

*Course Number: **MGT 561***  
*Course Title: **Interpersonal & Team Dynamics***  
*Semester & Year: **Fall, 2014***  
*Classroom: **ASM 1004***  
*Meeting Time/Days: **Mondays, 12:30-3:00 pm***

*Instructor: **Kathryn J.L. Jacobson, PhD***  
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*CRN/Line #: **13919***  
*Office Hours: **Thursdays 10am-12 pm (or by appointment)***

### **OVERVIEW**

This course draws from two related, yet somewhat distinct fields of research. The first is a highly applied field that seeks to identify specific interpersonal skills that promote productive relationships and effective team performance. The second is a relatively more basic field of research that examines the underlying dynamics and consequences of group/team interaction.

### **GOALS**

Fundamentally, this course has been designed to help you improve your ability to manage organizational teams and to interact successfully as organizational team members. Two sub-goals underlie this objective. First, the course will help you to improve/develop a core set of interpersonal skills that are related to successful team management and membership. Second, the course will enhance your understanding of the social and psychological forces that shape group/team performance. These goals are not mutually exclusive. While each has value in its own right, accomplishing these goals in concert is intended to arm you with important insights regarding the factors that influence team performance while also giving you practical interpersonal skills necessary to utilize these insights in applied organizational settings.

### **DESIGN ELEMENTS**

Class meetings will consist of four components oriented toward the two goals described in the previous paragraph:

1. Interactive lectures will clarify and expand on concepts introduced in the course text.
2. Participation in Interpersonal Skills (IS) sessions will introduce key interpersonal skills related to successful team interaction and allow you to practice this skill with your classmates.
3. A mid-term exam.
4. Finally, beginning on Sept. 21<sup>st</sup>, time for in-class team meetings will be provided to allow you to seek my advice and guidance while you complete a major team project (which will serve in lieu of a final exam).

### **REQUIRED TEXT**

Daniel Levi (2011). Group Dynamics for Teams (4th ed). Sage.

## COURSE REQUIREMENTS & GRADING

<u>Requirement</u>	<u>Points (Percentage)</u>
1. IS Reflection Papers (Individual)	200 (20%)
2. Weekly Discussion Items (Team)	200 (20%)
3. Class Attendance and Participation (Team & Individual)	100 (10%)
4. Mid-term Exam (Individual)	200 (20%)
5. Major Project (Team & Individual)	300 (30%)
<b>TOTAL</b>	<b>1000 (100%)</b>

### <sup>1</sup>GRADING SCALE

90-100%.....A	70-79.999%.....C	< 59%.....F
80-89.999%.....B	60-69.999%.....D	

### COURSE REQUIREMENTS: DETAIL

- 1. IS Reflection Papers (200 pts)** – Interpersonal Skills (IS) sessions will be conducted throughout the semester to help you develop and improve key interpersonal skills. These skills have been identified through systematic research to improve managerial performance. Two reflection papers will provide an opportunity to document your progress in developing these skills—your existing strengths and weaknesses, your goals for improvement, your action plan(s) for improvement, insights gained through in-class IS sessions, and experiences practicing these skills in “real-world” settings. The required format and general expectations for these papers will be described in detail in a separate handout.
- 2. Weekly Discussion Items-Team based presentations (200 pts)** – Students will be assigned to learning teams and will work together to study the material in the textbook. For each book chapter, teams will submit a set of 3 carefully considered discussion items based loosely on the material in the chapter with the possibility of presenting their material in class (teams will each be chosen two times per semester). Each week, one team will be chosen to facilitate a class discussion based on the items they developed. For example, when we discuss concepts like “groupthink” one discussion item might include a team member’s personal experience with this issue, how it was overcome (or not), what precipitated it, etc. It’s important that the items be provocative with an eye towards creative learning (e.g., demonstrating a concept in a unique way, getting classmates to engage via self-reflections, war stories, etc.) Learning teams will be

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<sup>1</sup>Grading may be +/- based upon instructor’s discretion. The grade of “A+” will be awarded only in truly exceptional circumstances.

assessed on the quality of these items (each team will be assessed weekly on this criteria) and the subsequent class discussion (for the chosen team that week) on a 4 pt scale (0 = Did not submit, 1 = Submitted, but does not meet expectations, 2 = Meets expectations, 3 = Excellent). These items should focus on a critical analysis of the course material—examining either the conceptual understanding or the applied implications of a theory, concept, or process, but, more importantly should be a fun and easily digestible overview of the class topic(s). Items should be clear, focused, and provocative (literally, they should be capable of provoking class discussion). Please type these and submit at the beginning of the relevant class period.

3. ***Class Attendance and Participation (100 pts)***: Show up and participate-Yup, that's a no brainer (100 pts)
4. ***Mid-term Exam (200 pts)*** – While individually taken, this exam will be open book and open note. It will test you on all concepts discussed thus far in the semester and will have a combination of multiple choice, true/false, fill in the blank, short answer and essay questions. There are no make-up exams allowed and only in extremely rare circumstances (and with documentation) will an exam be moved to an alternative date for an individual (these requests must come prior to the exam date).
5. ***Major Team Project (300 pts)*** – A major final team project will give you an opportunity to practice your newly acquired interpersonal skills and strategically apply the conceptual knowledge of group/team dynamics gained in the course. Groups will consist of 3 class members, who will work interdependently throughout the semester as part of a training team embedded in a fictional organization. This project will be described in detail in a separate handout.
6. ***Nerd Bowl Competitions (Bonus Pts)*** - Each week, learning teams will go head-to-head in a game show style knowledge bowl tournament. Answering questions correctly will earn team members bonus (i.e., extra credit) points, as will defeating a competing team in head-to-head battles, winning the weekly competition, and finishing first in the overall points standings. An opportunity to embrace your inner nerd and show what you know!

### **GENERAL/MISCELLANEOUS EXPECTATIONS, CLASS NORMS, & ADDITIONAL CLASS ELEMENTS**

- A. ***Attendance & Participation*** - Attendance is expected and you will be graded (i.e., easy points!!) Class begins promptly at 12:30 pm. Please be on time. Late arrivals are highly discouraged due to the interactive nature of the class (e.g., group exercises & demonstrations, student presentations). Therefore, if you are late, please wait until break time. Students are expected to actively participate in the class. For this class, I consider active participation to include the following: (a) active listening<sup>2</sup> during lecture

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<sup>2</sup> Active listening involves: listening with intensity, withholding judgment, sharing responsibility for communication effectiveness, and attempting to take the perspective of the speaker.

and group discussions and (b) active engagement in group activities and classroom demos.

- B. Lectures** – Each week, I will deliver a short lecture related to our IS topic for the week and a somewhat longer (but still relatively brief) lecture related to the overall topic for the week. These lectures will be interactive and will often involve demonstration and discussion.
- C. Reading Assignments** – Learning teams will be assigned as study groups that will work together to learn the material from the textbook. Chapters in the text are relatively short and information dense. While the writing style in the text is somewhat dry, the information presented is based on solid empirical research on group/team dynamics. In other words, this is a “meat and potatoes” textbook that is unlikely to be as engaging as recent YA novel series’ like “The Hunger Games” or “Twilight”. Although it won’t capture your attention like the Katniss/Gale/Peeta love triangle, it contains very useful information. You will ultimately be tested on this material, so, it’s a great way for your learning team to generate questions each week for your exam. Additionally, you will compete in Nerd Bowl competitions against your fellow classmates. These two elements of the class should provide an extra boost of motivation for you to carefully study the material.

### **OTHER CONSIDERATIONS**

- I. Academic Integrity** – Anderson School of Management faculty, staff and students commit to values of trust, honesty, integrity, and accountability. We will not tolerate academic dishonesty. By enrolling in any course at Anderson, the student accepts the Anderson Academic Honesty Code and affirms the following pledge:

***I will not lie, cheat, fabricate, plagiarize or use any other dishonest means to gain unfair academic advantage.***

Any violation of the code of conduct will be taken very seriously and appropriate sanctions will be applied. FOR FULL TEXT OF ANDERSON’S ACADEMIC HONESTY CODE, please visit <http://www.mgt.unm.edu/honesty>

Plagiarism or other academic dishonesty will result in a failing grade for the course and referral to the appropriate academic standards bodies on campus. Make up exams will not be allowed except in the face of unusual circumstances, and must be negotiated in advance. Any violation of the Student Code of Conduct will be taken very seriously and appropriate sanctions will be applied. Violations include: plagiarism, exam misconduct, etc. Please refer to the UNM Pathfinder for additional information: <https://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>.

- II. ADA Statement** - Reasonable accommodation will be given to any individual with a legitimate disability. Please contact the instructor privately for arrangements. If you are

a qualified person with disabilities who might need appropriate academic adjustments, please communicate with me as soon as possible so that we may make appropriate arrangements to meet your needs in a timely manner. Frequently, we will need to coordinate accommodating activities with other offices on campus. Course materials can be made available in alternative formats.

## **SCHEDULE OF CLASSES AND ASSIGNMENTS**

### **August 17<sup>th</sup>: Class Overview**

- Discussion of Course Design and Requirements
- Interpersonal Skills (IS) 1: Self-Assessment & Self-Management for Teams I

### **August 24<sup>th</sup>: Team Characteristics**

- Reading: Levi, Chapters 1 & 2 (*No discussion items due*)
- IS 2: Self-Assessment & Self-Management for Teams II
- Team Charters
- Learning Team Assignments

### **August 31<sup>st</sup>: Team Development, Basic Processes & Concepts**

- Reading: Levi, Chapters 3, 4, & 5      (*discussion items due for Chapter 4 only*<sup>3</sup>)  
(*Team Charter due*)
- IS 3: Communication Skills I
- Nerd Bowl I

### **September 7<sup>th</sup>: Labor Day Holiday**

### **September 14<sup>th</sup>: Communication I**

- Reading: Levi, Chapter 6 (*discussion items due*)
- IS 4: Communication Skills II
- Nerd Bowl II
- Major Project Team Assignments

### **September 21<sup>st</sup> : Communication Part II**

### **September 28<sup>th</sup>: Mid-term Exam**

### **October 5<sup>th</sup>: Conflict Management**

- Reading: Levi, Chapter 7 (*discussion items due*)
- IS 5: Conflict Management Skills
- Nerd Bowl III

### **October 12<sup>th</sup>: Power, Persuasion, & Social Influence**

- Reading: Levi, Chapter 8 (*discussion items due*)
- IS 6: Persuasion & Social Influence Skills
- Nerd Bowl IV

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<sup>3</sup>Deliverables due are underlined in this schedule.

**October 19<sup>th</sup>: Time to Catch Up**

- IS Reflection Paper 1 Due
- *Start working on Project*

**October 26<sup>th</sup>: Leadership & Followership**

- Reading: Levi, Chapter 10 (discussion items due)
- IS 7: Leadership & Followership Skills
- Nerd Bowl V

**November 2<sup>nd</sup> : Managing Diversity, Team & Organizational Culture**

- Reading: Levi, Chapters 13 & 14 (discussion items due for both 13 & 14)
- Nerd Bowl VI
- Informal Major Project Meetings

**November 9<sup>th</sup>: Major Project Update Meetings**

- Project Update Meetings as Scheduled
- Meeting Agenda & Project Outline Due

**November 16<sup>th</sup>: Evaluating & Rewarding Team Performance/ Training & Team Building**

- Reading: Levi, Chapter 16 (discussion items due)
- Reading: Levi, Chapter 17 (discussion items due)
- Informal Major Project Meetings

**November 23<sup>rd</sup>:**

- “11<sup>th</sup> hour” Team Presentation class (time to smooth out the rough edges and finalize the content and multimedia components of your presentation)
- IS Reflection Paper 2 Due at the end of class

**November 30<sup>th</sup>: Team Presentations**