

**COURSE NAME AND NUMBER** GBUS 871-001 / 011

**SEMESTER, YEAR** Summer 2026

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## **INSTRUCTOR DETAILS:**

Name: [REDACTED]

Office Location: [REDACTED]

Phone: [REDACTED]

Office Hours: [REDACTED]

Email: [REDACTED]

## **CLASS DETAILS:**

Class Dates: [REDACTED]

Class Times: [REDACTED]

Class Location: [REDACTED]

## **LAND ACKNOWLEDGEMENT**

The University of Regina is situated on the territories of the nêhiyawak, Anihšînāpēk, Dakota, Lakota, and Nakoda, and the homeland of the Métis/Michif Nation. The University of Regina is on Treaty 4 lands with a presence in Treaty 6.

## **CALENDAR DESCRIPTION**

The course will study roles that exist in organizations and the dynamics of the interactions between these roles. In particular, focus will be on the interplay between the leadership role and decision-making, creative problem solving and conflict resolution with group members. Equity, diversity and inclusion in teams, team performance and leadership, groupthink, and psychological safety will also be discussed throughout the course.

## **COURSE OVERVIEW**

This course examines the formation and functioning of work groups and teams within organizational settings. Emphasizing the integration of theory and applied practice, it draws upon evidence-based research to explore key dimensions of group effectiveness, including leadership, decision-making, and performance outcomes. Students will engage as reflective practitioners, critically assessing how group dynamics influence organizational success. Through the analysis of case studies and peer-reviewed literature, learners will develop the skills to apply rigorous research insights to enhance team development and strategic collaboration.

## **LEARNING OBJECTIVES**

By the end of the course students will:

- Understand the internal dynamics of group and team functioning
- Identify common and emerging challenges of group and team functioning
- Understand the basic psychological, social, and structural factors that affect group performance
- Know how to intervene as a manager and leader to improve team functioning.
- Be able to translate their learning into practices in their current or future workplace.
- Be able to apply evidence-based management practices in group or team-related decision making.

## **COURSE EXPECTATIONS**

This course will include a combination of lectures, seminar discussions, case discussion, videos, and guest speakers. As a result, regular attendance in class and active participation in classroom activities are required. **Students are expected to prepare in advance for class and be able to participate in class discussions on articles, etc.** It is expected that students will read and prepare appropriately for every class. Please read each section of the course outline for expectations on all components of the course.

This is a hyflex course whereby students have the ability to choose between in-person attendance and remote attendance. HOWEVER – every class there will be a portion of the class devoted to working through a group dynamic. You will be assigned to a group for this and therefore, you will need to collaborate with your group members on how there will be a small number of specific dates that students need to declare in advance their mode of attendance.

NOTE: ALL STUDENTS NEED TO COMMIT TO A GIVEN LOCATION (ZOOM OR IN PERSON FOR THE DATES OF AUGUST 6, 11, AND 13 IN THE POLL FOUND IN UR COURSES NO LATER THAN JULY 5.

Most of the course time will be spent on discussion, so regardless of the students' choice of attendance, they should be prepared to engage fully in class materials. The course requires active participation from everyone. I appreciate that this is less desirable in a Zoom environment, so this requires some additional effort, but I see this as an opportunity to demonstrate our own leadership ability to build teamwork in a necessary organizational setting.

I understand the busy lives of graduate students and thus have designed assignments to add value to your learning experience while at the same time being manageable. But I still depend on you to come to class prepared, having read materials, and ready to engage. This is even more challenging in the summer term when we are doing thirteen weeks of work in six and half weeks. Please remember, it is your responsibility to plan and execute your obligations in this class!

UR Courses will be used extensively for accessing class announcements, lecture slides, supplementary materials, electronic submission of assignments, and posting of grades. Please become familiar with the platform and ensure you are checking UR Courses multiple times per week.

## **COURSE MATERIALS**

There is no specific textbook for this course. All required readings are noted in the course schedule below and linked in UR Courses. If you ever have difficulty opening one of the items, please try a second device first, then let the instructor know! Otherwise, they should all be available through the library / internet.

## **COURSE ASSESSMENT SUMMARY**

You must submit all assignments and obtain a grade of 70% to pass the class.

Late assignments will be penalized unless approved in advance and/or proper documentation is provided (e.g. medical or death certificates).

Please always keep an electronic copy of all assignments in case of an emergency and the one you submitted is lost or destroyed.

For a description of the grading system, consult the Faculty of Graduate Studies and Research link here:  
<https://www.uregina.ca/graduate-studies-research/graduate-calendar/grading.html>

	<b>Component</b>	<b>Weight</b>	<b>Due Date</b>
1.	Participation	15%	On-going
2.	Individual Assessment of Group (In-class) case study	15%	Due July 31
3.	Group Facilitation Process	20%	Groups and dates will be assigned for either August 6, 11 or 13.
4.	Scaffolded Paper Assignment <ul style="list-style-type: none"> <li>• Outline</li> <li>• Annotated Bibliography</li> <li>• Final paper</li> </ul>	10% 15% 25%	Due July 16 Due August 6 Due August 21 at 11:59 p.m.
	<b>TOTAL:</b>	<b>100%</b>	

## **DESCRIPTION OF ASSESSMENT**

### **1. Participation - Worth 15%**

Your participation is critical to the success of this class. Students are expected to be present and engaged in class. As in any adult learning environment (but in this one, even more so), we want to ensure that everyone feels comfortable and engaged to learn from each other's perceptions and experiences. Therefore, you will receive a portion of your grade that will be based on your attendance, efforts to come prepared, and regular effective contributions. This will include the ability to engage in appropriate collegial dialogue with fellow students and the instructor, challenging assumptions, and providing innovative suggestions.

Students will be assigned to discussion forum groups after the first day of class and then expected to engage with that group for the duration of the semester.

High levels of participation would include active participation in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing articles discussed in class), and bringing in outside materials from popular press / current events and personal experiences / observations.

This course is designed on the expectation that most class time will be spent in discussion and engagement with each other. At a graduate level, students will have many great insights, personal experiences, and hypotheses that are critical to share to truly get the maximum value out of the course. Some suggested contribution opportunities include:

- Sharing personal experiences
- Offer observations that help clarify or integrate class concepts
- Sharing comparisons with various organizations, legal parameters, geographic locations, etc.
- Asking questions of classmates to drive further discussion and analysis
- Respectfully disagreeing and inquiring of additional information in information presented in class by the instructor and / or fellow students
- Bringing in additional research or current affairs into the course for discussion.

The following guide will be used in assessing participation grades:

*Exceeds expectations - 13 to 15.*

Students in this category provide leadership in and out of the classroom and work towards enhancing the interpersonal dynamics of the class. Their level of engagement is high and consistent throughout the week, and their contributions are thoughtful and relevant. Rather than dominating the setting, they act as facilitators, bringing others into the discussion.

*Meets expectations - 10.5 to 12.*

For showing in active interest in class activities and participating in classroom discussions; for regularly making insightful comments which help others to understand course materials; for being a positive group member, etc.

*Does not meet expectations - 0 to 10.*

7.5 to 10 for attending class on a regular basis but only occasionally contributing to the classroom experience.

Less than 7.5 for failing on all of the previously identified ways of contributing.

## **2. Assessment: Longitudinal Team Dynamics Case Analysis (Individual Submission) – 15%**

Students will be assigned to a group effective July 7. Each class from July 7 to July 28, the group will engage with a complex, evolving case involving a dysfunctional (or developing) team. Each week, students will be presented with new information based on prior decisions and changing team dynamics.

Each week, students will discuss and reflect addressing:

- Diagnosis of the team’s current dynamics
- Identification of the most critical issue at that stage
- Recommended managerial or leadership intervention
- Rationale grounded in course concepts and evidence-based practices
- Consideration of risks, trade-offs, or unintended consequences

Individually, students will be asked to submit a final integrative reflection will require students to:

- Evaluate how the team evolved over time
- Assess the effectiveness of their own decisions
- Translate insights into practices applicable to their own workplace

This is due via submission function in UR Course by July 31 at 11:59 p.m. Saskatchewan time.

This assignment is designed to mirror the complexity and ambiguity of real-world team leadership. Rather than identifying “correct” answers, students will be assessed on the quality of their diagnosis, the appropriateness of proposed interventions, and their ability to apply evidence-based principles of team dynamics over time

This assignment will be explained in more detail in the first class.

**3. Group Facilitation Assignment - Worth 20% Due August 6, 11, or 13**

Working in assigned groups you will be required to present an “emerging issue” to the class in a presentation of approximately 15 minutes and the facilitate from 15-30 minutes of class discussion / engagement based on your presentation.

Students are required to submit power point slides and a two-page (maximum) plan of your facilitation. You may be as creative as you wish HOWEVER please remember that we will be working in a hyflex environment. You may ALSO facilitate remotely as well.

I will explain more about this assignment in the first class and please note that there will a poll of desired location for the dates of August 6, 11, and 13.

**4. Scaffolded Paper Assignment – Worth 50% in total**

This assignment is designed to guide graduate students through a structured exploration of a topic relevant to *team dynamics*. By progressing through an outline, an annotated bibliography, and finally a completed paper, students will develop critical thinking, research, and writing skills in an intentional and cumulative manner. Students are encouraged to select a focused yet multifaceted question or thesis that allows them to interweave multiple frameworks and insights. The final paper should not only demonstrate knowledge mastery but should also propose implications for practice—answering the "so what?" behind their findings.

The analysis and approach should be complex in nature covering a variety of related topics / theories / practices related to the development, functioning and evaluation of group dynamics and teamwork.

Suggested concepts include but are not limited to ideas in the following matrix:

<b>Structural &amp; Compositional Inputs</b>	<b>Psychological &amp; Process Dynamics</b>	<b>Outcomes &amp; Performance</b>
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Team Leadership	Team Processes	Team Performance
Team Conflict	Psychological Safety	Team Effectiveness
Team Members	Team Diversity	Organizationally Relevant Outcomes
Team Structure	Personality	
Team Size	Group Risk-Taking	
Virtual Teams	Perceived Organizational Support (POS)	
	Team Motivation	

The assignment will be broken into three sub-assignments:

### **Outline – worth 10% (Due July 16)**

Students are expected to submit a structured outline that lays the groundwork for their conceptual paper. This should include a working thesis statement, clearly labeled sections or headings, and a logical flow of arguments connecting selected topics from the assignment matrix. The outline should demonstrate early critical thinking about how the topics relate to one another and how the paper will progress from concept to conclusion. This step ensures focused, well-organized development of ideas moving forward.

### **Annotated Bibliography – worth 15% (Due August 6)**

Students will compile an annotated bibliography of *at least six scholarly sources* relevant to their chosen topics. Each entry must include a full citation in the required format, a summary of the source, and a critical annotation that explains how the source informs the conceptual relationships in the student’s paper. Annotations should reflect thoughtful engagement with the literature and indicate how each piece supports or challenges the student’s proposed thesis or framework.

### **Final Conceptual Paper (25%) – Due August 20 @ 11:59 p.m.**

The final paper will present a cohesive, analytical discussion that integrates at least four concepts into a unified argument related to team dynamics. Students must demonstrate strong conceptual synthesis, theoretical grounding, and relevant application to real or hypothetical organizational contexts. The paper should reflect graduate-level writing, with a clear thesis, appropriate scholarly citation, and an emphasis on both depth and clarity.

Rubrics will be posted in UR Courses in the week of July 7.

### **ACADEMIC REGULATIONS**

*All late in-semester assignments will be deducted 10% per day after the submission date. For the final essay, all extensions will be considered a request for a deferred exam and will have to be signed by the instructor and final approval comes from the Faculty of Graduate Studies and Research.*

### **Request for Deferred Submission of Work.**

Requests for deferred assignments / exams for assessment to be handed in during the semester (not final exams / assignments) are at the discretion of the instructor.

Extensions or requests for changes by students to **final** exams and assignments due dates will require the student to complete a formal request for deferral. The student completes the request, consults with the instructor who must sign the form, and the instructor then submits the form (and any supporting documentation provided by the student) to Faculty of Graduate Studies and Research (FGSR). The decision (approved or denied deferral) is made by FGSR and is usually only approved if there are extenuating circumstances (e.g., illness, death, etc). The decision is sent by mail to the student, and it is the student's responsibility to ensure the deferred requirements are met within the outlined time frame. It is also the student's responsibility to follow-up with FGSR if they do not receive a response from FGSR on their submitted request. Requests for deferral received more than two (2) weeks after the final day of the examination period will be denied. The deferral form can be found on the FGSR website at: <https://www.uregina.ca/graduate-studies-research/current-students/forms.html>

### **ACADEMIC INTEGRITY**

#### **Generative AI Usage Policy – Course Expectations**

Students are expected to complete all assignments and academic evaluations using their own knowledge, skills, and independent judgment. The use of generative AI tools—including but not limited to ChatGPT, Microsoft Copilot, or similar platforms—is **strictly prohibited** in the preparation, drafting, editing, or submission of coursework, exams, and written assessments.

**Exception:** Students may consult AI tools *only* for the purpose of brainstorming potential sources or identifying keywords *during the research phase of the Annotated Bibliography*. However, students must **personally locate, review, and critically assess** each scholarly source. Any reliance on AI-generated summaries, annotations, or evaluations of literature is considered academic misconduct. The reason for this exception is that it provides a great opportunity for students to learn both the benefits and limitations associated with AI while at the same time requiring their own engaged output.

Authenticity and integrity are foundational to this course. Any student found using AI tools beyond the clearly defined exception above will be in violation of course ethics and may face academic penalties in accordance with university policy. This course fosters an equitable and inclusive learning environment where individual effort, critical inquiry, and scholarly rigor are non-negotiable expectations.

Any misconduct outside the above-mentioned exception will be reviewed as potential academic misconduct and immediately report to an investigating Dean.

### **STUDENT RESOURCES**

#### **UR Accommodated – Centre for Student Accessibility**

Student Accessibility upholds the University of Regina's commitment to a diverse and inclusive learning environment by providing services and supports for students based on disability, religion, family status, and gender identity, as mandated under Saskatchewan Human Rights legislation and the Duty to Accommodate. Student Accessibility aims to encourage independence, self-advocacy, and equity for all students, while maintaining privacy and confidentiality. Accommodation services and supports are

provided from pre-entry through graduation. Students are encouraged to register with Student Accessibility early in order to ensure that registration is complete prior to the beginning of classes.

Students who need these services are encouraged to register with the Centre for Student Accessibility to discuss the possibility of academic accommodations and other supports as early as possible. For more information, see the Center for Student Accessibility website at <https://www.uregina.ca/student/accessibility/centre-Accessibility/index.html>

### **Student Mental Health**

Counselling services are available to provide accessible, evidence-based, and inclusive psychological services. Mental health and wellbeing are an important component of student success. As such, counselling services strive to support students through responsive, skills-based, and proactive engagement. For more information, see the counselling services website at <https://www.uregina.ca/student/counselling/>

### **Writing Assistance**

The Student Success Centre (SSC) offers personalized support services designed to encourage and assist students with academic challenges, develop skills, set goals, and connect with others. Both on-line and in-person services, including tutoring and writing skills, are available. <https://www.uregina.ca/student-success-centre/index.html>

## CLASS SCHEDULE

Date	Class	Topic	Reading	Deadlines
July 2	1	Review of Class Syllabus and Course Expectations		
July 7	2	Stages of Team Formation and High Performance	<p>Tuckman, B. W. (1965). <a href="#">Developmental Sequence in Small Groups</a>. <i>Psychological Bulletin</i>, 63(6), 384–399.</p> <p><a href="#">Embracing Translational HRD Research for Evidence-Based Management: Let's Talk About How to Bridge the Research–Practice Gap - Gubbins - 2015 - Human Resource Development Quarterly - Wiley Online Library</a></p> <p><a href="#">5 Things High-Performing Teams Do Differently</a></p>	
July 9	3	Psychological Safety	<a href="#">The neuroscience of compassion: How compassionate micro skills can</a>	

			<a href="#">build psychological safety for effective group work - ProQuest</a>  <a href="#">High-Performing Teams Need Psychological Safety: Here's How to Create It</a>	
July 14	4	Social and Cultural Dynamics – What is Meaningful Inclusion?	<a href="#">The Effects of Team Diversity on Team Outcomes: A Meta-Analytic Review of Team Demography</a>	
July 16	5	Structure, Environment and Culture – Understanding the Impacts PART ONE	<a href="#">Team Composition and the ABCs of Teamwork</a>	
July 21	6	Structure, Environment and Culture – Understanding the Impacts PART TWO		
July 23	7	Team Leadership – PART ONE	<a href="#">Leading Diversity: Towards a Theory of Functional Leadership in Diverse Teams</a>  <a href="#">building-and-leading-high-performing-teams.pdf</a>	
July 28	8	Team Leadership – PART TWO		
July 30	9	Team Communication and Conflict	<a href="#">The Critical Role of Conflict Resolution in Teams: A Close Look at the Links</a>	

			<a href="#">Between Conflict Type, Conflict Management Strategies, and Team Outcomes</a>	
August 4	10	Decision Making, Problem Solving and Creativity	<a href="#">Culture and decision making - ScienceDirect</a>	
August 6	11	Facilitation – Emerging and Pressing Issues		
August 11	12	Facilitation – Emerging and Pressing Issues		
August 13	13	Facilitation – Emerging and Pressing Issues		
August 18	14	Closing Thoughts and Evaluation		

### Important Notice

This schedule is subject to change. Students will receive as much advance notice as possible.

### **GRADE DESCRIPTIONS**

#### **85+ excellent**

*A superior performance* with consistent strong evidence of:

- a comprehensive, incisive grasp of the subject matter;
- an ability to make insightful critical evaluation of the material given;
- an exceptional capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- an excellent ability to apply theories to real-world problems and intersect with related disciplines.

#### **80-85 very good**

*An excellent performance* with strong evidence of:

- a comprehensive grasp of the subject matter;
- an ability to make sound critical evaluation of the material given;
- a very good capacity for original, creative and/or logical thinking;
- an excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts fluently; and
- a strong ability to apply theories to real-world problems and intersect with related disciplines.

## **75-80 good**

A *good performance* with evidence of:

- a substantial knowledge of the subject matter;
- a good understanding of the relevant issues and a good familiarity with the relevant literature and techniques;
- some capacity for original, creative and/or logical thinking;
- a good ability to organize, to analyze, and to examine the subject material in a critical and constructive manner; and
- some ability to apply theories to real-world problems and intersect with related disciplines.

## **70-75 satisfactory**

A *generally satisfactory and intellectually adequate performance* with evidence of:

- an acceptable basic grasp of the subject material;
- a fair understanding of the relevant issues;
- a general familiarity with the relevant literature and techniques;
- an ability to develop solutions to moderately difficult problems related to the subject material;
- and
- a moderate ability to examine the material in a critical and analytical manner.

***Group discussions will be a fundamental element of this class (as implied by the course title). Your participation in the course is expected and strongly encouraged. I encourage you to challenge yourselves and others intellectually and welcome you to ask questions in the lectures. I only ask that all questioning / challenging be directed to theories and ideas, not specific people and that it is done in a respectful manner.***

***I am really looking forward to this semester with you and I hope that you enjoy the course.***

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