

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Seminar in Group Dynamics

Course Number:

HR 5083-104

Course Description:

The purpose of this course is two-fold, that of expanding participants': (1) understanding of group and intergroup dynamics and their ability to identify group processes and their implications, and (2) enhancing their abilities to lead, develop and sustain resonant, high performing teams. The latter emphasizes the skills of inquiry, active listening, process observation, and the presentation of concrete communication to support group facilitation and leadership.

The course will involve a blend of theory with practice. It will engage seminar participants in a variety of hands-on, skill-building activities, directed toward enhancing emotional intelligence, interpersonal skills and the application of those skills to group development, problem solving, and ultimately to the effective performance of teams, particularly in work environments. Roughly half of the course will focus on group processes and behavior and will involve a variety of concepts. The other half of the course will emphasize applications, particularly as related to work teams.

A distinction in size, scope and to some extent, behavior exists between groups and teams. The concept of group may represent a small number of people or thousands. As a result, dynamics may differ as well. We will include in this area of discussion the concepts of intergroup relations, in addition to intra-group dynamics. Teams, on the other hand, are most often represented by a small group of people, ranging from 3 to 12 who have particular functions and applications, which are typically associated with the accomplishment of goals. One common definition is that of "...structured groups of people working on defined common goals that require coordinated interactions to accomplish certain tasks." (Forsyth, 1999). In this instance, a common orientation to teams involves their relationship to work and to other forms of performance, such as team efforts in volunteer settings. Roughly half of the course will deal with teams and the central role they now play in organizations, ranging from corporations, public sector, and nonprofit organizations, as well as to teams in learning environments.

Class Dates, Location and Hours:

Date: February 24 - 26 & March 3 - 5, 2017

Location: Physical Sciences Center, 601 Elm Avenue, Room 316

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Last day to enroll or drop without penalty: January 26, 2017

Campus Map and Parking Information: A map of the campus can be found on the OU website at: <http://www.ou.edu/map/>. The entire campus is open for parking from Friday at 4:00 pm until Monday at 7:00 am. Students can park almost anywhere on campus including the parking garages, permits are not required and meters don't have to be paid. OUPD will ticket illegal parking such as fire lanes, handicap areas and yellow curbs.

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Marilyn A. Durbin, M.A., CPCC
Mailing Address: 502 Sequoyah Trail
Norman, OK 73071

Telephone: (405) 613-2710 cell
Email Address: Marilyn.A.Durbin-1@ou.edu
Professor availability: The professor will be available via email, telephone, and before and after the class sessions. On-site office hours are half an hour before and after each class session or by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

1. Forsyth, D.R. (2014). *Group dynamics* (6th ed.). Belmont, CA: Wadsworth Cengage Learning. ISBN 9781133956532. Professor has also approved the use of 5th edition.
2. Non-copyrighted class handouts will be emailed to students through their OU email addresses shortly before and during the classes. Some handouts will be provided during class as well.
3. Additional reference materials will also be provided to support in-class assignments.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:

Learning goals include the following. As a result of this seminar, participants will recognize and apply knowledge and skills in relation to the following:

- Group processes, patterns of behavior, communication, and their implications. Related topics include: emergent leadership and group member roles, essential group functions, common dynamics associated with problem solving and decision-making, as well as those associated with conflict and its aversion, including “group think.”
- The effects of positivity, negativity, and emotional contagion and their effects on group climate, as well as individual and group behavior.
- Issues associated with inter-group relations, including discussion and the analysis of cases involving the role of attribution and stereotypical thinking, inter-group conflict, competition and collaboration, and the benefits of super-ordinate goals.
- Concepts and best practices associated with teams, their development and performance, including stages of group development in teams, factors contributing to functional and dysfunctional behavior and performance,
- The use of emotional and social intelligence, applied positive psychology, and interpersonal skills to strengthen cohesion, enhance engagement, motivation, commitment, and accountability.

Course Schedule

- Classic concepts in group dynamics: Selections from sixty years of research and practice in group dynamics and the enduring legacy of concepts and theory, coordinated with 21st Century advancements.
- Fundamentals in effective communication and interpersonal relations
- Engaging in experiential activities to illustrate group dynamics and a variety of related factors and functions
- Enhancing process observation skills and recognizing the implications of common dynamics

- Analyzing cases, determining underlying concepts, and their role in group and intergroup situations
- Recognizing the role of leadership competency on team effectiveness
- Recognizing the importance of emotional and social intelligence and the concept of resonance on organizational performance, change and its sustainability, particularly as related to teams in the work environment.
- Identifying elements of effectiveness and dysfunction in teams, their climate, performance and behaviors, and explaining essential leadership perspectives and actions which affect team effectiveness
- Recognizing stages of team development, essentials of climate, engagement, emotional and social intelligence, and the environment necessary to sustain well-being and performance excellence
- Explaining the role of organizational context, culture and norms and their potential impact on group behavior and performance

Assignments, Grading and Due Dates:

Prior to class, you will complete several tasks, including the completion of a questionnaire. The latter has been designed to identify individual learning goals and your prior training and experience in group dynamics and working with teams. This questionnaire will support tailoring the design of the course to include consideration of participant interests and needs.

Pre-Class Task 1

Approximately **one month before the course begins**, send me an email (Marilyn.A.Durbin-1@ou.edu) and put the title of the course in the subject line. I will respond to your email and will send you a brief questionnaire. Complete it and send it to me as an email attachment. The questionnaire focuses on areas of interest, prior training and experience. (5%)

Pre-Class Task 2

Prior to class, read the text, *Group dynamics*. Select a topic from the book that you find of particular interest. Write a paper and do the following: (1) write an explanation of the topic or concept you select; write it to clarify the dynamics and functioning of the topic. Write it as clearly as possible as if you are explaining this information to someone who doesn't know anything about group dynamics. For added clarity, include in your explanation an example or story relevant to your topic.

This paper should involve at least five pages and should reflect the effective writing style and grammar appropriate for a graduate student. Use APA format for citations. This paper should be sent electronically as an email attachment and will be **due to me on the first Saturday of class**. (30%)

In class Assignments:

During class, you will be involved in numerous group activities. Some of these will involve small group assignments, including the analysis of case studies, as well as the enactment of group dynamics and their observation. (35%)

Post-class Paper

Select an additional topic, this time using and making references to the text and to handout information. Compare and contrast your topic to additional information provided to you during the class, particularly as related to organizations and teams. Include in your discussion how your topic pertains to leadership, important organizational climate and culture related issues, and how these topics affect organizational effectiveness, staff engagement, and performance. You may select a community or social issue, instead of an organizational perspective. If you choose this option, see me for additional details.

This paper should involve at least five pages and should reflect the effective writing style and grammar appropriate for a graduate student. Use APA format for citations. **This paper will be due to me no later than three weeks following the conclusion of the class, March 26, 2017.** You will send it as an email attachment. (30%)

Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignment	Due Date	Percent of Course Grade
Pre-Class Task #1	One month prior to course start	5%
Pre-Class Task #2	Saturday during the first weekend of class	30%
In-class assignments	Throughout the course	35%
Post-class paper	Due 3 weeks from the last day of class, March 26, 2017	30%

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Marilyn A. Durbin, MA, CPCC

Education

- Masters of Arts Degree (MA), Human Relations, University of Oklahoma
- Bachelors of Arts Degree (BA), Philosophy, University of Oklahoma
- Extensive post-graduate, professional training received over a thirty-seven-year time frame from professional associations and institutes, including several through NTL (National Training Laboratory, Institute in Applied Behavioral Science). These professional seminars and training involved human resource development (HRD), performance technology, and organization development consulting, including training in process consultation, group facilitation, team building, and socio-technical systems design.
- In the last three years, additional intensive training was undertaken in co-active coaching, involving numerous workshops, observation and critique of coaching sessions, and written and oral examinations. These efforts resulted in certification from two internationally recognized organizations: (1) As a *Certified Professional Co-Active Coach (CPCC)* through the *Coaches Training Institute* and (2) As a certified *John Maxwell Coach, Speaker and Teacher* and a lifetime member of the *Maxwell Team "Founder's Circle."*

Current Positions

- Adjunct Assistant Professor, Human Relations, University of Oklahoma, through Advanced Programs: Worked as an assistant professor from 1973 through 1985 and from 1995 through 2016. Taught in conjunction with full time employment in other organizations throughout these timeframes; also taught undergraduate courses through the College of Liberal Studies (1997-2006).
- President and *Certified Professional Co-Active Coach (CPCC)*, *Transitions and Transformation, LLC* – a firm specializing in life and leadership coaching, workshop design and facilitation, and organization development process consultation.
- DOC Volunteer as a workshop facilitator at the Mabel Bassett prison for women. Workshop participation is voluntary and involves women from the general population of this minimum, medium and maximum security prison. The focus of the workshop series, called *Life Anew*, emphasizes personal growth, interpersonal skills, and the development of positive relationships.
- Marilyn's prior background includes management and professional positions in corporate, federal, state, and nonprofit organizations throughout a thirty-seven-year time frame. Background includes twenty years HRD related management positions, primarily in corporate and nonprofit organizations. Her work also involved extensive experience as an internal organization development consultant. She retired from full-time employment at the University of Oklahoma in mid-2014.

Frequently Taught Advanced Programs Courses

Most Recent Courses

- Conflict Resolution in Human Relations, 2006 - 2016
- Seminar in Group Dynamics, 1995 – 2016
- Nonverbal Behavior in Human Relations, 1999 - 2016
- Applied Interpersonal Dynamics, 2007 - 2013

Additional Courses

- Advanced Group Dynamics
- Process Consultation
- Issues in Human Relations Training
- Seminar in Organizational Change and Development
- Leadership in Organizations
- Training Interventions and Practice

Major Areas of Teaching and Research Interest

- Human strengths and skills development
- Emotional and Social Intelligence applied to interpersonal communications, relationship and helping skills
- Interpersonal neurobiology, mindsight, and mindfulness
- Conflict and conflict resolution
- Issues regarding the US criminal justice system, mass incarceration, social justice, prison reform, including class and poverty in America

Representative Publications and Presentations

Numerous internal, proprietary publications, articles, instructional manuals, and training materials developed for corporate, nonprofit, federal and state agencies while in those organizations' employ.

Representative Honors and Awards Received

Numerous professional achievement awards received from corporate, university and federal employers.