

## **LLS 445 Improving Interpersonal Dynamics**

Summer, 2009

Loop Campus

Tuesdays: (5:45 p.m. - 9:00 p.m.)

June 16 to July 21, 2009

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Individual meetings; Please call to set up a mutually convenient appointment time.

### **Seminar Description:**

This seminar provides students with an opportunity to develop the Liberal Learning Skills through *improving interpersonal dynamics*. Students are introduced to various models for working collaboratively with diverse constituents over multiple contexts. There will be discussion and readings related to group dynamics, but the emphasis in this seminar will be on interpersonal dynamics. In addition, students are provided opportunities to strengthen their interpersonal relations and communications skills (per context) by learning and practicing strategies and techniques that foster skill development.

### **General Overview:**

The Primary Knowledge-Base for this seminar is drawn from the fields of Human Resource Development, Communication, Group Dynamics, Educational Psychology, Sociology, Adult Learning & Development and the Humanities. Its primary objective, in addition to providing further opportunity to develop the Liberal Learning Skills, is to provide students with a forum through which to enhance their abilities to contribute to more effective interpersonal dynamics—in and out of the workplace. Specific emphases, as shaped in part by students' interests, may include:

- Stages and patterns of interpersonal/group dynamics
- Task and process roles and their application in improving interpersonal Dynamics
- Understanding and managing interpersonal conflict dynamics
- Interpersonal influences (positive and negative) on formation of beliefs/perceptions
- Dynamics and process of collaboration (working on/in teams)
- Group problem-solving and decision-making processes
- Approaches to interpersonal communication
- Reflection and ongoing self-assessment regarding one's interpersonal resourcefulness
- Bibliography of basic resources regarding interpersonal dynamics

### **Objectives:**

This seminar will incorporate concepts that impact team effectiveness as well as continuing to develop skills in relation to the following *Liberal Learning* criteria.

1. *Facility in self-assessment and self-managed learning*
2. *Facility in critical/analytical, creative & systemic thinking*
3. *Facility in various modes of communication*
4. *Facility in interpersonal relations*

In this seminar the various modes of communication and interpersonal relations will be the main focus. These two skills are further described as...

Modes of communication:

- Writing clearly and concisely in a style appropriate to one's readers
- Speaking and presenting ideas effectively
- Listening actively to the spoken communications of others
- Recognizing and responding to non-verbal communications
- Facilitating the communications of others

Interpersonal relations:

- Moving easily between the roles of leader and participant in groups
- Assessing both interactions among others and one's own interaction with others
- Recognizing individual differences can complement each other and using that knowledge to improve relationships

**Required texts:**

1. Covey, Stephen R. (2004). *The 7 Habits of Highly Effective People*: The Free Press
2. Edward T. Hall (1959) *The Silent Language*: Anchor Books (or others )
3. Edward De Bono (1985) *Six Thinking Hats*: Little Brown & Co.

Per Amazon, average cost of each book is \$10 (used cost much less)

**Policies:**

Attendance:

Six 3¼-hour sessions. Attendance/participation is expected in all sessions. Contingent on emergency, missing one session is permissible provided student makes provisions for "making up" the work. Missing a second session may, at the discretion of the instructor and student's Faculty Mentor, jeopardize the completion of the seminar. Missing a third session will require registering/retaking the seminar.

Confidentiality:

We will embrace and respect the confidential nature of stories shared in the classroom. Therefore, the stories will not be shared outside of class without the permission of the individual who shared it.

Documentation:

All written assignments must be typed, spell checked, grammatically correct and are to include a relevant bibliography using APA citation format (see program handbook).

Deadlines:

All assignments are to be submitted on or before the due date.

**Modes of Learning:**

*Lecture and class discussion:*

A portion of each class will be dedicated to lecture, based on material read in the text, outside reading material and personal professional experience. Class discussions will consist of personal experiences relevant to the topic, and small group discussions.

*Case Studies:*

Two case studies will be used in this seminar and will be distributed during the first class. Students are expected to read the case study and write an analysis paper describing the problem(s) you observed; and the course of action you would use to fix the problem(s). The paper should be approximately 3 – 4 pages in length and double-spaced. Make reference to materials that were discussed in class or were part of the reading assignments.

*Seminar Project:*

The Project will give students an opportunity to apply and demonstrate their understanding of interpersonal dynamics, “team” models and concepts that were presented in this seminar. The research and application paper will be: 8 to 10 pages in length; doubled spaced and include a reference page or bibliography.

Each team in class will decide on a team they would like to research and determine if the team is a high performance team. If so, why...or why not. Be sure to list the criteria that you use to make that determination. While you will determine if the team is effective, the main focus of your research will be in the area of interpersonal dynamics that take place on the BOTH teams. The Team being researched, as well as the team that you are on.

Utilize the communication style data and determine the different styles that comprise the team(s). Include the answers to the following questions: Are there some communication styles that communicate with each other better than others? How do team members handle “conflict”? How could the interpersonal dynamics on the teams been improved?

The group you research may be any type of team...a sports team, a team of doctors and nurses in the Emergency Room of a hospital, a team in a coffee shop or restaurant, etc.

**PERSONAL REFLECTION**

The last part of your paper (1 – 2 pages) should be a “personal reflection” on what YOU have learned from this project.

**All materials used as resources for the paper should be properly cited.**

Each team will deliver a 15 – 20 minute presentation regarding the team they selected to observe.

**SEMINAR OVERVIEW (This may change)**

<b>Session</b>	<b>Date &amp; Time</b>	<b>Topic</b>	<b>Preparation</b>
1	6/16/09 5:45 p.m. to 9:00 p.m.	<ul style="list-style-type: none"><li>• Introductions and Expectations</li><li>• Course overview</li><li>• Who are you? Really</li><li>• Let’s talk about teams</li><li>• Communication styles, solutions (Six Thinking Hats)</li></ul>	Read :The 7 Habits of Highly Effective People (HHEP) Pages 15-62  Read: Six Thinking Hats (STH) Pages 1-23 Read: The Silent Language (TSL) Chapter 1 The voices of time

2	6/23/09  5:45 p.m. to 9:00 p.m.	<ul style="list-style-type: none"> <li>• Habits... 1 and 2</li> <li>• Principles of personal leadership</li> <li>• A personal mission statement</li> <li>• The white hat, the red hat, what did you take from it?</li> <li>• Time talks!</li> </ul>	Read HHEP            Pages 65-144  Read: STH            Pages 25-70  Read TSL Chapter 9 Time talks
3	6/30/09  5:45 p.m. to 9:00 p.m.	<ul style="list-style-type: none"> <li>• Habit 3 and 4</li> <li>• The black hat the yellow hat, what have you learned in addition?</li> <li>• Space speaks!</li> </ul>	Read HHEP            Pages 145-183  Read STH            Pages 71-113  Read TSL Chapter 10 Space speaks
4	7/7/09  5:45 p.m. to 9:00 p.m.	<ul style="list-style-type: none"> <li>• Habit 5 and 6</li> <li>• The green hat the blue hat, can you implement the system now?</li> <li>• Its your turn to teach me!</li> </ul>	Read HHEP            Pages 237-284 <hr/> Read STH            Pages 115- END <hr/> <b>Interim personal reflections and observations.</b>
5	7/14/09  5:45 p.m. to 9:00 p.m.	<ul style="list-style-type: none"> <li>• Habit 7 –</li> <li>• Overview of things learned</li> <li>• What do you need to improve?</li> </ul>	Read HHEP            Pages 287-end <hr/> <hr/>
6	7/21/09  5:45 p.m. to 9:00 p.m.	<ul style="list-style-type: none"> <li>• Team presentations</li> <li>• Final thoughts</li> </ul>	<hr/> <hr/> <hr/> <b>Group project papers.....Due</b> <b>Presentations.....Due</b> <b>Student Self-assessments.....Due</b>

<u>GRADE</u>	<u>EXPECTATIONS</u>
<b>A</b>	<p>Participation and contribution exceeding course requirements (4 or more times during a class session).</p> <p>Oral and written contributions drawn from thoughtful analysis of personal experience and research ¼ inclusive of, and in addition to, assigned readings.</p> <p>Listening and <b>responding</b> to the spoken and <b>unspoken</b> communication of others.</p> <p>Excellent interpersonal skills. Demonstrates the ability to favorably interface with <b>everyone</b> in class.</p> <p>Demonstrates punctual attendance.</p> <p>Understands all of the concepts and theory presented and consistently applies the knowledge in class discussions and written assignments.</p>
<b>B</b>	<p>Participation and contribution solidly meets course requirements (3 or more times during a class session).</p> <p>Oral and written contributions drawn from thoughtful analysis based on research ¼ inclusive of, and in addition to, assigned readings.</p> <p>Listening to the spoken communication of others.</p> <p>Good interpersonal skills. Demonstrates the ability to favorably interface with <b>almost</b> everyone in class.</p> <p>Demonstrates punctual attendance.</p> <p>Understands some of the concepts and theory presented and usually applies the knowledge in class discussions and written assignments.</p>
<b>C</b>	<p>Participation and contribution solidly meeting course requirements (1 or more times during a class session).</p> <p>Oral and written contributions drawn from personal experience ¼ with little, if any documented reference to the literature.</p> <p>Basic interpersonal skills; basic writing skills; laissez-faire attendance.</p> <p>Does not fully understand concepts and theory presented and applies the knowledge on an occasional basis in class discussions and written assignments.</p>
<b><u>D/F</u></b>	<p>Unsatisfactory/insufficient completion of seminar. Seminar must be retaken.</p>

<b><u>IN</u></b> <b>(incomplete)</b>	Rare and contingent upon the existence of special or unusual circumstances as negotiated with the instructor prior to the end of the last session of the seminar. (If an “incomplete” is granted, all work must be completed by the end of the second quarter following the end of the class. Otherwise, the “incomplete” reverts to a D/F .. requiring the student to re-register and retake the seminar.)
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**Bibliography of Selected Texts on NEED TO KNOW IF THESE EXIST AT SNL**  
**Interpersonal Dynamics**

Bridges, W. (1980). Transitions: Making sense of life's changes. Reading, MA: Perseus Books.

Gardner, H. (1963). Self-renewal: the individual and the innovative society. New York: Harper and Row.

Hall, B.P. (1986). The genesis effect: Personal and organizational transformations. New York: Paulist Press.

Johnson, S. (1998). Who moved my cheese? New York: G.P. Putnam's Son's Publishers.

Katzenbach, Jon R. & Smith, Douglas K. (2004). The Wisdom of Teams. Boston, Massachusetts: Harvard Business School Press

Leider, R.J., & Shaperio, D.A. (1995). Repacking your bags. San Francisco: Berritt-Koehler Publishers.

McClelland, Carol L. (1998). The seasons of change. Berkeley, CA: Conari Press.

Perkins-Reed, M. (1996). Thriving in transition: effective living in times of change. New York: Simon & Schuster.

Simon, S.B. (1988). Getting unstuck: Breaking through the barriers to change. New York: Warner Books.