

# **School of Professional Advancement**

## **Course Outline**

Course Title: Team Building Skills Workshop

Course Type: Applied

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### **Course Description & Format**

Organizations are dependent on success of teams for their long-term survival, so they pay keen interest on development of team and team members. Similarly, team membership skills are essential to be a part of any successful organization. Every year companies spend a huge amount of their training and development budget to arrange team building sessions, seminars and expedition to ensure that their members have the necessary skills to perform at their jobs; dealing with both internal and external stakeholders worldwide.

This course focuses on developing the basic team building skills in order to prepare the students for challenges associated with employment. The course serves as a training platform for students to challenge their own beliefs and think outside the box through practical learning and real-time scenarios. These skills will groom individuals to become a better team member, performing for a higher team and organizational goals. The initial sessions lay the theoretical foundations of the concept of Team Building. The later sessions will be purely experiential in nature and will expose the students practically to the theoretical knowledge gained in the earlier sessions. It is through these sessions that the Team Building Skills like designing high performance work teams, managing team performance and productivity, leading the team effectively and efficiently, conflict management among different types of teams, creativity networking and cultural aspects of team; inter team relations management would be conducted through different in-class activities.

Overall the purpose of this course is to provide an in-depth understanding of Team building and developing team skills which will provide a competitive advantage to students. The course also encourages critical thinking by introducing discussions related to multiple perspectives to team building through the use of case analysis, experiential exercises, small group discussions, presentation and a project. The course will end by making the students interact with the real life scenarios from different industrial sectors through in-class case studies and educational videos in presentations.

This course is basically aimed at inculcating Team Building Skills development among the students.

### **Course Instructional Objectives**

1. acquire an understanding of the Team Building skills and its significance required within the organizational process including its role in strategic management.
2. analyze and effectively cope with the challenges of building teams in an organization.

### **Course Student Objectives**

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1. to help students engage in critical thinking and understand the processes of formation and challenges of team building.
2. Increase students' awareness of their own Team building skills (which we all have), and their ability to employ those in their personal and professional lives.
3. clearly develop and inculcate effective and desired skills for team in order to achieve team goals at a higher level.
4. also develop the skills to perform in teams by implementing learning into practical experience in a safe environment of class.
5. clear and concise written communication, and the ability to give effective presentations

### **Course Contents**

Following is the session-wise breakup of the course:

#### **Session 1: Introduction to Team and Team building skills**

- One-to-one introduction- through ice breaking activity “how leaders have made teams around the world and discuss their qualities”
- Course Introduction, Teaching & Assessment Methodology
- Distribution of Course Outlines
- Setting up of Norms
- A brainstorming discussion on what is a team and what are team building skills.

### **Learning Outcomes**

The main learning objective of the session is to provide a basic and conceptual understanding the concept of “Team” and its importance in organizations.

#### **Activities**

- Team formation.

#### **Session 2: Introduction: Why Should I Learn to Team**

- Historical perspective of team building and its implication in industries
- Teamwork considered as an individual skill
- Differences between group-centred managers team-centred managers
- Working in team and making increased productivity as a by-product

#### **Activity 1**

YouTube Video: [https://www.youtube.com/watch?v=cFJ4Tug2\\_Ws](https://www.youtube.com/watch?v=cFJ4Tug2_Ws)

Discussion on the basic skills of team which play a significant role in team development.

Class activity on Skill 1: Listening and understand its importance while working in a Team.

### **Learning Outcomes**

The main learning objective of the reading is to provide a basic and conceptual understanding of team development and distinction between groups and teams, and role of teams in increasing organization's productivity.

#### **Session 3: Essentials of Building and Managing Teams**

- Individual VS group VS team
- Understanding teams
- Differences between groups and teams
- Characteristics of a team
- Roles of team members

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- Making teams effective

### ***Activity 2***

Team Development: Organizing work team-Apollo Engineering Works (case study)

Discussion on the role of management in developing productive teams that work and challenges faced during its development.

Class activity on skill 2: Communication (Speaking)- conveying a point of view and respecting every view.

### **Learning Outcomes**

The main learning objective of the reading is to provide a basic and conceptual understanding of team development and distinction between groups and teams, and role of teams in increasing organization's effectiveness.

### **Session 4: Essentials of Building and Managing Teams (Cont.)**

- Managing virtual teams
- Fostering team creativity-collective wisdom
- Basic skills of team leaders
- Advanced skills of team leaders
- Building high performance teams
- Managing groups and teams

### ***Activity 3***

Article: Team-Building: Insights on Building, Motivating and Managing an Exceptional Team  
Work in Team to understand and present Team's perspective to the class.

Class Activity on skill 3: Presentation

### **Learning Outcomes**

The main learning objective of the reading is to provide an understanding of managing virtual teams and promoting team creativity through collective wisdom. Professional students can learn to build high performance teams.

### **Session 5: Basics of a Team**

- Basic understanding of how teams work
- Stages of team development
- Roles and styles of team players
- Teamwork mental models for making teams successful
- Skills required for successfully working in teams
- Making decisions in collaborative team environment
- Compromise versus consensus in making decisions while working in teams

### ***Activity 4***

The Five Stages of Team Development: A Case Study

Discussion on how does team development work in project management process by taking an example for better understanding

Class Activity on Skill 4: Leadership with Team; understanding its benefits and challenges.

Assignment 1: Critically analyse a real time performing Team from the industry in the light of your understanding on team building.

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Words: 1500

Submission: Session 7

### **Learning Outcomes**

These readings provide basis for understanding the importance of team building and task, people and process involved in it. Team building is viewed as a system and its basic principles and characteristics are also highlighted.

### **Session 6: Getting Started with Team Building**

- Importance of management commitment in supporting team efforts
- Types of teams to create for serving a particular purpose
- Team forming and functioning
- Determining level of authority in dealing with specific issues
- Establishing team membership
- Developing optimal size of the team

### **Activity 5**

Class Activity on skill 5: Interpersonal skills

Discussion on the 10 most important qualities that make a Great Team Player

Discussion on the 4 core benefits of team building Ahead of a new year

### **Learning Outcomes**

The main learning objective of the reading is to provide a basic and conceptual understanding of team development and the role of top management commitment in providing necessary support in this regard. Students can get to know about different types of teams with clarity on their formation and functioning.

### **Session 7: Getting Started with Team Building (Cont.)**

- Orienting new members after appointment
- Using member substitution & removing team member
- Assigning team roles to each team member
- Key characteristics of productive teams
- Causes of team failure

### **Activities**

Submission of Assignment 1

Final Project Topics

Conducting Activities on team building

### **Learning Outcomes**

The main learning objective of the reading is to provide an understanding of members' team orientation. These readings capture the basic essence of the practice of building effective teams, assigning appropriate roles and understanding the factors of team productivity as well as of team failure.

### **Session 8: Team Decision Making Process**

- Understanding benefits of team decision making
- Conditions required for effective problem solving
- Methods for gathering ideas to work in teams
- Techniques for narrowing ideas in priorities

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- Analysis of ideas by team members for completing particular tasks

#### ***Activity 6***

Measuring the importance of the conditions required to support effective problem solving by teams by brainstorming session

Discussion on the 5 key skills you can learn from a team escape team building day

Class Activity on skill 6: Nonverbal communications and its impact on team

#### **Learning Outcomes**

The main learning objective of the reading is to provide an understanding team based decision making, conditions required for effective problem solving. Students will learn about collection, prioritization and analysis of ideas discussed in teams.

#### **Session 9: Team Decision Making Process (Cont.)**

- Collecting ideas and presenting data for decision making and problem solving
- Developing solution ideas and alternatives to answer key questions
- Reaching decisions in teams in different ways
- The decision making process based in consensus
- Guidelines on consensus for teams to progress to the point of decision making

#### ***Activity 7+ Quiz 1***

Class activity on skill 7: Empathy; A scenario based discussion on real industry events.

#### **Learning Outcomes**

Major learning outcome of this session is to introduce students to the practice of developing synergy for better outcome at team level for solving problems and making wise decisions.

#### **Session 10: Evaluating and Rewarding Team Performance**

- Understanding the purpose of evaluations in teams (Benefits and Drawbacks)
- Performance reviews of team members on other individuals
- Types of team rating systems to take in-depth account of members' influence
- Components of an effective review system for performance evaluation
- Performance factors and measures for team reviews and appraisals

#### ***Activity 8***

Case Study: Elite Hydraulic Works "Organizing Team work"

Discussion on the importance of creating high performing Team synergies.

Class activity on skill 7: Feedback. Design a form which communicate and deliver feedback to the team member which is transparent and effective.

#### **Learning Outcomes**

The main learning objective of the reading is to provide an understanding the purpose of team performance evaluation. Students can learn about the types of team rating systems to take deep analysis of members' influence.

#### **Session 11: Evaluating and Rewarding Team Performance**

- Sample evaluation processes for new members at probations
- Sample evaluation processes for self-directed work teams
- Handling problem evaluation systems for conducting probationary reviews that may result in discharge

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- Team reward systems designed to reflect team values

### ***Activity 9***

How to Reward Your Stellar Team – A Case from Harvard Business Review

Understanding the importance of evaluation and reward systems for teams on their performance using case studies as examples.

Class activity on skill 8: Motivation, morale and Trust within team.

### **Learning Outcomes**

The main learning objective of the reading is to provide an understanding the evaluation processes used for new hired members and those working in self-directed teams. These readings provide an insight on designing such team reward systems that reflect best team values.

### **Session 12: Training in Teams**

- Characteristics of effective team training
- Periodic trainings in teams for improving awareness and understanding
- Assessing training needs
- Pre-training assessment to determine skill level of each member
- The role of the trainer as a facilitator
- Use of trainers (in house or professionals)
- Evaluation of Training

### ***Activity 10***

Design, plan and execute a training session for class teams from TNA to solution and facilitate a healthy competition among team members.

Class activity on skill 9: conflict Management within team members.

### **Learning Outcomes**

The main learning objective of the reading is to provide an understanding on important characteristics of the training required for teams so as to develop members' understanding and awareness. Students will get to know about the assessment of training needs of the members.

### **Session 13: Final Project Presentation**

### **Learning Outcomes**

The main learning objective of the reading is to assess the understanding on team and team building skills. This will facilitate in evaluated the impact of the course on students.

### **Session 14: Team Behaviour**

- Team rules of behaviour and mode of conduct
- Team member behaviour in willingness to explore new approaches
- Facilitator behaviour development through experience and training
- Managing team conflict using key behaviour agreements and required conditions
- Disciplinary action to discipline team members for misconduct on the job

### ***Quiz 2***

Class activity on skill 10: Discipline and appreciation; its significance for team members.

### **Learning Outcomes**

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The main learning objective of the reading is to provide an understanding about appropriate team rule and required modes of the conduct. A better understanding on the role of facilitators in managing team conflicts and disciplinary actions required against irrational conduct can be developed.

### **Session 15: Conclusion**

Conclusion of the course

Discussion on paper pattern

### **Activity 11**

Case Study: Turning Individual into Team Players- Apollo Engineering Works

Discussion on the key aspects on building team players and aligning their goals with team goals.

### **Recommended Book (s) & Text:**

1. Maddux, R. B. (1994). *Team building: An exercise in leadership* (Vol. 56). Kogan Page Publishers.
2. Mackin, D. (2007). *The team building tool kit: tips and tactics for effective workplace teams*. AMACOM. American Management Association.
3. Haldar, U. K., & Pareek, U. N. (2010). *Leadership and team building*. Oxford University Press.

### **ASSESSMENT METHODOLOGY**

Class Participation	20%
In-Class Activities	15%
Quiz	15%
Assignment	5%
Presentations	15%
Final Term Exam	30%
Total	100%

**Note:** Detail description of every aforementioned assessment activity will also be provided in the class.

### **Personal Ethics**

It is expected that both the stakeholders (teacher & students) will adhere to decorum of professional and ethical conduct. Cheating, plagiarism (submitting the language, ideas, thought or work of another as one's own) or otherwise indulging in un-fair means to obtain a grade under false pretenses will result in severe disciplinary action leading to removal from the course. Any deliverables found falling in such category will result in straight Zero without further re-submission.

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**CALENDAR OF ACTIVITIES**

Week	Contents	Tasks/Activities
1	A revision of the basics of the subject OM & HRM + Orientation to Team Building Skills.	Orientation and Course Outline Discussion
2	Historical perspective of team building and its implication in industries Teamwork considered as an individual skill Differences between group-centred managers team-centred managers Working in team and making increased productivity as a by-product	Class Activity 1
3	Individual VS group VS team Understanding teams Differences between groups and teams Characteristics of a team Roles of team members Making teams effective	Class Activity 2
4	Managing virtual teams Fostering team creativity-collective wisdom Basic skills of team leaders Advanced skills of team leaders Building high performance teams Managing groups and teams	Class Activity 3
5	How teams work Stages of team development Roles and styles of team players Teamwork mental models Skills required for successfully working in teams Decisions making in collaborative teams Compromise versus consensus in making decisions	Class Activity 4
6	Importance of management commitment Types of teams for serving a particular purpose Team forming and functioning level of authority in dealing with specific issues Establishing team membership Developing optimal size of the team	Class Activity 5
7	Orienting new members after appointment Member substitution & removing team member Assigning team roles to each team member Key characteristics of productive teams Causes of team failure	Assignment 1
8	Benefits of team decision making Conditions for effective problem solving Gathering ideas to work in teams Techniques for narrowing ideas in priorities Analysis of ideas by team members	Class Activity 6
	Collecting ideas and presenting data for decision	Class Activity 7

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9	<p>making and problem solving</p> <p>Developing solution ideas and alternatives to answer key questions</p> <p>Reaching decisions in teams in different ways</p> <p>The decision making process based in consensus</p> <p>Guidelines on consensus for teams to progress to the point of decision making</p>	+Quiz 1
10	<p>Purpose of evaluations in teams</p> <p>Performance reviews of team members</p> <p>Types of team rating systems</p> <p>Components of effective review system for performance evaluation</p> <p>Performance factors and measures for team reviews and appraisals</p>	Class Activity 8
11	<p>Sample evaluation processes for new members at probations</p> <p>Sample evaluation processes for self-directed work teams</p> <p>Handling problem evaluation systems for conducting probationary reviews that may result in discharge</p> <p>Team reward systems designed to reflect team values</p>	Class Activity 9
12	<p>Characteristics of effective team training</p> <p>Periodic trainings in teams for improving awareness and understanding</p> <p>Assessing training needs</p> <p>Pre-training assessment to determine skill level of each member</p> <p>The role of the trainer as a facilitator</p> <p>Use of trainers (in house or professionals)</p> <p>Evaluation of Training</p>	Class Activity 10
13	<p>Final Project Presentations</p>	
14	<p>Team rules of behaviour and mode of conduct</p> <p>Team member behaviour in willingness to explore new approaches</p> <p>Facilitator behaviour development through experience and training</p> <p>Managing team conflict using key behaviour agreements and required conditions</p> <p>Disciplinary action to discipline team members for misconduct on the job</p>	Quiz 2
15	<p>Conclusion of the course</p> <p>Discussion on paper pattern</p>	Class Activity 11