

**OBTC 2016 at Walsh University**

**June 8th – 11th, 2016**

Submission Template

SUBMISSION GUIDANCE

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| **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.*

**Beyond the Gender Binary: Bringing Transgender Issues into Management Education**

This session helps instructors understand how to bring transgender issues into their classrooms. An introduction to lexicon and pertinent issues will start this experiential session. Using a combination of experiential exercises, case study examples, and addressing fears of teaching diversity issues this session will help participants understand the impact of the gender binary. In doing so, educators will gain the skills necessary to introduce transgender issues to their students.

Keywords: Transgender, Gender Identity, Diversity

1. Format

Activity or exercise

Roundtable discussion (60 minute only)

X 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

1. Time Requested:

30 Minutes

\_\_ 60 Minutes (*Roundtables must select 60 minutes*)

\_X\_ 90 Minutes

1. 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, the only other items we will need are notecards and we will provide those for the participants.

1. 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.*

Participants will be able to:

* Help students articulate and understand core concepts related to the transgender experience.
* Implement new techniques to introduce transgender issues in organizational behavior and management education classrooms at the undergraduate and graduate levels.

As educators one of our duties is to prepare students to enter the business world with the skills, knowledge, and experiences necessary to thrive. This session will help educators learn new and creative ways to address transgender experiences in their organizational behavior and management classrooms. Doing so will give their students the necessary skills and knowledge to be able to manage relationships with transgender clients, employees, and managers. This is imperative as transgender people currently face tremendous prejudice due to misinformation (Grant et al., 2001) and changing legal landscapes around gender reinforces the need for all students to be informed (Demuijnck, 2009).

We think that this experiential and engaging set of activities which get students to think about gender in ways outside of cisnormativity helps to develop these important skills. It’s clear that moving forward educators need robust, interesting, and current knowledge and pedagogies to help their students learn to manage relationships with transgender people.

1. 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.*

1. Introduction (5 mins)
   1. Introduce facilitators.
   2. Introduce the format and topic of the presentation.
2. Trans “102” (10 mins)
   1. Introduce what the lexicon will be for this session. Cover the basics of why transgender issues should be discussed in the management classroom and how to go about doing so.
3. Gender Binary - Clothing Exercise (20 mins)
   1. Participants will be instructed to self-sort into two groups based on the color of their clothing; one “blue” group, one “green” group, by going to one of two sides of the room. If participants do not fit into one of the two groups (if they are wearing another color or have something on that is both blue and green), they’re instructed to ask each facilitator separately which group they should enter. Facilitators will give conflicting information, forcing students to make a choice even if neither group fits their clothing.
   2. After all participants have split into sides they will be asked to sit down in their groups. A discussion around the issues of the gender binary will be facilitated, using the metaphor of blue and green groups. Focusing on the assignment of clothing colors and feelings surrounding not fitting into discreet categories, the conversation will extrapolate further to discuss non-binary identities (those who fit neither category) to binary transgender identities (individuals forced to adhere more strictly to gender norms).
4. Case Studies (30 mins)
   1. Participants will be given the chance to discuss two case studies. The conversations will be kept shorter than normal so that the studies can be introduced and facilitation of these studies can be modeled.
      1. Case Study 1: Details a transgender employee filing a complaint about their cisgender (a person whose gender identity is congruent with the sex/gender they were assigned at birth) manager, who since transition has been consistently scoring the employee lower on reviews, giving numerous write ups, and continues to refer to the employee by his “dead name” and old pronouns. The participants act as the manager’s supervisor, and must answer the questions:   
         Do you include the manager in the meeting with the employee? Why/Why not? What do you think the employee wants to meet about? What are the gender dynamics here? How would you address them?
      2. Case Study 2: Details a meeting with a cisgender employee filing a complaint about their transgender manager. The employee suggests that the participants move the manager to a newly opened position so that he’s managing with a new workgroup that never knew him “as a woman.” Even if the participants would feel like it was a good option, the move would be a promotion and the manager is mediocre compared to other candidates. The participants act as the manager’s supervisor, and must answer the questions:

How will you handle the close of the meeting (with the employee)? Will you confront the manager? How and why? Will you offer him the promotion? What actions would you take following the meeting? Why? How?

* 1. Facilitators will then discuss general guidelines for using case studies around transgender issues. Additional, case studies will be provided to the participants.

1. Close (25 mins)
   1. “Fears in a Hat”
      1. Allow participants to anonymously air their fears around applying these concepts to their own classrooms by anonymously writing them on notecards and placing them in a “hat”. Facilitators will attempt to address all of these, as necessary by grouping, and giving suggestions.
   2. Q&A
      1. Participants will be given the option to ask any questions they might have on the topic and issues (as time allows).
   3. Conclusion
      1. Summarize the sessions, focusing on why and how participants can develop their own classroom practices. Share additional resources.
2. Application to Conference theme:

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

We hope that OBTC will help us to unite educators in service of transgender people and all students. Transgender individuals face tremendous difficulties, including discrimination, increased homelessness, assault (or fear of assault) at work, and increased risk of suicide (Grant et al., 2011). In many cases these issues are invisible in the classroom, and transgender students must take the burden upon themselves to teach others about these issues in schools because teachers lack the knowledge (Weinberg, 2015). This workshop provides participants techniques and resources to teach about transgender issues in management/business classrooms, giving them the tools to serve transgendered students and all students in understanding how to manage their relationships better.

1. 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?*

This is the first time that this work will be presented at a conference. While we have used these exercise and case studies in our, and others, classrooms, this will be our first chance to share them with other educators.   
This presentation does offer participants case studies and experiential exercises, some of which can be found in a paper currently under review at Academy of Management Learning and Education journal. Primarily this proposal differs from the paper because it expands on what was written and because it is an experiential workshop, allowing participants to both experience the activities as their students would, and also see the activities and facilitation in action.

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