

Workshop at Lingnan University

Title: Organizationally Induced Helplessness Moderates the Effects of Empowering Practices on Employees: An Implication for Leader-Member Cooperation
Speaker: Dr. Xu Huang, Assistant Professor, The Hong Kong Polytechnic University
Sponsor: Prof. Dean Tjosvold
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NEW CHINESE BOOK PUBLISHED!

TEAM ORGANIZATION IN CHINA: HOW TO WORK TOGETHER TO GET THINGS DONE

Written by: Dean Tjosvold, Guoquan Chen, Chunhong Liu

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TEAM ORGANIZATION IN CHINA: HOW TO WORK TOGETHER TO GET THINGS DONE is for people who want to make their groups, task forces, departments, and organizations more lively, adaptive, and effective. Managers and employees increasingly appreciate that they and their organizations confront a serious challenge: learn how to change or be the pawn of change. A customer today is not necessarily one tomorrow; an efficient way of working now is not in the future; success this year does not guarantee success next year. Companies, celebrated for their organizational excellence one year, must restructure and downsize a few years later. Organizations need ongoing revitalization, and people need continual development in order to succeed in this rapidly changing era. Leaders find security in working together to innovate and improve, not on the false hope of finding an island free from change.



TYPES OF POSITIVE INTERDEPENDENCE

Positive Goal Interdependence: Students perceive that they can achieve their learning goals if and only if all the members of their group also attain their goals.

Positive Celebration/Reward Interdependence: Group celebrates success. A joint reward is given for successful group work and members' efforts to achieve.

Positive Resource Interdependence: Each member has only a portion of the information, resources, or materials necessary for the task to be completed and the member's resources have to be combined in order for the group to achieve its goal.

Positive Role Interdependence: Each member is assigned complementary and interconnected roles that specify responsibilities that the group needs in order to complete a joint task.

Positive Identity Interdependence: The group establishes a mutual identity through a name, flag, motto, or song.

Environmental Interdependence: Group members are bound together by the physical environment in some way. An example is putting people in a specific area in which to work.

Positive Outside Enemy Interdependence: Groups are placed in competition with each other.

Workshop at Hong Kong Baptist University

Title: Increasing Achievement through Cooperative Learning
Speaker: Prof. David W. Johnson, Prof. Dean Tjosvold
Sponsor: Prof. Dean Tjosvold

Hong Kong Cooperative Learning Center and Hong Kong Baptist University held the workshop on January 6th - 8th, 2003. Teachers from several universities and officials of Education and Manpower Bureau of Hong Kong attended the workshop. They had great enthusiasm for participating in the workshop and hope to develop more cooperative learning in Hong Kong universities and schools.



Prof. Johnson and Prof. Tjosvold with the attendees

Comments on the workshop

- Excellent, I learned a lot of things. I will be trying to use it step by step.
- Participators played a very important role in the workshop
- Thank David and Dean for organizing this workshop. Surely, many Hong Kong students will benefit from this theory in the further
- Good opportunity to met and learn from each other.

Evaluation form attendees on workshop of Increasing Achievement through Cooperative Learning

Item Rating	Strongly Agree	Agree	Neutral	Disagree	N/A
I found the workshop/seminar useful	58%	42%			
The content was appropriate to the objectives	67%	33%			
I have learned things that could be applied to real-life situations	50%	42%	8%		
I found the discussions interesting	58%	25%	17%		
The facilitator(s) communicated effectively	67%	25%	8%		
Overall Rating	Excellent		Good		Poor
Quality of Content	58%		42%		
Quality of Presentation	67%		33%		

NEW COOPERATIVE LEARNING ORGANIZATION: SHANGHAI COOPERATIVE LEARNING COMMITTEE

A cooperative learning workshop was held in Shanghai, January 6th - 8th, 2003, which was organized by Shanghai Institute of Management. Both the attendees and the organizer show great interest in cooperative learning. They plan to introduce cooperative learning into Shanghai on a large scale. We decided to build and sponsor SHANGHAI COOPERATIVE LEARNING COMMITTEE to promote the development of cooperative learning in Shanghai. The committee was founded on April 21, 2003 and held its first meeting. The charter members of the committee are following: Consultant: Tjosvold, Dean; Director: Yu Ziyou; Vice director: Liu Chunhong, Lu Decai and Tao Yun.

This first meeting stipulated the research processes in 2003: (a) To learn and discuss relying on Active Learning: Cooperative in the College Classroom and teamwork book, the former focuses on university and the latter focuses on firms. (b) To train members in using cooperative learning procedures. Beginning in August, teachers in universities, middle schools, and training directors in firms will be trained. (c) To promote, summarize and improve cooperative learning thought; conference and to exchange experiences.



WORKSHOPS HELD DURING THE PREVIOUS SEVEN MONTHS

Workshop in Shanghai and Shandong

Title: Increasing Achievement through Cooperative Learning
Speaker: Prof. David W. Johnson, Co-Director of Cooperative Learning Center, University of Minnesota
Sponsor: Prof. Dean Tjosvold

Shanghai Institute of Management organized the workshop in Shanghai on January 3rd, 2003. More than 200 people attended the workshop, most came from universities, high schools, middle schools, firms and government. Attendees showed great interest in cooperative learning and hope to become more knowledgeable about it. Just before the Shanghai workshop, Shandong University organized the workshop in Shandong on December 1st, 2002. Teachers and students in universities actively participated in the workshop.



The attendees in Shanghai workshop



Prof. Johnson discussing with attendees.

NEWSLETTER VI



Hong Kong Cooperative Learning Center

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Cooperative Learning to Make Full Use of Autonomous Learning

Hong Kong Universities have been asked to encourage autonomous learning and are reducing the credits needed to graduate to 90. Students are not expected to learn less of course but to learn through activities outside of class without their instructors. Indeed, as HK organizations downsize and become lean, our graduates will be expected to learn and improve their job performance without the direct supervision of their managers.

Cooperative learning is a powerful approach to fulfilling these new demands. Remember, the basic goal of cooperative learning is not for the group to complete a high quality project or develop the right answer but for each student to learn. What they learn together today, students can do by themselves tomorrow.

Autonomous learning implies that our students will be asked to learn outside of class and also individually. But we know from research that the heavy reliance on individualistic instruction is ineffective. Students need the support, ideas, and discipline of other students, especially as they have less direct instruction, if they are to take full advantage of outside activities. In addition to assigning challenging assignments, HK instructors can stimulate autonomous learning by helping students develop cooperative relationships and procedures so that they can work together and learn productively through outside of class assignments. These cooperative student relationships are also valuable for helping students take advantage of extra-curricular activities and become actively involved in campus life.

The effective implementation of autonomous learning will require not only more from our students but also more from instructors. The skills and procedures of cooperative learning are fundamental to fulfilling the potential of autonomous learning. The Hong Kong Cooperative Learning Center will be sponsoring workshops and other activities to help prepare instructors for this new challenge.