**Title**: Reinventing the Student Team Experience in a First-Year Integrated Curriculum

**Key Words**: Student Teams, Integrated Curriculum

**Abstract:** This session will focus on reflective reinvention of using student teams in management education. The goal is to help participants become intentional about team formation in classes. We will discuss the team experience model utilized in the Miami University Farmer School of Business’ First-Year Integrated Core program. Using Tuckman’s (1965) framework, we will explain how students move through the stages of teams throughout the semester. Participants will be given example exercises and learn best practices for providing a meaningful team experience.

**Introduction**: This session will focus on intentional team development and will be helpful to anyone who uses team projects in a classroom. In this session, I will discuss our efforts at Miami University to “reshape management education by creating an integrated curriculum where first-year students work as part of a team across four courses. Students in our program are placed on teams using the Herrmann Brain Dominance Instrument. Throughout the semester, student teams go through a number of activities that align with follow Tuckman’s (1965) stages of team development. Student teams take four courses together including Foundations of Business, Business Communication, Creativity and Innovation, and Computational Thinking. The intended outcome will be for participants of this session to learn best practices for team development and be able to incorporate them into their classes.

**Theoretical/Teaching Implications:** Ritter et al (2018) states, “The increased complexity of today’s work environment has made the need for soft skills, such as teamwork, communication, leadership, and problem solving, more salient than ever,” (p. 80). Our university bases our team development model from Tuckman’s (1965) work on stages of team development. Tuckman asserts that teams go through the stages of forming, storming, norming, performing, and adjourning. Too often instructors are not intentional about team development which leads to unequal contributions from students and poor quality work. Our goal is to be intentional about the team experience and help students develop the skills necessary to thrive in a team environment. This session will provide best practices for developing an integrated curriculum that gives students the opportunity to participate in a meaningful team experience. Students also gain important skills that will make them successful in the workplace.

**Session Description:** In this session, I will walk through our process of team development for first-year students as part of an integrated curriculum and show how it follows Tuckman’s (1965) stages of team development. In this session, participants will learn a number of short activities that will provide them with a roadmap to intentionally create teams. These activities will include:

* Forming using the Herrmann Brain Dominance Instrument and Whole Brain Thinking
* Storming by participating in team challenges
* Norming by completing a Team Charter and building block assignments
* Performing by participating in a Corporate Client Challenge
* Adjourning through peer evaluation and final presentations

In this session, participants will receive sample documents that students create as part of the team experience. The session will include ample time for discussion in order for participants to ask questions about integrated curriculum and the team program design.

**References**:

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