



THE GEORGE
WASHINGTON
UNIVERSITY

WASHINGTON DC

INDIVIDUAL AND GROUP DYNAMICS IN ORGANIZATIONS

MGT 210

Summer 2008

6:10 – 9:05 MW

Duques-Bus School 360

5/19 – 6/28

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Overview

In a world of constant change, the leader who leads by learning holds the advantage. Years of research and practice confirm that learning is central to leading successful change efforts at the individual and team level. Yet, most leaders are not adequately prepared for helping people learn in today's rapidly changing landscape. This course provides the key to navigating change and results in the changing global context.

Learning provides the only competitive advantage in the constantly changing and complex global environment. In light of an increasingly competitive environment for resources and the drive towards higher levels of performance, leaders seek meaningful ways to help people manage change. The leaders that know how to learn and can foster learning in other have the advantage.

Most experts agree that leadership involves changing the attitudes, beliefs, and behaviors of another person. It is true that leadership is about change. However leadership is not necessarily about coercing others to change. Rather, this course helps those currently in leadership positions or emerging leaders to adapt and develop the capacity to develop individuals and teams in their organization. This program will help people realize this change. This course pulls together the best research and practice on learning at the individual and team level to help leaders make change in their organization a reality.

Course Objectives

- Understand and practice the 7 practices of the learning directed leader
- Navigate the changing global workplace
- Implement essential change efforts in your organization
- Attract, develop and retain talent in your organization
- Diagnose and put into action plans for leading teams and organizations
- Build organizational resilience
- Manage self and others more effectively

Course goals

Upon completion of course students will be able to:

1. Recognize Ill-structured problems - *define problem broadly to consider multiple outcomes and unintended consequences*
2. Lead from experience - *Develop multiple strategies for achieving goals, assess impact, and update with new strategies, especially under novel situations*
3. Building organizational resilience - *Adjust to set backs, mistakes and errors*
4. Lead teams – *Seamless coordination between members*
5. Build a culture of trust - *Develop a culture safe for surfacing differences*
6. Manage complexity - *Attend to discrepancies among present realities and ideal expectations*
7. Set multiple goals - *Develop multiple goals that reflect the complexity of the situation.*

Some Topics of Coverage

- Avoiding destructive goal pursuit
- Leading and managing individuals and teams
- The advantage of learning in organizations
- Managing in a global context
- Contemporary issues in leading
- Emotional intelligence, motivation and productive goal setting
- Power and influence

Who should enroll

Current or emerging leaders who

- are not content with the status quo
- despises mediocrity in themselves and others
- desire to successfully pursue and solve the most challenging problems
- seeks to inspire and develop those around them and
- refuse to be stifled by change and uncertainty

Course Design

Mix of teaching and learning methods, guided conversational learning, including case studies of real-life organizations around the world, the use of practitioner and research articles, role-plays and group assignments, student-written, instructor-facilitated case writing and action learning projects.

Required Texts

- Kayes, D. C. 2006. Destructive Goal Pursuit: The Mt. Everest Disaster. Palgrave-Macmillan.
- Other articles and cases as assigned by instructor as posted on Blackboard.
- Kolb's Learning Style Inventory

Assessment

Every college level course has two objectives. One is developmental, designed to improve your knowledge, and the other is evaluative, designed to assess your performance in the course. The performance evaluation component of this course is designed to assess your strengths and abilities in a number of areas. Assignments are designed to maximize your individual creativity and promote learning through participation. Timely completion of assignments and active participation in class are a must. A combination of individual and group assignments will determine your performance:

1. Group self-observation	(Group)	-	15 points
2. External group observation	(Group)	-	25
3. Threaded discussion, class participation			
Video case	(Individual)	-	25
4. Final exam paper	(Individual)	-	25
5. Peer evaluations	(Individual)	-	<u>10</u>
	Total		100 points

1. Group self-observation

Your group should be prepared to conduct a project that will improve your ability to work as a group. You must analyze your individual and group processes and be prepared to talk about your group process through the semester. A final paper analyzing your group processes should result.

The analysis should be submitted as about a 5 – 6 page word-processed, 12 font, double-spaced paper with one inch margins.

2. External group observation

Your group should interview or observe a group or a set of groups to get a better understanding of their processes. Apply one of the models or approaches from class. Write a critique of how well you think the group is doing and how you might aid their development. How might you make the group more effective. You might interview people involved in a single group or conduct a comparison or contrast of two or more groups. The group must be real. In other words, no movies or fictional depictions are permitted.

The analysis should be submitted as about a 10 – 12 page word-processed, 12 font, double-spaced paper with one inch margins.

3. Threaded discussion and class participation

This is a blended learning course using both on-line and in class methods of learning. The course will utilize Blackboard to conduct threaded discussions throughout the semester. The threaded discussions will be instead of a few class meetings and are there for a mandatory part of the course.

Participation is a difficult thing to assess. It includes offering insightful observations, asking pointed questions, being prepared for discussions and exercises, assisting fellow class members and generally contributing to a positive learning climate. Success of the Discussion Sections, and to a lesser extent the Lecture Section, depends on your active involvement. Points will be granted for quality of participation. A few guidelines for getting the most out of class participation include:

- Come to class prepared, having completed assignments and readings prior to class
- Participate actively in your teams and in class.
- Assist classmates in assignments (unless the assignment is designated 'individual effort' by the instructor).
- Share special interests, talents or ideas that you have in class and teams.

5. Final exam paper

Each student will be required to complete a reflective paper by the end of the semester. The professor will provide the instructions in the first week of class.

6. Peer evaluations

Each student will fill out an evaluation form for each team members. An aggregate score will be compiled for each individual based on the evaluations of team members. Forms will be provided by your instructor.

Course Schedule

Date	Lab Topic	Readings	Assignment
May 19	<i>Course Introduction</i>	Kayes, Chpt. 1, 2	
May 21	<i>Overcoming Destructive Goal Pursuit</i>	Kayes, Chpt. 3, 4, 5	
May 28	<i>No formal class</i>	Kayes, Chpt. 6, 7, 8	<i>Web assignment</i>
May 30	<i>Learning from experience</i>		<i>Bring Learning Style Inventory</i>
Jun 2	<i>Teams and Groups</i>	Kayes, Chpt. 9, 10, 11 Tuckman (e-reserve) Gersick (e-reserve)	
Jun 4	<i>Nurturing Trust</i>	Hardy (e-reserve) Kellerman (e-reserve)	
Jun 9	<i>Solving Ill-structure Problems and Developing Higher Order Thinking</i>	Quick, Henley and Quick (e-reserve) Harvey (e-reserve)	
Jun 11	<i>No formal class</i>	Feldman (e-reserve)	
Jun 16	<i>Team Learning</i>	Kayes, Proximal Team Learning (e-reserve) Edmondson (e-reserve)	<i>Video case diagnosis due</i>
Jun 18	<i>Building Resilience</i>	(e-reserve)	<i>Group Internal Analysis Due</i>
Jun 23	<i>Fostering Emotional Intelligence</i>	Goleman (e-reserve) Druskat & Wolff (e-reserve)	
Jun 25	<i>No formal class-work on final projects</i>		
Jun 30			<i>Group External Observation Peer Evaluation due</i>