ITT Technical Institute

GE347

Group Dynamics

Onsite Course

SYLLABUS

Credit hours: 4

Contact/Instructional hours: 40 (40 Theory Hours)

Prerequisite(s) and/or Corequisite(s):

Prerequisites: GE117 Composition I or equivalent

Course Description:

In this course, students examine elements of successful teams and small decision-making groups. Emphasis is on communication, critical thinking and group process techniques.

Where Does This Course Belong?

Program Information

Program Scope and Core Content Areas

General Education courses include courses in the humanities, composition, mathematics, the sciences, and the social sciences.

Program Goals and Objectives

General Education courses are designed to provide ITT Tech students with a well-rounded education in the context of their technical programs. Each course emphasizes one or more of ITT Tech's General Education Student Learning Outcomes.

1. Demonstrate personal responsibility.
2. Analyze information.
3. Solve complex problems.
4. Communicate effectively in oral, written, and visual forms.
5. Contribute as a member of a team.
6. Pursue lifelong learning opportunities.

Career Impact

General Education courses provide breadth to a core technical program. Courses in General Education are intended to broaden a student's educational experience, and therefore, broaden his/her perspective.

NOTE: *Refer to the catalog for the state-specific course and program information, if applicable.*

Course Summary

Major Instructional Areas

1. Face-to-Face Groups and Teams
2. Communicating in Groups
3. Managing Group Conflict
4. Group Leadership
5. Group Presentations
6. Virtual Groups and Teams

Course Objectives

1. Explain the importance of group dynamics.
2. Compare and contrast theories of groups.
3. Analyze the performance of groups and teams in a variety of scenarios.
4. Evaluate the use of problem-solving and decision-making techniques for face-to-face and virtual groups/teams.
5. Apply theories, models, techniques, and processes of small group communication during small group activities.
6. Apply ethical standards while participating in groups and teams.
7. Apply critical-thinking and analysis skills to overcome obstacles and improvise solutions as a leader within small groups.
8. Employ standard business communication strategies to solve problems.
9. Working within a group setting, make an oral presentation to peers and faculty.
10. Use the ITT Tech Virtual Library to research selected topics.

Detailed Topical Outline

1. Group Formation and Experiential Learning
   - 1.1. Icebreaker
     - 1.1.1. Debriefing
   - 1.2. Define groups
     - 1.2.1. Group phases
   - 1.3. Meetings
     - 1.3.1. Types

- 1.3.2. Effectiveness
- 1.4. Experiential learning
  - 1.4.1. Group behaviors
  - 1.4.2. Building group ground rules and norms
- 2. Group Dynamics and Creativity
  - 2.1. Aspects of group behavior
  - 2.2. Creativity
    - 2.2.1. Definition
    - 2.2.2. Brainstorming, recording, and facilitation skills
  - 2.3. Primary and secondary groups
    - 2.3.1. Group interactions
      - 2.3.1.1. Content
      - 2.3.1.2. Process
      - 2.3.1.3. Relationships
        - 2.3.1.3.1. Productive and unproductive process and relationship roles in groups
        - 2.3.1.3.2. “Productive group types” and “group phases”
  - 2.4. How theories explain or predict human behavior
    - 2.4.1. Maslow’s theory as it applies to groups
  - 2.5. Problem-solving techniques
- 3. Valuing Diversity and Relating to Others
  - 3.1. Personality and temperament
    - 3.1.1. Differences among individuals
      - 3.1.1.1. How personality and temperament affect communication and the accomplishment of goals in working groups
      - 3.1.1.2. Recognizing unique strengths and preferences in group members
      - 3.1.1.3. Impact of temperament styles on three types of relationships
        - 3.1.1.3.1. As a boss
        - 3.1.1.3.2. As an equal
        - 3.1.1.3.3. As a subordinate
      - 3.1.1.4. Applying knowledge of personality and temperament differences to interactions with other members of your school or work group
  - 3.2. Diversity
- 4. Communication within Groups
  - 4.1. Communication and group climate
    - 4.1.1. Communication networks
    - 4.1.2. Impact of an organization’s hierarchy on communication patterns
  - 4.2. Feedback theory

- 4.2.1. Johari Window
- 4.2.2. Giving and receiving feedback
- 4.3. Effective listening and questioning
- 4.4. Functionalist Theory

5. Group Goals, Prejudice, Acceptance, and Trust
   - 5.1. Goals and vision
   - 5.2. Social interdependence
     - 5.2.1. Positive interdependence
     - 5.2.2. Level of acceptance
       - 5.2.2.1. Trustworthy and untrustworthy behavior
   - 5.3. Johari Window
     - 5.3.1. Unknown area
   - 5.4. Unconscious prejudice
     - 5.4.1. Effect on goal attainment
     - 5.4.2. Ethical standards
   - 5.5. Schultz's Theory
6. Decision Making and Group Development
   - 6.1. Three types of group discussion questions
     - 6.1.1. Fact
     - 6.1.2. Value
     - 6.1.3. Policy
   - 6.2. Problems
     - 6.2.1. Definition
     - 6.2.2. Causes
     - 6.2.3. Symptoms
   - 6.3. Decision-making methods
     - 6.3.1. Factors that hinder group decision making
     - 6.3.2. Accelerating decision making
   - 6.4. Systems Theory
   - 6.5. Nonverbal communication
7. Controversy and Conflict
   - 7.1. Group Social Exchange Theory
   - 7.2. Conflict
     - 7.2.1. Causes
     - 7.2.2. Five conflict styles
     - 7.2.3. Team conflict styles
     - 7.2.4. Managing conflict

- 7.3. Decision making
  - 7.3.1. Controversy
  - 7.3.2. Consensus
  - 7.3.3. Deliberate discourse and concurrence seeking
- 8. Managing Conflicts of Interest
  - 8.1. Structuration Theory
  - 8.2. Methods for analyzing problems in groups
    - 8.2.1. Force-field analysis
    - 8.2.2. Fishbone diagram
    - 8.2.3. “Distributive negotiating” (win-lose) and “integrative problem solving”
    - 8.2.4. Evaluation of options using standards and criteria
- 9. Leadership
  - 9.1. Situational leadership
    - 9.1.1. Influence and authority
  - 9.2. Leadership styles: authoritarian, democratic, or laissez-faire
  - 9.3. Responsibilities and problems of leadership
  - 9.4. Trait theories of leadership
  - 9.5. Symbolic Convergence Theory
- 10. Power and Ethics
  - 10.1. Power in organizations
    - 10.1.1. Organizational hierarchy and power
  - 10.2. Perspectives on group power
    - 10.2.1. Positive and negative impact of power on groups
    - 10.2.2. Trait factor approach to power
    - 10.2.3. Rank “bases of power”
    - 10.2.4. Unequal resources
  - 10.3. Ethical implications of the use of power
- 11. Course Review, Final Presentations, and Final Examination
  - 11.1. Review of theories
  - 11.2. Final presentations
  - 11.3. Final examination

Learning Materials and References

Required Resources

Complete Textbook Package	New to This Course	Carried over from Previous Course(s)	Required for Subsequent Course(s)
Johnson, D., & Johnson, F. (2013). *Joining together: Group theory and group skills* (Custom 11th ed.). Upper Saddle River, NJ: Pearson.	■		

Recommended Resources

Books and Professional Journals

- Aronson, E., Wilson, T. D., & Akert, R. M. (2013). *Social Psychology*. Boston, MA: Pearson.
- Behfar, K. J., & Thompson, L. L. (Eds.). (2007). *Conflict in organizational groups: New directions in theory and practice*. London, GRB: Kogan Page.
- Berthold, A., Leicht, C., Methner, N., & Gaum, P. (2013). Seeing the world with the eyes of the outgroup: The impact of perspective taking on the prototypicality of the ingroup relative to the outgroup. *Journal of Experimental Social Psychology*, 49 (6), 1034-1041.
- Franz, T.M. (2012). *Group Dynamics and Team Intervention*. Malden, MA: Wiley.
- Gilovich, T. (2013). *Social Psychology*. New York, NY: Norton.
- Hackman, J.R. (2011). Collaborative Intelligence: Using Teams to Solve Hard Problems. San Francisco, CA: Berrett-Koehler.
- Hiller, J. (2013). Groups meet… Teams improve: Building teams that learn. *Journal of Management Education*, 37 (5), 704.
- Johnson, C., & Keddy, J. (2010). *Managing conflict at work: Understanding and resolving conflict for productive working relationships*. London, GBR: Kogan Page.
- Jones, R., Oyung, R., & Pace, L. (2005). *Working virtually: Challenges of virtual teams*. Hershey, PA: Cybertech Publishing.
- Kim, E., Bhave, D. P., & Glomb, T. M. (2013). Emotion regulation in workgroups: The roles of demographic diversity and relational work content. *Personnel Psychology*, 66 (3), 613-644.
- Kock, N. (2005). *Business process improvement through e-collaboration: Knowledge sharing through the use of virtual groups*. Hershey, PA: Idea Group Publishing.
- Kuypers, J., & King, A. A. (2011). *Twentieth-century roots of rhetorical studies*. Westport, CT: Greenwood Press.

- Levine, J.M. (2013). *Group Processes*. New York, NY: Routledge.
- Poepsel, D. L. & Schroeder, D. A. (2013). Joining groups: How resources are to be divided matters. *Group Dynamics: Theory, Research, and Practice*. 17, 180-193.
- Sheard, A. G., & Kakabadse, A. K. (2007). *Arole-based perspective on leadership decision taking*. Bradford, GBR: Emerald Group Publishing Ltd.
- Yamplosky, M. A. & Amiot, C. E. (2013). Priming self-determinism and non-self-determined group identification: Effects on well-being and ingroup bias. *Group Dynamics: Theory, Research, and Practice*, 17, 137-149.

ITT Tech Virtual Library (accessed via Student Portal | https://studentportal.itt-tech.edu)

ITT Tech Virtual Library> Books> Books24x7

- Davidson, J. E., & Sternberg, R. J. (2003). *The psychology of problem solving. Cambridge,* UK: Cambridge University Press.

ITT Tech Virtual Library> Books> Ebrary

- Kantor, D. (2012). *Reading the room: Group dynamics for coaches and leaders*. Malden, MA: Wiley.
- Kanaga, K., & Browning, H. (2007). *Maintaining team performance*. Greensboro, NC: Center for Creative Leadership.

ITT Tech Virtual Library> Periodicals> EbscoHost

- *Basic & Applied Social Psychology*
- *Journal of Personality & Social Psychology*
- *Journal of the Learning Sciences*

NOTE: All links are subject to change without prior notice.

Information Search

Use the following keywords to search for additional online resources that you may use to support your work on the course assignments:

- Abraham Maslow
- Autocratic leadership
- Bases of power
- Behavioral norms
- Brainstorming
- Communication
- Communication networks
- Concurrence seeking
- Conflict
- Conflict resolution
- Conflict theories
- Consensus
- Creativity
- Decision making
- Deliberate discourse
- Distributive negotiating

- Diversity
- Egocentrism
- Experiential learning
- Feedback
- Fishbone analysis
- Forcefield analysis
- Functional Theory
- Group dynamics
- Group phases
- Group psychology
- Group roles
- Group theory
- Icebreakers
- Impose
- Integrative negotiating
- Johari Window
- Kurt Lewin
- Laissez-faire leadership
- Listening
- Maslow's theory
- Mediation
- Meeting management
- Myers-Briggs
- Nonverbal communication
- One-way communication
- Organizational power
- Personality
- Position of authority
- Position of influence
- Primary groups
- Relationship statement
- Situational leadership
- Social Dominance Theory
- Social Exchange Theory
- Social interdependence
- Social loafing
- Social perspective taking

- Symptom
- Teambuilding
- Teaming skills
- Teams
- Temperament
- Trustworthy behavior
- Two-way communication
- Unconscious prejudice
- Values
- Virtual teams
- Work styles
- Working styles inventory

Suggested Learning Approach

In this course, you will be studying individually and within a group of your peers. As you work on the course deliverables, you are encouraged to share ideas with your peers and instructor, work collaboratively on projects and team assignments, raise critical questions, and provide constructive feedback.

Use the following advice to receive maximum learning benefits from your participation in this course:

DO	DON'T
▪ Do take a proactive learning approach ▪ Do share your thoughts on critical issues and potential problem solutions ▪ Do plan your course work in advance ▪ Do explore a variety of learning resources in addition to the textbook ▪ Do offer relevant examples from your experience ▪ Do make an effort to understand different points of view ▪ Do connect concepts explored in this course to real-life professional situations and your own experiences	▪ Don't assume there is only one correct answer to a question ▪ Don't be afraid to share your perspective on the issues analyzed in the course ▪ Don't be negative about the points of view that are different from yours ▪ Don't underestimate the impact of collaboration on your learning ▪ Don't limit your course experience to reading the textbook ▪ Don't postpone your work on the course deliverables – work on small assignment components every day

Instructional Methods

The curriculum is designed to encourage a variety of teaching strategies that support the course objectives while fostering higher cognitive skills. This course will employ multiple methods to deliver content and inspire and engage you, including lectures, collaborative learning options, and hands-on activities. This course is composed of a theory component. Your progress will be assessed regularly through journal entries, exercises, presentations, quizzes and an exam.

Out-of-Class Work

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum, or clinical activities. ITT Technical Institute utilizes a "time-based option" for establishing out-of-class activities, which would equate to two hours of out-of-class

activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum, and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

Course Outline

Unit 1: GROUP FORMATION AND EXPERIENTIAL LEARNING

Upon completion of this unit, students are expected to:

- Explain and describe: What is an icebreaker and what is its purpose?
- Practice an icebreaker.
- Define and identify group phases.
- Examine key elements of effective meetings.
- Use experiential procedures to recognize aspects of group behavior.
- Build group ground rules and norms.

Total outside work: 9.5 hours

READING ASSIGNMENT	**Author**	**Chapter/Title**	**Pages (if necessary)**	**Total Pages**
	Johnson & Johnson	Chapters 1-2		65

OUT-OF-CLASS WORK	**Activity**	**Estimated Time**
	Complete the reading assignment for Units 1 and 2	6 hr
	Complete the Virtual Library research assignment	30 min
	Complete Unit 1 Journal 1: Classroom Norms	90 min
	Study for the quiz in the next unit	90 min

GRADED ACTIVITIES/ DELIVERABLES	**Grading Category**	**Activity/Deliverable Title**	**Grade Allocation (% of all graded work)**
	Exercise	Unit 1 Exercise 1: Saving the World from Dracula	2%
		Unit 1 Exercise 2: Productive and Unproductive Behaviors	2%
	Journal	Unit 1 Journal 1: Classroom Norms	2%

Unit 2: GROUP DYNAMICS AND CREATIVITY

Upon completion of this unit, students are expected to:

- Define creativity and its relationship to critical thinking.
- Define and practice brainstorming, recording, and facilitation skills.
- Differentiate between primary and secondary (base) groups.
- Distinguish among content, process, and relationship in group interactions.
- Describe how theories are used to predict individual and group behavior.
- Discuss Maslow's theory as it applies to groups.
- Practice problem-solving techniques using creative and critical thinking.
- Identify various productive and unproductive relationship and process roles people assume when in groups.
- Describe the similarities between "productive group types" and "group phases."

Total outside work: 6 hours

	Author	Chapter/Title	Pages (if necessary)	Total Pages
READING ASSIGNMENT	Johnson & Johnson	Chapter 8		50

	Activity	Estimated Time
OUT-OF-CLASS WORK	Complete the reading assignment for Unit 3	2 hrs
	Complete the Virtual Library research assignment	30 min
	Complete Unit 2 Journal 1: Why Develop and Use Theories?	2 hr
	Study for the quiz in the next unit	90 min

	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
GRADED ACTIVITIES/ DELIVERABLES	Quiz	Unit 2 Quiz 1	2%
	Exercise	Unit 2 Exercise 1: Beliefs About Creativity	2%
	Journal	Unit 2 Journal 1: Why Develop and Use Theories?	2%

Unit 3: VALUING DIVERSITY AND RELATING TO OTHERS

Upon completion of this unit, students are expected to:

- Describe the principles of personality and temperament differences among individuals.
- Analyze how personality and temperament differences affect communication and the accomplishment of goals in working groups.
- Identify personality type and temperament style and recognize unique strengths and preferences.
- Outline the differences between working styles in a working group.
- Recognize difficulties caused and benefits gained through diversity in a working group.
- Explain how to apply knowledge of personality and temperament differences to interactions with other members of your school or work group.
- Recognize and describe aspects of diversity.

Total outside work: 7 hours

	Author	Chapter/Title	Pages (if necessary)	Total Pages
READING ASSIGNMENT	Johnson & Johnson	Chapter 10		34

	Activity	Estimated Time
OUT-OF-CLASS WORK	Complete the reading assignment for Unit 4	2 hr
	Complete the Virtual Library research assignment	30 min
	Prepare for Unit 4 presentation by Group 1: Functionalist Theory (ePortfolio)	1 hr (presenting group only)
	Complete Unit 3 Journal 1: Personality Types and Groups	2 hr
	Study for the quiz in the next unit	90 min

	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
GRADED ACTIVITIES/ DELIVERABLES	Quiz	Unit 3 Quiz 2	2%
	Exercise	Unit 3 Exercise 1: Diversity Impact on Groups	2%
		Unit 3 Exercise 2: Working Styles	2%
	Journal	Unit 3 Journal 1: Personality Types and Groups	2%

Unit 4: COMMUNICATION WITHIN GROUPS

Upon completion of this unit, students are expected to:

- Explain barriers to building positive relationships.
- Recognize how communication is a primary means through which group climate is created.
- Examine the impact of an organization's hierarchy on communication patterns.
- Discuss feedback theory using the Johari Window: Giving and receiving feedback.
- Practice techniques for effective listening and questioning.
- Explain communication networks and their impact on group accuracy, efficiency, and individual satisfaction.
- Research and develop a theory presentation.
- Describe the major components of Functionalist Theory.
- Explain the areas of the Johari Window.

Total outside work: 8 hours

	Author	Chapter/Title	Pages (if necessary)	Total Pages
READING ASSIGNMENT	Johnson & Johnson	Chapter 4		34

	Activity	Estimated Time
OUT-OF-CLASS WORK	Complete the reading assignment for Unit 5	3 hr
	Complete the Virtual Library research assignment	30 min
	Complete Unit 4 Journal 1: Effective Listening	2 hr
	Study for the quiz in the next unit	90 min
	Prepare for Unit 5 presentation by Group 2: William Schultz's Theory (ePortfolio)	1 hr (presenting group only)

	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
GRADED ACTIVITIES/ DELIVERABLES	Quiz	Unit 4 Quiz 3	2%
	Exercise	Unit 4 Exercise 1: One-Way and Two-Way Communication	2%
	Project Presentation	Unit 4 Presentation by Group 1: Functionalist Theory (ePortfolio)	7% (presenting group only)
	Journal	Unit 4 Journal 1: Effective Listening	2%

Unit 5: GROUP GOALS, PREJUDICE, ACCEPTANCE, AND TRUST

Upon completion of this unit, students are expected to:

- Research and develop a theory presentation.
- Describe the major components of Schultz's Theory.
- Define "goal" and "vision" and discuss the difference.
- Examine the concept of relationships: Social Interdependence Theory.
- Identify types of positive interdependence.
- Explain the areas of the Johari Window.
- Analyze the impact of unconscious prejudice on ethical standards and the ability of a group to accomplish its goals.

Total outside work: 9.5 hours

	Author	Chapter/Title	Pages (if necessary)	Total Pages
READING ASSIGNMENT	Johnson & Johnson	Chapter 3		65

	Activity	Estimated Time
OUT-OF-CLASS WORK	Complete the reading assignment for Unit 6	5 hr
	Complete Unit 5 Journal 1: The Lunch Date	2 hr
	Prepare for Unit 6 presentation by Group 3: Systems Theory (ePortfolio)	1 hr (presenting group only)
	Study for the quiz in the next unit	90 min.

	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
GRADED ACTIVITIES/ DELIVERABLES	Quiz	Unit 5 Quiz 4	2%
	Project Presentation	Unit 5 Presentation by Group 2: William Schultz's Theory (ePortfolio)	7% (presenting group only)
	Exercise	Unit 5 Exercise 1: Presentation Group Assessment	2%
	Journal	Unit 5 Journal 1: The Lunch Date	2%

Unit 6: DECISION MAKING AND GROUP DEVELOPMENT

Upon completion of this unit, students are expected to:

- Research and develop a theory presentation.
- Give examples of three types of group discussion questions: fact, value, or policy.
- Differentiate among a problem, its causes, and its symptoms.
- Identify the assets and liabilities of three types of decision-making methods.
- Examine factors that hinder group decision making.
- Reach a decision using methods for accelerating decision making.
- Describe the major components of Systems Theory.
- Recognize the subtleties of non-verbal communication.

Total outside work: 10 hours

	Author	Chapter/Title	Pages (if necessary)	Total Pages
READING ASSIGNMENT	Johnson & Johnson	Chapters 7 and 13	N/A	85

	Activity	Estimated Time
OUT-OF-CLASS WORK	Complete the reading assignment for Unit 7	5 hr
	Complete the Virtual Library research assignment	30 min
	Complete Unit 6 Journal 1: Decision-Making Methods	2 hr
	Study for the quiz in the next unit	90 min
	Prepare for Unit 7 presentation by Group 4: Social Exchange Theory (ePortfolio)	1 hr (presenting group only)

	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
GRADED ACTIVITIES/ DELIVERABLES	Quiz	Unit 6 Quiz 5	2%
	Exercise	Unit 6 Exercise 1: Faces	2%
		Unit 6 Exercise 2: The Lawn Problem	2%
	Project Presentation	Unit 6 Presentation by Group 3: Systems Theory (ePortfolio)	7% (presenting group only)
	Journal	Unit 6 Journal 1: Decision-Making Methods	2%

Unit 7: CONTROVERSY AND CONFLICT

Upon completion of this unit, students are expected to:

- Research and develop a theory presentation.
- Describe the major components of Group Social Exchange Theory.
- Identify personal styles of handling conflict.
- Compare and contrast the five conflict styles.
- Discuss team conflict styles.
- Identify what causes conflict.
- Describe ways to manage conflict.
- Examine the meaning of controversy.
- Compare and contrast deliberate discourse with concurrence seeking.
- Practice group consensus decision making.

Total outside work: 6.5 hours

	Author	Chapter/Title	Pages (if necessary)	Total Pages
READING ASSIGNMENT	Johnson & Johnson	Chapter 9, Review Chapter 8	N/A	100

	Activity	Estimated Time
OUT-OF-CLASS WORK	Complete the reading assignment for Unit 8	2 hr
	Complete Unit 7 Journal 1: Managing Conflict	2 hr
	Prepare for Unit 8 presentation by Group 5: Structuration Theory (ePortfolio)	1 hr (presenting group only)
	Study for the quiz in the next unit	90 min

	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
GRADED ACTIVITIES/ DELIVERABLES	Quiz	Unit 7 Quiz 6	2%
	Project Presentation	Unit 7 Presentation by Group 4: Social Exchange Theory (ePortfolio)	7% (presenting group only)
	Exercise	Unit 7 Exercise 1: Consensus	2%
	Journal	Unit 7 Journal 1: Managing Conflict	2%

Unit 8: MANAGING CONFLICTS OF INTEREST

Upon completion of this unit, students are expected to:

- Research and develop a theory presentation.
- Describe the major components of Structuration Theory.
- Explain force field analysis and fishbone analysis for analyzing problems.
- Define "distributive negotiating" (win-lose) and "integrative problem solving."
- Analyze and explain the advantages of using a problem-solving model to keep a discussion on task.
- Apply problem-solving and decision-making techniques during small group activities and projects.
- Assess techniques of the integrative problem-solving process, including the concepts of issues, personalities, interests, positions, options, proposals, standards, and power.

Total outside work: 8.5 hours

	Author	Chapter/Title	Pages (if necessary)	Total Pages
READING ASSIGNMENT	Johnson & Johnson	Review Chapter 9	N/A	72

	Activity	Estimated Time
OUT-OF-CLASS WORK	Complete the reading assignment for Unit 9	2.5 hr
	Watch *12 Angry Men*	2 hr
	Complete Unit 8 Journal 1: Managing Conflict	90 min
	Prepare for Unit 9 presentation by Group 6: Symbolic Convergence Theory (ePortfolio)	1 hr (presenting group only)
	Study for the quiz in the next unit	90 min

	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
GRADED ACTIVITIES/ DELIVERABLES	Quiz	Unit 8 Quiz 7	2%
	Project Presentation	Unit 8 Presentation by Group 5: Structuration Theory (ePortfolio)	7% (presenting group only)
	Exercise	Unit 8 Exercise 1: Problem-Solving Processes	2%
	Journal	Unit 8 Journal 1: Managing Conflict	2%

Unit 9: LEADERSHIP

Upon completion of this unit, students are expected to:

- Research and develop a theory presentation.
- Discuss Hersey and Blanchard's theory of situational leadership.
- Compare and contrast differences between leading from a place of influence and leading from a place of authority.
- Determine personal small-group leadership style: authoritarian, democratic, or laissez-faire.
- Discuss how a manager's or leader's assumptions about people impact their behavior.
- Evaluate leadership behaviors most likely to move a group toward its goal.
- Explore the responsibilities and problems of leadership.
- Outline trait theories of leadership.
- Describe the major components of Symbolic Convergence Theory.

Total outside work: 6 hours

	Author	Chapter/Title	Pages (if necessary)	Total Pages
READING ASSIGNMENT	Johnson & Johnson	Chapter 5 (Note: Skip the "exercises" when reading the text.)	N/A	40

	Activity	Estimated Time
OUT-OF-CLASS WORK	Complete the reading assignment for Unit 10	2.5 hr
	Complete Unit 9 Journal 1: A Leader's Assumptions	2 hr
	Study for the quiz in the next unit	90 min

	Grading Category	Activity/Deliverable Title	Grade Allocation (% of all graded work)
GRADED ACTIVITIES/ DELIVERABLES	Quiz	Unit 9 Quiz 8	2%
	Exercise	Unit 9 Exercise 1: Leadership Actions	2%
	Project Presentation	Unit 9 Presentation by Group 6: Symbolic Convergence Theory (ePortfolio)	7% (presenting group only)
	Journal	Unit 9 Journal 1: A Leader's Assumptions	2%

Unit 10: POWER AND ETHICS

Upon completion of this unit, students are expected to:

- Practice problem-solving techniques.
- Explain how organizational hierarchy affects power.
- Identify perspectives on group power.
- Analyze the trait factor approach to power.
- Rank "bases of power."
- Outline the impact of unequal resources on groups.
- Compare and contrast the positive and negative impact of power on groups.
- Discuss ethical implications of the use of power.

Total outside work: 10 hours

READING ASSIGNMENT	**Author**	**Chapter/Title**	**Pages (if necessary)**	**Total Pages**
	Johnson & Johnson	Chapter 6	NA	40

OUT-OF-CLASS WORK	**Activity**	**Estimated Time**
	Complete Unit 10 Journal 1: Group Power	2 hr
	Prepare for the Unit 11 presentation	3 hr
	Study for the final exam	5 hr

GRADED ACTIVITIES/ DELIVERABLES	**Grading Category**	**Activity/Deliverable Title**	**Grade Allocation (% of all graded work)**
	Quiz	Unit 10 Quiz 9	2%
	Exercise	Unit 10 Exercise 1: Unequal Resources	2%
		Unit 10 Exercise 2: W&D Appliance Corporation	2%
	Journal	Unit 10 Journal 1: Group Power	2%

Unit 11: COURSE REVIEW, FINAL PRESENTATIONS, AND FINAL EXAMINATION Upon completion of this unit, students are expected to: • NA				***Total outside work:*** 0 hours
READING ASSIGNMENT	**Author**	**Chapter/Title**	**Pages (if necessary)**	**Total Pages**
	None	N/A	N/A	N/A
OUT-OF-CLASS WORK	**Activity**			**Estimated Time**
	None			N/A
GRADED ACTIVITIES/ DELIVERABLES	**Grading Category**	**Activity/Deliverable Title**		**Grade Allocation (% of all graded work)**
	Project Presentation	Project Part 2: Unit 11 Presentation: Theory Skit/Exercise (ePortfolio)		7%
	Exam	Final Exam		20%

Note: Your instructor may add a few learning activities that are ungraded.

Evaluation and Grading

Evaluation Criteria

The graded assignments will be evaluated using the following weighted categories:

Category	In-Class	Out-of-Class	Weight
Journal		20%	20%
Exercise	28%		28%
Project Presentation	14%		14%
Quiz	18%		18%
Exam	20%		20%
TOTAL	**80%**	**20%**	**100%**

Grade Conversion

The final grades will be calculated from the percentages earned in the course, as follows:

Grade	Percentage
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

Academic Integrity

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct, including plagiarism, self-plagiarism, fabrication, deception, cheating, and sabotage. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

(End of Syllabus)