

Year assessed, or planned year of assessment: 2018

Semester: Spring

2. Compare and contrast helpful and harmful team roles.

Measure of assessment: test, homework, role playing

Year assessed, or planned year of assessment: 2018

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 10/23/2017

3 HOURS

Content: Introduction to Team Building. Why Employers want Team Players. Why Employers value Problem-Solving Skills. What is a team?

Student Performance Objectives: Explain why team players are important. List 5 reasons employers want employees with problem-solving skills. List characteristics of a good team and situations where a team is helpful.

3 HOURS

Content: Team playing role: Lost on the moon. Team vs. Individual situations. Basic team roles.

Student Performance Objectives: Complete a project where team playing is essential. List situations where individuals work better than a team and vice versus. List some of the different roles in team situations.

3 HOURS

Content: Being a facilitator. What a facilitator does. Traits of a good facilitator. Mid-term exam.

Student Performance Objectives: List the jobs of a facilitator. List traits of a good facilitator. Explain helpful team roles.

3 HOURS

Content: Harmful team roles. Destructive team players: The rejecter, commander, interrupter, yes - but, and psychiatrist. Why these players are harmful to the team. How to deal with destructive team players.

Student Performance Objectives: Provide 4 examples of harmful team roles. Use role-playing to imitate destructive team players. Describe how each destructive team role hurts the team.

3 HOURS

Content: Communicating with teammates. Understanding feelings and facts. Building consensus. Why consensus is essential.

Student Performance Objectives: List techniques for communicating with teammates. List ways to use feelings and facts to work with teammates. List reasons why consensus is essential.

2 HOURS

Content: Getting agreement. Setting team goals. Holding effective meetings. Team leadership, and characteristics of good team leaders.

Student Performance Objectives: List reason for and how to establish team goals. List goals of effective meetings and explain how to run effective meetings. List characteristics of good team and poor team leaders.

2 HOURS

METHODS OF INSTRUCTION:

Lecture, AV presentation, theoretical and skills evaluation, quizzes/exams.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 6

Assignment Description: Complete reading and workbook exercise assignments. Study for exams.

Homework: List 5 reasons employers want team players. List 5 reasons employers want employees with problem-solving skills. List characteristics of a good team and situations where a team is helpful.

Required Outside Hours: 6

Assignment Description: Complete reading and workbook exercise assignments. Study for exams.

Homework: Do a project where team playing is essential. List situations where individuals work better than a team and vice versus. List some of the different roles in team situations.

Required Outside Hours: 6

Assignment Description: Complete reading and workbook exercise assignments. Study for exams.

Homework: List the jobs of a facilitator. List traits of a good facilitator. Explain helpful team roles.

Required Outside Hours: 6

Assignment Description: Complete reading and workbook exercise assignments. Study for exams.

Homework: Provide 4 examples of harmful team roles. Use role-playing to imitate destructive team players. Describe how each destructive team role hurts the team.

Required Outside Hours: 6

Assignment Description: Complete reading and workbook exercise assignments. Study for exams.

Homework: List techniques for communicating with teammates. List ways to use feelings and facts to work with teammates. List techniques for building consensus. List reasons why consensus is essential.

Required Outside Hours: 4

Assignment Description: Complete reading and workbook exercise assignments. Study for exams.

Homework: List reason for and how to establish team goals. List goals of effective meetings and how to do effective meetings. List characteristics of good team and poor team leaders.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 25.00 %

20% - 40% Written homework; Reading reports; Essay exams; Term papers

Problem-solving assignments

Percent of total grade: 25.00 %

20% - 45% Homework problems; Field work; Lab reports

Skill demonstrations

Percent of total grade: 25.00 %

25% - 45% Class performance; Field work; Performance exams

Objective examinations

Percent of total grade: 25.00 %

REPRESENTATIVE TEXTBOOKS:

Required Representative Textbooks

Donaldson, Cindy and Farley, Dan. Teambuilding and Problem Solving in the Workplace. Palo Alto, CA: Work Skills Associates, 2014.

ISBN: 13: 9780966086911

Reading Level of Text, Grade: 11th Verified by: MS Word

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: Y
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: D
Maximum Hours: 1
Minimum Hours: 1
Course Control Number:
Sports/Physical Education Course: N
Taxonomy of Program: 493010