



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

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: Mapping OBTC's Competitive Advantage: Positioning for the Future

OBTC faces the reality of ensuring a sustainable future in the face of increased competition from other conferences for participants who must allocate limited resources (e.g., time and funding). This presents a significant challenge for OBTC to identify a value proposition to participants that is unique and compelling. We will facilitate a discussion using an intuitive and innovative strategic planning tool to identify OBTC's competitive value curve against AOM's Teaching and Learning Conference. This important discussion will place session attendees in the pivotal role of participants in a strategic discussion to articulate OBTC's competitive advantage now and in the future.

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?

We do not require any equipment other than what is listed above (specifically, whiteboard and computer/projector).

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.

OBTC faces the reality of ensuring a sustainable future in the face of increased competition from other conferences for participants who must allocate limited resources (e.g., time and funding). This presents a significant challenge for OBTC to identify a value proposition to participants that is unique and compelling. This is a common challenge that all organizations and managers face when trying ensure a sustainable future. Fortunately, some work has been done in this area. For example, Kim and Mauborgne's (2005) Strategy Canvas identifies key attributes that explain customer purchase decisions. Attributes are features of the organization's offerings that can be "functional" (such as product quality) or "emotional" (such as prestige or inclusion).

Sheehan and Bruni-Bossio (2015) have further adapted this tool to create a process called "Strategic Value Curve Analysis," which tests whether an organization is underperforming in delivering its value proposition. Typically, the data used to complete this type of assessment is the informed perceptions of managers regarding the performance of a firm against the largest future competitor. This approach is most applicable in the current context because it allows the organization to be forward-looking and develop strategy based on positioning against the organization(s) that will compete for the same 'space' into the future.

Both the Strategy Canvas and the Value Curve approaches are dependent on good consumer research and analysis by managers to understand the organization's own current value proposition. In other to likewise leverage the knowledge and experience of OBTC participants we propose a workshop/session with OBTC participants, placing them in the role of manager to determine a value curve for OBTC as positioned against the Academy of Management's(AOM) Teaching and Learning Conference (TLC; arguably the largest current and future competitor).

We will engage the group in targeted discussion questions to arrive at the attributes that comprise a value curve in contrast to the TLC. This should immediately reveal key areas of strength and weakness. Our intent is to fully share the outcomes of this process with OBTS in the hopes that we can contribute to existing efforts to ensure a sustainable future for OBTC, and support the organization in maintaining a strong value proposition in the future.

REFERENCES

Kim, W. C., & Mauborgne, R. (2005). Blue ocean strategy: From theory to practice. *California Management Review*, 47, 105-121.

Sheehan, N., & Bruni-Bossio, V. (2015). Strategic value curve analysis: Diagnosing and improving customer value propositions. *Business Horizons*, 58, 317-324.

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.

The authors are highly experienced in using this tool and in strategic planning for a wide variety of organizations, including educational institutions. Therefore, we believe that the outcomes will be rigorous and useful to the organization.

In the proposed session, we will begin by explaining the "Strategic Value Curves Analysis" tool along with context as to why identifying a value curve for OBTC is important. We will then engage the participants in a series of targeted questions designed to identify and rank attributes along the value curve in comparison with the value curve for the AOM's Teaching & Learning Conference.

We anticipate that explaining the tool and setting up the discussion will take about 15 minutes. We then propose 30 - 45 minutes of discussion to create the value curves through a group discussion. Lastly, we will debrief for approximately 30 minutes during which time the group can discuss the ramifications of the identified value curves and co-create recommendations for OBTC.

7) Application to Conference theme:

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

We believe our workshop aligns with the theme of "United in Service" because it offers an opportunity for OBTC attendees to contribute to the common goal of maintaining a sustainable future for this conference. Our discussion format will ensure that we get a 'united' voice on the value proposition of the conference now and in the future. We believe that outcomes of this workshop will be highly complementary to current strategic initiatives undertaken by the OBTS Board and its committees.

8) 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 elsewhere. Moreover, we have never applied this tool to a conference of any sort, nor are we aware of any published articles of this nature (i.e., applying value curve analysis to an educational context). This instrument/approach has been used in the for-profit and non-for-profit sectors but has never been applied to positioning a conference. This session will also offer a unique opportunity to involve the broader membership in the process of identifying a strategic competitive advantage.