

SS2203: TEAM BUILDING AND GROUP WORK SKILLS LABORATORY

Effective Term

Semester A 2022/23

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

English

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	use interactional skills creatively in working with groups and organizations;	25	x	x	x
3	demonstrate knowledge and skills creatively in team building; and	25	x	x	x
4	demonstrate 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.

Teaching and Learning Activities (TLAs)

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

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)
1	Session plan and integrative practice	1, 4	40	

2	Reflection paper	2, 3	40	
3	Participation and discussion in class	3	20	

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	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。

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	Mayle, D. (Ed.). (2006). <i>Managing innovation and change</i> . London: Sage.
11	Levi, D. (2014). <i>Group dynamics for teams</i> (4th ed.). London: Sage.
12	Midura, D. W., & Glover, D. R. (2005). <i>Essentials of team building: Principles and practices</i> . Illinois: Human Kinetics.
13	Shuman, L. (2012). <i>The skills of helping: Individuals, families and groups</i> (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. <i>Journal of Applied Psychology</i> , 77(5), 730-737.
15	Tjosvold, D. (1991). <i>Team organization: An enduring competitive advantage</i> . 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。
19	黃幹知、陳國邦、吳思朗編著 (2017)。活用Apps 帶討論——反思活動40個。香港：策馬文創有限公司。