

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: TEAM BUILDING & PERFORMANCE REVIEW

CODE NO. : ED 126 **SEMESTER:** TWO

PROGRAM: EARLY CHILDHOOD ASSISTANT

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DATE: May 2003 **PREVIOUS OUTLINE DATED:** May 2002

APPROVED:

	_____	_____
	DEAN	DATE

TOTAL CREDITS: 1

PREREQUISITE(S): None

HOURS/WEEK: 3 Weeks, 15 Hours

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For additional information, please contact Dean

School of Health and Human Services

(705) 759-2554, Ext. 603/689

Course Name

Code No.

I. COURSE DESCRIPTION:

During this course, the student will explore the issues and roles in teamwork, in addition to the principles of self-directed work teams. As well, the skills required to evaluate individuals and team performance will be identified.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. ***Assess the factors influencing effective team-based organization.***
2. ***Apply the common styles used to handle conflict situations.***
3. ***Identify both leadership styles and individual roles which facilitate organizational development.***
4. ***To evaluate individual and team performance.***
5. ***To practice the principles of self-directed work teams.***

III. TOPICS:

1. **Block #1 Defining TEAM**
 1. Defining what is a team and the core activities of a team
 2. Review Self-Directed work teams
 3. Roles within a Team
 4. Who is on the Child Care Team?
 5. What are the roles of each team member?
 6. What is your role as an ECA?
 7. How To Build an Effective Team:
 8. 5C's of an Effective Team

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III. TOPICS:

2. **Block #2 Communication:**

1. Review Communication dynamic within a team.
2. Communicating within the Child Care:
 - Decision Making Process
 - ❖ -Team Meetings: Roles and Responsibilities
 - ❖ Structure of Team Meeting
 - ❖ Problem Participants
3. Communication Breakdown:
 - ❖ -When is Conflict positive in a team environment?
 - ❖ -Styles of Handling Conflict
 - ❖ -Conflict Management Strategy:
 - ❖ Video: Resolving Conflict

3. **Block #3: Self-Inventory: How Do I Contribute Personally to the Team?**

1. Article review: Reflection – CCF
2. Examination of tools for Self-Evaluation

4. **Block #4 - Presentations**

1. In class presentation of Case Studies
2. Myers-Briggs Personality Type Inventory
3. Discussion/Evaluation of the Team process during the study of Case study.
4. In class self and peer evaluation of Team participation.

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Myers Briggs Assessment \$12.00 per student

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Code No.**V. EVALUATION PROCESS/GRADING SYSTEM:**

- 1) Attendance and Participation in class. 25%
- 2) Submission of two reflections on topics covered in session one (Effective Teams) and in session two (Conflict Management). Submission will be handed in at the beginning of the following weeks class (NO EXTENSIONS). The First submission is due Monday **May 12, 2003** and the Second submission is due, **May 20, 2003**. Each submission must fully deal with the situation given and convey an understanding of the concepts presented, as well as, the student's personal reflection on these concepts. 25%
- 3) Team Analysis of Case Study and in class Presentation 25%
- 4) Self and Peer Evaluation of Team Work 25%

The following semester grades will be assigned to students in postsecondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 - 100%	4.00
A	80 - 89%	3.75
B	70 - 79%	3.00
C	60 - 69%	2.00
R (Repeat)	59% or below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field placement or non-graded subject areas.	
U	Unsatisfactory achievement in field placement or non-graded subject areas.	

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V. EVALUATION PROCESS/GRADING SYSTEM:

- X A temporary grade. This is used in limited situations with extenuating circumstances giving a student additional time to complete the requirements for a course (see *Policies & Procedures Manual – Deferred Grades and Make-up*).
- NR Grade not reported to Registrar's office. This is used to facilitate transcript preparation when, for extenuating circumstances, it has not been possible for the faculty member to report grades.

VI. SPECIAL NOTES:

Special Needs:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Special Needs office. Visit Room E1204 or call Extension 493, 717, or 491 so that support services can be arranged for you.

Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Rights and Responsibilities*. Students who engage in “academic dishonesty” will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

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VI. SPECIAL NOTES:

Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Not available at this time.

VIII. DIRECT CREDIT TRANSFERS:

Students who wish to apply for direct credit transfer (advanced standing) should obtain a direct credit transfer form from the Dean's secretary. Students will be required to provide a transcript and course outline related to the course in question.