

**SOMETIMES, TWO HEADS ARE NOT BETTER THAN ONE:
LESSONS LEARNED FROM TEAM TEACHING**

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ABSTRACT

Perhaps instructors do not team teach more often because team teaching can be annoying, frustrating, and more time consuming than teaching solo. This may parallel some of the frustrations that students have when forced to work in teams. Numerous papers presented at marketing conferences address advantages and drawbacks of student teams (Boyt, et. al 1998, Chapman et. al. 2004, Davis et. al, 2000, Kirchner 1995 & 1996) However, there are few that address the benefits and pitfalls of instructional teams. Most of the literature on team teaching comes from outside of the marketing literature and most paint a rosy picture of how a two-headed instructional team is better than teaching alone. The literature mostly reports positive student responses to team teaching experiences. Whether this is truly representative, or only successful experiences are deemed worth reporting, is unclear. After all, it is more fun to report on successes rather than to reflect on failures, which is the focus of this paper. Although much effort went into team teaching a graduate level business research methods course, the students were highly dissatisfied with the outcome. The authors reflect on the reasons for this dissatisfaction, as well as some important pedagogical and philosophical lessons learned

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