

## COURSE INFORMATION

DEPARTMENT COUNSELLING AND STUDENT SERVICES DATE January 5, 1977

<u>HUMAN DEVELOPMENT HUD 263</u>	<u>GROUP PROCESS AND LEADERSHIP STYLES</u>	<u>3</u>
NAME & NUMBER OF COURSE	DESCRIPTIVE TITLE	SEMESTER HOURS CREDIT

## CATALOGUE DESCRIPTION:

This course will consider aspects of the dynamics of groups including member roles and functions, stages of group development and strategies for improving group effectiveness as well as considering the function of leadership, the relationship of the leadership function to the stage of group development and the appropriateness of a variety of leadership styles.

COURSE PREREQUISITES: HUD160, or other courses (credit or non-credit) with similar content, or permission of the instructor.

## COURSE COREQUISITES:

HOURS PER WEEK FOR EACH STUDENT.	LECTURE	_____ HRS.	FIELD EXPERIENCE	_____
	LABORATORY	_____ HRS.	STUDENT DIRECTED LEARNING	<u>1</u>
	SEMINAR	<u>3</u> HRS.	OTHER (SPECIFY)	_____
				TOTAL

COLLEGE CREDIT  
TRANSFER COLLEGE CREDIT  
NON-TRANSFER NON-CREDIT 

## TRANSFER INFORMATION

## EQUIVALENT COURSES

UBC  
SFU  
OTHER

## UNASSIGNED CREDIT

(specify if unassigned within a discipline or a faculty)

Ann Frost  
COURSE DESIGNER

Shelley Day  
DEAN OF CURRICULUM AND INSTRUCTION

Barilyn E. Smith  
DEPARTMENT HEAD

George Cotton  
PRINCIPAL

## NAME AND NUMBER OF COURSE

COURSES FOR WHICH THIS  
PREREQUISITE:

RELATED COURSES:

HUD-100; HUD-141; HUD-142; HUD-260

## TEXTBOOKS, REFERENCES, MATERIALS (LIST READING RESOURCES ELSEWHERE) (Reference material only)

- Cartwright, D. and Zander, A. (Eds) Group Dynamics New York, Harper and Row 1968 (\$14.95, 1977)
- Adair, John, Action-Centred Leadership, McGraw-Hill, 1973 (\$11.50 - 1977)
- Shaw, Marvin E., Group Dynamics: The Psychology of Small Group Behavior, McGraw-Hill, 1971  
\$12.95 (1977)

## COURSE OBJECTIVES, CONTENT, METHOD, EVALUATION:

OBJECTIVES:

The students will:

1. Identify roles and functions in small groups.
2. Identify stages of group development and relate those stages to appropriate leadership functions.
3. Identify specific kinds of interpersonal group behavior.
4. Identify and develop responses to member needs in groups.
5. Recognize different orientations and attitudes of people in groups.
6. Develop or add to his/her repertoire of facilitative group behaviors and leadership behaviors.
7. Identify and practice appropriate leadership functions in a variety of group settings.

CONTENT:Group Process

1. The needs of members in groups, including such needs as the need for belonging, responsibility, confidence in leadership, commitment, involvement, awareness of group goals, a feeling of purpose and a sense of trust;
2. Stages of group development from the early stage of growing trust and acceptance through the establishing of open communication, valid feedback and realistic exchange of information to the development of group determined goals which enjoy both group and individual commitment;
3. Group roles including initiating, harmonizing, standard setting, gate keeping, information giving and seeking, opinion giving and seeking and consensus testing;
4. Group functions with emphasis on differences between task and maintenance functions. Developing strategies to balance task and maintenance needs and recognizing group and individual member needs;
5. Group effectiveness in problem solving and conflict resolution. Testing of methods of decision making and problem solving. Recognition of the relationship among group needs, member needs and group tasks.

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CONTENT: (Continued)Group Process

6. Observation and examination of interpersonal relationships in groups including defensive and supportive behaviors, self-oriented behavior, effects of group pressure on individual behavior and effects of individual pressure on group behavior.
7. Exploration of motives, values and attitudes of people in groups and the effect of these on cohesion, commitment, communication and group development in general.

Leadership

## 1. As a Function:

- (a) varying styles of leadership in task, growth and training groups, including the leader as controller, persuader, convenor, coordinator, enabler, facilitator;
- (b) relationship of leadership style to organizational factors, including structure and size; to group factors including interest, motivation and expectations of members; to situational factors, including the nature of the group and its goals and resources; to the leader's own values, needs and abilities;
- (c) assumptions about leadership, including shared and emergent leadership, leadership influence, authority, status;
- (d) leadership responsibility for member needs and behaviors, for problem-solving, decision-making, conflict resolution.

## 2. Related to Stages of Group Development:

- (a) initiating - getting a group started, providing a facilitative climate, breaking down barriers to communication, developing or increasing trust;
- (b) standard setting and goal definition - identifying implicit and explicit standards, clarifying expectations, defining objectives, setting realistic and appropriate goals;
- (c) evaluation - giving and receiving feedback, identifying and assessing effectiveness in meeting task, group and individual needs, re-evaluation of expectation and objectives;
- (d) termination - evaluating group process and achievement, providing transition or bridging experiences, creating closure.

METHOD:

The class itself will be the primary group in which process and development of groups and the leadership function are observed. Students will participate in a variety of structured activities each designed to illuminate aspects of the group process and/or leadership function and styles. Outcomes of these experiences will be processed as part of the curriculum of the course. Students will work within a variety of group sizes, and in a range of simulated group settings in order to increase their group and leadership experience. Students' experiences in groups other than this course may also be used as curriculum for the course, at the discretion of both student and instructor.

**EVALUATION:**

Because of the nature of this course, evaluation is necessarily largely subjective. Students will be asked to negotiate a contract with the instructor, indicating the grade level they wish to achieve. Feedback throughout the course will indicate their progress toward that goal.

A number of areas which reflect the student's growth both in understanding of group process and leadership styles and in the ability to demonstrate that understanding in a practical setting can be considered in the evaluation process. These may include:

1. Written reports of the various exercises and activities related to group process and leadership styles, with analysis and evaluation of the learning which resulted from them;
2. Description and evaluation of group situations in which the student has participated, relating the evaluation to the content of the course.
3. Description and evaluation of situations in which the students has been involved in a leadership function, relating the evaluation to the content of the course.
4. Joint evaluation by both student and instructor of the change and development of the student as a group member during the time of the course.
5. Joint evaluation by both student and instructor of the development of new leadership functions by the student during the course.
6. A personal diary or journal in which the student describe his/her learnings and development, and reflects on these as they relate to the content and development of the course.
7. Readings or special projects a student may undertake that are related to the content and development of the course, with the explanation of that relationship a fundamental part of the student's report of the readings or project.

**READING RESOURCES:**

- Bales, R.F., Interaction Process Analysis: A Method for the Study of Small Groups, Reading, Mass. Addison-Wesley, 1950.
- Bennis, W.G. et al (Eds), Interpersonal Dynamics: Essays and Readings on Human Interaction, Dorsey Press, Revised Edition, 1968.
- Petrullo, Luigi and Bass, Bernard M. (Eds), Leadership and Interpersonal Behavior, Holt, Rinehart and Winston, 1961.
- Pfleffer, J.W. and Jones, J.E., Structured Experiences for Human Relations Training, Iowa City, Iowa, University Associates Press, 1969.