

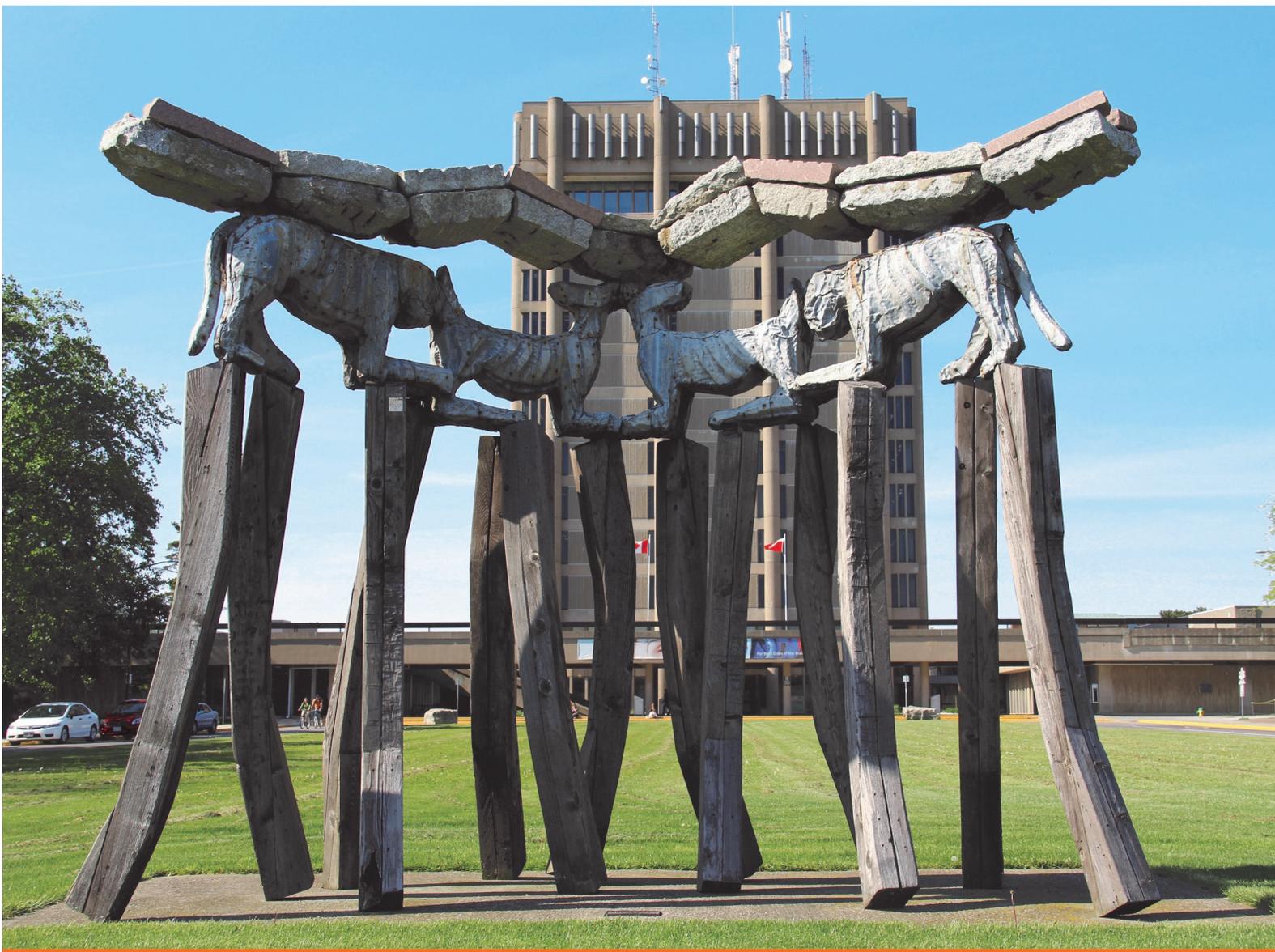
June 20–23, 2012

O B T C



Organizational
Behaviour
Teaching Conference

Sustainability



Sustaining Ourselves | Students | Community | Global World

Brock University, St. Catharines, Ontario, Canada

Table of Contents

Welcome from the OBTC 2012 Site Coordinator	3
Welcome from the OBTC 2012 Program Chair	4
Welcome from Dr. Murray Knuttila, Provost & Vice-President Academic at Brock University	5
Welcome from the OBTS President	6
About OBTS	7
2012 OBTS Awards and Honors	8
Program Summary	9
General Conference Information	10
OBTC 2012 Reviewers	15
Exhibitors	47
Past & Future OBTC Sites	47
Program Schedule	17
Wednesday	17
Thursday	17
Friday	27
Saturday	38
Participant Index	45
Save the Date—OBTC 2013 at UNC Asheville	47
Brock University Campus Map	<i>Back Cover</i>



SITE COORDINATOR'S WELCOME TO OBTC 2012

SUSTAINABILITY: SUSTAINING OURSELVES • STUDENTS • COMMUNITY • GLOBAL WORLD

Brock University, and the Faculties of Applied Health Sciences and Business are pleased to host the 2012 Organizational Behaviour Teaching Conference (OBTC). We are excited to showcase Brock's programs and facilities to a national and international audience of management educators for this year's conference centred on sustainability topics (ourselves, our students, our community and the global world).

Located at the centre of Canada's beautiful Niagara Peninsula in St. Catharines, Ontario, Brock University is the only Canadian university with the distinction of being part of a UNESCO Biosphere Reserve. Opened in 1964, Brock was named for Major General Sir Isaac Brock, who lost his life at Queenston Heights in the War of 1812 200-years ago this year!! His last words are said to be, "Surgite! Push on!" — which have become the University's motto.

As we have this distinct locale, we have taken efforts to ensure the natural environment is safeguarded for use by the next generation in OBTC 2012. For OBTC 2012, we've made attempts to "green" the conference and minimize waste and material use (i.e., our goody bag items are representative of conscious decisions with our theme in mind; our food choices definitely adhere to local sustainability practices).

With close to 18,000 full-time students and nearly 600 faculty, we're small enough to be intimate, big enough to be world-class and in demand among international students. In addition, Brock University is known for its commitment to teaching and learning and this has been one facet of working here as a professor within the Department of Sport Management that I have truly enjoyed and valued. To that end, my personal level of sustainability has been enriched from this very culture. It has been my experience that while Brock students can expect the close, personal attention of a dedicated faculty and the opportunity to explore their academic interests, faculty enjoy an environment that does truly support teaching and learning, even as we grow in become a comprehensive university where research mandates become ever more important.

I'm sure you know that the Niagara region is a premier tourism destination in Canada with an abundance of exciting attractions to ensure an enjoyable visit. The region has established a long history of meeting tourist and conference delegates' needs, so I hope that you do spend some time in the Niagara region before or after OBTC. I urge you to visit world class wineries and the plethora of tourist events celebrating 200 years since the War of 1812 at Fort George and Niagara-on-the-Lake!

On behalf of the members of the OBTC 2012 Site Committee (Nancy Sutton, Mark Julien, Lisa Barrow, and Dan Hess), I hope that you truly enjoy a stimulating and enjoyable OBTC this year at Brock University.

Sincerely,

A handwritten signature in black ink that reads 'Kirsty Spence'.

Kirsty Spence, Ph.D.
OBTC Site Coordinator, 2012



PROGRAM CHAIR'S WELCOME TO OBTC 2012

SUSTAINABILITY: SUSTAINING OURSELVES • STUDENTS • COMMUNITY • GLOBAL WORLD

Welcome to OBTC 2012 at Brock University. I'm extremely excited about having the opportunity to help organize the very conference I value and treasure. I have always found OBTC energizing and recharging, and I hope you all will have a great experience this week!

The conference theme of sustainability is both endearing and close to my heart. I have begun to realize a few years ago how important and ubiquitous sustainability is thanks to my closest colleague's consistent reminder about the importance of sustainability in what we teach, what we deliver, and what students are learning. So, when it was time to pick the theme for the conference, I knew right away what this year's theme needs to be.

When we speak of sustainability, we often think of "green" or the environment these days, but truthfully, sustainability is all around us and impacts us daily at multiple levels, so much so that we often are not mindful of it when we act. If innovation fuels our fire, then sustainability ensures that fire continues to burn. How often do we engage in a new venture only to find that it is short-lived and its full potential is not achievable? In times of economic downturns and turbulence, we need to ask ourselves at what cost do we try to maintain our way of life? We as educators need to continuously ask ourselves how is it possible to sustain our passion for learning and teaching when a new idea can get old pretty quickly? How can we sustain our enthusiasm for teaching when we are bombarded with potential constraints or obstacles? Often the concept of sustainability goes unrecognized and untapped, due to our own oversight or lack of deep thinking. In this conference, we encourage participants to engage in an ongoing dialogue that has the potential to allow each of us to exchange new ideas, approaches, awareness, and practices to enhance our lives and our work.

For this year's conference, 125 proposals of intriguing and diverse topics were accepted for the program, and I hope it will be both thought provoking as well as heart warming for all of you. This year we are introducing a special session called "Sustainable Conversations." In the past, I often wondered why I could not sustain the wonderful conversations I experienced with great folks beyond the conference. Yes, we get busy and often get distracted due to our multiple demands in our lives, but such wonderful and stimulating conversations shouldn't stop or die at the end of the conference. This is in alignment with the culture of the OBTC where we aspire to create a sense of ongoing community as we depend on each other for support, advice, and friendship. So, this is an experimentation on sustainability that we are initiating this conference. Perhaps we can come back on 2013 to see how successful each group has been in sustaining our conversations through the year.

We also have a few special events scheduled throughout the session such as honoring Jane Schmidt-Wilk, the outgoing JME editor. The journal has been a tremendous success quality wise and financially for the Society. Please come out and celebrate her accomplishments. We also have a new doctoral institute alumni breakfast reception on Friday morning, and the presentation by the current doctoral institute participants. So, all alumni of DI and anyone who would like to connect with the former DI participants and current doctoral students are invited to come to the special breakfast reception at 7:30 am and then stay for the doctoral students' presentation at 8 am.

Again, I know this will be a great conference, but what makes this great conference is not who we invite as keynote speakers or how many stars we have in our midst (we can go to another conference if that's what we want) but us the participants' willingness to engage with each other in our own learning and sharing. We are at our best when we have a chance to show how caring and supportive we can be as a group. Furthermore, we are in Canada and right next to one of the natural seven wonders of the America. What more can we ask for (Do I hear more beer and wine at Jim's Place . . .)?

Kenneth S. Rhee, Ph.D.
OBTC Program Chair, 2012



Office of the Provost and
Vice-President, Academic

Brock University
Niagara Region
500 Glenridge Avenue
St. Catharines, ON
L2S 3A1 Canada

Dear OBTC Participants:

On behalf of the Faculty of Applied Health Sciences and the Faculty of Business, I am pleased to welcome delegates and visitors to the 39th OBTC Teaching Conference for Management Educators here at Brock University.

The 2012 Conference Theme, "Sustainability: Sustaining Ourselves, Students, Community, and Global World", is particularly germane to Brock University. Brock is proud of the fact that it is the only Canadian university that is located in a UNESCO Biosphere Reserve. The surrounding beauty of the Niagara Escarpment and the opportunities offered by the Bruce Trail running through our campus are constant reminders of the vulnerability of our natural environment and the responsibilities we have to sustain it.

A broad perspective on sustainability is important to Brock University as illustrated by the fact that our Integrated Plan includes Sustainability as one of its core values.

We ensure sustainability through an appropriate balance of resources and activity. In setting our goals, we evaluate their impact on our human, financial, and environmental resources to ensure that the outcomes will not only be sustainable but will also form a solid academic foundation for our future scholarly endeavours. We are committed to sustainability in human, financial, and environmental contexts.

We are proud to say that Brock is not just a place of fine words; we are putting these values into action. For example our Food Services commitment to sustainability includes the following commitment: "Brock Dining Services is ahead of the curve of college and university dining services in terms of integrating sustainability into its operations. We are deeply committed to sustainable practices." Our food services provider has made a systematic commitment to maximize the use of local food products and services, some of which I am sure you will enjoy in our Market. A weekly farmers' market during the summer offers on-campus residents an opportunity to enjoy local products.

Brock has a long established record of unique interdisciplinary and transdisciplinary academic programs based on the assumption that combining the multiple insights of many disciplines and approaches most productively approaches the complex problems and sustainability issues facing humans in the 21st Century. It is clear that your conference will address complex issues using the multiple insights offered by different branches of knowledge. It is ironic that at a time when information is so widely available in quantities unimaginable a few years ago, that we continue to grapple with the core issues in your field. What pedagogies are appropriate for this generation of learners? How do we serve our communities when the forces of globalization are remaking our communities at a pace never witnessed before? How do we adjust and improve learning outcomes in the context of the diverse learners and communities? How do we maintain our commitment to quality education and learning in an era of resource restraint and seemingly endless demands for austerity? How do we instill wisdom in an era of massive information and data and how do we engender imagination and a critical spirit in the face of such an onslaught?

We look forward to hearing about your deliberations and the outcome of your debates. I wish you a safe and productive visit to Brock and Niagara. Please take advantage of the many social, cultural and natural wonders of the Niagara Region and enjoy your visit (and some of our fine wines).

A handwritten signature in black ink, appearing to read "Murray Knuttila".

Murray Knuttila, Ph.D

Provost & Vice-President Academic



Dear Colleagues and Friends:

Welcome to our community of management educators, dedicated to helping you and your students create an excellent learning experience in every class in every course. We on the Board of Directors extend our warmest welcome to you, and hope (and expect!) that you will have a refreshing and engaging conference.

Please make a point of expressing your thanks to our great site and committee for this year's conference... They have done an excellent job of welcoming us to Brock:

Kirsty Spence, Department of Sport Management, OBTC Site Coordinator
Nancy Sutton, Conference Services, Brock University Conference Coordinator
Mark Julien, Faculty of Business, OBTC 2012 Committee Member
Lisa Barrow, Faculty of Business, OBTC 2012 Committee Member
Dan Hess, Coop Programs Office, OBTC 2012 Committee Member

Heartfelt thanks, too, to our fine, hardworking Ken Rhee, Program Coordinator, and to our wonderful year-round organizer, Brandon Charpiel, OBTS Administrator.

As to the work ahead for OBTS...

First, it's not too soon to think of running for the board, or encouraging someone else to do so. In the spring 2013 elections, the membership will choose (wow, can it be so soon?) a new President, Elections Chair (currently Nell Hartley), Awards Chair (currently Joe Seltzer), and At-Large Member (currently Kerri Crowne-Brannen). Corral us during the conference to learn more about what we do and how much fun it is.

Second, every year, I am looking for enthusiastic, well-organized site and program coordinators. I would love to talk to you about your preliminary interest.

Third, well, the possibilities for engagement with OBTS never end. Would you like to review for JME? Propose a new blog for the website? Run a syllabus exchange? We're here to help you get started.

In bilingual Canada, je vous souhaite une bonne conférence!

A handwritten signature in black ink, appearing to read "Rae", written in a cursive style.

Rae André

Président



About OBTS Teaching Society for Management Educators

The OBTS Teaching Society for Management Educators has been promoting excellence in management education for over 39 years. Besides this annual conference, we sponsor the *Journal of Management Education* and other activities. OBTS memberships run on one-year cycles from the date of registration, and include a one-year subscription to the *Journal of Management Education*. More information can be found at www.obts.org.

OBTC 2012 registration fees include a one-year membership to OBTS beginning July 1st, or renewed upon the expiration of a preexisting membership. You will receive an email upon activation/renewal of your membership.

OBTS Officers

President

Rae André, Northeastern University

Vice-President (OB1)

Joseph Garcia, Western Washington University

Secretary

Jane V. Wheeler, Bowling Green State University

Treasurer

Cynthia Krom, Franklin & Marshall College

OBTS/OBTC Administrator

Brandon Charpiéd

Board of Directors

Kerri Crowne-Brannen, Widener University

Nell Hartley, Robert Morris University

Kenneth S. Rhee, Northern Kentucky University

Jane Schmidt-Wilk, Maharishi University of Management

Kristi Lewis Tyran, Western Washington University

David S. Fearon, Central Connecticut State University

Joe Seltzer, LaSalle University

M. Eileen Higgins, Franklin & Marshall College

Dan Stewart, Gonzaga University

Kirsty Spence, Brock University

John L. Bennett, Queens University of Charlotte

Jon Billsbery, Deakin University

Thank you for Helping with OBTC 2012!

Please give a warm welcome to our incoming Board Members that will be taking office upon the conclusion of OBTC 2012. Erika Small (Coastal Carolina University) is the incoming Conference Activities Chair and Tim O. Peterson (North Dakota State University) is the incoming Professional Development Chair.

OBTS Honor Roll 2012

Joy E. Beatty, Jennifer S. A. Leigh, Kathy Lund Dean - Maryellen Weimer Scholarly Work on Teaching and Learning Award of the Teaching Professor Conference.

Claudia J. Ferrante - F. Theodore Helmer Award for sustained teaching excellence in the core course, United States Air Force Academy

Erin R. Fluegge Woolf - Outstanding MBA Teacher Award, Harrison School of Business, Southeast Missouri State University

Nell Tabor Hartley - Distinguished Teaching Award, Robert Morris University

Mark Julien - Professor of the Year, School of Business, Brock University

Mark Julien - Faculty Award for Teaching Excellence, School of Business, Brock University

Marc Levine - Betty Diener Graduate Teaching Award, College of Management, University of Massachusetts, Boston.

Jennifer S.A. Leigh - Faculty Service-Learning Champion Award, Nazareth College

Sandra Morgan - Innovation in Teaching Award, Mid-Atlantic Organizational Behavior Teaching Conference

Meredith Myers - William G. Whitney Award in Undergraduate Teaching, The Wharton School, University of Pennsylvania

Tim O. Peterson - 2011 Outstanding Educator Award, Southwest Academy of Management

Chris Sablynski - Graduating Seniors Faculty Recognition Award, School of Business, University of the Pacific

Kirsty Spence - Service-Learning Incentive Grant, Brock University

Susan H. Taft - Distinguished Teaching Award, Kent State University

Cynthia Thompson - President's Distinguished Teaching Award, Baruch College

Awards

David L. Bradford Outstanding Educator Award - Carolyn Egri, Simon Fraser University

Fritz Roethlisberger Memorial Award - Rae Andre, Northeastern University, "Using Leadered Groups in Organizational Behavior and Management Survey Courses," *Journal of Management Education*, October 2011, 35: 596-619.

New Educator Award - Melissa J. Knott, Western New England University

Susan Herman Service Award - Joan Weiner, Drexel University

Peter Frost Mentoring Award - William P. Ferris, Western New England University

New OBTS Fellows - Roy J. Lewicki, Ohio State University and John Miller, Bucknell University

Program Summary

Monday, June 18; Tuesday, June 19; Wednesday, June 20: Preconference Events	
Doctoral Institute —by prior application Faculty: Mary Jo Hatch, Tim Baldwin, Philip Mirvis	Thistle 253—E-Learning Classroom
T-Group —by prior registration Facilitators: Esther Hamilton, Bill Torbert	Lowenberger 134
OBTS Board Meeting	Thistle 255
JME Associate Editor’s Meeting	Thistle 256

Wednesday, June 20—OBTC Conference Events		
3:00pm—9:00pm	Welcome & Registration	Lowenberger Residence Hall
5:00pm—7:00pm	Dinner	Walker Complex Courtyard
7:00pm—9:00pm	Opening Session	Academic South 204
9:00pm—11:00pm	Jim’s Place	<i>Captain John’s</i> , located in Decew Residence Hall

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

Thursday, June 21—OBTC Conference Events		
7:00am – 8:30am	Breakfast	Lowenberger Dining Hall *Swipecards
8:00am—5:00pm	Publisher’s Exhibits	Academic South, near AS 215-217
8:30am—9:00am	Concurrent Morning Sessions	Welch Hall & Academic South
9:15am—10:15am	Concurrent Morning Sessions	Welch Hall & Academic South
10:15am—10:45am	Break	Academic South, near AS 215-217
10:45am—12:15pm	Concurrent Morning Sessions	Welch Hall & Academic South
12:15pm—1:45pm	Lunch	Guernsey Market *Swipecards
1:45pm—2:45pm	Concurrent Afternoon Sessions	Welch Hall & Academic South
3:00pm—4:00pm	Concurrent Afternoon Sessions	Welch Hall & Academic South
5:00pm—9:00pm	Dinner	Carpaccio’s in Niagara Falls
9:00pm—11:00pm	Jim’s Place	<i>Captain John’s</i> , located in Decew Residence Hall

Swipecards: Upon registering you will receive a dining swipecard that can be used for conference breakfasts and lunches. In the Lowenberger Dining Hall, your swipecard can be used to enjoy all-you-can-eat buffet style dining, while in the Marketplace, your swipecard entitles you to the following: appetizer (soup/salad), entree, fountain beverage (no bottled drinks), and dessert (baked good/fruit).

Friday, June 22—OBTC Conference Events		
7:00am – 8:30am	Breakfast	Lowenberger Dining Hall <i>*Swipecards</i>
8:00am—5:00pm	Publisher’s Exhibits	Academic South, near AS 215-217
8:00am—8:45am	Concurrent Morning Sessions	Welch Hall & Academic South
9:00am—10:00am	Concurrent Morning Sessions	Welch Hall & Academic South
10:00am—10:30am	Break	Academic South, near AS 215-217
10:30am—12:00pm	Concurrent Morning Sessions	Welch Hall & Academic South
12:00pm—1:30pm	Lunch	Lowenberger Dining Hall <i>*Swipecards</i>
1:30pm—2:30pm	Concurrent Afternoon Sessions	Welch Hall & Academic South
2:45pm—4:15pm	Concurrent Afternoon Sessions	Welch Hall & Academic South
4:30pm—5:15pm	Townhall Meeting	Academic South 203
5:45pm—8:00pm	Dinner & Awards	Guernsey Market
8:00pm—11:00pm	Talent Show	<i>Captain John’s</i> , located in Decew Residence Hall
8:00pm—11:00pm	Jim’s Place	<i>Captain John’s</i> , located in Decew Residence Hall

Saturday, June 23—OBTC Conference Events		
7:00am – 8:30am	Breakfast	Lowenberger Dining Hall <i>*Swipecards</i>
7:30am—8:45am	DI Alumni Breakfast Reception and DI Presentation	Location To Be Announced
8:00am—11:30am	Publisher’s Exhibits	Academic South, near AS 215-217
9:00am—10:00am	Concurrent Morning Sessions	Welch Hall & Academic South
10:15am—10:45am	Concurrent Morning Sessions	Welch Hall & Academic South
11:00am—12:00pm	Concurrent Morning Sessions	Welch Hall & Academic South
12:00pm—12:45pm	Closing Statements	Academic South 203
12:45pm—1:00pm	Lunch	Boxed lunches available outside Academic South 203

General Conference Information

Emergency Contact Information

- **The main telephone number for Brock University is 905-688-5550**
- **Emergency Extensions are as follows:**
 - Police / Fire / Ambulance - *Niagara Emergency Services* - Dial 911
 - Critical Injury / Spill / Concern - *Environment, Health & Safety* - Dial e. 1-7233
 - Violence / Threat / First Aid - *Campus Security Emergency* - Dial e. 1-3200
 - Lights Out / Hazards / Damage - *Facilities Management* - e. 1-3717

Where to ask questions (e.g., how to be in touch with Site Coordinator; last minute program changes)

- Any Frequently-Asked-Questions can be directed to Conference Services (e. 1-3369).
- If necessary, Kirsty Spence (OBTC Site Coordinator) and Nancy Sutton (Conference Services) can be contacted easily.

(American) Cell Phone Usage/Information

- Most American cell phones receive full signal (for full usage) on campus at Brock University. We would advise strongly that you check your local provider in advance for special roaming rates while in Canada.
- While in the Lowenberger Residence Hall, cell phone usage may be problematic due to the cement walls. Otherwise, users should have no trouble using cell phones on campus.

Internet & Wifi Usage

- When registering, all conference attendees will be required to sign a release form, where you will be given a log-in access code and password to access the internet while staying on campus. This information will give you wifi access to conference rooms and general campus sites for iPads and laptops.
- **PLEASE NOTE:** While staying in dormitory rooms (Lowenberger Residence Hall in particular), you will need the access code (as mentioned) in addition to an ethernet cord in order to have access. You will need to bring your own cord, should you desire internet access in your dormitory room. There are no ethernet cables available for use at Brock University. Ethernet cords can be purchased at the Brock University bookstore on campus.

Exhibitors

- Exhibitors will be located in Academic South, in the hallway near to AS215-217 lecture halls. Please see campus map for location.

Conference Dining Facilities

- While we will be dining in a variety of on campus locations, our main dining hall will be in the Lowenberger Residence Hall. Please see campus map for location.

Dining Hall Hours of Operation (Lowenberger)

- Breakfast: 7:00am to 8:30am
- Lunch: 12:00pm to 1:30pm
- Dinner: Variable, dependent on location

Alternative Dining Facilities:

- Marketplace: Monday to Friday, 10am to 2pm
- Tim Hortons (Schmon Tower): Monday to Friday, 8am to 4pm

Location of Fitness Facility

- The Brock University Fitness Facility (The Zone), is located in the Walker Complex.

Parking Lots - Location

- On arrival, OBTC attendees may park temporarily in LOT B lot, located in front of the Lowenberger Residence Hall. Attendees will be provided with a parking pass at registration in Lowenberger Residence Hall and will be asked to move their car a short distance away to *LOTS* for the duration of their stay for OBTC 2012.

Jim's Place

- Jim's Place will be held in "Captain John's", located in Decew Residence Hall. Look for the signs!

Talent Show

- The OBTC 2012 Talent Show will be held in "Captain John's", located in Decew Residence Hall.

Alcohol Policies (Personal Purchases/Consumption)

- Alcohol can be purchased at nearby Liquor Control Board of Ontario Outlets (LCBO) or at "The Beer Store." Legal drinking age in Ontario is 19 years of age.

Nearby LCBO and Beer Store Outlets include:

LCBO St. Catharines (Fairview Mall: 20+ minute drive from campus) 311 Geneva St, St. Catharines, ON L2N 2G3 (905) 646-1818	LCBO St. Catharines (10-15 minute drive from campus) 6-210 Glendale Ave, St. Catharines, ON L2T 3Y6 (905) 641-1169
The Beer Store (10-15 minute drive from campus) 10 Tremont Dr, St. Catharines, ON L2T 3B2 (905) 682-7495	

While on campus, alcohol can be consumed in residence rooms. Consumption of alcohol is not permitted outside of residence rooms.

Campus Bookstore

- Located in the Plaza Building 2006 (see campus map)

ATMs/Bank Machines

ScotiaBank ATMs are available on campus in three (3) locations:

- Walker Complex, close to Walker Complex Cafeteria (5 minute walk from Lowenberger Residence Hall)
- Schmon Tower, adjacent to the Tim Hortons coffee shop
- Thistle Corridor, near TH253 (near the e-learning classroom)

Postal Service & Shipping

- Stamps are available in the Subcetera Store in Welch Hall.
- Shipping & Receiving is located in the MacKenzie Chown Building, Block G. To access this department, you must approach from outside of the building, via Greenhouse Lane (see campus map).

Location of Coffee Shops

If you know anything about Canada, you will know Tim Hortons (a national coffee chain) is VERY important, even to the national identity. While there are three Tim Hortons locations on campus, the only location open during OBTC will be the Schmon Tower Main Lobby location – Monday to Friday from 8am to 4pm. At Tim Hortons, you can buy freshly brewed coffee, iced cappuccinos, flavoured teas, donuts, muffins, tea biscuits, cold beverages, yogurt parfaits and more.

Lost and Found

- If you have lost something, please call Conference Services (e. 1-3369) and they will call security.

Local Public Transportation

- St. Catharines/Thorold Transit: 905-685-4271
- Niagara Falls Transit: 905-356-1179
- Coach Canada: 1-800-461-7661

Local Public Taxis

- Central Taxi: 905-685-3730
- 5-0 Taxi: 905-685-5464

Airport Shuttles

- **NIAGARA AIRBUS**
PHONE: 905-374-8111; Toll-Free: 1-800-268-8111
WEBSITE: <http://www.niagaraairbus.com/>
- **A.A. Taxi**
PHONE: 905-321-3206 or 905-735-8294
WEBSITE: <http://www.taxiniagara.com>
EMAIL: taxiniagara@gmail.com

OBTC 2012 Reviewers

A

Akella, Devi
Alexander-Houle, Darlene J.
Amoroso, Lisa M.
André, Rae
Angelotti, Maren
Audebrand, Luc K.
Axe, Jo
Axelrod, Ruth H.

B

Bandow, Diane
Barrow, Lisa M. S.
Bates, Kathleen D.
Beatty, Joy
Becker, William
Bennett, John L.
Biberman, Jerry
Bradley, Thomas P.
Bright, David S.
Brown, Shannon
Bull Schaefer, Rebecca Ann
Butler, Deborah
Butler, Frank C.

C

Cawsey, Thomas
Clarke, Janine Lynn
Colbert, Barry
Corwin, Vivien
Coyne, John
Crowne Brannen, Kerri
Cundiff, Nicole L.

D

Daniel, Francis
Davenport, Shaun Wesley
de Janasz, Suzanne
Dean, Roger Alan
DiDomenica, Bessie
Dobson, Joe
Dunn, Mary B.
Dunn-Jensen, Linda
Dyck, Loren R.
Dykman, Charlene

E

Edelson, Steven Alan
Erskine, Laura

F

Farmer, Kevin
Fearon, David S.
Fender, C. Melissa
Fertig, Jason

Finn, Dale
Fluegge Woolf, Erin
Fogelman, Martin L.
Forbes, Ben
Forray, Jeanie
Freed, Jann
Friedman, Jonah

G

Garcia, Joseph
Giroux, Lance Marquardt
Gonzalez, Carlos B.
Greene, George R.
Greengerg, Ellen

H

Hagen, Marcia
Hair, Rose
Hannah, Christina Ann
Hanson-Rasmussen, Nancy J.
Harney, Brian
Herring, Robert
Higgins, M. Eileen
Hiller, Tammy Bunn
Hillier, Jan
Hopkins, Kay Marie
Hrivnak, George
Huonker, John

I

Ingols, Cynthia

K

Kamsaris, Dimitrios
Kaplan, David
Kay, Avi
Kayes, Christopher
Kemp, Gillian
Kenworthy, Amy
Knott, Melissa
Kochanowski, Susan M.
Kwan, Andy Sui-On

L

Lawler, Sue
Leigh, Jennifer S.
Lesko, Ashley
Levitt, Kenneth
Long, Lori
Lovelace, Kathi J.
Luechtefeld, Ray
Lund Dean, Kathy

M

Malleck, Jill

Markarius, Erin
McCarthy, John
McDonald, Mark
McKechnie, Sharon
Messer, Tracey
Moore, Daniel
Murray, Jane

N

Neville, Mary Grace

O

O'Brien, James
O'Connor, Dennis
Olalere, Anthony

P

Palanski, Michael
Parent, Jane
Parise, Salvatore
Passarelli, Angela
Peterson, Tim O.
Phillips, Laura
Phillips, Mark
Pujari, Pankaj

R

Reynolds, Burt
Rhee, Kenneth
Rollag, Keith Wesley

S

Salva, Peithe Ma
Scherwin, Vicki
Selter, Joseph
Sen, Salil K.
Shea-Van Fossen, Rita Jeanne
Siegall, Marc
Sigler, Tracey Honeycutt
Sims, Jonathan P.
Sleeth, Randy
Spee, James
Spence, Kirsty
Stark, Gary
Stark, John B.
Starks Lawrence, Katherine I.
Stewart, Daniel
Stickney, Lisa T.
Stratton, Micheal

T

Taifi, Nouha
Tan, Joo
Tomlinson, Edward
Tyran, Kristi Lewis

V

Verbos, Amy Klemm

W

Wagenheim, Gary
Weems-Landingham, Velvet L.
Wheeler, Jane V.
Willness, Chelsea
Wolf, Paige

OBTC 2012 Exhibitors

Visit them in Academic South, near AS 215—217

Times: Thursday 8am—5pm, Friday 8am—5pm, Saturday 8am—11:30am



Irwin



Past and Future OBTC Sites:

- | | | |
|---|---|----------------------------------|
| 1974 Stanford University | 1988 Loyola Marymount University | 2002 Chapman University |
| 1975 Southern Methodist University | 1989 University of Missouri at Columbia | 2003 Western New England College |
| 1976 Harvard University | 1990 University of Richmond | 2004 University of Redlands |
| 1977 University of Toronto | 1991 Western Washington University | 2005 University of Scranton |
| 1978 University of South Carolina | 1992 University of Calgary | 2006 Nazareth College |
| 1979 University of Cincinnati | 1993 Bucknell University | 2007 Pepperdine University |
| 1980 University of Southern California | 1994 University of Windsor | 2008 Babson College |
| 1981 Harvard University | 1995 Western Illinois University | 2009 College of Charleston |
| 1982 Case Western Reserve University | 1996 Keene State College | 2010 University of New Mexico |
| 1983 University of Oklahoma | 1997 Case Western Reserve University | 2011 Marquette University |
| 1984 Brigham Young University/Boise State | 1998 University of LaVerne | 2012 Brock University |
| 1985 University of Virginia | 1999 New Mexico State University | 2013 UNC Asheville |
| 1986 Pepperdine University | 2000 West Georgia State University | |
| 1987 Bentley College | 2001 James Madison University | |

Wednesday, June 20

Wednesday, 3:00pm—9:00pm in Lowenberger

Welcome & Registration

Check in for the conference, meet up with old friends, and pick up your goody bag as we prepare for yet another fantastic OBTC experience!

Wednesday, 5:30pm—7:00pm in Walker Complex Courtyard

BBQ Dinner

Welcome OBTC friends and colleagues you haven't seen for some time at the opening 2012 OBTC dinner! Our BBQ buffet dinner will be held in the Walker Complex Courtyard, followed by our opening session in Academic South (AS) 204.

Wednesday, 7:00pm—9:00pm in Academic South—204

Opening Session

The OBTS planning committee will facilitate an interactive and fun discussion based activity that explores our conference theme of Sustainability (Sustaining Ourselves, Students, Community, and Global World). As OBTC is set in St. Catharines, Ontario, Canada this year, you will be challenged to know some things about this fine nation! In this session, we intend to lay the ground for some provocative thoughts and discussions about sustainability and leave you with a little more knowledge of Canada than when you arrived.

Wednesday, 9:00pm—11:00pm

Captain John's, located in Decew Residence Hall

Jim's Place

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

Thursday, June 21

Thursday, 7:00am—8:30am in Lowenberger Dining Hall

Breakfast

Breakfast will be held in the Lowenberger Residence Hall, situated at the southwest corner of the Brock campus, nestled amongst our Village Residence townhouses. You will use your swipecard to enjoy all-you-can eat buffet style dining, including a variety of hot entrées, fresh fruits, and vegan options. Lowenberger Dining Hall is filled with light and very close to our conference sessions. The dining hall is not guaranteed as a "nut-free" facility; however, every effort is made to label foods accordingly.

Thursday, 8:30am—9:00pm in Welch—327

Short and Tweet: Using Twitter to Sustain Student Interest in Very Large Classes

Martin L. Fogelman, *University of Albany—SUNY*

Sustaining student interest in the classroom and particularly beyond it is a challenge we all face. The difficulty of exciting students' passions intensifies as class sizes swell into the hundreds, a common situation given today's limited budgets. Though Twitter updates are limited to 140 characters and the service is known for its eccentric and superficial content, it *can* be a tool for serious learning. Despite its imperfections and inherent risks, this addictive runt of the social media litter can help immerse students—even those not easily engaged—in the theories and applications of a very large lecture-hall survey class.

Thursday, 8:30am—9:00pm in Welch—317

Have it Your Way: Student-selected Learning Tools and Their Effects

Laura Phillips, *Abilene Christian University*

Can students really design their own learning experiences? This session looks at a statistics course in which students create their own learning experience from a menu of options. Three different classroom models (one traditional and two student-driven models) are applied and compared empirically. In both of the self-selected environments, attendance was not required, and students could take advantage of as few or as many tools as they chose to. This interactive presentation will examine the process of creating the course tools, including samples of the video podcasts. It will also present data measuring the impact of the tools on learning.

Thursday, 8:30am—9:00am in Welch 303

More Than Just Big and Little: An Exercise Illustrating The Four C Model of Creativity

Erin Fluegge Woolf, *Southeast Missouri State University*

Creativity research typically concentrates on two approaches: legendary genius (Big-C) or everyday innovation (Little-c). Breaking away from this traditional dichotomous approach to creativity, The Four C Model of Creativity includes two additional components: transformative learning (Mini-c) and professional expertise (Pro-c). In this interactive session, an introduction to The Four C Model of Creativity and its related processes will be followed by an experiential exercise designed to illustrate all four aspects of creativity. Following the activity, examples of previous students' work will be shown, and best practices for conducting the activity will be highlighted.

Thursday, 8:30am—9:00am in Welch 207

Using a Course Project to Develop Students' Virtual Collaboration Skills

Lori K. Long, *Baldwin-Wallace College*

Patricia A. Meglich, *University of Nebraska at Omaha*

This session will explore the need to help students develop skills in collaborating in a virtual environment. The discussion will begin by exploring the growing need for virtual collaboration skills and the educator's role in developing those skills. We will then share a course assignment that required students from two different universities to collaborate on a project that provided the students an experiential opportunity to develop their virtual collaboration skills. Finally, participants will engage in a brainstorming activity to identify opportunities to integrate virtual collaboration skill development into their own courses.

Thursday, 8:30am—9:00am in Academic South—216

A Twist on Traditional Peer Review and Current Events Exercises

Sharon McKechnie, *Emmanuel College*

Teaching organizational behavior means existing in a gray zone with a wide range of correct answers to almost any question. The challenge for teachers is to find ways to support students' learning to analyze and appropriately apply theories. The session proposed in this paper presents a peer review process that develops students' written analysis and promotes discussion across a range of applications. As this process can be used for a range of disciplines and in both traditional and non-traditional classroom settings this session should be of interest to faculty across many disciplines.

Thursday, 8:30am—9:00pm in Welch—208

Sustaining an Interest in Learning Through the Application of High-Performance Coaching Practices in the Classroom

Michael J.B. Read, *University of Victoria*

Academic institutions are increasingly competitive and focused on providing the best education to their students. Professors interact with the students and are the essential link between the university and the student body. To help academic institutions thrive in a competitive market and encourage the recruitment of the top students, professors must provide excellent instruction in the classroom. Using high-performance coaching practices (HPCPs), derived from an athletic coaching approach, may enable those that currently teach in universities to engage students in an enriched learning environment, reinvigorating both parties in the process.

Thursday, 8:30am—9:00am in Welch—203

Reducing Tardiness to Class: A Conversation About Different Approaches to Help Ensure that Students Arrive on Time

Joseph J. Dobson, *Western Illinois University*

Joseph Seltzer, *LaSalle University*

One can try to reduce tardiness by: providing an incentive to arrive early, punishing late arrival, setting class expectations or norms about tardiness or one can simply ignore the issue. We would like to discuss a couple of ideas we have used to address tardiness and then facilitate a conversation among session participants.

Thursday, 8:30am—9:00am in Welch—204

Leveraging International Faculty Experiences: A Narrative for Sustained Engagement and Professional Development

Betty S. Coffey, *Appalachian State University*
Stella E. Anderson, *Appalachian State University*

International faculty experiences provide relevant knowledge and skills that enhance teaching and research effectiveness and at the same time support faculty in sustaining passion and enthusiasm. This interactive session is designed to provide a forum to exchange ideas about global connectedness and explore the role that international experiences could have in supporting comprehensive professional development for faculty in different career stages. Participants in this collaborative session will take away practical insights, advice and suggestions for creating and sustaining future faculty development experiences in an international context.

Thursday, 8:30am—9:00am in Academic South—215

Teaching Leadership: One Experience at a Time

Nicole L. Cundiff, *University of Alaska Fairbanks*

This session will take the audience through a process of discovering how to teach leadership theory through experiential learning. This holistic approach to leadership pedagogy focuses on the learner's experiences with leadership by self-reflection and engagement while also bringing in modeling applications through an examination of local leaders. Leadership theory is enhanced through the experiential discovery and social learning processes. This session portrays a leadership course that gives students various perspectives of leadership theory, allowing for better understanding of personal leadership styles and insights into becoming a more effective leader.

Thursday, 8:30am—9:00am in Welch—324

Student Academic Engagement and its Impact on Learning: Drawing Implications from the Social Science Research Council Data

Mark D. Cannon, *Vanderbilt University*
Dayle A. Savage, *Vanderbilt University*
Brian A. Griffith, *Vanderbilt University*
Deborah Butler, *Georgia State University*

This session briefly shares alarming findings regarding undergraduate academic engagement and its impact on learning (from the Social Science Research Council), including: Impact of college on learning (critical thinking) – 36% of students showed no increase across four years; Studying with peers (versus alone) was negatively associated with learning; Limited time students spend studying – 12 hours per week on average; High faculty expectations and course rigor were positively associated with learning. The remainder of the session is dedicated to discussion of implications of these findings for our teaching, course design, and programs.

Thursday, 9:15am—10:15am in Welch—317

The Power of 10,000: Sustaining Students Understanding of the Grading System

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

Are you tired of trying to explain to students that an assignment worth 10 points out of a 100 total points in the course is a significant assignment in the overall grading structure? Do you have students who regularly try to convince you to just give them 10 more points so they can earn a better grade? If so, you are likely using the wrong overall base points in your course. This short but powerful session will introduce you to a new way of assigning points which will increase the importance in students' minds of your course and its assignments.

Thursday, 9:15am—10:15am in Welch—327

Going Where They Are: Balancing Pace, Process and Content in the Executive Classroom

Suzanne de Janasz, IMD

Maury Peiperl, IMD

“Go where they are,” a wise professor of executive education once proclaimed. Easy to say! We might expect some uniformity in the backgrounds of a typical MBA class, but executive participants are more diverse. Their experiences vary, but expectations are similar: brilliant content, moving experiences, and a return on their investment. Preparation and delivery for the executive classroom mean selecting the right content, appropriate process, and a pace that neither drags nor leaves people behind. This session uses scenarios (ours and participants’) to understand past mistakes and hone the art of balancing pace, process, and content.

Thursday, 9:15am—10:15am in Welch—303

Global Organizational Behavior (OB) Issues: A “Tale of Two Countries”

Kathi J. Lovelace, Menlo College

Jane D. Parent, Merrimack College

Deborah R. Litvin, Bridgewater State University

In this session we present a team project where students analyze global organizational behavior issues by collecting primary (i.e., interviews) and secondary research about two countries in a region of the world other than the U.S. and Western Europe. Participant teams will examine student examples, make their own connections with OB concepts, and compare these applications with the concepts students and other participants identified. Student feedback data from five courses is discussed, as are best practices for managing the project and assignment variations. Session participants receive instructions for using the team project.

Thursday, 9:15am—10:15am in Welch—204

Sustaining the PRME

Jeanie S. Forray, Western New England University

Jennifer S. Leigh, Nazareth College of Rochester

This session focuses on faculty development challenges with respect to the Principles of Responsible Management Education (PRME), an initiative of the United Nations Global Compact (see <http://www.unprme.org/>) and provides a forum for participants to discuss activities, courses, and curricular innovations related to the PRME. In addition, this interaction session provides a networking opportunity for those integrating PRME topics into their courses, and offers a venue to brainstorm strategies for promoting partnerships and enhancements necessary for PRME to flourish.

Thursday, 9:15am—10:15am in Welch—208

Experiential Learning in the Classroom: A Unique Approach to a Real World Application

Jane V. Wheeler, Bowling Green State University

Amelia S. Carr, Bowling Green State University

Target Corporation hired our undergraduate students to work on a semester-long project. The week before finals the students presented their findings. This project is unique because two different types of classes were combined to complete the work. The students in each class provided special skill sets and represented different stages in their academic careers. A classroom lecture can only hint at the resulting learnings. In this session we will present in the students’ own words what happened and what was learned. We will also explore how experiential learning theory can be used to understand the underlying learning process. Finally, we will discuss with the session participants their own efforts at creating those unforgettable learning experiences and how any future learning associated with these efforts can be insured.

Thursday, 9:15am—10:15am in Welch—207

Sticks and Stones Can Break my Bones, and Words CAN Hurt Me: The Irony of Caring Too Much

Kathy Lund Dean, Idaho State University

Charles J. Fornaciari, Florida Gulf Coast University

Have you ever been surprised by a student’s negative reaction when you went out of your way to help? In this session we explore the ironic experience of being evaluated negatively by students when we’re spending extra energy showing we care about them. After sharing our own experiences, we utilize multiple literatures that help explain what’s going on. Participants will share their examples in break out groups, with active observers providing detailed ‘diagnosis’ feedback using a literature-based rubric. We offer coping techniques and root-cause discussion to replenish our emotional reserves and *sustain ourselves*.

Thursday, 9:15am—10:15am in Welch—203

A High-Engagement, High-Risk, Maybe-Magic Opening Class

Lee G. Bolman, *University of Missouri-Kansas City*

The session will demonstrate an engaging, experiential, problematizing approach to the first minutes of an opening class. The model is simple in concept (though not so simple to execute). The instructor will pose a question about how to proceed. The opening undermines conventional expectations about an instructor's (or a presenter's) responsibilities and about how instructors should conduct a class, so that the educational vessel immediately leaves a safe and familiar harbor and heads out to sea toward an unknown destination, carrying a crew with a variety of ideas about whether the trip is a good idea and where the ship should go from here. Some may try to persuade the captain to act like a captain, while others support him and still others question his effectiveness. The fixed becomes fluid, creating space for a dialogue between captain and crew that would be less likely to occur otherwise. This raises new possibilities for learning and the instructor/student relationship and for the roles that each will play in the learning process. The session will be a highly engaging and involving experience.

Thursday, 9:15am—10:15am in Welch—324

Mobile Role Play Technology for Education (and Research)

Ray Luechtefeld, *University of La Verne*

Bring your laptops and take an engaging peek "under the hood" at a technology (in alpha testing) for delivering role-play simulations and other approaches to OB training (and research) via mobile devices. Audience members will participate in examples of how the technology can be used and be introduced to the steps to implement a role-play simulation in (or out) of the classroom. You'll be invited to design your own simple role-play using your laptop and the online system, and to further development by using the system and providing feedback and comments. Finally discuss implications and features you'd like to see.

Thursday, 9:15am—10:15am in Academic South—216

Handling an Ethical Issue

Kerri Crowne Brannen, *Widener University*

C. Melissa Fender, *Holy Family University*

In December a question was posted on the OBTS listserv looking for feedback on how to handle an ethical issue. The posting generated a lot of online discussion about ethical issues, academic integrity violations and creating teachable moments. This session aims to provide a forum to continue this discussion. Participants will be asked to share their personal experiences and/ or their concerns about handling ethical issues. A portion of the session will also be dedicated to developing ideas for how to create teachable moments from these situations. Participants are encouraged to bring a copy of their institution's Academic Honesty Policy.

Thursday, 9:15am—10:15am in Academic South—217

Change Tools for Organization Change: Expanding our Sustainable Toolkit

Gene Deszca, *Wilfrid Laurier University*

In teaching organization change, we find that most of managers and students learn best by having specific change tools that they can apply to concrete situations. Join in a lively discussion on what should be in a change leader's bag of tools; particularly those that help transform organizations into long term sustainable entities. The presenters will share their toolkit ideas and where they think these tools will be effective in the change process. Participants will be asked to do the same. The session will close with reflection on energy creating (exothermic) tools and processes.

Thursday, 9:15am—10:15am in Academic South—215

Macro-OB Can Be Fun, Too! Engaging Students in Organizational Structure

Erin Makarius, *Canisius College*

Gordon Meyer, *Canisius College*

This session introduces an exciting activity to teach a macro-OB topic that is traditionally lackluster - Organizational Structure. Using five teams each running a different 'organization', this workshop illustrates how to engage students in applying Mintzberg's structural configurations. This experiential exercise is useful for an activity in both introduction to management and organizational behavior courses. Takeaways will include an interactive trial of the activity, instruction sheets for implementing the activity in the classroom, and a discussion about engaging students in macro topics like organizational structure.

Thursday, 10:15am—10:45am in Academic South

Refreshment Break

While you enjoy a mid-morning beverage in the Academic South hallway (close to AS15-AS217 lecture halls), stop by the publishers' booths in this same spot. Also enjoy food and beverages in this same location mid-afternoon as you move from session to session.

Thursday, 10:45am—12:15pm in Academic South—215

Making the Professional Personal

Lisa M. Amoroso, Dominican University

The session seeks to ignite passion among educators for *making the professional personal*. I twist the feminist slogan to suggest that we have much to gain by examining the interaction of our personal lives with our professional careers. MBAs are taught formal strategies to improve work-family balance (such as flex-time). Rarely though, are informal strategies covered. While these informal strategies seem personal and idiosyncratic (see two examples below), they can have a great impact on work-family balance. I hope we examine and debate these strategies, as well as look for common threads across them, drawing heavily on the personal and professional experiences of the participants.

Thursday, 10:45am—12:15pm in Academic South—217

From A to Z in OB: Awareness as the Sustainable Foundation to Zeal

Joan Marques, Woodbury University

Jerry Biberman, University of Scranton

Satinder Dhiman, Woodbury University

Our perception about the quality of our lives is highly congruent with our awareness. It all depends on the way we decide to perceive our experiences, how we approach our co-workers, what internal language we use to motivate or discourage ourselves, and how we decide to amplify and maintain this awareness. Based on a longitudinal study on Buddhist psychology in the workplace, the presenters of this PDW will focus on the often disputed notion that increased awareness can lead to *sustained happiness*, in- and outside of the workplace. In this session, the concept of "workplace" also pertains to the classroom. How can we, OB professors, sustain our passion, compassion, and overall sense of purpose in our course facilitations? How can we encourage our students toward greater enthusiasm in our course? How can we plant the seed of sustained happiness and focus on general well-being, so that it gets carried forward when our students move into the world of work? Come and explore the answers with us. Let us meditate on it, and share insights. Let us challenge ourselves and dialogue toward a solution or toward greater confusion: they're both healthy and appreciated.

Thursday, 10:45am—12:15pm in Academic South—216

Meet the Editors of the Journal of Management Education

Jane Schmidt-Wilk, Maharishi University of Management

Jon Billsberry, Deakin University

Joy Beatty, University of Michigan—Dearborn

Jeanie Forray, Western New England University

Cindi Fukami, University of Denver

Janet Gillespie, Journal of Management Education

Jennifer S. Leigh, Nazareth College of Rochester

Kathy Lund Dean, Idaho State University

Dannie Talbot

The year 2012 marks a transition in the editorship of the Society's *Journal of Management Education*. Come meet the new editorial team and hear the Incoming Editor's exciting vision and plans for the Journal. Then, in an interactive Q&A session, learn how to turn your OBTC conference contributions into management education publications: what to submit, how to submit, what editors look for, and how to craft a response letter.

Thursday, 10:45am—12:15pm in Welch—203

Gather Around the (Low-Carbon/High-Efficiency) Experiential Fire

George Hrivnak, Bond University

Jennifer S. Leigh, Nazareth College of Rochester

David Fearon, Central Connecticut State University

Goli Sadri, California State University—Fullerton

Vicki Scherwin, California State University—Long Beach

Ray Luechtefeld, University of Laverne

M. Eileen Higgins, Franklin & Marshall College

Bob Herring, Winston-Salem State University

Mary Grace Neville, Southwestern University

Amy Kenworthy, Bond University

Deborah Pembleton, College of St. Benedict

Rose Hair, Nazareth College

Gather around the experiential fire once again to experience and enjoy a collection of engaging experiential exercises from a number of presenters in a "speed dating" format. This session includes exercises on team issues, leadership, active listening & dialog, course standards, team building, social perceptions and bias, leadership, cross-cultural communication and cultural bias. The full details for using these exercises are available in the Proceedings.

Thursday, 10:45am—12:15pm in Welch—204

Sustaining our Passion and Engagement through Values Alignment

Tammy Bunn Hiller, *Bucknell University*

Aligning our work with our values helps sustain our passion for and engagement in teaching. This experiential session will help to identify the work-related values that are most important to us, the extent to which they are currently being met in our teaching and other work, and ways to enhance our values-work alignment. Participation in this session should give you a deeper understanding of your own values priorities and concrete ideas about how to better align your day-to-day work with your values. Added bonus: you'll learn an experiential exercise that is terrific for teaching about values and personal career management.

Thursday, 10:45am—12:15pm in Welch—207

Philosophising About Philosophy Courtesy of US Forensic Crime Series 'Bones'

Brian Harney, *Dublin City University*

Philosophy is the bedrock of all understanding and explicitly informs all management theory. Nonetheless, philosophical discussions are strangely absent in mainstream texts. In an effort to provide a more practical lens to examine the role and impact of philosophical paradigms this session utilises an episode of US forensic crime series 'Bones'. At the heart of the episode is a distinction between positivist and interpretivist science, and the relative merits and limitations of each in the pursuit of scientific progress. In particular, the evolution of lead character Dr Brennan's perspective over the episode provides a critical platform to philosophise about philosophy.

Thursday, 10:45am—12:15pm in Welch—303

Management Skills Taught and Sought: A View into the Nonprofit World

Candace Thier, *Argosy University, Schaumburg*
Virginia Carlin, *Argosy University, Schaumburg*
Wayne Stone, *Argosy University, Schaumburg*

This is an engaging and informational session designed to generate discussion about sustainability through relevance of management curricula and real world practices. Research by Rubin and Dierdorff (2009) examine disconnection between MBA program curricula and management skills sought by organizations. This session begins with a brief review of Rubin's and Dierdorff's (2009) study; the group will engage in discussion of how their findings might be anticipated to be applicable or non-applicable within the world of nonprofits. Results of Thier's (2011) research will be presented and the potential for the findings' influence on non-profit management and future research will be explored.

Thursday, 10:45am—12:15pm in Welch—317

Rules of Engagement: A Model for Teaching About People Problems and Problem People

Lee G. Bolman, *University of Missouri—Kansas City*
Joan V. Gallos, *University of Missouri—Kansas City*

This session explores the question of how we can better equip our students to understand and respond effectively to people problems and problem people. It uses a case example of a bully in an academic context as the vehicle for exploring the newly-developed "Six Rules of Engagement" model that provides behavioral guidelines for dealing with a broad range of challenging people issues. After developing and illustrating the "Six Rules" through the case discussion, the presenters will facilitate a discussion of the model's content, the case discussion experience, and the model's usefulness and teaching implications. The session also offers opportunity for participants and presenters to explore their own teaching experiences and methods for teaching about people issues at work. Participant takeaways include the "Six Rules of Engagement" model, exposure to the use of case discussion as a vehicle for presenting and applying conceptual material, and new ideas for teaching about people issues.

Thursday, 10:45am—12:15pm in Welch—324

Teaching Sustainable Skills in Team Effectiveness: Instilling an Enduring Competency

James A.F. Stoner, *Fordham University*

Kent D. Fairfield, *Fairleigh Dickinson University*

Dale M. Finn, *University of New Haven*

Every business school uses student team projects, but student learning about team effectiveness can be intermittent and inconsistent. This workshop offers a live simulation of an approach to teaching teamwork that can be infused into students' first OB or Management course, along with suggestions on how the learning can extend throughout the rest of their UG or graduate program . . . "with a little help from your friends." And it takes almost no class time, even in that first course. Really.

Thursday, 10:45am—12:15pm in Welch—327

Teaching Vision: An Essential Step for Sustainable Change

Cynthia A. Ingols, *Simmons College*

If we are to thrive in the future, we will need new visions to sustain us. And, yet, Kouzes & Posner report that "inspiring a shared vision" ranks the lowest amongst their five leadership practices when managers receive 360 degree feedback. Using the film *Pray the Devil Back to Hell* I will demonstrate how I teach vision through the inspiring story of women in Liberia who created a vision of peace and changed their country. In the debrief, we will decode the actions of the Liberian women into doable action steps for students to learn how to develop and implement their own visions for sustainable change.

Thursday, 12:15pm—12:45pm in Academic South—216

JME Editor Reception

Jane Schmidt-Wilk, who has been the editor of the Journal of Management Education has completed the successful term of her office and is now transitioning out from her position. Please come and celebrate her accomplishments and success with our President Rae André and the rest of the board and JME editorial staff.

Thursday, 12:15pm—1:45pm in Guernsey Market

Lunch

Lunch will be held in the Guernsey Market, located in the lower floor of the Schmon Tower. The "Marketplace" features a wide variety of fresh, local food and gourmet items designed to satisfy everyone's appetite. The center of the Market features a unique 360 Degree Mongolian Grill with display cooking. Here you will use your swipecard, which entitles you to an appetizer (soup/salad), entrée, a fountain beverage, and dessert (baked good/fruit).

Thursday, 1:45pm—2:45pm

Sustainable Conversations

We all have a special passion for a topic that is deeply rooted in teaching, but we might not get a chance to share and build on our ideas throughout the year. So, this is an opportunity for everyone to get involved in a special experimentation for this year's OBTC. We are forming the special interest groups in this conference and the idea is to sustain our conversations throughout the year. Please come and join the folks with kindred spirits for this session so that we can get the conversation started. Each interest group will be facilitated by a board member, and we will distribute the list of the interest groups and their meeting locations during the Wednesday's opening session.

Thursday, 3:00pm—4:00pm in Academic South—215

Leadership is Action, Not Position: Using Leadership Experiences in a Leadership Capstone Course

Kristi Lewis Tyran, *Western Washington University*

Tracey Honeycutt Sigler, *Northern Kentucky University*

Teaching leadership through textbooks, lectures and in-class exercises only goes so far in developing leadership skills. In this session, we discuss two courses that use three types of "action projects" that require leadership students to participate in an external (outside of the Academic setting) leadership experience to apply leadership concepts and skills. In one course, students find their own practicum or internship at a for- or non-profit organization in which to lead others in a project. In another course, students work with a community partner as a collaborative leader on a project of the community partner's choosing. These experiences provide students with opportunities to apply skills and reflect on their own leadership abilities throughout the process of working in an external setting.

Thursday, 3:00pm—4:00pm in Academic South—216

Curriculum Design Workshops: A Tool to Help Navigate the Politics of Curriculum Change

Keith Wesley Rollag, *Babson College*

P.J. Guinan, *Babson College*

In this session we will demonstrate a group-based exercise we used to help solicit curriculum design ideas and tradeoffs for a recent MBA core curriculum revision at our institution. Participants will choose (or create) paper strips containing discipline-based and integrated courses and attach them to a curriculum map (on poster board). The exercise allows design groups to be creative in developing an innovative curriculum, but also forces them to make and articulate design tradeoffs to fit their course ideas into a constrained core size. Through the design workshops we had 7 faculty teams and 11 student teams create core curriculums, and subsequent analysis and presentation of the 18 designs to the entire faculty helped clarify stakeholder input and quickly converge on a final design with more focused debate, greater use of data-based decision-making, and less of the inevitable politics and advocacy associated with curriculum change.

Thursday, 3:00pm—4:00pm in Welch—204

Recognizing and Acknowledging Privilege: An Experiential Exercise

Michael T. Stratton, *UNC Asheville*

Mark Julien, *Brock University*

Lynne Prout, *Brock University*

This engaging and interactive session will allow participants to identify the ways that the concept of privilege (i.e. the notion that groups of individuals such as white, heterosexual males have enjoyed certain implicit benefits because of these social identity characteristics) has impacted their lives. Furthermore, we will explore how privilege can be used to help contextualize discussions in a human resource management (HRM) course on equity and diversity. We will also solicit ideas from participants on other ways that privilege may be introduced to help educate our students so they, as future managers and thought leaders, can strive for a more inclusive workplace.

Thursday, 3:00pm—4:00pm in Welch—207

The Art of Learning: A Sustaining Approach to Teach Introductory Business Concepts

Kay Marie Hopkins, *North Dakota State University*

Tim O. Peterson, *North Dakota State University*

This is a session designed to share with you a practical assignment based on experiential learning for the business classroom. Students craft creative video media works that demonstrate introductory business concepts. The videos are then used as teaching material for courses with the author's peers. Time will allow for breakdown of the assignment, grading suggestions, several examples, and best practices.

Thursday, 3:00pm—4:00pm in Academic South—217

Once Upon a Time...

Joan Marques, *Woodbury University*

Jerry Biberman, *University of Scranton*

Satinder Dhiman, *Woodbury University*

....there was an OB course that was enriched with stories: old stories, new stories, funny stories, sad stories, long stories, short stories, stories about real life and fictional stories, stories from contemporary times, and stories from long ago, stories about here and now, and stories about then and there, stories that were easy to understand and stories that required deep thinking; stories from different cultures, and stories as metaphors. This OB course always attracted a lot of students, because students, like all of us, love stories. Stories awaken the child in us, and polish our internal genius. Stories spark our imagination, and playfully sharpen our critical and creative thinking. When we tell stories, we inspire others to reflect and to tell us stories as well, which we can then tell to others later. Storytelling is an ancient art that works till today, and that is exactly how it has proven its sustainability. OB, as a topic, provides a fertile ground for stories, because it pertains to human behavior. Using the book "*Stories to Tell Your Students*", an OBTC inspired project, as foundation, we will share some stories with you, and invite you to share some with us in return: stories that are useful in OB, and that will remind us how cool stories can be to fuel our interest in our course, inspire our students and present important issues in a sustainable, magnetizing way.

Thursday, 3:00pm—4:00pm in Welch—324

Sustaining Diversity Learning Through Experiential Exercises

Kathy Duncan, *University of La Verne*

This highly interactive session explores experiential exercises that teach diversity theory for application in organizational settings. A role-play based exercise will be presented to illustrate invisible social identities. Participants will then be asked to share exercises and resources that they have used to teach diversity in academic or organizational settings.

Thursday, 3:00pm—4:00pm in Welch—303

Using a Web-based Multi-Player Prisoner's Dilemma in the Classroom

Steven Alan Edelson, *Walsh University*

This interactive session is broken into two portions. In the first portion, a web-based multi-player prisoner's dilemma simulation is presented to attendees (MPPD) who participate in a live simulation of the MPPD. Upon conclusion of the simulation, the second portion of this session is an open discussion on how to integrate this simulation into various classroom settings calling for ethical decision-making and sustainable negotiations in various classroom settings.

Thursday, 3:00pm—4:00pm in Welch—317

Dangerous Waters: Navigating Through Political Situations that Threaten Careers

Kenneth Levitt, *East Stroudsburg University*

Jerry Biberman, *University of Scranton*

Howard Fero, *Albertus Magnus College*

If we are to sustain our positions within the colleges and universities where we teach, then we need to learn how to navigate successfully through sticky political situations. Our careers literally depend on our ability to behave in ways that protect our interests while at the same time winning the support of key people within the university. Through guided meditation, role plays, and group discussion, this session will enable participants to think through their previous political behavior and develop new strategies that can be used to handle politically charged situations. Teaching notes for classroom use are provided.

Thursday, 3:00pm—4:00pm in Welch—327

Bradford Teaching Award Colloquy with Carolyn Egri: Teaching about Sustainability and Corporate Responsibility

Here is the chance requested by past OBTC participants to "talk teaching" with the 2012 Bradford winner. Following from her OBTS Webinar ("Carolyn Egri's Evolving Teaching Career: Her Story Can Be Your Story"), Carolyn will continue the discussion of how she teaches sustainability across a wide spectrum of learners – from undergraduates to managers in resource-based industries, in North America and internationally. Bring your concerns, curiosities, and convictions to propel the conversation about teaching rapidly changing topics in sustainability and corporate responsibility.

Thursday, 4:30pm—9:00pm

Thursday Night Event: An Evening at the Falls

4:40pm: Bus Departs Brock for Niagara Falls

5:00pm: Arrive at Maid of the Mist in Niagara Falls

7:15pm: Bus Departs Maid of the Mist to travel to Carpaccio's in the Falls

7:30pm to 8:30pm: Dinner at Carpaccio's

8:40pm: Bus departs Carpaccio's to return to Brock

Thursday, 9:00pm—11:00pm

Captain John's, located in Decew Residence Hall

Jim's Place

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

Friday, June 22

Friday, 7:00am—8:30am in Lowenberger Dining Hall

Breakfast

Breakfast will be held in the Lowenberger Residence Hall, situated at the southwest corner of the Brock campus, nestled amongst our Village Residence townhouses. You will use your swipecard to enjoy all-you-can eat buffet style dining, including a variety of hot entrées, fresh fruits, and vegan options. Lowenberger Dining Hall is filled with light and very close to our conference sessions. The dining hall is not guaranteed as a “nut-free” facility; however, every effort is made to label foods accordingly.

Friday, 8:00am—8:45am in Academic South—217

Group Project Survival Guide: Online “Talking PowerPoint” Resource for Students and Instructors

Keith Wesley Rollag, Babson College

In this session I will briefly present and demonstrate the Group Project Survival Guide, a series of publicly-available “Talking PowerPoint” presentations to help students with group effectiveness, managing group conflict, and dealing with problematic teammate behaviors such as free riders and dictators. The guide includes 21 interconnected presentations, each 3-5 minutes long with extensive graphics, animations, professional voiceovers, and follow-up quizzes. I will also discuss how to develop your own “Talking PowerPoint” presentations using technologies such as Adobe Presenter, as well as lead a general discussion on how best to provide sustainable support to student project groups.

Friday, 8:00am—8:45am in Academic South—203

Emotions at Work

Rebecca A. Bull Schaefer, Gonzaga University
Michael E. Palanski, Rochester Institute of Technology

Sustaining a work group’s mood can be emotionally laborious. The purpose of this session is to demonstrate a simple in-class exercise on emotional contagion. Within multiple undergraduate and graduate courses in management, organizational behavior, and negotiations, the authors have used this exercise to demonstrate how easily emotions are transferred from leaders to members in small groups. Participants will experience the exercise and debrief its usefulness to help future leaders learn to use emotions more effectively at work or during negotiations. Additionally, take home sample tools will be provided for use in classes.

Friday, 8:00am—8:45am in Academic South—216

See One, Do One, Teach One: Using Student-Produced Cases to Learn About Decision Making

Laura Erskine, Illinois State University

This informative and interactive session explores a field based, team project in the context of a decision making course. Students use the case method throughout the semester to explore issues of organizational decision making and then write (and teach) a case of their own during the second part of the semester. This session provides a description of the assignment, samples of student artifacts, and guidance for implementing this exercise in other classrooms.

Friday, 8:00am—8:45am in Welch—204

Documenting Teaching Effectiveness Through Semester Reports: A Succinct Practical Method to Sustain Pedagogical Momentum

Edward Tomlinson, West Virginia University
Elizabeth Tomlinson, West Virginia University

We use the phrase “sustaining pedagogical momentum” to refer to how instructors systematically develop objectives for their teaching, evaluate their progress in obtaining those objectives, and use this evaluative feedback to further enhance the quality of instruction. Although measures of teaching effectiveness are central to this process, instructors often rely on student evaluations (quick and easy to collect, yet deficient) and/or extensive portfolios (time consuming to prepare). Somewhat analogous to a company’s “annual report,” we propose a Semester Report as a succinct yet encompassing tool that can be used to document teaching effectiveness.

Friday, 8:00am—8:45am in Welch—207

Early Perspectives on Academic Career Development: An Integrative Look at the OBTS Doctoral Institute, the Assistant Professor Experience, and the Near Future

James O’Brien, University of Western Ontario

This session considers the OBTS Doctoral Institute, the experience of being an assistant professor, and a brief gaze into the future in an effort to elicit key themes and principles of academic career management. The preferred style of thinking here is personal and bottom-up, and those in attendance will also be invited to share their impressions and experiences to increase understanding and stimulate novel insights. Those at all career stages are welcome to hear and exchange their stories and help build interpretations for themselves and others.

Friday, 8:00am—8:45am in Welch—208

**How can Peanut Butter and Jelly go Together?
Are American Cultural Examples Losing the Inter-
national Undergraduate Students
in US Classrooms?**

Kanu Priya, *Arkansas State University*

Prachi Singh

Gregory P. Tapis, *Augustana College*

This interactive session explores a much overlooked teaching method – that of using metaphors and analogies to teach students in a multicultural classroom filled with both domestic and international students. Using metaphors and examples in classroom instruction is commonplace, however most international students are lost since the examples, analogies and metaphors are all culturally derived and international students cannot related to American examples. Participants are encouraged to bring their own experiences of challenges while teaching such a heterogeneous classroom and exchange ideas on what examples and analogies international students are able to identify with and consequently learn through.

Friday, 8:00am—8:45am in Welch—317

**Blink: Why Engaging Students in the First Ten
Minutes Matters the Most**

Katryna Michelle Johnson, *Metropolitan State Univesrity—
Minneapolis*

Marcia Hagen, *Metropolitan State University—Minneapolis*

Engagement begins the moment a student steps into the classroom. How does the professor set the tone of the class? Are students greeted? Does interaction begin with the students immediately? Research has indicated that the first impressions made with students at the beginning of the course carries its impressions throughout the semester. In the session we will examine factors such as how both verbal and nonverbal behavior can impact student engagement. We will discuss a typology of student engagement that examines collaborative learning, class assignments and mental activities. The presenters will share current research, insights and experiences on the topics. The session is expected to be highly interactive with participants encouraged to share experiences and discuss practices. Participants can expect to leave the session with specific ideas on how make the most of first ten minutes, including the incorporation of collaborative learning in the classroom, making lectures more interactive, and developing interesting and applicable class projects.

Friday, 8:00am—8:45am in Welch—324

**Understanding and Creating Community in the
Classroom: Using Social Networks
to Enhance Learning**

Mary B. Dunn, *University of Texas at Austin*

This session demonstrates how I use social network analysis in the organizational behavior classroom to discuss the network/ relational perspective, enhance understanding of concepts such as culture, change, leadership, and power, assess my attempts to build community within the class, and help me better understand classroom and team dynamics. I demonstrate how I collect social network data from students in the class, compute network statistics, create a sociogram of our class' networks, and use these sociograms to discuss the relational perspective. Finally, I will discuss how instructors can enhance teaching effectiveness by understanding the social networks within their classrooms.

Friday, 8:00am—8:45am in Welch—327

**Transforming a Traditional MBA Program into a
Community, Practical, and Engaged
Learning Experience**

Taggart F. Frost, *Utah Valley University*

It has been critically suggested that some MBA programs are irrelevant and impractical as it relates to their curriculum, teaching, and learning approaches. According to Mintzberg (2004), MBA programs need to be redesigned and transformed from the traditional classroom to a more practice and experienced based approach. An authentic engaged university is a dynamic learning community in which a vigorous and vibrant classroom education is coupled with a realistic and useful community education. To achieve such a synthesized approach to learning, it is essential for the academy to foster an integrative approach across courses, over time, and between campus and community organizations.

Friday, 9:00am—10:00am in Academic South—216

Sustaining Education: Questions of Content versus Process

Charlene Ann Dykman, *University of St. Thomas*
Charles Kenneth Davis, *University of St. Thomas*
Katherine Alexandra Davis, *IBM-MicroElectronics*

This is a highly interactive *thought and dialogue* session focused on the challenges we all face with online education. Session leaders will discuss the fundamental reality that knowledge is now quickly available to everyone through the Internet. Participants will engage in exercises illustrating techniques for using process to teach about content and to give life to static knowledge found online. Business case studies using student role-playing will be discussed. The enhancement of understanding through skilled use of Internet resources will be illustrated. Our group will dialogue to develop understanding of the adaptations needed in order to sustain our roles as educators.

Friday, 9:00am—10:00am in Academic South—217

Promoting Critical Thinking and Active Learning in High-Enrollment Courses

Paige P. Wolf, *George Mason University*
Tiffani R. Chen, *George Mason University*
Abigail Isaac, *George Mason University*

In this workshop, participants will discuss creative strategies for implementing active learning and critical thinking activities in a large course that relies on recitation instructors as well as a one or more faculty members. This approach is commonly implemented in situations where resources are limited in order to efficiently educate large numbers of business majors. However, this non-traditional format introduces challenges for fostering meaningful learning experiences when direct faculty-student contact is necessarily limited. Participants should leave the session with ideas for maximizing the educational value of high-enrollment recitation format courses.

Friday, 9:00am—10:00am in Welch—203

The Seas are Rising: Get your Feet Wet with Three Exercises for Global Sustainability

Rae André, *Northeastern University*

Participants will experience in brief: 1) a highly interactive experiential exercise entitled the Natural World Awareness Exercise, which invites students to explore and compare their attitudes toward the natural world, 2) A class plan for using the online film "Wilderness: the Great Debate" to initiate discussion on environmental versus commercial, and national versus local, values, and, 3) A class plan for using an online radio program to debate the impact of rising seas on various stakeholders. They will also receive the MAGIC KEYS and an invitation to contribute to a fabulous new WEBSITE ON TEACHING GLOBAL SUSTAINABILITY. This session is appropriate both for those who teach an entire course on global sustainability and for those who wish to integrate the topic into another course.

Friday, 9:00am—10:00am in Welch—204

Does Sustainability in Management Education Even Matter?

Jennifer S. Leigh, *Nazareth College of Rochester*
Suzanne M. Coshow, *University of Notre Dame*
Janet McCollum, *Pennsylvania College of Technology*

Does sustainability in management education make a difference in attitudes and behavior? As the world grapples with resource scarcity, more and more attention is given to environmental awareness particularly with regard to sustainability issues in business. Increasingly business schools are including sustainability in their curricula. In a two semester study we assessed the impact of the teaching of sustainability on individual (self-reported) behavior in a range of businesses classes from research methods to information technology to organizational behavior. We briefly discuss the results of the study and share a variety of sustainability education modules and activities.

Friday, 9:00am—10:00am in Welch—207

Sustaining a Learning Community: Creative Collaboration and Dynamic Learning in Action

John F. McCarthy, *Boston University*

Sandra Deacon Carr, *Boston University*

This lively session leverages a dynamic learning model to study creative teams and demonstrate the value and power of collaboration. We have forged successful relationships with faculty and students in several creative performance domains (university singing group, theater troupe, jazz ensemble, dance team, and athletics) for teaching and learning about creativity, teamwork, diversity and leadership in our management classes. Using a combination of live performances and video, we integrate creative teamwork into our core organizational behavior curriculum, which engages students more fully and effectively than traditional pedagogy. We present our model, approach and lessons and seek feedback for future improvements.

Friday, 9:00am—10:00am in Welch—208

Learning While “Occupied”: Management Implications of an Occupy Wall Street World

Mary R. Watson, *The New School*

The last year witnessed an array of global social movements, including the “Occupy” movement. Building on one University’s experience with the “Occupy Wall Street” movement, we will explore how the movement uncovers implicit values in management education. Collectively, we will pose answers to the question – what can we learn from this movement about how we might change what we are teaching, who is teaching it, and how learning should occur? Participants are encouraged to bring their own reflections and materials developed as a result to share at the session.

Friday, 9:00am—10:00am in Welch—303

Making it Personal: Teaching Interpersonal Skills through Simulations

William Becker, *Texas Christian University*

This engaging and thought provoking, session will show participant how and why to utilize computer-based leadership simulations in the classroom. Two different simulations will be demonstrated and discussed. The discussion will include student results, reactions, and outcome measures. Finally, participants will have the opportunity to participate or observe a simulation in action.

Friday, 9:00am—10:00am in Welch—317

Self as Instrument: “On My Edge” Development to Sustain Personal Passion and Motivate Students

Jill Malleck, *Epiphany at Work*

Kirsty Spence, *Brock University*

Management educators, like all academics, may pay more attention to the development of their course content and associated subject matter expertise than to their self-development and personal growth as educator. Using our experience as leadership coaches, we will discuss how Integral Coaching™, a method grounded in human development theory, might also be useful to educators to discover their riskiest – and most rewarding – growth “edges.” We will ask the group to consider how “self as instrument” has relevancy to excellent teaching, and lead participants through a self-discovery exercise, demonstrating how a skilled Coach contributes to one’s ability to learn and grow.

Friday, 9:00am—10:00am in Welch—324

Connecting Today with “Someday”: Practical Ideas for Pro-Social and Relational Job Design in Management Education

Jonathan P. Sims, *University of Texas at Austin*

Kathryn Dekas, *University of Michigan*

Brent Rosso, *Montana State University*

Recent research has explored how relational architecture of jobs can lead to prosocial differences (cf. Grant, 2007). As management educators, we are in the fortunate position to be able to influence the architecture (i.e. design) of our own jobs, particularly when it comes to teaching. This session explores how management educators can sustain our own enthusiasm for teaching by employing methods that strengthen respectful pro-social ties with our students, and link classroom content with students’ past experiences and future aspirations. Presenters will share practical and easily implemented ideas to stimulate small-group discussion.

Friday, 10:00am—10:30am in Academic South

Refreshment Break

While you enjoy a mid-morning beverage in the Academic South hallway (close to AS15-AS217 lecture halls), stop by the publishers’ booths in this same spot. Also enjoy food and beverages in this same location mid-afternoon as you move from session to session.

Friday, 10:30am—12:00pm in Academic South—215

A Journal of Management Education Workshop: Developing Your Reviewing Skills

Jane Schmidt-Wilk, *Maharishi University of Management*

Jon Billsberry, *Deakin University*

Joy Beatty, *University of Michigan—Dearborn*

Jeanie Forray, *Western New England University*

Janet Gillespie, *Journal of Management Education*

Thomas Hawk, *Frostburg State University*

Jennifer S. Leigh, *Nazareth College of Rochester*

Kathy Lund Dean, *Idaho State University*

Dannie Talbot

The *Journal of Management Education*, with 200+ manuscripts submitted annually, is always in need of high quality reviewers. Yet reviewing skills are often not taught in our professional development. Join members of the incoming and outgoing *JME* editorial teams for a workshop highlighting ways to improve manuscript-reviewing skills.

Friday, 10:30am—12:00pm in Academic South—216

Education for Sustainability: The Power of Learning Journeys to Raise Consciousness

Philip Mirvis, *Global Network on Corporate Citizenship*

This session looks at the design of “consciousness raising” experiences in leadership development programs that featured learning journeys, community service, and inquiries into sustainability in the urban U.S., Europe, and Brazil, in rural India and China, in the Emirates, South Africa, and Vietnam, and among aboriginal peoples in Borneo, Paraguay, and Australia. The session makes a case for raising the consciousness of leaders about the social-and-environmental issues and documents the impact of learning journeys on current and next-generation leader’s self-awareness, understanding of others, and engagement with the larger world. We will discuss the logic and design features of journeys for learning sustainability and time will be given for participants to design journeys for their Executive, MBA and undergrad students—whether in faraway lands or closer-to-home.

Friday, 10:30am—12:00pm in Academic South—217

Shut Up and Teach!

Mark Phillips, *Abilene Christian University*

This presentation chronicles the evolution of that beautiful but rarely sighted creature, the “lecture-free” course. The class, a traditional survey course for business majors, was redesigned in 2011 and pilot-taught in 2012. The redesigned course replaces in-class lectures with pre-class exposure to class material, freeing scheduled class-time for active and group learning. The interactive presentation includes the rationale for moving away from lectures, video of the classroom experience, and a step-by-step process that can be used to redesign other courses. Bring your syllabus, course topic list, or course calendar if you want to get started on your own redesign.

Friday, 10:30am—12:00pm in Welch—203

Spinning the Golden Circle in OB: Using the Why- How-What Principle to Sustain Passion, Purpose, and Performance

Joan Marques, *Woodbury University*

Jerry Biberman, *University of Scranton*

Satinder Dhiman, *Woodbury University*

In a compelling TED speech, Simon Sinek discloses *The Golden Circle*, a mindset that is exactly the opposite of how many individuals and organizations perform. This circle follows an *inside-out* approach instead of the stereotypical *outside-in* strategy, and can be traced back to awe-inspiring performances of many iconic figures and businesses over time, such as the Wright brothers, Martin Luther jr., and the Apple Corporation. Instead of first focusing on *what* you do, then on *how* you do it, and lastly on *why* you do it, the golden circle proposes the reverse approach, immediately enthralling human imagination thereby: first look into the *why* of your action (the purpose, cause, or belief), then the *how*, and finally, the *what*. In this workshop, we will first discuss some examples of *The Golden Circle* to enhance clarity, and then engage in some reflecting and brainstorming. The purpose of this workshop is to find out how we can all apply the *inside-out approach* to our OB courses in order to keep the passion alive for ourselves as well as our students. How can we use this inside-out approach to fuel interest and enthusiasm for our course and what it can mean for our students’ future?

Friday, 10:30am—12:00pm in Welch—204

Reconstructing Value: Leadership Skills for a Sustainable World

Barry Colbert, *Wilfrid Laurier University*
Elizabeth Kurucz, *University of Guelph*

In this interactive session we will engage participants in generative dialogue regarding key sustainability challenges of our time, and in particular the associated cognitive challenges for organizational leaders. We will frame the dialogue within a model of *reconstructing value* drawn from our recent work in management education for sustainability. Using verbal, visual, and video provocations, we will invite critical examination of the underlying assumptions of consumerism and the implications for sustainability. We ground those discussions in a broader model of reconstructing value, and offer ideas for integrating sustainability concepts into management teaching in ways that support transformational learning for students.

Friday, 10:30am—12:00pm in Welch—207

The Art of Empowering and Sustaining Teams in the Classroom

Kathleen Kane, *University of San Francisco*
Linda Henderson, *University of San Francisco*
Keith Hunter, *University of San Francisco*

Creating and maintaining high performing teams in the classroom can be an instructor's biggest challenge, no matter the topic area. We plan to offer our most tried and true methods for meeting this challenge. In this session we propose to: 1) demonstrate techniques for initiating and maintaining committed, satisfied, teams with a sense of purpose; 2) demonstrate how to teach teams to effectively manage process and communication during their assignments. We will demonstrate two activities as well as take time to discuss participants best practices.

Friday, 10:30am—12:00pm in Welch—324

Developing Rubrics in a Yummy and Interactive Session

Susan Lawler, *Rush University*

This participative session introduces the concept of Primary Trait Analysis as a performance based assessment method and displays the process of effectively developing rubrics. Rubrics are important as they give students clear guidelines, make the faculty grading role easier, and can provide programs with assessment data which can lead to course, faculty and overall program improvements. To demonstrate Primary Trait Analysis, workshop participants will work in teams to develop a rubric for how to rate a chocolate chip cookie which represents a student assignment.

Friday, 10:30am—12:00pm in Welch—208

Sustainability through Inductive and Reflective Pedagogy: Contemporary Application of native American Story-Telling

Daniel Stewart, *Gonzaga University*
Amy Klemm Verbos, *University of South Dakota*
Joe Gladstone, *New Mexico State University*
Deanna Kennedy, *University of Washington—Bothell*
Amy Sommer, *HEC Paris*

Native American stories not only sustain, but also build knowledge and culture. In this innovative, creative session, we compare American Indian and Western storytelling and present an original story using American Indian pedagogy. You will reflect and create inductive lessons. Within a small group, you will write a story as a semi-structured activity using our characters, around one of several themes related to sustainability. You will then trade stories and generate new questions and lessons. Our debrief will examine reflective, inductive learning and uses for stories. Takeaways are greater cultural understanding, stories, and Native American story-creating methods.

Friday, 10:30am—12:00pm in Welch—303

Knowledge Cafés to Ignite and Sustain Passion for Learning

Lisa M. S. Barrow, *Brock University*
Sandy Kolberg, *Walden University*

The knowledge café is an interactive session that will engage participants in dialogues regarding how to sustain student passion for learning beyond the classroom. The participants will generate knowledge and share ideas regarding the challenges they face as they seek to empower students to apply organizational theories to their personal and professional experiences. The knowledge café will provide participants with the opportunity to explore their experiences, visions, and challenges in a positive, invigorating and rewarding manner.

Friday, 10:30am—12:00pm in Welch—317

Exploring the Ethnosphere: Drawing on the Legacy of Myths, Stories, Dreams, Inspirations and Intuitions

Janine Clarke, *Trinity DC*

Jonah Friedman, *Fordham University*

This highly creative experiential exercise utilizes the construct of an “ethnosphere” as conceived by ethnobiologist Wade Davis (2009) to expand learners' understanding of some of the elements in their lives that help to shape their perspectives on the world. This session explores the richness of cultural heritage and provides participants the opportunity to tap into the wisdom of generations before us and to share that treasure with others. Having had this experience, the session closes with a discussion of how we can purposefully impact our own ethnosphere and that of others to sustain and positively impact our communities and our global world.

Friday, 10:30am—12:00pm in Welch—327

Exploring the Role(s) of Undergraduate Teaching Assistants

Randy Sleeth, *Virginia Commonwealth University*

Bob Marx, *University of Massachusetts—Amherst*

Undergraduate TAs can provide youthful passion, mentor and set examples for students, and administratively support a course (at low or no dollar cost), even beyond the classroom. In this session, we will engage participants in exploring how to efficiently acquire the resources of undergraduate TAs and how to develop TA roles that support and sustain your course design and approach(es) to learning. You will see and discuss examples of how you may justify and fund assignments of TAs for your courses and how you may establish TA roles that align with and model for students multiple approaches to leadership (including Situational Leadership, Leader-Member Exchange, Four Frames, and Leadership Substitutes). You will help explore how to position TAs in the context of relationships with course students and in the context of your course designs, including straight lecture, discussion, classroom-as-organization, and service-learning. For this interactive session, we do not require that participants bring detailed knowledge of any particular model, yet we will expect participants to engage in discussion of how they might apply or extend the approaches we discuss and issues everyone raises.

Friday, 12:00pm—1:30pm in Lowenberger Dining Hall

Lunch

Lunch will be held in the Lowenberger Residence Dining Hall, same place as breakfast. Don't forget your swipecard!

Friday, 12:00pm—1:30pm in Lowenberger Dining Hall

Dine and Share: Building a Stronger OBTS through Engagement

Join OBTS Board members in a lunchtime conversation about ways to engage with OBTS and help build a stronger organization. Your perspectives, knowledge, ideas, and wisdom are welcome. These facilitated lunchtime “chats” are designed to gather ideas and suggestions from conference participants. How can we serve our members? How can we attract and engage members to serve in leadership roles? No reservation required—just join the conversation. For additional information, contact John Bennett.

Friday, 1:30pm—2:30pm in Academic South—215

What Did You Say? Teaching Effective Communication Through Experiential Learning

Kathleen J. Barnes, *East Stroudsburg University*

George E. Smith, *Albright College*

Madeline Constantine, *East Stroudsburg University*

Effective communication is a multifaceted subject and presenting and explaining this topic to students can be a daunting task. Compound this challenge with the student's limited work experience, especially at the undergraduate level, and streamlined text coverage and the stage is set for serious misunderstanding, misapplication or, worse, apathy among your students for an important subject. This proposal presents an experiential teaching method proven with undergraduate and graduate students to illustrate and explore effective communication. This session will feature participants' application of several of the effective communication experiential learning exercises presented.

Friday, 1:30pm—2:30pm in Academic South—216

Using a Gaming Social Media Platform to Enhance Classroom Learning

Salvatore Parise, *Babson College*
Eliana Crosina, *Babson College*

Computer-based games are increasingly being used in higher education to motivate students, encourage engagement when discussing course concepts, and ultimately improve learning outcomes. These games are well aligned with the constructivism model of learning, where students become active learners through exploration and problem solving activities. In this session, we will illustrate the benefits of students using a game designed on the SCVNGR platform for smartphones. Feedback from students indicates increased collaborative learning and teamwork. The discussion for this session will focus on the advantages, challenges, and opportunities for using various computer-based games in the classroom.

Friday, 1:30pm—2:30pm in Academic South—217

Sustainable Change at the U.S. Mint: A Case Exercise in Change Management

Anthony DiBella, *College of William & Mary*

Are you looking for an interesting and engaging class exercise in change management? This session will start off with a few insights on change management and quickly move to an illustrative case challenge. The session will be oriented around a short write-up on past efforts by the U.S. Mint to get more Americans to use dollar coins rather than bills in their daily transactions. Participants are tasked with being consultants to the Mint and to develop ideas for promoting the transition. After group and plenary discussions of the issues, participants receive additional material that draws upon research conducted by the U.S. General Accountability Office and the Gallup Corp. The exercise offers a contemporary and personal example of the challenges in promoting change.

Friday, 1:30pm—2:30pm in Welch—303

Breaking Loose from Our Self-Fulfilling Prophecies: Building the Sustainability of Business Education

Alison Kemper, *York University / University of Toronto*

In this session, educators will identify the self-fulfilling prophecies that limit their teaching and research. They will describe how they have captured the value of perception and escaped from the “double hermeneutic”, in order to develop and teach new theories that sustain their students, their hearts and minds, and the earth.

Friday, 1:30pm—2:30pm in Welch—203

Foundational Sustainability: What’s the Stamp on your Coin?

Michael B. Ross, *Gannon University*

This session asks participants to look reflectively on their personal character and speak directly about the character of the organizations they have been associated with, both past and present. The nature of this session will be inquiry based. Participants will be asked to discuss their organizational experiences from two perspectives. First, what has been their experience when involved with an organization build on foundational principles? Second, what has been their experience when involved with an organization that deviates from foundational principles? Foundational principles include, but are not limited to: Honesty, trust, responsibility, commitment, loyalty, honor, and respect.

Friday, 1:30pm—2:30pm in Welch—204

Teaching Interpersonal and Management Skills in Class and On-line

Melissa Knott, *Western New England University*

Students are expected to have interpersonal and managerial skills not just knowledge when they graduate. These skills include but are not limited to: giving feedback; conducting performance evaluations; resolving conflict and delegating. Teaching these skills in the classroom is challenging. Teaching and assessing these skills is more challenging with on-line courses. The purpose of this session is to present experience teaching and assessing a wide variety of student skills in on-campus and on-line classes. Participants will be asked to share their experiences teaching and assessing skills and discusses creative ways to ensure student skill development and assessment.

Friday, 1:30pm—2:30pm in Welch—208

Awareness and Presence: Field Theory as a Mechanism for Reframing Obstacles that Constrain Teachers Passions

Mary Grace Neville, *Southwestern University*
Tracey E. Messer, *Case Western Reserve University*

In this session, we will theoretically and experientially explore Gestalt therapy theory as a means for reframing how we, as teachers, experience external and internal obstacles to sustaining our passion. In doing so, participants will heighten their own awareness to presence and will learn approaches for enhancing their lives and work. Specifically, we will introduce participants to applied Gestalt theory including: field theory, framing polarities, paradoxical approach to change, and supporting personal awareness and action. Active experimentation with concepts during the session will ground participant learning.

Friday, 1:30pm—2:30pm in Welch—207

Sustaining Student Interest: Can Conventional Research Become Community Engagement?

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

Hours in the library or digging around in the library online data bases.....encounters with writer's block.....editing, editing, editing..... There must be a different way! This lively session offers participants the opportunity to experience the process of turning a conventional senior Capstone thesis into a Capstone project focused on the relationship between research and community engagement. Attendees will model the process of generating ideas for community engagement projects from conventional research topics all the while honoring the student learning outcomes required of the Capstone course. Attendees will grapple with issues faced by a committee charged with redesigning the Capstone course to more energetically engage students in research activity aligning with the mission of the university.

Friday, 1:30pm—2:30pm in Welch—317

So You Got Tenure, Now What? A Workshop for Mid-career Professors

Jane V. Wheeler, *Bowling Green State University*

David S. Fearon, *Central Connecticut State University*

The 2012 OBTC call for proposals asks "how is it possible to sustain our passion for learning and teaching when a new idea can get old pretty quickly?" But what if it isn't a new idea that is aging too quickly; what if it is us, exhausted by the demands of the tenure process, who seem to be aging too quickly? In this workshop we hope to create a lively discussion aimed at rejuvenating us, sustaining us, and preparing us to ultimately give back. This workshop, lead by OBTS board members, is an effort at creating a renewed passion for getting involved in your departments, your colleges, and your OBTS.

Friday, 1:30pm—2:30pm in Welch—324

Changing Attitudes, Change Agents, and Change Models: Three Exercises to Teach Change

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

Enrique Nuñez, *Ramapo College of New Jersey*

Gary Stark, *Northern Michigan University*

In order for businesses, communities, and individuals to be sustainable, they must be able to change. How do we teach our constituencies to change in order to be sustainable? We will address this question in this highly interactive session. Attendees will participate in three exercises used to teach key concepts related to change- attitudes, change agents, and models to implement change. In true OBTC style, these engaging exercises will include unique elements including the use of Mr. Rogers and blindfolds. After debriefing the exercises, the presenters will facilitate a discussion on best practices and challenges in teaching change management.

Friday, 2:45pm—4:15pm in Academic South—215

Blackout Poetry: An Art-Design Technique to Improve Writing and Inspire Creativity for the Classroom and Beyond

Mary Jo Hatch, *Gothenburg University*

Improve your writing skills and help students do the same. Learn to find poetry in existing texts (from newspapers and magazines to novels and even academic articles) then apply what you learn to your own writing. This session offers hands-on learning proven to be fun and informative. I have tried it with university students at masters and doctoral levels, and with designers and academic colleagues. It has never failed to produce insights about what makes for good writing (e.g., why you need to avoid using passive verb tenses, how beauty can improve communication), or to incite creativity among participants.

Friday, 2:45pm—4:15pm in Welch—207

Wither the Classroom: Behold the Learning Space

Holly Catalfamo, *Niagara College*

Barry A. Wright, *Brock University*

Designing and building a new Faculty of Business facility is an exciting opportunity. While it has always been a difficult task with the demands of the emerging future, planners are faced with new challenges as they attempt to understand changing student and business needs, IT opportunities, and new learning approaches. This interactive session will present insights from the literature and stimulate discussions from attendees to help recognize what a new business building/learning space might look like.

Friday, 2:45pm—4:15pm in Academic South—216

Senior and Mid-Career Consortium: Continued Exploration of Opportunity, Embracing Possibility, Building Community

Joan Weiner, *Drexel University*

Joan Gallos, *University of Missouri—Kansas City*

Ellen Greenberg, *Sofia University*

Magid Mazen, *Suffolk University*

Sandy Morgan

Joseph Seltzer, *LaSalle University*

This session is designed to explore the common challenges and possibilities at mid- and later-career as senior faculty juggle multiple demands, face a changing educational and academic environment, identify their needs, and confront their own unmet career dreams. It is designed as a facilitated conversation among the panel and audience and to build a community of support for all facing these career issues.

Friday, 2:45pm—4:15pm in Welch—203

Social Consciousness in Leaders: Sustainability and Crisis Management Using Food Experiences

Darlene J. Alexander-Houle, *University of Phoenix*

Stephanie N. Sides, *Transwestern*

Educators and practitioners use analogies and storytelling to add clarity to leadership concepts. Similarities in food and leadership begins with a range from what is popular to complex or abstract, and extensive documentation in social media. Sustainability is inherent to food discussions. Similarly, popular cooking shows express universal secondary enjoyment of food in the Americas, Europe, and Asia. Management educators seek to extend secondary experiences in leadership education. Bringing the cooking food show to OBTC using restaurants in Niagara Falls to guide participants to experience sustainable consciousness and align with select leadership principles in sustainability education is good eating.

Friday, 2:45pm—4:15pm in Welch—303

Sustaining Ourselves and Our Students: Shifting the Focus from Teaching to Learning

Jann Freed, *Central College*

Based on research in the areas of continuous improvement and classroom assessment, the session will focus on how teaching the OBTC way sustains ourselves, our students, and learning. Specific examples, techniques, and practices will be shared and demonstrated as I use them in my Organizational Behavior, Leadership, and Diversity courses. From this engaging and interactive session, participants will leave with many ideas that can be incorporated into these specific courses and other courses and workshops.

Friday, 2:45pm—4:15pm in Academic South—217

London Bridge is Falling Down: An Experiential Approach to Teaching Sustainability

Tracey Honeycutt Sigler, *Northern Kentucky University*

Kenneth Rhee, *Northern Kentucky University*

We will start out the session by presenting the overall framework on sustainability as we define it in the program, and how organizations/leaders can maintain sustainability. Our integrated master's program offers us a unique opportunity to talk about sustainability as a logical extension of leadership and change. We will then ask the participants to engage in an abridged building exercise we conduct in class. The building exercise is designed for participants to build the tallest building given the resources provided. At the end of the exercise, we will conduct the assessment and evaluation of the building in a way that will help participants realize the importance of sustainability, especially if participants did not plan for sustainability during the exercise.

Friday, 2:45pm—4:15pm in Welch—317

(Re)Generating Sustainability from the Inside Out

Carla A. Costa, *University of Illinois*

Kirsty K. Spence, *Brock University*

This is an highly interactive and experiential session in which participants will be invited and guided to look at their internal monologues as a source capable of either generating or hindering a sense of wellbeing (for the purposes of this presentation understood as aliveness, passion, energy, enthusiasm, joy and engagement). In this presentation, we will further discuss ways in which this internal source could potentially be sustained for long periods of time. The main concepts discussed in the presentation derive from Carol Dweck's work on mindsets.

Friday, 2:45pm—4:15pm in Welch—324

Poetry as Pedagogy: Using Poems to Highlight and Energize Student's Connections to Themselves, Their Peers, Their Professors and the OB Course Material

Bill Van Buskirk, *La Salle University*

Micheal London, *Muhlenberg College*

In this session we provide a workshop designed to enlist the power of poetic metaphor to energize the OB class. We believe that poetry can be pedagogy because it generates metaphors that stimulate vital parallels between an individual's life history, group experience and the many topics in the OB curriculum. Join us to participate in the workshop and to reflect on student reactions and comments about the experience of poetry in the OB classroom.

Friday, 2:45pm—4:15pm in Welch—208

Teaching Students How to Learn the Basic Quality Management Tools Using Examples from Their Personal Experiences

Robert Alexander Herring, *Winston-Salem State University*
M. Eileen Higgins, *Franklin & Marshall College*

This will be an informative and interactive session that logically follows the well-received OBTC 2011 session that explained how to teach students the concept of *a process* using examples from their own experience. That session followed the OBTS Webinar in Fall 2010 that introduced the field of Quality Management to the OBTS Community. The next logical step in teaching some basic fundamentals of quality management—which all managers should know—is the Seven Basic Tools of Quality Management. This session will focus on one of them; the Cause-and-Effect (also called “fishbone”) diagram. The exercise will demonstrate to the participants a method of teaching the concept of the Cause-and-Effect (also called “fishbone”) diagram to students using examples of everyday problems in their lives as students. In a hands-on session, the participants will simulate being students, and will be taught a method that they can use in their own classrooms.

Friday, 2:45pm—4:15pm in Welch—327

Sustaining Your Ability to Be a Rose Among Thorns

Beverly J. DeMarr, *Ferris State University*
Lisa T. Stickney, *University of Baltimore*
Amy Klemm Verbos, *University of South Dakota*

You may find yourself wilting with botheration endemic to thorny academic environments. You may find yourself “comfortably numb” to your work. And you may ask yourself: How can I sustain my ability to bloom? Join us for an opportunity to generate personal sustainability and personal engagement across challenges such as burnout, declining resources, “administrivia,” politics, technology, isolation, and other constraints. In an engaging, interactive session, we will explore coping mechanisms, build community, foster high quality connections with kindred spirits for social support, and seed future collaborative projects in a relaxed, open environment. Regain a rosy outlook!

Friday, 4:30pm—5:15pm in Academic South—203

Townhall Meeting

Come and discuss OBTS future directions and other business issues of the Society with Rae André (President), Joe Garcia (OB1), and the rest of the Board.

Friday, 5:45pm—8:00pm in Guernsey Market

Awards Dinner

The Gala Dinner and Award Celebration will be held in the Guernsey Market on Friday evening, starting at 6:00pm.

Friday, 8:00pm—11:00pm

Captain John's, located in Decew Residence Hall

Cabaret and Talent Show

Hosted by Jerry Biberman and assisted by Kenneth Rhee this year, our popular talent show will be taking place in a Cabaret like setting. This event highlights the prodigious talents of our OBTC participants. If you are interested in participating, contact Jerry, or sign up the registration table. Acts are limited to one song or poem, or 5 minutes of material.

Friday, 8:00pm—11:00pm

Captain John's, located in Decew Residence Hall

Jim's Place

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

Saturday, June 23

Saturday, 7:15am—8:45am

Breakfast

Breakfast will be held in the Lowenberger Residence Dining Hall. Here you will use your swipecard to enjoy all-you-can eat buffet style dining, including a variety of hot entrées, fresh fruits, and vegan options. Lowenberger Dining Hall is filled with light and very close to our conference sessions. The dining hall is not guaranteed as a “nut-free” facility; however, every effort is made to label foods accordingly.

Saturday, 7:30am—8:45am in Location TBA

DI Alumni Breakfast Reception and DI Presentation

Please come join us in the Doctoral Institute Alumni reception. We will start off with breakfast with the alumni and current DI participants. Then, our current DI participants will present their own designed session immediately following the brief reception. Our annual pre-conference Doctoral Institute bring 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 the 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—10:00am in Academic South—215

Developing Ethical Graduates: Practical Tools and Tips for Incorporating Ethics and Ethical Leadership Development Practices into the College Classroom

Shannon Brown, *Benedictine University*

Corporate and organizational leader actions over the last decade have given us reason to demand stronger ethical behavior from our leaders. Weaving ethical leadership development activities into coursework can benefit the students, the university, and society at large by helping students recognize ethical dilemmas in a variety of situations and unexpected places instead of only in a formal ethics course. This interactive session will provide educators with current theory and research on the benefits of ethical development, a forum for discussion of current practices, and practical activities to incorporate into course curriculum to generate ideas and experiences that can develop students who routinely consider the ethics when making decisions.

Saturday, 9:00am—10:00am in Academic South—216

Coming up with Questions, Speaking up with Intuition, and Writing with Evidences: A 3-UP Teaching Model

Heh Jason Huang, *National Sun Yat-sen University*
Peithe Ma Salva, *Far Eastern University*

Business schools have come under attack for the poor job they do of providing relevant training and skills for their students (Hambrick, 1994; Jorgensen, 1992; Linder, J.C. and Smith, H.J., 1992; Porter, L.W. and McKibbin, L.E., 1998; Spender, 1995). Many seem to believe that good analytical skills coupled with knowledge of computers is sufficient. It is not. Livingston (1971) further that management education programs give little attention to development skills required to find problems that needed to be solved. Boyatzis et al (1994) identified six commonly cited problems with MBA graduates. Among the reasons are inability to work well with group, inability to communicate, an over orientation toward analytical versus action modes and exceedingly high expectations upon graduation. We propose an integrative teaching model that will allow students to develop researchable questions based on the assigned readings, be able to articulate themselves in class using their intuitions and be able to write an evidenced based paper that can support their views and arguments presented in class. The proposed model was applied in our Advance Management Theory class and it was found as a highly appropriate teaching methodology.

Saturday, 9:00am—10:00am in Academic South—217

Creating a Participative Environment from the Very First Class

Jane P. Murray, *Bond University*
C. Melissa Fender, *Holy Family University*

It's the first day of class and you are standing in front of a room full of new faces waiting for you to begin. As you look around the lecture theatre you ask yourself “how can I possibly get these students to begin to participate and keep participating throughout the entire semester?” This interactive session will help to answer this question by presenting a variety of activities that can be conducted to create a sustainable participative class environment. Session attendees will take part in activities and also share tools that they have found to effective in their own classes.

Saturday, 9:00am—10:00am in Welch—203

Team Leadership Self-Assessment Exercise

D. Christopher Kayes, *George Washington University*
Melissa Knott, *Western New England University*
Anna Kayes, *Stevenson University*

Corporate and organizational behavior over the last decade has given us reason to demand stronger ethical behavior from our leaders. Because ethical decision making training often culminates during the college experience, incorporating ethical leadership development activities into the academic classroom can benefit the students, the university, and society at large. This interactive session will provide educators with the current theory and research on the benefits of ethical development, a forum for discussion of current practices, and practical tools and activities to incorporate into course curriculum to generate ideas and experiences that can develop students who routinely consider the ethics when making decisions.

Saturday, 9:00am—10:00am in Welch—204

“Storytelling” as a Pedagogical Toward Local Narratives: A Postmodern Perspective for Sustainable Student Centric Teaching

Senthil Ganesh, *Xavier Institute of Management*

This session focuses on the challenges of transitioning from conventional case and lecture method to adopting an even more conventional “storytelling” pedagogy to generate interest in a subject which was perceived by the students as a boring management discipline in the past. It highlights as how “storytelling” as a pedagogical experiment could be used for the creation of local narratives and making learning fun. It provides insights into the learning barriers of the instructor and the students and illustrates as how students, alumni, and colleagues could collectively contribute to the evolution of course curriculum and process for sustainable student centric teaching.

Saturday, 9:00am—10:00am in Welch—207

Study Abroad Programs: Can We Sustain Academic Standards?

Roger Alan Dean, *Washington & Lee University*

I regularly teach a global business course which involves travel to Galway, Ireland during our spring term. This course presents two competing challenges: Ensuring that students sustain their passion for learning while exploring and enjoying a new culture, and; Sustaining the University’s standards for academic rigor – which also involves awarding grades for the course.

Saturday, 9:00am—10:00am in Welch—208

Service-Learning: A Teaching/Learning Strategy that Contributes to Sustainable Communities

Gillian Kemp, *Brock University*

This “hands on” workshop will start with a brief discussion of *Project versus Placement Service-Learning*. We will share our processes for defining S-L projects within course context, recruiting organizations from the community, our strategies to ensure that these match-ups benefit students and develop sustainable community organizations. Participants should bring a course syllabus to which they are considering adding a Service-Learning component. We will be working on creating a service-learning project outline to suit the specific learning goals of each participant’s course.

Saturday, 9:00am—10:00am in Welch—303

Accommodation in the Classroom: Finding Joy (or at Least Peace) in Serving Students with Disabilities

Francis Daniel, *Belmont University*

Changes in laws reflecting changes in societal values have resulted in a dramatic increase in the number of students with disabilities attending colleges and universities, a population now representing almost 10% of students in higher education. This trend is particularly true for students with Learning Disabilities (LD’s) such as ADD, ADHD, and Dyslexia, whose numbers have grown by over 300% in the past two decades. Commensurate with this demographic shift, the need for accommodation in the classroom has been on a steep increase, as well. Research suggests that students with disabilities who take advantage of appropriate accommodation have a significantly higher success rate in completing their degrees over those who choose not to use accommodation. That being said, only about 25% of eligible students choose to exercise their right to accommodation. One of the main factors cited in this decision is the perceived negative attitude of Faculty and fellow students towards people with disabilities in general, and those who request accommodations in particular. Survey data suggests that most faculty members are willing to provide accommodation, but the perception of discomfort is not entirely unwarranted. As educators, we struggle with trying to balance a desire to provide appropriate assistance to those facing additional challenges to learning, and the desire to maintain basic fairness in the competitive arena of the classroom, a task made more difficult by our general lack of knowledge about the laws governing accommodation as well as the processes used at our universities to determine appropriate accommodation. This session seeks to provide a forum to discuss this internal battle and to share best practices in how to resolve this dilemma that demographic trends suggest will be increasingly present in our professional lives.

Saturday, 9:00am—10:00am in Welch—317

Exchange Students in the Classroom: Met and Unmet Expectations of Students and Faculty

Kate Rowbotham, *Queen's School of Business*
Christine Coulter, *Queen's School of Business*

As exchange programs continue to expand at business schools, issues can arise for students and faculty alike as they work to integrate exchange students in the classroom. This session will challenge educators to consider their own expectations, as well the expectations of both exchange and non-exchange students, of the classroom experience. In this session, we will explore issues around commitment, participation, grading and group work (amongst other things) in order to understand how differing expectations – and perceptions of those expectations – are met, or not met, in the classroom.

Saturday, 9:00am—10:00am in Welch—324

Learning Beyond the Classroom: Using Lean Six Sigma & Social Media to Stimulate Students' Passion During Times of Budget Reduction in an Economic Downturn

Kimberly McLear

This is an active and informative session that explores low-cost strategies, especially in an economic downturn, for stimulating students' passion out of the classroom. As the cost of formal degrees rise and classroom budgets decline, educators must teach students how to leverage their environment and personal networks to sustain continued-learning beyond the classroom. Participants will explore in small teams how lean six sigma and social media can be implemented to challenge and empower students, more so than ever before, to connect with individuals, build networks, and solve problems out of the classroom that threaten our global society.

Saturday, 10:15am—10:45am in Academic South—216

Incorporating Community Sustainability into Higher Education through Service-Learning: Two Examples in Practice

Chelsea Willness, *University of Saskatchewan*

This presentation will describe the integration of Service-Learning (SL) into core curriculum in Human Resources/Organizational Behaviour. The author focuses on two very different examples of SL implementation, varying in scope, purpose, and resource intensity, with three overarching goals: (1) to illustrate the range of possibilities for incorporating curricular SL, (2) to describe concrete successes and challenges associated with each approach, and (3) to demonstrate that SL can play an important role in business/management education. Participant discussion should spark ideas for best practices in SL implementation, and an increased understanding of how SL can contribute to community sustainability and student/instructor engagement.

Saturday, 10:15am—10:45am in Academic South—217

Never, EVER, Blow on a Tarantula

Joe Dobson, *Western Illinois University*
Kathy Lund Dean, *Idaho State University*
John Stark, *California State University at Bakersfield*
Charles Fornaciari, *Florida Gulf Coast University*
Janet Gillespie, *Journal of Management Education*

Years of experience have taught us not only methods to make our classes more effective, but also which fatal flaws to avoid in the classroom. Our session will begin with our personal horror stories—why we thought we had a good idea, and why it did the old Wile E. Coyote-off-the-cliff-swan-dive-of-death. These stories will range from the humorous to the pragmatic. The purpose is to share what we have learned through years of teaching experience and classroom management, through both positive recommendations and warnings about what not to do. And of course, the title of this session will be explained...

Saturday, 10:15am—10:45am in Welch—303

The Relationship of Business Ethics to Sustainability: A Historical Approach

Avi Kay, *Jerusalem College of Technology*

In the wake of multiple - and widely publicized - moral failings of business organizations there has been an increased sense of dissatisfaction with the moral performance of business professionals. The purpose of this session is to stimulate discussion with regard to how early and contemporary business ethics literature can be leveraged to focus students on their own unique role in the advancement of sustainability on a personal, organizational and societal level. Participants will be encouraged to consider how the issues raised within the framework of this session may be related to their own area of expertise, research and teaching.

Saturday, 10:15am—10:45am in Welch—324

Boosting Engagement and Active Learning through Critical Thinking, Writing and Interactions

Barry A. Wright, *Brock University*

J. David Whitehead, *Brock University*

This session will focus on an active learning strategy designed to foster classroom participation and to engage learners. For each class, students were 'invited' to submit a one page connect/reflect paper for course credit. We began each session with small group discussions around the 'insights' individual learners gained from the weekly assigned readings and a 'reflection' on what the previous readings discussions meant for them as a developing business leader. The session will highlight the strengths and challenges of this approach and examine ways to further develop this participation strategy.

Saturday, 10:15am—10:45am in Welch—327

Hands-Off Help for Student Groups

Ruth H. Axelrod, *University of Maryland*

We assign our students to project teams so that they will learn to work collaboratively. But what do we do when the groups run into problems, as they often do, with particular team members? And what does our response to those situations teach them? Join us to discuss the philosophy and application of a course policy that teaches students to use standard management techniques to prevent, and solve, the problem.

Saturday, 11:00am—12:00pm in Academic South—215

Planning Your Professional Journey for Success & Sustainability

John L. Bennett, *Queens University of Charlotte*

Gary Wagenheim, *Simon Fraser University / Queens University of Charlotte*

Dawn Chandler, *California Polytechnic State University / Queens University of Charlotte*

Leading a successful and sustainable career is a journey in which who we are, how we work, and who we need to have in our networks and learning communities depends upon our authentic selves, our needs and our career stage. This interactive session is designed for OB teachers at all career levels who desire to lead rich, engaged careers. Participants can expect to explore how to balance on the often wobbly 3-leg stool of scholarship, teaching and service. We will help participants at all career levels explore assumptions, share experiences, and develop plans for building sturdy stools and successful careers. We assert that obtaining a balance and developing and leveraging requisite career competencies (knowing why, knowing how, and knowing whom) needed within academic career ranks are precursors and concomitants to engaging our students, our universities, and our world.

Saturday, 10:15am—10:45am in Welch—203

Dress for Success in the Classroom (But What is Success to You?)

Micheal Stratton, *UNC Asheville*

Gary Stark, *Northern Michigan University*

This session explores the implications of how we dress in the classroom. The image that attire conveys, and how attire impacts our own sense of self, consciously and unconsciously reflects our own identities and reveals issues of identity dissonance. Finally we examine how different attire can lead to different student outcomes or different forms of success. We examine literature from management, social psychology, education, communication and others to lead discussion that we hope will allow participants to better understand and/or question how and why they dress as they do and how that can determine success... in their own terms.

Saturday, 10:15am—10:45am in Welch—204

Going to Prison: The Experience of Teaching in Women's Correctional Facility

Joy Beatty, *University of Michigan—Dearborn*

The session seeks to ignite passion among educators for *making the professional personal*. I twist the feminist slogan to suggest that we have much to gain by examining the interaction of our personal lives with our professional careers. MBAs are taught formal strategies to improve work-family balance (such as flex-time). Rarely though, are informal strategies covered. While these informal strategies seem personal and idiosyncratic (see two examples below), they can have a great impact on work-family balance. I hope we examine and debate these strategies, as well as look for common threads across them, drawing heavily on the personal and professional experiences of the participants.

Saturday, 10:15am—10:45am in Welch—208

Developing the Concept of Business Sustainability for Professional Students Studying Human Resource Management

Terry Kevin Wales, *University Campus Suffolk*

This session will question how students studying Human Resource Management can be encouraged to engage with the concept of Business Sustainability. Some claim that a 'responsible' approach to Business is becoming mainstream, and that the economic crisis means that CEO's are increasingly focussing on sustainable business models. However, many management educators have spent decades encouraging HR Professionals to focus their activities on financial objectives, and so it may be challenging to re-focus these priorities. The session will review current research which highlights why the development of Business Sustainability may be a key strategic opportunity for HRM students and Professionals.

Saturday, 10:15am—10:45am in Welch—207

Sustaining the 21st Century Learner: Feedback

Debra A. Arvanites, *Villanova University*

James M. Glasgow, *Villanova University*

This session is intended for anyone teaching an experiential, team-based course and looking for ways to help students give more meaningful peer feedback and to be more open to receiving feedback. If you, like us, believe that learning to give, receive and act on feedback is a skill with residual benefits well into a student's working years, then this is the place to share experiences and brainstorm around teaching students to give and receive feedback. The authors have spent two years visiting and talking with colleges/universities about utilizing feedback in the classroom among other curricular issues.

Saturday, 11:00am—12:00pm in Academic South—216

Application of Sport Coaching to Sustain Teaching Excellence

Mark Colgate, *University of Victoria*

Vivien Corwin, *University of Victoria*

Leading a successful and sustainable career is a journey in which who we are, how we work, and who we need to have in our networks and learning communities depends upon our authentic selves, our needs and our career stage. This interactive session is designed for OB teachers at all career levels who desire to lead rich, engaged careers. Participants can expect to explore how to balance on the often wobbly 3-leg stool of scholarship, teaching and service. We will help participants at all career levels explore assumptions, share experiences, and develop plans for building sturdy stools and successful careers. We assert that obtaining a balance and developing and leveraging requisite career competencies (knowing why, knowing how, and knowing whom) needed within academic career ranks are precursors and concomitants to engaging our students, our universities, and our world.

Saturday, 11:00am—12:00pm in Academic South—217

Teaching Globalization in the Undergraduate Classroom: Reports from the Field

Girish Shambu, *Canisius College*

Diana Watts, *Trinity Washington University*

Donna Schaeffer, *Marymount University*

This session will feature multiple approaches to the challenges of teaching globalization. Globalization is a complex phenomenon given the current state of events. Not only is it complex to understand during a “stable” period, but living through a time of political, economic and social uncertainties, even institutional “givens” are under pressure. Undergraduate students awakening to the richness of globalization may be overwhelmed by both the number and urgency of issues, actors and events. The purpose of this panel is to explore multiple pathways into this rich phenomenon.

Saturday, 11:00am—12:00pm in Welch—203

Networking for the Good

Carolyn P. Egri, *Simon Fraser University*

Joseph E. Garcia, *Western Washington University*

In this session we will explore what networking is, how we practice it, and how we model it to our students. More importantly, we will unpack different dimensions of networking in terms of our implicit and explicit agendas and how those agendas lead to or impede success in the context of creating a greater good through networking. To achieve these objectives, participants will complete a networking diagnostic exercise which will become the focus of a facilitative coaching session. We will then engage participants in a discussion of their findings and how those findings impact the application of networking for themselves and in teaching their students.

Saturday, 11:00am—12:00pm in Welch—204

Teaching Research Epistemologies: Sustaining the Great Debate

Marcia Hagen, *Metropolitan State University*

Katryna Johnson, *Metropolitan State University*

Engaging students (even graduate and doctoral students) in the critical process of examining research epistemologies can be daunting. Helping them to work through the deep and sometimes complex world of research epistemologies is challenging and rewarding. This workshop will share our methods and techniques for using debate in the classroom to teach students the philosophical underpinnings of three broad areas of research epistemology: realism/positivism, post-modernism/interpretivism, and critical science. Attendees will be encouraged to participate in a real no-holds-barred epistemic debate! After, we will discuss how using debate for epistemic discussions helps students to not only answer the question “what is knowledge?” but begin to develop their own ideas about the legitimacy of knowledge, and begin to understand the concept of epistemic humility. The session will end with a sharing of ideas about how to get students to think through epistemic dilemmas and come to grips with the standards of good research. Thus, attendees should come to the session with an open mind, ready for a spirited debate, and should expect to leave with a new method for teaching a research. Boxing gloves not permitted.

Saturday, 11:00am—12:00pm in Welch—207

A Decision Matrix for Selecting Engaged Learning Activities

Holly Tompson, *Florida Southern College*

Is the tail wagging the dog in your classroom? In other words, have you ever allowed the entertainment value of an activity to dictate whether it's used in class? In fact, it is the learning goals and objectives that should be driving the choice of activities. In this session, a template will be presented to 1) aid instructors in selecting activities that support learning objectives and to 2) encourage faculty to apply engaged learning principles to multiple components of their courses. The session will conclude with the presentation of a matrix designed to encourage activity variety and align activities to course goals.

Saturday, 11:00am—12:00pm in Welch—208

Procrastination: From Bad Habit to Opportunity

Mark Steven Skowronski, *McMaster University*

This informative and interactive session has the following goals: 1) To provide a concise review of the reasons why people procrastinate; 2) To explore ways of helping students use time more effectively; and 3) To identify opportunities for applying self-leadership principles both inside and outside of the classroom. A key assumption of this presentation is that we must confront our own procrastination in order to help students manage theirs. Therefore, participants will leave the session with a "plan of action" for minimizing procrastination and other self-defeating behaviors.

Saturday, 11:00am—12:00pm in Welch—303

Business Simulations: A hands-On Workshop

Shripad Gopal Pendse, *Saint Mary's University*

If you have considered using simulations in your OB or Strategy courses but have been deterred by their cost or by lack of information or experience, this hands-on session will help you to quickly gain familiarity with some versatile, interesting and easy to use new simulations published by Harvard Business School at a cost to students of \$12.50 or less. I will briefly describe the simulations that I used last year and the feedback I received. You will then have an opportunity to actually do one simulation and to discuss its strengths and weaknesses with others in the session.

Saturday, 11:00am—12:00pm in Welch—324

Applied Student Research: Connecting Classrooms to the Business Community

Holly Ann Catalfamo, *Niagara College*

In our increasingly conceptual world, the need for ongoing investigation and inquiry is paramount. Postsecondary institutions play a very important role in the pursuit of understanding, the advancement of knowledge, and the provision of solutions to challenging societal problems. Course-based applied research within business schools provides a unique opportunity to benefit stakeholder groups including students, faculty, community, and global partners. This interactive session will highlight findings from the literature and stimulate dialogue from participants to explore best practices in course-based applied research projects and strategies for overcoming challenges that emerge.

Saturday, 12:00pm—12:45pm in Academic South—203

Closing Statements

Come and say goodbye to everyone and hear about next year's conference

Saturday, 12:45pm—1:00pm in Lowenberger Dining Hall

Lunch

Pick up your boxed lunch outside AS203 after our Closing Session. Bon Voyage and see you at OBTC 2013 in Asheville, NC.

OBTC 2012 Participant Index

A

Alexander-Houle, Darlene	36
Amoroso, Lisa	22
Anderson, Stella	19
André, Rae	24, 29, 37
Arvanites, Debra	42
Axelrod, Ruth	41

B

Barnes, Kathleen	33
Barrow, Lisa	32
Beatty, Joy	22, 31, 42
Becker, William	30
Bennett, John	33, 41
Biberman, Jerry	22, 25, 29, 37
Billsberry, Jon	22, 31
Bolman, Lee	21, 23
Brannen, Kerri	21
Brown, Shannon	38
Bull Schaefer, Rebecca	27
Butler, Deborah	19

C

Cannon, Mark	19
Carlin, Virginia	23
Carr, Amelia	20
Catalfamo, Holly	35, 44
Chandler, Dawn	41
Chen, Tiffani	29
Clarke, Janine	33
Coffey, Betty	19
Colbert, Barry	32
Colgate, Mark	43
Constantine, Madeline	33
Corwin, Vivien	43
Coshow, Suzanne	29
Costa, Carla	36
Coulter, Christine	40
Crosina, Eliana	34
Cundiff, Nicole	19
Currey, Nita	35

D

Daniel, Francis	39
Davis, Charles	29
Davis, Katherine	29
de Janasz, Suzanne	20
Deacon Carr, Sandra	30
Dean, Roger Alan	39
Dekas, Kathryn	30
DeMarr, Beverly	37
Deszca, Gene	21
Dhiman, Satinder	22, 25, 31
DiBella, Anthony	34
Dobson, Joseph	18, 40
Downey, Renee	26
Duncan, Kathy	26
Dunn, Mary	28
Dykman, Charlene	29

E

Edelson, Steven	26
Erskine, Laura	27
Egri, Carolyn	26, 43

F

Fairfield, Kent	24
Fearon, David	22, 35
Fender, C. Melissa	21, 38
Fero, Howard	26
Finn, Dale	24
Fluegge Woolf, Erin	18
Fogelman, Martin	17
Fornaciari, Charles	20, 40
Forray, Jeanie	20, 22, 31
Freed, Jann	36
Friedman, Jonah	33
Frost, Taggart	28
Fukami, Cindi	22

G

Gallos, Joan	23, 36
Ganesh, Senthil	39
Garcia, Joseph	37, 43
Gillespie, Janet	22, 31
Gladstone, Joe	32
Glasgow, James	42
Greenberg, Ellen	36
Griffith, Brian	19
Guinan, P. J.	25

H

Hagen, Marcia	28, 43
Hair, Rose	22
Harney, Brian	23
Hatch, Mary Jo	35
Henderson, Linda	32
Herring, Robert	22, 37
Higgins, M. Eileen	22, 37
Hiller, Tammy Bunn	23
Hopkins, Kay	25
Hrivnak, George	22
Huang, Heh	38
Hunter, Keith	32

I

Ingols, Cynthia	24
Isaac, Abigail	29

J

Johnson, Katryna	28, 43
Julien, Mark	25

K

Kane, Kathleen	32
Kay, Avi	41
Kayes, Anna	39
Kayes, D. Christopher	39
Kemp, Gillian	39
Kemper, Alison	34
Kennedy, Deanna	32
Kenworthy, Amy	22
Knott, Melissa	34, 39
Kolberg, Sandy	32
Kurucz, Elizabeth	32
Kwan, Andy	23

L

Lawler, Susan	32
Leigh, Jennifer S.	20, 22, 29, 31
Levitt, Kenneth	26
Litvin, Deborah	20
London, Michael	36
Long, Lori	18
Lovelace, Kathi	20
Luechtefeld, Ray	21, 22
Lund Dean, Kathy	20, 22, 31, 40

M

Makarius, Erin	21
Malleck, Jill	30
Marques, Joan	22, 25, 31
Marx, Bob	33
Mazen, Magid	36
McCarthy, John	30
McCollum, Janet	29
McDonald, Mark	25
McKechnie, Sharon	18
McLear, Kimberly	40
Meglich, Patricia	18
Messer, Tracey	34
Meyer, Gordon	21
Mirvis, Philip	31
Morgan, Sandy	36
Murray, Jane P.	38

N

Neville, Mary Grace	22, 34
Nuñez, Enrique	35

O

O'Brien, James	27
O'Connor, Dennis	26
Orne, Daniel	26

P

Palanski, Michael	27
Parent, Jane	20
Parise, Salvatore	34
Peiperl, Maury	20
Pembleton, Deborah	22
Pendse, Shripad	44
Peterson, Claudette	19
Peterson, Tim	19, 25
Phillips, Laura	17
Phillips, Mark	31
Priya, Kanu	28
Prout, Lynne	25

R

Read, Michael	18
Rhee, Kenneth	36, 37
Rollag, Keith Wesley	25, 27
Ross, Michael B.	34
Rosso, Brent	30
Rowbotham, Kate	40

S

Sadri, Goli	22
Salva, Peithe	38
Savage, Dayle	19
Schaeffer, Donna	43
Scherwin, Vicki	22
Schmidt-Wilk, Jane	24, 31
Seltzer, Joseph	18, 36
Shambu, Girish	43
Shea-Van Fossen, Rita	35
Sides, Stephanie N.	36
Sigler, Tracey Honeycutt	24, 36
Sims, Jonathan P.	30
Singh, Prachi	28
Skowronski, Mark	44
Sleeth, Randy	33
Smith, George	33
Sommer, Amy	32
Spence, Kirsty	25, 30, 36
Stark, Gary	35, 42
Stark, John B.	40
Stewart, Daniel	32
Stickney, Lisa T.	37
Stone, Wayne	23
Stoner, James	24
Stratton, Micheal	25, 42

T

Talbot, Dannie	22, 31
Tapis, Gregory	28
Thier, Candace	23
Tomlinson, Edward	27
Tomlinson, Elizabeth	27
Tompson, Holly	44
Tyran, Kristi Lewis	24

V

Van Buskirk, Bill	36
Verbos, Amy Klemm	32, 37

W

Wagenheim, Gary	41
Wales, Terry	42
Watson, Mary R.	30
Watts, Diana	43
Weiner, Joan	36
Wheeler, Jane V.	20, 35
Whitehead, J. David	41
Willness, Chelsea	40
Wolf, Paige P.	29
Wright, Barry A.	35, 41

UNIVERSITY of NORTH CAROLINA
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Dare to be Different

Gary M. Stark, Ph.D.
Program Coordinator

and
Michael J. Stratton, Ph.D.
Site Coordinator

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University of North Carolina Asheville
submission deadline January 21, 2013
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different

[dif-(ə)r-ənt]

“Not the same as another or each other; unlike in nature, form, or quality.”

Well...are you?

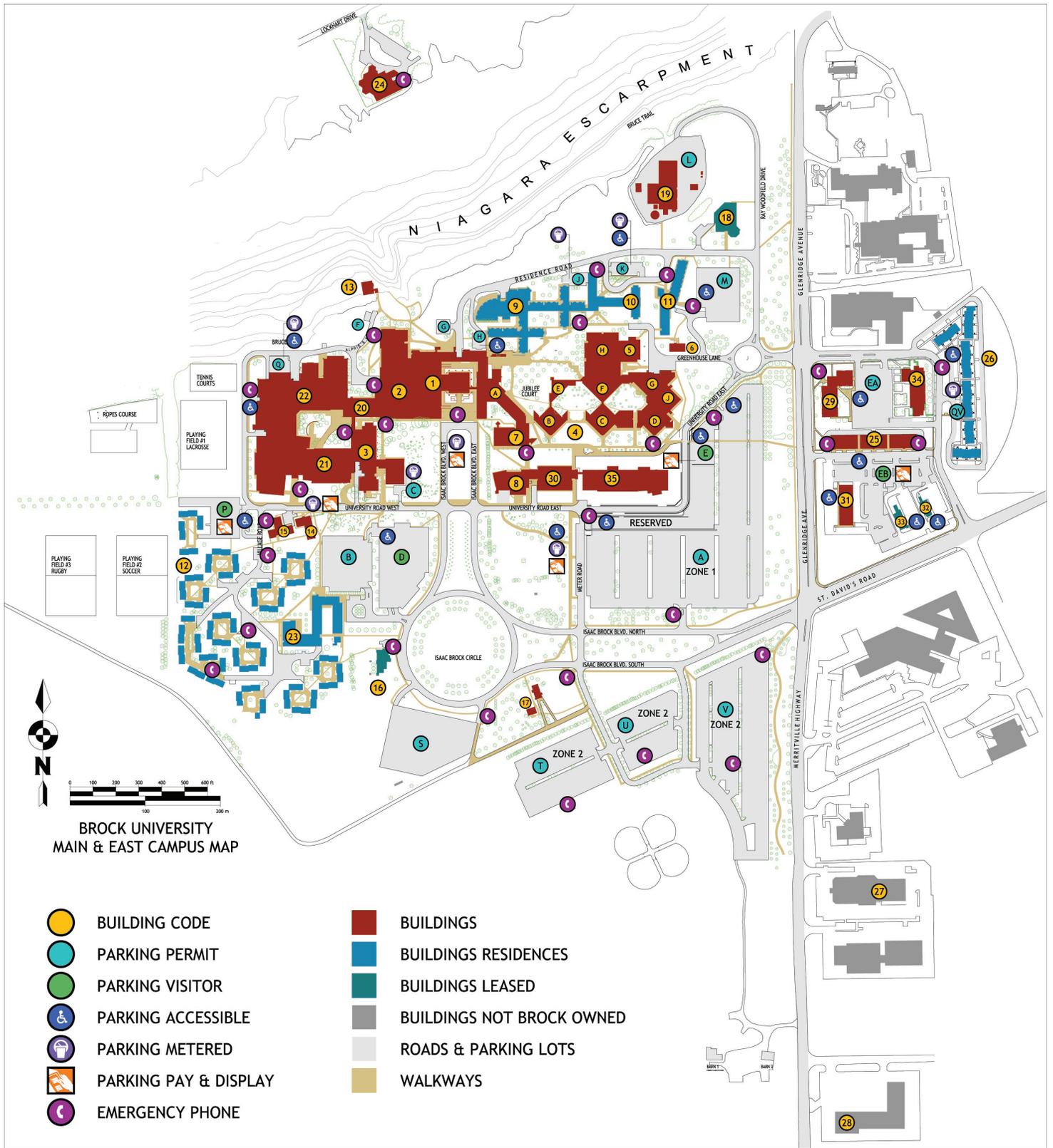
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**BROCK UNIVERSITY
MAIN & EAST CAMPUS MAP**

- | | | | |
|--|-----------------------|--|---------------------------|
| | BUILDING CODE | | BUILDINGS |
| | PARKING PERMIT | | BUILDINGS RESIDENCES |
| | PARKING VISITOR | | BUILDINGS LEASED |
| | PARKING ACCESSIBLE | | BUILDINGS NOT BROCK OWNED |
| | PARKING METERED | | ROADS & PARKING LOTS |
| | PARKING PAY & DISPLAY | | WALKWAYS |
| | EMERGENCY PHONE | | |

- | | | | | |
|--|--|--|--|---|
| 1 ARTHUR SCHMON TOWER | * JAMES A. GIBSON LIBRARY
* MATHESON LEARNING COMMONS | * GUERNSEY MARKET | 13 ALPHIE'S TROUGH | 29 573 GLENRIDGE AVENUE |
| 2 THISTLE COMPLEX | * SEAN O'SULLIVAN THEATRE
* SCOTIABANK
* GENERAL BROCK STORE | * TIM HORTONS
* GUERNSEY MARKET COURTYARD | 14 HARRISON HALL | 30 PLAZA BUILDING *CAMPUS STORE
* JACK & NORA WALKER CANADIAN CENTRE FOR LIFESPAN DEVELOPMENT RESEARCH |
| 3 ROBERT S.K. WELCH HALL | * DAVID S. HOWES THEATRE | | 15 KENMORE CENTRE | 31 HERITAGE PLACE PLAZA |
| 4 MACKENZIE CHOWN COMPLEX *POND INLET
* DR. CHARLES A. SANKEY CHAMBER | | | 16 ROSALIND BLAUER CENTRE FOR CHILD CARE | 32 TIM HORTONS |
| 5 INNISKILLIN HALL | | | 17 THEAL HOUSE | 33 McDONALD'S |
| 6 ALUMNI GREENHOUSE | | | 18 CONCORDIA LUTHERAN SEMINARY | 34 INTERNATIONAL CENTRE |
| 7 TARO HALL | | | 19 CENTRAL UTILITIES BUILDING | 35 CAIRNS FAMILY HEALTH & BIOSCIENCE COMPLEX UNDER CONSTRUCTION |
| 8 STUDENT - ALUMNI CENTRE | | | 20 SCOTIABANK HALL | |
| 9 DECEW RESIDENCE | | | 21 SOUTH BLOCK *TIM HORTONS | |
| 10 GORDON AND BETTY VALLEE RESIDENCE | | | 22 WALKER COMPLEX * BOB DAVIS GYMNASIUM
* IAN D. BEDDIS GYMNASIUM | * ELEANOR MISENER AQUATIC CENTRE
* LEO LEBLANC ROWING CENTRE
* THE ZONE |
| 11 ALAN EARP RESIDENCE | | | 23 LOWENBERGER RESIDENCE | |
| 12 VILLAGE RESIDENCE | | | 24 BROCK RESEARCH AND INNOVATION CENTRE | |
| | | | 25 EAST ACADEMIC | |
| | | | 26 QUARRYVIEW RESIDENCE | |
| | | | 27 SCHMON PLACE PARTIAL BUILDING LEASE | |
| | | | 28 SCHMON PARKWAY PARTIAL BUILDING LEASE | |