



**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:

Is Management Education blind to social class? What does this mean for educating managers of the future?

### 2) Abstract:

With the gap between wealthy and poor individuals expanding, more attention is being paid to social class in many areas of society, including politics (i.e. protests from “the Occupy Movement”) and popular culture (reality TV show “Survivor” season of “Blue Collar, White Collar, No Collar”). In this session, we will ask participants to discuss the role of social class as a component in management education. To this end we plan to address the following questions: How can we as management educators teach our students to be more aware of social class as an aspect of a diverse workforce? On what grounds should we address issues of social class? If so, how do we best increase this awareness and to what end?

Discrimination related to social class exists in organizations, and is often justified by the need for social capital and networking to obtain business success. The “ideology of meritocracy” assumes free and easy access to social mobility, but class divides that are often the result of structural barriers prevent individuals from moving upward in the social class system. College is commonly seen as a path toward upward mobility, yet many students are not aware that they are already privileged by their social class, or that social class is an issue at all. In this session, we will argue that even though social class is not usually part of the discussion of “protected classes,” it is a relevant aspect of identity that we as management educators should address in preparing the managers of the future, even though popular Organizational Behavior textbooks are silent on the topic.

Participants should be prepared to share thoughts, ideas and experiences related to addressing social class in management education. We will have both large and small group discussions, beginning with an overview of our research into addressing social class in our own teaching. Participants should leave the session with critical questions about how to integrate ideas related to social class and the intersection of class with race, gender and other social identities as it impacts privilege and the “ideology of meritocracy” in their own classes and programs.

### 3) Keywords:

*Diversity, Social Class, Social Structures, Social Capital*

### 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?*

**Overhead projector with ability to show PowerPoint**

**Round tables for discussion**

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

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

- 1. Increase understanding of what social class represents as a diversity category.**
- 2. Learn tools and techniques to increase awareness of social class for students.**
- 3. Increase awareness of how other management educators address issues of social class in their programs and classes.**
- 4. Increase awareness of the fact that social class is left out of popular Organizational Behavior textbooks.**

## 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.*

**Social class is most frequently associated with theories related to workplace diversity. However, recent research on social capital and identity theory are very relevant to understanding how social class is experienced and perceived by individuals. Surface-level diversity (i.e. race, gender, age, etc.) and Deep-level diversity (i.e. tenure, values, personality, etc.) are categories often used in management research. Social class is a type of diversity that is generally assumed to be deeper level – associated with experiences – but often people attempt to categorize based on surface-level indicators, such as language, clothing, etc.**

## 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.*

**10-15 minutes: Introduction to topic and background information on social class and treatment in popular textbooks in management education.**

**15 minutes: Facilitated small group discussions regarding defining social class.**

**10 minutes: Large group discussion with reports from small groups.**

**15 minutes: Large group discussion of how participants have or will integrate issues of social class into their programs or classes**

**5 minutes: Conclusion**

## 10) For Activities and Exercises:

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

**None needed**

## 11) Implications for Teaching or for Teachers:

*What is the contribution of your session?*

**Increasing awareness of social class as an important issue for managers to understand workplace dynamics. Expanding understanding of diversity to include social class.**

## 12) Application to Conference theme:

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

**A community is a diverse group of people, and understanding the various identities that people bring to that community is critical to maximize learning. Social class is one area of identity that has often been overlooked in management education, and adding this component of diversity to our learning community discussion will increase learning.**

### **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 work has not been presented before.**

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

Ashley, L. & Empson, L. (2013) Differentiation and discrimination: Understanding social class and social exclusion in leading law firms. Human Relations; 66(2): 219-244.

Colquitt, J. A., LaPine, J. A., & Wesson, M. J. (2015). *Organizational behavior: Improving performance and commitment in the workplace*. 4<sup>th</sup> ed., New York, New York: McGraw-Hill Education.

Griffin, R. W., & Moorhead, G. (2014). *Organizational behavior: Managing people and organizations*. 11<sup>th</sup> ed., Stamford, CT: Cengage Learning.

Hemphill, T.A., Lillevik, W. & Cullari, F. (2012) The long-term unemployed: A new protected class of employee? Business and Society Review; 117(4): 535-553.

Martin, N.D. (2012) The privilege of ease: Social class and campus life at highly selective, private universities. Research in Higher Education; 53: 426-452.

Nahavandi, A., Denhart, R. B., Denhart, J. V., & Aristigueta, M. P. (2015). *Organizational behavior*. Thousand Oaks, CA: Sage Publications.

Nelson, D., & Quick, J. C. (2015). *ORGB: Organizational behavior*. Stamford, CT: Cengage Learning.

Robbins, S. P., & Judge, T. A. (2015). *Organizational behavior*. 16<sup>th</sup> ed., Upper Saddle River, NJ: Pearson Education.

Uhl-Bein, M., Schermerhorn, Jr., J. R., & Osborn, R. N. (2014). *Organizational behavior*. 13<sup>th</sup> ed., Hoboken, NJ: John Wiley & Sons.