



## **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.*

SESSION TITLE:

**“Getting to Know You – Getting to Know All about You: Using the VALS Psychometric Tool to Improve Classroom and Career Success”**

ABSTRACT:

Deep learning occurs when students apply specific techniques at a personal level before projecting the concepts to a larger setting. Through knowledge transfer in the classroom, professors seek to educate students about important management concepts. The goal of this presentation is to provide tools that faculty can integrate into their curriculum to help students gain and apply these specific techniques.

This interactive session will highlight the VALS Psychometric Tool, giving attendees the ability to understand their own personal values and traits, and those of people around them. The technique presented can be applied in the classroom setting and translated into the work environment to better understand, co-workers, customers, etc.

The session’s active learning strategies transcend the management classroom and are suitable in various domains, applying these concepts into the real-world environment. Presenters will share classroom experiences using this tool – including successes and challenges. Following the presentation, participants will be encouraged to submit their experiences using the tool, creating an inventory of best practices.

KEY WORDS: Management; Marketing; Experiential, Personality, Behaviors.

### 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?*

The presenters request a computer and projector, and will bring their own self-adhesive flipchart papers to present materials and record participants' comments. Participants should bring their own internet accessible device to take online surveys.

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.*

**SESSION CONTRIBUTION:**

While we often teach isolated concepts, it's important to appreciate the holistic nature of learning, so that students can apply theories, concepts, and tools across settings and situations. This session will create an integrated approach to presenting experiential and activity-based reflective techniques to better understand oneself, as well applying within the business setting. The strategies presented are appropriate at the undergraduate and graduate levels.

(continued from previous page)

#### LEARNING OBJECTIVES:

There are three main learning objectives for this session:

- +To develop a deeper understanding of the Strategic Business Insights Values and Lifestyles Tool (VALS).
- +To review (via handouts and a very brief discussion) two other tools.
- +(For attendees) To integrate and apply the above tools into the classroom setting.
- +(For students) The ultimate goal is for our students to leverage these tools into their future professional environments.

The Values and Lifestyles Tool (VALS) was developed by Strategic Business Insights focusing on consumer behavior segmentations strategy based on attitudes, behaviors, and demographics. Survey takers will receive their primary and secondary VALS classification, which include Innovators, Thinkers, Achievers, Experiences, Believers, Strivers, Makers, and Survivors. The tool can be accessed through Strategic Business Insights link:

<http://www.strategicbusinessinsights.com/vals/surveynew.shtml>

Additionally, an international VALS is also available:

<http://www.strategicbusinessinsights.com/vals/ustypes.shtml>

#### 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.*

We have requested sixty (60) minutes as the optimal timeframe for this presentation. Our session will include the following active discussions and interactive activities

- Introduction of the topic, tools, and theoretical background (5 minutes)
- Participants will complete and then discuss the VALS tool (10 minutes)
- Attendees will be divided into groups to discuss implementation in courses (20 minutes)
- Session debrief with key takeaways (20 minutes)
- Brief discussion of international VALS, spotlight of other tools, and wrap-up (5 minutes)

**Key Deliverables:** All tools and resources used in this presentation session will be collected and placed in an online repository (either Dropbox or Google Drive) open to all session participants and also to those unable to attend the session.

## 7) Application to Conference theme:

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

The relation of this presentation to the conference theme will focus on how we, as university professors, can better serve our students “by helping them learn to thrive.”

In the context of this presentation, helping our students to learn to thrive will focus on better understanding themselves and others.

Achieving this goal will be possible through a very hands-on, interactive presentation session with integrative tools that will be provided to all attendees (and to those not able to attend this session at OBTC) so that these techniques may be implemented in university classrooms at their home universities.

Literature on emotion intelligence discusses the benefits of self-awareness, empathy, and social awareness, both in personal and professional matters (Goleman, 1995). Faculty can be catalysts in helping students become more emotionally intelligent by providing opportunities for them to unite through discussion of diversity amongst one another. By better understanding such similarities and differences, students should become better contributors to our society as a whole.

Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. New York: Bantam Books.

## 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 session has not been presented at, nor has this proposal been submitted (or will it be submitted) to any other conference for presentation.