



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**

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:

“Gathering Around the Campfire: A Lyrical Look at Motivation”

Abstract:

Building on the popular OBTC session, “Gather Around the “Video-Clip” Campfire....”, this proposed session uses a traditional aspect of a campfire, songs, to enhance student learning and engagement. Songs with lyrics that express key elements of motivation theories can help students understand the content of motivation theories and help them recognize when someone may be telling them which motivation theory applies to them. Examples of songs used in class, as well as those submitted by student teams for an assignment, will be presented to those attending and they will be asked to identify the theory they most closely match.

Key Words:

Motivation theory

Song lyrics

Student engagement and understanding

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—used only with undergraduates

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?

None should be needed, as long as the PC has a speaker.

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.

This session will present and review the use of songs to help students understand motivation theories, as well as an assignment in which student teams are required to find songs whose lyrics describe an element of a motivation theory. Students also explain how each song is an example of a specific motivation theory. The goals in doing this are to enhance undergraduate student understanding and recognition of different motivation theories and facilitate further understanding of their study team peers in a required undergraduate organizational behavior (OB) course.

Motivation is covered extensively in most OB textbooks, enabling students to learn the principles, terms and characteristics of the different motivation theories, as well as their strengths and weaknesses. However, there are certain theories or characteristics, such as negative reinforcement in behaviorism, that are more problematic for students to fully understand and identify their use or a reference to it. Finding songs with lyrics describing the characteristics of a motivation theory enhances student learning and engagement, as a result of analyzing and explaining why the lyrics match a given theory or concept in their team, before the team submits the song. Another benefit to the students is that they can learn how the words people use in conversation, as well as their choice of favorite songs, may indicate which motivation theory is most likely to increase that person's performance.

The second outcome is especially important for students studying motivation: when people describe (overtly or covertly) what motivates them, can a manager or prospective manager determine which motivation theory is most appropriate and what guidance it gives to improving that person's performance? As a result, students can develop a deeper understanding of motivation theories, as well begin to think about why people may respond differently to the use of the same motivation theory.

When listening to the lyrics of songs, it is often very easy to identify it with a motivation theory. For example, "School's Out", originally by Alice Cooper, is an example of negative reinforcement, while "New York, New York" is an example of Maslow's Need for Achievement. Using songs with lyrics that describe a motivation theory or concept allows the students to note how people may refer to motivation theories they accept without fully realizing it. After the theory or concept has been presented, a song is played, with the lyrics displayed on an overhead projector, so the students can read the lyrics as the song is played. A quick discussion is held about why those lyrics reflect the topic we have just discussed.

After the section of course covering Motivation is completed, each student team must completed an assignment in which it chooses and analyzes the lyrics of songs that describe a motivation theory or concept. As currently done, each team must submit 4 songs, each representing a different theory or concept.

The proposed session will present some of the songs used during class and present some of the songs, along with the student team analysis of the song they chose.

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.

Timeline

0-5 Minutes: Introductions and Background

5-8 Minutes: Review the Assignment and its Objectives

9-15 Minutes: Play some examples of songs used in class and discuss why they are appropriate for a specific theory.

15-22 Minutes: Student submitted lyrics and analysis discussed with groups of attendees

23-27 Minutes: Attendee groups discuss other songs with appropriate lyrics.

27-30 Minutes: Conclusions and establishing a mailing list to share songs and other ideas.

7) Application to Conference theme:

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

The team nature of this assignment results in team members being of service to each other as they discuss how specific lyrics represent a motivation theory or concept. The students help each other identify motivation theories and concepts in everyday communication. If students are able to remember and identify theories in regular communication, they can more effectively influence others because they understand other people's motivation more quickly than would otherwise be possible.

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?

No, this work has not been presented before.