



Teaching Conference for  
Management Educators

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

## **1) Title of Proposal:**

It's Better Than Discussion: Using Dialogue (Big "D") to Enhance Student Engagement, Critical Thinking, and Community

## **2) Abstract:**

Dialogue is a well-known but not often used technique for learning and discovery. Dialogue (not "dialogue") encourages individual students to think more deeply and in the moment. It awakens them to pertinent trends in OB and to the concerns of their peers. The professor does not direct the conversation. Rather, our role is to deepen the dialogue by encouraging more introspection, paradigm examination, emotional engagement and critical thinking. In this session, participants will sample a Dialogue, then debrief. An experienced and a novice practitioner of Dialogue will share their insights and data.

### 3) Keywords:

*Use three or four keywords to describe your session.*

Dialogue, engagement, critical thinking

### 4) Format

Activity or exercise

Discussion roundtable (60 minute only)

General discussion session (PAPER)

### 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?*

Ability to sit in a circle, preferably without tables.

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

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

Will learn the nature of Dialogue.

Will experience an example of Dialogue.

Will get a handout on how to do Dialogue.

Will discuss with experienced practitioners the relevance of Dialogue to their classrooms

## **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.*

Dialogue can be used with any topic within the management or organizational realm. It can be used to examine a case, a theory, a practice, a video, or just about any subject we can raise in our courses. Case dialogues go much deeper during a Dialogue than using our normal methods of professor-guided discussions. Also, participants have much more freedom to apply a theory to real life and test how it works. It improves their critical thinking skills as well as their communication and listening skills. Dialogue is very much a “here and now” experience, with student feelings and reactions being current to that moment, rather than rehearsed.

## **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 presenters will give an overview of Dialogue (“dialogic pedagogy”) technique, including a handout of basic guidelines (Berkovich, 2014). The participants in the session will engage in real-time Dialogue together. The experience will be debriefed and participants will have a chance to contrast Dialogue and to more typical forms of classroom interaction. Presenters will also give some examples of classroom experiences and tips to allow the Dialogue to flow smoothly, even on the first try.

Qualitative data will be presented from 25 graduate students who experienced Dialogue in their required OB course.

Handout will be a version of this:

- Listen and speak without judgment
- Speak only for yourself, truthfully

- Acknowledge each speaker (verbally and nonverbally)
- Respect differences (suspend your own certainties)
- Suspend role and status importance
- Avoid crosstalk (minimize two person conversations)
- Focus on learning (leave with new perspectives)
- Seek the next level of understanding (examine hidden assumptions, guide the dialogue to deeper levels)
- Release your need for specific outcomes
- Balance speaking and listening, inquiry and advocacy

### **10) For Activities and Exercises:**

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

Both the experienced and the novice user are enthusiastic about the contribution of Dialogue for graduate students, e. g. students with practical workplace experience that has challenged them behaviorally and intellectually. Reactions from students mainly support these views. However some cautions will be recommended.

### **11) Implications for Teaching or for Teachers:**

*What is the contribution of your session?*

Significantly advances class participation in subjects like OB, Leadership, Negotiation that focus on the psychology of the individual within a system.

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

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

*Dialogue* is a unique way to create community. Students learn about one another's life, interests, values, opinions and ways of thinking about the world. Often they expand their own ideas of how the world works because they have truly considered others' points of view.

### **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?*

Not previously presented. Not under current review.

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

Berkovich, Ishak. (2014) Between person and person: Dialogical pedagogy in authentic leadership development. *Academy of Management Learning & Education* 13(2): 245-264.

Bohm, David.(2004) *On Dialogue*. Routledge Classics.

Issacs, William. (1993). Dialogue: The Power of Collective Thinking. *The Systems Thinker*. Vol 4 (3).

Isaacs, William. (2008). *Dialogue: The Art of thinking Together*. Currency. New York.

Yankelovich, David. (1999). *The Magic of Dialogue*. Simon and Shuster, New York.