

MOBTS 2019

at

Ramapo College of New Jersey

6.05 - 6.08

Teaching Agents for Positive Change



M  **OBTS**
2019

University of Canterbury, New Zealand

January 30 - February 2, 2020



Call for Papers Deadline is August 9th | mobts.org

Conference Chair: Sarah Wright, University of Canterbury

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Sridevi Shivarajan
Ramapo College of New Jersey

Brandon Charpied
Executive Operations Director

Greetings Colleagues, Friends, and New Friends,

It is my pleasure and excitement to welcome you to the 2019 Management & Organizational Behavior Teaching Society (MOBTS) conference. As I write this letter, I am musing on a statement made in Hamilton: An American Musical. Hamilton is trying to get his financial plan through Congress but does not have the votes he needs. When he complains about the Congress to President George Washington, Washington replies to Hamilton, "Winning is easy; governing is harder." What great advice. Your board needs to be commended for the work of governing this year. The development and vetting of the Harassment and Assault Policy to include amending our bylaws to be in alignment with the new policy took a great deal of thought and compassion. It also took a few courageous women to come forward. When you see a board member, thank them for the critical work they did this year for the Society. We believe it is essential that everyone is aware of the new policy, so we have included it in the back of this year's program and have posted it on our website.

Now on with this year's conference. This conference would not happen if it were not for Tammi Redd, the 2019 Program Chair; Sridevi Shivarajan, 2019 Site Coordinator; Kevin Lo, Doctoral Institute Coordinator; Joy Beatty, Early Educator Institute Coordinator; and Brandon Charpied, our Executive Operations Director. These are the people who made this conference happen. They fan the flames of learning and teaching until it is time for us to come together. I offer my gratitude to each of these individuals. Please thank them when you see each of them for their commitment and care for our Society.

We are always looking for other campuses where we can gather in the future. If you are interested in hosting a future teaching conference, please talk to me, Kathy Kane (OB1), Micheal Stratton (President-elect), a board member, or Brandon. We will also have a Potential Teaching Conference table at lunch where you can learn more about hosting the conference on your campus. If you see me and want to share your thoughts about the future of the Society, I am always ready to learn.

Yours in service,

Tim O. Peterson
President, MOBTS



Welcome to MOBTS 2019 at Ramapo College of New Jersey

Welcome to MOBTS 2019 At Ramapo College of New Jersey

We welcome you to Ramapo College of New Jersey and the Anisfield School of Business for the 2019 MOBTS conference. We are excited to host MOBTS and can't wait to show you around our lovely campus nestled in the Ramapo Valley. Ramapo College prides itself on its mission of inclusivity and sustainability. Over the years, we have been proactive in achieving this mission, be it through introducing the Principles of Responsible Management Education (PRME) in our business school courses or initiating a free trade movement within our campus community.



It therefore seemed befitting to have "Teaching Agents for Positive Change" as the theme for this year's conference. We look forward to the learning, sharing and collaborating which have become traditions within the MOBTS community as we work together to encourage our students to be agents of positive change in the world. Although submissions were not required to adhere to the conference theme, we have marked the sessions which align with the conference theme in your program with the MOBTS flame. We hope you'll attend these sessions and be positively changed.

Our program is comprised of over 90 experiential sessions, 30 roundtable discussions, and 8 symposia, so there will be no shortage of engaging sessions to attend across Thursday, Friday, and Saturday morning. Our sessions will be held in the Anisfield School of Business (ASB) and the G-Wing located adjacent to ASB. It's a short walk to breakfast and lunch each day at the Birch Tree Inn located in our Student Center.

On Wednesday, join us for a welcome barbeque on the Bandshell Lawn where we can enjoy the beautiful view of the Ramapo Mountains. Catch up with old friends and get to know new ones as we share a meal and have a little fun during the opening session. Afterwards, we will head over to the Bradley Center to enjoy Jim's Place in the Bradley Center Game Room. Feel free to relax, enjoy drinks, and continue conversations from earlier in the evening. If this is your first conference, Jim's Place is a social hour each evening where you can have drinks, snacks and time to connect with other attendees.

On Thursday evening take a stroll through our Ramapo Archway on your way to dinner. We will dine on the Ramapo Grove which is located right next to the Arch. The Arch is an important landmark to the Ramapo College community. It is the meeting place for special events, is part of our college logo, and most importantly, it is the point where we welcome newcomers to the Ramapo College community. After dinner head upstairs to Friend's Hall and unleash your inner artist at a fun and exciting paint and sip event hosted by Pinot's Palette. No art experience necessary for this fun and energizing event. Jim's Place will be held in Friend's Hall following the paint and sip event.

On Friday, our dinner and awards banquet will take place at the Bradley Center. Jim's Place will follow in the game room just down the hall and will be held in conjunction with the MOBTS Talent Show. Although we will have to say our goodbyes on Saturday afternoon, there is an exciting program on Saturday morning that you will not want to miss. The day begins with our Doctoral Institute session and concludes with the annual business meeting, and 11 session opportunities in between. Again, on behalf of Ramapo College of New Jersey and the Anisfield School of Business, we welcome you to Mahwah, NJ for the 2019 MOBTS conference!

Tammi Redd, Ramapo College of New Jersey, MOBTS 2019 Co-Program Chair

Sridevi Shivarajan, Ramapo College of New Jersey, MOBTS 2019 Co-Program Chair

MOBTS 2019 AT RAMAPO COLLEGE OF NEW JERSEY

About the Management & Organizational Behavior Teaching Society

MOBTS has been promoting excellence in management education for now 46 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**.

MOBTS Board of Directors

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Widener University

Kathi Lovelace
Menlo College

Gordon Schmidt
Purdue Fort Wayne

Michael Kirchner
Purdue Fort Wayne

Kimberly O'Connor
Purdue Fort Wayne

Gary Stark
Northern Michigan University

Please give a warm welcome to our incoming Board Members. **Kerri Crowne Brannen** (Widener University) and **Kathi Lovelace** (Menlo College) will take office as an At-Large members. **Gordon Schmidt**, **Kimberly O'Connor**, and **Michael Kirchner** will join just from Purdue Fort Wayne as our MOBTS 2020 conference chairs. In addition, please show your appreciation for our outgoing Board Members: **Tim Peterson** (North Dakota State University), who has served as the leader of the Society in his role of President for the past three years. **Kathy Kane**, our beloved OB1 for the past three years, who made sure that we always keep the MOBTS magic alive. **Joy Beatty** (University of Michigan-Dearborn), who led our Early Educator Institute to new heights. **Tammi Redd** and **Sridevi Shivarajan**, our Conference Co-Chairs of this year's MOBTS conference and who we owe our wonderful experiences this year to.

2019 MOBTS Awards Recipients



David L. Bradford Outstanding Educator Award

Rae André (Northeastern University) rated 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

Jennifer Leigh (Nazareth College). 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

Cynthia Fukami (University of Denver). 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

Kenneth Mullane (Salem State 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

Sandra E. Spataro (Northern Kentucky University) and **Janel Bloch** (Northern Kentucky University) for their publication "'Can You Repeat That?' Teaching Active Listening in Management Education" published in the *Journal of Management Education* Volume 42 Issue 2 (2018). 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*.



2019 MOBTS Awards Recipients



Journal of Management Education Lasting Impact Award

Donald R. Bacon, Kim A. Stewart, and William S. Silver, all of University of Denver, for their publication "Lessons from the best and worst student team experiences: How a teacher can make the difference," published the *Journal of Management Education*, Volume 23, Issue 5 (1999). 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

Julian Kölbel (MIT Sloan School of Management) and **Erik Jentges** (ETH Zurich) for their publication "The Six-Sentence Argument: Training Critical Thinking Skills Using Peer Review," published in the *Management Teaching Review* Volume 3, Issue 2 (2018). 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

Kerri Crowne Brannen (Widener University). 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.



MOBTS Fellows

MOBTS congratulates **Jeanie M. Forray** as the newest member of the 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	Janet Gillespie	Anne McCarthy	Joan Weiner
David Bradford	Bill Ferris	Esther Hamilton	Larry Michaelsen	
Jim Clawson	Jeanie Forray	Roy Lewicki	John Miller	
Allan Cohen	Joan Gallos	Kathy Kane	Joe Seltzer	
Andre Delbecq	Joseph Garcia	Bob Marx	Peter Vaill	

A Special Thank You to our Outstanding Journal Reviewers

***Journal of Management Education* Outstanding Reviewers**

Tiago Cardao-Pito ISEG University of Lisbon
Anne Greenhalgh University of Pennsylvania
Melanie Robinson HEC Montreal
Steven Charlier Quinnipiac University
Beverly DeMarr Ferris State University
Marissa Edwards University of Queensland
Kathy Sanderson Lakehead University
Robert Lyon New York University
Kate Kearins Australia University of Technology
Stuart Middleton University of Queensland
Benyamin Lichtenstein Umass-Boston
Sabine Hoidn Harvard University
Joy Beatty University of Michigan-Dearborn

***Management Teaching Review* Outstanding Reviewers**

Carrie Blair, College of Charleston, USA
David Bright, Wright State University, USA
William Carter, University of Baltimore, USA
Jannifer David, University of Minnesota Duluth, USA
Sonia Goltz, Michigan Technological University, USA
Patricia Hedberg, University of St. Thomas, USA
Sabine Hoidn, University of St. Gallen, Switzerland
Jennifer Kohn, Drew University, USA
Patricia Norman, Baylor University, USA
Nicholas Rhew, Coastal Carolina University, USA
Ian Robson, Northumbria University, United Kingdom of Great Britain and Northern Ireland
Dale Rude, University of Houston, USA
Jordon Swain, US Military Academy, USA
Atul Teckchandani, California State University, Fullerton, USA

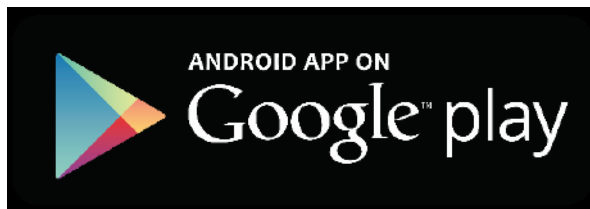
Your Dedication to our Journals is Greatly Respected and Appreciated!

DOWNLOAD THE MOBTS CONFERENCE APP FOR IOS & ANDROID

APP DOWNLOAD INSTRUCTIONS

- 1) Proceed to the Apple App Store or Google Play Store (app is scaled for both smart phones and tablets)
- 2) Search for: OBTS (***note that the app maintains our old 'OBTS' name***)
- 3) Install the OBTS app (it will have our red flame logo)
- 4) The app will be called OBTS on your smart device and will house general Society information beyond the conference
- 5) Enjoy our next step in the OBTS social experience

So what can you do with this app? You can keep up to date with the latest conference news, any schedule changes, chat with conference attendees, post pictures, stay up to date with the Twitter feed, utilize email and map features, check the conference program, and much more. The OBTS app will continue to be updated throughout the conference and beyond - so don't remove it after the conference ends as it will be an app that we utilize across all Society operations.



ARRIVING IN MAHWAH, NEW JERSEY

WELCOME TO THE GARDEN STATE!

We have created a webpage at [mobts.org](https://mobts.org/getting-to-ramapo-college/) which includes very detailed transportation information, directions, accessible airports, etc. You can view that page by clicking here: <https://mobts.org/getting-to-ramapo-college/>.

Please note that while we strive to offer as much information as possible, it is not possible for us to research every possible permutation for travel options. If your travel routes or preferences differ from what we have provided, we hope that what we do provide will assist in some way. Additionally, we assume that if you have found your way to the conference, you can find your way back home, thus 'return' information is not provided.

The address you will be headed to is: 505 Ramapo Valley Rd, Mahwah, NJ 07430

PRE-CONFERENCE CHECK-IN

Attendees of Pre-Conference Workshops and Meetings are expected to arrive by the following dates and times. If there are any exceptions to these arrival dates, it is imperative that you let Brandon Charpied know at brandon@mobts.org as soon as possible. We cannot guarantee that rooms will be ready and available for unanticipated arrivals. Check-in will take place in the lobby of Bischoff Hall (#20 on Campus Map).

Board of Directors: Monday, June 3rd by 6pm

Doctoral Institute: Tuesday, June 4th by 2pm

Early Educator Institute: Tuesday, June 4th by 2pm

JME & MTR Associate Editors: Tuesday, June 4th (Anytime) or Wednesday, June 5th (9am)

Fellows: Wednesday, June 5th by 12:00pm

GENERAL CONFERENCE CHECK-IN/OUT

Check-in: June 5th, 12pm - 8pm at Bischoff Hall (#20 on Campus Map)

Check-out: June 8th, Prior to 1pm at Bischoff Hall

General conference check-in will take place from 12:00pm – 8:00pm in Bischoff Hall (Residence Hall, #20 on the campus map on the next page). Check-out will take place on Saturday, June 8th. All attendees, unless having otherwise reserved rooms for additional nights, must check out prior to 1pm. Keys/Keycards may be left at the Main Desk in each respective residence hall. All towels and linens (sheets, pillows, towels, etc.) are to be ‘bundled’ and brought down to the first floor of your residence hall. Please leave the door to your room open upon departure.

NOTE: Keys that are not recovered by Residence Life will be subject to penalties. Those penalties will be passed along to the attendees that did not check-out properly.

To reach Bischoff Hall to check-in, please proceed to Ramapo’s address which will take you to the security gate. The guard will inform you where to proceed from there.

The address is: **505 Ramapo Valley Rd, Mahwah, NJ 07430**

RAMAPO COLLEGE'S CAMPUS HOUSING

Below are a few floor plan examples of what to expect in our dorms at Ramapo College of New Jersey. Aside from those that mark ADA need (first-floor rooms), there is no guarantee as to which floor plan you will be occupying.

Your on-site accommodations include:

- WiFi internet access in all rooms
- Private bedroom and private bathroom
- Fully furnished bedrooms
- Provided: a towel, pillow and pillowcase, washcloth, sheets, and fleece blanket
- Remember to bring your own toiletries. Bring an additional blanket, if needed.

[Click here to view a virtual tour of a dorm room.](#)

ADDITIONAL CAMPUS NOTES

PARKING: When referring to the campus map, please park in the lots beside Bischoff (#20) and Mackin (#21) Halls.

BREAKFAST & LUNCH: Located Birch Tree Inn (#8, First Floor, on Campus Map)

OPENING DINNER / SESSION: Begins at 5:00pm at the Bandshell (#17 on Campus Map)

THURSDAY EVENT: Friends Hall (#8, Second Floor, on Campus Map)

THURSDAY DINNER: The Grove ("A" on Campus Map)

FRIDAY AWARDS BANQUET: Bradley Center Auxiliary Gym (#37 on Campus Map)

JIM'S PLACE / TALENT SHOW

- Wednesday: Bradley Center Game Room
- Thursday: Friend's Hall (#8, 2nd floor, on Campus Map)
- Friday: Bradley Center Game Room

MOBTS 'DRESS CODE' - KEEP IT CASUAL

If you have been to the MOBTS before, then you are aware of what our attendees typically wear. However, if you are a newcomer to our wonderful conference, please be aware that this is a very casual conference. You will want to bring relatively light clothes due to summer weather. Please do not bring anything more formal than business casual. Many attendees can be found wearing t-shirts, shorts, and comfortable sneakers. The key here is casual and comfortable so that you can focus on the tremendous experiential learning sessions around you. Typical professional business and academic attire is not only not expected of you, but we request you avoid wearing such.

PRE-CONFERENCE & GENERAL CONFERENCE OVERVIEW

BOARD OF DIRECTORS | DOCTORAL INSTITUTE | EARLY EDUCATOR INSTITUTE |
JOURNAL EDITORIAL BOARDS | FELLOWS

Preconference activities are by invite-only, whether be by scholarship, a purchase of a workshop, invite by the Board of Directors, invite by the journal editors, etc. Please refer to the schedule below for a general timeline of events. These times may change in some instances. The Doctoral Institute should remain in contact with DI Chair Dr. Kevin Lo (kdlo@usfca.edu), while the Early Educator Institute should remain in contact with EEI Chair Dr. Joy Beatty (jebeatty@umich.edu) for any additional information.

TUESDAY (Pre-Conference, Invite-Only)

Board of Directors: Meetings from 8:30am – 5:00pm

Doctoral Institute: Opening Session from 3:00pm – 5:00pm

Early Educator Institute: Opening Session from 3:00pm – 5:00pm

WEDNESDAY (Pre-Conference, General Conference)

Board of Directors: Meetings as Needed (TBD on Tuesday)

Doctoral Institute: Workshop from 8:30am – 5:00pm

Early Educator Institute: Workshop from 8:30am – 5:00pm

JME Associate Editors Meeting: 9:00am – 12:00pm

MTR Associate Editors Meeting: 9:00am – 12:00pm

Fellows Meeting: 12:00pm – 4:00pm

GENERAL CONFERENCE

Conference Registration: 12:00pm

Welcoming Dinner: 5:00pm

Opening Session: 6:00pm

Newcomers' Session: 7:00pm

Jim's Place: 7:15pm

THURSDAY & FRIDAY

GENERAL CONFERENCE: Concurrent Sessions All Day

SATURDAY

GENERAL CONFERENCE: Concurrent Sessions & Business Meeting Until 12:00pm

CONFERENCE MEALS

Pre-Conference breakfasts and lunches will be catered on ASB's 2nd Floor Lounge. General conference breakfasts and lunches will be hosted the Birch Tree Inn dining hall.

MONDAY (Pre-Conference, Invite Only)

Dinner (Board of Directors) – 6:30pm

TUESDAY (Pre-Conference, Invite Only)

Breakfast (Board of Directors) – 7:15am

Lunch (Board of Directors) – 12:15pm

DI & EEI Welcoming Reception w/ Board – 5:15pm

Dinner (Board of Directors, DI, and EEI) – 6:30pm

WEDNESDAY (Pre-Conference & General Conference)

Breakfast (Board, DI, EEI, JME, MTR) – 7:15am

Lunch (Board, DI, EEI, JME, MTR) – 12:15pm

Please note that only the meals below are covered in general conference registration. Early arrivals and late departures do not have additional meals provided to them. There are no alternative meals offered to the above schedule. Early arrivals and late departures (non-preconference attendees) are to cover their own meals.

Dinner (Begins General Conference) – 5:00pm

THURSDAY

Breakfast – 7:15am

Lunch – 12:15pm

Dinner – 6:00pm

Jim's Place – 9:00pm

FRIDAY

Breakfast – 7:15am

Lunch – 12:15pm

Dinner – 5:30pm

Jim's Place – 7:30pm

SATURDAY

Breakfast – 7:15am

To-Go Lunch – 11:00am

PLEASE WEAR YOUR CONFERENCE BADGE AT ALL TIMES ON CAMPUS

Pre-Conference Schedule

Monday | June 3 Pre-Conference Activities

6:00pm – 8:00pm: Board of Directors Dinner *Roxanne's Brick Oven Bar & Grill*

Tuesday | June 4 Pre-Conference Activities

7:15am – 8:30am: Board of Directors Breakfast *ASB 2nd Floor Lounge*

8:00am – 5:00pm: Pre-Conference Registration & Check-in *Bischoff Lounge*

8:30am – 5:00pm: Board of Directors Meeting *ASB 522*

12:15pm – 1:30pm: Lunch (Board of Directors Only) *ASB 2nd Floor Lounge*

3:00pm – 5:00pm: Doctoral Institute Opening *The Green House*

3:00pm – 5:00pm: Early Educator Institute Opening *ASB 230*

5:00pm – 5:45pm: Board, DI, and EEI Meet & Greet Reception (Restricted to those groups only) *ASB 2nd Floor Lounge*

6:00pm – 8:00pm: Board of Directors Dinner (Board Only) *The Shannon Rose*
Doctoral Institute Dinner (DI and Facilitators Only) *Mahwah Bar & Grill*
Early Educator Institute Dinner (EEI and Facilitators Only) *Brady's at the Station*

Wednesday | June 5 Pre-Conference Activities

7:15am – 8:30am: Breakfast (Pre-Conference Only) *ASB 2nd Floor Lounge*

8:00am – 11:45pm: Conference Registration & Check-In *Bischoff Lounge*

8:30am – 5:00pm: Doctoral Institute Pre-Conference Workshop *The Green House*
Early Educator Institute Pre-Conference Workshop *ASB 230*

9:00am – 12:00pm: Journal of Management Education Associate Editors Meeting *ASB 322*
Management Teaching Review Associate Editors Meeting *ASB 323*

12:00pm – 4:00pm: Fellows Meeting *ASB 322*

12:15pm – 1:30pm: Lunch (Pre-Conference Only) *Board & EEI in ASB 2nd Floor Lounge, DI Box Lunches in Green Room*

Wednesday | June 5

General Conference Begins at 5:00pm

Wednesday | 5:00PM - 6:30PM on Bandshell Lawn

Welcoming Dinner

Welcome MOBTS friends to Mahwah, New Jersey! Come enjoy our traditional welcoming dinner. We will showcase some local favorites and flavors. So, come on over, greet your old friends, meet new ones, and enjoy the food!

Wednesday | 6:30PM - 7:00PM on Bandshell Lawn

Opening Session & Remarks

Join Conference Co-Chairs Tammi Redd and Sridevi Shivarajan for the welcoming remarks and an interactive celebration of MOBTS culture, along with some insights into our conference theme and this year's program.

Wednesday | 7:00PM - 7:15PM on Bandshell Lawn

Newcomers Session

New to MOBTS? You're not the only one as there are over 60 of you here at MOBTS 2019, so don't you go anywhere just yet! Before heading over to Jim's Place (a name you might not yet know, but will soon come to love...), please join the Society's OB1, Kathy Kane, Executive Operations Director Brandon Charpiet, and others in the MOBTS leadership for a brief orientation to learn about our culture, the session experience, conference activities, and other opportunities to grow as a teacher-scholar during your time at MOBTS 2019. It's a great way to start your conference experience and make life-long connections!

Wednesday | 7:00PM - 10:00PM in the Game Room in the Bradley Center

Jim's Place

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

Thursday | June 6

Thursday | 7:15AM - 8:30AM in Birch Tree Inn | Scott Student Center

Breakfast

Breakfast will be served each day in the Birch Tree Inn within the Scott Student Center. Come on in and have a good meal to get you ready for the impactful day ahead of you.

Thursday | 8:30AM - 9:00AM in ASB 323

Change Agents and Story Crafting: Reimagining Class Presentations

Linda Dunn-Jensen *CSU, Stanislaus*
Katherine Ryan *Indiana University*

We have all experienced death by PowerPoint. While PowerPoint is a useful communication tool for students to learn, sometimes pushing them out of their comfort zones can create new and surprising outcomes. To accomplish this goal, we developed a semester-long project (used in an undergraduate Leadership class and an online MBA Organizational Behavior class) culminating in a final presentation using a TED Talk format. In this session, we will present the project framework, grading rubric, student feedback, and lessons learned when using the TED Talk presentation format in the classroom.

Thursday / 8:30AM - 9:00AM in ASB 332

Cost of Living Exercise

Gabriella Lewis *Georgia State University*

This activity is suitable for general Human Resources, Selection, or Compensation courses. It can be facilitated as an in-class or an online exercise. Students are presented with a short scenario where they have to choose from two jobs in two different cities, solely based on financial considerations. I typically use two scenarios, one where the offered salaries in the two cities are very similar, and one where one of the salaries is significantly higher than in the competing offer. However, as students find out, taxes and cost of living will significantly impact which job is financially more advantageous.

Thursday / 8:30AM - 9:00AM in ASB 328

Creating Positive Social and Economic Change with Ice Cream

Kimberly O'Connor *Purdue University Fort Wayne*
Carolyn Stumph *Purdue University Fort Wayne*

Using short movie clips can be an effective teaching tool to promote student engagement, cultural awareness, and reflective learning. They can also be used to expose students to fundamental economic, social, and legal concepts that have profound consequences, such as poverty and unemployment. In this session, we will watch the award-winning mini-documentary *The Ice Cream Man*: An inspiring story of two brothers launching their own business and creating a better future. We will explore two classroom exercises that can be utilized to teach entrepreneurship, business formation, economics, law and poverty, and social justice.

Thursday / 8:30AM - 9:00AM in ASB 327

Learning Through Experience: How to Provide Your Students with Hands-On Networking Experience While Creating A Better Classroom

Kahlil King *Hofstra University*
Caitlin Lapine *Hofstra University*

This interactive and engaging workshop will focus on "speed networking" as an icebreaker for students. Networking can enable students to make diverse connections and become comfortable participating in the classroom. From a pedagogical perspective, this activity can provide a clear preview of the course, helping show connections across the material, in addition to establishing class norms early by introducing course content and themes. As an icebreaker, this approach not only allows for the formation of informal bonds/relationships and encourages students to share and develop social networks with each other, but also helps the instructor quickly become familiar with students.

Thursday / 8:30AM - 9:00AM in ASB 220

Modeling Empathy Through Role Play: A Classroom Exercise to Deconstruct the Privileged and The Other

Susan Clark Muntean *UNC Asheville*

This classroom exercise has been designed, tested and modified among undergraduate students in organizational behavior and theory. The exercise is designed to have participants experience the challenges faced with relating to and empathizing with people from very different backgrounds and life experiences. It is designed to stimulate reflection and navigate through difficult conversations surrounding privilege and difference in the workplace. I provide clear theoretical background, objectives, role play scripts, discussion questions, reflection exercises, debriefing components, and instructor guidance.

Thursday / 8:30AM - 9:00AM in ASB 321

Reacting to The Past in The Management Classroom

Caitlin Sockbeson *Millsaps College*

I will explain how the Reacting to the Past role-play game "Paterson 1913: The Silk Strike" can be used in various classes to engage students and get them thinking critically about topics like unions, fair pay, negotiations, diversity, and how technological advancement affects work. Games also build important "soft skills," such as problem-solving, communication, and teamwork. Participants will be given a taste of the game; I will show clips from my students in action; and I will discuss how this and other RTTP games can make issues more real for students and get them engaged in course material.

Thursday / 8:30AM - 9:00AM in ASB 230

Stand or Sit: Facilitating Class Discussions in Larger, Lower-Level Courses

Sabrina Speights *Wheaton College - MA*

Class discussions are excellent pedagogical strategies but, having students voice their opinions can be challenging. The challenge of engagement is often worse in larger classes and among more junior students who have not developed to the skills of voicing their opinions in class. In this session, I will discuss and demonstrate my "stand/sit" strategy, a small twist to typical discussions, that I use to encourage discussions in a larger, lower-level course.

Thursday / 8:30AM - 9:00AM in ASB 221

Team Reflection Exercise

Timothy Davis *University of Michigan-Dearborn*
Diana Smrt *University of Michigan-Dearborn*

Functioning well in a team is no longer a "nice to have", but rather "must have" ability. This interactive session will present a team reflection activity used in our management classes. The activity allows students to experience team struggles and be challenged to encapsulate them into broad themes. More specifically, the exercise targets students' ability to empathize with those struggles and determine ways to increase success moving forward. Our goal for this session is to demonstrate the activity as a self-reflection tool and encourage MOBTS participants to share their experiences as well as to employ these ideas in their classroom.

Thursday / 9:15AM - 10:45AM in ASB 321

Ambidexterity and Evidence-Based Management Practice: Cases from Major League Baseball (MLB)

Nicole Jackson *Menlo College*
Sean Pradhan *Menlo College*

The emergence of organizational ambidexterity (i.e., finding the balance between core competencies and innovation) is an important topic not only to management researchers, but also to practitioners and coaches in organizational development practice. Traditionally, ambidexterity has been studied at organizational levels of analysis, most predominantly in high technology settings. However, there is a need to understand how ambidexterity is informed in day-to-day management, decision-making, and evidenced-based management (EBM) practice in other contexts. In this teaching session, we begin to tackle these issues by examining how ambidexterity challenges can be informed by EBM through cases from professional baseball, where decision-making traps may run the organization afoul. Furthermore, the utilization of predictive analytics in this sport have been well-established and often used for exploitative and explorative purposes. We conclude this session by illustrating how these cases can be linked to other organizational contexts and made useful for managers and organizational development practitioners.

Thursday | 9:15AM - 10:45AM in G238

Brick by Brick: Using Lego® Serious Play® To Teach 'change Leadership'

Mary Anne Peabody *University of Southern Maine*
Elizabeth Fisher Turesky *University of Southern Maine*

Teaching students to be positive change agents involves the recognition of human factors at the individual and group level. This workshop intersects a 4-stage change model with creative andragogy, as exemplified by an adaption of the LEGO® SERIOUS PLAY® methodology. While often associated with, and widely used for, the development of strategic thinking to facilitate change, LEGO® SERIOUS PLAY® is increasingly being used in higher education to engage learners and faculty in hands-on approaches to learning, promoting outcomes of communication and shared understanding. Join us to build, share, and reflect on the many uses of this approach in higher education.

Thursday | 9:15AM - 10:45AM in ASB 322

Classroom as Organization: A New Model and An Exercise in Peer-To-Peer Feedback

Debby Thomas *George Fox University*
Stacie Chappell *Western New England University*

This workshop provides an experiential introduction to the developmental feedback process used in an emerging format of Classroom as Organization (CAO). CAO falls on the extreme end of the experiential continuum with the assumption that students engage with each other and learn through doing leadership in context. Consequently, CAO designs focus on creating an organizational container in which empowered learners enact leadership. Participants will engage in real-time developmental feedback activity used within a CAO classroom. The workshop will also explore the benefits and barriers to using a CAO approach to teach leadership, management and organizational behavior, management, and organizational behavior.

Thursday | 9:15AM - 10:45AM in ASB 221

Gather Around The "video-Clip Campfire" and Share Your Best Teaching Video Clips

Maria Alejandra Quijada *Regis University*
Timothy Baldwin *Indiana University*
Robert Marx *University of Massachusetts Amherst*

We will continue our tradition of a "virtual video campfire." OBTC has provided us with some of the best videos for our classes and we want to continue expanding our library. We will showcase a new set of our favorite video clips and invite participants to do the same. We will take a special focus on celebrating women in management. We will compile all the submissions and provide access to our database. Bring your best "go-to" clips and we will orchestrate a spirited session that will be fun and ideally leave you with some new ideas for your classes

Thursday | 9:15AM - 10:45AM in ASB 323

In Search of The Ethical Compass: A Poetical Adventure

Bill Van Buskirk *La Salle University*
Mike London *Muhlenberg College*
Karen Reardon *La Salle University*
Frank Barrett *Naval Post Graduate School*

Organization cultures often resemble jungles where navigation is difficult. Competing ethical psychological and organizational considerations can keep key issues decontextualized, submerged and implicit. This workshop is our attempt to heighten the student awareness of their own ethical orientations. We try to harness the power of poetic metaphor to spark insights into areas where metaphor, emotion and personal history fuse with business ethics.

Thursday / 9:15AM - 10:45AM in ASB 328

Increasing Happiness: Using Via Character Strengths for Positive Change in Management Development

Tracey Honeycutt Sigler *The Citadel*
Sandra Spataro *Northern Kentucky University*

Using and developing one's strengths is associated with higher sustained levels of happiness, work engagement, and fulfillment. We can help our students identify and value their strengths and, in the process, become Teaching Agents for Positive Change. We have used one specific tool, the VIA assessment, to help our students identify, value, and develop their strengths in undergraduate, graduate, and executive development settings. Participants are overjoyed to be able to focus on their strengths. In this session we share a variety of exercises that can be used to promote a strengths-based approach into the lives of students and executives.

Thursday / 9:15AM - 10:45AM in ASB 332

Learning How to Build A Safe and Effective Culture in Your Classroom

Vince Bruni-Bossio *University of Saskatchewan*
Jay Wilson *University of Saskatchewan*
Brooke Klassen *University of Saskatchewan*

This workshop will provide an opportunity for participants to develop a strategy for building a safe and effective classroom culture. Three professors at different stages of their career will share their successes and challenges in creating a positive culture in the classroom. Participants will then self-evaluate their own strengths and weaknesses in relation to building culture and through discussion, will learn how to address issues such as psychological safety and group and team dynamics. At the end of the session, participants will have developed a set of personal guidelines for creating a safe and effective classroom culture.

Thursday / 9:15AM - 10:45AM in ASB 220

Learning the Power of Cooperative Organization Through Play

Tammy Hiller *Bucknell University*

For years I have taught my students about cooperative organizations. Until I discovered the game Co-opoly™, I had a hard time exciting them about the possibilities of this organizational form that brings great value to individuals and communities world-wide but that is not well understood by most management majors. Playing the game in class has deeply engaged my students and led to rich discussions. Strikingly, after playing, students continue to bring up issues related to cooperatives throughout the rest of the semester. If you'd like to learn how to use this game in your class, come play it with me!

Thursday / 9:15AM - 10:45AM in ASB 327

Making Assessment Prospective, Rather Than Retrospective

Elysebeth Leigh *University of Technology, Sydney*
Anne Herbert *RMIT*
Ian Burness *RMIT*

Assessing learning has never been a simple task, and in the 21st century is harder than ever before. A key difficulty arises from increasing understanding that knowledge acquired to address the first step in a sequence of capability development is unlikely to be sufficient for learners to be able to enact the combination of skills and awareness indicating mastery of a body of knowledge. Roloff's (2010) constructivist approach to evidence-based teaching in medical education and Miller's (1990) four-stage sequence for guiding learning and assessment provide the basis for this workshop. Their work demonstrates how progress from novice to expert capability begins with i) 'knowing about', moves to ii) 'knowing how' iii) progresses to 'being able to', before being competently able to iv) 'take action' [in real time]. The workshop demonstrates a methodology for reframing assessment tasks as learning processes contributing to the development of lifelong learning capabilities.

Thursday | 9:15AM - 10:45AM in ASB 230

Seventh Generation Entrepreneurship - An Experiential Class Activity

Enrique Nunez *Ramapo College of New Jersey*

Research suggests that company leaders do not have faith in their own organizations' ability to influence critical societal issues including environmental sustainability. Yet, while free enterprise remains a powerful mechanism for building wealth and job creation, the opportunity exists for it to also become a valuable means to help meet society's most daunting challenges, if only company leaders would realize its potential. This experiential exercise was developed to demonstrate to next-general company leaders that doing well financially is not incompatible with a multi-generational commitment to doing right by customers, employees, and the environment.

Thursday | 9:15AM - 10:45AM in G130

The C'S of Great Leadership

Max Ellzey *Pepperdine University*

Virginia Green *Pepperdine University*

Becoming an "Agent for Positive Change" in this rapidly changing world, it is vital to identify and develop positive leadership characteristics that will become a habit and produce the greatest impact. Students today hear the word "Leadership" but do not always have a positive framework or model to help them develop in this area. Our hands-on, highly interactive seminar will help identify key Leadership Characteristics of great leadership, each beginning with the letter "C". Participants will receive tools to duplicate in their classroom.

Thursday | 9:15AM - 10:45AM in ASB 522

What's Your Brand? An Exercise for Identifying, Communicating, and Developing A Leadership Brand.

Vicki Taylor *Shippensburg University of Pennsylvania*

Lisa Stickney *University of Baltimore*

C. Melissa Fender *Rutgers University*

Identifying and articulating one's leadership brand helps to communicate one's value proposition to followers, customers, investors, and colleagues. Helping undergraduate management students identify their values, intentions, strengths, and challenges relative to leadership is a learning outcome embedded in our undergraduate leadership courses. We offer a fun, engaging activity focused on leadership that allows us to be teaching agents for positive change – that change is to help students identify and articulate their "leadership brand." In this MOBTS session, participants will create and explain a visual collage that pictorially captures their leadership brand.

Thursday | 10:45AM - 11:15AM in ASB 2nd Floor Lounge

Refreshment Break

Enjoy a snack and beverage as you refresh before heading off to another round of experiential sessions.

Thursday | 11:15AM - 12:15PM in ASB 322

Building Character and Courage: Using the Via Character Strengths Assessment and Journaling to Develop Character Development in An Undergraduate Business Elective

Jody Tolan *USC Marshall School of Business*

Developing character in our young people has become an urgent and perhaps tricky business in the 21st century. Kuh and Umbach (2004) argue that few studies emphasize the behavior that shapes or is related to character development. This session offers participants an opportunity to learn about one instructor's efforts to promote character development among undergraduate business students as it relates to interpersonal relationships and leadership behavior. Using journaling assignments that include practice, reflection and feedback, students practice and experiment with activities that explore and strengthen the character strengths defined in the VIA Character Survey (www.viacharacter.org). Active exchange of others' experiences with character development will be encouraged.

Thursday | 11:15AM - 12:15PM in ASB 328

Development of Ethically and Socially Responsible Business Leaders: Role of Management Educators as Agents for Positive Change

Preeti Wadhwa *Cal Poly Pomona*

Mark Promislo *Rider University*

Sridevi Shivarajan *Ramapo College of New Jersey*

Rikki Abzug *Ramapo College of New Jersey*

As management educators, we strive to develop future business leaders who will make responsible and informed decisions to improve the lives of multiple stakeholders of their organizations. Aligned with MOBTS's this year's vision, this round table discussion is offered to its members with the objective of promoting a dialog that critically reflects on the role of management educators as agents for positive change. We aim to facilitate presentation and exchange of innovative and provocative ideas and approaches that would focus on an effective integration of ethics into the management curriculum and also address issues associated with its design and delivery.

Thursday | 11:15AM - 12:15PM in ASB 323

Round Table on Teaching Strategy to Undergraduates

Alex Tawse *Georgia State University*

Pooya Tabesh *University of St. Thomas*

We propose facilitating a round table on the topic of teaching strategy to undergraduate students. The session is intended to provide a bonding and networking opportunity for strategy teachers and flush out and share activities and approaches to effectively engage students who, because they most likely do not have executive management experience, find the topic particularly challenging. In addition, student engagement can be difficult because strategy is often taught as a senior year capstone class at the same time students are interviewing for jobs and preparing for graduation.

Thursday | 11:15AM - 12:15PM in ASB 230

Students and Teachers as Agents of Positive Change. Can Cooperative Inquiry Enable Learning for Both?

Stefan Cantore *Sheffield University Management School*

Cooperative Inquiry (CI) is a form of participatory action research that offers the potential for people to develop their positive change agency through collaborative inquiry. Using case study material this discussion will initially explore how students can be facilitated to use CI to learn how to enable change. A second strand of discussion will focus on the possibilities CI offers teachers who wish to develop their own practice and integrate learning with structured peer-peer inquiry. At the end of the session participants will be given the opportunity to craft their own questions for inquiry going forward.

Thursday | 11:15AM - 12:15PM in ASB 327

Teaching Management, Leadership, Organizational Behavior and Ethics Through the Use Film and Video

Todd Wigger *Southwestern Oklahoma State University*
Carlos Baldo *Colorado Mesa University*

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

Thursday | 11:15AM - 12:15PM in G238

Teaching Skepticism for Positive Change, Roundtable on Information Literacy

Joseph G Gerard *Western New England University*
Reena E. Lederman *Massachusetts College of Pharmacy and Health Sciences*
Jack Greeley *Western New England University*

Advances in technology have changed students' ability to access information along with the speed at which discussions take place. While there are many positive and negative impacts from those advances, one significant change involves the speed at which communication takes place, impacting information accuracy and impeding student ability to assess information quality. This roundtable proposes to advance the discussion in an information literacy context to identify information quality issues and challenges, discuss possible solutions, and provide greater support for students to make truly informed decisions, to make better decisions, and make their world a better place.

Thursday | 11:15AM - 12:15PM in G130

Thinking About Critical Thinking

Gary Stark *Northern Michigan University*
Stacy Boyer-Davis *Northern Michigan University*

This interactive session will involve participants in the important (and often ignored) goal of defining critical thinking as a basis for teaching critical thinking. We'll provide examples and ask participants to formulate their own. With this foundation we (session facilitators and participants) will generate methods of teaching and assessing this important topic.

Thursday | 11:15AM - 12:15PM in ASB 321

What Could Go Wrong? Ethical Challenges in Experiential Teaching and Learning

Sarah Wright *University of Canterbury*
Jeanie Forray *Western New England University*
Kathy Lund Dean *Gustavus Adolphus College*

In-class experiential teaching practices can result in transformative learning. However, in-class activities also have ethical risks associated with emotional engagement. During this roundtable discussion, we invite participants to share critical incidents that were ethically challenging when they have facilitated experiential learning opportunities in their own classes. We share a "step-up" model of ethical touchpoints in a variety of experiential learning activities and options, and engage session participants in conversation about power, relationships, deception, risk, and choice. Our goal is to create a community of practice within the context of our own assumptions about experiential learning (Edelson et al., 2018) and its ethical implications.

Thursday | 11:15AM - 12:15PM in ASB 522

What Is the Best Way to Structure A Blended Learning Course in Management?

Scott Springer *Brigham Young University--Hawaii*
Ann Springer *Brigham Young University--Hawaii*

This roundtable discussion focuses on how to best structure a blended learning management course. To begin the discussion, the presenters would share their preferred structure for a blended learning course, and then would encourage participants to discuss questions such as the following: Which activities are best suited for the online environment in a management course and which are better taught in the classroom? What is the role of the online portion of the class? What is the role of the in-classroom portion? How should a blended learning course in management differ from a blended learning course in other disciplines?

Thursday | 11:15AM - 12:15PM in ASB 322

Whose Classroom Is It Anyway? Learning Through Improv

Jason Myrowitz *Northern Arizona University*

Improvise comedy teaches many of the skills we need as faculty and want our students to have as future managers. First, learn how one professor's approach to teaching has changed dramatically as a result of taking an improv class. Second, share and develop the improvisational techniques currently used in your management classrooms, even if you were unaware you were doing so. Third, engage in a roundtable discussion on how we can all use comedy and improv in our classes even if you don't consider yourself to have a funny bone.

Thursday | 12:15PM - 1:30PM in Birch Tree Inn | Scott Student Center

Lunch

Take a load off, grab a bite to eat, and digest all the sessions you took in during your morning prior to heading out for a few more rounds.

Thursday | 1:45PM - 3:15PM in ASB 328

Designing Impactful Learning for Complex Subjects: Speeding Up the Design Process

Maria Leonard *UTRGV*
Linda Matthews *UTRGV*

This interactive exercise will introduce a process to facilitate learning of multifaceted subjects such as sustainability. The presenters will offer participants a template for developing a set of activities to accelerate this progression. Using the triple bottom line construct, the facilitators will guide the audience through a series of brainstorming and decision-making activities to help ensure that this teaching approach will promote adult learning as well as capture the totality of the complex subject matter.

Thursday | 1:45PM - 3:15PM in ASB 321

Everything Old Is New Again: Teaching and Learning Through Twelve Angry Men

Suzanne de Janasz *George Mason U*
Bob Marx *U Mass - Amherst*
Maury Peiperl *George Mason U*
Joy Schnee *Rider U*

Many faculties have used the film 12 Angry Men (1957, Sidney Lumet, director) in their classroom to enable students to observe, analyze, discuss, debate, and apply various strategies and tools centered on a variety of OB/Management topics. More than 60 years later, the film is still relevant and a powerful tool for teaching and learning. After presenters share effective exercises/group projects/written assignments they use, attendees will be asked to do the same.

Expanding the Pie: Negotiating in Academia

Micheal Stratton *UNC Asheville*
Anne McCarthy *Hamline University*
Barbara Ritter *Coastal Carolina University*
Melissa Knott *Western New England University*
Ken Rhee *Nazareth College*
Gary Coombs *Ohio University*
Ed Petkus, Jr. *Ramapo College of New Jersey*
Kathleen Barnes *Salem State University*

This regularly offered session will be an opportunity for academics on the job market 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. The session is particularly targeted toward DI participants, but all interested individuals are welcome to practice their negotiation skills!

Fellows Session: On Practice as A Way of Being

Dave Fearon *Central Connecticut State University*
Peter Vaill *Antioch University*
Joseph Seltzer *La Salle University*
Joan Weiner *Drexel University*

Fellows invite you to honor OB/OD pioneer Peter B. Vaill by grappling with his plea: "Teacher-facilitators of human behavior in organization, I ask with considerable urgency: are you honoring and making use of in your teaching the understanding about practice of your adult learners?" Permanent White Water, from his 1989 book, rushes 30 years faster. What is different? Everything. Do practices of leading and managing demand a caliber of constantly progressing learning that exceeds the reach of customary academics? Peter generated 33 evocative distinctions, unveiling inducements for duly regenerating our own OB teaching practices. Come work with these and see.

Mindfulness Skills for Leadership Development

Vicki Taylor *Shippensburg University*
Kathy Bishop *Royal Roads University*

Mindfulness is a learned skill based in individual practice. In an attempt to enhance individual levels of mindfulness within our leadership courses and demonstrate how mindfulness practices might be adopted within organizations, we incorporated a series of mindfulness exercises into our curriculum. While developed for undergraduate and graduate courses in leadership, the exercises would also be appropriate for courses in organizational behavior and human resource management at the graduate and undergraduate level.

Thursday | 1:45PM - 3:15PM in ASB 332

Not Just A Sea of Faces: A Template for Providing A Meaningful Team Experience in A Large Lecture Course and An Opportunity to Explore the Topic of Student Engagement in Large Courses

Julie Seidel *Colorado Mesa University*

Business schools are increasingly expected to provide opportunities for students to develop teamwork skills, but it can be difficult to provide a meaningful team experience in a large lecture class where the professor does not know each student and there are significant time and space constraints. This activity session provides a template that was successfully used for a two-week team experience in a large (80-student) Principles of Management course. The template can be overlaid on most existing lecture courses with minimal disruption and includes a team formation activity, a team exam experience, a creative project, and an individual reflection. The session will also explore the broader question of how to engage students in large management lecture courses.

Thursday | 1:45PM - 3:15PM in ASB 230

Sketchnoting For Critical Thinking and Learning

Jon Beard *Iowa State University*

Verena Paepcke-Hjeltness *Iowa State University*

Most of us have enjoyed drawing as a means of expressing and representing ideas when we were children, but many of us have allowed our enthusiasm for drawing to wane or to be censored. Yet, drawing, sketching, and doodling are excellent ways to capture and portray information. How do we get back into it? Sketchnoting, which combines words and visuals, is an easy-to-learn visual note-taking methodology. It improves learning and retention of information, plus it improves critical thinking by assisting in the initial capture of information to supplement traditional linear note taking, consciously linking and integrating images with other materials. Come and learn how to incorporate sketchnoting in your day-to-day planning activities. Learn how to use, and how to teach others to use, sketchnoting, including how to develop drawing skills, how to build a personal visual library, and how to incorporate this approach in your courses and lectures.

Thursday | 1:45PM - 3:15PM in ASB 322

Storytelling in The Classroom

Francee Preston *University of Memphis*

Catrina Palmer *Rutgers University*

Udayan Dhar *Case Western Reserve University*

Adam Pervez *University of Alabama*

Michelle Montague-Mfuni *University of Memphis*

This session presents storytelling as a powerful tool to elucidate abstract concepts and theories in an organizational behavior course. This 90-minute session demonstrates the importance of storytelling and provides guidance for attendees to improve their storytelling talents. Participants will leave with 10 stories to support 10 abstract concepts often taught in organizational behavior courses.

Thursday | 1:45PM - 3:15PM in ASB 323

The Perpetual Questions of a Management Faculty Career: How to Manage The “service” Responsibilities

Jim Flynn *Indiana University, Kelley School of Business*

Charles Fornaciari *La Salle University*

Francis Daniel *Belmont University*

A communal and interactive session addressing “How can a management professor manage their service responsibilities in a deliberate way that is rewarding, enjoyable and productive?” The participants represent the range of an academic career from PhD student to faculty with over 30 years of experience. Short discussions of each participant’s best and worst service experiences will be the source of insights into how to recognize where and how one can develop a deliberate service program. Audience members will be asked to compare the insights from the presenters with their own experience.

Thursday | 1:45PM - 3:15PM in ASB 220

The Walls Project: Making Management Relevant by Rethinking Disciplinary Boundaries

Rae Andre *Northeastern University*
Rikki Abzug *Ramapo College of New Jersey*
Adeyinka Adewale *University of Reading*
Pamela Derfus *St. Thomas Aquinas College*
Peggy Hedges *University of Calgary*
Yuliya Shymko *Audencia Business School*

The Walls Project Symposium seeks to broaden the research and teaching of management and organizational behavior educators by introducing them to diverse perspectives, assumptions and unaddressed, systemic aspects of complex systems. These consequential topics include socioeconomic diversity among organizational members, the power of systemic differences in resource allocations, managing for social impact over profits, and exploring the friction between economic growth and sustainability. New, or re-imagined, classroom exercises are presented that introduce students to these new topics and challenge their assumptions and broaden their mindsets.

Thursday | 3:30PM - 4:00PM in ASB 328

Bringing Management Lessons to Life with Investment Simulations

Jason Pierce *University of North Carolina at Greensboro*

We will explore how investment simulations can bring management lessons to life by turning otherwise inexperienced undergraduate students into virtual business owners. We will open by discussing how having students following publicly-traded companies facilitates the connection of course content to real situations. Then, we will discuss how incorporating investment simulations in management courses motivates students to follow such news without overburdening them. Finally, we will review types of simulations implemented and walk through the set-up process.

Thursday | 3:30PM - 4:00PM in ASB 221

Deal with It: An Ambiguity Assignment for Real-World Projects

Joseph G Gerard *Western New England University*

Employers repeatedly complain that even the brightest business school graduates lack skill in dealing with ambiguous, real-life situations. Real-world projects can help develop that skill, but they are difficult to design and deliver, and frustrating for students who need support for dealing with ambiguity beyond the instructor's reassurances. Yet instructor interference erodes the inherent value of dealing with that ambiguity. This session provides information on an effective, easy-to-use assignment including student reactions, sample responses to the assignment prompt, and room to discuss where and how this ambiguity "add in" can be implemented in other courses.

Thursday | 3:30PM - 4:00PM in ASB 230

Engagement Challenge – Tapping into Intrinsic Motivation

Beth Haley *University of Southern California*

This exercise allows participants to tap into what is intrinsically motivating to themselves, watch a video of how a call center job was redesigned, then examine ways in which they could redesign a self-identified job to be more intrinsically motivating. The video was designed and produced by a Cinema Arts undergraduate, which adds to the story of intrinsic motivation.

Thursday | 3:30PM - 4:00PM in ASB 321

HR Competencies and University Curricula Alignment

Mariya Gavrilova Aguilar *University of North Texas*
Pamela Scott-Bracey *Mississippi State University*
Jeff Allen *University of North Texas*

The field of Human Resources (HR) has transformed itself significantly. Scholars share concerns regarding the capability of academic programs to prepare students for the 21st century challenges in HR as well as regarding the lack of empirical research on undergraduate business education that promotes the development of competencies. This study contributes to existing scholarship regarding human resources, management education, and competency models by synthesizing the relevant and recent research on competency and curricula alignment. Recommendations apply to future scholarship, university administration, and practitioners/employers.

Thursday | 3:30PM - 4:00PM in ASB 220

Immediate Feedback Assessment Technique: Team Tests?! Scratch-Off Scantrons?! What?!

John Ross *Indiana University Southeast*

Testing is often a dreaded experience for many students. Instead of a dreadful evaluation of content learned/retained, testing can be a valuable learning experience and retention tool. The Immediate Feedback Assessment Technique was designed to increase retention through deeper and frequent processing. The technique has been tested, validated and replicated with tremendous results. I thoroughly enjoy using the IF-AT as do my students. Participants in the class will experience the IF-AT and learn the benefits of using it in conjunction or in place of their current testing techniques.

Thursday | 3:30PM - 4:00PM in ASB 322

Presenting Maslow's Hierarchy of Needs: Scavenger Hunt to The Rescue

Diana Smrt

This 30-minute activity session aims at demonstrating how instructors can introduce Maslow's Hierarchy of Needs in a fun and engaging way. The proposed activity is applicable for face-to-face classrooms and is suitable for both undergraduate and graduate courses. I believe that the ideas presented in this session could successfully be used in classes such as Organizational Behavior, HRM, Organizational Theory, Introduction to Management, or any class that teaches theories of motivation.

Thursday | 3:30PM - 4:00PM in ASB 327

Using Protocols and Problem Based Learning Approach for Teaching Effectiveness in Analytical Courses Group Activities

Thierry Rakotobe-Joel *Ramapo College of New Jersey*

Students often present uneasy feelings towards analytical materials. In this presentation, protocols and problem-based learning were adopted to address such issues. Using group work to solve problems, students were asked to individually participate and present their perspectives in helping the group attain consensus. The use of protocols facilitates the discussion of the problem by providing everyone an equal voice in the discussion. It offers foundation and rules to govern the group interactions and give a voice to the discussion or decision-making process. The results show that while protocols help to draw students' participation and group effort in acquiring and sharing analytical skills, they also play an important role in stimulating authentic classroom discussions, leading to greater insights into the content being studied. Session participants will learn the basic of using protocols to organize classroom discussions, to organize classroom discussions, and how to build protocols to specific learning situations.

Thursday | 3:30PM - 4:00PM in ASB 323

Will You do The Group Project with Me? Speed Dating as A Tool for Team Formation

Wendy Walker *University of North Georgia*

This activity is designed to help students become more familiar with each other in the hopes that it will 1) improve the choices that students make for their group members, 2) help provide a foundation for effective group processes, and 3) contribute to a more satisfactory class experience for students. This manuscript discusses the theoretical foundation supporting this exercise, the learning objectives for the activity, then describes how to carry out the activity for other instructors.

Thursday | 4:00PM - 4:30PM in ASB 2nd Floor Lounge

Refreshment Break

Enjoy a snack and beverage as you refresh before heading off to another round of experiential sessions.

Thursday | 4:30PM - 5:30PM in G130

"Power of The Pitch": The Real Valuable You In 60 Seconds or Less

Mariana Lebron *Towson University*

This exercise challenges students to "walk the leadership talk." Students become self-aware about what makes them unique and powerful in an organization by presenting a one-minute career networking pitch. Students actively (a) discover their power in developing a one-minute self-sell about their unique value (b) practice this pitch to influence perceptions and (c) receive feedback about their pitch's effectiveness. By receiving authentic feedback, students become more competent presenting networking pitches and more comfortable with the power of their voice. This activity integrates power, influence, networking, and communication concepts from any organizational behavior or leadership course.

Thursday | 4:30PM - 5:30PM in ASB 220

2020 (and Beyond) International/Domestic Conferences Preview and Discussion

Brandon Charpied *MOBTS*

Sarah Wright *University of Canterbury*

Gordon Schmidt *Purdue Fort Wayne*

Kimberly O'Connor *Purdue Fort Wayne*

Michael Kirchner *Purdue Fort Wayne*

Interested in learning more about our upcoming International MOBTS at University of Canterbury in Christchurch, New Zealand (the Call for Papers is open!) or our domestic conference at Purdue Fort Wayne in Fort Wayne, Indiana? Come on in as we discuss what you can expect from each site and program, as well as having the opportunity to learn what it takes to host our domestic and international conferences should you be interested in being a future host.

Thursday | 4:30PM - 5:30PM in ASB 332

Deliberate Dialogue: Discussion of Business & Society

Joshua Ray *Tusculum University*

Nancy Scott *University of Tennessee, Knoxville*

Susan Aloï *West Virginia Wesleyan College*

Lisa Delise *Meredith College*

A part of preparing students to be positive change agents should include dialogue around the role of business in society. This session is designed to share a dialogue exercise that participants can use in their classes. Participants will engage in the dialogue activity as the students. We will debrief the activity and have a large group discussion on potential adaptations and alternative uses of deliberate dialogue exercises.

Experiential Fire: Passing the Torch**Smriti Anand** *Illinois Institute of Technology***Julie JP Palmer** *Webster University***Thomas Conklin****Rose Hair** *Nazareth College***David Fearon** *Central Connecticut State University***Andrew Bennett** *Old Dominion University***Opal Leung** *St. Francis Xavier University*

Come join us as we pass the torch to new facilitators and a brand-new set of exercises for this year's experiential fire. This year's torch bearers are excited to share a wide variety of exercises and approaches and welcome your participation to keep those fires burning. A perennial favorite, come experience and learn by doing with this curated collection of engaging experiential exercises. Our seven presenters will introduce you to their innovative exercises in a "speed networking" format. This year's session includes cross-cultural communication, empathy, learning, change, persuasion and cohesion and non-verbal communication. Full details of the exercises will be available in the Conference Proceedings.

Food-Waste Measurement Experiential Exercise to Reinforce Dual CSR and Operations Management Learning Outcomes**Gregory Weisenborn** *Fort Hays State University, Dept. of Management***Brittany Howell** *Fort Hays State University, Dept. of Agriculture***Mitchell Greer** *Fort Hays State University, Dept. of Biology*

In an operations management course, faculty implemented a food-waste experiential exercise to reinforce overlapping learning outcomes including: Corporate and Social Responsibility (triple bottom line), the UN 17 Sustainable Development Goals (such as Goal 2: zero hunger, Goal 12: responsible production & consumption), and lean systems (cost and waste reduction). Students collected and measured weekly food waste in four logical categories, learned about global food waste and food insecurity challenges, and reflected on their experiences. Session participants will be encouraged to bring food waste; they will experience a "food waste weigh-in" and discuss implementation of similar exercises in their own classes.

Identifying Conceptual Blocks to Creative Problem Solving Via the Newspaper Industry**Don Larsen** *Montana State University-Billings*

This exercise is designed to give late undergraduate students studying management the opportunity to see how difficult the process of generating creative and viable solutions to complex problems can be by introducing a problem that seems familiar and less complex at first glance. More specifically, this exercise helps students experience how problem identification can be a more exacting process than anticipated, how problem identification affects the chosen solution, and how specific and commonly occurring conceptual blocks impede the creative problem-solving process by researching and attempting to solve problems associated with the decline in the newspaper industry.

A Model for Embedding Career Activities in Multiple Core Business Courses**Kerri Brannen** *Widener University***Maureen Dillon** *Widener University***Peter Hornberger** *Widener University***Yamuna Baburaj** *Widener University***Danielle Durant** *Widener University***Donna McCloskey** *Widener University***Louisa Vike** *Widener University*

This session will provide information on how we integrate career activities in multiple years of our business curriculum. The model provided has activities that occur each year over a traditional 4-year undergraduate business program. These activities have been embedded in specific and required core business classes which are mostly management courses; with the exception of the senior level activities, which are embedded in the major capstone courses. This model allows for each student who is enrolled as a business major to be exposure consistent career preparation. The aim is to prepare our students for successful job searchers.

Thursday | 4:30PM - 5:30PM in ASB 321

Navigating the Leadership Jungle: Using the Leadership Buffet Exercise to Help Students Develop and Articulate an Individual Leadership Philosophy

Shontarius D. Aikens *Concordia College*

In this session, attendees will be introduced to the Leadership Buffet Exercise which was designed to (a) provide students with a conceptual visualization of leadership, (b) provide students with a mental model of leadership theories to help guide their study throughout the semester, and (c) to provide students with an opportunity to describe and articulate the specific leadership theories that support their individual leadership philosophy. Session attendees will participate in a modified version of the Leadership Buffet Exercise that has been used in undergraduate and graduate leadership courses.

Thursday | 4:30PM - 5:30PM in ASB 328

Star Reward System to Encourage Student Participation and Effective Participation Assessment

Nastaran Simarasi *California State Polytechnic University Pomona*

The Star Reward system aims at encouraging student participation in class discussions and activities through a feedback loop that is both initiated and concluded by students. Each student assumes an active role by providing input to the system about their contributions to class discussions every session. The information is processed by the professor relative to the participation rubric. If student participation meets the rubric conditions, the student is rewarded a star sticker on his/her name tent. Number of stars on a student's name tent determines his or her participation grade at the end of the term.

Thursday | 4:30PM - 5:30PM in ASB 327

Strengths into Action: Alumni Strengths-Based Leadership Memo Exercise

Nancy Evans *Indiana University*

Brenda Bailey-Hughes *Indiana University*

A strengths-based memo assignment is successfully used in a leadership skills development course and would work well in all types of class deliveries/sizes. Student teams interview School alumni and a direct report or peer to identify alumni leadership strengths. Teams then write a memo to the alumni connecting strengths to course theory and leadership research. A scaffolding approach to the assignment allows students to first interview another teammate, receive feedback from their professor, and strengthen their process and deliverable for the final assignment. Identifying leaders' strengths helps students identify how to put their own strengths into immediate and future action.

Thursday | 4:30PM - 5:30PM in ASB 522

Teaching Research Skills Using True Crime Investigations

Dorothy Marcic *Columbia University*

Teaching narrative research/content analysis methodology through analysis of murder investigations. Participants will see examples of court record, police/forensic files and other crime information can be analyzed through content analysis. Groups will be formed, with each group getting part of the forensic file of one unsolved murder, asking the groups to identify how they would code the information. Discussion will follow on how information is identified and classified affects the outcome and conclusions of the research.

Thursday | 4:30PM - 5:30PM in G238

Thinking About How We Think: Metacognition in The Classroom

Robert Bonner *San Francisco State University*
Verónica Rabelo *San Francisco State University*

There are few resources available for management educators to promote specific aspects of metacognition, such as understanding how previous thoughts/beliefs lead to current beliefs, and how changes in new information and framing might modify those thoughts/beliefs. In this session we will introduce and demonstrate three exercises to promote metacognition for both students and instructors at three critical timepoints of the course (beginning, middle, end). We will share research and firsthand experiences of how metacognition benefits students and instructors by facilitating critical thinking and other learning outcomes (e.g., empathy), sharing ownership over the course, and increasing justice perceptions of the class.

Thursday | 6:00PM - 7:00PM at The Grove

Dinner Prior to Event

Come over to The Grove, beside Ramapo's iconic arch, to grab a bite to eat prior to our Thursday Night Event taking place in Friend's Hall (just beside the Grove).

Thursday | 7:00PM - 9:00PM at Friend's Hall

Thursday Night Event & Dinner | Paint & Sip with Pinot's Palette

The classroom is your canvas and MOBTS hopes to continue to provide you all the new brushes, paints, and strokes needed to make your career a work of art. So, come over and get your happy little trees ready (no, not that kind...we're not in Colorado!) while we work on our own masterpieces with Pinot's Palette. All needed supplies are provided. Paintings will be done on an 8x10 canvas for easy packing for home.

Thursday | 9:00PM - 11:00PM in Friend's Hall

Jim's Place

Okay, okay. We know we're starting it late, but there is no need to bitch and Monet. Jim's Place is back, where you can Gogh and drink your artistic sorrows away. So, don't dilly Dali any longer and come join us in our nightly social. Just keep the consumption within reason since we don't want MOBTS to go Baroque.

Friday | June 7

Friday | 7:00AM - 7:45AM in Lobb of Dorms

Starting the Day Right: Run or Walk with Your Fellow MOBTSers

Rita Shea-Van Fossen *Nova Southeastern University*
Kerri Crowne Brannen *Widener University*
Carrie Blair Messal *College of Charleston*

This session is a chance to get out early with other MOBTSers and enjoy our beautiful host location, Ramapo College. Join us at 7 AM for a casual run or walk around campus and the surrounding area. Open to runners or walkers of all levels starting in front of our breakfast venue. At 7:45 all MOBTS members are welcomed to join us for breakfast and conversation or head back to your dorm to be ready for the first official sessions of the day. Friday and Saturday will be self-organized for those who don't overdo at Jim's Place!

Friday | 7:15AM - 8:30AM in Birch Tree Inn | Scott Student Center

Breakfast

Breakfast will be served each day in the Birch Tree Inn within the Scott Student Center. Come on in and have a good meal to get you ready for the impactful day ahead of you.

Friday | 8:30AM - 9:30AM in ASB 332

“from Pipelines to Platforms”: Examining the Benefits and Limitations of Management Education Platforms for Institutionalized Shift

Nicole Jackson *Menlo College*
Austin Halbert *ImpactEd Learning*

Platform technologies have increasingly challenged institutions to move beyond narrowly defined products and services toward an ecosystem of user interactions that have the capacity to disrupt entire marketplaces. Facilitated through the co-production of a product or service, popular examples of platform technologies include Uber, Wikipedia, and Facebook, and, in the educational markets, Coursera and Skillshare. Yet, beyond providing greater accessibility and forms of institutionalized shift, how else can platform technologies be leveraged to increase positive (rather than negative) impact? What implications do they hold on management education and its overarching objectives, from delivery of quality teaching to achievement of student outcomes? In this 60-minute roundtable session, we provide an overview of how four comparative education platform technologies have re-conceptualized management education. Leveraging the Porters Five Forces Model in active dialogue with session participants, we discuss what implications platform technologies may hold (positive or negative) in management education and illuminate/critique some of the strategies espoused by platform experts. We end by discussing implications on institutional and curriculum design targeted to business faculty and administrators.

Friday | 8:30AM - 9:30AM in ASB 328

Changed for Good: Investigating How Students Become Agents of Change Through Service-Learning Experiences

Nathania Chua *ESADE, Universitat Ramon Llull*
Josep Mària *ESADE, Universitat Ramon Llull*
Ignasi Martí *ESADE, Universitat Ramon Llull*

Service-learning has been recognized as an experiential learning pedagogy with great power to transform students into agents of change by deepening their social awareness and responsibility. This session seeks to arrive at finer-grained understanding of how such development occurs. Through facilitated discussion, participants will explore this transformative process and identify key elements crucial to it. Both practitioners and non-practitioners of service-learning may take away new insights on supporting and nurturing their students' personal growth in experiential learning. Participants will also brainstorm to contribute towards a research agenda that deepens the discourse on the transformative power of service-learning.

Friday | 8:30AM - 9:30AM in ASB 327

Developing Students as Process Consultants: Cross-Course Student Team Facilitation As “service” and “praxis” Learning

Ray Luechtefeld *University of Central Missouri*

Developing abilities to reflect on / intervene in group dynamics is a longstanding goal in OB (Lewin, 1946). However, praxis development may be hampered when students are asked to practice in their teams, where action may overwhelm reflection. How can courses provide adequate social and emotional distance so students can reflect and develop intervention skills? I'll discuss an experiential undergraduate course that engages students as consultants / facilitators for student teams in other courses. I'll note some advantages and issues surrounding the course as delivered in 2018-2019. Then we'll engage in roundtable discussions to explore possibilities for your own courses.

Friday | 8:30AM - 9:30AM in ASB 321

Discussing How to Create A “sense of Place” and Real-World Connections in The Online Classroom Through Alumni Videos and Other Methods

Gordon Schmidt *Purdue Fort Wayne*

This roundtable discussion will look to create lively discussion about how to create a “sense of place” and real-world applications of class concepts for undergraduate and graduate online courses. The facilitator will give an example of one class method to help both of these factors- alumni of the class providing videos engaging with class concepts and showing how the concepts are important in real world working settings. This acts as way for students to see real world applications of concepts and envision these concepts in their own future career path. Different ways to use such videos to help course goals will be discussed. The session hopes to spark discussion of other methods to help these potential issues in the online classroom so that attendees discover multiple new ideas to bring back to their online classrooms.

Friday | 8:30AM - 9:30AM in G238

Have You Flipped Out...don't Flip Your Classroom: Self Directed Learning Curriculum Design in Your Online Classroom

Holly Rick *Walden University*

Are you tired of the same old learning methods in online teaching? Did your class flipping project flop? Self-directed learning may be the way to engage your students, empower them with knowledge creation and reduce your prep time for course projects. You will learn more about the self-directed principles and have the opportunity to apply the self-directed learning principles to update your next online course project. Bring your most resource RICH online assignment and let's talk about how to modify that project into a self-directed learning experience.

Friday | 8:30AM - 9:30AM in ASB 221

Let's Plan A Multi-University Excursion for Our Students!

John Ross *Indiana University Southeast*

Travel experiences are some of the most potent experiential experiences available to educators. Research supports the power of student travel, but many universities struggle with finding sufficient students to meet the common minimum requirement of 20. If we plan a trip together, then we can meet the minimum requirement, build strong relationships and provide an amazing and unforgettable experience for our students that will encourage engagement and lifelong learning.

Friday | 8:30AM - 9:30AM in ASB 220

Mastering the Craft of Teaching: A Conversation With

Dale Rude *University of Houston*

Patricia Hedberg *University of St. Thomas*

We present a new technique for exploring the journey and craft of master teachers. It is loosely based upon James Lipman's award winning TV show, Inside the Actor's Studio. We model the process through a live and exploratory interview of a master teacher. We then turn to the audience for questions and discussion on how to apply the process in their own learning environments. We assume that great teaching transcends discipline. One can learn useful things about teaching from master teachers in any discipline. (84 words)

Friday | 8:30AM - 9:30AM in G130

Teamwork Perceptions: Student Vs Faculty

Chris Opatrny-Yazell *University of Central Missouri*
Keira Solon *University of Central Missouri*
Matthew Houseworth *University of Central Missouri*

Understanding the differences between student and faculty perceptions of the elements that affect positive team experiences in the classroom informs faculty as they consider which elements to use in the classroom. Using Q Methodology (Stephenson, 1935) students evaluated a large set of teamwork elements at the beginning and end of a semester. Specifically, elements which can be controlled or influenced by faculty were considered. The results were then compared to faculty evaluation of the same elements to understand the differences in perceptions.

Friday | 8:30AM - 9:30AM in ASB 522

The Context Is the Case: When Inmates and Business Majors Study Teams in Prison

Jeff Schatten *Washington and Lee University*

For the past three years I have taken 10 business majors at a liberal arts university to a medium security prison, where they participated in a month-long, 4-credit course, "Leading Teams" alongside 10 inmates, about half of whom were in prison for murder. In this course the context of prison has become the focus of the learning experience. In this session we will discuss this out-of-the-box course and the ways in which a single, hands-on, experiential case can drive an entire semester of learning, how the context of a class can impact the content and how classes like this can forever change the lives of students.

Friday | 8:30AM - 9:30AM in ASB 322

The Power of Storytelling: Creating and Curating Stories for Deeper Learning and Higher Engagement

Justina Oliveira *Southern New Hampshire University*
Jeanne Hughes *Southern New Hampshire University*
Crystal Bickford *Southern New Hampshire University*

The natural draw to storytelling can be harnessed to positively influence students' learning. However, crafting a strategic use of stories in a course can be challenging due to the diversity of ways to utilize storytelling: creating digital stories, reading published stories, participating in service-learning and guest speaker sessions which involve learning others' real stories, or having students write their own stories. In this session, the presenters will share their experiences about the multi-disciplinary value of storytelling and will provide assignment examples. Additionally, session attendees will be able to workshop how they can utilize more storytelling in their courses.

Friday | 8:30AM - 9:30AM in ASB 323

Tricks and Traps of Teaching Leadership

Jason Pierce *University of North Carolina at Greensboro*

This roundtable discussion builds on one from last year in which we discussed why management educators loved, like, or loathe teaching leadership. We pick up where we left off by homing in on the tricks and traps that separate these three types of experiences. That is, we aim to have a more focused conversation around the common problems that occur when teaching leadership and the clever solutions that others have come up with to overcome those hurdles. We will discuss potential improvements to those solutions so everyone can take away ideas for improving their leadership lessons.

Friday | 8:30AM - 9:30AM in ASB 230

We Are Falling Behind: Fostering A Digital Mindset and Tech Fluency Among Business Students (and Educators)

Scott Allen *John Carroll University*

This roundtable discussion will explore the need to foster a digital mindset and tech fluency in ourselves and our students. As the landscape of business shifts and disruptive technologies and new business models gain traction, we must retool and reframe our role as an educator. By doing so, we better our students, and ourselves for the future of work.

Friday | 9:45AM - 10:45AM in ASB 221

Application Presentations: An Exercise to Facilitate Student Learning Through Implementation

Dianna Krueger *Tarleton State University*

The purpose of this exercise is to facilitate undergraduate student learning through the use of an application presentation. The learning objectives for the exercise are to learn how to guide students to: (a) make connections between the management concepts and a non-management topic of their choice, and (b) develop a presentation connecting the management concepts and the non-management topic of their choice. I will describe how I extend this example and guide students to create an application presentation. Finally, I will explain how I have repurposed the application presentation for use in various face-to-face, and online courses.

Friday | 9:45AM - 10:45AM in ASB 220

Bradford Award Winner Session: How do we co-create the Best Possible MOBTSOCIETY?

Rae Andre *Northeastern University*

Looking back to look forward, Rae will lead a discussion of some of the aspirations we have had for MOBTS. Come share your big ideas on MOBTS democracy, inclusion, fun, networking, and more...

Friday | 9:45AM - 10:45AM in ASB 328

Bringing Relevant Projects to Management Information Systems - Student Learning Exercises

David Beaudry *Keene State College*
Tammy Ogren *Cottey College*

A challenge in a Management Information Systems (MIS) course is to integrate today's ever-changing technology landscape to the course. This session outlines two student projects (Information Dashboards and Emerging Technology Analysis) with two different approaches for each project that blend changes in information technology with practical skill development while assessing student learning on MIS topics. Session participants will gain the technical information and confidence to develop their own variations of the projects.

Friday | 9:45AM - 10:45AM in ASB 327

Can We Exercise Our Way to Creativity?

Mark Julien *Brock University*
Russell Clayton *University of South Florida*
Micheal Stratton *University of North Carolina Asheville*

This fun and interactive session will explore the potential for brief periods of physical activity to lead to higher levels of creativity in our students. We will replicate our experience with the attendees of this session who will participate in the "perfect square" exercise. We will also give attendees an opportunity to discuss which activities they've used when teaching about creativity and explore the possibilities associated with students being physically active before engaging in a classroom exercise.

Friday | 9:45AM - 10:45AM in G130

Edmodo: Enhancing Online Discussion

Erin Makarius *The University of Akron*

This session will introduce a free, web-based software that allows you to create an online community with enhanced online discussions that are typically richer and easier to follow than standard classroom management platforms for discussions. The software allows you to customize course material to provide greater engagement in the course. We will demonstrate how to create interactive discussions that incorporate questions to assess student comprehension and provide opportunities to enhance participation, particularly in online and hybrid courses.

Friday | 9:45AM - 10:45AM in G238

Leveraging Connections, A Global Leadership Experience

Sandra Deacon Carr *Boston University Questrom School of Business*

Yoo Jin Chung *Boston University Questrom School of Business*

Jack McCarthy *Babson College*

This interactive session explores the ways we can foster an enriched global leadership mindset in our students. Creatively collaborating with international fellows at our university, we design and shape a mutual learning environment that is fun, dynamic and valuable for the fellows as well as our undergraduate business students. Working together, they quickly learn about themselves and others from around the world in thinking through the challenges that leaders face in both domains. Talking together, they realize that they have as much in common as there are differences. We invite faculty at all levels to join us in this conversation.

Friday | 9:45AM - 10:45AM in ASB 323

Transparent and Data Driven Team Formation for Class Projects

Gregory Berka *Queens University of Charlotte*

Jae Hwan Lee *Hamline University*

Amber Davidson *UNC Charlotte - Organizational Science PhD Program*

The class exercise-based interactive session walks through a three-step team formation process: (1) class-wide identification of project team success factors to generate a survey that all students complete, (2) distribution of all collected data to all students and students ranking their top teammate options, and (3) in-class team formation based on first two steps. The process supports students' project understanding, identifying team success factors, gaining awareness of their own and others knowledge, skills, and abilities, and increasing teammate accountability. We will share resources and are open to hearing ideas to improve the process.

Friday | 9:45AM - 10:45AM in ASB 321

Using Design Thinking to Emphasize Empathy

Gary Coombs *Ohio University College of Business*

This session will focus on helping students to develop skills with empathy building. In Design Thinking, developing empathy for the user is the first and most important step, (hence the related term Empathetic Design.) For our students to become Agents of Change will requires an empathic understanding of the stakeholders involved. The session will introduce a variety of techniques and how they might be applied in different types of student projects.

Friday | 9:45AM - 10:45AM in ASB 322

Using the New Yorker Cartoons to Stimulate Creative Group Problem-Solving

John Keiser *SUNY Brockport*

This submission presents an activity in creative decision-making in which the participants attempt to create a cartoon caption both individually and in small groups. The cartoons all come from The New Yorker magazine's weekly Cartoon Caption Contest. The exercise allows the participants to get some experience in creative problem solving and decision-making as group members. In addition to covering these Organizational Behavior topics, the exercise proves to be a lighthearted way for students to get to know each other and helps create an interactive class environment for the rest of the semester.

Friday | 9:45AM - 10:45AM in ASB 332

What's for Dinner? An Interactive Activity to Highlight Differences Between Rational Decision-Making Models and Realistic Decision-Making

Kenneth Mullane *Salem State University*
Emily Tarr *California State University San Marcos*

There is an abundance of abstract concepts within OB that can easily/quickly confuse students. Oftentimes, it is incumbent upon the teacher to devise a real-world example or activity that clearly illuminates a concept or model and helps students understand how it affects one's behavior outside the classroom. We have created such an activity that is easy to implement yet highly engaging and enables students to visualize the Rational Choice Paradigm (i.e., rational decision-making model). The purpose of this session is to demonstrate how this activity provides students with a fun opportunity to learn about decision-making. Relevant materials will be provided.

Friday | 9:45AM - 10:45AM in ASB 230

Win, Lose, Or Collaborate: Revisiting Thomas-Kilmann Conflict Handling Modes Using Competition Based Learning

Benjamin Wilhelm *University of North Carolina at Charlotte*

Games promote pathways to experiential learning in the classroom. This simple card game aims to help students understand the importance of collaboration through the lens of the Thomas-Kilmann Five Conflict Handling Modes model. Using a 15-minute teamwork related game, students are challenged to work through interteam and intrateam conflict while experiencing the five conflict modes cited in Thomas and Kilmann's seminal work on conflict management. Classroom discussion and interpersonal reflection is explored following the teamwork exercise.

Friday | 10:45AM - 11:15AM in ASB

Refreshment Break

Enjoy a snack and beverage as you refresh before heading off to another round of experiential sessions.

Friday | 11:15AM - 12:15PM in ASB 230

'ripped From the Headlines:' Re-Imagining Case Study Methodology to Increase Student Engagement and Target Soft Skills

Ann Saurbier *Walsh College*

Case studies have been used effectively for almost a century; however, the practice has been criticized recently for failing to accurately simulate not only organizational reality, but also for not effectively assisting students in skill development. This session is designed to reinvigorate the case study by using current event scenarios that are 'ripped from the headlines.' The use of very current events, in conjunction with the traditional case study process, not only engages students more directly in the reality and immediacy of the organizational issue, but it also enables students to think creatively as well as critically as they seek to determine solutions and make recommendations to problems that have no known resolution.

Friday | 11:15AM - 12:15PM in G130

A Tool for The Agents of Change

Paul Donovan *Maynooth University*

Students need to learn the tools of change. This paper describes an exercise to enable them to apprehend a versatile facilitation tool that I have applied to many situations of change. It is appropriate for undergraduates and graduates. This tool employs the work of Kurt Lewin - his three-stage model, unfreezing, moving and refreezing and the cognitive style approaches developed by Guilford, - divergent and convergent thinking. Combining both, I deploy a method that enables a facilitator to move a group from 'quasi-static equilibrium' to action. A student can apply the tool in a range of management change situations.

Friday | 11:15AM - 12:15PM in ASB 321

Accessible Syllabus Design – Converting Your Syllabus to Improve Learning

Joy Beatty *University of Michigan - Dearborn*

For individual faculty members, the course syllabus – the most basic teaching document and the first course document students see – is an ideal place to invoke the framework of inclusiveness and demonstrate awareness of diversity. This workshop will focus on accessible syllabus design as a technique faculty can use from Day 1 to signal and promote inclusion in their classrooms. Theoretical foundations include universal design for learning, disability studies and diversity frameworks. Before and after examples will be shared, bring a copy of your own course syllabus for an activity

Friday | 11:15AM - 12:15PM in ASB 327

Accessing the Vision Within: Creative Visualization Experience in An Active Learning Framework

Stacey McNeil *Mississippi State University - Meridian*
Natasha Randle *University of North Carolina at Charlotte*

Leaders must envision the future state of their organization and chart the direction of the firm. A popular tool used in beginning stages of creating a vision is the vision board. By combining proven techniques like guided meditation, mental imagery, and creative visualization, leaders can access conscious and unconscious information from their reservoir of tacit knowledge. Similarly, students can use creative visualization manifested in vision boarding to synthesize course material and capture personal vision. In this activity, we will engage attendees in the vision board process as experienced by graduate and undergraduate business students using an active learning framework.

Friday | 11:15AM - 12:15PM in ASB 322

Mid-Career & Senior Faculty Consortium

Joe Seltzer *La Salle University*
Dale Finn *University of New Haven*
Joan Weiner *Drexel University*
Judi Strauss-Lipkin *Benedictine University*

The intent of the consortium is creating a space for open and frank conversation of special interest to 3 categories of MOBTS participants: mid-career, senior faculty, and retired faculty. After an opening about confidentiality, we will invite participants to choose among three conversations/communities. We expect that there will be different issues: Mid-career faculty may want to talk about, "What do I want to do with the next 20 years of my career?" Senior faculty about "When should I retire?" or "What will I do when I retire?" Retired faculty about, "How can I find engagement and value in different activities?"

Friday | 11:15AM - 12:15PM in ASB 221

Assessing the Assessment Center: Measuring Student Success and Reactions

Erin Makarius *The University of Akron*
Sheri Schulte *The University of Akron*

Assessing student learning and skills is crucial. It is important to measure not only what students know, but also what they can do with what they know. One way to assess skills in students is through the assessment center technique. In this session, we present how to implement and utilize results from an assessment center to develop student leaders. In doing so, we demonstrate how to help students build skills to become positive agents for change in organizations.

Friday | 11:15AM - 12:15PM in ASB 328

Helping Students Connect Creatively and Critically with Academic Literature

Kathy Bishop *Royal Roads University*

As teaching agents for positive change, educators need fundamental classroom exercises that help students creatively and critically connect with academic literature in a way that is personally meaningful, inspiring, and links theory and practice. The core purpose of this workshop is to illustrate and facilitate a classroom activity for participants to experience how found poetry can be utilized to enable students to cultivate deeper understandings of course material. As well, it offers an innovative way to help students engage more fully with the ideas, their experiences, and others, utilizing a head, heart, and hand approach.

Friday | 11:15AM - 12:15PM in G238

It's All in The Cards: Carbon Literacy Training--Positive or Dystopic Futures?

Jennifer Leigh *Nazareth College*
Petra Molthan-Hill *Nottingham Business School*
Rachel Welton *Nottingham Business School*
Dan Jackson *Freelance Content Producer in Sustainability*

In this interactive exercise session, we will explore the use of an interactive carbon literacy training activity that uses large cards to facilitate small and large group dialog on climate change futures—both positive and negative. This is method suitable for higher education (undergraduate, graduate, executive & Ph.D.) and workplace training, draws upon futuring methods, coaching practices, and the sustainable development goals. In the session, we will run an abbreviated version of the whole exercise, debrief, and discuss potential applications in management and business courses.

Friday | 11:15AM - 12:15PM in ASB 522

Leadership Lessons: Real-Time Feedback Loops

Ashley Prisant Lesko *Harvard Extension*

Leadership cannot be taught. Disagree? Join the session and state your case. This session will share insight on experiential learning techniques in leadership – students will be able to use immediately in their other courses – and in day to day real life in everything from employment to student group interaction. Take pieces of your own course and experiences and give students something they will be able to use after your class ends

Friday | 11:15AM - 12:15PM in ASB 323

Let's Design PowerPoint Presentations for Students' Learning Styles!

Jae Hwan Lee *Hamline University*
Gregory Berka *Queens University of Charlotte*

Every one of us has unconscious biases. As teachers, we may unknowingly be influenced by our unconscious biases in the classroom. We often teach students the way we like to be taught, believing this is most effective for them, when Myers-Briggs Type Indicator research suggests students are predominantly sensing whereas professors are predominantly intuitive. In this session we will provide PowerPoint presentation tips for designing lectures to mitigate such difference. Participants are encouraged to bring a PowerPoint presentation about a topic they find difficult to teach. The participants will redesign their presentations during a small group exercise.

Friday | 11:15AM - 12:15PM in ASB 332

Nurturing Mutual Respect: Civility Intervention in The Classroom

Bahareh Javadizadeh *Indiana State University*
Hank Strevel *Purdue Fort Wayne University*

The existence of civility in the classroom has been shown to improve dramatically the overall ambience among students, particularly the team atmosphere. This relationship is particularly important in higher education because students often report how much they loathe having to work collaboratively for a portion of their course grade. One aspect of this paper is to draw upon Social Exchange Theory to explain the relationship between civility and team atmosphere such that civil behaviors will produce reiterative reciprocation among students' interactions. We contribute to the current literature by advocating a civility intervention early in the semester during which students may tell personal stories about their experiences that will serve as an initiator of civil behavior within the classroom. During the debriefing, pamphlets and a rubric explicating the civility intervention framework are handed out to all participants.

Friday | 11:15AM - 12:15PM in ASB 220

The Glass Elevator: A Motivated Empathic Approach to Developing an Elevator Pitch

Brittany Buis *University of Illinois at Chicago*

Empathy is integral in facilitating positive interactions and yields a multitude of beneficial outcomes, especially in leadership. Yet empathy has experienced a decline among college students—those members of society who will comprise the future leaders of organizations. While traditionally viewed as an automatic or nonconscious phenomenon, a large body of scholarship argues that empathy can indeed be facilitated via motivated approaches and shared experiences. Through engaging students in empathic experiences, management educators can facilitate its development amongst students. I will present an experiential exercise that combines this approach with organizational development to assist students in developing an elevator pitch.

Friday | 12:15PM - 1:30PM in Birch Tree Inn | Scott Student Center

Lunch

Take a load off, grab a bite to eat, and digest all the sessions you took in during your morning prior to heading out for a few more rounds.

Friday | 1:45PM - 3:15PM in G238

Beyond the Self: The Journey of Empathic Experience

Janine Clarke *Harrisburg University of Science and Technology*
Dale Finn *University of New Haven*

This session is designed to facilitate personal, interpersonal and group learning on the process of empathic understanding and the appreciation of another's experience. Drawing on Ickes concept of empathic accuracy, this session utilizes an iterative process that allows students to first test their empathic understanding and then gain insights into the accuracy of their prior understandings and assumptions of another's identity-related experience. The ability to empathically understand another is vital to management and leadership, as well as organizational and global citizenship. Self-knowledge and understanding of others are vital for responsible leadership and compassionate agents of change.

Friday | 1:45PM - 3:15PM in G130

Character Strengths: Using Who You Are for Leading Change

Nancy Scott *University of Tennessee*
Lisa Delise *Meredith College*
Josh Ray *Tusculum College*

A part of preparing students to be positive change agents should include developing their leadership awareness and behavioral repertoire. This session will discuss the use of character strengths in leadership development for promoting positive change. After initial discussion, participants will use their personal laptops/devices to take the VIA Character Strengths online assessment (Peterson & Seligman, 2004). Then, we will lead participants through a series of individual and group reflection and development activities. Finally, we will debrief the activities and have a large group discussion on potential adaptations and alternative uses of character strengths reflection exercises

Friday | 1:45PM - 3:15PM in ASB 327

Coaching Students to Coach

Scott Springer *Brigham Young University--Hawaii*
Ann Springer *Brigham Young University--Hawaii*

This activity is a hands-on method of helping students to develop the skills of coaching employees to better performance. This is accomplished through role plays in a classroom environment that encourage discussion and real-time feedback. What makes this activity unique are two twists to the traditional role play format. First, the instructor often interrupts the role play with a "timeout" to analyze and discuss what has just occurred. Second, students playing the role of the manager in the role play change out frequently, allowing others to participate and encouraging active engagement.

Friday | 1:45PM - 3:15PM in ASB 230

Global Strategies for Teaching International Students

Wanda Cousar *Purdue University Fort Wayne*

Students who have been educated in Management and Organizational Behavior in countries other than the United States requires inclusive instruction. Teaching students who received higher education in a country other than the U.S., tasks the professor to have course management experience with cultural norms and values; ESL training and awareness of leadership models that differ from the educational and learned experiences of the Western system of educating students. There are different scenarios in this proposed exercise that will elucidate sustainable practices. Theories and contextual frameworks will be applied to teach international students in online or campus environments.

Harnessing Humility to Avoid Getting Burned When the Experiential Fire Becomes A Garbage Fire

Chantal van Esch *Cal Poly Pomona*
Kevin Lo *University of San Francisco*
Scott Allen *John Carroll University*
Cristina Arroyo *CUNY*
Gary Stark *Northern Michigan University*
Micheal Stratton *University of North Carolina, Asheville*
Terry Nelson *University of Alaska, Anchorage*
Steven Edelson *Walsh University*

Management educators who attend MOBTS, inspired by other educators and practitioners are generally open to new experiences, and learning from others' great ideas. But sometimes the experiential fire which we try to harness burns us instead. Well-intentioned new ideas fail. Oft-practiced activities drawn from our society's own journals aren't executed in our own classrooms as well as they were drawn up on the pages of those journals. Most educators can likely reflect on their own classroom situations gone awry; That is what this session learning from each other's failure and harnessing the power of instructor humility to do so.

Meet the Editors – How Excellent Reviewing Helps You Manage Your R&R

Kathy Lund Dean *Co-Editor of Journal of Management Education*
Jeanie Forray *Co-Editor of Journal of Management Education*
Jane Schmidt-Wilk *Maharishi University of Management*

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 engage participants in understanding what makes a great manuscript review, and the links between excellent reviewing work and publishing success, specifically, participants' ability to respond to their own revise and resubmit (R&R) invitations. Participants will have access to real examples of reviews across a spectrum of quality and helpfulness, engage with examples of successful R&R processes, and gain reviewing skills to enhance their own scholarship and SOTL reputation.

Friday | 1:45PM - 3:15PM in ASB 321

Speed-Presenting: An Alternative to The Agony of Traditional Group Presentations

Sarah Woodside *Canisius College*

Many management courses include a group project such as a consulting project or case presentation. Often, the project culminates in a traditional final presentation. Inevitably, some number of our students deliver tedious, even torturous presentations. Speed-presenting replaces traditional final presentations. It takes from speed-dating the idea of dyadic or small group learning conversations as opportunities to paint evocative pictures and engage in meaningful conversation in a constrained amount of time. When speed-presenting, students convey their knowledge and passion on the topics they are presenting more authentically, presenters participate more equally, and listeners engage more fully in discussion.

Friday | 1:45PM - 3:15PM in ASB 220

When Students Become Leaders: Building Confidence & Courage in The Classroom

Michael London *Muhlenberg College*

Michael Kirchner *Purdue University – Fort Wayne*

Emily Searles *Muhlenberg College*

In this session we will explore how the partnerships created through a collaborative teaching model supports students in building a sense of confidence that translates into enhancing their lives beyond academia. We will first analyze what students perceive confidence to be within the context of their experiences. From there, we will look at student interviews and reflections regarding the development of their confidence and courage and identify how it has impacted their lives outside of the classroom. We will discuss and demonstrate several aspects of the teaching model, and participants will role-play ways of working with students to enhance student presentations, feedback, and reflection. Finally, we will share outcomes from the teaching methodology and implementation issues.

Friday | 3:15PM - 3:45PM in ASB

Refreshment Break

Enjoy a snack and beverage as you refresh before heading off to another round of experiential sessions.

Friday | 3:45PM - 4:45PM in G238

A Technique for Teaching Terminations

Mark Skowronski *Ramapo College of New Jersey*

Training students how to handle difficult conversations, such as firing an employee, is an important part of “soft skill” development. In this session, the author demonstrates his technique for teaching students how to conduct termination meetings. After discussing expert opinion on effective termination practices, the author will guide participants through the process of creating a “termination script” and role-playing various termination scenarios. Ways of modifying the activity to accomplish other objectives will also be explored.

Friday | 3:45PM - 4:45PM in ASB 322

Best Practices for Work-Life Policies

Erin Makarius *The University of Akron*

Despite the business case for work-life balance, many universities and academic settings have policies that are outdated and lacking in support for faculty. As the theme of this conference focuses on agents for positive change, this session will help prepare faculty to become advocates for positive change in their own universities. We will discuss and present best practices for work life policies and recommendations for implementation. In doing so, we will help faculty become positive change agents on campus and improve university life in the process. In addition, we will present theory and exercises to help students manage work-life issues within their own organizations and professional life.

Friday | 3:45PM - 4:45PM in ASB 327

Delivering Bad News: An Intercultural Management Communication Activity

Scott Springer *Brigham Young University-Hawaii*

Ann Springer *Brigham Young University-Hawaii*

This activity allows students the opportunity to consider how they might communicate bad news to their employees and/or clients by participating in a challenging, intercultural scenario provided to them in class. It also helps students anticipate how the recipients to their message might respond to the bad news. As designed, the activity encourages group discussion and debate, along with physical movement around the classroom. Each of these steps facilitates engagement and deep discussion on topics such as cultural expectations, organizational culture, employee motivation, and tone in management communication.

Friday | 3:45PM - 4:45PM in ASB 323

Going to The Dark Side: Thinking About Taking on Administrative Roles in Today's Dynamic Higher Education Arena

Rita Shea-Van Fossen *Nova Southeastern University*

Kathleen Barnes *Salem State University*

John Stark *California State University Bakersfield*

George Smith *University of South Carolina Beaufort*

Many faculty members contemplate moving from their teaching-scholar role to assuming an administrative role, be it voluntarily or by suggestion from their institution, sometime known as going to the dark side of higher education. In this session, several facilitators who have moved to the dark side will lead round tables to discuss considerations in deciding to take an administrative role, key skills needed to be successful, challenges within administrative jobs and within higher education, and returning to a faculty role after an administrative assignment. Come see if spending some time on the dark side is for you.

Friday | 3:45PM - 4:45PM in ASB 321

Is the Good Place in Your Classroom? Having A Doctor of Ethics and Moral Philosophy Come Teach Your Management Ethics Classes (#SpoilerAlert)

Chantal van Esch *Cal Poly Pomona*

Emily Tarr *Cal State San Marcus*

Teaching management ethics can be difficult, as students generally have not had extensive backgrounds in the complex and mottled philosophical constructs that form the basis of management ethics. In this session, we will provide a light-hearted and contemporary way of bringing ethical theories into the classroom. Specifically, we will start with a discussion on the main issues in teaching ethics in undergraduate and graduate level classes and then we introduce the show *The Good Place* as a teaching aid for ethics. Participants will be introduced to the format of the show and how it introduces ethical philosophies, they will then hear a multitude of ways in which these can be incorporated into Ethics, Management, Organizational Behavior, or Leadership classes (recommended for undergraduate level but could be used at the graduate level with adaptations), and finally the participants can join in a closing discussion on best practices on how to evaluate students' understanding of ethics.

#SpoilerAlert; we recommend that participants watch the first season of *The Good Place* before coming if they do not wish to hear any spoilers.

Friday | 3:45PM - 4:45PM in ASB 221

Leading for The Planet: What It Is and How to Teach It

Rae Andre *Northeastern University*

Interested in teaching climate leadership? In this session I describe an elective management course entitled Leadership and Sustainability. I am now teaching this course directly to interested educational professionals to use in their own institutions. For example, I co-taught this course recently for a month at a small, sustainability-oriented private university. This session covers the core topics of the course, and we will discuss unique teaching strategies and general curricular concerns. Use what you learn to develop an entire course, or a module, in your leadership or management classes, in either the for-profit or non-profit sectors.

Friday | 3:45PM - 4:45PM in ASB 332

No Pat Answers: A Role Play to Challenge Managerial Assumptions

Laura Singleton *Eckerd College*

This role-play activity gives undergraduate students a memorable introduction to the complex reality of management situations. After reading a brief hypothetical scenario, students formulate responses to the described problematic behaviors of an employee. Three students then role-play a conversation with that worker while classmates observe, unaware of a surprise twist to the worker's background story in each round. Debriefs between the role-plays and after all three ultimately challenge students' tendencies to assume there is one best way to approach managing others, opening up perspectives on how different leadership styles work better in different situations.

Friday | 3:45PM - 4:45PM in ASB 220

One for One Global Ethics Exercise

Chris Opatrny-Yazell *University of Central Missouri*

The buy-one give-one or one-for-one social entrepreneurship model was first envisioned by TOMS' founder in 2006. There are many viewpoints about the ethics, societal value and costs of such 'socially responsible' practices. Students often adopt the viewpoint provided by advertising campaigns rather than critically evaluating the practices. The purpose of this exercise is to provide a brief classroom exercise/activity along with discussion questions to cause students to think more deeply about the connections and effects of socially responsible business decisions. Discussion can easily be adapted to the needs of a variety of disciplines.

Friday | 3:45PM - 4:45PM in ASB 328

The Good Game

Garrett Giles *University of Central Missouri*

Eric Nelson *University of Central Missouri*

Ray Luechtefeld *University of Central Missouri*

The Good Game teaches students the importance of balanced feedback. While many people in the newest generations seek praise for tasks completed, it is essential for them to learn the damage that can be caused by providing only positive feedback. Come experience a real-live undergraduate leading you through The Good Game! And discuss with our faculty how we developed a systemic approach to activity-based experiential learning in our Management major.

Friday | 3:45PM - 4:45PM in G130

The Roots of Anxiety: A Proposed Study Using A Neurophysiological Perspective

Olga Chapa *University of Houston Victoria*
Maria Triana *University of Wisconsin Madison*
Gloria Mireles *South Texas Neurological Center*

The World Health Organization reports that over 300 million individuals suffer from anxiety symptoms costing one trillion dollars in lost productivity, annually. Anxiety provokes physical and psychological reactions associated with facing existential threats, or illusive threats yet to occur. Anxiety is an individual trait, embedded in neurological processes. Progress in neuroscience research on the response to real or elusive threats, particularly in the complexities of anxiety, have progressed greatly and anxiety has an interesting journey. In fact, this emotion is directly associated with a mental “hijacking” described in this activity. We present a proposed study focusing on anxiety’s neurological journey and the measurement of heart rate variability (HRV) as a non-invasive technique to investigate the autonomic nervous system and its relation to anxiety in the workplace or an educational setting. We further propose that it may be time to revisit scientific management Taylorism methods, but instead of a time and motion study, it is time to focus on a time/task/anxiety symptoms study.

Friday | 3:45PM - 4:45PM in ASB 522

Writing A Progressive Case to Enhance Student Learning

Carol Bormann Young *Metropolitan State University*
Perwaiz Ismaili *Metropolitan State University*
Denise Williams *Metropolitan State University*
Marcia Hagen *Metropolitan State University*

Let’s talk progressive cases! Case study is a well-worn technique for teaching management theory. Progressive cases allow students to dig into course topics in a more systematic and comprehensive way. In this session we will practice writing our own progressive case that provides a scaffolding technique to apply theory as you move through textbook chapters. We will first explain how and why we use a progressive case in both our Principles of Management and OB courses to improve theory application, student collaboration, and critical thinking. Next, in groups we will create a roadmap around which a progressive case can be built, with a group discussion on matching course topics to case development. Finally, we will develop our own progressive case idea. Participants will leave the session experiencing how to build a progressive case to illustrate the concepts they believe are most important.

Friday | 3:45PM - 4:45PM in ASB 230

Your Syllabus as A Means for Positive Change in The Classroom

Elizabeth McCrea *Seton Hall University*
Gladys Torres Baumgarten *Ramapo College of New Jersey*

Faculty generally distribute a syllabus at the start of classes. An effective course syllabus sets the tone for the class. While much time is spent in constructing syllabi, the resulting documents do not always reflect recent empirical work on the elements of an effective syllabus. The moderators of this session plan to conduct a 60-minute hands-on workshop for instructors who wish to fine-tune their syllabi so that they can be a means of positive change in their classrooms. The session is applicable to faculty who teach management at all levels: undergraduate, graduate and executive courses.

Friday | 5:30PM - 7:30PM in Bradley Center Auxiliary Gym

MOBTS Awards Banquet

Join us as we award the recipients of the Roethlisberger, Bradford, Frost, Herman, Lasting Impact, New Educator, and Mid-Career Distinguished Educators awards, while also giving thanks to Board Members that are both departing and joining us.

Friday | 7:30PM - 9:00PM in the Game Room in the Bradley Center

Jim's Place & The Annual Talent Show

Hosted once again by Steve Edelson, our popular talent show highlights the prodigious talents of our MOBTS participants. If you are interested in participating, get in touch with Steve during the conference, sign up the registration table, or post to us in the MOBTS app. To enable participation for all, all performers are to limit your performance to one song, two poems, or 5 minutes of material. ***MOBTS reserves the right to employ a loose interpretation of the word 'Talent'.**

Saturday | June 8

Saturday | 7:15AM - 8:30AM in Birch Tree Inn | Scott Student Center

Breakfast

Breakfast will be served each day in the Birch Tree Inn within the Scott Student Center. Come on in and have a good meal to get you ready for the impactful day ahead of you.

Saturday | 8:30AM - 9:30AM in Pavilion 1

Doctoral Institute Saturday Presentation

Our current DI participants will present their own designed session. Our annual pre-conference Doctoral Institute brings some of the brightest doctoral students and junior faculty in our field to the MOBTS. They work with master management educators to gain insights into the action plans for achieving academic balance in teaching, research, and service. As part of their learning, they design this session themselves. Come and engage with the future of our Society and our field in one of our most anticipated sessions every year. Seating is limited!

Saturday | 9:45AM - 10:45AM in ASB 220

"we Are Seahorses": A Classroom Thought Experiment in Perspective Taking and Perspective Getting

Ken Weidner *Saint Joseph's University*

"We Are Seahorses" is a classroom exercise intended to cultivate empathy through a perspective-taking thought experiment focused on gender. I have used "Seahorses" for over a dozen years with my students in a first-year seminar, in upper-division courses, and in professional and executive graduate business programs. Through student in-class debriefings, end-of-course feedback, and former students' longer term recollections, participants reported greater empathy for people of a different gender, and an increased capacity to take the perspective of others, and a greater appreciation of the cumulative impact of the social construction of gender in society.

Saturday | 9:45AM - 10:45AM in ASB 322

A Library...what's That? Information Literacy & Giving Students Life-Long Research Skills

Christina Connor *Ramapo College of New Jersey*

Alysa D Lambert *Indiana University Southeast*

The internet has made information available at the touch of a button. The need for an instant answer points many of us, including our students, to false or inaccurate sources of information. The effectiveness of all critical thinking and decision making begins with the quality of information the student has access to. Participants will engage in a session on helping students effectively use their academic library. The session will discuss Information Literacy, or the ability to locate, evaluate, and effectively use information, and present strategies to teach and practice these skills in the classroom.

Saturday | 9:45AM - 10:45AM in ASB 327

Application of Visual Mapping in A Range of Learning Contexts

Jay Wilson *University of Saskatchewan*

Vincent Bruni-Bossio *University of Saskatchewan*

This presentation marks a continued investigation from last year's MOTBS workshop on visual mapping for communicating learning objectives, content, themes and processes. Participants will hear how one-page visuals have been used in a range of different educational and cultural settings. These settings include working with faculty in China as part of their professional learning and with visiting international students to provide feedback on their learning process. This investigation of application revealed that visual maps transcend culture and disciplines and identify what students are really learning. We will share examples of how visual mapping by using knowledge visualization and visual perceptual learning can improve communication with students across cultures. We will also show how visual maps provides a powerful feedback mechanism for professors and how students cognitively process the learning process.

Saturday | 9:45AM - 10:45AM in ASB 321

Cascading Teaching Model for Teaching Leadership in Large Online Class

Susan Loucks *Kelley School of Business*

Brenda Bailey-Hughes *Kelley School of Business*

Teaching over 350 students leadership skills in an online environment encouraged faculty to experiment with a cascading model in which students form teams, then take turns being the team leader. The team leaders attend a live lab with the instructor and then CASCADE the learning back to their teams by facilitating a recorded, virtual meeting. The faculty collaborated with a PhD. student from the School of Education to study this instructional strategy for teaching leadership in a large online class. This research will be presented along with a demonstration and discussion of the teaching model.

Saturday | 9:45AM - 10:45AM in ASB 323

Empowering Students with Real World Experience: Training Others During Community Events

Gordon Schmidt *Purdue Fort Wayne*

Michael Kirchner *Purdue Fort Wayne*

Employers are often concerned that students do not have enough applied experiences during their college careers. This raises the concern for educators that employers do not see students as "ready" for working in the real world. This presentation will discuss a particular applied exercise we have used in our training methods classes where students have had the experience of training others during community events. While we believe the exercise itself is useful, the session will use it as an example and springboard to discuss working with community event partners and spark discussion of how undergraduate and graduate classes could do similar assignments at community events as applied projects. We will discuss our experiences in connecting with and collaborating with community event partners. We will encourage attendees to share their own ideas of how such collaborations could be engaged in and how they fit different class needs.

Saturday | 9:45AM - 10:45AM in G130

Experiential Learning Theory & Gestalt Cycle of Experience Walk into A Management Classroom

Tracey Messer *Case Western Reserve University*

Linda Robson *Kent State University*

This round table session will explore the commonalities and differences of Kolb's experiential learning theory (ELT) (1981, 1984, 2017; Kolb & Kolb, 2005) and the Gestalt cycle of experience (COE) (Nevis, 1987; Ikehara, 1999; Hopper-Carter, 2004; Carter, 2019) and discuss how these models support one another, and the educator in management classrooms design his/her course, guide student learning and development.

Saturday / 9:45AM - 10:45AM in ASB 221

Identifying and Using Student Learning Motivations as A Tool for Course Delivery Management

Alick Kay *University of South Australia*
Peter Balan *University of South Australia*

Motivation is seen as a crucial element in the success of any learning activity. This session describes the application of a grounded research method to identify student learning motivations at the very start of a course delivery. The results are presented to students, and are used to give them an understanding of the range of learning motivations in the class, as well as to fine tune course delivery to better address the key learning motivations for that particular class. Results are also used during the final session in the course to help students understand how course delivery was managed to address their learning motivations.

Saturday / 9:45AM - 10:45AM in ASB 328

Manufacturing Happiness

Francee Preston *University of Memphis*
Phylicia Taylor *Jackson State University*

Increased levels of happiness can lead to improved physical, social, cognitive and affective outcomes. This session teaches students how to capture the lifelong benefits of happiness by learning how to manufacture happiness.

Saturday / 9:45AM - 10:45AM in ASB 230

Using Peer Observations for Learning

Catherine Loes *Belmont University*

This session considers the use of peer observational learning experiences to improve teaching and enhance student skill development. Bandura (1986) asserts that much of what is learned through direct experience can also be learned through observation, suggesting that observation is particularly valuable in contexts where the behavior to be learned is complex and trial-and-error learning can be time-consuming and costly. The use of Social Cognitive Theory (Bandura, 2001) was used to construct meaningful peer observational experiences rather than using expert models. The study is based on year's classroom peer-observations and demonstrates increased learning using observation.

Saturday / 9:45AM - 10:45AM in G238

Using Team Assignments to Teach Team Skills

Beverly DeMarr *Ferris State University*
Marie McKendall *Grand Valley State University*

Most instructors have used a team-based assignment in a class at some point with varying degrees of success. When teams work well together, students are motivated as they learn valuable skills, and the final product is commendable. Unfortunately, when a team is dysfunctional, students can leave the class resentful and angry, and the assignment is often of poor quality. Join us for this lively, interactive session to explore how instructors can use activities, instruments, and assignments to help students build their team skills as they complete a required course project.

Saturday | 9:45AM - 10:45AM in ASB 522

Using the World Café Approach for Class Discussion Participation and Engagement

Robert Yawson *School of Business, Quinnipiac University*

Therese Sprinkle *School of Business, Quinnipiac University*

Michael Urick *McKenna School of Business, Economics, and Government, Saint Vincent College*

Ivy Johnson-Kanda *College of Arts and Sciences, Quinnipiac University*

The selection of suitable pedagogical tools can make a significant difference in student engagement and learning performance. The World Café is an intentional way to create a living network of conversations around questions that matter. It is a creative methodology for hosting authentic discussions in groups of all sizes. The World Café technique has been used in various settings, including both graduate and undergraduate classrooms. Its classroom use has proven to be a robust pedagogical tool for active learning, including class discussion, participation, and student engagement. In this proposal, we will demonstrate the World Café classroom approach and how instructors can facilitate the process.

Saturday | 11:00AM - 12:00PM in Pavilion Lobby

Grab & Go Lunch

Whether you're on your way off to the airport, a drive or train ride home, or want to pick your lunch up and head into the annual business meeting, feel free to get your food in the 2nd Floor Lounge of ASB.

Saturday | 11:00AM - 12:15PM in Pavilion 1

Annual Business Meeting & Conference Hand-Off

Tim O. Peterson, North Dakota State University

Steven Edelson, Walsh University

Micheal Stratton, UNC Asheville

Tammi Redd, Ramapo College of New Jersey

Sridevi Shivarajan, Ramapo College of New Jersey

Gordon Schmidt, Purdue Fort Wayne

Gary Stark, Northern Michigan University

Brandon Charpied, MOBTS

Come discuss the future and direction of MOBTS, its finances, its journals, its conferences, and other business issues with Society leadership.

Past & Future MOBTS Sites

1974 Stanford University	1998 University of LaVerne
1975 Southern Methodist University	1999 New Mexico State University
1976 Harvard University	2000 West Georgia State University
1977 University of Toronto	2001 James Madison University
1978 University of South Carolina	2002 Chapman University
1979 University of Cincinnati	2003 Western New England College
1980 University of Southern California	2004 University of Redlands
1981 Harvard University	2005 University of Scranton
1982 Case Western Reserve University	2006 Nazareth College
1983 University of Oklahoma	2007 Pepperdine University
1984 Brigham Young University/Boise State	2008 Babson College
1985 University of Virginia	2009 College of Charleston
1986 Pepperdine University	2010 University of New Mexico
1987 Bentley College	2011 Marquette University
1988 Loyola Marymount University	2012 Brock University
1989 University of Missouri at Columbia	2013 UNC Asheville
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1992 University of Calgary	2016 Walsh University
1993 Bucknell University	2017 Providence College
1994 University of Windsor	2018 Coastal Carolina University
1995 Western Illinois University	2019 Ramapo College of New Jersey
1996 Keene State College	2020 <i>Purdue Fort Wayne</i>
1997 Case Western Reserve University	

Thank you MOBTS 2019 Reviewers!

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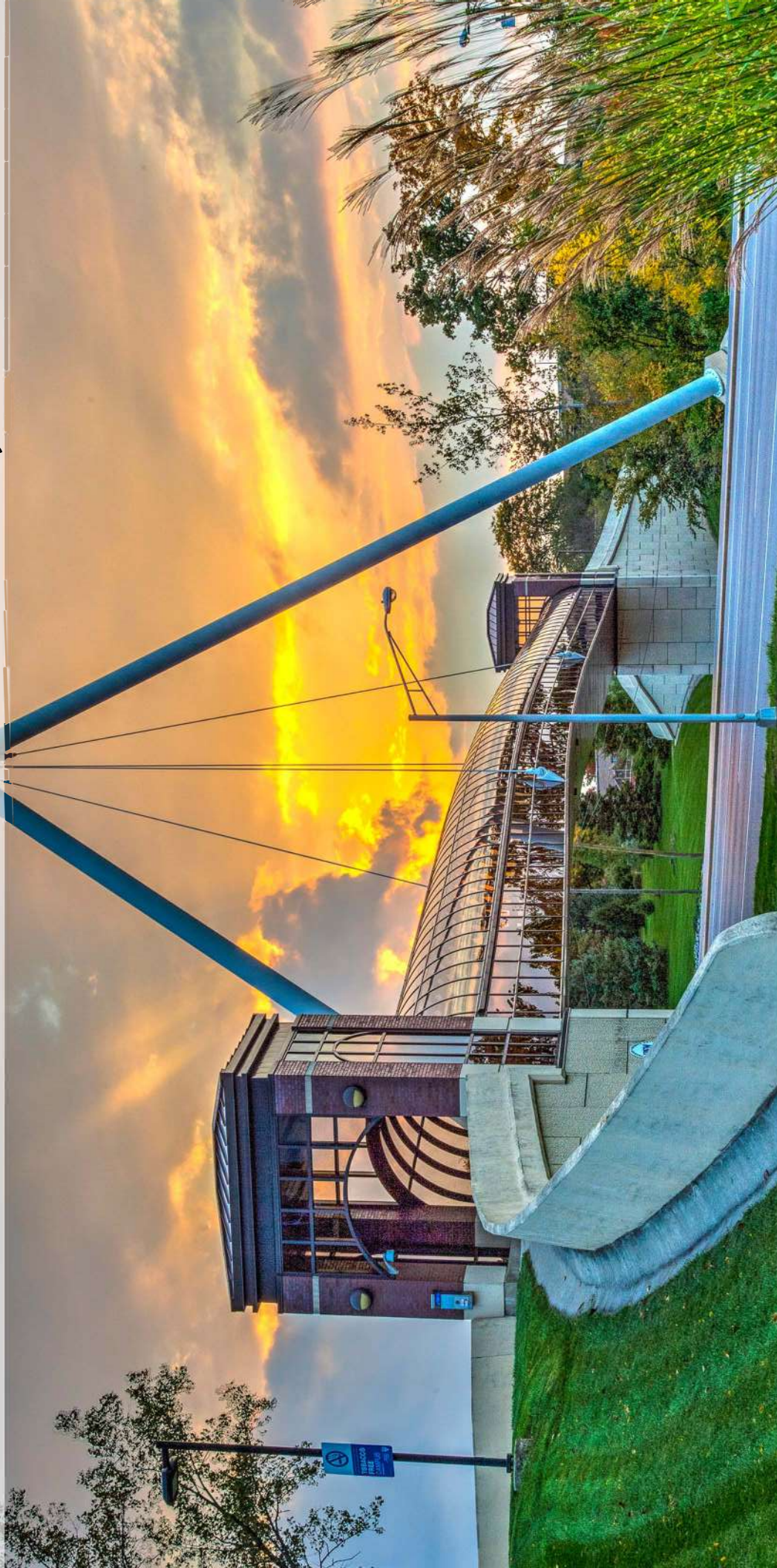
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Conference Chairs: Gordon Schmidt, Kimberly O'Connor, & Michael Kirchner

Campus Map



Building Key:

- Anisfield School of Business (ASB): 4
- Birch Tree Inn: 8 (1st floor)
- Friends Hall: 8 (2nd floor)
- Library: 13 (LIB)
- Bandshell (Opening Session): 17
- Pavilion: 19
- Bischoff Hall: 20
- Mackin Hall :21
- Sharp Fitness Center: 37 (2nd floor)
- The Grove: "A"