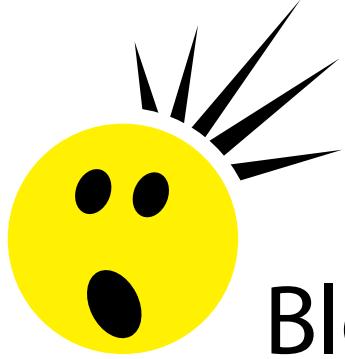




Blow their minds!
OBTC 2008



Blow their minds!

Yes! You are going to be **safe** and **free** here at OBTC 2008; here at Babson College where you will see and feel evidence all over the campus of their world-class entrepreneurial legacy, stature, and promise.

Safe to talk about your riskiest, most radical teaching impulses and practices.

Free to think **mind blowing thoughts** about how much more powerfully learners would learn if only ...

... if only what?

- What must we change within ourselves?
- What must we break down with the help of allied colleagues to release outworn constraints to how we design, program, offer, and assess the impact of our teaching?
- What and who compels us to teach differently so that our students learn differently?

We are in a **Safe Zone** for "fessing up" to ourselves and our OBTC friends that we may have not done much this year to cause learner hair to fly up and eyes to widen in awe of their new-found ability to break through and think of something new. We are **free** to brag of moments when we have done just that.

We set this OBTC 2008 theme in our Call for Proposals: **Summoning innovation: entrepreneurial teaching – entrepreneurial learning – entrepreneurial practice**. On the last day for submissions, we had 225 contributions to review. 174 colleagues volunteered to review at least three, some as many as eight proposals for sessions. All proposals were given at least three blind reviews. One criteria asked, in more formal words, Will this event blow some minds? Or, at least raise some eyebrows in contemplation of teaching-learning innovation? We certainly hope so.

Now, we are finally together. We have 150 sessions, along with plenary and showcase moments for potential mind detonation. Play an active role in any session you attend. It is the OBTC Way. We are safe and free to toss in some of our own more explosive ideas to raise some hair, eyebrows, and even some hackles. This is our rare and propitious time to change some minds about educating managers, most importantly our own!

David Fearon
Keith Rollag
Danna Greenberg
OBTC 2008 Coordinators

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June 5, 2008

On behalf of our entire community, welcome to Babson College!

We are excited and honored to be hosting *OBTC 2008: Teaching Conference for Management Educators*. Rapidly changing economic, social, and global landscapes are forcing us to find new ways to educate the next generation of business leaders. OBTC has a venerated history as a forum for exploring innovations in teaching, and we look forward to some thought-provoking conversations over the next few days.

The faculty of Babson College has a long-standing relationship with OBTS and OBTC. Allan Cohen, Interim Dean of our Graduate School, was one of the early organizers of the Organizational Behavior Teaching Society, and other members of our faculty have presented at various OBTC's for years. I attended OBTC in 1996 at Keene State College when I was an assistant professor teaching entrepreneurship at Rutgers University. And our President-Elect, Len Schlesinger, was OBTC Program Coordinator when it was held at Harvard University in 1981.

Babson College is an independent, private academic institution specializing in business education, so the goals of OBTC fit nicely with our own mission of teaching excellence, curriculum innovation and thought leadership. We've been ranked #1 in Entrepreneurship by *U.S. News and World Report* for the past 15 years, and in 2008 *Newsweek* ranked us as the "Hottest School for Business" in their "How to Get Into College" guide. We do believe this is because of the attention we pay to our teaching and are grateful that this approach has been recognized through numerous awards for our integrated courses and degree programs.

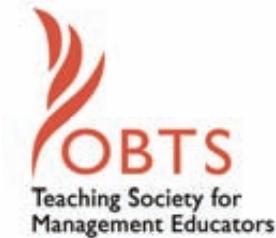
We hope you enjoy your brief visit to the Babson campus, and we'll do our best to be good hosts and enthusiastic participants. Thanks for coming!

Sincerely,

Patricia G. Greene

Patricia G. Greene, Ph.D., MBA

Provost



Dear Colleagues and Friends:

It is my pleasure to welcome you to OBTC 2008! As we come together for the 35th annual teaching conference, we validate the importance the Society has had and continues to have for the field of management education.

Our conference organizers, David Fearon, Keith Rollag, and Danna Greenberg, have been hard at work for over two years to develop and realize OBTC '08. Our host, Babson College, has been simply wonderful in its support of these efforts, and I acknowledge the generosity of the faculty and staff in supporting the Society's work in this way.

In the spirit of this year's theme, "Summoning Innovation," I also want to highlight a number of recent OBTS innovations.

- To better reflect the breadth of disciplines within our membership, we've 'rebranded' ourselves as the *OBTS Teaching Society for Management Educators*. This has been an extremely positive move for us, as it provides both clarity and inclusiveness. The shift has been well-received by groups with whom we are affiliated, such as the Academy of Management and the Ph.D. Project. We even have a new logo!
- Our website now has a "members-only" area, where members may go to renew their membership, update their personal profile in the directory, vote in elections, and access restricted resources. In the coming months, we will be enhancing the resources available in this area via Web Development Grants. More about this will be announced during the Conference.
- We've inaugurated a series of online "webinars" in which members interact with noted teacher/scholars as they discuss their work or challenging issues for our field. Our thanks go to Lee Bolman, Terry Deal, Peter Vaill, and Bill Torbert for helping us innovate with this new format for engagement. And a very special thanks to Drexel University (and our own Joan Weiner) for their generous technical support.
- OBTS is now providing funding for other teaching-related conferences and activities. For example, we are a co-sponsor of the upcoming 2008 GMU Conference on "Teaching and Training Workforce Diversity: Bridging the Research-Practice Gap," taking place July 10-12 at the Hilton Arlington in Arlington, Virginia.

The Board of Directors welcomes your ideas and energy! I encourage you to talk with me or another Board member about the ways in which the Society may provide you with the critical resources you need for your work as an educator. And, as always, we invite you to get involved by volunteering for an OBTS committee or JME reviewing assignment!

Again, a warm welcome to OBTC 2008! Enjoy the conference, the hospitality of Babson College, and each other.

Jeanie M. Forray
President

General OBTC Conference Information

Welcome to OBTC 2008! Below is some general information about Babson College facilities, regulations, etc.

In Case of Emergency – dial 5555 from any campus phone and you will be connected to the Babson Public Safety office. Alternately, you can dial 911.

General Questions and Presentation Needs can be answered at the main conference/registration table in Olin Hall, staffed during regular session hours.

Program Schedule Updates since printing of this program will be included in the registration materials. Any last-minute changes will be posted at the registration/conference table in Olin Hall, and we will do our best to put signs up at the affected session rooms.

Message Board is also located at the Olin Hall Registration/Conference table.

Parking during the conference is available in several locations. Please refer to the Babson College map on the back cover for parking locations. Those commuting from off-campus can park in either the Knight parking lot (next to Malloy Hall) or behind the Webster Center at the Athletic Deck, a two-story parking structure. Those staying in the Babson Executive Conference Center will find parking nearby. Those staying in Map Hill and Coleman Halls can park in Trim and Coleman lots respectively. Those requiring handicap-accessible parking need to display the proper placard in their windshield. Do not park in fire lanes or specially-designated parking spaces – you will be ticketed and towed by Babson Public Safety.

Exhibitors are located on the lower level of Olin Hall.

Cell Phone Access – Cell phone reception is pretty good outside, and we have booster antennas in Olin Hall and Trim Dining Hall. Reception is a bit spotty inside Tomasso Hall. Of course, as a courtesy we strongly encourage you to turn off cell phones during sessions.

Conference Dining (breakfast, lunch and Wednesday dinner) will take place in Trim Dining Hall, located about a 5 minute walk from Olin Hall and a 3-4 minute walk respectively from Map Hill and Coleman Residence Halls. Thursday night dinner will take place on the Boston Harbor Cruise, and Friday night dinner in Knight Auditorium. Conference nametags are required to gain access to Trim Hall dining facilities. Conference meals are included in the registration fee for all OBTC attendees. We are arranging vegetarian options at all meals based on the number requested during registration.

Alternative Dining is available at Babson's regular dining facilities in Olin Hall and just outside Horn Library. These are not part of conference dining, so you will have to pay extra for drink and food items in both locations.

Location	Dining Options	Hours
Olin Hall	Pandini's - serves coffee, juices and a limited selection of continental breakfast items in the morning, and pizza, sandwiches, salads and soup for lunch.	Wed /Thurs – 7:30am-6:30pm Friday: 7:30am-2pm Saturday: TBD
Horn Library	Jazzman's serves primarily coffee, with a limited selection of juices, pastries, and refrigerated lunch items.	Wed/Thurs 7:30am-4pm Friday 7:30am-2pm Saturday: Closed

Conference Break Stations will be set up on the lower level of Olin Hall and the main floor of Tomasso Hall, and will be available mid-morning and mid-afternoon each day. At registration you should have received a disposable water bottle and we encourage you to refill your bottles at the break stations.

Webster Center Sports Complex will be open during the conference for all attendees displaying their nametag. The center has a weight room, cardio equipment, racquetball and squash courts, and an indoor track. The swimming pool is available during special hours for open swim. Bring a combination lock if you want to use one of the lockers in the Women's or Men's Locker Rooms. Webster Center hours are:

- Wednesday, June 11: from 11-7:30pm (open swim from 12-1pm)
- Thursday, June 12 from 7am-7:30pm (open swim from 12-2pm)
- Friday, June 13 from 7am-4pm (open swim from 12-2pm)
- Saturday, June 14 CLOSED

Jim's Place is the traditional OBTC social event held each night of the conference. It will take place as follows: Wednesday night (June 11) in Knight Auditorium after the plenary speaker. Thursday night (June 12) on the Harbor Cruise Boat. Since we will be returning around 11pm, and alcohol cannot be legally served after 11:30pm, we will not continue Jim's Place on campus after our return. Those that do not participate in the Boston Harbor Cruise are welcome to go for drinks at the *Bottom Line Lounge*, located at the Babson Executive Conference Center. Friday night (June 13) in Knight Auditorium following the awards and talent show.

Alcohol Policy. Since Wellesley is a dry town, there are strict regulations about where and when alcohol can be consumed on campus. No alcohol is allowed in residence halls or in open, public spaces. We have obtained permission to serve alcohol in Knight Auditorium as part of our Wednesday evening social event, and our Friday evening Dinner, Awards, and Talent Show. No alcohol can be served after 11:30pm. There are no bars or liquor stores in Wellesley, though some restaurants serve beer and wine. The only exception is Babson's Executive Education Center, which runs the *Bottom Line Lounge* for executive education attendees.

Talent Show. An OBTC tradition is a talent show held on Friday night immediately after dinner and the awards program. Jerry Biberman is the OBTC 2008 Talent Show Coordinator. Additional information about talent show signup will be located at the Olin Hall registration/conference table.

Campus Bookstore in Reynolds Student Center has Babson clothing and souvenirs, books and magazines, snacks and assorted toiletries. It is open from 8:30pm-5pm Monday-Thursday, 8:30-2pm Friday, and closed on Saturday and Sunday.

Vending Machines are located in most buildings on campus, usually on the lower levels.

A **United States Post Office** is located on-campus near the main entrance (see campus map).

ATM machines are located on the lower level of Olin Hall and in the Reynolds Student Center.

Lost and Found is located at the Olin Hall registration/conference table.

Getting Around Wellesley and Boston. Babson College is in a residential suburb west of Boston, and there are no retail establishments within 1 mile of campus. Downtown Wellesley (with a variety of shops and restaurants) is about a 1.5 mile walk. The nearest Boston commuter rail stop is 1 mile away, and the nearest subway T-stop around 5 miles away. Therefore, if you plan on getting off-campus frequently and don't want to be calling the local taxi service all the time, we suggest you drive or rent a car at the airport. The "Around Boston" page on the conference website contains a list of local restaurants and grocery stores.

Local Taxi Services are Veteran's Taxi at 781-449-8294 (available 24 hours) and Wellesley Transportation at 781-235-2200 (available 5am-midnight). Both can take you to the airport.

Airport Shuttles. Zebra Shuttle is at 508-481-7300 or toll-free at 800-242-0064 (call between 6am and midnight) or reserve online at www.zebrashuttle.com. Alternately, The Airporter is at 781-899-6161 or 877-899-6161 (call during normal business hours) or online at www.theairporter.com. We strongly suggest you make airport shuttle reservations well in advance of your needs, and don't guarantee their reliability (though both of these tend to be pretty good).

Computing and Internet Access at OBTC 2008



1. Using Your Own Laptop

Wireless Access

Olin Hall, Tomasso Hall, Trim Dining Hall, Map Hill, and Coleman Residence Halls all have wireless access. Babson's wireless network is based on the 802.11g (Wi-Fi) standard which operates at up to a 54 Megabit/second data transmission rate and is backwards compatible with the slower 802.11b (Wi-Fi) standard.

When you search for wireless networks on the Babson campus, please select the SSID named "**OpenWireless**," which is configured for non-Babson use. Do not select "Babson" or "Babson College," as these are only for Babson faculty, staff, and students.

Please be aware that wireless access is a shared resource and is subject to reduced performance during periods of high usage. Many wireless configuration utilities are specific to laptop manufacturers and wireless adaptors so please consult your instructions if you are unfamiliar with the configuration procedure associated with your device.

Ethernet Cable Access

If you brought your own Ethernet cable, there are Ethernet ports in all the conference classrooms in Olin and Tomasso Halls and in both Map Hill and Coleman Residence Halls.

2. Using Babson Computers

You may also use Babson-based computers in three locations:

- The presentation computer in each of the session classrooms
- Computer kiosks on the lower level of Olin Hall
- Computer Lab on the lower level of Olin Hall (Room 008 next to the Exhibitor's Area)

Babson computers are password-protected, but we have created a special conference-only password for OBTC attendee use.

To log into any Babson computer in Olin or Tomasso Halls,
enter obtc for the userid and obtc2008 for the password.



About OBTS: Teaching Society for Management Educators

The OBTS Teaching Society for Management Educators has been promoting excellence in management education for over 35 years. Besides this annual conference, we sponsor the Journal of Management Education and other activities. OBTS memberships run from September 1 to August 31, and include a one-year subscription to the Journal of Management Education. More information can be found at www.obts.org.

OBTC 2008 registration fees include a one-year membership to OBTS beginning September 1, 2008. Later this summer will be emailing all attendees with additional information about their upcoming membership.

The OBTS Board 2007-2008

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Jeanie Forray, Western New England College

OB1

Cheryl Tromley, Fairfield University

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Joan Weiner, Drexel University

Incoming Board Members for 2008-2009

Secretary

Nancy Wallis, Pepperdine University

Kenneth Rhee, Northern Kentucky University

Gary Coombs, Ohio University

Roy Lewicki, The Ohio State University

Thank You for Helping with OBTC 2008!

A good conference results from the work of many devoted individuals. We would like to thank all the presenters, reviewers, OBTS Board members, OBTS volunteers, and the faculty and staff of Babson College and Central Connecticut State University for all their efforts in making OBTC 2008 a reality.

In particular, we would like to thank Rahul Sawhney at Aquinex for creating the OBTC 2008 website and our new web-based functionality for paper submission and review, on-line registration, conference proceedings on CD-ROM, and conference program. His expertise and dedication has made all of our lives so much easier.

Thanks Again from Your Conference Coordinators!

Dave Fearon

*Central Connecticut
State University*

Danna Greenberg

Babson College

Keith Rollag

Babson College

Program Summary

Wednesday, June 11		
TIME	EVENT	LOCATION
4:00 – 5:15pm	Welcome Reception	Olin: Needham/Wellesley
5:30 – 7:00pm	Dinner	Trim Dining Hall
7:15 – 8:45pm	Opening Plenary Session: Beyond Communities of Practice: Creating and Fostering True Communities of Inquiry William R. Torbert, Boston College Joan V. Gallos, University of Missouri-Kansas City	Knight Auditorium
9:00 – 11:30pm	Jim's Place	Knight Auditorium

Jim's Place is the traditional evening social event, held each night of the conference. It is named in honor of Jim Waters, a regular OBTC attendee who passed away unexpectedly in the late 1980's. Join other OBTC attendees for refreshments (including beer and wine), munchies, music and good conversation.

Thursday, June 12		
TIME	EVENT	LOCATION
7:15 – 8:45am	Breakfast	Trim Dining Hall
8:15 – 8:45am	Early Morning Sessions <i>30 minutes in length – Select One</i>	Olin & Tomasso Halls
9:00 – 10:00am	Plenary Session: Judgment -- The Essence of Leadership and Victoria's Dirty Secret Leonard A. Schlesinger, Babson College Noel M. Tichy, University of Michigan	Knight Auditorium
10:00 – 10:30am	Refreshment Break	
10:30am – 12:00pm	Morning Sessions <i>90 minutes in length – Select One</i>	Olin & Tomasso Halls
12:00 – 1:00pm	JME Editorial Board Meeting	Faculty Dining Room
12:00 – 1:15pm	Lunch	Trim Dining Hall
1:15 – 2:15pm	Post-Lunch Sessions <i>60 minutes in length – Select One</i>	
2:15 – 2:30pm	Refreshment Break	
2:30 – 4:00pm	Afternoon Sessions <i>90 minutes in length – Select One</i>	Olin & Tomasso Halls
4:00 – 4:15pm	Refreshment Break	
4:15 – 5:15pm	Early Evening Sessions <i>60 minutes in length – Select One</i>	
5:45 – 11:00pm	Boston Harbor Cruise & Jim's Place <i>Jim's Place will take place on the boat</i> Please be on time -- buses leave promptly at 5:45pm	

Friday, June 13

TIME	EVENT	LOCATION
7:15 – 8:45am	Breakfast	Trim Dining Hall
8:15 – 8:45am	Early Morning Sessions <i>30 minutes in length – Select One</i>	Olin & Tomasso Halls
9:00 – 10:00am	Plenary Session: Leadership, Culture, and Traps Chris Argyris, Harvard University	Knight Auditorium
10:00 – 10:30am	Refreshment Break	
10:30am – 12:00pm	Morning Sessions <i>90 minutes in length – Select One</i>	Olin & Tomasso Halls
12:00 – 1:15pm	Lunch	Trim Dining Hall
1:15 – 2:15pm	Post-Lunch Sessions <i>60 minutes in length – Select One</i>	
2:15 – 2:30pm	Refreshment Break	Olin & Tomasso Halls
2:30 – 4:00pm	Afternoon Sessions <i>90 minutes in length – Select One</i>	
4:00 – 4:15pm	Refreshment Break	
4:15 – 5:30pm	Showcases <i>75 minutes each – Select One</i>	Olin Hall
6:30 – 9:00pm	Dinner, Awards Program and OBTC Talent Show	Knight Auditorium
9:00 – 11:30pm	Jim's Place	Knight Auditorium

Saturday, June 14

TIME	EVENT	LOCATION
7:15 – 8:45am	Breakfast	Trim Dining Hall
8:00 – 9:00am	Early Morning Sessions <i>60 minutes in length – Select One</i>	Olin & Tomasso Halls
9:15 – 10:15am	Plenary Session: A Teaching Conversation with Edgar H. Schein Edgar H. Schein, Massachusetts Institute of Technology	Knight Auditorium
10:15 – 10:30am	Refreshment Break	Olin & Tomasso Halls
10:30am – 12:45pm	Lunch Bag Pickup	Lower Level, Olin Hall
10:30am – 11:30pm	Morning Sessions <i>60 minutes in length – Select One</i>	Olin & Tomasso Halls
11:45am – 12:30pm	OBTS Town Meeting Closing remarks & open discussion with the OBTS Board	Olin Auditorium

OBTC 2008 Plenary Speakers



WILLIAM R. TORBERT

Boston College

Plenary Time: Wednesday, 7:15pm - 8:45pm

Bill Torbert is known as a transformational leader, teacher, consultant, and scholar who has pioneered *Developmental Action Inquiry*, a theory and practice that interweaves expanding personal awareness, leading organizational change, and assessing outcomes scientifically. A professor of management at Boston College, he has authored many books and articles, including *The Power of Balance: Transforming Self, Society and Scientific Inquiry* and the 2004 Berrett-Koehler book, *Action Inquiry: The Secret of Timely, Transforming Leadership*. Having taken his BA and PhD from Yale, he served early in his career as Director of the Yale Upward Bound Program and of The Theatre of Inquiry, has taught at SMU and Harvard before becoming Graduate Dean at Boston College in 1978, and has served on the Boards of various academic journals and companies, including Harvard Pilgrim Health Care and Trillium Asset Management, the original and largest independent socially responsible investment advising firm. Most of all, though, he takes great pleasure and pride (not to mention occasional pain) in the ongoing development of his friends, his students, and his three sons, Michael, Patrick, and Benjamin.



JOAN GALLOS

University of Missouri-Kansas City

Plenary Time: Wednesday, 7:15pm - 8:45pm

Joan V. Gallos is Professor of Leadership and Director of the Executive MBA Program at the Henry W. Bloch School of Business and Public Administration at the University of Missouri-Kansas City where she has also served as Professor and Dean of Education, Coordinator of University Accreditation, Special Assistant to the Chancellor for Strategic Planning, and Director of the Higher Education Graduate Programs. She holds a bachelor's degree *cum laude* in English from Princeton and master's and doctoral degrees from the Harvard Graduate School of Education (where she took her first OB course from Bill Torbert). Gallos has published widely on professional effectiveness and on leadership and management education. She is author of numerous chapters and articles; co-author of *Teaching Diversity: Listening to the Soul, Speaking from the Heart*; editor of the highly-reviewed volumes *Organization Development* and *Business Leadership* in the Jossey-Bass Reader series; and creator of multiple sets of published teaching materials. She has served as president of the Organizational Behavior Teaching Society; as editor of the *Journal of Management Education*; as Founding Director of the Truman Center for the Healing Arts at Kansas City's public teaching hospital; and on a number of civic, professional, editorial, and nonprofit boards. Gallos – an art lover, free spirit, and owner of the beloved yet mercurial cockapoo, Douglas McGregor – has been honored with awards for her teaching, writing, and service.



LEONARD SCHLESINGER

Babson College

Plenary Time: Wednesday, 7:15pm - 8:45pm

Leonard Schlesinger is President-elect of Babson College. He previously served as Vice Chairman and C.O.O. of Limited Brands overseeing Express, Limited Stores, Victoria's Secret Beauty, Stores and Direct, Bath and Body Works, C.O. Bigelow, Henri Bendel and the White Barn Candle Company. He previously served on Harvard Business School's faculty for twenty years, most recently as the George Fisher Baker, Jr., Professor of Business Administration. He also served in faculty and administrative roles at Brown University. He is the author, coauthor, or coeditor of nine books, including *The Value Profit Chain* and *The Service Profit Chain*.

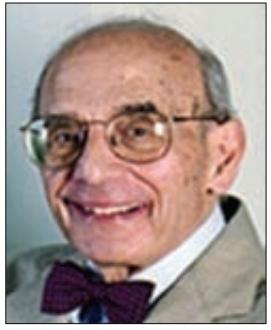


NOEL M. TICHY

University of Michigan

Plenary Time: Wednesday, 7:15pm - 8:45pm

Noel M. Tichy is Professor of Organizational Behavior and Human Resource Management and the director of the Global Leadership Program, a 36-company global consortium of companies partnered to develop senior executives and conduct action research on globalization. He also directs the Global Business Partnership. He consults widely in both the business and private sectors. In the mid 1980s, he headed GE's Leadership Center, the fabled Crotonville, where he led the transformation to action learning at GE. Professor Tichy is the author of numerous books and articles including *JUDGMENT: How Winning Leaders Make Great Calls* (with Warren Bennis).



CHRIS ARGYRIS

Harvard University

Plenary Time: Wednesday, 7:15pm - 8:45pm

Chris Argyris is the James Conant Professor of Education and Organizational Behavior Emeritus at Harvard University. He has consulted to numerous private and governmental organizations. He has received awards including thirteen honorary degrees, as well as Life Times Contributions Awards from the Academy of Management, American Psychological Association, and American Society of Training Directors. His most recent books are, Reasons and Rationalizations: The Limits to Organizational Knowledge (2004), Flawed Advice (2000), and On Organizational Learning (1999). He is a Director-Emeritus of Monitor Company Group Limited Partnership.



ED SCHEIN

Massachusetts Institute of Technology

Plenary Time: Wednesday, 7:15pm - 8:45pm

Edgar H. Schein is the Sloan Fellows Professor of Management *emeritus* and Senior Lecturer at the Sloan School of Management at MIT where he has also served as the Undergraduate Planning Professor for MIT and as chairman of the Organization Studies Group at Sloan. Educated at the University of Chicago, at Stanford University where he received a Masters Degree in psychology, and at Harvard University where he received his Ph.D. in social psychology, Schein was Chief of the Social Psychology Section of the Walter Reed Army Institute of Research while serving in the U.S. Army as Captain from 1952 to 1956. Ed Schein is a prolific researcher, writer, teacher and consultant. He is the author or co-author of more than 20 books including such notables as *Organizational Psychology*, *Career Dynamics*, *Coercive Persuasion*, *Career Anchors*, *Organizational Culture and Leadership*, *Process Consultation*, and *The Corporate Culture Survival Guide*, as well as numerous articles and chapters for academic and practitioner audiences; the founding co-editor with the late Dick Beckhard of the Addison Wesley Series on organization development which has published more than 30 titles since its inception in 1969; and the founding editor of *Reflections*, the journal of the Society for Organizational Learning. A founding father of the fields of organizational psychology, organizational development, organizational culture, and organizational careers, Schein has received numerous honors and awards including the Lifetime Achievement Award in Workplace Learning and Performance from the American Society of Training and Development (ASTD), the first Everett Cherington Hughes Award for Career Scholarship from the Academy of Management, and the Marion Gislason Award for Leadership in Executive Development from Boston University. He has been named a Fellow of the American Psychological Association and of the Academy of Management.

2008 OBTS Awards and Honors

The Society bestows awards for professional distinction and recognizes the achievements of its members.

David L. Bradford Outstanding Educator Award

William R. Torbert, *Boston College*

Peter Frost Mentoring Award

Joseph E. Garcia, *Western Washington University*

New Educator Award

Jennifer S.A. Leigh, *Gettysburg College*

Distinguished Service Award

Carol H. Sawyer, *University of La Verne*

Fritz Roethlisberger Memorial Award

Susan H. Taft, *Kent State University*

Judith A White, *Santa Clara University*

Honor Roll

The following members were recognized in 2007 for teaching excellence by their own institutions, other professional associations, or community organizations:

Carol Sawyer, University of La Verne

Honored as a "distinguished professor" by the University of LaVerne's Alumni Association.

Allan Cohen, Babson College

Received the Walter H. Carpenter Prize for Exceptional Contributions to Babson College.

Roy Lewicki, The Ohio State University

Named the Irving Abramowitz Memorial Professor in Business Ethics and Organizational Behavior based on his teaching contributions to the fields of leadership, values and business ethics.

Joerg Dietz, University of Western Ontario

Received the university's Fellowship in Teaching Innovation Award.

OBTC 2008 Reviewers

Rae Andre	Jason Fertig	Kenneth Levitt	Rosendo Romero
William Baddorf	Cynthia D. Fisher	Benyamin Lichtenstein	Dale Rude
Preeta Banerjee	Sebastian Fixson	Kathy Lund Dean	Constance Savage
Brendan Bannister	Martin L. Fogelman	Dina M. Mansour-Cole	Regan Harwell Schaffer
Kathleen J. Barnes	Charles J. Fornaciari	Alex Maritz	Joe Seltzer
Eugene Baten	Jeanie M. Forray	Joan Marques	Tracey Honeycutt Sigler
Roxanne Beard	Pacey Foster	Bob Marx	Randy Sleeth
Joy Beatty	Jann Freed	Magid Mazen	Jeri-Elayne Goosby Smith
Frank P. Bellizzi	Jonah Friedman	Matthew McCarter	Jonathan E. Smith
Joan Benek-Rivera	Vickie Coleman Gallagher	John F. McCarthy	James Spee
Michael M. Berlin	Joan V. Gallos	Don McCormick	Kirsty Kathleen Spence
Jerry Biberman	Consuelo García	Stacy McCracken	Robin K. Sronce
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Lynn Bowes-Sperry	Janet Gillespie	Sharon P. McKechnie	Gary Stark
David Bright	Leonard J. Glick	Michael David Meeks	John B. Stark
Joseph F. Byrnes	Carlos B. Gonzalez	Steve Meisel	Susan D. Steiner
Kim Cameron	Ellen Greenberg	Swarup K. Mohanty	Wayne Stone
Charles George Capps	George Robert Greene	Dan Moore	Sarah Stookey
Macgorine A. Cassell	Andra Gumbus	Sarah M. Moore	Diana Stork
Tupper Cawsey	Katharine Hansen	Peter Graham Morgan	Elizabeth Stork
Kalyan S. Chakravarty	Cheryl Harrison	John-Andrew Morris	Micheal Stratton
Julie Chesley	Nell T. Hartley	Susan Murphy	Scott N. Taylor
Lori A. Coakley	Thomas Fletcher Hawk	Jane P. Murray	Moira Tolan
Tom Comstock	Patricia Raber Hedberg	Eric M. Nelson	Ed Tomlinson
Gary Coombs	Susan J. Herman	Dennis O'Connor	Cheryl Tromley
Lorri Cooper	M. Eileen Higgins	Suzyn Ornstein	Tiffany Trzebiatowski
Mary Elizabeth Correa	Lee Holmer	Jane Parent	Elizabeth Fisher Turesky
Suzanne de Janasz	Monika Lynne Hudson	Carole G. Parker	Kristi Lewis Tyran
Roger Alan Dean	Maria Humphries	Anna W. Parkman	Markus Vodosek
Satinder K. Dhiman	Cynthia Ingols	Catherine L. Pastille	Sylvia Vriesendorp
Anthony Joseph DiBella	Kathleen R. Johnson	Sharon (Sherry) Peck	Gary Wagenheim
Anne Donnellon	Kathleen R. Kane	Shripad G. Pendse	Wendy J. Walker
Jennifer Dosch	David Kaplan	Carol Pietrasz	Nancy Wallis
Ronald Dufresne	Fahri Karakas	Roger Putzel	Velvet L. Weems-Landingham
Andy Dungan	Darrin S. Kass	Gene R. Remoff	Joan Weiner
Steven A. Edelson	Diane M. Kellogg	Kenneth Rhee	Edward Wertheim
Michael Elmes	Amy Kenworthy-U'Ren	Barbara Anne Ritter	Jane V. Wheeler
Yvette Njan Essounga	Robert Kramer	Lee P. Robbins	Judith Anne White
Kent D. Fairfield	Cynthia L. Krom	Ed Rockey	Jill Woodilla
Kevin Farmer	Nan Langowitz	Linda Carol Rodriguez	Chris (Christine) M. Wright
Katherine Farquhar	Robert E. Ledman	Bruce Roemmelt	Larry Wyner
Martin Fellenz	Anita Leffel	Keith Rollag	Alberto Zanzi
C. Melissa Fender	Jennifer S. Leigh	Janet Romaine	

Wednesday, June 11

Wednesday, 4:00pm - 5:15pm in Olin - Needham/Wellesley

Welcome Reception

Come kick off OBTC in style! Join the OBTS Board and your Babson Hosts for refreshments and goodies in the Needham/Wellesley room, located on the lower level of Olin Hall. We strongly encourage all OBTC first-timers to attend, and we'll do our best to answer any questions you might have and connect you with other attendees.

Wednesday, 5:30pm - 7:00pm in Trim Dining Hall

Dinner

Dinner is buffet-style, served in Trim Dining Hall, about a 5 minute walk from Olin Hall. Though the menu changes each day, expect a variety of hot entrees and a salad bar. Vegetarian options available. Please show your OBTC nametag for admittance.

Wednesday, 7:15pm - 8:45pm in Knight Auditorium

Opening Plenary Session: Beyond Communities of Practice: Creating and Fostering True Communities of Inquiry

William R. Torbert, Boston College

Joan V. Gallos, University of Missouri-Kansas City

This session launches the OBTC 2008 learning experience and is designed to facilitate the development of a deeply-engaged conference community. Join Joan Gallos and Bill Torbert in activities that enlist mind, body, and spirit as a way to fully understand and to experience the distinction between a community of practice and a true community of inquiry. We can build communities of inquiry in classrooms or through full academic programs, in families or friendships, in organizations or governments - and in temporary systems like our conference community. Underpinned by the artistry that introduced The Theatre of Inquiry and other innovative practices into the action sciences, the session draws on a career's worth of wisdom and experience in action inquiry as Bill Torbert adds the new role of professor emeritus to his repertoire and provides opportunities for conference participants to reflect on both the art and the science of creating relationships of integrity, mutuality, and sustainable justice.

Wednesday, 9:00pm - 11:30pm in Knight Auditorium

Jim's Place

Jim's Place is the traditional evening social event, held each night of the conference. It is named in honor of Jim Waters, a regular OBTC attendee who passed away unexpectedly in the late 1980's. Join other OBTC attendees for refreshments (including beer and wine), munchies, music and good conversation.

Thursday, June 12

Thursday, 7:15am - 8:45am in Trim Dining Hall

Breakfast

Breakfast is buffet-style, served in Trim Dining Hall, about a 5 minute walk from Olin Hall. Though the menu changes each day, expect both hot and cold breakfast items, coffee, milk, juices, etc. Vegetarian options available. Please show your OBTC nametag for admittance.

Thursday, 8:15am - 8:45am in Olin - 101

A Learner-Centered Classroom Culture: Encouraging Student Participation through In-Class Service

David Bright, Wright State University

This presentation explores what it means to build a learner-centered classroom culture. In particular, we will discuss how to encourage high involvement from students through in-class, service-oriented activities. The proposed technique requires students to compile a record of in-class service. The approach encourages students to be entrepreneurial and self-driven, yet they also focus on authentically creating a supportive, culture of learning in the classroom.

Thursday, 8:15am - 8:45am in Olin - 201

Starting and Running a Business: Learning Organizational Behavior by Behaving in an Organization

Leonard J. Glick, Northeastern University

This session will explain how to implement an innovative and engaging way to enable students to deepen their understanding of many concepts of organizational behavior (OB). "Organizations" of 20 students propose, plan, and run a semester long business/event and write a reflective paper about their experiences. In doing so, they "live" and observe many of the course concepts and issues (culture, leadership, structure, motivation, etc). Because of its size and scope, the activity is substantially more complex than a typical group project. Participants will leave the session knowing how to implement this approach.

Thursday, 8:15am - 8:45am in Olin - 202

The "Full-Contact" Lecture: Class Participation from the WHOLE Class

Martin L. Fogelman, University at Albany-SUNY

Getting students to ask and respond to questions, contribute experiences and ideas, and react to the comments of others is always hard, but it is overwhelming when class sizes swell to the hundreds. As lecture classes proliferate, particularly in survey courses, we need innovative techniques to connect students to material and to one another. This session demonstrates some developing and proven practices to improve the frequency and quality of volunteer and "cold calling" class participation. A "class-within-a-class" exercise to engage every student highlights this successful model, which also features roving student correspondents, and the rotating role of "virtual team delegate."

Thursday, 8:15am - 8:45am in Olin - 220

Entrepreneurial Teaching: Finding Pathways for Critical Thinking Exercises & Adventures in Motivation Through Goal-Setting

Amy Klemm Verbos, University of Wisconsin-Milwaukee

Please join in a discussion of ideas and practices for promoting critical thinking and motivating students to remain engaged throughout the semester. I will share my experiences promoting critical thinking through reflection papers tied to self assessments, experiential exercises, individual and team exams, a group project, and extra credit. For motivation, I used a Learning Expectations Agreement to shift their schemas, relational stakeholder engagement to demonstrate my commitment to them, and challenged them by setting a difficult, but meaningful and attainable goal. Students with an A (93%) were given a permission certificate to skip the final exam.

Thursday, 8:15am - 8:45am in Olin - 225

Shades of Grey - Applying Professional Codes of Ethics to Workplace Dilemmas

Andra Gumbus, Sacred Heart University

Valerie L. Christian, Sacred Heart University

In this experiential learning activity, participants will analyze four ethical business scenarios from the fields of Accounting, Marketing, Finance, and Human Resources and apply professional codes of practice to the issues described. In addition, students will be given viewpoints from “experts” in the field.

Ethical codes of practice from The Institute of Management Accountants (IMA), The American Institute of Certified Public Accountants (AICPA), the American Marketing Association (AMR), The Society of Financial Services Professionals (SFSP), and the Society of Human Resource Management (SHRM) are used to respond to reflection questions, which highlight ethical dilemmas and challenges in these professions.

Thursday, 8:15am - 8:45am in Tomasso - 103

For the Love of Teaching: A Renewal of Our Teaching Vows

Jason Fertig, Temple University/Franklin and Marshall College

We are all very passionate about teaching, yet it is still possible for even the most passionate teachers to get stuck in a rut of negativity pertaining to their profession. With that in mind, this proposed 30-minute interactive session will utilize brainstorming, reflection, discussion, and yes, even some humor to engage and stimulate that passion for teaching that rests in all of us at OBTC.

Thursday, 8:15am - 8:45am in Tomasso - 104

Student Rx: Integrating the topics of stress and health into the business curriculum

Kathi J. Lovelace, University of Idaho

This catalyst session explores the significance of stress management and wellness as a central theme in educating students how to sustain success by showcasing the course Work and Well-being: Stress and Health in the Workplace. This course provides an interdisciplinary, holistic model for developing sustainable leaders through personal and workplace wellness. In this session I will share ways to integrate several stress-related topics into traditional Management courses. We will discuss the relevance of these topics to an innovative business curriculum, and our roles and responsibilities as educators to provide students (and ourselves) with the skills to achieve life-long success.

Thursday, 8:15am - 8:45am in Tomasso - 107

Impression Management and Online Teaching Effectiveness

Velvet L. Weems-Landingham, Kent State University - Geauga

Entrepreneurial educators must enlist feedback from stakeholders if they are to provide value and create competitive advantage for their institutions. As is evident from the mounting adoption of online coursework, both students and institutions alike have demonstrated the need to engage the “virtual classroom”. For the educator, this popularity is regularly overshadowed by struggles to make “it” work. In this session, I will discuss the use of course deliverables as a means to gather data for enhancing online teaching and learning. I will share course deliverables and we will explore the value of this process for improving stakeholder experiences.

Thursday, 8:15am - 8:45am in Tomasso - 108

Capitalism in three easy diagrams – contextualizing organizational behavior

Sarah Stookey, Central Connecticut State University

Management is a fundamentally capitalist phenomenon yet it is often taught without explicit reference to this social and economic system. Instead basic dynamics of capitalism are assumed. This lack of discussion is especially significant because most undergraduate management students do not take economics, politics, history or sociology courses where such issues might be explored. They therefore have limited ability to analyze economic, social or ethical implications of organizational activity. As a reflection on several years' experience with undergraduate management students the session walks participants through six questions and three easy diagrams used to illuminate the capitalist context of modern business.

Thursday, 8:15am - 8:45am in Tomasso - 202

Creating and implementing strategies for university students who are diagnosed as learning disabled

Theresa (Teri) A. Domagalski, Florida Institute of Technology

The goal of this session is to raise consciousness about learning disabled students and identify issues for educators to consider when presented with students who are diagnosed with a learning disability. Such issues include legal mandates, coping strategies used by diagnosed students, the favorable and detrimental implications of labeling, the partnership between faculty and university departments that provide services and programs for LD students and the importance of balancing sensitivity and fairness. This session will also strive to facilitate a dialogue among session participants on how to create innovative strategies for responding effectively to the learning needs of diagnosed students.

Thursday, 8:15am - 8:45am in Tomasso - 209

Blogs, Wikis, & Widgets: Using New Technologies to Enhance Collaborative Learning

Cynthia L. Krom, Marist College

This session will address the use of blogs (web logs) and wikis for enhancing collaborative learning in an Organizational Behavior course. The presenter uses these tools in several different ways for class, and student feedback is overwhelmingly positive. Wikis will be described, and two uses of them, peer review and collaboration on a project, will be discussed. Blogs, both by students and faculty, will also be explained. The positive impact of these Web 2.0 tools on the quality of work, relationships, and student empowerment, as well as potential pitfalls and privacy protection issues will be addressed.

Thursday, 9:00am - 10:00am in Knight Auditorium

Plenary Session: Judgment -- The Essence of Leadership and Victoria's Dirty Secret

Speakers:

Leonard A. Schlesinger, Babson College

Noel M. Tichy, University of Michigan

Moderator:

Carole K. Barnett, University of New Hampshire

How do you make good judgment calls and how do you teach that process to others, especially your students? Tichy and Schlesinger will engage in a lively dialogue on how leaders' judgment calls determine their organizations' success or failure. Schlesinger's captivating story of an environmentalist group's 2-year protest against the Victoria's Secret organization will serve as the case illustration of Tichy's new framework to examine why with good judgment, little else matters but with poor judgment, nothing else matters. OBTC participants will also explore their own approaches to making -- and teaching -- leadership judgment as a process.

Thursday, 10:00am - 10:30am

Refreshment Break

Conference break areas will be located in the lower level of Olin Hall and the main (second) floor of Tomasso Hall. Expect coffee, juices, water, and a limited selection of morning goodies.

Thursday, 10:30am - 12:00pm in Knight Auditorium

It Really Does Take Two to Tango: Leadership Lessons with Tango Dance

Jason R. Pierce, Indiana University

Amaury Cesar de Siqueira, Indiana University

Textbooks clearly define general organizational leadership concepts, but learners lack the opportunity to enhance their conceptual understanding through kinetic and sensory-based experiences. This session bridges the gap by demonstrating how dance can be used to reinforce principles of organizational leadership.

It does take two to Tango, a leader and a follower. If both are effective, the dance goes well. As either's effectiveness diminishes, so does the quality of the dance. The principles for effective leadership on the dance floor are comparable to those of organizational leadership. Dance provides a powerful and "sticky" medium to bring those principles to life.

Thursday, 10:30am - 12:00pm in Olin - 101

Transform a Life (And Change the World?) – Teaching by Getting Your Hands Dirty

Tammy Bunn Hiller, Bucknell University

Want to be part of a life-changing experience for your students that teaches them deeply about complex systems and teamwork? Want your students to grapple with multi-faceted interconnected societal problems, throw themselves into working for change, and begin to think about how organizations (businesses, government, and NGOs) have both contributed to societal problems and can work toward viable solutions to those problems? Not afraid to get your hands dirty in the process? Come learn how organizing and leading service learning trips can help you do all these things. If you've led such trips before, please come share your experiences!

Thursday, 10:30am - 12:00pm in Olin - 102

Seeing Yourself in Action: An Innovative Way to Link Experience, Theory, and Practice through Technology

Anne Donnellon, Babson College

Elaine M. Landry, Babson College

Melissa Manwaring, Babson College/Harvard University

In this session, we demonstrate an exciting new pedagogical tool for recording, viewing, labeling, and analyzing behavior in simulations. Piloted in our online MBA elective in Negotiation, this video annotation software helped students identify critical moments in the interactions, recognize significant patterns in their own behavior, recognize and test theories of negotiation, and refine their practice. In addition to demonstrating the technology, three faculty members will share their experiences and insights about the challenges and opportunities offered by this technology, and will invite the participants to generate and discuss additional applications of this technology for teaching behavioral skills.

Thursday, 10:30am - 12:00pm in Olin - 120

Teaching Entrepreneurial Innovation from an Action Perspective: New Design, Process, and Instrument

Jeff Ellis, Babson College

Going deeper than decision, this work digs innovatively into the actions for initiating, leading, and completing entrepreneurial innovation. Using Dell Online as a seminal corporate innovation, field research reconstructed the situation as a series of cases focused on the entrepreneur's actions. Initial classes failed and angered students by exposing their inability to function from an action perspective. Successful teaching required several innovations including projecting logics for alternative actions, real-time online student voting, modified class dynamics, and restructured materials. The session will invite participants to describe their action teaching, demonstrate the innovative method as a student role-play, and then synthesize learning.

Thursday, 10:30am - 12:00pm in Olin - 201

Evidence-Based Methods for Teaching Management: Cognitive Science and the How People Learn Model

Don McCormick, California State University, Northridge

"It would be difficult to design an educational model that is more at odds with current research on human cognition than the one that is used in most colleges and universities," wrote Diane Halpern, recent President of the American Psychological Association. Luckily there is a model aligned with current research, and it comes from cognitive science and the National Academy of Science's book *How People Learn*, which summarizes the research on learning. Participants in this session will be introduced to the *How People Learn* model, experience a session based on it, and leave with evidence-based teaching methods they can use.

Thursday, 10:30am - 12:00pm in Olin - 202

Teaching Sustainability with Life Cycle Analysis

Judith Anne White, Santa Clara University

As environmental concerns are increasingly central to management, sustainability is becoming a common topic in management classes, particularly in the context of globalization, environmental protection, and social issues in management. Making organizations green involves a new way of thinking, a heightened consciousness of the ecological footprint business. Fundamental to this shift in thinking are skills for managing for sustainability. In this workshop we do a life cycle analysis exercise. In addition we briefly discuss two other experiential exercises to help students focus on managing for sustainability at the individual and organizational levels.

Thursday, 10:30am - 12:00pm in Olin - 220

Power: Why are we all afraid of Hillary?

Mary Little Shapiro, Simmons College

Cynthia Ingols, Simmons College

Stacy Blake-Beard, Simmons College

What do you think when you hear "power?" Authority? Control? Decisiveness? Given that conventional definitions of power are linked to masculinity, where does that leave women...and Hillary? U.S. culture expects women to be collaborative and self-sacrificing, making many women reluctant to use "masculine" power, or when they do, they get assigned the "b-word." This experiential exercise explores women's (and men's) relationship with power, and how they use it. While we use it in all-women classrooms, the exercise in a co-ed setting would allow men and women to talk about their expectations of and reactions to each other's use of power.

Thursday, 10:30am - 12:00pm in Olin - 225

Teaching Reflective Practice: Key Stages, Concepts and Practices

Steven Scott Taylor, Worcester Polytechnic Institute

Jenny W. Rudolph, Harvard University

Erica Gabrielle Foldy, New York University

To celebrate Bill Torbert's work in developing the foundations of reflective practice, this workshop offers OB teachers a practical set of steps for developing reflective practitioners. Our pedagogic goal is to enable students to enhance their personal and professional effectiveness by having greater self-knowledge along with a broader repertoire of cognitive frames, emotional reactions, and behaviors on which to draw. We have broken down learning reflective practice into three core stages: 1) understanding the social construction of reality, 2) recognizing one's own contribution to that construction, and 3) taking action to reshape that construction, and offer exercises for each stage.

Thursday, 10:30am - 12:00pm in Tomasso - 104

It's Better to LEAD than to Follow: Innovative Approaches to Teaching

Regan Harwell Schaffer, Pepperdine University

Kenneth Rhee, Northern Kentucky University

Tracey Honeycutt Sigler, Northern Kentucky University

The Leadership Assessment and Development curriculum provides a framework for students to assess and develop their own leadership competencies and prepares them to assess and develop the competencies of others. The course addresses career development, leadership coaching, self-leadership, and the development of emotional intelligence competencies. This workshop will explore the entrepreneurial methods used to teach this course at different institutions (public and private), to different populations (undergraduate and graduate) and with difference emphasis (integration of spiritual discernment and managerial competency).

Thursday, 10:30am - 12:00pm in Tomasso - 107

The Behavioral Matrix: An Exercise for Anyone, Anyplace, Anywhere

Kathleen R. Kane, University of San Francisco

Leslie Ann Goldgehn, University of San Francisco

Have you always needed an exercise that can be adapted to multiple situations, participants, and outcomes? This is the one: The Behavioral Matrix. We will run the exercise, and give you all the supplemental readings, descriptions, and class overheads. After the session you can immediately use the exercise to build teams, train leaders, break the ice, explore diversity or personalize it to many other learning outcomes.

Thursday, 10:30am - 2:15pm in Tomasso - 108

The Samurai Game: A Powerful Team and Leadership Simulation

Lance Giroux, Allied Ronin Leadership Training & Consulting

Judi Neal, University of New Haven

Dennis O'Connor, Le Moyne College

The Samurai Game® is a highly challenging simulation. Participants take on the role of Japanese samurai. Played with a maximum of personal commitment and integrity, it is useful for leadership and team development. It demands resourcefulness in conditions of uncertainty, chaos, collaboration and competition. Learning occurs through group dialogue and personal reflection. Experience at previous OBTCs indicates the simulation is best delivered as an extended workshop. The OBTC format utilizes: a 90-minute pre-lunch session, the lunch period, and the immediate 90-minute post-lunch session. This provides a four-hour block to set up, conduct and then debrief through Dialogue.

Thursday, 10:30am - 12:00pm in Tomasso - 202

Developing a Diversity Module for the Leadership and Accountability Course at Harvard Business School

Sucher Sandra, Harvard University

The interactive workshop will describe the process of developing a module on diversity for Harvard Business School's MBA required core course on Leadership and Corporate Accountability. New teaching materials will be shared and participants will be asked to debate "micro-cases" based on HBS students' own experiences of diversity in the workplace. We will ask questions, including: "What purposes should we pursue in diversity classes?" and "How can students and faculty collaborate on the topic of differences at work?"

Thursday, 10:30am - 12:00pm in Tomasso - 209

An Integrated Approach to Social Sector Entrepreneurship: A Living Case Study

Carol H. Sawyer, University of La Verne

Pamela G. Jordan, The Carolyn E. Wylie Center for Children, Youth and Families

Edmund Wilson, an award-winning biologist, in his book *Consilience*, wrote about our essential need for "integrators"--those individuals who can help us navigate through floods of information threatening to drown us, and identify what really matters. This hands-on workshop session brings together ideas and resources from multiple sources to explore the initial stages of successful entrepreneurship as seen through the eyes of both a nonprofit CEO and a university professor. Multiple scholarly ideas are integrated with "beyond the classroom" experiences to reinforce and model the concept of integration as a living case study is shared and a variety of engagement provided.

Thursday, 10:30am - 12:00pm in Tomasso - 303

Organizational Haberdashery: An Evolving Model for the Classroom as a Project Organization

Randy Sleeth, Virginia Commonwealth University

Kim Gower, Virginia Commonwealth University

Barbara Anne Ritter, Coastal Carolina University

Three instructors at two schools ask students in six course sections to form organizations to prepare project deliverables based upon RFPs we provide. The Classroom Project Organizations experience both cross-functional teams and organizational hierarchy in start-up organizations that they design, build, and manage from scratch. We will review the projects and designs for each class section (noting two "hat" metaphors), the ways that we challenge and indirectly assist the student organizations to develop, and student and instructor "lessons learned." Throughout the session, we will invite participants to comment, question, and join in evaluation and recommendations for the evolving course model.

Thursday, 10:30am - 12:00pm in Tomasso - 308

The Transforming Power of Questions in the Classroom: Understanding How, When, and Why We Ask Questions

Mark Kriger, Norwegian School of Management BI

The asking of well-timed and appropriate questions is a powerful method for directing the creative and analytical attention of students during class discussions. This session will use a short international case for context, group dialogue, small group break-out, and present alternative frameworks for understanding the process of how we ask questions, verbally as well as non-verbally. This session will be highly interactive and aim to: 1) deepen your understanding of the kinds of questions we ask, 2) increase your effectiveness as a discussion leader, and 3) deepen the ways in which you use questions for creative inquiry in teaching.

Thursday, 12:00pm - 1:00pm

JME Editorial Board Meeting

Meeting for members of the JME Board of Reviewers. Pick up your lunch and join us in the Faculty Dining Room, located on the right side of Trim Dining Hall as you face the big windows.

Thursday, 12:00pm - 1:15pm in Trim Dining Hall

Lunch

Lunch is buffet-style, served in Trim Dining Hall, about a 5 minute walk from Olin Hall. Though the menu changes each day, we will likely have hot entrees, deli sandwiches, and a salad bar. Vegetarian options available. Please show your OBTC nametag for admittance.

Thursday, 1:15pm - 2:15pm in Olin - 101

Teacher as Entrepreneur: A new Twist on Classroom as Organization Emphasizing Corporate Responsibility to the Community

Carole G. Parker, Parker Consulting Associates

This workshop will demonstrate and provide specific strategic processes for managing a classroom as an organization in a business capstone course where no new concepts or theories are delivered; rather students must act upon their learning over the course of their college career. The organization actually produces and sells a product for the period of one week during the end of a semester-long course. Students determine what the business should be, write a business plan, developed the needed forms for insuring active participation of all organizational members as well as those needed to control the business.

Thursday, 1:15pm - 2:15pm in Olin - 102

Human Resource Consulting by Beginners: A Risk Worth the Return

Cynthia D. Fisher, Bond University

James B. Shaw, Bond University

We will describe a semester-long consultancy project in which students in an introductory human resource management class work with real organizations to provide advice and develop tools for selection, training, appraisal, and compensation of employees. We will describe the mentoring and feedback required to assure that sound advice is given despite limited levels of student expertise, the powerful student learning that accompanies the hands-on project, the entrepreneurial mindset required of students to find a project site, negotiate access, then "sell" their recommendations, and the teamwork, leadership, and communication skills that are developed as side-benefits.

Thursday, 1:15pm - 2:15pm in Olin - 120

Developing the Whole Student and More: An Entrepreneurial Approach to Facilitating Personal, Professional, and Organizational Development

Tracey Honeycutt Sigler, Northern Kentucky University

Vickie Coleman Gallagher, Northern Kentucky University

Kenneth Rhee, Northern Kentucky University

Is it possible to support students' personal development, professional development, and organizational development simultaneously in a course or program? One rather unexpected outcome of our new M.S. in Executive Leadership and Organizational Change program is that students are telling us that they are developing in all three areas. We will share our approaches and facilitate discussion to help you think of ways to produce the same outcome in your classroom or program.

Thursday, 1:15pm - 2:15pm in Olin - 201

Strong & Wrong: Implications of Overestimation of Student Learning

Gary Stark, Northern Michigan University

Judith Puncochar, Northern Michigan University

Students and faculty show a tendency to overestimate student knowledge and to place too much confidence in their misestimations of student learning. We invite participants to discuss the influence of this phenomenon on educational processes and to discuss how management education might be implicated in producing wrongly confident individuals.

Thursday, 1:15pm - 2:15pm in Olin - 202

Just What Is Fair and What Is Just?

Alick Peter Kay, University of South Australia

Student perceptions of fairness are important in terms of the way our courses, programs and institutions are viewed and evaluated. This workshop will focus on a range of issues that both educators and students have identified as important, and how these can be addressed in our assessment.

Thursday, 1:15pm - 2:15pm in Olin - 220

Social Dilemmas as Teaching Tools

Matthew McCarter, University of Illinois

Arran Caza, University of Illinois

Our presentation will be a combination of overview and brainstorming session concerning the use of social dilemma games as teaching tools. We will introduce audience members to the range of games available, by allowing them to participate in each type, and then explaining the underlying mechanics. Then we will suggest some of the many organizational topics that could be illustrated and taught using such games. With this as background, we will devote most of the session to collaborative game design efforts to address audience members' particular teaching needs.

Thursday, 1:15pm - 2:15pm in Olin - 225

Beyond the "Content Dumping Ground": Innovating in Blackboard

Eric Palson, Babson College

Tova Duby, Babson College

Kristen Palson, Babson College

Many faculty and institutions simply use Blackboard as a place to hang their syllabus or as a dumping ground for their weekly lecture slides. Consequently, the learning that can be achieved is often under-realized. At our school, we have learned to innovate with Blackboard and fully leverage its features and flexibility to achieve a rich learning experience. We've also customized the application to meet our needs. We'll look at our custom "Web Syllabus" and how it ties these various Blackboard tools together.

Participants will gain knowledge and share best practices in using Blackboard to its fullest potential.

Thursday, 1:15pm - 2:15pm in Tomasso - 103

Sweet Inspiration: Tastes good and improves learning

Drew L. Harris, Central Connecticut State University

Students have varied opinions about their ability to innovate. Research suggests there are structural ways to stimulate and enhance creativity. This exercise gives students a quick, experiential introduction to some general ways entrepreneurs (or managers) can stimulate creativity and innovation. Students' participatory responses during the exercise also provide a platform for introducing many topics typically taught in an introduction to entrepreneurship course. Therefore, this is an exercise appropriate to introductory courses in entrepreneurship, innovation, product development, and principles of management. The exercise engages an entire class, requires minimal supplies, and can be completed in 30 minutes.

Thursday, 1:15pm - 2:15pm in Tomasso - 104

Experience NINE New Experiential Exercises in ONE Action-Packed Hour

Rae Andre, Northeastern University

Come and get 'em. Experience NINE never-before-seen experiential exercises in one hour. Walk away with full instructions and instructors' notes so you can do these at home in your spare time! Exercises will include great titles like: The McClelland Consultants, Fit the Process to the Decision, Grow Your Network, Is Geography Destiny?, and Mind Games! Don't fall for lesser offers. And don't be late to this class! The exercise you miss may be the one your students want most.

Thursday, 1:15pm - 2:15pm in Tomasso - 107

Using "The Apprentice" Format to Apply Management Theories

Kenneth Levitt, College of Saint Elizabeth

Carol Lynne Smith, College of Saint Elizabeth

Carol Ann Harbord Novrit, College of St. Elizabeth

The purpose of this exercise is to use "The Apprentice" format as a method of applying management theories with a spirit of teamwork and entrepreneurship. This exercise involves breaking up a class into four-person teams with two teams responsible for presenting each theory. Teams must create a name, motto, a research summary, and deliver an 8-10 minute PowerPoint presentation. The presentations are rated by 3 celebrity judges who can be Deans, faculty, special visitors from the business community, etc... The authors will share their personal experiences of using the exercise in their classes.

Thursday, 1:15pm - 2:15pm in Tomasso - 202

360-Degree Assessment in the Classroom: Time for Innovation

Scott N. Taylor, Boston University

This interactive session will propose innovative ways to extend the use of 360-degree assessment in the classroom. Specifically, the presenter will use theory and experiential exercises to propose that students undertaking a 360-degree assessment: (1) predict how they believe they were rated by others on the 360-degree assessment and (2) be guided to focus on their ideal self as a means to interpret their 360-degree assessment feedback. The presenter will share results of implementing both innovations in the classroom and in executive coaching with working managers.

Thursday, 1:15pm - 2:15pm in Tomasso - 209

Classroom Incivilities: Student Perceptions about Faculty Behaviors

Elizabeth Stork, Robert Morris Univeristy

Nell T. Hartley, Robert Morris Univeristy

Faculty brought up in the age when college students showed respect for people in authoritative positions may be baffled by today's students' standards for classroom behavior. Most of us were not taught how to manage, much less engage, the rude or indifferent students which many of us experience. College students are no longer conditioned to behave as though they are participating in an exceptional experience; they hope for faculty who can perform and keep their interest. What do students make of classroom behaviors? What can faculty do with understanding how some college students view civil and uncivil classroom behaviors?

Thursday, 1:15pm - 2:15pm in Tomasso - 303

Creating Personal and Longer-Lasting Learning Outcomes: Innovations in Organizational Behavior Design

Brendan Bannister, Northeastern University

Edward Wertheim, Northeastern University

Paul Croke, Northeastern University

Craig W. Fontaine, Northeastern University

Have you pondered over the question: "After leaving my OB course, do my students really do anything differently"? Or perhaps you have wondered "How long does their "learning" last"? This 60 minute session will, in an interactive way, provoke and give centrality to these important questions. The session will also describe a multi-year effort to redesign an MBA program geared toward stronger personal outcomes, where student learners strive to "do" things differently to improve effectiveness. The session is also designed to create a forum where faculty seeking to enhance learning outcomes can share their experiences.

Thursday, 1:15pm - 2:15pm in Tomasso - 308

The Naked Truth about Service-Learning: It Isn't Always Easy and It Isn't Always Successful

Joy Beatty, University of Michigan - Dearborn

Suzanne de Janasz, University of Mary Washington

Amy Kenworthy-U'Ren, Bond University

Over the past decade, interest in, and practical application of, service-learning has bourgeoned. This is particularly true in management disciplines, where service-learning has become increasingly visible through journal special issues, increased grant funding, and its fit with AACSB demands. Yet, the question remains, is service-learning really a viable teaching tool for the average management educator? In this session, two first-timers share their struggles with service-learning--their successes and failures. Using their stories as fodder, a large group reflection session will be led by a seasoned service-learning practitioner. If you've ever wondered about the realities of service-learning...come to this session.

Thursday, 2:15pm - 2:30pm

Refreshment Break

Conference break areas will be located in the lower level of Olin Hall and the main (second) floor of Tomasso Hall. Expect coffee, soft drinks, water, and a limited selection of afternoon goodies.

Thursday, 2:30pm - 4:00pm in Olin - 101

Diversity Management: How to Teach in Order to Learn

Jann Freed, Central College

Learning to value and appreciate all aspects of diversity influences productivity and effectiveness. Since this course has been evolving for more than 15 years, this interactive session will focus on sharing the experiential methods used to develop a culture that includes everyone. Materials that will be shared include an extensive syllabus, a film list, and sample exercises. The session will be structured to demonstrate the environment for the course by having participants engage in specific course activities.

Thursday, 2:30pm - 4:00pm in Olin - 102

Pedagogy and P&T: Leveraging Your Scholarship of Teaching and Learning in the Promotion and Tenure Process

Jennifer S. Leigh, Nazareth College

Steve Meisel, La Salle University

Jane Schmidt-Wilk, Maharishi University of Management

Timothy Baldwin, Indiana University

Joy Beatty, University of Michigan - Dearborn

How can tempered [teaching] radicals get tenure? This session will explore the experiences of junior and tenured faculty in the promotion process. The panelists work in a variety of institutions and will address several different strategies for leveraging scholarly teaching in our academic careers. This session will be of benefit to junior faculty members and doctoral students as they decide how to position their love of teaching and learning within the promotion process. Participants will gain insight into the tenure process as well as some strategies and resources for formalizing the scholarship of teaching as part of their tenure portfolio.

Thursday, 2:30pm - 4:00pm in Olin - 201

How to Create an Entirely Team-based Experiential Management Major - Panel & Audience Discussion

Chris (Christine) M. Wright, University of Central Missouri

Eric M. Nelson, University of Central Missouri

Mark D. Fulford, University of Central Missouri

Mary Helen McCord, University of Central Missouri

Leslie Joy Nash, University of Central Missouri

Organizations increasingly see value in teams-based work environments; many lack the team skills to effectively participate in such environments. The Department of Management & Business Communication at UCM has been successful at integrating team-based experiential learning in all the Management major courses taught by the department. As team-based skills become increasingly important, faculty must find ways to integrate these skills into their programs. In this session, we will conduct a brief panel discussion followed by lively audience participation/discussion which will endeavor to explain how our model might translate to other school's programs. We look forward to sharing our experiences.

Thursday, 2:30pm - 4:00pm in Olin - 202

The Scissors Analogy: Applying a unique entrepreneurial adaptation of Simon's Scissors Analogy

George Robert Greene, University of Mary Washington

This session explores an exercise in which students respond to two questions: (1) What do people "bring to work," and (2) What do people "find when they show up for work" that have an impact on their behavior and job performance? In so doing, they identify several key determinants of organizational behavior, and begin to understand the relationships between those factors and skillful management of organizational culture, work behavior, and effective job performance.

Thursday, 2:30pm - 4:00pm in Olin - 220

Multicultural/International Team Development: Deep Personal Investing for Professional Innovation

Aqeel Tirmizi, School for International Training

Claire Halverson, School for International Training

The proposed session draws upon a graduate course titled Multicultural Team Development (MCTD). Over the years we have brought a number of innovations to the course content, design and delivery. We believe that we are able to facilitate participants “unfreeze” their assumptions and involve them in an authentic learning exchange in an important area within organizational behavior.

In this session we will discuss issues that appear among students as they work in their teams and how the design and delivery of the course addresses them. The session will create space for the participants share their relevant experiences for mutual learning.

Thursday, 2:30pm - 4:00pm in Olin - 225

Management in the Media

Joe Dobson, Western Illinois University

Why are the typical portrayals of managers in film and television negative? Why are there so few positive representations? The contention here is that our society has general, negative stereotypes of managers—that our culture has stigmatized the role of the boss. Just as used-car salesmen and life insurance agents have been typecast as socially stigmatized persons, managers seem to be the epitome of demeaning, ethic-challenged, self-serving individuals. Examining some of the more well-known roles, and some lesser-known but impactful ones, will lead us into inquiring why this so, how WE are partly responsible, and what we can do about it.

Thursday, 2:30pm - 4:00pm in Olin - Needham

Entrepreneur as Improvisational Actor

Heidi Neck, Babson College

Theatrical improvisation is a powerful metaphor for entrepreneurship. Come join an interactive session and learn how improvisation exercises can be used to build the entrepreneurial mindset of students. Am I a professional improv actor? No, but I play one in my entrepreneurship classroom and you can too!

Thursday, 2:30pm - 4:00pm in Olin - Wellesley

Virtual Teams in the Classroom: Oxymoron or Opportunity?

Laura Finnerty Paul, Skidmore College

Mary Elizabeth Correa, Skidmore College

Virtual teams are an innovative way to provoke discussion in the classroom. Incorporating a virtual team exercise into the curriculum has the potential for generating deeper learning of core organizational behavior concepts similar to, yet distinct from, outcomes of experiential learning activities. This workshop will provide an opportunity for participants to share experiences of using virtual teams in the classroom to increase student engagement and deepen core knowledge of the discipline. Participants are encouraged to register for the session in advance, and participate in a virtual ice breaker prior to the conference on a wiki created for the session: <http://virtualteams.pbwiki.com>

Thursday, 2:30pm - 4:00pm in Tomasso - 103

What makes faculty entrepreneurial?

David Kaplan, Saint Louis University

The purpose of this session is to explore what it means for an individual to be entrepreneurial and to foster entrepreneurship. As part of the session, participants will develop a competency model of entrepreneurship. After identifying what it means for someone to be an entrepreneur, participants will explore how organizational factors may hinder our ability to be entrepreneurial. Reflecting on this session should help participants become more entrepreneurial in their lives.

Thursday, 2:30pm - 4:00pm in Tomasso - 104

PowerPoint in Management Education: The Antithesis of Entrepreneurial Teaching?

Micheal Stratton, Hood College

Gary Stark, Northern Michigan University

This session will challenge the notion that PowerPoint teaching equals innovative teaching; indeed suggesting that the use of PowerPoint may be the antithesis of entrepreneurial teaching. We will present a bit of data from (and invite a lot discussion about) our multi-method study of student and faculty perceptions about such forgotten issues as role of the instructor in PowerPoint classes and the philosophical rationale and cultural effects of the use of PowerPoint.

Thursday, 2:30pm - 4:00pm in Tomasso - 107

Overcoming Barriers to Academic Writing for Teachers and Students

Sarah M. Moore, University of Limerick

This session will outline the experience of setting up supportive writing development strategies for faculty and students in the University of Limerick in Ireland, and in a facilitated environment, ask participants to share their own positive or negative experiences with academic writing in their own contexts. In addition it will apply interactive techniques, shared experience and visual metaphors for creative engagement to address the problems and possibilities associated with academic writing. It will conclude by suggesting strategies that can be applied in higher education to help students and teachers engage in academic writing with more pleasure and success.

Thursday, 2:30pm - 4:00pm in Tomasso - 202

What Every Entrepreneurial Teacher Should Know About Creating Successful Groups

Elizabeth Fisher Turesky, University of Southern Maine

Leigh Gronich Mundhenk, University of Southern Maine

What can we as entrepreneurial teachers do to promote highly effective workgroups? If we look beyond traditional group development theories, which look at groups as a whole, we may find the answer lies in cognitive stage development theory, which posits that people advance through stages of increasing ability to handle complex information and demonstrate personal agency. Truly entrepreneurial teachers can benefit by using knowledge of their students cognitive development to configure effective workgroups. In this workshop we examine group effectiveness through the lens of cognitive stage development theory to better understand how students manage their roles and responsibilities in groups.

Thursday, 2:30pm - 4:00pm in Tomasso - 209

Hold the mustard, Spread the Mayo: Lessons for management educators on quality, collaboration, ambiguity, and compassionate leadership from the Mayo Clinic

Jonah Friedman, Fordham University

Joan V. Gallos, University of Missouri-Kansas City

This session explores the role of innovative teaching and professional practices at the Mayo Clinic in order to sustain and operationalize a culture of high quality, cross-disciplinary collaboration, openness to learning in the face of ambiguity, and compassionate leadership. Drawing on research and the personal experiences of the presenters, the session raises critical questions about models of professional education and managerial decision making that promote the antithesis of the Mayo experience and provides opportunities for participants to strengthen their own teaching through reflection of its philosophical underpinning.

Thursday, 2:30pm - 4:00pm in Tomasso - 303

Babson College's Wiki-based Platform for Innovative Case Development

Bala R. Iyer, Babson College

Sal Parise, Babson College

Matthew McGuire, Babson College

What is an effective way to use online collaboration tools to aid in the teaching of a case? In this session, we will share the process and the results of using a wiki-based platform to teach a business case, and we will have an interactive demonstration of its use. A wiki is a type of collaborative software that allows multiple users to easily create, edit, and share Web-based content. We see an opportunity to use wiki-based platforms to support a teaching pedagogy where students are expected to learn and create content interactively based upon their own and other's experiences.

Thursday, 2:30pm - 4:00pm in Tomasso - 308

Entrepreneurial Organizing As Action Learning: How Action Inquiry Can Improve Opportunity Creation

Benyamin Lichtenstein, University of Massachusetts, Boston

G. Thomas Lumpkin, Texas Tech University

One of the key elements of entrepreneurship is identifying new business opportunities. This process can be linked to organizational behavior through the organizational learning. Specifically, action learning (Torbert, 1991) can be an important tool for discovering and forming entrepreneurial opportunities. In this presentation and workshop we review three types of organizational learning – behavioral, cognitive, and action learning – and show how each of these can support different aspects of opportunity creation. Then we lead participants in an exercise that uses tools from action inquiry in an effort to enhance the viability and innovativeness of business ideas in real time.

Thursday, 4:00pm - 4:15pm

Refreshment Break

Conference break areas will be located in the lower level of Olin Hall and the main (second) floor of Tomasso Hall. Expect coffee, soft drinks, water, and a limited selection of afternoon goodies.

Thursday, 4:15pm - 5:15pm in CITG Offices

A Taste of Innovation at Babson's Curriculum Innovation and Technology Group

Erin McCormick, Babson College

Come join us for an informal wine and cheese technology session and get a “taste” of what’s going on with Technology and Teaching. You’ve heard of *Speed Dating*...we’re going to do *Speed Innovating*. Babson’s Curriculum Innovation & Technology Group (CITG) will have 10 minute *Taste of Technology* demos and quick presentations on Wikis, Blogs, Virtual Worlds, Elluminate and more. It is a fun and casual way to get an overview of some popular Web 2.0 technologies, to ask questions and to see how Babson does it.

Location: CITG Offices, Horn Computer Center (next to Horn Library), 2nd Floor.

Thursday, 4:15pm - 5:15pm in Olin - 101

Learning from the Experienced: Strategies for implementing a virtual mentor program

Kristi Lewis Tyran, Western Washington University

Joseph E. Garcia, Western Washington University

Kent D. Fairfield, Fairleigh Dickinson University

Recruiting business managers and executives to provide mentoring to students is one way to make management curriculum more current and applied. However, recruiting managers can be a challenge for many programs located far from urban centers. Managers and executives are very busy people with little time to spare for mentoring.

One way to facilitate such mentoring is to use technology as a means of communicating. Such mentoring programs are often called “virtual” or “internet” mentoring programs. In this workshop, we will focus on models and experiences where we have used virtual mentors for students as a pedagogical tool.

Thursday, 4:15pm - 5:15pm in Olin - 102

Unconscious Bias: That may be true of others, but in my case the test was flawed

Sharon P. McKechnie, Emmanuel College

Ronald Dufresne, Saint Joseph's University

Self-assessment tests and self-reflection essays are valuable teaching tools in OB, often intended to act as unfreezing mechanisms by providing unsettling data that should spur deeper introspection or personal change. However, how do we overcome the very processes we aim to illustrate when students close their minds to the tests and will not accept the result? We have found that when faced with evidence of unconscious biases, undergraduate students do not examine and accept the results, but pick flaws with the test. Therefore, we ask students to explicitly apply self monitoring and attribution theory to the results of specific tests.

Thursday, 4:15pm - 5:15pm in Olin - 120

Settings and “The Work”: Sneak Preview of a New Model for Stimulating Learning

Katherine Farquhar, American University

Instructors and managers alike face the challenge of stimulating systems-oriented and creative thinking about learning and change. This hands-on session is a workshop where we will present, critique and strengthen an exciting new model designed to promote thoughtful planning around how to stimulate individual, group, and organizational change. We will examine activities and assumptions related to the four cells of the “Same/Different: Settings and the Work” model. How might this model leverage students’ or managers’ thinking about their own learning, and about learning and change in systems where they study, manage or work?

Thursday, 4:15pm - 5:15pm in Olin - 201

What Makes a “Good” Instructor? Let’s Ask Students!

Jennifer Dosch, Metropolitan State University

Carol Bormann Young, Metropolitan State University

Ken Hess, Metropolitan State University

Roger Prestwich, Metropolitan State University

The principle objective of this interactive session is to explore our beliefs about characteristics of a “good” instructor. We’ll use our study that asked students what they value in an instructor as a baseline for stimulating discussion. For many of us, we assume we know what students want and this session may be that “jolt” needed to make us question our preconceived notions about how managerial leaders wish to be educated. It is the presenters’ belief that the discussion during the session will definitely make one reflect on how they teach and how students want to learn.

Thursday, 4:15pm - 5:15pm in Olin - 202

What's Current in Current Events? : Innovative Approaches to Bringing "News of the Day" into the Classroom

Cheryl McLean Sullivan, Merrimack College

Jane Parent, Merrimack College

Current events are often incorporated into OB curriculum as a means to understanding the myriad managerial issues people face in everyday life. Requiring students to apply theories to news articles provides numerous advantages, foremost of which is students learn that theories are not just “abstract concepts” but rather effective tools for understanding why people behave in certain ways. We will exchange ideas on how to integrate current events into the classroom, provide a list of best practices and a list of “don’t try this in your classroom” pitfalls. Survey results of students’ perspectives of current events will also be discussed.

Thursday, 4:15pm - 5:15pm in Olin - 220

Can We Fix It, Yes We Can!!! : Creating High Levels of Learning in a Classroom with International Students

Amy Kenworthy-U'Ren, Bond University

Louise Mulligan, Bond University

Marian Williams, Bond University

Most, if not all, full-time college and university programs have historically included international student enrolments. While this trend is not new, what is new are the challenges faced by international students in today’s interconnected, technology-based, experientially-oriented, and team-focused educational setting. In this session, we will show you a short “immersion” training video created from surveys and interviews held during 2007-2008 with students, faculty, and staff at a university with a large international student cohort. The video will then serve as a platform for reflection and discussion about how participants can better serve as facilitators of interactive learning for all students.

Thursday, 4:15pm - 5:15pm in Olin - 225

It's Time to Mistake-Proof Our Teaching

Rudy F. Williams, Virginia Mason Medical Center

Robert Brown, Virginia Mason Medical Center

The goal of this session is to entice participants to incorporate principles and practices of “lean,” “mistake-proofing” and behavioral “bundles” into the design and teaching of their management classes. The presenters use their considerable experience in education and industry to demonstrate the concepts of “lean” and “fat” behaviors and facilitate participants in discovering their own “lean” and “fat” behaviors. Participants learn ways to mistake-proof their teaching by eliminating fat behaviors, enhancing lean behaviors, and consistently applying behavioral bundles. The session concludes with participants sharing bundles of teaching behaviors currently used in their teaching.

Thursday, 4:15pm - 5:15pm in Olin - Needham

Authoring for Publication at OBTS' Print Journal (*Journal of Management Education—JME*) and Eastern Academy of Management's On-line Journal (*Organization Management Journal—OMJ*): A Panel with Editors and Associate Editors of Both Journals

Jane Schmidt-Wilk, *Maharishi University of Management*

William Paul Ferris, *Western New England College*

Kathy Lund Dean, *Idaho State University*

Janet Gillespie, *Journal of Management Education*

Mary Ann Hazen, *University of Detroit Mercy*

Thomas Fletcher Hawk, *Frostburg State University*

Tracey Honeycutt Sigler, *Northern Kentucky University*

John B. Stark, *California State University, Bakersfield*

The *Journal of Management Education* and the *Organization Management Journal* are very attractive for both authors and reviewers. Join members of the JME and OMJ editorial teams for a workshop highlighting ways to improve manuscripts for submission to both JME and OMJ.

Thursday, 4:15pm - 5:15pm in Olin - Wellesley

Beyond the Textbook: Teaching and Understanding Organizational Culture in Real Organizations

Kathleen J. Barnes, *East Stroudsburg University*

George Smith, *Albright College*

Julie S. Boorse, *Sports Club Management, Inc.*

Zachary Kozicki, *East Stroudsburg University*

Organizational culture has been likened to an onion, an umbrella, sticky glue and an iceberg. Because of the multifaceted nature of the subject matter, presenting and explaining this topic to students can be a daunting task. Compound this challenge with the student's limited work experience, especially at the undergraduate level, and streamlined text coverage and you've got the makings of increased student apathy for an important subject. This proposal presents an experiential teaching method that has been used with undergraduate and graduate students to illustrate and explore organizational culture.

Thursday, 4:15pm - 5:15pm in Tomasso - 103

Easier Said Than Done: Putting Learning-Dialogue Theories into Practice

Mark Cannon, *Vanderbilt University*

Brian Griffith, *Vanderbilt University*

Dayle Savage, *Vanderbilt University*

Joshua Hayden, *Vanderbilt University*

Deborah Butler, *Georgia State University*

Argyris (1993) observed that people have great difficulty maintaining learning-oriented dialogue and tend to be blind to their own contribution to breakdowns in learning. He developed the "ladder of inference" as a tool for understanding where learning breaks down and for better enabling people to learn to communicate in a learning-oriented manner. This exercise uses two short cases in a role play format to help students apply the ladder of inference concept, uncover flaws in their own inference-making, and build their skill in maintaining a learning dialogue.

Thursday, 4:15pm - 5:15pm in Tomasso - 104

Two out of three ain't bad: Experiments in virtual student consulting

Arran Caza, *University of Illinois*

Darl G. Kolb, *University of Auckland*

David J. Pauleen, *Victoria University of Wellington*

The goal of this session is to generate discussion about virtual student collaboration, especially where students help other students ("student consulting"). We will describe our ongoing experiments with virtual student consulting. Consistent with research, we find that student consultants need technical skill, consulting skill, and virtual collaboration skill. However, we also find that having only two of these three skills may suffice. These and other issues raised by our experience will frame an interactive discussion with the attendees. Our aim is to share experiences and reflections to identify best (and worst) practices, as well as directions for further exploration.

Thursday, 4:15pm - 5:15pm in Tomasso - 107

Taming the Lizard: A New Framework for Managing Defensiveness that Blocks Learning

Lee Holmer, *Seattle University*

I will briefly present a model of learning defensiveness that combines findings from recent research in the areas of neuroscience, cognitive psychology, and social psychology, and will demonstrate a newly-developed teaching strategy that utilizes the "lizard brain" metaphor as a defensiveness-reducing approach. The model graphically describes the complex dynamics of factors including instinctive "old brain" reactions, goal orientation, and theory of intelligence, self-esteem, self-awareness, personal values, and emotional learning. Following the presentation, participants will brainstorm and discuss additional teaching strategies that can mitigate the effects of defensiveness on learning.

Thursday, 4:15pm - 5:15pm in Tomasso - 202

No Time to Think: Teaching Managers to Reflect -- Why, How, and So What

Patricia Raber Hedberg, *University of St. Thomas*

This session shares ideas on how to develop a reflective practice in your management classroom. Managing is an active and chaotic process with seemingly little time to pause and reflect. Yet, reflection is an essential part of learning. With the need for managers to learn as they go, how do we guide them in developing a meaningful reflective practice? I will share examples of reflective classroom learning activities and discuss the challenges I have experienced, such as grading reflective learning assignments and finding time in a busy classroom for reflection.

Thursday, 4:15pm - 5:15pm in Tomasso - 209

True Confessions: Can Using Personal Cases in the Classroom Make Us Accessories After the Fact?

Lynda St. Clair, Bryant University

Lori A. Coakley, Bryant University

James Courtney Segovis, Bryant University

Suppose a student told you that he/she had witnessed a felony? What would you do? What if you read about this situation in a confidential student paper that was submitted as a course assignment? This is just one of the unexpected dilemmas that we have encountered in teaching an MBA course on leading effective organizations that requires students to write and analyze their own “personal cases.” In this session we will review the methodology we use for this assignment and identify a number of different issues, positive and problematic, that come with using this type of entrepreneurial approach to teaching.

Thursday, 4:15pm - 5:15pm in Tomasso - 303

Wikis and Blogs Demystified: A Non-Geeky Exploration of How to Use Them in Your Classes

Kristen Palson, Babson College

Eric Palson, Babson College

Many faculty members have heard of wikis and blogs, but most are not quite sure what they are, how they differ, and how to use them in the classroom. If this sounds like you, you are not alone.

Through examples, discussions, and learning activities, we will define wikis and blogs and demonstrate how they may be used effectively in education. Participants will leave this session with a solid understanding of how to use wikis and blogs in their own courses and how to determine which tool is most appropriate for their teaching and learning objectives.

Thursday, 5:45pm - 11:00pm

Boston Harbour Cruise and Jim's Place

Our Thursday night dinner and social event will be a Boston Harbor Cruise. Buses will depart promptly at 5:45pm just outside Trim Dining Hall, PLEASE BE ON TIME. We will be travelling to downtown Boston and boarding a Boston Harbor Cruise boat for a 3 hour cruise. Due to liability and logistical reasons we ask everyone to board buses instead of driving down yourself. As you board the boat we'll provide you a drink ticket for the cash bar, and once underway we'll be serving dinner (vegetarian options available). We'll have a DJ playing music too. Please bring a jacket or sweater, as it will be much cooler on the water. Expect to return to Babson around 11pm. Due to the late return, and because alcohol can't be served on campus after 11:30pm, Jim's Place will only take place on the boat. Those that do not participate in the Boston Harbor Cruise are welcome to go for drinks at the *Bottom Line Lounge*, located at the Babson Executive Conference Center.

Friday, June 13

Friday, 7:15am - 8:45am in Trim Dining Hall

Breakfast

Breakfast is buffet-style, served in Trim Dining Hall, about a 5 minute walk from Olin Hall. Though the menu changes each day, expect both hot and cold breakfast items, coffee, milk, juices, etc. Vegetarian options available. Please show your OBTC nametag for admittance.

Friday, 8:15am - 8:45am in Olin - 101

The Film Philadelphia as a Case Study of Ethical Dilemmas in the Workplace

Carlos B. Gonzalez, California State Polytechnic University,

Pomona

Agustin Zarzosa, Purchase College-SUNY

In this session I present the film Philadelphia as an exemplary text for teaching business ethics. For this purpose, I show two scenes from the film and guide my audience as they engage in ethical reasoning. Through the exercise participants should: understand the nature of ethical dilemmas; understand a model for ethical decision making and apply it to shed light on selected situations presented in the film. The aim of the exercise is to provide participants with a resource to teach business ethics as well to engage in conversation about the film.

Friday, 8:15am - 8:45am in Olin - 201

Learning from the Best: What the Fortune 100 Can Teach Students about Motivation

Jane P. Murray, Bond University

This presentation will demonstrate an undergraduate OB class activity that can be utilised to extend student's understanding of the theories and concepts of work motivation. Using the online "publish it yourself" site Youtube.com and the World Wide Web as a research tool, students discover the methods that the best companies in the USA use to motivate their employees. The activity's design allows it to be tailored to varying class sizes, used as a group or individual activity, incorporated into a major or minor assessment piece, updated on an annual basis, and even adapted for use in non-US universities.

Friday, 8:15am - 8:45am in Olin - 202

Summoning a Latent Culture: Experiences Teaching Entrepreneurship to Native Americans

Daniel Stewart, Gonzaga University

In an effort to stimulate the development of small businesses on American Indian reservations, the Johnson Scholarship Foundation has funded a unique MBA in American Indian Entrepreneurship program, delivered by Gonzaga University. This forum discusses the experiences and challenges that arise in teaching entrepreneurship to cohorts of Native American students from within a traditional Jesuit institution.

Friday, 8:15am - 8:45am in Olin - 220

OB in the "Real World": Multiple Approaches for Integrating Current Events into your Classroom

Elizabeth Hamilton Volpe, Roger Williams University

Wendy Marcinkus Murphy, Northern Illinois University

Ronald Dufresne, Saint Joseph's University

This session focuses on using timely current events that illustrate complex situations faced by individuals and organizations in the "real world." Today's traditional undergraduate students are part of Generation Y, for whom relevance and personal interest are key contributors to knowledge accumulation. We suggest the usefulness of integrating current events into assignments and classroom exercises for professors and students. We discuss two such approaches—the In the News Report and Debate Scenarios—and the session will invite other approaches as well.

Friday, 8:15am - 8:45am in Olin - 225

Being an Entrepreneur in Connecting Our Research and Teaching

Donald E. Gibson, Fairfield University

Often, as University professors, we occupy two dichotomous worlds, that of our research and that of our teaching. In this session I would like to encourage organizational behavior professors to be entrepreneurs with their research by actively using it to create experiences in the classroom. I offer as an example a survey that I use in class on individuals' emotional responses to unethical behavior. This survey is derived from a research article that I co-authored. I outline ways in which using research in this way can enhance both the classroom experience and the research process.

Friday, 8:15am - 8:45am in Tomasso - 103

The Eight (8) Day Sabbatical – with entrepreneurial learning consequences, about self, about others, about actions

Joan Weiner, Drexel University

This is a rather short proposal but the intent simply is to share an experience, its consequences and potential for others. Quickly (and hopefully, powerfully) accomplished, it fits with the conference theme because in essence it is an entrepreneurial view of personal renewal, learning and also with implications for application and enhancement of our work with our students.

Friday, 8:15am - 8:45am in Tomasso - 104

Games People Play II: Activities Used in the Organizational Behavior Classroom for Innovative Concept Application

Douglas K. Reed, University of Pittsburgh at Johnstown

A 30 minute (catalyst) discussion Games People Play II utilizing three interactive exercises woven into the Organizational Behavior classroom providing application of course concepts: "Five Easy Pieces" a team building event, "What is IT?" an organization making a collective decision, and "Nail IT" a Leadership Visioning activity. These energized discussion provoking experiential activities demonstrate Teamwork, Leadership, and Communication. All three innovative exercises serve as cerebral tattoos affixing course concept applications with the students.

Friday, 8:15am - 8:45am in Tomasso - 107

Designing and Delivering Cross-School Courses: Opportunities and Challenges in Teaching Courses involving Faculty and Students from Multiple Schools

Sebastian Fixson, Babson College

With team work now ubiquitous, many schools have incorporated team-based projects in their curricula to better prepare their students. In innovation-related activities teams exhibiting diverse compositions, aka cross-functional teams, have been identified as effective form of work organization. In response, some schools have begun to create cross-functional courses that are co-taught by faculty members from multiple disciplines and are taken by students from multiple schools. I will report on my own experiences in designing and teaching these courses in the area of product design and development, and will facilitate a discussion on opportunities and challenges in teaching such cross-school courses.

Friday, 8:15am - 8:45am in Tomasso - 108

Bringing Life to Graveyard: Let Them Hunt to Experience a Performing Team

Swarup K. Mohanty, Institute of Management Technology

Though 'team process', as one of the OB topics, is quite fascinating yet, the Post Lunch Sessions (PLS) are really challenging when they deal with theories. They are, in fact, called trainer's graveyard. This proposed session has been designed to help students to engage, own and experience as a reflective learners about the different stages of team formation such as forming, storming, norming and performing.

The pedagogy emphasizes more on experiential learning than teaching. This session also explores the possibilities of a fusion between indoor teaching and out-bound simulation exercises to enrich the learning process to overcome the PLS syndrome.

Friday, 8:15am - 8:45am in Tomasso - 202

Tell Us What You Know: Oral Examinations in OB Courses

Julie Chesley, Colorado College

Charles George Capps, Lipscomb University

A novel approach for student and faculty advantage was conducted in independent organizational behavior (OB) courses at two U.S. universities. Students self-selected into 4-5 / person teams prior to the final oral, comprehensive exam. Forty-five- to sixty- minute sessions were scheduled for each team. Each student randomly selected two questions which served as the stimuli for preparing appropriate oral replies. Responses were evaluated on a 0-5 scale reflecting each student's demonstrated knowledge about the appropriate OB academic theory and related case study or real-world example. Student performance data and student/professor self-report measures about the oral examination were assessed.

Friday, 8:15am - 8:45am in Tomasso - 209

Teaching a Service Learning Course: 10 Common Challenges and How to Address Them

Kathleen R. Johnson, Keene State College

Service learning courses are designed to provide students with valuable, out-of-classroom experiences centered on developing the knowledge and skills required for life-long career enhancement and civic engagement. The unique character of these courses demands an equally novel pedagogy where students engage actively their own learning and faculty develop a more facilitative posture. This session will identify and generate effective responses to 10 common challenges facing service learning teachers. Participants will exit the discussion better equipped to tackle or improve their own service learning courses.

Friday, 9:00am - 10:00am in Knight Auditorium

Plenary Session: Leadership, Culture, and Traps

Speaker: Chris Argyris, Harvard University

Moderator: Magid Mazen, Suffolk University

Organizational traps inhibit the effectiveness of leadership and culture. Yet, current change programs unintentionally support these traps.

Friday, 10:00am - 10:30am

Refreshment Break

Conference break areas will be located in the lower level of Olin Hall and the main (second) floor of Tomasso Hall. Expect coffee, juices, water, and a limited selection of morning goodies.

Friday, 10:30am - 12:00pm in Olin - 008 (Computer Lab)

Creativity: Laying the Foundation for Success in Innovation and Entrepreneurship

Mark Philip Rice, Babson College
William Stitt, Babson College

In contrast with the ongoing operations of a firm, the firm's innovation initiatives are confronted by a broad range of uncertainties – some of which can be severe. Creativity in developing and testing alternatives for resolving uncertainties is critical to successful innovation. This session will review the conceptual framework for the blended-learning course Creativity, Innovation and Entrepreneurship and explore in-depth the Creativity module – with respect to content, pedagogy and experiential learning. Participants will be engaged in the experiential learning exercises developed for the course and will review outcomes from the first two student cohorts at Babson.

Friday, 10:30am - 12:00pm in Olin - 101

Using a Virtual World to Explore Management Concepts

Gary Coombs, Ohio University

The development and deployment of virtual worlds on-line is an interesting recent phenomenon. Individuals and organizations are experimenting with ways to benefit from this emerging technology and now universities are also entering the fray, trying to capitalize on the dynamic qualities, growing realism, and actual economic activity occurring in Second Life and other virtual worlds. This session will explore the use of a virtual world as a learning environment for management and organizational concepts in two different classes, Introductory Management and Management of Creativity & Innovation. Participants will brainstorm potential uses of virtual projects in their own teaching.

Friday, 10:30am - 12:00pm in Olin - 120

Teaching Creativity and Innovation from Jazz: Part 1 - Learning from Old Liner Notes: Part2 – Live Jazz Improvisation to Stimulate Creativity

Ben Forbes, John Carroll University
Marc Paul Lynn, John Carroll University
Deborah Butler, Georgia State University

This session will first simulate a class on creativity and innovation in which we study the making of a highly creative and successful product: the classic jazz album "Time Out." Two tracks from the album will be played and, from the liner notes, we will identify examples of the three dimensions of creativity: Domain-relevant skills, Creativity-relevant skills, and Task motivation. Next we will interact with two jazz musician/teachers who, starting with the music from the first part, will demonstrate a live improvisational jazz performance. The process of jazz improvisation will be related to creativity and innovation.

Friday, 10:30am - 12:00pm in Olin - 201

Taking Charge of Organizational Well-Being: Me, Inc.

Jerry Biberman, University of Scranton

Joan Marques, Woodbury University

Satinder K. Dhiman, Woodbury University

Maintaining an entrepreneurial mindset enhances satisfaction and mutuality in your workplace. If you shift your paradigm and start seeing yourself as a supplier of services instead of a powerless employee, you will boost up your energy level, your self-esteem and your level of tolerance! Thinking "Me, Inc." will provide you with a sense of inner freedom, and will not only make you feel more valuable, but will actually make you a more valuable co-worker. In this session participants will experience and react to exercises the facilitators use to empower students and raise their self esteem

Friday, 10:30am - 12:00pm in Olin - 202

The People v. Isabelle Myers & Katherine Briggs: Using a Mock-Trial Format to Test Theories

Kevin Farmer, California State Polytechnic University, Pomona

Steve Meisel, La Salle University

Joe Seltzer, La Salle University

Kathleen R. Kane, University of San Francisco

Our session has two goals. First, we aim to stimulate debate over a ubiquitous, and often unchallenged, instrument that purports to operationalize Jungian personality theory: the Myers-Briggs Type Indicator. Second, we suggest a platform for teaching management theories, the mock-trial, that manifests active learning and has been successfully utilized in other disciplines. With contributors playing key roles in the trial and volunteers from the audience serving as potential witnesses and jurors, we hope the discourse on substantive theory and teaching process will provide the jolt OBTC 2008 envisions.

Friday, 10:30am - 12:00pm in Olin - 220

New Dogs, Old Tricks: The Miracle of 360-degree Learning When Your Past Students Serve as Leader-Teachers in Today's Classroom

Carole K. Barnett, University of New Hampshire

John F. McCarthy, Boston University

We demonstrate an innovative approach to developing entrepreneurial capacities in faculty, students, and alumni/ae within the business school classroom. Our novel method pivots on engaging our past students who have become managers and leaders in their own organizations ("new dogs"). We describe the process of co-authoring mini or full case studies ("old tricks") with these leader-teachers who then come to class to stimulate our current students' content learning, skills development, professional identities, and social network expansion. Some of our alumni/ae leader-teachers will join us to demonstrate the approach and help participants develop action agendas in their own programs and schools.

Friday, 10:30am - 12:00pm in Olin - 225

Symposium: Future Directions for the Scholarship of Management Teaching

Joan V. Gallos, *University of Missouri-Kansas City*

Roy J. Lewicki, *Ohio State University*

James G. Clawson, *University of Virginia*

Diana Bilmoria, *Case Western Reserve University*

Joseph E. Garcia, *Western Washington University*

This symposium explores current and future directions for scholarship on management teaching. It is organized around three questions: a) what is the scholarship of management teaching today? b) what should it be tomorrow (i.e., what does the scholarship of management teaching need to offer in order to better inform educational practices and meet the needs of today's – and tomorrow's -- organizations? and c) what needs to happen for the field to get from a to b? Eight educators explore the issues and engage symposium attendees in forging strategies for increasing the quality and impact of research on teaching.

Friday, 10:30am - 12:00pm in Olin - Needham

Six Easy Steps for Using Action Learning to Promote Human Aliveness Inside the Classroom

Robert Kramer, *American University*

Action learning has an extraordinary capacity to help educators enhance human aliveness inside the classroom. It promotes self-actualization, creativity, group emotional intelligence and learning – all at the same time. Participants are invited to experience a live action learning session in a “fishbowl” and, afterwards, debrief the session with the audience.

Friday, 10:30am - 12:00pm in Olin - Wellesley

Learning Is Not a Spectator Sport: Short Experiential Exercises that Are Guaranteed to Create Meaningful Learning Experiences

Paul F. Rotenberry, *West Chester University of Pennsylvania*

Darrin S. Kass, *Bloomsburg University*

Joan Benek-Rivera, *Bloomsburg University*

Active learning is anything that “involves students in doing things and thinking about what they are doing” (Bonwell & Eison, 1991, p. 2). Research indicates that it is an extremely effective technique, linking it to increased levels of student motivation (e.g., Garcia & Ponrich, 1996), and critical thinking and interpersonal skills (Warren, 1997). Active learning does take a great deal of preparation to implement (Peterson, 2001), and this can be very intimidating and difficult, especially for less experienced faculty members. In our session, we present several experiential exercises that have worked very effectively for use in the OB classroom.

Friday, 10:30am - 12:00pm in Tomasso - 103

Buzz Kills: Frustrations and Innovations in the Everyday Life of Organizations

Janine L. Clarke, *Trinity (Washington) University*

Jonah Friedman, *Fordham University*

Individuals as “entrepreneurs” are celebrated because of their economic success in bringing new products or processes to the marketplace. The buzz on this experiential session explores ways in which individuals—managers, educators, and workers—as well as organizations thwart entrepreneurial behaviors. Society and today’s organizations need innovative ideas and creative solutions more than ever. Yet, there are many processes and practices in today’s organizations that are buzz killers—they inhibit or extinguish entrepreneurial and creative behaviors, cheating us of both the buzz and the potential bounty of creative and innovative work. Participants will receive The Buzz Kill Survival Kit as complementary swag.

Friday, 10:30am - 12:00pm in Tomasso - 104

Teaching and Learning in the Age of Narcissism

Charles J. Fornaciari, *Florida Gulf Coast University*

Kathy Lund Dean, *Idaho State University*

What teacher has not heard a student argue “I deserve an ‘A’ on this assignment because I worked hard on it”? Recent evidence indicates that Millennial generation students are increasingly narcissistic and that their classroom expectations and behaviors will demonstrate that orientation in ever more challenging ways. This interactive role-play workshop seeks to examine the phenomena and develop strategies for improving the classroom experience for both student and teacher.

Friday, 10:30am - 12:00pm in Tomasso - 107

Colors that Influence: Trust as a Source of Innovation in the Leadership Classroom

Eric M. Nelson, *University of Central Missouri*

Leslie Joy Nash, *University of Central Missouri*

Colors That Influence is a student-designed activity intended to illustrate Kouzes & Posner's exemplary leadership practices. In particular, the activity builds influencing skills by getting participants to practice story-telling and role modeling skills. After the activity, we will discuss how to implement teaching techniques that require a high degree of genuine trust (Bass). At the University of Central Missouri innovation in leadership education means providing repeated opportunities to build leadership skills; thus, our pedagogic approach has evolved towards a predominantly student facilitated course, wherein the instructor must trust that students will learn from each other!

Friday, 10:30am - 12:00pm in Tomasso - 108

Debugging disasters: Learning from trying

C. Melissa Fender, Drexel University

Jane P. Murray, Bond University

Wendy J. Walker, Georgia Institute of Technology

This is a “BYO” session where participants will have an opportunity to confer with other OB teachers about things that they have tried in their classrooms that didn’t work or had adverse unintended consequences. They can benefit from suggestions from others who have faced similar situations and come up with working solutions, and from innovative ideas generated by the group. It will enable participants to have greater confidence in facing these situations again, and encourage them to keep trying new things.

Friday, 10:30am - 12:00pm in Tomasso - 209

The Babson College Coaching Program: Developmental Coaching in Leadership and Teamwork for Undergraduate Business Students

James M. Hunt, Babson College

Joseph Weintraub, Babson College

The Coaching for Leadership and Teamwork Program is a developmental assessment center that brings undergraduates together with trained coaches from the College and the business community to developing student competencies in leadership, teamwork, decision-making, oral communications and listening. Approximately 4800 students and 4000 coaches have participated over the past 11 years. In this interactive presentation, we'll describe the program and also give you an opportunity to try some developmental coaching and demonstrate how the skills associated with developmental coaching can also be usefully explored, and taught, in the classroom.

Friday, 10:30am - 12:00pm in Tomasso - 303

Creative Minds, Passionate Hearts, Kindred Spirits: Positive Management Education Workshop

Fahri Karakas, McGill University

This goal of this workshop is to explore a new approach to management education called Positive Management Education, a practice based teaching and learning model centered on Positive Organizational Scholarship, composed of six dimensions: a) skill acquisition based on high quality relationships, b) positive and nurturing learning platforms, c) individual care and customization, d) experiential, project based learning and applied skill development, e) positive teaching with passion, compassion, and values, f) holistic education: integration of heart, mind, and spirit. To introduce principles in action; the workshop will utilize materials and instructional strategies of leadership and OB courses showcasing best practices.

Friday, 12:00pm - 1:15pm in Trim Dining Hall

Lunch

Lunch is buffet-style, served in Trim Dining Hall, about a 5 minute walk from Olin Hall. Though the menu changes each day, we will likely have hot entrees, deli sandwiches, and a salad bar. Vegetarian options available. Please show your OBTC nametag for admittance.

Friday, 1:15pm - 2:15pm in Olin - 101

I Want to Design Ferraris, But I Work at Ford: Or, How Do I Teach Experientially in the Era of Assembly Line Classrooms?

Cynthia L. Sherman, Claremont Graduate University

Cheryl Kisten Robinson, Florida Gulf Coast University

Sandra Kauanui, Florida Gulf Coast University

Charles J. Fornaciari, Florida Gulf Coast University

Experientially-focused educators are increasingly feeling like Ferrari designers working at Ford. They want to practice value-added teaching, yet education more often resembles large monotonic assembly lines. This is complicated by the increasing need to compete for the attention of our instantaneous and over stimulated “Echo Boom” students, who live their lives, often in class, through YouTube, laptops, text messaging, cell phones, and MySpace. This session addresses the dual challenges presented by the need for more interactivity and while dealing with larger classes. We will explore common problems faced by all educators and then interactively develop best practices for resolving them.

Friday, 1:15pm - 2:15pm in Olin - 120

Developing Self-Awareness: A Powerful Exercise to Explore One's Personal Values

Ruth H. Axelrod

This workshop introduces participants to an exercise, created by the presenter, that helps students gain self-awareness by considering what domains of life (e.g., work, family, religion) are important to them and what values they associate with each one. This is an essential step toward discovering one's passions, which are the fuel for all effective entrepreneurial efforts. Workshop participants will complete the first part of the exercise and then discuss the full exercise, how to introduce it to a group and how to debrief it. They will leave with copies of the full exercise, including teaching notes and four related assignments.

Friday, 1:15pm - 2:15pm in Olin - 201

First Nation Heroes: Using Stories to Galvanize Responsiveness and Response-ability among Non-First Nation Peoples

Maria Humphries, The University of Waikato

Dale Edward Fitzgibbons, Illinois State University

Joy Beatty, University of Michigan - Dearborn

Why and how might Non-First Nation professors, researchers and students respond to the expressed aspirations of First Nation peoples. We open this conversation by drawing on published testimonies of First Nation leaders. We enquire how we might respond and thus build our identity as an ethical people, an ethical profession.

Friday, 1:15pm - 2:15pm in Olin - 202

Do I Need a Second Life? A skeptic's transformational journey teaching in the virtual world

Erin McCormick, Babson College

Second Life is a 3-D virtual world inhabited by millions and growing quickly. But can the virtual world play a part in tomorrow's real-world learning? In this session, a former skeptic explores the possibilities.

This session gives a "non-techie" overview of virtual worlds - focusing on Second Life; what it is, how you use it, and what others are doing. Findings from a Graduate School Entrepreneurship class taught completely in Second Life will be presented, highlighting its possibilities and pitfalls. We'll also discuss what was different about the Second Life experience as compared to residential, blended or fully online courses.

Friday, 1:15pm - 2:15pm in Olin - 220

Learning about Self, Teams, and the Broader World: Service-Learning at Multiple Stages of Business Education

Kent D. Fairfield, Fairleigh Dickinson University

Jim Stoner, Fordham University

Service-learning enables students to broaden awareness and achieve a variety of skills. This workshop discusses three levels of service projects: an undergraduate course focusing on personal development and team skills, a more advanced undergraduate course involving the whole class in a single large-system project, and an MBA seminar focusing on high-leverage projects to advance sustainability.

Learning outcomes embrace greater awareness of local community needs, national and international humanitarian crises, and sustainability near and far. Each of the classes emerged from the entrepreneurial initiative of the instructors, and each calls forth entrepreneurial student behavior of idea creation, planning, risk-taking, and execution.

Friday, 1:15pm - 2:15pm in Olin - 225

Creating Multimedia with Adobe Presenter (It's So Easy, Even You Can Do It!)

Kristen Palson, Babson College

Paul Mulligan, Babson College

Adobe Presenter is a plug-in to PowerPoint that allows even the non-technical to create web-friendly multimedia learning objects, complete with audio and visuals.

In this interactive session, we will demonstrate how any instructor can easily create engaging presentations and even provide student feedback using Presenter. We'll also share some professionally produced presentations to demonstrate its flexibility and scalability. The goal of this session is not to teach participants how to use Presenter, but rather to share some innovative examples and novel teaching approaches, and to demonstrate its ease of use. Yes, even you can do it!

Friday, 1:15pm - 2:15pm in Olin - Needham

(Re)Organizing for change: Learning leadership through action inquiry

Pacey Foster, University of Massachusetts, Boston

Inga Carboni, College of William & Mary

Recent management articles have identified a gap between the theories that we teach in our courses and the lived experiences of our students. To close this gap, we need to help students apply leadership and organizational change theories to their own behaviors and organizations. However, courses that promote real-world experimentation in change management and leadership are filled with risks and pedagogical challenges. In this program, we will describe a semester-length course that uses action inquiry methods to develop real world leadership skills among working MBAs. Along with the audience, we will discuss the many challenges inherent in implementing similar courses.

Friday, 1:15pm - 2:15pm in Olin - Wellesley

Working Outside the Prison Walls: Designing and Implementing Interdisciplinary Courses that Work

John-Andrew Morris, California State University, Channel Islands

William Cordeiro, California State University, Channel Islands

Irina Costache, California State University, Channel Islands

Recent AACSB recommendations to "blur boundaries between educational disciplines" and our university's explicit mission objective of interdisciplinarity lead to the design and implementation of a series of upper-division interdisciplinary courses at California State University, Channel Islands. In this session we explore some benefits, costs, and lessons learned in this process. Session participants are invited to share their experiences with interdisciplinarity and to explore ways in which their universities could better utilize boundary-spanning courses.

Friday, 1:15pm - 2:15pm in Tomasso - 103

An Academic and an Entrepreneur - An Oxymoron?

Judi Strauss, Benedictine University

Within the context of a heavy teaching and research schedule, starting entrepreneurial ventures within and outside of the academic setting can be a challenge. For some of us, it is the third leg of a career stool - and offers visibility, leverage and a great deal of personal satisfaction. In this workshop, we will discuss some personal success stories and identify the personal characteristics and professional challenges needed to be a successful academic entrepreneur as well as the value these "real world" experiences can bring to the classroom.

Friday, 1:15pm - 2:15pm in Tomasso - 104

Designing Courses to Develop Minds for the Future

Stephen M. Brown, Sacred Heart University

Diana Stork, Emmanuel College

Mary Trefry, Sacred Heart University

Jill Woodilla, Sacred Heart University

This workshop uses Gardner's Five Minds for the Future (2006) as a framework for an innovative approach to course design. Participants are introduced to the five minds (disciplined, synthesizing, creating, respectful, and ethical) and to concepts of course design (Fink 2003, Whetten 2007) before using these materials to design courses that promote significant learning. Participants are grouped according to their teaching interest -- Organizational Behavior, Leadership, General Management, or Strategic Management. Using Gardner challenges us to think about the purpose of higher education and the future we are educating our students to meet.

Friday, 1:15pm - 2:15pm in Tomasso - 107

Developing Future Leaders: Utilizing the Leadership Development Framework (LDF) to Design Experiential Learning Curricula across Management Programs

Kirsty Kathleen Spence, Brock University

Daniel Hess, Brock University

Mark McDonald, University of Massachusetts, Amherst

The presenters will provide insights into how management educators can design and implement experiential learning (EL) curriculum featuring the Leadership Development Framework (LDF) to impact students' leadership development and future leadership potential. The presenters will review the LDF and established relationships between development and educational and leadership performance. Also, recommendations will be discussed for initiating or supplementing EL curriculum that fosters students' development where they are prepared to effectively keep pace with ever-increasing managerial demands (Amis, Slack, & Hinings, 2004). The presenters will also address discuss future research initiatives related to the effects of such curriculum on students' development.

Friday, 1:15pm - 2:15pm in Tomasso - 202

"What Were They Thinking!" versus "What's The Big Deal?" Using YouTube and Blogs to Improve Critical Thinking in the Management Classroom

Lynn Bowes-Sperry, Western New England College

Diane Garcia, Western New England College

In this session, we will demonstrate how one of the authors used blogs in her diversity course to bring the material to life and help students better understand both sides of a controversy. Using blogs as teaching tools is entrepreneurial by definition (given that they are relatively new innovations themselves). These tools allow students to access a variety of opinions and perspectives, which in turn allows them to think more critically about controversial statements before forming an opinion.

Friday, 1:15pm - 2:15pm in Tomasso - 209

Teaching Collaboration and Team Development in the Age of Wikis, Skype and the New Internet

Dina M. Mansour-Cole, Indiana University - Purdue University Fort Wayne

What are the new collaboration KSA's required in an environment where change, creative teamwork and mass collaboration is expected? When students no longer depend on us to provide classroom spaces to blog, draw, post art/photos, or collaborate on model building exercises--what is our role? This highly interactive session will give participants an opportunity to [re]examine what they currently teach as important lessons about teamwork and collaboration. I will also share the answers my students and I developed to the question "If we started today to design a course in teamwork and collaboration, what concepts would you teach or de-emphasize?"

Friday, 2:15pm - 2:30pm

Refreshment Break

Conference break areas will be located in the lower level of Olin Hall and the main (second) floor of Tomasso Hall. Expect coffee, soft drinks, water, and a limited selection of afternoon goodies.

Friday, 2:30pm - 4:00pm in Babson Exec. Conference Center

Bringing their world into the classroom: Executive Education as a Corporate Change Initiative

Elaine J. Eisenman, Babson College

The implicit goal for many executive education clients is the hope that the participants will identify key areas for change and use their newfound skills to implement change when they return to their offices. This session will provide a case study of a client who sought and achieved these goals. This session will conclude with a tour of the Babson Executive Conference Center and an overview of critical elements of successful conference centers.

Location: Babson Executive Conference Center (meet in front lobby).

Friday, 2:30pm - 4:00pm in Olin - 101

A Journal of Management Education workshop: Developing Your Reviewing Skills

Jane Schmidt-Wilk, Maharishi University of Management

Kathy Lund Dean, Idaho State University

William Paul Ferris, Western New England College

Charles J. Fornaciari, Florida Gulf Coast University

Janet Gillespie, Journal of Management Education

Mary Ann Hazen, University of Detroit Mercy

Thomas Fletcher Hawk, Frostburg State University

Tracey Honeycutt Sigler, Northern Kentucky University

John B. Stark, California State University, Bakersfield

The Journal of Management Education, with 150+ manuscripts submitted annually, is always in need of high quality reviewers. Yet reviewing is a skill that is not often taught in our development as professionals. Join members of the JME editorial team for a workshop highlighting ways to improve manuscript-reviewing skills.

Friday, 2:30pm - 4:00pm in Olin - 120

Zen and Psychosynthesis practice: Nourishing the Entrepreneur in Teachers and Students

Joanne Pirie, Stockholm School of Economics

How do we nourish or hinder the entrepreneur in us? We will examine the idea of taking experiences and knowledge from different parts of our lives, and synthesizing these with our teaching enterprise thus creating and modelling innovative practice. The presenter will share her own ongoing entrepreneurial practice weaving Zen and Psychosynthesis together with teaching at business school, both via the exemplar of the session and by discussion.

Friday, 2:30pm - 4:00pm in Olin - 201

Te Mana a Tanemahuta

Riri Te Whara Ellis, Te Runanga o Ngai Te Rangi

Parehau Richards, University of Waikato

Maria Humphries, The University of Waikato

What is it to ‘value a tree’? What is it to value life? What is it that we teach in our management classes about the earth and how we conduct ourselves as human beings? We bring a perspective from our experience as Maori educators in the management disciplines.

Friday, 2:30pm - 4:00pm in Olin - 202

Mount Everest Leadership & Team Dynamics Simulation

Michael A. Roberto, Bryant University

This session demonstrates a new multimedia multi-user simulation that presents a series of problem solving challenges to student teams. The simulation involves an expedition toward the summit of Mt. Everest, and the teaching goals pertain to leading team decision-making processes. Students assume five different roles on a team. Each participant is given information that their teams must process effectively to make critical decisions about the timing and execution of their hike to the summit. The teaching points focus on how teams make decisions when critical information is distributed unevenly among members and when members have partially conflicting goals.

Friday, 2:30pm - 4:00pm in Olin - 220

Integration and Technology: Innovations That Demand Faculty Development

Michael Fettner, Babson College

Tova Duby, Babson College

William Lawler, Babson College

Curriculum innovation is necessary for colleges and universities to prepare our students to be business and community leaders in a rapidly changing world. Two of these innovations, integration of business curriculum and on-line learning have been major foci of Babson College's curriculum innovation for 15 years and 10 years respectively. These two innovations require significant faculty development and support. In this session Babson's history of integration and on-line curriculum innovation will be presented, faculty development programs described and critiqued and an interactive session structured in order for participants to experience Babson's faculty development program in on-line and blended learning.

Friday, 2:30pm - 4:00pm in Olin - 225

Teaching Decision Making Behavior: An Aircraft Accident Investigation Simulation

Wayne Stone, Argosy University, Schaumburg

Christopher Boyk, Argosy University, Schaumburg

This article demonstrates how a flight simulation can be used to enhance teaching of behavioral concepts. A simulation of an aircraft accident allows students to experience personal decision making biases as reflected in the actions of the pilot and other scenario actors. They will actually “fly” the mission and be able to experience some of the pressures on the pilot leading to the mishap. Using that experience, students will be able to reflect on and extrapolate the biases to the individual, group, and organizational levels. Suggestions for alternate exercises using simulation materials in different combinations will be provided.

Friday, 2:30pm - 4:00pm in Olin - Needham

Unfolding arms and rolling up sleeves: the power of action learning to move from victimhood to agency

Sylvia Vriesendorp, Management Sciences for Health

Much ingenuity and potential for innovation remains untapped in government bureaucracies of developing countries, in particular at the lower levels. Low levels of energy, a sense of victimhood, a mistrust of success and a general passivity when it comes to tackling persistent problems describes the prevailing mood in these bureaucracies. We will explore a teaching methodology that combines a focus on behavioral practices, action learning in teams and the liberation of a large but mostly hidden reservoir of energy to produce the kind of leadership that enables others to produce results in complex conditions.

Friday, 2:30pm - 4:00pm in Olin - Wellesley

Bringing International Issues to Life: A Globalization Simulation

Barbara Anne Ritter, Coastal Carolina University

In this session, participants will engage in a simulation designed to bring international issues to life. Specifically, participants are asked to play the role of a poor country in competition with other countries to attract foreign investment from large corporations. The simulation is a good method to demonstrate social responsibility and place other Organizational Behavior issues in a global context.

Friday, 2:30pm - 4:00pm in Tomasso - 103

Ethics anyone? Infusing ethics in your courses

Beverly J. DeMarr, Ferris State University

There is heightened attention today to the subject of ethical behavior in organizations. As a result faculty are increasingly called upon to infuse the topic of ethics in all of their courses. This interactive workshop explores how faculty can meet that challenge through the use of short vignettes. Participants will work through a variety of original ethical dilemmas that can be used to engage students in the application of the various standards (e.g. utilitarian, rights, and justice) for evaluating ethical behavior. Participants will also have an opportunity to share their own best practices and engage in lively discussion.

Friday, 2:30pm - 4:00pm in Tomasso - 104

Practical Poetry: Entrepreneurial Visioning in the Classroom

William R. Van Buskirk Sr., La Salle University
Michael London, Muhlenberg College

Entrepreneurial vision involves seeing opportunities that others don't see. Successful entrepreneurs often resemble poets in this sense. Both confront life's complexities and seek elegant and idiosyncratic solutions to its problems. This workshop tries to "bottle the magic" of entrepreneur and poet by generating a lively experience of poetry and comparing it to innovation in classroom and organization.

Friday, 2:30pm - 4:00pm in Tomasso - 107

You Can Learn a Lot from a Paper Frog: An Experiential Exercise on Followership

Lucy A. Arendt, University of Wisconsin-Green Bay
Robin K. Sronce, Drury University

Classroom discussions of leadership often neglect the role of followers. In this session, we demonstrate a powerful learning module that underscores the impact of followers on the leadership process. The learning module consists of discussion, experiential exercise, debriefing, and reflection. The centerpiece is the Origami Frog Exercise, an experiential exercise that reveals how different follower behaviors interact with leader behaviors to affect a group's process and outcomes. The exercise is complex enough that followers can significantly influence the chances for efficient and effective results, and yet simple enough that the entire learning module can be accomplished in 75 minutes.

Friday, 2:30pm - 4:00pm in Tomasso - 108

Faculty as entrepreneurs? Dare to ditch the drudgery and venture into the unknown...

Suzanne de Janasz, University of Mary Washington
Joseph E. Garcia, Western Washington University
Dorothy Marcic, Dr. Dorothy Productions
Bob Marx, University of Massachusetts, Amherst
Vicki Whiting, Westminster College

Ideally, faculty model what they teach. When teaching about empowerment and negotiation, we model those behaviors in the classroom. However, how many of us who teach innovation and entrepreneurship actually model these behaviors...and take career risks beyond the safety and comfort of our tenured or otherwise secure faculty positions? Have you been thinking about a new career or an exciting extension of your current job, but have been too afraid to venture into the unknown? Our presenters share how they expanded beyond or completely abandoned the drudgery and routine of academic life and will help you do the same.

Friday, 2:30pm - 4:00pm in Tomasso - 202

Using the Film "The Year of the Yao" to Illustrate the Challenges of Life as an Expatriate

Chetan Joshi, University of Western Ontario
Joerg Dietz, University of Western Ontario

The film "The Year of the Yao" chronicles the first year of the Chinese basketball player Yao Ming in the United States with the Houston Rockets. This interactive session describes how instructors can use clips from this film to help students understand the challenges associated with expatriate assignments. Participants will discuss these challenges with a focus on assessing the efficacy of the strategies used by Yao Ming and the Houston Rockets to help Yao adjust to life in the United States.

Friday, 4:00pm - 4:15pm

Refreshment Break

Conference break areas will be located in the lower level of Olin Hall and the main (second) floor of Tomasso Hall. Expect coffee, soft drinks, water, and a limited selection of afternoon goodies.

Friday, 4:15pm - 5:30pm in Olin - 101

Showcase: One More Time: How do you Scale [fill in your favorite leadership competence]?

Presenter: **Peter B. Vaill, Antioch University**

Moderator: **David Fearon, Central Connecticut State University**

[conducted live from Minneapolis via interactive video]

Some reflections by Peter on how our approach to managerial leadership probably isn't a science, probably never will be a science, probably can't be a science, so why In our promotion standards, our tenure standards, our dissertation standards, even, for heaven's sake, our teaching standards to we keep employing methodologies and criteria that are derived from the most impersonally anal of scientific methods?

Friday, 4:15pm - 5:30pm in Olin - 102

Showcase: Dealing With Your Boss

Presenters:

David Bradford, Stanford University
Allan Cohen, Babson College

To support innovation and entrepreneurship, there has to be a change in the manager-employee relationship away from superior-subordinate to one of "partnership". This not only requires new influence skills and new mindsets, but for the "junior partner" to work through his/her authority issues. This session will start with a case involving a dispute between boss and direct report to highlight issues of influence and powers, and then participants, working in small groups, will discuss how to teach these issues to undergraduates, MBA's and evening students.

Friday, 4:15pm - 5:30pm in Olin - 120

Showcase: What Business Leaders Want from Management Educators

Moderator: **James M. Hunt, Babson College**

Panelists:

Linda Arsenault, Blue Cross Blue Shield of Massachusetts

Andy Atkins, Interaction Associates

John Ferrie, Bose Corporation

Larry Kaye, Fidelity Investments

In this moderated panel discussion with top executives, we will explore the emerging needs and future trends of management education within business, and how this might impact what and how we teach inside academic institutions. What are the hot leadership and management topics in executive development programs? What new skills do executives wish to see in new hires and experienced managers? Come see where business leaders are heading...

Friday, 9:00pm - 11:30pm in Knight Auditorium

Jim's Place

Jim's Place is the evening social event, held each night of the conference. It is named in honor of Jim Waters, a regular OBTC attendee who passed away unexpectedly in the late 1980's. Join other OBTC attendees for refreshments (including beer and wine), munchies, music and good conversation. We plan to begin serving drinks and munchies just prior to the talent show.

Friday, 4:15pm - 5:30pm in Olin Auditorium

Showcase: Ties That Bind: A staged reading about a life in academia

The play Ties That Bind is the story of a young academic named Judy. We follow her as she completes her dissertation, goes on the job market and tries to find her place in the management research community. It is play about relationships and connections. It is a play about the violence that academics regularly do to each other in the name of academic discourse.

Written and directed by **Steve Taylor, Worcester Polytechnic Institute** (author of previous OBTC productions such as "Capitalist Pigs" in Las Cruces, and "Cow Going Abstract" in Scranton).

Friday, 6:30pm - 9:00pm in Knight Auditorium

Dinner, Awards Program and OBTC Talent Show

Dinner

Dinner will be an old-fashioned BBQ served buffet-style in Knight Auditorium. Vegetarian options available.

Awards Program

Following dinner, we will be presenting a variety of annual awards, including the David L. Bradford Outstanding Educator Award, Peter Frost Mentoring Award, New Educator Award, Distinguished Service Award, and the Fritz Roethlisberger Memorial Award.

OBTC Talent Show

An OBTC tradition, the talent show gives attendees a chance to demonstrate their musical, poetic, and comedic talents. Jerry Biberman is the OBTC 2008 Talent Show Coordinator. Additional information and sign-up will be located at the Olin Hall registration/conference table. To keep the talent show at a manageable length, we are asking all acts to limit themselves to one song or 5 minutes of material.

Saturday, June 14

Saturday, 7:15am - 8:45am in Trim Dining Hall

Breakfast

Breakfast is buffet-style, served in Trim Dining Hall, about a 5 minute walk from Olin Hall. Though the menu changes each day, expect both hot and cold breakfast items, coffee, milk, juices, etc. Vegetarian options available. Please show your OBTC nametag for admittance.

Saturday, 8:00am - 9:00am in Olin - 101

OBTC Doctoral Institute Presentation

Some of the brightest doctoral students in our universities came to campus two days prior to the conference to work with master management educators to hone their teaching talent. Here is your chance to sample and celebrate their gains, as they present a learning event created on site to symbolize key lessons learned during the Doctoral Institute and Conference. Come, "kick their tires", share, experience, guide, nurture, critique, teach, and learn from the first OBTC presentation by our budding colleagues.

Saturday, 8:00am - 9:00am in Olin - 102

What can OB learn from Hollywood?

Roger Alan Dean, Washington & Lee University

It is no secret that today's college students are visually oriented with short attention spans. Assigning long cases to read is not always the best way to generate animated classroom discussion. I have found that short (3-4 minute) film clips grab their attention and usually generates significant discussion. The problem is finding suitable clips. It is common practice for publishers to provide DVDs of news clips, interviews, and vignettes to instructors. However these often serve as teaching aids rather than discussion catalysts. Participants in this session will view several film clips and become actively involved in discussing OB concepts.

Saturday, 8:00am - 9:00am in Olin - 120

Common Sense or Learned Skills? Teaching Organizational Influence and Political Agility in Leadership Curricula

Doranne M. Hudson, University of Missouri-Kansas City

This session explores a topic that is critical to leadership effectiveness, but is often under-represented in leadership education: organizational influence and political agility. The presenter will (a) discuss possible explanations for this neglect; (b) highlight the theory base related to organizational influence and politics; (c) offer a practical framework for teaching, using diagnostic tools; and (d) facilitate a discussion of useful pedagogies. Participants will be encouraged to share personal and classroom experiences. The overall intent is to stimulate our collective innovative thinking on when and how to teach influence and political agility, with solid ethical grounding, within leadership curricula.

Saturday, 8:00am - 9:00am in Olin - 201

Training Graduate Students to be Great Teachers: Experiences and Outcomes

Dennis Heaton, Maharishi University of Management

Jane Schmidt-Wilk, Maharishi University of Management

Kum Solange Nwoah, Maharishi University of Management

OBTC members have noted the shortcomings of Ph.D. programs with regard to preparing graduates for teaching. Through structured discussion questions, this session aims to share innovative practices and to challenge participants to incorporate innovations into their graduate degree programs. The presenters, co-directors of a Ph.D. program and one of our graduate students, will share their institution's practices which include Seminar in Teaching and Teaching Practicum courses and a teaching component in the comprehensive exams.

Saturday, 8:00am - 9:00am in Olin - 202

Beyond "Baskets and Borders": One Approach to Cross-Disciplinary Synthesis in a Graduate Program

Carol H. Sawyer, University of La Verne

Kathy Duncan, University of La Verne

"We are drowning in information, while starving for wisdom. The world henceforth will be run by synthesizers, people able to put together the right information at the right time, think critically about it, and make important choices wisely" (award-winning biologist Edward O. Wilson, *Consilience*). Developing such skills in mid-career graduate students in a college of business is being addressed by multi-disciplinary evenings of learning that cut across the degree content areas to provide experiences addressing Wilson's challenge. Details from ten years of such creative seminars will be shared, and a collection of Good Ideas; Good Advice will be created together.

Saturday, 8:00am - 9:00am in Olin - 220

New Rules for Management Education

James Spee, University of Redlands

When you ask most faculty members what they think of Wikipedia, MySpace, Facebook, podcasts, or YouTube, they might see them as impediments to learning. What if we treated these new technologies as opportunities to change the way we think about learning and knowledge creation? Several recent books and web articles (Scott, 2007; Tapscott & Williams, 2006; Ravella 2007) suggest that online media technologies are disrupting the way organizations communicate with their customers. If we apply what they have learned to the academic community, we can find similar exciting, but disruptive developments.

Saturday, 8:00am - 9:00am in Olin - 225

When Educational Entrepreneurs Fail: Fulbright Bankruptcy, Lessons from the Field

Andy Dungan, Southern Oregon University

This session explores a failure in a Fulbright Scholarship experienced by the author. While there were many and complex reasons for the failure the major factors contributing were lack of planning and fit with the author's teaching style. The purpose for this session, conducted as a roundtable, is to examine reasons for failure, to consider how teaching style can be adapted to teaching in other cultures or groups, to answer questions for those considering foreign teaching or Fulbrights, and to consider how our failures, like those of entrepreneurs, can be used to increase our future successes.

Saturday, 8:00am - 9:00am in Olin - Wellesley

Emotions in OB: Updating the State-of-the-Practice

Jonathan David Raelin, The George Washington University

Joseph A. Raelin, Northeastern University

In this experiential session demonstration, following a brief overview of current research, the presenters will share an exercise that encourages students to appreciate the value of emotions in organizational life and to learn how to work with a variety of explicit emotions to facilitate their use in everyday practice. After providing a demonstration of the exercise, the presenters will share their strategies for helping students work with emotions. The presentation will conclude with a full conversation on how emotions should be incorporated into the OB curriculum to upgrade the state-of-the-practice with current thinking and research in the field of emotions.

Saturday, 8:00am - 9:00am in Tomasso - 103

Dramatically Increasing Student Empowerment and Learning with Big Hairy Audacious Goals: Applications for Organizational Change, Leadership, and Entrepreneurship Courses

Matthew L. Sanders, Utah State University

Russel Wayne Boss, University of Colorado

Alan D. Boss, University of Maryland, College Park

David Boss, Babson College

The goal of this session is to illustrate how student motivation and learning can dramatically increase through the use of Big Hairy Audacious Goals (BHAGs). Traditional term papers and group projects often have little ability to intrinsically motivate students and genuinely empower them in ways that create significant learning. The use of BHAGs, however, has increased motivation and learning in ways that have overwhelmingly exceeded even our own expectations. Through an interactive discussion, we will illustrate how we have used BHAGs to increase learning and motivation in organizational change, leadership, and entrepreneurship courses.

Saturday, 8:00am - 9:00am in Tomasso - 104

Sport: A New Spin on Teaching Ethics

Teresa Fitts, Westfield State College

Diana Schwartz, Westfield State College

The objective of this session is to provide participants with a fun and alternative approach to teaching ethics. Teaching, discussing and defining ethics can be a perceived as a dry, self-righteous activity of moral do-gooders instead of a vital, critical, meaningful step in the development of mature, thoughtful professionals. Pedagogical activities and techniques that foster the development of critical, ethical, reflective thinkers can prepare students to face the ethical challenges of the workplace and society. Sport metaphors are a useful and meaningful method of engaging students in an action-oriented learning experience. (Sport experience NOT required!)

Saturday, 8:00am - 9:00am in Tomasso - 107

What's the next deal? Creating entrepreneurial hustle in academia

Susan J. Herman, University of Alaska Fairbanks

Jenifer-Jo Boggs, University of Alaska Fairbanks

Charlie Dexter, University of Alaska Fairbanks

This session explores what constitutes an entrepreneurial spirit, how this spirit gets squashed in the confines of the academic bureaucracy, and how (given the typical academic culture) to break free and create pockets of "intrapreneurship" within the academic setting, whether in a class, in a department or program, or across the university. We will look at three examples of "intrapreneurship" at the University of Alaska Fairbanks as illustrations of how we think of organizational change, but the overarching purpose of the workshop is to generate ideas for participants for busting through the red tape at their home institutions.

Saturday, 8:00am - 9:00am in Tomasso - 108

Using Emotional Intelligence as a Classroom Enhancement Technique

Debra Kay Westerfelt, Ashland University

We teach the concept of emotional intelligence in organizational behavior classes as the desired method of dealing with coworkers in the workplace. It is the presenter's belief, however, that instructors should utilize these skills in the classroom with their students. Professors are educational innovators. How we treat our students (customers) affects student success and retention in our classrooms. Conference participants will be introduced to two personal learning style instruments. These self-assessments will identify specific teaching/learning styles and expand self-awareness and relationship skills. The presenter will also focus on listening skills and positive classroom interactions.

Saturday, 8:00am - 9:00am in Tomasso - 303

Managing Adversity: An Experiential Approach to Facilitating Students' Self-exploration into the Heart of Entrepreneurship

Constance Savage, Ashland University

This session explores personal requirements for successful entrepreneurs. Challenging students to accurately assess assumptions about the realities of entrepreneurship vis-à-vis self-employment or small business ownership leads to better informed career choices. Encouraging students to discern if they have what it takes to thrive as an entrepreneur promotes personal development. Students generate metaphors to jump-start discussion about the differences among self-employment, business ownership and entrepreneurship, then create metaphors about success traits linked to these career paths. Finally, using results from their Adversity Quotient self-assessments, students wrestle with the question "Do I have what it takes to be a successful entrepreneur?"

Saturday, 9:15am - 10:15am in Knight Auditorium

Plenary Session: A Teaching Conversation with Edgar H. Schein

Speaker: Edgar H. Schein, Massachusetts Institute of Technology

Conversants:

Joan V. Gallos, University of Missouri-Kansas City

Magid Mazen, Suffolk University

Moderator: David Fearon, Central Connecticut State University

How many times and in how many ways have management educators quoted, cited, and drawn upon the scholarly and groundbreaking contributions of Edgar H. Schein? Through his writings, we have all indirectly enlisted Ed as a mentor and as a teaching colleague in service to multiple generations of OB learners. Now, our conversation with him moves from page to stage. Join our representative Conversants in garnering Ed Schein's advice, wisdom, and perspectives on teaching others to understand the emerging complexities of and opportunities for leading and learning cultures.

Saturday, 10:15am - 10:30am

Refreshment Break

Conference break areas will be located in the lower level of Olin Hall and the main (second) floor of Tomasso Hall. Expect coffee, juices, water, and a limited selection of morning goodies.

Saturday, 10:30am - 11:30am in Olin - 101

Summoning Innovation and Learning by Teaching Resistance Theory and Practice

Michael Elmes, Worcester Polytechnic Institute

The topic of resistance theory and practice offers unique insights into innovation and learning. The session will begin with a small group discussion of how participants currently think or talk about resistance theory and practice in their classrooms. Then I will present on the importance of the topic, its relationship to innovation and learning in organizations (and the classroom), and the materials that I use currently to help students explore the topic. In the last 15 minutes we will discuss openly the challenges, risks, and opportunities of teaching resistance theory and practice and their relationship to innovation and learning.

Saturday, 10:30am - 11:30am in Olin - 102

Innovation in Professional Military Education: Teaching Leadership & Inter-personal Skills to Military Officers

Anthony Joseph DiBella, Naval War College

Changing circumstances in the national security sector have expanded the need and opportunity for professional military education. This session will consider one response - the development of new courses at the Naval War College in Newport, RI that incorporate OB topics, cases, and exercises. The genesis, design, and evolution of this process will be explained and selected course elements will be simulated.

Saturday, 10:30am - 11:30am in Olin - 120

Improvising Strategy: Using a Jazz Band to Demonstrate about Shared Leadership in Strategy Implementation

Patrick Furu, Hanken - Swedish School of Economics and Business Administration

This session demonstrates how strategy implementation is dependent on the competence of the organization. The demonstration is done by using a jazz band on DVD. In addition, the shared leadership as well as the self-leadership performed by the members of the jazz band visible in their performance. The audience becomes a part of the session by analyzing the implementations, sharing their own experiences and insights, and drawing together key concepts. In this way, the learning experience is dramatically different in making abstract concepts such as leadership, strategy implementation and shared goals concrete.

Saturday, 10:30am - 11:30am in Olin - 201

Like Grandma Said

Eugene Baten, Central Connecticut State University

Cheryl Harrison, Quinnipiac University

When teaching management or organizational behavior concepts to college students, professors often experience vacant expressions on their faces because the concept is beyond their frame of reference. This makes it difficult for them to appreciate the meaning, importance, intricacies, or subtleness of the concept.

We believe that we can enhance learning by supplementing the traditional teaching of management concepts by describing them anecdotally. Our "Grandmother" used this approach when she attempted to teach us the principles of how to get along with others. Our proposed workshop will survey the efficacy of our approach and gather additional examples of "Grandma's Sayings."

Saturday, 10:30am - 11:30am in Olin - 202

Teaching the Interactionist Model of Ethics: Two Brief Case Studies

Ed Tomlinson, John Carroll University

The recent rash of business scandals has called into question the efficacy of traditional instruction in business ethics and challenged management educators to derive a more innovative curriculum. This paper draws on the interactionist model of ethics to help students answer two key questions they will confront in their future careers: (1) How can I, as a professional manager, deter blatantly unethical behavior among my subordinates?, and (2) How can I ensure that I avoid engaging in blatantly unethical behavior myself? For each of these questions, a short case is presented to illustrate the application of the interactionist model.

Saturday, 10:30am - 11:30am in Olin - 220

Evolution of the CLASSROOM-AS-ORGANIZATION

Roger Putzel, St. Michael's College

Eric M. Nelson, University of Central Missouri

Back at the dawn of time (OBTS time, that is), Allen Cohen (now at Babson) and his colleagues (all of them then at the University of New Hampshire) developed the classroom-as-organization approach to teaching OB. Almost 40 years later some of us are still using the basic concept, which has evolved into different forms. This panel reviews the original concept, including issues raised in early issues of Exchange, the ancestor of JME, and presents short descriptions of the various forms that the classroom-as-organization now takes. We particularly encourage young academics to come learn more about this simple-but-radical idea.

Saturday, 10:30am - 11:30am in Tomasso - 103

Is Our Students' Learning Due To Us?

Bruce Roemmelt, The George Washington University

College rankings and learning effectiveness are important. We will investigate a new model of ranking colleges and evaluate our own teaching philosophy. Discussed will be the new ranking paradigm of The Washington Monthly. Also addressed will be the components of the National Survey of Student Engagement (NSSE). My two interactive sessions will each have five minutes of context and 25 minutes of chatting about our institution's philosophy, and more importantly our own role in placing importance on The Washington Monthly/NSSE evaluation criteria.

Saturday, 10:30am - 11:30am in Tomasso - 104

Poverty as Educator: Educational Travel in the Developing World

Diane M. Kellogg, Bentley College

Duncan Spelman, Bentley College

Shawn Hauserman, Bentley College

Would-be leaders of the business world are rarely exposed to the poor living conditions faced by much of the world's population, yet our students may be in a position to make decisions that will either benefit or harm their economic status. This session will describe our approach to educating students by exposing them to African villages with subsistence economies and giving them the opportunity to build friendships there. We will describe The Mmofra Trom Center (which serves children orphaned by AIDS and their rural villages in Ghana) then engage participants in a discussion of how to maximize student learning.

Saturday, 10:30am - 11:30am in Tomasso - 107

The Intentionally Developmental Use of Guest Speakers in Venturing and Entrepreneurship Courses

Kurt Heppard, United States Air Force Academy

Steve G. Green, United States Air Force Academy

Much of the innovative and entrepreneurial process is driven by a mix of cognitive styles and personality types. This mix is difficult for students to understand based solely on text books, case studies, and venturing projects. Our course uses an intentionally developmental series of guest speakers with different personality types, cognitive styles, and risk propensities to guide our students through the various phases of the entrepreneurial process. Cadets meet and interact with these guest speakers in small classroom settings (30 cadets), pitch their new venture ideas, and provide written learning "take-aways." Many students establish long-term mentoring relationships with guest speakers.

Saturday, 10:30am - 11:30am in Tomasso - 202

Harnessing the “Generation Me” Mindset -- Closing the Loop in Service Learning

Susan D. Steiner, The University of Tampa

Mary Anne Watson, The University of Tampa

Today's innovative organizations are shifting from simply acting ethically to actively providing sustainable solutions to societal issues. To prepare our students, we must increase their "Citizenship Quotient." Service learning courses could accomplish this shift, but not as typically designed. This session focuses on "closing the loop" to maximize our intended purpose. We introduce Bloom's affective taxonomy as an innovative framework for course design. The clicker technology used for this session demonstrates how to instantly personalize classroom experiences and foster full participation, which is relevant to "Generation Me" students who live in an electronic world of hand-held devices and immediate connectivity.

Saturday, 10:30am - 11:30am in Tomasso - 209

Psychological Contracts: Cause for Pause

Linda Jean Twiname, The University of Waikato

Maria Humphries, The University of Waikato

Entrepreneurs, who need the commitment of others to materialise their vision, need employees with loyalty and flexibility to work with the creative impulses of their employer. How can entrepreneurs formalise such loyalty and flexibility without atrophying relationships in formalities, structures, and contractual constraints? Some suggest that a more conscious use of psychological contracts would be of benefit to entrepreneurial employers and employees. Psychological contracts, however, can have unexpected outcomes. In our session we demonstrate how, using a simple story, we encourage critical reflection on the strengths and challenges of the use of psychological contracts to bond the employer/ employee relationship.

Saturday, 11:00am - 12:45pm

Lunch Bag Pickup

Starting mid-morning we will be distributing box lunches on the lower level of Olin Hall (near the break area). Come pick up a box lunch as you depart the conference. Vegetarian options available. Please show your OBTC nametag.

Saturday, 11:45am - 12:30pm in Olin Auditorium

OBTS Town Meeting

Join OBTS President Jeanie Forray and the OBTS Board for closing remarks and an interactive discussion about future plans and directions for the Society and this conference.

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OBTC 2008 Exhibitors

Visit them in Olin Hall (Lower Level)

Timings: Thursday 8am-5pm, Friday 8am-5:30pm, Saturday 8am-12pm



Past and Future OBTC Sites:

1974	Stanford University	1992	University of Calgary
1975	Southern Methodist University	1993	Bucknell University
1976	Harvard University	1994	University of Windsor
1977	University of Toronto	1995	Western Illinois University
1978	University of South Carolina	1996	Keene State College
1979	University of Cincinnati	1997	Case Western Reserve University
1980	University of Southern California	1998	University of La Verne
1981	Harvard University	1999	New Mexico State University
1982	Case Western Reserve University	2000	State University of West Georgia
1983	University of Oklahoma	2001	James Madison University
1984	Brigham Young/ Boise State	2002	Chapman University
1985	University of Virginia	2003	Western New England College
1986	Pepperdine University	2004	University of Redlands
1987	Bentley College	2005	University of Scranton
1988	Loyola Marymount University	2006	Nazareth College
1989	University of Missouri at Columbia	2007	Pepperdine University
1990	University of Richmond	2008	Babson College
1991	Western Washington University	2009	College of Charleston



Save the Date — OBTC 2009!

COLLEGE of
CHARLESTON

The 36th OBTC
Teaching Conference for Management Educators
June 10-13, 2009 — College of Charleston

Conference Theme:

***From good teaching
to good learning***

What do we do to enhance student learning? We see several paths to explore:

- Sessions that encourage participants to become more reflective of their own learning experience
- Presentations that connect educational scholarship to practice
- Opportunities to establish dialogs on student learning needs
- Sessions that address the question “how can we make learning ‘sticky’”?

We also welcome submissions that vary from the theme, especially those that fall into the track “what experienced teachers can teach new faculty and what new faculty can teach experienced teachers.” We would like to have some “classic” exercises presented with commentary about using them in the classroom to enhance learning, and some “resource presentations” that provided summaries of the most significant things to teach about [fill in your favorite topic]. These are designed to help “seasoned” teachers update course content beyond their special areas of interest.
Program Chair: Joe Seltzer [seltzer@lasalle.edu]
Site Coordinator: Gordon Dehler [dehlerg@cofc.edu]

Conference Activities

An inspiring program is planned, including **plenary talks** by distinguished academics; a Thursday night **event at the Charleston Maritime Center**, with Lowcountry food and entertainment, and spectacular views of Charleston Harbor and Fort Sumter; and the traditional Friday night **Talent Show and Awards Program**. Pre-conference activities include the **Doctoral Institute**.



Conference Site:

The OBTC 2009 Teaching Conference for Management Educators will be hosted by the College of Charleston. C of C is located in the middle of downtown Charleston, which is situated on a peninsula bounded on the north by the Cooper River and the Ashley River on the south. The picturesque campus blends the old with the new, accented by stately live oaks and palmettos, and historic houses dating from the 18th Century. In addition, the many new buildings combine functionality with architectural sensitivity to the rich historical setting. The School of Business & Economics links the Beatty Center, completed in 2005, with the Tate Center for Entrepreneurship.

The College of Charleston is part of the South Carolina state system, with an enrollment of 10,000 undergraduate and 2,000 graduate students, and a strong tradition in the Liberal Arts. The SoBE enrolls about 20% of undergrads.

All conference venues are within 5 minutes, and feature housing and food service in facilities opened in fall 2007. Attractions such as Rainbow Row, White Point Gardens on the harbor, and Marion Square are in easy walking distance.

Conference Submissions

Brief (2-4 page) conference submissions are due electronically by **December 8, 2008**. Notification of acceptance will be given by the end of January 2009 to provide ample planning time for conference participants. The **Call for Papers** will be announced on the OBTC website later in the summer 2008.

Look for info at www.obtc.org or email dehlerg@cofc.edu

BABSON · COLLEGE · CAMPUS



Campus Map

Buildings and Facilities

- 46 Admission, Graduate (Olin Hall)*
- 50 Admission, Lunder Undergraduate Admission Center (Mustard Hall)*
- 59 Alumni Hall*
- 30 Athletics (Webster Center)*
- 33** Babson Executive Conference Center (BECC)*
- 16 Babson Globe
- 21 Babson Hall*
- 31 Roger W. Babson Memorial
- 48 Arthur M. Blank Center for Entrepreneurship*
- 39 Bryant Hall*
- 10 Canfield Hall
- 26 Carling-Sorenson Theater*
- 15** Coleman Hall*
- 28 Stephen D. Cutler Investment Management Center*
- 7** Dining (Trim Hall)*
- 33 Executive Conference Center (BECC)*
- 5 Facilities Management and Planning (Sullivan Building)*
- 2 Forest Hall*
- 3 Forest Hall Annex
- 23 Gerber Hall*
- 27 Glavin Family Chapel*
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