



## **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.*

#### **Serving our International Students in Management Education**

This interactive roundtable session will explore the ways that increasing internationalization of university enrollments (85% increase in the past ten years!) are affecting our classrooms. We will first hear from international students, with their perspective on studying business in a different country. From there, we will share our own experiences of both the challenges and the opportunities provided by an international classroom, and we'll also develop an actionable list of steps that instructors can take to optimize the international student experience, while also leveraging the benefits of international perspectives.

Keywords: international student, cultural intelligence, globalization

### **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?*

Nothing further required.

### 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.*

The presence of international students in the U.S. and Canada (among other countries) has dramatically increased in the past decade. Currently, some 1 million international students are studying in the U.S., making up roughly 5.4% of total university enrollment (Hua, 2015). There is some indication that business schools receive a disproportionately high number of these students (HESA, 2013), further increasing the prevalence of international students in our classrooms. In the organizer's own institution (a large, private university in the U.S.), international students now make up approximately 35% of the business school student body.

In less quantitative fields such as Organizational Behavior (OB) and Strategy, international students often find unique struggles due to language and cultural differences (which can be less apparent in more quantitative subjects such as accounting and finance). Therefore, OBTC members often find themselves on the 'front lines' in helping students develop critical communication skills and cultural fluency, in addition to teaching subject matter content. Typical OB teaching methods, such as the use of videos, may need to be adapted to be effective for a multi-national audience (Fee and Budde-Sung, 2014).

Yet, the internationalization of a student body also presents opportunities that can be leveraged by instructors. The same lack of language and cultural fluency that can create obstacles to learning can also create opportunities for both domestic and international students to experientially learn about conducting international business (Neiva de Figueiredo and Mauri, 2012). At a more micro level, these differences can also yield

fruitful discussions about OB-related topics such as perception, attribution and diversity. Similarly, having an internationally diverse class can help to highlight and ameliorate the U.S. centrism that often pervades much management teaching material, and lead to much richer discussions of differences in the implications of key OB theories for workers in different countries.

This roundtable session will explore the ways that we as management educators can best serve our international students, and how we can leverage their unique perspectives to make valuable contributions to our classrooms.

## 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 session will begin with a quick introduction of the issue and questions by the organizer, along with some international student perspectives gathered at the organizer's institution. The session will then move to a roundtable discussion both challenges and opportunities faced by instructors of international students, and will then conclude with development of a list of actions that can be taken to address these challenges and leverage these advantages. The timeline for the session follows:

<b>Introductions</b>	5 minutes
<b>Perspective of the student:</b> Short presentation of key challenges faced by international students (including commentary from international students at the organizer's institution)	10 minutes
<b>Perspective of the instructor:</b> Discussion among participants (facilitated by organizer) about (a) the main challenges facing instructors of international students and (b) the opportunities presented by international students in the OB classroom	20 minutes
<b>Action planning:</b> Organizer will lead the table in drawing up a list of specific actions that can be taken by instructors to both ameliorate the challenges and leverage the opportunities presented by international students in the classroom. This list will be provided to interested participants by e-mail after the session ends	20 minutes
<b>Wrap-up</b>	5 minutes

If time allows, the organizer will extend the discussion to ways in which instructors can help international students further integrate into the life of a university (beyond the instructor's own classroom).

## 7) Application to Conference theme:

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

The definition of service to students in higher education has long included an element of care for the individual as well as development of intellect. (In some countries, such as the U.K., this “pastoral care” is explicitly included in faculty employment contracts.)

This notion of “pastoral care” expands and becomes ever more important as we experience increasing internationalization of our classrooms. Not only should we be assuring that our students learn the concepts we teach, but we also should be supporting our international students in their comprehension of and integration into the culture and community of their adopted country.

This session primarily addresses a pedagogical challenge, but with an added layer of “pastoral” service both to the students who come to our institutions from other countries and to the native-born students who join them in the classroom.

## 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?*

The proposed session has not been previously presented in any form.

## **References**

- Fee, Anthony and Budde-Sung, Amanda E.K. 2014. *Journal of Management Education*, 38: 843-874.
- HESA (Higher Education Statistics Agency Limited). 2015. <https://www.hesa.ac.uk/stats>
- Hua, Karen. 2015. “U.S. Colleges: The Dream for International Students.” *Forbes* online, July 29, <http://www.forbes.com/sites/karenhua/2015/07/29/u-s-colleges-the-american-dream-for-international-students/#2715e4857a0b39e4d24c14df>.
- Neiva de Figueiredo, Joao and Mauri, Alfredo J. 2012. *Journal of Management Education*, 37: 367-399.