

## The game show: team-building active learning activity

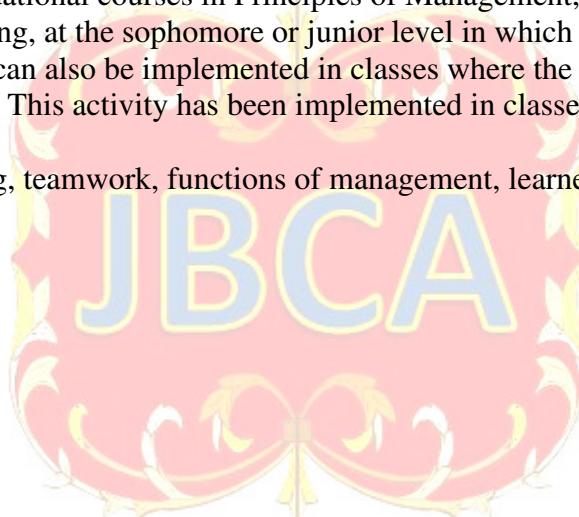
Andrea Hawkins, PhD  
Alabama A&M University

DeShannon McDonald, JD  
Alabama A&M University

### ABSTRACT

The Game Show is a team-building active learning activity that is designed to promote content knowledge and foster learner engagement. The goals for the Game Show are to allow learners to utilize teamwork skills while operating in the four functions of management, reinforcing assigned chapter concepts, and participating through game design. The Game Show activity would be appropriate for in-person lecture and hybrid classes as well as highly structured synchronous online foundational courses in Principles of Management, Organizational Behavior, and Principles of Marketing, at the sophomore or junior level in which new terms, concepts, and theories are discussed. It can also be implemented in classes where the instructor is focused on teamwork and leadership. This activity has been implemented in classes since 2014.

Keywords: active learning, teamwork, functions of management, learner engagement, game design



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## HISTORY OF THE FUNCTIONS OF MANAGEMENT

Henri Fayol (1841-1925) was a major contributor to the Administrative Management approach. The French engineer and industrialist approached management from the perspective of senior-level managers. Fayol believed that “management [could] and should be taught to others” (Williams, 2019, p. 32) and “looked for general management principles that could be “applied to a wide range of organizations – business, financial or government” (*Economist*, 2009).

Fayol is known as the Father of Management or the Father of Modern Management. His major contributions to the management discipline include the five functions of management and the fourteen principles of management. Fayol described the five “elements” of administration or management as “anticipating, organizing, commanding, coordinating, and controlling” (Fayol, 1917 in Breeze & Minor, 1980, p. 110). Over the years, Fayol’s five elements have evolved into the four functions of management of planning, organizing, leading, and controlling that are widely taught and used today.

These functions are described as the foundation of a Principles of Management course. The planning function focuses on setting “organizational goals” (Williams, 2022, p. 4). This includes strategizing and developing a plan on how to achieve them. The organizing function centers on “how things get done” (p. 5). Managers operate in this function by allocating their resources (e.g., financial, human, technology, information, and physical) and by providing the details of the who, what, when, where, and how of the operation. The leading function is about “inspiring and motivating” others to achieve those organizational goals (p. 6). Managers lead by getting the buy-in or cooperation from employees, volunteers, and others to perform the tasks necessary to achieve those goals. The controlling function involves “monitoring the progress toward goal achievement and taking corrective action when progress isn’t being made” (p. 6). Managers operate in the controlling function by setting a standard, and then comparing it with the actual performance results. The gap between the actual results and the proposed standard is then addressed by corrective actions or goal modification. Learners operate in the management functions while developing this activity.

## MANAGEMENT PREPARATION THROUGH ACTIVE LEARNING

For business schools with the Association to Advance Collegiate Schools of Business (AACSB) accreditation, several parameters are followed to optimize and enhance learner experiences and preparation for undergraduate and post-graduate endeavors. AACSB Standard 4 on Curriculum sets a benchmark for faculty to creatively design and implement active learning strategies in educational activities (AACSB, 2021). Specifically, Standard 4.3 advocates for the advancement of “innovation, experiential learning, and a lifelong learner mindset” in classroom experiences (AACSB, 2021, p. 37).

The use of active learning activities in undergraduate business courses reinforces Standard 4.3 benchmarks by furthering course objectives, expanding learner roles and input, and augmenting skill acquisition (Mebert et al., 2020). Furthermore, active learning initiatives in business education help to transition instruction from an instructor-dominated focus to amplify learner roles, skill-building, and keen analysis as well as enrich subject-matter knowledge (Bell & Loon, 2015). Academic-based, team-building exercises also respond to the real-world, industry appeals for entry-level employees’ capacity to collaborate and connect within diverse entities (Marasi, 2019). For business majors, team-building skills are vital for management

professionals based on studies that reveal those lacking leadership and collaboration skills often encounter meaningful setbacks once they acclimate to supervisory status (Hee Park & Faerman, 2019). In some industry environments, workshops promoting worker participation and longevity utilize four functions of management concepts for “sustaining employee engagement”; similarly, “The game show: Team-building active learning activity” aims to engage and build the skill sets of business learners while avoiding “the simplicity of the four functions get[ting] lost when students transition from academic to professional life” (Conkright, 2015, p. 1).

## THE GAME SHOW

The Game Show presents an active learning activity that was created and developed by the authors to provide an opportunity for Principles of Management learners to explore the four functions of management and to engage more with chapter concepts and terminology. It aligns with the AACSB Standard 4 on Curriculum and focuses on these course objectives: 1. to recognize and operate in the functions of management and 2. to demonstrate the ability to work as a team and build decision-making acumen.

The Game Show activity also helps learners to develop their knowledge and skills and prepares them for the next level of courses, including small business management, human resources, and strategic management. These courses build on their understanding of the management functions.

Additionally, learners benefit from the Game Show activity by developing their ability to effectively work in teams and to learn collaboratively by completing projects and managing simulations and businesses. Teamwork and decision-making are important and applicable skills in the workforce. For instance, organizations promote and support team-based environments, relying on their marketing, sales, and management collaborations to play key roles in defining and communicating their brands, selling their products and services, and operating efficiently to reach organizational goals and increase profitability. Managers can operate in the management functions in varying degrees. Budget analysts and event planners perform more in the planning function. Project managers focus primarily on organizing when they coordinate activities and people for successful project completion. Retail and hospitality managers work in the leading function, motivating their employees to successfully meet the daily customers’ needs. Data analysts examine data and make recommendations for business decisions as part of the controlling function.

## Instructor Preparation – Review and Content Recommendations

The Game Show is adaptable, can be played in face-to-face lecture, synchronous online, and hybrid classes, and is adjustable for different class periods. Before assigning the Game Show, the instructor should teach the four functions of management, teamwork, and communication in three (3) class sessions as chapter discussions or in one (1) class session as a microlearning or orientation module. This lays the foundation for learners to understand that their actions are demonstrating the same management concepts as detailed in the chapters. Further instructor notes, specifically on the discussion for functions, teams, and communication, how to lead the team-building activity, team selection and minutes, and synchronous online team coordination, are available in Appendix I – Instructor Notes.

Each Game Show takes 40 minutes. The general timeline is 5 minutes for set-up, 30 minutes to play, and 5 minutes for evaluation. In a 50-minute class session, one (1) team leads its game show activity. In an 80-minute session, two (2) teams facilitate their game shows either using the concepts from the same chapter or from two (2) different chapters. The final 5 minutes for the first team include the evaluation and the set-up time for the second team's game show.

### **Instructor Preparation – Team Formation, Connection and Selections**

The instructor assigns or forms teams during the first two (2) weeks of classes. Learners may form teams within 10-15 minutes of class time in either one (1) 80-minute class session or two (2) shorter 50-minute class sessions. Each team incorporates four to six (4-6) learners to balance the responsibilities of organizing and performing the Game Show. The instructor determines the total teams based on the number of learners per team, assigned chapters, and planned class sessions. Finally, instructors prepare copies of the following information and forms for class distribution: 1. Team Meetings in Appendix A; 2. Team Information Form in Appendix B; 3. Team Minutes Form in Appendix C; 4. Game Selection Form in Appendix D; 5. Designing the Game Show in Appendix E; 6. Peer Evaluation Form in Appendix F; 7. Grading Rubric in Appendix G; and 8. Tips and Lessons Learned in Appendix H. The instructor should review the Instructor Notes in Appendix I; this information should not be distributed to learners.

Furthermore, the authors provide the following schedule as an example of how to conduct the three-class sessions for team formation, introductions, and game development in a Principles of Management course with a class size of thirty (30) learners.

#### **Class 1: Team Formation**

Teams can be formed in several ways depending on the course instructional delivery mode.

**Team Formation Option 1 in Face-to-Face Courses:** The authors' method is based on the Team-Based Learning Collaborative's (TBLC) steps to form teams (Balan, Clark & Restall, 2017). In the classroom, learners form a line in the alphabetical order of their majors, like accounting, logistics, management, and sport management. Within each major, learners will place themselves in alphabetical order by their last names (e.g., Brown, Green, White). For learners with the same last name, alphabetize by using their first name, such as Jane Brown first and then John Brown second. Then, learners count to form the preferred number of teams. For example, in a class of thirty (30), learners would count from one to six (1-6) to form six (6) teams with five (5) members. This method results in teams composed of members from different majors and with varied perspectives.

**Team Formation Option 2 in Face-to-Face Courses:** Another way to form teams is for learners to count from one to six (1-6) in the order of their seating regardless of their majors. The teams could be adjusted to increase diversity in majors or genders and to reduce dysfunctional, personal conflict.

**Team Formation Options 3, 4, and 5 in Synchronous Online Courses:** The instructor forms the teams using either the manual (Option 3), random (Option 4), or self-enroll (Option 5) methods available in a learning management system (LMS) similar to Blackboard. The authors recommend the manual method because the instructor can modify the TBLC method to create the online teams. The random option permits the LMS to create teams based on the preferred

number of teams and/or members. Contrastingly, the self-enroll option allows learners to join the team of their choice before it reaches capacity, or the sign-up period expires. The instructor would then assign the remaining learners to the teams with lower enrollment.

**Team Formation Option 6 in Hybrid Courses:** Learners can spend up to 50 percent of their class time asynchronously online in hybrid courses. The instructor may follow the in-class process provided in Options 1 and 2 above or assign an introductory survey or video. Learners provide information about a selected topic, such as career goals, favorite colors, or sports, and then are grouped by their common interests. Large interest groups should be divided into smaller ones. For those learners with divergent interests, instructors should revert to the TBLC method by majors.

### Class 2: Team Connection, Chapter Selection, and Game Show Design

Once the teams have been formed, the instructor provides time for the learners to connect and get to know each other during class. Team members participate in brief introductions and share their contact information using the Team Information Form in Appendix B. Learners sit facing each other and introduce themselves. Each team randomly selects a chapter with content that will serve as the focal point of their game show. The instructor prints the chapter numbers on slips of paper and folds them. A member of each team chooses and reports their chapter number. The teams also briefly brainstorm and pinpoint their group name, review the main concepts from the selected chapter, and identify two (2) or three (3) possible game show options. The instructor calls on each team to report their game in order from the lowest to highest chapters. Each team selects a different game.

The team introductions and chapter selection process can be modified for synchronous online teams. In this course delivery mode, the instructor assigns each team a chapter. The teams are placed in separate breakout rooms to discuss and complete all the same processes required in the face-to-face courses. The instructor may meet with each team to answer questions. All teams rejoin the class and report on their decisions. The instructor calls on the teams in order from the lowest to highest chapters.

The instructor reviews the information on Designing the Game Show in Appendix E with the teams and answers questions.

### Class 3: Team Meeting 1

The instructor allows time for the teams to have their first meeting in class using the “1. Get to Know Your Teammates Better” section in Appendix A as the icebreaker or conversation starter. At the close of the first meeting, the teams complete the Team Minutes Form in Appendix C. The instructor allots the teams one (1) week to submit this form.

As an alternative for shorter classes, the instructor assigns the teams to meet on their own. The teams would complete the “1. Get to Know Your Teammates Better” section in Appendix A and submit the Team Minutes Form in Appendix C before the established deadline. As a class modification, the instructor grants the teams two weeks to meet and submit this form.

### Learner – Team Meetings and Minutes

Each team is required to meet two (2) or three (3) times throughout the Game Show activity. The teams compile minutes for each meeting and record them on the Team Minutes Form in Appendix C. The authors do not recommend more than three (3) required meetings.

However, if the team chooses to meet more often, the instructor decides if those minutes should be submitted. The specific requirements for each team meeting are provided in Appendix A with the form on Team Meetings.

#### Team Meeting and Minutes – Part 1

The first team meeting follows the same process as described in Class 3: Team Meeting 1 under Instructor Preparation. This team meeting occurs during class or independently outside of class. The teams submit the Team Minutes Form in Appendix C. The instructor gives the teams one to two (1-2) weeks to submit these forms.

#### Team Meeting and Minutes – Part 2

The second team meeting focuses on designing the game show. The team summarizes this discussion on the Team Minutes Form in Appendix C. The draft of the game show is also submitted with requirements listed in a. through f. in the “2. Let’s Get Down to Business” section in Appendix A. The instructor allocates one to two (1-2) weeks to meet and submit the minutes recorded on the Team Minutes Form in Appendix C.

#### Team Meeting and Minutes – Part 3

The third team meeting targets finalizing the game show. The team summarizes the discussion and highlights the final adjustments to the activity. This meeting can be optional. The authors note that teams will make minor tweaks to their game shows, but no major adjustments should be made at this time.

#### Learner – Team Evaluations

Each team member should complete the Peer Evaluation Form in Appendix F. The purpose of the evaluation is to share team experiences. This information may be shared with teammates, but names will not be given for comments, especially if they are negative and need to be addressed.

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## APPENDICES

### APPENDIX A: Team Meetings – Game Show Activity

Your team will be required to meet three (3) times this semester. The minutes of each team meeting should include the date, time, location, members present (and absent), summary of team discussions, and the decisions made by the team.

1. Get to Know Your Teammates Better. Find a place to hang out. Answer the questions below (and any others that you can think of).

Who is good sense of humor? \_\_\_\_\_  
Who is the most outgoing? \_\_\_\_\_  
Who is the quietest? \_\_\_\_\_  
Who knows CPR? \_\_\_\_\_  
Who was born outside of the US? \_\_\_\_\_  
Who wants to live in another country for 1-3 years or more? \_\_\_\_\_  
Who has never flown on an airplane? \_\_\_\_\_  
Who loves to fly? \_\_\_\_\_  
Who knows how to ride a bike? \_\_\_\_\_  
Who knows how to skate? \_\_\_\_\_  
Who plays/ed sports? \_\_\_\_\_  
Who was/is a cheerleader? \_\_\_\_\_  
Who plays/ed an instrument? \_\_\_\_\_

Minutes: List the two (2) most interesting things about each team member. Summarize your initial discussions about your game show. Type and submit the minutes of this team meeting.

2. Let's Get Down to Business. Discuss the game show. Draft your game show to include the following:
  - a. Name of game
  - b. Rules of the game
  - c. Outline how the game will be played: Participation, Elimination, and Bonus sections.
  - d. Resources provided for the participants (e.g., textbook, handouts, nothing at all)
  - e. Business Attire

Minutes: Summarize your discussion and action plan. Draft the game show to include the sections above (a-e). Type and submit the minutes of this team meeting.

3. Let's Do This!! Meet to finalize your game show.

Minutes: Summarize your last meeting. List any final adjustment(s) to your game show.

**APPENDIX B: Team Information Form – Game Show Activity**

Team Name: \_\_\_\_\_

Chapter (No. &amp; Title): \_\_\_\_\_

Game Show: \_\_\_\_\_

TEAM MEMBERS' CONTACT INFORMATION		
Name	Email	Telephone
1.		
2.		
3.		
4.		
5.		
6.		

**APPENDIX C: Team Minutes Form – Game Show Activity**

Team: \_\_\_\_\_ Date: \_\_\_\_\_

Instructions: Each team must provide the information below.

TEAM MEETING MINUTES				
Date/ Time	Location	Members Present	Summary of Discussions	Decisions Made

## APPENDIX D: Game Selection Form – Game Show Activity

The game selections will be on a first come, first serve basis. If the game is already listed for another team, then your team must select a different game.

GAME SELECTION FORM		
Team Name	Chapter Information (No. & Title)	Game Show
1.		
2.		
3.		
4.		
5.		
6.		

## APPENDIX E: Designing the Game Show

Each team will design an interactive game activity that incorporates the key terms and concepts of its chapter and requires total class participation. The purposes of this activity are: 1) to encourage learner engagement and build teamwork skills; 2) to reinforce the terms and concepts in the chapter; and 3) to operate in the functions of management.

### A. Scenario

Your team will be responsible for designing a game show centered on the concepts of your selected chapter. The game requirements are as follows:

1. Team Name. Select a name for your management team.
2. The game's focus must be on management. You can create a new game or modify a popular game show to fit the classroom setting.
  - Examples: Management Jeopardy, Wheel of Management, or Management Feud. There are many, many more!
  - Game selections will be on a first come, first serve basis. No duplication of the games will be allowed. For example, there can be only one (1) game based on Jeopardy.
  - Teams must get instructor approval to change the game.
3. REQUIRED ELEMENTS: Each game must include the following:
  - a. Rules. Clearly state the rules of the game, so your classmates can play it successfully.
  - b. Participation. Every person in the class should be able to play the game at the same time either individually or in a group. For example, each player on Jeopardy can answer the questions.
  - c. Elimination. This will be the last round with all players participating. Most players should be eliminated from the game during this round. (Monitor your time, and do not eliminate

participants too early or too fast.) The winner(s) will advance to the bonus round. Note: The game winners can be multiple individuals or groups.

- d. Bonus. This is the final round where the winner(s) play for more game money, points, prizes, or bragging rights. For example, Family Feud has a Fast Money round in which two (2) members of the winning family answer questions for more money. (Note: Prizes are not required. If your team decides to award prizes, limit them to a maximum of \$20.)

#### B. Game Day

This information provides a brief overview of game day. Your team should take this information into consideration when designing your game.

- Schedule: The game show dates are provided on the syllabus.
- Attire: Team members must wear business attire for this team activity.
- Preparation Time: Each team will have five (5) minutes to set up the game, which is not included in the game show time.
- Game Show Time: Each team will facilitate its game show for 30 minutes. That means that the class will be actively playing the game for the entire 30-minute period.
- Monitor: Each team is responsible for monitoring the classroom during its game and encouraging players to actively participate in it. Your instructor will be an observer and will only intervene if necessary.
- Participation: If a team member has not participated in the team meetings or developing the game, then members should report this information to the professor immediately or by the Team Meetings and Minutes 2 deadline. The team member identified should not participate in the presentation and may not receive the team score.

#### APPENDIX F: Peer Evaluation Form – Game Show Activity

Instructions: Evaluate your experience with each member. Complete a separate form for each person that is evaluated. Provide specific details and examples to support your evaluation scores. Additional comments may be added on the second page.

Name: \_\_\_\_\_ Name of Team Member Evaluated: \_\_\_\_\_

Category		Comments	Total Score
A. Responsiveness/Timeliness	Were dates and times for scheduled meetings attended and deadlines met?	Yes or No If no, explain.	____ / 5
B. Communication	Did the team member engage in respectful, appropriate communication as related to all contact made regarding the activity?	Yes or No If no, explain.	____ / 5
C. Preparation	Was the team member fully prepared to participate in and add value to discussions during the entire meeting?	Yes or No If no, explain.	____ / 5

Category		Comments	Total Score
D. Teamwork/ Collaboration	Did the team member exhibit a collaborative demeanor and positive attitude?	Yes or No If no, explain.	____/ 5
E. Professionalism	Did the team member exhibit professionalism?	Yes or No If no, explain.	____/ 5
F. Participation	Did the team member attend team meetings, participate in game design, presentation, and other team activities?	Yes or No If no, explain.	____/ 5
Additional Comments			Total Possible Points ____/30

#### APPENDIX G: Grading Rubric – Game Show Activity

Team: \_\_\_\_\_

Chapter & Activity: \_\_\_\_\_

CATEGORY	Not Good	Good Enough	Very Good	Score	Comments
PLANNING	0-1	2-4	5		
Attire	Casual attire, unprofessional, inappropriate	Combination of business suits, coordinated suits, and/or casual attire	Business suits, very professional, neat		
Preparation	Team is not prepared; lacks confidence; poor eye contact; reads the slides/notes	Team is somewhat prepared; less confident; obviously nervous; limited eye contact	Team is completely prepared; confident; good eye contact; relaxed		

Presentation Slides	Poor color and font choices; very difficult to see and read	Competing colors; poor font; difficult to see and/or read	Complementary colors; good font; easy to see, read		
ORGANIZING	0-1	2-4	5		
Terms/ Concepts	Activity does not reinforce key terms and concepts	Activity reinforces some key terms and concepts	Activity reinforces majority of key terms and concepts		
Organization	Activity is very disorganized	Activity is slightly disorganized	Activity is very organized		
Teamwork	Members do not work together; roles overlapping; lack of communication	Member roles are confusing; some communication issues	All members work well together; roles defined; good communication		
LEADING	0-1	2-4	5		
Interaction	Few students are interacting, actively participating	Most students are interacting, actively participating	All students are interacting, actively participating		
Rules	Rules are vague; confusing answers to questions; major rule changes	Rules are vague; confusing answers to questions; and/or minor changes	Rules are clear; good answers to questions; no rule changes		
CONTROLLING	0-1	2-4	5		
Monitoring	Team does not monitor game or address inactivity	Team monitors game, does not address inactivity	Team monitors game, addresses inactivity		
Time-Limit (exclude 5 min. set-up time)	Presentation is less than 25 minutes OR more than 30 minutes	Presentation is 25-27 minutes	Presentation is 28-30 minutes		
			TOTAL:		

## APPENDIX H: Tips & Lessons Learned – Game Show Activity

1. Game Preparation.
  - The team should practice the entire game, preferably in the classroom (with permission).
  - Get familiar with the technology you will use on game day.
  - Practice all speaking parts. Read over the questions, rules, etc. Make sure the key terms are pronounced correctly. Project your voice to be heard clearly throughout the room.
  - Do not turn your back on the class to read the screen. Get comfortable with your part and create note cards if needed.
  - Room Lighting. Turn on the lights in the room to check for visibility and screen glare.
  - Plan B. Have a backup plan for issues related to technology, members, etc.
2. Team Roles. Make sure that each team member has a role.
  - Each member should know their role, perform it well, and understand its importance to a successful game.
  - The game show host will facilitate the game. The team should select one (1) or two (2) members to host the entire game show or different rounds of the game. The host(s) should be prepared to answer questions, handle complaints, and address rule challenges. Also, the players should be informed about any host changes during the game.
3. Player Groups. Do not divide the class into two large groups of players. It can be difficult to keep all members of the group participating and to quickly address inactivity. Smaller groups tend to be easier to manage and play more competitively.
4. Game Slides. Your game questions should be easy to read.
  - The recommended fonts are Arial, Times New Roman, and Helvetica. The font size should be 24 points or larger.
  - The presentation slide should have contrasting colors for added clarity. Select dark writing on a light background (e.g., red on white), or vice versa (e.g., white on black). Do not use competing colors such as red on black, or white on yellow.
5. Game Packages. If you use a pre-packaged game, then make sure that the colors and fonts can be adjusted. For example, Kahoot uses white writing on both yellow and light green backgrounds. These combinations can be difficult to see and may not be appropriate for players sitting in the back of the room.
6. Business Attire. All team members should be dressed in a business suit.
  - Members do not have to wear the same colors such as black and white.
  - The team will lose all attire points if a member wears jeans or denim-like clothes.
  - Contact the campus office that provides clothing assistance to students. Pick up your business attire at least one week prior to your game show date.

### Synchronous Online Game

1. The team should practice on Zoom before its game day to become familiar with the virtual

platform features and to work out the timing and details for all the required elements.

2. Do not use the breakout rooms. The competition between the players will be limited.
3. All team members should be dressed in a business suit. Make sure that what is visible on the screen meets this requirement.
4. Your background environment should be clean, uncluttered, and distraction free. If you use a screen background, select white or one that meets this requirement.
5. Sit up straight and look confidently into the camera. Stay visible on the screen during the game. Do not fold your arms or lean against your computer.

## APPENDIX I: Instructor Notes – Game Show Activity

### Discussions on Functions, Teams, and Communication

The class discussions on the functions of management, team development, and communication are taught in three (3) class sessions or in one (1) class session as a microlearning or orientation module.

The four (4) functions of management are planning, organizing, leading, and controlling, and each function correlates to actions that the learners will take during the Game Show development process. Teams will plan their games and develop the rules to play it. They will organize their resources by determining the roles and responsibilities of each team member. They will motivate and encourage each other to complete their tasks and get the class to buy-in and participate in the game. The teams will control the game by practicing, monitoring each stage, managing their time, and adjusting as necessary.

The teams will naturally go through the stages of team development, which are forming, storming, norming, performing, and adjourning. The forming stage occurs when the teams are initially created. During the storming stage, the team members are more likely to disagree on how their team should function (e.g., meetings, roles, etc.) and have conflicts about how the game should be played (e.g., rules, prizes) and about the game itself. Through this process, each team eventually agrees on their team norms, including appropriate team behaviors and rules to handle their differences for the sake of a successful game show (norming stage). The performing stage will occur when the teams facilitate their games in class. The adjourning stage is the final stage when teams complete all post-game activities, or the semester ends.

The communication process describes how we transmit information verbally and nonverbally. The sender must encode and transmit the information in a manner that is acceptable for the receiver. The receiver must receive and decode the message, and then provide feedback to the sender acknowledging the receipt and understanding of the information. For successful communication, both parties must participate (Williams, 2022). Team members must communicate effectively to successfully perform and facilitate their game. The members must decide on the channel(s) they will use (e.g., text, email, GroupMe) to communicate during the semester. They must decide on their roles and select the person who has the best communication skills and the charisma (likability) to host their game. All members must report updates,

challenges, and/or setbacks during team meetings. They must also practice, perform their roles, and communicate appropriately on game day.]

### Team Building Activity

The instructor may lead learners through a team-building activity in class. For example, the instructor uses the Think-Pair-Share approach by asking the learners to list their three (3) most important characteristics for a teammate. Each learner completes the activity on their own, and then discusses their list with their teammates. The team then decides on its three (3) most important group characteristics. The teams share their lists of characteristics with the class. The instructor could then lead a discussion on the similarities and differences of their lists or the importance of those characteristics to overall team performance.

The instructor may be as creative as desired with the team-building activities, such as using an existing activity, survey, self-assessment, or team assessment or by designing one, during this time.

### Game Show Selection and Minutes

The minutes should be reviewed upon submission to ensure that multiple teams have not chosen the same game for their chapters. The authors recommend that teams select their game shows in class before their second meeting to avoid duplication and confusion. As an alternative, the instructor could also provide a shareable document (such as Google Docs) that allows each team to see the games already selected to reduce duplication and save time. The Game Selection Form in Appendix D is a template for the shareable document.

During Meeting 2, a team may have difficulty aligning their chosen game with the chapter concepts and ask the instructor to approve a new game choice. The instructor should not approve this request if the team's game day is within two (2) weeks. They should encourage the team to do its best with the chosen game. The instructor should clearly provide the consequences if the team decides to make this change without approval (e.g., point deduction, percent penalty, or failure). If the request is approved, the instructor should provide the team with a deadline to modify the game requirements (a-e) and require them to resubmit the Minutes 2 for the new game on the Team Minutes Form in Appendix C.

### Team Meeting and Minutes – Part 3

The authors note that teams will make minor tweaks to their game shows, but no major adjustments should be made at this time. The instructor should stress that major adjustments cannot be made without a detailed explanation and instructor approval.

### Synchronous Online Team Coordination

Some aspects of the game are challenging to coordinate when using the synchronous online platforms. For example, there may be a delay in playing the game because of out-of-sync responses or other technical issues. Also, team members may be limited in what they can see on their screen as the game is being played. Another member may have to provide them with prompts to spin the wheel or select the \$100 question so the game could progress. They might overcome some challenges by having a secondary method to communicate and coordinate their activities such as a group text or GroupMe. However, each team must determine how to handle these behind the scenes operations.

### Grading Rubric

The template for the grading rubric is in Appendix G. It is divided by the functions of management. The rubric should be adjusted to reflect the important elements of the game show for your class. There are also tips and lessons learned for the teams in Appendix H, including some specifically for synchronous online teams. These are suggestions that have repeatedly been given to teams for successful game show design and execution.

