

Submission Template for the 2016 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Title: Turning Failure into Success: How Resiliency May be the Key to Lifelong Achievement for Millennials

Abstract: Millennials may be the most challenging generation seen in the academic classroom with unique traits and behaviors including a higher intention to quit and lower resiliency than non-Millennials (Berg, 2015). When faced with failure, they tend to give up and go home instead of becoming stronger and pushing through. This lack of resiliency may be one of the biggest challenges Millennials face in the classroom and beyond. This presentation will provide two experiential activities which integrate resilience training into the business curriculum, serving our students through helping them thrive in the classroom and in their careers.

Key Words: Millennial, Resiliency, Resilience, Intention to Quit.

2) Format

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

2a) For activities and exercises only, is yours best suited for

- A traditional classroom
- An online class
- Either

2b) For activities and exercises only, is yours best suited for

- Undergraduate students
- Graduate students
- Either

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?

This presentation would require a computer (PC) or plug in for a laptop, and projector. No additional equipment required.

5) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

Learning Objectives:

1. To develop a deeper understanding of Millennials' unique traits and behaviors
2. To develop a deeper understanding of the value of resiliency in the classroom and in careers
3. To develop a method of integrating experiential activities to help students increase their resilience

Teaching Topics:

This session will begin by clearly defining Millennials as a unique generational cohort with unique traits and behaviors. The session will then delve into resiliency, the value of resiliency, and present two experiential activities that can be integrated into the business curriculum at the undergraduate and graduate levels, online or on ground. These activities will help our students increase their resiliency in the classroom and in their careers.

Theoretical Foundation:

Resiliency is defined as one's ability to bounce back after facing failure (Luthans, Youssef, & Avolio, 2007). Berg (2015) found that Millennials have lower levels of resiliency than their non-Millennial colleagues, as measured using the Psychological Capital Questionnaire (Avey, Hughes, Norman, & Luthans, 2008). Lacking resilience, Millennials are likely to give up, rather than bounce back, when faced with adversity. Resiliency can be developed (Masten & Reed, 2002) and by doing so will decrease intention to quit for Millennials (Berg, 2015).

6) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that 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.

10 Minutes	Introduction and background to Millennials and Resiliency
15 Minutes	Trials and Triumphs Group Activity (scenario cards)
5 Minutes	Debrief the Group Activity
15 Minutes	The Egg-cellent Obstacle Course Team Challenge (Audience participation)
5 Minutes	Debrief the Obstacle Course Challenge
10 Minutes	Question, Answer and Discussion
Total Time:	60 Minutes

Application to Conference theme:

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

The relation of this conference presentation to the conference theme will focus on how we, as university professors, can better serve our students "by helping them learn to thrive." In the context of this presentation, learning to thrive will focus on teaching our students how to increase their resiliency (ability to bounce back after failure) with the ultimate goal of improving their academic experience and eventually decreasing their intention to quit (ITQ) and giving them a more productive and positive career outlook. This will be accomplished through interactive, experiential activities that conference attendees can emulate in their own classrooms at their home university.

7) 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?

We have not presented this work previously. The research is based on the theoretical foundational research on Millennials and resiliency. In addition, we have not submitted this proposal elsewhere prior to OBTC. The strategies presented are appropriate at the undergraduate and graduate levels and contribute to the OBTC tradition of experiential learning.

14) References and/or Additional Materials:

Avey, J., Luthans, F., & Youssef, C. (2008). The additive value of positive psychological capital in predicting work attitudes and behaviors. Article submitted to Journal of Management, 1-42. Digital Commons at University of Nebraska - Lincoln.

Avey, J., Hughes, L., Norman, S., & Luthans, K. (2008). Using positivity, transformational leadership and empowerment to combat employee negativity. Leadership and Organization Development Journal, 110-126. doi:10.1108/01437730810852470

Berg, P. (2015). Psychological Capital and Empowerment as Correlated to Intention to Quit among Millennials in the U.S. Workforce (Doctoral dissertation).

Block, Jack; Kremen, Adam M. Journal of Personality and Social Psychology, Vol 70(2), Feb 1996, 349-361. <http://dx.doi.org/10.1037/0022-3514.70.2.349>

Luthans, F., Youssef, C., & Avolio, B. J. (2007). Psychological capital: Developing the human competitive edge. Oxford: Oxford Press.

Masten, A. & Reed, M. (2002). Resilience in development. In Snyder CR, Lopez SJ (Eds.), Hand-book of positive psychology (pp. 74–88). Oxford, UK: Oxford University Press.