BMG 62.4 Course Outline as of Fall 2008

CATALOG INFORMATION

Dept and Nbr: BMG 62.4   Title: MANAGING WORKGROUPS
Full Title: Managing Workgroups
Last Reviewed: 1/25/2021

Units			Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	1.50		Lecture Scheduled	1.50	17.5	Lecture Scheduled	26.25
Minimum	1.50		Lab Scheduled	0	3	Lab Scheduled	0
			Contact DHR	0		Contact DHR	0
			Contact Total	1.50		Contact Total	26.25
			Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 52.50   Total Student Learning Hours: 78.75

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly:

Catalog Description:
This course will enable students to determine characteristics of effective team leadership and participation after analyzing stages of group development and group roles, and to examine strategies for creating and maintaining high-performance teams.

Prerequisites/Corequisites:

Recommended Preparation:
Eligibility for ENGL 100 or ESL 100

Limits on Enrollment:

Schedule of Classes Information:
Description: This course will enable students to determine characteristics of effective team leadership and participation after analyzing stages of group development and group roles, and to examine strategies for creating and maintaining high-performance teams.   (Grade or P/NP)
Prerequisites/Corequisites:
Recommended: Eligibility for ENGL 100 or ESL 100
Limits on Enrollment:

Transfer Credit: CSU;
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
CSU GE:	**Transfer Area**		Effective:	Inactive:
IGETC:	**Transfer Area**		Effective:	Inactive:
CSU Transfer:	Transferable	Effective: Fall 2008	Inactive:	
UC Transfer:		Effective:	Inactive:	

CID:

Certificate/Major Applicable:
Both Certificate and Major Applicable

COURSE CONTENT

Outcomes and Objectives:
1. Distinguish among the four stages of group/team development
2. Differentiate between typical roles within groups/teams
3. Identify and apply skills associated with being a productive team member
4. Identify and evaluate characteristics of an effective team leader
5. Create a group/team mission statement and vision statement
6. Assess conflict management strategies for groups/teams
7. Compare evaluation instruments for group/team performance and select appropriate evaluation instruments for specific groups/teams
8. Create reward systems for groups/teams within specific organizations
9. Assess whether a meeting is needed and create alternatives to holding a meeting
10. Differentiate between three meeting types and the skills needed for running each type
11. Plan a meeting, prepare an agenda, and produce a congruent logistics plan
12. Appraise the eleven functions of a facilitative meeting leader
13. Evaluate the effectiveness of a recently concluded meeting

Topics and Scope:

1. Study the four stages of group development
   a. Forming
   b. Storming
   c. Norming
   d. Performing
2. Group roles and group dynamics
3. Effective team member skills

   a. Communication skills
   b. Organizational skills
4. Effective leader characteristics
   a. Listening skills
   b. Empathetic skills
5. Creating high-performance teams
6. Group definition and planning: Mission statements and vision statements
7. Norms and methods used to influence groups/teams
8. Group conflict
   a. Sources of conflict in groups/teams
   b. Conflict management strategies
9. Controlling workgroups
   a. Instruments for evaluating group/team performance
   b. Recognition and reward systems for groups/teams

Assignment:

1. Reading, approximately 20-40 pages per week (or 60-120 pages total)
2. Workbook exercises, approximately 4-5 per week (or 12-15 total)
3. Writing assignments:
  a. Develop model for group dynamics (3-5 pages)
  b. Develop model for managing team meetings (3-5 pages)
4. Skill demonstrations:
  a. Meeting planning, agenda development, and follow-up documentation
  b. Practice meeting management techniques
  c. Dealing with group conflict
5. Case studies (1-3) with in-class participation and analysis
6. Quizzes (1-2)

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills
and/or require students to select, organize and explain ideas
in writing.

In-class written assignments, short essay question	Writing 25 - 35%

Problem Solving: Assessment tools, other than exams, that
demonstrate competence in computational or non-
computational problem solving skills.

Group activities, workbook exercises, case studies	Problem solving 20 - 25%

Skill Demonstrations: All skill-based and physical
demonstrations used for assessment purposes including skill
performance exams.

Role playing, skill-demonstrations	Skill Demonstrations 20 - 40%

Exams: All forms of formal testing, other than skill
performance exams.

Multiple choice, True/false, Short essays	Exams 10 - 20%

Other: Includes any assessment tools that do not logically fit into the above categories.

Participation in classroom activities	Other Category 5 - 15%

Representative Textbooks and Materials:
Donald R. Brown and Donald Harvey. An Experiential Approach to Organization Development, seventh edition, Prentice Hall, 2005.
and
Instructor prepared materials