

Submission Template for the 2016 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

The Ever-Evolving Organizational Behavior Scavenger Hunt: Lessons Learned (Not Just by Students!)

In a team-based scavenger hunt, team members “serve” each other by fully engaging in an activity that may provide a valued reward (extra credit). The hunt “serves up” valuable lessons to students regarding OB concepts and theories. And it “serves up” valuable lessons to the professor that lead to adaptations that may better “serve” student learning in the future. OBTC participants will form teams, be given directions and materials, plan their hunt, **GO ON A 20-MINUTE SCAVENGER HUNT**, review debrief materials, share their experiences with scavenger hunts, and make recommendations for future use.

KEYWORDS: scavenger hunt, team effectiveness, teamwork

2) Format

Activity or exercise

2a) For activities and exercises only, is yours best suited for

A traditional classroom

2b) For activities and exercises only, is yours best suited for

Undergraduate students

3) Time Requested:

60 Minutes

4) Planning Details:

No other equipment is necessary

5) Teaching Implications:

The *Journal of Management Education* has published a number of articles about the use of scavenger hunts in management education (Marvis, 1979; Douglas, 1988; Manning & Schmidt, 1995; Barclay & York, 1996). The objective for Marvis was to have students utilize various areas of the university library, an activity he felt was more meaningful than listening to a lecture about available library resources. Douglas had students search a case (an activity that he labeled a “scavenger hunt”) to find elements of formal and informal work groups. Barclay & York had teams of 4-6 students search their campus for a list of items that illustrated the university’s culture. Their objective was to provide students with an experience in which they could see concrete examples of organizational culture, rather than just read about them.

Manning & Schmidt (1995) used a scavenger hunt as a beginning exercise to introduce the concept of work groups. Their objective was to provide an activity in which student teams could be successful, and which would illustrate characteristics of successful teams that they could later reflect upon.

My objective in using scavenger hunts in my undergraduate Organizational Behavior classes is to provide students with an opportunity to experience as many elements of the model of organizational effectiveness (a copy can be found in the supplemental materials in this submission) as possible. For example, the model includes the impact of team characteristics, size, composition, development, norms, cohesiveness, and trust upon effectiveness. After the hunt student teams are required to determine if they were effective; that is, did they accomplish their assigned tasks, satisfy member needs, and maintain team survival? Teams experience a variety of other OB concepts as well, such as: communication, conflict, cooperation, competition, goal prioritization, job specialization, leadership, process losses, quality control, roles, social loafing, strategy, and task interdependence. I have found the scavenger hunt to be an activity that allows for such a rich analysis of OB concepts, that it is time well spent.

SO... what can an OBTC session on scavenger hunts possibly offer that is new, since scavenger hunts been used in management education as early as 1979?

Technology has brought about many changes since Manning & Schmidt's article was published by *JME* in 1995, 21 years ago. For example, cellphones allow students to communicate with their teammates about their progress, items already found, and trouble they might be having in finding articles they thought would be easy to find. Cellphone cameras allow students to take a picture of the list of items, a list that used to be available to just the person who had it in his/her possession. The internet allows students to easily find some items that were not easy to find in the past (e.g. maps, syllabi from other universities, etc.). I have found that this has required me to constantly revise rules and requirements of the scavenger hunt in order to ensure that the objectives of the activity are achieved. (One year a student group took the list, jumped on a computer, and soon returned to the classroom with printed pictures of ALL of the items on the list. In order to prevent this from happening again, I've revised the rules to say "NOTE: 'item' means THE REAL THING. For example, if your list includes 'apricot', in order to get credit you must present the piece of fruit, not, for example, a picture of the fruit.")

My objective for this OBTC session is to have participants actually engage in a scavenger hunt and then identify applicable OB concepts that they experienced. Participants will share their experiences using scavenger hunts in their own classes, and I will share the materials I have used, and the lessons I have learned over the years using this activity in my OB classes.

References

Barclay, L.A., & York, K.M. (1996). The scavenger hunt exercise: symbols of organizational culture. *Journal of Management Education*, 20(1), 125-128).

Douglas, M.E. (1988). The scavenger hunt: Integrating the properties of the informal and formal organizations. *Journal of Management Education*, 12(3), 102-104.

Manning, M.R., & Schmidt, P.J. (1995). Building effective work teams: A quick exercise based on a scavenger hunt. *Journal of Management Education*, 19(3), 392-398.

Marvis, T.L. (1979). Scavenger hunt: An experiential introduction to organizational behavior research. *Journal of Management Education*, 3(1), 40.

6) Session Description and Plan:

In this session participants will be put into teams and engage in an actual 20-minute scavenger hunt. Upon return to the classroom, each team will evaluate another team's performance, and the winning team will be determined. In the debrief, participants will share their experiences and identify applicable OB concepts.

Participants may share their experiences using scavenger hunts in their own classes. If time permits, the facilitator will share lessons she has learned regarding the operation of a scavenger hunt, and adaptations she has made over the years to assure desired student learning.

- Facilitator welcomes participants and forms teams (~ 5 minutes)
- Teams engage in an actual scavenger hunt (~20 minutes)
- Teams return to classroom and evaluate each other's performance; winning team is determined (~10 minutes)
- Participants share their experiences with the OBTC scavenger hunt, and identify applicable OB concepts (~ 15 minutes)
- Participants share experiences using scavenger hunts in their own classes (~10 minutes)
- Facilitator shows materials she's used in the past; participants review and make suggestions for future use (time permitting)

7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

In a team-based scavenger hunt, team members "serve" each other by fully engaging in an activity that may provide a reward valued by team members (extra credit). The hunt "serves up" valuable lessons to students regarding OB concepts and theories. And it "serves up" valuable lessons to the professor, which may motivate him/her to make adaptations to the activity to better "serve" student learning in the future.

8) Unique Contribution to OBTC:

I have not presented the work in this proposal before. It is not under current review somewhere else.

Supplemental Materials

**It is STRONGLY
recommended that
you read ALL
materials before
proceeding**

YOUR TEAM IS ABOUT TO PARTICIPATE IN A SCAVENGER HUNT!!!

RULES:

All members of your team must sign your team's SCAVENGER HUNT SIGN-IN SHEET, which is with the professor, before leaving the classroom. (Note: the scavenger hunt sign-in sheet is different from the regular sign-in sheet for class.) This list must be left in the classroom during the hunt.

All members of your team must leave the classroom by **4:15PM**. Any latecomers to class (arriving either after **4:15PM**, or after all other members of your team have left the classroom) may not participate in this activity.

Every signed-in member of your team must be back in the classroom by **5:00PM**. Each team member must see the professor to check back in. Once a team member has checked back in with the professor, that team member may not leave the classroom.

Your team name must be written in GREEN INK on an otherwise blank, unlined, 8.5" x 11" piece of paper, and must be presented at **5:00PM**.

Your team is to write a team song, which must be written to the tune of "Twinkle, Twinkle, Little Star", must rhyme as that song rhymes (A/A/B/B/A/A), and must have words that go through an entire stanza of the song. A stanza would be as follows:

Twinkle, twinkle little star
How I wonder what you are
Up above the world so bright
Like a diamond in the night
Twinkle, twinkle little star
How I wonder what you are

Your team song must be typed out, and a printed copy must be presented at **5:00PM**.

All scavenger hunt items must be presented at **5:00PM**. NOTE: "item" means THE REAL THING. For example, if your list includes "apricot", in order to get credit you must present the piece of fruit, not, for example, a picture of the fruit.

TEAMS ARE DISQUALIFIED IF:

- All team members did not sign out prior to leaving the room to begin the scavenger hunt, or
- All team members are not back in the classroom by **5:00PM**, or
- The team did not have a team name that complies with the rules above, or
- The team did not have a team song that complies with the rules above, or
- The team did not return to the room with at least 20 items from the list.

DETERMINING THE WINNER:

The winning team is the team that has the greatest number of items on the list. (Disqualified teams cannot compete.) If there is a tie, the team whose members were all signed in earliest will be declared the winner.

THE PRIZE:

Each participating member of the winning team will receive 5 extra credit points.

BUILDING EFFECTIVE WORK TEAMS

In this class period, your team is to accomplish the following:

1. Determine a team name
2. Compose a team song to the tune of "Twinkle, Twinkle Little Star"
3. Find and bring back to class the following:

- _____ A picture of a soccer team
- _____ A book with the word "leadership" in the title
- _____ A red sock
- _____ A yellow plastic hangar
- _____ A California state quarter
- _____ A Beatles CD
- _____ A PG-rated DVD
- _____ A bottle of black nail polish
- _____ A plastic fork
- _____ A menu (a real menu – not a computer printout) with a dessert listed
- _____ An "Oyster Pointer" newspaper
- _____ A car air-freshener in the shape of a bottled candle
- _____ A syllabus for a non-(my university) psychology course
- _____ A 2009 calendar
- _____ A map of Ireland
- _____ A yo-yo
- _____ A stuffed animal dog
- _____ A red apple
- _____ A red balloon
- _____ A yellow highlighter (any brand)
- _____ A phone bill
- _____ A movie review of "Moneyball"
- _____ A baseball-type cap with a (my university) logo
- _____ An unopened pack of Juicy Fruit gum
- _____ A tray liner from a fast-food restaurant with the name of the restaurant on it
- _____ An unopened Tootsie Pop
- _____ A letter opener
- _____ A 2 of clubs playing card
- _____ An 8 ½ x 11 inch sheet of pink paper
- _____ A red crayon (any brand)
- _____ An unopened bar of Dial soap
- _____ A red poker chip
- _____ A pair of wire-rimmed glasses
- _____ An egg with silly putty in it (brand name not important)
- _____ A wooden yardstick
- _____ A nail clipper
- _____ A bottle or can of Diet Coke
- _____ A red gel pen (any brand)
- _____ A spool of red thread
- _____ An unopened Almond Joy candy bar (any size)

List A

TEAM # _____ Quality Control Checklist

- _____ All team members back in class on time
- _____ Team name written in green ink on otherwise blank, unlined, white, 8.5 x 11" sheet of paper
- _____ Team song to the tune of "Twinkle, Twinkle Little Star" (typed, full stanza, appropriate rhyme pattern)

- _____ A picture of a soccer team
- _____ A book with the word "leadership" in the title
- _____ A red sock
- _____ A yellow plastic hanger
- _____ A California state quarter
- _____ A Beatles CD
- _____ A PG-rated DVD
- _____ A bottle of black nail polish
- _____ A plastic fork
- _____ A menu (a real menu – not a computer printout) with a dessert listed
- _____ An "Oyster Pointer" newspaper
- _____ A car air-freshener in the shape of a bottled candle
- _____ A syllabus for a non-(my university) psychology course
- _____ A 2009 calendar
- _____ A map of Ireland
- _____ A yo-yo
- _____ A stuffed animal dog
- _____ A red apple
- _____ A red balloon
- _____ A yellow highlighter (any brand)
- _____ A phone bill
- _____ A movie review of "Moneyball"
- _____ A baseball-type cap with a (my university) logo
- _____ An unopened pack of Juicy Fruit gum
- _____ A tray liner from a fast-food restaurant with the name of the restaurant on it
- _____ An unopened Tootsie Pop
- _____ A letter opener
- _____ A 2 of clubs playing card
- _____ An 8 ½ x 11 inch sheet of pink paper
- _____ A red crayon (any brand)
- _____ An unopened bar of Dial soap
- _____ A red poker chip
- _____ A pair of wire-rimmed glasses
- _____ An egg with silly putty in it (brand name not important)
- _____ A wooden yardstick
- _____ A nail clipper
- _____ A bottle or can of Diet Coke
- _____ A red gel pen (any brand)
- _____ A spool of red thread
- _____ An unopened Almond Joy candy bar (any size)
- _____ **TOTAL**

List A

BUILDING EFFECTIVE WORK TEAMS

In this class period, your team is to accomplish the following:

1. Determine a team name
2. Compose a team song to the tune of "Twinkle, Twinkle Little Star"
3. Find and bring back to class the following:

- _____ A picture of a baseball team
- _____ A book with the word "communication" in the title
- _____ A purple sock
- _____ A blue plastic hangar
- _____ A Minnesota state quarter
- _____ A Led Zeppelin CD
- _____ A G-rated DVD
- _____ A bottle of white nail polish
- _____ A plastic spoon
- _____ A menu (a real menu – not a computer printout) with a salad listed
- _____ A "Daily Press" newspaper
- _____ A car air-freshener in the shape of a leaf
- _____ A syllabus for a non-(my university) communications course
- _____ A 2010 calendar
- _____ A map of China
- _____ A slinky (any brand)
- _____ A stuffed animal cat
- _____ A green apple
- _____ A green balloon
- _____ A green highlighter (any brand)
- _____ A cable bill
- _____ A movie review of "The Mighty Macs"
- _____ A baseball-type cap with a sports team logo on it
- _____ An unopened pack of Hubba Bubba bubblegum
- _____ A paper cup from a fast-food restaurant with the name of the restaurant on it
- _____ An unopened Blow Pop
- _____ A staple remover
- _____ A 4 of clubs playing card
- _____ An 8 ½ x 11 inch sheet of green paper
- _____ A green crayon (any brand)
- _____ An unopened bar of Irish Spring soap
- _____ A white poker chip
- _____ A pair of glasses with a plastic frame
- _____ A can of playing dough (brand name not important)
- _____ A plastic ruler
- _____ A pair of tweezers
- _____ A bottle or can of Fresca
- _____ A green gel pen (any brand)
- _____ A spool of green thread
- _____ An unopened Mounds candy bar (any size)
- _____ **TOTAL**

List B

TEAM # _____ Quality Control Checklist

- _____ All team members back in class on time
- _____ Team name written in green ink on otherwise blank, unlined, white, 8.5 x 11" sheet of paper
- _____ Team song to the tune of "Twinkle, Twinkle Little Star" (typed, full stanza, appropriate rhyme pattern)

- _____ A picture of a baseball team
- _____ A book with the word "communication" in the title
- _____ A purple sock
- _____ A blue plastic hangar
- _____ A Minnesota state quarter
- _____ A Led Zeppelin CD
- _____ A G-rated DVD
- _____ A bottle of white nail polish
- _____ A plastic spoon
- _____ A menu (a real menu – not a computer printout) with a salad listed
- _____ A "Daily Press" newspaper
- _____ A car air-freshener in the shape of a leaf
- _____ A syllabus for a non-(my university) communications course
- _____ A 2010 calendar
- _____ A map of China
- _____ A slinky (any brand)
- _____ A stuffed animal cat
- _____ A green apple
- _____ A green balloon
- _____ A green highlighter (any brand)
- _____ A cable bill
- _____ A movie review of "The Mighty Macs"
- _____ A baseball-type cap with a sports team logo on it
- _____ An unopened pack of Hubba Bubba bubblegum
- _____ A paper cup from a fast-food restaurant with the name of the restaurant on it
- _____ An unopened Blow Pop
- _____ A staple remover
- _____ A 4 of clubs playing card
- _____ An 8 ½ x 11 inch sheet of green paper
- _____ A green crayon (any brand)
- _____ An unopened bar of Irish Spring soap
- _____ A white poker chip
- _____ A pair of glasses with a plastic frame
- _____ A can of playing dough (brand name not important)
- _____ A plastic ruler
- _____ A pair of tweezers
- _____ A bottle or can of Fresca
- _____ A green gel pen (any brand)
- _____ A spool of green thread
- _____ An unopened Mounds candy bar (any size)
- _____ **TOTAL**

List B

BUILDING EFFECTIVE WORK TEAMS

In this class period, your team is to accomplish the following:

1. Determine a team name
2. Compose a team song to the tune of "Twinkle, Twinkle Little Star"
3. Find and bring back to class the following:

- _____ A picture of a football team
- _____ A book with the word "teamwork" in the title
- _____ A green sock
- _____ A green plastic hangar
- _____ An Oregon state quarter
- _____ A Lady Gaga CD
- _____ An R-rated DVD
- _____ A bottle of purple nail polish
- _____ A plastic knife
- _____ A menu (a real menu – not a computer printout) with a soup listed
- _____ A (my university) newspaper
- _____ A car air-freshener in the shape of a tree
- _____ A syllabus for a non-(my university) sociology course
- _____ A 2008 calendar
- _____ A map of Hawaii
- _____ A lego piece
- _____ A stuffed animal bear
- _____ A banana
- _____ A yellow balloon
- _____ A pink highlighter (any brand)
- _____ An electric bill
- _____ A movie review of "The Ides of March"
- _____ A baseball-type cap with a company logo on it
- _____ An unopened pack of Extra gum
- _____ A styrofoam cup from a fast-food restaurant with the name of the restaurant on it
- _____ An unopened Jolly Rancher lollipop
- _____ A stapler
- _____ A 6 of clubs playing card
- _____ An 8 ½ x 11 inch sheet of yellow paper
- _____ A yellow crayon (any brand)
- _____ An unopened bar of Dove soap
- _____ A blue poker chip
- _____ A bottle of contact solution
- _____ A yellow tennis ball
- _____ A wooden ruler
- _____ A metal nail file
- _____ A bottle or can of Coca-Cola Zero
- _____ A yellow gel pen (any brand)
- _____ A spool of yellow thread
- _____ An unopened Kit Kat candy bar (any size)

List C

TEAM # _____ Quality Control Checklist

- _____ All team members back in class on time
- _____ Team name written in green ink on otherwise blank, unlined, white, 8.5 x 11" sheet of paper
- _____ Team song to the tune of "Twinkle, Twinkle Little Star" (typed, full stanza, appropriate rhyme pattern)

- _____ A picture of a football team
- _____ A book with the word "teamwork" in the title
- _____ A green sock
- _____ A green plastic hangar
- _____ An Oregon state quarter
- _____ A Lady Gaga CD
- _____ An R-rated DVD
- _____ A bottle of purple nail polish
- _____ A plastic knife
- _____ A menu (a real menu – not a computer printout) with a soup listed
- _____ A (my university) newspaper
- _____ A car air-freshener in the shape of a tree
- _____ A syllabus for a non-(my university) sociology course
- _____ A 2008 calendar
- _____ A map of Hawaii
- _____ A lego piece
- _____ A stuffed animal bear
- _____ A banana
- _____ A yellow balloon
- _____ A pink highlighter (any brand)
- _____ An electric bill
- _____ A movie review of "The Ides of March"
- _____ A baseball-type cap with a company logo on it
- _____ An unopened pack of Extra gum
- _____ A styrofoam cup from a fast-food restaurant with the name of the restaurant on it
- _____ An unopened Jolly Rancher lollipop
- _____ A stapler
- _____ A 6 of clubs playing card
- _____ An 8 ½ x 11 inch sheet of yellow paper
- _____ A yellow crayon (any brand)
- _____ An unopened bar of Dove soap
- _____ A blue poker chip
- _____ A bottle of contact solution
- _____ A yellow tennis ball
- _____ A wooden ruler
- _____ A metal nail file
- _____ A bottle or can of Coca-Cola Zero
- _____ A yellow gel pen (any brand)
- _____ A spool of yellow thread
- _____ An unopened Kit Kat candy bar (any size)

List C

BUILDING EFFECTIVE WORK TEAMS

In this class period, your team is to accomplish the following:

1. Determine a team name
2. Compose a team song to the tune of "Twinkle, Twinkle Little Star"
3. Find and bring back to class the following:

- _____ A picture of a lacrosse team
- _____ A book with the word "roles" in the title
- _____ An orange sock
- _____ A pink plastic hangar
- _____ A Kansas state quarter
- _____ A Rolling Stones CD
- _____ A Disney DVD
- _____ A bottle of silver nail polish
- _____ A pair of chopsticks
- _____ A menu (a real menu – not a computer printout) with a sandwich listed
- _____ An apartment guide magazine (name not important)
- _____ An air pressure gauge
- _____ A syllabus for a non-(my university) leadership course
- _____ A 2004 calendar
- _____ A map of Germany
- _____ A football (any size)
- _____ A stuffed animal frog
- _____ An orange
- _____ A yellow balloon
- _____ A blue highlighter (any brand)
- _____ A gas utility bill
- _____ A movie review of "W"
- _____ A baseball-type cap with a non-(my university) university logo on it
- _____ An unopened pack of Big Red gum
- _____ A paper bag from a fast-food restaurant with the name of the restaurant on it
- _____ An unopened Dum Dum lollipop
- _____ A roll of tape (any kind)
- _____ An 8 of clubs playing card
- _____ An 8 ½ x 11 inch sheet of blue paper
- _____ A blue crayon (any brand)
- _____ An unopened bar of Lever 2000 soap
- _____ A pair of dice
- _____ A contact lens case
- _____ A frisbee
- _____ A metal ruler
- _____ A toothpick
- _____ A bottle or can of Sprite (regular or diet)
- _____ A blue gel pen (any brand)
- _____ A spool of black thread
- _____ An unopened Pay Day candy bar (any size)

List D

TEAM # _____ Quality Control Checklist

- _____ All team members back in class on time
- _____ Team name written in green ink on otherwise blank, unlined, white, 8.5 x 11" sheet of paper
- _____ Team song to the tune of "Twinkle, Twinkle Little Star" (typed, full stanza, appropriate rhyme pattern)

- _____ A picture of a lacrosse team
- _____ A book with the word "roles" in the title
- _____ An orange sock
- _____ A pink plastic hanger
- _____ A Kansas state quarter
- _____ A Rolling Stones CD
- _____ A Disney DVD
- _____ A bottle of silver nail polish
- _____ A pair of chopsticks
- _____ A menu (a real menu – not a computer printout) with a sandwich listed
- _____ An apartment guide magazine (name not important)
- _____ An air pressure gauge
- _____ A syllabus for a non-(my university) leadership course
- _____ A 2004 calendar
- _____ A map of Germany
- _____ A football (any size)
- _____ A stuffed animal frog
- _____ An orange
- _____ A yellow balloon
- _____ A blue highlighter (any brand)
- _____ A gas utility bill
- _____ A movie review of "W"
- _____ A baseball-type cap with a non-(my university) university logo on it
- _____ An unopened pack of Big Red gum
- _____ A paper bag from a fast-food restaurant with the name of the restaurant on it
- _____ An unopened Dum Dum lollipop
- _____ A roll of tape (any kind)
- _____ An 8 of clubs playing card
- _____ An 8 ½ x 11 inch sheet of blue paper
- _____ A blue crayon (any brand)
- _____ An unopened bar of Lever 2000 soap
- _____ A pair of dice
- _____ A contact lens case
- _____ A frisbee
- _____ A metal ruler
- _____ A toothpick
- _____ A bottle or can of Sprite (regular or diet)
- _____ A blue gel pen (any brand)
- _____ A spool of black thread
- _____ An unopened Pay Day candy bar (any size)

List D

SCAVENGER HUNT DEBRIEF

- Which team was the most “effective”?
 - Meets organizational goals (overheard: “but we worked really hard”)
 - Satisfies member needs
 - Maintains team survival
- What differentiated the more effective teams from the less effective teams?
 - Communication
 - Following instructions (walking out of class w/out signing checklist)
 - Planning – was there a strategy? If so, what?
 - Redundancy of effort (more than one person retrieved a single item)
 - Stick together or split up? Advantages/disadvantages
- Team design
 - Task interdependence
 - Pooled
 - Sequential
 - Reciprocal
 - Size
 - Composition
 - Motivation
 - Competencies (individual must have some. Team must have all)
 - Diversity
 - Resources
 - KSA’s (Mom: “how would they get a map of Ireland?”)
- Team process
 - Development (form, storm, norm, perform, adjourn)
 - Norms
 - Roles (see p. 282 and p. 569)
 - Cohesiveness
- Inter-team dynamics?
 - Cooperation between teams?
 - Sabotage between teams?
- FUTURE OF THIS ACTIVITY
 - Should people be warned in advance (on time, dress, shoes)?
 - Should teams be allowed to BUY items? If not, how monitor?
 - Other critique?

The Model of Team Effectiveness posits that certain characteristics and functions impact a team's ability to be effective. Last week your team participated in a Scavenger Hunt. Analyze your team in terms of the following:

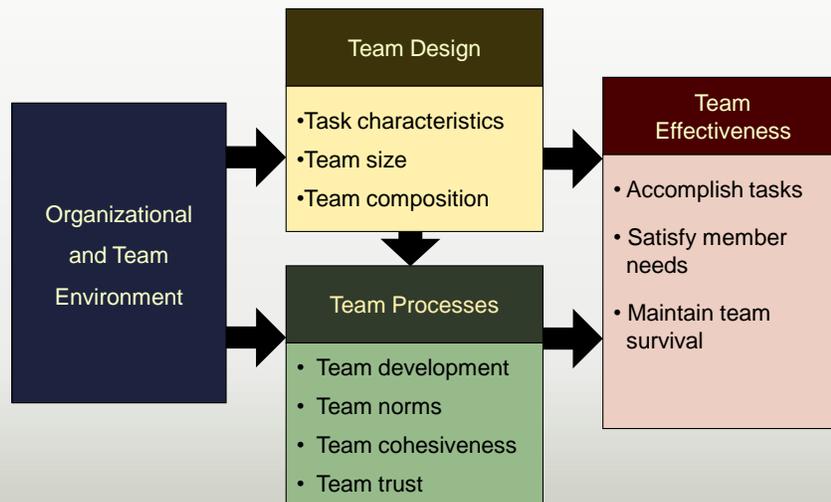
- Communication
- Environment
- Structure
- Leadership
- Task characteristics
- Task interdependence
- Team size
- Team composition
- Team development
- Team norms
- Team roles
- Team cohesiveness

Discuss your team in terms of:

- Process losses
- Social loafing

Finally, was your team "effective" (answer three questions)?

Team Effectiveness Model



8-1

SCAVENGER HUNT DEBRIEF

1. Address all three components in deciding if your team was effective
2. Describe the organizational and team environment within which you were working
3. Describe the structure and complexity of the tasks you were to accomplish
4. What level of task interdependence existed in your team?
5. Was the size of your team a benefit or detriment?
6. Describe your team in terms of the five characteristics of effective team members
7. What stages of team development did your team go through?
8. Describe the roles that were performed by team members
9. Did your team establish any norms?
10. Was your team cohesive? What factors influenced this cohesion/lack of cohesion
11. What type of trust did your team members have in each other?
12. What decision making process did you engage in when planning how you were going to accomplish your tasks?
13. What kind of problems did you experience during the decision making process?
14. Describe the steps you took to accomplish your tasks
15. What other interesting observations can you make about team dynamics based on the scavenger hunt activity?

Model source: McShane, S.L., & Von Glinow, M.A. (2009). *Organizational behavior [essentials]*. (2nd ed.). New York: McGraw-Hill Irwin, p. 149.

Short Paper #3 – Scavenger Hunt/Team Roles

In order to write this paper you must have participated in the team Scavenger Hunt in class during the week of October 18th.

- BEFORE you write the paper, complete the “Team Roles Preferences Scale” on pp. 292 – 293 of your text. Use the scoring key on pp. 568 - 569 to calculate your results for each team role discussed on p. 569.
- Write a 3-5 page paper that addresses the following questions:
 - What was your team’s strategy to accomplish the Scavenger Hunt tasks?
 - What did the “Team Roles Preferences Scale” identify as the role YOU generally prefer to play when a member of a team?
 - Did you play this preferred role in the Scavenger Hunt? If so, describe BEHAVIORS you engaged in that are associated with that role. IF NOT, describe the role you played, and the BEHAVIORS associated with that role.
 - What roles did EACH of the other individual members of your perform?
 - How did the performance of these roles help your team?
 - Were any roles not covered in your team? If so, did this have a negative impact on the functioning of your team?
 - How did your team communicate during the Scavenger Hunt?
 - What was the most difficult aspect of the Scavenger Hunt? Why?
 - How effective was your team? (Be sure to describe what you mean by “effective”.)
 - What could your team have done to be more effective?

This assignment is worth 20 points, and is due:

Monday, 11/1