# GROUP DYNAMICS AND TEAM DEVELOPMENT

**Course code** *MNG256*

**Course title** *Group Dynamics and Team Development*

**Course type** *Compulsory*

### Year of study *I*

**Semester** *Spring*

**ECTS** *6 ECTS; 24 hours of lectures, 24 hours of seminars, 112 hours of individual work, 6 hours of consultation*

**Coordinating lecturer**

**Study form** *In class*

### Course prerequisites *None*

**Language of instruction** *English*

### Course description

The course is about personal and group dynamics, broadly viewed as the factors that drive individuals and groups to behave as they do. During this course, you will explore how you perceive others and are perceived by them, how you communicate, and how you operate in groups. You will address some aspects of individual motivation, and delve deeply into a group and team processes such as development, leadership and roles, norms, decision-making processes, and dealing with conflict.

After this course, students will understand the processes of group dynamics and able to demonstrate self-leadership and collaboration skills.

### Learning Goals:

LO13. Know leadership styles and able to identify own leadership styles. Apply relevant leadership principles for solving business challenges in team settings or organization, demonstrated leadership capabilities with other business process stakeholders and customers.

LO14. Act as an effective team member in a multicultural and hybrid environment, demonstrated the responsibility for group result

### Aims 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

### Learning outcomes

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| **Course learning outcomes (CLO)** | **Degree level learning objectives (Number of LO)** | **Study methods** | **Assessment methods** |
| CLO1 Can apply theories and models of person perception, communication and group dynamics to analyzing and improving workplace relationshipsand groups, | LO 13 | Individual study Reflection and discussions | A personal reflection essay on a group project, peer review Exam |
| CLO2 To be able to critically evaluate own leadership style and skills for further development as an effective team member | LO13, LO14 | Group projectPracticing, reflecting, and discussions | A personal reflection essay on a group project, peer review Exam |

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| CLO3 To able to reflect upon and apply various collaboration and conflict solving technics in variousgroup settings | LO13, LO14 | Individual study Practicing, reflecting, and discussions | A personal reflection essay on a group project, peer review Exam |
| CLO4 Can identify an interpersonal problem and design a change plan based on an understanding ofsocial science theories or models. | LO13, LO14 | Individual study Practicing, reflecting, and discussions | A personal reflection essay on a group project, peer review Exam |

**Learning methods**

In this course, students will be encouraged to record personal journals on experiences and processes during group continuous business development projects. Students will be able to analyse and discuss personal experiences and observations, reflect on frameworks and tool applications. During the course and in group settings students will play learning games, act in different roles and do role mapping, do self-assessments, practice skills such as active listening, growth mindset, feedback, watch and discuss videos, including one full-length feature film and many short clips, hold synchronous group meetings, using webinar and chat tools built into the course, analyze interactions both within and outside the class.

### Cheating issues

The teaching and testing methods are chosen taking into account the purpose of the minimization of cheating opportunities. The ISM regulations on academic ethics will be fully applied in the course.

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| **Week (and class)** | **TOPIC (Lectures)** | **IN-CLASS HOURS** |
| **Lectures** | **Seminars** |
|  1 | Group dynamics and team development: basic concepts. Experimental research, contributing to the development of the field.  | 2 | 2 |
|  2 | Research methods to analyze cognitions, emotions, and behavior in groups and teams.  | 2 | 2 |
|  3 | Psychology of groups and masses. Group roles, norms, and conformity.  | 2 | 2 |
| 4 | Motivation to collaborate and achieve in teams and groups. Self-determination theory. | 2 | 2 |
|  5 | Basic psychological needs (competence, autonomy, relatedness) satisfaction and frustration in groups and teams.  | 2 | 2 |
|  6 | Emotions and teamwork. Cognitions underlying emotions of anxiety, anger, sadness, guilt, and joy/happiness. Role of emotional arousal. Positive emotionality at work. |  2 |  2 |
|  7 | Personality and teamwork. Conceptual models of personality traits and strengths and their role in team development.  |  2 | 2 |
|  8 | Team flow. The psychology of optimal collaboration. |  2 | 2 |
|  9 | Compassionate (non-violent) communication in teams. Constructive conflict resolution. |  2 | 2 |
| 10 | Positive organizational scholarship: positive leadership, positive teams, positive psychological capital. |  2 | 2 |
| 11 | Stress prevention and management in teams. Mental health issues related to team development. |  2 | 2 |
| 12 | Evidence-based interventions to improve team effectiveness at individual and team levels. |  2 | 2 |

### Individual work, group work and assessment:

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| --- | --- | --- |
|  | **HOURS** | **EVALUATION (%)** |
| In-class contribution | 24 | 5% |
| Final exam | 50 | 45% |
| Homework | 38 | 50% |
| **Total** | **112** | **100%** |

**Course requirements:**

* 1. **The final exam** will count for 45% of the final grade. It may consist of essay questions that will be based on the material presented in classes, seminars, and required readings.
	2. **The in-class contribution** will count for 5% of the final grade. It may include participation in discussions on the topic of the lecture, participation in group and individual problem-solving tasks. S**tudents are expected to READ RELEVANT CHAPTERS AND OTHER READING MATERIALS BEFORE COMING TO THE CLASS AND BE PREPARED TO DISCUSS VARIOUS QUESTIONS RELATED TO THE TOPIC.**
	3. **Homework** will count for 50% of the final grade.
	4. **Re-taking of the final exam.** Students who receive a failing final grade will have the right to re-take the exam. It will count for **45%** of the final grade and will cover the content of the entire course. **The individual and group assignments cannot be resubmitted at a later time**.

### Main readings:

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

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

Tuckman, Bruce W. (1965) ‘Developmental sequence in small groups’, Psychological Bulletin, 63, 384-399. Word document: [http://dennislearningcenter.osu.edu/references/GROUP%20DEV%20ARTICLE.doc.](http://dennislearningcenter.osu.edu/references/GROUP%20DEV%20ARTICLE.doc)

**Additional readings** will be provided on e-learning platform.