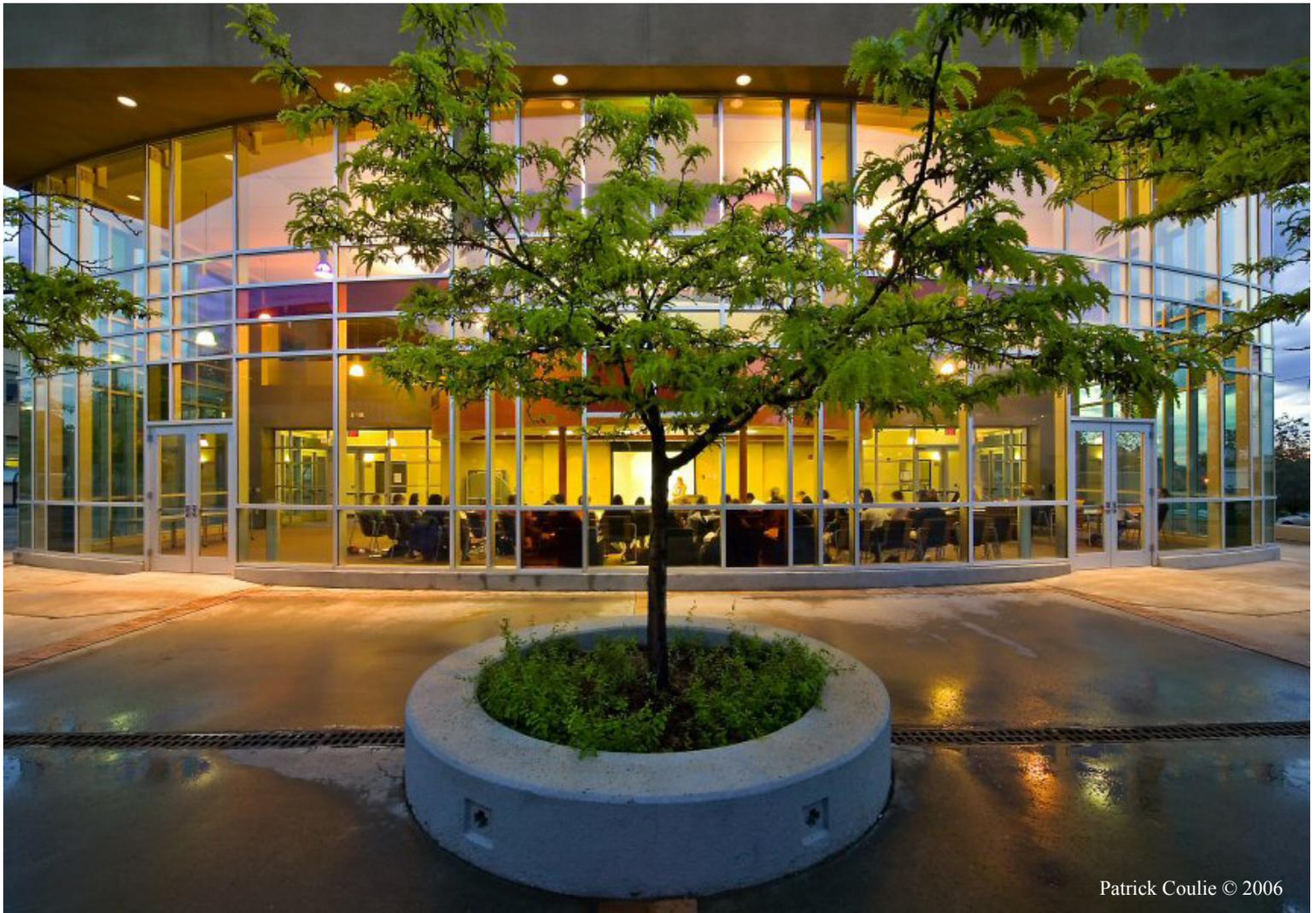


ANDERSON SCHOOL OF MANAGEMENT - UNIVERSITY OF NEW MEXICO

# 37<sup>TH</sup> ANNUAL OBTC

## TEACHING CONFERENCE FOR MANAGEMENT EDUCATORS



Patrick Coulie © 2006

  
OBTC  
2010

*Engaging Difference*

## Welcome to OBTC 2010!

We are delighted that you've joined us! The beautiful yet sometimes extreme landscape of Albuquerque lent itself to our theme of "**Engaging Difference**" as we recognize the different facets of this place and its people. "**Difference**" is experienced in myriad ways as we engage our students in learning and we look forward to exploring these ways throughout our time together.

As you peruse the program, you'll note some aspects that are traditional, some that are new, and some that have been borrowed from past OBTCs. While most of the concurrent sessions within each block run the same amount of time (for example, all sessions offered on Thursday at 9:30 are 60 minute sessions) you'll note that you have some choices about session times during other concurrent blocks. Please read session times carefully! You'll see sessions that have been facilitated at past meetings, back by popular demand, along with first-time sessions facilitated by OBTC newcomers. We join together at Jim's Place as well as in Old Town for an authentic New Mexican meal and ghost walk. We encourage you to immerse yourself and engage with all the different learning opportunities offered!

Some program highlights include—

- ❖ A picnic dinner followed by an interactive opening session on Wednesday evening
- ❖ Our Bradford Honoree, Joe Raelin, will lead us in an activity exploring management education's "sacred cows" and how we may challenge them in our teaching. His session is Thursday afternoon at 1:45.
- ❖ Our Legacy Honoree, Peter Vaill, will continue the conversation about how we, as management educators, can continue to improve our work as he presents "at least three things he wishes the OBTS were doing." Peter's session is Saturday morning at 9:30, just prior to our Town Hall meeting.
- ❖ Multiple sessions address ethics in management education, a topic ready for innovation.
- ❖ There is at least one session in each concurrent time block that addresses technology use and/or demonstrates some kind of technology tool. See what's out there you may never have heard of!
- ❖ Panel discussions will examine multiple stages of our careers—from newly minted to mid-career to "what now?" conversations.
- ❖ Our OBTS President-Elect, Rae Andre, will host an informal (she even said coming in your PJs is OK) breakfast conversation on Friday morning to gather your ideas for the future of the OBTS and our meetings together.

Remember to drink lots of water and use your sunscreen—it is easy to forget how high up we are. This program has benefitted from many people's suggestions and ideas, so please offer those to any of us associated with the program, either this year, or next at Marquette University.

Enjoy!

Kathy Lund Dean & Ann Cunliffe



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June 12, 2010

Dear OBTC Participants:

Welcome to the Anderson School of Management at the University of New Mexico and OBTC 2010!

It is an honor to host the OBTC 2010: Teaching Conference for Management Educators. The landscape for management education is changing at an exponential pace given the new economic challenges and the corresponding needs of business leaders, as well as the technological innovations that can be used to enhance the teaching and learning environment. There is no other time in history in which management education has been so critical to the long-term wellbeing of our world. The OBTS: Teaching Society for Management Educators has a long history of fostering innovative teaching and learning and we anticipate some thought-provoking conversations over the next week.

The Anderson School of Management was founded in 1947 and offers more than a dozen concentrations to approximately 1,500 students. The School offers the Bachelor of Business Administration (BBA) degree and three masters-level degree options, including the MBA, Executive MBA (EMBA), and Masters of Accounting (MACCT). The Anderson School has received numerous honors for its innovative educational programs, including being ranked 18<sup>th</sup> on the list of the Global Top 100 in the *Beyond Grey Pinstripes* survey of the Aspen Institute Center for Business Education. The Anderson School received this honor for demonstrating significant leadership in integrating social and environmental issues into its MBA program. In addition, the Anderson School recently received a five-year \$1.25 million grant for the Bill Daniels Teaching Business Ethics initiative, which is a project involving eight universities across four states to collaborate on developing programs designed to instill a high standard of ethics in business school students.

Several faculty at the Anderson School, along with the OBTC program chair and leadership, have been working tirelessly to design a successful conference. I know that you will be delighted with the results of their efforts.

Again, a warm welcome to OBTC 2010. Enjoy the conference, the beauty of the University, and the warm hospitality of people of New Mexico. I look forward to meeting you at the Conference.

Sincerely,

A handwritten signature in black ink, appearing to read "Douglas M. Brown".

Douglas M. Brown  
Dean



Dear Colleagues and Friends:

Welcome to OBTC 2010 – our 37<sup>th</sup> annual teaching conference! Whether this is your first OBTC or your thirty-seventh, I know you will find much in the experience to enrich your life as a management educator. This year’s theme, “Engaging Difference,” offers multiple opportunities for examining in important ways our teaching practices and institutional relationships.

Each OBTC is always the result of efforts by many individuals and OBTC 2010 is no exception. Kathy Lund Dean, Program Coordinator, and Ann Cunliffe, Site Coordinator, devoted over two years of their time and collaborative energy to this enterprise. In addition, the faculty and staff at the University of New Mexico provided outstanding assistance to their efforts. In particular, I acknowledge the efforts of Scott N. Taylor, Assistant Professor and Amie Nelson, Lecturer, in the Organization Studies Department, and Aline Gonzales, Special Event Coordinator, in the Anderson School of Business, for their tireless efforts. Also, my thanks to Dean Douglas Brown and Dr. Jackie Hood, chair of the Organization Studies Department, for their enthusiastic support in bringing OBTC to the University of New Mexico.

Each year, the Society sponsors activities that support our mission to promote quality teaching and learning across the management disciplines. Our online Webinars series, the Doctoral Institute at OBTC, our work on behalf of the UN Global Compact Principles of Responsible Management Education (PRME) Initiative, and our support for other teaching-related conferences and activities are just a few of the ways we live our mission. However, none of these is possible without the commitment of individual members. We welcome your energy and ideas! Please consider volunteering for an OBTS committee by speaking with the committee chair. Your willingness to engage in this important professional service enriches us all.

Again, a warm welcome to OBTC 2010! Enjoy the conference, the hospitality of the Anderson School and the University of New Mexico, and the vitality and energy that come from engaging with others committed to management teaching and learning.

Jeanie 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 37 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](http://www.obts.org).

OBTC 2010 registration fees include a one-year membership to OBTS beginning September 1, 2010. Later this summer will be emailing all attendees with additional information about their upcoming membership.

### OBTS Board 2009-2010

#### Executive Committee:

Jeanie Forray	Western New England College	President
Cheryl Tromley	Fairfield University	OB-1
Nancy C. Wallis	Fielding Graduate University	Secretary
Cynthia Krom	Marist College	Treasurer

#### Directors:

Gary Coombs	Ohio University	Communications Committee Chair
Kathy Kane	University of San Francisco	OBTC 2011 Program Coordinator
Bruce Roemmelt	The George Washington University	At Large
Bonnie O'Neill	Marquette University	OBTC 2011 Site Coordinator
Joan Weiner	Drexel University	Awards Committee Chair
Ann Cunliffe	University of New Mexico	OBTC 2010 Site Coordinator
Jane Schmidt-Wilk	Maharishi University of Management	JME Editor
Randall G. Sleeth	Virginia Commonwealth University	Webmaster
Kenneth Rhee	Northern Kentucky University	Finance Committee Chair
Nell Hartley	Robert Morris University	Nominating & Elections Committee
David Fearon	Central Connecticut State University	Professional Development
Kathy Lund Dean	Idaho State University	OBTC 2010 Program Coordinator
Roy Lewicki	The Ohio State University	At Large
Kristi Tyran	Western Washington University	Conferences Committee Chair

#### Incoming Board Members for 2010-2011

Rae Andre	Northeastern University	President
Joseph Garcia	Western Washington University	OB-1
Kerry Crown Brannen	Widener University	At Large
Joe Seltzer	La Salle University	Awards Committee Chair

#### Thank you for Helping with OBTC 2010

Many people have contributed to OBTC 2010. Our appreciation to all the presenters, reviewers, OBTS Board members, the faculty and staff of the University of New Mexico Anderson School of Management. Special thanks to Ann Cunliffe, Aline Gonzales, Christiana Kim, Amie Nelson, Emily Ortiz and Scott Taylor!

## 2010 OBTS Awards and Honors

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

### **David L. Bradford Outstanding Educator Award**

Joseph A. Raelin, Northeastern University

### **Peter Frost Mentoring Award**

Maria Humphries-Kil, University of Waikato

### **New Educator Award**

Micheal Stratton, University of North Carolina - Asheville

### **Distinguished Service Award**

Jerry Biberman, University of Scranton

### **Fritz Roethlisberger Memorial Award**

Joey E. Beatty, University of Michigan – Dearborn

Kathy Lund Dean, Idaho State University

Jennifer S.A. Leigh, Nazareth College

## Honor Roll

The following members were recognized in 2009 for teaching excellence by their own institutions, other professional associations, or community organizations:

### **Lucy A. Arendt, University of Wisconsin, Green Bay**

Received the Wisconsin Teaching Fellow, one of 17 in the state from the University of Wisconsin System, Office of Professional and Instructional Development.

### **Rosemary Maellaro. Ph.D., University of Dallas College of Business**

Received the HR Southwest Educator of the Year Award by the HR Southwest Conference.

### **Mary Grace Neville, Southwestern University**

Received the Southwestern University 2009 Teaching Award for Outstanding Performance in the Classroom.

### **Jane Schmidt-Wilk, Maharishi University of Management**

Received the 2009 Faculty Appreciation Award from the students of Maharishi University and the 2009 Maharishi award in the area of Education and Enlightenment from the Maharishi University.

## OBTC 2010 Program Summary

Preconference Events (Dates vary)	
<b>Preconference Registration</b>	Jackson Student Center Entrance
<b>JME Editorial Board</b>	Graduate School of Management 128
<b>Doctoral Institute</b> – by prior application Faculty: Kim Cameron, Janet Gillespie, Joe Raelin & Kirsty Spence	Graduate School of Management 302
<b>T-group</b> – by prior registration Facilitators: Esther Hamilton & Bill Torbert	Graduate School of Management 318
<b>OBTS Board of Directors Meeting</b>	Anderson School of Management 2082
<b>Day of Mindfulness</b> – by prior registration Facilitator: Don McCormick	Anderson School of Management 2141

Wednesday, June 16		
3:00 – 6:00PM	<b>Welcome and Registration</b>	Outside Student Union Building (SUB) Ballroom C
6:00 – 8:00PM	<b>Dinner: BBQ picnic</b>	SUB Patio
8:00 – 9:00PM	<b>Conference Opening Welcome</b> Douglas M. Brown, Dean, Anderson School <b>Opening Plenary Session:</b> Jeanie Forray, OBTS President & the OBTS Board of Directors “Just what do we mean by ‘difference,’ and why are we engaging it?”	SUB Ballroom C
9:00 – 11:00PM	<b>Jim’s Place</b>	Jackson Student Center

**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 17		
7:00 – 8:30AM	<b>Breakfast</b>	La Posada
8:00 – 9:00AM	<b>Concurrent Morning Sessions – select one</b>	Anderson School & Graduate School of Management
9:00 – 9:30 AM	<b>Refreshment Break</b>	Jackson Student Center
9:00AM – 5:00 PM	<b>Publisher’s Exhibits</b>	Jackson Student Center
9:30 – 10:30 AM	<b>Concurrent Morning Sessions -- select one</b>	Anderson School & Graduate School of Management
10:30 – 11:00AM	<b>Refreshment Break</b>	Jackson Student Center
11:00AM – 12:30PM	<b>Concurrent Pre-Lunch Sessions – select one</b>	Anderson School & Graduate School of Management
12:30 – 1:45PM	<b>Lunch</b>	La Posada
1:45 – 3:00 PM	<b>Bradford Honoree Session</b> The Sacred Cows of Management Education Denaturalized <b>Joe Raelin</b> , Northeastern University	SUB Theatre

1:45 – 3:00 PM

**Provocative Conversations**

We remember OBTC 2006 at Nazareth College fondly and bring back Provocative Conversations to engage us once again. Our friend and colleague Leo Yballe invited us to join in various engaging conversations about management education.

Anderson School, 1064

Designing Group Work that *Really* Works

**Larry Michaelsen**, University of Central Missouri

Graduate School of Management, 318

The Future of SOTL: Possibilities, Prognostications, and Prophecies

**Cindi Fukami**, University of Denver

Anderson School, 1065

Keeping the magic: OBTS New Educator Award winners discuss creativity and challenges across all stages of career development

**Panel of New Educator Award winners: Joy Beatty, Amy Kenworthy, Jen Leigh, Suzanne DeJanasz, Charles Fornaciari, Jane Wheeler & Kirsty Spence**

3:00 – 3:30 PM	<b>Refreshment Break</b>	Jackson Student Center
3:30 – 4:00 PM	<b>Concurrent Afternoon Sessions</b> – (30 minutes) <i>select one</i>	Anderson School & Graduate School of Management
3:30 – 5:00 PM	<b>Concurrent Afternoon Sessions</b> – (90 minutes) <i>select one</i>	Graduate School of Management
4:00 – 5:00 PM	<b>Concurrent Afternoon Sessions</b> – <i>select one</i>	Anderson School & Graduate School of Management
5:30 – 9:45 PM	<b>Dinner</b> Enjoy a special trip tonight for dinner and experiencing Old Town Albuquerque. Dinner is at La Placita for an authentic New Mexican meal. Afterwards we'll stay in Old Town for a guided ghost walk tour.	Off-site, Old Town Albuquerque
10:00 – 11:00 PM	<b>Jim's Place</b>	Jackson Student Center

**Friday, June 18**

7:00 – 8:30AM	<b>Breakfast</b> <b>Special Breakfast Discussion</b> The future of OBTS: Breakfast with our President-Elect <b>Rae Andre</b> , Northeastern University	La Posada
8:00 – 9:00AM	<b>Concurrent Morning Sessions</b> – <i>select one</i>	Anderson School & Graduate School of Management
9:00AM – 5:00 PM	<b>Publisher's Exhibits</b>	Jackson Student Center
9:00 – 9:30 AM	<b>Refreshment Break</b>	Jackson Student Center
9:30 – 11:00 AM	<b>Concurrent Morning Sessions</b> – <i>select one</i>	Anderson School & Graduate School of Management

11:00 – 11:30AM	<b>Refreshment Break</b>	Jackson Student Center
11:30AM – 12:30PM	<b>Concurrent Pre-Lunch Sessions – <i>select one</i></b>	Anderson School & Graduate School of Management
12:30 – 1:45PM	<b>Lunch</b> <b>Lunch Meeting: <i>JME</i> Editorial Board – <i>by invitation</i></b> <b>Jane Schmidt-Wilk</b> , Maharishi School of Management Editor, <i>JME</i>	La Posada Ed Board meeting in Graduate School of Management, 302 [pick up boxed lunches at La Posada]
1:45 – 3:15 PM	<b>Concurrent Post-Lunch Sessions – <i>select one</i></b>	Anderson School & Graduate School of Management
3:15 – 3:45 PM	<b>Refreshment Break</b>	Jackson Student Center
3:45 – 4:15 PM	<b>Concurrent Afternoon Sessions – (30 minute) <i>select one</i></b>	Anderson School & Graduate School of Management
3:45 – 4:45 pm	<b>Concurrent Afternoon Sessions – (60 minute) <i>select one</i></b>	Anderson School & Graduate School of Management
5:45 – 7:15 PM	<b>Dinner</b>	SUB Ballroom
7:30 – 11:00 PM	<b>Awards Ceremony, Talent Show, Jim’s Place</b>	SUB Ballroom

**Saturday, June 19**

7:00 – 8:30AM	<b>Breakfast</b>	La Posada
8:00 – 8:30 AM	<b>Concurrent Morning Sessions -- (30 minutes) <i>select one</i></b>	Anderson School & Graduate School of Management
8:00 – 9:00AM	<b>Concurrent Morning Sessions – (60 minutes) <i>select one</i></b>	Anderson School & Graduate School of Management
8:00 – 9:00 AM	<b>Provocative Conversations</b> Roundtable Discussions	SUB Ballroom C
8:00 – 11:15 AM	<b>Publisher’s Exhibits</b>	Jackson Student Center
9:00 – 9:30 AM	<b>Refreshment Break</b>	Jackson Student Center
9:30 – 11:00 AM	<b>Legacy Honoree Plenary Session</b> Three things, well, at least three, I wish OBTS were doing more of, and points west <b>Peter Vaill</b> , Antioch University (recently retired) <b>Magid Mazen</b> , Suffolk University (moderator)	SUB Ballroom C
11:00 – 11:30AM	<b>Refreshment Break</b>	SUB Ballroom C
11:30AM – 12:30PM	<b>OBTS Town Meeting</b> <b>Rae Andre</b> , OBTS President-Elect, Northeastern University	SUB Ballroom C
12:30 – 1:15PM	<b>Lunch</b>	SUB Ballroom C

## OBTC 2010 Plenary Speakers

### Cynthia Fukami



Cynthia V. Fukami is Professor of Management at the Daniels College of Business, University of Denver. In addition to her disciplinary contributions, Cindi has published some 18 articles, and made over 50 presentations at scholarly meetings, on the scholarship of teaching and learning. Cindi has served as Chair of the Academy of Management's Teaching Committee, and on the Board of Directors (two years as OB-1) of the Organizational Behavior Teaching Society. She was Associate Editor of the *Journal of Management Education* from 1997-2000, and again from 2005-2007, and was an Associate Editor of *Academy of Management Learning and Education* from 2001-2005. She remains on both editorial boards. Cindi was appointed as a Fellow of the Carnegie Foundation for the Advancement of Teaching in 1999. With Stephen J. Armstrong, she has edited the [Handbook of Managerial Learning, Education, and Development](#).

### Larry K. Michaelsen



Larry K. Michaelsen (Ph.D. in Organizational Psychology from The University of Michigan) is David Ross Boyd Professor Emeritus at the University of Oklahoma, Professor of Management at the University of Central Missouri, a Carnegie Scholar, a Fulbright Senior Scholar (three awards) and, former Editor of the *Journal of Management Education*. Dr. Michaelsen has received numerous college, university and national awards for his outstanding teaching and for his pioneering work in two areas. One is the development of Team-Based Learning, a comprehensive small-group based instructional process that is now being used in over 150 academic disciplines and on over 200 schools in the US and in 26 foreign countries. The other is an Integrative Business Experience (IBE) program that links student learning in three core courses to their experience in creating and operating an actual start-up business whose profits are used to fund a hands-on community service project.

### Joe Raelin



Joe Raelin is an international authority in work-based learning and collaborative leadership development. He holds the Asa S. Knowles Chair of Practice-Oriented Education at Northeastern University and was formerly Professor of Management at the Wallace E. Carroll School of Management at Boston College. He received his Ph.D. from the State University of New York at Buffalo. His research has centered on human resource development, focusing in particular on executive education through the use of action learning. He is a prolific author and specializes in writing for our major management education journals. He also consults widely with organizations across all sectors and cultures. Among his books are: *The Clash of Cultures: Managers Managing Professionals*, considered now to be a classic in the field of professionals and bureaucracy (Harvard Business School Press, 1991), the latest edition of *Work-Based Learning: Bridging Knowledge and*

*Action in the Workplace* (Jossey-Bass, 2008), *Creating Leaderful Organizations: How to Bring Out Leadership in Everyone* (Berrett-Koehler, 2003), and now to accompany the latter, *The Leaderful Fieldbook: Strategies for Developing Leadership in Everyone* (Nicholas-Brealey, 2010).

### Peter Vaill



Peter Vaill is recently retired from Antioch University's Ph.D. program in Leadership and Change. He is a stalwart OBTC'er from its founding days, including being an early facilitator of Jim's Place via his honky-tonk pianah. He is known for provocative thoughts on a variety of OB subjects, including what he calls High Performing Systems; OD; and the turbulent environment which he calls "permanent white water." His 1985 session at Bentley, "What, if anything, should we be doing about the subject of spirituality in the management classroom?" was one of the first declarations in OBTS of the importance of that subject. He is the author of *Managing as a Performing Art* (1989), *Learning as a Way of Being* (1996), and *Spirited Leading and Learning* (1998), all published by Jossey-Bass, as well as several articles in JME.

## OBTC 2010 Reviewers

Rae Andre	Martin L. Fogelman	Roy J. Lewicki	Lynda St. Clair
Lucy A. Arendt	Jeanie M Forray	Amy Lewis	Gary Stark
Timothy Baldwin	Susan J. Fox-Wolfgramm	Shu-Yuan Lin	John B. Stark
Brendan Bannister	Jann Freed	Kathy Lund Dean	Katherine I Starks Lawrence
Talya Bauer	Jonah Friedman	Kathy Mack	Lisa T. Stickney
Joy Beatty	Consuelo García	John F. McCarthy	Elizabeth Stork
John L. Bennett	Janet Gillespie	Stacey McCroskey	Micheal T. Stratton
Jerry Biberman	Lance Giroux	Cathleen McGrath	Linda K Stromei
Jon Billsberry	Roger Givens	Sharon P. McKechnie	Ken Sylvester
Kristen Bohlander	Sonia Goltz	Carrie Blair Messal	Andrea Thomas
Alexander Bolinger	Kim Gower	Larry Michaelson	Ed Tomlinson
Whitney Botsford	Suzanne Grant	Susan Michie	Elizabeth Fisher Turesky
David S. Bright	Ellen Greenberg	Tom Mierzwa	Nicholas W. Twigg Jr.
Scott Bryant	Elaine Guertler	Daniel Moore	Linda Jean Twiname
Deborah Butler	Stanley M. Gully	Maryam Sadat Mortazavi	Kristi Lewis Tyran
Joseph F. Byrnes	Dory L Hammond	Jane P. Murray	Julie Urda
Michal Cakrt	Drew L. Harris	Eric M. Nelson	William R. Van Buskirk Jr.
Macgorine A. Cassell	Cheryl Harrison	John Nirenberg	Sylvia Vriesendorp
Anthony F Chelte	Nell T. Hartley	Dennis O'Connor	Gary Wagenheim
Faye K Cocchiara	Carol P. Harvey	Laura L Paglis	Nancy Wallis
Gary Coombs	Thomas Fletcher Hawk	J. P. Julie Palmer	Velvet L. Weems-Landingham
David Cowan	Patricia Raber Hedberg	Richard Parsells	Edward Wertheim
Marcy Crary	Robert Alexander Herring III	Claudette Marie Peterson	Debra Kay Westerfelt
Kathryn Crockett	Tammy Bunn Hiller	Tim O. Peterson	Jane V Wheeler
Kerri Anne Crowne	Maria Humphries	Jean Phillips	Joan Winn
William Davis	Fiona Hurd	Mark Phillips	J. Robert Wirthlin
Beverly J. DeMarr	Kathleen R. Johnson	Kip Pirkle	Sharon Wu
Andy Dungan	Scott A. Johnson	Barbara Anne Ritter	Alberto Zanzi
Michael A. Dutch	Mark Robert Julien	Marie-Elene Roberge	
Matthew Eriksen	Kathleen R. Kane	Bruce Roemmelt	
Steven Esons	David Kaplan	Lisa Rosh	
Yvette Njan Essounga	Diane M. Kellogg	Dale Rude	
Sue R Faerman	Lynn Marie Kendrick	Joe Seltzer	
Kent D. Fairfield	Deanna Kennedy	William C Sharbrough III	
Wayne Fallon	Amy L. Kenworthy	Rita J. Shea-Van Fossen	
Kevin Farmer	Rosemary Kim	Cynthia L. Sherman	
R. David Fass	Eden King	Marc Siegall	
David S. Fearon Sr.	Melissa J. Knott	Tracey Honeycutt Sigler	
Howard C Fero	Cynthia L. Krom	Randy Sleeth	
Claudia Ferrante	Jennifer S. A. Leigh	Karen Smith-Will	
Jason Fertig	Kenneth Levitt	James Spee	
Dale M. Finn	Steve Levy	Kirsty Kathleen Spence	

# Wednesday, June 16

*Wednesday, 6:00pm - 8:30pm in SUB Patio*

## Dinner

Please welcome friends and colleagues at the opening picnic! We'll have a festive BBQ dinner on the SUB patio, to be followed by the opening session.

*Wednesday, 8:00pm - 9:00pm in Ballroom C*

## Welcome to OBTC 2010!! Plenary Opening Session

Conference Welcome

**Douglas M. Brown**, *Dean, Anderson School of Management*

Opening Event: Just what do we mean by 'difference' and why are we engaging it?

**Jeanie M. Forray**, *President, OBTS Society for Management Educators & the OBTS Board*

The OBTS Board will facilitate an inclusive, fun, and active opening night activity that explores our conference theme this year. What is 'difference?' How might we engage with different ideas of difference? What makes someone different than another? With a special focus on OBTC newcomers, we'll get everyone up and moving, meeting others, sharing stories, and crafting connections.

*Wednesday, 9:00pm - 11:00pm in Student Center*

## Jim's Place

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

The Paul R. Jackson Student Center is on the ground floor of the Anderson Graduate School Building next to the Anderson School of Management.

# Thursday, June 17

*Thursday, 7:00am - 8:30am in La Posada*

## Breakfast

Breakfast and lunch will be at La Posada, the primary on-campus restaurant, which offers a wide variety of hot entrees, fresh fruit and salads, southwestern homestyle, deli and vegan items. There is ample seating space and a light-filled atrium.

*Thursday, 8:00am - 9:00am in ASM 1064*

## From Customer to Apprentice: Changing Our Metaphors of Student and Teacher

**Michael London**, *Muhlenberg College*

**William R. Van Buskirk Jr.**, *La Salle University*

In our research we have found that students carry strong root metaphors that structure (mostly unconsciously) their perceptions and reactions to each other, the professor and the course material. In this workshop we explore the potential for "apprenticeship" as a metaphor that energizes and restructures the Organizational Behavior classroom. We will also give participants the chance to explore their own metaphors for teachers, learners and the classroom.

*Thursday, 8:00am - 9:00am in ASM 1065*

## Magical Moments in Teaching are Everywhere, But a Magical TA Culture, Are you Serious?

**Bob Marx**, *University of Massachusetts, Amherst*

All of us who teach yearn for those moments when we can create something memorable, useful, and lasting. But TAs rarely conjure up images of this sort. This session will show how the "lowly" TA position has evolved into an incredible group of High-Performance Self-Managed Team Members with a substantial culture including a motto, ceremonies, continuous improvement strategies, team T-shirts, and most important a deep dedication to quality service and team cohesiveness. Needing little direction from the faculty, the team manages everything but the class lectures. And best of all, they will be here to tell their story!

*Thursday, 8:00am - 9:00am in Education 101A*

## What?! I'm teaching doctoral students?! What in the world will I tell them?

**Thomas Conklin**, *Gannon University*

This session is designed primarily for those who are facing new teaching responsibilities with doctoral students and those who have been doing so for a number of years. Through their interaction rich reflection and sharing may emerge that could enlighten these groups as they talk about their experiences, what has been learned, and their anticipations of what they will encounter as doctoral educators. This session is intended to serve the doctoral educator however much may be learned from having doctoral students also attend as they can contribute a recent "in vivo" perspective thereby completing the circle of inquiry.

*Thursday, 8:00am - 9:00am in ASM 2082*

### **Engaging Differences: Alumni, Students and Faculty Learning Together**

**Matthew Eriksen**, *Providence College*

**Pamela Sherer**, *Providence College*

**Kirsten Green**, *Providence College*

Session participants will explore their current images of learning roles and relationships among alumni, student and faculty, brainstorm ways that these roles and relationship might be re-imagined to create new learning spaces in which alumni, students and faculty can meaningfully learn together, and discuss challenges in actually developing these learning spaces. The presenters (two faculty members and a student) who have been actively engaged in the conceptualization, development, and initiation of a new mutual learning space for alumni, students and faculty – an “entrepreneurial community” - will share their experience and lessons learned from the development of their “entrepreneurial community.”

*Thursday, 8:00am - 9:00am in ASM 2141*

### **Developing Students' Capacity to Lead in a World of Difference**

**Martin L. Fogelman**, *SUNY, University at Albany*

**Sue R Faerman**, *SUNY, University at Albany*

Managing is an inherently paradoxical process, requiring managers to engage in behaviors that are arguably contradictory. For example, we want managerial leaders to be decisive, but we also expect them to use participatory practices and involve others in decision-making. Teaching students to lead in a world of difference where they must engage such paradoxes can be a challenge, especially when they are looking for easy answers or simple formulas for excellent leadership. This session will involve participants in interactive discussions and exercises that build their own understanding of paradox and provide ideas about bringing these ideas alive for their students.

*Thursday, 8:00am - 9:00am in GSM 117*

### **Improving Community Service Learning: Reflection Meets Critical Thinking**

**Carol P. Harvey**, *Assumption College*

**M. June Allard**, *Assumption College*

Learning about difference is an integral element of today's management education. While the utilization of Community Service Learning(CSL)is increasing,the implementation of this pedagogy presents a unique challenge: How can we give students a meaningful learning experience about class and racial differences, yet minimize the effects of privilege and power between them and the people they serve? This session will utilize the revised Bloom's scaffolded critical thinking model and Blackboard technology to integrating cognitive learning with the affective component of CSL. Participants will have the opportunity to explore integrating this pedagogical technique into their own courses.

*Thursday, 8:00am - 9:00am in GSM 128*

### **Using Role Plays to Understand and Manage Control System Benefits and Costs**

**Norman Sheehan**, *University of Saskatchewan*

The objective of management control is to encourage employees to undertake the activities which lead to strategy implementation. Management control systems accomplish this goal in two different ways: By encouraging employees to do the right things, and by discouraging employees from doing the wrong things. One of management's biggest challenges is to effectively design management control systems which achieve this goal, while minimizing any unintended negative side effects. This role play leverages insights from practicing managers to illustrate how to manage this tension by asking students to calculate the indirect control system costs and balance these with its direct benefits.

*Thursday, 8:00am - 9:00am in GSM 226*

### **Shattering the Mirror: Using a "Reputation Index" to Provide Peer Feedback in a Negotiation Course**

**Melissa Manwaring**, *Babson College*

This session demonstrates the pedagogical use of a “Reputation Index,” a survey instrument designed to provide negotiation students with candid peer feedback on their reputations as negotiators. This feedback might confirm, expand, or even upend students' self-perceptions – sometimes “shattering the mirror” and allowing students to see themselves from different perspectives. Administered twice per semester, the reputation index can help promote ethical awareness, perspective-taking, strategic thinking, and an expanded understanding of negotiation outcomes. Session participants will learn the instrument's origin and research basis, engage in a brief simulation, assess examples of actual responses, and discuss possible improvements/adaptations to the instrument.

*Thursday, 8:00am - 9:00am in GSM 302*

### **Twitter, Blogging, and Web Conferencing: Are Social Networking Technologies Learning Enhancers or Just Useless Noise?**

**Rita J. Shea-Van Fossen**, *Ramapo College of New Jersey*

**Thierry Rakotobe-Joel**, *Ramapo College of New Jersey*

This session explores the potential and the challenges in using social media in the classroom. With the explosive growth in social networking, these tools are gaining popularity within the classroom environment. We will demonstrate how we have used Twitter, blogging, and web-conferencing in both ground and on-line courses. We encourage session participants to come and share their positive and negative experiences with social media and explore questions related to effectiveness of these tools in enhancing learning. We welcome and encourage participants to bring their laptops and cell phones for use in a Twitter backchannel and web-conference blog during this session.

*Thursday, 8:00am - 9:00am in GSM 318*

### **Integrating Ethics into the Business School Curriculum**

**Roy J. Lewicki**, *Ohio State University*

The purpose of this session will be to describe an experiment in which the presenter has been working with other MBA faculty to integrate ethical reasoning into the MBA core curriculum. The current model is to introduce ethics and values reasoning through stand-alone introductory workshops, followed by co-teaching classes with faculty in other core MBA courses.

The instructor has been asked to expand this offering and find additional ways to integrate ethical reasoning topics into MBA and undergraduate curriculum. The instructor will describe current practices, and seeks dialogue from other faculty who have experience in integrating ethics into core courses.

*Thursday, 9:00am - 9:30am in Student Center*

### **Refreshment Break**

The Paul R. Jackson Student Center is on the ground floor of the Anderson Graduate School Building next to the Anderson School of Management.

*Thursday, 9:30am - 10:30am in ASM 1064*

### **Taking A Classroom Journey: Towards Linking Self Awareness and Accomplishment for Personal Learning Success**

**Susan J. Fox-Wolfgramm, Ph.D.**, *Hawaii Pacific University*

This is an engaging and informative session that enhances the differences in students and their learning experiences within the same classroom. The approach is magical and re-invigorating to students and the instructor, alike, as it focuses on the class as a "personal journey" from point of origin to final destination. Students follow a basic class "itinerary" but are also able to select "excursion" exercises along the way, depending upon their personal goals and enthusiasm for these activities. This unique process will be explained, real examples will be given, and session participants will actually get to experience this course design "hands-on."

*Thursday, 9:30am - 10:30am in ASM 1065*

### **DDAR/E Your Students to Care About OB: A Flexible Assignment for Mastering OB Theories**

**Ed Tomlinson**, *John Carroll University*

Many organizational behavior (OB) instructors find it challenging to get their students to learn OB theories well enough to apply them correctly in the types of novel, realistic, and complex situations they are likely to face in their professional lives. This proposal presents a flexible assignment (DDAR/E) that can be used at any point during the course, and in conjunction with many different pedagogical approaches. The assignment walks students through a sequence that helps them develop and apply critical thinking skills to master helpful theories, and hopefully engender greater appreciation of their value.

*Thursday, 9:30am - 10:30am in ASM 2141*

### **"Noticeably Different, Noticeably Better" - A CSR Case Study: Texas Disposal Systems**

**Andrei Duta**, *Pepperdine University*

**Christopher Boger**, *Pepperdine University*

The Texas Disposal Systems (TDS) case study seeks to increase student interest in the topic of Corporate Social Responsibility (CSR) while bringing "magic" to the OB course through team work and rich media. The students are introduced to the concept of CSR as they wrestle with ethical conundrums in the context of an exemplary waste management company. Students are encouraged to think systemically about complexities of ethical decision making in ultra-competitive environments. This session leverages case study methodology to improve the learning experience for students who are empowered to engage a successful company and the CEO on a personal level.

*Thursday, 9:30am - 10:30am in GSM 117*

### **Peak Readiness: Leveraging Key Variables to Gain Advantages in a Turbulent World**

**David Cowan**, *Miami University*

From decades spent helping young adults increase their leadership potential, I realize that those who are optimally ready to learn significantly outlearn others. A vibrant strategy to nurture competitive advantage centers on the concept of peak readiness – the state of being that exists prior to peak performance. My session will examine specific leverage points for increasing peak readiness, and will unfold in four stages; 1) an assessment activity to awaken curiosity and clarify purpose; 2) a brief examination of theoretical groundwork; 3) small group discussion to illuminate strategies and tactics, and 4) a synthesis to help clarify value added.

*Thursday, 9:30am - 10:30am in GSM 226*

### **More than Money and Arms**

**Sylvia Vriesendorp**, *Management Sciences for Health*

**Mubarakshah Mubarak**, *Management Sciences for Health*

How well do the things we teach in US business schools apply to what Afghanistan needs right now? The world is pressing on the Afghan government to be transparent and results-oriented. We will present some of what is being done behind the scenes to strengthen organizational processes and build the individual management and leadership capacity that is needed to fulfill expectations of a stable, peaceful and democratic Afghanistan. We would like to engage in a conversation about whether this can be done, what is being done and the joys and the frustrations we encounter in our work.

**Thursday, 9:30am - 10:30am in GSM 230**

**Stringing together communication: Using a ball of string to reveal, understand, and improve team communication**

**Gary Wagenheim**, *Simon Fraser University*  
**Jacqueline McAdam**, *University of Victoria*

The goal of this session is to help team members increase and improve their awareness of how they communicate in groups by illuminating and examining communication patterns. The session facilitators will use a ball of string to help team members visually map their communication pattern. Participants will reflect upon and evaluate their roles in the communication pattern they create. All participants will have the opportunity to experiment with their own team communication, discuss communication patterns and how those patterns reinforce or break-down barriers that shape meaning and exert influence on behavior, and explore the exercise's potential for classroom use.

**Thursday, 9:30am - 10:30am in GSM 302**

**Teaching Teamwork Through Experiential Learning**

**Kathleen J. Barnes**, *East Stroudsburg University*  
**George Smith**, *Albright College*  
**Madeline Constantine**, *East Stroudsburg University*  
**Karen Shuler**, *The Citadel*

Teamwork is a multifaceted subject and presenting and explaining this topic to students can be a daunting task. Compound this challenge with the student's limited work experience, especially at the undergraduate level, and streamlined text coverage and the stage is set for serious misunderstanding, misapplication or, worse, apathy among your students for an important subject. This proposal presents an experiential teaching method proven with undergraduate and graduate students to illustrate and explore teamwork.

**Thursday, 9:30am - 10:30am in GSM 318**

**Bluffing, Lying, and Deceit in Negotiations: Teaching Students the Art of Self Defense in Negotiation-and How To Survive With Their Interests and Ethics Intact**

**Edward Wertheim**, *Northeastern University*

This session will focus on an exercise effective in teaching students about how identify and deal with "hardball" negotiators, a subject that students of negotiations and conflict resolution often are quite concerned about. A short case that contains many everyday hardball tactics will be used; the participations in the session will be asked to identify and name the tactics, understand their psychological intent, and identify various strategies for dealing with the tactics. Finally, we will discuss helping students to deal with the dilemma of maintaining high ethical standards without losing their negotiation leverage.

**Thursday, 10:30am - 11:00am in Student Center**

**Refreshment Break**

The Paul R. Jackson Student Center is on the ground floor of the Anderson Graduate School Building next to the Anderson School of Management.

**Thursday, 11:00am - 12:30pm in Education 105**

**Educating the Whole Learner Through Action Using the Art and Principles of Aikido**

**Lance Giroux**, *Allied Ronin Leadership Training & Consulting*  
**Jason Fertig**, *University of Southern Indiana*

Learning that "connects" experientially engages the whole person: body, mind, spirit. At its most challenging levels, it can be joyful. Learners become teachers. In this highly interactive workshop we demonstrate and you use Aikido, a Japanese martial art. We dialogue to discover that "connection" is a required reality, transcending concept. We experience these mysteries: opposites unify, conflict unfolds into possibility, relaxed comportment is strength. We find the magic that creates appreciative, lifelong learning - respectful and dignified. The author, an Aikido blackbelt, teaches leadership using the art and brings a demonstrator. The co-author uses Aiki principles with students in classrooms.

**Thursday, 11:00am - 12:30pm in ASM 1064**

**Leaning In and Stepping Back: Embracing Complexity in the Teaching of Diversity**

**Duncan Spelman**, *Bentley University*  
**Wiley C. Davi**, *Bentley University*  
**Earl Avery**, *Bentley University*

This session seeks to understand some of the key factors leading to the success of a diversity course in which the goals were to help students engage deeply across differences, embrace the complexity of diversity issues, and reflect on the personal meaning of the course topics. The course was jointly listed as English and Management and included course readings and content from both literature and organizational behavior, international travel, domestic travel, service learning, and a highly diverse student group. We will examine critical incidents from class interactions in search of lessons for addressing diversity in a variety of course settings.

**Thursday, 11:00am - 12:30pm in ASM 1065**

**Robot Wars: A Group Capstone Project**

**R. David Fass**, *Air Force Institute of Technology*  
**J. Robert Wirthlin**, *Air Force Institute of Technology*

Our presentation demonstrates the use of Lego Mindstorms® in the graduate curriculum of the Air Force Institute of Technology (AFIT). Essentially, student teams are required to create simple robots to solve a specific problem that integrates tools and knowledge they have learned previously. The students find this integrative capstone project challenging, engaging, and fun. More importantly, it demonstrates how much they have learned in a very tangible way (the robot either completes the task, or it doesn't). The session will show how the project works, and allow session participants some limited hands-on experience building robots!

*Thursday, 11:00am - 12:30pm in ASM 2082*

### **Teaching Sustainability: Pedagogical approaches and practical ideas**

**Judith Anne White**, *Santa Clara University*

This workshop is for colleagues who want to teach sustainability for the first time as a standalone course, integrate it into their existing courses, or enhance their sustainability course or module. We will discuss pedagogical approaches, and exchange ideas for readings, cases, exercises, videos, assignments, challenges, and questions on teaching social, economic, and environmental sustainability. Colleagues who have already taught sustainability can gain fresh ideas and discuss challenges. Our discussion will include teaching across disciplines. Colleagues will leave with ideas about pedagogical approaches, integrating PRME, and a list of resources to use in their courses.

*Thursday, 11:00am - 12:30pm in GSM 117*

### **What to do When Change Efforts Fail: Applying the Kegan and Lahey's (2009) Immunity to Change Process**

**Mark Cannon**, *Vanderbilt University*

**Ki Se Lee**, *Vanderbilt University*

For over a decade, Robert Kegan and Lisa Lahey (Kegan and Lahey, 2009) have been developing and improving a simple but powerful means of uncovering the competing commitments that consistently thwart the efforts of individuals and groups to change. Their four column exercise is designed to surface and then constructively alter the individual or group's "immunity to change" system. Having attended their train-the-trainer program for this exercise, we would like to expose OBTC participants to their exercise and how it can be used to teach about change in a classroom and to produce lasting change.

*Thursday, 11:00am - 12:30pm in GSM 128*

### **Come to the movies! Bringing the reel world into the classroom**

**Beverly J. DeMarr**, *Ferris State University*

**Lisa T. Stickney**, *University of Baltimore*

**Sharon Bell**, *Ferris State University*

Are you frustrated that students today spend less time reading than watching TV and videos? Are you looking for ways to increase student engagement with course concepts? Do you want your students to look forward to coming to class? If the answer is yes, then come with us to the movies! This session explores our use of video clips in a variety of management courses. We will share our assignments and engage participants in an interactive game of identifying the application of theories and concepts portrayed in movie clips.

*Thursday, 11:00am - 12:30pm in GSM 226*

### **Collaboration or Conflict: Whole Brain Instruction and Preferred Learning Strategies**

**John L. Bennett**, *Queens University of Charlotte*

**Claudette Marie Peterson**, *North Dakota State University*

Every instructor has a thinking style. When this thinking style aligns with the student's preferred learning strategy we experience collaboration in the learning process. When this happened, the learning seems effortless and we find ourselves in flow. However, often we experience conflict between our thinking style and our students' preferred learning strategies. When this happens, learning is a struggle and we dread the experience. This engaging session will bring together the Herrmann Brain Dominance thinking style with preferred learning strategies of Navigators, Problem Solvers, and Engagers. Through activities and instrumented learning the two presenters will help participants move toward collaboration and away from conflict during the teaching-learning interaction.

*Thursday, 11:00am - 12:30pm in GSM 230*

### **Hidden Elephants: A Dialogue to Engage Difference & Create Connection Through American Indian Values**

**Amy Klemm Verbos**, *University of South Dakota*

**Lisa D. Little Chief Bryan**, *University of South Dakota*

**Deanna Kennedy**, *Texas A&M University*

**Joe Gladstone**, *New Mexico State University*

**Daniel Stewart**, *Gonzaga University*

Challenge yourself to extend "engaging difference" from dealing with an "elephant in the room" to finding and inviting hidden elephants into your interactions. First, we present our traditional American Indian values as a way to create connection by engaging perspectives that heretofore have been invisible in business classrooms ("hidden elephants"). We explore how values implicit in management education may unintentionally create vicious circles of exclusion. Then, we ask participants explore their own values. Finally, we co-create solutions to create virtuous circles by applying American Indian values to social interactions.

*Thursday, 11:00am - 12:30pm in GSM 302*

### **Learning and living through the toxicity of harassment in the workplace: A story of fierce and ruthless organizational politics**

**Micheal T. Stratton**, *University of North Carolina, Asheville*

This session will highlight the gripping details of a workplace harassment case study. The case will chronicle the actions of the main character, James Micheals, after being harassed by a student on the basis of sexual orientation. Designed to simulate a class discussion, the participants, through a brief case presentation, group discussions, and a session-wide debrief, will explore the precipitating factors that led to the ensuing political battles during the incident's aftermath. The written case and a supplemental teaching note will be provided for participants to use as an exam/assignment and in-class exercise in their own courses.

**Thursday, 11:00am - 12:30pm in GSM 318**

### **Judging Appreciative Inquiry in a Moot Court Simulation**

**Kevin Farmer**, *California State Polytechnic University, Pomona*

**Kathleen R. Kane**, *University of San Francisco*

**Steve Meisel**, *La Salle University*

**Joe Seltzer**, *La Salle University*

Our session has two goals. First, to stimulate debate over a popular, yet largely unproven, tool in management theory: Appreciative Inquiry (“AI”). Second, in a respectful yet challenging manner, we capitalize on a law school technique, to challenge theories such as AI. Moot Court manifests active learning by inviting “attorneys” to make arguments before “justices” on the theory at hand. One team of presenters will serve as counsel supporting the theory while another team will oppose it. Volunteers from the audience will serve as the justices who question points of view before retiring to render an opinion.

**Thursday, 12:30pm - 1:45pm in La Posada**

### **Lunch**

Breakfast and lunch will be at La Posada, the primary on-campus restaurant, which offers a wide variety of hot entrees, fresh fruit and salads, southwestern homestyle, deli and vegan items. There is ample seating space and a light-filled atrium.

**Thursday, 1:45pm - 3:00pm in SUB Theatre**

### **Bradford Award Session: The Sacred Cows of Management Education Denaturalized**

**Joe Raelin**, *Northeastern University*

What do you do when someone takes for granted your concurrence with a statement because of its obvious truth? I suppose many of us might decide to “let it go.” As the “truth” proliferates, however, we may find that it has become institutionalized and you will be left holding the bag, not to mention that this truth, in your view, can get us all into trouble in the end.

So, when it comes to some of the truths or sacred cows of management education, perhaps it may be time to take stock. In this dialogue, Joe will present ten of the sacred cows in management education that he says have been bugging him for years. He will first attempt to give his version of these truths, but then, in sound dialogic tradition and using an interactive open space format, the session participants will work the issue. Focusing on the sacred cow of their choice, they will register whether, in part or in whole, they feel the same way, or whether they find that Joe has got to learn in this case to “let it go!”

**Thursday, 1:45pm - 3:00pm in ASM 1064**

### **Designing Group Work that Really Works**

**Larry Michaelsen**, *University of Central Missouri*

CAUTION: Group assignments can and, all too often, do more harm than good. The most common sign of trouble is when students (especially the better ones) feel like they have to choose between doing more than their fair share of the work or risk getting a bad grade. When that happens, the real cause usually isn’t the students—it’s almost always what the *teacher* is asking them to do. In addition, even if the end product is a good one, a high percentage of students will leave the experience with negative feelings about the value of group work.

In this session, you will engage in a series of activities that demonstrate why most problems with learning groups are caused by poorly designed assignments. In addition, you will learn about four keys that will enable you to design group assignments that: 1) are effective for developing students’ application and critical-thinking skills, 2) promote positive student attitudes about group work, 3) can be graded easily and fairly and, 4) can be used with any level of students and in classes of up to several hundred students.

**Thursday, 1:45pm - 3:00pm in ASM 1065**

### **Keeping the magic: OBTS New Educator Award winners discuss creativity and challenges across all stages of career development**

**Joy Beatty**, *University of Michigan, Dearborn*

**Amy L. Kenworthy**, *Bond University*

**Jennifer S. A. Leigh**, *Nazareth College*

**Suzanne de Janasz**, *University of Mary Washington*

**Charles J. Fornaciari**, *Florida Gulf Coast University*

**Jane V. Wheeler**, *Bowling Green State University*

**Kirsty Kathleen Spence**, *Brock University*

The New Educator Award recognizes early career teachers who have demonstrated excellence and creativity in their teaching practice, pedagogical research, and service to OBTS. In this session seven NEA winners discuss keeping magic in their teaching practice.

Having moved from “new” to mid-career, the session addresses two questions: (1) what is the current career challenge you face? And (2) what attitudes, behaviors, or practices allow you to keep the magic (stay energized) in your career? The session encourages inquiry and dialogue with panelists and audience members about mid-career opportunities and challenges.

**Thursday, 1:45pm - 3:00pm in GSM 318**

### **The Future of SOTL: Possibilities, Prognostications, and Prophecies**

**Cindi Fukami**, *University of Denver*

Innovative management education has been the mission of OBTS since its inception in 1974. Central to the work of OBTS, the concept of “scholarship of teaching and learning,” was introduced by Ernest Boyer in 1990. Simply put, the time is right to take stock of the substantial body of work in this field. In this session, we will briefly review the past and present state of the art in SOTL, and consider possibilities for future contributions in this field.

*Thursday, 3:00pm - 3:30pm in Student Center*

### **Refreshment Break**

The Paul R. Jackson Student Center is on the ground floor of the Anderson Graduate School Building next to the Anderson School of Management.

*Thursday, 3:30pm - 4:00pm in ASM 1064*

### **Movies that span a semester and embrace differences**

**Maria Alejandra Quijada**, *Loyola Marymount University*

**Cathleen McGrath**, *Loyola Marymount University*

One of the challenges we have faced in our management classes is to find examples that illustrate the interrelatedness of the topics and concepts from class in the real world of organizations. Also, all members rarely have shared an experience that provides a common language with the students. In this session we will present two movies that have helped us manage these challenges and together illustrate the majority of the concepts covered in a typical organizational behavior class. Furthermore, the chosen movies bring an element of "difference" that allows for the discussion of the role of difference in organization.

*Thursday, 3:30pm - 4:00pm in ASM 1065*

### **Hevruta Partners: A Relational Process for Leadership Development**

**Lisa Rosh**, *Yeshiva University*

Academics and practitioners both regard relationships as essential in developing leadership competencies; however, in practice, these associations are difficult to maintain and develop. In this interactive session, the presenter reviews the employment of an ancient developmental relationship strategy in a new setting. The session will demonstrate how hevruta, cooperative learning in pairs, traditionally used in the study of Talmud, has been used to develop business students' leadership skills. The session will utilize film clips of hevruta pairs in action, an interactive presentation of the hevruta process, and a discussion of curriculum material for the implementation of this developmental tool.

*Thursday, 3:30pm - 4:00pm in Education 101A*

### **How old should you be to drive a bus? Using simple questions to explore ageism**

**Sharon P. McKechnie**, *Emmanuel College*

When teaching diversity, instructors require a solid tool-box of readings and exercises to support students' exploration of issues and topics. This can be challenging as at best the topics may be completely new to them, or at worst topics that they feel uncomfortable with or unable to address. This session presents a simple, yet highly effective exercise on ageism, a topic of diversity that has so been greatly overlooked in terms of teaching support materials.

*Thursday, 3:30pm - 4:00pm in ASM 2141*

### **Enabling Goal-based Business Writing: Exploring the Wiki as a Learning Tool**

**Rosemary Kim**, *California State Polytechnic University, Pomona*

**Cheryl Wyrick**, *California State Polytechnic University, Pomona*

Business writing is challenging to teach for instructors and difficult to master for students. One frequently cited barrier is motivation. Research shows motivation energizes, directs, and sustains human behavior. Two of the most prominent and influential motivational techniques, goal setting and positive reinforcement, are used as integral elements to improve students' business writing skills. To facilitate the process of setting goals and reinforcing positive behaviors, a wiki application is utilized. The potential of the tool is explored as an enabler in how instructors can guide their students to improve their business writing skills while building collaboration and connection among learners.

*Thursday, 3:30pm - 4:00pm in GSM 302*

### **Graphic Novels and Management Education: Bringing Management to Life for Today's Student**

**Jeremy Collin Short**, *Texas Tech University*

**Talya Bauer**, *Portland State University*

The goal of this session is to present the graphic novel as a new medium for management education. In this session we will provide examples from two recent graphic novel format works incorporating key concepts germane to organizational behavior and management education. The first, *Atlas Black: Managing to Succeed*, is the first management graphic novel. Second, the *iPremier* case is a Harvard Business Case that chronicles an information technology incident. Theoretical and practical advantages of this unique medium will also be discussed, and we will answer questions from audience members based on the presenters' experiences using this pedagogical tool.

*Thursday, 3:30pm - 4:00pm in GSM 318*

### **Dr. PC: A Multi-media Management Control Exercise**

**Norman Sheehan**, *University of Saskatchewan*

**Ganesh Vaidyanathan**, *University of Saskatchewan*

The objective of management control is to encourage an organization's employees to undertake the activities which lead to strategy implementation. Management control systems accomplish this goal in two different ways: By encouraging employees to do the right things, and by discouraging employees from doing the wrong things. This case uses a freely available video and group interaction to develop a management control system for a small home computer repair business. As evidenced by participant feedback, this short, multi-media case was well received by students as it leads to significant learning with little pre-class preparation.

*Thursday, 3:30pm - 5:00pm in GSM 128*

### **Voluntourism or Ethical Global Citizenship?**

**Kristi Lewis Tyran**, *Western Washington University*

International travel is often encouraged for undergraduate students, and many students express an interest in service while traveling. Examples of service while traveling include mission trips, ecotourism, and travel with a purpose such as building a school. We propose a different view of international travel with a service focus: International Service Learning (ISL). ISL is defined as a collaborative effort with an internationally-located local community partner where students collaborate with local individuals in efforts that utilize the curriculum they are learning in their undergraduate studies. Specifically, this proposal addresses Business students who participate in an ISL project in Kenya.

*Thursday, 3:30pm - 5:00pm in GSM 230*

### **Now You See It, Now You Don't: Engaging Disruption**

**Kenneth Levitt**, *East Stroudsburg University*

**Jonah Friedman**, *Fordham University*

**Andrei Duta**, *Pepperdine University*

This interactive experiential and surprising session invites participants to mindfully notice and engage differences. Fleeting differences, operationalized as 'disruptions', spotlight their implicit and explicit role in learning, pedagogy and organizational management practice. Although we learn when young to not disrupt, this session neither judges disruptions as intrinsically positive or negative, nor offers best practices strategies to confront, banish, or welcome disruptions. Rather, it aims to sensitize participants to differences, the innumerable disruptive and or continuous moments in learning environments. Through disruption, small- and inter-group collaboration, participants witness and activate impromptu moments and differences into explicit occasions for learning and possibility.

*Thursday, 4:00pm - 5:00pm in ASM 1064*

### **Fostering Student-to-Student Feedback: A Condition for Emergent Learning in the Classroom**

**David S. Bright**, *Wright State University*

**Elizabeth Fisher Turesky**, *University of Southern Maine*

This workshop is based on the premise that the classroom should be viewed as a living, emergent system. Attention to this perspective helps students generate a powerful, flourishing, and dynamic classroom experience. An important condition for emergent organizing is the flow of feedback within a system. This can be more than just the flow of information between teacher and students – it can also include student-to-student feedback. The facilitators will describe examples of how they encourage student-to-student feedback, and they will also engage workshop participants to share their ideas and questions about how to encourage high quality student feedback.

*Thursday, 4:00pm - 5:00pm in ASM 1065*

### **"Things that make you go hmmm": Making OB real and personal**

**Brendan Bannister**, *Northeastern University*

This is an engaging, interactive session focuses on a project that has been used to make OB content come alive in a personal way. Students share stories of real life adventures and misadventures in organizational settings and create critical in-depth analysis of these stories. The present author will tell his own story of his adventures (and misadventures) with this project and through interaction draw from the session participants experiences to enhance the project design.

*Thursday, 4:00pm - 5:00pm in Education 105*

### **The Unexpected Negotiation Exercise: Illustrating the Connection Between Our Physical and Mental States**

**Amy L. Kenworthy**, *Bond University*

In this session, I describe a Negotiation exercise designed to illustrate the connection between students' physical and mental states. It is a 90 minute session that can be run with undergraduates, graduates, or executives. It takes place at the gymnasium and includes a heavily physical component (i.e., actual exercise) as well as a review of relevant literature. At OBTC, I will share everything I use – the release forms designed by our University's legal team, the structure for the class, the extant literature used in the debrief, and 6 years of students' reactions to this highly experiential (and sweat-inducing) exercise.

*Thursday, 4:00pm - 5:00pm in ASM 2082*

### **From Many - One: The Story-potluck**

**Jerry Biberman**, *University of Scranton*

**Joan Marques**, *Woodbury University*

**Satinder K. Dhiman**, *Woodbury University*

Come and join the story potluck! Let's engage in a session that will trigger our creative juices about a topic that we all increasingly encounter in classrooms and workplaces: diversity. Come listen to and share some captivating stories to be used in your OB courses and other training sessions. Our stories will come from various cultures, and entail content that will trigger critical thinking. We will share our best stories with you, and encourage you to share some of your own. We will then engage in dialogue about interpretations for OB, and brainstorm about further ways to celebrate differences.

**Thursday, 4:00pm - 5:00pm in ASM 2141**

**A sign of our times? A team-teaching classroom exercise on moral reasoning integrating philosophy and management disciplines**

**James Richard Legler**, *Concordia College*  
**Richard Gilmore**, *Concordia College*

This is an exercise on moral reasoning using an interdisciplinary (philosophy and management) team teaching methodology with a case study. The exercise is used as a module for an undergraduate leadership class and for corporate seminars. It describes five philosophical tools and corresponding questions that students use to critically analyze ethical issues. The philosophical perspectives are described within the framework of a management decision-making model. The case is from a series of local newspaper articles. The primary learning objective is for students to be able to critically analyze ethical issues using the five philosophical tools presented.

**Thursday, 4:00pm - 5:00pm in Education 101A**

**Editors' Panel**

**Jane Schmidt-Wilk**, *Editor, Journal of Management Education*  
**Ann Cunliffe**, *Editor, Management Learning*  
**Ben Arbaugh**, *Editor, Academy of Management Learning & Education*  
**Bill Ferris**, *Editor, Organization & Management Journal*

The scholarship of teaching and learning (SoTL) as a research and publication realm continues to excite and invigorate our community. In this interactive session, join our fearless JME editor, Jane Schmidt-Wilk as she moderates a panel discussion featuring editors from other prominent SoTL journals, including *Management Learning*, *Academy of Management Learning & Education*, and *Organizational & Management Journal*. Learn ways to improve your manuscripts prior to submission and increase your chances of seeing your work in print!

**Thursday, 4:00pm - 5:00pm in GSM 117**

**Generational Leadership Perspectives in a Higher Education Retreat Environment**

**Karen Smith-Will**, *Lubbock Christian University*  
**Michael Winegeart**, *Abilene Christian University*  
**Kathryn Crockett**, *Lubbock Christian University*

This is an engaging and informative session demonstrating how a leadership retreat in a non-classroom setting facilitated growth in leaders from multiple generations. The Leadership Summit is held off campus and led by business and university leaders and is targeted to 19-22 year old undergraduate students at two universities. Session participants will personally complete a leadership survey, predict the responses of others and review actual qualitative and quantitative analysis obtained from the 2010 Leadership Summit. Participants will also explore the components and lessons learned from the summit. A question and answer session will cap the experience.

**Thursday, 4:00pm - 5:00pm in GSM 226**

**Do-Be-Do-Be-Know: A course in learning through ontological transformation**

**Drew L. Harris**, *Central Connecticut State University*  
**Teresa Twomey**, *Central Connecticut State University*

This engaging, informative session presents the possibility of transformation – yours, your students', and your classroom. Based on a successful undergraduate course, this session presents context, design, and implementation of a course that approaches students' learning about individual behavior in groups through transforming the students "way of being," that is, transforming who they are in groups. Session participants will engage in sample exercises aimed at changing basic components of their relationships to self and groups. We conclude with a debriefing, a discussion of course design, and an inquiry into the possible application of this approach in other courses or schools.

**Thursday, 4:00pm - 5:00pm in GSM 302**

**Out of the Closet and Into the Classroom**

**David Kaplan**, *Saint Louis University*  
**Robyn A. Berkley**, *Southern Illinois University, Edwardsville*  
**Beverly J. DeMarr**, *Ferris State University*  
**Lisa T. Stickney**, *University of Baltimore*

This session is focused on facilitating teaching diversity based on sexual orientation. Generally, the gay, lesbian, bisexual, and transgender (GLBT) community is considered to be invisible which adds one level of difficulty in teaching about it. Another complication which differentiates the GLBT community from other invisible minority groups (e.g. religious affiliation) is perceived stigma attached to individuals who are identified as part of it. These factors have the tendency to dissuade individuals from engaging students in the classroom. Strategies and methods for teaching GLBT issues will be shared and discussed.

**Thursday, 4:00pm - 5:00pm in GSM 318**

**Chicken Soup for Organizational Behavior**

**Sonia Goltz**, *Michigan Technological University*

The proposed session will present how I have used stories from the Chicken Soup for the Soul book series to illustrate course concepts in organizational behavior courses. After a brief overview of why and how I use the stories in the classes, illustrative stories will be read to workshop participants. Later, participants will select their own stories and discuss, in groups, which management concepts could be illustrated.

**Thursday, 5:30pm - 9:45pm in Off-site, Old Town Albuquerque**

**Dinner**

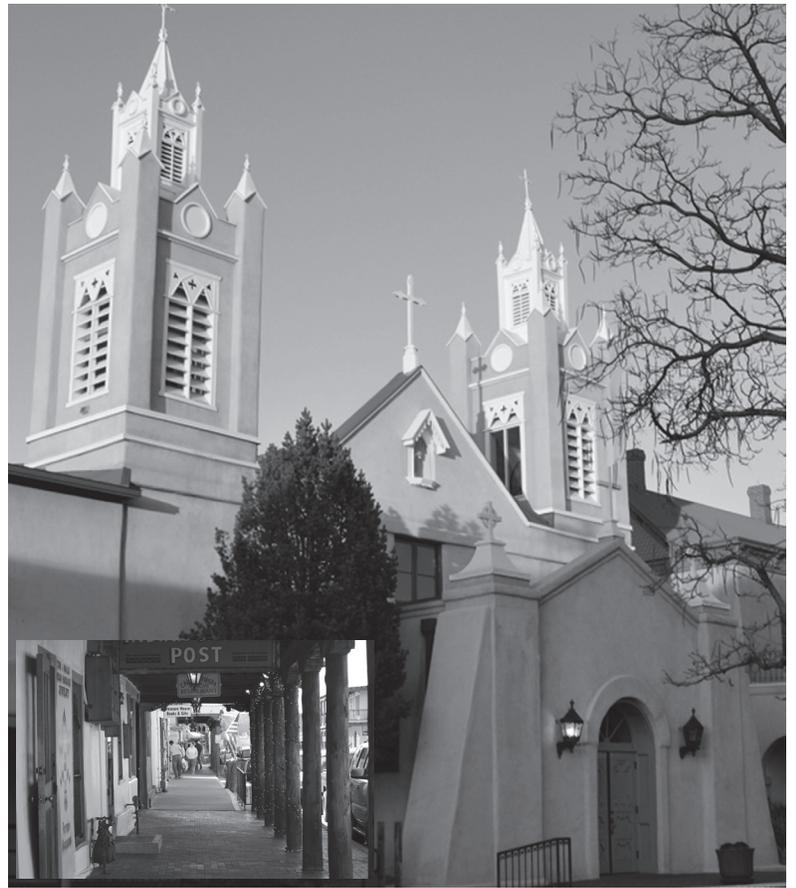
Enjoy a special trip tonight for dinner and experiencing Old Town Albuquerque. Buses leave at 5:30 pm from the Johnson Field, UNM for La Placita, where OBTCers will have an authentic New Mexican dinner. Afterwards, we'll stay in Old Town for a guided ghost walk tour. Buses will leave at 9:45pm from Tiguex Park to return to campus.

Thursday, 10:00pm - 11:00pm in Student Center

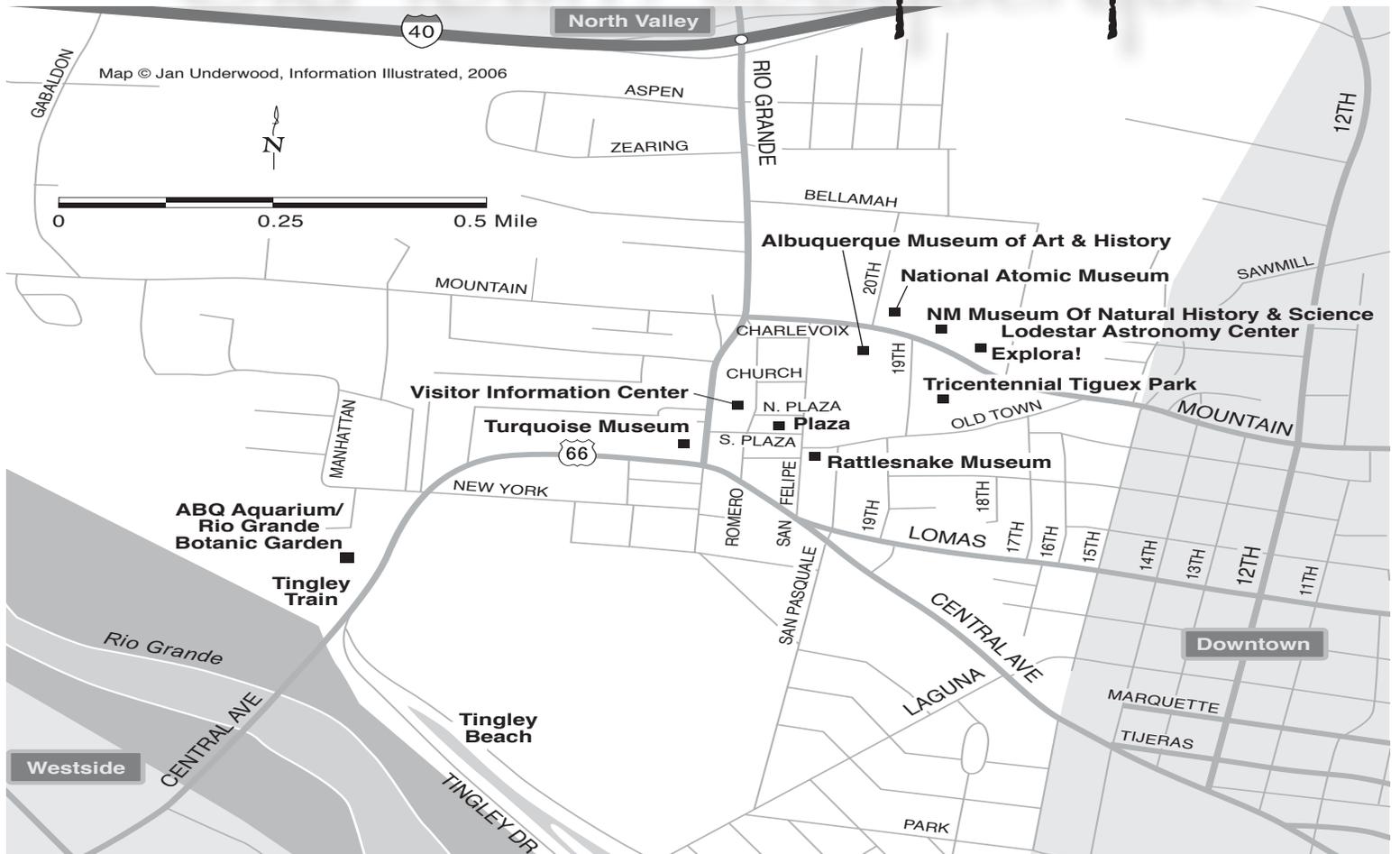
### Jim's Place

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

The Paul R. Jackson Student Center is on the ground floor of the Anderson Graduate School Building next to the Anderson School of Management.



# Old Town Albuquerque



# Friday, June 18

*Friday, 7:00am - 8:00am in La Posada*

## **The future of OBTS: Breakfast with our President-Elect**

**Rae Andre**, *Northeastern University*

Come discuss your ideas and vision for the future of the Society with our new President-Elect. PJs accepted. We'll grab a table and chat!

*Friday, 7:00am - 8:30am in La Posada*

## **Breakfast**

Breakfast and lunch will be at La Posada, the primary on-campus restaurant, which offers a wide variety of hot entrees, fresh fruit and salads, southwestern homestyle, deli and vegan items. There is ample seating space and a light-filled atrium.

*Friday, 8:00am - 9:00am in ASM 1064*

## **Mainstreet steering away from mainstream: Engaging difference in a service learning consulting project**

**Susan Michie**, *University of New Mexico*

As management scholars preparing students for professional careers, we often consider the tradeoffs between classroom learning experiences and practical learning experiences in the business community. Some instructors address this need by engaging the students in service learning and/or consulting projects. There are several challenges associated with this option, including time constraints, client expectations, and student motivations. Perhaps, most challenging is finding projects that are suitable and appropriate for a strategic management course. In this session, an interactive discussion with session participants is planned to gather our collective wisdom about typical challenges that arise in managing service learning and consulting projects.

*Friday, 8:00am - 9:00am in ASM 1065*

## **Engaging the reluctant participant**

**Mark Robert Julien**, *Brock University*

This is an engaging and informative session that focuses on strategies to engage the reluctant participant. You will be assigned a role (possible roles may include: introverted learner, English is your second language, extroverted learner, type A student). You will be given an opportunity to engage in your role and discuss how this made you feel. The session will discuss engagement strategies to involve the reluctant participant and expand the traditional definition of classroom participation.

*Friday, 8:00am - 9:00am in ASM 2082*

## **The 'Pickers': The use of experiential learning to critically explore flexible workplace practices in the Management classroom**

**Fiona Hurd**, *University of Waikato*

**Suzette Dyer**, *University of Waikato*

**Maria Humphries**, *University of Waikato*

This is an engaging and informative session that invites applicants to participate in an experiential exercise based around the use of seasonal and flexible workers, particularly relating to the female workforce. This session is based around an experiential exercise we have used in many different contexts, both classroom and practitioner-based. The version of the exercise we propose for OBTC focuses on incorporating issues relating to women in the workplace, the casualisation of work, and the peripheral work force. The exercise aims to provide an example of how we can use experiential learning to bring critical insight to the classroom.

*Friday, 8:00am - 9:00am in ASM 2141*

## **Please Join Us in an Open-space Reflection on Environmental Sustainability**

**Rae Andre**, *Northeastern University*

**Sue Currey**, *St. Edward's University*

**Christina Ann Hannah**, *University of Maryland, University College*

Please join us in a special space designed for reflection on environmental sustainability. Our premise is that commitment to sustainability comes from deep within each individual. In this space each person is welcome to speak about this earth, and about our attempts to preserve it. We offer this space for individual reflection, sharing, and listening, not discussion. In the last few minutes we will explore whether this experimental format might be adapted and applied to other subjects and in other contexts. Doors will close five minutes after the session begins and participants should plan to stay for the entire session.

*Friday, 8:00am - 9:00am in GSM 117*

## **Workplace Wellness: Understanding and Managing Stress**

**Kathi J. Lovelace**, *University of Idaho*

**Jane Parent**, *Merrimack College*

This session presents an experiential stress management workshop. Through relevant activities and self-assessments participants will increase their knowledge of how stress affects their lives and gain skills to manage stress in a way that is sustainable and results in positive outcomes. A special focus is on managing high job demands and increasing personal control. The workshop creates connections around the experience of stress and provides a platform for learning and discussing issues related to stress and health. Participants will receive materials for using this workshop in their own courses and activity variations will be discussed.

*Friday, 8:00am - 9:00am in GSM 128*

### **Fast Forward: Designing and Teaching Accelerated Courses**

**Elaine Guertler**, *Wesley College*

This informative and interactive session explores the challenges and key considerations in designing and teaching accelerated courses. The focus is on how to create a high-quality learning experience while dealing with the time constraints related to fewer contact hours and the busy schedules of working adults. Topics will include depth versus breadth of course content, teaching methods, sequencing and pacing of activities, choosing assignments, and more. Working in small groups, participants will share their own experiences and ideas and develop a shared set of guidelines for designing and teaching accelerated courses.

*Friday, 8:00am - 9:00am in GSM 226*

### **Monkey, airplane, soldier! What we can learn about getting students to follow directions from kids' swim lessons**

**Charles J. Fornaciari**, *Florida Gulf Coast University*

**Kathy Lund Dean**, *Idaho State University*

This session explores the challenges we face in providing effective assignment directions that students correctly follow. While effectively following directions is a critical requirement for life success in areas ranging from learning how to swim to successfully completing course assignments to writing a report for the boss, there is increasing evidence that today's students lack what we might consider to be these intuitive or basic skills. Thus, we seek to brainstorm the problem's causes, explore the aspects of effective directions, and hopefully provide working solutions to participant issues. Bring your "ineffective" or problematic assignment directions, and your stories, with you!

*Friday, 8:00am - 9:00am in GSM 230*

### **Cultivating an Ethic of Care in the Instructor-Student Relationship**

**Thomas Fletcher Hawk**, *Frostburg State University*

There are many faculty who care about providing a caring environment and caring relationships with their students for effective learning. Yet, most faculty are not familiar with the "ethic of care" and "pedagogical caring" literature. I would like to give the participants in this interactive 60 minute session a sense of what an ethic of care involves and how the caring process is manifested in the pedagogical context. I will then facilitate conversational learning through a focused conversation where the participants focus on the issue of the degree to which caring matters for quality and effective student learning.

*Friday, 8:00am - 9:00am in GSM 302*

### **Newcomer Status as a Generative Resource: Reflections from a First Year Community of Practice**

**Marc Lavine**, *University of Massachusetts, Boston*

**Darren Good**, *Christopher Newport University*

**Jennifer Tosti-Kharas**, *San Francisco State University*

**Meredith Myers**, *University of Pennsylvania*

**Jegoo Lee**, *University of South Florida*

**Jennifer D Nahrgang**, *Arizona State University*

**Shalei Simms**, *Ramapo College*

A group of thirteen new faculty members participated in an on-going, virtual, community of practice over the course of one year. Each participant made regular entries to a shared web log (blog) to reflect on the first year faculty experience and to foster mutual support among participants. This session shares insights on early-stage faculty career development and offers broader lessons about how inexperience, stemming from newcomer status, might be harnessed as a generative resource rather than treated as a deficit. The session also offers strategies for fostering developmental networks within communities of practice among geographically dispersed groups.

*Friday, 8:00am - 9:00am in GSM 318*

### **Creating and Maintaining Engaging Discussions in Your Online Classes**

**Stacey McCroskey**

There has been a significant increase in students taking courses online; however, many users stop after their initial experience. One way to combat this is to build an online learning community. One of the primary ways to build these communities is to build and maintain engaging threaded discussions in the classroom. This session will focus on how to create engaging questions, how to keep the momentum going, and how to use a grading rubric to encourage participation.

*Friday, 9:00am - 9:30am in Student Center*

### **Refreshment Break**

The Paul R. Jackson Student Center is on the ground floor of the Anderson Graduate School Building next to the Anderson School of Management.

*Friday, 9:30am - 11:00am in ASM 1064*

### **Magical Stories**

**Tammy Bunn Hiller**, *Bucknell University*

What makes learning magical? Stories – living stories; telling stories; comparing stories; and analyzing stories. This session will explore how teaching in ways that let students live, reflect on and analyze collective management stories deeply engages them and creates great fun. I'll explain the way I use storytelling in my experiential introductory management course; share relevant course materials, demonstrate story-telling by engaging workshop participants in a story-telling session activity, and share my students' stories through a brief video of their experiences. I will also create space for participants to share their own stories of the magic of teaching through stories.

*Friday, 9:30am - 11:00am in ASM 1065*

### **Twitter in the Classroom**

**Andrew Maxwell**, *University of Waterloo*

**Mark Morton**, *University of Waterloo*

**Paul Maiero**, *University of Waterloo*

**Cheryl Duivesteyn**, *University of Waterloo*

The challenges of teaching entrepreneurship have been well documented. In response, we have developed an interactive technology entrepreneurship course that encourages engineering students to develop and launch real technology ventures after graduation. Using real projects with risks, complemented by presentations from entrepreneurs who were former students, creates a highly interactive environment; however, large class sizes make meaningful peer-to-peer and student-to-instructor interaction challenging. To address this issue we bring Twitter into the classroom, to allow students to synchronously share questions about a lecture and provide live feedback on other students' presentations. While still a pilot project, early feedback is encouraging.

*Friday, 9:30am - 11:00am in ASM 2082*

### **Journey to the Center of the Earth: An Enabling Others to Act Activity**

**Eric M. Nelson**, *University of Central Missouri*

**Dory L Hammond**, *University of Central Missouri*

**Grant Baker**, *University of Central Missouri*

"Journey to the Center of the Earth" is a leadership training activity designed by University of Central Missouri management students enrolled in Management 4320 - Leading in Teams and Organizations. It is an entirely original learning activity based on Kouzes and Posner's idea of "Enabling Others to Act." In a nutshell, teams of three learners negotiate an obstacle course while some are blindfolded, some are "mute", and all are tied together by rope. Sounds easy, right? To find out, you will need to take part and be lead by undergraduates who designed this learning activity.

*Friday, 9:30am - 11:00am in ASM 2141*

### **Live Case Studies: A Dynamic Method for Enhancing Student Problem Solving, Teamwork, and Presentation Skills**

**Loren Wyatt Kuzuhara**, *University of Wisconsin, Madison*

**Cassandra Allison**, *University of Wisconsin, Madison*

This session will provide an overview of a "hands on" learning activity in which students interact with business practitioners to diagnose real world management and organizational problems, develop actionable recommendations for addressing these problems, make presentations of their recommendations, and receive immediate feedback regarding the merit and feasibility of their recommendations. Participants will participate in a live case study based on an actual business problem used in the classroom. Student feedback regarding the use of live case studies and guidelines for developing or using live case studies will be presented.

*Friday, 9:30am - 11:00am in Education 101A*

### **Teaching Mindfulness Meditation in a Business School**

**Donald William McCormick**, *California State University, Northridge*

This session is about ways to teach mindfulness meditation. Mindfulness refers to alert, nonjudgmental observation of one's perceptions, thoughts and emotions in the present moment. It is about awareness and living in the here and now. Mindfulness has great potential for core concerns of management, including stress management, individual productivity, meaningful work, and positive workplace interpersonal relations. Participants will experience methods used to teach mindfulness, which include guided sitting and work meditation; discussion; and use of video. The session also addresses common concerns about mindfulness, such as its place in a business school and a public university.

*Friday, 9:30am - 11:00am in GSM 117*

### **All Tied Up in Knots: A Team Development and Bonding Exercise**

**Tim O. Peterson**, *North Dakota State University*

To assist our students in becoming team players and team leaders requires more than just assigning them a group project. It requires intentional effort on our part as the instructor. We have to be willing to spend time on how teams develop and bond. Finding experiential exercises that can be expanded and contracted to meet these demands is not always easy. However, I have just such an exercise. This exercise allows us and our students to experience the dynamics of teamwork within one class period or to expand the experience across the semester.

*Friday, 9:30am - 11:00am in GSM 128*

### **From Fundamentals of Management to Intrepid Time Traveling: An Engaging Difference**

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

A familiar line: "The manager is one who gets his work done through others"? Indeed, it is such a fundament of what we introduce as management that most textbooks can serve as teaching autopilots. Now this: "Every time you aim for a challenging new destination and make it, you are managing to be an intrepid time traveler." This is the plot line of a novel introductory course making an engaging, yes magical, difference for both learners and teacher. Come reconnoiter the learning paths trod by those who managed to become Intrepid Time Travelers. Don't the times call for this change?

**Friday, 9:30am - 11:00am in GSM 226**

### **Acting, Learning, Changing and Transforming**

**Steven Esons, Roger Williams University**

This is an engaging and magical session demonstrating a simple four column "immunity mapping" process developed by Kegan and Lahey. We will uncover what is blocking the personal growth and organizational change that is genuinely wanted and desperately needed. Daniel Goleman, author of Emotional Intelligence, comments on the Immunity To Change as "...brilliant insights into the mysteries of the change process at the heart of personal and organizational success. Peter Senge, author of The Fifth Discipline, and coauthor of The Necessary Revolution says "Immunity to Change is a wonderfully original approach to a familiar problem: why many crucial change efforts fail."

**Friday, 9:30am - 11:00am in GSM 230**

### **A Journal of Management Education Workshop: Developing Your Reviewing Skills**

**Jane Schmidt-Wilk, Maharishi University of Management**

**Anthony F. Chelte, University of Arkansas at Little Rock**

**Charles J. Fornaciari, Florida Gulf Coast University**

**Janet Gillespie, Journal of Management Education**

**Kathy Lund Dean, Idaho State University**

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

**Thomas Fletcher Hawk, Frostburg State University**

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.

**Friday, 9:30am - 11:00am in GSM 302**

### **Senior and Mid-Career Consortium**

**Joan Weiner, Drexel University**

**Sandra Morgan, University of Hartford**

**Joe Seltzer, La Salle University**

This session is designed to explore the many issues and challenges mid-career and senior faculty face as we attempt to juggle multiple demands and a changing educational and academic environment.

This session will be a conversation among the facilitators and audience toward continuing to build a community of support for ourselves. Topics could include:

- how do we keep our brains alive?
- what are we as individuals doing about retirement decisions?
- are we thinking of changing directions as we continue our career?
- what are we doing now that we are passionate about and feeds our soul?

**Friday, 9:30am - 11:00am in GSM 318**

### **Blue Sky Thinking: Using Projective Techniques to Stimulate Discussion, Reflection and Insight**

**Jon Billsberry, Coventry University**

**Stephen Geoffrey Godrich, The Open University**

The prime purpose of this session is to share a new use of projective techniques to stimulate discussion, reflection and insight with doctoral students. The session will provide an introduction to the nature and use of projective techniques and an explanation why images of the sky were chosen as the stimuli. Then, the majority of the session will consist of an opportunity to experience this new technique in a simulated session. The session will end with a plenary discussion and a review of the effectiveness and applicability of the technique.

**Friday, 11:00am - 11:30am in Student Center**

### **Refreshment Break**

The Paul R. Jackson Student Center is on the ground floor of the Anderson Graduate School Building next to the Anderson School of Management.

**Friday, 11:30am - 12:30pm in ASM 1064**

### **Introducing "Design" to a Management Curriculum – Innovation and Outcomes for Practicing Managers**

**Lorri Cooper, Marymount University**

Every day managers apply problem-solving skills using existing, defined, often mediocre default alternatives, usually based on constraining, analytical tools. How might ideas and organizations change if managers applied a "design" orientation, viewing each decision/project as an opportunity for betterment and constructing a more satisfying solution in a process that is open and celebrates new alternatives? This session shares a learning module on "design" developed for a graduate management course and offers participants the opportunity to learn about fundamental principles of design. Suggestions for adapting the learning module to alternate classroom settings will be offered.

**Friday, 11:30am - 12:30pm in ASM 1065**

### **An Engagingly Different Delivery Model for Entry Level Supervisor Training**

**Bruce Roemmelt, George Mason University**

Excellence in the preparation of people to perform as entry-level managers is at best spotty in most organizations. Employee supervisory development is done vicariously through observing a role model and making a lot of mistakes that hopefully don't sink the organization. This presentation profiles a public sector (Fire Department) program that blends emotional intelligence and a toolbox full of soft skills and is delivered over a four-month period utilizing a blend of face to face classes and distance learning. The program has a laser like focus on active learning, interaction and rich feedback.

*Friday, 11:30am - 12:30pm in ASM 2005*

### **The Management Consulting Project: Understanding Motivation Through Experiential Learning**

**Laura L Paglis**, *University of Evansville*

This session focuses on an experiential learning assignment that I use to help undergraduate students understand how the motivation theories they study in an Organizational Behavior course can be applied in the "real world". Specifically, students working alone or in teams (a) use creative investigatory methods to gather information about the motivational environment of an organization of their choice; (b) apply motivation theories from their textbook to analyze problems and causes; and (c) develop theoretically-grounded recommendations to management about how to improve members' motivation in this organization.

*Friday, 11:30am - 12:30pm in ASM 2082*

### **Finding the Magic: New Instructional Ideas, Information and Insights**

**Maryellen Weimer**, *Pennsylvania State University*

**Jane Schmidt-Wilk**, *Maharishi University of Management*

This session has three goals: 1) to introduce participants to relevant pedagogical knowledge beyond the management field; 2) to show how regularly infusing teaching with new ideas, information and insights keeps teaching fresh, promotes ongoing instructional growth and advances college teaching as a profession; and 3) to propose that the uniqueness of management education can be discovered by broadly exploring pedagogical knowledge in management and beyond.

*Friday, 11:30am - 12:30pm in ASM 2141*

### **What a Difference One Night in Organizational Behavior Can Make**

**Doug Reed**, *University of Pittsburgh at Johnstown*

A trinity of concepts for developing Positive Organizational Behavior is Teamwork, Leadership and Communication. Please come witness an action oriented professional shot video on the Experiential Learning Adventure of an entire Organizational Behavior class of 32 students formed into eight teams. See firsthand how Cooperation, Cohesiveness and Trust are created in an exciting backdrop of dynamic activities: Leap of Faith, Low Ropes, High Ropes, Vertical Climbs, Leadership Reaction Strategy Challenges, "The Tire" and culminating with a class "Lap Dance". End result benefits shared and open discussion for attendees. Don't Miss This One.

*Friday, 11:30am - 12:30pm in GSM 117*

### **Organizational Behavior and Human Resources Teaching Moments from The Apprentice**

**Sonia Goltz**, *Michigan Technological University*

**Teresa Woods**, *Michigan Technological University*

The proposed session will present how we have used the reality show *The Apprentice* to illustrate course concepts in a teambuilding/problem solving course and in an MBA management and organizational behavior course. After a brief overview of why and how we use the show in each of these classes, certain clips of the show will be shown to workshop participants, who will be asked to discuss, in groups, which management concepts could be illustrated. Takeaways will be provided, in the form of sheets listing the episodes and incidents useful for discussing various management concepts

*Friday, 11:30am - 12:30pm in GSM 128*

### **Work/life conflict**

**Anne Bardoe**, *Monash University*

The aim of this session is to show case and discuss a classroom exercise that is designed to increase student sensitivity to work/life conflict issues. In particular the session will highlight the conflicts that working adults face when they attempt to fulfill work and nonwork responsibilities and how to incorporate discussion of this contemporary issue in the classroom.

*Friday, 11:30am - 12:30pm in GSM 226*

### **Synergistic Tools for Utilizing Diversity of Personal Differences**

**Darlene Y. Motley**, *Robert Morris University*

**Nell T. Hartley**, *Robert Morris University*

In response to current wisdom that conflict is inevitable and sometimes desirable, the presenters report on their ongoing research that focuses on finding tools that provide patterns between conflict resolution and personality. The confirmatory bias theories further enrich the idea that there can be improved conflict resolution through matching the results of the Thomas-Kilmann Conflict tool with a complementary Personality instrument. The results suggest that synergy does exist and that through an understanding of personality differences one can better understand why some people prefer to deal with conflict directly while others may prefer to avoid any suggestion of conflict.

*Friday, 11:30am - 12:30pm in GSM 230*

**Exploring Responses to Bell, Connerley and Cocchiarra's (2009), "The Case for Mandatory Diversity Education"**

**Joseph E. Garcia**, *Western Washington University*  
**Earl Avery**, *Bentley University*

This session will explore our individual and collective responses to Bell et al's provocative call for mandatory diversity education in business schools. We plan to do this by engaging in a conversation focusing on questions such as: 1. Relative to other offerings, how important is diversity management as an area of competence for future business leaders? 2. How should diversity management education be positioned in the curriculum? 3. What can/should we, as individuals and as members of OBTS do to address the preparation of our students to be able to "Engage Difference," in their professional lives?

*Friday, 11:30am - 12:30pm in GSM 302*

**Putting it all together: A last class activity**

**Magid Mazen**, *Suffolk University*

The session offers a simple and effective activity to sum up the course in the last day of the term. The activity involves all students and illustrates the added value of the course for them. Participants will have a chance to share their last day designs as well.

*Friday, 11:30am - 12:30pm in GSM 318*

**Session on the Principles of Responsible Management Education (PRME) Journal of Management Education Special Issue**

**Jennifer S. A. Leigh**, *Nazareth College*  
**Jeanie M. Forray**, *Western New England College*

This session will focus on the upcoming special issue in the Journal of Management Education focusing on the United Nations' Global Compact Principles of Responsible Management Education (PRME) initiative (See <http://www.unprme.org/>). This multilateral effort represents a comprehensive academic collaboration between the UN and higher education undertaken to embed corporate responsibility and sustainability in the core mission and learning activities of schools of business. The intent of this workshop is to create a forum for authors to discuss potential manuscripts with the special issue editors, provide a networking opportunity for those integrating sustainability topics into their courses, and to solicit reviewers.

*Friday, 12:30pm - 1:45pm in GSM 302*

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

**Jane Schmidt-Wilk**, *Maharishi School of Management (Editor, JME)*

For members of the JME Editorial Board, by invitation only. Board members can pick up their lunch at La Posada and then proceed to GSM 302 for the meeting.

*Friday, 12:30pm - 1:45pm in La Posada*

**Lunch**

Breakfast and lunch will be at La Posada, the primary on-campus restaurant, which offers a wide variety of hot entrees, fresh fruit and salads, southwestern homestyle, deli and vegan items. There is ample seating space and a light-filled atrium.

*Friday, 1:45pm - 3:15pm in ASM 1064*

**Orchids, Violets and Roses: Challenges and Opportunities of Growing Diverse Students**

**Ellen Greenberg**, *Sofia University*  
**Bob Marx**, *University of Massachusetts, Amherst*  
**Magid Mazen**, *Suffolk University*  
**Joan Weiner**, *Drexel University*

We often find that we have students from dramatically different cultures in class. These differences exist among students and between instructors and students, and present a challenge in the classroom. Do we value diversity and "water each flower in the garden individually," or do we promote fairness and the values that all people are created equal, and treat everyone the same despite cultural differences. The challenge of doing both of these worthy goals at the same time is formidable. We will present critical incidents for discussion that address this issue and participants in small groups will present their own experiences.

*Friday, 1:45pm - 3:15pm in ASM 1065*

**The Integrative Business Experience: A Practical, Hands-on Foundation for Undergraduate Business Education**

**Larry Michaelsen**, *University of Central Missouri*  
**Mary Helen McCord**, *University of Central Missouri*

This session examines an Integrative Business Experience (IBE) program that links 3 or more required core courses to a practicum in which 20-35 member student companies obtain a bank loan (up to \$5,000), create a start-up business and use the profit for a hands-on community service project. IBE has produced a wide variety of positive outcomes at each of the 10 schools where it has been implemented. These include increasing: 1) students' learning and skill development, 2) enrollment numbers and retention rates, 3) internships and job placements, 4) the success of college and university fund raising efforts.

*Friday, 1:45pm - 3:15pm in ASM 2082*

### **Using Apple's "Think Different" to Engage Difference. Co-constructing the environment.**

**Barbara Stuart**, *University of Denver*

Apple's iconic "Think Different" campaign travels well as a metaphor for engaging difference. Russian students ask about the logo 'but why apple? Why not potato?' Vietnamese students identify socialists among the images. Hindu students are particularly well informed about Gandhi. Muslim students are intrigued with the image of Mohammed Ali. In today's global business environment and diverse classroom, this experiential exercise dramatically draws out anecdotal responses to set the stage for engaging difference. Deeply connected to content, the exercise is participatory, affirming and thought provoking. Each use of the evocative campaign is improvisational and in and of itself, always different.

*Friday, 1:45pm - 3:15pm in ASM 2141*

### **Building Better Teams: Exploring Team Dynamics through the GPS Urban Adventure**

**John F. McCarthy**, *Boston University*

**Sandi Deacon Carr**, *Boston University School of Management*

**Paul J. Hutchinson**, *Boston University*

This interactive session introduces the GPS Urban Adventure exercise as a stimulating way to examine and experience team dynamics. Using hand-held GPS units to guide and provoke diverse teams in creative exploration of urban areas, we offer an engaging experiential exercise that participants find compelling, valuable, interesting and fun. Here, technology, space and time, along with history and culture, are used to facilitate adaptive, collaborative team building and hands-on study of team dynamics. A lively and engaging experiential exercise will be conducted, along with a full debrief session to distill lessons learned, share key teaching points and discuss future enhancements.

*Friday, 1:45pm - 3:15pm in GSM 117*

### **Not Your Father's Career: Approaches for Engaging Different Audiences in Career Development**

**Suzanne de Janasz**, *University of Mary Washington*

**Maury Peiperl**, *IMD*

Contemporary careers are not what they once were. In these uncertain and changing times, responsibility for navigating one's career rests squarely with the individual, yet few educational institutions prepare students for this dynamic and risky career environment beyond help crafting resumes. Our hands-on workshop addresses this gap with conceptual and practical materials used successfully over 35 years working with students, managers and executives from all over the world. Participants will be exposed to multiple approaches that help diverse students identify their career assets, ideal career trajectories and means for realizing, reassessing and adjusting their career development goals.

*Friday, 1:45pm - 3:15pm in GSM 128*

### **Simon Says: Using American Idol to Teach Concepts in Employee Selection**

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

**Darrin S. Kass**, *Bloomsburg University*

In order to improve student learning of concepts related to employee selection, a series of activities was designed based on Kolb's (1984) Experiential Learning Theory. At the heart of these activities is the popular television show American Idol. Clips of contestant auditions are used to create a selection scenario where student teams rate each contestant's singing ability and star quality. The team ratings become data for discussions of reliability, validity, correlations, and common rating errors. This session will allow attendees to participate in each activity, ask questions, and offer suggestions for improvement.

*Friday, 1:45pm - 3:15pm in GSM 226*

### **"More Than Point-and-Shoot Teaching: Getting the Most Learning from Digital Photographs"**

**Randy Sleeth**, *Virginia Commonwealth University*

If "a picture is worth 1000 words," then 1000 words deserve a picture. In this session, you will learn how to capture and prepare photographs that enrich and extend the thousands of words you employ for student learning. You will observe several simple photography principles in action, engage in demonstration and hands-on practice, then discuss and critique your results. Bring a digital camera and some examples, if you'd like. We will discuss moving beyond simply pointing and shooting, to get the most from photographs that you create – or find. Learn to express themes, content, and processes for your classes.

*Friday, 1:45pm - 3:15pm in GSM 230*

### **Spirituality in Experiential Learning**

**Kathryn Crockett**, *Lubbock Christian University*

Spirituality in leadership has been identified as a pillar of leadership research and a method that could be used to accelerate genuine development of individuals. One recognized definition of spirituality aligns well with a basic belief about experiential learning in that it focuses on creating a sense of fusion among the four fundamental forces of human existence (body, mind, heart and spirit). The use of spirituality as an underlying foundation in experiential learning activity development and debriefing leads to a higher level of student engagement and magic in the classroom.

*Friday, 1:45pm - 3:15pm in GSM 302*

### **Increasing Students' Capacity to Learn**

**Neal Chalofsky**, *George Washington University*

Learning in most OB related programs is still largely based on students being expected to apply a body of knowledge that had been developed over time through research and theory building. Most OB academics' education has equipped them with a mastery of this body of knowledge. But learning, especially adult learning theory, is not a primary knowledge/skill set of most OB academics. This session will present a course taught in an OB related program but is based in a school of education and covers such topics as, transformational learning, personal mastery, and critical reflection by experiencing learning how to learn.

*Friday, 1:45pm - 3:15pm in GSM 318*

### **Putting the Viva in La Difference: Collaboration and Competing Values in Small Group Work**

**Nancy Wallis**, *Fielding Graduate University*

This is an engaging and timely session that is directed toward those who facilitate groups working toward accomplishing complex outcomes such as occurs on executive leadership teams. If you have been, or are, a member of a small group that has ever been stuck in its process, even with members who understand, teach, and actively use theory as developed by Argyris, Bion, Schutz, Torbert, and Seashore, this workshop invites your participation. After a brief highlighting of relevant theory, we will explore new ways of combining what we know to enhance what we, in our small groups, do, and perhaps, even, identify a new meta-theory.

*Friday, 3:15pm - 3:45pm in Student Center*

### **Refreshment Break**

The Paul R. Jackson Student Center is on the ground floor of the Anderson Graduate School Building next to the Anderson School of Management.

*Friday, 3:45pm - 4:15pm in ASM 2141*

### **An Activity for Teaching the Effects of Nonverbal Reactions to Female Leaders**

**Whitney Botsford**, *University of Houston, Downtown*

**Eden King**, *George Mason University*

This proposal describes a novel teaching activity that allows students in courses related to diversity, leadership, and communication to observe the powerful effects of nonverbal reactions to leaders. This activity simulates the nonverbal experiences female leaders may encounter as they rise through the ranks of organizations. Pre and post demonstration surveys clearly indicated that the students' knowledge of gender, leadership, and nonverbal behaviors increased, and that students found the activity to be both effective and enjoyable. These findings suggest that this activity can be integrated into business curricula with positive learning outcomes.

*Friday, 3:45pm - 4:15pm in GSM 128*

### **Paradoxes in Approaches to Goal-Setting and Change: The Enigmatic Power of Questions and Small Steps**

**Mark Cannon**, *Vanderbilt University*

**Andrew Smith**, *Vanderbilt University*

**Ki Se Lee**, *Vanderbilt University*

Writing on goal-setting and change commonly emphasizes setting "difficult" or "challenging" goals that enhance the motivation to change or progress. However, difficult or challenging goals also have the potential to promote counterproductive byproducts—fear and a restriction in creative thinking. By contrast, an alterative approach to goal-setting and change that draws on the principles of Kaizen (continuous improvement) that emphasizes questions and small, enjoyable steps to change (Maurer, 2004). This session illustrates how this approach can provide an enjoyable classroom activity that stimulates student thinking and learning about alternative approaches to the human experience of goal-setting and change.

*Friday, 3:45pm - 4:15pm in GSM 226*

### **Simple Methods for the Internet Age: Dinosaur Faculty Engaging Millennium Students**

**Joseph F. Byrnes**, *Bentley University*

**MaryAnn Byrnes**, *University of Massachusetts, Boston*

Sometimes the older approaches work well, even with millennium students. This session will examine class structures that gently, but firmly, encourage students to be prepared for class and to participate actively in class discussions. Using a combination of every class group quizzes, cold calling, student discussion volunteers, and student written evaluations of themselves and their group members, the authors encourage and achieve excellent student involvement in their classes. The authors will present course-tested syllabus language that can be adopted in virtually any organization behavior or education course to achieve superior student preparation and participation.

*Friday, 3:45pm - 4:15pm in GSM 308*

### **Perception Cannot Be Trusted**

**Kamal Fatehi**, *Kennesaw State University*

Most people enjoy watching "magicians," perform their "magic acts" and do seemingly the impossible. Of course, in many of these, the slight of hands, trickery, and special tools are used. There are, however, other occasions that the perception characteristics of the audience is called upon to seeing something differently. This is based on certain tendencies in people that relates to their expectations and prior experiences. One of these tendencies is "perceptual readiness," the tendency for people to see what they expect or want to see. This concept can be taught with a simple game.

*Friday, 3:45pm - 4:45pm in ASM 1064*

### **Gather Around the Experiential Fire!**

**Rae Andre**, *Northeastern University*

**Kent D. Fairfield**, *Fairleigh Dickinson University*

**George A. Hrivnak Jr.**, *Bond University*

**Paul Miesing**, *SUNY, University at Albany*

**Edward J. Pavur Jr.**, *Management Service and SUNY, University at Albany*

**Judi Neal**, *University of New Haven*

**Richard Peregoy**, *University of Dallas*

**William E. Stratton**, *Idaho State University*

Gather around the experiential fire to ENJOY a variety of ENGAGING experiential exercises in SPEED-DATING format. This session includes exercises on sustainability, group decision making, team building, the fundamental attribution error, leadership and strategy, and cultural bias. The full details for using these exercises in your classroom are available in the Proceedings.

*Friday, 3:45pm - 4:45pm in ASM 1065*

### **Learning about Loss and Grief in the Workplace**

**Jann Freed**, *Central College*

Based on more than approximately 100 interviews with authors, executive coaches, and practitioners in the field of leadership, a leadership course was developed called Leading from Within. One of the more interesting aspects of the course is the focus on understanding grief. Materials that will be shared include an extensive syllabus, suggested films, and sample exercises. The interactive session will be structured to demonstrate ways to be better able to understand grief in ways that show compassion, minimize pain, and provide an environment that helps people heal.

*Friday, 3:45pm - 4:45pm in ASM 2082*

### **Results of Two Wellness Projects in the Classroom: A CSPIP (Class-Sponsored Physical Improvement Program) and a Personal Change Assignment Incorporated Into the Syllabi of a Human Resource Management Course and an Organizational Change Class**

**J. P. Julie Palmer**, *Webster University*

**Carolyn Gardner**, *Kutztown University*

This session will continue the conversation of how to develop, implement and support a personal change project shared by students and professors into the syllabi of an HRM course and an Organizational Change course. We discuss the development and outcomes of two specific programs at two different universities: a Class-sponsored Physical Improvement Program (CSPIP) incorporated as a part of the requirements of a HRM course and a Personal Change Project incorporated into an Organizational Change course. The goal of the session will be outline tools that can be used to assist others to incorporate similar projects into other courses.

*Friday, 3:45pm - 4:45pm in GSM 117*

### **Learning in Time: Partnering with Organizations to Design Real-time Cases for Just in Time Learning**

**Dayle Savage**, *Vanderbilt University*

The use of case studies is fundamental to management education. Problem based learning (PBL) is a strategy where a problem is presented before learning begins (Woods, 1999). Combining these strategies with real-time case studies (Theroux, 2003) allows students to explore the problems that organizations face and allows faculty and organizations to partner in content development and delivery. This session presents a provocative learning strategy and collapses three pedagogies into positive learning outcomes: Learning in Time (LiT). This learning strategy adaptation will be introduced, an exercise will be presented then debriefed, and student and organizational learning outcomes will be shared.

*Friday, 3:45pm - 4:45pm in GSM 230*

### **Experiential Learning in Norway: Creating Unique Learning Experiences for International Students to Teach Diversity**

**Linda K. Stromei**, *University of Stavanger*

The goal of this session is to explain the use of several experiential learning activities in an international class of master's students at a Norwegian university. The course is diversity management, and the students represent 13 different foreign countries. They have some commonalities, but the most important one is that the course is taught entirely in English and English is a second language for all of them. The class functions both as a traditional class with lectures/interactive discussions, but also as a learning lab as the students participate in a number of experiential activities and function as a diverse team.

*Friday, 3:45pm - 4:45pm in GSM 302*

### **Incentivizing Professionalism in Business Students' Culture**

**Timothy Clark**, *Northern Arizona University*

This session will explore some possible means and potential benefits of implementing structural support for raising the professionalism of business undergraduates. Professionalism, with multiple behavioral attributes in wide variation across students, is a timely and relevant issue for business schools, both for pedagogical progress and for graduates' employability. Discussants will analyze the role of structure in stirring students' agency with respect to perceptions of good and bad classroom behaviors. The Franke College of Business' innovation of an extra-curricular reward-for-good program, meant to augment traditional penalty-for-bad approaches, will serve as the conversation starter and point of comparison.

*Friday, 3:45pm - 4:45pm in GSM 318*

**Student Consulting Projects and Consultation Skills Development**

**Gary Coombs**, *Ohio University*

Student consulting engagements with real organizations helps to build connections between theory and practice and a more holistic understanding of business. The session will focus on ways to develop well balanced consulting projects (not too broad, not too narrow; not too ambiguous, not too structured) that can challenge students to consider not just the application of course concepts but the implications of implementation. Additionally, the session will provide some tools to assist students with consulting skills development and the preparation of consulting reports.

*Friday, 5:45pm - 7:15pm in Ballroom C*

**Dinner**

Dinner is in the SUB Ballroom where the Talent Show will also be held.

*Friday, 7:30pm - 11:00pm in Ballroom C*

**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*

A favorite OBTC tradition, the Talent Show highlights conference participants' musical, poetic and comedic talents. Please sign up at the registration desk. Acts are limited to one song or poem, or 5 minutes of material. Please see Jerry for questions.

*Note: Jim's Place will open with the Talent Show.*

*Friday, 9:00pm - 11:00pm in Ballroom C*

**Jim's Place**

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

# Saturday, June 19

*Saturday, 7:00am - 8:30am in La Posada*

## Breakfast

Breakfast will be at La Posada, the primary on-campus restaurant, which offers a wide variety of hot entrees, fresh fruit and salads, southwestern homestyle, deli and vegan items. There is ample seating space and a light-filled atrium.

*Saturday, 8:00am - 8:30am in ASM 1064*

## Creating Touchstone Magic: Evoking Aesthetic Knowledge in an OB Classroom

**Kathy Mack**, *Mercer University*

One of the challenges related to creating 'classroom magic' is the dominance of logical-rational ways of knowing in management education. Sensory-aesthetic knowledge is introduced through an arts-based touchstone activity which focuses on how students in an MBA Organizational Behavior/Leadership class aesthetically experience themselves, their teams and the course. Students reflect and present their touchstone 'artifacts' to the class. This session is useful for instructors who are interested in re-invigorating classroom experiences through the magic of art and aesthetics. My intent is to offer both readers and session participants a plausible account of one aesthetic journey.

*Saturday, 8:00am - 8:30am in ASM 2141*

## Application of Corporate Social Responsibility and Ethics to Pink Ribbon Campaigns

**Melissa J. Knott**, *Western New England College*

This session is an informative session that will provide participants with an assignment for use in either on-line or on-campus courses. The assignment challenges students to consider corporate social responsibility and ethical issues related to pink ribbon campaigns (breast cancer). Students research five issues regarding the ethical implications of corporation's involvement in this social issue. Online and in class discussion allows students to express their initial reaction and respond to others. Students write a paper from one of three perspectives and submit a bibliography. Time in the session will be available to discuss student responses and variations of this assignment.

*Saturday, 8:00am - 8:30am in GSM 117*

## Heavy Metal Conflict Management

**Maria Alejandra Quijada**, *Loyola Marymount University*

Conflict management skills are invaluable not only in the workplace but for life in general. I have found it a challenge to develop a way for students to internalize and put in practice related theoretical concepts. I have tried experiential exercises without finding one to achieve the desired results. Exploring other opportunities, I have identified a series of movie clips that reach the students and aid in bringing the theory to practice. The documentary *Some Kind of Monster* shows the band Metallica producing an album and the many conflicts that ensued. The somewhat unorthodox setting helps capture the students' attention.

*Saturday, 8:00am - 9:00am in ASM 1065*

## Where's the magic: How to create edu-tainment in management courses

**Lynn Marie Kendrick**, *St. Thomas University*

The purpose of this session is to discuss and demonstrate a few of the new technologies (animoto, YouTube, jing) that are available for Professors to use in their respective classes. These technologies can be used as course assignment's or by faculty to teach key concepts. The usage of these new technologies can create magic in the management classroom. Rarely trained in new technology, this session will invite management faculty into the world of innovative technology and demonstrate how these new technologies can be used immediately to enhance learning, creativity and entertainment among students.

*Saturday, 8:00am - 9:00am in Ballroom C*

## Roundtable 1: Share the magic! Your best tips for making learning a magical experience

Moderator: **Cheryl Tromley**, *Fairfield University*

Participants:

**Alberto Zanzi**, *Suffolk University*

**Eileen Higgins**, *Frostburg State University*

**Robert Herring**, *Winston-Salem State University*

**Macgorine Cassell**, *Fairmont State University*

*Saturday, 8:00am - 9:00am in Ballroom C*

## Roundtable 2: Designing courses that engage difference

Moderator: **Rae Andre**, *Northeastern University*

Participants:

**Rich Parsells**, *St. Edward's University*

**Claudia Ferrante**, *U.S. Air Force Academy*

**Kathleen Roberts**, *Idaho State University*

**Jane Murray**, *Bond University*

**Deborah Butler**, *Georgia State University*

**William Sharbrough**, *The Citadel*

**Patricia Hedberg**, *University of St. Thomas*

*Saturday, 8:00am - 9:00am in Ballroom C*

**Roundtable 3: The best laid plans (?): What to do to re-capture learning excitement when things go south**

Moderator: **Joe Seltzer**, *La Salle University*

Participants:

**Howard Fero**, *Albertus Magnus College*

**Thomas J. Mierzwa**, *University of Maryland University College*

**Daniel P. Moore**, *Plymouth State University*

**Gary Stark**, *Northern Michigan University*

**Janine Clarke**, *Trinity Washington University*

**Yvette Njan-Essounga**, *Long Island University*

*Saturday, 8:00am - 9:00am in GSM 128*

**Making Connections and Developing a Clan Culture: Day One and Beyond**

**Lucy A. Arendt**, *University of Wisconsin, Green Bay*

**Robin K. Sronce**, *Drury University*

This is an engaging and informative session that describes several instructor behaviors and demonstrates several student activities that support the development and maintenance of a clan culture in the classroom. Clan cultures emphasize individual development, morale, teamwork, participation, and consensus. Instructors can engage in and model specific behaviors that encourage a strong clan culture. Instructors can also lead students through various experiential activities that demonstrate the present and future value of having actively engaged in a clan culture. Session participants will experience the activities first-hand and exchange ideas for creating strong and thick classroom cultures that lead to student learning.

*Saturday, 8:00am - 9:00am in GSM 226*

**Adult Learning Focused Institution (ALFI): Implications for Business Schools**

**James Spee**, *University of Redlands*

AACSB standards are particularly unsuited for programs that are adjunct driven, accelerated, and focused on the needs of adult learners. Participants in this workshop will explore the similarities and differences between the 21 AACSB standards and the nine principles for Adult Learner Focused Institutions provided by the Council for Adult and Experiential Education (CAEL) and proven to improve retention of adult learners. How these might be interpreted and applied by a school whose student population is mainly adult learners that is considering AACSB accreditation or seeking ways to improve the quality of its educational experience?

*Saturday, 8:00am - 9:00am in GSM 230*

**Finding Your Passion? Do What You Love? CEO of Me?: Introducing Management Students to a Protean Orientation to Career Development**

**Danna Greenberg**

**Jamie Jocelyn Ladge**, *Northeastern University*

**Brad Harington**, *Boston College*

The goal of this session is to promote a discussion of how we can better educate management students about alternative framework for approaching their careers and their career development. A protean orientation is intended to help management students begin to approach their careers in a more varied, customized manner in which one builds a career that fundamentally connects to one's needs, interests, and values and not simply to an organizational title. In this session, we will share with participants some of the exercises and approaches we have been using to teach students a protean orientation (Hall, 1976) to career development.

*Saturday, 8:00am - 9:00am in GSM 302*

**Skype as a Tool for Bridging Distances and Differences**

**Cynthia L. Sherman**, *Claremont Graduate University*

**Kevin D. Thomas**, *University of Texas at Austin*

**Dr. Sandra Kauanui**, *Florida Gulf Coast University*

**Cheryl Wyrick**, *California State Polytechnic University, Pomona*

Rich communication mediums enabling almost face-to-face style communication has become virtually free and available to anyone with an Internet connection. The use of Skype in the classroom can bring experts, professionals in the field, and project or research partners into the classroom. This extensively interactive session brings together novice and experienced presenters in classroom techniques and technology integration to demonstrate Skype and discuss best practices and worst fears of using this software application.

*Saturday, 8:00am - 9:00am in GSM 318*

**OBTC Doctoral Institute Presentation**

Facilitators:

**Kim Cameron**, *University of Michigan*

**Joe Raelin**, *Northeastern University*

**Janet Gillespiem**, *Journal of Management Education*

**Kirsty Spence**, *Brock University*

Our annual pre-conference Doctoral Institute brings some of the brightest doctoral students and junior faculty in our field to the OBTC. They work with master management educators to gain insights into and action plans for achieving academic balance in teaching, research and service. As part of their learning, they design this session themselves. Come and engage with the future of our Society and our field!

*Saturday, 9:00am - 9:30am in Student Center*

**Refreshment Break**

The Paul R. Jackson Student Center is on the ground floor of the Anderson Graduate School Building next to the Anderson School of Management.

*Saturday, 9:30am - 11:00am in Ballroom C*

**Legacy Plenary Session: Three things, well, at least three, I wish OBTS were doing more of, and points west.**

**Peter Vaill**, *retired, Antioch College*

*Moderator: Magid Mazen, Suffolk University*

Peter Vaill is recently retired from Antioch University's Ph.D. program in Leadership and Change. He is a stalwart OBTC'er from its founding days, including being an early facilitator of Jim's Place via his honky-tonk pianah. He is known for provocative thoughts on a variety of OB subjects, including what he calls High Performing Systems; OD; and the turbulent environment which he calls "permanent white water." His 1985 session at Bentley, "What, if anything, should we be doing about the subject of spirituality in the management classroom?" was one of the first declarations in OBTS of the importance of that subject. He is the author of *Managing as a performing art* (1989), *Learning as a way of being* (1996), and *Spirited leading and learning* (1998), all published by Jossey-Bass, as well as several articles in JME.

*Saturday, 11:00am - 11:30am in Ballroom C*

**Refreshment Break**

The Paul R. Jackson Student Center is on the ground floor of the Anderson Graduate School Building next to the Anderson School of Management.

*Saturday, 11:30am - 12:30pm in Ballroom C*

**OBTS Town Hall Meeting**

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

*Saturday, 12:30pm - 1:15pm in Ballroom C*

**Lunch**

Boxed lunches will be available for pickup.

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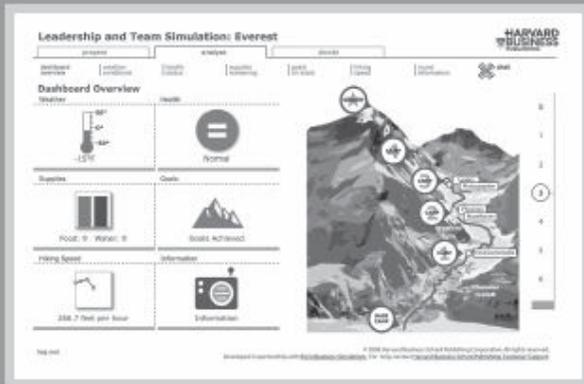
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## SIMULATIONS

- Leadership and Team: Everest
- Change Management: Power and Influence (forthcoming)
- Organizational Behavior: Team Dialogue (in development, working title)

## BRIEF CASES

**HARVARD BUSINESS PUBLISHING BRIEF CASES** are rigorous, short cases that outline a compelling business dilemma and illustrate core learning objectives.

### Topics in Organizational Behavior:

- Conflict Management
- Employee Retention
- Incentives
- Organizational Design
- Personality and Emotions



## ONLINE COURSES: NOW AVAILABLE IN SECTIONS

Courses may be adopted in their entirety or by individual section

- Finance
- Financial Accounting
- Mathematics for Management
- Quantitative Methods
- Spreadsheet Modeling

## OBTC 2010 Exhibitors

Visit them in the Jackson Student Center (GSM 1<sup>st</sup> floor).

*Timings: Thursday 9am-5pm, Friday 9am-5pm, Saturday 9am-noon*



### Past and Future OBTC Sites:

1974	Stanford University	1993	Bucknell University
1975	Southern Methodist University	1994	University of Windsor
1976	Harvard University	1995	Western Illinois University
1977	University of Toronto	1996	Keene State College
1978	University of South Carolina	1997	Case Western Reserve University
1979	University of Cincinnati	1998	University of La Verne
1980	University of Southern California	1999	New Mexico State University
1981	Harvard University	2000	State University of West Georgia
1982	Case Western Reserve University	2001	James Madison University
1983	University of Oklahoma	2002	Chapman University
1984	Brigham Young/ Boise State	2003	Western New England College
1985	University of Virginia	2004	University of Redlands
1986	Pepperdine University	2005	University of Scranton
1987	Bentley College	2006	Nazareth College
1988	Loyola Marymount University	2007	Pepperdine University
1989	University of Missouri at Columbia	2008	Babson College
1990	University of Richmond	2009	College of Charleston
1991	Western Washington University	2010	University of New Mexico
1992	University of Calgary	2011	Marquette University



## **The 38<sup>th</sup> OBTC Teaching Conference for Management Educators Call for Papers**

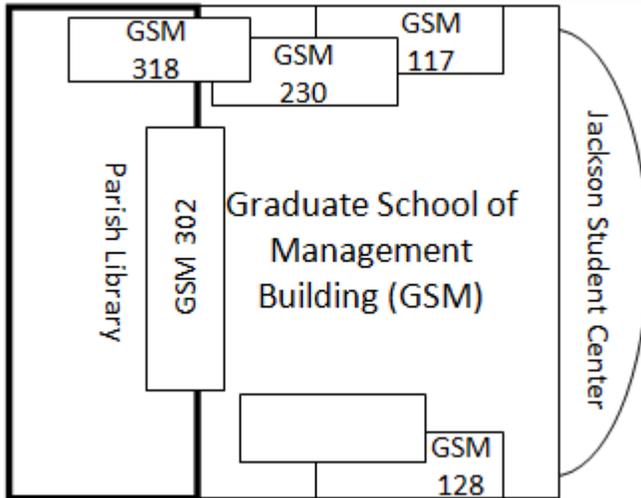
The OBTC 2011 Teaching Conference for Management Educators will be hosted by the Marquette College of Business Administration. Marquette is a Catholic Jesuit University, and the fundamental mission of the College of Business Administration is to provide a quality education grounded in the Jesuit Catholic intellectual values that enables students to function effectively and ethically in a diverse workplace and global economy. Marquette's goal is to foster a community of scholars committed to improvement and collaboration, and to enhance interaction with business and service organizations. The quality of the programs of the College of Business Administration and the quality of its students is seen in the success of College alumni over their careers and the way in which new graduates are welcomed into the business community.

The Marquette University campus is also a beautiful, urban campus located in the heart of downtown Milwaukee. In addition, a vast array of stimulating attractions awaits the eager visitor to Milwaukee, Wisconsin, especially in the pleasant and comfortable early months of summer! From a world-renown zoo to numerous museums, breweries, gardens, and special attractions, Milwaukee is the ideal location for any occasion. Milwaukee boasts a large number of museums containing rich history of not just the city, but the world.

Marquette's dormitories are convenient to the conference venue and the main dorm (Straz Tower) has a world-class fitness center, the Rec Plex. Early enrollees to the conference will be housed in Straz Tower which has been recently renovated, with late registrants housed in Abbottsford Hall. Conference breakfasts will take place in the Straz Tower cafeteria, so plan your registration accordingly

# Anderson School of Management Campus Map

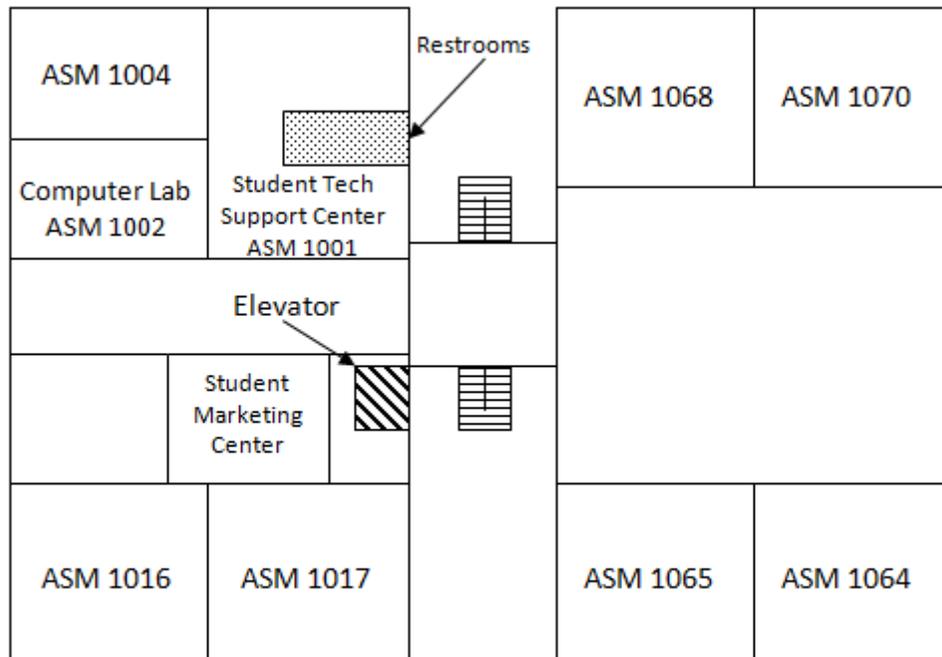
www.mgt.unm.edu



## GSM Building

- 1<sup>st</sup> Floor
  - GSM 117
  - GSM 128
  - Jackson Student Center
  - Parish Library
- 2<sup>nd</sup> Floor
  - GSM 230
  - GSM 232
  - Financial Center
- 3<sup>rd</sup> Floor
  - GSM 302
  - GSM 308
  - GSM 318
  - GSM 320

## Anderson School of Management



### Anderson West Wing

#### 2<sup>nd</sup> Floor

- Reception Desk
- ASM 2082

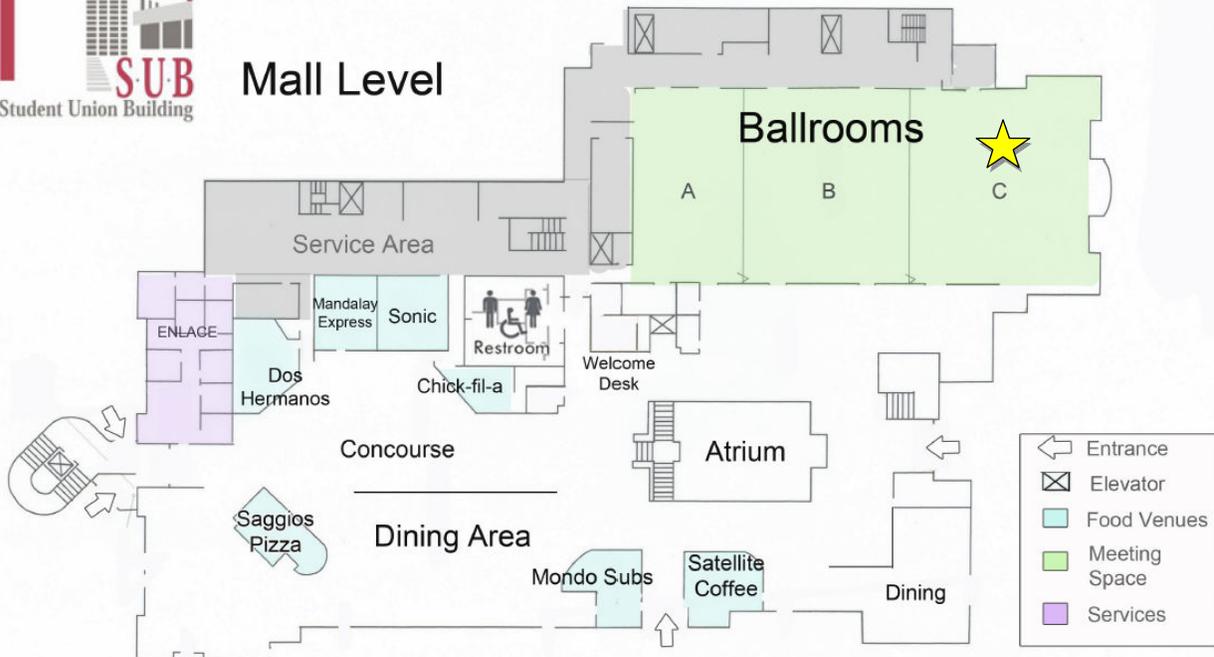
### Anderson East Wing

#### 2<sup>nd</sup> Floor

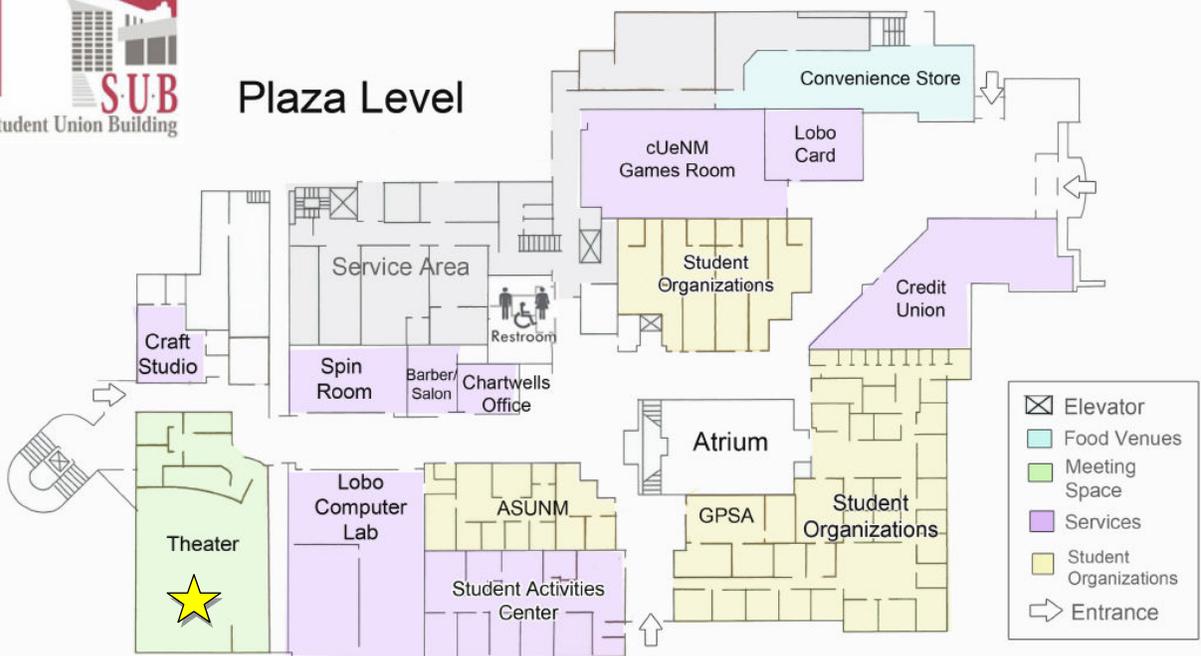
- ASM 2141 Classroom



## Mall Level



## Plaza Level











## The 38<sup>th</sup> OBTC Teaching Conference for Management Educators June 8-11, 2010 – Marquette University

### Conference Theme

*Open to the Possibilities:*

*Self, Students, Community, World*

All around us are possibilities: for ourselves in our lives and work; for our students in their studies and potential careers; in our communities and the ways in which we can affect them; and the world in the way we understand our responsibilities to ensure a better future for generations to come. Often these possibilities and potentials go unrecognized and untapped, due to time constraints, lack of innovation or imagination, or lack of awareness that they exist. In this conference, we encourage participants to engage in an ongoing dialogue that has the potential to allow each of us to open to new ideas, approaches, awareness and practices to enhance our lives and our work.

A few of the possible areas we might explore are:

- Are there new and dynamic topics that would deepen learning in our areas of teaching?
- Do we have new ways of interacting with our students that would enhance their learning and our experience in the classroom?
- How do we encourage students to reach their full potential as professionals and as human beings?
- How can we bring environmentalism and sustainability into our courses?
- At different career stages, what do we need as professionals to continue to find our work enlivening and engaging?
- How can we effectively and creatively engage our communities (however we define that) in the education process?
- How can we increase our own and our students awareness of the global interconnectedness of every aspect of our lives and work?
- How can we use the new media effectively to enhance learning?
- How can we continue to include more diverse viewpoints in our classrooms?
- Are there new ways to connect our students' awareness of their own potential to affect the lives of others, especially considering the global economic and environmental events of recent times.

These are only a few thoughts to stimulate sessions, but feel free to be as creative and thoughtful about ways in which we can open to areas as yet unexplored by this conference or our field.

In alignment with the culture of the OBTC, we aspire to create a sense of ongoing community and caring as we share our best with each other, not only at the conference, but throughout the year as we stay in touch and depend on each other for support, advice and friendship.

### Conference Activities

Besides our usual engaging and challenging conferences sessions, we plan to have a Thursday night special Milwaukee style event, Friday Night Milwaukee Fish Fry, a Cabaret, and time to spend walking and talking around the beautiful Marquette campus.

### Conference Site

The OBTC 2011 Teaching Conference for Management Educators will be hosted by the Marquette College of Business Administration. Marquette is a Catholic Jesuit University founded in 1881. Throughout the years, thousands of students have passed through Marquette's hall and classrooms, aspiring to achieve academic success and a spiritual foundation to last a lifetime. The Marquette campus is urban in downtown Milwaukee on 90 acres, with 8048 students and 14 NCAA Division I teams.

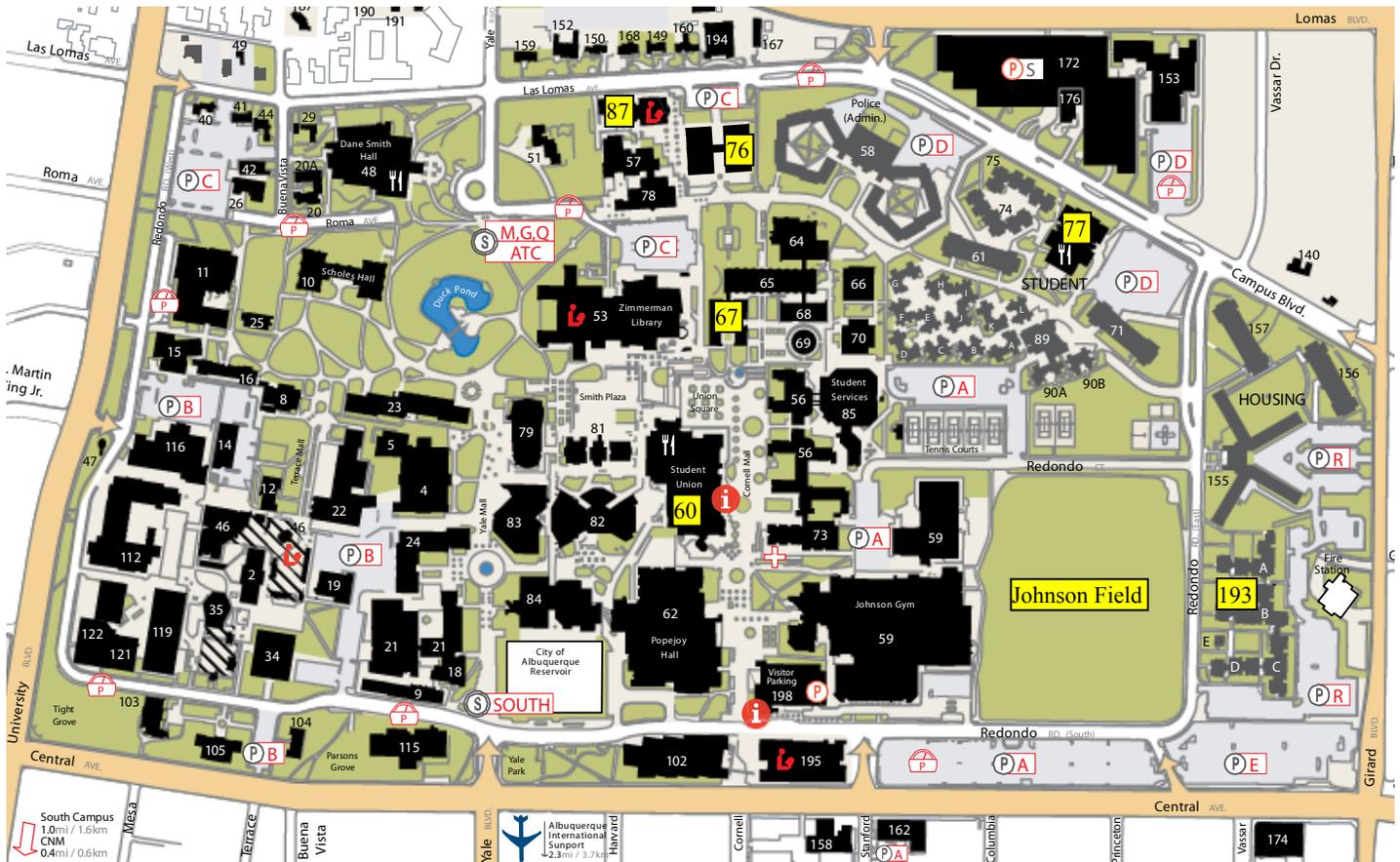
Marquette's dormitories are convenient to the conference venue and the main dorm (Straz Tower) has a world-class fitness center, the Rec Plex and fabulous views from every room. Early enrollees to the conference will be placed in Straz Tower which has been recently renovated, and also includes the conference breakfast cafeteria. For those who prefer a hotel, there are hotels within walking distance of the campus.

### Conference Submissions

Conference submissions (up to 5 pages) should be uploaded to the central submission website by December 13, 2010 (URL in Call for Papers). Acceptance notifications will be sent by February 15, 2011. The Call for Papers will be on the OBTC website in summer 2010, in the *Journal of Management Education* and at the *Academy of Management* meeting in August, 2010. For further information regarding the program, contact Kathy Kane at [kane@usfca.edu](mailto:kane@usfca.edu), or for information regarding the site, contact Bonnie O'Neill at [bonnie.oneill@marquette.edu](mailto:bonnie.oneill@marquette.edu)

# OBTC 2010 • Anderson School of Management University of New Mexico • Albuquerque, New Mexico

June 16 – 19, 2010



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