

# iMOBTS 2018

The International Conference of the  
Management & Organizational Behavior Teaching Society

**Sharing Best Teaching Practice, Building International Networks**

## Maynooth University School of Business



# M OBTS

**June 28 - 29 2018**

**Conference Chair: Peter McNamara, Head of School of Business**

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Greetings Colleagues, Friends, and New Friends,

It is my pleasure and excitement to welcome you to iMOBTS 2018. This last year I returned to the Organizational Behavior classroom due to a faculty shortage. I decide to begin each class period with a piece of music so the students could practice mindfulness. The music I chose was For Good from the musical Wicked. There is a verse in this song that reminds me why we come together at conference like this one. The verse goes:

I've heard it said,  
That people come into our lives  
For a reason  
Bringing something we must learn.  
And we are led to those  
Who help us most to grow if we let them.  
And we help them in return.  
Well, I don't know if I believe that's true  
But I know I'm who I am today  
Because I knew you.

Actually I know it is true because I will be change by the interaction with likeminded educators trying to improve on their craft. However this wouldn't be true if Peter McNamara wasn't willing to plan and host the conference, and Brandon Charpied wasn't willing to carry out the execution of another Society conference. When you see any of these individuals at the conference please thank them for this great opportunity to be together again as we live our passion for teaching and keep the flame of learning alive.

While teaching is our passion, this is an opportunity for each of us to remember that we must be students first. For if we do not learn we cannot teach. Be willing to learn from each other. Every teaching conference I attend, I am reminded why I love to teach it is because I love to learn. My hope for you is that when the conference is over the flame of learning will burn brightly in your heart, so that everyone will know you as a scholarly teacher. And you can say, I have been changed for good because someone help me grow.

If you see me and want to share with me your thoughts about the future of the Society, I am ready to learn.

Yours in learning,

*Tim O. Peterson*

Tim O. Peterson  
President, MOBTS

# A Welcome Message from our Hosts at Maynooth University

We are really excited to welcome the MOBTS community to Maynooth University School of Business. Thank you for taking time out of your busy lives to share your best practices of teaching with each other here at Maynooth! You will be joining approximately 100 other management educators, hailing from over 60 institutions located in 11 countries. For roughly half of the registrants this is our first MOBTS experience, whilst others have been regulars for many years. This is a wonderful opportunity to share our experiences of education, and both to widen and deepen the MOBTS community internationally.

MOBTS is about both sharing best teaching practices and socially connecting as educators. This is the theme of our conference. We hope you will actively participate in the academic sessions, but will also take the opportunity to reconnect with old friends and make new ones. Join us each morning for breakfast in the Phoenix restaurant; at the Iontas foyer for coffee or tea and biscuits at our morning and afternoon breaks and also for lunch (be on time as it's first come first served – the Irish way!). Please accept our invitation to socials on Wednesday and Thursday evenings for some food, beer, wine or soft drinks. The university is attached to the village, which has excellent pubs and restaurants. Keep the conversation going over another pint or dinner. The local faculty and staff will be happy to both recommend places to go and join small groups if you like.

We are the youngest School of Business in Ireland, founded in 2007, with a community of 2200 business students, and faculty from 11 countries. We are guided by five values in our education journey: practice engaged, research informed, sustainable careers and organisations, liberal and egalitarian. In a classic Irish contradiction we both the youngest university in Ireland, founded in 1997, and one of the oldest third level institutions in Ireland, founded in 1795. Welcome to the land of scholars and contradictions! During the conference there will be historic walks of the old South campus each day. It is a beautiful campus, not unlike 'Hogwarts' architecturally. The conference itself will take place in our newest building on the North Campus, the School of Education. This is located a short walk from the Phoenix and the Iontas foyer.

Many of our faculty are active researchers in the scholarship of management education community. 13 of us, including the President of Maynooth University, the Dean of Teaching and Learning, and members of the School of Business will be presenting at the iMOBTS conference. We publish in management education journals, such as JME, MTR and AMLE amongst others. Our Site Chair, John Cullen is an Associate Editor of Journal of Management Education, whilst our external examiners have included the Editors of JME, Kathy Lund Dean and Jeanie Forray. In preparation for hosting iMOBTS this team have for a number of years ran an annual workshop here at Maynooth on publishing in JME and MTR. Other Maynooth faculty play leadership roles in management education research, including Paul Donovan, whom is an Associate Editor of Management Teaching Review, Peter Mc Namara, whom is a past chairperson of the AOM Management Education and Development Division, and Olga Ryazanova whom is the MED Secretary.

Many people have contributed to this conference, first and foremost all of you whom are attending and participating. Thanks to each of you. Thanks to the MOBTS board, led by Tim Peterson, for having the courage to run an international conference and for their faith in Maynooth. Thanks to the President of Maynooth University, Philip Nolan for supporting this conference (including giving a session on Friday at 8.30 – be there!).

At the heart of this conference are three MOBTS members that deserve special mention. Erika Small of Coastal Carolina University, whom was the MOBTS chair at Coastal earlier this month and shared her reviewing and program development experience with us. Barbara Ritter, Dean of Coastal Carolina University College of Business, whom has been a mentor and leader to so many of us in MOBTS and also MED. She had the vision to suggest that Maynooth think about bidding for the iMOBTS conference and guided us on this pathway. Most of all thanks to Brandon Charpiet, the Executive Operations Director of MOBTS. He has given a huge amount of time, professional insights, and leadership in translating the idea of iMOBTS into action. How he has kept patient with Peter at times none of us know! John Cullen has done a wealth of work as the iMOBTS site chair. Vanessa Gallagher has played a key role in the operations of the conference on the ground.

Welcome to Maynooth and enjoy! Please do say hello to any of the 14 Maynooth faculty and staff whom are part of the conference. We are here to help, so just ask. Most of all we are here to listen and learn from you.

**Peter Mc Namara**, Head of School of Business Maynooth University, Program Chair

**John Cullen**, Site Chair and **Vanessa Gallagher**, local iMOBTS administration, Maynooth University

# CONFERENCE MEALS

## WEDNESDAY (Pre-Conference)

**Evening Social (Jim's Place):** 6:00pm in the School of Business - Please come and join us for an evening social with heavy hors d'oeuvres and beverages (soft drinks, beer, wine, etc.). Relax and connect with people before the start of the conference. Those interested can then head into town to enjoy the pubs and some pints.

**Dinner: 6:30pm in Downtown Maynooth**

Have a look at our section in the program to see the range of restaurants and pubs. Have a look online to see what they have on offer. The university is at the end of the main street where all pubs and restaurants are located. After the social walk with friends and colleagues for a pint or some food!

## THURSDAY

**Breakfast:** 7:30am in the Phoenix dining area on the North Campus

**Lunch:** 12:30pm in the Iontas Foyer - Please arrive on time!

**Refreshment Breaks:** Iontas Foyer

**Dinner:** 6:30pm in Pugin Hall

**Evening Social (Jim's Place) & Conference Awards:** After dinner in the School of Business - Come join your fellow attendees for an evening social with drinks and light snacks as you reflect on your day with old friends and meet some new ones.

## FRIDAY

**Breakfast:** 7:30am in the Phoenix Restaurant on the North Campus

**Lunch:** 12:30pm in the Iontas Foyer - Please arrive on time!

**Dinner:** 5:30pm - Available in Pugin Hall on the South Campus. Note: This meal is not included in your registration fee.

## SATURDAY

**Breakfast:** 8:30am - Want to see your fellow attendees one last time before heading back home or wherever your travels may take you? Head back on over to Pugin Hall for breakfast. Please note that this post-conference breakfast is not included in your registration fee.

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# CONFERENCE REGISTRATION

**WEDNESDAY:** 3pm - 6pm in the Education Building Front Foyer.

**THURSDAY & FRIDAY:** 8am - End of Day in the Education Building Front Foyer.

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# CAMPUS WALKING TOURS

**Walking Tours: During Lunch on THURSDAY and FRIDAY**, commencing from the Iontas Foyer. These tours will take about 45 minutes and be quite informal. The Thursday tour will be led by Peter McNamara while the Friday tour will be led by John Cullen. Come see and hear about some of the most interesting sites on Maynooth's historic campus. So grab a sandwich and come along for a walk!

***YOU MUST WEAR YOUR CONFERENCE BADGE TO GAIN ACCESS INTO THE DINING HALL. PLEASE WEAR YOUR BADGE AT ALL TIMES WHILE ON CAMPUS.***

## ***Eating and Drinking in Maynooth.....***

### ***Avenue Café and Restaurant***

[www.avenuecafe.ie](http://www.avenuecafe.ie)

Modern Irish cuisine served in a relaxed dining space with floor-to-ceiling shelves of wine.

#### **OPENING HOURS:**

Monday to Saturday 12pm till late

(Last orders 9.30pm)

OPEN SUNDAY 1pm to 10pm

(Last orders 7.30pm) Early Bird all day Sunday & full A La Carte



### ***Stone Haven Restaurant***

[stonehavenrestaurant.com](http://stonehavenrestaurant.com)

Continental dishes and steaks in stylish, bare-stonework restaurant with intimate, candle-lit nooks.

#### **OPENING HOURS:**

Monday to Saturday 5pm till 12am

OPEN SUNDAY 1pm to 12am

### ***Donatello's Ristorante***

[www.donatellos.info](http://www.donatellos.info)

Authentic Italian Cuisine

Carrying the traditions of the Cascella familia since 1886

#### **OPENING HOURS:**

Monday to Sunday 12pm till 11pm



## ***Eating and Drinking in Maynooth.....***

### ***O'Neill's Bar & Steakhouse***

[www.oneillsbar.ie](http://www.oneillsbar.ie)

The O'Neill family first brought our commitment to excellence in serving the people of Maynooth as far back as 1912 with the opening of our first butcher shop in Mill Street, Maynooth.

Our proud service tradition as quality Victuallers relocated to Main Street, Maynooth in 1958 and continues to this day. While the nature of our business has changed, there has been no change in our dedication to high standards and quality service. Today value, friendliness, courtesy and quality are still top of the menu at one of the best pub restaurants in Kildare



### ***Brady's Clockhouse***

[www.bradysbarmaynooth.ie](http://www.bradysbarmaynooth.ie)

In 1923 Phil Brady arrived in Maynooth from Co. Cavan at the tender age of 16 to serve his apprenticeship as a barman in a pub on Main Street Maynooth. The bar at the time was owned by the widow Mrs. Pitts.

Phil earned 5 schillings per week in his first year as an apprentice, 10 in his second and by his third year he was earning 1 pound per week. Within a decade he had learned all he needed to know about the business and finally bought the pub from Mrs. Pitts.

A Maynooth icon was born and Brady's Clockhouse Pub has been a landmark building on its main street ever since.



## Things to do in Maynooth and surrounding areas.....

**Maynooth Castle:** [www.maynoothcastle@opw.ie](http://www.maynoothcastle@opw.ie)

This great stone castle was founded in the early 13th century and became the principal residence of the Kildare branch of the Geraldines. The Kildare FitzGerald family extended their land holdings and influence, emerging as one of the most powerful families in Ireland with Maynooth Castle being one of the largest and richest Earl's houses.

Daily: 10.00 - 18.00

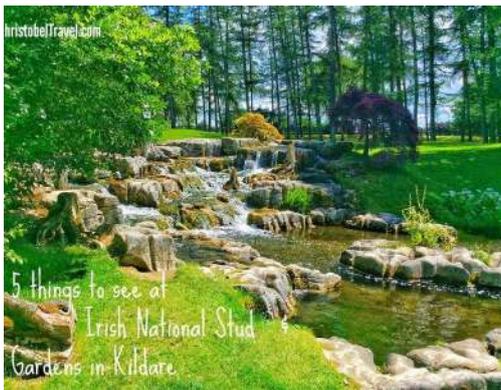
**Last guided tour 16.30. Grounds close 17.45.**



**Irish National Stud & Japanese Gardens :** [www.irishnationalstud.ie](http://www.irishnationalstud.ie)

Nowhere better symbolizes all that is great about County Kildare, the beating heart of Ireland's thoroughbred industry, than the IRISH NATIONAL STUD & GARDENS, a unique attraction of outstanding natural beauty that is home to some of the most magnificent horses and sumptuous gardens to be found anywhere in the world. • World Famous Japanese Gardens - The significance of the Japanese Gardens is not only artistic and horticultural but also philosophical. • Wild Irish St Fiachra's Garden - A tribute to an Irish saint, it is also a fitting tribute to Ireland herself. • Horse Museum (Includes the skeleton of the legendary Arkle) • Living Legends (Beef or Salmon, Moscow Flyer, Kicking King and Hardy Eustace and Rite Of Passage are all in retirement at the stud)

**Open 7 days a week, from 9-6. Last admission 5pm.**



### **St Patrick's College—Maynooth**

*Tours will be arranged during IMOBTS conference,  
Please sign up at registration desk.*

St Patrick's College, Maynooth opened its doors as an educational institution in 1795 and, over the intervening two centuries, it has established for itself an impressive reputation for scholarship and learning. The college and seminary are often referred to as Maynooth College.



**The Steam Museum & Lodge Parked Walled Garden:** [www.steam-museum.com](http://www.steam-museum.com)



This fine Victorian gothic building once stood near Inchicore Railway Works. In the Model Hall the Collection consists of Early Inventor's models, Scientific Engineering Models, and Historic Works of Mechanical Art. The 18th Century walled garden adjoining Lodge Park has been under restoration for the last few years and the old brick-faced walls are clothed with climbers, fruit trees and roses.

**Friday - Sunday 2:00pm - 6:00pm**

## Things to do in Maynooth and surrounding areas.....

### **Wallaby Woods (Great for Kids)** [www.wallabywoods.ie](http://www.wallabywoods.ie)

Wallaby Woods is a family run open farm set in 16 acres of woodland incorporating a well stocked lake. We have over 60 species to see, including Pygmy African hedgehogs, horsefield tortoises, Black swans, snow owls, emus, Albino Bennett Wallabies, Parma Wallabies & lots more. We encourage all our visitors to get up close and personal with the animals in our interactive petting area.

**Monday – Sunday 10.00am – 6.00pm**



### **JAMESON Distillery**

[www.jamesonwhiskey.com](http://www.jamesonwhiskey.com)

Follow in the footsteps of the founding fathers of Jameson on the only tour of the original Jameson distillery in Dublin. We've been a constant presence in the heart of our beautiful city since 1780, and as you can imagine, we've seen quite a few things in our time. Our Ambassador will guide you for a serving of heritage and history on the definitive Jameson tour experience - stories, craic, a comparative whiskey tasting and of course, a complimentary Jameson in the exact spot where it all began.

### **Phoenix Park**

[www.phoenixpark.ie](http://www.phoenixpark.ie)

The Phoenix Park is the largest enclosed public park in any capital city in Europe.

It was originally formed as a royal hunting Park in the 1660s and opened to the public in 1747. A large herd of fallow deer still remain to this day. The Park is also home to the Zoological Gardens, Áras an Uachtaráin, and Victorian flower gardens. The Phoenix Park is only a mile and a half from O'Connell Street. Both passive and active recreational pursuits may be viewed or pursued such as walking, running, polo, cricket, hurling, and many more. The Glen Pond is set in very scenic surrounds in the Furry Glen. There are many walks and cycle trails available to the public.



### **Castletown House**

[www.castletown.ie](http://www.castletown.ie)

When it was built in the 1720s, Castletown set a radical precedent and it is an extraordinary part of our cultural inheritance. Now, as the OPW breathes contemporary life into Ireland's earliest and finest Palladian house, it is trailblazing once more.

Castletown House is open daily from 10 am to 6 pm (last admission at 5 pm). Tickets can be purchased on site at the visitor reception desk in the main house.

## Things to do in Maynooth and surrounding areas.....



### **Newgrange**

[www.worldheritageireland.ie/bru-na-boinne/built-heritage/newgrange](http://www.worldheritageireland.ie/bru-na-boinne/built-heritage/newgrange)

Newgrange is the best known Irish passage tomb and dates to c.3,200BC. The large mound is approximately 80m in diameter and is surrounded at its base by a kerb of 97 stones. The most impressive of these stones is the highly decorated Entrance Stone.

Last tour to the monuments leaves the Centre 1 hour and 45 minutes before the Centre closes. Last admission to the Visitor Centre is 45 minutes before closing time.

### **Slane Castle**

[www.slanecastle.ie](http://www.slanecastle.ie)

Slane Castle, situated in a dramatic setting by the river Boyne, is one of the most exciting buildings architecturally in Ireland. Home to the Conyngham family since 1703, the historical tours cover the family's colourful history and stories about the world famous rock concerts.



### **Croke Park Museum**

[www.crokepark.ie](http://www.crokepark.ie)

Croke Park has UEFA and FIFA approved certification and has hosted numerous high-profile international sporting, cultural and music events outside of Gaelic games.

The Croke Park campus features the Croke Park Meetings & Events Centre, the GAA Museum, Stadium Tour and Etihad Skyline Tour.



### **Tayto Park (Great for Kids)**

[www.taytopark.ie](http://www.taytopark.ie)

Ireland's only Theme Park and offer a huge variety of things to see, do and experience! Tayto Park has attractions for all ages, from thrill-seekers looking for an adrenalin rush to our youngest guests who can enjoy fun and exciting activities.

Please note : Height restrictions apply.

May & June Open 10am –6.00pm

## Things to do in Maynooth and surrounding areas.....



### Glendalough

[www.glendalough.ie](http://www.glendalough.ie)

For thousands of years people have been drawn to 'the valley of the two lakes' for its spectacular scenery, rich history, archaeology and abundant wildlife. Glendalough is a remarkable place that will still your mind, inspire your heart and fill your soul.

### Malahide Castle

[www.malahidecastleandgardens.ie](http://www.malahidecastleandgardens.ie)

Malahide Castle and Gardens the history of the Talbot family dates back to as far as 1175 and is one of the oldest castles in Ireland, set on 260 acres, this magnificent & historic castle was home to the Talbot family for over 800 years.

Open All year round

From 9.30am- 5.30pm Monday-Sunday



### Guinness Storehouse

[www.guinness-storehouse.com](http://www.guinness-storehouse.com)

Find out exactly what it takes to make beer the Guinness® way. From our famous strain of yeast to the passion shared by all our brewers, we go to extraordinary lengths to bring you the world's number-one stout.

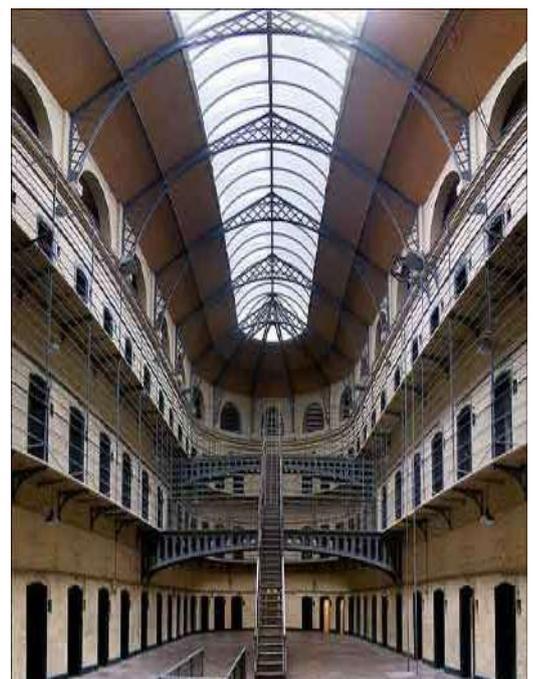
The Guinness Storehouse® is open 7 days a week 9:30am - 7pm (last admission is at 5pm)

### Kilmainham Gaol Museum

[www.kilmainhammuseum.ie](http://www.kilmainhammuseum.ie)

Today the building symbolises the tradition of militant and constitutional nationalism from the rebellion of 1798 to the Irish Civil War of 1922-23. Leaders of the rebellions of 1798, 1803, 1848, 1867 and 1916 were detained and in some cases executed here. Many members of the Irish Republican movement during the Anglo-Irish War (1919-21) were also detained in Kilmainham Gaol, guarded by British troops. Names such as Henry Joy McCracken, Robert Emmet, Anne Devlin, Charles Stewart Parnell and the leaders of 1916 will always be associated with the building. It should not be forgotten however that, as a county gaol, Kilmainham held thousands of ordinary men, women and children. Their crimes ranged from petty offences such as stealing food to more serious crimes such as murder or rape. Convicts from many parts of Ireland were held here for long periods waiting to be transported to Australia. Kilmainham Gaol Museum is operated and managed by the Office of Public Works.

June, July & August 9:00 – 18:00 (first tour at 9:00 – last tour at 16:45)



# INTERNATIONAL MOBTS 2018 AT MAYNOOTH UNIVERSITY

## About the Management & Organizational Behavior Teaching Society

MOBTS has been promoting excellence in management education for 45 years. Besides this annual conference, we sponsor the *Journal of Management Education*, the *Management Teaching Review*, and other activities. MOBTS memberships run on one-year cycles from the date of conference attendance, and include a one-year subscription to the *Journal of Management Education* and *Management Teaching Review*. More information can be found at [MOBTS.org](http://MOBTS.org).

### MOBTS Board of Directors

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Tim O. Peterson President <i>North Dakota State University</i>
Kathleen Kane OB1 <i>University of San Francisco</i>
Rita Shea-Van Fossen Treasurer <i>Nova Southeastern University</i>
Ashley Lesko Secretary <i>Harvard Extension School</i>
Micheal Stratton President-Elect <i>UNC Asheville</i>

#### Officers

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Steven Edelson <i>Walsh University</i>	Tammi Redd <i>Ramapo College</i>
Melissa Fender <i>University of Rutgers - Camden</i>	Jane Schmidt-Wilk <i>Maharishi University of Management</i>
Jeanie Forray <i>Western New England University</i>	Sridevi Shivarajan <i>Ramapo College</i>
Kevin Lo <i>University of San Francisco</i>	Micheal Stratton <i>UNC Asheville</i>
Kathy Lund Dean <i>Gustavus Adolphus College</i>	

Please give a warm welcome to those Board Members who recently took office following the MOBTS 2018 conference at Coastal Carolina University: **Terry Nelson** (University of Alaska Anchorage) took office as an At-Large member. **Tammi Redd** and **Sridevi Shivarajan** join us as the upcoming conference chairs at Ramapo College. **Steven Edelson** (Walsh University) will take on the role of Treasurer on January 1, 2019.

In addition, please show your appreciation for those Board Members who recently saw their terms come to a close: **Barbara A. Ritter** (Coastal Carolina University), who has served the Society in her role as Chair of the Doctoral Institute. **Erika E. Small** (Coastal Carolina University), MOBTS 2018 Program Chair. **Nick Rhew** and **Jess Doll** (Coastal Carolina University), our Site Co-Chairs of this year's MOBTS conference, and **Micheal Stratton** (UNC Asheville) who will be ascending to the role of President-Elect at the close of the conference. **Rita Shea-Van Fossen**, our Treasurer for the past 2-1/2 years, whose term will come to completion on December 31, 2018. Last but not least, a special thank you to our International MOBTS Conference Chair **Peter Maynooth** (Maynooth University). Please take a moment out of your day to thank each and every one of these critical contributors to our Society.

# 2018 MOBTS Awards Recipients



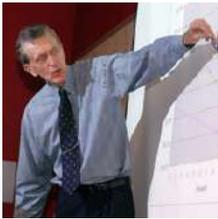
## David L. Bradford Outstanding Educator Award

Joseph Seltzer (La Salle University). The Bradford Award acknowledges one person or a teaching team with consistently demonstrated achievement over a lifetime, focusing on teaching and learning excellence. These individuals have contributed substantially to the Society, and have impacted the field as a whole, with their innovations and ideas extending to a wide audience.



## Peter J. Frost Mentoring Award

Charles Fornaciari (La Salle University). The Frost Award acknowledges individuals who are distinguished as gifted teachers and scholars and who unselfishly impart these gifts through mentoring students, colleagues and associates. This annual award recognizes the energy and dedication of a mentor who, through his/her willingness to provide advice, guidance, friendship and a supportive ear, furthers the development of current and future teachers, scholars and mentors in the field of management and management education.



## Susan Herman Service Award

Dale Rude (University of Houston). The Service Award recognizes voluntary contributions over a significant number of years to the Society by an individual or a team. Outstanding service above and beyond the call of duty is the highest possible demonstration of sharing in an organization such as ours and through this award we identify and thank those whose contributions represent the epitome of altruism, enthusiasm, and selflessness.



## New Educator Award

Beth Polin (Eastern Kentucky University). The New Educator Award recognizes a person at an early career stage (up to five years after receiving the doctoral degree). These individuals are emerging voices within the Society who promise to bring new ways of thinking about and practicing management education.



## Fritz Roethlisberger Memorial Award

Denise Linda Parris (Northern Arizona University) and Cecilia McInnis-Bowers (Rollins College) for their publication "Business Not as Usual: Developing Socially Conscious Entrepreneurs and Intrapreneurs" published in the *Journal of Management Education* Volume 41 Issue 5 (2017). The award is granted each year to the author (or authors) judged to have contributed the best paper on teaching and learning in the organizational and management sciences published in the preceding year in the *Journal of Management Education*.



# 2018 MOBTS Awards Recipients



## *Journal of Management Education* Lasting Impact Award

J. B. (Ben) Arbaugh (University of Wisconsin Oshkosh) for his publication "Virtual classroom characteristics and student satisfaction with internet-based MBA courses," published in the *Journal of Management Education*, Volume 24, Issue 1 (2000). Presented by MOBTS and SAGE Publications, the Lasting Impact Award recognizes an article published in JME at least 10 years prior to have a significant impact on management education or educators, either conceptually or practically, since its publication.



## *Management Teaching Review* Best Pedagogical Contribution Award

Lisa A. Delise (Salem College) and Abby L. Mello (Towson University) for their publication "Designing the Widget: A Group Decision and Negotiation Task," published in the *Management Teaching Review* Volume 2 Issue 1 (2017). The award is granted each year to the author (or authors) judged to have contributed the best paper on teaching and learning in the organizational and management sciences published in the preceding year in the *Management Teaching Review*.



## Mid-Career Distinguished Educator Award

Lisa Stickney (University of Baltimore) and Kathi Lovelace (Menlo College). The MOBTS Mid-Career Distinguished Educator Award is presented to a mid-career management educator who has an established and well-respected record of innovative teaching, exemplary service leadership to our Society, and impactful intellectual contributions to the scholarship of teaching and learning.

# 2018 International MOBTS Awards Recipients

## International MOBTS Honors & Recognition

**Outstanding Service Awards:** Tim O. Peterson, Brandon Charpiet, Vanessa Gallagher, and John Cullen.

## Program Awards

**Outstanding Doctoral Student Contribution:** Lisa Brady (University of Alabama)

**Outstanding Roundtable Discussion:** Kathi Lovelace (Menlo College) and Jane Parent (Merrimack College)

**Top Reviewers' Choice Session:** Kenneth Mullane (Salem State University)

## MOBTS Fellows

MOBTS Fellows are individuals identified and honored by the Society who have been involved at multiple levels, in multiple ways, and over an extended period of time to further the Society's objectives. Criteria are long-term involvement, commitment and contribution to the Society. Please thank our Fellows for their tremendous contributions to the Society.

Lee Bolman	Dave Fearon	Esther Hamilton	Larry Michaelsen
David Bradford	Bill Ferris	Roy Lewicki	John Miller
Jim Clawson	Joan Gallos	Kathy Kane	Joe Seltzer
Allan Cohen	Joseph Garcia	Bob Marx	Peter Vaill
Andre Delbecq	Janet Gillespie	Anne McCarthy	Joan Weiner

# Thursday | June 28th

**7:30am – 9:00am**

## **Breakfast (in Phoenix Restaurant)**

Come start your morning off right with your fellow conference attendees as we prepare for a full day of active learning and engaging discussion. We invite you to join the MOBTS leadership in the Phoenix Restaurant at 8:00am for Opening Statements and an Introduction to the Society, its conference, and its journals.

## **Welcome to International MOBTS 2018 – Opening Statements & an Introduction to the Management & Organizational Behavior Teaching Society (in Iontas Lecture Theatre) | 8:30am – 9:00am**

**Tim O. Peterson**, *President of MOBTS*

**Peter McNamara**, *International MOBTS 2018 Conference Chair*

**Kathy Kane**, *OB1 of MOBTS*

**Micheal Stratton**, *President-Elect of MOBTS*

**Brandon Taylor Charpied**, *Executive Operations Director of MOBTS*

Come join us during this opening session as we welcome you to gorgeous Maynooth University. Opening statements will be made by President Tim Peterson and Conference Chair Peter McNamara, followed by some brief words of what the Management & Organizational Behavior Teaching Society is, its history, its journals, and more. So grab your breakfast, find a seat, and kick off this conference with us!

**9:15am - 10:45am**

## **Employing Self-Developmental, Peer Coaching in the Classroom (in SE009) | 9:15am – 10:45am**

**Matthew Eriksen**, *Providence College*

**Sarah Collins**, *Providence College*

**Julian Oakley**, *Providence College*

**Bailey Finocchio**, *Providence College*

We introduce the purpose, practice and possibilities of self-developmental, peer coaching within management education and share our experience of and learning from, as a professor and students, employing self-developmental, peer coaching in an undergraduate and MBA Self Leadership course. In these courses, students coached one another based upon their preparation for, engagement in and reflection upon self-developmental, experiential-learning experiences in which they participated over the course of the semester. Session attendees will receive the same self-developmental, peer coaching training received by students and be provided with an opportunity to engage in a meaningful self-developmental, peer coaching activity.

**From Escape Room to Breakout Box: An Experiential Learning Strategy to Teach Critical Skills (in SE010) | 9:15am – 10:45am**

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

It is important to find learning strategies that both engage learners and develop the critical skills that they will need. Using a breakout box creates a game environment suitable for the classroom similar to that of escape room gaming. We can use existing scenarios or create new scenarios and incorporate adult learning principles to encourage greater engagement. Come experience a session with this new learning strategy. Help co-create a new scenario for the use in the management discipline. Learn how to make your own breakout box or where you can find one readymade.

**Spaceteam: Using an Interactive Gaming App to Teach Team Dynamics in the Classroom (in SE011) | 9:15am – 10:45am**

**Rachel Woods**, *Hankamer School of Business, Baylor University*

In today's classroom students can learn traditional teambuilding lessons such as leadership, effective communication, and problem-solving by participating in multi-player collaborative gaming apps from their very own smartphones. "Spaceteam" is just such an app, in which students can, virtually, fly a space shuttle together using multiple smartphones in the classroom. During this session, participants are encouraged to integrate this fun and cutting-edge app into their own classrooms, after experiencing "Spaceteam" for themselves. Participants will then learn how to facilitate the use of the "Spaceteam" app, how to maximize its benefits, and how to overcome challenges that come with implementing it.

**Using a multi-modal approach to teaching negotiations (in SE012) | 9:15am – 10:45am**

**Kimberly Sherman**, *Westfield State University*

Many students do not feel comfortable negotiating. Some feel that it creates conflict and can result in hard feelings ("I win and you lose"). Others simply do not feel they will be any "good" at it. By using a multi-modal experiential approach to teaching the concepts and skills involved in negotiations, students can begin to understand the value in negotiating and also the skills that can be learned to become a competent negotiator. This can all be done while having fun and engaging in a little friendly competition.

**Enhancing Student Psychological Flexibility: Evidence-based Exercises for Management Educators (in SE013) | 9:15am – 10:45am**

**Lisa Brady**, *University of Alabama*

At a time when more than 75% of mental health conditions begin before age 24 (NAMI, 2017), college has become a critical time for students. As educators, we must learn how to foster and instill the emotional skills students need to cope with stress. This session introduces Acceptance and Commitment Therapy (ACT), a psychological technique that uses acceptance, mindfulness, commitment, and behavior-change strategies. In this session, I provide participants with a series of exercises as they learn about ACT and experience various techniques that can facilitate behavior change, ultimately contributing to healthier students and a more effective learning community.

## 10:45am – 11:15am

### Refreshment Break (Iontas Foyer)

Enjoy coffee, tea, and biscuits as you get a quick refresher and chat with friends prior to heading into your next round of experiential sessions and discussions.

## 11:15am - 12:15pm

### Final curtain call: Facilitating course and program endings (*in SE009*) | 11:15am – 12:15pm

**Gary Wagenheim**, *Simon Fraser University*

**Carolyn Egri**, *Simon Fraser University*

Many instructors focus their efforts on getting courses and programs “off on the right foot,” yet often do not give similar thought or effort to endings. While we agree that beginnings are important, we think closings are too. Course endings and closing retreats can serve multiple purposes, including: helping students clarify and summarize their learning; recognizing their achievements; celebrating their successes; creating an action plan for continuing their relationships, learning, and development; and, saying good-bye to each other and the program. In this session, participants will have the opportunity to experience our ending activities and reflect on developing their own.

### Harassment in the Workplace: Still Innocent Until Proven Guilty? (*in SE010*) | 11:15am – 12:15pm

**Jeffrey Mello**, *Rhode Island College*

The past year has seen a tremendous number of allegations of harassment in the United States, mostly sexual in nature, directed toward high ranking officials in numerous industries, especially entertainment and media, and government. The “me too” movement has resulted in personal and public downfall of powerful executives and a pending plethora of lawsuits aimed at these individuals and the organizations with which they were affiliated. The legal tenet of “innocent until proven guilty” seems to have fallen by the wayside during this time and organizations still have the responsibility to uphold this doctrine and fairly investigate allegations of any wrongdoing. This, however, can be easier said than done. This exercise allows participants to better understand workplace harassment and any inherent biases or assumptions they might bring to the table when confronted with allegations of harassment.

### Experiential Learning Online: Lost in Translation? (*in SE011*) | 11:15am – 12:15pm

**Karen Stock**, *Walsh University*

**Linda Robson**, *Kent State University*

Whether developing a new course or transitioning an existing course for online delivery, what do we lose in translation? In this session, we offer our perspectives and share example exercises we have used when teaching and developing online management courses. We hope to expand our network and create a rich hub of resources by inviting others to join us in the discussion. Whether you are new to online teaching or an experienced educator, this discussion will focus on sharing best practices and lessons learned in online learning environments.

**Supporting enthusiasm for career management through coralling, coaching and hindrance minimisation** (in SE012) | 11:15am – 12:15pm

**Jan Green**, *Glyndwr University*

Management educators work in an environment which requires attention to a diverse range of stakeholders and deadlines linked to teaching delivery, assessment schedules, feedback, student queries, administration and recruitment. Time management and prioritisation of operational tasks leaves minimal scope for attending to personal career progression. A culture where hindrances, many being requests to undertake additional duties, detract from enthusiasm to participate in personal development. The literature which can be drawn upon to support development is diverse and the discussion proposes the identification of a personal space and peer coaching to address the questions of enthusiasm and careers for management educators.

**Enhancing large-class teaching through podcasting: A Beginners Guide** (in SE0130) | 11:15am – 12:15pm

**John G. Cullen**, *Maynooth University School of Business*

This 60 minute activity session on enhancing large-class teaching with Podcasting aims to practically introduce participants to podcasting in a higher education context. No prior experience or technical knowledge of podcasting is required as participants will be taken through the basics of downloading free software, minimal hardware requirements, scripting podcasts and integrating them with the course design, delivery and providing CA engagement to students. Podcasting is not only free (or very inexpensive); engaging in podcasting provides an additional resource to students which enables them to prepare for class in a way which aligns social media usage.

**The Power of Positive Regard: Revisiting Corrective Performance Feedback with Generation Z Students** (in SE0131) | 11:15am – 12:15pm

**Kathi Lovelace**, *Menlo College*  
**Jane Parent**, *Merrimack College*

In this session we discuss the learning preferences of millennial and Generation Z students particularly in reference to how these preferences affect the in-person delivery of corrective performance feedback. We discuss positive regard and its relevance to giving students corrective feedback. Through our discussion we will examine how positive regard involves a blending of coaching and counseling and what teaching practices can be used to show positive regard. We aim to develop a set of best practices for providing corrective performance feedback and discuss which points are unique to the new generations and which points are time-tested.

**Observational Learning of Teams across Industries** (in SE0132) | 11:15am – 12:15pm

**Christine Blais**, *Southern New Hampshire University, Manchester*  
**Justina Oliveira**, *Southern New Hampshire University, Manchester*

Pressures of global competition, digitalization, and innovation has led to a higher need for effective teamwork within organizations. The purpose of this round table discussion is to demonstrate how observational learning can be used to guide students in building their knowledge about teams and team member effectiveness. Participants will gain an understanding of how observations of real teams across diverse industries was valuable to student learning, as this technique allowed for clear connections to both students' team experiences and course readings. Discussion will revolve around exercises used as well as the collaboration that occurred across the campus and external communities.

**12:30pm – 1:30pm**

**Lunch (in Iontas Foyer)**

It's time to take a break and grab some lunch! There will be coffee, tea, and an assortment of sandwiches for you to choose from. Please be on time at 12:30pm as this is open service, so being on time will give you a larger selection to choose from.

**1:45pm - 2:45pm**

**Using "EEOC Role-Playing" for Human Resource (HR) and Management Education** (in SE009) | 1:45pm – 2:45pm

**Mark Skowronski**, *Ramapo College of New Jersey*  
**Sridevi Shivarajan**, *Ramapo College of New Jersey*  
**Tammi Redd**, *Ramapo College of New Jersey*

In this session, participants will learn about the presenters' experience using a mock-EEOC (Equal Employment Opportunity Commission) investigation to teach students about U.S. equal employment opportunity law. Using a real, highly publicized religious discrimination case, students are assigned various roles relevant to the EEOC complaint process. Students role-playing a job applicant and an employer participate in simulated "oral arguments". These arguments are used by other students, role-playing EEOC investigators, to determine if the charges have merit. The presenters will discuss both the benefits and challenges of this approach. Ways of modifying the activity to accomplish other objectives, and to apply it to the legal systems of other countries, will be discussed.

**Getting off on the right foot: Helping groups of non-traditional students form, storm, and norm** (*in SE010*) | 1:45pm – 2:45pm

**Wendy Cook**, *Central Washington University*

Non-traditional students typically have several responsibilities outside of the classroom. For these students, group work can be particularly challenging as they have little discretionary time to meet with group members. Students typically meet each other, decide to work together, exchange contact information, and then communicate through email or text to complete the group project having never stormed or normed with the resultant adverse effects. This exercise takes participants through the process of forming, storming, and norming. By using this activity, students experience forming, storming, and norming in the initial class setting, which allows students to then focus on work.

**Service-Learning Projects: How Might Educator Design The Project and Ensure Positive Experience?** (*in SE011*) | 1:45pm – 2:45pm

**Ekaterina Zagorodnova**, *National Research University Higher School of Economics in Perm*  
**Anastasiia Rylova**, *National Research University Higher School of Economics in Perm*

Roundtable discussion will focus on service-learning project implementation that helps to acquire and develop students entrepreneurial skills, fulfill stakeholders needs and ensure positive experience. Entrepreneurial skills are hard to acquire and could be formed only by practical experience through action learning. The purpose of the roundtable discussion is to create an optimal design of the service-learning project. The intended outcome of the session will be formed as guidelines for the educator on how to manage service-learning projects while bringing positive students experience and developing their entrepreneurial skills, mitigating stakeholders interests and taking into account uncertainties.

**First, Do No Harm: Does the Field of OB Need a Qualification System to Safeguard the Use of Teaching Interventions?** (*in SE012*) | 1:45pm – 2:45pm

**Michael Stevens**, *Weber State University*

A foundational principle of many clinical professions is to ensure that whatever the intervention or procedure, the recipient's well-being is the practitioner's primary consideration. In OB and management education, examples abound of potentially beneficial yet risky teaching practices. However, we pay little systematic attention to these possible risks. We instead leave things up to individual instructors to figure out. The net collective effect is that we often unwittingly put students at risk. This proposed roundtable will explore whether our teaching discipline would benefit from a user qualification system for teaching practices that safeguard their use and benefit students.

**Adapting conventional delivery to cope with large cohorts: turning seminars into workshops** (*in SE013*) | 1:45pm – 2:45pm

**Simon Sweeney**, *York Management School, University of York*

Teaching a hugely popular postgraduate political economy module to 50 international business students (mainly Chinese) had always gone well, based on lectures and seminars with assessment via a 3,000 word essay broadly capturing module content. But with a three times larger cohort in 2017 things went wrong. The innovation is to replace seminars with team-taught 2 hour workshops, fewer targeted readings and specific questions for groups to answer, plus a shorter more issue specific assessment. How will this go? The paper highlights problems with the traditional approach and speculates on whether the proposed changes will bring better outcomes.

**Baiting the hook for learning: When learning for learning's sake is not enough. A novice lecturer's experiences of managing experiential learning in large groups** (*in SE0130*) | 1:45pm – 2:45pm

**Edward O'Connor**, *Maynooth University*

This paper discusses my experiences of implementing a flipped classroom approach to lecturing Strategic Human Resource Management (SHRM) to a large class, over 420 students. I had planned to utilise an experiential learning style to engage the students by enabling them to construct a wide-ranging understanding of both the theoretical and real world aspects of managing people. However, under expectancy theory, the students perceived the lack of grades for adopting a more 'hands on' approach to the experiential learning plan as pointless and unbalanced. Comparisons to outcomes from other modules entrenched this view.

**Using Class Behaviour Modification Assignment to Reduce Lecture Absenteeism among Masters Management Students** (*in SE0131*) | 1:45pm – 2:45pm

**Jacob Eisenberg**, *UCD*

I am describing and discussing a new class assignment aims to reduce student absenteeism while allowing students to engage in a realistic consultancy-like intervention. Student absenteeism from university courses has been acknowledged as a major problem for many institutions and has been an increasing challenge in the X Graduate School of Business, where I teach. The intervention is centred around a student led, class-wide semi-structured consultancy project that sought to assess, identify and reduce students' absence from classes. The project was very successful and resulted in meaningful process and record high level average class attendance.

**Layering of the Assessment Process: The Path to Improved Attendance, Learning and Engagement** (in SE0132) | 1:45pm – 2:45pm

**Paul Donovan**, *Maynooth University*  
**Christina O'Connor**, *Maynooth University*

This submission outlines the steps taken to put into effect a teaching and learning strategy leading to greater undergraduate student engagement and attendance in two final year business modules. The lack of student engagement and 'creeping passivity' has been problematic in the higher education (HE) classrooms. This has been characterised by student absenteeism and this feature was reported on in an article by one of the authors published in a leading national quality newspaper. In this article, he described half-empty classrooms for much of the semester and sought solutions to this situation. This paper reports on one attempted solution designed to combat student disengagement and absenteeism. The target group was two undergraduate modules in final year of a business studies programme. The approach is also suitable for postgraduate students and should be applicable across cultural settings but may require a certain degree of socialisation in situations.

**3:00pm - 3:30pm**

**"Elective Choice" - An exploratory study of the factors that influence undergraduate student elective choice in a 'General Business' degree programme** (in SE012) | 3:30pm – 4:00pm

**Caroline O Reilly**, *Cork Institute of Technology*  
**Marian McCarthy**, *University College Cork*  
**Lawrence Dooley**, *University College Cork*

Third level undergraduate students taking business programmes are typically provided with the opportunity to choose modules from elective options across their programme of study. Student elective choices impact the eventual skillset of graduating students and the programmes ability to deliver suitably robust graduates in line with its accreditation. Academic research indicates that student's elective choice is influenced by many different factors including module content, lecturer style, grade potential, career plans, timetable and one's peer group. Understanding these influencing factors can aid programme managers and lecturers as they design, develop and promote elective options within a general business degree.

**The Challenges of Using Multimedia Assignments to Assess Learning Outcomes on an Undergraduate Social Media Module** (in SE009) | 3:00pm – 3:30pm

**Roger Sweetman**, *Maynooth University*

This paper describes the challenges that arose from using a combination of multimedia based assignments to assess the learning outcomes on a Social Media Module. Through a mix of quantitative analysis and qualitative reflection, eight challenges associated with multimedia assessment were identified and considered. Suggestions to address these challenges are presented. Because of the interpretivist nature of the reflection, the findings should not be considered generalizable. Instead, they form a starting point from which deeper scholarly inquiry into the challenges of multimedia assessment can proceed.

**The Lim-O: An exercise in market failure and vertical integration** (*in SE010*) / 3:00pm – 3:30pm

**Ofer Meilich**, *California State University, San Marcos*

Vertical integration and more generally, corporate-level strategy, are rather difficult for students to grasp, being so abstract concepts. This exercise provides a way for participants to experience the issues leading to market failure (and vertical integration) by engaging them as buyers and sellers of a component for very unique car – a limousine with square tires. Suppliers for square tires are solicited, followed by post-contract renegotiation. The ensuing frustration and heated interactions are leveraged to explain the concepts of asset specificity and uncertainty, causing elevated risk, leading to lack of suppliers and buyers, and forcing firms to become their own suppliers.

**X-Culture International Business Experience & Simulations in the Classroom** (*in SE011*) / 3:00pm – 3:30pm

**Christina Langwell McCurley**, *Blackburn College*

X-Culture allows students to participate in virtual teams across the globe to complete a project that a real business has submitted. It is a great way to get students experience working with other students for different countries on a project using technology. Additionally, there are many simulations that allow students to work together via technology that enhances concepts in the classroom. Marketplace Live, BSG-Online and Simbound will all be briefly discussed.

**Using the Potter Box to Understand Organizational Decision-Making** (*in SE012*) / 3:00pm – 3:30pm

**Rod Carveth**, *Morgan State University*

In this presentation, I show how the Potter Box was used for a semester-long project in a business class to examine the 2017 problems facing Uber. The value of applying the Potter Box to Uber is 1) to provide insight into the role ethics plays in business decisions, and 2) to examine the role the corporate culture plays in how businesses balance their values and loyalties to their stakeholders. Students concluded at the end of the semester that Uber’s culture worked while it was a start-up, but as it became a more mature company, its culture was increasingly problematic and needed to change.

**“So What Do You Really Think?”: Using technology to get candid feedback from students** (*in SE013*) / 3:00pm – 3:30pm

**Ravi Shanmugam**, *University of Kansas School of Business*

This session will address new ways faculty can gather feedback from students about all things class-related. The conventional ways of doing so (particularly the standard end-of-semester teaching evaluation form and the instructor-designed “mid-semester” survey) have their limitations, especially in undergraduate classes. I will share a different method I’ve used: offering a series of brief, anonymous online surveys. I will also discuss various “best practices” for getting past students’ hesitation to provide feedback and uncovering candid opinions that facilitate improvements to classes.

**Reaching The Millennial Learner in a Large Class (in SE013) | 3:00pm – 3:30pm**

**Adele Smith-Auchmuty**, *Maynooth University*

The purpose of this paper is to encourage participants (Educators) to share ideas on effective large class teaching and learning strategies. It focuses on generating a discussion surrounding ideas on how to create active and engaging student-centered lecturers that aids a deep learning approach for millennial learners. How can we overcome the barriers, and build connections with our learners at a practical level? The paper views the issues through the learner lens.

## 3:30pm – 4:00pm

**Refreshment Break (Iontas Foyer)**

Enjoy coffee, tea, and biscuits as you get a quick refresher and chat with friends prior to heading into your next round of experiential sessions and discussions.

## 4:00pm - 5:00pm

**The Arena: An Activity to Foster Teamwork, Communication, and Cooperation In and Across Teams (in SE009) | 4:00pm – 5:00pm**

**Kelly Davis McCauley**, *West Texas A&M University*

The Arena activity is an in-class, experiential learning exercise that requires student teams to navigate and assist a blindfolded team member through a maze-like setting. The goal of the activity is to seek and find all of the team's assigned objects (however, only the blindfolded team member can collect these objects in The Arena). This activity is applicable to courses focusing the development of soft skills like teamwork, cooperation versus competition across teams, communication, and leadership/followership. In this submission, I provide a description of the activity, options for variations of it, and suggestions for debriefing the activity.

**Revisiting a Classic: How to Use Positive and Negative Reinforcement to Demonstrate the Relationship Between Performance and Reward (in SE010) | 4:00pm – 5:00pm**

**Kenneth Mullane**, *Salem State University*

Although most management students are quick to grasp the concepts of positive reinforcement and punishment, they often have difficulty understanding negative reinforcement and how it affects employee behavior. The purpose of this session is to demonstrate how an updated version of a classic exercise, featuring high-levels of participation, can be used within traditional management classrooms to create a fun atmosphere in which students see first-hand the consequences of each type of reinforcement. Relevant materials will also be provided.

**Best Practices in Teaching Sexual Harassment (in SE011) | 4:00pm – 5:00pm**

**Thomas Tudor**, *University of Arkansas at Little Rock*

The teaching of sexual harassment in the United States often involves a discussion of the two types that are legally recognized: quid pro quo and hostile work environment. Not every country recognizes both types and interpretations of what is harassment is influenced by culture and gender. Teaching the topic often centers on legal issues and typically lacks a discussion of related theories that may help explain sexual harassment, the reactions from it, the fears of being harassed or accused, and the impact on gender-related working relationships. This roundtable discussion will focus on how to best teach about sexual harassment beyond just the legalistic approach.

**Roundtable on Designing an Inclusive Module (in SE012) | 4:00pm – 5:00pm**

**Marian Crowley-Henry**, *Maynooth University*

In an era where political correctness and inclusion is being questioned, this roundtable discussion on designing an inclusive module invites discussion and examples from attendees on how to incorporate an inclusive approach in their module design, encompassing reading materials, learning outcomes, assessment and module content. This may be through the use of different key readings from different perspectives, the design of a module statement on acceptable class behaviour, reflection on how inclusive classroom behaviour could be assessed, and also debate on how we, as educators, can re-imagine our module content to be cognisant of how inclusive (or not) it is.

**Teaching business planning: Issues and challenges (in SE013) | 4:00pm – 5:00pm**

**Chiara Bernardi**, *SUPSI University of Applied Sciences and Arts of Southern Switzerland*

In this symposium, the discussion is open to issues and challenges that emerged during the design and redesign of a course titled “Business Planning” at the bachelor level. Some of them are in regard to the opportunity to teach business planning and not focus on entrepreneurial attitudes. Others are more closely linked to how to manage courses based on practical projects that require the use and application of theories, concepts, and models learned or that should be learned in previous courses. Some open questions are posed to the audience in order to develop a common and deeper understanding.

**Using personalized learning software in a large class (in SE0130) | 4:00pm – 5:00pm**

**Joern Hoppmann**, *University of Oldenburg*

**Erik Jentges**, *ETH Zurich*

In the course Introduction to Business Administration, a large class with over 650 students, we offered students the possibility to learn with the personalized learning software cerego. After we introduced the tool in the first lecture, 435 students signed up and 375 became active users. We report on the integration of the software solution into the course design, user experiences from teaching assistants who created learning content, usage statistics from students, and course evaluations. In the discussion, we ask about the potentials of using personalized, cloud-based learning solutions in higher education, including more responsive instructor-student interactions.

**Opening Minds: Faculty-driven Roleplay (in SE0131) | 4:00pm – 5:00pm**

**Brendan Bannister**, *Northeastern University*

In interaction with MOBTS participants, this session will simulate an extensive role play where both faculty and students take on roles. This simulated experience will demonstrate a powerful method to challenge assumptions and stereotypes around what makes an organization successful.

**Humility in the classroom: On questioning the Sage on the Stage Approach (in SE0132) | 4:00pm – 5:00pm**

**Micheal Stratton**, *UNC Asheville*

**Mark Julien**, *Brock University*

**Russell Clayton**, *Saint Leo University*

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

**Nicholas Rhew**, *Coastal Carolina University*

Abstract: Humility manifests in a recognition of self-limits. While scholars have demonstrated the importance of humility for servant leadership and employee empowerment, and have linked humility to job performance in care-oriented roles, little work has explored the role of humility in the classroom to encourage student learning. While the traditional “sage on the stage” approach may discourage humility in the classroom by pinning student learning on the expertise of the lecturer, experiential approaches may require a humble facilitator as these approaches place the student’s experience at the center of learning. In this roundtable discussion, participants will explore the benefits and limitations of humility in the classroom and will share their experiences with overcoming barriers to displaying humility.

**Friday | June 29th**

**7:30am – 8:30am**

**Breakfast (in Phoenix Restaurant)**

Come start your morning off right with your fellow conference attendees as we prepare for a full day of active learning and engaging discussion. We invite you to join the MOBTS leadership in the Phoenix Restaurant at 8:00am for Opening Statements and an Introduction to the Society, its conference, and its journals.

## **Teaching Whilst Leading: Why Do University and Business School Leaders also Teach (or not)?** (in SE009) | 8:30am – 10:00am

**Peter McNamara**, *Maynooth University*  
**Philip Nolan**, *President, Maynooth University*  
**Alison Hood**, *Maynooth University*  
**Barbara Ritter**, *Coastal Carolina University*  
**Joseph Coughlan**, *Maynooth University*

This symposium explores the benefits and costs to the institution, and personal motivation, of academic leaders whom choose to teach whilst leading. Speakers will include the President of a University, whom has lead it through major university wide curriculum reform, that university's Dean of Teaching and Learning, in addition to two Heads of Business Schools, one of whom chooses to teach whilst the other made the choice to step back from teaching, and a faculty member whom has moved between the roles of Head of School (teaching and leading) and now is a Professor focused on teaching and research.

## **Open Education Resources in Management Education: The What, Why, and How** (in SE010) | 8:30am – 10:00am

**Miriam Plavin-Masterman**, *Worcester State University*  
**Elizabeth Siler**, *Worcester State University*

Textbook prices have increased at three times the rate of inflation in the past 30 years, and many students have trouble affording them. Open Educational Resources (OER) can help address this problem -- textbooks, syllabi, activities, and course modules available without charge or access barriers. During this workshop, participants will learn the “what,” “why,” and “how” of OER, including an overview of OER and Creative Commons licensing, benefits to students, faculty, and institutions, and examples of courses that use OER. More than half of the session time will be devoted to small group work and/or discussions.

## **A collection of creative end-of-semester projects** (in SE011) | 8:30am – 10:00am

**Diana Smrt**, *University of Michigan-Dearborn*

During this session, I will present the most engaging and memorable end-of-semester projects from my 13 years of teaching experience. These projects were assigned in my Organizational Behavior, Introduction to Human Resources, Organization Development, and Management Skills classes. I will not only provide the conference participants the opportunity to hear about my projects, but I also intend to encourage colleagues to share their own most memorable assignments.

**Technology-Enabled Assessment in Large Classes: Learning from Success and Failure** (*in SE012*) /  
8:30am – 10:00am

**Olga Ryazanova**, *Maynooth University*  
**Tatiana Andreeva**, *Maynooth University*  
**Ruifang Wang**, *Maynooth University*

Large class numbers make it challenging for educators to provide feedback and mid-term assessment to students, particularly in the situations of relatively limited teaching support. Developments in technology have raised hopes that technology-enabled approaches can solve feedback and assessment challenges arising in large classes. In this session, we seek to share our positive and negative experience of using these approaches to enhance the undergraduates' learning experience. We will discuss specific tools that help: a) to automate the grading process; b) to use input from peers to assist a lecturer in grading; and c) to transform group-level grades into individual-level grades.

**Learning from Leadership at all Levels: Life Events and Immersive Experiences** (*in SE0130*) / 8:30am  
– 10:00am

**Jack McCarthy**, *Boston University*  
**Sandra Deacon Carr**, *Boston University*  
**Yseult Freeney**, *Dublin City University*  
**Patrick Flood**, *Dublin City University*  
**Brian Harney**, *Dublin City University*  
**Jarlath McHale**, *Mayo Adventure Experience*

We face a competitive global environment characterized by turbulence, complexity, interconnectedness and change across all sectors. Developing leaders who can perform effectively under these conditions is an enormous challenge, as people are constantly pushed beyond their capabilities. This dynamic and interactive session will explore the core capabilities that leaders need and share some of the best practices and relevant lessons for leadership development across multiple career levels. Specific focus will be placed on our research and teaching innovations in leveraging life events and immersive experiences for accelerated development. Faculty at all levels are encouraged to participate in this critical conversation.

## 8:30am - 10:45am

**Meet the Editors – Incubator Session: Journal of Management Education and Management Teaching Review** (*in SE0131*) / 8:30am – 10:45am

**Kathy Lund Dean**, *Gustavus Adolphus College*  
**Jeanie Forray**, *Western New England University*  
**Kathi Lovelace**, *Menlo College*  
**John Cullen**, *Maynooth University*  
**Sarah Wright**, *University of Canterbury*  
**Paul Donovan**, *Maynooth University*

Come celebrate our Society's journals – the Journal of Management Education and Management Teaching Review. In this session, a group of JME and MTR editors will review the mission and scope of these two journals and discuss the types of submissions that are unique to each outlet. Bring your manuscript ideas and participate in an Incubator activity, where our editors will provide feedback on your ideas. We will also discuss the submission and review process and provide guidelines for authors as well as reviewers.

## 10:15am - 10:45am

### **What's in it for us all? Instructor's Reflection on the realities of delivering Virtual Cross Cultural Experiences between UK/US students and Irish/US Students (in SE009) | 10:15am – 10:45am**

**Christina O'Connor**, *Maynooth University*  
**Denise Luethge**, *Northern Kentucky University*  
**Bertie Greer**, *Wayne State University*  
**David Raska**, *Northern Kentucky University*

In this exercise we introduce the concept of Virtual Cross-Cultural Experience (VCCE) as an innovative experience and pedagogical tool to help students develop their intercultural knowledge and cross-cultural communication skills (Taras, et al., 2013). The discussion of VCCE opportunities and challenges will be presented through the experiential learning and reflections of four instructors who were responsible in the creation, management and delivery of two Virtual Cross Cultural Experiences (VCCE) between UK and US universities and between Irish and US universities. This reflection piece is important for those engaged in virtual projects to provide understanding and clarity of the challenges that may be experienced as well as the learning for both students and instructors. Discussion will also develop recommendations for future VCCE projects.

### **Teaching Business Models to Students while Engaging Industry through an Experiential Learning Workshop (in SE010) | 10:15am – 10:45am**

**Geraldine Lavin**, *Maynooth University*

This activity outlines an experiential learning workshop used to teach the principles of business models and innovation processes to a late undergraduate or postgraduate class while also using it as an opportunity to engage with companies.

### **I hate starting class with a quiz: So why am I still using them in my flipped hybrid? (in SE011) | 10:15am – 10:45am**

**Cheryl Clark**, *Georgia Gwinnett College*

Non-traditional students with conflicting 'life' (job(s), children, financial) demands are the norm particularly at an open admissions institution. Hybrid courses provide flexibility for student's time demands, a flipped classroom ensures effective use of face-to-face course time and weekly quizzes encourage and measure learning. All are important to the course outcomes, particularly in the non-traditional student environment. I will share the three approaches intended to maximize the use of quizzes to support the course design and improve student learning. I will lead a discussion seeking ideas for improvements as well as identification of other potential issues/quiz alternatives that may emerge.

**Amazon and the contradictions of capitalism: Channelling and challenging ‘best practice’ (in SE012) / 10:15am – 10:45am**

**Brian Harney**, *Dublin City University*  
**Tony Dundon**, *University of Manchester*

Amazon is frequently heralded as the poster child of the internet era. Strategy and leadership textbooks highlight Amazon as a ground-breaker in terms innovation, long-term thinking, and data analytics, while Jeff Bezos is recognized for heroic entrepreneurship and leadership. Mainstream analytical considerations of Amazon are typically laden with assumptions of profit maximisation and self-interest. A consequence is that students often conflate the interest of multiple stakeholders with shareholders, whilst tensions, paradoxes and ethical dilemmas are muted in the interests of the ‘optimal’ solution. Using the case of Amazon and criticisms of its working conditions the session highlights an approach to teaching which unpacks the workplace dynamics and tensions inherent to the capitalist system. Offering multiple lenses to explore a singular phenomenon of so called ‘best practice’ enables us to explore and expand the issues presented to students in order to foster a more reflexive and critical mode of understanding.

**Identifying and helping “challenging” students: Quantitative and exploratory qualitative approaches (in SE013) / 10:15am – 10:45am**

**Joe MacDonagh**, *Institute of Technology Tallaght*

Ireland, like the rest of the Western world, has seen steadily increasing third-level education participation rates and so a greater concentration on student motivation and learning styles in order to inform teaching and examining methodologies with many non-traditional and challenging students. To address these issues, this paper describes cross-sectional and longitudinal research, since 2011, into 3rd level students in an Irish sub-university college. Students’ study and academic practice was examined in personal and group interviews plus in surveys and psychometric questionnaires. Results suggest effective strategies colleges can use to inform instructor/lecturer approaches and to inspire student effort.

**10:45am – 11:15am**

**Refreshment Break (Iontas Foyer)**

Enjoy coffee, tea, and biscuits as you get a quick refresher and chat with friends prior to heading into your next round of experiential sessions and discussions.

## 11:15am - 12:15pm

**Perfecting the Peer Evaluation Process - I Will Show You Mine if You Show Me Yours!** (*in SE009*) / 11:15am – 12:15pm

**Jody Tolan**, *University of Southern California*

When the instructor is absent during much of team-based work time, how do we get an honest view of team members' skills, abilities, commitment and contributions that effectively contribute to the team's goals? How do we help students understand how to give and get effective feedback?

The purpose of this session is to bring together experienced and novice alike to share different methods and tools to evaluate student team performance. I will share our experience with a core undergraduate OB class including tools that are used to evaluate team processes as well as individual and peer performance. Participants are encouraged to share their experiences and instruments to help all of us to perfect the peer evaluation process that students love to hate.

**Integrating Managerial Skills into the Business Curriculum: Can we Teach Longitudinally?** (*in SE010*) / 11:15am – 12:15pm

**Otmar Varela**, *University of Arkansas - Little Rock*  
**Kety Jauregui**, *ESAN - Business School*

In this roundtable session, we will discuss methods to integrate managerial-skill teaching into core business courses. We will start the session by sharing the authors' experience with a managerial-skill course designed to cut across courses and semesters. Using data from participants of this course in two countries (U.S. and Peru), we will briefly discuss the effectiveness of our instruction. Our goal is to generate a debate on the viability of challenging instruction compressed in standard time intervals (e.g., semesters). We hope to identify best practices dealing with integrating skill-development across academic terms.

**College Students with Autism Spectrum Disorder (ASD) - Are our teaching methods up to the task?** (*in SE011*) / 11:15am – 12:15pm

**Maria Hasenhuttl**, *University of Texas at Dallas*

Statistics show that we will see increasing numbers of students diagnosed with Autism Spectrum Disorder (ASD) in our college courses. This sessions explores the challenges this creates for higher education teachers and how we might adjust our teaching methods in order to create a more inclusive classroom environment for all learners, including those with ASD.

**The Business of Curriculum Infusion: Integrating student health initiatives via classroom on-campus service projects** (*in SE012*) | 11:15am – 12:15pm

**Lee Carter**, *Coastal Carolina University*  
**Jessica Doll**, *Coastal Carolina University*

Barriers to well-being on college campuses include reaching students who do not present at Student Health or Counseling Centers nor self-select into programs on campus. This session will focus on curriculum infusion (CI), or integrating health and wellness materials into the classroom as a way to reach these students. Presenters will discuss a service project conducted in sections of a management course that partnered faculty and with the campus wellness office. The project's goals, limitations, measures of efficacy, and future directions will serve as the framework for the discussion.

**Business Management Simulations and Generative Learning: The Missing Link or Simply a Tool for Teaching Large Classes?** (*in SE013*) | 11:15am – 12:15pm

**Dónal O'Brien**, *Dublin City University*

The following proposal outlines a study of business simulations as a pedagogical tool in the teaching of strategic management and puts forward a number of important questions for discussion. The study assesses the student's perspective on the use of a business simulation in terms of a learning experience and the development of their management skills and competences. Strategy is inherently about making decisions and the use of simulations addresses one of the great classroom difficulties in teaching strategy but what is the most appropriate application? Is it simply a tool for teaching large classes or can it be more?

**When your key talent becomes... a body double** (*in SE0130*) | 11:15am – 12:15pm

**Emmanuelle Leon**, *ESCP Europe*  
**Maral Muratbekova-Touron**, *ESCP Europe*  
**Géraldine Galindo**, *ESCP Europe*

The case study allows analyzing a new form of remote management by using a body double. It investigates the features of this type of tele-work and the corresponding human resource management (HRM) processes especially relevant for human resource management in the digital age.

**Team Debate Contests as Collaborative Argumentation Training** (*in SE0131*) | 11:15am – 12:15pm

**Erik Jentges**, *ETH Zurich*  
**Bastien Girod**, *Switzerland*

Our exercise engages students in a team debate contest. Students prepare and perform their arguments in small groups. They learn to collaborate, state correct facts, deliver their message, defend it against criticism, and exploit weaknesses in their opponent's argumentation. The exercise uses scaled assignments that build up over seven sessions in which students research their topic, develop an efficient argumentation strategy, and prepare to present their points in a competitive setting. It is an effective training of communication skills, critical thinking, and teamwork. In addition, it is interactive and fun. The exercise can be adapted to many teaching settings.

**Bringing Research into the Classroom: A Teaching Case Study Exercise** (*in SE0132*) | 11:15am – 12:15pm

**Sinéad Ruane**, *Central Connecticut State University*

**Jeffrey Gauthier**, *SUNY Plattsburgh*

In this session, we will present a teaching case study developed from research data. The case focuses on a mission-driven start-up that has experienced exponential growth over a six-year period. Participants will engage in an interactive team exercise, applying Bolman and Deal's four frames to the case to identify and analyze management issues and challenges faced by the organization. We will then discuss the process of bringing our fieldwork into the classroom, and conclude with an open conversation, inviting participants to share their own ideas, best practices, and lessons learned with regard to transforming research projects into teaching materials.

## 12:30pm – 1:30pm

### **Lunch (in Iontas Foyer)**

It's time to take a break and grab some lunch! There will be coffee, tea, and an assortment of sandwiches for you to choose from. Please be on time at 12:30pm as this is open service, so being on time will give you a larger selection to choose from.

## 1:45pm - 3:15pm

**Expanding the Pie: Negotiating in Academia** (*in SE009*) | 1:45pm – 3:15pm

**Barbara Ritter**, *Coastal Carolina University*

**Peter McNamara**, *Maynooth University*

This session will be an opportunity for faculty to practice negotiating for an academic job with actual academic administrators. Participants will review best negotiation practices, observe others negotiating, and role-play a negotiation themselves. During the session, individuals will learn to expand the pie, negotiate with long-term relationships in mind, and increase confidence. All interested individuals are welcome to practice their negotiation skills!

**Learning by Wandering Around** (in SE010) | 1:45pm – 3:15pm

**Clive Holtham**, *Cass Business School*

**Martin Rich**, *Cass Business School*

This approach was pioneered in 2005 and has been considerably expanded and refined since then. Learners have to wander in an urban area, which can be unfamiliar, but it works equally even in totally familiar areas. Out of everyday artefacts that have been closely noticed and inspected on the walk, participants need to invent and imaginative story, which they then return to base to present persuasively orally. There are key constraints such as no use of electronic media, and only drawing on the five senses. The method is widely used within the business school from executives to undergraduates.

**Reinforce Teamwork and Creativity for Cybersecurity in a Classroom Setting: A Team Activity for Building a Strong Cyber Defense using K'Nex®** (in SE011) | 1:45pm – 3:15pm

**Linda Christie**, *Marymount University*

**Xiang Liu**, *Marymount University*

**Diane Murphy**, *Marymount University*

Can students learn about teamwork, creativity and cybersecurity at the same time? Yes, they can when Management and Organizational Behavior faculty team up with colleagues in Information Technology (IT) and Cybersecurity to implement a game-format as one of their pedagogies. We have adopted this team building activity successfully in a variety of courses for undergraduate and graduate IT and business students. For our undergraduates, we use this team activity to reinforce theoretical material previously covered in lecture format. For our graduate students, we use this approach to introduce students to each other at the beginning of the program in orientation.

**It's How You Start: Designing Initial Class Experiences for Lasting Impact** (in SE012) | 1:45pm – 3:15pm

**Rita Shea-Van Fossen**, *Nova Southeastern University*

**Kevin Lo**, *University of San Francisco*

We know that a positive first experience can set the tone for success, but have you thought about how you start your class and what it means for student perceptions, learning, and lasting impact? We will explore this question in this highly interactive session. Attendees will see how standing around and dead fish can create a classroom culture for engagement and social adjustment. After participating in two exercises, participants will engage in a brief reflective exercise to develop their own initial exercises. The session will conclude with a discussion of experienced outcomes, challenges, and engaging students in unique environments.

**Pushing our teaching and learning boundaries: Experiencing Bolman & Deal's Power Simulation** (*in SE013*) | 1:45pm – 3:15pm

**Kathy Lund Dean**, *Gustavus Adolphus College*  
**Sarah Wright**, *University of Canterbury*

Bolman and Deal's (1979) "A simple—but powerful—power simulation" continues to impact student learning. The simulation draws out role-based power and influence behaviors including capacity to influence action, behaviours when given budget-based authority, and communication barriers among organizational levels. In this session, we'll run the Power Simulation as a class, allowing iMOBTS participants to experience the activity and prepare to run it for their own students. Additionally, we will discuss key adaptations necessary in a non-North American context, such as logistics of the simulation in large, lecture-normed courses, administrative and physical barriers, and managing student expectations.

**Using history to teach behaviour** (*in SE0130*) | 1:45pm – 3:15pm

**Jamie O'Brien**, *St. Norbert College*

One of the problems I have experienced when teaching a class of undergraduate students is overcoming apathy in the classroom. I battled this in the earlier part of my career until I decided enough was enough and I embarked on a journey to completely revamp my classroom. What I have done is created a classroom environment in which I am excited to teach using three of my passions: dialogue, history, and the case study. The purpose of this session will be to explore the use of historical events to aide in teaching organisational behaviour topics to undergraduate students using the case-study approach.

## 3:30pm - 4:00pm

**Refreshment Break (Iontas Foyer)**

Enjoy coffee, tea, and biscuits as you get a quick refresher and chat with friends prior to heading into your next round of experiential sessions and discussions.

**Learning from Anxiety in the Classroom** (*in SE009*) | 3:30pm – 4:00pm

**Annette Clancy**, *University College Dublin*  
**Brian Melaugh**, *National University of Ireland, Maynooth*

Business schools, like other organisations, promote the view that they are rational enterprises in which learning occurs in an emotion-free manner. We propose that this leaves students woefully unprepared for the realities of work life because organisations are places in which politics, emotion and the unconscious influence how the work task is performed. The exercise we describe below is one way in which the hidden dynamics of work may be surfaced and explored in the classroom.

**Achievement Motivation Training for Trainee Readiness (in SE011) | 3:30pm – 4:00pm**

**Ashutosh Muduli**, *Pandit Deendayal Petroleum University*

Effective training practice requires intervention aiming at preparing the trainee for a future training programme. Research on training management has been advocating the need for better goal orientation, striving for excellence, learning from feedback, self efficacy, and systematic planning behavior for preparing the trainee for an advanced training programme. In this context, achievement motivation training can be useful as it ignites and reinforces achievement behavior such as, striving for excellence, learning from feedback, moderate risk taking, self efficacy, systematic planning, goal setting etc. The author has used AMT instruments (Ring Toss game, Business game, Tower building, and Thematic aptitude test (TAT)) for as a pre training instrument for preparing the trainee for an advance training programme.

**Student classroom friendships: Their positive and negative impacts, and our responsibilities (in SE013) | 3:30pm – 4:00pm**

**Helena Cooper-Thomas**, *Auckland University of Technology*  
**Rachel Morrison**, *Auckland University of Technology*

University student classroom friendships have a variety of both positive and negative impacts. On the positive side, such friendships may motivate attendance, increase participation in and enjoyment of class exercises, and offer social and task support for learning activities and assignments. Conversely, university classroom friendships may have costs such as increased risks of social loafing and increased distraction, plagiarism, and setting norms for underperformance. In this roundtable discussion of student classroom friendships, we will overview key findings, and use vignettes to facilitate a discussion of potential impacts, as well as our role, responsibilities and opportunities as educators vis-à-vis such friendships.

**4:15pm - 5:15pm**

**How can we prepare students for the gig economy? (in SE009) | 4:15pm – 5:15pm**

**Brianna Caza**, *University of Manitoba*  
**Arran Caza**, *University of Manitoba*

Our students are entering a world of work that is significantly different from the one reflected in most management curricula. The nature of work is changing and work-based organizational membership is declining. In addition linear career progression is less common, and short-term “gig” contracts are on the rise. Our goal in this roundtable is to exchange ideas on how educators can better prepare students for this gig economy. We will discuss the nature of the changes and their implications, and then brainstorm ideas for adapting our classroom practices to address these issues.

**Reviving Europe through Student-Centred Learning at the Business School** (*in SE010*) | 4:15pm – 5:15pm

**Volker Rundshagen**, *Hochschule Stralsund*  
**Markus Raueiser**, *Cologne Business School*

Europe faces severe challenges such as increasing inequality and the rise of nationalism. It is time for business schools in Europe to contribute to the strengthening of civil values and to build or revive awareness of Europe's business scenery and its cultural specificities. EU higher education policy emphasizes, among other notions, student-centred learning. This workshop aims at the generation of ideas and inspiration for learning experiences that foster students' awareness of Europe and what benefits are at stake. Passion for Europe and belief in the contribution meaningful business can make here for a multipolar world guide this session.

**Developing Young Responsible Managers Through Whole Person Education** (*in SE011*) | 4:15pm – 5:15pm

**Karen Blakeley**, *University of Winchester*  
**Roz Sunley**, *University of Winchester*

Following the financial crisis of 2008, the United Nations introduced the Principles for Responsible Management Education (PRME) which is aimed at promoting a set of norms, values and practices that will “develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy” (PRME, 2018). This session introduces a holistic framework founded on theories of responsible management on the one hand and emerging adulthood on the other, that can guide teaching interventions aimed at developing the responsible managers and leaders of the future.

**The Student Subskills Required for Effective Interdisciplinary Learning** (*in SE012*) | 4:15pm – 5:15pm

**Paul Donovan**, *Maynooth University*  
**Alison Hood**, *Maynooth University*

Interdisciplinary teaching and learning (ITL) supports cognitive advancement in students through the integration of two or more disciplines in the learning process. This advancement is a complex cognitive skill that comprises subskills. Effective ITL demonstrates supportive learning environment and planned learning process conditions. The ITL literature implies a skills gap in students in ITL situations. This study involves an ITL event involving two departments in an Irish university. Students will engage on issues of core relevance to both disciplines. Research will be conducted into student perceptions of the skill-set required of them.

**Universities failing to produce graduates with employable skills, Really? (in SE013) | 4:15pm – 5:15pm**

**Terry Nelson, University of Alaska Anchorage**

Are college graduates underdeveloped in skills necessary for them to be productive and promotable employees? Employers list leadership, teamwork, decision-making, communication and critical thinking as some of the skills graduate students are lacking. Moreover, employers are holding higher education as the responsible party for these skill gaps. Are universities failing to produce students with employable skills or are universities not doing a good job of helping students to demonstrate their proficiencies in these areas? In this roundtable, the discussion will focus on management educators' responsibility and methods or tools that educators can provide students with to showcase these employable skills.

**Is the Leadership-as-Practice Approach Teachable? (in SE0131) | 4:15pm – 5:15pm**

**Joseph Raelin, Northeastern University**

For the past five years, there has been an emerging movement in leadership theory, known as leadership-as-practice or L-A-P. Its primary contribution is that rather than looking for leadership in people, L-A-P looks for it in everyday practice. A culmination of this early work has been the volume, *Leadership-as-Practice: Theory and Application*, published two years ago. Although the focus on this work has been primarily research-based, it is time to consider its practicality as a teaching approach. In this proposed General Discussion session, the presenter would like to engage attendees in a dialogue about the use of practice-based teaching methods to develop practice-based leadership.-



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1974 Stanford University

1975 Southern Methodist University

1976 Harvard University

1977 University of Toronto

1978 University of South Carolina

1979 University of Cincinnati

1980 University of Southern California

1981 Harvard University

1982 Case Western Reserve University

1983 University of Oklahoma

1984 Brigham Young University/Boise State

1985 University of Virginia

1986 Pepperdine University

1987 Bentley College

1988 Loyola Marymount University

1989 University of Missouri at Columbia

1990 University of Richmond

1991 Western Washington University

1992 University of Calgary

1993 Bucknell University

1994 University of Windsor

1995 Western Illinois University

1996 Keene State College

1997 Case Western Reserve University

1998 University of LaVerne

1999 New Mexico State University

2000 West Georgia State University

2001 James Madison University

2002 Chapman University

2003 Western New England College

2004 University of Redlands

2005 University of Scranton

2006 Nazareth College

2007 Pepperdine University

2008 Babson College

2009 College of Charleston

2010 University of New Mexico

2011 Marquette University

2012 Brock University

2013 UNC Asheville

2014 Vanderbilt University

2015 University of LaVerne

2016 Walsh University

2017 Providence College

2018 Coastal Carolina University

*2019 Ramapo College*

# Past & Future International MOBTS Sites

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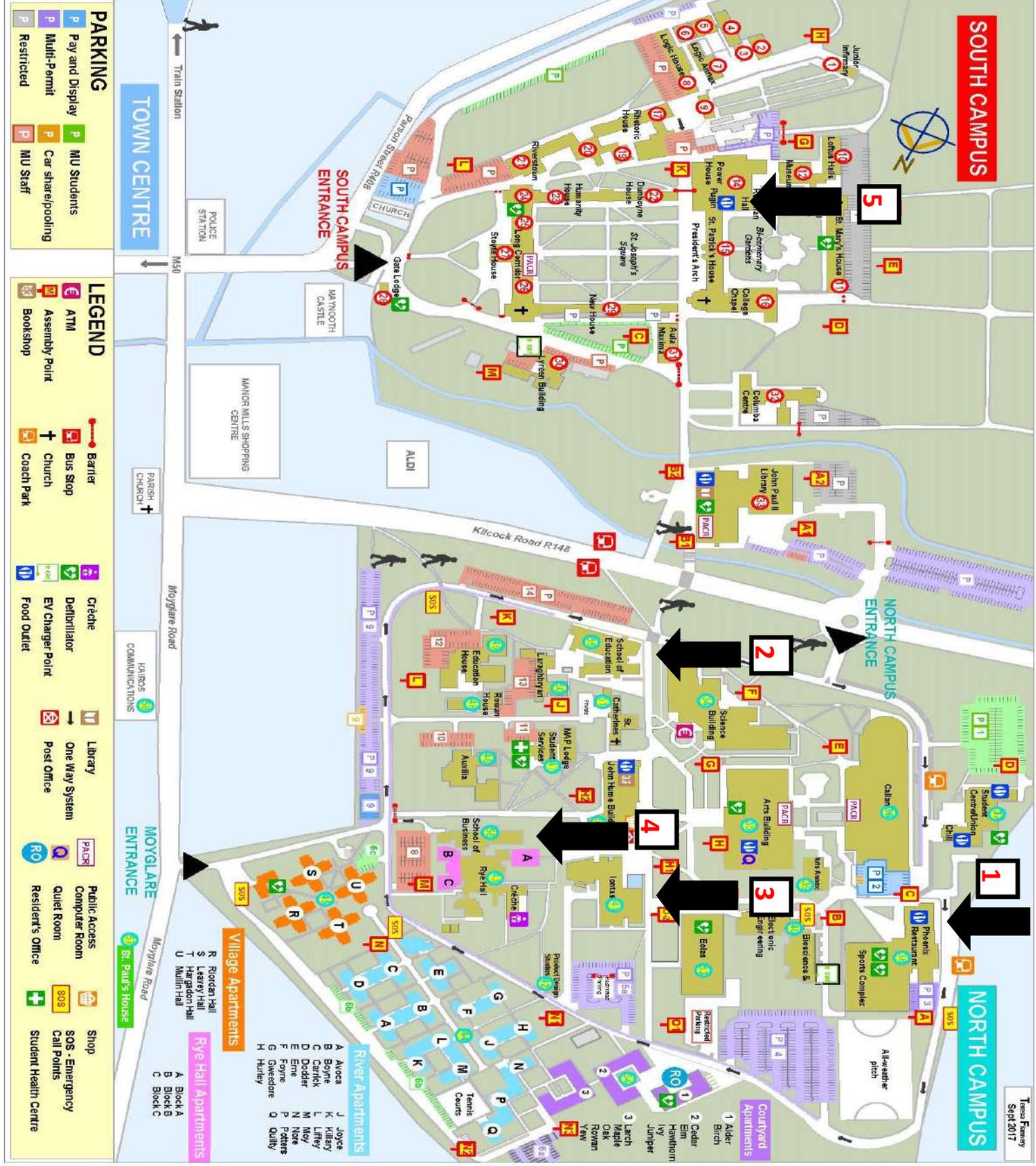
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Sept 2017

**1 Phoenix Restaurant**

*Breakfast served between:*

7.30am—9.00am

*Dinner :*

Thursday 28th June: 5:30pm

**2**

**School of Education Building:**

Sessions to take place in rooms on ground & first floor.

**3**

**Lontas Foyer:**

*Tea & Coffee served between:*

10.45am - 11.15am

3.30pm - 4:00pm

*Lunch Served:*

12.30pm

**4**

**School of Business:**

*Drinks Reception:*

Wednesday 27th June: 5:15pm

**5**

**Pugin Hall**

*Post Conference Breakfast:*

Saturday 30th June 9:00am

**PARKING**

- Pay and Display
- Multi-Permit
- Restricted
- MU Students
- Car share/pooling
- MU Staff

**LEGEND**

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- Bus Stop
- Church
- Coach Park
- Crèche
- Defibrillator
- EV Charger Point
- Food Outlet
- Library
- One Way System
- Post Office
- Public Access
- Computer Room
- Quiet Room
- Residents' Office
- Shop
- SOS - Emergency
- Call Points
- Student Health Centre

**COMMUNICATIONS**

- Kaibros
- St. Paul's House

**APARTMENTS**

**Village Apartments:**

- R. Rondon Hall
- S. Leavey Hall
- T. Harpison Hall
- U. Mullin Hall

**Rye Hall Apartments:**

- A. Block A
- B. Block B
- C. Block C

**River Apartments:**

- A. Avoca
- B. Boyle
- C. Carrick
- D. Dodder
- E. Erne
- F. Foyle
- G. Gweedore
- H. Hurley
- J. Joyce
- K. Killary
- L. Liffey
- M. Moy
- N. Nore
- P. Potters
- Q. Quilly
- H. Hurley