



**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.

An Organizational Structure Game (and BINGO! is its Name-o)

Abstract

In this session, we will play a non-computerized bingo game designed to accompany coverage of the topic of organizational structure in an undergraduate Organizational Behavior class. The game allows students to be actively involved in their learning, solidify their recognition and understanding of key organizational structure terminology, apply that understanding to an analysis of organizational charts in order to locate people and their titles, and develop their communication skills. The session will include a description of necessary materials, and how to create them, and will conclude with a discussion of the activity and how to best use it in the classroom.

Keywords: active learning, bingo, collaborative learning, organizational structure

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.

Collaborative learning occurs when “students work in groups to accomplish particular learning objectives and in which they are interdependent for successful completion of the objective” (Panitz, 1999, p. 57). When played in teams, the bingo

game provides an opportunity for students to reap the many benefits of collaborative learning, including the promotion of mastery, reduction of classroom anxiety, the establishment of inclusion and an atmosphere of cooperation, development of social interaction skills, promotion of critical thinking skills, and active involvement of students in the learning process (Gokhale, 1995; Laal & Ghodsi, 2012; Panitz, 1999).

Students participating in the bingo activity will:

- Be actively involved in their learning
- Solidify their recognition and understanding of key organizational structure terminology
- Be able to apply their understanding of organizational structure terminology to an analysis of organizational charts in order to locate people and their titles
- Develop their interactive communication skills

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.

The organizational structure bingo activity will be conducted in a 60-minute session. Before the game begins, each team (consisting of 3-4 participants) will receive five organizational charts (that I have created), three bingo cards, and a bingo dauber. I will have 57 question/answer cards that include both questions regarding organizational structure terminology (McShane & Von Glinow, 2009) and questions that require participants to locate people on the organizational charts (e.g. "I work in a

company that has geographic divisions. Within those divisions, we have divisions based on the types of client accounts we serve. At that third level (client), I am the Manager with the widest span of control”). The answers to the questions are the words and phrases that the participants will look for on their bingo cards.

I will shuffle the question/answer cards, pull one from the deck, place it on the Doc Cam, and read it aloud. Using the stopwatch feature on my smartphone, I’ll give the teams 30 seconds to determine the answer, look for it on their bingo cards, and daub the space(s) if the answer is located. I will then place that card face down (answer side up) on a nearby table and pull another card. Because there are 57 answers and only 24 boxes with answers (one box is “free”) on each bingo card, a team may not find an answer on any of their cards. Yet, because the bingo cards are randomly generated, a team may find an answer on more than one card.

A team will call BINGO! when they have daubed five boxes in a row, horizontally, vertically, or diagonally. If a “free” space (the space in the center of the bingo card) is in the row, only four answers may be required to hit BINGO! The team that called BINGO! will call out their answers and I will check the cards laid out answer-side-up to see if they are correct. If they are, the team wins, and each member will receive a small prize (e.g. candy, gum). If they are not, that bingo card will be torn in half, and play will continue, with that team only playing their two remaining cards.

It generally takes about 20 minutes for BINGO! to be called, and another minute for the answers to be verified. After the first win, the goal will now be to daub the most spaces on the bingo cards rather than to daub five spaces in a row. All teams

will continue to play with their original cards for a specified amount of time (or until a team daubs all the spaces on one of their cards). When time is called, teams will count the number of spaces (not counting the “free” space) covered on each card. Answers will be verified, and the team with the highest number of daubed spaces will win.

After playing both versions of the game, in the classroom I would review the vocabulary-oriented question/answer cards. However, in the OBTC session I’ll take that time to discuss the materials needed for the game and how they were created. We’ll finish the session with a review of the game and a discussion of how it can best be used in the classroom.

4) Application to Conference theme:

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

Unlike in days of old, in which teachers were the givers of knowledge, and students passive vessels into which that knowledge was poured, the changing current of education calls for opportunities for students to actively engage in their construction of knowledge through experiential exercises and collaboration with others. The organizational structure bingo game provides that opportunity.

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?

An article describing the organizational structure bingo game has been submitted to *Management Teaching Review*, and will soon be under review. While the article

describes the game, the OBTC session will be an opportunity for participants to experience it.

References

- Gokhale, A.A. (1995). Collaborative learning enhances critical thinking. *Journal of Technology Education*, 7(1), 22-30.
- Laal, M. & Ghodsi, S.M. (2012). Benefits of collaborative learning. *Procedia – Social and Behavioral Sciences*, 31, 486-490.
- McShane, S.L., & Von Glinow, M.A. (2009). *Organizational behavior [essentials]*. (2nd ed.). New York: McGraw-Hill Irwin.
- Panitz, T. (1999). The motivational benefits of cooperative learning. In M. Theall (Ed.), *Motivation from within: Approaches for encouraging faculty and students to excel* (pp. 59-67). San Francisco, CA: Jossey-Bass Inc.