



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

Submission Template

SUBMISSION GUIDANCE

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Only one document should be submitted

Submission Template for the 2015 OBTC Teaching Conference for Management Educators

1) Title of Proposal:

But, I didn't go to law school! How non-attorney management educators can successfully use court cases to connect students to legal issues in the community.

2) Abstract:

Have you ever heard about a case that seems like it might apply in your management class, but you didn't know where to find it or how to use it? Connecting students to the community by studying modern legal issues is a technique that can be used in all types of management classes. In this session, attendees will learn which online legal databases are reliable, how to analyze cases, and how to teach management concepts using case law. The case of *Burwell v. Hobby Lobby* will be used to illustrate how a single case can stand for multiple management concepts.

3) Keywords:

Use three or four keywords to describe your session.

Employment law, resources, case law.

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?

An overhead projector and screen, access to the internet, and ability to use power point will be required.

7) Learning Objectives or Goals for the Session:

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

- Discussing methodology on how to conduct legal research, including what online legal databases are reliable.
- Educating attendees as to the **IRAC** method of analyzing cases. IRAC stands for finding the **issue**, **rule** of law, **analysis** used by the court, and the court's **conclusion**. This method can also be taught to students.
- Exploring ways in which educators can use cases to connect students modern legal issues in the community.
- Discussion of *Burwell v. Hobby Lobby* and how this single, hot topic case can stand for a wide range of management concepts, including employee benefits, corporate personhood, conflict management, and corporate social responsibility, among others.

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.

The role that law plays in society is paramount importance. Societal norms and values help shape the modern legal landscape in our local communities, as well as the nation as a whole. Introducing case law as a classroom teaching tool can be a strong mechanism by which students can connect the community (Cross & Miller, 2015).

Management educators have a unique opportunity to use modern legal issues in business and employment law to illustrate various management concepts that students learn in class. Cases are real-life business situations, and they expose students to a wide-range of workplace issues. They also help students sharpen students' analytical skills because cases involve a particular problem, analysis of the problem, and a offer solution that can be the basis for discussion (*The Use of Cases in Management Education* ("Cases," 1996)).

The IRAC method of case analysis is a long-standing and effective method to reduce the information from the case and shape it into a reference format. Also known as "briefing" a case, this method allows a reader to look for particular items (Issue, Rule, Analysis, and Conclusion) to be ready to discuss the case (*How to Brief a Case Using the "IRAC" Method* ("IRAC," n.d.)).

The Hobby Lobby case was decided on June 30, 2014 by the United States Supreme Court. (*Burwell v. Hobby Lobby*, 2014). It is a case that sparked sentiment both in support of and against the conclusion of the case. (Silverstein, 2014). It is one of many cases that could be used to teach a variety of management concepts. Specifically, in the Hobby Lobby case, the Court held that closely held for-profit corporations can be exempt from a law that its owners religiously object to if there is a less restrictive means of furthering the law's interest. (*Burwell v. Hobby Lobby*, 2014). This single case can be used to teach management concepts such as employee benefits, corporate personhood, conflict management, and corporate social responsibility, among others.

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.

The overall goal of this session is to provide participants with teaching tools that will help students become more aware of the modern legal issues going on in the community around them.

10 minutes – How non-attorney faculty can do legal research.

The presenter will highlight two legal database options, demonstrate how those databases work, and teach attendees how to look up cases. Attendees can take these database suggestions back to the students they teach.

10 minutes – Hands-on demonstration of how to brief a case

The presenter will teach attendees about the IRAC method of analyzing case law. This method of case analysis stands for locating the issue, rule of law, court's analysis, and conclusion while reading through the case. Attendees can also teach this method to their students.

15 minutes – Activity: Attendees will brief a case

Session attendees will apply what they have learned about the IRAC method and brief the hot topic case of *Burwell v. Hobby Lobby*. For this activity, attendees will be provided with a copy of the case. They will read it, apply the IRAC method, and create a case brief.

15 Minutes - General group discussion about the brief

The presenter will lead a discussion about the *Hobby Lobby* case and point out what management concepts can be taken from the case. These include management topics such as employee benefits, corporate personhood, conflict management, and corporate social responsibility, among others.

10 minutes

General group discussion about how to connect students with other current legal cases in the various management classes the attendees teach. Discussion questions will include:

- 1) Have you ever heard about a case and wondered if it would apply to your management class?
- 2) What are some management principles that you teach in your classes that might benefit from using case law as a teaching tool?
- 3) What ways can students connect to the community through case law?

The presenter will also make suggestions about other specific hot topic cases and list the management principles those cases represent. Attendees will leave with a

handout reflects the presenter's suggestions. The handout will also include the citations to the cases and a brief synopsis of the facts of each case.

10) For Activities and Exercises:

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

The materials needed to run the activity are pen and paper.

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

The contribution of this session is to educate teachers on this timely, relevant topic of using modern court cases as a teaching tool in the classroom. An additional implication will be teaching educators how to perform reliable legal research and analysis. This is a skill that they can also take back to the classroom with them and teach students. Finally, attendees will leave with an understanding of the multifaceted nature of court cases and how they can be used in classrooms of all management types. Please reference Section 9, Session Description and Plan above.

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community?
This session fits well with the overall conference theme. Attendees will learn how to connect students to modern legal issues in the community. It will also help attendees to learn about online legal databases, a technology platform that encourages students to connect to the community on a local or national level.

13) Unique Contribution to OBTC:

No. I have never presented this proposal before. It is not under review elsewhere.

14) References and/or Additional Materials:

Burwell v. Hobby Lobby, 134 S. Ct. 2751, (2014).

Cross F., Miller, R. (2015). *The Legal Environment of Business: Text and Cases*. Mason, OH, South-Western Cengage Learning.

How to Brief a Case using the “IRAC” method. (n.d.). Retrieved from <http://www.csun.edu/~kkd61657/brief.pdf>.

Silverstein, E. (July 1, 2014). Hobby Lobby decision creates controversy about contraception, Obamacare. Retrieved from <http://www.insidecounsel.com/2014/07/01/hobby-lobby-decision-creates-controversy-about-con>.

The Use of Cases in Management Education. (September 23, 1996) Retrieved from <http://www.coba.unr.edu/faculty/kuechler/750/Handouts/cases%20in%20management%20education.pdf>.