

Murray State University

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP AND COUNSELING

COURSE PREFIX: HDL

COURSE NUMBER: 692

CREDIT HOURS: 3

I. TITLE: Individual, Group and Team Dynamics

II. COURSE DESCRIPTION AND PREREQUISITE(S):

A study of the history and characteristics of group and team dynamics and structure focusing on development of a model for individual and small group and team development. Strategies will include theory and the effective utilization of individual, group, and teams for interventions, development, and facilitation of growth needs for diverse populations. May not be used toward school counseling certification.

Prerequisite: none

III. COURSE OBJECTIVES:

Students will gain knowledge of

- A. systems theory as it relates to small group interaction and team development,
- B. fixed factors of interaction such as developmental issues, diversity effects, organismic factors, and other background influences on small group membership,
- C. physical environment influences on group behavior as well as different types and structure of groups,
- D. issues of status and power, social influence and conformity, as well as leadership styles and membership responses,
- E. internal influences on group interaction such as language behavior, communication styles, self- disclosure, and interaction roles,
- F. conflict and conflict resolution, rational decision making processes, as well as other decisions making models, and
- G. the consequences of small group interaction and team development as it relates to systems theory.

IV. CONTENT OUTLINE:

- A. Defining Small Group Interaction
 1. A definition
 2. Conceptual orientations
 3. The systems perspective
- B. Relevant Background Factors
 1. Background factor
 2. Organismic factors
 3. Developmental factors
- C. Internal Influences
 1. Status and Power
 2. Leadership
 3. Group Norms
 4. Communication
 5. Language Behavior
 6. Self-disclosure
 7. Interaction roles
 8. Rational decision-making
 9. Alternatives to rational decision making
 10. Conflict & conflict resolution

V. INSTRUCTIONAL ACTIVITIES:

- A. Lecture/On-line Discussion via Canvas

- B. Class participation/Discussions
- C. Small group activities
- D. Presentations
- E. Personal Perspectives Paper
- F. Contemporary Articles

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

- A. Online Class: Students MUST participate in the Canvas Discussion Board. Groups will be assigned. Participation and discussion is expected and required.
- B. Traditional Class: Students will participate in assigned group discussions during class times. Class attendance is expected.
- C. Students will interview someone in their current/future career area about the utilization of groups in that setting and/or field.
- D. Student will observe a group and relate the observed interactions to the information from the text.
- E. A group project will be developed and presented as part of the developmental process of each group
- F. A research application paper will be developed about how the student plans to develop and utilize a group from a leadership perspective in their current/future career.

VII. TEXT AND RESOURCES:

- A. Text
 1. A Systems Approach to Small Group Interaction, 11th edition (2012). Tubbs, S. L. McGraw-Hill.
- B. Resources
 1. COMMON TEXT FOR HDL: Leadership Theory and Practice, 6th edition (2013). Northouse, P., Sage Publishing (text for HDL660 with chapter 12 utilized for HDL692)
 2. Effective Group Discussion Theory and Practice, 14th edition (2013). Galanes, G. & Adams, K.. McGraw-Hill.

VIII. EVALUATION AND GRADING PROCEDURES:

- A. Course Requirements
 1. Evaluation and grade will be determined by assignments, tests and projects based on text, supplementary readings in professional journals, lectures, presentations, group activities, and class discussion.
 2. A grade of "I" (Incomplete) is assigned when, for reasons beyond a student's control (so long as the reason is satisfactory to the instructor), students *engaged in passing work* are unable to complete all class assignments. A student who receives an "I" grade must complete the work and the instructor must submit the grade **by mid-term of the fall or spring term** immediately following the term in which the "I" was received.
 3. Common Assignments to be posted on LiveText by HDL students. (Common assignments will be your review/study document for the comprehensive exam.)

Group Development Application Paper: Students will develop a plan for leadership utilizing groups. In your current/future career setting, design/develop a specific, concrete, workable plan for utilizing groups. Include the following: 1) Introduction: description of the career setting for which this is designed; 2) Justification of utilization of a group in this setting for the designed purpose listed (5 research articles included about best practices related to leadership and group); 3) Your specific plan: Include the group theory or theories utilized, and how you would organize this group (structure, background factor considerations, your leadership/followership style, stages of development such as how you would structure the "forming" stage of the group, decision making approaches, etc. -- what you need to consider as you begin this group); 4) a personal reflection about what you learned from the development of this application project. The paper will be 7-9 pages. Design a plan that could be utilized by you or by an entity in your current/future career setting.

This is an individual and practical application of the group development information for the particular career setting. This is a personal development approach to the leadership component of the HDL master's program. Utilize the ideas you learned across the semester.

- * Based on the text and what you have learned in class, what would be the essential elements of information (EEI) from this course? I recommend including those components in this common assignment for your future reference and review.

LiveText: Notice to all HDL students: A grade of incomplete "I" will be given until the common assignment is posted on LiveText for each core class taken during a semester. Common assignments are listed on the HDL 655, HDL 660, HDL 670, HDL 692 and the research project from CNS 635. The common assignments posted on LiveText will be utilized for the HDL comprehensive exam.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. Students are expected to participate in all aspects of the class during the designated time frame (see the course schedule for due dates).

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost

XI. NON-DISCRIMINATION POLICY STATEMENT:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).