



Gies College
of Business

Beyond the Group Project: Teaching for a Team-Ready Workforce



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Goal: Create an evidence-based, locally effective, shared teamwork pedagogy



Step 1: Archival data analysis of students' open-ended responses to teamwork prompts

- BADM 310 Introduction to Management and Organizations (n=345)
- BUS 201 Business Dynamics (n=211)

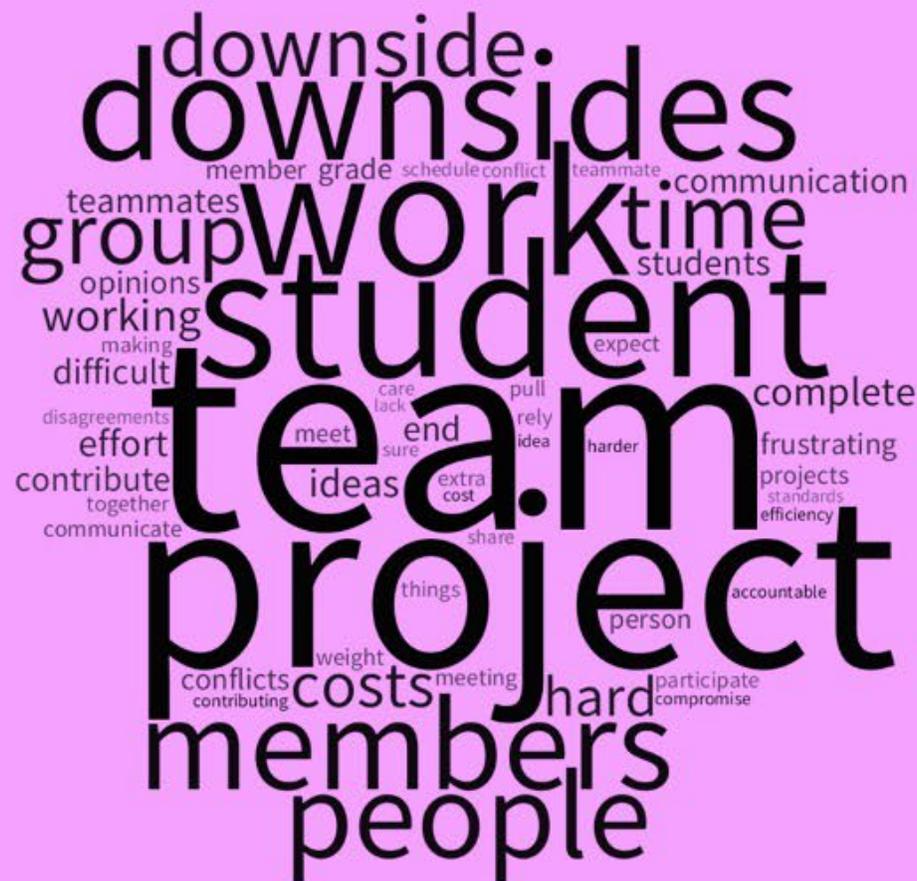


Students' mental models of teams

“First, team members will determine their shared goals, and then we need to get closer to better understand each other such as the weakness and strengths or personal interests, and then we might want to come up with a plan regarding how to achieve the goals, and then we would like to design workflow and assign tasks based on individual preferences and capabilities, and then we will communicate during the project to keep each other updated, and then we support each other.”

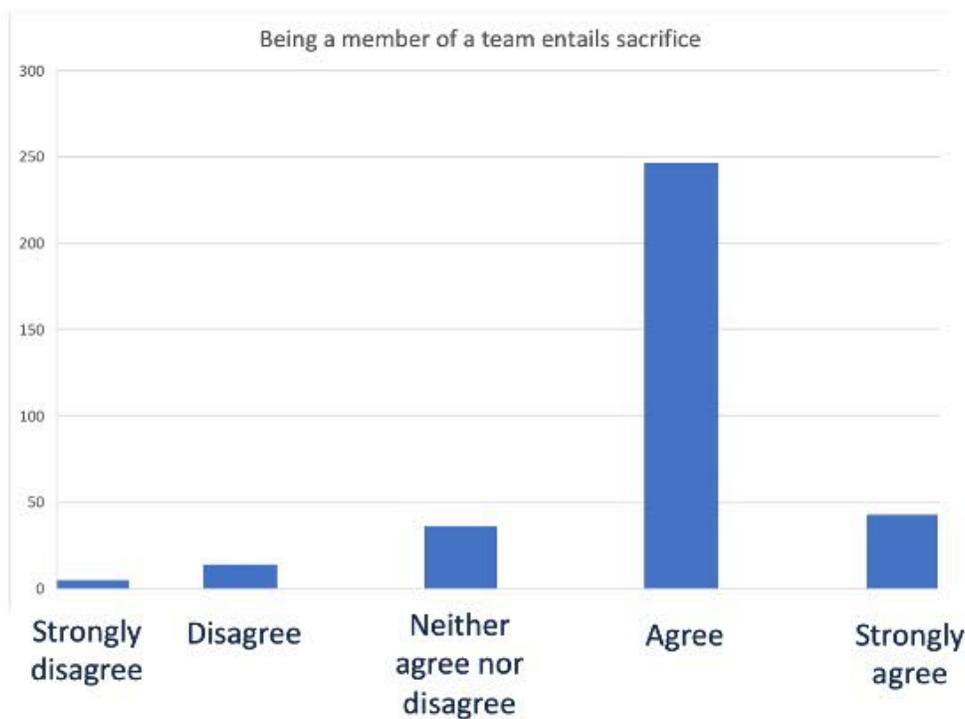
“First everyone does nothing and then one person realizes nothing is getting done so they start doing the project and then they ask the other members to do a specific task and then only a couple will actually do what was asked and then the person who took the initiative has to finish all the extra work.”

"The downsides/costs of being on a student project team is/are...."



n = 211 business
majors enrolled in
BUS 201

We expected negative expectations of group projects, yet students' overall tone was positive



n = 345 BADM 310 students



Initial impression of our students' mental models of student project teams

- Students have explicit knowledge of how teams work
- This does not match our observations of how they behave
 - Task-focused, time-efficient
- Students' mental models contain
 - Emphasis on individual contributions to team decisions
 - Recognition of potential benefits (to individual) of teams: Diversity, creativity, professional skills, networking
 - Discomfort with collective responsibility for outcome
 - No evidence of trust in teammates

Next steps

- Continue to analyze archival data with LIWC-22
- Survey faculty on group project assignments
- Create handbook of evidence-based experiential pedagogy for facilitating effective student project groups

