ISM UNIVERSITY OF MANAGEMENT AND ECONOMICS

GROUP DYNAMICS AND TEAM DEVELOPMENT

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

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.,	A personal reflection essay on a group project and exam	Individual study, practicing, reflecting, and discussions

	BLO4.3.		

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

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

Type of assignment	%

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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. Exam will consist of either open-ended questions or an essay type question.

2. **Group Project and presentation** (45%): Students will form the groups during the second seminar (15th February 2023). 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 their team building event, participate in it, 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 500-600 words 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

Re-take of the exam. 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 TeamsGergen, K.J., Schrader, S.M. & Gergen, M. (2009), Constructing Worlds Together: Interpersonal Communicationas 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.

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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