37th Annual OBTC
Teaching Conference for Management Educators
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 18th 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,

Douglas M. Brown
Dean
Dear Colleagues and Friends:

Welcome to OBTC 2010 – our 37th 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.

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

<table>
<thead>
<tr>
<th>Preconference Events (Dates vary)</th>
<th>Jackson Student Center Entrance</th>
<th>Graduate School of Management 128</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Preconference Registration</strong></td>
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<tr>
<td><strong>JME Editorial Board</strong></td>
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<tr>
<td><strong>Doctoral Institute – by prior application</strong></td>
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<tr>
<td>Faculty: Kim Cameron, Janet Gillespie, Joe Raelin &amp; Kirsty Spence</td>
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<tr>
<td><strong>T-group – by prior registration</strong></td>
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<tr>
<td>Facilitators: Esther Hamilton &amp; Bill Torbert</td>
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<tr>
<td><strong>OBTS Board of Directors Meeting</strong></td>
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<tr>
<td><strong>Day of Mindfulness – by prior registration</strong></td>
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<tr>
<td>Facilitator: Don McCormick</td>
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<table>
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<tr>
<th>Wednesday, June 16</th>
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<tbody>
<tr>
<td>3:00 – 6:00PM</td>
<td>Welcome and Registration</td>
<td>Outside Student Union Building (SUB) Ballroom C</td>
</tr>
<tr>
<td>6:00 – 8:00PM</td>
<td>Dinner: BBQ picnic</td>
<td>SUB Patio</td>
</tr>
<tr>
<td>8:00 – 9:00PM</td>
<td>Conference Opening Welcome</td>
<td>SUB Ballroom C</td>
</tr>
<tr>
<td></td>
<td>Douglas M. Brown, Dean, Anderson School</td>
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<tr>
<td></td>
<td>Opening Plenary Session:</td>
<td></td>
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<tr>
<td></td>
<td>Jeanie Forray, OBTS President &amp; the OBTS Board of Directors</td>
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<tr>
<td></td>
<td>“Just what do we mean by ‘difference,’ and why are we engaging it?”</td>
<td></td>
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<tr>
<td>9:00 – 11:00PM</td>
<td>Jim’s Place</td>
<td>Jackson Student Center</td>
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</table>

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

<table>
<thead>
<tr>
<th>Thursday, June 17</th>
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<tbody>
<tr>
<td>7:00 – 8:30AM</td>
<td>Breakfast</td>
<td>La Posada</td>
</tr>
<tr>
<td>8:00 – 9:00AM</td>
<td>Concurrent Morning Sessions -- select one</td>
<td>Anderson School &amp; Graduate School of Management</td>
</tr>
<tr>
<td>9:00 – 9:30 AM</td>
<td>Refreshment Break</td>
<td>Jackson Student Center</td>
</tr>
<tr>
<td>9:00AM – 5:00 PM</td>
<td>Publisher’s Exhibits</td>
<td>Jackson Student Center</td>
</tr>
<tr>
<td>9:30 – 10:30 AM</td>
<td>Concurrent Morning Sessions -- select one</td>
<td>Anderson School &amp; Graduate School of Management</td>
</tr>
<tr>
<td>10:30 – 11:00AM</td>
<td>Refreshment Break</td>
<td>Jackson Student Center</td>
</tr>
<tr>
<td>11:00AM – 12:30PM</td>
<td>Concurrent Pre-Lunch Sessions – select one</td>
<td>Anderson School &amp; Graduate School of Management</td>
</tr>
<tr>
<td>12:30 – 1:45PM</td>
<td>Lunch</td>
<td>La Posada</td>
</tr>
<tr>
<td>1:45 – 3:00 PM</td>
<td>Bradford Honoree Session</td>
<td>SUB Theatre</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
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<tbody>
<tr>
<td>3:00 – 3:30 PM</td>
<td><strong>Refreshment Break</strong></td>
<td>Jackson Student Center</td>
</tr>
<tr>
<td>3:30 – 4:00 PM</td>
<td><strong>Concurrent Afternoon Sessions</strong> – (30 minutes) select one</td>
<td>Anderson School &amp; Graduate School of Management</td>
</tr>
<tr>
<td>3:30 – 5:00 PM</td>
<td><strong>Concurrent Afternoon Sessions</strong> – (90 minutes) select one</td>
<td>Graduate School of Management</td>
</tr>
<tr>
<td>4:00 – 5:00 PM</td>
<td><strong>Concurrent Afternoon Sessions</strong> – select one</td>
<td>Anderson School &amp; Graduate School of Management</td>
</tr>
</tbody>
</table>
| 5:30 – 9:45 PM| **Dinner**
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| **Jim’s Place**                                                          | Jackson Student Center        |

**Friday, June 18**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
</table>
| 7:00 – 8:30AM | **Breakfast**
**Special Breakfast Discussion**
The future of OBTS: Breakfast with our President-Elect **Rae Andre**, Northeastern University | La Posada                     |
<p>| 8:00 – 9:00AM | <strong>Concurrent Morning Sessions</strong> – select one                             | Anderson School &amp; Graduate School of Management |
| 9:00AM – 5:00 PM| <strong>Publisher’s Exhibits</strong>                                                 | Jackson Student Center        |
| 9:00 – 9:30 AM| <strong>Refreshment Break</strong>                                                    | Jackson Student Center        |
| 9:30 – 11:00 AM| <strong>Concurrent Morning Sessions</strong> – select one                             | Anderson School &amp; Graduate School of Management |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00 – 11:30AM</td>
<td>Refreshment Break</td>
<td>Jackson Student Center</td>
</tr>
<tr>
<td>11:30AM – 12:30PM</td>
<td>Concurrent Pre-Lunch Sessions – select one</td>
<td>Anderson School &amp; Graduate School of Management</td>
</tr>
<tr>
<td>12:30 – 1:45PM</td>
<td>Lunch</td>
<td>La Posada</td>
</tr>
<tr>
<td></td>
<td>Lunch Meeting: <em>JME</em> Editorial Board – by invitation</td>
<td>Ed Board meeting in Graduate School of Management, 302 [pick up boxed lunches at La Posada]</td>
</tr>
<tr>
<td></td>
<td>Jane Schmidt-Wilk, Maharishi School of Management Editor, <em>JME</em></td>
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</tr>
<tr>
<td>1:45 – 3:15 PM</td>
<td>Concurrent Post-Lunch Sessions – select one</td>
<td>Anderson School &amp; Graduate School of Management</td>
</tr>
<tr>
<td>3:15 – 3:45 PM</td>
<td>Refreshment Break</td>
<td>Jackson Student Center</td>
</tr>
<tr>
<td>3:45 – 4:15 PM</td>
<td>Concurrent Afternoon Sessions – (30 minute) select one</td>
<td>Anderson School &amp; Graduate School of Management</td>
</tr>
<tr>
<td>3:45 – 4:45 pm</td>
<td>Concurrent Afternoon Sessions – (60 minute) select one</td>
<td>Anderson School &amp; Graduate School of Management</td>
</tr>
<tr>
<td>5:45 – 7:15 PM</td>
<td>Dinner</td>
<td>SUB Ballroom</td>
</tr>
<tr>
<td>7:30 – 11:00 PM</td>
<td>Awards Ceremony, Talent Show, Jim’s Place</td>
<td>SUB Ballroom</td>
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**Saturday, June 19**

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

Larry K. Michaels (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
Lucy A. Arendt
Timothy Baldwin
Brendan Bannister
Talya Bauer
Joy Beatty
John L. Bennett
Jerry Biberman
Jon Billsberry
Kristen Bohlander
Alexander Bolinger
Whitney Botsford
David S. Bright
Scott Bryant
Deborah Butler
Joseph F. Byrnes
Michal Cakrt
Macgorine A. Cassell
Anthony F. Chelte
Faye K. Cocchiara
Gary Coombs
David Cowan
Marcy Crary
Kathryn Crockett
Kerri Anne Crowne
William Davis
Beverly J. DeMarr
Andy Dungan
Michael A. Dutch
Matthew Erikson
Steven Eson
Yvette Njan Essounga
Sue R Faerman
Kent D. Fairfield
Wayne Fallon
Kevin Farmer
R. David Fass
David S. Fearn Sr.
Howard C Fero
Claudia Ferrante
Jason Fertig
Dale M. Finn

Martin L. Fogelman
Jeanie M Forray
Susan J. Fox-Wolfgramm
Jann Freed
Jonah Friedman
Consuelo García
Janet Gillespie
Lance Giroux
Roger Givens
Sonia Goltz
Kim Gower
Suzanne Grant
Ellen Greenberg
Elaine Guertler
Stanley M. Gully
Dory L Hammond
Drew L. Harris
Cheryl Harrison
Nell T. Hartley
Carol P. Harvey
Thomas Fletcher Hawk
Patricia Raber Hedberg
Robert Alexander Herring III
Tammy Bunn Hiller
Maria Humphries
Fiona Hurd
Kathleen R. Johnson
Scott A. Johnson
Mark Robert Julien
Kathleen R. Kane
David Kaplan
Diane M. Kellogg
Lynn Marie Kendrick
Deanna Kennedy
Amy L. Kenworthy
Rosemary Kim
Eden King
Melissa J. Knott
Cynthia L. Krom
Jennifer S. A. Leigh
Kenneth Levitt
Steve Levy
Roy J. Lewicki
Amy Lewis
Shu-Yuan Lin
Kathy Lund Dean
Kathy Mack
John F. McCarthy
Stacey McCroskey
Cathleen McGrath
Sharon P. McKechnie
Carrie Blair Messal
Larry Michaelsen
Susan Michie
Tom MierzwA
Daniel Moore
Maryam Sadat Mortazavi
Jane P. Murray
Eric M. Nelson
John Nirenberg
Dennis O'Connor
Laura L Paglis
J. P. Julie Palmer
Richard Parsells
Claudette Marie Peterson
Tim O. Peterson
Jean Phillips
Mark Phillips
Kip Pirkle
Barbara Anne Ritter
Marie-Elene Roberge
Bruce Roemmelt
Lisa Rosh
Dale Rude
Joe Seltzer
William C Sharbrough III
Rita J. Shea-Van Fossen
Cynthia L. Sherman
Marc Siegall
Tracey Honeycutt Sigler
Randy Sleeth
Karen Smith-Will
James Spee
Kirsty Kathleen Spence

Lynda St. Clair
Gary Stark
John B. Stark
Katherine I Starks Lawrence
Lisa T. Stickney
Elizabeth Stork
Micheal T. Stratton
Linda K Stromei
Ken Sylvester
Andrea Thomas
Ed Tomlinson
Elizabeth Fisher Turesky
Nicholas W. Twigg Jr.
Linda Jean Twiname
Kristi Lewis Tyran
Julie Urda
Sylvia Vriesendorp
Gary Wagenheim
Nancy Wallis
Velvet L. Weems-Landingham
Edward Wertheim
Debra Kay Westerfelt
Jane V Wheeler
Joan Winn
J. Robert Wirthlin
Sharon Wu
Alberto Zanzi
**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.
**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.

**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.

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

Susan J. Fox-Wolfram, 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."

**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.

**“Noticeably Different, Noticeably Better” - A CSR Case Study: Texas Disposal Systems**

Andrei Dut. 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 systematically 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.

**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.

**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.
Management

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

leverage.

maintaining high ethical standards without losing their negotiation

we will discuss helping students to deal with the dilemma of

identify and name the tactics, understand their psychological intent,

tactics will be used; the participations in the session will be asked to

concerned about. A short case that contains many everyday hardball

that students of negotiations and conflict resolution often are quite

This session will focus on an exercise effective in teaching students

among your students for an important subject. This proposal presents

is set for serious misunderstanding, misapplication or, worse, apathy

the undergraduate level, and streamlined text coverage and the stage

challenge with the student’s limited work experience, especially at

this topic to students can be a daunting task. Compound this

Teamwork is a multifaceted subject and presenting and explaining

participants some limited hands-on experience building robots!

session will show how the project works, and allow session

tangible way (the robot either completes the task, or it doesn’t). The

importantly, it demonstrates how much they have learned in a very

knowledge they have learned previously. The students find this

robots to solve a specific problem that integrates tools and

graduate curriculum of the Air Force Institute of Technology

Our presentation demonstrates the use of Lego Mindstorms® in the

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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.

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.

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.

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.

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.

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

Michele 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.
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.

Managing 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 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.

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.

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.
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.

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.

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.

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.

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.

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.
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.

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 innumerous 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.

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.

"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.

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.

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.
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 ASM 2141

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 Education 101A

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 226

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 117

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 302

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

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 9:45 pm from Tiguex Park to return to campus.

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

**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!

**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.

**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 ongoing, 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.

**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.

**Reflections from a First Year Community of Practice**

Shalei Simms  
Jennifer D Nahrgang, Arizona State University  
Meredith Myers  
Jennifer Tosti-Kharas, Arizona State University  
Darren Good  
Marc Lavine  
Jegoo Lee  
Ramapo College  
University of Pennsylvania  
Christopher Newport University  
University of Massachusetts, Boston  
San Francisco State University  
Arizona State University  
Frostburg State University  
Bucknell University  
University of South Florida  
University of Massachusetts, Boston  
Arizona State University  
Florida Gulf Coast University  
Idaho State University  
Wesley College  
Frostburg State University  
Bucknell University  
Florida Gulf Coast University  
Idaho State University  
Wesley College  
University of Michigan, Dearborn  
Arizona State University  
University of Massachusetts, Boston  
San Francisco State University  
Christopher Newport University  
Ramapo College  
University of Pennsylvania  
University of Massachusetts, Boston  
Arizona State University  
Florida Gulf Coast University  
Idaho State University  
Wesley College  
University of Michigan, Dearborn  
Arizona State University  
San Francisco State University  
Christopher Newport University  
Ramapo College  
University of Pennsylvania  
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Twitter in the Classroom

Andrew Maxwell, University of Waterloo
Mark Morton, University of Waterloo
Paul Maiero, University of Waterloo
Cherly 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.

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.

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.

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.

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.

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?
Acting, Learning, Changing and Transforming

Steven Eson, 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."

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.

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?

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.

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.

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.
**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.

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**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.

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**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.

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**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.

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**Work/life conflict**

Anne Bardool, 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.

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**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.
Exploring Responses to Bell, Connerley and Cocchiara’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?

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.

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.

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.

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.

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.

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.
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 has 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.

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.

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.

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.

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 alternative 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.

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.
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.

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 a 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.

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.

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 that 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.
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.
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.

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.

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 participates 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.

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.

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

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**

AASCB 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 AASCB 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 AASCB 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 Harrington, 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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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
- Incentives
- Personality and Emotions
- Employee Retention
- Organizational Design

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 1st 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 38th 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

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

Anderson School of Management

Anderson West Wing
- 2nd Floor
  - Reception Desk
  - ASM 2082

Anderson East Wing
- 2nd Floor
  - ASM 2141 Classroom

Parish Library
The 38th 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 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, or for information regarding the site, contact Bonnie O’Neill at bonnie.oneill@marquette.edu

Look for info at www.obtc.org
OBTC 2010 • Anderson School of Management
University of New Mexico • Albuquerque, New Mexico

June 16 – 19, 2010

Buildings
60      Student Union Building
67      Education Building
76      Anderson School of Management
77      La Posada
87      Graduate School of Management
193     Redondo Village Apartments

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

June 16 – 19, 2010