**OBTC 2016**

**Providence College, Providence, R.I.**

**June 14th – 17th, 2016**

1. **Title of Proposal:**

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| A Dialogue on Navigating Change: Personal, Professional, Environmental, and Global |

1. **Abstract:**

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| Dialogue is a well-known technique for learning and discovery. Dialogue (not “dialogue”) encourages individuals to think more deeply and in the moment. It opens our minds to new ways of seeing and experiencing our world. In this session, we will explore the topic of navigating change: our own internal, the world around us, and any other change individuals want to bring to the Dialogue. A quick overview of Dialogue will be given, as well as handouts, and the Dialogue will commence. |

1. **Keywords:**

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| *Use three or four keywords to describe your session.*  Dialogue, Change, Integrating Conversation |

1. **Format**

x Activity or exercise

Discussion roundtable (60 minute only)

--- General discussion session (PAPER)

1. **Time Requested:**

30 Minutes

---- 60 Minutes (*Roundtables must select 60 minutes*)

x 90 Minutes

1. **Planning Details:**

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| *Does your session have any special requirements for space or materials?*  Ability to sit in a circle, preferably without tables. |

1. **Learning Objectives or Goals for the Session:**

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| *What are 2-4 specific learning outcomes that participants will get from your session?*  \* Learn how a Dialogue works (In class or otherwise).  \* Participate in a Dialogue connected to our conference theme.  \* Create community and commonality with our colleagues at a whole different level  \* Explore deeply the meaning of our theme for this conference |

1. **Management or Teaching Topics:**

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| *Describe what management and/or teaching topics are relevant to your session, and why Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*  I have used Dialogue in all my classes (Leadership, OB, Negotiation, Teams) for years. It takes the place of discussion and/or debate. Students share their own ideas, feelings, impressions, theories, cultural viewpoints, in an open and non-judgmental environment. It allows a completely different way of communicating that students find powerful in and out of the classroom. In this case, the theme of our conference lends itself to a powerful chance to Dialogue on our concerns, observations, hopes, and ideas about the changes we are experiencing in this present moment. An additional benefit is that those who have not facilitated a Dialogue will learn how to do it and how easy it is to use. |

1. **Session Description and Plan:**

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| *What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? 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. Include a timeline for your session.*  Participants will be given a quick tutorial on Dialogue facilitation, then some questions or ideas will be offered: What changes are your experiencing now? How are they affecting you? How do you see your career, institution, our field changing? How is that affecting you? How are you planning to navigate these changes? What do you need? What do you want?  We will avoid advice giving and speaking for others or for the mysterious “People”, “We”, “They”, and “You”. This is a chance to explore our own inner world and give voice to it and build on the experience and ideas of others.  Handout will be a version of this:   * Listen and speak without judgment * Avoid advice giving * Offer your own ideas, avoid asking others directly for input, clarifying questions are fine * Speak only for yourself, truthfully * Acknowledge each speaker (verbally and nonverbally) * Respect differences (suspend your own certainties) * Suspend role and status importance * Avoid crosstalk (minimize two person conversations) * Focus on learning (leave with new perspectives) * Seek the next level of understanding (examine hidden assumptions, guide the dialogue to deeper levels) * Release your need for specific outcomes * Balance speaking and listening, inquiry and advocacy |

1. **For Activities and Exercises:**

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| *Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.*  Students struggle with this at the beginning, but once they become experienced (which happens after only a few short Dialogues), they being to look forward to it and ask if we will be using it in class that day or evening. I also notice them using the guidelines in their team conversations, which enhances the team experience and outcomes. |

1. **Implications for Teaching or for Teachers:**

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| *What is the contribution of your session?*  Students learn from each other and I often follow the Dialogue with emphasis on learning points from the course that occurred (or did not occur) during the Dialogue. Even students who never speak in class, will participate in a Dialogue, once they see that it is safe and there is no right or wrong answer or observation. Critical thinking is enhanced and I point out when I feel the Dialogue has moved from opinion giving to critical thinking. (I do this after the Dialogue, as I take note on everything said so that I can use it in the debrief). |

1. **Application to Conference theme:**

*How does your session fit with the overall OBTC theme of Navigating the Changing Currents?*

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| I’m not sure how many sessions in the conference will allow people the chance to explore their own changes and the changes they personally are experiencing around them. Often we learn so many exercises, techniques, ways of using the classroom, but seldom do we get to self-disclose and create community within our sessions. Besides learning about Dialogue, this gives participants that chance to connect at a whole new level, by exploring the meaning to them of our theme*.*   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?*  Previously presented in a different format as a teaching technique not as an actual Dialogue. We contrasted a new user and someone with experience. We also presented data. This will be a very different experience, but a nice follow-up for those who are curious and want to participate in a Dialogue. This is not under review.   |  | | --- | | 1. **References and/or Additional Materials:** |   Berkovich, Ishak. (2014) Between person and person: Dialogical pedagogy in authentic leadership development. *Academy of Management Learning & Education* 13(2): 245-264.  Bohm, David.(2004*) On Dialogue*. Routledge Classics.  Issacs, William. (1993). Dialogue: The Power of Collective Thinking. *The Systems Thinker*. Vol 4 (3).  Isaacs, William. (2008*). Dialogue: The Art of thinking Together*. Currency. New York.  Yankelovich, David. (1999). *The Magic of Dialogue*. Simon and Shuster, New York. |