



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

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Submission Template for the 2017 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: "Gems (Teaching Tools/Techniques) I Have Used (Stolen from OBTC Presenters) Over the Past 15 Years of OBTC"

Abstract: From 2002 as a wide-eyed doctoral student to 2016 as the newest member of JME's editorial board, this session will encompass a summary of the author's most meaningful teaching take-aways from her 12 years of attending OBTC. A brief recap of several of the major teaching tools/exercises the author incorporated into her teaching style/execution will be shown or described, and the author intends to invite several OBTC fellows to participate from whom the original tool/exercise originated.

Keywords: OBTC in action, teaching tools and techniques

2) 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.

Social identity theory also suggests that the motivation for thinking, feeling, and working as a cohesive unit is socially constructed; members in such units often develop a social identification which is feeling less like a distinct individual and more like a representative of a social group (Tajfel & Turner, 1986), which is another tenant of the session's authors' strategy to create a highly functioning classroom where individuals care about one another and engage in helping behaviors. Because SIT also suggests that individuals highly prefer others who are similar to themselves, I attempt to create an environment using the tools and techniques learned from others in OBTC who have gone before me where students gain knowledge at multiple levels regarding their peers, perhaps increasing the opportunity to find some sort of similarity and thus have the opportunity to construct a productive environment. Thus, the contribution of my session, I would hope, is the share the gems that I have taken from OBTC over the past 15 years, give them context and voice, and pass them along to others as well.

3) 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.

For this proposed 60-minute interactive session, I will use my experience with having implemented these tools/techniques in over 15 years of classes at three different Universities as a basis for the conversation and will briefly outline how each originator (the OBTC session presenter) suggested the tool/technique be used, and how it has subsequently evolved, been refined via other's suggestions, re-developed, and are currently being used. I believe that anyone teaching in a management or psychology-related field would benefit from this course-level session, whether it is an organizational behavior course or a more macro course such as strategy or organizational theory. I don't believe that the session would necessarily need to have a limit on the number of participants, as I believe we could have an engaging discussion with up to 30 attendees. One of the most important components of the session will be to invite session attendees to share their experiences with similar projects as well as give suggestions for improvement; the meat of this session is to share gems that the author has taken from OBTC sessions and incorporated them into her classrooms in various ways, which lends itself directly to having session participants share their most meaningful gems that have changed their teaching/classroom outcomes as well.

4) Application to Conference theme:

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

This session may fit well within the conference theme “Navigating the Changing Currents” as it will showcase different tools/techniques which might creatively and effectively help better prepare students to enter the workforce. I believe that the session embodies the theme on another level, as it addresses how these ideas are a different or unique way in which to engage students and may speak to the issue of shifting from problem-oriented management to a more prevention-oriented management characterized by proactive behaviors. My intent is to elaborate on how these OBTC tools/techniques have developed what I believe is a different way to generate true student interest in learning.

Newer session attendees will see evidence that the fundamental ideas behind the incorporation of new or different tools/techniques into the classroom is possible, and will be encouraged to share their own experiences. Furthermore, attendees will be shown qualitative and quantitative data regarding the wide scope of the variety of tools/techniques which lends itself to the nature of embracing differences, and participants may come away with an understanding of how educators can help students navigate the changing currents.

5) 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?

While the author has not specifically presented any of this work in previous OBTC sessions, all of the tools/techniques used have been learned (“borrowed”) from authors at previous OBTC sessions. For example, in 2004 I attended a session which outlined the incorporation of the video of the Mount Everest Eco Challenge Race in the Organizational Behavior classroom; following this session, I spent several years building upon this idea and restructured many of the team exercises in my OB class to recreate the atmosphere of an adventure race and the associated team building processes. Another technique (borrowed from Bob Herrington in 2006) was the restructuring of the information-sharing practices during the first week of classes, which led to a more deliberate effort to change the level of personal interactions both between students, and between the instructor (author) and students.

This session may be of particular interest to newer OBTC members; following the inception of a teaching technique from beginning to subsequent implementation may be impactful and while it may not be as powerful as the “Gather Around the Experiential Fire” session, my hope is that it suggests some specific take-home tools and techniques for attendees.

