



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

1) Title of Proposal:

Puzzling with Teams: Round 2

2) Abstract:

This session is to provide an exercise which can be used in variety of courses to introduce teams. Many times instructors simply place students in teams or groups without actively engaging them in some type of activity prior to them completing the assigned and often graded assignment. Participants in the session will complete the activity and I will provide information on how the activity is run in my classes. Also, participants will also have an opportunity to provide feedback on the exercise.

3) Keywords:

Team Building
Team Dynamics
Class Activity

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:

The room should have tables and not traditional desks. The puzzles are no bigger than 24 inches, but space for teams to gather around the table will be necessary.

7) Learning Objectives or Goals for the Session:

- Participants will participate and learn a team building activity
- Participants will develop an understanding of the variety of uses for the team building activity
- Participants will provide feedback on the activity

8) Management or Teaching Topics:

Scholars acknowledge that the use of teams is expanding in many areas (Wildman and Bedwell, 2013). Furthermore, collaborative learning is an emphasis in university classrooms (Clinebell and Stecher, 2003) and business courses in particular often require team projects (Davison, Mishra, Bing and Frink, 2014). Therefore, activities that involve teams are very relevant to management and teaching management courses.

This exercise is a puzzling activity and the use of games and puzzling has also been found to create stimulating classroom activities and exercises (Hedges and Pedigo, 2002). This aligns well with the culture of OBTC, where many sessions include interactive activities that teachers can use in their classes.

Finally, faculty often simply assign students to teams (Clinebell and Stecher, 2003) and this exercise can be used when teams are assigned in order to help to set the team culture or facilitate team interaction.

9) Session Description and Plan:

The session will consist of participants actively engaging in a puzzle exercise in groups of 4-5. One group member will be blindfolded. The blindfolded member will be the only one allowed to touch the puzzle pieces. The other members of his team will have to direct him on putting the puzzle together without touching him or without touching the pieces.

In a second round of the activity, the participants will continue the puzzle but will select who they would like to wear the blindfold now that they know the task.

This exercise emphasizes the importance of communication and teamwork. It highlights how communication may need to be modified so that it is understood. It provides participants an opportunity to practice communicating under constraints. Furthermore, it shows how working in teams is necessary since one person cannot complete the task. It also emphasizes the need to give up control in order for the team to complete the task successfully.

After the task is completed by one team or at a time determined to be appropriate, a

debriefing discussion will be facilitated. Participants will be asked to discuss what they learned from the activity and how it can be used in class. Examples of how this exercise was used in management and human resource classes will be provided.

10) For Activities and Exercises:

Debriefing questions:

- How do you think students react to this activity?
- When to you think using this activity would be most effective?
- How do you see this activity being used in your classroom?
- What do you think would be the challenges of incorporating this activity into your class?
- How do you think the activity could be improved?

11) Implications for Teaching or for Teachers:

This session will provide a practical exercise that teachers can you in a variety of classes.

12) Application to Conference theme:

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

This is an interactive activity for class, which fits to the Learning in Community theme.

During the activity, students have had the opportunity to learn from each other and during my session I will discuss the feedback I receive from students.

13) Unique Contribution to OBTC:

A similar proposal was presented at MOBTC in March of 2014. Based on some of the feedback from the participants, I have adjusted the exercise slightly; specifically, I added a second round. I will discuss how this impacted the activity.

14) References and/or Additional Materials:

Clinebell, S. & Stecher, M. (2003) "Teaching Teams to Be Teams: An Exercise Using the Myers-Briggs Type Indicator and the Five-Factor Personality Traits", *Journal of Management Education*, 3 (27): 362.

Davison, H. K., Mishra, V., Bing, M. N. & Frink, D. D. (2014) "How Individual Performance Affects Variability of Peer Evaluations in Classroom Teams: A Distributive Justice Perspective", *Journal of Management Education*, 1 (38): 43.

Hedges, P. & Pedigo, K. (2002) "What's Happening in Your Neighborhood? An Experiential Exercise for Teams", *Journal of Management Education*, 3 (26): 322.

Wildman, J. L. & Bedwell, W. L. (2013) "Practicing What We Preach: Teaching Teams Using Validated Team Science", *Small Group Research*, 4 (44): 381-394.