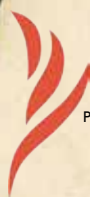




OBTC 2014

**Engaging Voices
in Teaching Innovation**



bo. 1974
Peabody/Vanderbilt
Studios



45
12.26/1.26



- 1. OPENING SESSION - Performed by Brian Griffith & Joy Beatty
- 2. NEWCOMERS' SESSION - by OBI Micheal Stratton feat. Joe Seltzer & Brandon Charpiel
- 3. PLENARY SESSION - by Dr. Ken Bain
- 4. THE WILDHORSE SALOON - Site of the Thursday Night Event
- 5. THE DOCTORAL INSTITUTE - feat. the Talents of our Newest Educators on Saturday Morning

360 Sound ~ STEREO ~ 360 Sound

OBTC 2014

Table of Contents

President's Welcome	3
Welcome from the Coordinators	4
Message from the Dean	5
OBTS Officers	6
2014 Awards Recipients	7
Honor Roll	8
In Memoriam	8
Author Index	9
Session Schedules and Descriptions	12
Exhibitor and Vendor Advertisements	41
Reviewer Index	44
Past and Future OBTC Sites	46
Conference Visual Timeline	47
OBTC 2015 Save the Date	Back Inside
Campus Map	Back Cover

The President's Welcome to OBTC

Dear Colleagues and Friends:

It is my pleasure to welcome you to OBTC 2014. As a community of management educators, we gather for the 41st annual teaching conference to "Engage Voices" about how we can grow and innovate in our teaching and research and create excellent learning experiences for our students. On behalf of the Board, I invite you to connect with others who share your passion for teaching, to relax and refresh and have fun.

Please make a point of expressing your thanks to the individuals most responsible for this conference: Joy Beatty (University of Michigan - Dearborn) Program Coordinator, Brian Griffith (Vanderbilt University) Site Coordinator, the Vanderbilt University staff including Karen Burnett, H.G. Stovall, and Christie Clarkson, and especially Brandon Charpiet, the OBTS Executive Operations Director who worked on the conference on a daily basis for the past year.



Joe Seltzer, President of OBTS

OBTS is run by dedicated volunteers. We congratulate the newly elected Board members: Scott J. Allen (John Carroll University), Carrie Blair Messal (College of Charleston) and Gary Stark (Northern Michigan University) and encourage you to get involved in the Society in the future by running for the Board and/or volunteering to be on a committee. Notices of committee opportunities are sent to members and usually filled on a first-come basis. Also I am always looking for future sites and would be pleased to talk with you during the conference.

The OBTS Teaching Society for Management Educators currently has two main activities – the annual OBTC conference and the Journal of Management Education (JME). Our Co-editors of JME are Jeanie Forray (Western New England University) and Kathy Lund Dean (Gustavus Adolphus College). They and the Associate Editors encourage you to submit to JME or offer to be a reviewer for the journal. They would also be happy to talk with you about possible journal submissions.

I believe that this will be a wonderful conference with an excellent program of sessions. I hope you enjoy yourself.

President, OBTS

A handwritten signature in cursive script that reads "Joe Seltzer".

OBTC 2014 AT VANDERBILT UNIVERSITY

Welcome, from Brian Griffith & Joy Beatty

We are glad you could join us in Nashville - Music City, USA and home of the world class Vanderbilt University. We've got an outstanding and memorable program planned for you.

Our theme Engaging Voices builds on Nashville's culture of musical and vocal performance, as well as Vanderbilt's expertise in education. Our conference is sponsored by the Peabody College of Education and Human Development at Vanderbilt, which for 2015 has been ranked as the #2 school of education in the country by US News and World Report.

The idea of voice is such a metaphorically rich concept. Voice can be the medium for personal, professional, and social transformation, and 'giving voice' is a declarative creative act. We invite you to reflect and explore with colleagues: What are you willing to give voice to in management education, and why?

Program highlights include:

- A barbeque dinner on Wednesday night followed by an interactive opening session
- An opening plenary session by Ken Bain, author of "What the Best College Teachers Do" and "What the Best College Students Do" (2012), on Thursday morning at 10:30.
- Our Bradford Award Honoree, Tim Peterson, will discuss a new human development ecosystem.
- A welcome session on the OBTC and OBTS culture on Thursday morning
- Two sessions addressing the work of Chris Argyris
- Two *Journal of Management Education* Sessions – one addressing the issue of impact in scholarship of teaching journals on Thursday morning, and the second a "Meet the Editors" session on Friday morning
- A session on project based entrepreneurship featuring members from the Nashville entrepreneur and business accelerator community
- A session that uses line dancing to teach about mental models, on Thursday afternoon
- Four sessions that address music and voice, some with live performances
- A Thursday night field trip to the Wild Horse Saloon for line dancing, dinner, and an authentic Nashville experience

We also have the sessions and activities you've come to expect at OBTC: Jim's Place, our traditional social get together, will be every evening in the Towers Lobby; the Town Hall meeting, our annual business meeting for the membership, will be Friday evening; the Talent Show will be on Friday night; the Doctoral Institute session is Saturday morning; and our Closing Session is Saturday at 12:30. If you are new to OBTC, please consider attending an informal orientation session lead by Micheal Stratton (aka, OB1... ask him what this means!) on Wednesday night, immediately following the opening session.

Enjoy the conference!
Joy Beatty, Program Chair
Brian Griffith, Site Coordinator



June 2014

Dear OBTC Participants:

Welcome to Vanderbilt University, Peabody College of education and human development, and to Nashville, Tennessee! We are honored to host the 2014 OBTS conference, "Engaging Voices."


Peabody provides a fitting stage for your conference. The heart and soul of what we do is about making the practice of education more effective. As a leading institution in education and human development, we conduct research that improves learning, teaching, and educational practice in settings from preschools to Fortune 500 companies. We invest in developing teachers who will become leaders. And we work with practitioners to strengthen their own professional development.

Our goal at Peabody is very much in keeping with the OBTS mission "to enhance the quality and promote the importance of teaching and learning across the management disciplines with a focus on the dynamics within and at the interface of individuals, groups, organizations, and cultures." We offer several interdisciplinary programs at the undergraduate, professional, and doctoral levels that share a focus on organizations. Programs in human and organizational development, leadership and organizational performance, or teaching and learning not only teach students how to help organizations and individuals thrive, they prepare students to be leaders and problem-solvers in communities of all kinds.

I hope you will take time to enjoy Nashville during your visit. Downtown and in the areas around campus, you will find everything from honkytonks to art and history museums and plenty of great food and drink. Nashville's reputation as an incubator for innovation is rapidly growing. Forbes recently ranked the city No. 6 for jobs, while others have pointed to what a great location it is for recent college graduates. Long-time Nashvilleans stay because of the great quality of life.

Finally, I want to thank Peabody Professors Brian Griffith, Mark Cannon, and Dayle Savage for their vision and hard work in bringing your conference to our campus. May your time here deepen your expertise in management education and build new friendships among your colleagues.

Sincerely,



Camilla P. Benbow

Patricia and Rodes Hart Dean of Education and Human Development

OBTC 2014 AT VANDERBILT UNIVERSITY

About OBTS Teaching Society for Management Educators

The OBTS Teaching Society for Management Educators has been promoting excellence in management education for 40 years. Besides this annual conference, we sponsor the *Journal of Management Education* and other activities. OBTS memberships run on one-year cycles from the date of conference attendance, and include a one-year subscription to the *Journal of Management Education*. More information can be found at **OBTS.org**.

OBTS OFFICERS

PRESIDENT

Joe Seltzer, La Salle University

Joy Beatty, University of Michigan-Dearborn

John L. Bennett, Queens University of Charlotte

OB1

Micheal Stratton, UNC Asheville

Kathy Duncan, University of La Verne

Jeanie Forray, Western New England University

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M. Eileen Higgins, Consultant

Cynthia Krom, Franklin & Marshall College

EXECUTIVE OPERATIONS DIRECTOR

Brandon Charpiéd

Kathy Lund Dean, Gustavus Adolphus College

Tim O. Peterson, North Dakota State University

Erika Engel Small, Coastal Carolina University

Dan Stewart, Gonzaga University

Please give a warm welcome to our incoming Board Members that will be taking office upon the conclusion of OBTC 2014: **Scott Allen** (John Carroll University) is the incoming Secretary, **Gary Stark** (Northern Michigan University) is the incoming Finance Chair, **Carrie Blair Messal** (College of Charleston) is the incoming At-Large member, **Kathy Duncan** (University of La Verne) is the OBTC 2015 Site Coordinator, **Patricia Hedberg** is the OBTC 2015 Program Chair, and **Jeanie Forray** (Western New England University) and **Kathy Lund Dean** (Gustavus Adolphus College) are co-editors of the *Journal of Management*. In addition, please show your appreciation for our outgoing Board Members, **John L. Bennett**, **M. Eileen Higgins**, **Dan Stewart**, and **Jane V. Wheeler**.

2014 OBTS Awards Recipients



Fritz Roethlisberger Memorial Award

Linda Dunn-Jensen (Indiana University) and Janet Hillier (Indiana University) for their publication "Groups Meet...Teams Improve: Building Teams That Learn" (*Journal of Management Education*, October 2013, 37:704-733). The award is granted each year to the author (or authors) judged to have contributed the best paper on teaching and learning in the organizational and management sciences published in the preceding year in the *Journal of Management Education*.



Susan Herman Service Award

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



Peter J. Frost Mentoring Award

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



David L. Bradford Outstanding Educator Award

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



New Educator Award

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



OBTS Fellow

Joseph Garcia (Western Washington University). OBTS Fellows are individuals identified and honored by the Society who have been involved at multiple levels, in multiple ways, and over an extended period of time to further the Society's objectives. Criteria are long-term involvement, commitment and contribution to the Society.

OBTS Honor Roll

(recognition of Society members for awards and honors received in 2013)

Lisa T. Stickney, Ph.D., *Merrick School of Business, University of Baltimore*, received the Dean James Chair for Distinguished Teaching.

Jon Billsberry, Ph.D., *Deakin Graduate School of Business, Deakin University*, received the Pearson-sponsored ANZAM Management Educator of the Year award, the Outstanding Reviewer Award from the Management Education and Development division of the Academy of Management, and the Head of School's Award "for Excellence in Teaching in 2013" at Deakin Graduate School of Business.

George A. Hrivnak, Ph.D., *Faculty of Business, Bond University*, received the Australian Government Office of Learning and Teaching Citation for Outstanding Contributions to Student Learning.

Raymond Paquin, Ph.D., *John Molson School of Business, Concordia University*, received the 2013 John Molson School of Business Distinguished Emerging Scholar Award.

Thomas Hawk, Ph.D., *College of Business, Frostburg State University*, received the Outstanding Reviewer, 2013, Academy of Management Learning and Education.

Melinda Weisberg, DM, *CG Consulting for the Common Good*, received the New York State National Delegate for Vision 2020.

Susan H. Taft, Ph.D., *College of Nursing, Kent State University*, was named one of "20 Top-Notch Nursing Professors in Ohio by Online Schools of Ohio."

Mary Lynn Manns, Ph.D., *Department of Management and Accountancy, UNC Asheville*, received the UNC Asheville 2013 Alumni Distinguished Faculty Award.

Gary Coombs, Ph.D., *The College of Business at Ohio University*, University Professor Award.

Roy J. Lewicki, Ph.D., *Max M. Fisher College of Business, The Ohio State University*, received the Lifetime Achievement Award from the International Association of Conflict Management.

Scott Allen, Ph.D., *Boler School of Business, John Carroll University*, received the Wasmer Teaching Award.

Thomas A. Conklin, Ph.D., *Robinson College of Business, Georgia State University*, received the Certificate of Recognition for Outstanding Teaching Performance (Spring and Summer 2013).

Luis Gerardo, Ph.D., *Business and Humanities School, Tecnológico de Monterrey, Toluca campus*, received the Golden Ram award, the National Award for the Ethics and Civics Formation, and "Professors who left their mark."

Kathy Kane, Ph.D., *School of Management, University of San Francisco*, received the MBA Best Teaching Award as voted on by the students.

In Memoriam

The OBTS Board of Directors and the Society as a whole would like to recognize the passing of **Chris Argyris** and **Mary Elizabeth Correa**, two individuals that were highly influential in the field, in the classroom, and inspired many members of our organization. We thank them for all they gave to those around them. They will be missed.

Author Index

A

Abdel-Samad, Mounah.....	38
Allen, Scott J.....	33, 36
André, Rae.....	12
Arendt, Lucy A.....	18, 29
Arora, Poonam	15
Axelrod, Ruth H.....	17, 26

B

Babik, Dmytro	27
Bain, Ken.....	16
Baldwin, Tim T.....	28
Bannister, Brendan	12
Barlow, Christopher	32
Barnes, Kathleen J.....	15
Beard, Roxanne.....	27
Beatty, Joy E.....	24
Belfield, Danie	32
Berkley, Robyn A.....	27
Berry, Paskel.....	38
Biberman, Jerry.....	17, 27, 30, 37
Bolman, Lee.....	16
Brazeal, Deborah V.....	22
Bright, David	25
Bruni-Bossio, Vincent	20
Bull Schaefer, Rebecca Ann	12
Butler, Deborah	19, 24

C

Cadotte, Ernest.....	16
Cannon, Mark.....	15, 22
Carson, Loredana	34
Catalfamo, Holly	21
Chaidaroon, Suwichit	13
Chavez, Carolyn	28
Clarke, Janine Lynn	16
Clayton, Russell Wayne	29, 38
Conklin, Thomas A.....	24, 36
Coombs, Gary.....	35
Cousik, Rama.....	14
Crook, Amy E.....	36

D

Dachner, Alison M.....	39
Daft, Dick	24
de Janasz, Suzanne	24, 27
DeMarr, Beverly J.....	25, 27
Dent, Eric.....	37
Dhiman, Satinder	17, 27, 30, 37

Dibble, Rebekah.....	26
Doyle, Corbette	22
Drass, Dick	23
Du, Juana.....	26
Duncan, Kathleen	13
Dunn-Jensen, Linda M.....	32
Dunn, Mary B.	25
Dupuy, George.....	32
Dust, Scott	33
Dwyer, Laura P.....	40

E

Edelson, Steven Alan	26, 38
Elsass, Priscilla	26
Elsbach, Kim.....	24
Eriksen, Matthew	31
Estep, Brenda.....	23

F

Fairfield, Kent.....	26
Faught, Kent Stephen	39
Fearon, David Spencer.....	17, 26
Fearon, Lois	29
Fender, Melissa C.....	25
Fero, Howard.....	19
Ferris, William P.....	13
Flinchbaugh, Carol.....	40
Fogelman, Martin L.....	20
Ford, Eric	27
Fornaciari, Charles	30
Forray, Jeanie.....	13
Fox-Wolfgramm, Susan J.....	23
Frederick, Elizabeth Ann	38
Freed, Jann.....	27

G

Gaal, Mary Ann	15, 39
Garcia, Joseph	12
Gibson, Linda K.....	25
Gilleran, Ruth.....	27
Gonzalez, Carlos B.	22
Grace, Kelly.....	22
Griffith, Brian.....	14, 17
Guinan, Patricia Josephine	27

H

Hair, Rose	35
Haley, Beth.....	14
Hanson, Bruce James.....	35
Hartley, Nell Tabor	15

Hartman, Nathan S.....	36
Hawk, Tom.....	17
Hendricks, Naomi.....	12
Herman, Rebecca L.....	19
Herring, Robert Alexander.....	34
Higgins, M. Eileen.....	34
Hilterbrand, Stacy.....	38
Hood, Karen.....	33
Hopkins, Kay Marie.....	33
Hrivnak, George A.....	26
Huang, Heh Jason.....	19
Huonker, John.....	35

I

Ingols, Cynthia A.....	22
------------------------	----

J

Jiri, Faith Wambura Ngun.....	36
Julien, Karen.....	19
Julien, Mark R.....	19, 38

K

Kajzer-Mitchell, Ingrid.....	33
Kane, Kathy.....	12, 26, 34
Kaplan, David.....	27
Kass, Darrin.....	19
Kayes, Anna.....	24
Kayes, D. Christopher.....	24, 29
Kenworthy, Amy L.....	26
Keppley, Keith Jay.....	13
Kim, Philip.....	26
Knott, Melissa J.....	39
Kochanowski, Susan.....	31
Krom, Cynthia L.....	17
Kuron, Lisa K.J.....	18

L

Larson, Barbara Z.....	23
Lavine, Marc Hoffman.....	18, 25
Ledgerwood, David.....	21
Leigh, Jennifer S.....	24, 26, 28
Leung, Opal.....	22
Li, Pingshu (Ping).....	40
Liu, Shiuh-Wuu.....	19
Lo, Kevin.....	32
Loes, Catherine.....	37
London, Michael.....	26
Long, Stephen.....	29
Luecthefeld, Ray.....	25
Lund Dean, Kathy.....	30

M

Macguire, Christelle.....	16
Mack, Kathy Summer.....	37
Manns, Mary Lynn.....	38
Mansour-Cole, Dina M.....	26
Marcic, Dorothy.....	24
Marques, Joan.....	17, 27, 30, 37
Marx, Robert.....	28
Mazen, Magid.....	14
McGinnis, Jennifer Tricia Lindberg.....	30
McKechnie, Sharon.....	24
McKinney, Arlise P.....	23, 31
McMahon, Joan M.....	20
Mencl, Jennifer.....	34
Miccolis, Anthony.....	31
Micklich, Douglas Leonard.....	14
Miller, John A.....	21
Mishra, Paresh.....	14
Moore, Sarah-Lana.....	19
Murphy, Wendy Marcinkus.....	17

N

Nelson, Terry A.....	39
Novicevic, Milorad.....	29

O

O'Connor, Dennis.....	34
O'Connor, Kimberly Warren.....	31
Orall, Brent.....	39

P

Palanski, Michael.....	27
Palar, Jen Nifer.....	29
Palmer-Schuyler, JP Julie.....	18
Parise, Salvatore.....	27
Parris, Denise.....	34
Peiperl, Maury.....	24
Pembleton, Deborah.....	13
Peterson, Claudette M.....	17
Peterson, Tim O.....	13, 17, 28
Petrino, Elizabeth.....	33
Plump, Carolyn Middleton.....	26
Polin, Beth.....	33, 39
Powley, Edward Ned.....	25
Putzel, Roger.....	38

Q

Quijada, Maria Alejandra.....	32
-------------------------------	----

R

Rao, Pramila N.....	32
Raphael, Michael	37
Redd, Tammi.....	25
Rekar-Munro, Carolin	33
Rhee, Kenneth	21
Rivera, Joan Benek.....	19
Roberts, Foster.....	29
Rosile, Grace Ann	30
Ross, John	28, 30
Rovenpor, Janet L.....	15
Ryan, Katherine C.	32
Ryder, Paul.....	21

S

Samra, Yassir M.	15
Savage, Dayle A.	15, 22
Schmidt, Gordon Bruce.....	31
Seltzer, Joseph	13, 26, 34
Senk, Christian Chase.....	26
Shane, Mary Jo Ann	34
Shea-Van Fossen, Rita J.	26
Sigler, Tracey Honeycutt.....	21
Sleeth, Randy	28
Sloat, Jacob.....	20
Small, Erika.....	23
Smith, George E.....	15
Spee, James	40
Sronce, Robin K.....	18, 29
Stark, Gary.....	29
Stewart, Daniel.....	18
Stickney, Lisa T.	25, 27
Strait, Timothy R.	18
Stratton, Micheal T.	19, 38
Surface, Eric A.	30

T

Thompson, Jeffery	21
Tobey, Deborah D.	17
Tobin, Robert L.	30
Tromley, Cheryl	33

V

Valenzuela, Marcus A.	28
Van Buskirk, Bill	26
Verbos, Amy Klemm	18, 28

W

Wall, Kathleen H.....	37
Wehrung, Jeffrey Paul	21, 26
Weiner, Joan	33, 34
Weisberg, Melinda.....	37
Wheeler, Jane V.....	20
Whitehead, David.....	21
Willness, Chelsea.....	20
Wright-Bower, Linda.....	26
Wright, Barry.....	21

Y

Yousofpoourfard, Haniyeh.....	35
-------------------------------	----

Z

Zidulka, Amy	29, 33
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OBTC 2014 AT VANDERBILT UNIVERSITY

Wednesday, June 11

Wednesday, 3:00pm - 8:00pm in the Lobby of Towers III Dorm

Welcome & Registration

Welcome to Vanderbilt University, site of OBTC 2014! Upon arrival, you will need to stop by the registration table to check in, receive your room keys (if applicable), goody bag, WiFi access code, print program, and parking passes. All registrants - even those residing off-site - must check in at the registration table on this day.

Wednesday, 5:00 - 7:00 in the Student Life Center, Ballrooms A & B

BBQ Dinner

Good food, good friends, and good conversation. That's what the customary opening BBQ dinner is all about. Come get a taste of the spectacular cuisine of the Music City, find old friends and discover new ones as we open up OBTC 2014.

Wednesday, 7:00 - 9:00 in the Student Life Center, Ballrooms A & B

Opening Session

Join Program Chair Joy Beatty and Site Coordinator Brian Griffith for welcoming remarks and a celebration of OBTC culture, Nashville style.

Wednesday, 9:00 - 11:00 in the Lobby of Towers III Dorm

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 1980's. Join other OBTC attendees for refreshments (including beer and wine), munchies, music, and good conversation.

Wednesday, Immediately Following the Opening Session

Newcomers Session

Attention first-time attendees! Come join the Society's OB1, Micheal Stratton, as he discusses the purpose of the Society, what it is our organization and conference strives to achieve, and gives insight into how you can become involved.

Thursday, June 12

Thursday, 7:00 - 8:30 in Rand Dining Hall

Breakfast

Breakfast will be held in the Rand Dining Hall, adjacent to Sarratt where all sessions will be held. You will use your conference badge and keys to access the dining hall.

Thursday, 8:30—9:30 in Sarratt 331

Welcome One and All: Engaging and Developing the OBTC/OBTS Culture

RAE ANDRÉ, Northeastern University
JOSEPH GARCIA, Western Washington University
KATHY KANE, University of San Francisco

Participate in a conversation about OBTS, its culture, a bit of history, where it is today and how each and every one of us contributes to its future. The facilitators will share their perspectives from experience as members of the society, service on the board and as conference host and program chairs about the opportunities the Society offers to management educators committed to moving forward efforts to enhance teaching and learning in our field.

Thursday, 8:30—9:30 in Sarratt 327

One is the loneliest number: Selecting teams for student performance

BRENDAN BANNISTER, Northeastern University

This is an engaging, interactive session that focuses on the selection process of choosing members for student performance teams. The technique is simple, fun and deals with the conundrum of should faculty control and create the team formation process or should students be empowered to choose their own. The present author and session leader will enact and simulate the process with OBTC session attendees who will leave the session with a simple to implement team formation process.

Thursday, 8:30—9:30 in Sarratt 361

Teacher-to-student feedback: How are we applying what we teach?

REBECCA ANN BULL SCHAEFER, Gonzaga University
MOLLY PEPPER, Gonzaga University
NAOMI HENDRICKS, Gonzaga University

This Roundtable Discussion will ask small groups of instructors to think about how they currently give individualized feedback to their students. Current methods will be compared to suggestions from the field of performance appraisals. In addition to sharing general rules for effective feedback systems within the work context, session participants will be asked to think and speak through issues related to the appropriateness and feasibility of applying London's (1997) feedback guidelines for marginal performers within the Academic learning context. When should instructors give different types of feedback, and what are the personal and organizational-level consequences of treating students differently?

OBTC 2014 AT VANDERBILT UNIVERSITY

Thursday, 8:30—9:30 in Sarratt 325

Size does matter: Teaching students to prevent weight discrimination in the workplace

SUWICHIT CHAIDAROON, Nanyang Technological University

Discrimination is widely covered in organizational behavior courses. While most textbooks discuss unfair treatment at work from race, gender, and age, instructional materials that highlight subtle forms of discrimination including weightism are rare. In this session, the presenter will share how he taught weightism in his classes. Two related exercises will be shared with participants in a simulated classroom context. First, participants will watch a clip from the movie, *A Matter of Size*, and discuss the issue of weightism in the clip. Then participants will participated in a short simulation on preventing weight discrimination at work.

Thursday, 8:30—9:30 in Sarratt 220

Houston, we have a problem: Understanding Conflict Management Styles using the IMDB Movie Database

DEBORAH PEMBLETON, College of St. Benedict / St. John's University

The issue of conflict can be found at the center of nearly any movie. The purpose of this session is to utilize current movie trailers to demonstrate the nature of conflict that exists. An advantage of movie trailers for this exercise is that trailers succinctly represent the concept. This exercise may always be current, since there are always current movie trailers available. With each year, new movie trailers become available, making the content fresh and relevant for students.

Thursday, 8:30—9:30 in Sarratt 189

Utilizing Television Shows and Movies as Case Studies

KEITH JAY KEPPLEY, OBTS Member

For several years, I have utilized episodes of television shows such as *Undercover Boss* and *The Shark Tank*, and movies such as *Gung Ho* and *The Social Network* as case studies to encourage students to find, understand, and explain business and management concepts. This session will engage participants in a discussion about methods by which to utilize media as the extension of the classroom to engage students vision and understanding of not only class concepts but life after college.

Thursday, 8:30—9:30 in Sarratt 308

A new time for pedagogical journals: Demonstrating impact in ways beyond citations

JOSEPH SELTZER, La Salle University

JEANIE FORRAY, Western New England University

WILLIAM P. FERRIS, Western New England University

TIM O. PETERSON, North Dakota State University

New AACSB standards focus on faculty impact which includes a category called Teaching/Instructional Impact. The panel will discuss the new standards and implications for faculty and pedagogical journals. Joe Seltzer will argue that this is a new opportunity for pedagogical journals. Tim Peterson will review the new AACSB standards from the perspective of an Associate Dean and discuss implications for faculty. Jeanie Forray co-editor of *JME* and Bill Ferris, editor of *OMJ* will comment on how faculty can provide evidence of impact and how the new standards will affect pedagogical journals. Panelist remarks will be followed by audience discussion.

Thursday, 8:30—9:30 in Sarratt 110

Wax on, wax off: Helping students find their voice in a research methods class

KATHLEEN DUNCAN, University of La Verne

Students often struggle to find their voice in a research methods class—how do they choose a topic, find the right literature, develop a workable research plan? Students (faculty) also may dread taking (teaching) a research methods course but—who says research methods can't be fun? This interactive session will present a graduate research methods class where scaffolding assignments (e.g., mind map, literature map) and interactive exercises (e.g., "literature meal", analyze *Supersize Me*) engage students while building their skills toward the creation of a literature review and research proposal. A discussion of best practices in teaching research methods will follow.

Thursday, 8:30—9:30 in Sarratt 216

Using Ideas from Neuroscience to Support Empowered and Effective Voices in Interpersonal Communications

LEE HOLMER, Seattle University Institute of Public Services

This session will engage participants in a basic role play exercise involving interpersonal communications skills with a focus on how ideas drawn from neuroscience can be introduced to help learners better appreciate the challenges of practicing the skills, get a better sense of where they are likely to make errors in their practice, and develop attitudes that are conducive to learning.

OBTC 2014 AT VANDERBILT UNIVERSITY

Thursday, 8:30—9:30 in Sarratt 363

To Sir Argyris with Love On the Marriage of Mr. Action Science and the Touchy Feely Ms. OB: Anxiety, Fun, and Deep Learning

MAGID MAZEN, Suffolk University

In bowing respect and loving eulogy to Professor Chris Argyris (1923-2013). This interactive session is motivated by a hunch: Action science is more known and even admired by academics than it is implemented in their own teaching. In this session I share my evolving experience during the last 20 years in weaving Argyris action science theory into the practice of teaching behavioral courses, with examples from recent implementations in OB. I'll also describe some of my own vulnerabilities and anxieties, attempts to deal with them, and the fun--and sometimes even euphoria--in putting action science to the service of deep learning. Participants will have ample opportunity to explore possible points of intersections between action science and their own courses.

Refreshment Break Prior to 9:45 - 10:15 Sessions

Thursday, 9:45—10:15 in Sarratt 220

Peer Feedback as a Catalyst to Improve Teamwork on Class Projects

BRIAN GRIFFITH, Vanderbilt University

In courses that include a teamwork component, students do most of their collective work outside the purview of the professor. The guts and glory of the teams experiences happen outside of the classroom. Many of those peaks and valleys can be pivotal learning opportunities if they are processed and reflected upon in a safe, facilitated environment. This session will discuss the conditions and strategies that encourage team members to give actionable feedback to each other in order to improve team functioning and performance.

Thursday, 9:45—10:15 in Sarratt 110

Developing And Using Quality Circles To Improve Student's Understanding And Quality In Operations Management Through Case Analyses

DOUGLAS LEONARD MICKLICH, Illinois State University

The session is designed to show how using Quality Circles for case analyses in an operations management course can result in identifying a number of levels of quality exhibited in the cases. Students have a voice in this definition of quality and the expectations of meeting those definitions. The ultimate goal of zero defects can be attained through knowledge transfer of both course content and application. Issues in organizational behavior such as team development and communication are also addressed. The results can then be used to teach quality and quality improvement for subsequent cases and classes.

Thursday, 9:45—10:15 in Sarratt 327

Enabling Inner Voice Through Mindful Meditation

PARESH MISHRA, Indiana University Purdue University-Fort Wayne

RAMA COUSIK, Indiana University Purdue University-Fort Wayne

One of the major challenges in today's classroom is a high level of distraction caused by the use of electronic gadgets, resulting in fragmented class participation by students. Although there is no single panacea to this problem, the practice of mindfulness is a powerful tool that can quiet the distracting mind, and consequently enable the expression of one's inner voice that redirects attention to the present. In this session, we introduce mindful meditation and demonstrate a few activities to show how mindfulness meditation can be practiced in classroom.

Thursday, 9:45—10:15 in Sarratt 216

Marketing In Action: Experiential Exercise Examining the Marketing Ethics of Selected Commercials

BETH HALEY, University of Southern California

Demonstration of an experiential exercise involving marketing ethics. By imbedding current YouTube videos in a PowerPoint video, participants are exposed to current commercials as focus groups members. After rating the commercials, they are then provided with the AMA Statement of Ethics and asked to consider the ethics of the commercials they just rated. Using the video function of PowerPoint, DVDs of the PowerPoint can be made and used across platforms. Also, a shortcut for downloading YouTube videos will be shared so that presenters will no longer discover that their link is inactive during a presentation.

OBTC 2014 AT VANDERBILT UNIVERSITY

Thursday, 9:45—10:15 in Rand 308

Wicked but Wonderful

NELL TABOR HARTLEY, Robert Morris University

Tests are wicked; course is wonderful is the summary of a comment posted anonymously online by a student. The described upper level organizational course incorporates the goal of using tests as instruments of both assessment and learning. The syllabus includes statement of the goal. The pedagogy of Assurance of Learning activities stresses the importance of closing the loop between testing, teaching and student learning. Ideas generated by thirty years of test research and implementation is shared in this presentation. Anticipated sharing of participant experiences will enrich session.

Thursday, 9:45—10:15 in Sarratt 361

Enhancing the Implementation of Organizational Learning Concepts: New Prospects for Exploration

MARK CANNON, Vanderbilt University
DAYLE A. SAVAGE, Vanderbilt University
CORBETTE DOYLE, Vanderbilt University

The concepts of organizational learning and overcoming individual and organizational defenses were popularized decades ago (Argyris, 1982). Although these concepts are widely acknowledged as valuable, they remain difficult to implement. This session urges scholars to actively explore recent developments in a variety of areas with the hope of encouraging the advancement of successful implementation of organizational learning practices. We will briefly share relevant research highlights from neuroscience, deliberate practice, growth mindset, and simulations and then facilitate a discussion of potential assets and limitations of each. We will also encourage participants to propose additional areas for further exploration.

Thursday, 9:45—10:15 in Sarratt 363

Goal-Setting Theory: Putting Students To Work

MARY ANN GAAL, Franklin Pierce University

How do you help students understand theories of motivation and how those theories can help them in their daily lives? This session will explain and ask participants to participate in an exercise used in undergraduate management courses to demonstrate the theory of goal setting and the use of SMART in setting goals. Students were surprised by their successes. The exercise lends itself to discussions focused on a number of concepts such as goal commitment, self-efficacy, goal difficulty, and feedback mechanisms. A discussion will follow on other ideas and experiences participants have had in teaching motivation theories.

Thursday, 9:45—10:15 in Sarratt 325

Developing the Professional Voices of Students Via Internships

JANET L. ROVENPOR, Manhattan College
POONAM ARORA, Manhattan College
YASSIR M. SAMRA, Manhattan College

Student internships represent a signature pedagogy in business education because they enable students to apply their tacit knowledge to practical situations and to develop their abilities to think like a manager (DeWitt, 2010). In this interactive session, we explore ways in which faculty sponsors who oversee student internships can make them more meaningful and valuable. We discuss several techniques, including reflective journal keeping, critical incident reporting, and statistical research, to develop student voices, enhance self-awareness, and improve problem-solving skills. We offer several examples from our past experiences of how to infuse significant teaching moments into the internship experience.

Thursday, 9:45—10:15 in Sarratt 331

Teaching and Measuring Global Culture Awareness "The AACSB Way"

KATHLEEN J. BARNES, University of New Haven
GEORGE E. SMITH, Albright College

Global cultural awareness is an ongoing issue and is often a learning goal for business programs which have attained and/or are seeking accreditation by the Association for the Advancement of Collegiate Schools of Business (AACSB). This session will provide instructors with an understanding of global cultural awareness definitions, thoughts/ideas on how to design learning activities based on students' cognitive development level; learn about various teaching techniques of global cultural awareness tied to the appropriate cognitive development level of students; and various rubrics for measuring global cultural awareness.

OBTC 2014 AT VANDERBILT UNIVERSITY

10:30 - 12:00 Plenary Session

Thursday, 10:30—12:00 in Sarratt Cinema

Plenary Session with Dr. Ken Bain

KEN BAIN, The Best Teachers Institute

How do we foster deep learning, the kind of learning that will have a sustained and substantial influence on the way people subsequently think, act, and maybe even feel? Much of the research on student learning suggests that their intentions will have a considerable influence on what they get out of their studies. In this highly interactive session, we will explore some of the major obstacles to deep learning--both in the ways of traditional educations and in the way people learn-- and how we can overcome those obstacles to build a more powerful learning environment for our students.

Dr. Ken Bain is the President of The Best Teachers Institute. Dr. Bain spent much of his academic career at Vanderbilt, Northwestern, and NYU, before becoming Provost and Vice President for Academic Affairs, and Professor of History and Urban Education (National Center for Urban Education), University of the District of Columbia.

His now classic book *What the Best College Teachers Do* (Harvard University Press, 2004) won the 2004 Virginia and Warren Stone Prize for an outstanding book on education and society, and has been one of the top selling books on higher education. The sequel, *What the Best College Students Do*, also from Harvard University Press, won the Virginia and Warren Stone Prize in 2012, and has become an international best seller.

Thursday, 12:00 - 1:30 in Rand Dining Hall

Lunch

Lunch will be held in the Rand Dining Hall, adjacent to Sarratt where all sessions will be held. You will use your conference badge and keys to access the dining hall.

Thursday, 1:30—3:00 in Sarratt 220

How to Teach Like Chris Argyris: an Experiential, Pedagogical Tribute

LEE G. BOLMAN, University of Missouri - Kansas City

Chris Argyris had an enormous influence through his writing, but his deepest impact may have been through his teaching. This session is a tribute to Argyris that will create a variation on a classic Argyris teaching model. The model involves two simple steps: (a) invite students to discuss what they see happening in a brief case, and (b) use their responses to confront them on issues like blindness, incongruence, and interpersonal ineffectiveness. Part I of the session will be a demonstration of the model. Part II will involve reflection on teaching issues and implications.

1:30 - 3:00 Sessions

Thursday, 1:30—3:00 in Sarratt 327

Teaching Business in an Emerging Economy: Voice and Dialogue in the Post-Soviet Classroom

JANINE LYNN CLARKE, Azerbaijan Diplomatic Academy

This session addresses teaching challenges specific to a new business program in a post-Soviet, transitional society. As an introduction to this session, statistics, critical incidents, and paradoxes of life in the society of Azerbaijan are introduced through photographs and other media. Two case scenarios of classroom discussions are presented through role-plays. Participants engage in small-group discussions, identifying elements relevant to designing and facilitating learning in classrooms where western business practices may be viewed impractical. The presenter shares techniques used to articulate her own voice as teacher and scholar, to foster open communication for the 16-week course.

Thursday, 1:30—3:00 in Sarratt 325

Marketplace Live - Conscious Capitalism Simulation

CHRISTELLE MACGUIRE, Innovative Learning Solutions

ERNEST CADOTTE, University of Tennessee

In this session, we will demo the Conscious Capitalism® simulation, a Marketplace® Live simulation that was developed in cooperation with the Conscious Capitalism® institute. What sets this simulation apart is that it challenges students to operate a conscious business in contrast to the traditional profit-maximizing business paradigm. Participants must consider all of the firm's stakeholders, including customers, stockholders, employees, suppliers, and the community. They must deal with ethical, environmental and sustainability issues, in addition to the usual management challenges of running a business.

OBTC 2014 AT VANDERBILT UNIVERSITY

Thursday, 1:30—3:00 in Rand 308

Why all of us “teachers & students” Need Strategic Relationships at Work and Beyond: A Developmental Network Exercise

WENDY MARCINKUS MURPHY, Babson College
KATHY E. KRAM, Boston University

Our session will present a strategic approach to relationships at work and beyond. This perspective encourages all of us “teachers and students” to become entrepreneurial proteges. We will overview the changing nature of careers, mentoring, and leadership development to substantiate the necessity for each of us to foster developmental networks. Participants will complete their own developmental network map and leave with an action plan for implementing this approach in their teaching and in their own career. We suggest that the concept of developmental networks is critical for courses that address topics in leadership and careers.

Thursday, 1:30—3:00 in Sarratt 189

Inner Voices - Powerful Leaders

JERRY BIBERMAN, University of Scranton
JOAN MARQUES, Woodbury University
SATINDER DHIMAN, Woodbury University

The most powerful voice is the one inside. We can choose to ignore it, or create time to listen to it. Our inner voice speaks without sound, but is nonetheless loud and clear. It provides us direction, helps us make decisions with insufficient information, heightens our endurance, and expands our horizon. One way through which we can listen to our inner voice is through meditation. So, lets meditate together, on our choices and directions for the near-future, on solutions to current problems, and on ways to encourage our students to listen to their inner-voices.

Thursday, 1:30—3:00 in Sarratt 110

The Student’s Voice of Experience: Creating and Evaluating Experiential Skill Practices

DEBORAH D. TOBEY, Vanderbilt University

One of our greatest challenges lies in finding ways to help our students “go beyond” the lower knowledge-based levels of Bloom into the higher levels associated with skill application. In going into those higher levels, however, designing classroom learning strategies that simply engage the students is not enough. The engagement strategies must actually align with, and provide practice in, the actual skills required to apply the content. In this session, participants will learn (and practice with their own content) how to identify skills inherent in their content, design a skill practice, and design the measurement tool(s) that assess skill mastery.

Thursday, 1:30—3:00 in Sarratt 331

Quality Listeners Take Home All The Marbles

DAVID SPENCER FEARON, Central Connecticut State University

Deeply attending to voice of the customer is the tap root of a system of decisions producing new products. Original exercise engages learners in the essential process of translating what is voiced (remotely) into what is made (locally). Teams build (with craft wires) competing, connotational prototypes by what their travelling representative elicits from the customer (instructor), on question, by turn, at a time. Customer gives a marble with each requirement symbolizing relative significance. Three pivotal necessities, if uncovered by worthy questions, release the largest marbles. Most attentive team will have incorporated these vital few elements in their winning model.

Thursday, 1:30—3:00 in Sarratt 363

The Adult Learner: Practical Ways to Help Our Students Learn-to-Learn

RUTH H. AXELROD, University of Maryland
TOM HAWK, Frostburg State University

Join us to examine the nature of adult learning as a dynamic, multidimensional process, and discuss ways that we can help our students develop their competencies for learning-to-learn. As a group, we will briefly discuss and critique each dimension of the authors model, with its descriptors of four developmental stages, and then propose teaching techniques that can help our students move through them. This is a follow-up” focused on practical teaching methodologies—to our well-received workshops at OBTC 2012 and 2013, where we worked on developing the model; this session is designed for both past and new participants.

Thursday, 1:30—3:00 in Sarratt 216

Learning about Mental Models Through Line Dancing

TIM O. PETERSON, North Dakota State University
CLAUDETTE M. PETERSON, North Dakota State University
CYNTHIA L. KROM, Franklin & Marshall College
BRIAN A. GRIFFITH, Vanderbilt University

Mental models guide our attitudes and direct our actions. Senge (1990, 2006) defines a mental model as a deeply ingrained set of assumptions, generalizations, or images that influence how we understand and respond to the world around us. Line dancing is an example of a process that includes many types of mental models. In fact, each dance is a mental model of its own. Using three line dances, we will introduce the participants to the concept of mental models. This will be a fun way to learn about a complex topic.

OBTC 2014 AT VANDERBILT UNIVERSITY

Refreshment Break Prior to 3:15 - 4:15 Sessions

Thursday, 3:15—4:15 in Sarratt 110

Engaging Voices of Students with Disabilities in Management Education

TIMOTHY R. STRAIT, University of Wisconsin-Platteville

Recent amendments to the Americans with Disabilities Act Amendments and the Higher Education Opportunity Act generated considerable research on higher education for students with disabilities. Approximately 707,000 students with disabilities enrolled in college in the 2008'09 academic year. Most research focuses on access to learning for students with disabilities. Little research exists regarding how we engage students with disabilities in management education. This discussion "reportedly the first such session in the history of the OBTC" will focus on basic preliminary qualitative research on the lived experiences of management education students who felt engaged and included in their learning.

Thursday, 3:15—4:15 in Sarratt 325

Let's Give Them Something to Talk About: Integrating Pop Culture, Social Media and OB Theories to Facilitate Intrinsic Motivation

LISA K.J. KURON, Wilfrid Laurier University

Have you ever spent hours crafting the perfect discussion questions only to have radio silence in the classroom? Give your students something to talk about by harnessing the power of OB theories and construct and using social media, popular culture and dynamic lesson plans. In this session, I offer teaching strategies to engage your students and facilitate intrinsic motivation while teaching core topics such as personality, leadership, motivation, and perception. Who knew reddit and celebrity gossip belonged in the classroom? Sample slides, lecture templates, pictures, video and other media will be available for instructors to use in their own classroom.

Thursday, 3:15—4:15 in Sarratt 361

Learning By Failing: The Turkey Cookie Challenge

ROBIN K. SRONCE, Drury University

LUCY A. ARENDT, University of Wisconsin - Green Bay

This session will provide instructors with a hands-on and fun way to help students learn from their failures about the concepts of feed-forward, concurrent, and feedback control. It demonstrates the value of voice for a manager leading a team project and as employees carrying out the task. By taking on the role of cookie makers students quickly learn the simplest of tasks can lead to failure without the adequate use of feed-forward and concurrent control.

Thursday, 3:15—4:15 in Sarratt 331

Implementing Team Projects with Local Corporations in Management and Marketing Classrooms: Developing Student Voice to Communicate Results and Opportunities to Managers

JP JULIE PALMER-SCHUYLER, Webster University

LINDA DUKE, William Woods University

Integrative classroom projects in Marketing and Organizational Behavior classes will be interactively discussed with session participants. Rationale and description of the projects, strategies for implementation, timelines, and student and organizational outcomes will be outlined and described. Students choose an organization to interview and analyze with respect to content area, and produce a professional report which is disseminated both to the classroom and to the organization. Marketing students produce a viable PR plan, and Organizational Behavior students produce an action plan regarding how to implement a creative solution to a problem(s) found in the organization.

3:15 - 4:15 Roundtable Sessions

Thursday, 3:15—4:15 in Rand 308

Teaching Doctoral Students to Teach: A Meet-Up for those Educating Doctoral Students

MARC HOFFMAN LAVINE, University of Massachusetts Boston

This session is intended to provide a brief meet up opportunity for teacher teachers, those who are instructing doctoral students about the art, craft, and science of teaching. The aim of the session is to enable those who are involved in doctoral teacher preparation education to be aware of an in dialogue with one another.

Thursday, 3:15—4:15 in Rand 308

Engaging Voices in Native American Talking Circles

AMY KLEMM VERBOS, Central Michigan University

DANIEL STEWART, Gonzaga University

We invite participants to learn about, experience, and explore the usefulness of Native American talking circles as an alternative means of giving participants voice in their classrooms. Native American talking circles are a traditional means of group communication useful for discussing difficult issues. Often used in health care and therapeutic settings, talking circles also can be a powerful tool for discussion about issues of ethics, race, power, cultural awareness, and other topics (cf. Wolf & Rickard, 2003).

OBTC 2014 AT VANDERBILT UNIVERSITY

Thursday, 3:15—4:15 in Rand 308

Finger Food, Soup Spoons, and Speed Networking: Implementing a New Professional Development Program Requirement for Business Students

JOAN BENEK RIVERA, Bloomsburg University

DARRIN KASS, Bloomsburg University

This roundtable discussion will feature the evolution of a new professional development program for College of Business (COB) undergraduates that develops and empowers our students voices as young professionals. The mandatory curriculum is the outcome of a generous gift from one of our successful alumni. We will lead an interactive discussion on how this co-curricular program aims to develop the personal and professional capabilities of our students, along with the associated challenges of program development, implementation, and execution. Quantitative and qualitative outcomes of the program over the last three years will also be shared.

Thursday, 3:15—4:15 in Sarratt 220

Avoiding Graduate Student Barbie: How to Improve Upon the Adviser-Student Relationship

MARK R. JULIEN, Brock University

MICHEAL STRATTON, University of North Carolina Asheville\

SARAH-LANA MOORE, Brock University

KAREN JULIEN, Brock University

The title of this proposal references a satirical piece describing the experience of Barbie attending graduate school in a manner that mirrors the experience of others (Zgoda, 2013). This session discusses the complicated nature of the relationship between the research adviser and his/her students by seeking the insight of the participants on two key questions: (1) what factors contribute to the attrition rate among students?; and (2) what elements contribute to fostering a strong student and adviser relationship? Our goal is to discuss ways to improve the student-adviser relationship to benefit all stakeholders, including the student, faculty, and institution.

Thursday, 3:15—4:15 in Rand 308

The Proper Introduction Of Organizational Behavior: How Can We Voice Its Value To Others?

DEBORAH BUTLER, Georgia State University

This discussion will focus on the introduction of OB: How do you start your journey at the very beginning of the semester so that all of the students are on board for a valued experience that will be much more than just meeting course requirements for a program of study? This session will provide an opportunity for those who teach Organizational Behavior to discuss how they frame the study of this topic for students. How do they present OB so that they give voice to the value of understanding the complexities of human behavior in a systematic way?

Thursday, 3:15—4:15 in Rand 308

Lead Me Out to the Ballgame: An exploration of the Ten Bases of Major League Leadership

HOWARD FERRO, Albertus Magnus College

REBECCA L. HERMAN Kaplan University

Whether on a baseball diamond, in a factory, or in a Fortune 100's boardroom, how to lead most effectively is always on the mind of an exemplary manager. Through interviews with over 200 Major and Minor League Baseball managers, players, executives, and media personalities, ten Bases of Leadership were identified. In this facilitated and directed round table discussion participants will learn how to lead like a Major League Baseball manager, what engages players, and what inspires them to success. Participants will participate in a discussion of how they can incorporate these Bases of Leadership into their own equipment bags.

Thursday, 3:15—4:15 in Rand 308

Management Ethics Promotion: Lessons Learned from the US-based Order of the Engineer

SHIUH-WUU LIU, National Sun Yat-sen University

HEH JASON HUANG, National Sun Yat-sen University

The effectiveness of rites of passages, ceremonies, and artifacts used by the Order of the Engineer in the bestowal of stainless steel Engineers Rings in promoting ethics awareness for graduating engineering students has recently been formally evaluated which led to the formulation of implications involving the importation of such practices into the field of management ethics promotion. The goal of this session is to inform the group on the practices of the Order and begin a conversation which focuses on discussing and brainstorming such a proposed organization that serves similar functions as the Order for graduating management students.

OBTC 2014 AT VANDERBILT UNIVERSITY

Thursday, 3:15—4:15 in Sarratt 220

Speak Softly, and Carry: Giving Voice to the Introvert

MARTIN L. FOGELMAN, SUNY Albany

Business schools, like the U.S. business environment, favor the extrovert. Our commitment to collaboration and teamwork rewards outgoing, fast-talking, and charismatic group members with enhanced influence on the management and operations of most projects and departments. Do the best talkers generally have the best ideas? Probably not. While we tend to select leaders who are extroverts, many of the most successful CEOs are in fact introverted. After revealing some details about personality types, our students, and ourselves, this session will help identify ways to educate and tap the potential of this often underserved and sometimes neglected personality type.

Thursday, 3:15—4:15 in Sarratt 220

Engaging Student Voice in the Course Refinement Process

JOAN M. MCMAHON, Christopher Newport University

Student evaluations are frequently used to assess teaching effectiveness. Yet, they may have limited utility when assessing the structure, readings, assignments, assessment vehicles, and activities that make up a course. In this roundtable, participants will review a course syllabus, and make an action list of ways they would refine the course based on IDEA (standardized assessment) results. After a discussion, participants will then develop an action list based on the results of a faculty-developed survey that ENGAGES STUDENT VOICE in rating and ranking course elements based on the perceived value of each element to students' own educational experience.

Thursday, 3:15—4:15 in Sarratt 220

How do you find your Way? Teaching the Voice of Leadership – by using your own Voice

ASHLEY LESKO, Sullivan University

Leadership is a path that many select, some are given, and others choose not to take. Many books and classes can be found on the topic of leadership and more articles can be found in both academic and popular literature. The manager can be overwhelmed by the onslaught of opportunities to learn about leadership. This session will explore why leadership can be taught and should be done so in a simple 3-5 step format based on true stories from military, academia and corporate life, giving the manager tools to become a leader using what he/she relates to best.

Thursday, 3:15—4:15 in Sarratt 220

Empowering the Student Through Teacher/Student Collaborative Voice

JANE V. WHEELER, Bowling Green State University

JACOB SLOAT, Bowling Green State University

This workshop, itself an expression of the collaborative voice of teacher and student, presents a unique approach to teaching leadership. Representing the oteachers voice, the lead presenter describes oan innovative process that gives voice to what the student finds within him/herself, helping the student to master the leadership conceptual material. Representing the students voice is a student, the second presenter, who gives expression to what happens within himself and the circumstance: oallowing students to discover they are leaders helps give them confidence in and out of the classroom. Their process and content will be presented.

Thursday, 3:15—4:15 in Sarratt 220

Creating and Leveraging an Advisory Team to Develop and Implement an Advanced Experiential Learning Course

CHELSEA WILLNESS, University of Saskatchewan

VINCENT BRUNI-BOSSIO, University of Saskatchewan

Grounded in theory and research on stakeholder engagement and organizational frames, this session will highlight the creation of an Advisory Team during the development of a new community-based experiential course in governance and leadership development. The goal of this approach was to give voice to multiple stakeholders, maximize capacity building and expertise, and ensure the success of new curriculum innovations. The presenters, both community-engaged scholars, will provide a framework for leveraging stakeholder engagement processes"illustrated via the creation of the Advisory Team"toward innovative course design, developing a thorough and relevant curriculum structure, and maximizing students learning and development outcomes.

OBTC 2014 AT VANDERBILT UNIVERSITY

3:15 - 4:45 Sessions

Thursday, 3:15—4:45 in Sarratt 216

Teaching Students to Make Decisions in a Virtual World: Putting a Hidden Profile Exercise Online

JEFFREY PAUL WEHRUNG, Black Hills State University

JEFFERY THOMPSON, Brigham Young University

Groups are often inefficient while sharing information and making decisions. Many professors utilize face-to-face decision-making exercises to initiate discussions on topics such as information sampling, psychological safety, anchoring, and transactive memory systems. While these discussions are critical to a student's education, companies increasingly require employees to communicate virtually and make decisions in dispersed situations. The lack of face-to-face contact as well as the asynchronous nature of virtual communication may magnify previous decision-making difficulties while creating new trials for managers. This session describes experiences (good and bad) of moving an in-class experiential exercise online to better replicate the modern workplace.

Thursday, 3:15—4:45 in Sarratt 327

Assessment in Management Education: Giving Voice to Successes and Concerns

TRACEY HONEYCUTT SIGLER, Northern Kentucky University

KENNETH RHEE, Northern Kentucky University

The purpose of this session is to stimulate new thinking about assessment while giving voice to both success stories and concerns with this hot topic. What are you assessing? Why do you do assessment? How do you assess? We will discuss these issues and others and generate a list of the favorite assessment practices of our participants. We are editors for a JME special issue on assessment in management education and we will share our findings about assessment along with previewing the topics that are highlighted in the issue.

Thursday, 3:15—4:45 in Sarratt 363

Creating "IN the Moment™" experiences: A call for Case-based experiential learning

BARRY WRIGHT, Brock University

DAVID WHITEHEAD, Brock University

HOLLY CATALFAMO, Niagara College

This session will highlight our experiences with developing and then offering an In the Moment case-based, experiential learning exercise. Session participants will have the opportunity to try a shortened form of this exercise and then engage in a generative discussion around their experiences. Outcome data we have collected from running this approach with both graduate and undergraduate students will also be shared.

Thursday, 3:15—4:45 in Sarratt 189

Awakening Interiority: Pedagogical Theory and Practical Exercises for developing intangible skills in students of leadership

PAUL RYDER, University of San Francisco

Teaching students to become leaders requires that we help them develop a sense of interiority. Discernment, presence, empathy, creativity, courage, emotional intelligence, strategic foresight, systems perspective and the other intangible skills of leading are notoriously difficult to teach. This workshop begins with an examination of the pedagogical assumptions, frames, and paradigms that may limit our ability to cultivate interiority in the classroom. We then explore new pedagogical possibilities and demonstrate our favorite exercises for cultivating the interior skills of leading. As classroom leaders these exercises will be of value both to professors and to their students.

OBTC 2014 AT VANDERBILT UNIVERSITY

4:30 - 5:00 Sessions

Thursday, 4:30—5:00 in Sarratt 110

A Project-Based Organizational Behavior Course

OPAL LEUNG, Bentley University

The purpose of this session is to present an example of a syllabus that requires students to gather data from and interact with their environments (in virtual and face-to-face teams) in order to apply organizational behavior concepts. The project-based OB course engages students in a multi-step project that lasts for the entire semester and culminates in a final reflection paper that requires them to apply the concepts and theories to their project experiences. This session is intended to be interactive with group discussions about possible variations of the syllabus. Potential challenges will also be discussed.

Thursday, 4:30—5:00 in Sarratt 325

Students' Giving Voice to Their Career Aspirations

CYNTHIA A. INGOLS, Simmons College

At our school, the faculty has a graduation goal for our undergraduate students: have a professional job or admission to a graduate program. At an abstract level our students buy into this goal, but in reality it is difficult for them to prepare and to sell themselves on the labor market. To challenge students to articulate their post-graduation career aspirations, we require them to create a career e-portfolio. In this session I will describe our step-by-step process to give students voice to their career ambitions, skills, and personal interests. We will review examples of students portfolios and share our instructions.

Thursday, 4:30—5:00 in Rand 308

What is Deliberate Practice, and How Might it Enhance our Development as Teachers?

MARK CANNON, Vanderbilt University

DAYLE SAVAGE, Vanderbilt University

CORBETTE DOYLE, Vanderbilt University

Part of the mission of OBTS is to enhance the quality of teaching. In support of this goal, we raise the question: What are the best methods of continuing our development as teachers? This session explores how the evolving concept of Deliberate Practice might be used to enhance and accelerate our development as teachers. We briefly clarify the distinctive nature of Deliberate Practice, provide illustrations, and share research evidence of its efficacy. Then, we will facilitate a discussion about ways in which engaging in Deliberate Practice might augment our development as teachers.

Thursday, 4:30—5:00 in Sarratt 331

Teaching the Hard Stuff: A Reliability and Validity Exercise

KELLY GRACE, Georgia State University

The topics of reliability and validity routinely cause mind-numbing boredom amongst my undergraduate HR students. I developed The Instructor Interview to ease their boredom, and mine. The first day of class, students interview me, using questions they developed. After each student scores my answer to each question, they assess their inter-rater reliability which has ranged from 0% to 60%. Subsequent assignments allow for a structured interview to be created and used with current faculty. Also, a simple criterion-related validity study can be done by pulling teaching effectiveness scores and correlating those with the interview data.

Thursday, 4:30—5:00 in Sarratt 220

Undercover Boss: A case study of ethical dilemmas in the workplace

CARLOS B. GONZALEZ, Cal Poly, Pomona

DEBORAH V. BRAZEAL, Cal Poly, Pomona

In this paper we present the television show Undercover Boss as an exemplary text for teaching business ethics. For this purpose, we show students three scenes from the show and guide them as they engage in ethical reasoning. Through the exercise, students should: understand the nature of ethical dilemmas; understand a model for ethical decision-making and apply it to shed light on selected situations presented in the film; and lastly, understand ethical dimensions of discrimination. After engaging with the exercise, students should also develop a clear understanding of the difficulty of reaching ethical decisions in their professional careers.

OBTC 2014 AT VANDERBILT UNIVERSITY

Thursday, 5:45—9:00 at The Wildhorse Saloon

Dinner Event at the World Famous Wildhorse Saloon

Bus departure at 5:45pm outside Carmichael Towers Dorm

The Wildhorse Saloon turned a three-level historic warehouse into a 66,000 square foot live music and dance destination. The Wildhorse is simultaneously a restaurant, bar, concert site, dance venue and TV studio. Annually, more than 1.5 million music fans stam-pede to the Wildhorse to enjoy a meal, catch the hottest concerts and learn the newest dance steps. For the conference, OBTC will have a private buffet and get to participate in line dance lessons.

For those that wish to explore the downtown Nashville area, there are dozens of honky-tonks, museums, and gift shops within four blocks of the Wildhorse. The Thursday night event will be flexible enough for attendees to experience and enjoy the Nashville country music culture.

Thursday, 9:00—Close in the Lobby of the Towers III Dorm

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 1980's. Join other OBTC attendees for refreshments (including beer and wine), munchies, music, and good conversation.

Friday, June 13

Friday, 7am - 8:30am in Rand Dining Hall

Breakfast

Breakfast will be held in the Rand Dining Hall, adjacent to Sarratt where all sessions will be held. You will use your conference badge and keys to access the dining hall.

8:30 - 9:30 Sessions

Friday, 8:30—9:30 in Rand 308

Meet the JME Editors

EDITORS OF THE *JOURNAL OF MANAGEMENT EDUCATION*

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.

Friday, 8:30—9:30 in Sarratt 189

Developing a Holistic Business Perspective for a Successful Career in the Global World

SUSAN J. FOX-WOLFGGRAMM, Hawaii Pacific University

Developing and empowering students' voices is necessary for enabling their individual identities. This learning exercise is meant to stimulate students to "stretch" their thinking about possible strategic issues in global business. Taking daily/weekly current events from the global environment, and categorizing them as potential opportunities and threats at the personal, professional, company, and societal-levels, enables students to practice empowering themselves, by considering how to turn these issues/events into "opportunities" no matter how threatening they may first seem. Furthermore, having each student select a topic area makes him/her an "expert," reinforcing the importance of this person to the class.

Friday, 8:30—9:30 in Sarratt 363

Embracing Teamwork: Empowering Students Voices in the Team Selection Process

ARLISE P. MCKINNEY, Coastal Carolina University

ERIKA SMALL, Coastal Carolina University

BRENDA ESTEP, Coastal Carolina University

DICK DRASS, Coastal Carolina University

Teams are widely used in undergraduate and graduate courses; however, students state that they receive little training to successfully form teams and produce collaborative work. This workshop models a process that actively engages the students in the collaborative process by giving them a voice in the team selection process. The student-led team selection process allows students to apply management concepts and interview other students in order to select or reject team members. This process allows for application of course content, but it also gives students voice in their learning environment.

Friday, 8:30—9:30 in Sarratt 216

OBTC goes to the movies: What have we been watching?

BARBARA Z. LARSON, Northeastern University

OBTC has been going to the movies for over 20 years, teaching a wide range of topics using film. Yet, many of us teach the same films year after year, unaware of the vast range of possibilities. This session leverages our collective knowledge about movie-based teaching, beginning with an interactive discussion of our own experiences. We then examine a comprehensive listing (based on survey data and literature reviews) of movies used for OB teaching over the last three decades. Participants will receive a summary listing, to be used as inspiration for future teaching at the movies.

OBTC 2014 AT VANDERBILT UNIVERSITY

Friday, 8:30—9:30 in Sarratt 325

Transcendental redux: Revisiting the 2013 conversation regarding our thinking about teaching

THOMAS A. CONKLIN, Georgia State University
DEBORAH BUTLER, Georgia State University

This session is a response to a request by participants at the 2013 session entitled The transcendental attitude in thinking about teaching: Conversations and provocations to revisit this topic in 2014. The intent is to inquire into our encounters with the transcendental attitude over the year to discover where and how it has manifested and its impact on self and others. This session will further cement the ideas and role of phenomenology and its daily practice in our role as teachers. This assumption is central to our effectiveness as teachers, and do we dare suggest as persons.

Friday, 8:30—9:30 in Sarratt 327

Can I use Wikipedia for the paper? Searching for better information literacy

JENNIFER S. LEIGH, Nazareth College
SHARON MCKECHNIE, Emmanuel College
JOY E. BEATTY, University of Michigan - Dearborn

While Millennials are known for their acuity with social media technology, they are less versatile in the information literacy (IL) skills. This session is for all instructors seeking to improve student research quality through enhanced student IL skills. In this action focused session we will learn about common IL challenges from participants and presenters experiences, as well as through a brief research review. The audience will be provided three short IL instructional approaches from both public and private institutions. Then participants will have an opportunity to interact with each other and the presenters to develop their own IL module.

Friday, 8:30—9:30 in Sarratt 220

From Dolly Parton to Lady Gaga: Aligning Styles and Expectations When Using Music in the Classroom

SUZANNE DE JANASZ, Seattle University
MAURY PEIPERL, IMD

Watching others play music in the classroom, you'd like to be similarly creative, but are worried that students won't appreciate your musical taste, or worse, that they disapprove of "edutainment". Yet engaging multiple senses increases student attention and the possibility of learning and retention. How, then, to make this work? This session will feature examples of using music to positive effect, as well as a process, and a practicum, for so doing.

Friday, 8:30—9:30 in Sarratt 331

Giving a Contemporary Voice to Teaching Organizational Behavior

D. CHRISTOPHER KAYES, George Washington University
ANNA KAYES, Stevenson University
KIM ELSBACH, University of California - Davis

In this interactive session, participants will engage in dialogue about ways to make organizational behavior more applied; yet preserving OBs theoretical roots. The session proposes that one way to make organizational behavior more relevant to students is by integrating topic summaries, short cases, exercises, and original readings from experts in the field. It has long been understood by participants of the organizational behavior teaching conference that teaching OB is an interactive, experiential based exercise. Yet, those of us who teach OB in this manner often struggle with finding practical ways to do this. Even more frustrating is finding materials, including textbooks that follow this format. This session provides participants with ways to integrate new materials into their classroom.

Friday, 8:30—9:30 in Sarratt 361

Create a Classroom Peak Experience: How to Start with an Challenge Exercise and End with a Written Takeaway

DOROTHY MARCIC, Columbia University
DICK DAFT, Vanderbilt University

This session will show examples of how to use challenge exercises to start classes and written takeaways to end classes. Based on the theory of problem-based learning, students are given a brief problem, mini-case or role-play before learning the relevant theory. Students immediately connect to the challenge exercise and eagerly participate in the subsequent discussion of theory. Students are then asked to crystalize their learning on a personal takeaway sheet. Without a written takeaway record, students experiential learning can be quickly lost. At the end of the term students can be asked to analyze their takeaways.

OBTC 2014 AT VANDERBILT UNIVERSITY

Refreshment Break Prior to 9:45 - 11:15 Sessions

Friday, 9:45—11:15 in Sarratt 325

Broadly delivering the Focused Voice: A mobile technology to guide the personal moment-in-action

RAY LUECHTEFELD, University of La Verne

Mass media (and lectures) provide a voice aimed at the average listener that can reach millions, while personal attention and tutoring can provide a focused voice that speaks to individual needs in the moment of action. This activity presents a technology (in beta testing) for broadly delivering simulations and other approaches to OB training via mobile devices that can adapt to unique personal reactions. Audience members will participate in a group learning experience and then be introduced to the steps to develop their own activities using a laptop and the online system. Finally, questions and feedback will be invited.

Friday, 9:45—11:15 in Rand 308

Speed Dating: Cruising for Classroom Activities?

TAMMI REDD, Ramapo College

Speed dating has long been used as a match making antic which allows for participants to come in contact with people whom they may not have otherwise crossed paths. This session is designed to create the same conditions as speed dating however the ultimate goal in this speed dating session is for each participant to walk away with several new ideas for classroom activity and course delivery. Attendees from various different backgrounds are sure to leave the session with new ideas to try in the classroom. Participants should come prepared to share their favorite/most successful classroom activity.

Friday, 9:45—11:15 in Sarratt 361

"Neuroscience for Leaders and Managers" – MBA course or integrated into OB courses

LINDA K. GIBSON, Pacific Lutheran University

This session introduces participants to an MBA course on "Organizational Cognitive Neuroscience for Managers and Leaders," developed by the session leader. Attendees will watch video clips and experience activities used in the course, as well as learn ways to use brain science in their courses as they cover traditional OB topics. Neuroscience topics of particular interest include: Brain plasticity (i.e., ability to learn and change), brain health and personal effectiveness (including multi-tasking), and the ethics of managers using neuroscience. The session will close by gathering contact information to continue sharing course materials and insights.

Friday, 9:45—11:15 in Sarratt 189

Positive Organizational Scholarship to Improve and Revitalize Classroom Practice: Lessons from the Field

MARC HOFFMAN LAVINE, University of Massachusetts Boston

DAVID BRIGHT, Wright State University

MARY B. DUNN, St. Edward's University

EDWARD NED POWLEY, Naval Postgraduate School

We aim to foster insight and promote sharing about ways that Positive Organizational Scholarship (POS) can enrich management teaching and learning. POS promotes innovative approaches by attending to behaviors, structures, and processes that promote resilience, well-being, increased trust and efficacy among students, teams, and organizations. We will share four practices that convey these qualities and demonstrate broad applications for POS to strengthen student participation, team efficacy; and to teach topics such as crisis management, leadership, and organizational change. We will also discuss how a POS perspective might inform any classroom or management topic of interest to attendees. Join us!

Friday, 9:45—11:15 in Sarratt 327

Helping the Beethoven lover in Opryland: Learning to hear different voices

C. MELISSA FENDER Holy Family University

LISA T. STICKNEY, University of Baltimore

BEVERLY J. DEMARR Ferris State University

Just as a classical music lover may feel totally lost in Nashville, America's country music heart, so may students whose voices speak other than what their listeners expect to hear. At a minimum, this can cause misunderstandings; at worst, it can completely derail classroom discussions or even cause conflict. Attendees of this interactive session will share their experiences in dealing with students whose communication and even actions are different enough to create barriers to understanding, explore options for handling these situations, and participate in a paired activity that can enable students to listen, hear and consider another's ideas.

OBTC 2014 AT VANDERBILT UNIVERSITY

Friday, 9:45—11:15 in Sarratt 363

Poetry as Deep Pedagogy: Organizational Behavior, Strategy and Business Law: An Exploratory Workshop

BILL VAN BUSKIRK, La Salle University
MICHAEL LONDON, Muhlenberg College
CAROLYN MIDDLETON PLUMP, La Salle University

In previous work, we have argued that poetry provides a valuable if overlooked resource to the Organizational Behavior professor. This session is an expansion of that work into content areas of Strategy and Business Law/Ethics. In our workshops we use poetry to connect students personal and emotionally charged experiences to topics in the text. In this session we present an experiential workshop designed to intensify the experience of poetic metaphor. We then discuss how this experience can deepen class discussion in different courses.

Friday, 9:45—11:15 in Sarratt 331

Design Thinking: The Silicon Valley Approach to Teams, Innovation, and Problem Solving

REBEKAH DIBBLE, University of San Francisco
KATHY KANE, University of San Francisco

Our goal, in this session, is to demonstrate the process of Design Thinking adapted from David Kelley at IDEO and the D-School at Stanford University. In teams, participants will use this practical, creative process to design a product. We will share our course materials: an introduction and explanation of the process of Design Thinking, videos, and an experiential exercise. Finally, we will debrief and have participants exchange ideas and applications.

Friday, 9:45—11:15 in Sarratt 216

Song Lyrics, Rhythm and Rap: Using Music to Foster Deep Learning

DINA M. MANSOUR-COLE, Indiana University Purdue University Fort Wayne
LINDA WRIGHT-BOWER, Indiana University Purdue University Fort Wayne

Come learn how and why we should sing in our classrooms—even if we are pitch challenged! This session is about using music and song in passive to active formats to maximize student learning. Techniques involved in song lyric analysis and having students create music videos that teach team concepts will be demonstrated by students and practiced by participants in this session. Participants will leave with at least two very different vocal assignments that can be used to teach a variety of management concepts. Musicianship is not a priority: functioning as a learning ensemble or team is highly desired.

Friday, 9:45—11:15 in Sarratt 220

Gather Around the Experiential Fire

AMY L. KENWORTHY, Bond University
GEORGE A. HRIVNAK, Bond University
JENNIFER S.A. LEIGH, Nazareth College
RUTH H. AXELROD, University of Maryland
JUANA DU, Royal Roads University
PRISCILLA ELSASS, Clark University
KENT FAIRFIELD, Fairleigh Dickenson University
DAVID FEARON, Central Connecticut State University
JOSEPH SELTZER, La Salle University
RITA J. SHEA-VAN FOSSEN, Ramapo College
JEFFREY P. WEHRUNG, Black Hills State University

Come join us as we gather around the experiential fire once again to experience and enjoy a collection of engaging experiential exercises from a number of presenters in a hands-on speed dating format. This session includes traditional face-to-face and online-based exercises on topics including goal-setting, team building, self-management, motivation, social entrepreneurship, leadership, followership, cross-cultural awareness, perception, and relationship-building. The full details for using these exercises will be available in the Proceedings.

11:30 - 12:30 Sessions

Friday, 11:30—12:30 in Sarratt 327

Creating an Integrated Business Curriculum: Lessons for Learning

STEVEN ALAN EDELSON, Walsh University
CHRISTIAN CHASE SENK, Walsh University
PHILIP KIM, Walsh University

As educators, we are aware that factors impacting our teaching success are present long before we enter a classroom. During this session, we present our new undergraduate curriculum that is structured, integrated, and features a progressive course of study. Involvement of faculty and our external business advisory board has produced a more enriching curriculum and a reinvigorated faculty. In this session, we highlight how involvement in curriculum development has improved our performance as professors, as well as the performance of our students. Further we provide current examples of how we continually improve our curriculum to ensure its relevance.

OBTC 2014 AT VANDERBILT UNIVERSITY

Friday, 11:30—12:30 in Sarratt 325

Leading and Living with Wisdom: Lessons Learned from 100 Sages

JANN FREED, Central College

Based on interviews with 100 of the top thought leaders and executive coaches in the country, several themes emerged around which a college leadership course has been developed and taught for several years. Each theme has several personal and workshop suggestions that will be shared. In this interactive session, participants will learn how to lead with wisdom and how to share this wisdom with developing leaders.

Friday, 11:30—12:30 in Rand 308

Mobius SLIP: Anonymous, Peer-Reviewed Student Writing

MICHAEL PALANSKI, Rochester Institute of Technology
DMYTRO BABIK, University of North Carolina Greensboro
ERIC FORD, University of North Carolina Greensboro

Mobius SLIP is a web-based tool that allows students to submit writing samples and receive anonymous critiques from other students in the class. Students submit an essay, and the Mobius SLIP system randomly assigns each student to an anonymous peer group. Students then rank the quality of each submission and provide actionable feedback. Students also rank the quality of the feedback for each assignment. Mobius SLIP produces performance analytics and recommends a grade based on these rankings, and instructors provide feedback (if desired). This session will demonstrate the system and present evidence of learning from three business classes.

Friday, 11:30—12:30 in Sarratt 361

Voicing Appreciation as a Positive Roadmap to OB: Sharing Lollipop Moments

JOAN MARQUES, Woodbury University
SATINDER DHIMAN, Woodbury University
JERRY BIBERMAN, University of Scranton

An old teacher attended the funeral of a former student who had joined the war and died. After the service, the sister of the deceased man asked her if she was Jim's old teacher. Then the sister showed her an old sheet, which Jim had carried ever since college, even at war. It was a list of positive comments students wrote about each other in her class. To her surprise, other former students now also pulled out their lists. The teacher realized the value of her Appreciation exercise. Let's do one, and maybe take it to class?

Friday, 11:30—12:30 in Sarratt 331

Using Excel and PowerPoint to Build Educational Games: A Guide for the Innovative Teacher

MARCUS A. VALENZUELA, New Mexico State University
CAROLYN CHAVEZ, New Mexico State University
JOHN ROSS, New Mexico State University

The purpose of the session is to introduce techniques for designing games in the classroom using both Excel and PowerPoint. Traditionally, PowerPoint has been widely used in the classroom in games such as Jeopardy. We introduce Excel as an alternative and complementary technological tool with the finality to explore different alternatives to the current normalized process in game design and other pedagogical areas. Additionally, we offer instructors some benefits and key conceptual aspects of such tool to aid in the exploration process as we demonstrate examples of how to create your own board game and Bingo game.

Friday, 11:30—12:30 in Sarratt 220

Building an OBTC Video Support Group: Finding Great Video Clips and Harnessing their Learning Potential in the Management Classroom

TIM T. BALDWIN, Indiana University
ROBERT MARX, University of Massachusetts
RANDY SLEETH, Virginia Commonwealth University

Video illustrations can be extraordinarily powerful classroom stimuli and modern technology makes the acquisition of such illustrations more accessible than ever before. It is also true, however, that compelling video can actually detract from or cannibalize learning objectives. In this session, the authors (avid users of video for over 25 years) will share a collection of their favorite video illustrations and how they are using those clips differently than in the past. Participants will be actively involved and invited to share their own favorite illustrations both in the session and as part of an on-going OBTC video "support group."

OBTC 2014 AT VANDERBILT UNIVERSITY

Friday, 11:30—12:30 in Sarratt 216

Bradford Award Presentation: What's next? A New Human Development Ecosystem

TIM O. PETERSON, North Dakota State University

Research from Gallup Corporation (2013) shows that when students arrive at the doorstep to your university, there is only a 44% probability that they are engaged in learning. That is down from 76% when they entered elementary school. At the same time, students who answer Strongly Agree to the statement, "My school is committed to building the strengths of each student" are very likely to be engaged in learning. In addition, the research indicates that if students engage in a long term project they do better in school and also at work after graduation. It appears that it all begins with identifying students' natural talents and then developing them into strengths for both their academic and professional success. Come and experience how the College of Business at North Dakota State University is implementing this new system.

Friday, 12:30 - 2:00 in Rand Dining Hall

Lunch

Lunch will be held in the Rand Dining Hall, adjacent to Sarratt where all sessions will be held. You will use your conference badge and keys to access the dining hall.

2:00 - 3:00 Sessions

Friday, 2:00—3:00 in Sarratt 327

Gender in Management: PRME-ing the conversations

JENNIFER S. LEIGH, Nazareth College

AMY KLEMM VERBOS, Central Michigan University

This session advances the Principles of Responsible Management Education (PRME) initiative by offering a professional development session on Gender Equity in Management Education. The 60 minute general discussion session will provide an interactive and informative discussion for management educators interested in learning about the PRME, anyone at schools that have adopted the PRME, and anyone seeking to include more topics related to gender and management in their courses. It is especially appropriate for men and women who have not considered gender inclusion as a part of their course design.

Friday, 2:00—3:00 in Sarratt 325

The journey is the reward: Transforming lives through Travel Abroad courses

LUCY A. ARENDT, University of Wisconsin-Green Bay

ROBIN SRONCE, Drury University

This interactive session explores the conceptual and practical aspects of leading short-term travel abroad courses. These courses have the potential to transform students lives in lasting ways that few other short-term learning experiences are able to achieve. By immersing students in another culture, travel abroad courses facilitate students openness to experience while enhancing their cultural self-efficacy. Students are empowered to see their own culture through a new lens and appreciate better their critical role in the global community. With faculty leaders as their guides, they make the thrilling discovery that their personal limits are greater than they imagined.

Friday, 2:00—3:00 in Rand 308

Fostering Critical Thinking and Communication: Two Experiments in Curriculum Integration

AMY ZIDULKA, Royal Roads University

STEPHEN LONG, Royal Roads University

LOIS FEARON, Royal Roads University

This session will tell of two initiatives one school has taken to foster students critical thinking and communication skills. The first involves the integration of three classes at the beginning of an MBA program, which employ integrated case analysis to incrementally develop students skills. The second is a school-wide initiative, which asks all faculty members to use common language to assess critical thinking and communication. The session will focus on both successes and challenges, and will engage participants in dialogue around how to navigate challenges such as allocating sufficient time to skill development and fostering faculty collaboration.

OBTC 2014 AT VANDERBILT UNIVERSITY

Friday, 2:00—3:00 in Sarratt 363

Being the Change: Developing Compassionate Voices of Leadership

JOAN MARQUES, Woodbury University
SATINDER DHIMAN, Woodbury University
JERRY BIBERMAN, University of Scranton

We want our students to be future leaders. What types of leaders? The same ones we have seen in recent decades, focusing on short-term outcomes, drawing humongous salaries and leaving all others in a mess? Or do we actually want to nurture leaders with compassionate actions and voices? Cases, discussions, guest lectures, videos, they are helpful, but theres nothing better than getting a taste of the real thing, in order to give rise to compassionate voices within our future leaders. Lets see how WE can be the change and create those compassionate voices.

Friday, 2:00—3:00 in Sarratt 331

Finding Your Voice in the Teacher Evaluation Process: Evidence-based Best Practices and Strategies for Teacher Development

JENNIFER TRICIA LINDBERG MCGINNIS, SWA Consulting Inc.
ERIC A. SURFACE, SWA Consulting Inc.

Have your end-of-course teacher evaluations ever left you feeling confused and demoralized? If so, this session is for you! During this session, you will learn about formative teacher evaluation and how it benefits teacher development and student learning. In addition, you will learn about evidence-based best practices and strategies for supporting teachers development and effectiveness " your development and effectiveness " in the classroom. This session is relevant to both teachers and administrators of all ages and types of learners..

Friday, 2:00—3:00 in Sarratt 361

Teaching Crisis Leadership

D. CHRISTOPHER KAYES, George Washington University

This session will provide an overview and engage participants in discussion about teaching crisis management as an organizational behavior topic. The session will provide an overview of a 2-hour session I teach about crisis management. The session introduces a model for understanding crisis management, provides examples of case studies that can be used to study crisis management situations, and provides a list of behaviors and experiences associated with successful crisis management. The session will also discuss the importance of communication during crisis. I will provide a list of YouTube and other video clips from the web that instructors can use to analysis crisis communication using a crisis communication assessment model.

Friday, 2:00—3:00 in Sarratt 189

Auto-Tuned Voices: Why do we Distort the Pig Iron Tales?

RUSSELL WAYNE CLAYTON, Saint Leo University
GARY STARK, Northern Michigan University
MILORAD NOVICEVIC, University of Mississippi
FOSTER ROBERTS, University of Mississippi
JENNIFER PALAR, University of Mississippi

This interactive discussion will use the mis-telling of F. W. Taylor's Pig Iron tales as a springboard for exploring the importance of management history and story-telling in our classrooms. Drawing from the research in story-telling pedagogy and the philosophy of history we will further explore the criteria by which our historical tales should be told.

OBTC 2014 AT VANDERBILT UNIVERSITY

Friday, 2:00—3:00 in Sarratt 216

The Upside of Taylor: Improving Classroom Efficiencies to Foster High Impact Learning

CHARLES FORNACIARI, Florida Gulf Coast University
KATHY LUND DEAN, Gustavus Adolphus College

Instead of looking for creative ways to improve learning, this workshop takes its cues from Frederick Taylor with the idea of collectively sharing those small things that cumulatively makes us more efficient, and thus more effective, in the face-to-face classroom. Saving 1-2 minutes per class can enable us to recapture significant amounts of time over a term that then can be dedicated to new or expanded high impact learning activities. Session participants are asked to brainstorm and share the little actions they take that helps them to save 30 seconds, 1 minute, or 2 minutes in a face-to-face classroom session.

Refreshment Break Prior to 3:15 - 4:15 Sessions

Friday, 3:15—4:15 in Sarratt 327

The Team From Hell: A Goal-setting and Team Building Exercise

JOHN ROSS, New Mexico State University
GRACE ANN ROSILE, New Mexico State University

The purpose of the session is to introduce an exercise that gives voice to team members in how they want their team to run. Most often, a team gathers and pays little attention to setting up the team structure. Failing to do so often leads to frustration and failure. In contrast, when a team gets together and discusses goals and group expectations it sets the framework for success by reducing conflict, increasing trust and focus. Instructors will leave with all the tools and worksheets necessary to create their own extraordinary performing teams in their classrooms.

Friday, 3:15—4:15 in Sarratt 361

The Voice of Artists in the OB Classroom: Lessons from Artists

ROBERT I. TOBIN, Keio University

Proposed session will demonstrate ways the voices of visual artists can enhance the OB curriculum. In this session, participants will watch video clips of artists talking about their work and then discuss the relevance for OB.

Friday, 3:15—4:15 in Sarratt 325

Practicing Self-Leadership: Ben Franklin's Discipline of Cultivating Virtues

MATTHEW ERIKSEN, Providence College
ANTHONY MICCOLIS, Providence College

In the session, we will present an experiential exercise, based on the practice that Ben Franklin developed to cultivate his virtues, that facilitates students becoming self-leaders. This exercise provides a structure to facilitate students identifying and living out a personal set of virtues within the context of their day-to-day lives. We will explain the importance of being virtuous to the practices of transformational, ethical and authentic leadership, demonstrate our exercise, explain how to use and debrief it, describe challenges and issues that arose when using the exercise and share our survey results of the students experience.

Friday, 3:15—4:15 in Sarratt 363

"Facebook Fired:" Educating Students About the Professional and Legal Implications of Personal Social Media Use on Employment Status

KIMBERLY WARREN O'CONNOR, Indiana University-Purdue University Fort Wayne
GORDON BRUCE SCHMIDT, Indiana University-Purdue University Fort Wayne

In this session, we will explore the effects of personal social media use on employment status. Recent case law involving public and private sector employees who were fired for their social media activity will be analyzed and discussed. Recommendations will be given on how to educate students as to the professional and legal ramifications that exist for employees, with a particular focus on Free Speech, privacy protections, and the National Labor Relations Act. Finally, we will suggest strategies to help students „refine their online voice“ so that they do not also become “Facebook Fired.”

OBTC 2014 AT VANDERBILT UNIVERSITY

Friday, 3:15—4:15 in Sarratt 189

Using Interviews as Project Based Learning in Management Education

SUSAN KOCHANOWSKI, Marist College

Skill-building is an important part of management education that requires experiential learning in addition to traditional classroom lectures, discussions and exercises. This interactive session will present and examine the use of interviews to build experiential and skill-based learning into the classroom experience. The session will present how interviewing can be used to both reinforce the learning of concepts and to build management skills using the concepts in an undergraduate Organizational Behavior and Human Resources class. Session participants will be given interview templates, resources and ideas necessary to create, grade, and evaluate interview projects in their management classes.

Friday, 3:15—4:15 in Sarratt 331

Increasing Student Engagement with Role-plays: Student voice for workforce readiness

ARLISE P. MCKINNEY, Coastal Carolina University

Student engagement in the classroom is often challenging as students attention is often focused on interacting with social media (e.g., Facebook, Twitter, Instagram, etc.). In an experiment from an OB course, the Instructor created a Managers Hot Seat to include weekly role-plays where students take on the role of manager to address a workplace issue while seated at the front of the classroom. An overwhelming majority of students commented on the end-of-course evaluations that they wanted more in-class role-plays to develop their own voice for workforce readiness.

Friday, 3:15—4:15 in Sarratt 220

The Jigsaw Strategy for Collaborative Work Teams: Ensuring that Every Voice is Heard

KATHERINE C. RYAN, Indiana University

LINDA M. DUNN-JENSEN, Indiana University

Have you ever placed students on collaborative teams only to find that their participation wasn't as balanced as you had hoped? Confident, vocal members tend to dominate the team process, while less-assured or more introverted students often withdraw from the process. Fortunately, it is possible to manage collaborative student work teams so every voice is heard and all students are accountable for team learning. The Jigsaw strategy is one effective method for doing so. This session demonstrates how the Jigsaw strategy is used to make each student an essential subject matter expert for a team-based learning project.

3:15 - 4:15 Roundtable Sessions

Friday, 3:15—4:15 in Rand 308

Demographics, Pedagogies, and International Students

PRAMILA N. RAO, Marymount University

Whether a professor is located in the east, west, south or north, of the United States, the growing concern among scholars is how to teach to their multicultural classrooms. The Chinese favor collaboration, the Indians like rote-memorization, the Latin Americans prefer structured assignments. How can a professor cater to this global village in his or her classroom? This empirical study explores if demographic variables (age, gender, country, etc) of international students predict any preferred teaching methods. Conference participants of this session will get information on preferred teaching methods for international students.

Friday, 3:15—4:15 in Rand 308

One Year Later: my Experiment with the Flipped Classroom

MARIA ALEJANDRA QUIJADA, Regis University

At last years OBTC there was a lot of discussion around the idea of the flipped classroom. It inspired me to try it out in an Introduction to Business class. Now after an interesting semester, I find that the model has some great advantages and some challenges in implementation. The goal of this session is to continue the discussion around how some of these challenges can be managed and how to truly make the most of the advantages the flipped classroom brings.

Friday, 3:15—4:15 in Rand 308

Am I the Only One Dissatisfied with the Idea Focused Paradigm of Creativity?

CHRISTOPHER BARLOW, University of Illinois Chicago

Creativity development often begins with encouraging individuals to voice more of their thoughts and knowledge with more fluency and flexibility. But the next lesson is to appreciate and encourage the voice of others with relevant, though often conflicting perspectives and knowledge. This team co-leadership behavior requires a different voice, a voice that invokes confidence and trust in the minds of others with different cultural backgrounds, thinking styles, or agendas with the problem being discussed. Debriefing experiences of transcending these differences can quickly energize effective team behavior in individuals and teams.

OBTC 2014 AT VANDERBILT UNIVERSITY

Friday, 3:15—4:15 in Rand 308

The Start of a Career: The Role of Rational Value-Based Decision Making in the Business Student's Choice of Major

BETH POLIN, Eastern Kentucky University
SCOTT DUST, Eastern Kentucky University
KAREN HOOD, Eastern Kentucky University

The first step in a career is the choice of major. Such a life-impacting decision must be made with thoughtful consideration, yet in reality, the decision making process employed by students is emotional and follows no pattern. This session seeks to give the business student a voice by presenting them with strategies for this selection. It first introduces the numerous criteria research shows may be considered by students when choosing a major. It then condenses these into manageable categories through the mapping of underlying values. Finally, an effective rational process that can be easily implemented by instructors is shared.

90 Minute Session Friday, 3:15—4:45 in Sarratt 216

Leveraging the Advantages of Online Learning: Stories and Discussion

AMY ZIDULKA, Royal Roads University
JOAN WEINER, Drexel University
CAROLIN REKAR-MUNRO, Royal Roads University
INGRID KAJZER-MITCHELL, Royal Roads University

This session will explore how faculty can design and deliver rich, experiential, and meaningful learning experiences when teaching online. It will open with four faculty story tellers sharing experiential exercises they've used in their online classes. This will lead into a discussion around what unique advantages the online environment offers and how participants might leverage these advantages in their own classes. The intent is to inspire participants to be reflective about their own teaching, share ideas about how they can leverage advantages of online learning in their practice, and continue the exploration with colleagues beyond today's session.

Friday, 3:15—4:15 in Rand 308

Balancing Freedom and Control for Effective Engaged Learning

GEORGE DUPUY, College of Coastal Georgia

The roundtable leader is an engaged learning pioneer who has advocated and implemented the guide-on-the-side pedagogy in all of his classes for over thirty years. To stimulate a classroom culture of open, comfortable communication, he prefers to treat undergraduate upperclassmen as mature adults. While most students live up to that description, some take advantage of the comfortable culture by not fully preparing and participating in class; gradually other students may join in as free riders. The author then has to tighten requirements, reducing freedom and increasing control.

Friday, 3:15—4:15 in Rand 308

The professor and community partner as service-learning co-educators: Creating and sustaining a meaningful partnership

KEVIN LO, University of San Francisco
DANIE BELFIELD, Meals on Wheels San Francisco

We narrate the genesis of our collaboration and highlight the development of this relationship. Following this narration, we will engage participants in guided discussion that will workshop their own ideas for capacity building and project development. We hope that participants will complete this session with inspiration for designing projects in a service-learning class. In our session, we will highlight: 1) What conversations did the community partner and the professor have to allow for optimal co-education? 2) What trade-offs were made in the course content to allow the community partner and the professor to be co-educators in this relationship?

OBTC 2014 AT VANDERBILT UNIVERSITY

4:30 - 5:30 Sessions

Friday, 4:30—5:30 in Sarratt 327

Formative Assessment: The Give and Take of Voice

KAY MARIE HOPKINS, North Dakota State University

The purpose of this session is to present attendees with a new framework for constructing formative assessment and two practical ideas they might use to help students and themselves to give and receive feedback in the classroom. Time will allow for a breakdown of how these mechanisms are used, an examination of examples and best practices.

Friday, 4:30—5:30 in Sarratt 325

Creating Topics and Teams for a Social Action Project: A Values Based Approach

CHERYL TROMLEY, Fairfield University

ELIZABETH PETRINO, Fairfield University

Many of us do values clarification with our students and many of us do team projects. We choose project topics or let our students choose. We assign students to teams or we let them self-select; sometimes based on a process, sometimes randomly. This experiential session will demonstrate a process that brings together the values clarification process, the project topic selection, and the creation of teams such that the projects and team membership are grounded in the students' values. The process will be demonstrated using a social action project.

Friday, 4:30—5:30 in Sarratt 361

Always on My Mind: Cutting Edge Resources for Management Educators

SCOTT J. ALLEN, John Carroll University

Willie Nelson said it best; identifying cutting edge resources in the classroom is always on a management educators mind. This session will serve as an opportunity to share your great ideas, and leave with many more. This highly interactive forum is for those interested in discovering the latest resources (technology, simulations, websites, films, etc.) for management education. Participants will leave with a list of ideas and the potential to publish a resource review in JME.

Friday, 4:30—5:30 in Rand 308

Teaching Students How to Learn a Basic Quality Management Tool Using Examples from their Personal Experiences

ROBERT ALEXANDER HERRING, Winston-Salem State University

DENISE PARRIS, Rollins College

EILEEN HIGGINS, Consultant

This will be an interactive session, a successor to the OBTS Webinar in November 2010 that introduced the field of Quality Management to the OBTS Community. Previous sessions in 2011-2013 explained how to teach students more basic Quality Management tools using examples from their own experience. The exercise will involve the participants in a method of teaching the concept of the Pareto diagram—one of the seven basic quality management tools—to students using examples of everyday problems in their lives.

Friday, 4:30—5:30 in Sarratt 189

Mid Career and Senior Faculty Consortium

JOSEPH SELTZER, La Salle University

JOAN WEINER, Drexel University

KATHY KANE, University of San Francisco

As we reach transition points, the challenges and opportunities of an academic career change. Please join the organizers for a conversation amongst who ever chooses to attend. Our role is to create a setting of safety and community that fosters an open discussion on topics of interest to the participants. Whether it is effectively continuing streams of research, taking on new roles, assessing opportunities for different paths in academic life, or making transitions to do other things perhaps outside of academia or into retirement; this Consortium is a beginning step in helping mid-career and senior faculty develop their own plans for the future and answering the question, "what next?"

Friday, 4:30—5:30 in Sarratt 363

Presence: Linking Our Voice to a Positive Core

DENNIS O'CONNOR, Le Moyne College

Becoming present opens a nexus to potentially link a more accurate sense of the immediate world with our positive core self. We will explore our positive core and the experience of presence through activities and images, and draw upon models rooted in martial arts, Buddhism, Jesuit values, and leadership as a means to refine the timely use of our voice in teaching and our organizations.

OBTC 2014 AT VANDERBILT UNIVERSITY

Friday, 4:30—5:30 in Sarratt 331

Engaging The Voices of International Students

MARY JO ANN SHANE, California Lutheran University
LOREDANA CARSON, California Lutheran University

Research has found that students who actively participate in classroom discussions retain information better as well as learn more. Yet, faculty are frequently frustrated with their international students lack of active participation in classroom discussions. This session will examine what some of the barriers to participation are in terms of international students, as well as explore different methods and techniques to actively engage international students in classroom learning.

4:30 - 5:30 Roundtable Sessions

Friday, 4:30—5:30 in Rand 308

Giving Life to OB without Getting the Life Sucked Out of You: Finding Balance in Meeting the Demands of Experiential Learning Methods

JENNIFER MENCL, University of Minnesota Duluth

Experiential learning is increasingly prevalent in management education. Although types, examples, and learning outcomes are often discussed among faculty, the demands on faculty using experiential learning methods are given little attention. The purpose of this roundtable discussion will be to share best practices and to develop additional strategies that can lessen the burden of experiential activities for faculty. In addition, educators who have been hesitant to integrate these methods due to anticipated demands may discover a new perspective regarding experiential learning.

Friday, 4:30—5:30 in Rand 308

Integrating Management with Other Disciplines: Creating Integrative Projects

GARY COOMBS, Ohio University

This roundtable discussion will focus on ways to integrate Management/Organizational Behavior with other disciplines, either in business or other areas, to create integrative projects. I will share examples of multidisciplinary projects across Management, Information Systems, Marketing & Finance, and projects integrating Management, Creativity/Innovation, and Graphic Design. Come share your experiences with creating integrative, cross-disciplinary projects or the parameters of an upcoming opportunity for which you would like to brainstorm ideas.

Friday, 4:30—5:30 in Rand 308

Aha! Thresholds that appear from analyses of case studies: can management students be coaxed across tough barriers to learning

JOHN HUONKER, SUNY Oswego

Faculty who use case studies in their courses likely encounter common mental barriers that systematically impede students ability to develop creative solutions to management problems. In OB and teaching literatures these barriers are termed threshold concepts that have the effect of seriously limiting creative problem solving. If these barriers can be eliminated, the possibility exists that student thinking can be dramatically changed " that is, transformed so they have much stronger personal mental models for problem solving in general and managerial problem-solving in particular. The question is, how can we enable students to move forward to and then across these barriers?

Friday, 4:30—5:30 in Rand 308

Multicultural Classrooms, Mono-cultural mindsets, what do we do?

HANIYEH YOUSOFPOOURFARD, McMaster University

With the rise of globalization, international students and multicultural future workforce, it is essential for management schools to understand and manage multicultural classrooms and prepare students for the diverse workplace. Managing cultural diversity in teamwork has historically been a challenge and this continues to be a challenge in classrooms. Many students prefer to form mono-cultural teams and work with those similar to them. Furthermore, most material taught and used for student performance evaluation are based on North American culture with limited coverage of cultural differences. Given that most scholars agree with this challenge, what are we doing about it?

OBTC 2014 AT VANDERBILT UNIVERSITY

Friday, 4:30—5:30 in Rand 308

Speak Up, Shut Up and Everything In Between: Strategies for Engaging Introverts in the Classroom

ROSE HAIR, Nazareth College

Introversion has received significant academic attention over the last century but a renewed focus in both academic and popular literature make it worthy of further exploration in pedagogical and cultural conversation. If participation and engagement are key aspects of learning then how do we encourage introverts to speak up? Alternatively, what strategies can we develop as educators that support the idea that engagement is not only demonstrated through talking? This interactive session aims to stimulate discussion by creating a collective 'mind-map' of ideas that it is hoped will continue the conversation beyond the confines of the session and indeed the conference itself.

Friday, 4:30—5:30 in Rand 308

Conversation as Consciousness: from voices in my head to voices in the room

BRUCE JAMES HANSON, Concordia University Irvine

The round table session explores the idea that consciousness is at least partly composed of conversations. Developmental psychologists like Kohlberg and Vygotsky see our inner dialogue resulting from our internalization of other voices such as our parents. This round table discussion would like to consider the thought of AN Whitehead, particularly as interpreted by John Cobb, as the basis for further consideration of self in various collective states. To what extent can groups behave like individuals and display some forms of consciousness?

Friday, 5:30—6:30 in Sarratt Cinema

Townhall Meeting

Come discuss OBTS future directions and other business issues of the Society with President Joe Seltzer, OB1 Michael Stratton, and the rest of the Board of Directors.

Friday, 6:30—8:00 in the Student Life Center, Ballrooms A & B

Awards Banquet

Prepare for some fantastic Nashville cuisine during our Awards Banquet as we honor our award winners.

Friday, 8:00—Close in the Lobby of Towers III Dorm

Talent Show / Jim's Place

Hosted once again by Jerry Biberman, our popular talent show highlights the prodigious talents of our OBTC participants. If you are interested in participating, contact Jerry, or sign up at the registration table. Our talented acts are limited to one song or poem, or five minutes of material. Alcohol will be available, for participants and especially the audience.

Saturday, June 14

Saturday, 7:00 - 9:00 in Rand Dining Hall

Breakfast

Breakfast will be held in the Rand Dining Hall, adjacent to Sarratt where all sessions will be held. You will use your conference badge and keys to access the dining hall.

Saturday, 7:00 - 9:00 in Sarratt 220

Doctoral Institute Presentation

Our current DI participants will present their own designed session. Our annual pre-conference Doctoral Institute brings some of the brightest doctoral students and junior faculty in our field to the 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. Seating is limited!

9:00 - 10:00 Sessions

Saturday, 9:00—10:00 in Rand 308

Ethics and Leadership at Hogwarts: Harry Potter in the Management Classroom

FAITH WAMBURA NGUNJIRI, Concordia College

Teaching ethics and leadership for the traditional-age college students, who have no work experience to speak of can be challenging. This session will discuss and illustrate how Harry Potter movies were used to enable students to apply, analyze, evaluate and synthesize/create (i.e. higher order thinking skills per Blooms taxonomy) course concepts as their final course project. Indeed, the world of Potter illustrated leadership approaches, ethical decision-making, teamwork, ethical climates etc., thus bringing the course material to life using movies and characters that these students have grown up with. I will share and illustrate how and why this works.

OBTC 2014 AT VANDERBILT UNIVERSITY

Saturday, 9:00—10:00 in Sarratt 110

Comparing American and Korean pop (K-pop) in the Classroom: Using the Music Industry to Discuss Cultural Values and the Impact of External Environments

AMY E. CROOK, Belmont University

Teach the impact of the external environment and cultural values on management practices through a medium that speaks to students! Explore the differences between American and Korean pop music industries in this interactive session that brings cultural, legal, economic, and other environments to life through application in an area of student interest. Through videos, short in-class readings, small group discussions, and presentations, attendees will learn about the industry right here in Music City. We will discuss how to adapt the activities to bring voice to your or your students passions and integrate them while teaching these topics.

Saturday, 9:00—10:00 in Sarratt 114

Discovering the hidden: Giving voice to the unspoken

THOMAS A. CONKLIN, Georgia State University

SCOTT J. ALLEN, John Carroll University

NATHAN S. HARTMAN, Illinois State University

This session will facilitate a conversation about the relationship between the Eastern notion of mindfulness and Kegan and Laheys Immunity to Change model. The session will explore mindfulness as a vehicle by which we might discover the often subtle and hidden, yet competing/conflicting commitments we carry. Our intent is to arrive at a place of knowing through Kegan and Laheys work that enables participants to carry new awareness back to their classrooms for personal use. The session also aspires to facilitate an entry into dialogue with students to build greater mindfulness and voice for them.

Saturday, 9:00—10:00 in Sarratt 208

Student Perceptions of Their Learning Environment: An Empirical Study of Two Sequential Management Courses

KATHLEEN H. WALL, Central Connecticut State University

MICHAEL RAPHAEL, University of Phoenix

Management educators have studied how climate affects productivity in the workplace. The literature on classroom climate indicates effective learning requires instructors in classrooms of all types tend to students' needs in the environment in which they are situated. Meanwhile, the field of adult learning informs us adults learn in different ways than do children. Little is known about how management students experience classroom climate, or how their experience or expectations of classroom climate shift from lower to upper division. This study discusses results of data collected using the Adult Climate Scale (ACES) in two sequential management courses.

Saturday, 9:00—10:00 in Sarratt 220

Voicing reality through metaphors: An interactive session on the use of metaphors (short stories) as an inspiring teaching method.

SATINDER DHIMAN, Woodbury University

JOAN MARQUES, Woodbury University

JERRY BIBERMAN, University of Scranton

In an era of electronic, global, diversified, interdisciplinary, change-embracing voices, it takes creativity to be heard. Audiences, especially those in our classrooms, want to be enticed in effective ways that transcends complex theories and structures, and speaks to their imagination in the most direct way. Aha! The old-fashioned stories re-surface! Oh wait! They never went away! Our inner-child loves them, no matter how seasoned, experienced, and educated we become! So lets voice stories! Lets share our latest findings with you, and hear yours in return, and then: lets share this ever-green voice of human awareness transmission with our students!

OBTC 2014 AT VANDERBILT UNIVERSITY

Saturday, 9:00—10:00 in Sarratt 189

Nashville Sounds! Music and Voice in Management Education

KATHY SUMMERS MACK, University of South Carolina Aiken

As management educators continue to seek ways to actively engage students in the learning process, the turn to arts-based and methods has been witnessed in recent years. Unlike film, drawing, drama, poetry and other artistic-aesthetic interventions, music remains underexplored. My own experiences with music in management education are outlined. Audience members are invited to share their artistic-aesthetic practices as we collectively consider how the “senses of place associated with Nashville might inspire us to feel and think differently and creatively about music and voice within both our classrooms and our OBTC spaces.

Saturday, 9:00—10:00 in Sarratt 363

The Integration of Ethics and Humane Values in Teaching: Experiential and Service Learning

MELINDA WEISBERG, Marist College / George Washington University

ERIC DENT, Fayetteville State University

CATHERINE LOES, Belmont University

In this interactive session, three educators combine their experiences and scholarship to share approaches that will give life to the integration of ethics and humane values in teaching. The presenters will introduce practical methods for creating a course that fosters ethical inquiry, exposes students to business challenges through pedagogical activities, engages students in the greater community, and invites students to envision an organizational culture in which human dynamics such as forgiveness, wisdom, gratitude, and love play a central role. Come prepared to share your experiences in developing student voice about ethics and values issues in the classroom and community.

Refreshment Break Prior to 10:15 - 11:15 Sessions

Saturday, 10:15—11:15 in Sarratt 114

Student Voice and Peer Evaluation: the discussion continues

ROGER PUTZEL, XB Publishing / St. Michael’s College

At recent OBTCs the topic of grading has arisen in several presentations and hovered over many more. The discussion continues, in the context of how students interact at a distance and what students should be doing in class in the age of MOOCs and flipped classrooms. The presenters see an opportunity to give students an important voice “ but classes where students take responsibility for grading face important personal, organizational, and socio-psychological barriers. We will repeat a brief but difficult exercise from last year, add some data to it, and hold a group discussion of its implications for our students, our business constituents, and ourselves as employees.

Saturday, 10:15—11:15 in Sarratt 110

Peer and Professional: Dual Extracurricular Mentoring Programs to Support Student Success

STEVEN ALAN EDELSON, Walsh University

STACY HILTERBRAND, Walsh University

PASKEL BERRY, Walsh University

During this session, we will present two mentoring programs implemented at our institution: A peer-mentoring program for new students to be mentored by junior and senior students; and a professional mentoring program pairing students with executive-level mentors in their field of study. The peer-mentoring program has been successful in helping the transition process for new students, has resulted in an increased retention rate, and better academic performance. The professional mentoring program has provided valuable practical experience and advice for students, and has a 100% success rate; all graduated participants had secured full-time employment at a higher salary than average.

OBTC 2014 AT VANDERBILT UNIVERSITY

Saturday, 10:15—11:15 in Rand 308

Teaching Students to be Leaders of Change: Challenges and Successful Practices for Student-Led Change Projects

MARY LYNN MANNIS, UNC Asheville

Teaching a change leadership course becomes especially challenging when students are required to design and execute an individual (or team) project. This session will begin with an introduction to change leadership strategies that grew out of research interviews with professional change agents and have been used by students in a university change leadership course. Attendees will discuss how they may include these successful strategies in their courses, as well as their other ideas and challenges. Instructors who have incorporated change projects in their courses, and those who have not, are encouraged to attend so that we can

learn from each other and uncover some answers to the questions.

Saturday, 10:15—11:15 in Sarratt 361

What Do Success Kid, Sheldon Cooper and Bad Luck Brian have in Common? Using memes in the classroom to help students apply management concepts

MICHEAL T. STRATTON, University of North Carolina Asheville

RUSSELL W. CLAYTON, Saint Leo University

MARK JULIEN, Brock University

MOUNAH ABDEL-SAMAD, San Diego State University

This session will focus on Internet memes as a vehicle to give voice to Millennial students as they explore and apply course content. We will share an exercise that can be adapted to fit a variety of management courses. Participants will also develop their own memes to explore how this can be a fun and engaging experi-

ence for students and instructors alike. Please bring a laptop or tablet.

Saturday, 10:15—11:15 in Sarratt 189

A dialogue celebrating the range of voices and approaches to diversity

ELIZABETH ANN FREDERICK, Metropolitan State University of Denver

Session participants engage in an introductory exercise used in a course on workforce diversity. Starting with small group dialogue focused on beliefs about diversity, the session leader will illustrate how to move from a surface- to a deeper-level of understanding about the issues [melting pot, civil rights, privilege, institutional racism, globalization] and terminology in the course [race, ethnicity, individualism, identity]. Session participants will be asked throughout the session and at its conclusion to share their ideas about other ways they approach these topics.

Saturday, 10:15—11:15 in Sarratt 363

Using Tools of Professional Practice to Teach Management and Empower Student Voices

BRENT OPALL, University of Wisconsin-Superior

Gap & SWOT Analysis, Five-Forces, Nominal Group and Delphi techniques: how can these, and other professional tools be used to teach management and give students a voice in the classroom? Within this practical and interactive session we explore common mechanisms used in the professional practice of management and how integrating these approaches in the curriculum provides, 1) another channel for students to be heard, 2) affirms the validity of students opinions, and 3) is highly engaging.

Saturday, 10:15—11:15 in Sarratt 208

Older Than A Child But Younger Than An Adult: Mapping The Young Adult Learner Onto Andragogy In Higher Education

ALISON M. DACHNER, John Carroll University

BETH POLIN, Eastern Kentucky University

The traditional college management student "aged approximately 18 to 22 years" does not comfortably fit into accepted categories of learners. We argue that the young adult must be recognized as a subset of the adult learner existing in a transitory state and possessing intellectual and emotional characteristics of child and adult. In this session, we give this young adult learner a voice. We first discuss the unique nature of the young adult learner as framed around Knowles theory of adult learning. We then offer recommendations on how to best design a classroom experience conducive specifically to the young adult learner.

Saturday, 10:15—11:15 in Sarratt 220

Teaching Undergraduates "How" and "What" to Think Like a Manager: Applying the Management Diagnosis Framework to Case Analysis

KENT STEPHEN FAUGHT, Ouachita Baptist University

Participants in this session will be actively involved in a case analysis using an approach to teach undergraduates to think like managers, which involves both process ("how") and content ("what"). In a sense, the process of management thinking should simply be the clarification of goals coupled with an effective application of good research methodology. The primary focus will be teasing out the content in the cases from the three perspectives of finance, management, and marketing. Participants will use these perspectives to frame symptoms of success or problems, which are then applied within the process towards solution implementation and assessment.

OBTC 2014 AT VANDERBILT UNIVERSITY

11:30 - 12:30 Sessions

Saturday, 11:30—12:30 in Sarratt 110

Voicing Negative and Positive Stereotypes to Uncover the Value of Individuation

TERRY A. NELSON, University of Alaska Anchorage

The lyrics of Brad Paisley's song entitled "Accidental Racist," I guess we're both guilty of judgin' the cover not the book sums up this session. In this interactive session, participants will focus on society's negative and positive stereotypes of certain social groups and how they relate to subtle racism or misinterpreted communication. Participants will be challenged to look beyond surface-level differences (race, gender, sexual orientation, etc.) to uncover non-surface differences that society values, such as morals, education, ethics, etc. A goal of this session is for participants to not make assumptions based on outer appearance but on individuals' personal attributes.

Saturday, 11:30—12:30 in Sarratt 361

The Crazyness of implementing OB-XB for the First Time

MARY ANN GAAL, Franklin Pierce University

What happens when a teacher decides to implement a completely different pedagogy? What are the implications of using simulation in the classroom when students are trained to expect a traditional form of instruction? This session will review the trials and successes of using Dr. Roger Putzels XB manual for Organizational behavior for the first time. Feedback from the students will be presented as well as the experiences of the professor during the semester. Come share your experience of trying something completely foreign to you in the classroom.

Saturday, 11:30—12:30 in Sarratt 208

Teaching OB to Honors Students

MELISSA J. KNOTT, Western New England University

This session is for those teaching business honors course especially Organizational Behavior and those interested in exploring teaching honors courses. Increasing schools are seeking to differentiate themselves from other schools. Offering special programs, such as honors programs is one way. Come discuss how the benefits of teaching business honors courses and explore ways to meet the needs and expectations of honors students.

Saturday, 11:30—12:30 in Sarratt 114

Taking care of students by taking care of their positivity: Delivering positivity tips to facilitate student success in the classroom and beyond

PINGSHU (PING) LI, University of Kansas

CAROL FLINCHBAUGH, New Mexico State University

To help enhance undergraduate business students' daily classroom focus and attenuate their stressful academic experiences, we implemented semester-long classroom interventions designed to boost positivity. According to student feedback following the Fall 2013 interventions, the primary gains from the positivity tips include more effective communication and participation with their course team-members and workplace coworkers, improved life satisfaction, and enhanced positive attitudes to help overcome obstacles in their daily academic and personal lives. In this proposed OBTC activity, we will demonstrate three positivity tips found to be most beneficial to students, including: "the most powerful words", "positive body language", and "empathetic sociability".

Saturday, 11:30—12:30 in Sarratt 189

Collaboration Between Teaching of Arts and Sciences and Teaching of Management and Business

JAMES SPEE, University of Redlands

Business school curricula often come under fire for being too instrumental, while curricula in the liberal arts and sciences have been criticized for not being practical enough. Both provide valuable skills and knowledge that help their graduates lead successful careers, but on many campuses, their curricula exist in isolation from each other. This session will highlight the benefits of reciprocal collaboration between faculty in the arts and sciences and faculty of management and business, to find ways to facilitate it on their own campuses, and to discuss how to measure the success of these efforts.

Saturday, 11:30—12:30 in Sarratt 220

Challenges in Teaching a Managerial Skill-Building Course

LAURA P. DWYER, University of Evansville

Teaching a course that has an experiential focus on building managerial skills poses some unique challenges. A short list includes identifying the specific skills it should cover, evaluating students' skills learning, and overcoming students' resistance to the "performing" nature of in-class skill-building activities. This session is intended for participants who are interested in sharing their experiences (or perhaps fears) with this kind of course, as well as their tips for overcoming some of the particular challenges it presents.

OBTC 2014 AT VANDERBILT UNIVERSITY

Saturday, 11:30—12:30 in Sarratt 363

The Technology Plan Project - A Partnership Between Start-ups and Students

PATRICIA JOSEPHINE GUINAN, Babson College

SALVATORE PARISE, Babson College

RUTH GILLERAN, Babson College

At our institution we have created a unique experience for our MBA students by leveraging our knowledge in entrepreneurship and technology. Within our core technology course, we have implemented a collaborative initiative between the students and local area start-ups. The intent is to provide local entrepreneurs with a team of students to investigate and identify people, process and technologies that enable them to build stronger relationships with suppliers and customers, increase production efficiencies, spur innovation, and improve organizational flexibility. At semester end, the students deliver a technology plan that aligns with the companies strategic objectives.

Saturday, 12:30—1:30 in Rand 308

Closing Statements

Come and say goodbye to everyone and hear about next year's conference as we have the ceremonial hand-off from Vanderbilt University to the University of La Verne.

Saturday, 12:00 in Rand 307

Lunch

To-Go boxed lunches will be available inside Rand 307 / Exhibition Hall for you to take with you on your drive or flight back.

THE OBTC APP IS HERE!

Don't forget to download the new OBTC smart-phone app for your iOS and Android devices!

View the schedule, upload pictures, start discussions and chat with colleagues. Help us beta test the app by downloading it at:

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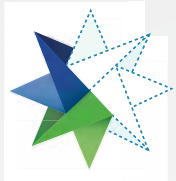
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The screenshot displays the WileyPLUS ORION interface for 'Contemporary Business 15e'. The main section is titled 'BUILD YOUR PROFICIENCY' and shows a table of topics for 'Ch 5: Forms of Business Owners...'. The table includes columns for 'Proficiency' and 'Performance'. Below the table, there are sections for 'Ch 6: Starting Your Own Business: The Entrepreneur...' and 'Ch 7: Management, Leadership, and the Intern...'. On the right side, there is a 'Summary' section with a 'Most Time Spent' donut chart showing a total of 4 hours, and a 'Least Proficient Chapters' section with a bar chart for 'Ch 5' at 80%.

Topic	Proficiency	Performance
Discuss why most businesses are small businesses.	25%	3/8
Determine the contributions of small businesses to L...	40%	1/3
Discuss why small businesses fail.	48%	7/13
Describe the features of a successful business plan.	55%	1/2
Identify the available assistance for small businesses.	59%	3/3
Explain franchising.	61%	3/3
Outline the forms of private business ownership.	62%	5/8
Describe public and collective ownership of business.	62%	3/3
Discuss organizing a corporation.	65%	4/7
Explain what happens when businesses join forces.	66%	2/3

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Making things a little easier and a lot more exciting.

However you engage your students is up to you. Making it easier is up to us. We focus on materials and personalized services developed with educators and students for educators and students – designed to advance, challenge, and inspire in the classroom and far beyond. This is what engagement is all about. And engagement is what we're all about.

Cengage Learning
Engaged with You.

Engagement fosters understanding.
Understanding improves outcomes. Ask us how we engage!

Thank You to our Reviewers!

A

Allen, Scott J
Andre, Rae
Arendt, Lucy
Axelrod, Ruth H.

B

Babik, Dmytro
Baldwin, Timothy T.
Bannister, Brendan
Barlow, Christopher
Barnes, Kathleen J.
Beard, Roxanne
Benek-Rivera, Joan
Berkley, Robyn A
Berry, Paskel
Biberman, Jerry
Bright, David S
Bruni-Bossio, Vincent
Bull Schaefer, Rebecca Ann
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C

Cadotte, Ernie
Cannon, Mark
Carson, Loredana
Catalfamo, Holly Ann
Chaidaroon, Suwichit
Chase, Christian
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Clarke, Janine Lynn
Clayton, Russell
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Coombs, Gary
Cousik, Rama
Crook, Amy E.

D

Dachner, Alison
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Fearon, David Spencer
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Ford, Eric W
Fornaciari, Charles J.
Fox-Wolfgramm, Dr. Susan J.
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Gaal, Mary Ann
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Griffith, Brian

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Kajzer-Mitchell, Ingrid
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Lin, Hsinyu
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Lund Dean, Kathy

M

Mack, Kathy Summers
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O

O'connor, Kimberly Warren
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Palanski, Michael
Palmer-Schuyler, Jp Julie
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Parlami, Jennifer
Parris, Denise Linda
Peiperl, Maury
Pembleton, Deborah
Pepper, Molly
Peterson, Tim Orlo
Peterson, Claudette
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Polin, Beth
Powley, Edward Ned
Prewitt, Vana
Putzel, Roger

Q

Quijada, Maria Alejandra

R

Rao, Pramila N
Raphael, Michael
Redd, Tammi
Rekar-Munro, Carolin
Reynolds, Burt
Rollag, Keith Wesley
Rovenpor, Janet
Ryan, Katherine C

S

Schmidt, Gordon Bruce
Seltzer, Joseph
Shane, Mary Jo Ann
Sigler, Tracey
Small, Erika E
Smith, George
Soto, Maritza Y
Sronce, Robin K
Stark, Gary
Stewart, Daniel
Stickney, Lisa T.
Strait, Timothy R
Stratton, Micheal T.

T

Thompson, Jeffery
Tobin, Robert I
Tromley, Cheryl

V

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Verbos, Amy Klemm

W

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Wehrung, Jeffrey Paul
Weisberg, Melinda
Wheeler, Jane V.
Whitehead, David
Willness, Chelsea
Wright-Bower, Linda

Z

Zidulka, Amy

Past & Future OBTC Sites

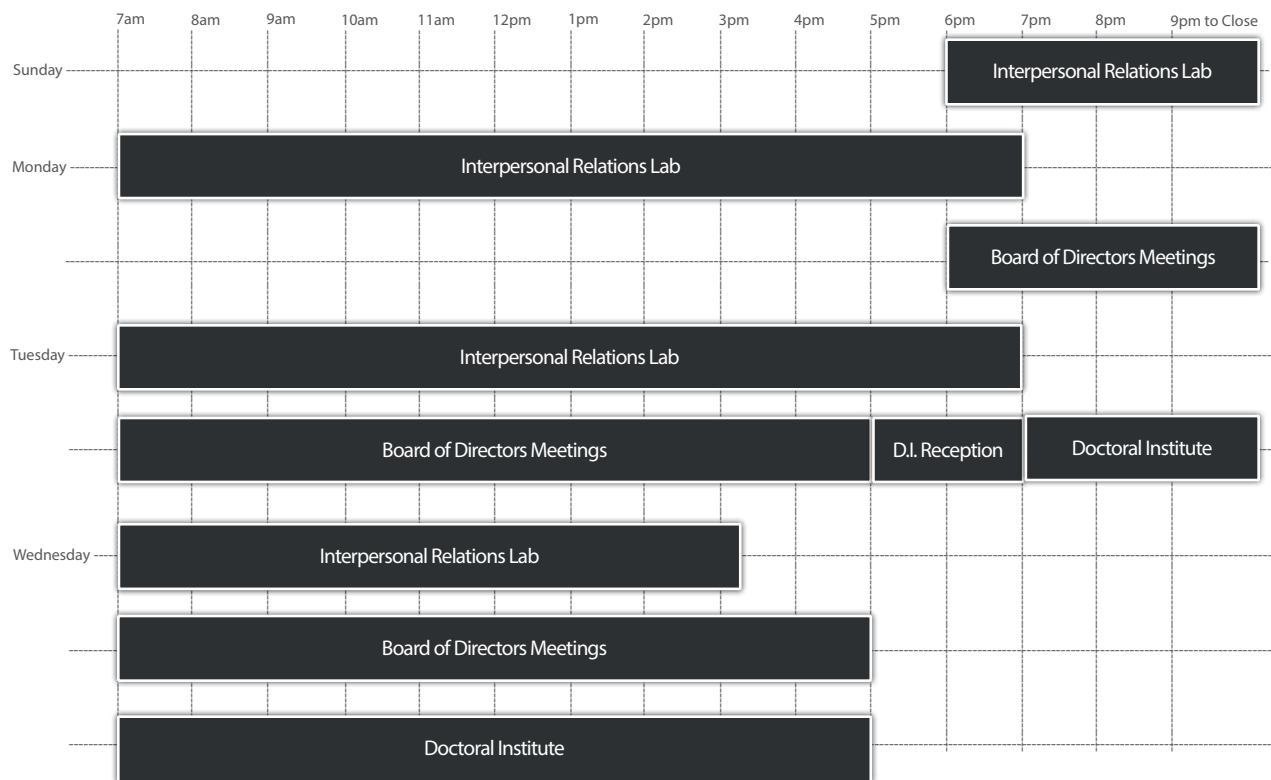
1974 Stanford University	1995 Western Illinois University
1975 Southern Methodist University	1996 Keene State College
1976 Harvard University	1997 Case Western Reserve University
1977 University of Toronto	1998 University of LaVerne
1978 University of South Carolina	1999 New Mexico State University
1979 University of Cincinnati	2000 West Georgia State University
1980 University of Southern California	2001 James Madison University
1981 Harvard University	2002 Chapman University
1982 Case Western Reserve University	2003 Western New England College
1983 University of Oklahoma	2004 University of Redlands
1984 Brigham Young University/Boise State	2005 University of Scranton
1985 University of Virginia	2006 Nazareth College
1986 Pepperdine University	2007 Pepperdine University
1987 Bentley College	2008 Babson College
1988 Loyola Marymount University	2009 College of Charleston
1989 University of Missouri at Columbia	2010 University of New Mexico
1990 University of Richmond	2011 Marquette University
1991 Western Washington University	2012 Brock University
1992 University of Calgary	2013 UNC Asheville
1993 Bucknell University	2014 Vanderbilt University
1994 University of Windsor	2015 University of LaVerne

OBTC 2014 AT VANDERBILT UNIVERSITY

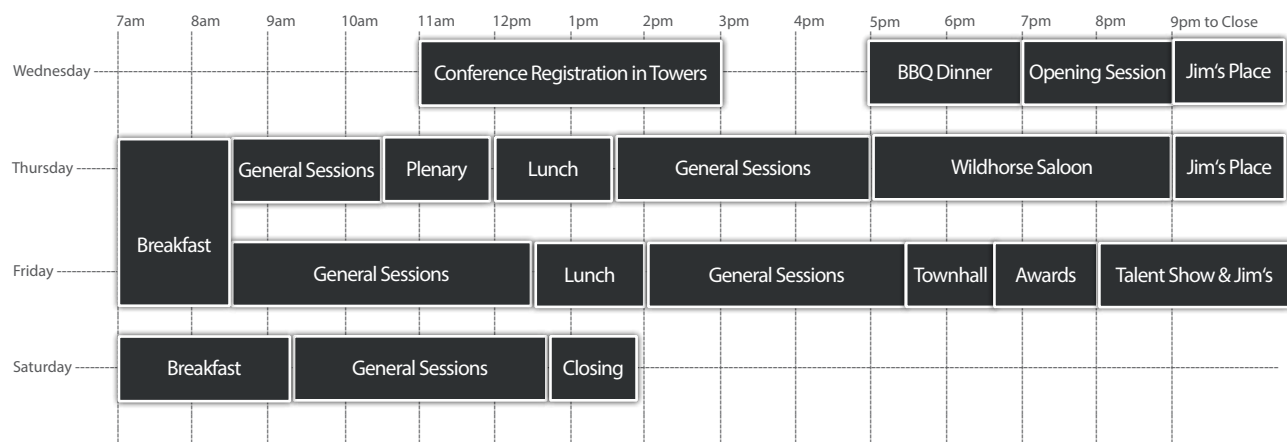
CONFERENCE TIMELINE

Conference check-in will take place inside the Carmichael Towers III dorm. Check-in will take place between 11am and 3pm on Wednesday, June 11th. If you are arriving outside of those hours, please call/text Brandon Charpiet at (843) 855-0301 or email at brandon@obts.org. *Guests must check-out their key cards with conference services.* Lost or misplaced key cards will result in an \$85.00 bill following the conference.

PRE-CONFERENCE TIMETABLE



GENERAL CONFERENCE TIMETABLE



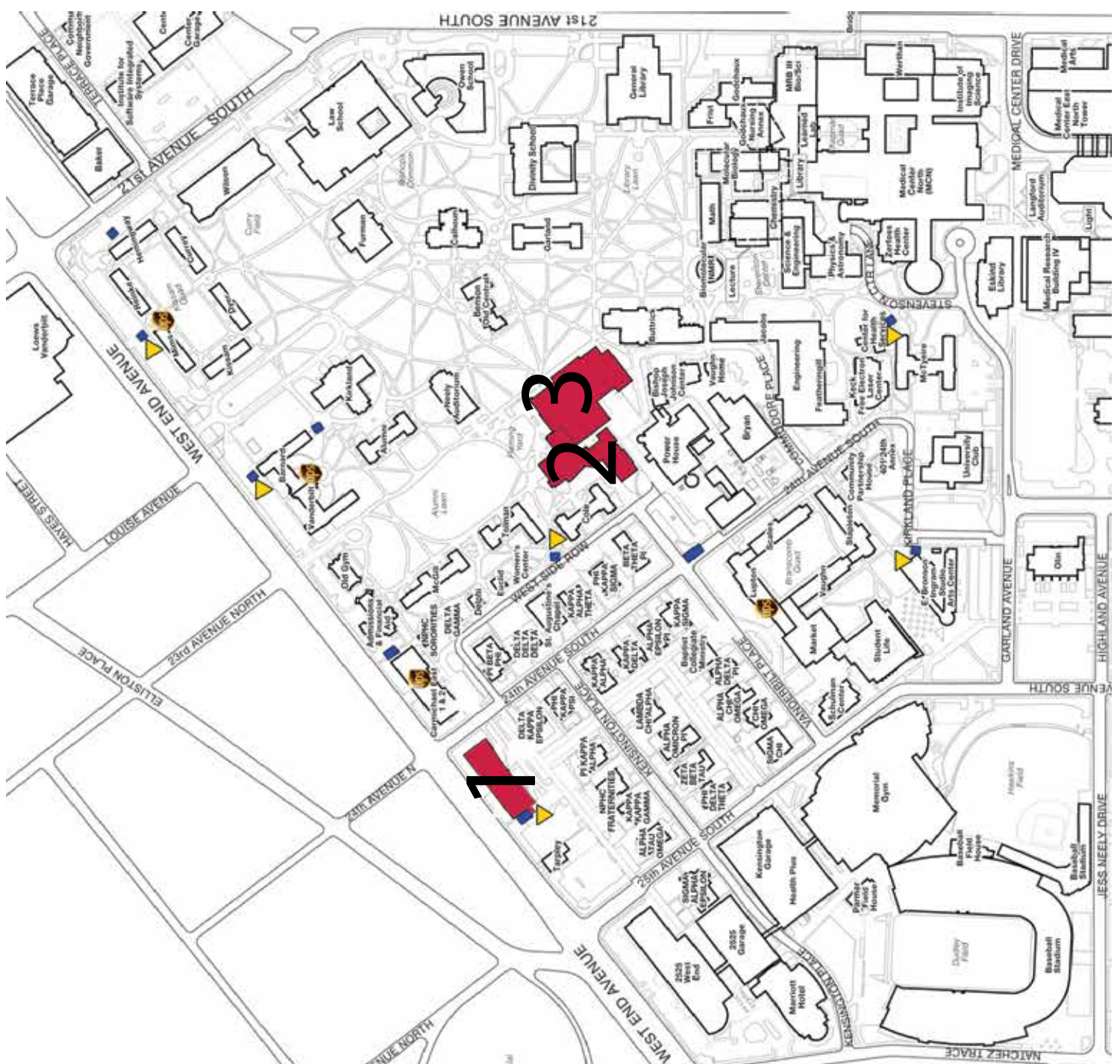
OBTC 2015 at
University of La Verne
June 17th - 20th, 2015



LEARNING IN COMMUNITY



**VANDERBILT
UNIVERSITY**



LEGEND

- 1. Carmichael Towers West**
 - *Conference Registration
 - *Dorm Residences
 - *Jim's Place & Talent Show
- 2. Sarratt Student Center**
 - *Pre-Conference and General Sessions
- 3. Randal Dining Hall**
 - *Breakfast and Lunch