the exam (multiple choice/ open answer questions/ essay).

AI USAGE POLICY

All course participants must comply with the ISM University of Management and Economics Artificial Intelligence Policy published on the e-learning platform. For the specific use of AI tools please consult the course instructor. The guidance below sets out how that policy applies to this course. Much of the work here happens in the room in circles, check-ins, feedback rounds, simulations and coaching conversations and no tool can do that work for a student. Where AI is useful, it is welcome. Where it would replace the experience the course is built on, it is not. Students remain responsible for everything they submit, say or present.

Reflection journals, self-assessment and the personal learning portfolio

Daily reflection journals, self-assessment cards and personal learning portfolio entries must be written by the student without the use of AI tools. This is not an administrative restriction but the point of the exercise: these tasks assess a student's own noticing of their own experience what happened in the team, how they responded, what surprised them and what they would

do differently. An AI tool has no access to any of that, and a reflection it produces will be fluent, plausible and empty. A rough, honest and specific entry is worth more here than a polished, general one, and will be assessed accordingly. Reflections that are evidently not the student's own will not be accepted and will be handled under the ISM Code of Ethics.

Confidentiality within the team

This course asks students to build psychological safety and then practice it. That obligation extends to AI tools. What peers share during the week feedback given or received, disagreements and conflicts, personal disclosures, coaching conversations, and the results of any personality, strengths or team-role instruments used in class must not be entered into any AI tool, whether named or in any form in which a person could be recognized. The same applies to anything shared in confidence during the personal coaching sessions. Applying the course's own principles to one's own conduct is part of what is being learned here.

Team activities, group assessment task and Pitch & Demo Day

In team activities and the group assessment task, generative AI tools may be used:

- to research background material, methods, frameworks and examples relevant to the challenge;
- to support creative problem solving and to widen the range of options a team considers;
- to help plan and organise the team's work;
- to design and improve slides, visual material and prototypes, and to rehearse for the pitch;
- to improve the quality of written and spoken English.

The team's own contribution must remain the thinking and the collaboration: the framing of the problem, the choice between options, the decisions taken together, and the way the team worked through disagreement to reach them. Peer feedback, shout-outs and check-out contributions must be in the student's own words recognition generated by a tool defeats the purpose of the exercise and is easily recognised as hollow by those receiving it. Factual claims used in a pitch must be verified against a credible source; AI-generated content is not a source and must not be cited as one.

Final assessment task

The individual final assessment is completed in class on the final day. Generative AI tools, AI-enabled devices, browser assistants and any other form of automated support are not permitted during it, and their use is treated as cheating. AI tools may be used beforehand to revise concepts, models and terminology from the course, but the material assessed is what the student experienced and observed during the week, which no tool can supply.

Explanation and defence

The lecturer may ask any student or team to talk through the reasoning, observations or decisions behind their work at any point during the week. Being unable to explain or account for submitted work — including work produced with the help of AI will be reflected in the grade and may be treated as a case of academic dishonesty and reported to the ISM Committee of Ethics.

Students who are uncertain whether a particular use of AI is acceptable should ask the course instructor before submitting.

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., & Zelle, 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*

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*

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