Eastern Illinois University
New Course Proposal
COS 4880, Productive Work Teams

1. Catalog Description

A. Course number: COS 4880
B. Title: Productive Work Teams
C. Meeting times and credit: 3-0-3
D. Terms to be offered: F, S, & SU
E. Short title: Prod. Work Teams
F. Course description: The multiple roles and responsibilities needed to function effectively in productive work teams are stressed by being a member of class teams and studying teams. This highly experiential, research-based, and applications-oriented course emphasizes assessment of self, team effectiveness, and organizational readiness for teams.
G. Prerequisites: None
H. Term to be offered: Summer 2004

2. Student Learning Objectives and Evaluation

A. Course objectives

   Students will be able to:

   1. Describe how their own interpersonal needs, thinking styles, and motivational value systems are both assets and challenges for being an effective team member.
   2. Describe the distinguishing characteristics of teams, effective teams, and self-directed/self managed teams.
   3. Apply at least two models or theories relevant for developing and improving effective teamwork.
   4. Analyze the effectiveness of teams using questionnaires and other data gathering processes that reflect best practices for improving team effectiveness.
   5. Design and implement plans to improve team effectiveness based on data analysis and models of team development.
   6. Participate on an effective team by performing the multiple roles required.
   7. Analyze the readiness of an organization for implementing self-directed or self-managed work teams.

B. Student achievement will be assessed and grades will be earned based upon:

   1. team projects-25%,
   2. exams-25%,
   3. journal article reviews-10%,
   4. peer evaluations-20%,
   5. personal reflective journals-20%.
C. This is not a web-based delivered course.

D. Students enrolling for graduate credit are required to write a graduate level paper related to the topic of teams using at least six primary references that constitutes twenty percent of their grade.

E. Writing active. Students are required to write at least seven personal reflective journals based upon their in-class learning experiences, generalizations of learning, and statements regarding their intent to apply their learning. These journals are graded based upon content and clarity of writing. Students are also required to write a review of a professional journal article and describe how the content of the article can be applied in a workplace setting.

3. Course Outline: This is a weekend-formatted course, Friday evening 6-10 pm and Saturday 8 am to 6 pm, with at least two weeks between the weekends.

a. Units of time for topics

Friday Evening
Course introduction and overview
Inclusion activities for starting teams
Intra and interpersonal self-assessment using the Relationship Awareness Theory (Strength Deployment Inventory: SDI)
The SDI three stages of conflict

All Day Saturday
Interpersonal self-assessment using the Herrmann Brain Dominance Model and Will Schutz’s FIRO and/or Human Elements
Applying the Relationship Awareness Theory, Herrmann’s Whole Brain Model, and The FIRO to understanding interpersonal dynamics, team problems, and the roles needed for effective teams
Stages of group and team development
Essential characteristics of teams versus groups
Characteristics of effective teams
Team project assignments: assessing the degree to which the elements of team are exist and the degree to which team effectiveness elements exist

Friday Evening
Team Report Presentations: Team and team effectiveness assessments
After-Action-Reviews

All Day Saturday
Teams in action exercises for building teams
Stages and phases of group and team development
Functional and dysfunctional teams roles
“Group Think”
Group and team norms
Five modes for dealing with conflict using the Thomas Kilman Instrument
Team Exam
Characteristics of Self Directed Work Teams (SDWTs)
Doing a feasibility analysis for SDWT

Friday Evening
Team Report Presentations: Feasibility for SDWTs and SDWT assessments
After Action Reviews

All Day Saturday
Stages of SDWT
Giving feedback and peer reviews
Evaluating and team processing and outcomes
Team Exam
Team closure and celebrations activities
Peer evaluations

b. This is not a technology delivered course.

4. Rationale
a. Purpose and need: Teamwork and work teams are the focus of most productivity and quality improvement efforts in today’s work places. Self-governing, self-managed, self-directed, or semi-autonomous work teams are considered the essential building blocks of organizations, especially those organizations that must engage in complex work under conditions of turbulent change and unpredictable conditions. Most people will be required to work in a team or temporary system having the qualities of a project or virtual team. Productive work teams provide the structures and processes for all members to contribute and to be empowered. People from all levels of organizations and in all disciplines benefit from understanding how to function effectively in team environments. This course has been taught as a COS 4850 Special Topics in Career and Organizational Studies for several years with full enrollment and has been listed as an approved elective for the Master of Science in Technology program.

b. Justification for level of course and prerequisites: Students are assumed to have basic writing and communication skills as well as some applied knowledge of psychology.

c. Similarity to existing courses. None

d. Impact on program: This course has been taught several times as a special topics course and needs to be a distinct course with a distinct course number listed in the university catalogue. No additional staff or resources are required.

5. Implementation
a. Faculty member to whom the course may be assigned: Dr. Tom Boldrey
b. Additional Cost to the student: None
c. Texts:

6. **Community College Transfer**
   No community college course will be judged equivalent to this course.

7. **Date approved by the department or school**
   
   November 13, 2003

8. **Date approved by the college curriculum committee**
   
   December 11, 2003

9. **Date approve by CAA:** January 22, 2004  
   **CGS:** February 3, 2004