

TABLE 4

## Instructor Facilitation to Help Students Enhance Synergistic Knowledge Development

	Tasks	Mechanisms/Tools
Emphasize the Importance of SKD (Early in the Semester)	Explain how companies use cross-functional teams to solve complex problems	Use company examples and student experiences to illustrate the prevalence of cross-functional teams
	Emphasize the need for the development of higher order knowledge for effective problem solving	Use Bloom's (1972) taxonomy of learning and discuss why analysis, synthesis, and evaluation levels of learning are important
	Explain how the group assignments are designed to promote SKD	Specifically relate the objectives of the group projects in the context of Bloom's taxonomy and cross-functional team problem solving
	Demonstrate the value of discussing and integrating multiple viewpoints in solving complex problems	Use team decision making exercises such as "Lost in the Moon" or "Subarctic Survival" to illustrate the importance of discussing diverse viewpoints in complex problem solving
Discuss Mechanisms for Enhancing SKD (Early in the Semester)	Help students identify unique knowledge and skills of individual members and integrate that knowledge	Have the students prepare an inventory of unique knowledge and skills and a plan for integrating them
	Explain the importance of managing task conflict	Have groups discuss ways through which they will manage diversity of viewpoints
	Illustrate examples of norms that may be conducive and detrimental for SKD	Having a group contract (e.g., Bolton, 1999), in which group members promise to promote norms that enhance SKD and reduce those that hurt SKD
	Help students develop a social interaction plan	Have the groups prepare (a) a group calendar with meeting times, due dates, etc.; (b) schedule sessions to discuss each other's contributions and give feedback; (c) specify roles in meetings (process observer, team facilitator, quality controller, etc.)
Monitor Groups and Provide Feedback (During the Semester)	Reinforce the importance of SKD and the mechanisms for enhancing it	Reemphasize the role of SKD, remind groups about the ways of developing SKD, and make yourself available for any consultation by students
	Check or help students to assess the level of task conflict, psychological safety, and social interaction as the semester progresses	Held on-going discussions between the instructor and the teams
	Keep track of task conflict, psychological safety, and social interaction of the groups and be prepared to intervene, if necessary	Observe team meetings and have conversations with team members
	Use students' reflections to reinforce key points	Require student groups to reflect on their group experiences (what worked, what did not work, etc.) and outcomes during the project presentation
Reiterate the Importance of SKD (End of the Semester)	Listen to student groups' reflection about group processes and use the information to reinforce important points	Use selected high SKD groups to illustrate how they were able to achieve high SKD and tie back to the mechanisms discussed during the semester
	Reinforce the importance of developing SKD	Review the discussions made about this topic early in the semester
	Relate group experiences to cross-functional teams at workplace	Revisit some of the discussions made on this issue earlier in the semester, use additional examples from students