



Teaching Conference for  
Management Educators

**OBTC 2016 at Walsh University**  
**June 8<sup>th</sup> – 11<sup>th</sup>, 2016**

**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 2016 OBTC Teaching Conference for Management Educators

### 1) Title, Abstract & Keywords

#### **Are we being fair to Introverts in our classes?**

While the Introversion/Extraversion dimension of personality is frequently included as content in an Organizational Behavior course, it appears to seldom be considered when crafting course pedagogy, particularly grading. An examination of 50 recent OB course syllabi from a wide variety of schools in the USA indicates that 94% of the face-to-face courses included class participation, group/team assignments, or presentations as a substantial part of the course grade – activities that are generally easier for extraverts than introverts. Results of a survey (n=106) suggest students believe graded activities are geared toward extraverts. Let's talk about this aspect of student diversity!

Keywords: Pedagogy, Introvert, Personality, Student Assessment

### 2) Format

- Activity or exercise
- Roundtable discussion (60 minute only)
- General discussion session

### 3) Time Requested:

- 30 Minutes
- 60 Minutes (*Roundtables must select 60 minutes*)
- 90 Minutes

### 4) Planning Details:

*Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?*

**NO**

## 6) Teaching Implications:

As instructors, it is critical that we be fair to all our students and respect their individual gifts. A search of the literature suggests that the question of introversion is either focused on the faculty-member's personality (Fornaciari and Lund Dean, 2013; Delbecq, 2007), or on how to "cope" with introverted students (Mainkar, 2008; Clinebell and Stecher, 2003).

Frequently, wording on the syllabus suggests that organizational/career success is dependent on skills that favor extraverts without considering the contributions introverts can make. This not only indicates a built-in prejudice that may influence student self-confidence and add to the stress inherent in a class environment, but also conveys a strong value judgment that may have lifelong implications for both I and E students. In both the classroom and the business world, Introverts may be perceived as aloof, disengaged, or otherwise incapable of contributing, and their valuable voices may be ignored.

While faculty members are usually sensitive to gender, cultural, and learning-style differences, indications are that there is inadequate sensitivity to the I/E dimension of personality. In this session we will attempt to take steps toward increasing inclusion and respect.

## 7) Session Description and Plan:

In way of a brief introduction, I will share the results of my study of the syllabi and the student survey. I will give examples of specific wording included in syllabi that suggests Introversion is a pathology rather than a dimension of personality. I will then open up discussion of what we can do to better serve students who are Introverts and how we can enable them to use their strengths in a school setting. Participants will be invited to share ideas, experiences, and opinions.

## 8) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

In this session we will discuss how well OB instructors are serving students whose diversity is manifest in a dimension of personality.

## 9) 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?*

NO – this is new research

## **Works Cited**

Clinebell, S. and M. Stecher (2003). Teaching teams to be teams: An exercise using the Myers-Briggs Type Indicator and the Five-Factor Personality Traits. *Journal of Management Education*, 27 (3): 362 – 383.

Delbecq, A.L. (2007). Scholarship and teaching that matters: Juxtaposing inner freedom with street-smart credibility. *Journal of Management Education*, 31 (3): 376 – 391.

Fornaciari, C.J. and K. Lund Dean (2013). I, S, T, and J grading techniques for Es, Ns, Fs, and Ps: Insights from the MBTI on managing the grading process. *Journal of Management Education*, 37 (6): 828 – 853.

Mainkar, A.V. (2008). A student-empowered system for measuring and weighing participation in class discussion. *Journal of Management Education*, 32 (1): 23 – 37.