

# SS2203: TEAM BUILDING AND GROUP WORK SKILLS LABORATORY

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## Effective Term

Semester A 2025/26

## Part I Course Overview

### Course Title

Team Building and Group Work Skills Laboratory

### Subject Code

SS - Social and Behavioural Sciences

### Course Number

2203

### Academic Unit

Social and Behavioural Sciences (SS)

### College/School

College of Liberal Arts and Social Sciences (CH)

### Course Duration

One Semester

### Credit Units

3

### Level

B1, B2, B3, B4 - Bachelor's Degree

### Medium of Instruction

Other Languages

### Other Languages for Medium of Instruction

English, supplemented by  
Cantonese / Putonghua in live demonstration, skills rehearsal, and role-play

### Medium of Assessment

English

### Prerequisites

Nil

### Precursors

Nil

### Equivalent Courses

Nil

### Exclusive Courses

Nil

## Part II Course Details

### 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.

### Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Apply skills and concepts in observing, analysing and discovering group situations and dynamics;	25	x	x	
2	Apply interactional skills creatively in working with groups and organizations;	25	x	x	x
3	Demonstrate group work knowledge and skills creatively in team building; and	25	x	x	x
4	Demonstrate group work knowledge and skills in handling different stages of group development in innovative ways.	25	x	x	x

#### 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 real-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.

### Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Mini-lecture	Students will gain intellectual input on team building and group work skills in mini-lectures.	1, 2, 3, 4
2	Class Practice Exercise and discussion	Students will engage to develop experiential learning in team building and group work skills through classroom practice exercises and group discussion.	1, 2, 3, 4

### Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- " for nil entry)	Allow Use of GenAI?
1	Session plan and integrative practice	1, 4	40	-	No
2	Reflection paper	2, 3	40	-	No
3	Participation and discussion in class	3	20	-	Yes

**Continuous Assessment (%)**

100

**Examination (%)**

0

**Assessment Rubrics (AR)****Assessment Task**

1. Session plan and integrative practice

**Criterion**

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.

**Excellent (A+, A, A-)**

Outstanding

**Good (B+, B, B-)**

High

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

**Assessment Task**

2. Reflection paper

**Criterion**

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.

**Excellent (A+, A, A-)**

Outstanding

**Good (B+, B, B-)**

High

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

**Assessment Task**

3. Participation and discussion in class

**Criterion**

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.

**Excellent (A+, A, A-)**

Outstanding

**Good (B+, B, B-)**

High

**Fair (C+, C, C-)**

Moderate

**Marginal (D)**

Basic

**Failure (F)**

Not even reaching marginal levels

**Part III Other Information****Keyword Syllabus**

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.

**Reading List****Compulsory Readings**

	Title
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	Kam, P. K. (Ed.). (2022). 100 Group Games: Skills in Facilitating Group Games. City University of HK Press.

**Additional Readings**

	Title
1	Anderson, N., & West, M. A. (1990). Innovative teams at work. <i>Personnel Management</i> , 22(9), 48-53.
2	Anderson, N., & West, M. A. (1994). <i>The team climate inventory: Manual and user's Guide</i> . Windsor: ASWE Press.
3	Belbin, R. M. (2010). <i>Management teams: Why they succeed or fail</i> (3rd ed.). Oxford: Butterworth-Heinemann.
4	Belbin, R. M. (2010). <i>Team roles at work</i> (2nd ed.). Oxford: Butterworth-Heinemann.
5	Dyer, W. G., & Dyer, J. H. (2013). <i>Team building: Proven strategies for improving team performance</i> (5th ed.). San Francisco: John Wiley & Sons Inc.
6	Johnson, D. W., & Johnson, F. P. (2013). <i>Joining together: Group theory and group skills</i> (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.) <i>Groups that work (and those that don't): Conditions for effective teamwork</i> . San Francisco: Jossey Bass.
8	Brown, D. R. (2011). <i>An experiential approach to organization development</i> (8th ed.). New Jersey: Prentice Hall.
9	Henry, J. (Ed.). (2001). <i>Creative management</i> (2nd ed.). London: Sage.
10	Landale, A., & Douglas, M. (2017). <i>The Fast Facilitator: 76 Facilitator Activities and Interventions Covering Essential Skills, Group Processes and Creative Techniques</i> . Routledge.
11	Levi, D. (2014). <i>Group dynamics for teams</i> (4th ed.). London: Sage.
12	Mayle, D. (Ed.). (2006). <i>Managing innovation and change</i> . London: Sage.
13	Midura, D. W., & Glover, D. R. (2005). <i>Essentials of team building: Principles and practices</i> . Illinois: Human Kinetics.
14	Rogelberg, S. G., Barnes-Farrell, J. L., & Lower, C. A. (1992). The Stepladder technique: An alternative group structure facilitating effective group decision-making. <i>Journal of Applied Psychology</i> , 77(5), 730-737.
15	Rogers, J. (2010). <i>Facilitating groups</i> . McGraw-Hill Education (UK).
16	Shuman, L. (2012). <i>The skills of helping: Individuals, families and groups</i> (7th ed.). California: Brooks/Cole.
17	Tjosvold, D. (1991). <i>Team organization: An enduring competitive advantage</i> . Chichester: John Wiley and Sons.