



Teaching Conference for
Management Educators

**OBTC 2015 at University of La Verne
June 17th – 20th, 2015**

Submission Template

SUBMISSION GUIDANCE

** Remove all identifying properties from this document **

** All files must be saved in PDF format **

Please include ALL supplementary text at the end of this document

Only one document should be submitted

**Submission Template for the
2015 OBTC Teaching Conference for Management Educators**

1) Title of Proposal:

You Want Me to Work in a Team? An Approach to Teaching and Assessing Teamwork the AACSB Way

2) Abstract:

Please include a brief session description (not to exceed 100 words). If your proposal is accepted, this description will be printed in the conference program.

Teamwork is a learning goal for business programs seeking Association for the Advancement of Collegiate Schools of Business (AACSB) accreditation. This session will provide instructors with an understanding of teamwork definitions, an understanding of the AACSB 2013 teamwork program learning goals; exposure to teamwork teaching techniques and sample exercises; and an introduction to teamwork measurement rubrics.



3) Keywords:

Use three or four keywords to describe your session.

Teamwork; Teaching Techniques; Assessment Techniques; Experiential Learning;
AACSB Program Learning Goals

4) Format

- Activity or exercise
- Discussion roundtable (60 minute only)
- General discussion session

5) Time Requested:

- 30 Minutes
- 60 Minutes (*Roundtables must select 60 minutes*)
- 90 Minutes

6) Planning Details:

Does your session have any special requirements for space or materials?

There are no special space or materials requirements for this session.

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

This session will assist with ways to teach students how to develop a team-oriented perspective. Specifically, this session will address the following learning goals:

- Develop An Understanding of Teamwork Definitions
- Develop An Understanding of An Educational Institution's AACSB Teamwork Program Learning Goal
- Demonstrate Various Teamwork Teaching Techniques and Sample Exercises
- Demonstrate the Application of Various Teamwork Measurement Rubrics Related to Presented Exercises and Activities

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Businesses expect business schools to prepare graduates to work in a team environment.

Standard 9 in the new 2013 Association for the Advancement of Collegiate Schools of Business (AACSB) accreditation standards identify and specify broad knowledge and skill areas including teamwork at the undergraduate and graduate levels. AACSB identifies that undergraduate students should have general skill areas including “Interpersonal relations and teamwork (able to work effectively with others and in team environments).” Additionally, Master’s degree students should have learning experiences in “leading in organizational situations.”

AACSB standards address teaching and learning with quality business program students engaging in “experiential and active learning designed to improve skills and the application of knowledge in practice is expected.” In fact, the example given to illustrate the main point is that “present day curricula will prepare graduates to operate in a business environment that is team-based. Graduates should be prepared to interact with persons in teams with individuals with different skills and backgrounds from other cultures and to manage in circumstances where business practices and social conventions are different from the graduate’s native country.” The statement goes on to indicate that curricula that exclude teamwork would not normally be considered current and relevant. The idea is not to learn about teamwork, but to develop a way of thinking about teamwork and leading differences.

This session will address AACSB’s assurance of learning goal for teamwork teaching techniques and exercises appropriate for undergraduate and graduate business programs.

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you’d like to do, and the extent you can reasonably accomplish the session’s goals. Reviewers will also be looking for how you

are engaging the participants in the session. Include a timeline for your session.

Introduction	2 minutes
Teamwork	3 minutes
Generalizations	
Definitions	
AACSB Teamwork Learning Goal	3 minutes
Teamwork Activities	12 minutes
Undergraduate Students Activities	
Teamwork as Part of the Class	
Learning From Others' Experience	
Use of Class Discussion	
Use of Videos and/or Films	
Master's Students Activities	
Leading in a Team as Part of the Class	
Use of Experiential Exercises	
Use of Mentoring	
Use of Videotaping Interactions	
Teamwork Assessment Measurement	8 minutes
Rubric Examples	
Conclusion	2 minutes

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

No materials are needed to run this activity.

Teamwork Rubrics for measurement of the teamwork training techniques appropriate for AACSB assurance of learning will be provided to all session participants.

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

This session will provide instructors with

- An Understanding of Teamwork Definitions
- An Understanding of AACSB's Teamwork Program Learning Goal
- Various Teamwork Teaching Techniques
 - Several Sample Exercises and Activities
- Teamwork Measurement Rubrics

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community?

This session contributes directly to OBTC's Learning in Community conference theme as students learn how to be good team members by working together in a community of learners where mistakes are tolerated and even encouraged.

13) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

The work in this proposal is a new line of scholarship for the authors and has not been presented before.

14) References and/or Additional Materials:

- Bosworth, K. (1994). Developing Collaborative Skills in College Students. *New Directions for Teaching and Learning*, 59. San Francisco: Jossey-Bass. pp. 25-31.
- Breslow, L. (1998). Teaching Teamwork Skills, Part 2. *Teach Talk*, X, 5.
- Hills, H. (2001). *Team-Based Learning*. Burlington, VT: Gower.
- Levin, P. (2002). Teamwork tutoring: Helping students working on group projects to develop teamwork skills.
- Levin, P., and Kent, I. (2001). Draft manual on teamwork tutoring: 28 questions and answers for academics on teamwork in universities.
- Reynolds, M. (1994). *Groupwork in Education and Training*. London: Kogan Page.

- Silberman, M. (1996). *Active Learning: 101 Strategies to Teach Any Subject*. Boston: Allyn and Bacon.