36th annual OBTC Teaching Conference for Management Educators

From good teaching to good learning.

The function of education is to teach one to think intensively and to think critically. - Martin Luther King, Jr.
Welcome to OBTC 2009!

The theme, From Good Teaching to Good Learning, came from an upcoming chapter by Gordon Dehler, Joy Beatty and Jen Leigh. Joe liked the concept of moving beyond just interesting techniques and how it resonated with the recent 2008 MOBTC theme Making Learning Sticky that explored how to encourage students to learn and remember things from a class. Thus a year-and-a-half and 170 proposals later, we arrive at the College of Charleston for what we hope will be “Good Learning” for you.

With about 10 concurrent sessions in each of 12 30/60/90 minute slots we think there will be much to engage you at OBTC 2009. Almost all sessions are in the Beatty Center and Tate Center, across the street from the Liberty Residence Hall and the Fresh Food Company dining facility. We would like to highlight some events:

- Dinner Wednesday night is in the garden behind the Stern Center from 5-7 PM
- Jim Clawson will lead the opening session Wednesday at 7:00 PM in Physician’s Auditorium, followed by Jim’s Place at the Stern Center Ballroom each evening 9-11 PM
- Andre Delbecq will present during our Legacy event, Thursday morning at 8:00 AM
- Roy Lewicki will talk about 35 years of experience teaching negotiations, Thursday at 9:30 AM
- John Miller will talk about 30 years of experience with the unique, Introductory Management course at Bucknell, Thursday at 11:00 AM
- Joan Gallos will lead the second year of the conversation, “Future Directions for the Scholarship of Management Teaching” Thursday at 11:00 AM
- There are two roundtables on the conference theme, Thursday 2:45 PM and 4:00 PM.
- Manuel Escudero, Head of the Secretariat of the Principles for Responsible Management Education (PRME) will discuss PRME at the Friday morning plenary session (8:00 AM) which will be followed by an OBTS panel on PRME in the 9:30 AM concurrent sessions.
- A panel will begin the discussion of the undiscussables of the AQ/PQ standards of AACSB, Friday 9:30 AM
- Stuart Schmidt will discuss how a course can be designed to create “stickiness” Friday at 11:30 AM
- The Journal of Management Education will have a panel on developing your skills as a reviewer Friday at 1:40 PM and there will be an international Editor’s Panel on getting published in management education journals, Friday at 3:30 PM
- We encourage you to take the short walk Friday afternoon to the Robert Scott Small building for a demonstration of Aikido and its relationship to leadership and communication at 1:40 PM, followed by the Tango and leadership session at 3:30 PM.
- The annual banquet at the picturesque Cistern Yard, and then the Awards Ceremony and Talent Show at the Stern Center Ballroom, Friday evening starting at 5:45 PM
- The annual Doctoral Institute session is Saturday morning at 8:00 AM
- The annual OBTS town meeting is Saturday at 11:30 AM

Enjoy the program and culture of OBTC 2009

Joe Seltzer, Program Coordinator
Gordon Dehler/Carrie Blair, Site Coordinators
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Dear OBTC Participants:

The School of Business & Economics and the College of Charleston are pleased to welcome you to our campus and to our historic city. We hope your visit here is professionally productive and personally enjoyable, and that this brief taste of the Lowcountry will entice you to return to experience more of the wonderful offerings in our area.

It is truly an honor to host the 2009 OBTC: Teaching Conference for Management Educators. We are embarking on an exciting journey in management education and learning as we cope with a dynamic evolution of student needs. It’s an enormous challenge to anticipate the educational requirements in the future – in some cases for jobs that don’t even exist yet! Your work in the area of management education is especially important, then, not only in the context of this conference but throughout the rest of the year as you embrace your practice.

The College of Charleston, founded in 1770, is a public university and primarily an undergraduate institution with almost 10,000 students. Our President, P. George Benson, came to our institution from his position as Dean of the Terry College of Business at the University of Georgia in February 2007. I became Dean this past March, and look forward to advancing the SOBE mission. The SOBE enrolls about 1600 majors, and comprised more than 20% of our recent graduating class. Like you, we take pride in our teaching endeavors and relish the accomplishments of our students.

Gordon Dehler, who tells me he’s been involved with OBTC since 1989, and Carrie Blair have been working relentlessly to plan a successful conference. I understand many of you have similarly been involved with the conference for many years. In Charleston, we also are especially cognizant of history and traditions! Your dedication is truly inspiring and appreciated.

I sincerely hope that each of you build on your knowledge in management education, strengthen friendships, and depart from our lovely city with many wonderful memories from this conference and brief visit at the College of Charleston.

Sincerely,

Alan T. Shao
Dean
Dear Colleagues and Friends:

It is my great pleasure to welcome you to OBTC 2009! As we gather for the 36th annual teaching conference, we affirm the importance of the Society to the practice of management education. This year’s theme, “From Good Teaching to Good Learning,” asks each of us to envision excellence not only in terms of our own teaching capabilities but also with respect to the needs of every educator’s primary stakeholders – our students.

OBTC ’09 is the result of efforts by many individuals. Gordon Dehler, Site Coordinator, and Joe Seltzer, Program Coordinator, devoted over two years of their time and energy to this endeavor and did an outstanding job of collaboration in bringing the conference to fruition. In addition, the faculty and staff at the College of Charleston provided true Southern hospitality in assisting with their efforts. In particular, I acknowledge the efforts of Carrie Blair, Assistant Professor of Management and Organizational Behavior, and Kelly Shaver, Professor of Entrepreneurial Studies and Chair of the Department of Management and Entrepreneurship, both of whom were enthusiastic in their initial support for bringing OBTC to their school and consistent in their efforts to make it happen.

Each year, the Society engages in activities that support its mission to promote quality teaching and learning across the management disciplines. Our Webinars series, the Doctoral Institute, our commitment to the United Nations Principles of Responsible Management Education, and our support for other teaching-related conferences and activities are just a few of the ways we live our mission. But none of these would be possible without the commitment of individual members. The Board of Directors welcomes your ideas and energy! I encourage you to talk with any Board member about ways the Society may provide you with the critical resources you need for your work as a management educator and invite you to get involved by volunteering for an OBTS committee or taking on a Journal of Management Education reviewing assignment.

As always, we hope you will submit an article or exercise to JME. This year, the JME Associate Editors attending OBTC (Charles Fornaciari, Janet Gillespie, Mary Ann Hazen, Kathy Lund Dean, Tracey Sigler, John Stark, and Gina Vega) are available to meet with authors one-on-one to discuss the development of ideas and manuscripts. I encourage you to approach any one of them (not during a session, of course!) to set aside some time to do so.

Again, a warm welcome to OBTC 2009! Enjoy the conference, the hospitality of the College of Charleston, and the vitality and energy that come from engaging with others committed to management teaching and learning.

Jeanie M. Forray
President
About OBTS: Teaching Society for Management Educators

The OBTS Teaching Society for Management Educators has been promoting excellence in management education for over 36 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 2009 registration fees include a one-year membership to OBTS beginning September 1, 2009. Later this summer will be emailing all attendees with additional information about their upcoming membership.

OBTS Board 2008-2009

Executive Committee:

President - Jeanie M. Forray, Western New England College

OB1 - Cheryl Tromley, Fairfield University

Treasurer - Cynthia Krom, Marist College

Secretary - Nancy C. Wallis, Fielding Graduate University

Directors:

Ann Cunliffe, University of New Mexico

Gary Coombs, Ohio University

Kathy Lund Dean, Idaho State University

Gordon Dehler, The College of Charleston

Roy Lewicki, The Ohio State University

Magid Mazen, Suffolk University

Kenneth S. Rhee, Northern Kentucky University

Bruce Roemmelt, The George Washington University

Joe Seltzer, LaSalle University

Randall G. Sleeth, Virginia Commonwealth University

Sylvia Vriesendorp, Center for Leadership and Management

Joan Weiner, Drexel University

Jane Schmidt-Wilk, Maharishi University of Management

Incoming Board Members for 2009-2010

David Fearon, Central Connecticut State University

Nell T Hartley, Robert Morris University

Kristi Lewis Tyran, Western Washington University

Thank you for Helping with OBTC 2009

Many people have contributed to OBTC 2009. Our appreciation to all the presenters, reviewers, OBTS Board members, the faculty and staff of the College of Charleston, and Rahul Sawhney at Aquinex for their efforts and support.

Thanks from the conference coordinators:

Carrie Blair and Gordon Dehler, College of Charleston & Joe Seltzer, LaSalle University
**2009 OBTS Awards and Honors**

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

**David L. Bradford Outstanding Educator Award**
James G.S. Clawson, University of Virginia

**Peter Frost Mentoring Award**
Lee G. Bolman, University of Missouri-Kansas City

**New Educator Award**
Kirsty K. Spence, Brock University

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

**Fritz Roethlisberger Memorial Award**
Mary Grace Neville, Southwestern University

**Honor Roll**

The following members were recognized in 2008 for teaching excellence by their own institutions, other professional associations, or community organizations:

**Lucy A. Arendt, University of Wisconsin, Green Bay**
Received the Faculty Award for Excellence in Teaching from Founder’s Association of the University of Wisconsin, Green Bay

**Carole K. Barnett, University of New Hampshire**
Received the MBA Class of 2008 Outstanding Teacher Award

**Dr. Joy Beatty, University of Michigan-Dearborn**
Received the Michigan Campus Compact Faculty/Staff Community Service-Learning Award

**Bonita Betters-Reed, Simmons College**
Received the college’s Daniel S. Cheever, Jr. Faculty/Staff Community Service Award

**David S. Bright, Wright State University**
Received the 2008 Teacher of the Year award as voted by all business students in the College of Business

**Gordon E. Dehler, College of Charleston**
Received the Distinguished Teaching Award from the School of Business and Economics

**Andre L. Delbecq, Santa Clara University**
Received the Extraordinary Teaching Award from the Leavey School of Business

**Joan V. Gallos, University of Missouri-Kansas City**
Named University of Missouri Curators’ Distinguished Teaching Professor of Leadership based on her extraordinary record of professional accomplishment and teaching excellence

**Magid Mazen, Suffolk University**
Received the Innovative Learning Grant award from the Sawyer Business School

**Deborah R. Ettington, The Pennsylvania State University**
Received the Fred Brand, Jr., Award for Excellence in Undergraduate Teaching from the Smeal College of Business

**Thomas Hawk, Frostburg State University**
Received the Extra Mile Award in Teaching/Learning from the College of Business
Received the Frostburg State University Faculty Achievement Award in Teaching

**Kathleen Kane, University of San Francisco**
Received the Outstanding Teaching Award from University of San Francisco.

**Roy J. Lewicki, The Ohio State University**
Received the Daniel Westerbeck Graduate Teaching Excellence award from the Fisher College of Business

**Michael Morris, University of New Haven**
Received the University Award for Excellence in Teaching by a Full-Time Faculty Member.

**Susan H. Taft, Kent State**
Honored as a Finalist for the Kent State University Distinguished Teaching Award

**Frank Werner, Fordham University**
Received the Stanley Fuchs Award from Fordham University for significant impact on students through dedication and commitment to the student body.

**Edward Wertheim, Northeastern University**
Received the 2008 Teaching Excellence Award from Tufts University MD/MBA Program
## Program Summary

### Monday, June 8, Tuesday June 9, Preconference Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Description</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Doctoral Institute</strong></td>
<td>by prior application</td>
<td>409 Stern Center</td>
</tr>
<tr>
<td>Faculty:</td>
<td>David Bradford, Candida Brush, Jim Clawson, Allan Cohen, Jennifer Leigh</td>
<td></td>
</tr>
<tr>
<td><strong>T-group</strong></td>
<td>by prior registration</td>
<td>201 Stern Center</td>
</tr>
<tr>
<td>Facilitators:</td>
<td>Esther Hamilton, Michael London, Dale Finn</td>
<td></td>
</tr>
<tr>
<td><strong>OBTS Board Meeting</strong></td>
<td></td>
<td>202 Tate</td>
</tr>
</tbody>
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### Wednesday, June 10

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00 – 5:00PM</td>
<td>Welcome and Registration</td>
<td>Liberty Residence Hall Lobby</td>
</tr>
<tr>
<td>5:00 – 7:00PM</td>
<td>Dinner</td>
<td>Stern Center Garden</td>
</tr>
<tr>
<td>7:00 – 9:00PM</td>
<td>Opening Plenary Session: Jim Clawson, UV</td>
<td>Physicians Auditorium</td>
</tr>
<tr>
<td>9:00 – 11:00PM</td>
<td>Jim’s Place</td>
<td>Stern Center Ballroom</td>
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</table>

**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 11

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 – 8:30AM</td>
<td>Breakfast</td>
<td>Fresh Food Company</td>
</tr>
<tr>
<td>8:00 – 9:00AM</td>
<td>Legacy Project Plenary Session - <em>Climbing a Ladder is Harder than Flowing with Opportunities: An Autobiographical Reflection and Dialog</em></td>
<td>Wachovia Auditorium</td>
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<tr>
<td></td>
<td>Andre Delbecq, Santa Clara University</td>
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<tr>
<td></td>
<td>Moderator: Magid Mazen, Suffolk University</td>
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<tr>
<td>9:00 – 9:30 AM</td>
<td>Break</td>
<td>Beatty Center Atrium</td>
</tr>
<tr>
<td>9:00AM – 5:00 PM</td>
<td>Publisher’s Exhibits</td>
<td>Tate Center Gallery</td>
</tr>
<tr>
<td>9:30 – 11:00 AM</td>
<td>Concurrent Morning Sessions – select one</td>
<td>Beatty and Tate Centers</td>
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<tr>
<td>11:00 – 11:30 AM</td>
<td>Break</td>
<td>Beatty Center Atrium</td>
</tr>
<tr>
<td>11:30AM – 12:30PM</td>
<td>Concurrent Prelunch Sessions – select one</td>
<td>Beatty and Tate Centers</td>
</tr>
<tr>
<td>12:30 – 1:45PM</td>
<td>Lunch</td>
<td>Fresh Food Company</td>
</tr>
<tr>
<td>1:45 – 2:15 PM</td>
<td>Concurrent Postlunch Sessions – select one</td>
<td>Beatty and Tate Centers</td>
</tr>
<tr>
<td>2:15 – 2:45 PM</td>
<td>Break</td>
<td>Beatty Center Atrium</td>
</tr>
<tr>
<td>2:45 – 3:45 PM</td>
<td>Concurrent Afternoon Sessions – select one</td>
<td>Beatty and Tate Centers</td>
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<tr>
<td>3:45 – 4:00 PM</td>
<td>Break</td>
<td>Beatty Center Atrium</td>
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<tr>
<td>4:00 – 5:00 PM</td>
<td>Concurrent Afternoon Sessions – select one</td>
<td>Beatty and Tate Centers</td>
</tr>
<tr>
<td>5:00 – 7:00 PM</td>
<td>Dinner</td>
<td>Fresh Food Company</td>
</tr>
<tr>
<td>9:00 – 11:00 PM</td>
<td>Jim’s Place</td>
<td>Stern Center Ballroom</td>
</tr>
<tr>
<td>Time</td>
<td>Event</td>
<td>Location</td>
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<tr>
<td><strong>Friday, June 12</strong></td>
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<tr>
<td>7:00 – 8:30AM</td>
<td>Breakfast</td>
<td>Fresh Food Company</td>
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<tr>
<td>8:00 – 9:00AM</td>
<td>Plenary Session</td>
<td>Wachovia Auditorium</td>
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<tr>
<td></td>
<td>Manuel Escudero, Head PRME Secretariat, U.N.</td>
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<tr>
<td>9:00AM – 5:00PM</td>
<td>Publisher’s Exhibits</td>
<td>Tate Center Gallery</td>
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<tr>
<td>9:00 – 9:30 AM</td>
<td>Break</td>
<td>Beatty Center Atrium</td>
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<tr>
<td>9:30 – 10:30 AM</td>
<td>Concurrent Morning Sessions – select one</td>
<td>Beatty and Tate Centers</td>
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<tr>
<td>10:30 – 11:00AM</td>
<td>Break</td>
<td>Beatty Center Atrium</td>
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<tr>
<td>11:00AM – 12:30PM</td>
<td>Concurrent Prelunch Sessions – select one</td>
<td>Beatty and Tate Centers</td>
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<tr>
<td>12:30 – 1:45PM</td>
<td>Lunch</td>
<td>Fresh Food Company</td>
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<tr>
<td>1:40 – 3:10 PM</td>
<td>Concurrent Postlunch Sessions – select one</td>
<td>Beatty and Tate Centers and Robert Scott Small building</td>
</tr>
<tr>
<td>3:10 – 3:30 PM</td>
<td>Break</td>
<td>Beatty Center Atrium</td>
</tr>
<tr>
<td>3:30 – 5:00 PM</td>
<td>Concurrent Afternoon Sessions – select one</td>
<td>Beatty and Tate Centers and Robert Scott Small building</td>
</tr>
<tr>
<td>5:45 – 7:15 PM</td>
<td>Dinner</td>
<td>Cistern Yard</td>
</tr>
<tr>
<td>7:30 – 11:00 PM</td>
<td>Awards Ceremony, Talent Show, Jim’s Place</td>
<td>Stern Center Ballroom</td>
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<tr>
<td>9:00 – 11:00 PM</td>
<td>Jim’s Place</td>
<td>Stern Center Ballroom</td>
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<tr>
<td><strong>Saturday, June 13</strong></td>
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<tr>
<td>7:00 – 8:30AM</td>
<td>Breakfast</td>
<td>Fresh Food Company</td>
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<td>8:00 – 9:00AM</td>
<td>Concurrent Morning Sessions – select one</td>
<td>Beatty and Tate Centers</td>
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<tr>
<td>8:00 – 11:15 AM</td>
<td>Publisher’s Exhibits</td>
<td>Tate Center Gallery</td>
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<tr>
<td>9:00 – 9:20 AM</td>
<td>Break</td>
<td>Beatty Center Atrium</td>
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<tr>
<td>9:20 – 9:50 AM</td>
<td>Concurrent Morning Sessions – select one</td>
<td>Beatty and Tate Centers</td>
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<tr>
<td>9:50 – 10:10AM</td>
<td>Break</td>
<td>Beatty Center Atrium</td>
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<tr>
<td>10:10 – 11:10AM</td>
<td>Concurrent Morning Sessions – select one</td>
<td>Beatty and Tate Centers</td>
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<tr>
<td>11:10 – 11:30AM</td>
<td>Break</td>
<td>Beatty Center Atrium</td>
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<tr>
<td>11:30AM – 12:15PM</td>
<td>OBTS Town Meeting</td>
<td>Wachovia Auditorium</td>
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<tr>
<td></td>
<td>Jeanie Forray, OBTS President, Western New England College</td>
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</tr>
<tr>
<td>12:15 – 1:00PM</td>
<td>Lunch</td>
<td>Fresh Food Company</td>
</tr>
</tbody>
</table>
OBTC 2009 Plenary Speakers

Jim Clawson
Plenary Time: Wednesday, 7:00pm - 9:00pm in Physician’s Auditorium

Jim Clawson has had three last names; presently he is the Johnson & Higgins Professor of Business Administration at the Darden Graduate School of Business at the University of Virginia in Charlottesville, Virginia. He has degrees from Stanford (AB in Japanese), Brigham Young (MBA), and Harvard (Organizational Behavior). His published work includes "Powered by Feel: how individuals, teams, and companies excel," "Level Three Leadership 4 editions", "Teaching Management" with Mark Haskins, "Creating a Learning Culture" with Marcia Connor, and this summer, "Balancing Your Life: Executive Lessons for Work, Family and Self." He has written over 300 field based business cases and some two dozen articles. His consulting has taken him to places like London, Cambridge, Paris, Berlin, Amsterdam, Cairo, Istanbul, Athens, Bangkok, Chiang Mai, Sydney, Kobe, Tokyo, Rio, San Jose, Mexico City, Monterrey, and Johannesburg. He enjoys learning, teaching, reading, writing, golf, taekwondo, exercise, good design, travel, and above all kind authenticity.

André L. Delbecq
Plenary Time: Thursday, 8:00am - 9:00am in Wachovia Auditorium

André L. Delbecq is the McCarthy University Professor at Santa Clara University where he served as Dean of the Leavey School of Business from 1979 to 1989. His research and scholarship focuses on executive decision-making, organization design, managing innovation in rapid-change environments, and leadership spirituality. He is the Eighth Dean of Fellows of the Academy of Management, prior President of the Midwest and Western Academies of Management, and former Executive Director of the Organization Behavior Teaching Society, a recipient of its 2006 David L. Bradford Award. He has served on three corporate Boards of Directors and twice as Board Chair. Presently he serves on the Board of Trustees of Ascension Health chairing its Mission, Spirituality and Ethics Committee. He directs the Institute for Spirituality of Organizational Leadership at Santa Clara conducting dialog between theologians, executives and management scholars.

Dr. Manuel Escudero
Plenary Time: Friday, 8:00am - 9:00am in Wachovia Auditorium

Dr. Manuel Escudero is Executive Director of the Research Center for the Global Compact at the Levin Institute and a Senior Fellow with The Levin Institute, Head of the Secretariat of the Principles for Responsible Management Education (PRME), and Special Adviser to the United Nations Global Compact (UNGC).

Prior to accepting his position as Senior Staff member and Head of Networks at the United Nation Global Compact in 2006, Dr. Escudero was Professor of Macroeconomics at IE Business School in Madrid, Spain. During his career at the IE Business School, he was Research Dean and Faculty Dean, Associate General Director of the IE Business School and founder and Associate Director of the IE Executive College.

He has written 8 books, more than 100 op-ed articles, 5 public reports, and 20 working papers. He has been Director/Principal Researcher of 20 Research Projects, among them "The Labor Market in Spain, Analysis and Reforms." (Tinker Foundation, USA, 2005),"Investing in the Fastest-Growing Economy of Brazil, Strategic Partnerships in the State of Minas Gerais" (Commission of European Communities,1998) and "Priorities for Executive Development." (Leonardo da Vinci Program, Commission of European Communities, 1997). He has participated as Director/Keynote Speaker/Speaker in 82 Conferences in 23 countries. His most recent books include Libro azul 2004: Homo Globalis, en Busca del Buen Gobierno (2005), La implantación del Pacto Mundial en las empresas españolas (2005), and Pleno Empleo (1998)

Dr. Escudero's public sector experience in Spain includes his role as Director of the Ministerial Group of Thought Leaders on Corporate Social Responsibility (CSR), Secretary of the CSR Experts Forum for Corporate Social Responsibility under the Chairmanship of the Minister of Labor, Secretary General - Spanish Network of the UN Global Compact, Senior Advisor for Policy and Programs of the nominated Candidate for Prime Minister of the Spanish Government. Dr. Escudero served in elected office as Member of the Spanish Parliament for the 2000/2004 term.

He holds a B.Sc. from Escuela Superior de Técnicas Empresariales (Spain), and a M.Sc. and Ph.D. from the London School of Economics and Political Sciences.
OBTC 2009 Reviewers

Rae Andre
Timothy Baldwin
Lizabeth A. Barclay
Kathleen J. Barnes
Joy Beatty
Jerry Biberman
Carrie Blair
Virginia Bratton
David Bright
Scott Bryant
Kay J. Bunch
Deborah Butler
Joseph F. Byrnes
Michal Cakrt
Macgorine A. Cassell
Carolyn Chavez
Julie Chesley
Valerie L. Christian
James G. Clawson
Tom Comstock
Gary Coombs
David Cowan
Nita Sue Currey
William Davis
Suzanne de Janasz
Roger A Dean
Andre L. Delbecq
Beverly J. DeMarr
John Kevin Doyle
Linda M. Dunn-Jensen
Andrei Dutu
Michael A. Dutch
Terri Egan
Aimee Dars Ellis
Riri Te Whara Ellis
David Epstein
Kent D. Fairfield
David S. Fearon Sr.
Sheri L. Fella
C. Melissa Fender
Claudia Ferrante
William Paul Ferris
Jason Fertig
Dale M. Finn
Christine Fletcher
Jeanie M Forray
Susan J. Fox-Wolfgramm
Jann Freed
Jonah Friedman
Consuelo García
Janet Gillespie
Lance Giroux
Leonard J. Glick
C. Allen Gorman
Kim Gower
Ellen Greenberg
Laura Guerrero
Andra Gumbus
Wendy Sue Harman
Cheryl Harrison
Rama Kaye Hart
Nell T. Hartley
Thomas Fletcher Hawk
Karen Hebert-Maccaro
Patricia Raber Hedberg
Robert Alexander Herring III
M. Eileen Higgins
Monika Lynne Hudson
Ernest L Hughes
Maria Humphries
Kathleen R. Johnson
Chetan Joshi
Kathleen R. Kane
David Kaplan
Anna B. Kayes
D. Christopher B. Kayes
Amy L. Kenworthy
Masud Khawaja
Terry Lee Kinnear
George G. Klemic
Cynthia L. Krom
Dale Krueger
Jamie Jocelyn Ladge
Nan Langowitz
Jennifer S. Leigh
Kenneth Levitt
Roy J. Lewicki
Kathy Lund Dean
Karen Markel
George F. Marron
Sharon P. McKechnie
Steve Meisel
Larry Michaelsen
Susan Michie
John A. Miller
Lynn E. Miller
Dan Moore
Jane P. Murray
Paul Myers
Leslie Joy Nash
Eric M. Nelson
Mary Grace Neville
Dennis O'Connor
Laura L Paglis
J. P. Julie Palmer
Jane Parent
Richard Parsells
Kathryn Pavlovich
Shripad G. Pendse
Jason R. Pierce
Carol L. Pietrasz
Joanne Pirie
James Campbell Quick
Kenneth Rhee
Bruce Roemmelt
Keith Rollag
Lisa Rosh
Dale Rude
Constance Savage
Stuart M. Schmidt
Joe Seltzer
Rita J. Shea-Van Fossen
Tracey Honeycutt Sigler
Randy Sleeth
Erika Engel Small
Jim Smither
Kirsty Kathleen Spence
Robin K. Sronce
Gary Stark
Susan D. Steiner
Lisa T. Stickney
Wayne Stone
Diana Stork
Elizabeth Stork
Susan Taft
Scott N. Taylor
Neil Michael Tocher
Ed Tomlinson
Mary Trefry
Cheryl Tromley
Tiffany Trzbieatowski
Elizabeth Fisher Turesky
Kristi Lewis Tyran
Donna Varner
Sylvia Vriesendorp
Gary Wagenheim
Nancy Wallis
Joan Weiner
Edward Wertheim
Debra Kay Westerfelt
Jane V Wheeler
Judith Anne White
Satina V. Williams
Joan Winn
Chris (Christine) M. Wright
Sharon Wu
Larry Wyner
Kenneth M. York
**Wednesday, June 10**

**Wednesday, 5:00pm - 7:00pm in Stern Center Garden**

***Dinner***

Dinner is in the garden behind the Stern Center. In case of rain, it will be in the Stern Center Ballroom.

**Wednesday, 7:00pm - 9:00pm in Physician’s Auditorium**

**Welcome to OBTC 2009. Plenary Opening Session**

- **Conference Welcome**
  
  P. George Benson, President, College of Charleston

- **Opening Event**
  
  Jim Clawson, University of Virginia

In the opening session this year, Jim Clawson will guide us through an introduction to the conference theme. The details will be revealed in the session. Please check your tolerance for the superficial at the door, bring with you an open mind, your (metaphorical) seat belt, your assumptions about how students learn best, a dose of willingness to help others learn from your experience and an interest in letting your hair down. Also, sit next to someone you would like to get to know better.

**Wednesday, 9:00pm - 11:00pm in Stern Center Ballroom**

**Jim’s Place**

The evening social event was named in honor of Jim Waters, a long time and regular attendee whose deep and hearty laugh was regularly heard until he passed away unexpectedly in the late 1980's. Join us for conversation, refreshments (including beer and wine), and collegiality.

**Thursday, June 11**

**Thursday, 7:00am - 8:30am in Liberty Residence Hall**

***Breakfast***

Enjoy Breakfast at the Fresh Food Company on the ground floor of the Liberty Residence Hall and across the street from the Beatty and Tate Centers. Expect a wide variety of hot and cold breakfast items, juices, and coffee.

**Thursday, 8:00am - 9:00am in Wachovia Auditorium**

**Legacy Project Plenary Session: Climbing a Ladder is Harder than Flowing with Opportunities - An Autobiographical Reflection and Dialog. Strategies for Teaching in Different Career Phases**

- **Andre L. Delbecq**, Santa Clara University

- **Moderator**: Magid Mazen, Suffolk University

Different career phases and different appointments offer differentiated and unique opportunities to the scholar/teacher. Strategies for taking advantage of these rhythms from the presenter’s personal history will be shared to provoke a conversation with others. Out of the dialog based on personal career histories an array of possibilities for enriching teaching should emerge.

**Thursday, 9:00am - 9:30am in Beatty Center atrium**

**Refreshment Break**

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

**Concurrent Sessions | 9:30am - 10:30am**

**Thursday, 9:30am - 10:30am in Beatty 212**

**Bridging the Gap Between Theory and Practice: Frontline Supervisory Skills for Undergraduate Seniors**

- **Andra Gumbus**, Sacred Heart University

- **Jeanine Karin Andressi**, Sacred Heart University

Frontline Supervisory Skills is a capstone course for seniors who are entering the workplace, many in a supervisory role with little practical experience in supervision. Skills are taught using student written role plays with live videotaped playback and critique of skills. Course design, sample materials, student evaluation practices and lessons learned in pilot classrooms are discussed. Participants will engage in a classroom simulation of two modules, 'Providing Corrective Action' and 'Managing Separations and Terminations' plus view a student produced video of these skills. All eleven modules of the course can be adopted and used in any management course.
Making It Real: Enhancing the Student’s Learning Experience Through the Use of Video Games.

David J. Gavin, Marist College

The goal of this session is to examine the use of video games to enhance the study of business. Computerized business simulation programs can be very effective in helping students learn. Some U.S. corporations have found great value in training their employees with the use of computerized simulations programs. Simulations programs have been used extensively in the aerospace industry to teach skill-building and decision-making. However, custom designed computerized simulation programs can be very expensive and often boring for students. We have discovered that off-the-shelf video games can be a highly effective method of teaching business decision-making skills.

The Ties that Bond: Connecting with Students to Enhance Classroom Learning

Jane Parent, Merrimack College
Cheryl McLean Sullivan, Merrimack College

In addition to bringing the more traditional pedagogical tools to the classroom, good learning occurs when there is a bond between professor and student. When a professor understands how subject matter relates to students and students understand how the subject matter relates to them personally, learning sticks. Professors who engage in pedagogical caring and respect (Hawk & Lyons, 2008) provide a rich learning environment for their students. This session will foster an exchange of ideas about how to integrate these pedagogical practices; we will share our experiences relating to our students and discuss ways to bond without crossing professional boundaries.

Integrating Management and Career Development into an MBA Curriculum

Karen Hebert-Maccaro, Babson College
James Hunt, Babson College
Nan Langowitz, Babson College
Keith Rollag, Babson College

In this interactive session we explore the possibilities for helping students integrate workplace and school-based learning and career development. We describe a required management development course created for our blended MBA program that uses a variety of tools including a program-specific work-based multi-rater feedback instrument to help students create a robust development plan integrating school and work. We invite others engaged in similar curricular innovation to join us in sharing what we and they have learned, what works and doesn’t work, particularly in programs delivered in distance and blended learning formats.

Moving the Drudgery of Grading to Transformative Learning Using Rubrics

Kathy Lund Dean, Idaho State University
Charles J. Fornaciari, Florida Gulf Coast University
Thomas Fletcher Hawk, Frostburg State University

Grading student work is usually met with grumbling resignation; for many instructors the task of grading is one of the least rewarding aspects of a professor’s professional life. This highly interactive session will help put some spring back in participants’ steps by showing how using grading rubrics can increase objectivity, coherence and fairness when assessing student work. Participants are asked to bring to the session an activity or exercise they would like to grade using a rubric—we will help you design the rubric!

Icebreaking or Time-wasting? The Effective Use of “Icebreakers” in Class

Robert Alexander Herring III, Winston-Salem State University
M. Eileen Higgins, Frostburg State University

What do you say after you say “hello, class”? Effective use of icebreakers can start you off on the right foot with a class, especially on the first day. The authors will demonstrate use of some of their favorite icebreakers by having the session participants use them in a simulated class. The authors will then lead a discussion of do’s and don’ts in the effective use of icebreakers. In addition to the ones demonstrated, the authors will provide a handout with descriptions and instructions for additional exercises as well.

Time and Decision-making: An Experiential Exercise

Jonathan David Raelin, Loyola College in Maryland
Pete Tashman, George Washington University
George A. Hrivnak Jr., George Washington University

In this experiential session demonstration, the presenters will share an exercise that encourages students to consider and appreciate the constant and often unconscious effect that time can have on decision-making processes. The presentation will begin with a brief overview of the relationship between time constraints and decision-making. From there, attendees will directly engage in the decision-making exercise to gain hands-on experience with the exercise followed by a discussion about how it might be implemented in their own classes. Finally, the presenters will share their strategies for helping students become more reflective about the impact of time on their own decision-making.
Thursday, 9:30am - 10:30am in Tate 202

What Did We Learn about Learning in Groups -- Meta-Debriefing Team Experiences

Patricia Raber Hedberg, University of St. Thomas

Despite their anguished cries, we continue to ask our students to work in groups. Why? In this session, we will discuss how we can help learners gain insights from their course-long group experience. Learners can be energized by what they learned about themselves, groups, and broader course topics, such as leadership and power. Share stories on how you meta-debrief course-long group experiences, or why you don’t. Our goal is to reflect on best practices for a final, or course-ending, meta-debrief on groups.

Thursday, 9:30am - 10:30am in Tate 220

Bringing Conversational Learning on Campus and Into the Classroom

Ann C. Baker, George Mason University
Judith Anne White, Santa Clara University

Learning in everyday classroom discussions can be enhanced to become a deeper form of learning when discussion is transformed into conversations grounded in the collective experience of the learners. Deep learning develops by creating a conversational learning space and collective experience where learners safely reflect and explore their different ideas, viewpoints, and values. Creating a space for this learning involves intentional effort. This session introduces participants to the concepts and tools of conversational learning and provides them an opportunity to share their own experiences and examples as the group expands the resources for creating conversational learning spaces in their classrooms.

Thursday, 9:30am - 10:30am in Tate 314/5

35 years of Teaching Negotiation: Insights, Lessons, Implications

Roy J. Lewicki, Ohio State University

This session will focus on the evolving history of content and process in teaching negotiation skills in business schools. The leader will trace the way that negotiation courses were initially designed and approached, as contrasted against the wealth of resources and design options available to contemporary faculty. Insights will be shared on ways to design these courses, actively involve and engage students, and yield enthusiastic students and excellent teaching evaluations. Critical areas for pedagogical development will also be identified. The session will be designed for both experienced and novice teacher.

Thursday, 10:30am - 11:00am in Beatty Center atrium

Refreshment Break

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

Thursday, 11:00am - 12:30pm in Beatty 212

Teaching, Learning, and Working Across Cultures in International Business and Management

Janine L. Clarke, Trinity (Washington) University
Jonah Friedman, Fordham University

This interactive experiential exercise utilizes Geertz Hofstede’s cultural framework to engage participants’ understanding of the potential impact that national cultural differences in have on the structure, functions, and processes of organizations. (Value: individuals doing business across cultures, multinational companies, and forming partnerships that cross national boundaries.) More generally, it provides participants the opportunity to “try on” different sets of assumptions and mental frameworks. (Value: managers become more aware of assumptions they hold that are value-based and, at times, less apparent or explicit, and practice shifting frameworks, a skill which can lead to creative and/or innovative approaches to problems.)

Thursday, 11:00am - 12:30pm in Beatty 214

Teaching a Course in Negotiation in One Class: An Experiential Session

Edward Wertheim, Northeastern University

Courses in Negotiations are now quite common across the University and are required in many programs, particularly at the Graduate level. But there are many situations across the University where there a program needs to expose students to the basics of negotiations but a whole course is not an option. This experiential session will focus on teaching the basics of negotiation when only one class session is an option. The session will involve a case that provides the opportunity to expose the student to the basic elements of negotiation including planning, the negotiation “dance”, and the closing.

Thursday, 11:00am - 12:30pm in Beatty 216

The Queen of Self-awareness: Teaching and Developing Two Components of Self-awareness in the Classroom

Scott N. Taylor, University of New Mexico

Most scholars and practitioners intuitively regard self-awareness fundamental to effective leader behavior. Yet, self-assessment also tends to be inflated, biased, and unreliable. This session focuses on two key components of self-awareness: (1) an understanding of oneself and (2) the ability to anticipate how one is perceived by others. I draw upon the experience of Queen Elizabeth II, as portrayed in the 2006 film The Queen, to show how instructors can help students: understand the dual components of self-awareness (with emphasis on the second component), understand the important link between effective leadership and self-awareness, and gain practice developing their own self-awareness.
**Thursday, 11:00am - 12:30pm in Beatty 320**

**Teaching the Unteachable: Laying a Spiritual Foundation for Tomorrow’s Workforce**

**Jerry Biberman, University of Scranton**  
**Joan Marques, Woodbury University**  
**Satinder K. Dhiman, Woodbury University**

The current and future generations of students are calling for a deviation from traditionalism and a more focused and holistic guidance toward life-preparedness. They are looking for a transcendence of the stereotypical transfer of knowledge as they yearn for greater awareness toward those issues that will actually make a difference in life. In short, they are looking for ways to transform themselves to transform the world. Spirituality is a personal matter that works best in a climate of trust and human connectedness. In this workshop we will share our best practices with you, and invite you to do the same.

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**Thursday, 11:00am - 12:30pm in Tate 131**

**Learning in Spite of Ourselves**

**Ruth H. Axelrod**

We know that learners must not only choose to learn but must be able to learn, as well. Efforts to engage in deep learning, which often involves changing our perception of reality and sense of self, tend to invoke formidable psychological obstacles for both teacher and student. In this workshop, we will consider this mode of learning, explore the challenges involved, and consider ways of approaching our subjects so that we can make both our students and ourselves to learn what each desires.

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**Thursday, 11:00am - 12:30pm in Tate 132**

**Once Upon a Time... Using Storytelling to Enhance the OB Learning Experience**

**Lisa T. Stickney, University of Baltimore**  
**Beverly J. DeMarr, Ferris State University**

Faculty tell stories in the classroom, sometimes they’re planned and sometimes they are impromptu, arising during class discussions. Some are very good at it, others not so much. Even good storytellers occasionally have one that falls flat. What is the difference between a good storyteller and a not-so-good storyteller? What makes a “good” story – one that helps students make connections between course concepts and real life situations? What can you do to improve your storytelling skills? In this interactive workshop we address those questions and provide an opportunity for participants to practice and hone their storytelling skills.

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**Thursday, 11:00am - 12:30pm in Tate 133**

**Journal of Management Education - Editorial Board Meeting**

For members of the JME Editorial Board, by invitation only

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**Thursday, 11:00am - 12:30pm in Tate 202**

**Management 101: The World as Classroom**

**John A. Miller, Bucknell University**

We'll frame, invite critical dialogue, and work to extend evolving answers to three fundamental questions, now urgently facing Management Education. 1. What to teach? A1: Integrating Practical Theory: Community, Effectiveness, Efficiency. 2. How to teach? A2: Coaching Experiential, Collaborative Learning Cycles: Real and Mindful Performance, Scholarly Storytelling, Design. 3. For whom? A3. Every undergraduate: Reinventing Tocqueville... and Bypassing Business Schools, to use the World as Classroom. These tentative answers summarize provocative excerpts from the 30th anniversary report on MG101, Bucknell's ongoing adventure in using real student learning organizations to reinvent general education in management.

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**Thursday, 11:00am - 12:30pm in Tate 207**

**Teaching Business Innovation as Making Music: Learning for Good**

**David S. Fearon Sr., Central Connecticut State University**

OBTC 2008 exhorted entrepreneurial teaching to foster entrepreneurial learners to manage in an economy degrading from white water to unchartered waters. Mgt 473 Organizing and Managing for Innovation was revamped with concern that command and control conventions of managing innovation worked in a time now past. Freer thinking and fluid effectuation of new ideas was indicated. The boundless, yet disciplined, ways musicians put songs into people’s lives came to mind. Teach business innovation in ways music is made, working in concert to bring profitable and sustaining new ideas to life. “Sit in” on replicated lesson modeling students making beautiful innovation music.

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**Thursday, 11:00am - 12:30pm in Tate 220**

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

**Kathleen R. Kane, 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. The exercise will be run with session participants. Participants will learn their own place on the Matrix and also learn about others' characteristics and work style preferences. Contrasts between styles can substantially change participants perceptions of themselves and each other. Supplemental readings, descriptions, and class overheads will be supplied. 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, 11:00am - 12:30pm in Tate 314/5

Using a New Video Case: “Building a Business Through Conflict: The Brunt Family and MSI.”

Allan R. Cohen, Babson College

This is a video of a unique family business, run by Tom and Kris Brunt, their two sons, and the son’s wives. The Brunts are more open and direct than most executive teams (and most families) and their dynamics are intense. Issues of leadership, succession, competence, decision making, conflict management, meeting skills, and entrepreneurship are raised by this case. This low budget documentary is fascinating in its own right as well as rich teaching material. We will show the 45 minute video, briefly discuss how it was made, and talk about several teaching uses in different courses.

Thursday, 12:30pm - 1:45pm in Fresh Food Company

Lunch

Lunch is at the Fresh Food Company on the ground floor of the Liberty Residence Hall and across the street from the Beatty and Tate Centers. Enjoy a variety of serving stations, including pizza, salads, sandwiches, hot meals and plenty of healthy foods.

Thursday, 1:45pm - 2:15pm in Beatty 216

Job Enrichment Exercise: Applying a “Sticky” Approach to Motivation and Enrichment Learning

Monika Lynne Hudson, University of San Francisco
Dayle Smith, University of San Francisco
Penny Scott, University of San Francisco

In this session, we modify an exercise originally prepared by McCuddy (2005) to link classroom instruction, library research and the use of technology to an examination of job motivation and enrichment issues. The presenters will use their experience with designing, conducting and evaluating a fast-paced electronic research/presentation exercise with over 175 undergraduate business students to discuss how this exercise helps student participants develop sensory, intellectual and presentation understanding of (a) key human resource hiring and assessment issues and (b) the practical ways that this knowledge can be applied to their personal job searches.

Thursday, 1:45pm - 2:15pm in Beatty 218

A Strengths-based Approach to Personal Growth in the Classroom

Angela Passarelli, Case Western Reserve University

Students’ personal growth – frequently an intended learning outcome of management courses – does not have to be left to chance! This interactive session will explore the intentional use of a strengths-based pedagogy to weave personal growth and discovery into course content. The use of a formal assessment tool, the Clifton StrengthsFinder, in an international ecotourism course will be shared as case study to launch conversation. We will also discuss informal strategies to draw on students’ strengths for mastery of course content.

Thursday, 1:45pm - 2:15pm in Beatty 212

Assessing Critical Thinking Using Employment Law Cases to Develop Situational Judgment Tests

Kay J. Bunch, Georgia State University

For this 30-minute session, I will discuss the importance of critical thinking, examine employment law as an ideal vehicle for teaching critical thinking, and describe how court cases can serve as a foundation for a variety of writing activities. To ensure transfer of learning, teaching methods should be as realistic as possible, expose students to a variety of situations, and allow for practice. At the same time, instructors must be pragmatic in the face of larger classes, fewer resources, and student resistance. Incidents based on case law can meet the needs of students, future employers, and faculty.

Thursday, 1:45pm - 2:15pm in Beatty 320

Recruiting to Transform Organizational Culture

Linda Jean Twiname, The University of Waikato
Cameron Frethey, University of Waikato
Maria Humphries, The University of Waikato
Kathryn Pavlovich, University of Waikato Management School

Encouraging students to reflect critically on their attitudes and beliefs about explicit and implicit messages associated with recruitment processes that shape organizational culture is a challenge in the face of a still largely functionally orientated OB discourse still predominating in the academy. In the example we present, students related well to the cases we prepared. They began to critique their own assumptions and those embedded in the HRM literature under investigation: recruitment to transform organizational culture. Through the work initiated in class, and that which followed, we saw enhanced student self reflection and deepened understanding of the subject matter.
Thursday, 1:45pm - 2:15pm in Tate 131

Using Tips from “The Perfect Human” to Teach Motivation Without De-Motivating the Students

Sharon P. McKechnie, Emmanuel College

It is ironic that the number and variety of theories of motivation can make this topic highly de-motivating for students to learn. There is the added problem that those students who aren’t turned off may see the various theories as sets of rote terms to be memorized, regurgitated in an exam, and then quickly forgotten. In this session I will present my use of a mainstream magazine article that helps to overcome these problems while enabling students not only to identify and differentiate between multiple theories, but also helps them to retain the information in a meaningful way.

Thursday, 1:45pm - 2:15pm in Tate 132

News of the Day - Using the Web for Simple and Quick Assignments

Ellen Greenberg, Sofia University

This session will present a way to make simple and spontaneous assignments using youtube and google, which help to demonstrate the “real world” applicability of theories and models of organizational behavior. Taking headlines from today’s newspaper and looking at videos of famous leaders in politics, business, or social issues give an immediacy to our contention that our field is relevant and compelling. Despite the simplicity, these assignments can have very rich results. The session will give examples of such assignments are given and participants are asked to share their own experiences.

Thursday, 1:45pm - 2:15pm in Tate 133

Seven Reasons to Blog in Higher Education

Kathleen R. Johnson, Keene State College
David Kenneth Johnson, MCLA

Weblogs, or “blogs,” are more than a social networking tool. They are an important mechanism for implementing the AAHE’s “seven principles” of good teaching and learning. In this session we discuss (1) the integration of student and faculty blogging into our curricula; (2) the notable rewards and challenges associated with their use; and (3) the pedagogical “stickiness” of student blogging. The presentation includes samples of actual student blog postings, student reflections on their blogging, and suggestions for grading. We invite session participants to share their experiences with blogs and explore this new technology’s possibilities for enhancing teaching and learning.

Thursday, 1:45pm - 2:15pm in Tate 207

The Peer Adventure: An Exercise in Confirming or Refuting Perceptions of Self and Others

Claudia Ferrante, United States Air Force Academy

The Peer Adventure is an experiential exercise intended to illustrate how individuals develop their perception of others and interact with others based on these perceptions. Oftentimes students make judgments about fellow students based on students’ external characteristics and/or comments made in class. Although students might be incorrect in their initial perceptions based on these observations, they do not take the time or steps necessary to confirm or refute their initial judgments. Upon completion of the exercise, students realize that there is more to perception than meets the eye and have a greater appreciation for social information processing and its implications.

Thursday, 1:45pm - 2:15pm in Tate 220

The Good, the Bad and the Ugly: Student Perspectives on Engaged Learning

Carol L. Pietrasz, Malone University
Constance Savage, Ashland University

This session highlights the findings and implications from a qualitative research study conducted with undergraduate and graduate students in business to explore elements contributing to engaged learning in the classroom. By exploring the thematic analysis of the data, participants will get a first hand look at students’ perspectives on the behaviors and characteristics that are associated with engaged and non-engaged learning. Students’ responses to questions regarding engaged and non-engaged learning experiences address the major players in the learning process—the students, their classroom colleagues, and their professors—and form an eye-opening constellation of factors to promote learning experiences that “click.”

Thursday, 1:45pm - 2:15pm in Tate 314/5

Understanding Generational Differences in the Workplace: Implications for Educating Millennials

Mark Cannon, Vanderbilt University
Andrew Smith, Vanderbilt University

As members of the Millennial Generation (born during or after 1982) continue to enter the workforce, understanding their distinctive characteristics becomes increasingly important for educators, managers, and the Millennials themselves (Tapscott, 2009). This session invites discussion of participant observations about Millennials, briefly assesses participant understanding of trends, presents additional data on differences, and finally opens the session to further discussion about implications. The majority of the time will be spent discussing observations, implications, innovations and strategies for understanding Millennials and meeting their particular learning needs.
Thursday, 2:15pm - 2:45pm in Beatty Center atrium

Refreshment Break

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

▼ Concurrent Sessions | 2:45pm – 3:45pm ▼

Thursday, 2:45pm - 3:45pm in Beatty 212

Business Education Innovation: Learning from Liberal Arts Models

Mary Grace Neville, Southwestern University
Jennifer S. Leigh, Nazareth College
Lindsey Godwin, Morehead State University

This round table discussion creates a forum for teacher-scholars to share innovations and structure a collaborative agenda towards improving undergraduate business education using liberal arts philosophies and corresponding pedagogies. This discussion builds on a 2006 national symposium and 2007 OBTC session, both of which asked, “what is the role of liberal arts in business education?” Conveners will share their experiences and resources, including current research agendas, outcomes from previous discussions, and a pilot website, and they will seek the same from all participants. The central outcome is to foster a collaborative community of peers engaged in this critical dialogue.

Thursday, 2:45pm - 3:45pm in Beatty 214

Learning and Performing: Paradoxical Implications for Leaders, Faculty, and Students

Tracey Honecutt Sigler, Northern Kentucky University
Kenneth Rhee, Northern Kentucky University

Is it possible to combine learning and performance? Given the emphasis on performance, learning sometimes plays second fiddle to performing in our current culture. Unfortunately, when it comes to leadership development or classroom learning, there are some deleterious consequences if leaders or students unduly focus their attention on performance at the expense of learning.

Our M.S. in Executive Leadership and Organizational Change was designed to encourage students to combine learning and performance. We will share our approaches and facilitate discussion to help you think of ways to produce a focus on learning in your program or school.

Thursday, 2:45pm - 3:45pm in Beatty 216

F2F&V: Sharing an Experiential Activity that Simulates the Challenges of Working Simultaneously in Face-to-Face and Virtual Teams

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

This session describes an experiential activity which provides students at a North American Business School the unique opportunity to work on two simultaneous activities – a face-to-face team exercise and a virtual team exercise. Session facilitators will, on the basis of their experience with this activity, provide detailed guidelines on running and debriefing the activity.

Thursday, 2:45pm - 3:45pm in Beatty 218

Good Learning: Understanding Plastic

Nita Sue Currey, St. Edward’s University

This session capitalizes on neuroscience research and the work of Carol Dweck to investigate the relationship between natural talent, effort, and ability to persist in facing challenges. The concept of brain plasticity suggests the capacity to change mindsets. Dweck’s work suggests that, by adopting a mindset where effort rather than talent leads to achievement, we gain greater ability to persist in challenging learning circumstances. The session introduces exercises that demonstrate how teachers can assist with mindset transformation with application to students’ class work, home environments, workplaces, and society in general. Session activities reinforce changes that can contribute to effective problem-solving.

Thursday, 2:45pm - 3:45pm in Beatty 216

Making Ethics Education Relevant for Working Managers

Kathy Lund Dean, Idaho State University
Timothy Keane, Saint Louis University
Jeri M. Beggs, Illinois State University

Current ethics pedagogy can suffer from a relevance disconnect: teaching the Enron story, or other ‘no brainer’ types of massive ethical frauds does not experientially resonate with our students, who enter organizations at lower-to mid-level managerial positions. Results from a research study of working managers with MBAs suggest specific ways we can change ethics teaching to lasting ethics learning. We facilitate a representative ethics class session after discussing specific course changes we made to close the relevance gap in ethics education. All materials will be made available to session participants, including syllabi and handouts.
Learning What’s New in Business Publications While Teaching Students to Habitually Scan for Additional Information.

Carrie Blair, College of Charleston
Gordon Dehler, College of Charleston
C. Allen Gorman, Angelo State University
David Desplaces, College of Charleston
Sarah Stookey, Central Connecticut State University

Faculty are often too busy to fully read current business publications. At the same time, students complete textbook readings, but are not encouraged to spend time reading popular business sources. Faculty can mend these performance gaps by creating assignments that utilize popular business readings: students will become familiar with sources of popular business readings while also serving as a source of information for faculty. Best practices for incorporating current events or resources into the classroom will be discussed, four examples of assignments will be presented, and the session members will spend time creating new assignments to use in their classroom.

The Logo Factory: An Intergroup Exercise

Lisa Rosh, Yeshiva University
Evan Leach, West Chester University

This session demonstrates an exercise designed to assist participants in examining the structural and individual factors that cause intergroup conflict and foster collaboration. In this three phase intergroup decision making exercise, participants design and select a class logo. The demonstration will include film clips of exercise runs, an interactive presentation of the exercise materials and physical setting requirements, a discussion of the debrief process and related assignments.

A Metaphor is Worth a Thousand Words...

Magid Mazen, Suffolk University
Suzanne de Janasz, University of Mary Washington

We’ve all heard the adage “a picture is worth a thousand words.” In the classroom, pictures and metaphors can be used to facilitate the learning process at multiple levels. By providing a metaphorical image that represents an entire course, we help our audience “get” the underlying philosophy and importance of a course and its learning objectives. We can also use metaphors to help audiences visualize specific management concepts. In this session, we share some metaphors we use, describe their effect on learning as well as overcoming defensiveness to learning, and facilitate a dialog on metaphors’ value in the classroom.

How to Enable Flow and Utilize Critical Incident Inquiry to Enhance Optimal Classroom Experience

Cynthia L. Sherman, Claremont Graduate University
Sandra Kaanuui, Florida Gulf Coast University
Charles J. Fornaciari, Florida Gulf Coast University

Optimal classroom experiences for students and instructors entail engaging with the class and content. This session addresses how instructors can use flow theory and Critical Incidence Inquiry (CIQ), processes that entail minimal in-class data collection and on-going student feedback, to create more engaging classes.
Thursday, 4:00pm - 5:00pm in Beatty 216

From Carrollton to Katahdin: Skill Development for MBA Students Experiencing Leadership on the Edge

Darrin S. Kass, Bloomsburg University
Joan Benek-Rivera, Bloomsburg University
Paul F. Rotenberry, West Chester University of Pennsylvania

Leadership on the Edge (LOTE) is an innovative, value-forming experience for MBA students that provides insight and reinforces leadership theories taught in the classroom. LOTE enables students to practice these theories in an unfamiliar and unpredictable wilderness environment. This session illustrates how this form of outdoor skills training has been successfully used in a graduate OB course and how LOTE addresses criticisms against traditional MBA programs. Video footage of a recent climb of Mt. Katahdin and statements from participants on its learning value is included in the session.

Thursday, 4:00pm - 5:00pm in Beatty 320

Doing the Impossible: How Raising Money for Charity Helped Undergraduate Students Realize that Organizational Behavior is Not Simply Common Sense – A Valuable Conversation

Jason Fertig, University of Southern Indiana

How can we help students realize that even though Organizational Behavior seems like “common sense,” common sense does not equal common practice? This interactive session based on a classroom fundraising activity will utilize brainstorming, reflection, discussion, and yes, even some humor to engage participants.

Thursday, 4:00pm - 5:00pm in Tate 131

Inner and Outer Questioning: Exploration, Imagination and Inquiring Mindfulness in the Classroom

Mark Kriger, Norwegian School of Management BI

The process of asking questions is a powerful method used to direct the attention of students in class discussion. However, we seldom reflect on how we ask questions, why we ask them or on the nonverbal, often hidden, processes that facilitate effective inquiry. This session will involve a short international case and presentation of nine processes that facilitate exploration and mindful inquiry in the classroom. The session aims are to deepen understanding of the kinds of questions we ask and to examine our own self-awareness and degree of mindfulness as we use questions for interactive inquiry in the classroom.

Thursday, 4:00pm - 5:00pm in Tate 132

Learning by Doing: A “Sticky” Way for Students to Learn About Leadership

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

Our goal is to describe a “learning by doing” approach that fully engages students. Our approach requires teachers to relinquish control of the pedagogy, and to empower their students to plan and lead discussions of their peers that enhance students’ understanding of and critical thinking about leadership. Unlike some classes that relinquish control to some students for part of the class time, in our approach, all students rotate leading sub-groups of the class for the entire class period. We describe how the various course elements complement one another and contribute to “sticky” learning of leadership theory and skills.

Thursday, 4:00pm - 5:00pm in Tate 133

Helping Students with Cross-Cultural Communication: An Experiential Activity

C. Melissa Fender, Drexel University
Jane P. Murray, Bond University

This presentation details an activity that can be utilized to assist students understand and experience the issues surrounding cross-cultural business communications. Student groups are set the task of constructing short (5-10) minute role-plays to illustrate cultural communication styles and values. Groups are assigned two different cultures to research, with the role-play focused on an initial business meeting between individuals from those cultures. Role-plays are then “acted out” in a class fishbowl, with observers identifying specific cultural features of the communication. The activity’s design allows it to be easily tailored to varying class sizes, or incorporated into assessment pieces and examinations.

Thursday, 4:00pm - 5:00pm in Tate 202

Experience NINE MORE Experiential Exercises in ONE Action-Packed Hour

Rae Andre, Northeastern University
Amy L. Kenworthy, Bond University
Roger Putzel, St. Michael's College
Michael C. Shaner, St. Louis University

Enliven your classes and this conference! Experience NINE MORE experiential exercises, written by almost as many of your enthusiastic colleagues, in just one hour. When you take away the full instructions available to you in the proceedings, you will find that you can do one—or even more!— in your spare class time. Exercises include such novelties as:

- Teambuilding Through Body Painting
- Social Loafing Across Cultures (Social Loafing)
- To Plan or Not to Plan (Groups)
- Diving for Dollars (Motivation)

Attention participants! Be on time, and obey the gong.
<table>
<thead>
<tr>
<th>Thursday, 4:00pm - 5:00pm in Tate 220</th>
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<tbody>
<tr>
<td><strong>Roundtable 2: From Good Teaching to Good Learning</strong></td>
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<tr>
<td>Moderator: <strong>Nancy Wallis</strong>, <em>Fielding Graduate University</em></td>
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<td>Participants:</td>
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<tr>
<td><strong>Timothy Baldwin</strong>, <em>Indiana University</em></td>
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<td><strong>Macgorine A. Cassell</strong>, <em>Fairmont State University</em></td>
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<tr>
<td><strong>Carolyn Chavez</strong>, <em>New Mexico State University</em></td>
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<tr>
<td><strong>Valerie L. Christian</strong>, <em>Sacred Heart University</em></td>
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<td><strong>Kamal Fatehi</strong>, <em>Kennesaw State University</em></td>
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<td><strong>Alick Peter Kay</strong>, <em>University of South Australia</em></td>
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<td><strong>Kenneth Levitt</strong>, <em>East Stroudsburg University</em></td>
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<td><strong>Joanne Pirie</strong>, <em>Stockholm School of Economics</em></td>
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<tr>
<td><strong>Mohsen Sharifi</strong>, <em>California State University, Fullerton</em></td>
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<td><strong>Jane V Wheeler</strong>, <em>Bowling Green State University</em></td>
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<tr>
<td>A second opportunity for the audience to engage in a conversation about the conference theme with a group of presenters.</td>
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<tr>
<th>Thursday, 5:00pm - 7:00pm in Fresh Food Company</th>
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<tr>
<td><strong>Dinner</strong></td>
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<td>Dinner is at the Fresh Food Company, across the street from the Beatty Center. Enjoy a variety of serving stations.</td>
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<tr>
<th>Thursday, 9:00pm - 11:00pm in Stern Center Ballroom</th>
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<tr>
<td><strong>Jim's Place</strong></td>
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<tr>
<td>The evening social event was named in honor of Jim Waters, a long time and regular attendee whose deep and hearty laugh was regularly heard until he passed away unexpectedly in the late 1980's. Join us for conversation, refreshments (including beer and wine), and collegiality.</td>
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</table>
Breakfast
Enjoy Breakfast at the Fresh Food Company on the ground floor of the Liberty Residence Hall and across the street from the Beatty and Tate Centers. Expect a wide variety of hot and cold breakfast items, juices, and coffee.

Plenary Session: PRME - Learning Methods for Responsible Management Education
Dr. Manuel Escudero, Head PRME Secretariat
In our rapidly changing world, with a scarcity of natural resources and collapse of the credit system, we need to develop new partnerships in the Global Agenda. Business schools need to change core aspects of the vision of the role of the corporation in today’s society and become innovators. PRME is a global call to change the curriculum, research and learning methods in all disciplines of management education; incorporating a vision for responsible corporate behavior that includes social and climate concerns, the tools and the skills taught, and the values of the United Nations Global Compact.

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

Teaching Leadership Skills That Stick Through Peer Coaching
Susan D. Steiner, The University of Tampa
Mary Anne Watson, The University of Tampa
In industry, executive coaching has been used as a valuable leadership development tool. In our MBA leadership class, students take leadership assessments, complete a process examining their leadership potential from a holistic perspective, and choose developmental goals. Coaching is used to enhance this development process. Since most students are unable to work with a professional coach, students are trained to act as peer coaches. Not only does this augment their personal development, but the coaching skills learned are also an effective approach to leading others. Session participants will learn about this program and participate in a powerful coach training exercise.

Experiential Case Competition: Bringing Real World Reality into the Classroom
Sheri L. Fella, Indiana University
Linda M. Dunn-Jensen, Indiana University
Students benefit from participating in case competitions (Corner et al., 2006). However, many case competitions are held at the school level (Corner et al., 2006) thus limiting the number of students. Implementing a case competition within a course can overcome this limitation. But, a case competition may be less appealing due to logistical tasks that need to be considered. In this session, we would like to share best practices in running case competitions. Participants should leave the session understanding learning outcomes, the logistics, and the responsibilities of the judges, students, and faculty to conduct a successful course case competition.

Learning About Diversity: How to Teach for Internalizing Enduring Effects
Elizabeth Stork, Robert Morris University
The goal of college diversity courses is to compel students to be aware of attitudes and beliefs they have about others and to effectively practice sensitivity when dealing with dissimilitude. This approach creates its own problems that compromise the learning of new attitudes. However, enabling students to become aware of needs and fears that are common to human beings is more likely to result in internalized values which will translate into more spontaneous behaviors. This session offers specific techniques using human universals to provide for more enduring effects on students’ interpretations of and practices around diversity in organizations.

Navigating Theory: Triangulating Reality in Uncertain Organizational Seas
Wayne Stone, Argosy University, Schaumburg
John Wolcott IV, Argosy University, Schaumburg
In studying a range of behavioral and organizational theories, students are often left with the question, “Which theory is best for a given situation?” They may see theories as ideas in conflict rather than looking for intersection and integration. They look for the “one best theory” covering the widest range of situations. They search to bring their organizational “ship” to safe harbor through reefs and rocks of complex environments and situations. This session uses ship navigation concepts to illustrate the use of multiple theories as knowledge systems in which factors can be used to triangulate practical solutions to unique problems.
Exploring Personal and Organizational Responses to Suffering: Manifesting Compassionate Presence to Students and Colleagues

Andre L. Delbecq, Santa Clara University
Janet Gillespie, Journal of Management Education

We inevitably learn of students and/or colleagues who are in the midst of serious suffering (e.g., illness, death of a loved one, caregiving challenges, etc.) How should we respond when we encounter the mystery of suffering in their lives? What are appropriate personal and/or organizational actions? In a highly reflective and interactive format, our purpose is to pool experience and wisdom in order to increase our personal capacity for wise response when facing these unsettling encounters. We shall also seek to examine appropriate organizational responses.

A Primer on PRME: A Dialogue and Debate on the PRME Principles

Dale Edward Fitzgibbons, Illinois State University
Jennifer S. Leigh, Nazareth College
Cheryl Tromley, Fairfield University
Joy Beatty, University of Michigan - Dearborn

This primer on the United Nations’ Principles for Responsible Management Education (PRME) will increase awareness of a new global collaboration between the United Nations and committed organisations. The Principles are a voluntary initiative which help management schools integrate global and corporate social responsibility into their curriculums. We review the development of the PRME initiative and principles, stage an interactive speed debate on the potential pros and cons of this initiative, and facilitate a discussion on how schools can implement the Principles. We will discuss potential involvement of OBTS role and how members and their schools can become involved.

AQ / PQ: The Espoused and the Actual

Magid Mazen, Suffolk University
Roy J. Lewicki, Ohio State University
William Paul Ferris, Western New England College
Kathy Lund Dean, Idaho State University

The academic and professional qualification issue (aka AQ/PQ) has taken business schools by storm in the last few years. Yet, despite the potential impact of the topic on the rigor and relevance of teaching, learning, intellectual contribution, and academic structures, most of us have been facing the intended and unintended consequences of these important changes individually and locally—often with a host of undiscussibles, possibly as a defensive mechanism. The purpose of this session is to provide a forum and safe space for us to surface espoused and actual consequences resulting from implementing the AACSB AQ/PQ requirements in our business schools and colleges.

Want Me to Trust You?: Teaching Trust in Teams Through Adventure Learning

George Smith, Albright College
Kathleen J. Barnes, East Stroudsburg University
Madeline Constantine, East Stroudsburg University

Successful teamwork and teambuilding ultimately requires that a level of trust or a willingness to “accept vulnerability based upon positive expectations of the intentions or behavior of another” (Rousseau et al., 1998: 395) exists or is developed. Illustrating the processes underlying trust and teambuilding to students, especially undergraduates with minimal work and team experience, can be a daunting task. This proposal presents an experiential teaching method that has been used with undergraduate and graduate students to illustrate and explore trust and teambuilding. The approach affords students an opportunity to not only learn about ideas, but to experience them firsthand.

Where in the World is…? Pitfalls and Lessons Learned Teaching Internationally

Suzanne de Janasz, University of Mary Washington
Amy L. Kenworthy, Bond University
Bob Marx, University of Massachusetts, Amherst

Have you ever shown a film clip, told a story, or used an exercise that just didn’t “work” with your international audience? Offended others…and not even realized it? We have, but we’re getting better all the time! Collectively, our panel has taught for over 30 years in about a dozen countries representing a broad range of cultures, religions, values, and classroom behavioral norms. We will share our experiences—good and bad—and facilitate a discussion designed to help participants increase their effectiveness in translating teaching materials and processes for international audiences.
Exploring the Dynamics of Power: The Toyonda Negotiation Role Play

Roger C. Mayer, The University of Akron
Ed Tomlinson, John Carroll University

Many individuals regularly find themselves in conflicts with others who are perceived to have much greater power. In those conflicts, we often overlook our own sources of potential power, and in turn, tend to accommodate the other party instead of negotiating. But even when we do attempt to negotiate by finding sources of power, we often employ this power in contentious ways that preclude integrative agreements. We present a negotiation role play as a teaching tool that helps students identify sources of power and how they can be used constructively in the pursuit of an integrative solution.

The Challenge of Ethics: Character, Ethical Dilemmas, and Personal Integrity

Joanne H. Gavin, Marist College
James Campbell Quick, The University of Texas at Arlington

The goal of this session is to develop our understanding of how to effectively teach students to make ethical decision. We have taught students decision making skills for years. Organizational Behavior textbooks offer different models and steps for students to learn decision-making, but until recently this process never included ethical implications. The ethical dilemmas developed for the Nelson & Quick textbook use the case approach which allows the student to apply the frameworks to actual situations. Using this methodology in the classroom enables students to habituate the process of taking ethical issues into consideration when making decisions.

Learning Leadership by Doing Leadership

William Davis, Wake Forest University
Sherry E. Moss, Wake Forest University

Answering the challenge of teaching leadership to graduate MBA students, we created a course available only to officers of student-led organizations. Enrollees had to initiate a sustainable project, involving at least 5 other students on their project team. Limited class time was devoted to discussing Kouzes and Posner’s Five Practices of Exemplary Leaders. Students met three times over the course of the semester with a leadership coach and received 360-degree feedback on their leadership practices from members of their project team, faculty advisor, and “clients.” Each student also developed a personal leadership plan to guide future development.

Making Learning Sticky: Examples and Methods to Improve Student Retention

Lizbeth A. Barclay, Oakland University
Karen Markel, Oakland University
Kenneth M. York, Oakland University

Using the principles of SUCCES presented in the book, Made to Stick, Why Some Ideas Survive and Others Die (Heath and Heath, 2007), this session will both detail these principles as well as offer examples from the presenters own teaching experiences of how to make concepts ‘stick’ better with students. Lastly, participants will engage in a discussion of the concepts presented and the facilitators will compile and distribute the ideas discussed to session attendees.

When Things Come Together, Part 2 : Making Big Topics Sticky

Dennis O’Connor, Le Moyne College
Donna Varner, Friend of OBTC

Utilizing an appreciative inquiry process, the session will guide participants in an exploration of moments when “big topics stuck” in their learning and for their students. We know these moments as the “aha”, the “lights coming on”, as a sudden shift in energy. What factors facilitate and surround those moments when difficult, abstract, complex, big topics become sticky? The second part of the conversation will use the model from Made to Stick to help understand our sticky moments. The session facilitators will also share examples of activities used with big topics such as organizational change, values, and emotional intelligence.

Integrating Experiential Exercises Into the On-line Classroom

Rita J. Shea-Van Fossen, Ramapo College of NJ

This session explores the challenges of converting experiential exercises to the on-line environment. Experiential exercises allow students to “learn by doing”. With the growth of on-line learning, the challenge for educators is to create a dynamic and engaging ‘learning by doing’ environment virtually, without face-to-face contact and physical proximity. In this hands-on session, participants will experience both the ground and on-line versions of an exercise that will be used to discuss the challenges in converting exercises along with suggested solutions. During the session, ideas expressed will be compiled into a best practices guide that will be shared with session participants.
Play the Scratch and Learn Lottery: How Knowing the Right Answer Instantly Improves Learning and Enhances Group Discussion

Rae Andre, Northeastern University

Scratch and learn technology consists of instant lottery-like answer forms that students scratch off to discover the right answer. If used in an exam situation, these forms increase learning because students know immediately whether their answer is right or wrong. Research suggests that with traditional computer-graded forms, students learn whatever they thought the right answer was—e.g., often the wrong answer. This technology is also quite useful in sparking group discussion during group experiential exercises. I have been using scratch and learn for a couple of years now, with great success. Come discuss the ins and outs of this pedagogical innovation.

A Course Designed to Stick: Making an Introductory Course Memorable

Stuart M. Schmidt, Temple University

This session will demonstrate how an introductory undergraduate management and organizational behavior course is structured around the principles of “stickiness” identified by Heath and Heath (2007). By combining their SUCCES factors with the “Rocky Flats story” of Cameron and Lavine (2006), I constructed a course with a memorable storyline that uniquely delivers a management course to a class of over 260 students. Course “stickiness” occurs through incorporating unusual topics such as nuclear bomb design, metal fabrication, superfund site remediation, and national security issues.

The Comfort Zone Project: Building Skills for a Diverse Workplace

Dale Rude, University of Houston-Main Campus
David Epstein, University of Houston

We teach at “Diversity U,” known for being one of the five most diverse research universities in the U.S. For our students, skills for navigating our large city’s diverse work place are extremely important. In a multicultural, multiethnic, polytheist world, these skills are highly relevant to all students. We will present a theoretical model and a project designed to aid students in learning how to expand their comfort zones and the range of people and groups whom they are effective at dealing with. In addition, excerpts from a typical project and numeric and verbal assessments by students are provided.

A Course on Leadership, Values and Decision Making

Roy J. Lewicki, Ohio State University

This session will overview an MBA-level course that addresses how leaders can make better value-based decisions, and help students engage in discussions about their own leadership values. The course has three fundamental objectives: to explore why character and integrity are essential to effective decisions, to explore how leaders manage (and mismanage) value-based decisions, and to understand organizations pressure individuals in ways that either encourage or discourage high-integrity decisions. Sample course materials and resources will be reviewed, distributed and discussed.

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Pre-Tenure Moves: Implications for Teaching and Learning

Jennifer S. Leigh, Nazareth College
David Kaplan, Saint Louis University
Robyn A. Berkley, Southern Illinois University Edwardsville

This session addresses the impact of pre-tenure moves on teaching, learning, and career experiences and has three major outcomes. First, we will review research related to tenure rates, turnover rates, and career stage theory. Second, we will briefly share our personal stories with pre-tenure moves and making the transition to a new teaching and learning environment. Our intent is to spur questions and conversation through our individual stories. Third, we will facilitate a discussion focusing on questions related to pre-move, post-move, and larger career issues. This will include questions developed in advance and emergent issues raised during the session.
Friday, 1:40pm - 3:10pm in Robert Scott Small building 245

### Leadership, Follower-ship, Communication and Understanding: The Fundamental Principles and Movements of Aikido

**Lance Giroux, Allied Ronin Leadership Training & Consulting**

Learning is “sticky” when we engage the whole person: body, mind and spirit. In this highly interactive workshop, we will use practices from Aikido, a Japanese martial art, to investigate, develop and practice constructive relating. You will learn basic movements, observe live demonstration, dialogue, and transfer learning to enhance skills for teaching leadership, follower-ship, communication, and individual and organizational effectiveness. The author, a blackbelt, instructs Aikido and applies its principles internationally in leadership courses and retreats with faculty, students, organizational leaders and teams. Co-presenting is aikido blackbelt Mary Killian, MA, MFT, a mind-body trainer and psychotherapist in community health institutions.

Friday, 1:40pm - 3:10pm in Tate 131

### Making Ethics Stick

**Mary Little Shapiro, Simmons College**

**Paul Myers, Simmons College**

**Cynthia Ingols, Simmons College**

Teaching ethics in management programs has historically been elusive and challenging with most curricula teaching ethical frameworks. In contrast, the Giving Voice to Values (GVV) curriculum (www.aspenbce.org/teaching/gvv/index.html) moves to values/clarification and action, requiring students to create and practice scripts, answering the question: "what do I say when my values are in conflict with those around me?" This practice aspect of the GVV curriculum makes ethics' education "stick." In this session we share this innovative way of teaching ethics, a new case, and our method of assessing students' learning of our ethics' curriculum.

Friday, 1:40pm - 3:10pm in Tate 132

### Working with the Unconscious in the Classroom

**Russ Vince, University of Bath**

The theme of this session concerns how and why to work with the unconscious in Management and Business School classrooms. The value of engaging with unconscious dynamics is twofold. First, focusing on these dynamics helps us to make links between emotions and power relations in organizations. Second, unconscious emotions give rise to implicit organizational designs, which are mobilised in the service of limiting both learning and action. This interactive session intends to help teachers at all levels of experience to see how working with unconscious dynamics can improve our understanding of the limitations and possibilities of learning in organizations.

Friday, 1:40pm - 3:10pm in Tate 133

### Mind Mapping: Note Taking that Sticks

**Sylvia Vriesendorp, Management Sciences for Health**

**R. Axel Magnuson, Massachusetts College of Art**

This hands-on session is for people new to mind mapping or those wanting to sharpen their skills. We will demonstrate the technique of mind mapping and then divide people in two groups: group A will practice mind mapping as a note taking technique, using short lectures and/or stories and then comparing and critiquing each others’ maps; group B will practice mind mapping as a note making technique in preparation for an article or book. We will then switch groups so that everyone can practice each application of mind mapping.
Friday, 1:40pm - 3:10pm in Tate 207

The Second Symposium on Future Directions for the Scholarship of Management Teaching and Learning

Symposium panelists:
Joan V. Gallos, University of Missouri-Kansas City [coordinator]
James G. Clawson, University of Virginia
Roy J. Lewicki, Ohio State University

This session is designed for community dialogue and action planning. Its purpose is: (1) to raise serious questions about the adequacy of current management pedagogies and purposes in light of the economic and institutional happenings of this past year; (2) to forge strategies for increasing our collective influence on management teaching and learning; and (3) to identify champions and projects to advance understandings and educational practices in the field. The session builds on the successful symposium at OBTC Babson in 2008 (although attendance at that session is not a prerequisite): all with a passion for the issues are invited to attend. The current economic crisis and the recent collapse of global markets and of venerable institutions have raised important questions about what and how we teach, what we expect our students to know, and how we have defined the essentials for professional and business success. The symposium will explore those issues. It opens with comments on these issues from three experienced management educators; community conversation and opportunities for action planning and collaborative strategizing will follow. Participants will leave the session with a more informed understanding of the future of pedagogical scholarship in the organizational and management sciences.

Friday, 1:40pm - 3:10pm in Tate 220

Poetry as Deep Intelligence: Implications for the Management Classroom

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

In this workshop, student responses to the Poetry Gallery workshop suggest how the poetic art form might be woven into the warp and woof of our classroom teaching. Research design lets students speak in their own voices about what happened to them. A shortened version of the Gallery workshop will give you the feel of the workshop, then we'll present research results and discussion.

Friday, 1:40pm - 3:10pm in Tate 314/5

A Journal of Management Education workshop: Developing Your Reviewing Skills

Jane Schmidt-Wilk, Maharishi University of Management
Kathy Lund Dean, Idaho State University
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
Gina Vega, Salem State College

The Journal of Management Education, with 200+ 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.
Putting the “Forming” Back in Groups – Using a Student Developed Group Formation Project to Improve Group Performance

Kim Gower, Virginia Commonwealth University

Left to their own devices, students typically bypass the “forming” process of development and prefer to “storm” their way through the ubiquitous OB group project. This team formation project allows students to develop their own ways to socialize before beginning any group activity. Student feedback has been overwhelmingly positive, to the point of requesting a repeat of the project for groups and even the entire class during the semester. Attendees will participate in some of the more ingenious and simple socialization exercises and leave with the easy to follow format to implement this in any group or classroom setting.

What New and Experienced Faculty can Teach Each Other: Come to an Assessment Tool Swap!

Tracey Honeycutt Sigler, Northern Kentucky University
Kristi Lewis Tyran, Western Washington University

Many of us have a favorite assessment tool that we use regularly or have found a new tool that we are excited about. In this session we will each share a favorite assessment tool that contributes to good learning and ask that participants do the same. If you plan ahead for the session you can send us a one-page summary of your favorite assessment tool in advance. We will compile all of the summaries and share them with participants. All are welcome to share their experience with an assessment tool or just come to gather ideas!

Conversations About the Future for Mid-career and Senior Faculty

Joan Weiner, Drexel University
Sandy Morgan, University of Hartford
Ellen Greenberg, Sofia University
Kathleen R. Kane, University of San Francisco

Please join us for a session discussing issues and challenges for mid-career and senior faculty. Just as the DI (doctoral institute) focuses on helping our newest colleagues juggle multiple demands as they make the transition into the academic world, there are many similar challenges facing those at mid-career and as senior faculty. This session helps develop our own "six year plans" for the future. The end isn't a first job or even a tenure decision but perhaps a new way of looking at and answering "what next?"

Editors’ Panel

Publishing in the scholarship of teaching and learning (SoTL) in management is one way to disseminate ideas about turning good teaching into good learning. In this interactive session, a panel of editors representing the Academy of Management Learning and Education, Annual Advances in Case Research, Journal of Management Education, Management Learning and Organization and Management Learning will share their journal’s missions and philosophies regarding the submission and review process. The editors will also share their reflections and advice on getting published in these journals. Learn ways to improve your manuscripts and increase the likelihood of getting your scholarship of teaching and learning work published.

Panelists:
Jane Schmidt-Wilk, Editor, Journal of Management Education
William Paul Ferris, Editor, Organization and Management Journal
Roy J. Lewicki, Founding Editor, Academy of Management Learning and Education
Russ Vince, Editor, Management Learning
Kenneth Rhee, Editor, Annual Advances of Business Cases
Jon Billsberry, Editorial Board, AMLE, OMJ

Awards Program and Annual OBTC Talent Show

Annual Awards Presentations
Jeanie M Forray, President OBTS: Teaching Society for Management Educators

Annual Talent Show
Jerry Biberman, University of Scranton

An OBTC tradition, the talent show gives attendees a chance to demonstrate their musical, poetic and comedic talents. Please sign up at the registration desk. All acts limited to one song or poem or 5 minutes of material. For questions, see Jerry.

Note: Jim’s Place begins with the talent show and runs until 11:00 PM.

Jim’s Place

The evening social event was named in honor of Jim Waters, a longtime regular attendee whose deep and hearty laugh was regularly heard until he passed away unexpectedly in the late 1980's. Join us for conversation, refreshments (including beer and wine), and collegiality.
Saturday, June 13

Enjoy Breakfast at the Fresh Food Company on the ground floor of the Liberty Residence Hall and across the street from the Beatty and Tate Centers. Expect a wide variety of hot and cold breakfast items, juices, and coffee.

Concurrent Sessions | 8:00am - 9:00am

Saturday, 8:00am - 9:00am in Beatty 212
Toward Becoming a Better Teacher: Using Visual Images to Explore and Challenge Assumptions We Hold about Our Teaching

Gary Wagenheim, Simon Fraser University
John L. Bennett, Queens University of Charlotte
Robert Clark, California State University, Dominguez Hills
Alexander W. Crispo, Purdue University

The goal of this session is to help participants in their journey toward “becoming a better teacher” by challenging assumptions they hold about who they are and how they teach. Becoming a better teacher is about reflecting on and questioning assumptions in an experiential cycle of inquiry, developing new strategies, testing in action, and learning. We will ask participants to use “visual explorer” to select images that may serve as metaphors to reflect assumptions they hold about the values and behaviors encouraged in their classrooms. Exploration of assumptions may provide new insights that lead to better self-awareness and better teaching.

Saturday, 8:00am - 9:00am in Beatty 214
Leveraging the Dialectical Theory in Case Study Analysis: Genzyme’s Ethical Dilemma

Andrei Duta, Pepperdine University

The dialectical theory is used to analyze ethical conundrums pertaining to Genzyme, a successful bio-tech corporation based in Boston. Is Genzyme acting unethically when averaging extremely high profit margins on drugs for rare diseases? Is the company taking advantage of the lack of pharmaceutical choices that patience have when addressing their ailments? The dialectical theory provides the framework and vocabulary for discussing, unpacking, and analyzing the complex aspects of this case. Students are taught management strategies for dealing with dialecticals. Moreover, students are encouraged to think objectively and systemically in order to understand the complexities of ethical decision making processes.

Saturday, 8:00am - 9:00am in Beatty 320
The Ugly Truth about Student Groups...and an Elegant Solution

Leonard J. Glick, Northeastern University

Many student groups don’t work, and many faculty are unaware of what really happens. Members work as individuals with minimal group interaction. The only thing that integrates the paper (presentation) is the staple. Intended outcomes are not achieved; neither teamwork skills nor substance is learned. Although most solutions focus on group process, the root cause might be the nature and expectations of the group assignment. To foster teamwork skills and encourage best efforts, the group task must be complex and demanding enough to require interaction among the group members. In this session, participants will discuss ways to do so.

Student Learning and Web-based Asynchronous Teaching Strategies: What Does the Evidence Tell Us?

Susan Taft, Kent State University

Over the last decade there has been significant growth in the use of distance learning technologies, but many university faculty question whether this technology is as effective as face-to-face education. The research evidence suggests that web-based learning is an effective method for educating students, especially in content-rich courses. This presentation will review current cross-disciplinary research and highlight selected teaching strategies that have been found to be effective in online education. Learning objectives for the session include:
1. Identify factors that have a positive influence on web-based education and learning.
2. Discuss the teaching/learning processes associated with effective online education.

Saturday, 8:00am - 9:00am in Tate 131
Professor as Gardener: Creating the Emergent Learning Classroom

David Bright, Wright State University
Elizabeth Fisher Turesky, University of Southern Maine
Roger Putzel, St. Michael's College

This workshop highlights practical steps for nurturing the emergence of life in our classroom organizations. First, we examine the concept of “class as organization,” a pedagogical approach in which the students’ shared experiences are examined as an integrated part of learning. Next, we draw on complexity theory to define four necessary conditions for emergent learning in the classroom. Finally, we will illustrate different approaches to create emergent learning in the classroom. The session will end with group and plenary discussions aimed to draw on participants’ experiences to surface concrete ideas for putting the ideas into practice.
Using the “Lessons Learned” process from Project Management to Evaluate Teaching

Stacey McCroskey, University of Houston

In project management, lessons learned reviews are evaluations conducted at the end of a project by the project team to reflect upon the successes and failures. The results are documented for the benefit of future projects. This process can be used to evaluate teaching. By having your students reflect upon the semester and having a lessons learned meeting, you gain valuable insight into the lessons they found most valuable, ones they did not, and feelings about the course design. This session will focus on how the lessons learned process from project management can be utilized to improve teaching effectiveness.

Lessons from Parris Island and the U.S. Marine Corps:

Anna B. Kayes, Stevenson University
Andrew Solgere, U.S. Marine Corps
D. Christopher B. Kayes, George Washington University

Participants gain new perspective on learning from the U.S. Marine Corps basic training program at Parris Island, SC. Participants will meet the lead training officer who oversees training for over 22,000 new recruits each year, engage in a short training simulation, and view video footage of new recruit training. This interactive session provides a new twist on the familiar idea of experiential learning in management education and promises to engage participants in a unique conversation about learning. Further, participants will leave armed with interesting examples about the nature of indoctrination, culture, teamwork, and leadership to share with students and colleagues.

OBTC Doctoral Institute Presentation

Doctoral Institute Fellows
Faculty:
Jim Clawson, University of Virginia
Allan R. Cohen, Babson College
Jennifer S. Leigh, Nazareth College

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 accelerate their personal plans for teaching, research, service and consulting. As part of their learning, they will design this session from scratch, putting their learnings from the Doctoral Institute and conference to work to create a useful learning event. Come, check out the future: share experiences, guide, nurture, critique, and learn from the first OBTC presentation by our budding colleagues.

Lessons from Vipassana- Taming the Monkey Mind

Mala Kapadia, S. P. Jain Institute of Management & Research

Vipassana is a way of meditation, rediscovered by Gautam Buddha which encompasses, transcends and envelops the human life from Attitude to Quietitude. The entire practice is actually a mental training. Just as we use physical exercises to improve our bodily health, Vipassana can be used to develop a healthy mind. OB teachings can incorporate Vipassana pedagogy of Silence, self observation and discipline of body and mind. It teaches quietness of mind as an independent dimension of action. Silence creates a state of freedom, in which human being can take decisions based on direct perception rather than dictate of the unknown.

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**Can Empathy Be Learnt? If So, How?**

**Kathryn Pavlovich, University of Waikato Management School**

This session examines the purpose and development of empathy in management education. It begins with an overview of the method that I have created for the development empathy, and also the outcomes as experienced by the students in the classroom. Following this, a discussion will focus on the strengths and weaknesses of such an approach, and the opportunity for others to share their own teaching experiences. Time permitting, there will also be an experiential component where conference participants will engage in the empathy exercise.

**Corporate Social Responsibility Reporting: Making Nebulous Textbook Presentations Tangible by Reading and Critiquing Real Reports**

**George Smith, Albright College**

Despite increased public interest in corporate social responsibility or sustainability reporting and increases in the number of organizations completing social responsibility reports our textbooks provide scant evidence of what a report should consist of and how it should be written. This presentation explores an approach for immersing students in understanding a specific set of reporting guidelines – the Global Reporting Initiative’s (GRI) G3 guidelines. The approach entails reading/reviewing a sustainability report, critiquing the report based on a subset of the G3 principles, and responding to a series of questions emphasizing corporate, student, and consumer interests and needs.

**“Lucy, You Have Some ‘Splainin’ to do!” Learning to Listen With an Accent**

**Dale M. Finn, University of New Haven**

The number of international students enrolling in U.S. colleges and universities has been increasing in recent years. Many of these students are not fully proficient in English and tend to avoid speaking up in class for fear of making mistakes. Many domestic students are reluctant to include them in their teams for fear that the non-native speakers will not be able to carry their weight on team assignments and/or will cause the team to receive a lower grade. This session will introduce a video clip from the classic American sitcom I Love Lucy as an introduction to discussing language differences and encouraging domestic students to learn to “listen with an accent”. Participants are invited to share their own ideas for creating an inclusive, welcoming environment in the classroom for international students.

**Managing Your Management Class: Applying “Real World” Knowledge to the Classroom**

**Jane E. Barnes, Meredith College**

You’ve just gotten your degree and a job teaching management. Are you feeling confident walking into that classroom? Chances are if you’ve had any business experience, you may have more self efficacy about this endeavor. This session will be a dialogue on how the use of “real world” management knowledge on topics like feedback, goal setting, and empowerment can make you a more effective instructor. There will be an opportunity for former business professionals to share their management expertise on dealing with classroom issues and assist new professors who are looking to apply the concepts they teach into the classroom.

**OB @ SPJIMR - Learning the "FUN" way!!!**

**Vidyut Lata Dhir, S. P. Jain Institute of Management & Research**

Human behavior is complex; therefore it has to be taught creatively. At SPJIMR OB is taught through an off campus experiential Personal Growth Lab. It builds personal leadership and team skills through indoor and outdoor activities, psychometric tests and experiential exercises. In this session, an experiential exercise will be demonstrated that gives a peek into “self” and shows how a single exercise can link a multitude of OB concepts. At the end of the session the participants will go away with an innovative model of teaching through a fun-filled environment, without compromising on the rigor of the course.
Management Internship Program: "How to" Provide Real World Application of Organizational Behavior Theory (Showcasing the Start-Up and Sustained Success of a Seven Year Effort)

Douglas K. Reed, University of Pittsburgh at Johnstown

The session shares the successful start-up and growth of the University of Pittsburgh at Johnstown’s Management Internship Program. MIP gives students an experiential learning opportunity. Internships provide students an opportunity to apply "theory" in the dynamic environment of an organization. Through the participating host companies, students achieve professional work experience the mentored by managerial practitioners and faculty.

Internship = “Real World” Work Experience = Career Opportunities

The session will be a short overview the MIP seven year history, results/benefits followed by a Question / Answer (open dialogue) among participants currently involved in internship programs or interested in developing a program.

The Failed Social Facilitation Experiment: Team Pop Quizzes

Kerri Anne Crowne, Widener University

This session will discuss a failed classroom activity: team pop quizzes. During Fall 2008 team pop quizzes were administered in an attempt to promote student preparedness for class. The idea was that social facilitation would occur and the team members would feel pressure to come prepared in order to not let their teammates down. During Fall 2008, the experiment failed. During Spring 2009, the activity had moderate success. Thus this session will discuss this failure, open the discussion modifying this activity, and other ideas to promote student preparedness.

Student Presentations That Enhance Skills: Tips, Techniques, Collective Wisdom

Laura L Paglis, University of Evansville
Holly Brower, Wake Forest University
Susan Michie, University of New Mexico

As management teachers preparing students for professional careers, we recognize the need to develop students’ oral presentation skills. Many of us address this need by requiring that they give presentations in class. Are we doing enough, however, to ensure students acquire skills, not just experience, in this critical competency area? This session includes tips and techniques from three experienced teachers on designing effective presentation assignments. In addition, an interactive discussion with session participants is planned, with the objective of gathering our collective wisdom about how to handle some typical challenges that arise in managing student presentations.
From Names We Know to Those We Might Not: A Review of Our “Top Ten” Educational Theorists’ Contributions to the Literature and the Practical Implications of Their Work

George A. Hrivnak Jr., George Washington University
Amy L. Kenworthy, Bond University

This interactive session reviews the work of our “Top Ten” seminal educational theorists and contextualizes their most significant contributions in terms of their potential to enhance the teaching effectiveness of session participants. A variety of well-known and not-so-well-known theorists were deliberately chosen in an effort to make the session attractive to both experts and relative neophytes of the learning/education literature. The selected scholars vary from those well known in the management education literature (e.g., John Dewey, Jean Piaget) to those who are perhaps less well-known or appreciated (e.g., Lev Vygotsky, Robert Gagne, Paulo Freire, Malcolm Knowles, and Jack Mezirow).

Modeling Effective Managerial Behavior In Class: Should We Do So And If So How?

John Milliman, University of Colorado at Colorado Springs
Ken Sylvester, University of Colorado at Colorado Springs

The goal of this session is to explore whether our instructional role should be to model effective managerial behavior (e.g. clarity) on exams or to intentionally introduce ambiguity since this is often the reality of working in organizations. We will introduce this issue by providing a brief overview of our experience in modeling effective performance management processes on essay exams. Through discussion questions we will lead an exploration of the advantages and disadvantages of modeling performance management and most importantly the underlying philosophical issue of how instructors should balance these two different perspectives (e.g. providing clarity versus ambiguity).

Tips, Tricks and Tensions: A Discussion of Non-traditional Tools for Learning and Assessment

Cynthia L. Krom, Marist College
George F. Marron, Marist College
Satina V. Williams, Marist College

Presenters will discuss and demonstrate four non-traditional techniques used to “make learning sticky.” Integrated with this discussion is how these teaching methods are linked to our on-going AACSB assessment and represent part of the process of “closing the loop” to insure student learning. Participants will walk away with teaching notes for each technique, including one they can “test-drive” at the Gibbes Museum of Art in Charleston. There will also be an opportunity for the participants to share the status of the assessment process at their schools and brainstorming by participants for non-traditional assessment tools and techniques.

An Introduction to Critical Management Education: Relating CME Precepts to Your Teaching Practice

Russ Vince, University of Bath
Gordon Dehler, College of Charleston

This OBTC session is designed to engage colleagues experimentally in a conversation on incorporating critical management education in their own classroom practice. The two session facilitators draw on their experience in the US and the UK in introducing critical components in their courses: issues of power, values, control, anxiety, and the politics of learning. Participants will engage in small group discussion about relating CME to their own practice.

Integrating Humane Education into the Business School

Aimee Dars Ellis, Ithaca College

Humane education, although often associated solely with instruction regarding the compassionate and kind treatment towards animals, can be viewed in a larger context as a way to teach students to think critically and live their values. In this session, I will introduce the broader concept of humane education, describe its relevance to courses in the business school, and lead session attendees through exercises they can use in their own classrooms. After experiencing sample exercises, we will discuss how humane education can be integrated into particular courses and well as discuss challenges and opportunities provided by this approach to management topics.

The Impact of Appreciative Inquiry on Engagement: Building Momentum Across Class Sessions

Thomas Conklin, Gannon University
Nathan Hartman, John Carroll University
Randy Sleeth, Virginia Commonwealth University

This session demonstrates a classroom exercise that uses appreciative inquiry (AI) to build and maintain student engagement. In OB provocative questions are used to draw out powerful success stories and identify the factors that are already working well within a human system. The instructor and students can then use this understanding to help bring about what students want more of (as opposed to the usual focus on greasing the squeaky wheel). This session offers attendees feedback about the viability of using AI as a mechanism for increasing student engagement. During our session we will provide student reactions to this approach.
### Wow Factor Course Designs: How to Engage Today's Students

**James G. Clawson, University of Virginia**

Culture evolves and shapes the learning styles of our students. How can we keep up with that evolution and respond with course designs that capture the imagination and engagement of each new student cohort? Surely generational characteristics, technology, global influences, institutional cultures along with emerging insights on human nature must be considered. This session is designed to engage participants in the development of a best practices set of design principles to guide instructors in designing courses that not only facilitate learning but give learning a rocket booster.

### A Simple -- But Powerful -- Influencing Exercise

**Michal Cakrt, Czech Management Center**

The OBTS community is familiar with the Power Simulation. In this exercise participants also try to make others what they want but have no power over them, so they have to influence them. In order to win, the groups have to make the other guys do what they would not otherwise do. They not only have to find winning strategy and but also execute it. Some people may have the answer but be unable to make the others move in this direction. Even if there is a workable strategy, the other group may not respond. The dynamic may be overwhelming.

### Refreshment Break

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

### OBTS Town Meeting

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

### Lunch

Lunch is at the Fresh Food Company on the ground floor of the Liberty Residence Hall and across the street from the Beatty and Tate Centers. Enjoy a variety of serving stations, including pizza, salads, sandwiches, hot meals and plenty of healthy foods.
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COLLEGE of CHARLESTON

BOOKSTORE

Welcomes participants of the 2009 OBTC Teaching Conference for Management Educators

While visiting please stop by the bookstore and take 20% off all in-stock Gifts, Clothing, Supplies & General Reading Books.

160 Calhoun Street in the Lightsey Center

Hours of Operation:
Monday - Friday 8:00 AM to 5:30 PM
Saturday 10:00 AM to 3:00 PM

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*Web and phone orders not included. No Special orders. In stock items only.
ONLINE SIMULATION
in OB & Leadership

Leadership and Teams: Everest
The dramatic setting of a Mount Everest summit expedition teaches group dynamics and leadership. Teammates must share information to maximize group achievement. • #2650

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COMPREHENSIVE FACILITATOR’S GUIDE
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Students want shorter cases?
INTRODUCING BRIEF CASES

Harvard Business Publishing BRIEF CASES quickly put theory into practice by presenting realistic management dilemmas for students to solve. Rigorous and compact, BRIEF CASES outline compelling business dilemmas that focus on core learning objectives. Each is accompanied by a Teaching Note.

5-8 page cases, plus 3-4 exhibits

Topics in OB & Leadership:
- Conflict management
- Employee retention
- Incentives
- Organizational design
- Personality and emotions


OBTC ATTENDEES:
Visit our booth to learn more about FREE Educator Copies and Teaching Notes.
OBTC 2009 Exhibitors
Visit them in Tate Center Gallery (2nd floor).
Timings: Thursday 9am-5pm, Friday 9am-5pm, Saturday 9am-noon

Past and Future OBTC Sites:

1974 Stanford University
1975 Southern Methodist University
1976 Harvard University
1977 University of Toronto
1978 University of South Carolina
1979 University of Cincinnati
1980 University of Southern California
1981 Harvard University
1982 Case Western Reserve University
1983 University of Oklahoma
1984 Brigham Young/Boise State
1985 University of Virginia
1986 Pepperdine University
1987 Bentley College
1988 Loyola Marymount University
1989 University of Missouri at Columbia
1990 University of Richmond
1991 Western Washington University
1992 University of Calgary
1993 Bucknell University
1994 University of Windsor
1995 Western Illinois University
1996 Keene State College
1997 Case Western Reserve University
1998 University of La Verne
1999 New Mexico State University
2000 State University of West Georgia
2001 James Madison University
2002 Chapman University
2003 Western New England College
2004 University of Redlands
2005 University of Scranton
2006 Nazareth College
2007 Pepperdine University
2008 Babson College
2009 College of Charleston
2010 University of New Mexico
The 37th OBTC
Teaching Conference for Management Educators
June 16-19, 2010 — University of New Mexico

Conference Theme

**ENGAGING DIFFERENCE**

How we mindfully encounter ‘difference’ in teaching and learning invites reflection on a touchstone of academic life: how technology and travel opportunities have made global connections more common, and increased our awareness of ever more diverse people, cultures, norms and lifestyles. We also experience difference at a more personal level in both educational and organizational settings. As the site of OBTC 2010, New Mexico’s richly varied landscapes and cultures lend themselves to considering how we encounter and engage with difference as management educators:

- What defines difference in a classroom setting?
- How might engaging with difference contribute to student learning?
- What barriers (Physical? Psychological? Social? Socio-economic?) create difference in teaching and learning, and what do we do with them?
- How has the persistence of ‘political correctness’ impacted teaching and learning as they relate to difference?
- What kinds of celebrations of difference contribute to a learning community?

We invite sessions that explore the multi-textured concept of difference in management education. We continue the rich OBTC tradition of active, engaging sessions that encourage dialogue, dissent, best practices and laughter. Come and share your wisdom, courage and ‘tales from the front’ in a beautiful and inspiring setting!

Program Coordinator: Kathy Lund Dean (lundkath@isu.edu)
Site Coordinator: Ann Cunliffe (cunliffe@mgt.unm.edu)

Conference Activities

We plan an inspiring and engaging program, including plenary talks by distinguished academics; a Thursday night event in Historic Old Town, with New Mexican food and a stroll around Old Town learning about its history and ghosts; and the traditional Friday night Talent Show and Awards Program. Pre-conference activities include the Doctoral Institute.

Look for info at [www.obtc.org](http://www.obtc.org)

Conference Site

The OBTC 2010 Teaching Conference for Management Educators will be hosted by the Anderson School of Management at the University of New Mexico. Founded in 1889, UNM is located along old Route 66 in Albuquerque. The campus has a contemporary and unique Pueblo revival architectural theme, and looks to the Sandia Mountains in the east and beyond the Rio Grande river to magnificent mesas in the west. New Mexico has a rich cultural heritage, with numerous museums, rich and varied art, beautiful southwestern pottery and an eclectic music scene.

The University of New Mexico is part of the New Mexico state system, with an enrollment of over 18,000 undergraduate and 6,000 graduate students. The Anderson School of Management is AACSB accredited, ranked 18th on the Global 100 list of Beyond Gray Pinstripes for its integration of social and environmental issues in to the curriculum, and is home to the New Mexico Ethics Institute.

All conference venues and the vibrant Nob Hill District are within 10 minutes walk from the residences.

Conference Submissions

Conference submissions (up to 5 pages) should be uploaded to the central submission website by December 4, 2009 (URL in Call for Papers). Acceptance notifications by January 31, 2010 to provide ample planning time for conference participants. The Call for Papers will be on the OBTC website in summer 2009, in the Journal of Management Education, and at the Academy of Management meeting in August, 2009.
Buildings

23  Robert Scott Small Building: Admissions Information Center, Counseling & Substance Abuse Services, Dept. of Mathematics, Dining Services, Institutional Diversity, Marketing & Communications

47  Physicians Memorial Auditorium

78  Stern Student Center: Food Court, Student Affairs main offices, Student Life, swimming pool

101  George Street Apartments

102  Liberty Street Residence Hall: Fresh Food Company

103A  Tate Center for Entrepreneurship

103B  Beatty Center for the School of Business & Economics