

<b>Course</b>	<b>HRDV 5560 - Group Development and Change</b>
<b>Term</b>	Spring 2, 2010, Mar 15 – May 15
<b>Instructor</b>	Name: Coon, Dr. Ken Phone: (501) 224-0263 x117, (501) 224-1711 h, (501) 772-3052 Email: KenCoon@sbcglobal.net
<b>Catalog Description</b>	Effective groups and teams are critical in modern organizations, yet there are often dysfunctional dynamics and processes within the group. This course teaches the fundamental concepts relating to group dynamics, group decision-making, and interpersonal conflict. The course introduces students to different types of group-level interventions designed to improve group performance. The course also applies this conceptual knowledge to common group problems.
<b>Prerequisites</b>	Incoming Competency of Student Expected by Instructor: Students majoring in human resource development must have completed the requisite course Introduction to Human Resource Development (HRDV 5000) before taking this course. Students who are not human resource development majors do not need to have completed Introduction to Human Resource Development (HRDV 5000) before taking this course.
<b>Course Level Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Students will be able to <b>implement</b> Group Development solutions to real organizational problems.</li> <li>2. Students will know how to <b>utilize</b> team processes to support organizational and individual productivity.</li> <li>3. Students will be able to <b>employ</b> various team leadership approaches.</li> <li>4. Students will have <b>practiced</b> collaborative methods for <b>resolving</b> team conflict.</li> <li>5. Students will have <b>practiced</b> group decision-making methods.</li> <li>6. Students will be able to <b>distinguish</b> between the various types of groups and teams.</li> <li>7. Students will be able to <b>produce</b> increased intellectual bandwidth in their work teams</li> <li>8. Students will be able to <b>differentiate</b> when team diversity is more or less effective for team outcomes.</li> <li>9. Students will know how to <b>integrate</b> teams and the effective utilization of technology.</li> </ol>
<b>Materials</b>	<p>Intervention Skills, W. Brendan Reddy, Ph. D. Pfeiffer &amp; Co. San Diego ISBN 0-88390-434-9</p> <p>Access the Virtual Bookstore at <a href="http://bookstore.mbsdirect.net/WEBSTER.HTM">http://bookstore.mbsdirect.net/WEBSTER.HTM</a> or you can call MBS Direct at 800-325-3252.</p>

<p><b>Grading</b></p>	<p><b>Grading Scale</b> 93-100 A 90-92 A- 87-89 B+ 83-86 B 80-82 B- 70-79 C 0-69 F</p> <ul style="list-style-type: none"> <li>• Peer grade 10 points</li> <li>• Mid-Term 30 points</li> <li>• Presentation 20 points</li> <li>• Final 40 points</li> </ul> <p><b>Course Requirements</b> The GRADUATE catalog provides these guidelines and grading options:</p> <p>A/A– Superior graduate work  B+/B/B– Satisfactory graduate work  C Work that is barely adequate as graduate-level performance  CR Work that is performed as satisfactory graduate work (B– or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses.  F Work that is unsatisfactory  I Incomplete work  ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal.  IP In progress  NR Not reported  W Withdrawn from the course</p>
<p><b>Activities</b></p>	<p>Weekly participation in a permanent 9 week group</p>
<p><b>Policy Statements: University Polices</b></p>	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p> <p>A student may submit their term paper to the On-Line Writing Center in St. Louis by email and have a coach make suggestions/corrections. It is up to the student to allow sufficient time for this process to be utilized and still turn in the term paper on the assigned date. Go to <a href="http://www.webster.edu/acadaffairs/asp/wc/online.html">http://www.webster.edu/acadaffairs/asp/wc/online.html</a></p> <p><b>Academic Honesty</b> The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p>

	<p><b>Drops and Withdrawals</b> Please beware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p><b>Special Services</b> If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p><b>Disturbances</b> Since every student is entitled to full participation in class without interruption, all students are expected to be in class and prepared to begin on time. All pagers, wireless phones, or other electronic devices must be turned off, or switched to vibrate, when you enter the classroom.</p> <p>Disruption of class, whether by latecomers, noisy devices, or inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p><b>Student Assignments Retained</b> From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p><b>Contact Hours for this Course</b> It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
<p><b>Course Policies</b></p>	

<b>Week 1:</b>	<p>Lecture: overview of group development process and influences of effectiveness. (5:30-7:30)          Organize the class, go over the schedule, syllabus and evaluation design. (7:30-8:00)          Have students set individual goals and group goals. (8:00-8:30)          Organize into permanent groups. Have group do “Get to Know You” exercises. (8:30-9:15) Lecture Personal log. 9:15-9:40)          Explain team and facilitator roles</p>
<b>Week 2:</b>	<p>Lecture: Goals, content and process. (5:30 –6:30)          Work in groups: Name your group (1.5 hr)          Develop mission and set goals          Work on Personal log (½ hour)          Questions &amp; Answers (½ hour)</p>
<b>Week 3:</b>	<p>Lecture: Leadership (1 hour)          Work in groups on exercises relating to Leadership (2 hours)          Work on Personal log (½ hour)          Questions &amp; Answers (½ hour) Group facilitation and role play</p>
<b>Week 4:</b>	<p>Lecture: Individual Traits &amp; Characteristics. (1 hour)          Work in groups doing exercises relating to Individual Traits (2 hours)          Work on Personal log (½ hour)          Questions &amp; Answers (½ hour) Group observation exercise</p>
<b>Week 5:</b>	<p>Mid-term Exam (2 hours)          Lecture: Norms &amp; Physical arrangements          Work in groups doing exercises relating to Norms and Physical Arrangements (2 hours)          Work on Personal log (½ hour)          Questions &amp; Answers (½ hour)</p>
<b>Week 6:</b>	<p>Lecture: Roles and Tasks          Work in groups doing exercises relating to Roles and Tasks (2 hours)          Work on Personal log (½ hour)          Questions &amp; Answers (½ hour)          Group observation and feedback</p>
<b>Week 7:</b>	<p>Exercise: Each group will Model a competency (30 minutes each)          Discuss role plays/ lecture (1 hour)          Lecture on group competence (1 hour)          Work in groups: evaluate performance (1 hour)</p>



<b>Week 8:</b>	Group final. The group works together on the test. One paper is turned in. Anyone who chooses to may take the test individually. The group must make a video of their test taking process.
<b>Week 9:</b>	Feedback and Course evaluation (1 hour) Discuss goal attainment (1 hour) Discuss personal growth (2 hours) Instructor Feedback (1/2 hour)
<b>Additional Information</b>	<b>***STUDENTS WHO ARE DISCOVERED CHEATING OR COMMITTING PLAGIARISM WILL BE AWARDED A FAILING GRADE FOR THE COURSE, AND MAY BE SUBJECT TO DISMISSAL OR FURTHER DISCIPLINE.</b>
<b>Approved by</b>	Michael Hostetler, Faculty Coordinator, 27 Nov 2009