



**IOBTC 2016 at
University of Winchester
July 8th – 9th, 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 IOBTC
International Teaching Conference for Management Educators**

1) Title of Proposal:

From Westeros to Madison Avenue: Teaching Management Concepts using Fictional Worlds and Character Arcs.

2) Abstract:

Please include a brief session description (not to exceed 100 words). If your proposal is accepted, this description will be printed in the conference program.

Increasingly, the benefits of using film and television clips in our classrooms to engage our students and increase their understanding of the material we teach are widely known and discussed. Due to set-up and copyright issues however, these clips may be used with only minimal connection to the narratives from which they are drawn. What are the possibilities associated with using an entire show - or season of a show - as a case study – engaging our students and immersing them into the specific context? The author proposes using the worlds of Mad Men (and potentially Game of Thrones) for this purpose in enabling students to experience an emotional connection with the world and characters they are exploring.

3) Keywords:

Use three or four keywords to describe your session.
Popular culture, management, stories, engagement.

4) Format

- Activity or exercise
 General discussion session

5) Time Requested:

- 20 Minutes
 30 Minutes
 60 Minutes

6) Planning Details:

Does your session have any special requirements for space or materials?

PowerPoint only.

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?

- Generate and discuss ideas related to the author's proposal but also to possibilities presented by other fictional worlds, stories and characters – going above and beyond the traditional use of the movie clip in the management classroom.
- Consider the potential challenges associated with basing an entire course around a TV show and how these might be overcome.
- Consider possibilities related to interdisciplinary approaches (perhaps using team-teaching or guest lecturers) in fully exploring dramatic impact and characterization.

8) Management or Teaching Topics:

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.

This session can and will be used to explore a number of management concepts and indeed it is proposed that the ultimate aim of the author will be to deliver an entire course (most likely OB or principles of management) around this narrative, with suggestions and criticism welcome. Others have explored possibilities in this area with film (Holbrook, 2009) but given television's recent resurgence as a serious art form and shows such as *Mad Men* and *Game of Thrones* earning not only critical acclaim but significant popular and media attention, these shows (and others like them) may offer new opportunities for educators wishing to use these forms to engage students.

The exploration of character arcs allowed by a longer TV narrative may also enable teacher and student to explore issues in a way that is more personal and relatable. The character of Don Draper, for example, is complex and layered enough to allow multiple interpretations of his behavior within the context of his time and his organization (Grady, 2011, Terjesen, 2010.)

9) Session Description and Plan:

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.

A short, interactive presentation will be interspersed with clips from the show to illustrate how the stories and characters in Mad Men could be used to illustrate concepts such as power, perception, values, ethics and conflict among others. A proposal for a more in-depth examination of a fictional world will also be presented and feedback and suggestions are sought throughout.

10) For Activities and Exercises:

Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

No additional materials required.

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

The primary implication here is that the using fictional worlds and relatable but realistic characters may present a more culturally significant and readily accepted alternative to the use of the standard business case in teaching. Research suggests that many students are more likely to engage with and retain information if it is presented to them in a format with which they are comfortable and familiar (Bilsberry, Charlesworth & Leonard, 2012) and that using film and television in the classroom carries with it significant benefits for the learner (Champoux, 2012.) A case could therefore be made for creating entire courses taught using these methods.

Additionally, this may have implications for those teaching in schools with a strong Liberal Arts focus or orientation where opportunities may exist for collaboration across disciplines or simply to reinforce many of the critical and analytical skills often emphasized as important for those engaged in a Liberal Arts education.

12) Application to Conference Theme:

How does your session fit with the overall IOBTC theme of *Elevating Aspirations*?

We aspire to be good teachers by using a variety of tools and media to create a unique and engaging learning experience for our students. Can we elevate our aspirations in this area by more fully immersing ourselves and our students in worlds and characters which help us to understand – and emotionally connect with – concepts and theories which may not always be immediately accessible to us otherwise?

13) Unique Contribution to IOBTC:

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 IOBTC conference?

No.

14) References and/or Additional Materials:

Bilsberry, J., Charlesworth, J., Leonard, P. (2012) "Die Another Day: Teaching with Film and Television in the Management Classroom" in Bilsberry, J., Charlesworth, J., Leonard, P. (Eds.) *Moving Images: Effective Teaching With Film and Television in Management* (pp. ix-xxvii) Charlotte, NC, Information Age Publishing, Inc.

Champoux, J. (2012) "Viewing Organizational Behavior, Management Concepts and Theories through Film" in Bilsberry, J., Charlesworth, J., Leonard, P. (Eds.) *Moving Images: Effective Teaching With Film and Television in Management* (pp. 3-17) Charlotte, NC, Information Age Publishing, Inc. .

Grady, M. (2011) "The Fall of the Organization Man: Loyalty and Conflict in the First Season" in Stoddart, S.F. (Ed.) *Analyzing Mad Men: Critical Essays on the Television Series* (pp. 45-63) Jefferson, NC and London, McFarland and Company Inc., Publishers.

Holbrook, R. L. (2009) "OB in a Video Box: Using "Remember the Titans" as a Microcosm for the Organizational Behavior Course" *Journal of Management Education*, vol. 33, no. 4 pp. 490-513.

Terjesen, A. (2010) "Is Don Draper a Good Man?" in Carveth, R. & South, J. (Eds.) *Mad Men and Philosophy: Nothing is as it Seems* (pp. 154-167) Hoboken, NJ, John Wiley & Sons Inc.