

# Effective Team-Teaching for a Cross Disciplinary MBA Course

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## Abstract

In recent years, influenced by processes of globalization, deregulation, and innovation, organizations require solutions that exceed the abilities of individual disciplines. Therefore, business schools need to stimulate dialogue between lecturers of disciplinary MBA courses by creating and sustaining new interdisciplinary MBA courses within modular MBA programmes, in which collaborative teaching will help students to integrate various conceptual frameworks and generate new applications of knowledge. In particular, cross-disciplinary team teaching of a modular MBA course offers the greatest challenge to the traditional delivery structure. The purpose of this paper is to contribute a theory-based, yet practical model of a team teaching process for a cross-disciplinary MBA course. Using goal orientation theory as the theoretical framework for the model development, alternatives for the course delivery strategy and structure are described. Also, development of student learning capabilities, necessary to capture the intended learning outcomes, and teaching method options, which influence individual student/teacher expectations, are examined. Finally, individual student learning outcomes and individual team member teaching outcomes are specified for assessment and appropriate course restructuring. In conclusion, practical implications of the proposed model for the advancement of teaching scholarship are outlined.