

Where in Asia Are We?

Team Exercise

by

Steven L. McShane
University of Western Australia
Perth, Australia

This exercise may be used by current adopters of:

S. L. McShane & M. A. von Glinow, *Organizational Behavior*, 3rd ed. (Boston: McGraw-Hill, 2005); S. L. McShane *Canadian Organizational Behaviour*, 5th ed. (Toronto: McGraw-Hill Ryerson, 2004); S. L. McShane & T. Travaglione, *Organisational Behaviour on the Pacific Rim*, 1st ed. (Sydney: McGraw-Hill Australia, 2003)

Copyright © 2002 Steven L. McShane

Where in Asia Are We? Team Exercise

By Steven L. McShane, The University of Western Australia

Purpose

This exercise is designed to help you understand the potential advantages of involving others in decisions rather than making decisions alone.

Materials

Students require the unmarked map with grid marks (Exhibit 2) showing most of Asia. Students are not allowed to look at any other maps or use any other materials. The instructor will provide a list of communities located somewhere on Exhibit 2. The instructor will also provide copies of the answer sheet after students have individually and in teams estimated the locations of communities.

Instructions

Step 1: Write down in Exhibit 1 the list of communities identified by your instructor. Then, working alone, estimate the location in Exhibit 2 of these communities, all of which are in Asia. For example, mark a small “1” in Exhibit 2 on the spot where you believe the first community is located. Mark a small “2” where you think the second community is located, and so on. Please be sure to number each location clearly and with numbers small enough to fit within one grid space.

Step 2: The instructor will organize students into approximately equal sized teams (typically 5 or 6 people per team). Working with your team members, reach a consensus on the location of each community listed in Exhibit 1. The instructor might provide teams with a separate copy of this map, or each member can identify the team’s numbers using a different collared pen on their individual maps. The team’s decision for each location should occur by consensus, not voting or averaging.

Step 3: The instructor will provide or display an answer sheet, showing the correct locations of the communities. Using this answer sheet, students will count the minimum number of grid squares between the location they individually marked and the true location of each community. Write the number of grid squares in the second column of Exhibit 1, then add up the total. Next, count the minimum number of grid squares between the location the team marked and the true location of each community. Write the number of grid squares in the third column of Exhibit 1, then add up the total.

Step 4: The instructor will ask for information about the totals and the class will discuss the implication of these results for employee involvement and decision making.

Exhibit 1: List of Selected Communities in Asia

Number	Community	Individual distance in grid units from the true location	Team distance in grid units from the true location
1			
2			
3			
4			
5			
6			
7			
8			
		Total:	Total:

© 2002 Steven L. McShane

Exhibit 2: Map Showing Most of Asia

