



**OBTC 2015 at University of La Verne  
June 17<sup>th</sup> – 20<sup>th</sup>, 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:**

Engaging OB students through interdisciplinary study of a major business event: The Wall Street Crash of 2008

### **2) Abstract:**

OB students with little work experience often lack a sense of context and motivation for the subject. Course content can seem imprecise and not well related to their other management studies. This session will provide as an example the conceptual and teaching framework used in a popular undergraduate seminar that uses the fields of organizational behavior, business ethics, and finance to study the causes of the 2008 Wall Street melt down. After the presentation, participants will sub-group based on disciplinary interest to generate ideas for additional teaching approaches or conceptual frameworks to facilitate this kind of student engagement.

### 3) Keywords:

Interdisciplinary; finance, ethics, motivation

### 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?*

- Multiple writing surfaces, e.g. white board, chart-and easel
- Ability to project a presentation from flash drive
- If possible, moveable chairs for subgroups

### 7) Learning Objectives or Goals for the Session:

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

- An appreciation of the motivating power of inter-disciplinary teaching
- An understanding of how financial, psychological, and ethical concepts can together enrich understanding
- Understanding of specific techniques to engage students in interdisciplinary learning

### 8) Management or Teaching Topics:

Cross-disciplinary study of a major business event is a powerful tool to motivate learning

and foster critical application of organizational behavior in management education. In the example provided, the key conceptual linkage is the application of bounded rationality to the domains of business ethics and motivation theory. In ethics, this is consistent with a growing discussion of “bounded ethicality”, recognition that decision makers do not use all relevant information in making ethical decisions. In the motivation literature, there is extensive support for the idea that motivation schemes influence the type and quantity of information processed for decisions: e.g. goal-setting, contingent extrinsic reward systems, and self-determination theory. Each type of motivation introduces bias and filters to the use of information. In a business world of growing complexity, the interaction of motivation and information processing can provide a lens to motivate learning and enrich perspectives.

### **9) Session Description and Plan:**

1. Brief lecture of course syllabus and supporting conceptual integration: 20 minutes.
2. Participants sub-group based on disciplinary interests and generate ideas to share for extending the conceptual or pedagogical approaches presented: 20 minutes.
3. Sharing by subgroups from white board or chalk board summaries they have created: 20 minutes.

### **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:**

While the study of management is carried out through disciplines, the problems we prepare students to face are rarely confined to a single discipline. Teaching organizational behavior through an interdisciplinary focus on significant business events can enhance student motivation to learn and better equip them to apply their knowledge critically.

## **12) Application to Conference theme:**

While we all acknowledge that learning and teaching are community-based by nature, the “community within” can be most difficult to form. As academics, we are educated, rewarded, and practice in disciplinary “silos” that can act as barriers to our learning and teaching. Working with our peers in other disciplines can enrich our understanding and teaching.

## **13) Unique Contribution to OBTC:**

An article describing the conceptual content behind the seminar discussed is under review for potential publication in “Business and Society Review”, but the teaching implications have not been published or presented elsewhere.

## **14) References and/or Additional Materials:**