

Las Positas College  
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## Course Outline for BUSN 7504

### TEAM BUILDING

Effective: Fall 2008

#### I. CATALOG DESCRIPTION:

BUSN 7504 — TEAM BUILDING — 0.50 units

Provides the student with an understanding of how to motivate, inspire and guide work groups, the dynamics of group interactions, trust building strategies, effective feedback tools and techniques to build more cohesive and motivated groups. The measurements and tracking tools for energizing and managing a team to success will be discussed. Introduce the essential skills to facilitate an effective meeting.

0.50 Units Lecture

#### Grading Methods:

#### Discipline:

	<u>MIN</u>
<b>Lecture Hours:</b>	9.00
<b>Total Hours:</b>	9.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

#### IV. MEASURABLE OBJECTIVES:

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

- A. Identify the elements to create a culture for teamwork
- B. Explain the dynamics of team member interaction
- C. Explain how teams maximize their strengths and enhance productivity
- D. Identify member roles and responsibilities to ensure productivity
- E. Identify barriers to productive teamwork
- F. Cite measurement and tracking tools to enhance team performance
- G. Demonstrate facilitating an effective meeting
- H. Reflect on team building leadership skills and their management style

#### V. CONTENT:

- A. Aligning individual, team and organizational goals
- B. Defining the teams purpose
- C. Developing a team
- D. Establish roles, responsibilities, and goals
- E. Build trust, provide feedback, and communicate effectively as a team
- F. Communicating with team members to enhance productivity
- G. Facilitating productive team meetings
- H. Solving problems and making decisions as a team
- I. Resolving team conflict

#### VI. METHODS OF INSTRUCTION:

- A. Assignments which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition.
- B. Tasks that enable students to develop a variety of learning strategies: repetition, categorization, restatement, comparison and contrast, memorization, identification of repetition, critical thinking and collaboration.
- C. Critical thinking exercises to integrate students' overall ability to understand the material.
- D. Problem solving tasks and activities in which students are expected to use theory and generally accepted standards to make decisions and report their conclusions.
- E. Informal lectures and classroom discussion based on student questions related to the material.
- F. Guest speakers as appropriate.
- G. Audio-visual materials including but not limited to video tapes and Internet web casts with handouts for note taking, and small group discussion.
- H. In class current topic discussions and assignments handled individually, with class partners, in teams and/or as the whole class.
- I. Written exercises and case studies to evaluate concepts and facts.
- J. Small group and individual problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings.
- K. Lecture utilizing Power Point, overhead transparencies, computer media, handouts, whiteboard and/or blackboard.

## VII. TYPICAL ASSIGNMENTS:

A. Recognition tasks: matching, identifying correct facts. From the list of terms and acronyms select the correct definition from the list provided. B. Case study analysis and presentation C. Practical writing, reading, speaking and listening tasks that demonstrate or elicit an understanding of and/or a possession of the facts. 1. Read the case on pages 135-155. Prepare a written answer to the six questions about the case. 2. Prepare a managers response to one of the five situations listed on pages 145-160. Be prepared to present and discuss in class.

## VIII. EVALUATION:

### A. **Methods**

1. Exams/Tests
2. Quizzes
3. Projects
4. Group Projects
5. Class Participation
6. Class Work
7. Other:
  - a. Methods
    1. Class and small group discussions of current issues
    2. In-class written case study analyses of video and written cases
    3. Examinations and a comprehensive final with objective questions
    4. Student participation individually and in small groups
    5. Class participation
    6. Final Examination

### B. **Frequency**

1. Frequency – Regular assessment of learning using assignments, activities, projects or quizzes and final evaluation to include a culminating activity.

## IX. TYPICAL TEXTS:

1. Dyer, William G., W. Gibb Jr. Dyer, Jeffrey H. Dyer, Edgar H. Schein *Team Building: Proven Strategies for Improving Team Performance*. 1st ed., Jossey-Bass, 2007.
2. Akin, Gibb *The Team Building Workbook*. 1st ed., McGraw-Hill, 2001.
3. Thompson, Leigh L *Making the Team: A Guide for Managers*. 2nd ed., Pearson PrenticeHall, 2003.

## X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. Computer and Internet access
- B. Access to business publications, magazines and periodicals (i.e. USA Today, Wall Street Journal, Fortune Magazine, Harvard Business Review)