



OBTC 2016 at Walsh University
June 8th – 11th, 2016

“That was the best classroom team I’ve even
been on!” (Submission #76)

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1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Title: "That was the best classroom team I've even been on!"

Keywords: Teamwork, team building, productive teams

Abstract: Each semester, I have had more than a handful of my students declare that this was the best classroom team that they've ever had. They thank me for giving them such good teammates. I always tell them it wasn't necessarily the mix of team members, but rather the fact that we took certain steps to build the teams before they started on the work. I will share these steps with the participants. The participants will take part in one of the exercises I use. After the exercise, I will discuss the debrief and several ways it can be used in different classes. I will then ask for best practices from those in attendance.

2) Format

- ☒ Activity or exercise
- ☐ Roundtable discussion (60 minute only)
- ☐ General discussion session

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

- ☒ A traditional classroom
- ☐ An online class
- ☐ Either

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

- ☐ Undergraduate students
- ☐ Graduate students
- ☒ Either

3) Time Requested:

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

4) Planning Details:

Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?

No other equipment will be needed.

5) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

I plan to walk the participants through the team building steps I take my students through in order to encourage a powerful, well-functioning team. The attendees will participate in one of the team activities that I use in my classes. We discuss the importance of teams, the benefits of teams, and then experience the benefits of teams throughout the semester.

6) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that 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.

I will go through the use of teamwork in my classes. I will begin by asking the participants for the problems they have seen in class teams and the complaints they receive from their students about class teamwork (5-10 minutes). We will then go through one of the team exercises I use, and a debrief of the exercise. We will then walk through other things I have done in my classes: documenting team problems ahead of time, placement of students into teams, the team-building exercise (an adaptation of the spaghetti and marshmallow exercise), and developing norms, roles, and goals within the team. The teams in my class do a team paper and presentation, as well as take all exams together. I will hand out the team evaluations I use and discuss them.

7) Application to Conference theme:

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

My students learn to work effectively in a team, and experience the benefits of teamwork through a project and exams. They become united within their team, and this team lasts throughout the semester.

8) 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?

I have not presented this topic anywhere before.

Additional materials discussed are included below. If you wish a copy of the PowerPoint of my presentation, please email me at millerg@apsu.edu.

Team Spaghetti Exercise

I do this when the teams are still very new, generally the class period after I assign them to teams.

Move into your teams. Reintroduce yourselves. We are going to do a team project now. You need to build something with the spaghetti and marshmallows. I will measure for height and we will vote on beauty. Prizes will be given to the teams that win each of the categories. You will have 30 minutes. That is lots of time for this task.

How did it go?

Which teams spent any time planning before starting the build? How much time did you spend planning? Did it help? Did you have to change your strategy one or more times while building? Did this affect the leadership?

Did any team simply go for prettiest? Would that have been a good idea? In one class, the two battling for tallest (the others had fallen and the teams had given up), they made an agreement that one would stay tall and the other simply went for prettiest. Fair?

Was there any team that did not have one or more leaders? Did one person take over? Did that person have any experience in the area of building? Did more than one person take over? Did you want to be leader, but didn't want to appear "pushy"? Could you have done a better job? Boys often take over for physical jobs like this. Girls often take over jobs like a written team assignment.

Did one person shut down and withdraw? Were some people silent? Were some people ignored? What could you have done about this?

Think about how your team worked together. How can you make your next team times together the most productive, knowing what you do about your teammates from today?

BRING TO CLASS

Spaghetti and marshmallows – 100 pieces of spaghetti, 5 large marshmallows, and 30 small marshmallows per team

Prizes

Measuring tape

Cleaning sheets (Clorox Wipes or similar)

NOTE: 1 pound of spaghetti has approximately 500 pieces of
 spaghetti
 1 bag large marshmallows, 50
 1 bag small marshmallows, over 500?

TEAM MEMBER EVALUATION FORM

DR. MILLER

TEAM PROJECT

Team Number: _____

You have 100 points PER TEAM MEMBER, including yourself, to assign to the entire team. Example: If you have five people on your team, you have 500 points to distribute. If there are four people on your team, you have 400 points to distribute. You need to distribute the points on the basis of effectiveness and amount of individual contribution of each team member, including yourself. You may NOT simply give every team member 100 points; you must differentiate each team member in the amount of effectiveness and contribution to the presentation and the paper. This assessment may include all discussions and team work, starting with the decisions of the topic and how to study it, through the presentation and paper completion. Again, if you give every team member 100 points, your evaluation will not be considered and you will not receive participation points for completing this form UNLESS you give very clear reasoning for this, but this should be the exception rather than the norm. You can and should give yourself more than 100 points if you feel your contribution earned that score. You need to be honest in this scoring – if someone has not been a good contributor, you should give that person a low score. *If you give anyone over 130 points or lower than 70 points, you need to include some rationale for those scores on the back of the page.

For the “Work Again” column, you need to indicate the extent to which you would like to work with the person on a team again. 1=Definitely would not want to work with this person again; 5=Definitely would want to work with this person again. This is to enable you to indicate members who may have done their work but were not good team members, i.e. they were difficult to work with or were domineering. Again, I would not expect to see all 5’s in this column, although that may rarely occur.

You must turn in this paper by the class session after your team presentation.

TEAM MEMBER NAME	POINTS*	WORK AGAIN? Use rating above, 1 through 5. NOT a ranking.
(Yourself)		
TOTAL: This should be 500 if your team includes 5 people including you.		

Signature: _____ Date: _____