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or by appointment



QUINLAN
SCHOOL of BUSINESS

HRER 433 - GROUP PROCESS AND FACILITATION SKILLS

Summer Term – Wednesday 6:00–9:00 p.m.

Schreiber Center - Room 406

HRER 433 | Group Process and Facilitation Skills

This course focuses on major concepts of group development and group dynamics. Other topics of discussion include communication patterns, authority relations, leadership, norms, stages of group behavior, paradoxes of group life, and self-awareness within group settings.

Learning Outcomes:

Students learn the various tools and techniques of process consultation and also gain knowledge and competence for working with groups. The course combines cognitive and conceptual materials with experience-based learning.

Course Overview

In modern, fast-paced, complex organizations most of work is accomplished through teams. Although collaboration is crucial for fostering innovation and creativity, research shows that teamwork is not always used in the most effective ways. Many teams fail to perform optimally and are troubled with conflict, miscommunication, false expectations and poor motivation.

Through the integration of major theoretical concepts and powerful tools for practical application, you will learn how teams develop, what constitutes a good team, and how to achieve synergy to sustain high performance. You will develop leadership and facilitation skills for effective interventions in a team-based work environment.

This course consists of three interrelated parts. In part one you will learn the essential design elements that enhance team performance. Through structured exercises you will apply strategies and tactics to design a team effectively.

Part two focuses on critical team processes and interpersonal dynamics among members. You will learn to recognize what it takes to create conditions for true collaboration and innovation. The course will emphasize how to detect unspoken assumptions that prevent teams, work groups, and entire organizations from realizing the promise of true partnerships and collaboration.

In part three you will analyze and apply advanced team learning approaches which enable team members to make better decisions and solve problems collaboratively. This theory-to-practice approach, based on constructivist design, will encourage the growth of collaborative intelligence, a system of thought that will help you expand beyond habitual and procedural thinking, resulting in integrative thinking in group settings.

Course Objectives and Learning Outcomes

- Recognize fundamental principles, generalizations, and theories of human behavior that underlie team dynamics and performance.
- Effectively design, structure, lead, evaluate, and continuously improve your team's performance.
- Synthesize specific skills, competencies, and points of view needed to enhance motivation and facilitate team processes.
- Apply a developmental framework to understand diverse mindsets and foster integrative thinking and innovative problem solving in teams.

Sakai and Other Student Learning Resources

Sakai is a learning management system which is a repository for course information, including the syllabus, class notes (posted the day of the class), assignments, additional readings, and other materials needed to successfully complete HRER 433. Furthermore, Sakai is used for communications both to and from the instructor and is the place to submit assignments, view your grades, and receive feedback. Consequently, it is important to understand how to use Sakai and to check it frequently.

Information for using Sakai effectively is available through Loyola's Instructional Technology (IT) and Research Support. Sakai information for students can be found at <http://www.luc.edu/itrs/teachingwithtechnology/sakai/sakai-student-tutorials.shtml>.

Since I am not a Sakai expert, questions concerning its use should be directed to IT Help Desk or by referring to the online materials provided by IT.

Upon accessing Sakai, you will find that each class has a tab labeled Session 1, Session 2, Session 3, etc. Within each tab you will find information associated with the upcoming class, including articles to read, assignments to complete, or an activity or idea to consider before class. The PowerPoint notes for the class will be posted the day of the class. *Hard copies of these notes and other handouts will be distributed in class.*

Questions about course content and assignments should be addressed in class or submitted through the HRER 433 Sakai- Forum titled *Post Class Questions*. Posting questions on this discussion board provides all students access to my responses. *I am alerted immediately that a question or comment has been submitted.* Questions can be submitted anonymously. I will respond to questions within 24 hours.

Personal questions or concerns should be sent to my email or you can make an office appointment. Please note that I use your “luc” email to communicate directly with students and **not** personal email, such as gmail, yahoo, etc.

Writing Center: If writing is challenge for you (it is for me as a non-native speaker), Loyola has a Writing Center that can help you with papers and team reports, especially if English is a second language. Information about the Writing Center can be found at <http://www.luc.edu/writing/>

Ms. Amanda Burgoyne teaches in the English Language Learners Program here at LUC. She holds an M.A. degree in linguistics from UIC and has extensive experience in English as a Second Language instruction and writing center tutoring. She welcomes students at all levels of language proficiency.

Required Textbooks:

Daniel Levi: *Group Dynamics for Teams. 5th edition*, Sage Publications (2017) ISBN 978-1-4833-7834-3

Other class materials will be available on Sakai (exercises, PowerPoint slides, etc.)

Optional Additional Reading:

Michael Wilkinson. *The Secrets of Facilitation: The SMART Guide to Getting Results with Groups* (Paperback) 2nd edition Jossey-Bass (2012) ISBN-13: 978-1118206133

Course Requirements and Grading Criteria

Grading criteria consists of your individual performance and participation in group assignments.

1. Reflection Journal

Each of you will keep a journal of course learning with an emphasis on observations, practical application and reflection of learning in a group setting inside and outside the classroom. I will provide you with prompts after each class to help you get started. After the fifth session, you will submit 3-4 (double spaced) pages of journal entries focusing on self-awareness and observation of the group dynamics during the course. After receiving my feedback, you will continue recording your entries until the ninth session. Later entries will focus on the interventions you will make in group settings as a result of classroom learning. Your final 7-8 page journal is due on the last day of class (February 16).

Grading criteria include the level of insight, the quality of interventions and the depth of analysis regarding the effects of your actions on the groups in which you intervene.

2. Group Project and Final Presentation

All students will be members of a small group for the duration of the course. Experience and discussion in this group will be a key source of learning and practice with group processes and facilitation skills. Each group will select one topic to work on or will propose a relevant topic that meets a specific learning need. A list of potential topics will be provided during the first class session. During the course of the group project, the work may include problem-solving exercises, analysis of real-life cases from non-classroom experience, opportunities to practice giving and receiving feedback, and to experience the formation and development of small groups.

Groups will deliver a presentation on their topic of choice during the last two course sessions. Each presentation will be evaluated based on the quality of research, the depth of analysis and integration of knowledge and practical application.

3. Final Team Paper

Each group will complete a 16-20 page final paper consisting of two parts: the first half of the paper will summarize the relevant content explored during the group project. The second part will reflect upon the group process during the project and the key learnings from the experience.

4. Quiz 1 & 2

There will be two short quizzes, in the middle and at the end of class. Both in-class quizzes will consist of 5 short questions and essays covering material from assigned readings, lectures, classroom discussions, and activities.

5. Evaluation of Team Contribution

Team members will evaluate each other's participation and performance at the end of class by completing a peer evaluation form. Evaluation criteria will include each team member's contribution to the small group and to the overall classroom learning climate.

Team Contribution Points. After your team has presented a project, team members will be responsible for allocating *team contribution points* (20 points times the number of individuals on your team). For example, a team of five students will receive a total of 100 points which they can allocate to individual members of their team. Thus, an individual team member in this situation may receive anywhere from 0 to 100 points as long as the total number of points allocated among team members does not exceed 100 points (i.e., five team members x 20 points = 100 points).

To be eligible to receive *team contribution* points, the team must establish criteria for allocating points to individual team members. The criteria should include a total number of points for the entire team and guidelines for distributing those points to each team member. Establishing in advance clear expectations as to what the team hopes to accomplish and how those goals will be achieved will be major contributors to your success, both in terms of your grade and what you learn in HRER 433.

Earn Bonus Points

You can earn 3 bonus points by attending one of the selected events that is sponsored by either Loyola's Institute of Human Resources and Employment Relations or the Human Resource Student Association (HRSA) during the term or semester. To earn points students are required to write a one-page paper identifying what they learned at the event. This paper can be handed in during class or emailed to me at any time throughout the term or semester. Events that qualify for bonus points will be posted on Sakai. Note that bonus points are only awarded for attending one event during the term and you cannot use a single event to qualify for bonus points for more than one class during the term.

The opportunity to earn bonus points is provided to encourage you:

- To enrich your human resource and employment relations knowledge
- To develop your professional network of students, alumni and other HRER professionals in the Chicagoland area.
- To involve you in important discussions taking place in the HRER field.

Evaluation

Reflective journal: 25 pts
Team working agreement: 10 points
Team project proposal: 10 points
Quiz 1: 5 points
Quiz 2: 5 points
Final project presentation: 20 pts
Final team paper: 25 pts
Team evaluation: 10 pts
Classroom attendance: 20 pts (10 sessions @ 2 pts/session)
Class participation: 20 pts (10 sessions @ 2 pts/session)

TOTAL: 150 pts (100%)

Course Grading Scale

A	150-143
A-	142-135
B+	134-128
B	127-121
B-	120-114
C+	113-107
C	106-100
C-	99-94
D+	93-87
D	86-80
F	79 and below

Class Expectations

You should treat your classroom obligations as you would treat any serious professional engagement. This includes:

- Preparing for class by completing all reading assignments and journal entries.
- Arriving on time, returning promptly from breaks, and remaining until the end of class.
- Meeting your team commitment.
- **To create a positive learning environment and not disrupt others, you are required to turn off all electronic devices (e.g., phones & computers, etc.) and put them away during class.**
- Participating in classroom activities and discussions.
- Adhering to deadlines and timetables specified in the syllabus.

You should view your participation in the course as being part of a learning community. As such, each of you has a responsibility to make this course a successful learning experience for all members of the class. Most people have a wealth of work experience and so your contribution in class is important. This includes sharing helpful material in class and fulfilling your obligation as a responsible team member.

Attendance

Class attendance and participation are fundamental components of learning, so punctual attendance at all classes, for the full class meeting period, is expected of Quinlan students. It is a component of the final grade (20 points).

This is highly interactive class and your full participation is required. If you need to miss a class, expect to be late or need to leave early, you are required to send me and your team an advanced notice. You are responsible for any assignments or requirements missed during an absence.

Unexcused absences will not be tolerated and will result in lost points.

Academic Integrity

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website:

<http://luc.edu/media/lucedu/quinlan-graduate/pdfs/Honor-Code-Quinlan-July2012.pdf>

HRER 433 COURSE OUTLINE

Class Schedule (Summer 2018)		
This class may occasionally deviate from the course outline above. The instructor reserves the right to make changes as needed to the course syllabus.		
Class & Date	Topic and Readings	Assignments
Week 1 05/23	Introduction, Syllabus Understanding Groups and Teams Practice: Form small teams Design Team Projects	Levy: Ch 1 Levy: Appendix: Guide to Student Team Project p. 369
Week 2 05/30	Design Team Projects cont. Define Team Success: Team structure and design Goals, norms, roles and responsibilities	Levy: Ch 2 Assignments: Team Working Agreement; Project Proposal
Week 3 06/06	Foundations of Group Processes Understanding Group Dynamics Team Communication & Facilitation	Levy: Ch 3, 4, 5, 6 Handout
Week 4 06/13	Issues in Teams Power and influence, decision making, leadership, creativity	Levy: Ch 8, 9, 10, 12 Quiz 1 (chapters 1-6)
Week 5 06/20	Group problem solving Conflict in teams Diversity	Levy: Ch 7, 11, 13 Handout Reflection Journal part 1 – due
Week 6 06/27	Teams and global economy Virtual Teams Cross-cultural issues	Levy: Ch 14, 15 Handout
Week 7 07/04	HOLIDAY – NO CLASS	
Week 8 07/11	Assessments and evaluations of teams Guest speaker Self-awareness in teams Collaborative Intelligence Managing “self” in the context of teams	Quiz 2 (chapters 7 – 13) Handouts
Week 9 07/18	Team functioning in complex environments Sense-making in teams	Final Group presentations (TBD)
Week 10 07/25	FINAL GROUP PRESENTATIONS Evaluations	Final Group Presentations 07/25 Reflection Journals due Final group papers due