



Teaching Conference for
Management Educators

OBTC 2016 at Walsh University
June 8th – 11th, 2016

1) Title, Abstract & Keywords

Title: Serving Through Community Leadership

Abstract: We want our students to be future leaders. What types of leaders? The same ones we have seen in recent decades, focusing on short-term outcomes, drawing humongous salaries and leaving all others in a mess? Or do we actually want to nurture leaders with compassionate, service-oriented, community-based actions? Cases, discussions, guest lectures, videos, they are helpful, but there's nothing better than getting a taste of the real thing, in order to give rise to empathy and awareness within our future leaders. Let's see how WE can instill a service mindset in future business leaders.

Keywords: Change, action, leaders, responsibility, service

2) Format

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

3) Time Requested:

- 30 Minutes
- 60 Minutes
- 90 Minutes

4) Planning Details:

Does your session have any special requirements for space or materials?

We will need a projector or television screen for showing some brief You-Tube clips provided as food for dialogue in this session.

5) Teaching Implications:

This session is critical in teaching management from a viewpoint of stakeholder engagement rather than mere profit maximization. In terms of soft and hard skills: this session will underscore the importance of soft skills in successful and rewarding management practices. Reaching out and getting confronted with the needs of

society may serve as a wake-up call to those who may have been shielded from the less fortunate side of their community. Applying an andragogical approach, students are encouraged to identify their own topics/issues, obtain approval from the instructor, and subsequently apply personal and team leadership in outreach and project implementation.

Some of the learning objectives of this session:

At the end of this session, participants will:

- Gain an intensified desire to engage in community projects with students.
- Be able to tap into new ideas to make these projects happen.
- Understand the advantages and areas of concern for student community projects.

The management topics relevant to this session are leadership, diversity, team performance, and ethics.

This is a workshop about changed approaches in OB education in order to ignite greater enthusiasm and awareness within our students and ourselves for what we do, and in order to establish a more solid connection between what we teach and what the after-college world will bring.

Change has become an increasingly critical and comprehensive focus point of our times. Among the many calls for change, there are multiple classifications to be detected: those demanding change in management, those requesting change in education, and those pleading for change in management education. Peter Vaill (1989, 1996, 2007), one of our own OBTC old-timers and gurus, has emerged as one of the strong sources in advocating greater alignment between management practices and management education. The term he uses for this phenomenon is "permanent white water." Vaill (2010) particularly expresses his concern about the growing ambiguity in business management on one hand, and the excessive theory focus of academicians on the other, while this last group is supposed to prepare future managers for their tasks. Vaill (2007, 2010) underscores that in these times of interdisciplinary activities, there should be an interdisciplinary preparation. He therefore stresses a more management based approach in the entire learning process, with greater flexibility and a diverse blend of approaches, greater interaction in development and implementations of the learning process, and less focus on elaborate textbooks that are usually outdated, dry, and boring. Vaill calls for more creativity in management education, and is not alone in doing so. Among those who share Vaill's perspectives are Driver (2001) who particularly underscores the importance of more adequate preparation of future managers through the inclusion of creative approaches, and Karakas (2009) who adds that the entire paradigm of work has shifted from machine-based clockwork to complex adaptive living systems that are fluid, organic, dynamic and biological in nature.

Robinson and Aronica (2009) also focus on a better interplay between education and real life management. Robinson has actually made it a point to plea on multiple world forums for restored balance in the way we value right-brain versus left brain oriented professions. He has written multiple books and articles on the importance of reviving our creativity, and stressed in an interview with The UK Guardian that education, as it is presented today, does exactly the opposite of what it is intended to do: instead of developing students' abilities and preparing them for the real world, it stifles their interests and often destroys their motivation to learn (Shepherd, 2009).

By enabling our students to go "out there" and engage in some volunteer activities, we enlarge their horizons, help them get confronted with the needs of everyday people, and plant a seed of social responsibility within them, so that this might positively influence the way they will lead in the future.

6) Session Description and Plan:

This session will aim to:

- Enhance OB Professors' understanding of the need for action-based learning for an action-based student generation
- Increase course facilitators' desire to implement action-based learning in our courses
- Provide a clear set of ideas to work with upon our return to the classroom
- Revive the passion for our calling as OB Educators

We plan on making this workshop a highly interactive one as soon as we have shown the short introductory clip.

1. We will first show a YouTube clip, which we prepared with sample student projects 6 min.
2. We will then briefly explain how we worked with the students in order to prepare them and guide them through the projects. At this stage, we will respond to questions, which participants may have based on the clip shown. 14 min.
3. We will then engage in a brainstorm session, either in smaller groups or in one large group (depending on the number of participants), and try to come up with additional and alternative ways to engage in action-learning with a socially aware outcome. 30 min
4. We will next brief one another about the findings, and create a list of additional strategies to use toward enhancing our 10 min.

students' awareness and ensure greater real-life preparation and social sensitivity.

5. End of session (total)

60 min.

7) Application to Conference theme:

Being a flexible, non-traditional conference for scholars in Organizational Behavior, this session fits well into the OBTC scope, as it encourages a non-traditional, service oriented approach to learning in class settings. It encourages students to engage in something rewarding while learning, and that is entirely in line with the OBTC way.

8) Unique Contribution to OBTC:

We have presented a session on this topic before, but now have 6 semesters of new experiences and additional studies to share. One of the workshop facilitators engaged in additional research on the history, opportunities for advancement, as well as potential concerns of this educational strategy during the 2014-15 academic year, and our team would like sharing those new findings, which have now been published in an A-journal (Journal of Business Ethics). In addition, the facilitators would like to receive feedback and suggestions for participants as a means toward a reciprocal learning environment.

References and/or Additional Materials:

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- Karakas, F. (2009). New Paradigms in Organization Development: Positivity, Spirituality, and Complexity. *Organization Development Journal*, 27(1), 11-26.
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- Shepherd, J. (Feb. 10, 2009). Fertile Minds Need Feeding. *ZAe Guardian*. Retrieved online on December 20, 2010 from <http://www.guardian.co.uk/education/2009/feb/10/teaciling-sats>
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Vaill, P. (2010, June 19). Three Things, well, at least three, I wish OBTS were doing more of, and points west. Legacy Plenary Session at the Organizational Behavior Teaching Conference, Albuquerque, NM.