



**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: Zoom: Incorporating Virtual Interactions into Hybrid and Online Classes

Abstract: In this session, we will demonstrate how to use a technological tool called “Zoom”. This tool allows students to have virtual interactions with one another and to be easily recorded while doing so. These recorded files can be shared on learning management systems, with the instructor, or with other students. We will describe exercises and activities that utilize this tool that we have implemented in our classes as well as lead a discussion of other ideas for uses in the future. We see great potential in this tool as beneficial for helping students prepare for the virtual world of work.

Keywords: Technology, Virtual, Interactive Online & Hybrid Classes

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.

Theoretical Foundations and Contribution to Management Pedagogy/Andragogy:

The nature of work is changing as virtuality is becoming an increasingly common and essential element of doing business (Bailey, Leonardi, & Barley, 2012; Tannenbaum, Mathieu, Salas, & Cohen, 2012) This suggests that the nature of learning needs to change as well. The goal of this session is to help prepare students for the virtual world of business. Students do have some experience using software products that help facilitate virtual interactions (e.g. Skype, WebEx), yet students use these programs mainly for personal and social interactions. It can be difficult for them to conduct professional virtual interactions and learn new technology in a corporate world. Also, many of these products have limitations for classroom use, such as not being able to record virtual interactions. We will introduce and demonstrate Zoom® software, which will give students the opportunity to experience business-like virtual environments while enabling educators to record and rate the virtual exchanges. This additional recording component allows feedback to be incorporated more continuously and explicitly into the virtual interaction process.

One of the main pedagogical goals of this session will be to showcase how traditional education goals can be modified to fit real-world practices and promote learning. The traditional educational framework focuses on the hierarchical delivery of information in a classroom with fixed content. We want to move beyond the basic premise that students are in the classroom to consume knowledge, with a teacher-driven approach that relies on standardized assignments. Instead of focusing extensively on extrinsic factors to provide motivation for students (i.e., grades and certification) we will look at ways to use intrinsic factors to motivate students through gaining practical skills and experience. The exercises we will demonstrate using Zoom® focus on discovery through interactive activities in the real world (or online), constructing and creating knowledge, and empowering students to make real-world management decisions while learning in the classroom.

Our use of the tool in this session will specifically demonstrate virtual selection and performance management practices. These exercises reflect the current trend in organizations to utilize virtual interactions in response to a more geographically distributed workforces as well as a means to save on travel costs during uncertain economic times (Chen, 2012). Research demonstrates that individuals are less trained for and have greater anxiety for virtual interviews (Huffcutt, 2011; Olson, 2012). In addition, many organizations are experiencing a shift from mid- and end-year evaluations to continuous feedback, with some companies even removing formal performance evaluations altogether (Cappelli & Tavis, 2016). This tool (Zoom) utilizes the principles of 360-degree feedback to allow peers to be involved in this process, not only lessening the burden for instructors but also allowing students to practice and build skills in giving constructive feedback to others. We will build upon these practices being utilized in the business world to show a virtual selection and performance management activity used in our human resource management classes that gives students experience with professional virtual interactions and continuous feedback.

Learning Objectives:

1. Demonstrate a technological tool that can be used for virtual interactions
2. Provide an opportunity for learning through continuous feedback
3. Demonstrate a practical way for students to learn the skills of conducting an interview
4. Engage professionals in the community to offer advice and support to students
5. Provide students with feedback that will enable them to become more self-aware

Management Teaching Topics:

This session would be relevant for any management class, but would be particularly beneficial for human resource classes that involve role play and other interactive exercises. For example, a staffing and selection course could utilize this tool to help students build skills in interviewing. In addition, management courses could utilize this tool in giving students practice in negotiations. This tool could be used to incorporate continuous feedback into a variety of management classes.

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.

This session will offer a demonstration of the technological and interactive tool called Zoom. We strive to make this an interactive session with a balance of theoretical development, engaging practice, debrief and discussion, as well as recommendation sharing and development. Our activity plan and timeline is listed below.

- Introduction. (5 minutes)
- Interactive discussion and presentation of technological tool Zoom (10 minutes)
- Demonstration of current activities to utilize Zoom (15 minutes)
 - Virtual Selection Process
 - Online Negotiation Exercise
 - Performance Evaluation
 - Virtual Meetings
- Small group discussion focused on the following questions: What other activities or exercises could utilize this tool? What guidelines would help make use of this tool more beneficial? (5 minutes)
- Description of Feedback Processes using this tool (10 minutes)
- Interactive discussion of recommendations (from us and from participants) regarding best practices on incorporating interactive activities into online and hybrid classes (10 minutes)
- Closing remarks and takeaways (5 minutes)

4) Application to Conference theme:

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

The nature of work has changed and so should the nature of learning. This session would help instructors and students navigate the changing currents in the world of work by exposing an interactive technology that can be used for virtual work. Since more and more work today is being done outside of offices, tools such as Zoom can help individuals stay connected and have interactive and lifelike experiences even when geographically separated. As many courses go online or hybrid, it can be difficult to provide students that interactive experience that can be beneficial in the classroom. Zoom offers one way to keep that interaction and build skills that will be valuable in the future world of virtual work, allow students to navigate the changing currents of work more successfully.

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?

The work in this proposal has not been presented and is not under review anywhere else.

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