



**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:

Entrepreneurship Mindset: Igniting Millennial Leadership Intention and Engagement

2) Abstract:

Please include a brief session description (not to exceed 100 words). If your proposal is accepted, this description will be printed in the conference program.

“Today’s students are no longer the people our educational system was designed to teach.”(Prensky, 2001 p. 1). The Millennials, our future leaders, are different in the way they: think and process information (Prensky, 2001); use technology as an alternative to traditional face to face networking (Wisniewski, 2014); learn (Shaw, 2009); and value critical thinking and motivation skills.(Wisniewski, 2014).

In this session, participants experience customizable tools to engage students, inspire leadership intention, motivate innovative thinking, support community outreach, and build self- efficacy in creative problem solving. A real life case of student ingenuity and multi-dimensional community engagement will be reviewed.

3) Keywords:

Use three or four keywords to describe your session.

Entrepreneurial mindset, engagement, millennial, leadership intention

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:

Does your session have any special requirements for space or materials?

- White board/marker
Need space for participants to team up (3-4 each)
Need power-point projector/screen
Paper for reflections/exercise

7) Learning Objectives or Goals for the Session:

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

1. Demonstrate that all people are more creative than they realize
2. Understand the value of motivated team collaboration
3. Discover how to utilize tools to build the entrepreneurial mindset and apply it toward an organizational challenge
4. Build capacity for opportunity recognition
5. Create strategies for student engagement

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.

Topic	Comments
Entrepreneurial mindset/proclivity: Stewart, Jr., WH, Watson, WE, Carland, JC & Carland, JW (1999). A proclivity of entrepreneurship: A comparison of entrepreneurs, small	Researching examining the relationship between an innovative or entrepreneurial mindset and its influence on creativity; leadership creates an

business owners, and corporate managers. Journal of Business Venturing, 14(2), 189-214.	interest in this explored as an antecedent for leadership. Literature confirms a difference in managers, entrepreneurs and intrapreneurs (innovators in existing organizations)
Topic	Comments
Entrepreneurial leadership: Gupta, V., MacMillan, IC, & Surie, G. (2004). Entrepreneurial leadership: developing and measuring a cross cultural construct. Journal of Business Venturing, 19(2). 241-260	Literature distinguishes between leadership and the innovative implications of the entrepreneurial leader. This project example has implications that building creativity efficacy through exercises and problem solving opportunities helps to stimulate the leadership intention in students
Diversity/Millennials: (see #14)	Millennials are proven to have different cognitive and affective considerations in problem solving. Exercises that help to activate creativity and sense of meaning help build the leadership intention
Leadership Intention Ajzen, I. (1991). The theory of planned behavior. Organizational behavior and human decision processes. 50(2), 179-211.	Ajzen's theory posits that intention to perform behaviors (such as leadership) predicts performance. As students took leadership roles in developing solutions for the challenges presented to them, their capacity for leadership increased.
Engagement Csikszentmihalyi, M. (1997). Finding flow: The psychology of engagement with everyday life. Basic Books.	This case created an opportunity to exam strategies for developing student engagement. The elements of creativity and opportunity to contribute in a meaningful way generated enthusiasm and innovative solutions among the students.

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.

- In this session, I will lead participants through a series of hands on exercises as listed below in #10. Participants will have the opportunity to experience the value of discovering their own creative capacity; new approaches to problem solving
- I will share a case study with participants of an experience where students were invited to engage in problem solving for the university. It involved students interviewing faculty, students, across disciplines as well as engaging external alumni and other participants that helped to build their options for solutions.
- Time is anticipated as follows:
 - a. Introduction of concepts/objectives: 10 minutes
 - b. Exercise 1: You Are Creative 20 minutes
 - c. Discussion/reflection: 5 minutes
 - d. Exercise 2: Animal Power 15 minutes
 - e. Discussion/reflection: 5 minutes
 - f. Review of tools/sharing that can support the problem solving and exploration process/discussion: 10 minutes
 - g. Closing case study (show example of student success video)/closing comments: 5 minutes
- I utilize time clocks and chimed instruments to ensure the management of time
- Reflection sheets will be provided so that participants can adequately track their journey and document any "aha" moments

10) For Activities and Exercises:

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

The following exercises will be provided:

1. **You ARE Creative Beyond Belief:** A sequenced exercise of exploration is introduced as participants name the many uses of an item on an individual, team, and entire room basis. The result is that an astounding number of creative ways are found for the usage of an un-named item proving the boundless creative capacity of individuals as well as the power of team.

2. **Animal Power:** Participants are lead through the opportunity to picture themselves as animals based on their affinity or characteristics. Information about the animal's nature is provided and discussed in teams. Teams are then invited to develop new business ideas based on combining their strengths of their animal totem. For example, I have found that students with "dolphin power" combined with students with "tiger power" developed a business concept for an "oxygen bar" where the abilities of breathing and strength were the sweet spot.
3. **A Series of consulting tools are used to direct students to conduct interviews, exploration, project management etc:** These tools are useful in the exploration stage of the process. The project explores five stage process for the innovative project development. Students are led through exercises for mind mapping, brainstorming, and appreciation inquiry to determine the best approach for the challenge investigated. Additionally, students are lead through "the STAR investigation process" where they are asked to see their challenge from five unique perspectives of stakeholders relative to the issue. For example: students examine and conduct primary investigation and interviews with parents, alumni, teachers, friends, community leaders and then formulate an approach to the challenge.
4. **Case study demonstration:** Students were invited to participate in providing solutions to challenges that the university had investigated for a year. Students provided innovative ideas and "out the box" solutions based on this sequenced guided process which ranged from "internal exploration" to external investigation in the problem solving process. I will share a final project result after working through a hands on series of exercises.

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

Multiple dimensions of contribution exist with this session including:

- Participants receive multiple exercises for exploring creativity capacity
- Exercises shared create new ways of activating the power of the millennial in problem solving of an organization
- Participants gain strategies for engaging students to move beyond their comfort zone and contribute to the larger society
- A case student of success will be shared
- Several exercises and strategies for building entrepreneurial mindset will be shared and can be customized based on the participant's special needs

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community?

The case study presented is authentic and demonstrates learning in multiple communities; within a team where diverse perspectives are acknowledged and leveraged; within an external community where students are encouraged to conduct primary research in order to determine the full scope of their potential challenges and solutions.

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?

This workshop has not been presented previously at this time. The contribution is the combination of exercises which brings original tools to the teaching community. These help build self-efficacy in capacities for creativity; idea generation; problem solving; and community engagement.

14) References and/or Additional Materials:

Presnky, M. (2001) Digital natives, digital immigrants. On the Horizon. NCB University Press, 9(5). Retrieved from <http://www.marcpresnky.com/writing>

Prensky, M. (2004). The Emerging Online Life of the Digital Native: What they do differently because of technology, and how they do it.

Shaw, A. (2009). What is the 21st century education? 21st Century Schools. Retrieved from <http://www.21stcenturyschools.com>.

Wisniewski, M.A. (2014) Leadership and the Millennials: Transforming Today's Technological Teens into Tomorrow's Leaders.. Journal of Leadership Education. 9(1)

