

## COURSE SYLLABUS

---

# ML110: Group Dynamics

Course Lecturer: Deb McCormick

## Course Description

---

*Group Dynamics* is a short course for anyone who leads a ministry group of one kind or another. Groups are the heartbeat of any ministry. That is where the personal touch happens—where hearts are opened, needs are met, lives are changed. People may participate in our ministry groups, but will they be changed as a result? It isn't what we learn in our groups that transforms lives; it's doing something differently because of what we've learned. In this course, students will explore ten effective ways to guide ministry groups.

## Course Objectives

---

Upon completion of this course, the student should be able to:

1. Lead a small group to deeper personal connections among members.
2. Guide a group to identifying their purpose for meeting and interacting.
3. Model effective listening skills.
4. Observe changed lives as a result of small-group participation.

## Accessibility

---

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

## Course Lecturer

---



*Deb McCormick, PhD*

**Education:**

- Oklahoma State University, MA
- Louisiana Tech University, BA
- Extensive professional training from The Bergerac Company, Development Dimensions International (DDI), Emme and Associates, and the Stephen Covey Learning Center
- Certified instructor through Learning International and Dr. Edward De Bono in skills such as lateral thinking, coaching, and interpersonal management

**Teaching Career:**

- Adjunct Professor, McNeese State University
- Speech Communication Instructor, Oklahoma State University

- Trainer for the State of Oklahoma's Department of Vocational and Technical Education

### Other Career Highlights:

- Founder and Executive Director for TEAMedUP
- Speaker in front of thousands of audiences, specifically in the area of leadership and team skill training, experiential team building retreats, and meeting facilitation
- Consultant and speaker at corporate and Christian work environments on thinking and working better together as a team
- Consulting Director, Johnson & Johnson (1998-2004)
- Director of Organizational Effectiveness, HDI Consulting (1995-2004)
- Area Vice-President, McKesson General Medical Corporation (1992-1995)
- Regional Sales Manager/Trainer, Cort Furniture (a nationwide furniture rental company)

### Publications:

- Published articles from TEAMed UP including, *Facilitate Don't Frustrate: A Collection of Practical and Proven Tips for Facilitating Team Meetings*, *Making the Connection: A Reference Guide for Small Group Ministry Leaders* and *Playing Like A Team: A Collection of Team Building Activities That Promote Serious Play and Lead to Serious Results* coauthored with Jacque Bruno

## Academic Honesty

---

At CUGN, we believe all we do is "as unto the Lord" and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

**Quizzes and Exams:** Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

**Plagiarism:** If a student's work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar's Office at [registrar@cugn.org](mailto:registrar@cugn.org) or toll free at (888) 487-5376 ext. 3.

## Course Methods

---

Throughout this course, a number of methods will be used to engage the students in learning and processing information, interacting with other students (when possible), and applying the learning to their lives. These methods include the following:

### Media/Materials

The course will include media presentations of lectures and supplementary materials to be viewed and/or read throughout the lessons of the course.

- **Video-based teaching**

The primary teaching session in each lesson is provided in video format. If you do not have the bandwidth required to view the video, we provide the option of listening to the lesson or reading the lesson from a transcript.

- **Multisensory learning**

For students who wish to use a medium other than video, we provide the option of reading the lesson from a transcript of the teaching video (found in the Class Time activity). Students can choose the medium (or combination of media) that most closely aligns with their individual learning styles.

### Interaction

Whether sitting in a traditional classroom or studying from a distance, students benefit from interaction and collaboration with other students. In order to meet this need in distance theological education, CUGN offers structures and resources to encourage effective community interaction in this course.

### Response Time

This forum fosters peer-to-peer interaction in a global, threaded discussion. Students are required to respond to relevant questions posted by the instructors; students are also encouraged to read and respond to the posts of fellow students.

## Lesson Objectives

---

At the end of each lesson, students should be able to accomplish the objectives listed below.

### Lesson 1: Introduction

- Explain why your role as a small-group leader is to help your group “make the connection.”
- Define the relationship between context and content in small-group facilitation.

### Lesson 2: Stop Speeding Up and Start Slowing Down

- Define ways of slowing your pace so that genuine connections can take place and people feel that they matter.
- Understand how vital your own quiet time is in the effectiveness of your leadership.

### Lesson 3: Stop Talking and Start Listening

- Identify physical and personal “noise” that can hinder good listening.
- Explain how setting the tone as a good listener will help others in the group to follow.

### Lesson 4: Stop Trying to Impress Others and Start Impacting Others

- Illustrate how being transparent about your own hurts can help others become more open to share.
- Recognize how being real with each other can move your group beyond the surface level.

### Lesson 5: Stop Looking for Similarities and Start Appreciating Differences

- Discuss ways in which different personality types can help strengthen a group’s effectiveness, rather than hinder it.
- Identify the basic characteristics of the Merrill-Reid personality model: the driver, the expressive, the amiable, and the analytical.

### Lesson 6: Stop Being Study-Led and Start Being Purpose-Led

- Explain why establishing a purpose for your small group must precede the selection of a particular Bible study.
- Identify effective ways of directing the questions to maximize the connection within the group.

### Lesson 7: Stop Providing Answers and Start Inviting Conversation; Stop Expecting Trust and Start Earning Trust

- Identify ways of encouraging conversation among your small-group members.
- Enable members to develop a code of conduct as a way of building trust within the group.

### Lesson 8: Stop Telling What and Start Asking Now What?

- Take the “what” of a Scripture passage and turn it into the “so what” of application.
- Encourage others to ask, “What should I do differently because of what I’ve learned in this lesson?”

### Lesson 9: Stop Gathering and Start Connecting

- Discuss ways in which praying for one another can help your group connect on a deeper level.
- Help your group accelerate their connection through creative ways of serving others.

## Lesson 10: Stop Frustrating and Start Facilitating

- Utilize a wide variety of creative techniques for effective small-group facilitation.
- Demonstrate skill in effectively managing the three P's of facilitation: people, process, and play.

## Course Requirements

---

The student must complete the course requirements within a 90-day period. Those requirements include:

- Viewing the Class Time lectures for each lesson
- Participating in the Response Time forum by posting answers to all questions
- Taking each lesson quiz and a final exam, scoring a 70% or higher average

Additional information about these requirements is provided below.

### CLASS TIME

The Class Time section of the course includes the following:

- **Lectures:** The lessons in this course include 5–25 minutes of lecture. These instructional lectures are required viewing, and can be watched as many times as needed. The same content is available in an audio file and a text file (PDF) (located in the Class Time activity) for students who can benefit from this alternative media.

Lesson 1: Introduction

Lesson 2: Stop Speeding Up and Start Slowing Down

Lesson 3: Stop Talking and Start Listening

Lesson 4: Stop Trying to Impress Others and Start Impacting Others

Lesson 5: Stop Looking for Similarities and Start Appreciating Differences

Lesson 6: Stop Being Study-Led and Start Being Purpose-Led

Lesson 7: Stop Providing Answers and Start Inviting Conversation; Stop Expecting Trust and Start Earning Trust

Lesson 8: Stop Telling What and Start Asking Now What?

Lesson 9: Stop Gathering and Start Connecting

Lesson 10: Stop Frustrating and Start Facilitating

## RESPONSE TIME

Participants will interact with other students worldwide in an ongoing asynchronous threaded forum of several course topics in each lesson.

In order to get the fullest benefit from the Response Time forum, students should complete the Response Time assignment after they have completed Class Time. Then they should return to Response Time after finishing the lesson to see how others respond. The following steps are instructions to the students for completing the assignment:

- Enter Response Time.
- Read the instructions and click the Discussion Question you wish to respond to first.
- Read the Discussion Question and share your thoughts with others.
- Repeat for each Discussion Question.
- Take the time to read other students' postings.

CUGN requires that students' Response Time posts consist of at least 2 to 3 well-developed paragraphs. Think of posts as mini-essays, where you present an idea and support that idea with details, examples, personal experiences, etc.

Objective: to develop critical thinking skills through personal interaction with the content of the course and the responses of others within a diverse community of learners.

## QUIZZES AND EXAM

The quizzes and exam will cover the material from the Class Time lectures.

## Course Grading and Requirements

---

### QUIZZES AND EXAMS

Quizzes	40% of Course Grade
Final Exam	60% of Course Grade

### OTHER COURSE REQUIREMENTS

Course requirements noted in this syllabus will be validated before credit is awarded to any student.