



**OBTC 2015 at University of La Verne
June 17th – 20th, 2015**

Submission Template

SUBMISSION GUIDANCE

- * Remove all identifying properties from this document **
- * All files must be saved in PDF format **
- *Please include ALL supplementary text at the end of this document**
- *Only one document should be submitted**

**Submission Template for the
2015 OBTC Teaching Conference for Management Educators**

1) Title of Proposal:

The Social Art of Vignettes: bringing experience into the classroom

2) Abstract:

Experiential learning with part time MBA students can benefit greatly from writing and using vignettes of their experience. Vignettes are short “slices of life” or micro-case studies that point toward phenomena in the student’s environment. We use them to point toward “Concrete Experience” when we use Kolb’s Experiential Learning Cycle. It can be used in management or organizational behavior courses quite easily to ground our discussions of theory and practice. This roundtable will be focused on vignettes from our experiences and discuss how we can promote and develop their use in our teaching.

3) Keywords:

Use three or four keywords to describe your session.

Vignettes, Experiential Learning, Storytelling

4) Format

- Activity or exercise
- Discussion roundtable (60 minute only)
- General discussion session

5) Time Requested:

- 30 Minutes
- 60 Minutes (*Roundtables must select 60 minutes*)
- 90 Minutes

6) Planning Details:

No, we will be telling stories... so quiet and comfortable surroundings would be appreciated. However we could use something for collective brainstorming of principles and ideas like flip charts and/or paper.

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

- 1) Understand the nature of vignettes and their relation to storytelling, case studies and other narrative forms.
- 2) Develop the ability of the participant to both develop their own vignettes and assist the development of their student's vignettes.
- 3) Reflect upon how vignettes might be used in experiential learning, and
- 4) Applied the use of vignettes in organizational development interventions.

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Experiential learning with part time MBA students can benefit greatly from writing and using vignettes of their experience. Vignettes are short “slices of life” or micro-case studies that point toward phenomena in the student’s environment. We use them to point toward “Concrete Experience” when we use Kolb’s Experiential Learning Cycle. It can be used in management or organizational behavior courses quite easily, and they are used extensively in psychology courses. However we have not found guides in the literature for their creation and development. In Organizational Development courses vignettes are the starting point for the presented problem. They are quite often generated at the beginning of organizational inquiries. We can then reflect on these brief glimpses through the perspective of various organizational stakeholders and organizational theories. This roundtable will be focused on vignettes from our experiences and discuss how we can promote and develop their use in our teaching.

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you’d like to do, and the extent you can reasonably accomplish the session’s goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

We could begin the session by sharing our own vignettes of ‘what we are working on’ in our organizations. For instance, I am developing a new Center for Global Business and would describe this experience in a couple hundred words ending with a question for further inquiry. My situation is particularly focused on: “How can I engage appreciate international students due to challenges of English language and think of global business as something that happens “over seas.”

I could share several vignettes written by students and offer my own model for their evaluation and development. This might lead to a brain storming session of principles or considerations from the participants on how we might guide students.

The second major topic will be how we use these vignettes, like mini-case studies, to reflect on our subject matters in management and ob. How do we use ideas? How do we revise our stories beyond our initial vignettes into more full blown organizational inquiries where all voices are heard, and where a more abstract reasoning helps us bridge into active experimentation to promote organizational change and development?

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

11) Implications for Teaching or for Teachers:

What is the contribution of your session? This session should help teachers bring the experience of their students into the classroom, so we can think together. In group projects, this provides a starting place based on one organizational actor's perspective that provides a presenting problem for further reflection, inquiry, theorizing and action. This would follow Kolb's Experiential Learning Cycle.

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community? This roundtable will examine how we bring our individual experience into the community and develop multiple perspectives via inquiry. If the group has significant collective experience either as an in-company course or as a group project with an organizational sponsor, developing the art of the vignette is a quick framing leading to a focal question that initiates community inquiry.

13) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

No, I proposed a similar topic for OBTC 2013 but was not able to attend due to my teaching responsibilities (we teach year around).

14) References and/or Additional Materials: