



Course OB 6322 – 501: Interpersonal Dynamics
Professor Dr. David L. Ford, Jr.
Term Spring Semester 2010
Meetings Tuesdays – 7:00 – 9:45 pm, SOM 2.116

Professor’s Contact Information

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Other Information

General Course Information: TENTATIVE – SUBJECT TO CHANGE

Pre-requisites, Co-requisites, & other restrictions	OB 6301 – Organizational Behavior
Course Description	This course will examine the structures and processes that govern interaction among persons in small groups and other settings that link individuals into social units. Among the structures considered are power, leadership, norms, roles and status. The processes considered include intimacy, influence, feedback, self disclosure, decision making, cooperation/conflict and change. Emphasis will be devoted to increasing one's awareness of his or her impact on others in social settings as well as their own growth and development as small group members. The course will utilize the SYMLOG diagnostic analytical system for examining intra-group dynamics and team culture.
Learning Outcomes	<ol style="list-style-type: none">1. Students will develop greater awareness of their own communication styles and their effects on others through feedback and profile assessments.2. Students will understand how to apply communication concepts in order to improve interpersonal effectiveness with others.3. Students will gain an understanding of team dynamics and team interaction in order to improve team functioning and performance on team tasks.
Required Texts & Materials	<p>De Janasz, S., Dowd, K., & Schneider, B. (2006). <u>Interpersonal Skills in Organizations</u>, McGraw-Hill Publishers. (JDS)</p> <p>West, R. & Turner, L. (2006). <u>Understanding Interpersonal Communication</u>. Belmont, CA: Thompson Learning. (WT)</p> <p>Life Languages Institute, <u>Kendall Life Languages Profile</u>, (purchase and take online at www.lifelanguages.com) . Instructor will provide instructions for completing profile (cost = \$35).</p> <p>SYMLOG Team Assessment (Instructor to provide details)</p> <p>Additional handouts will be on reserve at the Library (see list below).</p>

Assignments & Academic Calendar <i>[Topics, Reading Assignments, Due Dates, Exam Dates]</i>	
1/12	Introduction to the Course Course conduct and course requirements; Procedures for the Semester and Housekeeping; Exercise: Creating a Quality Learning Environment
1/19	A First Look at Interpersonal Communication Read: Chapter 1 (WT); Read: Chapters 1-2 (JDS); Exercise: Goals for Personal Development Formation of Class Groups
1/26	NO CLASS – LIBRARY WORK
2/02	Interpersonal Effectiveness: Understanding Self Read: Chapters 2-3 (WT); Read: Chapter 3 (JDS); Reserve Reading #12; Exercise: First Names, First Impressions (class handout) Visit the website, www.symlog.com and take the introductory tour.
2/02	Interpersonal Effectiveness: Working With Others Read: Chapters 5 & 6 (WT); Read: Chapters 6-7 (JDS) Exercise: Energy International (class handout)
2/16	NO CLASS – GROUP PROJECT WORK Group bonding/development activity planned by your group Reserve Readings #10, 11 Complete Kendall Life Languages Profile online <u>before</u> 3/05.
2/23	Interpersonal Effectiveness: Asserting Your Needs & Exchanging Feedback Read: Chapter 4 (WT); Read: Chapter 17 (JDS); Exercise: Lost at Sea
3/02	Introduction to SYMLOG & SYMLOG Group Assessment Read: Reserve Readings #1, 2, 3, 4, & 6; Read: Chapter 5 (JDS); Video: “Field Diagrams and Bar Graphs” Exercise: SYMLOG Case Study
3/09	Advanced Interpersonal Skills: Influencing Others & Resolving Conflict

	<p>Read: Chapter 9 (WT); Read: Chapters 8, 11, 15 (JDS); Video: “12 Angry Men” ; Exercise: Discussion of Video</p>
3/16	NO CLASS – SPRING BREAK
3/23	<p>Recognizing the Styles & Verbal/Visual Cues of Others</p> <p>Discussion of Kendall Life Languages Profile (bring report to class); Reserve Reading #5; Read: Chapter 7 (WT); Exercise: Problem 32A (Handout from Instructor)</p>
3/30	<p>Gaining a Deeper Understanding of SYMLOG</p> <p>Reserve Readings #7, 8; Exercise: SYMLOG Case Study Diagnostic Tools Exercise: <i>SYMLOG Ratings of Class Groups</i> Personal Insight Summaries Paper Due</p>
4/06	<p>Behavioral Adaptability: Team Effectiveness</p> <p>Read: Chapter 10 (WT); Read: Chapters 10 & 12 (JDS); Exercise: Life Languages Insights</p>
4/13	<p>Behavioral Adaptability: Style Compatibility</p> <p>Reserve Reading #9; Exercise: Life Languages Profile Cross Talks Analysis</p>
4/20	<p>Putting I All Together: Interpersonal & Team Effectiveness</p> <p>Read: Chapters 13-14 (JDS); Read: Chapter 11 (WT); Exercise: Pins and Straws Group Project Papers Due</p>
4/27	<p>Class Wrap-Up</p> <p>Group project Oral Presentations</p>
5/04	Course Final Exam (Covering semester’s assignments)
Exam Dates and Times	May 4, 2010 – Final Exam
	<ol style="list-style-type: none"> 1. R.F. Bales, Overview of the SYMLOG System: Measuring and Changing Behavior in Groups. In Polley, R.B., Hare, A.P., & Stone, P.J. (1988). <u>The SYMLOG Practitioner: Applications of Small Group Research</u>. New York: Praeger. 2. SYMLOG Consulting Group, <u>The SYMLOG key to individual</u>

Reserve Readings	<u>and organizational values.</u>
	3. SYMLOG Consulting Group, <u>How to read a SYMLOG field diagram.</u>
	4. SYMLOG Consulting Group, <u>How to read a SYMLOG bar graph.</u>
	5. SYMLOG Consulting Group, <u>Hints for building teamwork.</u>
	6. "A Marketing Research Application of SYMLOG." In Polley, R.B., Hare, A.P., & Stone, P.J. (1988). <u>The SYMLOG Practitioner: Applications of Small Group Research.</u> New York: Praeger.
	7. SYMLOG Consulting Group, Images that Guide Leadership.
	8. SYMLOG Consulting Group, Inside Joe's Group.
	9. R. Koenigs, A Cross-Cultural View of Leadership and Teamwork.
	10. Group Reflections - Sample Group Report
	11. H. Dimock, How to Observe Group Behavior. (Chapter 6) in H. Dimock, <u>Groups: Leadership and Group Development.</u> San Diego, CA: University Associates.
	12. S. Barsade & D. Gibson (2007). Why Does Affect Matter in Organizations? <u>Academy of Management Perspectives</u> , 21 (1), 36-59.

Course Policies

Grading Criteria	Individual Personal Insights Summary Paper (due 3/30)	20%
	Group Report Based on Analysis of Class group (due 4/20)	40%
	Final Exam (12/03)	25%
	Vigorous Class Participation	15%
	Total	100%
Final Grades will be determined based on total course points attained and will be based on a grading curve to be determined by the instructor.		
Make-up Exams	N/A	
Extra Credit	N/A	
Late Work		

	<p>Not accepted without prior approval</p>
<p>Special Assignments</p>	<p>The use of the Internet and E-mail are integrated in this class so as to enhance communication and access to information. Students are required to utilize email and Internet technology. All students are eligible to use the computer labs in the new School of Management building or on the 4th floor of Jonsson and in McDermott Library, where each computer has a high speed connection to the Internet. All students are eligible for e-mail accounts through the University. For further information, contact the computer center. The use of the Internet for research purposes greatly enhances the effectiveness and efficiency of the research process. The course makes use of cases from time to time and requires students to gain access to current information on the company featured in each case.</p> <p><u>Individual Personal Awareness Paper</u></p> <p>For the Individual Personal Insights Paper, complete the various self-assessment instruments and exercises at the end of the chapters in the De Janasz textbook as well as assessments found in some of the chapters of the West & Turner textbook. Midway through the semester, you should select <u>FIVE</u> assessments from the ones completed thus far (to include the <u>Kendall Life Languages Profile Instrument</u>) that had special meaning and significance for you and prepare a five page “Personal Insights Summary” that describes your learnings and insights from these assessments. Are there areas of convergence or divergence among the five assessments? Is there an emergent “pattern” to your behavior and personality as indicated by the assessments? Do the assessments confirm or disconfirm any personal feedback you have received from other persons regarding your behavior and personality? Discuss these issues and other meaningful insights in your paper. Your completed Personal Insights Summary should be typed and submitted by March 30, 2010. It should also be written as if the reader knows nothing about the tools or assessments used. That is, write the paper for an uninformed reader, not like you are writing for the instructor who has knowledge of the course. The report should be 8-10 pages in length and include in an appendix the first three pages of your Kendall Life Languages Profile report.</p> <p><u>Team Project Paper</u></p> <p>For the group project report, this involves developing a paper from the perspective of a <i>self-analytic group</i> that focuses on its own developmental processes and growth during the semester. These processes are important and are to be the main focus of the paper because more intimate knowledge of each other will be required to complete the project paper from this perspective. The group needs to generate its own data around which it will build its paper. These data will result from a sociometric analysis which the group is to complete with respect to two roles -- that of <u>task leader</u> and <u>lunch partner</u>. A second source of data will be a SYMLOG analysis which will be completed the first week of November. The project report should focus on answering the following questions: <i>To what level of development has the group progressed? What is the prognosis in the near term for the group if it</i></p>

	<p>were to continue its life beyond the end of the semester and this class? What factors have facilitated or hindered the participation of group members in helping the group to coalesce and/or gel? How do you explain the group's perception of its overall performance as well as performance in specific areas based on the mean scores assigned by each member? The sociometric analysis is to be accomplished by using the templates found on the course WebCT website. These templates include: (1) conceptual framework, (2) sociometric rating instrument, (3) relationship chart, (4) relationship ratings, totals, reciprocal relationships, and group cohesion index, (5) diagnosing team effectiveness rating form, and (6) ratings of satisfaction and task effectiveness. Templates #3 & #4 are to be developed for each role of task leader and lunch partner. Forms for completing the SYMLOG analysis of your group will be provided by the Instructor. Your report should address similarities and differences between the SYMLOG and sociometric analyses. Be sure to include in an Appendix the SYMLOG Group Average Field Diagram, Group Average Bargraph on CTM and the bargraph synopsis on CTM. Make sure that your group report conforms to standard reporting formats, with an introduction stating the purpose of the report, appropriate sub-headings throughout the report, and concluding with a list of references and appendices.</p> <p>The Project Report should be at least 12 - 15 pages in length with the focus on the team as a whole and not the individuals comprising the team, although some discussion about specific individuals' feelings about the way the SYMLOG and/or sociometric analyses turned out is permitted. The report should be turned in on April 20, 2010.</p>
<p>Class Attendance</p>	<p>Quality, not quantity, is operant for class and group participation. It is expected that the reading and exercises assigned for each class be thought provoking tools to generate discussion. Class sessions assume you have read the material and completed the exercises. Consequently, you will only be able to participate if you have read and completed the assignments <u>before class</u>. Class attendance is not taken after the first week and the instructor is aware of frequent travel requirements of some employees which might preclude class attendance sometime. Nonetheless, where possible, students should schedule their business-related travel around scheduled class dates and should alert their team members if they will be absent from class.</p>
<p>Classroom Citizenship</p>	<p>You will be assigned to a class team which will serve as the primary vehicle for class discussion of the lectures and Internet exercises as well as the self assessments and team project. You will be allocated class time most weeks to meet with your teammates to share information about the week's assignments. The team should arrive at a consensus, if possible, concerning the issues in the exercises, assessments, or cases. Teams will be called on at random to present to the rest of the class their conclusions from their discussions. Therefore, your full involvement and participation in these team discussions is important.</p>
<p>Field Trip Policies</p>	<p>N/A</p>
<p>Student Conduct and Discipline</p>	<p>The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General</p>

	<p>information on student conduct and discipline is contained in the UTD publication, <i>A to Z Guide</i>, which is provided to all registered students each academic year.</p> <p>The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3</i>, and in Title V, Rules on Student Services and Activities of the university's <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).</p> <p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
<p>Academic Integrity</p>	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p>Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.</p>
<p>Email Use</p>	<p>The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.</p>
<p>Withdrawal from Class</p>	<p>The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you</p>

	are enrolled.
Student Grievance Procedures	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's <i>Handbook of Operating Procedures</i>.</p> <p>In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.</p> <p>Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.</p>
Incomplete Grades	<p>As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.</p>
Disability Services	<p>The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.</p> <p style="text-align: center;">The contact information for the Office of Disability Services is: The University of Texas at Dallas, SU 22 PO Box 830688 Richardson, Texas 75083-0688 (972) 883-2098 (voice or TTY)</p> <p>Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.</p> <p>It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations.</p>

	<p>Individuals requiring special accommodation should contact the professor after class or during office hours.</p>
<p>Religious Holy Days</p>	<p>The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p> <p>If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.</p>
<p>Off-Campus Instruction and Course Activities</p>	<p>Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm. Additional information is available from the office of the school dean.</p>

These descriptions and timelines are subject to change at the discretion of the Professor.