**TECHNIQUES FOR ASSEMBLING YOUR TEAMS TO WORK MORE HARMONIOUSLY**

Alexandra Hutto, Greg Black, and Donald R. Price, Metropolitan State College of Denver

Donald R. Bacon, University of Denver

Putting together teams that work together harmoniously and productively constantly provides a challenge for marketing professors. AACSB guidelines and the lure of a "great learning experience" prompt us to assign team projects frequently, yet students often resist them, mainly because they have encountered unpleasant or unproductive situations such as having procrastinators or social loafers on their team. Some students will try to overcome this by using strategies such as selecting friends or other known students to be their teammates, or by over-compensating by dominating the team by doing more than their fair share of the work.

The panel will represent a variety of experiences and viewpoints on how to assemble and manage teams in Marketing classes. The authors of "Matchmaking in Marketing Class: Using Fisher's Personality Profiling to Form Student Teams" came up with one strategy to ameliorate the team experience: using Fisher's profile for pair-bonding to assemble teams. After completing a personality profile, students form teams based on their primary typology. Explorers join with other Explorers, Builders join with other Builders, and Directors form teams with Negotiators. The method shows promise in reducing friction and increasing harmony within teams. It represents one of several approaches that can be taken. Alexandra Hutto will discuss the Fisher profiling experience of team formation.

Donald R. Bacon will represent an overview of the pros and cons of different approaches to assigning students to teams. One issue that is often overlooked in this process is the nature of the team task itself. He will share examples of projects that are more compensatory in nature, where the quality of the group output is a function of the average of the abilities on a team, and projects that are disjunctive in nature, where the group output is a function of the best student on the team. Methods of assigning students to teams that are most appropriate for each type of project will be discussed. He will also discuss computer-aided method of assembling teams. He will share his experiences using software programs such as TEAM MAKER to arrange team membership so that teams can be put together through analytical criteria and each team can be balanced in terms of talent. Software programs can, however, be more complex and time-consuming.

Donald R. Price will discuss a team formation method that he has used for 30 years, the NASA Survival Exercise. Underpinning this exercise is an understanding that the Big-Five personality factors influence individuals' behaviors: extraversion, agreeableness, conscientiousness, emotional

stability and openness (Goldberg 1990). High performing teams generally are found to be composed of individuals high in conscientiousness and agreeableness, and also include both introverts and extroverts as well as a range of emotional stability. These traits lead to planning, attention to detail, and cooperation. As a precursor to this exercise, each participant takes the Wonderlic Personnel Test. The second phase comes in form of conducting an experiment where teams complete a moon survival exercise. After finishing the survival task, the team's performance is evaluated and the amount of synergy created by the team is measured. A prediction related to this exercise is that teams with greater cognitive ability would be more effective as a group than as individuals. In addition, it is postulated that the team score could predict a team's level of satisfaction.

Finally, Gregory S. Black will chronicle his experiences allowing students to self-select members of their teams. Many students state this as their preferred method of team selection. Over the years, Dr. Black has formulated processes to streamline this method. This approach makes the students responsible for their team performance from the beginning.  In a Principles of Marketing class where the students may not know one another very well, it might be difficult for the students to make good decisions about their teammates.  However, through a series of activities, such as group resumes, the students quickly become familiar with each other.  The teams are allowed to "fire" teammates, and individuals are allowed to leave one team to join another one.  The only thing he requests of students and teams making changes is to not do anything behind their teammates' backs.  They need to communicate everything, at least by email, to their teammates.