**Session Title:** Teaching management, leadership, organizational behavior and ethics through the use film and video

**Abstract**

This roundtable focuses on the use of feature films to teach theories, concepts, and issues in a number of management-related disciplines, including ethics, leadership, and organizational behavior and management. Utilizing film in course materials assists in understanding concepts, introduces difficult subject matter, and demonstrates both positive and negative behaviors. The use of feature films, documentaries, television shows and other video sources promotes active learning and will appeal to different learning styles. This roundtable will introduce participants to current literature supporting the use of feature films, documentaries, television shows and video in collegiate courses, provide assignment ideas for use in management and organizational behavior courses, and develop a list of motion picture works applicable to a number of related topics. **Keywords**: Organizational Behavior, Movies, Management, Ethics, Leadership

**Introduction**

The use of feature films and other videos provides an instructor additional tools in teaching theories, concepts, and issues in a number of disciplines, including ethics, leadership, organizational behavior and management. While the use of film to assist teaching is not new, it still presents a unique approach to demonstrate unfamiliar topics as compared to more traditional methods, such as lecture. Nonetheless, teaching using movies provides students with situations and scenarios, which serve as examples to understand some abstract concepts. Popular movies act as symbolic representation of what is happening during a particular moment in time (Cook & Bacot, 1993). This session provides multiple approaches and experiences on teaching using movies grounded in management and organizational behavior concepts. The presentation also invites other participants to bring their experiences and questions on this topic.

Attending this workshop, management educators will:

* Become familiar with the literature supporting the use of feature films, documentaries, television shows and video in collegiate courses.
* Be introduced to multiple assignments that can be utilized in a variety of management and organizational courses.
* Develop a list of movies appropriate for a number of topic areas.

**Theoretical Foundation/ Teaching Implications**

Feature films are utilized by a number of educators in numerous disciplines: Communication (Proctor & Adler, 1991); Criminal Justice (Cook & Bacot, 1993; Oliver, 2011); Management (Bumpus, 2005; Bell, 2008; Champoux, 2001; Pandey, 2012); Counseling (Higgins & Dermer, 2001); Ethics (Teays, 2017); Foreign Policy (Kuzma & Haney, 2001); Organizational Behavior (Champoux, 2015; Smith, 2009); International Studies (Boyer, 2002); Cultural Competency (Kelly, 2012), and Leadership (Reed, 2016). The use of cinematic works provides instructors an additional tool to assist students in understanding concepts, introduce difficult subject matter, and demonstrate both positive and negative behaviors. The use of feature films, documentaries, television shows and other video sources can enrich active learning and appeal to different learning styles (Neilson, Pillai, & Watson, 2003; Pandey, 2012). Films also have the advantage of being a more globalized medium than other forms of popular culture, are relatively accessible when compared to academic journals, and provide similarity to qualitative research as both rely on narrative processes (Bell, 2008).

Students today have grown up inundated with popular culture and educators should include popular culture in their instructional toolbox (Trier, 2006). We teach in a modern culture dominated by visual media (Kuzma & Haney, 2001). Students today spend a vast amount of time with audiovisual mediums, particularly through online avenues such as YouTube, Hulu and Netflix. Film and video, therefore, are powerful pedagogical tools that can draw students into a topic, providing a focal point for analysis (Teays, 2017) and serve as a common experience for discussion (Oliver, 2010). According to Berk (2009), movies and television shows often produce emotional reactions such as excitement, laughter or anger. As a result, the presentation of both verbal and visual materials tends to be effective in the introduction of complex topics, including management and leadership (Berk, 2009). In this post-MTV environment, motion pictures, television programs and documentaries are a comfortable medium to keep student interest in complex topics (Champoux, 1999). According to Kuzma and Haney (2001), film “stimulates the senses, grounds abstract concepts, engages the emotions, contextualizes history, and facilitates an active learning classroom environment” (p. 34). The use of feature films provokes discussion and self-assessment of one’s values and identity (Pandey, 2012). For example, a movie such as *Silkwood* provides discussion opportunities about whistleblowing, *Remember the Titans* allows the discussion of diversity, stereotypes and team building, *The Devil Wears* Prada observes power, influence and organizational ethics, *Dead Poets Society* demonstrates aspects of dyadic role making, attributions, and followership, and *Patton* provides example of charismatic and transformational leadership.

The use of film as pedagogical device may vary in application. Champoux (2015, 2007, 2005, 2003, 2001) utilized film clips ranging from three to 10 minutes to illustrate specific topics dealing with management and organizational behavior. Enlow and Popa (2008) used a complete film to frame ethical concepts and situations by analyzing fictional scenarios within that film. Holbrook (2009) also used a single film to exam organizational behavior concepts. Reed (2016) created a graduate course in which a different film was viewed in class as a way to discuss different leadership theories. We have used all three of these variants as well as allowing students to choose fictional organizations from film as a way to analyze organizational behavior and leadership. Therefore, the use of film provides a number of different approaches to study leadership.

**Session Description and Plan**

 This session will offer a short presentation followed by a facilitated discussion. We will begin the session by introducing ourselves and having the attendees introduce themselves. As part of the introductions we will ask participants to tell everyone what experience they have in utilizing film in their courses. Following introductions, we will provide an overview of the literature of using film as pedagogy and discuss ways that we utilize film in and outside of the classroom. We will then open up the session to discuss how film is used in assignment creation and assessment and end with the development of a list of film and assignment suggestions.

**Session Timeline**

1. (5 min) Introduction of facilitators and attendees.
2. (20 min) Presentation of literature and uses of film both inside and outside the classroom.
3. (20 min) Discussion of assignments based on the use of cinematic arts utilized in several topic areas.
4. (15 min) Open discussion of ideas for new assignments and film suggestions.

**Time Requested**

60 Minutes

**Resource Needs**

Laptop, projector