City University of Hong Kong
Course Syllabus

offered by Department of Social and Behavioural Sciences
with effect from Semester A 2017/18

Part I   Course Overview

Course Title:	Team Building and Group Work Skills Laboratory
Course Code:	SS2277
Course Duration:	One Semester
Credit Units:	2
Level:	B2
Proposed Area: *(for GE courses only)*	☐ Arts and Humanities ☐ Study of Societies, Social and Business Organisations ☐ Science and Technology
Medium of Instruction:	English, supplemented by Cantonese / Putonghua in live demonstration, skills rehearsal, and role-play
Medium of Assessment:	English
Prerequisites: *(Course Code and Title)*	Nil
Precursors: *(Course Code and Title)*	Nil
Equivalent Courses: *(Course Code and Title)*	SS3277 Team Building and Group Work Skills Laboratory
Exclusive Courses: *(Course Code and Title)*	Nil

Part II   Course Details

1.   Abstract

This course aims to facilitate the students to develop and discover skills in team building and group work, and to examine how group work theories and concepts are being used creatively by practitioners in different group work context.

2.   Course Intended Learning Outcomes (CILOs)
(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs[#]	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	*A2*	*A3*
1.	apply skills and concepts in observing, analysing and discovering group situations and dynamics;	25%	✓	✓	
2.	use interactional skills creatively in working with groups and organizations;	25%	✓	✓	✓
3.	demonstrate knowledge and skills creatively in team building; and	25%	✓	✓	✓
4.	demonstrate knowledge and skills in handling different stages of group development in innovative ways.	25%	✓	✓	✓
	If weighting is assigned to CILOs, they should add up to 100%.	100%			

* *If weighting is assigned to CILOs, they should add up to 100%.*
# *Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.*

A1:   Attitude
Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.
A2:   Ability
Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.
A3:   *Accomplishments*
Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3.   Teaching and Learning Activities (TLAs)
(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.				Hours/week (if applicable)
		1	2	3	4	
Mini-lecture	Intellectual input on team building and group work skills will be given in mini-lectures.	✓	✓	✓	✓	
Class Practice Exercise and discussion	To develop experiential learning in team building and group work skills through classroom practice exercise and group discussion.	✓	✓	✓	✓	

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.				Weighting*	Remarks
	1	2	3	4		
Continuous Assessment: __100__ %						
Session plan and integrative practice	✓			✓	40%	
Reflection paper		✓	✓		40%	
Attendance and participation			✓		20%	
Examination: ____% (duration: , if applicable)						

* The weightings should add up to 100%. | | 100% |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Session plan and integrative practice	Capability to design the group proposal and the session plan with reference to relevant literature that is coherent to the nature of the group, and shows good understanding and application of concepts and skills learned. Competence to understand group dynamics, integrate group work theories and concepts, and demonstrate relevant skills in handling different group situations of different types of groups creatively.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
2. Reflection paper	Capability to analyse the group dynamics, reflect critically the worker's strength and weakness, one's own professional or personal stance/value from the practice experiences in the practice session, with relevant integration of knowledge, skills and attitudes.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels
3. Attendance and participation	Ability to attend every lesson except for special reasons, contribute to collaborative learning and discovery in classroom discussion and practices by taking initiative in participation, giving constructive feedback and opinions, and having self-reflection.	Outstanding	High	Moderate	Basic	Not even reaching marginal levels

Part III   Other Information (more details can be provided separately in the teaching plan)

1.   Keyword Syllabus
(An indication of the key topics of the course.)

Sensitivity in observing group dynamics. Interactional skills. Group-focused skills. Skills in group monitoring and team building. Use of structural experiential games. Programme planning skills. Conflict management skills. Problem solving and decision making skills. Skills in leading developmental, treatment and mutual aid group.

2.   Reading List
2.1   Compulsory Readings
(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Jacobs, E. E., Schimmel, C. J., Masson, R. L., & Harvill, R. L. (2015). *Group counseling: Strategies and skills* (8th ed.). California: Brooks/Cole.
2.	Kottler, J. A., & Englar-Carlson, M. (2015). *Learning group leadership: An experiential approach* (3rd ed.). California: Sage.
3.	甘炳光編（2009）。*小組遊戲帶領技巧：從概念到實踐*。香港：香港城市大學出版社。

2.2   Additional Readings
(Additional references for students to learn to expand their knowledge about the subject.)

1.	Anderson, N., & West, M. A. (1990). Innovative teams at work. *Personnel Management, 22*(9), 48-53.
2.	Anderson, N., & West, M. A. (1994). *The team climate inventory: Manual and user's Guide.* Windsor: ASWE Press.
3.	Belbin, R. M. (2010). *Management teams: Why they succeed or fail* (3rd ed.). Oxford: Butterworth-Heinemann.
4.	Belbin, R. M. (2010). *Team roles at work* (2nd ed.). Oxford: Butterworth-Heinemann.
5.	Dyer, W. G., & Dyer, J. H. (2013). *Team building: Proven strategies for improving team performance* (5th ed.). San Francisco: John Wiley & Sons Inc.
6.	Johnson, D. W., & Johnson, F. P. (2013). *Joining together: Group theory and group skills* (11th ed.). Boston: Allyn and Bacon.
7.	Frey, N., Fisher, D., & Everlove, S. (2009). Productive group work: How to engage students, build teamwork, and promote understanding. In J. R. Hackman (Ed*.) Groups that work (and those that don't): Conditions for effective teamwork.* San Francisco: Jossey Bass.
8.	Brown, D. R. (2011). *An experiential approach to organization development* (8th ed.). New Jersey: Prentice Hall.
9.	Henry, J. (Ed.). (2001). *Creative management* (2nd ed.). London: Sage.
10.	Mayle, D. (Ed.). (2006). *Managing innovation and change.* London: Sage.

11.	Levi, D. (2014). *Group dynamics for teams* (4th ed.). London: Sage.
12.	Midura, D. W., & Glover, D. R. (2005). *Essentials of team building: Principles and practices.* Illnois: Human Kinetics.
13.	Shuman, L. (2012). *The skills of helping: Individuals, families and groups* (7th ed.). California: Brooks/Cole.
14.	Rogelberg, S. G., Barnes-Farrell, J. L., & Lower, C. A. (1992). The Stepladder technique: An alternative group structure facilitating effective group decision-making. *Journal of Applied Psychology, 77*(5), 730-737.
15.	Tjosvold, D. (1991). *Team organization: An enduring competitive advantage.* Chichester: John Wiley and Sons.
16.	梁玉麒、游達裕、區結蓮等 (2011)。*千帆並舉——社會工作小組新貌*。香港：策馬文創有限公司。
17.	梁玉麒、黃幹知 (2013)。*一呼百應：二百個訓練活動帶領技巧*。香港：策馬文創有限公司。
18.	梁玉麒、黃幹知 (2013)。*一齊玩斗—— 100 個發展性主題遊戲活動*。香港：策馬文創有限公司。