

38th Annual OBTC

Teaching Conference for Management Educators



MARQUETTE UNIVERSITY
BUSINESS
Celebrating 100 Years

Open to the Possibilities : Self | Students | Community | World

June 8-11, 2011 | Marquette University, Milwaukee, Wisconsin

WELCOME TO OBTC 2011

OPEN TO THE POSSIBILITIES: SELF • STUDENTS • COMMUNITY • WORLD

A year and a half ago, as we were touring University of New Mexico, we discussed potential themes for the 2011 conference and we both agreed that we wanted to offer a theme that would bring the widest and most creative proposals and presentations to the 2011 conference in Milwaukee. We both loved the Milwaukee Art Museum's beautiful architecture and thought it fit perfectly with our theme. Or, perhaps it was the reverse—our theme fit perfectly with the beautiful architecture of the museum and its unique roof which opens and closes like the sails of a ship. In the last few months, a close friend of Bonnie's designed a unique logo specifically for our conference. It visually represents the openness and beauty of the museum and symbolizes the wonderful sessions that make up this year's conference offerings.

This year, we carefully selected approximately 155 proposals with more than 225 presenters to fill out an intriguing and thought-provoking program for you. Concurrent sessions run from Thursday morning at 8 am until Saturday, ending with our closing session at 11:45 am. Sessions will be held in the Marquette University Alumni Memorial Union (AMU), which is an all-inclusive, convenient location for all of us to gather. In addition to the sessions and publisher booths, all breaks, lunches, Friday dinner, and Jim's Place will also be held in the AMU.

Below are just a few of the events we are excited to offer you this year:

- Conversations with Interesting People – a set of four conversations, suggested by our fearless OB 1, Joe Garcia, featuring Carlos Buhler, Dean Cycon, Mark Robinson, and Nate Hagens in an interview format with Joe, Bob Marx, Dave Fearon, and our President, Rae Andre. Please see the page describing these four conversations and to learn about each of these ground breaking leaders. We hope you will join us for these exciting conversations!
- The opening session will be interactive and creative! You will have a chance to greet old friends, make new ones, and warmly welcome newcomers into the OBTC culture.
- Peter Vaill, Andre Delbecq, Jim Clawson, and John Miller will each present sessions that convey their many years of experience and wisdom.
- Thursday night we will tour MillerCoors and have a dinner there catered by Saz's, a local Milwaukee legend.
- On Friday night, you will have the rare opportunity to experience a traditional Milwaukee Fish Fry in the AMU Ballroom.
- The annual OBTC town meeting will be Friday afternoon at 5:15 in Weasler Auditorium—you won't want to miss it.
- The Journal of Management Education will have a panel on authoring for publication at 10:30 am on Thursday, and a panel on developing your reviewing skills at 9 am on Friday.
- Jerry Biberman will again host our Cabaret (Talent Show) in AMU Room 163 on Friday night.
- Jim's Place, our traditional social get together will be on the AMU Pub on the first floor each evening, after the evening events are over.

We welcome you and hope you have a wonderful experience at Marquette University and OBTC 2011.

Kathy Kane, 2011 OBTC Program Coordinator
Bonnie O'Neill, 2011 OBTC Site Coordinator

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June 2011

Dear OBTC Participants:

Welcome to Marquette University! The College of Business Administration and Graduate School of Management is delighted to host the OBTS: Teaching Society for Management Educators conference this year. I am confident that you will enjoy both Milwaukee and Marquette University, especially since June is a lovely time to visit Wisconsin.

This year, the college is celebrating 100 years of Jesuit business education and we have been celebrating our commitment to educating ethical, socially responsible global leaders who are prepared to excel in a dynamic business environment. Knowing that we cannot predict what future challenges our graduates will face, we join with OBTS management educators this year who seek to learn unique ways to equip our students with critical thinking skills and the ability to become lifelong learners. Therefore, faculty from the College of Business Administration join all of you in developing experiences that will help prepare this new generation of students to become competitive, creative, and compassionate leaders who make a difference by serving business and society in their personal and professional lives.

An important goal of the College of Business Administration is to foster a community of scholars committed to improvement and collaboration, and to enhance interaction with business and service organizations. In this way, we create a superior environment for learning and development of our students. The quality of the programs of the College of Business Administration and the quality of its students is seen in the success of college alumni over their careers and the way in which new graduates are welcomed into the business community. Such success does not occur by accident. It is the result of dedication and commitment to quality and mission. It is the result of the concerted efforts of an outstanding faculty and staff who are committed to students and the educational mission of the college and Marquette University as a whole!

I know that all of you are committed to similar goals, since the OBTS: Teaching Society for Management Educators has a long history of fostering innovative teaching and learning through thought-provoking conversations and workshops. Along with Bonnie O'Neill, the site coordinator for this year's OBTC, and the numerous staff members and students who have assisted her in preparing for your visit, I warmly welcome you to Marquette University and OBTC 2011. I hope you enjoy the conference and our lovely downtown campus!

Sincerely,



Linda Salchenberger
Keyes Dean of Business Administration



Dear Colleagues and Friends:

Welcome to our community of management educators, dedicated to helping you and your students create an excellent learning experience in every class in every course. We on the board of directors hope you will have a terrific conference -- that you will take away substantial innovations for your teaching and research, that you will connect with others who share your passion for education, and that, after a full-on year, you will find some personal refreshment as a teacher and scholar. After the conference is over, continue your connection to our community by contributing to, reviewing for, and citing the *Journal of Management Education*; by using the resources and blogs at obts.org; and by running for a board position or participating on a board committee.

OBTS is run by dedicated volunteers. In the spring of 2012 the Society will elect the Conferences Chair (to replace our ever hard-working Kristi Lewis Tyran), the Nominations/Elections Chair (currently the enthusiastic Nell Hartley) and the Professional Development Chair (we will miss dedicated David Fearon). Also, I will be appointing a new treasurer (to replace the irreplaceable Cynthia Krom). This year, just as every year, I am looking for enthusiastic, well-organized site and program coordinators. So... raise your hand. Just as in class, it's fun and rewarding!

This year's Most Amazing Volunteers are Site Coordinator Bonnie O'Neill and Program Coordinator Kathy Kane. We all owe them our heartfelt thanks for their tremendous contribution!

My guess is that OBTC is the best teaching conference in the world. I have every confidence that here, under the auspices of our gracious host Marquette University, you will once again prove me right. Have a great time!

Rae Andre

President



About OBTS: Teaching Society for Management Educators

The OBTS Teaching Society for Management Educators has been promoting excellence in management education for over 38 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.

OBTC 2011 registration fees include a one-year membership to OBTS beginning September 1, 2011. Later this summer will be emailing all attendees with additional information about their upcoming membership.

OBTS Officers

President

Rae André, Northeastern University

Vice-President (OB1)

Joseph Garcia, Western Washington University

Secretary

Nancy C. Wallis, Fielding Graduate University

Treasurer

Cynthia Krom, Franklin & Marshall College

OBTS Administrator

Brandon Charpied

Board of Directors

Gary Coombs, Ohio University

Nell Hartley, Robert Morris University

Kathy Kane, University of San Francisco

Roy J. Lewicki, Ohio State University

Bonnie O'Neill, Marquette University

Kenneth S. Rhee, Northern Kentucky University

Kerri Crowne Brannen, Widener University

Jane Schmidt-Wilk, Maharishi University of Management

Randy Sleeth, Virginia Commonwealth University

Kristi Lewis Tyran, Western Washington University

David S. Fearon, Central Connecticut State University

Joe Seltzer, LaSalle University

Thank you for Helping with OBTC 2011

There are so many people who have contributed to the success of OBTC 2011. We especially want to thank all of the presenters, reviewers, OBTS Board members, and faculty and staff of Marquette University, College of Business Administration as well as the entire staff of conference services. We also wish to thank Rahul Sawhney of Aquinex who has been a mainstay for us with the technology of the conference for a number of years.

OBTS Honor Roll 2011

Lucy A. Arendt received the Student Nominated Teaching Award from the University of Wisconsin, Green Bay

Gerald “Jerry” Biberman received the Provost Faculty Enhancement Award for "Excellence in integrating mission and justice into the curriculum" from the University of Scranton.

Tammy Bunn Hiller received the Presidential Award for Teaching Excellence from Bucknell University.

Amy L. Kenworthy received the Vice-Chancellor’s Quality Award for Outstanding Teaching from Bond University.

Amy L. Kenworthy also received the Dean’s Excellence in Teaching Award, School of Business from Bond University

Amy L. Kenworthy received a Citation for Outstanding Contribution to Student Learning from Carrick Institute.

Jane Murray received the Business Students' Association Teaching Excellence Award from Bond University

Rajnandini "Raj" Pillai received the Harry E. Brakebill Distinguished Professor Award from California State University, San Marcos

Bruce Roemmelt received the Martin Luther King “Walk the Talk” award from the Lord Fairfax Community College

AWARDS

David L. Bradford Outstanding Educator Award – Sandra Waddock, Boston College

Susan J. Herman Service Award – William P. Ferris, Western New England College

Peter J. Frost Mentoring Award – Mark McDonald, University of Massachusetts, Amherst

New Educator Award – David Bright, Wright State University

Fritz Roethlisberger Memorial Award for best paper in 2010 in the Journal of Management Education is awarded to: Lisa M Amaroso, Roosevelt University, Denise Lewin Loyd, Massachusetts, Institute of Technology, and Jenny M. Hoobler, University of Illinois, Chicago for “The diversity education dilemma: Exposing status hierarchies without reinforcing them”

New OBTS Fellow – Joan Weiner, Drexel University

Program Summary

Monday, June 6; Tuesday, June, 7; Wednesday, June 8: Preconference Events	
Doctoral Institute – by prior application Faculty: Kim Cameron, Cynthia Fukami, Randy Dunham, Michael Stratton	Library - Room 301
T-group – by prior registration Facilitators: Esther Hamilton, Michael London, Dale Finn, Darren Good	AMU Henke Lounge- 2nd Floor
OBTS Board Meeting	Library - Beaumier Suites - Lower Level
JME Associate Editor's Meeting	Library - Thompson Room 320 (3rd Floor)

Wednesday, June 8 - OBTC Conference Events		
3:00 – 5:00 PM	Welcome	Straz Tower Lobby
3:00 - 9:00 PM	Registration	Lynch Lounge 3rd Floor Alumni Memorial Union
5:00 – 7:00 PM	Dinner	AMU Ballroom - 3rd Floor
7:00 – 9:00 PM	Welcome and Opening Session	AMU Ballroom - 3rd Floor
9:00 – 11:00 PM	Jim's Place	AMU Pub Lower Level

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

Thursday, June 9 - OBTC Conference Events		
7:00 – 8:30 AM	Breakfast	Straz Tower Dining Room
8:00 AM – 5:00 PM	Publisher's Exhibits	Alumni Memorial Union--AMU
8:00 - 8:45 AM	Concurrent Morning Sessions	AMU
9:00 - 10:00 AM	Concurrent Morning Sessions	AMU
10:00 - 10:30 AM	Break	AMU Lynch Lounge - 3rd Floor
10:30 – 12:00 PM	Concurrent Morning Sessions	AMU
12:00 – 1:30 PM	Lunch	AMU Cafeteria - 2nd Floor
1:30 - 2:30 PM	Concurrent Afternoon Sessions	AMU
2:30 - 3:00 PM	Break	AMU Lynch Lounge - 3rd Floor
3:00 - 3:30 PM	Concurrent Afternoon Sessions	AMU
3:45 - 5:15 PM	Concurrent Afternoon Sessions	AMU
6:00 - 9:00 PM	Dinner (1st bus leaves @ 5:45 from AMU)	MillerCoors Tour & Dinner
9:00 – 11:00 PM	Jim's Place	AMU Pub--Lower Level

Friday, June 10 - OBTC Conference Events		
7:00 – 8:30 AM	Breakfast	Straz Tower Dining Room
8:00 AM – 5:00 PM	Publisher’s Exhibits	Alumni Memorial Union--AMU
8:00 - 8:45 AM	Concurrent Morning Sessions	AMU
9:00 - 10:30 AM	Concurrent Morning Sessions	AMU
10:30 - 11:00 AM	Break	AMU Lynch Lounge - 3rd Floor
11:00 – 12:30 PM	Concurrent Morning Sessions	AMU
12:30 – 1:45 PM	Lunch	AMU Cafeteria - 2nd Floor
1:45 - 2:45 PM	Concurrent Afternoon Sessions	AMU
2:45- 3:15 PM	Break	AMU Lynch Lounge - 3rd Floor
3:15 - 4:45 PM	Concurrent Afternoon Sessions	AMU
5:00 - 6:15 PM	Town Hall Meeting	Weasler Auditorium
6:30 - 8:00 PM	Dinner & Awards	AMU Ballroom - 3rd Floor
8:00 - 10:00 PM	Cabaret (Talent Show)	AMU Lower Level 163
8:00 – 11:00 PM	Jim’s Place	AMU Pub--Lower Level

Saturday, June 11 - OBTC Conference Events		
7:00 – 8:30AM	Breakfast	Straz Tower Dining Room
8:00 – 11:30 AM	Publisher’s Exhibits	Alumni Memorial Union--AMU
8:30 - 9:30 AM	Concurrent Morning Sessions	AMU
9:45 - 10:15 AM	Concurrent Morning Sessions	AMU
10:30 - 11:30 AM	Concurrent Morning Sessions	AMU
11:45 - 12:30 PM	Closing Session & Pick-Up Lunch	AMU Ballroom - 3rd Floor

Announcing a new series at OBTC: Conversations with Interesting People

Sponsored by University of San Francisco and OBTS Teaching Society for Management Educators

There are so many opportunities to learn from people outside of our field, even outside of academia. We have invited four fascinating and provocative guests to be interviewed by OBTC members. Our guests are very interested in what we are doing and are eager to interact with us, just as we are excited to learn from them. Please make time to come and participate in these interviews.

Thursday, 3:45PM in Room 227

Dean Cycon with Bob Marx, Charles Manz and Karen Manz (Visit Dean's Beans website at www.deansbeans.com)

Dean Cycon is the Founder and CEO of Dean's Beans Organic Coffee Company. He created Dean's Beans to prove that a business can promote positive economic, social, and environmental change among exploited coffee growers in third world countries and be profitable at the same time. Dean's unconventional business model, "Buy High - Sell Low" is based on over 30 years of developmental work and social activism in indigenous communities.

He "Buys High", paying "Fair-Trade" prices for the coffee crop that allows the growers to prosper and create true partnerships with his company. He "Sells Low" to make his product affordable to the maximum number of people who wish to embrace his socially responsible business, which has been growing steadily for the past 17 years. Dean is a lawyer, a Fulbright Scholar, an author, story-teller, social activist, and entrepreneur. And wait till you taste his coffee.

Note: Do not miss their follow-up presentation on Friday at 9am about how Bob uses Dean's business model in his classes.

Friday, 9:00AM in Room 227

Carlos Buhler with Joe Garcia (check out Carlos' website at www.carlosbuhler.com)

Carlos Buhler (born October 17, 1954 in Harrison, New York) is one of America's leading high altitude mountaineers. Buhler's specialty is high-standard mountaineering characterized by small teams, no oxygen, minimal gear and equipment, and relatively low amounts of funding; yielding first ascents of difficult routes in challenging conditions, such as the Himalayan winter season.

Buhler was the first American to summit two of the fourteen 8,000 meter Himalayan peaks (the 3rd highest, Kanchenjunga and the ninth highest, Nanga Parbat). His ethics in climbing include not only summiting these major peaks but also having the wherewithal to turn back when conditions merited it and then return to summit under more favorable conditions. The Harvard Kennedy School of Government case, "Leadership with Ethics; Principle-centered, Value Driven Decision-making," is based on his decision making experience on Makalu, the fifth highest mountain in the world. His climbing exploits have been recognized in many venues, as in being profiled by Climbing Magazine in 2000 as among the "Best of the U.S." climbers in America and the most prolific Himalayan Alpinist in the country.

In addition to his mountaineering accomplishments he works with organizations to aid in inspiring staff to reach beyond their limits and work together in teams. He has consulted with firms such as Lucent Technologies, Nortel and AT&T, First Boston, HP, Frito Lay, and the Russian Atomic Energy Agency among other organizations. In addition he worked with the Continuation Schools of the LA public School District in addressing the needs of at risk school children for 10 years.

He has a keen interest in management education and has also formed a partnership with the Moscow School of Management Skolkovo in their efforts to develop an executive education program. He is bilingual in Spanish and conversant in Russian.

Buhler is a 1978 graduate of Western Washington University, one of only 66 recipients of the school's highest honor (Distinguished Alumni Award), and currently resides in Canmore, Alberta, Canada. He is married and the father of two.

Friday, 11:00AM in Room 227

Nate Hagens with Rae Andre (check out Nate's website at www.postcarbon.org)

Nate is a well-known authority on global resource depletion. Until recently he was lead editor of The Oil Drum, one of the most popular and highly-respected websites for analysis and discussion of global energy supplies and the future implications of energy decline.

Nate's presentations address the opportunities and constraints we face in the transition away from fossil fuels. On the supply side, Nate focuses on biophysical economics (net energy) and the interrelationship between debt-based financial markets and natural resources. On the demand side, Nate addresses the evolution-derived underpinnings to conspicuous consumption, valuation of the present over the future, and habituation to resource overconsumption, and offers suggestions on how individuals and society can better adapt and mitigate to what's ahead.

Nate has appeared on PBS, BBC, and NPR, and has lectured around the world. He holds a Masters Degree in Finance from the University of Chicago and is currently completing his PhD in Natural Resources at the University of Vermont. Previously Nate was President of Sanctuary Asset Management and a Vice President at the investment firms Salomon Brothers and Lehman Brothers.

Friday, 3:15PM in Room 227

Mark Robinson with Dave Fearon (check out Harley-Davidson's website at www.harley-davidson.com)

Mark is an Organization Development Manager at Harley-Davidson in Milwaukee, WI and supports the Sales and Channel Performance organization, which includes four regions: North America, EMEA, Latin America and Asia Pacific. As Harley-Davidson continues their global expansion, Mark has been actively involved in the overall organization design and leadership development efforts. Mark also serves as a strategic change management consultant for a few transformational changes taking place across the organization and the dealer network. With Masters Degrees in Business Administration and Organization Development from Bowling Green State University, Mark is truly doing what he loves to do with a company about which he is extremely passionate.

Harley-Davidson is headquartered here in Milwaukee. Who among us has not read, taught, or discussed a case about this iconic American company? Few brands have five living generations of devotees. Witness the snowy-haired gentleman powering his Harley to his 50th Sturgis Motor Rally, passed on I-80 by a 21 year-old woman with her graduation Harley ride. How is globalization changing their game? What new possibilities for growth? Our OB/OD colleague Mark Robinson is working at the nexus of these changes and questions.

OBTC 2011 Reviewers

David L. Arnold	Dale M. Finn	Loren Wyatt Kuzuhara	Cynthia L. Sherman
Brendan Bannister	Krista Lyn Finstad-Milion	Marc Lavine	Marc Siegall
Lizabeth A. Barclay	Martin L. Fogelman	Bob Lazzarini	Tracey Honeycutt Sigler
Joy Beatty	Jeanie M. Forray	Kenneth Levitt	Randy Sleeth
William Becker	Jann Freed	Roy J. Lewicki	Maritza Yvette Soto
Joan Benek-Rivera	Jonah Friedman	Kathy Lund Dean	Kirsty Kathleen Spence
John L. Bennett	Joseph E. Garcia	Karen Markel	Robin K. Sronce
Jerry Biberman	Consuelo Garcia	Ellen McMahon	Gary Stark
Jon Billsberry	Linda K. Gibson	Lee Elliot Meadows	John B. Stark
Alexander Bolinger	Lindsey A. Gibson	Carrie Blair Messal	Katherine I. Starks Lawrence
Kerri Crowne Brannen	Janet Gillespie	Tom Mierzwa	Lisa T. Stickney
Deborah Butler	Lance Giroux	Swarup K. Mohanty	Wayne Stone
Macgorine A. Cassell	Ellen Greenberg	Daniel Moore	Jim Stoner
Carolyn Chavez	Daniel Gruber	John-Andrew Morris	Elizabeth Stork
James G. Clawson	Marcia Hagen	Jane P. Murray	Micheal T. Stratton
Elin Cortijo-doal	Katharine Hansen	Dennis O'Connor	Scott N. Taylor
Francis Daniel	Nell T. Hartley	J. P. Julie Palmer	Andrea Thomas
Suzanne de Janasz	Sharon Heilmann	Margie Parikh	Mary L. Tucker
Roger A. Dean	Amy Beth Hietapelto	Laura Finnerty Paul	Elizabeth Fisher Turesky
Beverly J. DeMarr	M. Eileen Higgins	Shripad G. Pendse	Nicholas W. Twigg Jr.
Tumpa Dey	Janet Hillier	Claudette Marie Peterson	William R. Van Buskirk Jr.
Kelley Donalds	Lee Holmer	Kip Pirkle	Amy Klemm Verbos
Paul Dunn	Maria Humphries	Steven N. Pyser	Gary Wagenheim
Linda M. Dunn-Jensen	Chetan Joshi	Kenneth Rhee	Debra Kay Westerfelt
Andrew Dutta	Kathleen R. Kane	Marie-Elene Roberge	Jane V. Wheeler
Laura Erskine	David Kaplan	Bruce Roemmelt	Carolyn Whitney
Kevin Farmer	Lynn Marie Kendrick	Jessica Schaffner	Sharon Y. Wu
David S. Fearon Sr.	Amy L. Kenworthy	Jennifer Lynn Schultz	Larry Wyner
C. Melissa Fender	Mark Kindy	Craig Seal	Noriko Yagi
Claudia Ferrante	Terry Lee Kinnear	Joe Seltzer	
Jason Fertig	Cynthia L. Krom	Rita J. Shea-Van Fossen	

Wednesday, June 8

Wednesday, 5:00pm - 7:00pm in AMU Ballroom, 3rd Floor

Dinner

Come and welcome friends and colleagues at our opening dinner.

Wednesday, 7:00pm - 9:00pm in AMU Ballroom, 3rd Floor

Welcome to OBTC 2011: Open to the Possibilities

Conference Welcome

Dean Linda Salchenberger, *James E. Keyes Dean of Business Administration*

Member Welcome

Rae Andre, *President, OBTS Teaching Society for Management Educators*

In OBTC tradition, our opening session will be a chance to connect with old friends, meet new ones and have some fun creating possibilities together. This session will be creative, and engaging. Should we say more? Just come and be prepared to have fun.

Wednesday, 9:00pm - 11:00pm in AMU Pub Lower Level

Jim's Place

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

Thursday, June 9

Thursday, 7:00am - 8:30am in Straz Tower Dining Room

Breakfast

Breakfast will be in the Straz Tower Dining Room on the first floor of the Straz Tower Dorm.

Thursday, 8:00am - 8:45am in Room 252

Team Learning Self-Assessment Exercise

Melissa J. Knott, *Western New England College*

Anna B. Kayes, *Stevenson University*

D Christopher Kayes, *George Washington University*

Participants engage in a team learning self-assessment exercise designed to help the team assess itself on eight key dimensions of team learning. First, participants will be divided into small teams and engage in a short 'team building exercise'. Second, each team will use a protocol to assess the degree to which the team demonstrated task and interpersonal beliefs and learning behaviors. The team will respond to the survey collectively. Third, the team will use the survey results to discuss ways to improve team learning. Implications, modifications, and tips for utilizing this in the classroom are discussed.

Thursday, 8:00am - 8:45am in Room 313

Opening Ourselves to the Possibilities: Students Really Can Provide Useful Feedback!

Marcia Hagen, *Metropolitan State University*

Carol Bormann Young, *Metropolitan State University*

This workshop will share our insights and experiences in involving and collecting meaningful feedback from the students. Attendees will be encouraged to ask questions and share experiences to better prepare all session participants as engaging instructors. Key sources of information for us as teachers include each other and, just as importantly, our students, as well. Thus, attendees should expect to leave the session with at least 3 new ideas for applying better learning techniques within their instruction, as well as one new idea for collecting feedback from students that they will be able to apply to their classrooms immediately.

Thursday, 8:00am - 8:45am in Room 374

Losing Control without Losing Theory: Using Student-Centered Learning Effectively

Laura Finnerty Paul, Skidmore College

In effective online teaching the professor is said to move from being the “sage on the stage” to the “guide on the side”. This shift is increasingly seen in the classroom as students are no longer viewed as passive recipients of knowledge, but are expected to be active in creating new, innovative ways of understanding the course material. The goal of this interactive session is to share how we empower our students to create the course with us. This approach requires us to reexamine our role and be “open to the possibilities” inherent in approaches such as student-centered learning.

Thursday, 8:00am - 8:45am in Room 380

Beyond Paper and Pencil: Innovations in Course Testing

Karen Markel, Oakland University
Kenneth M. York, Oakland University

In this session, participants will experience two types of non-traditional testing methods: team-based testing and online testing. The presenters will also detail the results of student performance and attitudes toward team-based testing from their own classroom experiences. Demonstrations of the presenters own online test administration will also be included. After debriefing these experiences, the session will be opened up to sharing the participants’ own experiences with the methods presented and their own alternative testing methods.

Thursday, 9:00am - 10:00am in Ballroom A

Engaging Students in the Great Game of Business with Open Book Finance

Ryan Smerek, Northwestern University
Wayne Baker, University of Michigan

We will introduce participants to the philosophy and practice of “The Great Game of Business,” focusing specifically on Open Book Finance (OBF) and describe how it can be used to engage students in the classroom. We expect participants to take away a basic understanding of OBF, along with concrete examples of how it can be used in a classroom setting to optimize the learning environment. We will describe our experience teaching about a case study on Open Book Finance and how we have used the principles to help quantify learning goals and outcomes in the classroom.

Thursday, 9:00am - 10:00am in Ballroom B

Assurance of Learning and Innovative Teaching: Not an Oxymoron But a Path to Future Learning Success

Charles J. Fornaciari, Florida Gulf Coast University
Kathy Lund Dean, Idaho State University
Francis Daniel, Belmont University

The assurance of learning movement (AoL) has been met with resistance by many teachers. Their concerns range from practical issues such as effectively incorporating AoL into the classroom to broader philosophical reservations. However, it is clear that AoL is now a permanent part of the teaching landscape. Thus, the key issue is how can we effectively meet AoL demands while simultaneously pursuing innovative teaching? This interactive problem solving session seeks to bring together teachers both experienced and new to AoL to share insights, strategies, and tips for effectively meeting the simultaneous demands of teaching innovation and AoL effectiveness.

Thursday, 9:00am - 10:00am in Ballroom C

1-1 Coaching with College Students: A Supplement to Organizational Behavior Classroom Learning

Elin Cortijo-doal, Virginia State University
Jim Damico, University of Richmond

This session will share findings of a study on 1-1 coaching with college students to supplement classroom learning. Specifically, it will track the coaching of students in organizational behavior and leadership classes. The research generated supportive data, to include sustained perceptions of learning. This interactive session will encourage audience reaction to a 1-1 process for coaching student performance improvement in interpersonal skills. It will also involve session participants in selecting, designing and evaluating student effort and improvement. A student script and video of study participants’ reaction to their 1-1 coaching experience, is also the focus of this session.

Thursday, 9:00am - 10:00am in Ballroom E

How Do You Tell When You Are Not Really Collaborating? A Surprisingly Challenging Script Development Exercise

Lee Holmer, Seattle University

This workshop involves participants in a group exercise that drives home the need for high intention and thoughtful preparation when practicing collaborative interpersonal problem-solving. The exercise significantly increases students’ awareness of instinctive and culturally based tendencies to use a forcing approach to problem-solving even when their stated intent is to collaborate. It utilizes a group process in which students attempt to follow guidelines for collaboration in designing a series of scripted responses to a short written scenario. The exercise invariably produces an “Aha!” experience among students who realize the extent to which their ingrained responses prevent them from truly collaborating.

Thursday, 9:00am - 10:00am in Henke

**Service-Learning with Government Organizations:
Challenges, Benefits, and Paper Trails**

Wayne Fallon, *University of Western Sydney*
Amy L. Kenworthy, *Bond University*

Service-learning has been growing in popularity and application in management courses for 15+ years. Although it is not a new teaching tool, we believe that there are still numerous challenges faced when partnering with government organizations. With our 20+ years of service-learning experiences, government partnerships remain operationally difficult. In this interactive session, we present tools for effective government partnering – tip sheets written by government partners, legal documents, contracts, rubrics, and overviews of project goals. Having shared our documents, we will engage participants in an open and honest discussion of the unique challenges and benefits of partnering with government organizations.

Thursday, 9:00am - 10:00am in Room 227

The Other World Trek

Bruce Hanson, *Concordia University*

Would you like to get a better handle on the spiritual experience of your OB course? This session uses a reflective journaling process called The Other World Trek, to explore the ontology of our experience. The purpose is to ‘push the bottom out’ of our experience by examining the underlying ontological states of being. Who are we in the midst of our educational experiences? How can our work and education be spiritually liberating? What are some possible states of being in the midst of our education?

Thursday, 9:00am - 10:00am in Room 252

Not your average end of semester revision session!

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

Just tell us everything we need for the exam..... If this phrase sounds familiar and frustrating, this is a session you will not want to miss! In this interactive session we will describe several activities that we have successfully been using in our OB revision classes to help students prepare for their examinations. It is often the case, that these revision classes can seem boring and laborious for all parties. If the students don't engage, the objectives of the class will not be met. Therefore, this session outlines interactive ways to revise course content in an engaging and fun way.

Thursday, 9:00am - 10:00am in Room 254

**Using Social Media to Improve Learning in the
Business Classroom**

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

Social media technologies are well suited to supporting the social constructivism model of learning, and therefore can enhance higher business management education. In this session, we will illustrate the benefits of using of streaming video and real-time chat to deliver synchronous student presentations. Feedback from students indicates increased and enhanced communication through community-based learning. Also, the type of interaction with video streaming and chat differed substantially from that prompted by online discussion boards. The discussion for this session will focus on the advantages, challenges, and opportunities for using synchronous social media in the classroom.

Thursday, 9:00am - 10:00am in Room 305

**Learning within Virtual Teams: Communication
Medium Choices**

Rebecca A. Bull Schaefer, *Gonzaga University*
Laura Erskine, *Illinois State University*

This proposal examines a class simulation of a same time different place (STDP) virtual team meeting. The objective of this experiential exercise was to explore different communication mechanisms and the appropriateness of mechanism choice for virtual team meetings. After reviewing the literature concerning leading and monitoring virtual teams and medium choice, the exercise is described, and class discussion points are presented. The benefits and limitations of this type of exercise will be discussed with the audience.

Thursday, 9:00am - 10:00am in Room 313

**Have you ever...had a peak learning experience??
Wanna talk about it?**

Thomas Conklin, *Gannon University*

This session is open to educators who are interested in a structured conversation about their peak learning experiences. The session will open with a brief talk about peak learning and some reflective comments on my current interest in the phenomenon. Participants will be asked to form groups of no more than 3. They will be asked to have a conversation that is driven by a number of appreciative (Cooperrider & Srivastva, 1987) questions intended to discover the “horizons” (Moustakas, 1994) of the experience. A written description of the phenomenon will be sent to all who attended.

Thursday, 9:00am - 10:00am in Room 374

Time for Renewal: Planning the Ideal Sabbatical

Joy Beatty, *University of Michigan, Dearborn*
Thomas Fletcher Hawk, *Frostburg State University*

Sabbaticals are seen as magic times of career renewal, personal development, and productivity. Surprisingly little is written about how to plan a sabbatical, and in the throes of our regular schedule it can be hard to plan for these special times. In this session we discuss sabbatical goals and tensions, and ask participants to do a visioning exercise for their ideal sabbatical. We also discuss how to bring a developmental mindset to one's everyday life – how can you live a piece of your sabbatical now, even when you are not on sabbatical?

Thursday, 9:00am - 10:00am in Room 380

**Alternatives to Traditional Management Internships:
Exploring the Possibilities for Enhancing Socially
Responsible Management**

Lynn W. Bakstran, *Western New England University*
Jeanie M. Forray, *Western New England University*
Jack Greeley, *Western New England College*

As all business students know, internships are useful; they provide opportunities to learn new skills, expand personal networks, and gain work experience. In this session, we 'open the possibilities' for developing socially responsible management internships. We discuss the growing importance of internships for management students and the instrumental rationale and design for most of these experiential opportunities. We share one approach used at our school – the Non-Profit Board Experience – that was designed to enhance student focus on socially responsible management, and invite participants to share their thoughts and possible strategies for creating other such internship opportunities for students.

**Thursday, 10:00am - 10:30am in AMU Lynch Lounge, 3rd
Floor**

Refreshment Break

AMU Lynch Lounge on the 3rd Floor in front of the Ballroom.

Thursday, 10:30am - 12:00pm in Ballroom A

**Facilitating Social and Emotional Competence
Development through Peer Coaching**

Craig Seal, *University of the Pacific*
Krystal Miguel, *University of the Pacific*

Although multiple scholars discuss the benefits of peer coaching, there are few readily available frameworks to guide students and educator on how to coach others toward developing desirable, sustainable changes. In addition, scholars and practitioners of emotional intelligence (EI) have advocated the use of peer coaching as a mechanism to develop social and emotional competence, but specific training on how to coach is still elusive in the literature. This session will outline one conceptual model for student competence development, provide preliminary training on a peer coaching process, and discuss how educators may wish to implement the model process with students.

Thursday, 10:30am - 12:00pm in Ballroom C

**Using Clickers in a Negotiation Exercise: Engaging
Students in Active Learning**

Bonnie O'Neill, *Marquette University*
Sandra Kauanui, *Florida Gulf Coast University*
Cynthia L. Sherman, *Claremont Graduate University*

In this session, participants will use clickers in an actual negotiations exercise and experience how students gain experience in a distributive (win-lose) negotiation. We will use experiential learning to illustrate how hand-held clickers facilitate active learning and maximize class efficiency. Tactical strategies for using the exercise in two different contexts will be discussed--a full-semester Negotiation class and one OB class session on conflict/negotiation. Results from a survey of students' perceptions using clickers in these two classrooms will also be presented. Finally, an interactive dialogue will focus on learning opportunities and the challenges/pitfalls of using clickers for classroom exercises.

Thursday, 10:30am - 12:00pm in Ballroom E

**Ooops, your teaching philosophy is showing: A
metaphorical exploration of our teaching and learning
practices**

Magid Mazen, *Suffolk University*
Suzanne de Janasz, *IMD*

Every professor has a teaching philosophy. It informs everything we do, and is driven by our talents, skills, assumptions, and expectations about what and how we teach. Some of us can articulate them in explicit metaphors, others use them implicitly, and still others wonder what they are, particularly in response to formal demands of the review process. In the kitchen of this session, we provide a forum to squeeze, blend, spice, and bake our current and possible teaching philosophies, while searching for the various metaphorical molds and the aroma from our approaches to teaching and learning. Come, cook, and taste.

Thursday, 10:30am - 12:00pm in Room 227

**Whole System Learning: A Teaching Approach that is
"Open to the Possibilities"**

Jane V. Wheeler, *Bowling Green State University*
Steven Cady, *Bowling Green State University*

Participants will be introduced to Whole System Learning, a teaching approach that addresses how we as teachers can meet the needs of the self, students, community, and world simultaneously and allow the resulting learning experiences to be "Open to the Possibilities." One presenter focuses on the self as a tool whenever she crafts each new teaching experience. The other has written books on Whole System Change. Together, they present a balanced approach to the classroom that honors the individual connected to the whole, always sharing the underlying message of being open to the possibilities – in the classroom and beyond.

Thursday, 10:30am - 12:00pm in Room 252

Personal Leadership Development Plans: Post-course Possibilities for Students and Faculty

Ellen F. Goldman, *George Washington University*

This session focuses on the use of personal leadership development plans (PLDPs) in capstone courses to provide on-going value for students and faculty after program completion. We will discuss the use of PLDPs in enhancing transfer of leadership training for students, and in providing research opportunities for faculty. The presenter will share her experience with professionals enrolled in a Masters' level leadership development program as a catalyst to discussion. Attendees will be encouraged to share techniques, modify the PLDP template for a program/course they offer, and identify at least one research study they could conduct using the concept of PLDPs.

Thursday, 10:30am - 12:00pm in Room 254

Open to Change? Teaching Self Leadership

James G. Clawson, *University of Virginia*

This case-based session will explore the full spectrum of life structures required to support senior executives. The life stories of two modern, very successful CEO's will be presented in condensed cases. Video clips of the protagonists and their associates add raw, provocative data. Analytic lenses will include self-awareness/deception, habituality, early childhood development, underlying values imprinting, rational-emotive behavior, choice theory, balancing work family and self, and success definitions. Can one teach students and executives the "number one most important question in life?" Come find out what it is and how to do it.

Thursday, 10:30am - 12:00pm in Room 305

Pop Quiz: What do you do when sexual harassment happens to YOU?

Christina Langwell, *Maharishi University of Management*
Joe Dobson, *Western Illinois University*

To truly learn how to deal with issues of organizational behavior in the workplace, students are well served to experience problems that are occurring in today's society. Some of these matters are repulsive, but none-the-less real. This case is based on the sexual harassment of the lead presenter in her career in private industry. This session shows how she uses the case in senior and graduate level OB classes to explore not only sexual harassment, but related and collateral topics. Her personal stake in the situation adds a unique dimension to the presentation of this case.

Thursday, 10:30am - 12:00pm in Room 313

Learning to Lead to Legacy

Jann Freed, *Central College*

One interesting aspect of my leadership course is the focus on leading to legacy or leading in a way that matters. Materials that will be shared include sample exercises, worksheets, and videos. The interactive session will be structured to demonstrate ways to understand how we leave a legacy daily with the decisions we make, the behaviors we demonstrate, and the messages we communicate. Since this legacy can be positive or negative, it is important to be intentional about how we lead so that we are remembered for what we feel matters most. Legacy will be discussed as a forward-thinking tool.

Thursday, 10:30am - 12:00pm in Room 374

Forming and Storming: Experiential Exercises That Help Student Teams Progress to the Norming Stage

Joan Benek-Rivera, *Bloomsburg University*
Darrin S. Kass, *Bloomsburg University*

Developing effective team skills is essential given the number of organizations that utilize teams in the workplace. It is important for management students not only to understand the stages of group development, but also how to successfully manage the challenges that are present at each stage. In order to facilitate this process, we utilize three experiential exercises that help student teams transition through the forming and storming stages of Tuckman's five-stage model of group development (Tuckman, 1975; Tuckman & Jensen, 1977). In this session, participants will experience each of these activities first hand.

Thursday, 10:30am - 12:00pm in Room 380

Authoring for Publication: A Workshop with the Editors of the Journal of Management Education

Jane Schmidt-Wilk, *Maharishi University of Management*
Charles J. Fornaciari, *Florida Gulf Coast University*
Janet Gillespie, *Journal of Management Education*
Mary Ann Hazen, *University of Detroit Mercy*
Kathy Lund Dean, *Idaho State University*
Cindi Fukami, *University of Denver*

In this interactive session, conference attendees will gain valuable tips from experienced editors about how to turn their conference contributions into articles for future publication. Join editors from the Society's own Journal of Management Education for an interactive session highlighting ways to improve manuscripts for submission.

Thursday, 12:00pm - 1:30pm in AMU Cafeteria

Lunch

AMU Cafeteria, Marquette Place - 2nd Floor.

Thursday, 1:30pm - 2:30pm in Ballroom A

Understanding How Today's Students Talk and Are Perceived in the Classroom: Are Gender Differences Real?

Andrea Thomas, *Capital University*

This is an interactive presentation designed to help participants understand and address sex-based differences in the classroom. Based on the literature, as well as recent research conducted by the presenter, we will seek to understand how today's male and female students tend to differ in their communication within the classroom and whether these differences matter. Additionally, we will discuss the distinction between sex and gender identity, and how this distinction may be relevant when considering these differences in the classroom. Finally, we will discuss specific facilitation techniques that illuminate sex-based communication differences and use role-playing to practice these techniques

Thursday, 1:30pm - 2:30pm in Ballroom B

Motivating College Students: Specific Behaviors for Facilitating Student Engagement

Elin Cortijo-doval, *Virginia State University*
Jim Damico, *University of Richmond*

This paper proposes a model for facilitating college student engagement and motivation. Drawing on several decades of research and their own career experiences with teaching and staff development, the authors provide specific behaviors and numerous concrete and actionable techniques, to include adapting to involve students, developing student ownership and seeking student commitment. The authors' discussion will include a process and a self assessment instrument for observing and evaluating how professors can effectively facilitate student engagement.

Thursday, 1:30pm - 2:30pm in Ballroom E

Undercover Boss: Using "Reality TV" to Illustrate Course Topics

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

This is an engaging and informative session that demonstrates how to use the reality television show Undercover Boss to capture student attention and provoke discussion of theories and models in organizational behavior, management, and human resource classes. Session participants will receive written instructions for six topics using the clips from Undercover Boss. Additionally, participants in the session will work as teams to design additional activities based on the show.

Thursday, 1:30pm - 2:30pm in Henke

Scenario-Based Approach as a Teaching Tool to Promote Integrity Awareness

Heh Jason Huang, *National Sun Yat-sen University*

Combining principles and pragmatism is one of the most difficult challenges any leader would face. We want leaders to be morally sensitive pragmatists. By using proper scenarios and performing careful analysis of consistency among thought, voice, and action (a TVA model), management educators can better align teaching with the need to foster integrity awareness of the students. The model not only facilitates discussion, but also makes a contribution to clarify the concept of integrity by dealing with the different aspects of the concept.

Thursday, 1:30pm - 2:30pm in Room 252

Including Permanent White Water in OB

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

Inspired by Peter Vail's plenary session at OBTC 2010, we adjusted our in-class approach to include more creative thinking. We replaced the final paper with a creative project, and explained to students that the purpose was to encourage them to restore their innate creative talents. In this session, we will share our experiences, and then engage in a similar practice on-location. We will first get in touch with our inner genius, and then playfully and collaboratively create something with meaning. Finally, we will engage in dialogue about how this fits in 21st century OB-teaching.

Thursday, 1:30pm - 2:30pm in Room 254

Learning Through Digital Debriefing: Video Recording and Reviewing Of Structured Activities in Classroom Settings

Andrew Dutta, *Xavier Institute of Management, Bhubaneswar*

This is an engaging, and interactive session allowing participants to learn how to use video recording-based debriefing of management games and structured activities in classroom settings. The session will demonstrate this by making few attendees participate in a game and their activities video recorded. 'Negotiation' styles would be discussed with the recorded video footage to show how conceptual inputs in classroom can be better delivered leading to enhanced participation, learning and retention of learnt concepts in classroom settings. This session will open an entirely new window of possibilities for the attendees to deliver high impact learning with higher teaching ratings.

Thursday, 1:30pm - 2:30pm in Room 305

Experiential Learning + Collaborative Learning = Improved Learning Communities

Elizabeth Fisher Turesky, *University of Southern Maine*
Carol P. Harvey, *Assumption College*

When students connect in collaborative ways, the dynamics of the classroom creates a community of learners. This workshop will describe how both traditional and non-traditional students can achieve the same learning objectives—to learn skills that transfer to the workplace by using a unique approach modeled on David Kolb's experiential learning and social constructionist theories. Both workshop presenters, one at the beginning of her tenured academic career and the other close to retirement, are learning from one another, invigorating their own teaching.

Thursday, 1:30pm - 2:30pm in Room 313

Enhancing Students' Study Abroad Outcomes: Ei, Ei, Oui!!

Nicole Gullekson, *University of Wisconsin - La Crosse*
Mary L. Tucker, *Ohio University*

This engaging and informative session spotlights the possibilities of enhancing students' study abroad experiences through heightened emotional intelligence (EI). EI has been recognized as a critical predictor of success in intercultural adjustment of business managers and student sojourners. Study abroad students with higher EI tend to adjust better to the host culture than counterparts. EI competency building for study abroad sojourners is recommended in the preparation and delivery of international travel courses. Session participants will experience the pre-trip EI self-assessment and training session, followed by open dialogue to exchange ideas for creating further possibilities to enhance students' study abroad outcomes.

Thursday, 1:30pm - 2:30pm in Room 374

Facilitating Civil Discourse: Learning to Promote Possibilities over Positions

Kim McDonald, *Indiana University–Purdue University Fort Wayne*
Linda Hite, *Indiana University–Purdue University Fort Wayne*

Preparing students to contribute to a productive workforce and society includes teaching them to value and to promote civil discourse, a skill some fear our society has lost. In this session, we will explain an innovative assignment in an undergraduate leadership course that combines practice in facilitation, ethical use of influence, and promotion of civil discourse. Session participants will engage in an abbreviated form of the activity. Afterwards we will discuss how to develop activities that promote civil discourse and help students build the complex skill sets they need to transfer their learning to their work environments and their communities.

Thursday, 1:30pm - 2:30pm in Room 380

Transforming a large class lecture theatre into an active learning environment

Sarah Louise Wright, *University of Canterbury*
Kathy Lund Dean, *Idaho State University*

Are you looking for ways to enhance student engagement but are constrained by large class sizes or traditional attitudes on what lectures should be? Then come along to this session where you will have the opportunity to redesign your large lecture theatre course(s) to incorporate active learning techniques. This session is for both U.S. and non-U.S. instructors who lack awareness about active learning in large classes (several hundred students), and would like to explore innovative and imaginative ways of converting the 'sage-on-the-stage' lecture theatre into one where debates, simulations, role plays, and games are the norm.

Thursday, 2:30pm - 3:00pm in AMU Lynch Lounge, 3rd Floor

Refreshment Break

AMU Lynch Lounge on the 3rd Floor in front of the Ballroom.

Thursday, 3:00pm - 3:30pm in Ballroom A

Towards a unified theory of Leadership

David L. Arnold, *Argosy University*

This session will focus upon the conceptual possibility of combining multiple leadership theories into a unified model. By categorizing and combining the roughly 18 different leadership theories currently within the organizational leadership discipline, patterns may emerge that allow for more streamlined principles to be followed that can lead to increased success, regardless of the environment, group, situation, or task being encountered.

Thursday, 3:00pm - 3:30pm in Ballroom B

Deliver Organizational Concepts with a Fairy Tale

Kenneth Robert Bartos, *University of Detroit Mercy*

I will describe how to introduce organizational concepts to undergraduate students using a fairy tale written by the instructor. Using a form of literature that students are already familiar with offers a way to present ideas in an entertaining format and establish the students' native sense to identify critical situations. Students found this approach novel and interesting in that they were able to identify organizational situations in their own words and engage in spirited discussion. This positive environment continued through the course.

Thursday, 3:00pm - 3:30pm in Ballroom C

Congrats, You're Hired! An exercise for identifying and selling one's strengths in job interviews

Jeffrey A. Kappen, *University of Massachusetts*
Sinead G. Ruane, *University of Massachusetts Amherst*

A current trend in career management is to uncover and leverage one's strengths, rather than focus on one's weaknesses. The goal of this interactive session is to share a two-part activity for undergraduate management students, designed to aid them in harnessing their individual strengths and talents. In the first part of the exercise, students conduct interviews to discover their strengths. The second part is a mock job interview session, where students have the chance to practice talking about their unique qualities. Our feedback from students reveals various, and some unexpected, benefits of this assignment for both personal and professional development.

Thursday, 3:00pm - 3:30pm in Ballroom E

When the Currency is Classroom Time; Get the Most Bang for Your Buck

Nell T. Hartley, *Robert Morris University*
Cynthia L. Krom, *Marist College*
Randy Sleeth, *Virginia Commonwealth University*

The session focuses on an ice breaker used the first day of class in accounting classrooms of an Eastern university. The concept is simple, the value immense. The activity uses sets of binary descriptors from which students choose their preference. The two distinct purposes of the exercise are : to provide an ice breaker and to introduce students to active learning or learning through example and engagement. The purpose of the session is to offer one specific idea in hopes of participants sharing additional approaches.

Thursday, 3:00pm - 3:30pm in Henke

A Sense of Where You Are: The Importance of Place

Timothy McMahon, *University of Oregon*
Stephen Ralph Axley, *Western Illinois University*

The importance of "place" in our personal and professional lives cannot be overestimated. Places renew us and make us whole. Places stifle us and turn us into diminished versions of ourselves. In this engaging, interactive program, we will explore the concept of "place" in all its forms—geographic, psychological, historic, and spiritual—with an emphasis on how we can use this information to be more effective teachers and learners.

Thursday, 3:00pm - 3:30pm in Room 227

Linking Ethics in the Classroom with the Real World

Dennis Laker, *Widener University*

Academicians face several challenges teaching ethics; engage our students and deepen their learning of course content; link the classroom to the "real world"; provide opportunities to develop career-related and professional skills and help them explore potential careers. In this exercise each student identifies significant, discipline-based ethical issues, contacts and discusses these issues with professional(s) in their career field. A reflective component has students integrate class content, their research on discipline-based ethical issues, and their professional discussion and share these with their peers. A description and rationale for the exercise; materials; student feedback and benefits; and suggestions for faculty are provided.

Thursday, 3:00pm - 3:30pm in Room 252

Improving our communication: Listening on multiple levels

Gary Wagenheim, *Simon Fraser University*

The goal of this session is to help participants improve their communication by learning to listening on multiple levels. To be effective listeners, we must learn to listen to the whole person- not just the words, but what lies between or behind the actual words. We need to listen for thoughts, feelings, and actions. The session facilitator will use a song to demonstrate listening on multiple levels, and then provide an opportunity for participants to actively experiment with their own multiple level listening.

Thursday, 3:00pm - 3:30pm in Room 254

A course on power: Competing for your grade in order to realize your possibilities as a leader

Deborah Butler, *Georgia State University*

Given the inevitability of limited resources in any organization, it has been suggested the most important resource is power. How can students learn about power and the acquisition and use of power to drive performance without discovering and experiencing their own potential for competition? This session will describe a graduate course on power that used a limited point pool requiring students to compete for their grade. Activities used, lessons learned, and feedback from the students will be shared. This will drive a discussion of how these principals could be improved and adopted by any professor who attends the session.

Thursday, 3:00pm - 3:30pm in Room 305

Means to a Meaning: Teaching Spirituality and Work

David Trott, *I Shou University*

The goal of this session is to discuss how black-and-white photography served exceptionally well as means of sense making in a course about a non-rational element of organizational life – spirituality. As teachers, use of multi-modal techniques is essential, especially true given the limitations of language when grappling with how to articulate aesthetics, emotions, and reflections and in this case the spiritual dimension of life at work. Photography provides a more “sensually complete” teaching repertoire and means for student expression. In this session, attendees will learn about the goals, objectives, materials, methods, and evaluation rubrics for an “imagetext” teaching methodology.

Thursday, 3:00pm - 3:30pm in Room 313

Teaching Management Competence in All Three Sectors

Nancy Meyer-Emerick, *Cleveland State University*

Today’s students will change not only jobs but careers three to four times in their lifetime. Frequently this will involve work crossing the private, public and nonprofit sectors. In this session I will present a tentative curriculum that would train people to understand how each sector operates, management commonalities and differences. At minimum I will have sample syllabi for a graduate Introduction to Business, Public and Nonprofit Administration course and one for a graduate course in Organizational Behavior that also covers all three sectors. This session falls under the OBTC category of “reflective discussions on teaching and curricular design.”

Thursday, 3:00pm - 3:30pm in Room 374

Open-Book Testing as Preparation for Open-Book Life: Opening New Possibilities for Improving Students’ Confidence, Performance and Satisfaction

Claudia Ferrante, *United States Air Force Academy*
Steve G. Green, *United States Air Force Academy*
Kurt Heppard, *United States Air Force Academy*

In this informative and dialogue-based session, we explore the pros and cons of employing open-book testing while providing evidence in contrast to misconceptions of this pedagogy. With increasing textbook prices, instructors are challenged to justify textbooks’ impact on students’ success in courses (in the short-term) and life (in the long-term). We will share our experience in using an open-book testing protocol to engage our students in learning course concepts and preparing for open-book careers. We encourage participants to bring an open mind and their own experience to our discussion on the multi-faceted and somewhat unexpected benefits of open-book testing approaches.

Thursday, 3:00pm - 3:30pm in Room 380

Integrating a student volunteer organization into the classroom: Helping students to learn how to teach others in need how to fish for a lifetime

J. P. Julie Palmer, *Webster University*

This session will outline fundamentals for how management educators can utilize a student organization (SIFE) which teaches students how to empower people to enhance their classroom experience. Integrating the practice of being in an active volunteer organization with the traditional classroom experience provides students with first-hand knowledge regarding ways in which one can make a difference in other’s lives, allows students to explore real-world problems, and allows students to practice leadership, motivation, management, and communication. Rationale for integrating SIFE into the classroom as an alternative to service-learning will be discussed with respect to experiential learning and LMX.

Thursday, 3:45pm - 5:15pm in Ballroom A

Lights, Camera, Action: Producing Integrative Organizational Behavior Case Studies Using Feature Film

Neil Rothenberg, *Ryerson University*

Itching to get into the film business? This session will provide participants with the opportunity to produce an integrated case study using one of their favourite feature films. While the use of film clips to demonstrate OB principles has been well documented, the use of film for individual or team integrative case studies can also be quite effective in enabling students to apply OB concepts and theories to actual human behaviours. Participants will be provided with some examples of the genre and be invited to pitch their productions to the larger group.

Thursday, 3:45pm - 5:15pm in Ballroom C

Classroom Unbound: Imagine the possibilities if learners had their way

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

The ages-old tradition of being just the teacher’s place to work, today’s college classroom still tells the “student, sit, listen, watch and learn from the master”. Come imagine and enact the possibilities for Management learners to “have at it” and radically redesign (on paper) the classroom for working learning their way.

Thursday, 3:45pm - 5:15pm in Ballroom E

Innovation in Higher Education - Challenges and Solutions: Using Experiential Teaching Methods to Understand How One Institution has Created an Innovative Management Major

Mary Helen McCord, *University of Central Missouri*
Larry Michaelsen, *University of Central Missouri*
Chris (Christine) M. Wright, *University of Central Missouri*

Participants will gain a firm grasp of the challenges and solutions to innovations in management education which can be applied to his/her institution. The interactive session will use Team-Based Learning innovations including Readiness Assessment Tests and 4S group assignments to experience, examine and simultaneously demonstrate innovative teaching methods and their challenges. We will also explore how we have used innovative teaching techniques to create a truly innovative management major which strongly utilizes these methods at our institution which was recently recognized by the AACSB (Bisoux, 2011). We will show specific ways that student learn by DOING in our management classes.

Thursday, 3:45pm - 5:15pm in Room 227

Conversations with Interesting People - Dean Cycon (interviewed by Bob Marx, Charles Manz and Karen Manz)

Dean Cycon is the Founder and CEO of Dean's Beans Organic Coffee Company. He created Dean's Beans to prove that a business can promote positive economic, social, and environmental change among exploited coffee growers in third world countries and be profitable at the same time. Dean's unconventional business model, "Buy High - Sell Low" is based on over 30 years of developmental work and social activism in indigenous communities.

He "Buys High", paying "Fair-Trade" prices for the coffee crop that allows the growers to prosper and create true partnerships with his company. He "Sells Low" to make his product affordable to the maximum number of people who wish to embrace his socially responsible business, which has been growing steadily for the past 17 years. Dean is a lawyer, a Fulbright Scholar, an author, story-teller, social activist, and entrepreneur. And wait till you taste his coffee.

Note: Do not miss their follow-up presentation about how Bob uses Dean's business model in his classes on Friday at 9am.

Visit Dean's Beans website at www.deansbeans.com

This session is sponsored by University of San Francisco and OBTS Teaching Society for Management Educators

Thursday, 3:45pm - 5:15pm in Room 252

Using the World Café to Explore Possibilities: Self, Students, Community, World

Stephen Ralph Axley, *Western Illinois University*

Conversation as a problem-solving tool is as natural and ancient as human community. The World Café (Brown & Isaacs, 2005), grounded in principles of living systems, uses self-organizing conversation to address questions that matter. As such, it's a versatile, accessible, and engaging method to enhance learning, solve problems, innovate, and more, in groups ranging from about twelve people to twelve hundred. The proposed session will showcase the World Café approach and its potential as an effective and fun teaching-learning tool, featuring questions oriented to the conference theme itself, Open to the Possibilities: Self, Students, Community, World.

Thursday, 3:45pm - 5:15pm in Room 254

The First Day of Class: More Than an Icebreaker

Claudette Marie Peterson, *North Dakota State University*
Lance Giroux, *Allied Ronin Leadership Training & Consulting*
Tim O. Peterson, *North Dakota State University*

This lively session will allow participants to engage in proven activities for the first day that go beyond icebreaking and actually remove barriers to the teaching-learning transaction and set the tone for the rest of the semester. The three presenters will discuss being intentional about selecting activities appropriate to the course objectives. Participants will have the opportunity to discuss activities appropriate for their own courses and to create an action plan of activities to incorporate in future semesters. Participants will leave with handouts and ideas so that they and their students can engage the possibilities for learning!

Thursday, 3:45pm - 5:15pm in Room 305

Say Cheese! Using Wisconsin's Finest to Demonstrate the Use of Assessment Rubrics

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

You know that timely, accurate assessment of student work is important for student learning, not to mention accreditation. You know if it's good and you know if it's bad. You even know when it's just ok. But can you articulate why? Do you sometimes struggle to explain why a student project is a "B+" instead of an "A-?" If the answer is yes, then join us for this interactive session that demonstrates the use of rubrics to assess virtually anything. Since we are in the heart of America's Dairyland, the subject of our assessment will be Wisconsin's finest cheese.

Thursday, 3:45pm - 5:15pm in Room 313

Open to Others: Exploring the Possibilities of Indigenous Work/Life Balance in the Classroom and At Work

Joe Gladstone, *New Mexico State University*
Daniel Stewart, *Gonzaga University*
Amy Klemm Verbos, *University of South Dakota*
Maria Humphries, *University of Waikato*

We illuminate culturally relevant work/life balance issues for students and workers that might not be apparent to teachers and managers unfamiliar with Native American cultures. We present scenarios from our classrooms and indigenous organizations to discuss situations such as when a student or worker is absent to fulfill a cultural obligation. We explore reasons why one chooses not, or is unable, to disclose reasons for not being in class and, together with the audience; we examine how institutional rules and policies may differentially impact students' and workers' conflicting cultural responsibilities. We explore possibilities for satisfying both cultural and institutional needs.

Thursday, 3:45pm - 5:15pm in Room 374

Keeping it Real: Authenticity in a Ratemyprofessor.com World

John-Andrew Morris, *California State University, Channel Islands*

Evolving professional, university, and student expectations present real challenges to teacher authenticity. Yet "keeping it real" has long been thought an essential component of effective teaching (Cranton, 2006). In this session, I draw upon philosophy, positive psychology, and sociological frameworks to propose a series of questions: What is authenticity? Why does teaching authenticity matter? What hinders teaching authenticity? How are we to become more authentic teachers? In what will be a highly interactive conversation, participants are encouraged to share their own insights, struggles, and solutions to these and other questions as we collectively seek to become more authentic teachers.

Thursday, 3:45pm - 5:15pm in Room 380

Creating a Learner Centered Class Environment

Carrie Blair Messal, *College of Charleston*
Kelly Shaver, *College of Charleston*
Amy E. Davis, *College of Charleston*
Mark Kindy, *Medical University of South Carolina*

Learning-centered instruction has been shown to result in students taking greater responsibility for their learning, ultimately resulting in greater intrinsic motivation, confidence, and achievement. Yet many educators are resistant to incorporate learner-centered teaching in their classroom for various reasons. Session participants will be 1) given examples of classes that are learner-centered, 2) encouraged to select a course to transform to a learner-centered environment, and 3) placed into small groups to work on modifying their courses. As a bonus, one of the exemplified courses represents a creative way to include undergraduates in a project funded by the National Science Foundation.

Thursday, 6:00pm - 9:00pm

Dinner and Tour at MillerCoors

First bus leaves at 5:15 pm from AMU for the first tour at 5:45 pm, buses will fill and leave until 6:15pm.

Do not miss this opportunity to visit the famous brewery at MillerCoors and have a dinner catered by Saz's Restaurant, listed as the best barbeque in Milwaukee. Tour is optional, but don't miss dinner. Proof of age will be required for all tour guests.

Thursday, 9:00pm - 11:00pm in AMU Pub Lower Level

Jim's Place

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

Friday, June 10

Friday, 7:00am - 8:30am in Straz Tower Dining Room

Breakfast

Breakfast will be in the Straz Tower Dining Room on the first floor of the Straz Tower Dorm.

Friday, 8:00am - 8:45am in Room 252

Ambushing a High Performance Organization: A Cross-Functional, Integrative Project

Brendan Bannister, *Northeastern University*

Bruce H. Clark, *Northeastern University*

A cross-functional, integrative project will be interactively simulated with session participants. This project was developed by two faculty members, from the disciplines of Organizational Behavior and Marketing. Students stake out the conceptual space of a High Performance Organization (HPO), choose an organization to apply those criteria to and then do a Trend Analysis of a contemporary challenge/opportunity. The project asks students to utilize multiple skills (e.g., technology based brainstorming, research, analytical, adaptation under ambiguity, complex problem solving, and creativity). The session would be appropriate for faculty members interested in cross-functional integration for undergraduate or graduate students.

Friday, 8:00am - 8:45am in Room 254

New Professors and the 'New' Returning Adult Learner

Lee Elliot Meadows, *Walsh College*

The goal of this session is to present information and to dialogue about teaching strategies for new professors in relation to the 'new traditional' students returning 'back to the future' of their career paths. The economic downturn has generated an unprecedented return to the classroom for thousands of working adults for whom education was a peripheral event not connected to the actual work experience. As a result, new professors to the OBTS will need to adjust to working with students who are twice their age and looking to education to smooth the unexpected disruption in their lifestyles.

Friday, 8:00am - 8:45am in Room 305

Measuring Up: How does your project team management approach compare to best practices from applied research?

Neil Rothenberg, *Ryerson University*

How effective is your management of student project teams? Though the use of student project teams is steadily increasing and there is extensive research on effective management practices, too often students are merely assigned to teams, provided project guidelines and sent off to complete the project. This session will enable you to evaluate your approach compared to the best practices identified in the empirical research. Breaking into small groups we will examine key research findings and introduce and share sample tools and techniques to enhance and practice for each major project area, prior to reporting back to the larger group.

Friday, 8:00am - 8:45am in Room 374

The Possibilities of Movies: Incorporating Digital Stories into Your OB Course

Nancy J. Hanson-Rasmussen, *University of Wisconsin-Eau Claire*

Relationship media continues to grow in popularity and use. As part of the media movement, digital storytelling has made its way into the Organizational Behavior classroom. Using common movie making software, instructors can create short videos for classroom use. This session will present the use of digital movies in introducing OB course concepts. Story lines will be explored with an overview of presentation methods. Participants will leave with an appreciation for the possibilities of digital movies. Ideas and tools to get started making movies will be available. This session is for anyone who enjoys being creative in their course content.

Friday, 8:00am - 8:45am in Room 380

Evoking the Learning Spirit: Treasure Hunt as a Pedagogy to Teach Team Dynamics

Swarup K. Mohanty, *New York Institute Of Technology*

Treasure hunt is a creative innovation. TH needs tremendous team-attitude to work together banking on each other's skills and knowledge to solve riddles leading to the treasure as predetermined by the facilitator. It is a challenge for the creator too, as the clues need to be intriguing- they must pique the actors' interest, keep them guessing, make them act to harness their patience and work together. TH needs a truly entrepreneurial effort from both the ends- the knower (participants) and the known master. This paper discusses how TH can be an effective methodology of teaching Team Dynamics in OB.

Forum 1

Facilitator: **Joy Alice Schneer**, *Rider University*

FACULTY-LIBRARIAN COLLABORATIONS: A PRESCRIPTION FOR EFFECTIVE INSTRUCTION

Timothy L. Harper, *Skidmore College*

When was the last time you embedded your librarian in the context of a course? How would you like to improve your teaching effectiveness through a partnership that may already exist structurally in your institution? Think no further than your academic subject or liaison librarian. This interactive session will enlighten participants regarding the potential outcomes of faculty-librarian collaboration. Drawing upon the management literature, we will use three unique models to discuss faculty-librarian collaboration. Achieving learning goals as a result of successful collaboration between faculty and librarians is predicated on the capturing and assessing of team effectiveness.

GAMES BUSINESS STUDENTS PLAY

Maritza Yvette Soto, *University of Puerto Rico, Río Piedras Campus*

Maria V. Lugo, *Les Roches International Hotel Management School*

There is a similarity of the skills required in board games and those required of managers, and as a leaning resource, it is almost natural that board games have indeed become a powerful management training too. The topics that may be addressed with this type of learning are diverse. However, the use of board games as a tool for developing thinking and other skills is a less known practice. This session expects its participants to understand the theoretical aspects of using board games and see, through videos of students themselves, the process of developing these skills while having fun.

IT'S SAMPLE DAY! USING ICE CREAM TO DEMONSTRATE PERCEPTIONS

Lindsey A. Gibson, *New Mexico State University*

Carolyn Chavez, *New Mexico State University*

Please join us for a high-energy experiential exercise where participants use ice cream as a means for demonstrating the importance of understanding and managing perceptions. Participants open their minds to new possibilities by viewing reality through a non-traditional lens. This eclectic exercise is useful for an activity in both organizational behavior and leadership courses. This experience is sure to stimulate both your mind and taste buds!

Forum 2

Facilitator: **Brian A. Griffith**, *Vanderbilt University*

ACROSS SPACE AND TIME: USING SOCIAL MEDIA TO ENHANCE STUDENT ENGAGEMENT

Jo Axe, *Royal Roads University*

Geoffrey Archer, *Royal Roads University*

From personal enrichment to professional credentialing, distance education courses are growing in popularity. The convenience or necessity of learning in one's pajamas is significantly affecting the mix of how educators work. Yet for students, learning is enriched by engaging with others in activities that are directly linked to the world outside the living room. Striving to combine these two realities, the presenters investigated ways to connect online undergraduate students with each other and the external environment. In this session you will explore innovative ways to engage distance learning students through experiential activities that foster real social, environmental and commercial endeavors.

INTEGRATING MULTICULTURAL INSTRUCTIONAL DESIGN ACROSS THE CURRICULUM: UNDERGRADUATE BUSINESS COURSE PILOT

Jennifer Lynn Schultz, *Metropolitan State University*

Marcia Hagen, *Metropolitan State University*

This session will present a developing pedagogical model on integrated multicultural instructional design (IMID) that is aimed at meeting the instructional needs of increasingly diverse student populations. Results from a pilot undergraduate business course will be presented along with an overview of the model and an exploration of how the principles can be applied across disciplines.

MENTORING ACROSS CAMPUS: BRINGING UNDERGRADUATE AND GRADUATE STUDENTS TOGETHER

Daniel Gruber, *Northwestern University*

I will discuss a pilot mentoring project that I implemented in the fall 2010 quarter between the graduate management class and undergraduate communications class I was teaching at the same time. This core component of each class was supported by an Innovative Teaching Grant from my University's Center for Teaching Excellence. I will share some of the highlights of the project, as well as advice for other faculty interested in creating mentoring components for their classes. I will also explain what I learned from working with the Center for Teaching Excellence to develop the ideas for this teaching innovation.

PRINCIPLES INTO PRACTICE: OPENING NEW POSSIBILITIES WITHIN A TRADITIONAL CURRICULUM

Karen Markel, *Oakland University*

Lizabeth A. Barclay, *Oakland University*

This session discusses how our human resource management faculty put organizational change principles into practice within the curriculum. The session will begin with a discussion of changes made to our curriculum that were risky and sensitive to the environment. After providing an overview of our experiences, we will facilitate a discussion of political tactics and strategies used. This session links to the conference theme by: (1) exploring how new topics can be introduced into the curriculum, (2) illustrating how faculty and students can make meaningful connections with the community, and (3) showing how we can practice the lessons we teach.

Friday, 9:00am - 10:30am in Ballroom C

On the Possibility of Managing Ourselves: A Progress Report to Colleagues in the Management 101 Project

John A. Miller, *Bucknell University*

We will explore comprehensive lessons from a 30-year experiential learning project conducted at Bucknell and elsewhere. MGTM 101 integrates processes, contents, and people, to serve as an engaging single-semester management practice field for general education students. It provides students with solid foundations for designing, managing and lifelong learning from their own collaborative Perform – Reflect – Design experiential learning cycles, within a community + effectiveness + efficiency conceptual framework comprehensive enough to make sense out of complex academic literatures, straightforward enough so students without significant organizational experience can understand it, and powerful enough to be useful to practicing managers in any institution.

Friday, 9:00am - 10:30am in Room 157

Teaching for Global Sustainability: Celebrating the Stockdale Paradox, our students, and ourselves

Jim Stoner, *Fordham University*

If you know or want to learn ways to teach about global sustainability that leave you and class members energized to learn more and to take action, this session is for you.

After a short exercise and exposure to additional materials, small groups develop new ideas and approaches as they discuss (1) how we perceive our ways of teaching about sustainability, (2) what we have tried that does and doesn't work, and (3) new ideas we would like to collaborate on.

Takeaways include new ideas, successful materials, and future collaborators.

Please bring materials you would like to share.

Friday, 9:00am - 10:30am in Room 227

Conversations with Interesting People - Carlos Buhler (interviewed by Joe Garcia)

Carlos Buhler (born October 17, 1954 in Harrison, New York) is one of America's leading high altitude mountaineers. Buhler's specialty is high-standard mountaineering characterized by small teams, no oxygen, minimal gear and equipment, and relatively low amounts of funding; yielding first ascents of difficult routes in challenging conditions, such as the Himalayan winter season.

In addition to his mountaineering accomplishments he works with organizations to aid in inspiring staff to reach beyond their limits and work together in teams. He has consulted with firms such as Lucent Technologies, Nortel and AT&T, First Boston, HP, Frito Lay, and the Russian Atomic Energy Agency among other organizations. In addition he worked with the Continuation Schools of the LA public School District in addressing the needs of at risk school children for 10 years.

He has a keen interest in management education and has also formed a partnership with the Moscow School of Management Skolkovo in their efforts to develop an executive education program. He is bilingual in Spanish and conversant in Russian.

Buhler is a 1978 graduate of Western Washington University, one of only 66 recipients of the school's highest honor (Distinguished Alumni Award), and currently resides in Canmore, Alberta, Canada. He is married and the father of two.

Check out Carlos' website at www.carlosbuhler.com

This session is sponsored by University of San Francisco and OBTS Teaching Society for Management Educators

Friday, 9:00am - 10:30am in Room 252

Dean's Beans Brews a World of Learning Possibilities: A Case Study Exploration of Social Entrepreneurship and Its Uses in the Management Classroom

Bob Marx, *University of Massachusetts Amherst*

Karen P. Manz, *Author and Researcher*

Charles C. Manz, *University of Massachusetts Amherst*

Dean Cycon, Founder and CEO of Dean's Beans Kosher, Organic, Fair Trade Coffee (www.deansbeans.com) is a social entrepreneur who has created a successful business as a vehicle for positive social change. His unconventional business model "Buy High-Sell Low" challenges traditional business assumptions by simultaneously growing profits and improving the lives of coffee farmers abroad and of his domestic roaster workers. Cycon tackles issues of sustainability, women's rights, fair trade and more. This case is a "goldmine" for faculty eager to include social entrepreneurship in their learning activities.

Friday, 9:00am - 10:30am in Room 254

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

Jane Schmidt-Wilk, *Maharishi University of Management*
Charles J. Fornaciari, *Florida Gulf Coast University*
Janet Gillespie, *Journal of Management Education*
Mary Ann Hazen, *University of Detroit Mercy*
Kathy Lund Dean, *Idaho State University*
John B. Stark, *California State University, Bakersfield*
Thomas Fletcher Hawk, *Frostburg State University*
Cindi Fukami, *University of Denver*

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, 9:00am - 10:30am in Room 305

**Making Lemonade out of Lemons: How We Can
Transform Clichés into Exciting Opportunities to
Enrich Our Learning Conversations and Deepen Our
Connection to Students and Colleagues**

Jonah Friedman, *Fordham University*
Janine L. Clarke, *Trinity (Washington) University*
Meredith Myers, *Case Western Reserve University / University of Pennsylvania*
Darren Good, *Christopher Newport University*

Clichés are omnipresent in our daily conversations, yet we rarely consider their actual impact on our engagement in learning processes and personal relationships. Indeed, clichés threaten our ability to truly understand each other and the complexity of ideas and life in general. Through personal reflection, group tasks and performance, debriefing, and even a game round to solidify new skills, this session provides a highly experiential and interactive setting to develop self-awareness and mindfulness techniques that reframe clichés from hackneyed challenges to fresh opportunities to deepen our learning, improve our teaching, and enrich our relationships in both professional and personal settings.

Friday, 9:00am - 10:30am in Room 313

**Teaching Students how to Conceptualize a Quality
Management "Process" Using Examples from Their
Personal Experiences**

Robert Alexander Herring III, *Winston-Salem State University*
M. Eileen Higgins, *Frostburg State University*

This is an informative and interactive session that logically follows the recent OBTS Webinar that introduced the field of Quality Management to the OBTS Community. Key to the field of quality is the concept of a process, and how to visually flowchart the steps of a process. The exercise will demonstrate to the participants a method of teaching the concept of a process to students. using examples of everyday processes in their lives as students. In a hands-on session, the participants will simulate being students, and taught a method that they can use in their own classrooms.

Friday, 9:00am - 10:30am in Room 370

**Taking Service-Learning to the Next Level: The "One
Goal, One Community: Moving Beyond Bullying &
Empowering for Life" Initiative**

Amy L. Kenworthy, *Bond University*

This session is designed to engage attendees in a discussion of a service-learning project called "One Goal, One Community: Moving beyond bullying and empowering for life". This project started out as a partnership between one local high school and one university course on Negotiation and within twelve months it expanded into a large-scale international initiative involving over 35,000 people, 24 schools, and two universities on different sides of the globe. If you are interested in taking a stand against bullying, with your students as agents of positive change, then this is a discussion you will not want to miss.

Friday, 9:00am - 10:30am in Room 374

Exploring the Teaching Potential of Xtranormal.com

Micheal T. Stratton, *University of North Carolina, Asheville*
Mark Robert Julien, *Brock University*

This fun and interactive session will introduce participants to a new technology that allows users to create their own short movies by typing text. This technology can be used to enhance the learning potential for Generation Y as instructors search for different ways of making concepts and theories in human resource management, organizational behavior, and leadership come to life.
-Please bring your own computers to session-

Friday, 9:00am - 10:30am in Room 380

Exploring OB Topics Using Creative Drawing

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

Have you ever tried to draw your deepest thoughts, wishes, or the things you talk about in your courses? Have you considered that others may envision things entirely different than you do? How fascinating would it be to know what others see before their mind's eye when you have a dialogue about power, politics, spirituality, compassion, profit, the bottom line, the 21st century, or a happy world! Let's see where we land if we have to give a shape to some of these ideas, share them, and talk with others about the reasons for looking at it differently.

**Friday, 10:30am - 11:00am in AMU Lynch Lounge, 3rd
Floor**

Refreshment Break

AMU Lynch Lounge on the 3rd Floor in front of the Ballroom.

Forum 3

Facilitator: **William Paul Ferris**, *Western New England College*

INCREASING THE RELATIONSHIP BETWEEN PROFESSIONAL CONTEXT AND CLASSROOM CONTENT: ACKNOWLEDGING THE STUDENTS' PROFESSIONAL FUTURE

Dennis Laker, *Widener University*

Faculty must engage students; demonstrate relevance by linking classroom content to the context of the "real world" and students' professional future; provide opportunities to develop career-related skills and help them explore potential careers. Collectively, these eight exercises are designed to achieve these objectives. A reflective component ties these exercises together. A description and rationale for each exercise; materials; student feedback and benefits; suggestions for faculty; and a two-dimensional learning model of content and context will be presented and discussed. Participants will share their efforts in enhancing realism in the classroom and maximizing students' future professional careers.

INTEGRATING A SCHOLAR-PRACTITIONER COMMUNITY BASED MODEL INTO THE BUSINESS CLASSROOM: THE SITUATIONAL ANALYSIS EXAMPLE

Jennifer Lynn Schultz, *Metropolitan State University*

Marcia Hagen, *Metropolitan State University*

Christina Stello, *University of Minnesota - Twin Cities*

Katryna Johnson, *Metropolitan State University*

This session will present the evolution of a classroom activity that integrates external assessments of student assignments to enhance student learning outcomes. The student assignment was a situation analysis and SWOT matrix, where feedback was provided by executives from MNCs and non-profits. Benefits included creating and maintaining community connections in the classroom, as well as, the introduction of graduate students to local business leaders. This workshop will provide an overview of the assignment, rubrics, student perception information, and opportunities for participants to discuss application of this idea into their own classes.

ORGANIZATIONAL CITIZENSHIP BEHAVIORS: COMMUNITY TO CLASSROOM

Cary J. LeBlanc, *Assumption College*

In this interactive session, discussion will be centered on organizational citizenship behaviors (OCB) of undergraduate students that enhance academic achievement and the college community. Results from an initial research study conducted with 500 undergraduate students will be shared. Discussion points will be targeted toward eliciting effective integration of OCB into coursework as both manifest experience outside the classroom and as a method to strengthen content. Participants will form in small discussion groups and be prompted with questions so that they can share their own observations of how OCB strengthens the academic learning process as well as the overall college experience.

Forum 4

Facilitator: **Kenneth Rhee**, *Northern Kentucky University*

CREATING THE "CLASSROOM OF THE FUTURE": AGILE LEARNING ENVIRONMENTS, HIGH-VELOCITY COMMUNICATION, AND MULTIPLE TECHNOLOGY CONVERGENCE

Thomas Setliff, *Pepperdine University*

Andrei Duta, *Pepperdine University*

This research examines the ability of selected technologies to adapt in a collegiate level course to increase the velocity of communication while retaining a sense of agility that allows for constant reevaluation of progress. Text-messaging and web-based cloud-computing software have been explored in order to fulfill this goal. Using qualitative and quantitative measures, this project seeks to examine the usefulness, speed, and agility of the technologies, as well as the degree to which the level of communication among students and professors was changed.ed.

TEACHING AT THE INTERFACE OF PEOPLE AND TECHNOLOGY

Betty J. Barrett, *University of Illinois*

Technology is a most potent force in our workplaces today and, yet, its future impact is rarely explored. This role play exercise examines some of the dilemmas technology can bring to tomorrow's workplace. The focus of the role play is a meeting between an HR manager and his firm's first technologically enhanced employee. The simulation allows students to frame the discussion and the interests of the two participants from an imagined but not improbable set of perspectives. The goal is to allow students to question current assumptions while exploring a work related technology driven problem through a human lens.

THE CHALLENGES OF PREPARING STUDENTS TO WORK IN TEAMS

Brian A. Griffith, *Vanderbilt University*

Most contemporary organizations organize their employees around the concept of "teams." Yet many college graduates are ill prepared to work in those teams. Studies related to college student development show that students are often ill equipped for the complexities of face to face communication and small group dynamics. As educators attempt to raise levels of self awareness and interpersonal maturity, they may find that students are not always receptive to experiential learning or constructive feedback. This forum will discuss the importance of preparing students for team participation while identifying the typical triumphs and challenges of such training.

Forum 5

Facilitator: **Deborah Butler**, *Georgia State University*

LEADERSHIP AND HUMAN UNIVERSALS

Elizabeth Stork, *Robert Morris University*

All of us have needs and fears; we all need and fear the same basic things. Everyone has an idea of what leadership is -- like beauty, we know it when we see it. While we are drenched in publications about how to be leaders, little discussed is why we select or allow the people we do to lead us. This session uses a fresh framework that explains local and global rises and falls of leaders – these universal human fears and needs – and provides a practical way of teaching and learning another perspective on leading, following, and change.

ORGANIZATIONS AS HEARTS: UTILIZING A METAPHOR

Marguerite Chabau, *Argosy University*

In order for a new era, a new paradigm, to come into being, a new story must be created to support that change. Organizations have been viewed through various metaphors, such as those in Morgan's (2006) *Images of Organizations*. A new image to define and explore is that of the organization as a heart, for that is the reality of the role they play in the 21st Century. Examining the meaning and the ramifications of that vision provides us with frameworks for concepts, models, theories and actions, in the classroom and the workplace, to meet current expectations for continuous change.

WOMEN'S LEADERSHIP DEVELOPMENT IN COMMUNITY: A MILLENNIUM CELEBRATION & CLASSROOM EXPERIENCE

Dayle A. Savage, *Vanderbilt University*

Kathy Duncan, *University of La Verne*

This session illustrates the possibilities that arise when a community partner presents an educational opportunity for students, instructors and the agency to learn, grow and celebrate. Discover how a group of undergraduates learned about women's leadership development through the eyes of future leaders ages 5 – 19 in partnership with the Girl Scouts of America. To mark the celebration of 100 years of scouting, a local Girl Scout council presented the opportunity to delve into community experience and leadership exploration through women and history, family, business, sports, education, government. Learn how to replicate this service learning experience in your classroom.

More on the Nature of Practice

Peter Brown Vaill, *Senior Scholar, Antioch University Ph.D. program in Leadership and Change*

This session will build on some comments I made at the end of my video played at the 2010 OBTC. There I said I hoped our field will do more with the question of practice. I read an excerpt from Chester Barnard, *The Functions of the Executive*, that in the actual process of leading, the leader exercises "feeling, judgment, sense, proportion, balance, appropriateness" (1938, Ch. 15, first page) Barnard goes on to say that these qualities are matters of art rather than science, and are known after the fact far more easily than they are defined and studied before the fact.

Nevertheless, I propose to pursue the question of how these qualities may be better understood, and at least introduced to our students.. I believe a fruitful approach may be to inquire more deeply into the nature of "practice." We (and our students) use phrases like "the real world," and "in the trenches," and we grant that theory and practice are different. But we tend not to go on and inquire more thoroughly about just what it is in the trenches, in the real world, that is so different. In the session I would like us to go on and explore these differences, of which I believe there are many - with profound implications for our teaching.

Back to the future: Where have we been and where should we go?

Jason Fertig, *University of Southern Indiana*

Joe Seltzer, *La Salle University*

Allan R. Cohen, *Babson College*

James G. Clawson, *University of Virginia*

This proposed session is a panel discussion with senior OBTC members that focuses on the issues discussed at the first OBTC and how many of those issues are still relevant today (because many of them still are very relevant). The panel will start off with a structured set of questions that mimic the initial questions from that first OBTC, but the discussion will be adjusted accordingly to work with the questions posed by session participants.

Friday, 11:00am - 12:30pm in Room 227

**Conversations with Interesting People - Nate Hagens
(interviewed by Rae Andre)**

Nate is a well-known authority on global resource depletion. Until recently he was lead editor of The Oil Drum, one of the most popular and highly-respected websites for analysis and discussion of global energy supplies and the future implications of energy decline.

Nate's presentations address the opportunities and constraints we face in the transition away from fossil fuels. On the supply side, Nate focuses on biophysical economics (net energy) and the interrelationship between debt-based financial markets and natural resources. On the demand side, Nate addresses the evolution-derived underpinnings to conspicuous consumption, valuation of the present over the future, and habituation to resource overconsumption, and offers suggestions on how individuals and society can better adapt and mitigate to what's ahead.

Nate has appeared on PBS, BBC, and NPR, and has lectured around the world. He holds a Masters Degree in Finance from the University of Chicago and is currently completing his PhD in Natural Resources at the University of Vermont. Previously Nate was President of Sanctuary Asset Management and a Vice President at the investment firms Salomon Brothers and Lehman Brothers.

Check out Nate's website at www.postcarbon.org

This session is sponsored by University of San Francisco and OBTS Teaching Society for Management Educators

Friday, 11:00am - 12:30pm in Room 252

From Metaphor to Practice: Using our personal metaphors to guide our teaching

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

In this session we explore the power of metaphor to transform student/teacher relationships in an Organizational Behavior class. We describe how an apprenticeship metaphor informed a redesign of the class to cast the student in a more collaborative role. Students viewed it as an experience that built their confidence, created a real learning community and made for a closer and more productive relationship with the Instructor. In this workshop, we present the model, show brief video clips of a focus group, and engage participants in an inquiry of the metaphors they carry in the process of teaching OB.

Friday, 11:00am - 12:30pm in Room 254

A Classroom Learning Event (CLE): Creating a Classroom Environment Where All are "Open to the Possibilities"

Jane V. Wheeler, *Bowling Green State University*
Jaclyn C. Schalk, *Bowling Green State University*

In this workshop, facilitators and participants will discuss a classroom learning event (CLE) and how it helps both teacher and students be "Open to the Possibilities." A CLE is an effective teaching and learning event that occurs in the present moment, happens at a specific point in time, and emerges out of a classroom environment focused on the present. In the workshop we discuss the CLE and its associated principles, explore what it means to be "Open to the Possibilities" in the classroom, and investigate how these two concepts are related.

Friday, 11:00am - 12:30pm in Room 305

Write a Publishable Article in Five Steps: Opening to the Possibilities of Your Teaching Experiences

Mary Ann Hazen, *University of Detroit Mercy*

Participants take home a five-step package that will support them to write a publishable article or create a plan for pedagogical research based on a notable teaching experience. Details of the steps are presented. Participants complete a short representative exercise to get them started on the process and make connections with other participants for possible continuing support or collaboration. The goal of this process is to produce publishable research related to management education for the Journal of Management Education, the Academy of Management Learning and Education, or other journals that publish education research.

Friday, 11:00am - 12:30pm in Room 313

Using our artistic talents to engage and transform participants: Opening ourselves and others to the possibilities

Suzanne de Janasz, *IMD*
Maury Peiperl, *IMD*
Joe Dobson, *Western Illinois University*
Michael Morris, *University of New Haven*
Judi Neal, *University of Arkansas*

It's not edutainment...it's performance with a purpose. The presenters are professors and also performers who made the leap and continue to integrate the arts into their work in classrooms, offices, and boardrooms. In this session, we will perform or demonstrate our art, show how we use it to transform others' learning and application, and discuss the benefits (as well as challenges) we and our participants have experienced. Attendees will have the opportunity to engage their artistic passions as well, and will leave with a specific plan for taking the first steps to integrate them into their work.

Friday, 11:00am - 12:30pm in Room 374

Building Learning Teams: How to Explicitly Create Teamwork Skills

Janet Hillier, *Indiana University - Bloomington*
Linda M. Dunn-Jensen, *Indiana University*

Most undergraduate and graduate business students participate in team-based class projects. Yet, the team experience doesn't always capture the potential of team members. While students are assigned into "teams" they often barely function as groups. The explicit process of becoming a team is often not taught. Building off Lencioni (2002) "5 Dysfunctions of a Team" model, and many years experience working with high performing and highly dysfunctional teams, this session will review a structured process in which the participants learn to "build a learning team" while also engaging in a team building activity called "Who owns the Zebra (Bailif, 1979)?"

Friday, 12:30pm - 1:45pm in AMU Cafeteria

Lunch

AMU Cafeteria, Marquette Place - 2nd Floor.

Friday, 1:45pm - 2:45pm in Ballroom C

What is My Mindset? How an In-Class Active Listening Interview Activity Can Provide an Opportunity for Self Learning

Vicki Scherwin, *California State University, Long Beach*

For many of our students, whose lives are filled with school, work and family commitments, the opportunity for self-reflection is truly rare. However, successful leadership depends on leaders having an awareness of the self (Northouse, 2009; Avoilo & Gardner, 2005). This interactive session will demonstrate how an in-class activity can serve as an opportunity for students to develop an awareness of how they interact with others and the world around them. The activity centers on students answering and then sharing their responses to questions which tap into motivation, successes, disappointments, and beliefs (Culbert, 1996), via an active listening interview technique.

Friday, 1:45pm - 2:45pm in Room 157

Professionalism: What Employers Want, and How to Instill It in Business Students' Culture

Timothy Clark, *Northern Arizona University*
Cynthia L. Krom, *Marist College*
Tim O. Peterson, *North Dakota State University*
Chris A. Lockwood, *Northern Arizona University*

This session will explore several aspects of the concept of professionalism, which will be introduced as behavioral qualities that intersect with many of the attributes of successful leaders, entrepreneurs, and collaborators. By next June, we'll have more empirical support for answers to the research question "what do employers want in our graduates?" This will be the focus of the first portion of this proposed session, followed by segments on student-focused recognition of professionalism, including engagement of freshman undergraduates, upperclassmen and grad students, and a college-wide program incentivizing faculty and student to engage in formal recognition of professional behavior.

Friday, 1:45pm - 2:45pm in Room 163

Teaching Across Management Disciplines with Board Games

Sonia Goltz, *Michigan Technological University*
Amy Beth Hietapelto, *Northeastern Illinois University*

The proposed session will present how we have used a variety of board games in several different management related courses, including Organizational Behavior, Human Resource Management, Business Problem Solving, and Strategic Management. Using five board games, this workshop will illustrate how to: 1) creatively use existing board games to reinforce course terms and concepts; 2) modify board games for teaching more complex concepts; and 3) create new board games to illustrate additional course concepts. Takeaways will include sheets giving directions for using each game as well as tips on debriefing the games to relate them to course concepts.

Friday, 1:45pm - 2:45pm in Room 227

PRME Possibilities: A Workshop for Enhancing Responsible Management Education

Jennifer S. A. Leigh, *Nazareth College*
Jeanie M. Forray, *Western New England University*

This session focuses on an initiative of the UN's Global Compact – the Principles of Responsible Management Education (PRME) (see <http://www.unprme.org/>). As a multilateral collaborative effort between the UN and Higher Education, the PRME undertakes to embed corporate responsibility and sustainability in the core mission and learning activities of business schools. This interactive workshop creates a forum for participants to discuss activities, courses, and curricular innovations related to the PRME, provides a networking opportunity for those integrating PRME topics into their courses, and offers a venue to brainstorm strategies for promoting partnerships and curricular change necessary for PRME to flourish.

Friday, 1:45pm - 2:45pm in Room 252

Presence: Engaging Your Self to Engage the Other

Dennis O'Connor, *Le Moyne College*
Joanne Pirie, *Stockholm School of Economics*

Utilizing an appreciative inquiry process, the session will guide participants in an exploration of moments when they have experienced "presence" in their learning, teaching, and other performance endeavors. What factors facilitate and surround those moments of clarity, calmness, connection? We will explore "presence" through activities and images, and draw upon models rooted from martial arts, Buddhism, and leadership, as we ponder the power of presence in our lives and teaching.

Friday, 1:45pm - 2:45pm in Room 254

Building Potential in Millennials through SAI

Fonda Na'Desh, *Na'Desh & Associates*
Janet McCollum, *Pennsylvania College of Technology*
Kay Davis, *Pepperdine University*

By 2012, 75% of all college students will be from the millennial generation, many of whom will be undergraduate business majors. This session is designed as a structured interactive dialogue. Together we will explore millennial characteristics; discuss the concept of self as instrument (SAI); and share experiences and SAI techniques that we have used to guide and encourage millennial students to explore and develop their potential as professionals and human beings. Participants will be able to apply their knowledge about Millennials and SAI to create learning experiences that actively encourage exploration of self and one's relationships with others.

Friday, 1:45pm - 2:45pm in Room 305

Helping Students Discover Personal Possibilities: Establishing a Vision

Angela Passarelli, *Case Western Reserve University*
Ellen Van Oosten, *Case Western Reserve University*

As educators, we are in a unique position to serve as trusted advisors to students on their life journeys. Each interaction holds the potential to open students up to possibilities for growth and development. In this session, we will discuss principles and techniques for helping students identify their deepest aspirations and dreams for their life and work. We'll pay particular attention to the motivation and energy created by formulating a personal vision statement. Drawing on the knowledge of the group, we will also discuss best practices for implementing personal discovery in educational settings.

Friday, 1:45pm - 2:45pm in Room 313

Teaching Active Listening Skills in Management: Balanced Exploration of a Controversial Environmental Issue

Jenny Guynn Trautman, *Georgia State University*
Louis St. Peter, *Georgia State University*

In this session we share a capacity building exercise for leading group discussions on contentious topics. This exercise empowers students to impact others' lives by equipping them with facilitation and conflict resolution skills that can be used to build sustainable agreements. Students learn to conduct a balanced exploration of a controversial topic where diverse viewpoints are held by participants. The topic, a controversial global environmental issue, provides conflicting points of view readily available for research outside of class making the exercise more meaningful. The focus is on drawing out and acknowledging all viewpoints to find a common ground for consensus.

Friday, 1:45pm - 2:45pm in Room 374

To tweet, or not to tweet: Using twitter to bridge theory and practice in the management classroom

Daniel Gruber, *Northwestern University*

Connecting the topics that we teach in the management classroom to the "real world" can be a daunting challenge. I have found a way of sharing news articles with my students and involving them in the process at the same time, using the micro-blogging site, twitter. In this session, I will explain what twitter is, and how I use it to add a layer to the teaching I do in the classroom. I will offer steps to get attendees started using twitter in their teaching and I will encourage sharing from the audience about unique ways they are using twitter.

Friday, 1:45pm - 2:45pm in Room 380

The Possibilities of Academic Entrepreneurship

Matthew Eriksen, *Providence College*
Drew L. Harris, *Central Connecticut State University*
Tom King, *Providence College*
Susan Lehrman, *Philadelphia University*

In this session, we want to explore the concept of an "academic entrepreneur" and what possibilities might arise for faculty, curriculum, and academic institutions. We present academic entrepreneur or academic entrepreneurship, not as an empirical description of an existing reality but rather as a concept that provokes possibility. This is not about entrepreneurship as a discipline or institutional arrangement to commercialize properties developed at universities. Rather, it is about exploring the ontology, process, and context of entrepreneurship as might be applied to academe. Our session will create a space of possibility.

Friday, 2:45pm - 3:15pm in AMU Lynch Lounge, 3rd Floor

Refreshment Break

AMU Lynch Lounge on the 3rd Floor in front of the Ballroom.

Friday, 3:15pm - 4:45pm in Ballroom C

Bradford Award Session - Difference Makers, Intellectual Shamans, and You: Creating Possibilities by Exploring Wisdom, Balance, and Right Action

Sandra Waddock, *Boston College, Carroll School of Management*

This workshop will briefly define and explore work of difference makers and intellectual shamans, suggesting that we all are or can become intellectual shamans through boundary-spanning work. A framework for developing wisdom with three elements, moral imagination (the 'good' 'heart' element), systems understanding (the 'true' body-mind element), and aesthetic sensibility (the 'beautiful' soul/spirit element) will be presented interactively to determine how wisdom arises-or can be developed in self and students, how purpose leads to action within this understanding of wisdom, and how one can sustain oneself over time in the difficult work of boundary spanning that intellectual shamans undertake.

Friday, 3:15pm - 4:45pm in Room 157

Open to Possibilities: Helping Students to Understand How “Calling Unfolds Within the “Now” of Daily Life

Andre L. Delbecq, *Santa Clara University*

Current research shows individuals who enter leadership tasks motivated by a sense of “calling” (vs. a job – a series of complex tasks; or a career – a series of roles) operate from a different motivational base. They are more intrinsically motivated, find greater meaning, bring to bear different values, and are better able to endure difficulties. This session illustrates how we can encourage students to approach daily tasks from a deeper awareness of the importance of the “now” in shaping a calling.

Friday, 3:15pm - 4:45pm in Room 227

Conversations with Interesting People - Mark Robinson (interviewed by Dave Fearon)

Mark is an Organization Development Manager at Harley-Davidson in Milwaukee, WI and supports the Sales and Channel Performance organization, which includes four regions: North America, EMEA, Latin America and Asia Pacific. As Harley-Davidson continues their global expansion, Mark has been actively involved in the overall organization design and leadership development efforts. Mark also serves as a strategic change management consultant for a few transformational changes taking place across the organization and the dealer network. With Masters Degrees in Business Administration and Organization Development from Bowling Green State University, Mark is truly doing what he loves to do with a company about which he is extremely passionate.

Harley-Davidson is headquartered here in Milwaukee. Who among us has not read, taught, or discussed a case about this iconic American company? Few brands have five living generations of devotees. Witness the snowy-haired gentleman powering his Harley to his 50th Sturgis Motor Rally, passed on I-80 by a 21 year-old woman with her graduation Harley ride. How is globalization changing their game? What new possibilities for growth? Our OB/OD colleague Mark Robinson is working at the nexus of these changes and questions.

Check out Harley-Davidson's website at www.harley-davidson.com

This session is sponsored by University of San Francisco and OBTS Teaching Society for Management Educators

Friday, 3:15pm - 4:45pm in Room 252

Senior and Mid-Career Consortium: Exploring Opportunity, Embracing Possibility, Building Community

Joan Weiner, *Drexel University*

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

Ellen Greenberg, *Sofia University*

Kathleen R. Kane, *University of San Francisco*

Joe Seltzer, *La Salle University*

Explore the many issues and challenges mid-career and senior faculty face as they juggle multiple demands, rethink the full meaning of career accomplishment, and face a changing educational and academic environment. Conversation toward continuing to build a community of support, exploring topics such as:

- what makes for a satisfying senior faculty career?
- how do we wed our current commitments with career dreams still unmet?
- what is the relationship between life stage and our approach to teaching, students, colleagues, our institutions, and our professional work?
- what are we doing that reflects our passions and feeds our souls?

Friday, 3:15pm - 4:45pm in Room 254

Exploring Inner and Outer Possibilities through Skillful Questioning: Inquiry, Imagination and Insight

Mark Kriger, *Norwegian Business School BI*

Using situation-appropriate questions is a powerful means for creating new possibilities in classroom discussion. The aims are: a, to understand how skillful questioning creates greater student self-awareness; b, to become more sensitive to the range and kinds of questions available, c, to reflect on our role as discussion leaders, and d, to examine our own awareness as we orchestrate the creative flow in the classroom. The format involves: 1) a short international case; 2) group dialogue; 3) alternative frameworks for asking questions; and 4) understanding how and why we ask questions, verbally and non-verbally, of both students and ourselves.

Friday, 3:15pm - 4:45pm in Room 305

Open to the Possibilities: Nature as a Teacher – An Experiential Session on Leadership Visioning

Dale M. Finn, *University of New Haven*

Judi Neal, *University of Arkansas*

As faculty, we are developers of leaders. It is important for us to experience our own visioning process in order to be able to help our students to develop their ability to vision. This session provides a brief introduction to the process of seeing nature as a teacher. By engaging in a mini-vision quest, participants will have the opportunity to discover the possibilities that exist in the natural world as sources of inspiration for a vision for leadership. Take some time in the midst of the busy conference to be with nature and seek a vision for yourself.

Friday, 3:15pm - 4:45pm in Room 313

Recognizing the Tabula Rasa: Nurturing Successful Business School First-Year Students

Carrie Blair Messal, *College of Charleston*
Shaun Wesley Davenport, *High Point University*

Born between 1988 and 2001, Generation Y behaves differently than any previous generation. At the same time, the majority of colleges and universities are incorporating a special set of first-year seminars into their curriculum. The purpose of this session is to offer two examples of first-year leadership seminars. One actively attempts to integrate students into the business school culture. The second uses a provocative topic (leader toxicity) to get students interested in studying leadership. Participants will work to build a skeleton of a syllabus for their own first-year seminars during the session.

Friday, 3:15pm - 4:45pm in Room 374

Organizational Behavior in the Nonprofit Setting

Darlyne Bailey, *Bryn Mawr College*
Jessica Schaffner, *Bryn Mawr College*

Organizational Behavior classes are typically taught in business and management schools; however, we have created an OB class specifically for clinical social work students and those working in nonprofit settings. Our course interweaves foundational OB with Peter Drucker's "Five Questions" as it strives to provide a lived experience of Paulo Freire's liberatory pedagogy. While exploring the basic components of organizations which relate to people, place, processes, and placement, this session will provide participants with the opportunity to engage in a Freirian dialogue as we participate in a "mini-class".

Friday, 3:15pm - 4:45pm in Room 380

Find your appropriate decision through TETRALEMMA CONSTELLATION

Liselotte Zvacek Dr., *University of Graz*
Klaus Scala, *University of Graz*

This session will give you an insight about a useful technique of constellation work in teaching and counseling. It directly refers to the conference theme: Open to the Possibilities. The TETRALEMMA is a form of reducing complexity in any kind of situations where a dilemma occurs and helps to spotlight the context before decision making. Participants of this session will be introduced to this type of constellation work on practical and theoretical level. You will have the opportunity to apply the exercise immediately during the session on your question. At last you will explore the exercise's potential for classroom use.

Friday, 5:00pm - 6:15pm in Weasler Auditorium, directly across from AMU

Town Hall Meeting

Come and discuss OBTC future directions and other business issues of the Society with Rae Andre (President), Joe Garcia (OB 1), and the Board.

Friday, 6:30pm - 8:00pm in AMU Ballroom, 3rd Floor

Dinner

A traditional Milwaukee Fish Fry will be served in the AMU Ballroom 3rd Floor
Annual Awards Presentations will take place during dinner.

Friday, 8:00pm - 10:00pm in AMU Lower Level 163 Next to the Pub

Cabaret and Talent Show

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

Friday, 8:00pm - 11:00pm in AMU Pub Lower Level

Jim's Place

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

Saturday, June 11

Saturday, 7:00am - 8:30am in Straz Tower Dining Room

Breakfast

Breakfast will be in the Straz Tower Dining Room on the first floor of the Straz Tower Dorm.

Saturday, 8:30am - 9:30am in Ballroom A

Self-Leadership Change Project: The "Experiment"

James I. Philips, *Northeastern State University*
David Kern, *Northeastern State University*
Kenneth E. Jones Jr., *Northeastern State University*
Jitendra Tewari, *Northeastern State University*

The Self-Leadership Change Project "Experiment" is designed to aid the participant to learn first-hand that each person affects others around them. As individuals strive to achieve goals and be their best selves, they influence others to do the same. It is this interaction combined with a focus on the betterment of others that provides the purest and most enduring source of motivation for one's own pursuit of personal progress. This session is designed to provide hands-on information about implementing the Self-Management Change Project, based on a pilot program currently underway at a regional university in the central United States.

Saturday, 8:30am - 9:30am in Ballroom B

Using Up in the Air to Teach HRM and OB

Elaine Guertler, *Wesley College*

The purpose of this session is to learn how the movie *Up in the Air* (2009) can be used to examine a variety of HRM and OB topics, including layoffs, psychological contracts, e-HRM, socialization, and work-life balance. Participants will receive teaching notes describing each clip, how it can be used to illustrate specific course topics, and suggested discussion questions.

Saturday, 8:30am - 9:30am in Ballroom C

OBTC Doctoral Institute Presentation

Facilitators:
Kim Cameron, *University of Michigan*
Cindi Fukami, *University of Denver*

Our annual pre-conference Doctoral Institute brings some of the brightest doctoral students and junior faculty in our field to the OBTC. They work with master management educators to gain insights into the action plans for achieving academic balance in teaching, research, and service. As part of their learning, they design this session themselves. Come and engage with the future of our Society and our field.

Saturday, 8:30am - 9:30am in Ballroom E

"Camera...Action!" The Student-Produced Video Case Option

Martin L. Fogelman, *University at Albany, SUNY*
Randy Sleeth, *Virginia Commonwealth University*

You don't have to be Ron Howard or Steven Spielberg to create an appealing mini-case video. Having students brainstorm about a subject, then script and enact actual scenes, adds value to the learning experience, and students love it. Enabled by new low-cost technologies, this team project allows a small number of students—with some coaching from their professor—to create, perform, and produce short vignettes that illustrate key OB survey course topics. Subjects most appealing to students include applied ethics cases, motivation, political and influence tactics, and how to lead in a team environment.

Saturday, 8:30am - 9:30am in Henke

The Vision Actualization Project (VAP): A Team-Based Approach for Developing Leadership Skills by Changing the World

Loren Wyatt Kuzuhara, *University of Wisconsin, Madison*

The purpose of this session is to describe how a "hands-on" team project called a "Vision Actualization Project (VAP)" can be used to provide undergraduate or graduate students with a challenging learning experience that develops their leadership skills. This session will present examples of VAPs completed in the past along with interviews with students who served as team leaders and team members in VAP projects. Participants will have an opportunity to work in small groups to develop an idea for a potential VAP project. Practical guidelines for integrating the VAP into business, management, and leadership development courses will be presented.

Saturday, 8:30am - 9:30am in Room 227

Coaching is not just for executives!

Christina Ann Hannah, *University of Maryland, University College*
Nancy Gentry Glenn, *University of Maryland, University College*
Nita Sue Currey, *St. Edward's University*

Coaching principles, practices, and techniques offer lessons beyond their traditional use in higher education. Session participants will practice key model components and will then collaborate to adapt a coaching model for use across levels, subject areas, and in teams. Participants will receive a takeaway package of resource materials. This initially faculty facilitated and then increasingly peer-coaching model encompasses assessment, reflection, goal setting, effective questioning, active listening, and individual and group problem solving. The model discussed and demonstrated is designed for use by faculty with limited or no coaching experience and few institutional resources upon which to rely.

Saturday, 8:30am - 9:30am in Room 252

Gather 'Round the Experiential Fire!

George A. Hrivnak Jr., *Bond University*
Amy L. Kenworthy, *Bond University*
Peter Brown Vaill, *Antioch University*
Jennifer S. A. Leigh, *Nazareth College*
Margie Parikh, *Gujarat University*
Stephen Ralph Axley, *Western Illinois University*
Timothy McMahon, *University of Oregon*
Ruth H. Axelrod, *University of Maryland*
Jeanie M. Forray, *Western New England University*

Gather around the experiential fire once again to experience and enjoy a collection of engaging experiential exercises from a number of presenters in a “speed dating” format. This session includes exercises on sustainability, decision making, team building, teamwork, social perceptions and bias, leadership, and cultural bias. The full details for using these exercises are available in the Proceedings.

Saturday, 8:30am - 9:30am in Room 254

Globe-Opoly - A Work in Progress

M. Eileen Higgins, *Frostburg State University*
Robert Alexander Herring III, *Winston-Salem State University*

Globe-opoly will be a board game modeled on both the original Monopoly board game and the 2008 International Monopoly edition. There are also many other permutations of Monopoly, but all exist for the purpose of playing the game for entertainment. Globe-opoly will be designed to be a teaching tool for OB and International Management business students and may also be used to train employees of global organizations. Because this will be a teaching tool, it will be demonstrated in the session, and the authors will welcome suggestions for enhancing academic rigor.

Saturday, 8:30am - 9:30am in Room 305

Learning in the First Person: Using Student-Written Case Studies to Gain Knowledge from Personal Experience

Kristen M. Bohlander, *Eckerd College*
Frank Hamilton, *Eckerd College*

Case studies can enhance critical thinking, communication, collaboration, and engagement in the OB classroom while simultaneously applying textbook theories and concepts. This session describes a course project involving student-written case studies and student-facilitated classroom discussion based on first-person experience. Participants will learn how to guide students through writing, sharing, and discussing case studies based on experiential learning events outside the classroom. This project can be implemented in a week or throughout an entire semester. Participants will take part in a condensed dry run of the project and walk away with detailed project guidelines and student handouts.

Saturday, 8:30am - 9:30am in Room 313

Mind Matters: A Business Case Study

Andrei Duta, *Pepperdine University*
Thomas Setliff, *Pepperdine University*

The “Mind Matters” case study of Neurotopia presents a unique opportunity for students in a range of courses, such as marketing and business strategy, to recognize and contemplate the difficult planning and high level of creativity required to bring a new product to market and increase brand awareness. It also reveals the ethical issues which may arise unexpectedly in an interesting, real-world situation and encourages students to formulate a clear solution to a complex problem.

Saturday, 8:30am - 9:30am in Room 374

Opening the Possibility of Community Service to All Students: The Superior Edge Student Development Program

Gary Stark, *Northern Michigan University*
Rachel Harris, *Northern Michigan University*
Robert W. Lion, *Northern Michigan University*

The Superior Edge program is unique because it opens possibilities for all students at our university (not just a select few) to gain recognition for any student development activity. Students gain recognition for activities (whether university-sponsored or not) as long as they indicate and reflect upon how the activity meets the objectives of Citizenship, Diversity, Leadership, or Real World. We’ll discuss the importance of student development and demonstrate how Superior Edge works. We hope this session instills in attendees the knowledge and inspiration to use elements of the program to open possibilities for student development on their own campuses.

Saturday, 8:30am - 9:30am in Room 380

Investing in People: Helping Students Apply Evidence-based Practices to Inform Decisions

Mark Cannon, *Vanderbilt University*
Dayle A. Savage, *Vanderbilt University*
Deborah Davis Tobey, *Vanderbilt University*

When advocating for investing in people, we find students undermine their persuasiveness by underutilizing quantitative research or evidence-based practice. We illustrate this with a role play: a CEO explains, “I see no hard evidence that investing in people (HR/management or leadership development/etc.) actually contributes significantly to the bottom line”—and students are then asked to respond. In our experience, students consistently underutilize readily available hard data and thus fail to build a credible case to influence decisions. We will illustrate how faculty can choose role play and assist students in learning to be more influential by utilizing evidence-based management and practices.

Saturday, 9:45am - 10:15am in Ballroom A

What Should We Do About Coal? Using a Social Construction Lens to Engage Students in a Contested Sustainability Issue

Kelley Donalds, *Bridgewater State University*

In this session, I will facilitate a dialogue that will help participants articulate a vision about what management pedagogy should look like in a sustainable world. The dialogue will give particular attention to the use of social construction as a theoretical lens and will be grounded in a project focused on a contested sustainability issue with high stakes outcomes – coal-fired electricity. Participants will also receive handouts with information needed to duplicate this project in their own classes.

Saturday, 9:45am - 10:15am in Ballroom B

An Integrative and Relevant Learning Community Culture

Taggart Ford Frost, *Utah Valley University*

An authentic engaged university is a dynamic learning community culture in which a vigorous and vibrant classroom education is coupled with a realistic and useful community education. To achieve such a synthesized method to learning, it is essential for the academy to foster an integrative approach across courses, over time, and between campus and community life. Therefore, the ultimate purpose of this session is to explore and analyze the creation, implementation, and consequences of a practical, real, and relevant learning community culture within the classroom when guided and influenced by community education.

Saturday, 9:45am - 10:15am in Ballroom C

Dr Jekyll or Mr Hyde: The ADD/ADHD Instructor through Undergraduate and Graduate Student's Eyes

Emmett E. Perry Jr., *Rockhurst University*
Carol White, *Rockhurst University*

In this session we will consider a perennial issue from a perspective not often considered. What might explain a recurring difference in course assessment between graduate and undergraduate groups? How might the instructor's of Adult Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (AADD/ADHD) help explain the differing assessment? Might an instructor with AADD/ADHD demonstrate behaviors that explain the differing assessment? The session will consider this and discuss coping strategies while reducing the risks that these behaviors pose in the classroom. Designed primarily for instructors with ADD/ADHD, this session will also discuss this issue from the AADD/ADHD students perspective too.

Saturday, 9:45am - 10:15am in Ballroom E

Management Skills Development for Entrepreneurial Teams

Kathi J. Lovelace, *University of California Santa Cruz*

This session provides an opportunity for participants to discuss the ways in which management skills education is unique within the entrepreneurship domain. I provide materials from a recently developed course that targets the management-related issues facing entrepreneurs and is taught in conjunction with the business design competition practicum. Participants will receive an annotated outline of the course topics and entrepreneurship readings and participate in a discussion of best practices within the management skills development and entrepreneurship domains. Participants may debate whether entrepreneurial management skills are any different from effective skill sets in other organizational contexts.

Saturday, 9:45am - 10:15am in Henke

Integrating Sustainability into OB/Management Courses through the Sustainability-Strategic HRM (SHRM) Link

Linda K. Gibson, *Pacific Lutheran University*

This is an engaging and informative session where we will discuss the emerging link between sustainability and Strategic HRM and explore how that link can be used to integrate sustainability into OB and Management course topics. After a brief presentation on the theoretical and conceptual background, the session will open for participants to share their own thoughts and experiences. The goals of the session are to: learn new conceptualizations of the sustainability-SHRM link; develop insight into how this link can illuminate other OB-Management areas (e.g., motivation); and, form an informal resource group to continue for the coming year.

Saturday, 9:45am - 10:15am in Room 227

Building Collaborative Communities in Universities

Shripad G. Pendse, *Saint Mary's University*

This session is about creating a more collaborative culture in university departments and also about designing courses that cause students to work together on socially and environmentally worthwhile projects such that they learn to integrate their learnings from various courses, rather than seeing each course as a silo. The faculty-student relationships, as well as faculty-faculty relationships, become more collaborative in the process. The take-away for the participant is to consider why current faculty relationships are defensive rather than collaborative, and to become aware of alternative design possibilities.

Saturday, 9:45am - 10:15am in Room 252

Community Organization Research Project (CORP): Learning Decision Making Through Civic Engagement

Laura Erskine, *Illinois State University*

This informative and interactive session explores a field based, team project in a decision making course. Educators continue, at least intuitively, to appreciate the need for civic engagement and student learning beyond the classroom and this project quantitatively measures the impact on student attitudes and decision making skills. The learning objectives are measured before the project starts, at several times throughout the project, and once the project has been completed. This session provides research findings and involves participants in interactive discussions and brainstorming to augment their own understanding of civic engagement and to provide new ways to engage their students.

Saturday, 9:45am - 10:15am in Room 254

The Cultural Kiosk Activity and its Effects on Students' Identity Orientations

Marie-Elene Roberge, *Northeastern Illinois University*
Aijana B. Abdylavea, *Northeastern Illinois University*

This session examines a teaching activity that provides students the opportunity to engage themselves in learning about their own and others' identity: The kiosk activity. Engaging students in this identity learning process is critical to help them understand and open-up to different indicators of diversity. An exploratory study was conducted with 74 students from a diversity course. The results suggest that this activity helps students to shape their identity orientations and to deal with the challenges of a diverse workforce. Pictures and statements from students who experienced the kiosk activity in past semesters will be presented and discussed.

Saturday, 9:45am - 10:15am in Room 305

Is Honey an Elixir for Student Engagement? A Non- Traditional Approach to Traditional Course Material

Roberta Michel, *Oakland University*
Karen Markel, *Oakland University*

This session will present a unique way for integrating environmentalism into an undergraduate business curriculum. The co-curricular experience described in this session, BEEU, is designed to illustrate to students how various majors translate into specific jobs within the natural food industry, while providing career decision guidance through discussion format, DISC, a four quadrant behavioral assessment, and guest speakers. BEEU also introduces students to beginning topics within a management curriculum. The presenters will discuss the curriculum used in BEEU as well as results gathered from pre- and post- test examination of the participating student learning objectives.

Saturday, 9:45am - 10:15am in Room 313

Pedagogical Article Publication Opportunities in Organizational Management Journal

William Paul Ferris, *Western New England College*

In this session, the Editor-in-Chief of Organization Management Journal, the journal of the Eastern Academy of Management will focus on the kinds of articles accepted by
(1) the Teaching & Learning section of the journal, which includes teaching and research cases, broad pedagogical articles, empirical education articles, and literature reviews, as well as experiential exercises;
(2) the First Person Research section, which includes personal articles concerning research, teaching, and professional revelations that connect to organization and management theory as told from the first person point of view;
(3) and the several other sections of the journal, including book and article reviews, which is a non- peer reviewed section.

Saturday, 9:45am - 10:15am in Room 374

Authentic Assessment: Making It Relevant to Students' Lives

Ruth H. Axelrod, *University of Maryland*

Our higher educational system is at a crux where our degree programs are increasingly expected to deliver vocational education, while they are grounded in a system designed to deliver a theoretical education. The Authentic Assessment philosophy and methodology (Mueller 2005) can help resolve that dilemma by guiding instructors to deliver both. The AA method helps students learn to apply those theoretical and conceptual learnings to practice through the process of integrating the design of learning objectives, the creation of learning tasks and assessment mechanisms, and the construction of rubrics that guide grading.
Keywords: learning objectives; learning tools; assessment; rubrics

Saturday, 9:45am - 10:15am in Room 380

One "tweet" paperclip: Integrating Twitter into a negotiation classroom

Erin Fluegge Woolf, *Southeast Missouri State University*

This session will focus on the integration of Twitter into a negotiation course curriculum primarily through the use of the One Paperclip exercise. An introduction to the One Paperclip exercise will be followed by a demonstration of how students use Twitter to accompany a negotiation log used to document trades. Student reactions to the project will be highlighted as well as best practices for the exercise. Workshop participants are encouraged to bring their cell phones and/or laptops for a hands-on Twitter discussion. This session will conclude with an interactive discussion to brainstorm methods for incorporating Twitter into a negotiation course.

Saturday, 10:30am - 11:30am in Ballroom A

Leadership for Sustainability: An integrated course investigating the science and power relationships associated with peak oil, global warming, and other sustainability issues

Rae Andre, *Northeastern University*

This session explores a course design that engages students in co-learning with the professor about the fundamental science and the power relationships underlying peak oil, global warming, and related topics. I believe that such issues cannot be well understood or adequately integrated without pursuing them personally, in-depth and in real time, and that students cannot become leaders in this area without being grounded in both the existing literature and in sound investigative techniques. We will investigate our own philosophies about preparing students to lead in sustainable organizations and in society, and the necessary credentials for teaching such a course.

Saturday, 10:30am - 11:30am in Ballroom B

Myths about Teaching Effectiveness: How Values and Beliefs about Teaching Shape Our Classroom Environment

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

A myth is defined in the dictionary as “a widely held but false belief of ideas or misrepresentation of truth.” Since our values and beliefs about teaching drive how we behave in the classroom, it is quite possible that certain myths about teaching can impact how students learn in the classroom.

In this session, we will explore certain myths we encounter about teaching, consider how those myths might have been created in the first place, and think about how they might impact students’ learning. We will also see if we can debunk the myths we sometimes encounter about teaching.

Saturday, 10:30am - 11:30am in Ballroom E

A Seanchai in the Classroom: Stories, Myths, and Legends

Roger A. Dean, *Washington & Lee University*

A seanchai is a traditional Irish storyteller. In the ancient Celtic culture, the history and laws of the people were not written down but memorized in long lyric poems which were recited by bards in a tradition echoed by the seanchaithe. Teaching management and organizational behavior to traditional undergraduate students presents the challenge of discussing abstract theories and concepts with young adults who have no “real world” organizational experience. There is much we can learn from the seanchai, using stories, myths, and legends as we seek to make abstract theories real and complex concepts simple.

Saturday, 10:30am - 11:30am in Henke

Open to the Possibilities of Appreciative Team Feedback

Amy Klemm Verbos, *University of South Dakota*
Noriko Yagi, *Butler University*

This interactive session will open participants to the possibilities of using appreciation jolts to encourage more positive student team behaviors and emotions. We describe and share our appreciative feedback assignment as well as positive and negative student reflections about this alternate form of peer evaluation. Often feedback focuses on the negative aspects of team experiences; we spin it positively. We took two different approaches to appreciative feedback, one with thank you cards, the other with e-mail communications. We will compare and contrast approaches, possible uses, and the lessons we learned along the way.

Saturday, 10:30am - 11:30am in Room 227

Open Your (and Your Students’) Eyes to the Nonconscious Brain: Bringing Organizational Neuroscience into the Classroom

William Becker, *Texas Christian University*

This engaging and thought provoking, scientifically based session will introduce participants to the nonconscious brain at work in workplace behavior. Going further, it discusses aspects of nonconscious processes that are of particular interest to organizational behavior and business school classrooms. These topics include procrastination, implicit attitudes, moral intuition, and mirror neurons. Several demonstrations will be used to engage the audience and show how these topics can be brought into the classroom. The session will close with a discussion of how increasing awareness of nonconscious processes might actually help to mitigate some of their less desirable outcomes.

Saturday, 10:30am - 11:30am in Room 252

Questioning the Impact of the Internet on Social Connections via Interrogative Debating

Kevin Farmer, *California State Polytechnic University, Pomona*
John B. Stark, *California State University, Bakersfield*
Kenneth Levitt, *East Stroudsburg University*
Joe Seltzer, *La Salle University*

Our session has two goals. First, we aim to showcase our extension of traditional debate techniques, Interrogative Debating, in which learners are required to mine proprietary databases and then be challenged in class by cross-examination that trumps prepared arguments. Second, to exhibit our interactive format, we will have teams question each other over an issue that society is currently wrestling with—the impact of the Internet on the formation of social connections. With contributors anchoring each team and participants invited to join in, we hope the inquisitiveness of our technique manifests the openness to possibilities OBTC 2011 invites.

Saturday, 10:30am - 11:30am in Room 254

Teaching with TED: Integrating Social Justice Topics into an Undergraduate Leadership Capstone Course

Kristi Lewis Tyran, *Western Washington University*

Globalization in business requires us to enhance student global citizenship skills throughout the curriculum. This session will discuss a variety of methods that can be used to integrate topics of social justice into a Leadership course to encourage students to explore their role as leaders in efforts for global social justice. Specific techniques presented include integrating conference speeches from the website www.ted.com, as well as assignments, in-class exercises, and case studies. An example case study using a TED video will be presented.

Saturday, 10:30am - 11:30am in Room 305

So What Do You Have Them Read? Exploring the Possibilities For Assigned Readings In Contemporary OB Courses

Timothy Baldwin, *Indiana University*

Robert Rubin, *DePaul University*

Anke Weekes, *The McGraw-Hill Companies*

There is no more universal feature of OB course design than assigned readings but little public discourse has been dedicated to this practice. Our session is focused on the selection of assigned readings and the host of issues associated with that vital choice. We will report on our discovery of wide variance in the assigned reading requirements across OB courses, and also provide some market data regarding OB text adoptions and ancillary use. The bulk of the session, however, will be devoted to an interactive pursuit of some consensual "guidelines" for choosing required reading for a contemporary OB course.

Saturday, 10:30am - 11:30am in Room 313

Igniting Passion and Possibilities: Conflict, Collaboration and Community through Live Stage Performances

John F. McCarthy, *Boston University*

Sandi Deacon Carr, *Boston University*

This interactive session demonstrates the power of collaborating across traditional university boundaries through the use of live stage performances for teaching and learning contemporary management and leadership lessons. Our students require critical thinking skills and full awareness of the complexities of social and cultural interaction that are often best taught through the liberal arts. We will describe the successful working relationships and our effective implementation model with cross-campus colleagues in the theater department to integrate stage plays into our core organizational behavior curriculum each semester, which students and faculty from both domains have found to be engaging, relevant and valuable.

Saturday, 10:30am - 11:30am in Room 374

Deepening Student Learning about Ethics and Enhancing Ethical Behavior through a Semester Long Academic Integrity Project

Marc Lavine, *University of Massachusetts Boston*

Christopher Roussin, *Suffolk University*

We equip session participants to teach a semester-long action learning project where students critically examine the policy of their school that addresses academic integrity. Working in teams, students adopt a stakeholder management approach as they make recommendations for improvements to the policy, its dissemination, or enforcement. As students examine how an integrity policy informs and is informed by individual and organizational behaviors, they come to see how all manner of organizational rules, policies, and procedures are enacted or fail to be upheld. The project promotes students' internalization of ethical principles while deepening student understanding of key OB and ethics concepts.

Saturday, 10:30am - 11:30am in Room 380

In College Classrooms: How Students Behave, Perceive Peers' Behaviors, and Perceive of Themselves

Elizabeth Stork, *Robert Morris University*

We present three years of research on college students' perceptions about the classroom behaviors of their peers as well as reports on their own classroom behaviors. We compare these for a discussion about expectations, and then present students' scores on narcissism measures. The session is designed to provide empirical data on three measures for discussion about understanding students' expectations, perceptions, and behaviors, and how these converge in our classrooms. We will engage participants in thinking about how to create and maintain productive learning environments because of or in spite of these revelations about mainstream college students.

Saturday, 11:45am - 12:30pm in AMU Ballroom, 3rd Floor

Closing Session and Pick-up lunch

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

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OBTC 2011 Exhibitors

Visit them in Alumni Memorial Union—AMU.

Timings: Thursday 8am-5pm, Friday 8am-5pm, Saturday 8am-11:30am



Past and Future OBTC Sites:

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

NOTES

Conference Theme

Sustainability:

Sustaining Ourselves, Students, Community, and Global World

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

A few of the possible areas we might explore are:

- How can we sustain our passion for teaching, given external constraints and obstacles?
- How can we sustain our enthusiasm for helping our students, given their changing needs and our changing demographics?
- How can we sustain our educational pedagogy (e.g., active learning, experiential learning) when alternative educational models (e.g., distance learning) move away from traditional classroom learning?
- As we find ourselves at different career stages, what do we need to do and who do we need to be as professionals to sustain us in our engagement?
- How can we effectively sustain our learning relationships in communities, given our diversity?
- What can we do to ensure our continued interaction of our local communities to enhance our students’ learning, when their existence might be threatened?
- How can we help students to sustain their passion for learning beyond our classroom?
- How can we ensure that we can sustain our global connectedness and collaboration when potential human conflicts increase uncertainties?
- How can we sustain quality of our educational programs or institutions given potential budget reductions during our economic downturns?

These are only a few thoughts to stimulate sessions, but feel free to be creative and thoughtful about ways in which we can be open to areas yet unexplored by this conference or our field.

In alignment with the culture of the OBTC, we aspire to create a sense of ongoing community and caring

as we share our best with each other, not only at the conference, but throughout the year as we stay in touch and depend on each other for support, advice, and friendship.

Conference Site

Brock University in St. Catharines, Ontario, Canada and the Faculties of Applied Health Sciences and Business are pleased to host the 2012 Organizational Behavior Teaching Conference (OBTC) June, 2012. We recognize the importance of superior conference facilities for OBTS members and are committed to providing quality accommodations, food services, and event logistics for all OBTC delegates. In addition, we are excited to showcase Brock's programs and facilities to a national and international audience of management educators.

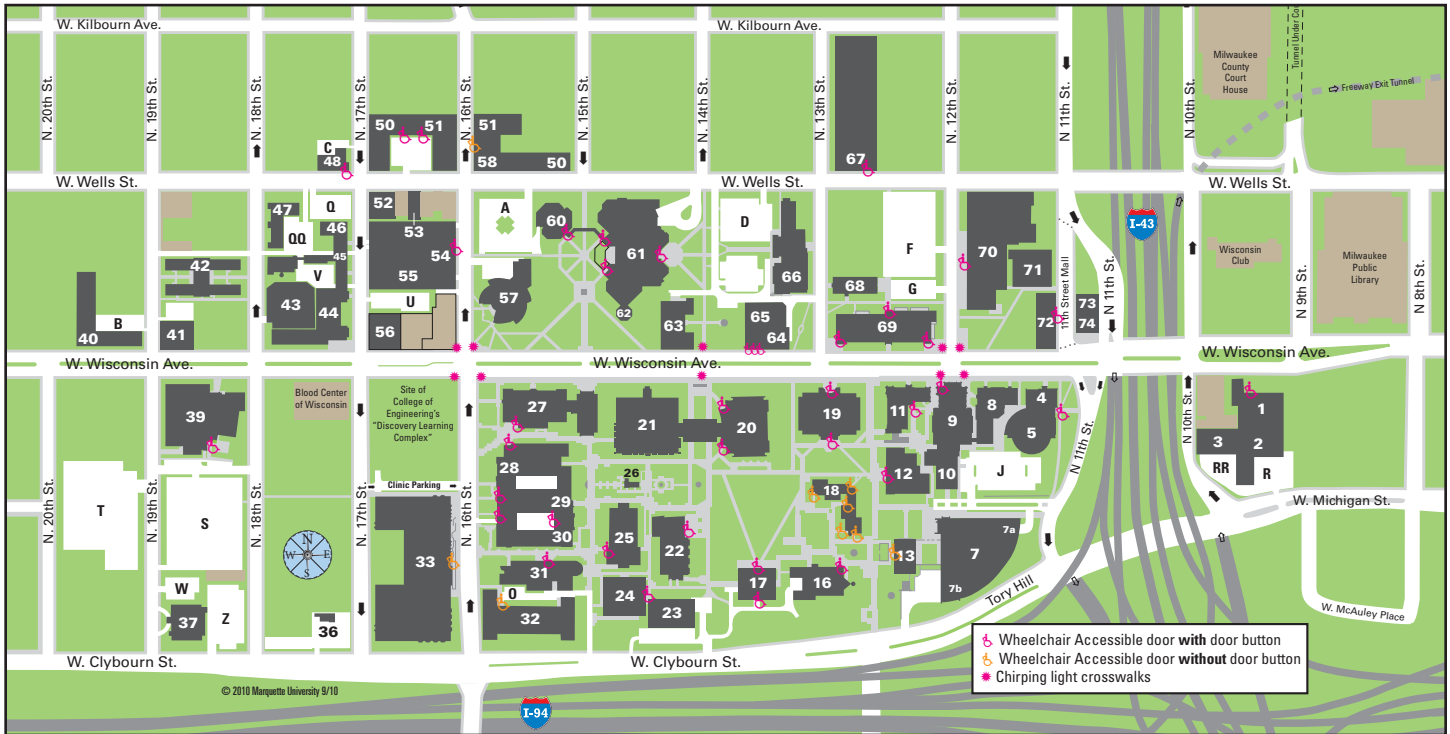
Brock University is well equipped, ready, and eager to host OBTC in June 2012. With over 17,000 full-time students and nearly 600 faculty, we're small enough to be intimate, big enough to be world-class and in demand among international students. In addition, Brock University is known for its commitment to teaching and learning from both sides of the brain! Our campus and conference facilities are numerous, enabling all conference activities and accommodations to be located on site. In addition, Brock University is located in the Niagara Region, which is a premier tourism destination in Canada with an abundance of exciting attractions to ensure an enjoyable visit. The region has established a long history of meeting tourist and conference delegates' needs. Our university is 1.5 hours from the Lester B. Pearson International Airport in Toronto, Ontario and one hour (and a border crossing) away from the Buffalo International Airport. We're easy to get to and worth the travel for the 2012 OBTC.

For OBTC 2012, our intention is to develop a quality conference for all delegates and to share with them Niagara's cultural, environmental, recreational, and social gems including Niagara Falls and of course, our numerous award winning wineries! We will also endeavor to protect the natural environment during the hosting of OBTC 2012. Brock is located in a park-like setting atop the Niagara Escarpment and is the only Canadian university that is part of a UNESCO Biosphere Reserve. As such, we will take every effort to ensure the natural environment is safeguarded for sustained use by the next generation. Every attempt to "green" OBTC 2012 and minimize waste and material use (i.e., use either reusable or biodegradable materials) will be implemented. Put OBTC at Brock University in your calendar for June 10-16, 2012!

Conference Submissions

Conference submissions (up to 5 pages) should be uploaded to the central submission website (<https://obtc.org>) by December 15, 2011. Acceptance notifications will be sent by February 15, 2012. The Call for Papers will be on the OBTC website in summer 2011, in the Journal of Management Education and at the Academy of Management meeting in August, 2011. For further information regarding the program, contact Kenneth Rhee at rhee@nku.edu, or for information regarding the site, contact Kirsty Spence at kspence@brocku.ca.

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University Information – (414) 288-7250



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