



# 36th annual OBTC

## Teaching Conference for Management Educators

From good teaching  
to good learning.

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*The function of education is to teach  
one to think intensively and to think  
critically. - Martin Luther King, Jr.*

## Welcome to OBTC 2009!

The theme, **From Good Teaching to Good Learning** came from an upcoming chapter by Gordon Dehler, Joy Beatty and Jen Leigh. Joe liked the concept of moving beyond just interesting techniques and how it resonated with the recent 2008 MOBTC theme **Making Learning Sticky** that explored how to encourage students to learn and remember things from a class. Thus a year-and-a-half and 170 proposals later, we arrive at the College of Charleston for what we hope will be **“Good Learning”** for you.

With about 10 concurrent sessions in each of 12 30/60/90 minute slots we think there will be much to engage you at OBTC 2009. Almost all sessions are in the Beatty Center and Tate Center, across the street from the Liberty Residence Hall and the Fresh Food Company dining facility. We would like to highlight some events:

- Dinner Wednesday night is in the garden behind the Stern Center from 5-7 PM
- Jim Clawson will lead the opening session Wednesday at 7:00 PM in Physician’s Auditorium, followed by Jim’s Place at the Stern Center Ballroom each evening 9-11 PM
- Andre Delbecq will present during our Legacy event, Thursday morning at 8:00 AM
- Roy Lewicki will talk about 35 years of experience teaching negotiations, Thursday at 9:30 AM
- John Miller will talk about 30 years of experience with the unique, Introductory Management course at Bucknell, Thursday at 11:00 AM
- Joan Gallos will lead the second year of the conversation, “Future Directions for the Scholarship of Management Teaching” Thursday at 11:00 AM
- There are two roundtables on the conference theme, Thursday 2:45 PM and 4:00 PM.
- Manuel Escudero, Head of the Secretariat of the Principles for Responsible Management Education (PRME) will discuss PRME at the Friday morning plenary session (8:00 AM) which will be followed by an OBTS panel on PRME in the 9:30 AM concurrent sessions.
- A panel will begin the discussion of the undiscussables of the AQ/PQ standards of AACSB, Friday 9:30 AM
- Stuart Schmidt will discuss how a course can be designed to create “stickiness” Friday at 11:30 AM
- The *Journal of Management Education* will have a panel on developing your skills as a reviewer Friday at 1:40 PM and there will be an international Editor’s Panel on getting published in management education journals, Friday at 3:30 PM
- We encourage you to take the short walk Friday afternoon to the Robert Scott Small building for a demonstration of Aikido and its relationship to leadership and communication at 1:40 PM, followed by the Tango and leadership session at 3:30 PM.
- The annual banquet at the picturesque Cistern Yard, and then the Awards Ceremony and Talent Show at the Stern Center Ballroom, Friday evening starting at 5:45 PM
- The annual Doctoral Institute session is Saturday morning at 8:00 AM
- The annual OBTS town meeting is Saturday at 11:30 AM

Enjoy the program and culture of OBTC 2009

Joe Seltzer, Program Coordinator

Gordon Dehler/Carrie Blair, Site Coordinators

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## College of Charleston

66 George Street  
Charleston, South Carolina 29424-0001

**School of Business & Economics**  
**5 Liberty Street**  
**College of Charleston**  
**Charleston, SC 29424**

June 2009

Dear OBTC Participants:

The School of Business & Economics and the College of Charleston are pleased to welcome you to our campus and to our historic city. We hope your visit here is professionally productive and personally enjoyable, and that this brief taste of the Lowcountry will entice you to return to experience more of the wonderful offerings in our area.

It is truly an honor to host the 2009 OBTC: Teaching Conference for Management Educators. We are embarking on an exciting journey in management education and learning as we cope with a dynamic evolution of student needs. It's an enormous challenge to anticipate the educational requirements in the future – in some cases for jobs that don't even exist yet! Your work in the area of management education is especially important, then, not only in the context of this conference but throughout the rest of the year as you embrace your practice.

The College of Charleston, founded in 1770, is a public university and primarily an undergraduate institution with almost 10,000 students. Our President, P. George Benson, came to our institution from his position as Dean of the Terry College of Business at the University of Georgia in February 2007. I became Dean this past March, and look forward to advancing the SOBE mission. The SOBE enrolls about 1600 majors, and comprised more than 20% of our recent graduating class. Like you, we take pride in our teaching endeavors and relish the accomplishments of our students.

Gordon Dehler, who tells me he's been involved with OBTC since 1989, and Carrie Blair have been working relentlessly to plan a successful conference. I understand many of you have similarly been involved with the conference for many years. In Charleston, we also are especially cognizant of history and traditions! Your dedication is truly inspiring and appreciated.

I sincerely hope that each of you build on your knowledge in management education, strengthen friendships, and depart from our lovely city with many wonderful memories from this conference and brief visit at the College of Charleston.

Sincerely,

*Alan*

Alan T. Shao  
Dean



Dear Colleagues and Friends:

It is my great pleasure to welcome you to OBTC 2009! As we gather for the 36<sup>th</sup> annual teaching conference, we affirm the importance of the Society to the practice of management education. This year's theme, "From Good Teaching to Good Learning," asks each of us to envision excellence not only in terms of our own teaching capabilities but also with respect to the needs of every educator's primary stakeholders – our students.

OBTC '09 is the result of efforts by many individuals. Gordon Dehler, Site Coordinator, and Joe Seltzer, Program Coordinator, devoted over two years of their time and energy to this endeavor and did an outstanding job of collaboration in bringing the conference to fruition. In addition, the faculty and staff at the College of Charleston provided true Southern hospitality in assisting with their efforts. In particular, I acknowledge the efforts of Carrie Blair, Assistant Professor of Management and Organizational Behavior, and Kelly Shaver, Professor of Entrepreneurial Studies and Chair of the Department of Management and Entrepreneurship, both of whom were enthusiastic in their initial support for bringing OBTC to their school and consistent in their efforts to make it happen.

Each year, the Society engages in activities that support its mission to promote quality teaching and learning across the management disciplines. Our Webinars series, the Doctoral Institute, our commitment to the United Nations Principles of Responsible Management Education, and our support for other teaching-related conferences and activities are just a few of the ways we live our mission. But none of these would be possible without the commitment of individual members. The Board of Directors welcomes your ideas and energy! I encourage you to talk with any Board member about ways the Society may provide you with the critical resources you need for your work as a management educator *and* invite you to get involved by volunteering for an OBTS committee or taking on a *Journal of Management Education* reviewing assignment.

As always, we hope you will submit an article or exercise to JME. This year, the JME Associate Editors attending OBTC (Charles Fornaciari, Janet Gillespie, Mary Ann Hazen, Kathy Lund Dean, Tracey Sigler, John Stark, and Gina Vega) are available to meet with authors one-on-one to discuss the development of ideas and manuscripts. I encourage you to approach any one of them (not during a session, of course!) to set aside some time to do so.

Again, a warm welcome to OBTC 2009! Enjoy the conference, the hospitality of the College of Charleston, and the vitality and energy that come from engaging with others committed to management teaching and learning.

Jeanie M. Forray  
President



## About OBTS: Teaching Society for Management Educators

The OBTS Teaching Society for Management Educators has been promoting excellence in management education for over 36 years. Besides this annual conference, we sponsor the Journal of Management Education and other activities. OBTS memberships run from September 1 to August 31, and include a one-year subscription to the Journal of Management Education. More information can be found at [www.obts.org](http://www.obts.org).

OBTC 2009 registration fees include a one-year membership to OBTS beginning September 1, 2009. Later this summer will be emailing all attendees with additional information about their upcoming membership.

### OBTS Board 2008-2009

#### Executive Committee:

**President** - Jeanie M. Forray, Western New England College

**OB1** - Cheryl Tromley, Fairfield University

**Treasurer** - Cynthia Krom, Marist College

**Secretary** - Nancy C. Wallis, Fielding Graduate University

#### Directors:

Ann Cunliffe, University of New Mexico

Gary Coombs, Ohio University

Kathy Lund Dean, Idaho State University

Gordon Dehler, The College of Charleston

Roy Lewicki, The Ohio State University

Magid Mazen, Suffolk University

Kenneth S. Rhee, Northern Kentucky University

Bruce Roemmelt, The George Washington University

Joe Seltzer, LaSalle University

Randall G. Sleeth, Virginia Commonwealth University

Sylvia Vriesendorp, Center for Leadership and Management

Joan Weiner, Drexel University

Jane Schmidt-Wilk, Maharishi University of Management

### Incoming Board Members for 2009-2010

David Fearon, Central Connecticut State University

Nell T Hartley, Robert Morris University

Kristi Lewis Tyran, Western Washington University

### Thank you for Helping with OBTC 2009

Many people have contributed to OBTC 2009. Our appreciation to all the presenters, reviewers, OBTS Board members, the faculty and staff of the College of Charleston, and Rahul Sawhney at Aquinex for their efforts and support.

Thanks from the conference coordinators:

Carrie Blair and Gordon Dehler, College of Charleston & Joe Seltzer, LaSalle University

## 2009 OBTS Awards and Honors

The Society bestows awards for professional distinction and recognizes the achievements of its members.

### **David L. Bradford Outstanding Educator Award**

James G.S. Clawson, University of Virginia

### **Peter Frost Mentoring Award**

Lee G. Bolman, University of Missouri-Kansas City

### **New Educator Award**

Kirsty K. Spence, Brock University

### **Distinguished Service Award**

Joan V. Gallos, University of Missouri-Kansas City

### **Fritz Roethlisberger Memorial Award**

Mary Grace Neville, Southwestern University

## Honor Roll

The following members were recognized in 2008 for teaching excellence by their own institutions, other professional associations, or community organizations:

### **Lucy A. Arendt, University of Wisconsin, Green Bay**

Received the Faculty Award for Excellence in Teaching from Founder's Association of the University of Wisconsin, Green Bay

### **Carole K. Barnett, University of New Hampshire**

Received the MBA Class of 2008 Outstanding Teacher Award

### **Dr. Joy Beatty, University of Michigan-Dearborn**

Received the Michigan Campus Compact Faculty/Staff Community Service-Learning Award

### **Bonita Betters-Reed, Simmons College**

Received the college's Daniel S. Cheever, Jr. Faculty/Staff Community Service Award

### **David S. Bright, Wright State University**

Received the 2008 Teacher of the Year award as voted by all business students in the College of Business

### **Gordon E. Dehler, College of Charleston**

Received the Distinguished Teaching Award from the School of Business and Economics

### **Andre L. Delbecq, Santa Clara University**

Received the Extraordinary Teaching Award from the Leavey School of Business

### **Joan V. Gallos, University of Missouri-Kansas City**

Named University of Missouri Curators' Distinguished Teaching Professor of Leadership based on her extraordinary record of professional accomplishment and teaching excellence

### **Magid Mazen, Suffolk University**

Received the Innovative Learning Grant award from the Sawyer Business School

### **Deborah R. Ettington, The Pennsylvania State University**

Received the Fred Brand, Jr., Award for Excellence in Undergraduate Teaching from the Smeal College of Business

### **Thomas Hawk, Frostburg State University**

Received the Extra Mile Award in Teaching/Learning from the College of Business  
Received the Frostburg State University Faculty Achievement Award in Teaching

### **Kathleen Kane, University of San Francisco**

Received the Outstanding Teaching Award from University of San Francisco.

### **Roy J. Lewicki, The Ohio State University**

Received the Daniel Westerbeck Graduate Teaching Excellence award from the Fisher College of Business

### **Michael Morris, University of New Haven**

Received the University Award for Excellence in Teaching by a Full-Time Faculty Member.

### **Susan H. Taft, Kent State**

Honored as a Finalist for the Kent State University Distinguished Teaching Award

### **Frank Werner, Fordham University**

Received the Stanley Fuchs Award from Fordham University for significant impact on students through dedication and commitment to the student body.

### **Edward Wertheim, Northeastern University**

Received the 2008 Teaching Excellence Award from Tufts University MD/MBA Program

## Program Summary

Monday, June 8, Tuesday June 9, Preconference Events	
<b>Doctoral Institute</b> – by prior application Faculty: David Bradford, Candida Brush, Jim Clawson, Allan Cohen, Jennifer Leigh	409 Stern Center
<b>T-group</b> – by prior registration Facilitators: Esther Hamilton, Michael London, Dale Finn	201 Stern Center
<b>OBTS Board Meeting</b>	202 Tate

Wednesday, June 10		
3:00 – 5:00PM	<b>Welcome and Registration</b>	Liberty Residence Hall Lobby
5:00 – 7:00PM	<b>Dinner</b>	Stern Center Garden
7:00 – 9:00PM	<b>Opening Plenary Session:</b> Jim Clawson, University of Virginia	Physicians Auditorium
9:00 – 11:00PM	<b>Jim’s Place</b>	Stern Center Ballroom

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

Thursday, June 11		
7:00 – 8:30AM	<b>Breakfast</b>	Fresh Food Company
8:00 – 9:00AM	<b>Legacy Project Plenary Session - <i>Climbing a Ladder is Harder than Flowing with Opportunities:</i></b> <i>An Autobiographical Reflection and Dialog</i> Andre Delbecq, Santa Clara University Moderator: Magid Mazen, Suffolk University	Wachovia Auditorium
9:00 – 9:30 AM	<b>Break</b>	Beatty Center Atrium
9:00AM – 5:00 PM	<b>Publisher’s Exhibits</b>	Tate Center Gallery
9:30 – 11:00 AM	<b>Concurrent Morning Sessions – <i>select one</i></b>	Beatty and Tate Centers
11:00 – 11:30AM	<b>Break</b>	Beatty Center Atrium
11:30AM – 12:30PM	<b>Concurrent Prelunch Sessions – <i>select one</i></b>	Beatty and Tate Centers
12:30 – 1:45PM	<b>Lunch</b>	Fresh Food Company
1:45 – 2:15 PM	<b>Concurrent Postlunch Sessions – <i>select one</i></b>	Beatty and Tate Centers
2:15 – 2:45 PM	<b>Break</b>	Beatty Center Atrium
2:45 – 3:45 PM	<b>Concurrent Afternoon Sessions – <i>select one</i></b>	Beatty and Tate Centers
3:45 – 4:00 PM	<b>Break</b>	Beatty Center Atrium
4:00 – 5:00 PM	<b>Concurrent Afternoon Sessions – <i>select one</i></b>	Beatty and Tate Centers
5:00 – 7:00 PM	<b>Dinner</b>	Fresh Food Company
9:00 – 11:00 PM	<b>Jim’s Place</b>	Stern Center Ballroom



**Friday, June 12**

7:00 – 8:30AM	<b>Breakfast</b>	Fresh Food Company
8:00 – 9:00AM	<b>Plenary Session</b> Manuel Escudero, Head PRME Secretariat, U.N.	Wachovia Auditorium
9:00AM – 5:00 PM	<b>Publisher’s Exhibits</b>	Tate Center Gallery
9:00 – 9:30 AM	<b>Break</b>	Beatty Center Atrium
9:30 – 10:30 AM	<b>Concurrent Morning Sessions – select one</b>	Beatty and Tate Centers
10:30 – 11:00AM	<b>Break</b>	Beatty Center Atrium
11:00AM – 12:30PM	<b>Concurrent Prelunch Sessions – select one</b>	Beatty and Tate Centers
12:30 – 1:45PM	<b>Lunch</b>	Fresh Food Company
1:40 – 3:10 PM	<b>Concurrent Postlunch Sessions – select one</b>	Beatty and Tate Centers and Robert Scott Small building
3:10 – 3:30 PM	<b>Break</b>	Beatty Center Atrium
3:30 – 5:00 PM	<b>Concurrent Afternoon Sessions – select one</b>	Beatty and Tate Centers and Robert Scott Small building
5:45 – 7:15 PM	<b>Dinner</b>	Cistern Yard
7:30 – 11:00 PM	<b>Awards Ceremony, Talent Show, Jim’s Place</b>	Stern Center Ballroom
9:00 – 11:00 PM	<b>Jim’s Place</b>	Stern Center Ballroom

**Saturday, June 13**

7:00 – 8:30AM	<b>Breakfast</b>	Fresh Food Company
8:00 – 9:00AM	<b>Concurrent Morning Sessions – select one</b>	Beatty and Tate Centers
8:00 – 11:15 AM	<b>Publisher’s Exhibits</b>	Tate Center Gallery
9:00 – 9:20 AM	<b>Break</b>	Beatty Center Atrium
9:20 – 9:50 AM	<b>Concurrent Morning Sessions – select one</b>	Beatty and Tate Centers
9:50 – 10:10AM	<b>Break</b>	Beatty Center Atrium
10:10 – 11:10AM	<b>Concurrent Morning Sessions – select one</b>	Beatty and Tate Centers
11:10 – 11:30AM	<b>Break</b>	Beatty Center Atrium
11:30AM – 12:15PM	<b>OBTS Town Meeting</b> Jeanie Forray, OBTS President, Western New England College	Wachovia Auditorium
12:15 – 1:00PM	<b>Lunch</b>	Fresh Food Company

## OBTC 2009 Plenary Speakers



### **Jim Clawson**

Plenary Time: Wednesday, 7:00pm - 9:00pm in Physician's Auditorium

Jim Clawson has had three last names; presently he is the Johnson & Higgins Professor of Business Administration at the Darden Graduate School of Business at the University of Virginia in Charlottesville, Virginia. He has degrees from Stanford (AB in Japanese), Brigham Young (MBA), and Harvard (Organizational Behavior). His published work includes "Powered by Feel: how individuals, teams, and companies excel," "Level Three Leadership 4 editions", "Teaching Management" with Mark Haskins, "Creating a Learning Culture" with Marcia Connor, and this summer, "Balancing Your Life: Executive Lessons for Work, Family and Self." He has written over 300 field based business cases and some two dozen articles. His consulting has taken him to places like London, Cambridge, Paris, Berlin, Amsterdam, Cairo, Istanbul, Athens, Bangkok, Chiang Mai, Sydney, Kobe, Tokyo, Rio, San Jose, Mexico City, Monterrey, and Johannesburg. He enjoys learning, teaching, reading, writing, golf, taekwondo, exercise, good design, travel, and above all kind authenticity.



### **André L. Delbecq**

Plenary Time: Thursday, 8:00am - 9:00am in Wachovia Auditorium

André L. Delbecq is the McCarthy University Professor at Santa Clara University where he served as Dean of the Leavey School of Business from 1979 to 1989. His research and scholarship focuses on executive decision-making, organization design, managing innovation in rapid-change environments, and leadership spirituality. He is the Eighth Dean of Fellows of the Academy of Management, prior President of the Midwest and Western Academies of Management, and former Executive Director of the Organization

Behavior Teaching Society, a recipient of its 2006 David L. Bradford Award. He has served on three corporate Boards of Directors and twice as Board Chair. Presently he serves on the Board of Trustees of Ascension Health chairing its Mission, Spirituality and Ethics Committee. He directs the Institute for Spirituality of Organizational Leadership at Santa Clara conducting dialog between theologians, executives and management scholars.



### **Dr. Manuel Escudero**

Plenary Time: Friday, 8:00am - 9:00am in Wachovia Auditorium

Dr. Manuel Escudero is Executive Director of the Research Center for the Global Compact at the Levin Institute and a Senior Fellow with The Levin Institute, Head of the Secretariat of the Principles for Responsible Management Education (PRME), and Special Adviser to the United Nations Global Compact (UNGC)

Prior to accepting his position as Senior Staff member and Head of Networks at the United Nation Global Compact in 2006, Dr. Escudero was Professor of Macroeconomics at IE Business School in Madrid, Spain. During his career at the IE Business School, he was Research Dean and Faculty Dean, Associate General Director of the IE Business School and founder and Associate Director of the IE Executive College.

He has written 8 books, more than 100 op-ed articles, 5 public reports, and 20 working papers. He has been Director/Principal Researcher of 20 Research Projects, among them "The Labor Market in Spain, Analysis and Reforms." (Tinker Foundation, USA, 2005), "Investing in the Fastest-Growing Economy of Brazil, Strategic Partnerships in the State of Minas Gerais" (Commission of European Communities, 1998) and "Priorities for Executive Development." (Leonardo da Vinci Program, Commission of European Communities, 1997). He has participated as Director/Keynote Speaker/Speaker in 82 Conferences in 23 countries. His most recent books include Libro azul 2004: Homo Globalis, en Busca del Buen Gobierno (2005), La implantación del Pacto Mundial en las empresas españolas (2005), and Pleno Empleo (1998)

Dr. Escudero's public sector experience in Spain includes his role as Director of the Ministerial Group of Thought Leaders on Corporate Social Responsibility (CSR), Secretary of the CSR Experts Forum for Corporate Social Responsibility under the Chairmanship of the Minister of Labor, Secretary General - Spanish Network of the UN Global Compact, Senior Advisor for Policy and Programs of the nominated Candidate for Prime Minister of the Spanish Government. Dr. Escudero served in elected office as Member of the Spanish Parliament for the 2000/2004 term.

He holds a B.Sc. from Escuela Superior de Técnicas Empresariales (Spain), and a M.Sc. and Ph.D. from the London School of Economics and Political Sciences.

## OBTC 2009 Reviewers

Rae Andre	Claudia Ferrante	Cynthia L. Krom	Joe Seltzer
Timothy Baldwin	William Paul Ferris	Dale Krueger	Rita J. Shea-Van Fossen
Lizabeth A. Barclay	Jason Fertig	Jamie Jocelyn Ladge	Tracey Honeycutt Sigler
Kathleen J. Barnes	Dale M. Finn	Nan Langowitz	Randy Sleeth
Joy Beatty	Christine Fletcher	Jennifer S. Leigh	Erika Engel Small
Jerry Biberman	Jeanie M Forray	Kenneth Levitt	Jim Smither
Carrie Blair	Susan J. Fox-Wolfgramm	Roy J. Lewicki	Kirsty Kathleen Spence
Virginia Bratton	Jann Freed	Kathy Lund Dean	Robin K. Sronce
David Bright	Jonah Friedman	Karen Markel	Gary Stark
Scott Bryant	Consuelo García	George F. Marron	Susan D. Steiner
Kay J. Bunch	Janet Gillespie	Sharon P. McKechnie	Lisa T. Stickney
Deborah Butler	Lance Giroux	Steve Meisel	Wayne Stone
Joseph F. Byrnes	Leonard J. Glick	Larry Michaelson	Diana Stork
Michal Cakrt	C. Allen Gorman	Susan Michie	Elizabeth Stork
Macgorine A. Cassell	Kim Gower	John A. Miller	Susan Taft
Carolyn Chavez	Ellen Greenberg	Lynn E. Miller	Scott N. Taylor
Julie Chesley	Laura Guerrero	Dan Moore	Neil Michael Tocher
Valerie L. Christian	Andra Gumbus	Jane P. Murray	Ed Tomlinson
James G. Clawson	Wendy Sue Harman	Paul Myers	Mary Trefry
Tom Comstock	Cheryl Harrison	Leslie Joy Nash	Cheryl Tromley
Gary Coombs	Rama Kaye Hart	Eric M. Nelson	Tiffany Trzebiatowski
David Cowan	Nell T. Hartley	Mary Grace Neville	Elizabeth Fisher Turesky
Nita Sue Currey	Thomas Fletcher Hawk	Dennis O'Connor	Kristi Lewis Tyran
William Davis	Karen Hebert-Maccaro	Laura L Paglis	William R. Van Buskirk Jr.
Suzanne de Janasz	Patricia Raber Hedberg	J. P. Julie Palmer	Donna Varner
Roger A Dean	Robert Alexander Herring III	Jane Parent	Sylvia Vriesendorp
Andre L. Delbecq	M. Eileen Higgins	Richard Parsells	Gary Wagenheim
Beverly J. DeMarr	Monika Lynne Hudson	Kathryn Pavlovich	Nancy Wallis
John Kevin Doyle	Ernest L Hughes	Shripad G. Pendse	Joan Weiner
Linda M. Dunn-Jensen	Maria Humphries	Jason R. Pierce	Edward Wertheim
Andrei Duta	Kathleen R. Johnson	Carol L. Pietrasz	Debra Kay Westerfelt
Michael A. Dutch	Chetan Joshi	Joanne Pirie	Jane V Wheeler
Terri Egan	Kathleen R. Kane	James Campbell Quick	Judith Anne White
Aimee Dars Ellis	David Kaplan	Kenneth Rhee	Satina V. Williams
Riri Te Whara Ellis	Anna B. Kayes	Bruce Roemmelt	Joan Winn
David Epstein	D. Christopher B. Kayes	Keith Rollag	Chris (Christine) M. Wright
Kent D. Fairfield	Amy L. Kenworthy	Lisa Rosh	Sharon Wu
David S. Fearon Sr.	Masud Khawaja	Dale Rude	Larry Wyner
Sheri L. Fella	Terry Lee Kinnear	Constance Savage	Kenneth M. York
C. Melissa Fender	George G. Klemic	Stuart M. Schmidt	

# Wednesday, June 10

*Wednesday, 5:00pm - 7:00pm in Stern Center Garden*

## Dinner

Dinner is in the garden behind the Stern Center. In case of rain, it will be in the Stern Center Ballroom.

*Wednesday, 7:00pm - 9:00pm in Physician's Auditorium*

## Welcome to OBTC 2009. Plenary Opening Session

### Conference Welcome

**P. George Benson**, *President, College of Charleston*

### Opening Event

**Jim Clawson**, *University of Virginia*

In the opening session this year, Jim Clawson will guide us through an introduction to the conference theme. The details will be revealed in the session. Please check your tolerance for the superficial at the door, bring with you an open mind, your (metaphorical) seat belt, your assumptions about how students learn best, a dose of willingness to help others learn from your experience and an interest in letting your hair down. Also, sit next to someone you would like to get to know better.

*Wednesday, 9:00pm - 11:00pm in Stern Center Ballroom*

## Jim's Place

The evening social event was named in honor of Jim Waters, a long time and regular attendee whose deep and hearty laugh was regularly heard until he passed away unexpectedly in the late 1980's. Join us for conversation, refreshments (including beer and wine), and collegiality.

# Thursday, June 11

*Thursday, 7:00am - 8:30am in Liberty Residence Hall*

## Breakfast

Enjoy Breakfast at the Fresh Food Company on the ground floor of the Liberty Residence Hall and across the street from the Beatty and Tate Centers. Expect a wide variety of hot and cold breakfast items, juices, and coffee.

*Thursday, 8:00am - 9:00am in Wachovia Auditorium*

## *Legacy Project Plenary Session: Climbing a Ladder is Harder than Flowing with Opportunities - An Autobiographical Reflection and Dialog. Strategies for Teaching in Different Career Phases*

**Andre L. Delbecq**, *Santa Clara University*

*Moderator: Magid Mazen, Suffolk University*

Different career phases and different appointments offer differentiated and unique opportunities to the scholar/teacher. Strategies for taking advantage of these rhythms from the presenter's personal history will be shared to provoke a conversation with others. Out of the dialog based on personal career histories an array of possibilities for enriching teaching should emerge.

*Thursday, 9:00am - 9:30am in Beatty Center atrium*

## Refreshment Break

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

## ▼ Concurrent Sessions | 9:30am - 10:30am ▼

*Thursday, 9:30am - 10:30am in Beatty 212*

## **Bridging the Gap Between Theory and Practice: Frontline Supervisory Skills for Undergraduate Seniors**

**Andra Gumbus**, *Sacred Heart University*

**Jeanine Karin Andreassi**, *Sacred Heart University*

Frontline Supervisory Skills is a capstone course for seniors who are entering the workplace, many in a supervisory role with little practical experience in supervision. Skills are taught using student written role plays with live videotaped playback and critique of skills. Course design, sample materials, student evaluation practices and lessons learned in pilot classrooms are discussed. Participants will engage in a classroom simulation of two modules, 'Providing Corrective Action' and 'Managing Separations and Terminations' plus view a student produced video of these skills. All eleven modules of the course can be adopted and used in any management course.

**Thursday, 9:30am - 10:30am in Beatty 214**

**Making It Real: Enhancing the Student's Learning Experience Through the Use of Video Games.**

**David J. Gavin, Marist College**

The goal of this session is to examine the use of video games to enhance the study of business. Computerized business simulation programs can be very effective in helping students learn. Some U.S. corporations have found great value in training their employees with the use of computerized simulations programs. Simulations programs have been used extensively in the aerospace industry to teach skill-building and decision-making. However, custom designed computerized simulation programs can be very expensive and often boring for students. We have discovered that off-the-shelf video games can be a highly effective method of teaching business decision-making skills.

**Thursday, 9:30am - 10:30am in Beatty 216**

**The Ties that Bond: Connecting with Students to Enhance Classroom Learning**

**Jane Parent, Merrimack College**

**Cheryl McLean Sullivan, Merrimack College**

In addition to bringing the more traditional pedagogical tools to the classroom, good learning occurs when there is a bond between professor and student. When a professor understands how subject matter relates to students and students understand how the subject matter relates to them personally, learning sticks. Professors who engage in pedagogical caring and respect (Hawk & Lyons, 2008) provide a rich learning environment for their students. This session will foster an exchange of ideas about how to integrate these pedagogical practices; we will share our experiences relating to our students and discuss ways to bond without crossing professional boundaries.

**Thursday, 9:30am - 10:30am in Beatty 218**

**Integrating Management and Career Development into an MBA Curriculum**

**Karen Hebert-Maccaro, Babson College**

**James Hunt, Babson College**

**Nan Langowitz, Babson College**

**Keith Rollag, Babson College**

In this interactive session we explore the possibilities for helping students integrate work place and school based learning and career development. We describe a required management development course created for our blended MBA program that uses a variety of tools including a program specific work based multi-rater feedback instrument to help students create a robust development plan integrating school and work. We invite others engaged in similar curricular innovation to join us in sharing what we and they have learned, what works and doesn't work, particularly in programs delivered in distance and blended learning formats.

**Thursday, 9:30am - 10:30am in Beatty 320**

**Moving the Drugery of Grading to Transformative Learning Using Rubrics**

**Kathy Lund Dean, Idaho State University**

**Charles J. Fornaciari, Florida Gulf Coast University**

**Thomas Fletcher Hawk, Frostburg State University**

Grading student work is usually met with grumbling resignation; for many instructors the task of grading is one of the least rewarding aspects of a professor's professional life. This highly interactive session will help put some spring back in participants' steps by showing how using grading rubrics can increase objectivity, coherence and fairness when assessing student work. Participants are asked to bring to the session an activity or exercise they would like to grade using a rubric—we will help you design the rubric!

**Thursday, 9:30am - 10:30am in Tate 131**

**Icebreaking or Time-wasting? The Effective Use of "Icebreakers" in Class**

**Robert Alexander Herring III, Winston-Salem State University**

**M. Eileen Higgins, Frostburg State University**

What do you say after you say "hello, class"? Effective use of icebreakers can start you off on the right foot with a class, especially on the first day. The authors will demonstrate use of some of their favorite icebreakers by having the session participants use them in a simulated class. The authors will then lead a discussion of do's and don'ts in the effective use of icebreakers. In addition to the ones demonstrated, the authors will provide a handout with descriptions and instructions for additional exercises as well.

**Thursday, 9:30am - 10:30am in Tate 133**

**Time and Decision-making: An Experiential Exercise**

**Jonathan David Raelin, Loyola College in Maryland**

**Pete Tashman, George Washington University**

**George A. Hrivnak Jr., George Washington University**

In this experiential session demonstration, the presenters will share an exercise that encourages students to consider and appreciate the constant and often unconscious effect that time can have on decision-making processes. The presentation will begin with a brief overview of the relationship between time constraints and decision-making. From there, attendees will directly engage in the decision-making exercise to gain hands-on experience with the exercise followed by a discussion about how it might be implemented in their own classes. Finally, the presenters will share their strategies for helping students become more reflective about the impact of time on their own decision-making.

**Thursday, 9:30am - 10:30am in Tate 202**

**What Did We Learn about Learning in Groups -- Meta-Debriefing Team Experiences**

**Patricia Raber Hedberg**, *University of St. Thomas*

Despite their anguished cries, we continue to ask our students to work in groups. Why? In this session, we will discuss how we can help learners gain insights from their course-long group experience. Learners can be energized by what they learned about themselves, groups, and broader course topics, such as leadership and power. Share stories on how you meta-debrief course-long group experiences, or why you don't. Our goal is to reflect on best practices for a final, or course-ending, meta-debrief on groups.

**Thursday, 9:30am - 10:30am in Tate 220**

**Bringing Conversational Learning on Campus and Into the Classroom**

**Ann C. Baker**, *George Mason University*  
**Judith Anne White**, *Santa Clara University*

Learning in everyday classroom discussions can be enhanced to become a deeper form of learning when discussion is transformed into conversations grounded in the collective experience of the learners. Deep learning develops by creating a conversational learning space and collective experience where learners safely reflect and explore their different ideas, viewpoints, and values. Creating a space for this learning involves intentional effort. This session introduces participants to the concepts and tools of conversational learning and provides them an opportunity to share their own experiences and examples as the group expands the resources for creating conversational learning spaces in their classrooms.

**Thursday, 9:30am - 10:30am in Tate 314/5**

**35 years of Teaching Negotiation: Insights, Lessons, Implications**

**Roy J. Lewicki**, *Ohio State University*

This session will focus on the evolving history of content and process in teaching negotiation skills in business schools. The leader will trace the way that negotiation courses were initially designed and approached, as contrasted against the wealth of resources and design options available to contemporary faculty. Insights will be shared on ways to design these courses, actively involve and engage students, and yield enthusiastic students and excellent teaching evaluations. Critical areas for pedagogical development will also be identified. The session will be designed for both experienced and novice teacher.

**Thursday, 10:30am - 11:00am in Beatty Center atrium**

**Refreshment Break**

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

**▼ Concurrent Sessions | 11:00am - 12:30pm ▼**

**Thursday, 11:00am - 12:30pm in Beatty 212**

**Teaching, Learning, and Working Across Cultures in International Business and Management**

**Janine L. Clarke**, *Trinity (Washington) University*  
**Jonah Friedman**, *Fordham University*

This interactive experiential exercise utilizes Geertz Hofstede's cultural framework to engage participants' understanding of the potential impact that national cultural differences have on the structure, functions, and processes of organizations. (Value: individuals doing business across cultures, multinational companies, and forming partnerships that cross national boundaries.) More generally, it provides participants the opportunity to "try on" different sets of assumptions and mental frameworks. (Value: managers become more aware of assumptions they hold that are value-based and, at times, less apparent or explicit, and practice shifting frameworks, a skill which can lead to creative and/or innovative approaches to problems.)

**Thursday, 11:00am - 12:30pm in Beatty 214**

**Teaching a Course in Negotiation in One Class: An Experiential Session**

**Edward Wertheim**, *Northeastern University*

Courses in Negotiations are now quite common across the University and are required in many programs, particularly at the Graduate level. But there are many situations across the University where there a program needs to expose students to the basics of negotiations but a whole course is not an option. This experiential session will focus on teaching the basics of negotiation when only one class session is an option. The session will involve a case that provides the opportunity to expose the student to the basic elements of negotiation including planning, the negotiation "dance", and the closing.

**Thursday, 11:00am - 12:30pm in Beatty 216**

**The Queen of Self-awareness: Teaching and Developing Two Components of Self-awareness in the Classroom**

**Scott N. Taylor**, *University of New Mexico*

Most scholars and practitioners intuitively regard self-awareness fundamental to effective leader behavior. Yet, self-assessment also tends to be inflated, biased, and unreliable. This session focuses on two key components of self-awareness: (1) an understanding of oneself and (2) the ability to anticipate how one is perceived by others. I draw upon the experience of Queen Elizabeth II, as portrayed in the 2006 film *The Queen*, to show how instructors can help students: understand the dual components of self-awareness (with emphasis on the second component), understand the important link between effective leadership and self-awareness, and gain practice developing their own self-awareness.

**Thursday, 11:00am - 12:30pm in Beatty 320**

**Teaching the Unteachable: Laying a Spiritual Foundation for Tomorrow's Workforce**

**Jerry Biberman**, *University of Scranton*  
**Joan Marques**, *Woodbury University*  
**Satinder K. Dhiman**, *Woodbury University*

The current and future generations of students are calling for a deviation from traditionalism and a more focused and holistic guidance toward life-preparedness. They are looking for a transcendence of the stereotypical transfer of knowledge as they yearn for greater awareness toward those issues that will actually make a difference in life. In short, they are looking for ways to transform themselves to transform the world. Spirituality is a personal matter that works best in a climate of trust and human connectedness. In this workshop we will share our best practices with you, and invite you to do the same

**Thursday, 11:00am - 12:30pm in Tate 131**

**Learning in Spite of Ourselves**

**Ruth H. Axelrod**

We know that learners must not only choose to learn but must be able to learn, as well. Efforts to engage in deep learning, which often involves changing our perception of reality and sense of self, tend to invoke formidable psychological obstacles for both teacher and student. In this workshop, we will consider this mode of learning, explore the challenges involved, and consider ways of approaching our subjects so that we enable both our students and ourselves to learn what each desires.

**Thursday, 11:00am - 12:30pm in Tate 132**

**Once Upon a Time. . . Using Storytelling to Enhance the OB Learning Experience**

**Lisa T. Stickney**, *University of Baltimore*  
**Beverly J. DeMarr**, *Ferris State University*

Faculty tell stories in the classroom, sometimes they're planned and sometimes they are impromptu, arising during class discussions. Some are very good at it, others not so much. Even good storytellers occasionally have one that falls flat. What is the difference between a good storyteller and a not-so-good storyteller? What makes a "good" story – one that helps students make connections between course concepts and real life situations? What can you do to improve your storytelling skills? In this interactive workshop we address those questions and provide an opportunity for participants to practice and hone their storytelling skills.

**Thursday, 11:00am - 12:30pm in Tate 133**

**Journal of Management Education - Editorial Board Meeting**

For members of the JME Editorial Board, by invitation only

**Thursday, 11:00am - 12:30am in Tate 202**

**Management 101: The World as Classroom**

**John A. Miller**, *Bucknell University*

We'll frame, invite critical dialogue, and work to extend evolving answers to three fundamental questions, now urgently facing Management Education. 1. What to teach? A1: Integrating Practical Theory: Community, Effectiveness, Efficiency. 2. How to teach? A2: Coaching Experiential, Collaborative Learning Cycles: Real and Mindful Performance, Scholarly Storytelling, Design. 3. For whom? A3. Every undergraduate: Reinventing Tocqueville... and Bypassing Business Schools, to use the World as Classroom. These tentative answers summarize provocative excerpts from the 30th anniversary report on MG101, Bucknell's ongoing adventure in using real student learning organizations to reinvent general education in management.

**Thursday, 11:00am - 12:30pm in Tate 207**

**Teaching Business Innovation as Making Music: Learning for Good**

**David S. Fearon Sr.**, *Central Connecticut State University*

OBTC 2008 exhorted entrepreneurial teaching to foster entrepreneurial learners to manage in an economy degrading from white water to unchartered waters. Mgt 473 Organizing and Managing for Innovation was revamped with concern that command and control conventions of managing innovation worked in a time now past. Freer thinking and fluid effectuation of new ideas was indicated. The boundless, yet disciplined, ways musicians put songs into people's lives came to mind. Teach business innovation in ways music is made, working in concert to bring profitable and sustaining new ideas to life. "Sit in" on replicated lesson modeling students making beautiful innovation music.

**Thursday, 11:00am - 12:30pm in Tate 220**

**The Behavioral Matrix: An Exercise for Anyone, Anyplace, Anywhere**

**Kathleen R. Kane**, *University of San Francisco*

Have you always needed an exercise that can be adapted to multiple situations, participants, and outcomes? This is the one: The Behavioral Matrix. The exercise will be run with session participants. Participants will learn their own place on the Matrix and also learn about others' characteristics and work style preferences. Contrasts between styles can substantially change participants perceptions of themselves and each other. Supplemental readings, descriptions, and class overheads will be supplied. After the session you can immediately use the exercise to build teams, train leaders, break the ice, explore diversity or personalize it to many other learning outcomes.

*Thursday, 11:00am - 12:30pm in Tate 314/5*

**Using a New Video Case: “Building a Business Through Conflict; The Brunt Family and MSI.”**

**Allan R. Cohen**, *Babson College*

This is a video of a unique family business, run by Tom and Kris Brunt, their two sons, and the son’s wives. The Brunts are more open and direct than most executive teams (and most families) and their dynamics are intense. Issues of leadership, succession, competence, decision making, conflict management, meeting skills, and entrepreneurship are raised by this case. This low budget documentary is fascinating in its own right as well as rich teaching material. We will show the 45 minute video, briefly discuss how it was made, and talk about several teaching uses in different courses.

*Thursday, 12:30pm - 1:45pm in Fresh Food Company*

**Lunch**

Lunch is at the Fresh Food Company on the ground floor of the Liberty Residence Hall and across the street from the Beatty and Tate Centers. Enjoy a variety of serving stations, including pizza, salads, sandwiches, hot meals and plenty of healthy foods.

**▼ Concurrent Sessions | 1:45pm – 2:15pm ▼**

*Thursday, 1:45pm - 2:15pm in Beatty 212*

**Assessing Critical Thinking Using Employment Law Cases to Develop Situational Judgment Tests**

**Kay J. Bunch**, *Georgia State University*

For this 30-minute session, I will discuss the importance of critical thinking, examine employment law as an ideal vehicle for teaching critical thinking, and describe how court cases can serve as a foundation for a variety of writing activities. To ensure transfer of learning, teaching methods should be as realistic as possible, expose students to a variety of situations, and allow for practice. At the same time, instructors must be pragmatic in the face of larger classes, fewer resources, and student resistance. Incidents based on case law can meet the needs of students, future employers, and faculty.

*Thursday, 1:45pm - 2:15pm in Beatty 216*

**Job Enrichment Exercise: Applying a “Sticky” Approach to Motivation and Enrichment Learning**

**Monika Lynne Hudson**, *University of San Francisco*  
**Dayle Smith**, *University of San Francisco*  
**Penny Scott**, *University of San Francisco*

In this session, we modify an exercise originally prepared by McCuddy (2005) to link classroom instruction, library research and the use of technology to an examination of job motivation and enrichment issues. The presenters will use their experience with designing, conducting and evaluating a fast-paced electronic research/presentation exercise with over 175 undergraduate business students to discuss how this exercise helps student participants develop sensory, intellectual and presentation understanding of (a) key human resource hiring and assessment issues and (b) the practical ways that this knowledge can be applied to their personal job searches.

*Thursday, 1:45pm - 2:15pm in Beatty 218*

**A Strengths-based Approach to Personal Growth in the Classroom**

**Angela Passarelli**, *Case Western Reserve University*

Students’ personal growth – frequently an intended learning outcome of management courses – does not have to be left to chance! This interactive session will explore the intentional use of a strengths-based pedagogy to weave personal growth and discovery into course content. The use of a formal assessment tool, the Clifton StrengthsFinder, in an international ecotourism course will be shared as case study to launch conversation. We will also discuss informal strategies to draw on students’ strengths for mastery of course content.

*Thursday, 1:45pm - 2:15pm in Beatty 320*

**Recruiting to Transform Organizational Culture**

**Linda Jean Twiname**, *The University of Waikato*  
**Cameron Frethey**, *University of Waikato*  
**Maria Humphries**, *The University of Waikato*  
**Kathryn Pavlovich**, *University of Waikato Management School*

Encouraging students to reflect critically on their attitudes and beliefs about explicit and implicit messages associated with recruitment processes that shape organizational culture is a challenge in the face of a still largely functionally orientated OB discourse still predominating in the academy. In the example we present, students related well to the cases we prepared. They began to critique their own assumptions and those embedded in the HRM literature under investigation: recruitment to transform organizational culture. Through the work initiated in class, and that which followed, we saw enhanced student self reflection and deepened understanding of the subject matter.



**Thursday, 1:45pm - 2:15pm in Tate 131**

**Using Tips from “The Perfect Human” to Teach Motivation Without De-Motivating the Students**

**Sharon P. McKechnie, Emmanuel College**

It is ironic that the number and variety of theories of motivation can make this topic highly de-motivating for students to learn. There is the added problem that those students who aren't turned off may see the various theories as sets rote terms to be memorized, regurgitated in an exam, and then quickly forgotten. In this session I will present my use of a mainstream magazine article that helps to overcome these problems while enabling students not only to identify and differentiate between multiple theories, but also helps them to retain the information in a meaningful way.

**Thursday, 1:45pm - 2:15pm in Tate 132**

**News of the Day - Using the Web for Simple and Quick Assignments**

**Ellen Greenberg, Sofia University**

This session will present a way to make simple and spontaneous assignments using youtube and google, which help to demonstrate the “real world” applicability of theories and models of organizational behavior. Taking headlines from today’s newspaper and looking at videos of famous leaders in politics, business, or social issues give an immediacy to our contention that our field is relevant and compelling. Despite the simplicity, these assignments can have very rich results. The session will give examples of such assignments are given and participants are asked to share their own experiences.

**Thursday, 1:45pm - 2:15pm in Tate 133**

**Seven Reasons to Blog in Higher Education**

**Kathleen R. Johnson, Keene State College**

**David Kenneth Johnson, MCLA**

Weblogs, or “blogs,” are more than a social networking tool. They are an important mechanism for implementing the AAHE’s “seven principles” of good teaching and learning. In this session we discuss (1) the integration of student and faculty blogging into our curricula; (2) the notable rewards and challenges associated with their use; and (3) the pedagogical “stickiness” of student blogging. The presentation includes samples of actual student blog postings, student reflections on their blogging, and suggestions for grading. We invite session participants to share their experiences with blogs and explore this new technology’s possibilities for enhancing teaching and learning.

**Thursday, 1:45pm - 2:15pm in Tate 207**

**The Peer Adventure: An Exercise in Confirming or Refuting Perceptions of Self and Others**

**Claudia Ferrante, United States Air Force Academy**

The Peer Adventure is an experiential exercise intended to illustrate how individuals develop their perception of others and interact with others based on these perceptions. Oftentimes students make judgments about fellow students based on students’ external characteristics and/or comments made in class. Although students might be incorrect in their initial perceptions based on these observations, they do not take the time or steps necessary to confirm or refute their initial judgments. Upon completion of the exercise, students realize that there is more to perception than meets the eye and have a greater appreciation for social information processing and its implications.

**Thursday, 1:45pm - 2:15pm in Tate 220**

**The Good, the Bad and the Ugly: Student Perspectives on Engaged Learning**

**Carol L. Pietrasz, Malone University**

**Constance Savage, Ashland University**

This session highlights the findings and implications from a qualitative research study conducted with undergraduate and graduate students in business to explore elements contributing to engaged learning in the classroom. By exploring the thematic analysis of the data, participants will get a first hand look at students’ perspectives on the behaviors and characteristics that are associated with engaged and non-engaged learning. Students’ responses to questions regarding engaged and non-engaged learning experiences address the major players in the learning process—the students, their classroom colleagues, and their professors—and form an eye-opening constellation of factors to promote learning experiences that “click.”

**Thursday, 1:45pm - 2:15pm in Tate 314/5**

**Understanding Generational Differences in the Workplace: Implications for Educating Millennials**

**Mark Cannon, Vanderbilt University**

**Andrew Smith, Vanderbilt University**

As members of the Millennial Generation (born during or after 1982) continue to enter the workforce, understanding their distinctive characteristics becomes increasingly important for educators, managers, and the Millennials themselves (Tapscott, 2009). This session invites discussion of participant observations about Millennials, briefly assesses participant understanding of trends, presents additional data on differences, and finally opens the session to further discussion about implications. The majority of the time will be spent discussing observations, implications, innovations and strategies for understanding Millennials and meeting their particular learning needs.

**Thursday, 2:15pm - 2:45pm in Beatty Center atrium**

**Refreshment Break**

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

**▼ Concurrent Sessions | 2:45pm – 3:45pm ▼**

**Thursday, 2:45pm - 3:45pm in Beatty 212**

**Business Education Innovation: Learning from Liberal Arts Models**

**Mary Grace Neville**, *Southwestern University*  
**Jennifer S. Leigh**, *Nazareth College*  
**Lindsey Godwin**, *Morehead State University*

This round table discussion creates a forum for teacher-scholars to share innovations and structure a collaborative agenda towards improving undergraduate business education using liberal arts philosophies and corresponding pedagogies. This discussion builds on a 2006 national symposium and 2007 OBTC session, both of which asked, “what is the role of liberal arts in business education?” Conveners will share their experiences and resources, including current research agendas, outcomes from previous discussions, and a pilot website, and they will seek the same from all participants. The central outcome is to foster a collaborative community of peers engaged in this critical dialogue.

**Thursday, 2:45pm - 3:45pm in Beatty 214**

**Learning and Performing: Paradoxical Implications for Leaders, Faculty, and Students**

**Tracey Honeycutt Sigler**, *Northern Kentucky University*  
**Kenneth Rhee**, *Northern Kentucky University*

Is it possible to combine learning and performance? Given the emphasis on performance, learning sometimes plays second fiddle to performing in our current culture. Unfortunately, when it comes to leadership development or classroom learning, there are some deleterious consequences if leaders or students unduly focus their attention on performance at the expense of learning. Our M.S. in Executive Leadership and Organizational Change was designed to encourage students to combine learning and performance. We will share our approaches and facilitate discussion to help you think of ways to produce a focus on learning in your program or school.

**Thursday, 2:45pm - 3:45pm in Beatty 216**

**F2F&V: Sharing an Experiential Activity that Simulates the Challenges of Working Simultaneously in Face-to-Face and Virtual Teams**

**Joerg Dietz**, *University of Western Ontario*  
**Chetan Joshi**, *University of Western Ontario*

This session describes an experiential activity which provides students at a North American Business School the unique opportunity to work on two simultaneous activities – a face-to-face team exercise and a virtual team exercise. Session facilitators will, on the basis of their experience with this activity, provide detailed guidelines on running and debriefing the activity.

**Thursday, 2:45pm - 3:45pm in Beatty 218**

**Good Learning: Understanding Plastic**

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

This session capitalizes on neuroscience research and the work of Carol Dweck to investigate the relationship between natural talent, effort, and ability to persist in facing challenges. The concept of brain plasticity suggests the capacity to change mindsets. Dweck’s work suggests that, by adopting a mindset where effort rather than talent leads to achievement, we gain greater ability to persist in challenging learning circumstances. The session introduces exercises that demonstrate how teachers can assist with mindset transformation with application to students’ class work, home environments, workplaces, and society in general. Session activities reinforce changes that can contribute to effective problem-solving.

**Thursday, 2:45pm - 3:45pm in Beatty 320**

**Making Ethics Education Relevant for Working Managers**

**Kathy Lund Dean**, *Idaho State University*  
**Timothy Keane**, *Saint Louis University*  
**Jeri M. Beggs**, *Illinois State University*

Current ethics pedagogy can suffer from a relevance disconnect: teaching the Enron story, or other ‘no brainer’ types of massive ethical frauds does not experientially resonate with our students, who enter organizations at lower-to mid-level managerial positions. Results from a research study of working managers with MBAs suggest specific ways we can change ethics teaching to lasting ethics learning. We facilitate a representative ethics class session after discussing specific course changes we made to close the relevance gap in ethics education. All materials will be made available to session participants, including syllabi and handouts.

**Thursday, 2:45pm - 3:45pm in Tate 131**

**Learning What's New in Business Publications While Teaching Students to Habitually Scan for Additional Information.**

**Carrie Blair**, *College of Charleston*  
**Gordon Dehler**, *College of Charleston*  
**C. Allen Gorman**, *Angelo State University*  
**David Desplaces**, *College of Charleston*  
**Sarah Stookey**, *Central Connecticut State University*

Faculty are often too busy to fully read current business publications. At the same time, students complete textbook readings, but are not encouraged to spend time reading popular business sources. Faculty can mend these performance gaps by creating assignments that utilize popular business readings: students will become familiar with sources of popular business readings while also serving as a source of information for faculty. Best practices for incorporating current events or resources into the classroom will be discussed, four examples of assignments will be presented, and the session members will spend time creating new assignments to use in their classroom.

**Thursday, 2:45pm - 3:45pm in Tate 133**

**The Logo Factory: An Intergroup Exercise**

**Lisa Rosh**, *Yeshiva University*  
**Evan Leach**, *West Chester University*

This session demonstrates an exercise designed to assist participants in examining the structural and individual factors that cause intergroup conflict and foster collaboration. In this three phase intergroup decision making exercise, participants design and select a class logo. The demonstration will include film clips of exercise runs, an interactive presentation of the exercise materials and physical setting requirements, a discussion of the debrief process and related assignments.

**Thursday, 2:45pm - 3:45pm in Tate 202**

**A Metaphor is Worth a Thousand Words...**

**Magid Mazen**, *Suffolk University*  
**Suzanne de Janasz**, *University of Mary Washington*

We've all heard the adage "a picture is worth a thousand words." In the classroom, pictures and metaphors can be used to facilitate the learning process at multiple levels. By providing a metaphorical image that represents an entire course, we help our audience "get" the underlying philosophy and importance of a course and its learning objectives. We can also use metaphors to help audiences visualize specific management concepts. In this session, we share some metaphors we use, describe their effect on learning as well as overcoming defensiveness to learning, and facilitate a dialog on metaphors' value in the classroom.

**Thursday, 2:45pm - 3:45pm in Tate 220**

**Roundtable 1: From Good Teaching to Good Learning**

Moderator: **Joe Seltzer**, *La Salle University*

Participants:  
**Deborah Butler**, *Georgia State University*  
**Gary Coombs**, *Ohio University*  
**Roger A Dean**, *Washington & Lee University*  
**Steven Esons**, *Roger Williams University*  
**Susan J. Fox-Wolfgramm**, *Hawaii Pacific University*  
**Richard Parsells**, *St. Edwards University*  
**Shripad G. Pendse**, *Saint Mary's University*  
**Kirsty Kathleen Spence**, *Brock University*  
**Louis St. Peter**, *Georgia State University*  
**Gary Stark**, *Northern Michigan University*

A discussion of the conference theme with audience participation is encouraged.

**Thursday, 2:45pm - 3:45pm in Tate 314/5**

**What I Learned about Leadership from the Entertainment Industry**

**Dorothy Marcic**, *Dr. Dorothy Productions*

The entertainment industry involves sizzle, panache, egos, stars, star-struck investors, and a stream of producers with surefire hits, most of which fail miserably. Thankfully, there are great leaders and managers in the entertainment industry; people who run efficient operations that also deliver artistically. As a management professor, and in more recent years as a theatrical producer and playwright, I've identified principles for success, that are also applicable to other industries. These include being a straight talker (writing good dialogue), creating a compelling vision (completing the script), hiring the right people (casting), creating an efficient system with accountability (good set design).

**▼ Concurrent Sessions | 4:00pm – 5:00pm ▼**

**Thursday, 4:00pm - 5:00pm in Beatty 212**

**How to Enable Flow and Utilize Critical Incident Inquiry to Enhance Optimal Classroom Experience**

**Cynthia L. Sherman**, *Claremont Graduate University*  
**Sandra Kauanui**, *Florida Gulf Coast University*  
**Charles J. Fornaciari**, *Florida Gulf Coast University*

Optimal classroom experiences for students and instructors entail engaging with the class and content. This session addresses how instructors can use flow theory and Critical Incident Inquiry (CIQ), processes that entail minimal in-class data collection and on-going student feedback, to create more engaging classes.

**Thursday, 4:00pm - 5:00pm in Beatty 216**

**From Carrollton to Katahdin: Skill Development for MBA Students Experiencing Leadership on the Edge**

**Darrin S. Kass**, *Bloomsburg University*  
**Joan Benek-Rivera**, *Bloomsburg University*  
**Paul F. Rotenberry**, *West Chester University of Pennsylvania*

Leadership on the Edge (LOTE) is an innovative, value-forming experience for MBA students that provides insight and reinforces leadership theories taught in the classroom. LOTE enables students to practice these theories in an unfamiliar and unpredictable wilderness environment. This session illustrates how this form of outdoor skills training has been successfully used in a graduate OB course and how LOTE addresses criticisms against traditional MBA programs. Video footage of a recent climb of Mt. Katahdin and statements from participants on its learning value is included in the session.

**Thursday, 4:00pm - 5:00pm in Beatty 320**

**Doing the Impossible: How Raising Money for Charity Helped Undergraduate Students Realize that Organizational Behavior is Not Simply Common Sense – A Valuable Conversation**

**Jason Fertig**, *University of Southern Indiana*

How can we help students realize that even though Organizational Behavior seems like “common sense,” common sense does not equal common practice? This interactive session based on a classroom fundraising activity will utilize brainstorming, reflection, discussion, and yes, even some humor to engage participants.

**Thursday, 4:00pm - 5:00pm in Tate 131**

**Inner and Outer Questioning: Exploration, Imagination and Inquiring Mindfulness in the Classroom**

**Mark Kriger**, *Norwegian School of Management BI*

The process of asking questions is a powerful method used to direct the attention of students in class discussion. However, we seldom reflect on how we ask questions, why we ask them or on the nonverbal, often hidden, processes that facilitate effective inquiry. This session will involve a short international case and presentation of nine processes that facilitate exploration and mindful inquiry in the classroom. The session aims are to deepen understanding of the kinds of questions we ask and to examine our own self-awareness and degree of mindfulness as we use questions for interactive inquiry in the classroom.

**Thursday, 4:00pm - 5:00pm in Tate 132**

**Learning by Doing: A “Sticky” Way for Students to Learn About Leadership**

**Lucy A. Arendt**, *University of Wisconsin-Green Bay*  
**Robin K. Sronce**, *Drury University*

Our goal is to describe a “learning by doing” approach that fully engages students. Our approach requires teachers to relinquish control of the pedagogy, and to empower their students to plan and lead discussions of their peers that enhance students’ understanding of and critical thinking about leadership. Unlike some classes that relinquish control to some students for part of the class time, in our approach, all students rotate leading sub-groups of the class for the entire class period. We describe how the various course elements complement one another and contribute to “sticky” learning of leadership theory and skills.

**Thursday, 4:00pm - 5:00pm in Tate 133**

**Helping Students with Cross-Cultural Communication: An Experiential Activity**

**C. Melissa Fender**, *Drexel University*  
**Jane P. Murray**, *Bond University*

This presentation details an activity that can be utilized to assist students understand and experience the issues surrounding cross-cultural business communications. Student groups are set the task of constructing short (5-10) minute role-plays to illustrate cultural communication styles and values. Groups are assigned two different cultures to research, with the role-play focused on an initial business meeting between individuals from those cultures. Role-plays are then “acted out” in a class fishbowl, with observers identifying specific cultural features of the communication. The activity’s design allows it to be easily tailored to varying class sizes, or incorporated into assessment pieces and examinations.

**Thursday, 4:00pm - 5:00pm in Tate 202**

**Experience NINE MORE Experiential Exercises in ONE Action-Packed Hour**

**Rae Andre**, *Northeastern University*  
**Amy L. Kenworthy**, *Bond University*  
**Roger Putzel**, *St. Michael's College*  
**Michael C. Shaner**, *St. Louis Univerisity*

Enliven your classes and this conference! Experience NINE MORE experiential exercises, written by almost as many of your enthusiastic colleagues, in just one hour. When you take away the full instructions available to you in the proceedings, you will find that you can do one—or even more!— in your spare class time. Exercises include such novelties as:

- Teambuilding Through Body Painting
  - Social Loafing Across Cultures (Social Loafing)
  - To Plan or Not to Plan (Groups)
  - Diving for Dollars (Motivation)
- Attention participants! Be on time, and obey the gong.

***Thursday, 4:00pm - 5:00pm in Tate 220***

**Roundtable 2: From Good Teaching to Good Learning**

Moderator: **Nancy Wallis**, *Fielding Graduate University*

Participants:

**Timothy Baldwin**, *Indiana University*

**Macgorine A. Cassell**, *Fairmont State University*

**Carolyn Chavez**, *New Mexico State University*

**Valerie L. Christian**, *Sacred Heart University*

**Kamal Fatehi**, *Kennesaw State University*

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

**Kenneth Levitt**, *East Stroudsburg University*

**Joanne Pirie**, *Stockholm School of Economics*

**Mohsen Sharifi**, *California State University, Fullerton*

**Jane V Wheeler**, *Bowling Green State University*

A second opportunity for the audience to engage in a conversation about the conference theme with a group of presenters.

***Thursday, 5:00pm - 7:00pm in Fresh Food Company***

**Dinner**

Dinner is at the Fresh Food Company, across the street from the Beatty Center. Enjoy a variety of serving stations.

***Thursday, 9:00pm - 11:00pm in Stern Center Ballroom***

**Jim's Place**

The evening social event was named in honor of Jim Waters, a long time and regular attendee whose deep and hearty laugh was regularly heard until he passed away unexpectedly in the late 1980's. Join us for conversation, refreshments (including beer and wine), and collegiality.

# Friday, June 12

**Friday, 7:00am - 8:30am in Liberty Residence Hall**

## Breakfast

Enjoy Breakfast at the Fresh Food Company on the ground floor of the Liberty Residence Hall and across the street from the Beatty and Tate Centers. Expect a wide variety of hot and cold breakfast items, juices, and coffee.

**Friday, 8:00am - 9:00am in Wachovia Auditorium**

## Plenary Session: PRME - Learning Methods for Responsible Management Education

**Dr. Manuel Escudero, Head PRME Secretariat**

In our rapidly changing world, with a scarcity of natural resources and collapse of the credit system, we need to develop new partnerships in the Global Agenda. Business schools need to change core aspects of the vision of the role of the corporation in today's society and become innovators. PRME is a global call to change the curriculum, research and learning methods in all disciplines of management education; incorporating a vision for responsible corporate behavior that includes social and climate concerns, the tools and the skills taught, and the values of the United Nations Global Compact.

**Friday, 9:00am - 9:30am in Beatty Center atrium**

## Refreshment Break

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

## ▼ Concurrent Sessions | 9:30am – 11:00am ▼

**Friday, 9:30am - 11:00am in Beatty 212**

## Teaching Leadership Skills That Stick Through Peer Coaching

**Susan D. Steiner, The University of Tampa**  
**Mary Anne Watson, The University of Tampa**

In industry, executive coaching has been used as a valuable leadership development tool. In our MBA leadership class, students take leadership assessments, complete a process examining their leadership potential from a holistic perspective, and choose developmental goals. Coaching is used to enhance this development process. Since most students are unable to work with a professional coach, students are trained to act as peer coaches. Not only does this augment their personal development, but the coaching skills learned are also an effective approach to leading others. Session participants will learn about this program and participate in a powerful coach training exercise.

**Friday, 9:30am - 11:00am in Beatty 214**

## Experiential Case Competition: Bringing Real World Reality into the Classroom

**Sheri L. Fella, Indiana University**  
**Linda M. Dunn-Jensen, Indiana University**

Students benefit from participating in case competitions (Corner et al., 2006). However, many case competitions are held at the school level (Corner et al., 2006) thus limiting the number of students. Implementing a case competition within a course can overcome this limitation. But, a case competition may be less appealing due to logistical tasks that need to be considered. In this session, we would like to share best practices in running case competitions. Participants should leave the session understanding learning outcomes, the logistics, and the responsibilities of the judges, students, and faculty to conduct a successful course case competition.

**Friday, 9:30am - 11:00am in Beatty 216**

## Learning About Diversity: How to Teach for Internalizing Enduring Effects

**Elizabeth Stork, Robert Morris Univeristy**

The goal of college diversity courses is to compel students to be aware of attitudes and beliefs they have about others and to effectively practice sensitivity when dealing with dissimilitude. This approach creates its own problems that compromise the learning of new attitudes. However, enabling students to become aware of needs and fears that are common to human beings is more likely to result in internalized values which will translate into more spontaneous behaviors. This session offers specific techniques using human universals to provide for more enduring effects on students' interpretations of and practices around diversity in organizations.

**Friday, 9:30am - 11:00am in Tate 131**

## Navigating Theory: Triangulating Reality in Uncertain Organizational Seas

**Wayne Stone, Argosy University, Schaumburg**  
**John Wolcott IV, Argosy University, Schaumburg**

In studying a range of behavioral and organizational theories, students are often left with the question, "Which theory is best for a given situation?" They may see theories as ideas in conflict rather than looking for intersection and integration. They look for the "one best theory" covering the widest range of situations. They search to bring their organizational "ship" to safe harbor through reefs and rocks of complex environments and situations. This session uses ship navigation concepts to illustrate the use of multiple theories as knowledge systems in which factors can be used to triangulate practical solutions to unique problems.

**Friday, 9:30am - 11:00am in Tate 133**

**Exploring Personal and Organizational Responses to Suffering: Manifesting Compassionate Presence to Students and Colleagues**

**Andre L. Delbecq**, *Santa Clara University*  
**Janet Gillespie**, *Journal of Management Education*

We inevitably learn of students and/or colleagues who are in the midst of serious suffering (e.g., illness, death of a loved one, caregiving challenges, etc.) How should we respond when we encounter the mystery of suffering in their lives? What are appropriate personal and/or organizational actions? In a highly reflective and interactive format, our purpose is to pool experience and wisdom in order to increase our personal capacity for wise response when facing these unsettling encounters. We shall also seek to examine appropriate organizational responses.

**Friday, 9:30am - 11:00am in Tate 202**

**A Primer on PRME: A Dialogue and Debate on the PRME Principles**

**Dale Edward Fitzgibbons**, *Illinois State University*  
**Jennifer S. Leigh**, *Nazareth College*  
**Cheryl Tromley**, *Fairfield University*  
**Joy Beatty**, *University of Michigan - Dearborn*

This primer on the United Nations' Principles for Responsible Management Education (PRME) will increase awareness of a new global collaboration between the United Nations and committed organisations. The Principles are a voluntary initiative which help management schools integrate global and corporate social responsibility into their curriculums. We review the development of the PRME initiative and principles, stage an interactive speed debate on the potential pros and cons of this initiative, and facilitate a discussion on how schools can implement the Principles. We will discuss potential involvement of OBTS role and how members and their schools can become involved.

**Friday, 9:30am - 11:00am in Tate 207**

**AQ / PQ: The Espoused and the Actual**

**Magid Mazen**, *Suffolk University*  
**Roy J. Lewicki**, *Ohio State University*  
**William Paul Ferris**, *Western New England College*  
**Kathy Lund Dean**, *Idaho State University*

The academic and professional qualification issue (aka AQ/PQ) has taken business schools by storm in the last few years. Yet, despite the potential impact of the topic on the rigor and relevance of teaching, learning, intellectual contribution, and academic structures, most of us have been facing the intended and unintended consequences of these important changes individually and locally--often with a host of undiscussibles, possibly as a defensive mechanism. The purpose of this session is to provide a forum and safe space for us to surface espoused and actual consequences resulting from implementing the AACSB AQ/PQ requirements in our business schools and colleges.

**Friday, 9:30am - 11:00am in Tate 220**

**Want Me to Trust You?: Teaching Trust in Teams Through Adventure Learning**

**George Smith**, *Albright College*  
**Kathleen J. Barnes**, *East Stroudsburg University*  
**Madeline Constantine**, *East Stroudsburg University*

Successful teamwork and teambuilding ultimately requires that a level of trust or a willingness to "accept vulnerability based upon positive expectations of the intentions or behavior of another" (Rousseau et al., 1998: 395) exists or is developed. Illustrating the processes underlying trust and teambuilding to students, especially undergraduates with minimal work and team experience, can be a daunting task. This proposal presents an experiential teaching method that has been used with undergraduate and graduate students to illustrate and explore trust and teambuilding. The approach affords students an opportunity to not only learn about ideas, but to experience them firsthand.

**Friday, 9:30am - 11:00am in Tate 314/5**

**Where in the World is...? Pitfalls and Lessons Learned Teaching Internationally**

**Suzanne de Janasz**, *University of Mary Washington*  
**Amy L. Kenworthy**, *Bond University*  
**Bob Marx**, *University of Massachusetts, Amherst*

Have you ever shown a film clip, told a story, or used an exercise that just didn't "work" with your international audience? Offended others...and not even realized it? We have, but we're getting better all the time! Collectively, our panel has taught for over 30 years in about a dozen countries representing a broad range of cultures, religions, values, and classroom behavioral norms. We will share our experiences—good and bad—and facilitate a discussion designed to help participants increase their effectiveness in translating teaching materials and processes for international audiences.

**Friday, 11:00am - 11:30am in Beatty Center atrium**

**Refreshment Break**

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

▼ **Concurrent Sessions | 11:30am - 12:30pm** ▼

*Friday, 11:30am - 12:30pm in Beatty 212*

**Exploring the Dynamics of Power: The Toyonda Negotiation Role Play**

**Roger C. Mayer**, *The University of Akron*  
**Ed Tomlinson**, *John Carroll University*

Many individuals regularly find themselves in conflicts with others who are perceived to have much greater power. In those conflicts, we often overlook our own sources of potential power, and in turn, tend to accommodate the other party instead of negotiating. But even when we do attempt to negotiate by finding sources of power, we often employ this power in contentious ways that preclude integrative agreements. We present a negotiation role play as a teaching tool that helps students identify sources of power and how they can be used constructively in the pursuit of an integrative solution.

*Friday, 11:30am - 12:30pm in Beatty 214*

**The Challenge of Ethics: Character, Ethical Dilemmas, and Personal Integrity**

**Joanne H. Gavin**, *Marist College*  
**James Campbell Quick**, *The University of Texas at Arlington*

The goal of this session is to develop our understanding of how to effectively teach students to make ethical decision. We have taught students decision making skills for years. Organizational Behavior textbooks offer different models and steps for students to learn decision-making, but until recently this process never included ethical implications. The ethical dilemmas developed for the Nelson & Quick textbook use the case approach which allows the student to apply the frameworks to actual situations. Using this methodology in the classroom enables students to habituate the process of taking ethical issues into consideration when making decisions.

*Friday, 11:30am - 12:30pm in Beatty 320*

**Learning Leadership by Doing Leadership**

**William Davis**, *Wake Forest University*  
**Sherry E. Moss**, *Wake Forest University*

Answering the challenge of teaching leadership to graduate MBA students, we created a course available only to officers of student-led organizations. Enrollees had to initiate a sustainable project, involving at least 5 other students on their project team. Limited class time was devoted to discussing Kouzes and Posner's Five Practices of Exemplary Leaders. Students met three times over the course of the semester with a leadership coach and received 360-degree feedback on their leadership practices from members of their project team, faculty advisor, and "clients." Each student also developed a personal leadership plan to guide future development.

*Friday, 11:30am - 12:30pm in Tate 131*

**Making Learning Sticky: Examples and Methods to Improve Student Retention**

**Lizabeth A. Barclay**, *Oakland University*  
**Karen Markel**, *Oakland University*  
**Kenneth M. York**, *Oakland University*

Using the principles of SUCCESS presented in the book, *Made to Stick, Why Some Ideas Survive and Others Die* (Heath and Heath, 2007), this session will both detail these principles as well as offer examples from the presenters own teaching experiences of how to make concepts 'stick' better with students. Lastly, participants will engage in a discussion of the concepts presented and the facilitators will compile and distribute the ideas discussed to session attendees.

*Friday, 11:30am - 12:30pm in Tate 132*

**When Things Come Together, Part 2 : Making Big Topics Sticky**

**Dennis O'Connor**, *Le Moyne College*  
**Donna Varner**, *Friend of OBTC*

Utilizing an appreciative inquiry process, the session will guide participants in an exploration of moments when "big topics stuck" in their learning and for their students. We know these moments as the "aha", the "lights coming on", as a sudden shift in energy. What factors facilitate and surround those moments when difficult, abstract, complex, big topics become sticky? The second part of the conversation will use the model from *Made to Stick* to help understand our sticky moments. The session facilitators will also share examples of activities used with big topics such as organizational change, values, and emotional intelligence.

*Friday, 11:30am - 12:30pm in Tate 133*

**Integrating Experiential Exercises Into the On-line Classroom**

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

This session explores the challenges of converting experiential exercises to the on-line environment. Experiential exercises allow students to "learn by doing". With the growth of on-line learning, the challenge for educators is to create a dynamic and engaging 'learning by doing' environment virtually, without face-to-face contact and physical proximity. In this hands-on session, participants will experience both the ground and on-line versions of an exercise that will be used to discuss the challenges in converting exercises along with suggested solutions. During the session, ideas expressed will be compiled into a best practices guide that will be shared with session participants.



**Friday, 11:30am - 12:30pm in Tate 202**

**Play the Scratch and Learn Lottery: How Knowing the Right Answer Instantly Improves Learning and Enhances Group Discussion**

**Rae Andre**, *Northeastern University*

Scratch and learn technology consists of instant lottery-like answer forms that students scratch off to discover the right answer. If used in an exam situation, these forms increase learning because students know immediately whether their answer is right or wrong. Research suggests that with traditional computer-graded forms, students learn whatever they thought the right answer was—e.g., often the wrong answer. This technology is also quite useful in sparking group discussion during group experiential exercises. I have been using scratch and learn for a couple of years now, with great success. Come discuss the ins and outs of this pedagogical innovation.

**Friday, 11:30am - 12:30pm in Tate 207**

**A Course Designed to Stick: Making an Introductory Course Memorable**

**Stuart M. Schmidt**, *Temple University*

This session will demonstrate how an introductory undergraduate management and organizational behavior course is structured around the principles of “stickiness” identified by Heath and Heath (2007). By combining their SUCCES factors with the “Rocky Flats story” of Cameron and Lavine (2006), I constructed a course with a memorable storyline that uniquely delivers a management course to a class of over 260 students. Course “stickiness” occurs through incorporating unusual topics such as nuclear bomb design, metal fabrication, superfund site remediation, and national security issues.

**Friday, 11:30am - 12:30pm in Tate 220**

**The Comfort Zone Project: Building Skills for a Diverse Workplace**

**Dale Rude**, *University of Houston-Main Campus*  
**David Epstein**, *University of Houston*

We teach at “Diversity U,” known for being one of the five most diverse research universities in the U.S. For our students, skills for navigating our large city’s diverse work place are extremely important. In a multicultural, multiethnic, polytheist world, these skills are highly relevant to all students. We will present a theoretical model and a project designed to aid students in learning how to expand their comfort zones and the range of people and groups whom they are effective at dealing with. In addition, excerpts from a typical project and numeric and verbal assessments by students are provided.

**Friday, 11:30am - 12:30pm in Tate 314/5**

**A Course on Leadership, Values and Decision Making**

**Roy J. Lewicki**, *Ohio State University*

This session will overview an MBA-level course that addresses how leaders can make better value-based decisions, and help students engage in discussions about their own leadership values. The course has three fundamental objectives: to explore why character and integrity are essential to effective decisions, to explore how leaders manage (and mismanage) value-based decisions, and to understand organizations pressure individuals in ways that either encourage or discourage high-integrity decisions. Sample course materials and resources will be reviewed, distributed and discussed.

**Friday, 12:30pm - 1:40pm in Fresh Food Company**

**Lunch**

Lunch is at the Fresh Food Company on the ground floor of the Liberty Residence Hall and across the street from the Beatty and Tate Centers. Enjoy a variety of serving stations, including pizza, salads, sandwiches, hot meals and plenty of healthy foods.

**▼ Concurrent Sessions | 1:40pm - 3:10pm ▼**

**Friday, 1:40pm - 3:10pm in Beatty 212**

**Pre-Tenure Moves: Implications for Teaching and Learning**

**Jennifer S. Leigh**, *Nazareth College*  
**David Kaplan**, *Saint Louis University*  
**Robyn A. Berkley**, *Southern Illinois University Edwardsville*

This session addresses the impact of pre-tenure moves on teaching, learning, and career experiences and has three major outcomes. First, we will review research related to tenure rates, turnover rates, and career stage theory. Second, we will briefly share our personal stories with pre-tenure moves and making the transition to a new teaching and learning environment. Our intent is to spur questions and conversation through our individual stories. Third, we will facilitate a discussion focusing on questions related to pre-move, post-move, and larger career issues. This will include questions developed in advance and emergent issues raised during the session.

**Friday, 1:40pm - 3:10pm in Beatty 214**

**Indigenous Knowledge and Management Education. A Roundtable**

**Maria Humphries**, *The University of Waikato*  
**Daniel Stewart**, *Gonzaga University*  
**Joe Gladstone**, *New Mexico State University*  
**Amy Klemm Verbos**, *University of Wisconsin-Milwaukee*

The work of Business as Agent of World Benefit and the signing up of many Business Schools to the United Nations' Principles for Responsible Management Education examples of actions generated from the growing awareness that the predominant economic system is not serving all people well and has put the planet itself at great risk. Our proposed Roundtable examines the contribution that indigenous people are bringing to these conversations. Our panel invites discussion on how the Academy might generate a greater and more respectful engagement with indigenous knowledge and its integration into organisational learning and management education.

**Friday, 1:40pm - 3:10pm in Beatty 216**

**The Power of Service-Learning: What "Emerging Adults" Need to Learn to Become Professionals**

**Kent D. Fairfield**, *Fairleigh Dickinson University*  
**John-Andrew Morris**, *California State University, Channel Islands*  
**Dennis Downey**, *California State University, Channel Islands*

Recent research in developmental psychology points to the tasks necessary for an adolescent to grow into full-fledged adulthood. Service-learning activities lend themselves to accelerating the process by recognizing the hurdles and potential of young people going through what is now seen as a distinct developmental phase of "emerging adulthood" (Arnett, 2000). This workshop describes a two-semester sequence of service-learning courses based on increasingly demanding learning challenges, with focus on developing competencies for self, teams, and larger organizational systems. Participants will reflect on the learning needs of their own students and help identify the most promising service-learning activities to fulfill them.

**Friday, 1:40pm - 3:10pm in Robert Scott Small building 245**

**Leadership, Follower-ship, Communication and Understanding: The Fundamental Principles and Movements of Aikido**

**Lance Giroux**, *Allied Ronin Leadership Training & Consulting*  
Learning is "sticky" when we engage the whole person: body, mind and spirit. In this highly interactive workshop, we will use practices from Aikido, a Japanese martial art, to investigate, develop and practice constructive relating. You will learn basic movements, observe live demonstration, dialogue, and transfer learning to enhance skills for teaching leadership, follower-ship, communication, and individual and organizational effectiveness. The author, a blackbelt, instructs Aikido and applies its principles internationally in leadership courses and retreats with faculty, students, organizational leaders and teams. Co-presenting is aikido blackbelt Mary Killian, MA, MFT, a mind-body trainer and psychotherapist in community health institutions.

**Friday, 1:40pm - 3:10pm in Tate 131**

**Making Ethics Stick**

**Mary Little Shapiro**, *Simmons College*  
**Paul Myers**, *Simmons College*  
**Cynthia Ingols**, *Simmons College*

Teaching ethics in management programs has historically been elusive and challenging with most curricula teaching ethical frameworks. In contrast, the Giving Voice to Values (GVV) curriculum ([www.aspenbe.org/teaching/gvv/index.html](http://www.aspenbe.org/teaching/gvv/index.html)) moves to values'clarification and action, requiring students to create and practice scripts, answering the question: "what do I say when my values are in conflict with those around me?" This practice aspect of the GVV curriculum makes ethics' education "stick." In this session we share this innovative way of teaching ethics, a new case, and our method of assessing students' learning of our ethics' curriculum.

**Friday, 1:40pm - 3:10pm in Tate 132**

**Working with the Unconscious in the Classroom**

**Russ Vince**, *University of Bath*

The theme of this session concerns how and why to work with the unconscious in Management and Business School classrooms. The value of engaging with unconscious dynamics is twofold. First, focusing on these dynamics helps us to make links between emotions and power relations in organizations. Second, unconscious emotions give rise to implicit organizational designs, which are mobilised in the service of limiting both learning and action. This interactive session intends to help teachers at all levels of experience to see how working with unconscious dynamics can improve our understanding of the limitations and possibilities of learning in organizations.

**Friday, 1:40pm - 3:10pm in Tate 133**

**Mind Mapping: Note Taking that Sticks**

**Sylvia Vriesendorp**, *Management Sciences for Health*  
**R. Axel Magnuson**, *Massachusetts College of Art*

This hands-on session is for people new to mind mapping or those wanting to sharpen their skills. We will demonstrate the technique of mind mapping and then divide people in two groups: group A will practice mind mapping as a note taking technique, using short lectures and/or stories and then comparing and critiquing each others' maps; group B will practice mind mapping as a note making technique in preparation for an article or book. We will then switch groups so that everyone can practice each application of mind mapping.

**Friday, 1:40pm - 3:10pm in Tate 207**

**The Second Symposium on Future Directions for the Scholarship of Management Teaching and Learning**

**Symposium panelists:**

**Joan V. Gallos**, *University of Missouri-Kansas City* [coordinator]  
**James G. Clawson**, *University of Virginia*  
**Roy J. Lewicki**, *Ohio State University*

This session is designed for community dialogue and action planning. Its purpose is: (1) to raise serious questions about the adequacy of current management pedagogies and purposes in light of the economic and institutional happenings of this past year; (2) to forge strategies for increasing our collective influence on management teaching and learning; and (3) to identify champions and projects to advance understandings and educational practices in the field. The session builds on the successful symposium at OBTC Babson in 2008 (although attendance at that session is not a prerequisite): all with a passion for the issues are invited to attend. The current economic crisis and the recent collapse of global markets and of venerable institutions have raised important questions about what and how we teach, what we expect our students to know, and how we have defined the essentials for professional and business success. The symposium will explore those issues. It opens with comments on these issues from three experienced management educators; community conversation and opportunities for action planning and collaborative strategizing will follow. Participants will leave the session with a more informed understanding of the future of pedagogical scholarship in the organizational and management sciences.

**Friday, 1:40pm - 3:10pm in Tate 220**

**Poetry as Deep Intelligence: Implications for the Management Classroom**

**William R. Van Buskirk Jr.**, *La Salle University*  
**Michael London**, *Muhlenberg College*

In this workshop, student responses to the Poetry Gallery workshop suggest how the poetic art form might be woven into the warp and woof of our classroom teaching. Research design lets students speak in their own voices about what happened to them. A shortened version of the Gallery workshop will give you the feel of the workshop, then we'll present research results and discussion.

**Friday, 1:40pm - 3:10pm in Tate 314/5**

**A Journal of Management Education workshop: Developing Your Reviewing Skills**

**Jane Schmidt-Wilk**, *Maharishi University of Management*  
**Kathy Lund Dean**, *Idaho State University*  
**Charles J. Fornaciari**, *Florida Gulf Coast University*  
**Janet Gillespie**, *Journal of Management Education*  
**Mary Ann Hazen**, *University of Detroit Mercy*  
**Thomas Fletcher Hawk**, *Frostburg State University*  
**Tracey Honeycutt Sigler**, *Northern Kentucky University*  
**John B. Stark**, *California State University, Bakersfield*  
**Gina Vega**, *Salem State College*

The Journal of Management Education, with 200+ manuscripts submitted annually, is always in need of high quality reviewers. Yet reviewing is a skill that is not often taught in our development as professionals. Join members of the JME editorial team for a workshop highlighting ways to improve manuscript-reviewing skills.

**Friday, 3:10pm - 3:30am in Beatty Center atrium**

**Refreshment Break**

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

**▼ Concurrent Sessions | 3:30pm - 5:00pm ▼**

**Friday, 3:30pm - 5:00pm in Beatty 212**

**Since Leadership Can Be Learned, What is the Best Way to Teach?**

**Jann Freed**, *Central College*

After interviewing almost 60 authors, executive coaches, and practitioners in the field of leadership, a holistic model of leading and living emerged. Based on this model, a leadership course was developed called Leading from Within. Materials that will be shared include an extensive syllabus, suggested activities, and exercises. This interactive session will be structured to demonstrate the environment for the course by having participants engage in specific course activities. We will be "sharing and listening" to each other so that we are active learners about leading and living.

**Friday, 3:30pm - 5:00pm in Beatty 218**

**Using Social Network Analysis to Understand Online Class Communication**

**Sal Parise**, *Babson College*

As online courses become more prevalent, a critical requirement for the instructor is the understanding of discussions that occur on electronic media, including discussion boards, blogs, and wikis. In this session, we will explore and illustrate the use of social network analysis (SNA) to analyze the interactions among students in an online MBA course. While SNA is often used in organizations to analyze information flows, it has seen limited use in higher education. We see an opportunity to use SNA to improve teaching pedagogy in many ways, from assessing and improving class participation to analyzing student team interaction.

**Friday, 3:30pm - 5:00pm in Robert Scott Small building 245**

**It Really Does Take Two To Tango Take Two: Leadership Lessons Drawn from Social Dance**

**Jason R. Pierce**, *Indiana University*  
**Amaury Cesar de Siqueira**, *Indiana University*

Based on positive feedback from attendees of our session at OBTC 2008, we propose an improved demonstration of how social dance can be used to teach or reinforce principles of organizational leadership. It does take two to Tango, a leader and a follower. If both are effective, the dance goes well. As the effectiveness of either diminishes, so does the quality of the dance. The principles for effective leadership on the dance floor are quite comparable to those of organizational leadership. We have found social dance to be a powerful and "sticky" medium to bring those principles to life.

**Friday, 3:30pm - 5:00pm in Tate 133**

**Putting the "Forming" Back in Groups – Using a Student Developed Group Formation Project to Improve Group Performance**

**Kim Gower**, *Virginia Commonwealth University*

Left to their own devices, students typically bypass the "forming" process of development and prefer to "storm" their way through the ubiquitous OB group project. This team formation project allows students to develop their own ways to socialize before beginning any group activity. Student feedback has been overwhelmingly positive, to the point of requesting a repeat of the project for groups and even the entire class during the semester. Attendees will participate in some of the more ingenious and simple socialization exercises and leave with the easy to follow format to implement this in any group or classroom setting.

**Friday, 3:30pm - 5:00pm in Tate 202**

**What New and Experienced Faculty can Teach Each Other: Come to an Assessment Tool Swap!**

**Tracey Honeycutt Sigler**, *Northern Kentucky University*  
**Kristi Lewis Tyran**, *Western Washington University*

Many of us have a favorite assessment tool that we use regularly or have found a new tool that we are excited about. In this session we will each share a favorite assessment tool that contributes to good learning and ask that participants do the same. If you plan ahead for the session you can send us a one-page summary of your favorite assessment tool in advance. We will compile all of the summaries and share them with participants. All are welcome to share their experience with an assessment tool or just come to gather ideas!

**Friday, 3:30pm - 5:00pm in Tate 220**

**Conversations About the Future for Mid-career and Senior Faculty**

**Joan Weiner**, *Drexel University*  
**Sandy Morgan**, *University of Hartford*  
**Ellen Greenberg**, *Softia University*  
**Kathleen R. Kane**, *University of San Francisco*

Please join us for a session discussing issues and challenges for mid-career and senior faculty. Just as the DI (doctoral institute) focuses on helping our newest colleagues juggle multiple demands as they make the transition into the academic world, there are many similar challenges facing those at mid-career and as senior faculty. This session helps develop our own "six year plans" for the future. The end isn't a first job or even a tenure decision but perhaps a new way of looking at and answering "what next?"

**Friday, 3:30pm - 5:00pm in Tate 314/5**

**Editors' Panel**

Publishing in the scholarship of teaching and learning (SoTL) in management is one way to disseminate ideas about turning good teaching into good learning. In this interactive session, a panel of editors representing the *Academy of Management Learning and Education*, *Annual Advances in Case Research*, *Journal of Management Education*, *Management Learning and Organization* and *Management Learning* will share their journal's missions and philosophies regarding the submission and review process. The editors will also share their reflections and advice on getting published in these journals. Learn ways to improve your manuscripts and increase the likelihood of getting your scholarship of teaching and learning work published.

Panelists:

**Jane Schmidt-Wilk**, Editor, *Journal of Management Education*  
**William Paul Ferris**, Editor, *Organization and Management Journal*  
**Roy J. Lewicki**, Founding Editor, *Academy of Management Learning and Education*  
**Russ Vince**, Editor, *Management Learning*  
**Kenneth Rhee**, Editor, *Annual Advances of Business Cases*  
**Jon Billsberry**, Editorial Board, *AMLE, OMJ*

**Friday, 5:45pm - 7:15pm in Cistern Yard**

**Dinner**

Dinner is in the historic Cistern Yard a few minutes' walk from the Beatty Center and Liberty Residence Hall.

**Friday, 7:30pm - 11:00pm in Stern Center Ballroom**

**Awards Program and Annual OBTC Talent Show**

**Annual Awards Presentations**

**Jeanie M Forray**, *President OBTS: Teaching Society for Management Educators*

**Annual Talent Show**

**Jerry Biberman**, *University of Scranton*

An OBTC tradition, the talent show gives attendees a chance to demonstrate their musical, poetic and comedic talents. Please sign up at the registration desk. All acts limited to one song or poem or 5 minutes of material. For questions, see Jerry.

*Note: Jim's Place begins with the talent show and runs until 11:00 PM.*

**Friday, 9:00pm - 11:00pm in Stern Center Ballroom**

**Jim's Place**

The evening social event was named in honor of Jim Waters, a long time and regular attendee whose deep and hearty laugh was regularly heard until he passed away unexpectedly in the late 1980's. Join us for conversation, refreshments (including beer and wine), and collegiality.

# Saturday, June 13

**Saturday, 7:00am - 8:30am in Liberty Residence Hall**

## Breakfast

Enjoy Breakfast at the Fresh Food Company on the ground floor of the Liberty Residence Hall and across the street from the Beatty and Tate Centers. Expect a wide variety of hot and cold breakfast items, juices, and coffee.

## ▼ Concurrent Sessions | 8:00am - 9:00am ▼

**Saturday, 8:00am - 9:00am in Beatty 212**

### Toward Becoming a Better Teacher: Using Visual Images to Explore and Challenge Assumptions We Hold about Our Teaching

**Gary Wagenheim**, *Simon Fraser University*  
**John L. Bennett**, *Queens University of Charlotte*  
**Robert Clark**, *California State University, Dominguez Hills*  
**Alexander W. Crispo**, *Purdue University*

The goal of this session is to help participants in their journey toward “becoming a better teacher” by challenging assumptions they hold about who they are and how they teach. Becoming a better teacher is about reflecting on and questioning assumptions in an experiential cycle of inquiry, developing new strategies, testing in action, and learning. We will ask participants to use “visual explorer” to select images that may serve as metaphors to reflect assumptions they hold about the values and behaviors encouraged in their classrooms. Exploration of assumptions may provide new insights that lead to better self-awareness and better teaching.

**Saturday, 8:00am - 9:00am in Beatty 214**

### Leveraging the Dialectical Theory in Case Study Analysis: Genzyme’s Ethical Dilemma

**Andrei Duta**, *Pepperdine University*

The dialectical theory is used to analyze ethical conundrums pertaining to Genzyme, a successful bio-tech corporation based in Boston. Is Genzyme acting unethically when averaging extremely high profit margins on drugs for rare diseases? Is the company taking advantage of the lack of pharmaceutical choices that patients have when addressing their ailments? The dialectical theory provides the framework and vocabulary for discussing, unpacking, and analyzing the complex aspects of this case. Students are taught management strategies for dealing with dialecticals. Moreover, students are encouraged to think objectively and systemically in order to understand the complexities of ethical decision making processes.

**Saturday, 8:00am - 9:00am in Beatty 218**

### Professor as Gardener: Creating the Emergent Learning Classroom

**David Bright**, *Wright State University*  
**Elizabeth Fisher Turesky**, *University of Southern Maine*  
**Roger Putzel**, *St. Michael's College*

This workshop highlights practical steps for nurturing the emergence of life in our classroom organizations. First, we examine the concept of “class as organization,” a pedagogical approach in which the students’ shared experiences are examined as an integrated part of learning. Next, we draw on complexity theory to define four necessary conditions for emergent learning in the classroom. Finally, we will illustrate different approaches to create emergent learning in the classroom. The session will end with group and plenary discussions aimed to draw on participants’ experiences to surface concrete ideas for putting the ideas into practice.

**Saturday, 8:00am - 9:00am in Beatty 320**

### The Ugly Truth about Student Groups...and an Elegant Solution

**Leonard J. Glick**, *Northeastern University*

Many student groups don’t work, and many faculty are unaware of what really happens. Members work as individuals with minimal group interaction. The only thing that integrates the paper (presentation) is the staple. Intended outcomes are not achieved; neither teamwork skills nor substance is learned. Although most solutions focus on group process, the root cause might be the nature and expectations of the group assignment. To foster teamwork skills and encourage best efforts, the group task must be complex and demanding enough to require interaction among the group members. In this session, participants will discuss ways to do so.

**Saturday, 8:00am - 9:00am in Tate 131**

### Student Learning and Web-based Asynchronous Teaching Strategies: What Does the Evidence Tell Us?

**Susan Taft**, *Kent State University*

Over the last decade there has been significant growth in the use of distance learning technologies, but many university faculty question whether this technology is as effective as face-to-face education. The research evidence suggests that web-based learning is an effective method for educating students, especially in content-rich courses. This presentation will review current cross-disciplinary research and highlight selected teaching strategies that have been found to be effective in online education. Learning objectives for the session include:

1. Identify factors that have a positive influence on web-based education and learning.
2. Discuss the teaching/learning processes associated with effective online education.

**Saturday, 8:00am - 9:00am in Tate 132**

**Using the “Lessons Learned” process from Project Management to Evaluate Teaching**

**Stacey McCroskey, University of Houston**

In project management, lessons learned reviews are evaluations conducted at the end of a project by the project team to reflect upon the successes and failures. The results are documented for the benefit of future projects. This process can be used to evaluate teaching. By having your students reflect upon the semester and having a lessons learned meeting, you gain valuable insight into the lessons they found most valuable, ones they did not, and feelings about the course design. This session will focus on how the lessons learned process from project management can be utilized to improve teaching effectiveness.

**Saturday, 8:00am - 9:00am in Tate 202**

**Lessons from Parris Island and the U.S. Marine Corps:**

**Anna B. Kayes, Stevenson University**

**Andrew Solgere, U.S. Marine Corps**

**D. Christopher B. Kayes, George Washington University**

Participants gain new perspective on learning from the U.S. Marine Corps basic training program at Parris Island, SC. Participants will meet the lead training officer who oversees training for over 22,000 new recruits each year, engage in a short training simulation, and view video footage of new recruit training. This interactive session provides a new twist on the familiar idea of experiential learning in management education and promises to engage participants in a unique conversation about learning. Further, participants will leave armed with interesting examples about the nature of indoctrination, culture, teamwork, and leadership to share with students and colleagues.

**Saturday, 8:00am - 9:00am in Tate 207**

**OBTC Doctoral Institute Presentation**

Doctoral Institute Fellows

Faculty:

**Jim Clawson, University of Virginia**

**Allan R. Cohen, Babson College**

**Jennifer S. Leigh, Nazareth College**

Some of the brightest doctoral students in our universities came to campus two days prior to the conference to work with master management educators to accelerate their personal plans for teaching, research, service and consulting. As part of their learning, they will design this session from scratch, putting their learnings from the Doctoral Institute and conference to work to create a useful learning event. Come, check out the future: share experiences, guide, nurture, critique, and learn from the first OBTC presentation by our budding colleagues.

**Saturday, 8:00am - 9:00am in Tate 220**

**Lessons from Vipassana- Taming the Monkey Mind**

**Mala Kapadia, S. P. Jain Institute of Management & Research**

Vipassana is a way of meditation, rediscovered by Gautam Buddha which encompasses, transcends and envelops the human life from Attitude to Quietude. The entire practice is actually a mental training. Just as we use physical exercises to improve our bodily health, Vipassana can be used to develop a healthy mind. OB teachings can incorporate Vipassana pedagogy of Silence, self observation and discipline of body and mind. It teaches quietness of mind as an independent dimension of action. Silence creates a state of freedom, in which human being can take decisions based on direct perception rather than dictate of the unknown.

**Saturday, 9:00am - 9:20am in Beatty Center atrium**

**Refreshment Break**

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

**▼ Concurrent Sessions | 9:20am - 9:50am ▼**

**Saturday, 9:20am - 9:50am in Beatty 212**

**Adding a Challenge to your Management Class--Promoting Wellness and Committing to Get Fit With Your Students by Incorporating a CSPFP (class-sponsored physical fitness program)!**

**J. P. Julie Palmer, University of Missouri-Columbia**

Organizational Behavior professors often serve as role-models; thus our lives should reflect certain principles we teach; for example, how to manage life stress and attain a personal/professional work-life balance. In this session we will achieve two goals: 1) give the professor techniques to achieve personal balance and 2) tools to teach these techniques to students. Suggestions for incorporating exercise and wellness awareness for professors and students are included; ranging from simple breathing, yoga and aerobic exercises to weekly goals to create a semester-long program. Appropriate course topic areas include: goal setting, personal change, stress management, time management or leadership.

**Saturday, 9:20am - 9:50am in Beatty 214**

**Can Empathy Be Learnt? If So, How?**

**Kathryn Pavlovich**, *University of Waikato Management School*

This session examines the purpose and development of empathy in management education. It begins with an overview of the method that I have created for the development empathy, and also the outcomes as experienced by the students in the classroom. Following this, a discussion will focus on the strengths and weaknesses of such an approach, and the opportunity for others to share their own teaching experiences. Time permitting, there will also be an experiential component where conference participants will engage in the empathy exercise.

**Saturday, 9:20am - 9:50am in Beatty 216**

**Corporate Social Responsibility Reporting: Making Nebulous Textbook Presentations Tangible by Reading and Critiquing Real Reports**

**George Smith**, *Albright College*

Despite increased public interest in corporate social responsibility or sustainability reporting and increases in the number of organizations completing social responsibility reports our textbooks provide scant evidence of what a report should consist of and how it should be written. This presentation explores an approach for immersing students in understanding a specific set of reporting guidelines – the Global Reporting Initiative’s (GRI) G3 guidelines. The approach entails reading/reviewing a sustainability report, critiquing the report based on a subset of the G3 principles, and responding to a series of questions emphasizing corporate, student, and consumer interests and needs.

**Saturday, 9:20am - 9:50am in Beatty 218**

**“Lucy, You Have Some ‘Splainin’ to do!” Learning to Listen With an Accent**

**Dale M. Finn**, *University of New Haven*

The number of international students enrolling in U.S. colleges and universities has been increasing in recent years. Many of these students are not fully proficient in English and tend to avoid speaking up in class for fear of making mistakes. Many domestic students are reluctant to include them in their teams for fear that the non-native speakers will not be able to carry their weight on team assignments and/or will cause the team to receive a lower grade. This session will introduce a video clip from the classic American sitcom I Love Lucy as an introduction to discussing language differences and encouraging domestic students to learn to “listen with an accent”. Participants are invited to share their own ideas for creating an inclusive, welcoming environment in the classroom for international students.

**Saturday, 9:20am - 9:50am in Beatty 320**

**Using the Mood Meter to Reflect, Connect, and Teach**

**Michael Morris**, *University of New Haven*

Research indicates that “leaders’ moods can be powerful forces within groups” (Sy, Côté, & Saavedra, 2005). The Mood Meter is a quick, easy, and engaging way for instructors to inform students of their overall mood, and of the factors affecting their mood, at the beginning of class. It is effective as a rapport-building device, and can be employed to underscore the emotion-related opportunities and challenges faced by the class on any given day, including those involving emotional labor and dissonance. This session will begin with participants applying the Mood Meter to themselves.

**Saturday, 9:20am - 9:50am in Tate 131**

**Managing Your Management Class: Applying “Real World” Knowledge to the Classroom**

**Jane E. Barnes**, *Meredith College*

You’ve just gotten your degree and a job teaching management. Are you feeling confident walking into that classroom? Chances are if you’ve had any business experience, you may have more self efficacy about this endeavor. This session will be a dialogue on how the use of “real world” management knowledge on topics like feedback, goal setting, and empowerment can make you a more effective instructor. There will be an opportunity for former business professionals to share their management expertise on dealing with classroom issues and assist new professors who are looking to apply the concepts they teach into the classroom.

**Saturday, 9:20am - 9:50am in Tate 202**

**OB @ SPJIMR - Learning the "FUN" way!!!**

**Vidyut Lata Dhir**, *S. P. Jain Institute of Management & Research*

Human behavior is complex; therefore it has to be taught creatively. At SPJIMR OB is taught through an off campus experiential Personal Growth Lab. It builds personal leadership and team skills through indoor and outdoor activities, psychometric tests and experiential exercises. In this session, an experiential exercise will be demonstrated that gives a peek into ‘self’ and shows how a single exercise can link a multitude of OB concepts. At the end of the session the participants will go away with an innovative model of teaching through a fun -filled environment, without compromising on the rigor of the course.

**Saturday, 9:20am - 9:50am in Tate 207**

**Management Internship Program: "How to" Provide Real World Application of Organizational Behavior Theory (Showcasing the Start-Up and Sustained Success of a Seven Year Effort)**

**Douglas K. Reed**, *University of Pittsburgh at Johnstown*

The session shares the successful start-up and growth of the University of Pittsburgh at Johnstown's Management Internship Program. MIP gives students an experiential learning opportunity. Internships provide students an opportunity to apply "theory" in the dynamic environment of an organization. Through the participating host companies, students achieve professional work experience the mentored by managerial practitioners and faculty. Internship = "Real World" Work Experience = Career Opportunities  
The session will be a short overview the MIP seven year history, results/benefits followed by a Question / Answer (open dialogue) among participants currently involved in internship programs or interested in developing a program.

**Saturday, 9:20am - 9:50am in Tate 220**

**The Failed Social Facilitation Experiment: Team Pop Quizzes**

**Kerri Anne Crowne**, *Widener University*

This session will discuss a failed classroom activity: team pop quizzes. During Fall 2008 team pop quizzes were administered in an attempt to promote student preparedness for class. The idea was that social facilitation would occur and the team members would feel pressure to come prepared in order to not let their teammates down. During Fall 2008, the experiment failed. During Spring 2009, the activity had moderate success. Thus this session will discuss this failure, open the discussion modifying this activity, and other ideas to promote student preparedness.

**Saturday, 9:20am - 9:50am in Tate 314/5**

**Student Presentations That Enhance Skills: Tips, Techniques, Collective Wisdom**

**Laura L Paglis**, *University of Evansville*

**Holly Brower**, *Wake Forest University*

**Susan Michie**, *University of New Mexico*

As management teachers preparing students for professional careers, we recognize the need to develop students' oral presentation skills. Many of us address this need by requiring that they give presentations in class. Are we doing enough, however, to ensure students acquire skills, not just experience, in this critical competency area? This session includes tips and techniques from three experienced teachers on designing effective presentation assignments. In addition, an interactive discussion with session participants is planned, with the objective of gathering our collective wisdom about how to handle some typical challenges that arise in managing student presentations.

**Saturday, 9:50am - 10:10am in Beatty Center atrium**

**Refreshment Break**

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

**▼ Concurrent Sessions | 10:10am - 11:10am ▼**

**Saturday, 10:10am - 11:10am in Beatty 212**

**Screencasting 101: "All Right Mr. DeMille, I'm Ready for My Close-up."**

**Ray Sarnacki**, *St. Joseph's University*

Shifting trends in student attitudes and demographics necessitates the creative use of technology to improve student learning. This session will introduce "screencasting" as a technique to supplement in-class learning and extend the effectiveness of student / instructor interaction outside the classroom. Screencasting is a generic category of software application that allows instructors to capture video from a computer screen to create short tutorials for viewing by students. The session will overview the author's application of this technology to assist students in a part-time MBA program, discuss benefits of using this technique, and demonstrate applications available free from the web.

**Saturday, 10:10am - 11:10am in Beatty 214**

**Sticky Conversations: Building and Assessing Critical Thinking Skills Through Targeted Classroom Discussion**

**Tom Comstock**, *Gannon University*

Developing critical thinking skills continues to be an elusive outcome for many business educators. Targeted class discussions build critical thinking skills by asking students to develop and revise solutions that reflect the input of relevant social others, for "it is through peoples' engaging in intellectual conversations (and writing) that ideas are born, get shaped, and die." (Tracy & Baratz, 1993: 301). This highly interactive case-based workshop introduces the use of a Conversation Map to frame, direct, and assess critical class conversations, and to help build the meta-cognitive structures that make critical thinking "sticky."



**Saturday, 10:10am - 11:10am in Beatty 216**

**From Names We Know to Those We Might Not: A Review of Our “Top Ten” Educational Theorists’ Contributions to the Literature and the Practical Implications of Their Work**

**George A. Hrivnak Jr.**, *George Washington University*  
**Amy L. Kenworthy**, *Bond University*

This interactive session reviews the work of our “Top Ten” seminal educational theorists and contextualizes their most significant contributions in terms of their potential to enhance the teaching effectiveness of session participants. A variety of well-known and not-so-well-known theorists were deliberately chosen in an effort to make the session attractive to both experts and relative neophytes of the learning/education literature. The selected scholars vary from those well known in the management education literature (e.g., John Dewey, Jean Piaget) to those who are perhaps less well-known or appreciated (e.g., Lev Vygotsky, Robert Gagne, Paulo Freire, Malcolm Knowles, and Jack Mezirow).

**Saturday, 10:10am - 11:10am in Beatty 218**

**Modeling Effective Managerial Behavior In Class: Should We Do So And If So How?**

**John Milliman**, *University of Colorado at Colorado Springs*  
**Ken Sylvester**, *University of Colorado at Colorado Springs*

The goal of this session is to explore whether our instructional role should be to model effective managerial behavior (e.g. clarity) on exams or to intentionally introduce ambiguity since this is often the reality of working in organizations. We will introduce this issue by providing a brief overview of our experience in modeling effective performance management processes on essay exams. Through discussion questions we will lead an exploration of the advantages and disadvantages of modeling performance management and most importantly the underlying philosophical issue of how instructors should balance these two different perspectives (e.g. providing clarity versus ambiguity).

**Saturday, 10:10am - 11:10am in Beatty 320**

**Tips, Tricks and Tensions: A Discussion of Non-traditional Tools for Learning and Assessment**

**Cynthia L. Krom**, *Marist College*  
**George F. Marron**, *Marist College*  
**Satina V. Williams**, *Marist College*

Presenters will discuss and demonstrate four non-traditional techniques used to “make learning sticky.” Integrated with this discussion is how these teaching methods are linked to our on-going AACSB assessment and represent part of the process of “closing the loop” to insure student learning. Participants will walk away with teaching notes for each technique, including one they can “test-drive” at the Gibbes Museum of Art in Charleston. There will also be an opportunity for the participants to share the status of the assessment process at their schools and brainstorming by participants for non-traditional assessment tools and techniques.

**Saturday, 10:10am - 11:10am in Tate 131**

**An Introduction to Critical Management Education: Relating CME Precepts to Your Teaching Practice**

**Russ Vince**, *University of Bath*  
**Gordon Dehler**, *College of Charleston*

This OBTC session is designed to engage colleagues experientially in a conversation on incorporating critical management education in their own classroom practice. The two session facilitators draw on their experience in the US and the UK in introducing critical components in their courses: issues of power, values, control, anxiety, and the politics of learning. Participants will engage in small group discussion about relating CME to their own practice.

**Saturday, 10:10am - 11:10am in Tate 132**

**Integrating Humane Education into the Business School**

**Aimee Dars Ellis**, *Ithaca College*

Humane education, although often associated solely with instruction regarding the compassionate and kind treatment towards animals, can be viewed in a larger context as a way to teach students to think critically and live their values. In this session, I will introduce the broader concept of humane education, describe its relevance to courses in the business school, and lead session attendees through exercises they can use in their own classrooms. After experiencing sample exercises, we will discuss how humane education can be integrated into particular courses and well as discuss challenges and opportunities provided by this approach to management topics.

**Saturday, 10:10am - 11:10am in Tate 133**

**The Impact of Appreciative Inquiry on Engagement: Building Momentum Across Class Sessions**

**Thomas Conklin**, *Gannon University*  
**Nathan Hartman**, *John Carroll University*  
**Randy Sleeth**, *Virginia Commonwealth University*

This session demonstrates a classroom exercise that uses appreciative inquiry (AI) to build and maintain student engagement. In OB provocative questions are used to draw out powerful success stories and identify the factors that are already working well within a human system. The instructor and students can then use this understanding to help bring about what students want more of (as opposed to the usual focus on greasing the squeaky wheel). This session offers attendees feedback about the viability of using AI as a mechanism for increasing student engagement. During our session we will provide student reactions to this approach.

***Saturday, 10:10am - 11:10am in Tate 202***

**Wow Factor Course Designs: How to Engage Today's Students**

**James G. Clawson**, *University of Virginia*

Culture evolves and shapes the learning styles of our students. How can we keep up with that evolution and respond with course designs that capture the imagination and engagement of each new student cohort? Surely generational characteristics, technology, global influences, institutional cultures along with emerging insights on human nature must be considered. This session is designed to engage participants in the development of a best practices set of design principles to guide instructors in designing courses that not only facilitate learning but give learning a rocket booster.

***Saturday, 10:10am - 11:10am in Tate 220***

**A Simple -- But Powerful -- Influencing Exercise**

**Michal Cakrt**, *Czech Management Center*

The OBTS community is familiar with the Power Simulation. In this exercise participants also try to make others what they want but have no power over them, so they have to influence them. In order to win, the groups have to make the other guys do what they would not otherwise do. They not only have to find winning strategy and but also execute it. Some people may have the answer but be unable to make the others move in this direction. Even if there is a workable strategy, the other group may not respond. The dynamic may be overwhelming.

***Saturday, 11:10am - 11:30am in Beatty Center atrium***

**Refreshment Break**

Refreshments and conversation in the Beatty Center atrium, sponsored by Management Learning. Also visit the publishers in the Tate Center Gallery (2nd floor).

***Saturday, 11:30am - 12:15pm in Wachovia Auditorium***

**OBTS Town Meeting**

Join OBTS President Jeanie M Forray and the OBTS Board for closing remarks and an interactive discussion about future plans and directions for the Society and this conference.

***Saturday, 12:15pm - 1:00pm in Fresh Food Company***

**Lunch**

Lunch is at the Fresh Food Company on the ground floor of the Liberty Residence Hall and across the street from the Beatty and Tate Centers. Enjoy a variety of serving stations, including pizza, salads, sandwiches, hot meals and plenty of healthy foods.

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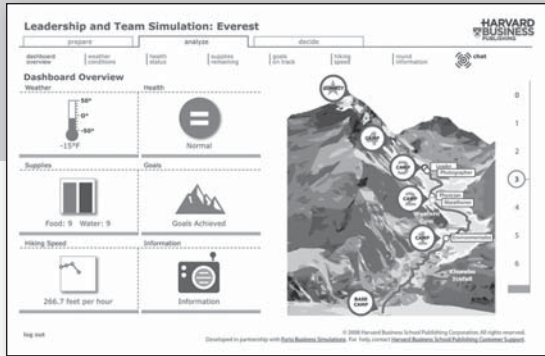
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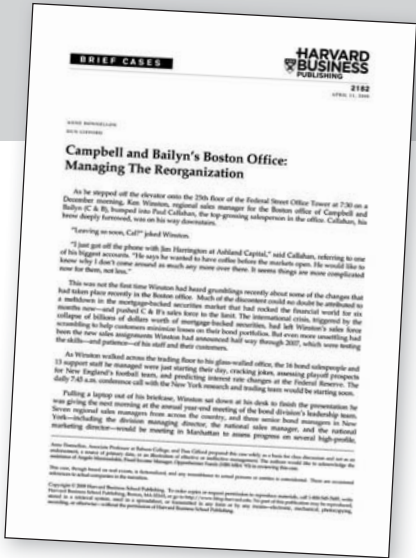
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#### OBTC ATTENDEES:

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## OBTC 2009 Exhibitors

Visit them in Tate Center Gallery (2nd floor).

*Timings: Thursday 9am-5pm, Friday 9am-5pm, Saturday 9am-noon*



### Past and Future OBTC Sites:

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

## The 37th OBTC Teaching Conference for Management Educators June 16-19, 2010 — University of New Mexico

### Conference Theme

### **ENGAGING DIFFERENCE**

How we mindfully encounter 'difference' in teaching and learning invites reflection on a touchstone of academic life: how technology and travel opportunities have made global connections more common, and increased our awareness of ever more diverse people, cultures, norms and lifestyles. We also experience difference at a more personal level in both educational and organizational settings. As the site of OBTC 2010, New Mexico's richly varied landscapes and cultures lend themselves to considering how we encounter and engage with difference as management educators:

- ◆ What defines difference in a classroom setting?
- ◆ How might engaging with difference contribute to student learning?
- ◆ What barriers (Physical? Psychological? Social? Socio-economic?) create difference in teaching and learning, and what do we do with them?
- ◆ How has the persistence of 'political correctness' impacted teaching and learning as they relate to difference?
- ◆ What kinds of celebrations of difference contribute to a learning community?

We invite sessions that explore the multi-textured concept of difference in management education. We continue the rich OBTC tradition of active, engaging sessions that encourage dialogue, dissent, best practices and laughter. Come and share your wisdom, courage and 'tales from the front' in a beautiful and inspiring setting!

Program Coordinator: Kathy Lund Dean ([lundkath@isu.edu](mailto:lundkath@isu.edu))  
Site Coordinator: Ann Cunliffe ([cunliffe@mgt.unm.edu](mailto:cunliffe@mgt.unm.edu))

### Conference Activities

We plan an inspiring and engaging program, including **plenary talks** by distinguished academics; a Thursday night **event in Historic Old Town**, with New Mexican food and a stroll around Old Town learning about its history and ghosts; and the traditional Friday night **Talent Show and Awards Program**. Pre-conference activities include the **Doctoral Institute**.



### Conference Site

The OBTC 2010 Teaching Conference for Management Educators will be hosted by the Anderson School of Management at the University of New Mexico. Founded in 1889, UNM is located along old Route 66 in Albuquerque. The campus has a contemporary and unique Pueblo revival architectural theme, and looks to the Sandia Mountains in the east and beyond the Rio Grande river to magnificent mesas in the west. New Mexico has a rich cultural heritage, with numerous museums, rich and varied art, beautiful south-western pottery and an eclectic music scene.

The University of New Mexico is part of the New Mexico state system, with an enrollment of over 18,000 undergraduate and 6,000 graduate students. The Anderson School of Management is AACSB accredited, ranked 18th on the Global 100 list of Beyond Gray Pinstripes for its integration of social and environmental issues in to the curriculum, and is home to the New Mexico Ethics Institute.

All conference venues and the vibrant Nob Hill District are within 10 minutes walk from the residences.

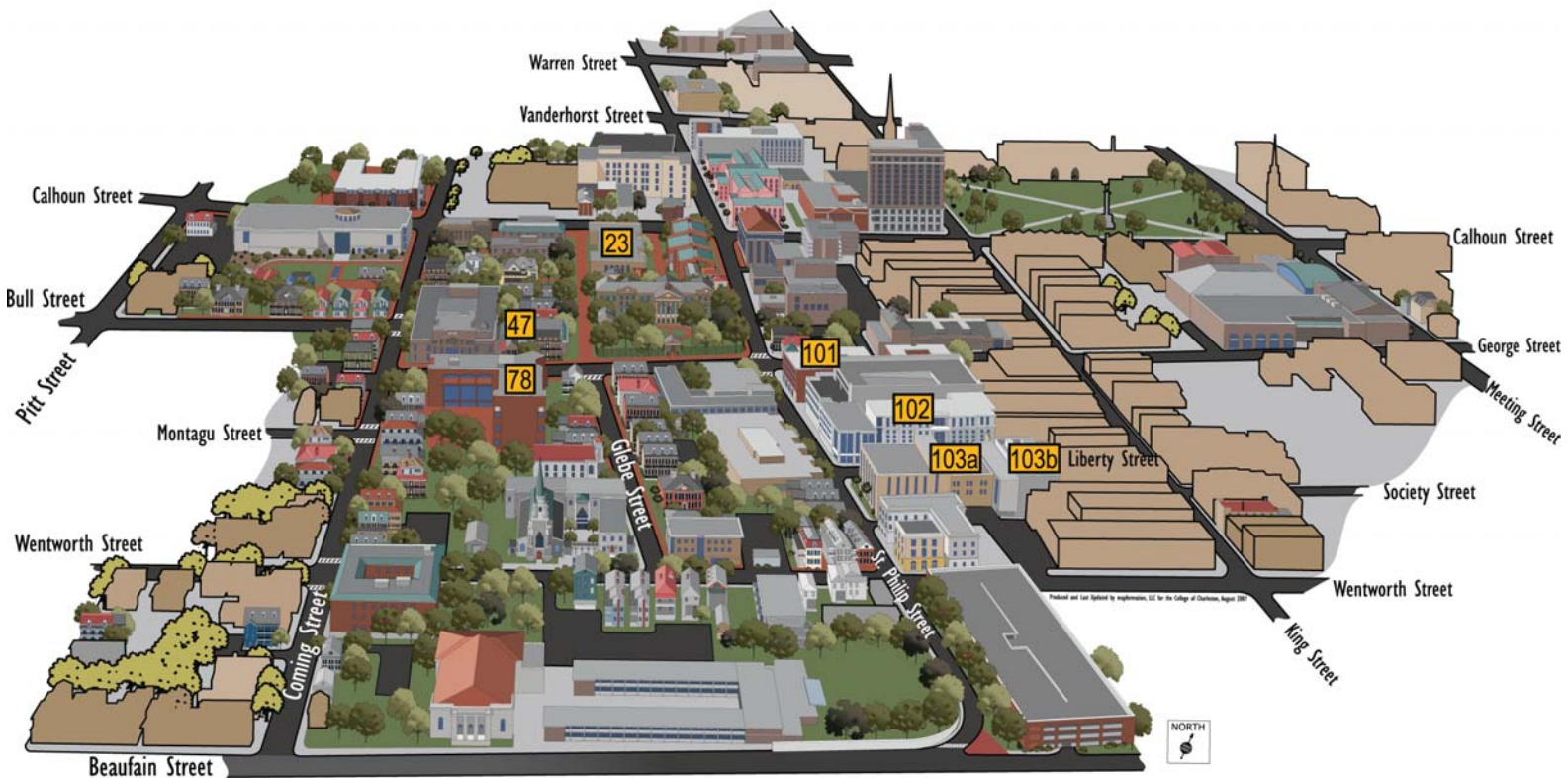
### Conference Submissions

Conference submissions (up to 5 pages) should be uploaded to the central submission website by **December 4, 2009** (URL in **Call for Papers**). Acceptance notifications by January 31, 2010 to provide ample planning time for conference participants. The **Call for Papers** will be on the OBTC website in summer 2009, in the *Journal of Management Education*, and at the *Academy of Management* meeting in August, 2009.

Look for info at [www.obtc.org](http://www.obtc.org)

# OBTC 2009 • College of Charleston • Charleston, South Carolina

June 10-13, 2009



## Buildings

- 23 Robert Scott Small Building: Admissions Information Center, Counseling & Substance Abuse Services, Dept. of Mathematics, Dining Services, Institutional Diversity, Marketing & Communications
- 47 Physicians Memorial Auditorium
- 78 Stern Student Center: Food Court, Student Affairs main offices, Student Life, swimming pool
- 101 George Street Apartments
- 102 Liberty Street Residence Hall: Fresh Food Company
- 103A Tate Center for Entrepreneurship
- 103B Beatty Center for the School of Business & Economics



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