

**UNIVERSITY OF REGINA**

**GBUS 871-001**

**Group Dynamics in**

**Organization**

Summer 2022

7:00 pm – 9:45 pm

Monday & Wednesdays

Hyflex - Distance Classroom via Zoom or in person in  
ED 514

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**Professor:** Allison Goldman  
**Office:** Sessional Office, Floor 5, Education Building  
**E-mail:** UR Courses email or Allison.Goldman@uregina.ca  
**Office Hours:** Feel free to make an appointment for a time that suits your schedule, or you can reach me by email or telephone (mobile – 1-310-880-9023). We can meet by phone or Zoom.

**TEXTBOOK:**

- Author: Susan A. Wheelan, Maria Åkerlund, Christian Jacobsson  
Title: Creating Effective Teams: A Guide for Members and Leaders 6th Edition  
ISBN: 9781544332963790

**CASE + COURSE PACK MATERIAL + DIGITAL READINGS + PROCTORTRACK:**

- Case + Course Pack links on UR Courses (case studies will be used for group assignments and discussion and course pack readings will be used to reinforce and broaden course book content)
- Digital readings will be provided as combination of PDFs and links
- ProctorTrack will be used for our midterm quiz

**COURSE 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. Culturally-intelligent groups, team performance and leadership, groupthink, psychological safety and team resiliency will also be discussed throughout the course.

**LEARNING OBJECTIVES:**

By the conclusion of this course, you will be able to:

- Understand the internal dynamics of group and team functioning
- Identify common and emerging challenges of working in groups
- Avoid common mistakes made in groups and teams
- Understand the basic psychological, social, and structural factors that affect group performance
- Know how to intervene to improve team functioning

**COURSE EXPECTATIONS:**

- This course will consist of a combination of live lectures, case discussions, videos, a live simulation, and group work. Your presence and active participation will make a significant difference to the dynamics of the class and the degree of learning that occurs. Therefore, you are expected to positively contribute each week to the online classroom.
- Students are expected to prepare in advance for each week to be able to effectively participate in class and forum discussions. This includes reading the material that will be discussed each week prior to that week.
- In this course, you will be encouraged and expected to engage in critical thinking. This will apply to class discussions, assigned readings, and assignments. Critical thinking involves being thoughtful, asking questions, and not taking things you read or are told at face value. As it relates to this course, critical thinking will require researching, understanding different viewpoints, and challenging underlying assumptions and beliefs. Through thinking critically, we are able to develop an appreciation for difference, ambiguity, and contradiction.

**WRITING RESOURCES:**

The University of Regina's Writing Clinic provides consultation for students in all disciplines and at all year levels. For further information, contact the clinic at 585-4076 or Room 230, Dr. William Riddell Centre. You can also visit the clinic at <http://www.uregina.ca/sdc>. The quality of your written expression will affect your grades!

**ACADEMIC MISCONDUCT:**

You are encouraged to interact with and learn from other students in this class. However, you are expected to behave with integrity and this includes adhering to the section on Student Behavior found in the Academic Calendar. Ask me in advance if you have any questions about misconduct

## GRADING:

<b>Component</b>	<b>Percentage</b>
Reading Summaries Assignment	15
Attendance & Participation	15
Midterm Quiz	15
Group Case Studies	30
Final Individual Assignment	25
<b>Total</b>	<b>100</b>

## ASSIGNMENTS, READINGS, & EXERCISES:

You will be working primarily from the course pack and course textbook listed above and though additional materials available on-line. Concepts and how they apply in organizations may appear simple on the surface, but typically they are more subtle, complex and difficult to apply. To understand the material covered in this course and do well in the assignments, it is crucial that you read the assigned material before the beginning of each week of the class so that you can contribute thoughtfully to the class discussions and exercises.

## READING SUMMARIES ASSIGNMENTS (15%):

You will complete ten reading summary assignments in this course. This assignment is due on **July 11<sup>th</sup>**. There will be a TurnItIn Submission open for you to do this on UR Courses. This assignment is intended to give you a basic understanding of group dynamics and help you to participate in the weekly lectures and discussions effectively. Each student is required to complete all 10 summaries of the course readings (articles only; not the textbook). Each summary should be one-two pages long. Each completed article summary is worth 1.5 points. The late penalty will be 5% per day up to five days.

For each entry, the first section (The Idea in Brief) will summarize the content of the source, presenting its overarching thesis. What is the main content of the source? If this is a research article, what types of evidence does the author use? What is the author's main viewpoint/argument? How does the source relate to other relevant sources? You will be graded based on the following guidelines:

- Did you complete 10 reading summaries following the suggested format provided in the course syllabus and include all sections?
- Did you rephrase the articles and summarize to your own level of application and understanding?
- Did you provide a strong implications for applying the ideas section in each reading summary?
- If you used quotes from the articles, did you cite them (please cite your work!!)?
- Are your reading summaries free of spelling and grammatical issues?

## Sample Summary:

Schein, E. H. (Fall 1996). "Three cultures of management: The key to organizational learning." *Sloan Management Review*, 38(1)

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### The Idea in Brief

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Every organization includes three key subcultures of management: Operator, Engineering, and Executive. "The three communities of executives, engineers, and operators do not really understand each other very well. A lack of alignment among the three groups and their core assumptions can hinder learning in an organization," and therefore cause change to fail.

### Operator Culture

The operator culture is an internal organizational culture based on operational success:

- Organizational success depends on people's KSAs and commitment (especially at the level of line units).
- KSAs required for success are "local" and based on the organization's core technologies.
- No system is perfect. Operators must be able to learn and deal with surprises.
- Complex operations are non-linear, involve complex interdependencies, and often defy simple, quantitative explanations. Operators must work as a collaborative team.

### Engineering Culture

The engineering culture is world-wide, composed of the designers and technocrats who drive an organization's core technologies. Its key assumptions include the following:

- "Engineers" are proactively optimistic that they can and should master nature.
- "Engineers" are pragmatic perfectionists who prefer "people free" solutions.
- The ideal world is one of elegant machines and processes without human intervention.
- "Engineers" over-design for safety.
- "Engineers" prefer linear, simple, cause-and-effect, quantitative thinking.

### Executive Culture

The executive culture is a world-wide occupational community focused on capital markets:

- **Financial Focus** -
    - Financial survival and growth to ensure returns to "shareholders" and to society.
  - **Self-Image: The Embattled Lone Hero**
    - Hostile, competitive environment where the CEO is isolated, yet in total control.
    - Executives must trust their own judgment.
  - **Hierarchical and Individual Focus**
    - Organization hierarchy is the primary means of maintaining control.
    - The organization must be a team, but accountability must be individual.
    - Experimenting and risk taking only to permit the executive to stay in control.
  - **Task and Control Focus**
    - Large organizations must be run by rules, routines (systems), and rituals
    - Ideal world is one in which the organization performs like a well-oiled machine.
    - People are a necessary evil, not an intrinsic value.
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### Implications for Applying the Ideas

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Organizations will not learn effectively until they recognize and confront the implications of

these three cultures and their differences: stimulate communication that fosters a greater level of mutual understanding. In communicating change to each of these audiences, recognize and communicate to deeply embedded (tacit), shared assumptions of executives, engineers, and operators.

### **ATTENDANCE & PARTICIPATION (15%):**

Students attend class via Zoom or in person and must be engaged in class. High levels of participation include such things as active involvement in class discussions, drawing others into discussions, demonstration of critical thinking (e.g., constructively criticizing material discussed in class), and bringing in outside materials from news sources/current events and personal experiences/observations.

The following guide will be used in assessing participation grades:

1. Did you attend the Zoom session or class in person? Did you arrive on time? Were you in class/Zoom for the entire session. These two components are at least 50% of your daily participation grade.
2. Do you seem prepared for the lecture in terms of being able to ask relevant questions and synthesize the readings you were asked to complete in the comments you make in class?
3. When you contribute in class, are your comments original and do they add value to the conversation? Are they relevant to the class discussion? Do they further the understanding of the topic for you and your classmates? Does the student contribute only when they have value to add to the conversation or do they speak every chance they get?

### **MIDTERM QUIZ (15%):**

The midterm quiz will assess your knowledge of all topics covered leading up to the midterm. The midterm quiz will take place in class on **July 25<sup>th</sup>** and will be comprised of multiple choice questions. ProctorTrack will be used. All material from the course book, readings, and lectures are testable.

### **GROUP CASE STUDIES (30%):**

In groups of five students, you will complete three case study write-ups worth 10% each. Guidance on structure and a grading rubric will be provided to you in class with supporting materials posted to UR Courses. You will have time throughout the course to work with your groups to complete the case study write-ups in addition to working outside of class time to complete the final deliverables. The case write-ups will be graded in a timely manner so you can apply the feedback to the future case study write-ups. These write-ups should also help to prepare you for your simulation activity and final individual assignment.

### **SIMULATION + COURSE REFLECTION FINAL INDIVIDUAL ASSIGNMENT (25%):**

In groups of five students, you will be asked to complete a simulation activity during class eleven (**August 8<sup>th</sup>**) which will tap into the knowledge you've acquired in this course. While you will complete the simulation as a team, you will be asked to submit an individual reflection on the simulation coupled with prompts that ask you to critically connect all course content together and discuss implications for future application due **August 15<sup>th</sup>**. Guidance on structure and a grading rubric will be provided to you in class with supporting materials posted to UR Courses.

**COURSE MANAGEMENT:**

The course homepage is available at <http://www.uregina.ca/urcourses/>. Lecture slides, announcements, assignments and all other related material will be posted on the course web page. Check the website regularly.

**TENTATIVE SCHEDULE:**

The course schedule is tentative with assignments, anticipated due dates and exam dates. Please check our class UR Courses site for updates. (This schedule is subject to change according to the needs and interests of the class or emerging group dynamics issues.)

Class #	Date	Lecture Topic
1	Monday, July 4 <sup>th</sup>	Introduction + Course Syllabus & Outline Review
2	Wednesday, July 6 <sup>th</sup>	Chapter 1 (Why Groups?) + Chapter 2 (Effective Organizational Support for Teams)
3	Monday, July 11 <sup>th</sup>	Chapter 3 (From Groups to Teams: The Stages of Group Development) + Chapter 4 (How Do High Performance Teams Function?) <b>Reading Summaries Assignment Due</b>
4	Wednesday, July 13 <sup>th</sup>	Chapter 5 (Effective Team Members) + Culturally Intelligent Teams + Psychological Safety in Teams
5	Monday, July 18 <sup>th</sup>	Chapter 6 (Effective Team Leadership) + Managing Team Conflict + Case Study #1 Debrief <b>Case Study #1 Due</b>
6	Wednesday, July 20 <sup>th</sup>	Chapter 7 (Navigating Stage 1) + Groupthink
7	Monday, July 25 <sup>th</sup>	<b>Midterm Quiz</b> + No class to follow midterm
8	Wednesday, July 27 <sup>th</sup>	Chapter 8 (Surviving Stage 2) + Case Study 2 Debrief <b>Case Study #2 Due</b>
9	Monday, August 1 <sup>st</sup>	No Class Due to Saskatchewan Day
10	Wednesday, August 2 <sup>nd</sup>	Chapter 9 (Recognizing at Stage 3) + Decision-Making in Teams
11	Monday, August 8 <sup>th</sup>	Mount Everest Preparation + Simulation + Final Individual Assignment Outline
12	Wednesday, August 10 <sup>th</sup>	Chapter 10 (Sustaining High Performance) + Team Performance and Leadership + Case Study #3 Debrief <b>Case Study #3 Due</b>
13	Monday, August 15 <sup>th</sup>	Chapter 11 (Changes in Team Functioning) + Chapter 12 (Research on the Integrated Model of Group Development) <b>Final Individual Assignment Due</b>

14	Wednesday, August 17 <sup>th</sup>	Mount Everest Simulation Debrief/Course Wrap-up/Course Evaluations <b>Last Chance to Submit Final Individual Assignment with a Late Penalty</b>
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