



## **OBTC 2016 at Walsh University June 8<sup>th</sup> – 11<sup>th</sup>, 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.*

All In: Living Our Values in the OB Classroom

As OB instructors, most of us want a classroom where everyone is “all in”, where students take responsibility for what happens in class and they take an interest in each other’s learning. We want an active learning environment where students get to practice the lessons from our field, succeeding and failing, growing as they build competence and putting new knowledge to work in real time. But how do we need to hold “the classroom” if we are to create the container for this to be our reality?

In this session, together, we will get in touch with the values of our field and rethink our role as teacher in the OB classroom, re-imagining the possibilities. We will also grapple with the notion that we are not just teaching content and skills but are immersing our students in OB values.

### 2) Format

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

Small and large group discussion

#### 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?*

No other equipment needed

### 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.*

We hope for this, but are we really doing all we can to live and embody the values of our field and practice it's lessons in the way that we teach?

The session is designed to clarify and strengthen the values we have internalized from our field and to create resonance with what we actually do in the classroom. Our field is values driven, though we may have some variety and nuance in what we think those values are. Commonly held OB values include; an appreciation for experiential learning and personal involvement, self-disclosure, using the self as an instrument of change, taking initiative, creativity and transformational leadership. We are not advocating an exact value set, but are asking participants to clarify their own version of the "OB values" and think about how they are living them in in their work with students. We will also consider the challenge of overcoming barriers to living these values.

There are many interesting questions to challenge us in this inquiry. How do we create this kind of atmosphere when undergraduate classes are often required or in some cases are viewed as tangential to students' success? Further, how can we go beyond serving as a source for students to "hear about the field" to a learning environment where students live and participate in the field first hand? And how can we transform our own role and relationships with students to one that is akin to Organizational

Development processes, allowing students to learn to do what we do, the way a plumber's apprentice might grow to actually replace the plumber. And beyond ourselves, how might we apprentice students to the values of the field? If we are to operate as a "master", with our students as "apprentice", what is required of us? It is clear that the master involves the apprentice in the activity and provides a nurturing cover so they can make mistakes, work with ideas and walk the talk, but how can this actually play out in the classroom setting and what kind of assignments, grading etc would further the work?

## 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.*

1. Introduction
2. Small Group Discussion:
  - a. What are the values of our field that you cherish and that you want to live by?
  - b. What are some places in our pedagogy where we feel at odds with our values?
  - c. Discuss a time these values were particularly alive for you in the classroom?
3. Presentation: Introduce our model of transforming the classroom into a "community of practice", involving students as TA's (Teaching Apprentices).
4. Large Group Discussion: What is our individual and collective cutting edge to live the values of our field in the classroom?

**7) Application to Conference theme:**

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

As students work in the context of OB Values, they naturally get connected to their humanity, and to their sense of purpose in both preparing for a career and life's work and in the challenges of building a classroom culture. This unites them in service to each other and to their shared endeavor of learning.

**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?*

This is a new proposal

**9) References and/or Additional Materials:**

References

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Baker-Eveleth, L. Chung, Y., Eveleth, D.M. & O'Neill (2011) Developing A Community

of Practice Through Learning Climate, Leader Support, and Leader Interaction. *American Journal of Business Education*, 4 (2), 33-40

Van Buskirk, W. & London, M. (2008) Inviting the Muse into the Classroom: Poetic License in Management Education., 32, 3. *Journal of Management Education*, 32,3 294-315

Van Buskirk, W. & London, M. (2012) Poetry as Deep Intelligence: A qualitative approach for the OB classroom. *Journal of Management Education*, 36, 5 636-668.

Van Buskirk, W. London, M., & Plump, C. (2015) Poetry and Poetic Metaphor in Teaching Leadership and Ethics. *In press*.