



OBTC 2015

June 17-20

Learning in
Community

University
of La Verne

IOBTC

FIRST
INTERNATIONAL
CONFERENCE
TEACHING SOCIETY
FOR MANAGEMENT
EDUCATORS



ELEVATING ASPIRATIONS

AT THE UNIVERSITY
OF WINCHESTER, UK
8-9 JULY 2016

Sponsored by the
Winchester Business School
and OBTS



Situated in the Ancient Capital
of England, one hour drive from
Heathrow Airport, one hour by
train to Oxford, 45 minutes to the
coast and 30 minutes drive from
The New Forest National Park.



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Coastal Carolina University

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Dear Colleagues and Friends,

It is my pleasure to welcome you to OBTC 2015. We will be “**learning in community**” as we gather as management educators for our 42nd annual teaching conference. We expect to share ideas, experiences and techniques to grow and innovate in our teaching, research and creation of 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 to have fun as we create a community.

Please make a point of expressing your thanks to the individuals most responsible for this conference, Pat Hedberg (University of Saint Thomas) who has done a terrific job as Program Coordinator and Kathy Duncan (University of La Verne) who has put together a site experience that we will long remember as Site Coordinator, and to several other members of the La Verne Community: Devorah Lieberman, President; Jonathan Reed, Provost; Abe Helou, Dean, College of Business and Public Management; Juan Regalado, Associate Dean of Students, Housing and Residential Life; and Veronica Ashcroft, Associate Director Campus Center. I especially thank Brandon Charpied who has worked amazingly hard and well on the conference on a daily basis for the past year.

OBTS is run by dedicated volunteers. We congratulate the newly elected Board members, President-Elect Tim Peterson (North Dakota State University) and Doctoral Institute Coordinator Barb Ritter (Coastal Carolina University). I encourage you to become more involved in the Society by running for the Board, volunteering to be on a committee and/or reviewing for our publications.

We have several new initiatives this year. We have begun an Early Educators Institute for people beginning a full-time teaching career and thank Carrie Blair Messal (College of Charleston) for helping create and coordinate this. This is in addition to the Doctoral Institute that we have run for many years. I thank Erika Small (Coastal Carolina University) for her substantial efforts in coordinating the DI. We have begun a second publication in partnership with Sage Publishing to be titled *Management Teaching Review (MTR)* to go with the *Journal of Management Education (JME)*. Jeanie Forray (Western New England University) and Kathy Lund Dean (Gustavus Adolphus College) will serve as founding editors of MTR and continue as co-editors of JME. After a long hiatus, the Society will again have an international conference thanks to the leadership of Roz Sunley (University of Winchester). So plan to be in Great Britain July 8 and 9, 2016.

Finally, having looked over the program, I am sure you will find many exciting and stimulating sessions and opportunities to **learn in community**.



Joe Seltzer
President, OBTS

WELCOME TO OBTC 2015 AT UNIVERSITY OF LA VERNE

We are excited to have you join us in Southern California, as we return to the beautiful University of La Verne campus, site of OBTC in 1998. We've got an outstanding and memorable program planned for you. Our conference is sponsored by the University of La Verne College of Business and Public Management.

Our theme Learning in Community exemplifies our unique OBTC spirit – living and learning together in an intense 4-day experiential exercise. Learning is a social activity, and OBTC can be the medium for personal, professional, and social transformation. We invite you to reflect and explore with colleagues, to create new communities as well as build on established relationships and ideas. What pieces of the learning process can you experience, create, and reflect on by connecting in deeper ways with others in our learning community?

Program highlights include:

- A barbeque dinner on Wednesday night followed by an interactive opening session
- An opening plenary session by Terry Deal and Lee Bolman on Thursday morning at 10:45 a.m. Terry and Lee will share their story of how two opposites found synergy in learning through their many years of interesting and productive collaboration.
- Our Bradford Award Honoree, Gary Coombs, will discuss how the combination of problem-based learning and design thinking enhances student learning during his Friday afternoon session.
- A Journal of Management Education session on Friday afternoon where you can “Meet the Editors” and learn about the exciting new journal, Management Teaching Review, which will carry a focus on teaching exercises.
- A Thursday night Fiesta with Mexican food, dining al fresco, Latin dance performance and lessons and an authentic Southern California experience. Multiple sessions build on our theme of Learning in Community. Look for sessions on creating a learning community that supports mutual learning, encouraging distinctive or diverse expression, linking learners through technology and social platforms, and connecting with local and global community engagement.
- As always there are creative sessions that encourage us to broaden our assumptions on where and how learning occurs. Look for a session that has us walk around the track as we learn. Other sessions will have us draw, act, or eat. You can find amazing adventures though out your time with us. Sometimes the best learning happens in the small conversations during breaks or meals.

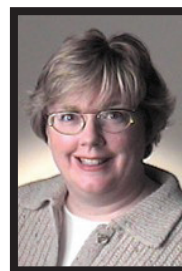
We also have the sessions and activities you've come to expect at OBTC: Jim's Place, our traditional social get together, will be every evening; the Awards banquet and infamous Talent Show will be on Friday night; the special Doctoral Institute session is Saturday morning; and our Town Hall meeting, our annual business meeting for the membership, will be part of the Closing Session on Saturday morning.

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!



Kathy Duncan
Site Coordinator



Pat Hedberg
Program Chair



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Knowledge • Service • Vision

June 2015

Dear OBTC Participants,

Welcome to the University of La Verne! We are thrilled to once again host the OBTC Teaching Conference for Management Educators. OBTS and the University of La Verne are both dedicated to excellence in teaching, and I am confident you will benefit greatly from the professional learning and networking that will take place during this conference.

Founded in 1891, the University of La Verne proudly weaves its institutional values of lifelong learning, civic and community engagement, ethical reasoning, and diversity and inclusivity into all aspects of curricular and co-curricular programming. The University continues to live these values in order to provide a distinctive, relevant, and values-based education to its students, positioning them to graduate with the La Verne Advantage.

This year's OBTC conference theme of "Learning in Community" is a great match with the University of La Verne. Recently, the University was recognized as a Carnegie Foundation Community Engagement Classification for our significant and impactful efforts relating to civic and community engagement, and service learning. Additionally, the University of La Verne earned a spot on the Princeton Review's Top Green Colleges list due our successful sustainability efforts. 'Learning in Community' is essential to fulfilling our mission and is directly linked to the mission of OBTS.

I want to extend my sincere appreciation to Associate Professor of Management Kathy Duncan, the site coordinator for the 2015 OBTC conference. She has worked tirelessly with Program Chair Patricia Hedberg and the entire OBTS team to organize this important event, and I know they have put together a fantastic program for you.

I hope you enjoy the Southern California weather, neighboring Old Town La Verne district, and larger La Verne community while you are here. On behalf of the entire University of La Verne and OBTS, welcome to the 2015 OBTC Teaching Conference.

Sincerely,

A handwritten signature in black ink that reads "Devorah Lieberman".

Devorah Lieberman, Ph.D.
President

CONFERENCE MEALS

Breakfast and lunch will take place in Davenport Dining Hall on the corner of 3rd and C Streets. This red brick building also holds the President's Dining Room (Jim's Place). Dinner on Wednesday night will be a BBQ on the patio behind Vista La Verne. Thursday night dinner will be a fiesta held in Sneaky Park in the shade of a very large oak tree. Our closing dinner on Friday night will be held in the Sports Pavilion (the tents). Bon Appetit will supply the meals during the conference. With their from-scratch cooking, nutritional approach, and local sourcing, along with vegetarian choices, Bon Appetit will have something for everyone.

MONDAY (Pre-Conference)

Breakfast (IR Lab only) - 8:15am
Lunch (IR Lab only) - 12:20pm

TUESDAY (Pre-Conference)

Breakfast (IR Lab, Board of Directors) - 8:15am
Lunch (IR Lab, Board of Directors) - 12:20pm

WEDNESDAY (Pre-Conference & General Conference)

Breakfast (IR Lab, Board of Directors, DI, EEI, JME/MTR) - 8:15am
Lunch (IR Lab, Board of Directors, DI, EEI, JME/MTR) - 12:20pm
Dinner - 5:00pm Opening Barbecue on the patio behind Vista La Verne dorms

THURSDAY

Breakfast - 7:15am
Lunch - 12:00pm
Dinner - 6:00pm Fiesta in Sneaky Park

FRIDAY

Breakfast - 7:15am
Lunch - 12:00pm
Dinner - 6:30pm Awards Banquet in the Campus Center Ballrooms

SATURDAY

Breakfast - 7:15am
Lunch - 11:00am Boxed Lunches (only ordered for those that specified so in registration form)



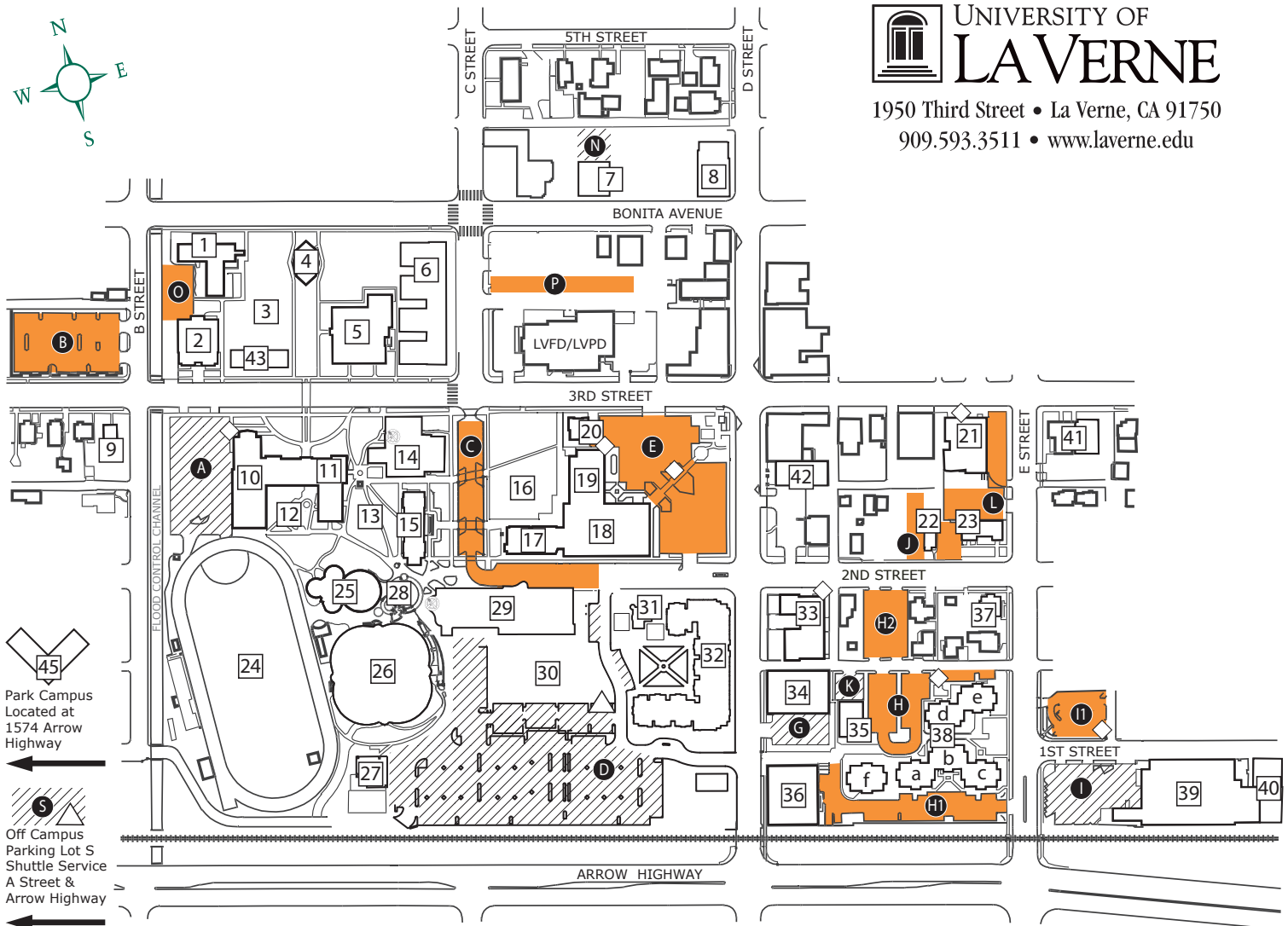
YOU MUST WEAR YOUR CONFERENCE BADGE TO GAIN ACCESS INTO THE DINING HALL. PLEASE WEAR YOUR BADGE AT ALL TIMES WHILE ON CAMPUS.

OBTC 2015 AT UNIVERSITY OF LA VERNE

WE'VE GOT A SPOT FOR YOU! (CAMPUS PARKING)

Campus parking permits will be issued at the conference check-in for conference attendees who purchased one during registration. It must be displayed on the windshield on the driver's side. If you arrive at the conference without having previously purchased a campus parking permit, obtaining a permit will be subject to availability and approval by the University of La Verne and the OBTC Conference staff. Only credit card payment will be accepted for on-site parking pass purchases.

Conference Parking Map



You will receive a hanging card for your vehicle that says "OBTC." This pass is only valid in parking lots B, C, E, H, H1, H2, I1, L, P, Q (marked on the map in orange). Parking in unlisted lots may result in campus parking violations.

OBTC 2015 AT UNIVERSITY OF LA VERNE

About OBTS Teaching Society for Management Educators

The OBTS Teaching Society for Management Educators has been promoting excellence in management education for over 40 years. Besides this annual conference, we sponsor the *Journal of Management Education*, the *Management Teaching Review*, 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* and the *Management Teaching Review*. More information can be found at **OBTS.org**.

OBTS OFFICERS

PRESIDENT

Joe Seltzer, La Salle University

Kathy Duncan, University of La Verne

Steve Edelson, Walsh University

OB1

Micheal Stratton, UNC Asheville

Jeanie Forray, Western New England University

Patricia Hedberg, University of St. Thomas

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Scott Allen, John Carroll University

Cynthia Krom, Franklin & Marshall College

Kathy Lund Dean, Gustavus Adolphus College

TREASURER

Kathleen Kane, University of San Francisco

Carrie Blair Messal, College of Charleston

Tim O. Peterson, North Dakota State University

EXECUTIVE OPERATIONS DIRECTOR

Brandon Charpied

Erika Engel Small, Coastal Carolina University

Gary Stark, Northern Michigan University

Lisa Stickney, University of Baltimore

Please give a warm welcome to our incoming Board Members who will be taking office upon the conclusion of OBTC 2015: **Tim O. Peterson** (North Dakota State University) will be remaining on the board as the President-Elect and will take office as President following OBTC 2016 at Walsh University. **Barbara A. Ritter** (Coastal Carolina University) is the incoming At-Large Doctoral Institute Chair after facilitating the DI for the last three years. In addition, please show your appreciation for our outgoing Board Member **Erika Engel Small** (Coastal Carolina University), who led the Doctoral Institute program to new heights over the last three years.

2015 OBTS Awards Recipients



Fritz Roethlisberger Memorial Award

Robert Snyder (Northern Kentucky University) for his publication "Let's Burn Them All: Reflections on the Learning-Inhibitory Nature of Introduction to Management and Introduction to Organizational Behavior Textbooks" (*Journal of Management Education*, October 2014 38:733-758). 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

Roy J. Lewicki (Ohio State 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

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



David L. Bradford Outstanding Educator Award

Gary Coombs (Ohio 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

Russell Clayton (Saint Leo 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 Fellows

Larry Michaelsen (University of Central Missouri) and Gary Coombs (Ohio 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.



Larry Michaelsen and Gary Coombs join the following prestigious group of OBTS Fellows. Please thank our Fellows for their tremendous contributions to the Society.

Lee Bolman	Andre Delbecq	Janet Gillespie	John Miller
David Bradford	Bill Ferris	Esther Hamilton	Joe Seltzer
Jim Clawson	Joan Gallos	Roy Lewicki	Peter Vaill
Allan Cohen	Joseph Garcia	Bob Marx	Joan Weiner

2015 OBTS Awards Recipients

Lasting Impact Award

Susan Brown Fiechtner (University of Oklahoma) and Elaine Actis Davis (University of Oklahoma) for their publication "Why Some Groups Fail: a Survey of Students' Experiences with Learning Groups," published in *Journal of Management Education* (November 1984 9:58-73). Presented by OBTS and SAGE Publications, the Lasting Impact Award recognizes an article published in JME at least 10 years prior to have a significant impact on management education or educators, either conceptually or practically, since its publication.

It's All in the Story: An Odd Couple Reminisces with Lee Bolman and Terry Deal

Sponsored by the College of Business and Public Management, University of La Verne

Thursday, June 18th 10:45am - 11:45am in Campus Center Ballrooms

Lee Bolman consults worldwide to corporations, public agencies, universities and schools. He holds the Marion Bloch/Missouri Chair in Leadership at the Bloch School of Business and Public Administration at the University of Missouri-Kansas City. He commutes to Kansas City from his home in Brookline, Massachusetts, where he lives with his wife, Joan Gallos, and an irrepressible Cockapoo, Douglas McGregor.

Terry Deal left international consulting and the academic world when he retired as the Irving R. Melbo Clinical Professor of USC's Rossier School of Education. He now writes and makes wine in San Luis Obispo, California. He is the coauthor of sixteen books, including the best-selling *Corporate Cultures* with A.A. Kennedy and *Managing the Hidden Organization* with W.A. Jenkins. He is also the founder of the Terrence E. Deal Leadership Institute located at the University of La Verne.

The two, one a psychologist from Yale, the other a sociologist from Stanford, have written many books together. Most recently, they have published *How Great Leaders Think: The Art of Reframing* (2014) and *Reframing Organizations: Artistry, Choice and Leadership* (5th ed., 2013). Other books include *The Wizard and the Warrior: Leading with Passion and Power* (2006); *Leading with Soul: an Uncommon Journey of Spirit* (3rd ed., 2011); *Reframing the Path to School Leadership* (2nd ed., 2010); *Escape from Cluelessness: a Guide for the Organizationally-Challenged* (2000); *Becoming a Teacher Leader* (1994); and *Modern Approaches to Understanding and Managing Organizations* (1984). Bolman and Deal's books have been translated into more than ten languages. A new project on stories is underway.

As unlikely collaborators, Lee Bolman and Terry Deal have made considerable contributions to the fields of Organizational Behavior and Leadership. Over 30 years ago, they published *Reframing Organizations*, an enduring and best-selling textbook, now a classic in its 5th edition. With a long and productive body of work, including many books, they have shaped how we view organizational behavior. Join us as they share what they have learned about thriving as an "odd couple," including their current work on storytelling.



OBTS Honor Roll

(recognition of Society members for awards and honors received in 2014)

Vince Bruni-Bossio, *Edwards School of Business, University of Saskatchewan*, received the University of Saskatchewan Students' Union Teaching Award as well as the Edwards Business Students' Society ,Most Effective Professor Award,' both as voted by students.

Russell Clayton, Ph.D., *Donald R. Tapia School of Business, Saint Leo University*, received the Excellence in Research Award as voted on by a committee of faculty and administrators.

Amy E. Crook, Ph.D., *College of Business, Belmont University*, received the Tower Award for exceptional contribution to campus life & in recognition of commitment to students' overall development inside and outside the classroom

Kerri Anne Crowne Brannen, Ph.D., *School of Business Administration Widener University, School of Business Administration*, received the Distinguished Research Professor Award.

Kent Fairfield, *Silberman College of Business, Fairleigh Dickinson University*, received the Distinguished University Professor for Teaching and the Marshall and Margaret Bartlett Professor of Teaching Innovation.

M. Colleen Jones, D.B.A., *College of Business Administration, The University of Nebraska - Lincoln*, received the Excellence in Community-based Teaching and Learning Award presented by the Camous Compact, a regional organization. Colleen also received an award from the Office of Admissions for my participation in programs to enhance the environment for multicultural students, staff and community members.

Kevin D. Lo, Ph.D. *School of Management, University of San Francisco*, received the University Faculty Service-Learning Award for excellence in teaching service-learning and was also selected by the Center for Teaching Excellent to facilitate a Faculty Learning Community in Community-Engaged Learning.

Arlise P. McKinney, Ph.D., *E. Craig Wall College of Business, Coastal Carolina University*, received the James P. and Elizabeth R. Blanton College of Business Leadership Professor award.

Gloria J. Miller, Ph.D., *College of Business, Austin Peay State University*, received the Golden Gov Award for Most Helpful Professor, as voted on by students.

Terry A. Nelson, Ph.D., *College of Business and Public Policy, University of Alaska Anchorage*, received the Outstanding UAA MBA Faculty Award as voted by the students and awarded by the MBA Student Association.

Sandra Romenska, D.Phil., *School of Management, University of St Andrews*, received the Student Association's Award for Excellence in Teaching Postgraduate Students.

Erika E. Small, Ph.D., *E. Craig Wall College of Business, Coastal Carolina University*, received the Colonel Lindsey V. Vereen Endowed Business Professor award.

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

Nicholas Twigg, DBA, *E. Craig Wall College of Business, Coastal Carolina University*, received the William J. Baxley Jr. Applied Business Professor award.

Session Rooms

Founders Hall (FH) | Hoover Building (HB)

6/17 WED

2:00pm - 8:00pm

Vista Dorms
Conference Registration

Check in for the conference, meet up with old friends, and pick up your goody bag as we prepare for yet another fantastic OBTC experience!

5:00pm - 6:45pm

Behind Vista Dorms
Welcoming BBQ Dinner

Welcome OBTC friends and colleagues you haven't seen for some time at the traditional OBTC BBQ dinner! Backwoods BBQ will be catering via its real mesquite burning BBQ trailer. So come on over, greet your old friends, meet new ones, and enjoy the food!

7:00pm - 8:30pm

Campus Center Ballrooms
Opening Session

Join Program Chair Pat Hedberg and Site Coordinator Kathy Duncan for welcoming remarks and an interactive celebration of OBTC culture based on our conference theme, Learning in Community.

8:30pm - 9:00pm

Campus Center Ballrooms
Newcomer Session

New to OBTC? Before heading over to Jim's Place, please join the Society's OB1, Micheal Stratton, and others in the leadership for a brief orientation to learn about our culture, the session experience, conference activities, and other opportunities to grow as a teacher-scholar at OBTC. It's a great way to start your OBTC experience and make life-long connections!

8:30pm - 10:30pm

President's Dining Room
Jim's Place

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

6/18 THUR

7:00am - 8:15am

Davenport Dining Hall
Breakfast

Breakfast will be held in Davenport Dining Hall, adjacent to the buildings where our sessions will take place. You will use your conference badge for access.

8:30am - 9:30am

8:30am-9:30am

HB 129
Ambushed and Wrangled: When Technology Fails Us In The Classroom

Simon Walls, Fort Lewis College
Teresa Martinelli-Lee, University of La Verne

Current technologies allow students and instructors to interact and communicate in virtual classrooms. Contemporary students seek personal online learning that fits their virtual lifestyles. However, how are we as educators to engage and deliver pedagogical content when the technology itself has a stranglehold on our ability to deliver? This workshop will illustrate a real-life case situation when technology failed while on foreign soil. Participants are readily able to put themselves in the place of the instructor and students, and experience a recreation of the failure, while engaging in active learning to strategize possible solutions for their classrooms.

8:30am-9:30am

FH 22

Building Collaborative Community Development Tools

*Nicole Cundiff, University of Alaska Fairbanks
Janene McMahan, University of Alaska Fairbanks*

A collaborative application tool for handheld devices is being created in the state of Alaska in order to enhance productivity across external and regional boundaries for leadership development programming and enhanced community learning. Statewide leadership development groups have been looking for ways to enhance their reach and effectiveness in constrained economic times. A "social network" framed application for handheld devices, increases knowledge sharing in this setting. A video will be shared, demonstrating related learning opportunities, as well as possible uses, functions included in the application, and prescreened usability of the application will be discussed.

8:30am-9:30am

FH 9

Developing Responsible Leaders by Developing their Response-ability

*Matthew Eriksen, Providence College
Kevin Cooper, Providence College
Ariel Galipeau, Providence College*

Leadership education typically focuses on the individual learner and their rational mind, the acquisition of generalized, decontextualized knowledge, completion of case studies, and the development of leadership skills. However, this does not adequately prepare students to become responsible leaders within the unfolding relationships and situations wherein they find themselves, in their body with all its' attendant thoughts, feelings and wants. In this session, we explore how to educate students to become response-able. We will share our pedagogy of becoming to develop students' response-ability, and also share our experiences of attempting to facilitate the development of our students becoming response-able leaders.

8:30am-9:30am

HB 110

Comparing Three Approaches for Teaching Innovation: Design Thinking, Creative Problem Solving, and Theory U

*Amy Zidulka, Royal Roads University
Ingrid Kajzer-Mitchell, Royal Roads University
Lois Fearon, Royal Roads University*

Our era's heightened interest in the topic of organizational and societal innovation has led to a proliferation of models and methods that might be adopted by those who wish to innovate, and consequently, by management educators who aim to foster student creativity and innovation. While design thinking has received abundant attention in the popular press, other methods, such as Creative Problem Solving (CPS) and Otto Scharmer's Theory U, can also prove useful in fostering student innovation. In this session, participants will gain an understanding of these three approaches, so that they might draw on each, as appropriate, in their teaching.

8:30am-9:30am

HB 127

Finding new uses for old exercises: Five squares

*Dale Finn, University of New Haven
Sue McNamara, SUNY Fredonia
Joe Seltzer, LaSalle University*

Many of the "classic" experiential exercises could be used to present a variety of concepts or topics. This session is designed to demonstrate such an exercise and show a range of possible uses. It is our hope to encourage others to revisit activities to see if they can creatively find additional uses for things already use. We will ask session attendees to participate in the Broken Squares exercise (also called Five Squares, Bavelas, 1969). Then we will debrief the exercise in several different ways to highlight approaches to focus the discussion including: communication, planning, leadership, collaboration, and problem solving.

8:30am-9:30am

HB 130

Inviting "Lincoln" into the Classroom to Teach Power, Influence, and Negotiation

*Kristen Bell DeTienne, Brigham Young University
Jennifer Willis, Brigham Young University*

The movie Lincoln portrays President Lincoln's efforts to pass the 13th Amendment in the House of Representatives. This film is an effective tool for teaching about power, influence, and negotiation. The movie highlights effective persuasion techniques, including delay tactics, agreement in small pieces, guilt, power struggles, and freedom of choice. This session shows short clips from the movie and includes discussion of the organizational behavior principles and practices involved.

8:30am-9:30am

FH 211

Throw Away the Laundry List: Teaching in Context

Cristina Arroyo, Baruch College & The Graduate Center, CUNY

Context-based teaching allows new and seasoned teachers alike to frame theoretical concepts, which are traditionally taught in isolation, with an overarching idea that is not only of interest to the students, but also of use to them. Context-based teaching is a technique that originated in medical schools and has dispersed into elementary and secondary school education, but has yet to fully transition into the college arena. Nonetheless, it promises a myriad of benefits to students, including increased in-class participation and long-term retention, and it can be applied into any subject and class level, including large and small lectures.

8:30am-9:30am

FH 20

Motivating Learning through Teams and Technology: The HRManagement Simulation Project

*Loren Dyck, University of La Verne
Kathi Lovelace, Menlo College*

Experience learning in community by participating in a demo of the HRManagement Simulation (Smith, Golden, & Deighan, 2009), a web-based simulation where student teams make decisions related to the human resource management (HRM) function. Through participation and discussion, we outline the important learning that occurs from team decision making and inter-team competition. By replicating real-time effects of HRM related decisions, the simulation context increases students' motivation to learn and challenges students' ability to think critically, and act strategically and creatively. We share student feedback on learning and discuss supplemental activities and assignments for using simulations as a team-based project.

8:30am-9:30am

FH 216

What Direction is Your Leadership Style Heading?

Renee Just, Ashford University

This exercise introduces a leadership metaphor that describes four types of leadership styles (North, South, East, and West). Participants use this metaphor to explore the strengths and challenges of each style and to identify strategies for understanding and collaborating with styles that differ from their own. This information is powerful because it points out how each of us leads, behaves and thinks differently.

9:45am - 10:15am

9:45am-10:15am

FH 216

A Strong Interest - Combining Strong Interest Inventory sample activities with an exploration of intrinsic/extrinsic motivation

*Elizabeth Haley, University of Southern California
Chris Bresnahan, University of Southern California
Johanna Tolan, University of Southern California*

During the session, we will examine one of six activities (based on the Strong Interest Inventory) used in an exercise designed to explore motivation. The design of the full exercise, "A Strong Interest" will be described, followed by the Making Connections activity and ending with a discussion of the exercise.

8:30am-9:30am

FH 212

Reframing: A Tool to Develop Critical Thinking in Undergraduate Interns

Angela Schmiede, Menlo College

Educators are increasingly called upon to help students develop workplace skills that employers say are essential, but are often lacking in college graduates—critical thinking and problem solving. This session explores the use of reframing in an interdisciplinary internship seminar where undergraduates are engaged in "live cases" through their management internships. Using the Four Frames framework from Bolman & Deal's (2013) Reframing Organizations, students develop their critical thinking and problem-solving skills by analyzing complex organizational situations in their internships from multiple perspectives: structural, human resource, political and symbolic.

9:45am-10:15am

HB 110

**Building a Digital Community of Learning:
The positive effects of social media use in
higher education**

*Erin Makarius, The University of Akron
Alison Dachner, John Carroll University*

Social media is an integral part of student's lives during college. By connecting with other students via social media, individuals are able to broaden their network and build a community of friendships. While extensively used and examined outside of the classroom, we investigate how social media can be used to build a community of learning. In particular, we asked both students and professors the extent to which social media was used in their course and how it influenced outcomes such as satisfaction, classroom culture, commitment, and performance. In this session we will discuss how social media can be used effectively in the classroom to enhance the student learning experience.

9:45am-10:15am

FH 22

**Do it all wrong! Using reverse
brainstorming to generate ideas, improve
discussions, and move students to action**

*Marcia Hagen, Metropolitan State University
Eric Grube, Metropolitan State University
Allan Bernard, Wartburg College*

Ideas dumped? Students stumped? Case studies slumped? Try it backwards! Reverse brainstorming is known for its usefulness as a way to improve student creativity, expand ideas and expression, and draw out group discussion. In this session, we will discuss the varied and multiple uses of reverse brainstorming in the classroom. Examples of how it can be used in accounting, organizational behavior, quality management, ethics, entrepreneurship, and research courses will be discussed. We will model reverse brainstorming during the session; come join us for some backward thinking!

9:45am-10:15am

HB 129

**Creating Engaging Online Activities that
Compliment the F2F Classroom**

Brent, University of Wisconsin-Superior

Ever wonder what faculty are doing online to compliment the F2F classroom? This discussion session explores how management instructors develop online activities to actively engage students. There are several outcomes associated with active learning: increased retention, development of higher-order thinking skills such as the ability to effectively analyze, synthesize, and evaluate information (Prince 2004). Similar to many other disciplines, these skills are vital in management. Yet, there continues to be significant debate on the effectiveness of online vs. F2F learning environments (Redpath, 2012). This session explores this debate and is a dialogue focused on creating online active learning experiences.

9:45am-10:15am

FH 211

**Harry Potter And The Keys of the Academic
Kingdom—The Ones You Can't
Find On Google**

*Kevin Farmer, California State Polytechnic University,
Pomona
Julie Shen, California State Polytechnic University,
Pomona*

Our students are not aware of the different types of source material available on the Web and the varying perspectives they present. A professor and a librarian have formed a partnership to teach students to do research using business databases that have greater depth and breathe than anything available on the Web. In our session, we will describe how our students engage in and apply database research [eight minutes], conduct a search for articles in ABI/INFORM on a current OB topic [twelve minutes], and invite our participants to discuss how our approach could enrich their courses [ten minutes].

9:45am-10:15am

HB 127

**Negotiating a New Hire:
A Role Play Simulation**

Sandy Piderit, Santa Clara University

In the student exercise to be described for instructors who participate in this session, students practice negotiating the terms of employment for a new MBA considering a cross-country move. The primary teaching objective is to develop students' skills in negotiating multiple issues, some of which offer the opportunity for mutual gain. The exercise can also be used to introduce or review negotiation concepts like the BATNA, distributive vs. integrative issues, and cooperative and competitive negotiation style. Teaching notes will be provided.

9:45am-10:15am

FH 217

**The comparison of Chinese and American
classroom dynamics**

Kun Michelle Yang, Central Michigan University

This interactive session will discuss the differences of American and Chinese classrooms. With more international students coming to American classroom, teachers are facing the challenges of motivating Asian (e.g. Chinese) students to participate in the class and fuse together students from different culture. This session will analyze in details how different the students are in class preparation, in-class and after-class study. At the end of this session, there will be a short open discussion on sharing strategies of effectively managing mixed-culture classroom.

9:45am-10:15am

FH 9

Participation -- Let's ALL Participate!

Gloria J. Miller, Austin Peay State University

Student participation is valued by many OB professors. It's been found that class participation is strongly related to class exam performance. However, participation points often reward extroverts to the detriment of introverts and those who can't come up with quick responses. This session will discuss participation points, methods to increase participation points for more students, and how to possibly build confidence of 'silent' students to participate more. All attendees will be encouraged to participate in this session, sharing their own techniques that have worked in all of our classrooms.

9:45am-10:15am

FH 20

**Using Entrepreneurship To Create Learning
Communities In Organization Behavior**

Sue McNamara, SUNY Fredonia

Entrepreneurship is daily news, and sometimes the dream of the millennium generation. In an organization behavior class based on the Kolb (1984) model of experiential learning, the creation of entrepreneurial start-ups provides the learning community for semester long learning. As the students form start-ups, their companies experience the major theories of organizational behavior including team building, motivation, individual styles, structure, performance management, change, and leadership. The proposed presentation will include a discussion of the curriculum design, assessment strategies and learning outcomes. A brief simulation of the instruction methods will be employed.

9:45am-10:15am

HB 130

**Teaching finance to non-finance majors:
Challenges of an integrated curriculum**

*C. Chase Senk, Walsh University
Steven A. Edelson, Walsh University*

While all functional areas are important for business success, we have found that many students major in more qualitative areas of business (e.g. management, marketing) often due to an aversion to using quantitative skills they feel they lack. In this session, we present tools and resources we have used to make students more comfortable with key finance-topics for use across classes, both MBA and undergraduate, especially those not specifically finance-oriented (e.g., Business Policy & Strategy; Entrepreneurship and Small Business Management; Healthcare Management). We invite participants to share their tools and resources to create an organically growing online repository of best-practices.

9:45am-10:15am

FH 212

**Using Pinterest as a medium for student
active learning through individual
discovery of relevant content**

Gordon Schmidt, Indiana University Purdue University Fort Wayne

Research has suggested active learning and student choice in class material benefit student learning. Social media also has been seen to facilitate engagement and connections between learners. I describe how Pinterest is used in my class to integrate both of these goals and my session will discuss how other educators can use the site for their own class needs. Students are asked to find course relevant content online such as example videos and articles and share them on the class Pinterest board. They then explain why their content is relevant as well as interact with the content of others.

10:15am - 10:45am

Campus Center

Connect Time

Enjoy a mid-day snack and beverage as you refresh for another round of experiential sessions.

10:45am - 11:45am

Campus Center Ballrooms

**It's All in the Story:
An Odd Couple Reminisces**

**Sponsored by the
College of Business and Public
Management, University of La Verne**

*Lee Bolman, University of Missouri - Kansas City
Terrance E. Deal, University of Southern California*

As unlikely collaborators, Lee Bolman and Terry Deal have made considerable contributions to the fields of Organizational Behavior and Leadership. Over 30 years ago, they published *Reframing Organizations*, an enduring and best-selling textbook, now a classic in its 5th edition. With a long and productive body of work, including many books, they have shaped how we view organizational behavior. Join us as they share what they have learned about thriving as an "odd couple," including their current work on storytelling.

11:45am - 1:00pm

Davenport Dining Hall

Lunch

Lunch will be held in Davenport Dining Hall, adjacent the session buildings. You will use your conference badge to access the dining area.

1:15pm - 2:15pm

1:15pm-2:15pm

HB 129

Bringing the MOOC into the Classroom

*David Bradford, Stanford University
Allan Cohen, Babson College*

Recent advances have integrated the pedagogy of a MOOC into the structure of the classroom as a blended or "flipped" course. This can move some of the content and peer learning out of the classroom to both maximize student interaction [through real or virtual teams] while allowing for more in-depth classroom learning. In this experientially based session, we will briefly describe how we developed a very successful MOOC and then show how many of those approaches could be integrated into a blended classroom. Participants will then apply this model to one of their class sessions.

1:15pm-2:15pm

FH 211

**But, I didn't go to law school! How
non-attorney management educators can
successfully use court cases to connect
students to legal issues in the community**

*Kimberly O'Connor, Indiana University-Purdue University
Fort Wayne*

Have you ever heard about a case that seems like it might apply in your management class, but you didn't know where to find it or how to use it? Connecting students to the community by studying modern legal issues is a technique that can be used in all types of management classes. In this session, attendees will learn which online legal databases are reliable, how to analyze cases, and how to teach management concepts using case law. The case of *Burwell v. Hobby Lobby* will be used to illustrate how a single case can stand for multiple management concepts.

1:15pm-2:15pm

FH 217

**Class Engagement:
Reaching Your Millennial Students**

*Dianna Krueger, Tarleton State University
Tammi Redd, Ramapo College of New Jersey*

Managing a classroom while engaging students remains a challenge for many educators. Recent trends reflect the size of college courses, in terms of the number of students enrolled in each course is steadily on the rise. This increase coupled with teaching a large group of young millennial students may add challenges such as expecting a reward or praise for meeting minimal requirements or requesting a great deal of feedback and guidance. This discussion session will engage participants in a discussion about methods by which to address millennial student challenges in the ever growing classroom.

1:15pm-2:15pm

HB 110

**Integrating the Undergraduate Curriculum:
Models for Success**

*Debra Arvanites, Villanova University
James Glasgow, Villanova University*

Historically business school faculty and Deans have agreed that integrating the functional areas of business in an undergraduate curriculum is desirable. Traditionally, for most colleges and universities, that integration has taken place in the senior year, capstone strategy course delivered by Management Departments. There are colleges and universities that have been delivering functional integration to freshman, sophomore and junior undergraduate students for a hand full of years and others who have been delivering an integrated curriculum for twenty or more years. This session will share the experiences of several colleges and universities experiences with integrating the undergraduate curriculum.

1:15pm-2:15pm

FH 22

**Collegial Development of Ethics in
Management**

Carl Oliver, Loyola Marymount University|Los Angeles

This experiential classroom activity can be embedded in any course addressing ethics in business management. The content is short ethics scenarios based on real issues faced by managers in the U.S. Participants draw scenario cards and challenge each other to find ethical best answers. The demonstration runs about 30 minutes, followed by conference participants' discussion and exploration of the exercise's process, outcomes, and benefits. Enjoyable, high energy learning that creates a culture of open communication about business ethics issues.

1:15pm-2:15pm

FH 212

**Learning to Act for the Sake
of Life on Earth**

Tammy Hiller, Bucknell University

Interested in teaching Managing for Sustainability? This session is for you! Teaching MSUS is incredibly challenging because students must face brutal truths about our world before they can imagine how they might create / redesign and manage organizations in more sustainable ways. We'll discuss course design and pedagogy intended to create an active, brave, hopeful, resilient, learning community that promotes students and professors facing the world as it truly is, imagining ways to organize and manage that could make our world more sustainable, and developing the hope and personal capacity needed to act for the sake of life on earth.

1:15pm-2:15pm

FH 9

**Contemplating Reflection in Learning:
Aligning Strategy to Objective**

Sue McNamara, SUNY Fredonia

As educators, we spend time designing curriculum, syllabuses, learning objectives and actual classroom activity. Often we rely on a classic "debrief" set of questions. In this session, the concept of "debrief" will be explored in the context of an experiential learning model presented by Kolb (1984). Diverse strategies based on learning styles/activities and content of the class will be discussed. Participants will experience a short activity and then offered an opportunity to "reflect" on their learning using the diverse strategies offered in the session. Unique reflections strategies include the use of a metaphor throughout a class and non-verbal approaches.

1:15pm-2:15pm

FH 216

Snake: Enable others to Act

*Courtney Shirley, University of Central Missouri
Tristan Brosch, University of Central Missouri
Eric Nelson, University of Central Missouri
Matthew VanSchenkof, University of Central Missouri*

An activity that can be done to explain Kouzes and Posner's The Leadership Challenge's Enabling Others to Act would be the snake activity designed by students to illustrate exemplary leadership practices. This activity allows all participants the opportunity to become leaders in their group and generate innovative solutions. Following the activity, group discussion about the barriers that occur when enabling others to act and how to overcome those barriers will occur. This exercise allows all participants the opportunity to become leaders in their group, generate innovative solutions, exchange ideas and provide the opportunity to learn.

1:15pm-2:15pm

HB 130

Structured Speed Interviewing: Building Skills in Staffing and Selection Courses

Jessica Doll, Coastal Carolina University

Structured interviews are a widely used selection tool in the employment process; however, students often have little experience asking and responding to structured interview questions. In a format similar to “speed dating,” this workshop actively engages students in the interviewing process. Students pair-off (one partner gains experience asking structured interview questions and rating responses as the interviewer, while the other partner gains practice responding to such questions as the interviewee), for a few minutes, before moving on to another partner. In both roles students are actively engaged in building skills and applying course content.

1:15pm-2:15pm

FH 20

What Is Learning and How Does it Occur?: Implications of Workplace Learning Scholarship for Experiential Educators

Amy Zidulka, Royal Roads University

Many who are dedicated to experiential pedagogies consider Kolb’s action-reflection cycle, which asks learners to participate in experiences and then reflect on them, to be foundational. But reflection-based conceptualizations of learning have been widely critiqued by workplace learning (WPL) scholars who contend that not all learning is mitigated through reflection and, rather, conceptualize learning as embodied and rooted in the social and material world. This session introduces WPL theories and discusses their implications. Discussion topics include: Does what is learned change, depending on who is in the class? And, does learning happen differently in the technological age—even when we’re not online?

2:30pm - 3:00pm

2:30pm-3:00pm

HB 110

3 – 2 – 1 Action: Building a Peer-to-Peer Online Learning Community by Student Presenters Filming Themselves and Creating a Space for Feedback

*Curt Beck, Concordia University
Denise Parris, Rollins College*

Who wants to be in movies? Just like acting, not everyone enjoys presenting. To improve presentation skills takes practice, coaching (i.e., feedback), adjustments, and more practice. However, the first time a student presents, and receives feedback is in front of the class. Should this be the student’s first stage? We will argue it should be the second stage, after the presenter has received peer-to-peer feedback in the ‘safe’ space—an online learning community. This interactive session will share how the facilitators utilized technology to maximize course time, improve peer-to-peer feedback and build community while engaging students through making movies.

2:30pm-3:00pm

FH 217

A Semester Long Service-Learning Project; Our Example

*Maria Alejandra Quijada, Regis University
Cathleen McGrath, Loyola Marymount University*

In this session we will be sharing a semester long project that uses service-learning as its foundation and creates strong connections to the material from an undergraduate Management class. We wanted to do something different from the pure volunteering or consulting projects. Our goal was to provide our students with the opportunity to step outside their comfort zone and then to use that experience to bring to life concepts learned in class. We will discuss the challenges, keys to success, our results, and ideas for further improving the project.

2:30pm-3:00pm

FH 211

**Hot Topics in Pregnancy Discrimination:
Broadening student awareness of diverse
communities of workers**

*Kimberly O'Connor, Indiana University-Purdue University
Fort Wayne*

With several federal court rulings on the issue of discrimination currently making headlines, it is important to keep management students apprised on this topic. In this session, we will explore current court rulings on the issues of pregnancy discrimination. The rulings in the cases impact entire communities of workers, as well as organizations. Students can study these cases to broaden their understanding of HR topics such as selection, employee benefits, and termination of employment, among others. Attendees will also receive handouts listing other hot topic cases in gender discrimination and the management teaching principles that apply.

2:30pm-3:00pm

FH 20

**Providing & Receiving Constructive
Feedback: Educating Students**

*Gregory Berka, Queens University of Charlotte
Heather Gordon, Duke Energy*

Students are often asked to provide constructive feedback (i.e., open-ended questions on course evaluations, instructors asking for feedback on course practices throughout the semester, peer feedback), yet do students ever receive guidance or training on how to provide constructive feedback? We may provide constructive feedback to students on course assignments, but do we thoroughly explain to students how to effectively make use of the feedback? This session provides tools to educate our students on effective constructive feedback through an in-class activity and includes a handout which can be used in your classroom.

2:30pm-3:00pm

HB 129

**Moving Courses from Traditional to On-line
Format: Should We? What Have We
Learned?**

Cathy Hill, Belmont University

Over the past twenty years, research and technological tools have advanced significantly for online education. Yet, the debate of online versus traditional (face-to-face) instruction still exists today. With these enhanced capabilities for online instruction, has this heightened student satisfaction, and/or had a positive impact on the final grades? This session provides insight into the undergraduate student perspectives and grade distribution as I share data collected from courses that were taught in the traditional method and the online delivery format.

2:30pm-3:00pm

HB 130

**Sparking Change with Symbols,
Stories and Rituals:
Mobilizing People with the Symbolic Frame**

Keith Hunter, University of San Francisco

In this activity session, small groups of participants each receive a different vignette that summarizes an organizational problem of considerable severity that emphasizes the actions of individuals or groups. Each vignette specifies the role the group is to assume within the scenario (e.g. consultants, organizational leadership, external or internal stakeholder). The activity calls for each group to develop and present a solution involving at least one symbol, one story, and one ritual (as conceptually presented in course readings) that might mobilize people to change their behavior in response to organizational needs described within the vignette.

2:30pm-3:00pm

FH 216

**The Social Art of the Vignette: bringing
experience into the classroom**

Bruce Hanson, Concordia University Irvine

Experiential learning with part time MBA students can benefit greatly from writing and using vignettes of their experience. Vignettes are short "slices of life" or micro-case studies that point toward phenomena in the student's environment. We use them to point toward "Concrete Experience" when we use David Kolb's Experiential Learning Cycle. It can be used in management or organizational behavior courses quite easily to ground our discussions of theory and practice. This roundtable will be focused on vignettes from our experiences and discuss how we can promote and develop their use in our teaching.

2:30pm-3:00pm

HB 127

Ye' Old Pen Factory: Applying the classic pen factory simulation to today's global workplace

*Marcia Hagen, Metropolitan State University
Denise Williams, Metropolitan State University
Anne Cummings, Metropolitan State University*

Suppliers from around the world? Factories in multiple locations, with local preferences? Different expectations of how to motivate and reward employees? This exercise can be a springboard for answering these questions, and many more! In this session, we will use the well-worn pen factory exercise to examine multiple management and organizational behavior concepts and theories, as well as new global issues real-time in a hands-on pen "factory." In this interactive session, participants will take part in the exercise and discuss its many applications.

2:30pm-3:00pm

FH 22

You Want Me to Work in a Team? An Approach to Teaching and Assessing Teamwork the AACSB Way

*Kathleen Barnes, University of New Haven
George Smith, Albright College
JoDee LaCasse, University of St. Thomas*

Teamwork is a learning goal for business programs seeking Association for the Advancement of Collegiate Schools of Business (AACSB) accreditation. This session will provide instructors with an understanding of teamwork definitions, an understanding of the AACSB 2013 teamwork program learning goals; exposure to teamwork teaching techniques and sample exercises; and an introduction to teamwork measurement rubrics.

3:00 - 3:30pm

2:30pm-3:00pm

FH 212

Yes, we do have intellectual standards in college! How to help students join the higher education community

*Janice Black, Coastal Carolina University
Nicholas Twigg, Coastal Carolina University*

This session demonstrates a lesson which introduces students to nine universal intellectual standards (Paul & Elder, 2010). These same intellectual standards are useful when commenting on student work both to reinforce the concepts and help bring the students into the intellectual quality traditions of the higher education community. In addition to the initial reading, an in-class exercise will be demonstrated complete with answer sheet. Finally, this session will demonstrate how these same words can be used individually in providing feedback to students and when grouped together, into rubrics which can save time in grading written work done by students.

Hoover Building Lobby

Connect Time

Enjoy a mid-day snack and beverage as you refresh for another round of experiential sessions.

3:30pm - 4:30pm

Roundtable Sessions in the Campus Center Ballrooms

3:30pm-4:30pm

10% luck, 20% skill, 70% (letting go of your) concentrated power of will: The Good, the bad, and the ugly of using community-based learning in the classroom

Kim Gower, University of Richmond

Community-based learning (CBL) is a popular OBTC topic. Last fall, however, I had the unique experience of leading and observing the process at three very different universities, with three very different results! If you use service/community-based learning, have thought about it, or have walked away from it, this session is for you! We will openly discuss the opportunities and failures associated with CBL, and the life long learning outcomes for the students, leaders, facilitators, and clients. Our goal is to take away a list of ideas and best practices to help us ALL better utilize this awesome/frustrating/terrifying pedagogy!

3:30pm-4:30pm

Addressing Both Personal and Community Tragedy in the Classroom: Yes or No?

J.P. Julie Palmer-Schuyler, Webster University

Because tragedy affects us all, this session outlines how the facilitation of ongoing conversation in the author's classroom paved the way for an unusually cohesive group of management undergraduates. Specifically, the unrest in our community (Saint Louis Ferguson protests) as well as the death of the author's spouse during the semester were the two events which affected both the author and her students: This session will outline how these events affected dynamics between students as well as with the author; attendees are invited to share their own experiences with similar events. Relationships through the lens of LMX will be described.

3:30pm-4:30pm

Integrated Business Core for Freshmen: Introducing Cross-Discipline Connections

*Kevin Snyder, Southern New Hampshire University
Andy Lynch, Southern New Hampshire University
Greg Randolph, Southern New Hampshire University*

Numerous business schools teach core business classes in a unified, integrated manner. Our session focuses specifically on the first year student and curriculum designed for a three year degree program. Designed to promote critical thinking and competency development, this curriculum engages students through non-seat time experiences. Discipline-specific knowledge is delivered in modules and reinforced through integrating group experiences and projects. We present the curriculum design, as well as quantitative and qualitative feedback from both faculty and students participating in the program. We will discuss obstacles encountered in the development and teaching, as well as lessons learned from the classroom.

3:30pm-4:30pm

Blooming Our Learning Objectives in a World with Handheld Libraries

*Kelly Grace, Georgia State University
Wendy Swenson-Roth, Georgia State University*

What do students actually need to know when so much can be accessed by the click of a button or flick of a screen? Bloom's taxonomy of educational objectives (as revised by Anderson et al., 2001) is a cornerstone of many of my course R&D initiatives. However, I find myself struggling with the first cognitive process dimension of "remember" given the ubiquity of smartphones, tablets, laptops, and Google. Bring your course objectives, your smartphone, and your imagination and we will explore how to refine those objectives in a world where each student comes equipped with a handheld library.

3:30pm-4:30pm

Leadership Development Online

*Nicole Cundiff, University of Alaska Fairbanks
Janene McMahan, University of Alaska Fairbanks*

This brainstorming session will look at creating online leadership courses. Teaching leadership is highly debated, having a multitude of theories and formats to draw from. Leadership course often involve complex interactions, game/role playing, and other engaging activities, revolving around groups. How can one teach leadership online and get similar effects as a traditional classroom setting? Participants are encouraged to bring examples, syllabi, and laptops to demonstrate what could and shouldn't be done while teaching this often-amorphous subject online. The purpose is to share best practices, and vetting what we should be doing to increase the effectiveness of these courses.

3:30pm-4:30pm

Creating a Mindful Learning Community

Jann Freed, Central College

This session will focus on the how to create a mindful learning community. Google, General Mills, Apple, Goldman Sachs, PricewaterhouseCoopers have embraced mindfulness because of the value it can bring to employees both physically and emotionally. Since employers understand the pressures in the workplace, we need to prepare students to succeed. Learning to be mindful is a leadership discipline that can be practiced in courses. Participants will learn several techniques to integrate into courses for helping students learn to decrease stress, be more present, and know themselves at a deep level in order to be resilient.

3:30pm-4:30pm

**Learning together 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, Scranton University*

In an era of electronic, global, diversified, interdisciplinary, change-embracing learning environments, it takes creativity to be heard. Audiences, especially those in our classrooms, want to be enticed in effective ways that transcend complex theories and structures, and speak 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 let's share stories! Let's share our latest findings with you, and hear yours in return, and then: let's revive this evergreen form of human awareness transmission with our students!

3:30pm-4:30pm

**Reducing the Transferability Gap:
The Link between Service-Based Learning
and Career Development in
Management Education**

Nicole Jackson, University of Connecticut

Historically, the benefits of service-based learning have been identified with higher academic performance and greater engagement with community issues. Yet, a major area needed to sell more strongly the contributions of service-based learning programs includes how these programs can reduce the transferability gap in management education. The transferability gap in management education can be defined as the gap between theory and practice that limits career development and accessibility. This paper takes a conceptual look at how students can market what they have learned in service-based learning projects for career opportunities that can help address this transferability issue.

3:30pm-4:30pm

**Was groupthink responsible
for three deaths?**

*Jan Hillier, Kelley School of Business Indiana University
Linda Dunn Jensen, San Jose State University*

It is often difficult to present credible examples of the complexities and dynamic nature of "real-world" decision making. In a Pulitzer prize-winning article, the actions of the Stevens Pass Marketing Director that led to a 2010 avalanche in the back country of a Washington State ski resort is documented. In debriefing the thirteen surviving skiers, symptoms of groupthink and other cognitive biases emerge that led professional skiers to trigger an avalanche on the back side of a mountain killing three of them. Could anything have stopped this tragedy?

5:15pm - 7:15pm

Sneaky Park

Thursday Night Fiesta at Sneaky Park

We will dine al fresco at a Mexican Fiesta complete with Mexican food served in the historical Sneaky Park in the center of campus. Latin dancers will entertain us then invite willing participants to join them for a quick dance lesson. Vamos a bailar as we will all dance the night away Latin style!

7:30pm - 8:30pm

**Roundtable Sessions in the
Campus Center Ballrooms**

7:30pm-8:30pm

**Challenges, lessons learned and
experiences with moving from traditional
face-to-face class to online class online
class in organizational behavior**

*Barbara Reda, JMSB, Concordia University
Steve Harvey, JMSB, Concordia University*

The digital generation's demand for online classes has encouraged universities to increase online course offerings (Boyle, Connolly, & Hainey, 2011). In the past, our school's response was to choose courses where an instructor was willing, where it was exclusively offered online, and where it was not a core requirement or highly interaction-based. The experience for OB was different; it has both online and traditional sections running simultaneously, it must remain interaction-based, and it is a core requirement of our commerce program. We will review the challenges faced, the lessons learned, and open up the discussion on dealing with these challenges.

7:30pm-8:30pm

Choice Learning Projects in an Organizational Behavior Classroom

Timothy Strait, University of Wisconsin-Platteville

Drs. Catherine Wall and Michael Raphael gave a presentation at OBTC 2014 wherein participants were introduced to Choice Learning Projects (CLPs). Choice Learning Projects are self-regulated learning activities designed to foster deep learning of a course topic that resonates with the student. This roundtable will explore the use of CLPs in undergraduate organizational behavior classes. As a community of scholars and educators, some participants will explore how they have used CLPs and how the concept impacted student learning while other participants who are not familiar with CLPs will learn from others.

7:30pm-8:30pm

Is Management Education blind to social class? What does this mean for educating managers of the future?

*Joseph Garcia, Western Washington University
Kristi Tyran, Western Washington University*

Social class, which impacts us all, is largely absent from the content of management textbooks and management education. This is problematic in a world where income inequality is rising and social structures are threatening the ideology of meritocracy and equal opportunity in America. In this session we will engage in a conversation about our responsibility to address social class in the content and delivery of management education. Our plan is threefold. First we will share our understanding of how social class relates to diversity and social justice issues in organizations. Second, we ask participants to share their experience and practices in addressing social class in their teaching of management. And third, we will collectively discuss how social class might be integrated into the Management curriculum.

7:30pm-8:30pm

Does Political Correctness Dictate How We Teach Ethical Decision Making?

Roger Dean, Washington & Lee University

In my OB class, students are assigned a business leader to study. They are required to research the leader's background, personality, motivation and leadership styles, and finally to discuss any history of ethical problems. When discussing ethical issues, many students concentrate on the leaders' position on such issues as climate change, same-sex marriage, animal rights, and personal lifestyle rather than the traditional ethical decision criteria such as duty, honor, utilitarianism, and justice. In this session we will examine several cases, each of which presents a dilemma that requires participants to weigh what is right against what is popular or politically correct.

7:30pm-8:30pm

Teaching Negotiation Successfully: Is it a Fantasy?

Stephanie Ward, St. Mary's University

Looking for new, innovative ways to get students excited about learning negotiation? Fantasy Football could be your answer. In the fall 2014, the presenter was looking for a creative way to get students excited about the negotiation course. Having always used case studies and/or hypothetical simulations, the presenter noticed that interest in applying the course concepts was not really being achieved because students weren't really buying into the hypothetical situations. However, all that changed with Fantasy Football. Come join the conversation about how to implement a fantasy process as a real-life, real-time learning experience with real-world implications.

7:30pm-8:30pm

Global Leadership and Management: Expanding Cultural Insight and Wisdom through Travel Study Experiences

Deborah Olson, University of La Verne

The impact of culture on management and leadership practices continues to be both an essential area for business students and educators to comprehend AND one of the most challenging to teach solely through in-class experiences. In this session, I will share the approaches that I have used to facilitate student learning about culture and global leadership through the design and implementation of travel study courses. Participants will receive specific examples of pre-travel and in country learning activities and assignments to facilitate learning. Excerpts from student integration papers and reflective journals which link to course objectives will also be shared.

7:30pm-8:30pm

The Rule of Three: A Practice of Reflective Writing and Learning

*Joan Marques, Woodbury University
Satinder Dhiman, Woodbury University
Jerry Biberman, Scranton University*

We learn more than we think, but tend to forget some precious lessons if we don't make a note of them. Writing is not just a means of communicating with others, but can also be a powerful tool of communication with ourselves. As educators, we are exposed to a broad range of complaints by or about our students. A common concern from our students is that they have not learned anything in a class. A common concern about our students is that they don't write sufficiently. Let's address both concerns in a reflective way by implementing the rule of three!

7:30pm-8:30pm

Tricks of the trade: Navigating the push and pull of being a chair (and teacher-scholar?)

*Erika Small, Coastal Carolina University
Micheal Stratton, UNC Asheville*

How do you like your role as department chair? Have you survived and thrived as a chair, while remaining an active teacher-scholar? Two rookie department chairs attempt to answer these questions, while addressing the challenges and opportunities of a position with great impact on students and colleagues alike. We hope to engage chairs of all kinds (prospective, rookie, and seasoned Jedi masters) in a roundtable discussion that will address the tactics and strategies of balancing the push and pull of competing priorities. We hope this discussion will establish a community of peers that will be a venue for ongoing support and resources.

8:30pm - 10:30pm

**President's Dining Room
Jim's Place**

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

6/19 FRI

7:00am - 8:15am

**Davenport Dining Hall
Breakfast**

Breakfast will be held in Davenport Dining Hall, adjacent to the buildings where our sessions will take place. You will use your conference badge for access.

8:30am - 10:00am

8:30am-10:00am

HB 110

**Bridging the research-teaching divide:
Engaging our own research in the
classroom and linking our two
professional communities**

*Jamie Ladge, Northeastern University
Barbara Larson, Northeastern University*

Bringing academic research into the classroom is increasingly important to educators seeking to teach evidence-based management. Yet, engaging students with research can be challenging. More generally, academics wonder how to best disseminate their own research findings to practitioners. This session is designed to help educators bring their own research (as well as the research of others) into their classrooms, "translating" academic insights in ways that will engage students, and ultimately influence future business leaders. We will share our experiences and assignments, and will lead participants in developing their own ideas for incorporating research findings into class assignments and exercises.

8:30am-10:00am

FH 212

**Creating Conditions for Collaborative
Learning in Student Teams**

Lee Holmer, Seattle University

I will describe strategies and demonstrate an activity that I use in my teams-based management skills course to create conditions which encourage idea-sharing and collaborative decision-making as opposed to an assembly-line style of production in the execution of team projects. Strategies include project requirements that make collaboration essential and support for constructive team dialogue. I will also engage session participants in a demonstration of a modified nominal group technique that I use and teach in the class. The techniques serves to demonstrate the value of generating and reviewing a large number of ideas, as well as how this can be done in an inclusive and relatively time-efficient manner.

8:30am-10:00am

HB 129

**Facebook’s Emotional Contagion
Experiment: A Brief Classroom-Based
Ethics Case Study**

*Charles Fornaciari, Florida Gulf Coast University
Julia East, Florida Gulf Coast University
Mary Krome, Florida Gulf Coast University*

Developing or finding a rich and engaging, yet focused, mini case in ethics is typically difficult. Many full length cases require students to extensively prepare for the discussion outside of the classroom while many mini cases tend to be received by students as sterile and lacking in relevance. This session presents an engaging and versatile, yet brief, case on Facebook’s recent “emotional contagion” experiment that can be read and discussed in a single class meeting. This session will present the case, explore debriefing points, and share possible adaptations and uses of the case.

8:30am-10:00am

FH 20

**It’s Better Than Discussion: Using Dialogue
(Big “D”) to Enhance Student Engagement,
Critical Thinking, and Community**

*Rae Andre, Northeastern University
Kathleen Kane, University of San Francisco*

Dialogue is a well-known but not often used technique for learning and discovery. Dialogue (not “dialogue”) encourages individual students to think more deeply and in the moment. It awakens them to pertinent trends in OB and to the concerns of their peers. The professor does not direct the conversation. Rather, our role is to deepen the dialogue by encouraging more introspection, paradigm examination, emotional engagement and critical thinking. In this session, participants will sample a Dialogue, then debrief. An experienced and a novice practitioner of Dialogue will share their insights and data.

8:30am-10:00am

HB 127

Gather Around the Experiential Fire

*Jennifer Leigh, Nazareth College
Amy Kenworthy, Bond University
George Hrivnak, Bond University
Marc Lavine, University of Massachusetts – Boston
Terry Nelson, University of Alaska Anchorage
Robert Herring, Winston Salem State University
Eileen Higgins, Emeritus, Frostburg State University
Lisa Amoroso, Dominican University
Tim Peterson, North Dakota State University
Darren Good, Pepperdine University
Scott Allen, John Carroll University
Rita Shea-VanFossen, Ramapo College of New Jersey*

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 personality, perception, task interdependence, change management, communication, team building, self-management, motivation, personal leadership, wellness, perception, theory-practice reflection, content review strategies, and tweeting. The full details for using these exercises will be available in the Proceedings.

8:30am-10:00am

FH 22

**Oh SNAP! How a one week learning
experience provides your students with a
world of management understanding**

Kim Gower, University of Richmond
We know that students love to read textbooks, but it is still nice for an instructor to find another way to drive home key management concepts like empathy, justice, motivation, decision-making, collaboration, emotions, etc. This past year I used the Supplemental Nutrition Assistance Program (SNAP) Challenge in a series of leadership classes to help students understand empathy and justice. The results, though, proved that there were a lot of other management concepts wrapped up in the experience. This discussion-based session will share the SNAP exercise, student blog and video feedback, and how to facilitate this experience in your classroom.

8:30am-10:00am

FH 211

Poetic Metaphor and the Creation of Community in the Management Classroom

*Bill Van Buskirk, La Salle University
Michael London, Muhlenberg College
Frank Barrett, Naval Post Graduate School*

In this session, we'll use the Poetry Gallery workshop to explore how poetic art form might be used as a powerful tool to enhance a sense of community in our classrooms. We have found this approach to be effective in connecting student experience to a variety of OB topics. This year's conference allows us to focus on the community-building aspects of the Gallery. A shortened version of the Gallery workshop will be followed by a discussion of its community building potentials.

8:30am-10:00am

FH 216

Stealing Pedagogy: What we can take from the Jesuits for fun and profit

Paul Ryder, University of San Francisco

How do you create leaders and entrepreneurs? In their 450-year history, Jesuits have founded over 200 universities and arguably the first global organization. They were among the first westerners to arrive in China, India, South and North America. With a simple pedagogy, that connects heart to head, context to content, action to reflection, imagination to application, and evaluation through the development of the entire person, Jesuit communities have foreshadowed many of our leading edge ideas from systems thinking to appreciative inquiry to action learning. What can we learn from their leadership and entrepreneurial excellence? Bring your favorite syllabus and find out!

8:30am-10:00am

HB 130

Teaching Change

*Maury Peiperl, Cranfield University School of Management
Suzanne de Janasz, Seattle University Albers School of Business and Economics*

Leading, implementing, or coping with change is now a core management skill. But no area is more subject to the "knowing-doing gap." Analyses and recommendations for change often make no difference, as cultures, structures, habits and routines sustain themselves. Even where changing one's own behavior is crucial to survival, individuals routinely ignore their own well-being and persist in old habits. Behavioral shifts — not understanding — determine whether change succeeds. Teaching about change, then, can never be effective if participants do not experience change for themselves, learning by doing. This session offers a range of approaches and exercises for bringing this about.

8:30am-10:00am

FH 217

Playing in the garden of forking paths – leadership learning in a community through collaborative interactive storytelling

Sandra Romenska, University of St Andrews

I demonstrate the pedagogical affordances for playful and collaborative learning using a free, browser-based story-telling tool that enables learners and educators to write, visualize, organize, and share non-linear, branching narratives. The outcomes of the text-based story games change depending on choices made by readers who effectively co-create the narrative. In teams, participants in this session will choose leadership stories created by postgraduate management students, explore multiple plot-lines of leading and following, and experience the consequences of their decisions. Then, through designing their own interactive stories participants will discover benefits and challenges of using collaborative interactive fiction applicable to their practice.

8:30am-10:00am

FH 9

Understanding employee experiences of and reactions to radical organizational change efforts through an interactive exercise

*Preeti Wadhwa, California State Polytechnic University (Cal Poly)
Deborah Brazeal, California State Polytechnic University (Cal Poly)
Carlos Gonzalez, California State Polytechnic University (Cal Poly)*

Organizational change, particularly radical change, is usually accompanied by a reorganization of systems and structures alongside a redistribution of power across the organization. This organizational overhaul accompanying radical organizational change is usually associated with threats to core identity, self-concept, self-esteem, job status, and organizational culture. Such dramatic changes, potentially characterized by a paradigmatic shift can challenge employee sensemaking, resulting in acute stress. The proposed session, by way of an interactive exercise, aims to facilitate participants' understanding of radical organizational change and the challenges associated with its implementation. The role of organizational development techniques in successful change management is also highlighted.

10:15am - 10:45am

10:15am-10:45am

HB 130

“Activating” the Nonparticipant Learner in a Large OB Lecture Class: What Works Well with Wikis

Martin Fogelman, University at Albany, SUNY

Connecting and supporting diverse students in productive learning communities is especially hard when teaching large (200+) classes. Even proficient and engaging OB instructors find it difficult to foster and evaluate class participation by reluctant participants including second language learners, extreme introverts, performance anxiety sufferers, and the speech- and hearing-disabled. Presented in this session is a project in which large lecture class student volunteers work together, with some instructor involvement, in wiki-facilitated cooperative authoring activities. Session participants will discuss the project’s structure, its results, and the effectiveness of various wiki content and group composition alternatives in light of their own experiences.

10:15am-10:45am

HB 110

Collaborative learning in a student community: Using clickers for fostering discussion in management classrooms

Salar Mesdaghinia, Eastern Michigan University

This session demonstrates the use of clickers in creating discussion and debate among students (collaborative learning) and increasing the amount of student-teacher interactions in management classes. Advantages and potential disadvantages of clickers will be reviewed. Qualitative and quantitative results from two student surveys on the use of clickers in classroom will be presented. Then, I will demonstrate a number of ways clickers can be used to make learning more interactive and to engender discussion among students. Finally, the audience will participate in an interactive dialogue and brainstorming about additional techniques for the use of clickers in creating class discussions.

10:15am-10:45am

HB 129

Critically examining training example videos for learning about train-the-trainer programs and supporting development of management critical thinking skills

Gordon Schmidt, Indiana University Purdue University Fort Wayne

As educators we often want students to not just be passive recipients of knowledge but rather active participants in learning, applying knowledge to real world situations. This session illustrates how when teaching about train-the-trainer programs I have students critically evaluate in class discussions actual example videos from train-the-trainer programs, applying the concepts discussed to these actual examples. The videos both provide students useful information and give them the opportunity to evaluate the degree to which the trainers in the video show those concepts. This session presents an example and offers potential avenues for application to different management topic areas.

10:15am-10:45am

FH 212

Developing Women Leaders: An Approach that Works!

*Nicole Cundiff, University of Alaska Fairbanks
Alice Eagly, Northwestern University*

Imagine a combination of theory, research, and application in a room full of women leaders, discussing just that – how women lead. Although leadership training comes in many different shapes, the combination of Eagly and Carli’s lessons on navigating the leadership labyrinth with Antonakis, Fenley, and Liechti’s insight into Charismatic Leadership Traits (CLTs) in their Harvard Business Review article brings together an effective program for developing women leaders. We would like to share what we have learned to assist you in developing female leaders in your organizations, universities, and communities.

10:15am-10:45am

FH 9

Face-to-face teacher-student performance appraisals

Rebecca Bull Schaefer, Gonzaga University

Within this discussion session, we will review the benefits and drawbacks of conducting face-to-face performance appraisals between teacher and student. I will share my experiences practicing a "performance appraisal week," wherein I participated in individual dialogues regarding student performance and development with 70 business majors and minors. We will talk about the trouble we have with giving and receiving feedback, to and from students, and how to improve student responses to different types and sources of feedback within the limitations of a semester's class.

10:15am-10:45am

FH 216

Non-profit Board Experience

Lynn Walter, Western New England University

We present a specialized internship program which gives students the opportunity to sit on a non-profit board of directors and to participate in executive-level committee work for a full academic year. Program goals include exposing students to strategic-level decision making, facilitating the growth of students' professional networks and building university-community relationships. The program has been in use at a small New England university for the past 5 years and 21 students have successfully finished the program. Preliminary results indicate that program goals have been met and many of the expected benefits of the experiential learning approach have been realized.

10:15am-10:45am

FH 211

Growing Classroom Community through Creativity: A Beginning Roadmap

Ellen West, Portland State University

This session will focus on creative strategies that management educators could use in order to enhance the level of community in their classrooms. There will be a chance to try on several creative activities for size, assess them, and decide which ones would work for you. There will also be opportunities to share creative activities that you already use in your classes. Please join us if you'd like to explore commonalities, communication, and connectedness through creativity.

10:15am-10:45am

FH 22

Read, Review, Reflect: Three similar yet diverse approaches

*Holly Catalfamo, Niagara College
J. David Whitehead, Goodman School, Brock University
Barry Wright, Goodman School, Brock University*

In reflecting about the positive aspects of classroom participation and the impediments to student engagement, the authors developed a technique that has three parts. This active learning technique involves asking students to – read, review and reflect. Students respond to these directions by submitting a one page summary handed-in at the start of each class. In the session, each of us will tell our story on how we drew from this technique and will share data and personal antidotes collected on the merits of the concept from students including both graduate and undergraduate courses in both domestic and international programs.

10:15am-10:45am

FH 217

It's Just a Stage: Students' Levels of Intellectual Development

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

Are you every frustrated by students' reactions and behaviors? Maybe they just want you to tell them the "right" answer rather than critically thinking through alternatives. Perhaps they argue that everyone is entitled to their own opinion, and their opinion on the topic is just as valid as yours. Would it reduce your frustration to know that it IS just a stage – a level of intellectual development? Might it reduce your frustration to know that if you can understand those stages, you can facilitate the students' progression to a more advanced level of development. Come see how!

10:15am-10:45am

HB 127

Student peer mentoring: Enhancing the learning environment

*Gregory Berka, Queens University of Charlotte
Heather Gordon, Duke Energy
Kate Frear, USC Upstate*

Creating, instructing, and developing student peer mentor relationships in the classroom may provide a host of advantages for students and instructors. In this session, participants complete a brief peer-based activity, learn how peer mentoring can effectively be used in your class, and engage in a discussion regarding experiences and ideas around peer-mentoring. Peer mentoring activities discussed can be used for in-class activities including discussions, quizzes, and reworking homework together. They can also be used in conjunction with course objectives through academic and professional development over the semester.

10:15am-10:45am

FH 20

Tackling concept overload in survey courses by using student groups

*Melissa J. Knott, Western New England University
Joseph Gerard, Western New England University*

Organizational Behavior survey courses can be a vocabulary heavy course where students become lost in memorization rather than application. This session will share the presenters experience having students bring concept cards to class with examples of selected concepts. Student groups then discuss and identify the best examples to be discussed as a larger class. This engagement enabled students to use the vocabulary during experiential learning activities.

10:45am - 11:15pm

Hoover Building Lobby

Connect Time

Enjoy a mid-day snack and beverage as you refresh for another round of experiential sessions.

11:30am - 12:30pm

11:30am-12:30pm

FH 216

Authentic Classroom Facilitation: How Attachment Theory Can Inform Classroom Management

Christopher Bresnahan, University of Southern California

Classroom management is a perennial challenge, and even the best educators can struggle with engaging students from an authentic place. Attachment theory, a theory regarding internal working models, could help inform educators on how to establish and maintain an authentic presence in the classroom. Attachment theory has been linked to positive relationships between co-workers, leadership style and other mentorship environments, and this presentation will extend this conversation to classroom management and facilitation. A discussion around secure base experiences for learners will be facilitated, and different ways to engage learners from an attachment perspective will be discussed.

11:30am-12:30pm

HB 130

Community in the Classroom Through Collaboration With Students

*Michael London, Muhlenberg College
William Van Buskirk, LaSalle University*

In this session, we'll explore collaborative practice in the classroom. Participants will reflect upon the relationships they tend to have with their students. A model of teaching that emphasizes collaboration with students will be presented and best practices for collaborating with students will be shared.

11:30am-12:30pm

FH 9

Creating community in a global setting: Transforming lives through Travel Abroad courses

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

In this session, we discuss the conceptual and practical aspects of leading Travel Abroad courses and creating community in a global setting. These courses transform individual students' lives in deep and lasting ways and create natural learning communities. By immersing students in another culture with their peers, Travel Abroad courses facilitate students' openness to experience while enhancing their cultural competence. 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 guides, they make the oft-thrilling discovery that their personal limits are greater than imagined.

11:30am-12:30pm

HB 129

**Engaging OB students through interdisciplinary study of a major business event:
The Wall Street Crash of 2008**

Rick Herbert, Washington and Lee University

OB students with little work experience often lack a sense of context and motivation for the subject. Course content can seem imprecise and not well related to their other management studies. This session will provide as an example the conceptual and teaching framework used in a popular undergraduate seminar that uses the fields of organizational behavior, business ethics, and finance to study the causes of the 2008 Wall Street melt down. After the presentation, participants will sub-group based on disciplinary interest to generate ideas for additional teaching approaches or conceptual frameworks to facilitate this kind of student engagement.

11:30am-12:30pm

HB 127

How to use Deliberate Practice Exercises to Improve Student Leadership Skills

*Richard Daft, Vanderbilt University
Dorothy Marcic, Columbia University*

Deliberate practice exercises are a powerful way to improve student leadership and interpersonal skills. Deliberate practice is a highly focused activity undertaken with the goal of improving specific aspects of personal performance. Deliberate practice exercises are assigned to students for repetition outside the classroom during their normal activities and interactions. Deliberate practice is powerful because in terms of dual process theories it harnesses the intention of higher order thinking to change automatic and habitual behaviors. Examples of behaviors that can be improved by deliberate practice include: leading with humility, personal communication, and vision and purpose. During the session participants will experiment with extant exercises and learn to create new exercises that improve student skills.

11:30am-12:30pm

FH 217

How Do We Teach and Measure Creativity and Innovation as a Learning Outcome?

Mary Ann Gaal, Franklin Pierce University

The Hart Research report conducted for the Association of American Colleges and Universities (2013) stats that 71% of employers surveyed wanted more emphasis placed on the ability to be creative and innovative as learning outcomes. So how do we teach students to be creative and innovative? How do we measure creativity and innovation? Does the Business curriculum have a place for this learning outcome? Learning communities are a place to exchange ideas and experience, in this session we will discuss these questions and exchange ideas.

11:30am-12:30pm

HB 110

**I have to say "I love you" in a ... affirmation?:
Five forms of demonstrating our love for our students**

*Rita Shea-Van Fossen, Ramapo College of New Jersey
Gary Stark, Northern Michigan University*

Many OBTCers share a love for teaching and a love for our students. However, is it OK to demonstrate this love and, if so, how? This session utilizes Coleman's 5 Love Languages (5LL) as a framework for an interactive session discussing the advantages and challenges in expressing one's love for his or her students. Participants are encouraged to complete the 5LL survey prior to attending the session at <http://www.5lovelanguages.com/> to use in an interactive exercise on expressing one's love. The facilitators will discuss their own experiences when they let their love flow. Come out and feel the love!

11:30am-12:30pm

FH 22

How to be a "leader" of your class: Four choices that teachers must make to be effective leaders of their classes (taught by leadership scholars and teachers)

*Ryan Gottfredson, California State University - Fullerton
Ryan Quinn, University of Louisville*

To be an effective leader, one must be a person that followers want to follow. Similarly, to be an effective teacher, one must be a person that students want to learn from. This is more than just being an expert in a given subject. An effective teacher must lead their class in such a way that keeps the students mentally and physically engaged. Negative impressions of the teacher's classroom leadership reduce the student's willingness to learn and participate. In this session, we will discuss four choices that teachers must make to be effective leaders of their classes.

11:30am-12:30pm

FH 211

**Student-Established Course Commitments:
Implications and Possibilities for
Learning and Development**

*Matthew Eriksen, Providence College
Ariel Galipeau, Providence College
Kevin Cooper, Providence College*

We present a student-established course commitment process through which students jointly establish and commit to a shared purpose and the actions and ways of being and interacting with one another that will allow them to achieve this shared purpose. In addition, each student develops a personal commitment that will enhance his or her learning and development. During subsequent class meetings, students reflect on and discuss how well they are succeeding in fulfilling these commitments and coach one another on how they might improve. The students' shared purpose provides a powerful framework through which to facilitate student-directed learning during the semester.

11:30am-12:30pm

FH 212

**What Should You Teach Your Students?
Just Ask Them**

*Cristina Arroyo, Baruch College & The Graduate Center,
CUNY*

Before even meeting students, teachers usually have a finalized syllabus for the semester, usually borne out of past syllabi or textbook compendiums. However, the comforts of such advanced planning may come at an expense to student engagement and learning. I suggest that the syllabus should be fluid and reactionary to students' interests. From devoting the last class to whatever students are still hungry for to integrating student's reactions into the class lecture, teachers can keep students engaged and actively participating in the classroom, regardless of the area of study.

12:30pm - 2:00pm

Davenport Dining Hall

Lunch

Lunch will be held in Davenport Dining Hall, adjacent the session buildings. You will use your conference badge to access the dining area.

2:00pm - 3:30pm

2:00pm-3:30pm

FH 216

**Creating a Course Assignment On Building
Community with Alumni**

Mary Jo Shane, California Lutheran University

Alumni are an important part of any university. They offer not only a source of funding, but they can become mentors, coaches and exemplars to our current students. Rather than have session participants develop ideas about how to strengthen the bond between students and alumni, in this session participants will work together to develop a classroom assignment/project so that our students can discover/develop their own creative ideas and plans on how to build community with alumni.

11:30am-12:30pm

FH 20

**The track on the track:
Encouraging deep learning by teaching
while engaged in physical activity**

Steven A. Edelson, Walsh University

Much recent research has shown a positive relationship between physical activity and learning capacity. A challenge for faculty is finding a way to ensure their students get such activity. One solution is to center lessons around physical activity. During this session, participants will themselves be actively engaging in physical activity (a brisk walk around the track) while engaging other participants in a discussion of ways to encourage student physical activity when an "aerobic classroom" isn't feasible. Session participants are encouraged to bring comfortable walking shoes and a water bottle.

2:00pm-3:30pm

FH 9

Creating Community and Early Engagement: Sharing as a Community of Educators

*Beverly DeMarr, Ferris State University
C. Melissa Fender, Holy Family University
Lisa Stickney, University of Baltimore*

Are you frustrated with students who skip the first class meeting or wait until the last minute to access an online class? Are you discouraged by students who are the last to join a group for a project? Are you looking for activities/exercises to use in the first week of class? This session explores ways to build community and foster early engagement in your classes and provides participants an opportunity to share tips, tools, and techniques. So bring your first week activities/exercises and join us sharing as a community of educators.

2:00pm-3:30pm

FH 211

Designing a Leader Development Program: From Conceptualization to Endowment in 5 Years

Carrie A. Blair, College of Charleston

A Deloitte study indicated a 14% increase in investment by organizations in leadership development between 2012 and 2013. Educational institutions tend to follow industry's trend, and there is increased interest in leadership development for business students. In 2009 I was presented with the challenge of designing and directing a leadership development program for undergraduate students. Five years later, the program received a \$1.5 million endowment. What did I do right? What could I do better? If you've only just considered launching a leader development program, or if you've directed leader development programs for years, let's learn from each other.

2:00pm-3:30pm

FH 22

Design Thinking: Applying Tools, Techniques, and Strategies to Quickly Innovate and Develop Mobile Solutions In the Classroom

*Patricia Guinan, Babson College
Salvatore Parise, Babson College
Ruth Gilleran, Babson College*

Within our core technology higher education course, we have created different learning experiences to enable the students to think and act quickly by creating prototypes of proposed information systems that can then be refined and iterated upon. The particular technology we are currently focusing on are mobile apps using the Prototyping on Paper app. Student teams are provided a description of a premium gymnasium that is in need of a mobile app. They are then given 30 minutes to design, 20 minutes to build, and 15 minutes to demonstrate and receive feedback on their prototype for the initial application.

2:00pm-3:30pm

HB 110

Gather around the "Video-Clip Campfire" and share your best clips: The Sequel

*Robert Marx, University of Massachusetts
Timothy Baldwin, Indiana University*

OBTC has long been a place to discover compelling video clips. Last year our session included a viewing of our favorite "go-to" clips and those of participants as well. That session struck a positive chord and the idea of a recurring "video campfire" session was hatched. This year we will showcase a new set of our favorite clips and invite participants to do the same -- with a 5 minute limit. A cool takeaway is a flash drive copy of all presented clips (this year and last) which we will send to all. We might even include a roasted marshmallow.

2:00pm-3:30pm

HB 127

The Gorgeousness of Designing and Delivering a Beautiful MBA Course on Failure

I. The Role of Reflective Thinking, System Dynamic, and Clinical Psychology

Magid Mazen, Suffolk University

This year's session will begin by sharing my experience in designing the course from scratch--starting with a shy question to the OBTSlistserv about 10 years ago, before scuba diving into the personal and (almost taboo) topic using suitable goggles and gears to help transcend experiential approaches to other rigorous skills gained from reflective and reflexive thinking, system dynamic, action learning, and clinical psychology, among others. Participants will receive relevant course material and—time permitting—may also try some in a safe learning environment. Students' anonymous reflections and evidence of potential transformative learning will be shared and discussed.

2:00pm-3:30pm

FH 217

Loving-kindness and Mindfulness: Practices for Being More Heartful and Awake in Organizations

Mark Kriger, Norwegian Business School

This workshop aims to: 1) guide participants through three spiritual practices, which are based on wisdom distilled from Sufism, Judaism and Buddhism, for the embodying of higher emotions such as compassion and loving-kindness; and 2) create a dialogue on the implications of these practices for individuals and organizations wishing to generate positive work cultures. The overall intent of the session is to provide a practical yet theoretically well-grounded way of approaching spirituality in organizations, that can be used by both students and business leaders, to create greater overall positive workplace climates.

2:00pm-3:30pm

HB 129

**Meet the Editors:
Journal of Management Education and
Management Teaching Review**

*Joy Beatty, University of Michigan - Dearborn
Charles Fornaciari, Florida Gulf Coast University
Scott Allen, John Carroll University
Marc Lavine, University of Massachusetts - Boston*

The *Journal of Management Education* is our society's journal and is a well-respected journal for research and exercises. New this year, the society is adding a second independent journal called *Management Teaching Review*. Come to this session to learn about the mission and scope of these two journals, and to understand the distinctions between them. We will discuss the submission and review process, and offer advice for preparing manuscripts for each outlet.

2:00pm-3:30pm

HB 130

**Senior and Mid-Career Consortium:
What's next?**

*Joan Weiner, Drexel University
Dale Finn, University of New Haven
Kathleen Kane, University of San Francisco
Joseph Seltzer, La Salle University
Judi Strauss, Strauss Tax Service*

This session is designed to explore the many issues and challenges mid-career and senior faculty face as we attempt to juggle multiple demands and a changing educational and academic environment. This session will be a conversation toward continuing to build a community of support for ourselves. Topics could include: • how do we keep our brains alive? • what are we as individuals doing about retirement decisions – postponing, phasing in, taking advantage of retirement incentives, becoming an adjunct, or finding real meaning in new opportunities? • are we thinking of changing directions as we continue our career? Considering taking on an administrative position? • what are we doing now that we are passionate about and feeds our soul?

2:00pm-3:30pm

FH 20

**The "Kobayashi-Marui" Meeting:
High-Fidelity Experiential Learning**

*Vincent Bruni-Bossio, University of Saskatchewan
Chelsea Willness, University of Saskatchewan*

The Kobayashi Maru is a training simulation in the Star Trek series notable for its defining characteristic as a no-win scenario with no "correct" resolution, and where the solution actually involves redefining the problem. We designed a Board Meeting simulation (for an experiential course in non-profit governance), which places students in a high-stakes decision-making scenario that is closely modeled on real events, and for which there is no clear resolution. When students realize their dilemma, emotional investment increases and it creates an authentic learning experience with high psychological fidelity. We will replicate the simulation with participants to showcase the process.

4:00pm - 5:00pm

4:00pm-5:00pm

FH 211

**"History is Boring!" Changing this
perception through the use of social media**

*Mark Julien, Brock University
Micheal Stratton, University of North Carolina (Asheville)
Russell Clayton, Saint Leo University*

This session features an innovative way of teaching history by giving students an opportunity to analyze a historical labor or management event. By imagining if the key stakeholders had access to social media during the time of their chosen historical event, students develop a deeper understanding of the event's impact and relationship to current practices. Evidence from post-assignment surveys supports this learning outcome. Participants will develop their own take on a historical event using a social media tool (e.g., Facebook) or by generating a meme. Please bring a laptop or mobile device to participate in this experiential exercise.

FH 212

Why Should Anyone Be Led By You?

Michal Cakrt, Swiss Business School

There are virtually truckloads of leadership literature. Yet indeed few people understand why humans follow their leaders. This high immersion experiential activity is going to drill through many forms and faces of this phenomenon right into its very essence, the core that must always be there for leadership to occur. This ready-to-use in-class exercise involves a strong eye-opening "aha!-effect" that helps participants to better grasp what must happen if anyone is to be followed by others. It is based on phenomenological concept of eidetic variations, a method designed to unearth the universals, those parts of phenomena that are always present.

4:00pm-5:00pm

HB 129

Bradford Award Session

Gary Coombs, Ohio University

My teaching has been heavily influenced by both Problem-Based Learning methodologies and, more recently, by Design Thinking. In this session, I will explore ways that the two approaches can be brought together through student consulting projects. Students exposed to design thinking learn how to first develop empathy for the 'client' then to do a deep dive into the underlying issues of a problem or opportunity before brainstorming possible solutions and engaging in successive rounds of low resolution prototyping. In a PBL approach, we have challenged students with authentic business problems in a live client engagement, using more traditional consulting skills. Can the two be brought together to create a richer consulting experience and better solutions? Come be part of the discussion as we explore the possibilities.

3:30pm - 4:00pm

Hoover Building Lobby

Connect Time

Enjoy a mid-day snack and beverage as you refresh for another round of experiential sessions.

4:00pm-5:00pm

FH 22

Clearing Muddied Waters: Using Toulmin's Argument Maps to Settle the Sediment

*Janice Black, Coastal Carolina University
Nicholas Twigg, Coastal Carolina University*

This session covers a lesson which introduces the students to common problems found in attempting critical thinking per the Paul and Elder text (Paul & Elder, 2010). These problems are alleviated by using a persuasive logic map based on Toulmin's The Use of Argument (Toulmin, 2004). The student is introduced to the differences between an assertion or opinion and a claim and to understanding why a claim is needed to be the basis of action, belief and decision making.

4:00pm-5:00pm

FH 212

Critically Thinking Through Reality: A Classic Exercise Infused with Real-World Scenarios

Terry Nelson, University of Alaska Anchorage

According to research, critical thinking skills are not receiving the attention it warrants in university classrooms and, consequently, may be negatively impacting employees' decision-making skills in the workplace. Some claim that universities should have a responsibility in developing students' critical thinking skills. In this very interactive session, participants will learn how to take a current engaging group activity and infuse it with real life scenarios to promote students' critical thinking skills that they can then transfer and utilize to their workplace.

4:00pm-5:00pm

FH 20

Enhancing Our Teaching by Drawing on Recent Developments in the Science of Learning

*Mark Cannon, Vanderbilt University
Dayle Savage, Vanderbilt University
Deborah Butler, Georgia State University
Corbette Doyle, Vanderbilt University*

If we wish to learn in community, we need to be aware of key findings in the science of learning. This session begins with an assessment of current thinking and provides exposure to recent research on the science of learning, with a focus on popular beliefs that are often wrong. We model an effective process that is consistent with learning principles by providing a brief assessment to participants, addressing key principles, and including supporting resources. Research is highlighted on these key topics: self-assessment of learning, learning in teams, problem based learning, deliberate practice, rereading, retrieval, massed practice, and interleaved practice.

4:00pm-5:00pm

HB 110

Entrepreneurship Mindset: Igniting Millennial Leadership Intention and Engagement

Denise Williams, Metropolitan State University

"Today's students are no longer the people our educational system was designed to teach."(Prensky, 2001 p. 1). The Millennials, our future leaders, are different in the way they: think and process information (Prensky, 2001); use technology as an alternative to traditional face to face networking (Wisniewski, 2014); learn (Shaw, 2009); and value critical thinking and motivation skills.(Wisniewski, 2014). In this session, participants experience customizable tools to engage students, inspire leadership intention, motivate innovative thinking, support community outreach, and build self- efficacy in creative problem solving. A real life case of student ingenuity and multi-dimensional community engagement will be reviewed.

4:00pm-5:00pm

FH 217

Global Leadership in Crisis: An Ecosystem Mapping Exercise

*Jack McCarthy, Boston University
Gene Mendoza, US Cellular*

Our current world is characterized by volatility, complexity and change. We also face intense global competition, widespread culture clash and extreme worldwide connectedness. These forces bring as many challenges as opportunities. But how do we develop managers and leaders who can perform in this environment? We explore this question through a unique, innovative and provocative Ecosystem Mapping Exercise that places participants in the middle of a profound global crisis. Adapted from the long-standing Discovery Café model, we challenge learners to think carefully about global complexities and lead a dynamic and interactive collaborative exercise on leadership and decision-making under crisis.

4:00pm-5:00pm

FH 216

Leading Leadership Learning: More than just PowerPoints

*John Ross, New Mexico State University
Marcus Valenzuela, New Mexico State University*

Learning in the classroom should appeal to a variety of learning styles to be most effective. However, in teaching leadership most professors default to using case studies and PowerPoints. The leadership activities presented here will not only enhance learning, but fully engage every student and provide opportunity for a rich classroom discussion sure to hit home with every student.

4:00pm-5:00pm

FH 9

Learning as a community through Socratic seminars

Pramila Rao, Marymount University

How can educators adopt a learning in community spirit? I have effectively used Socratic seminars as a collaborative pedagogy in my human resource management (HRM) courses. Students are assigned two articles and asked to develop five inquiry-based questions that generates a lively dialogue in the classrooms. The seminar takes approximately 60-90 minutes of my class time. This empirical study, conducted in 2014, showcases the results of 43 graduate students who have shared their perceptions on this method via surveys. Students have shared several positive experiences as this format allows them construct and question various interpretations of the learning material.

4:00pm-5:00pm

HB 127

Measurement backlash and how to avoid it

*James Spee, University of Redlands
Teri Tompkins, Pepperdine University*

As long time members of OBTS, we find our participative teaching philosophy threatened by assessment models based on unchallenged assumptions that link ability to achievement, force grading onto normal curves, and separate intended learning outcomes into discrete bits that must be answered individually to accrue enough points to pass without ever relating them to a greater whole. Based on the work of Biggs and Tang (2007), this session will engage participants in a critique of the current measurement model and learning about an alternative that constructively aligns intended learning outcomes with in-class activities and assignments linked to consistent observable standards.

4:00pm-5:00pm

HB 130

This is teaching, who the f* said anything about freedom of speech? Profanity in the classroom: a discussion of best practices, setting expectations and a myriad of exceptions**

Rose Hair, Nazareth College

Anecdotal and media evidence suggests that profanity in the (18+) classroom is a contentious issue. But what counts as profanity and when does the need to create and maintain a safe and civil learning environment become censorship? How do we manage the conflicting needs of our learning community stakeholders while still waving the flag for academic freedom? This session is intended as a guided discussion for participants to share their own experiences in this area and come away with some new ideas and perspectives.

5:15pm - 6:15pm

5:15pm-6:15pm

HB 110

Creating Transformational Learning Opportunities through Asset Based Community Engagement

Marisol Morales, University of La Verne
Antonette (Toni) Navarro, Tri-City Mental Health
The lens by which higher education seeks to engage with its local, regional, national and international community impacts the types of experiential learning experiences students have. Through Asset Based Community Engagement the University of La Verne has sought to create transformational experiences for our students, faculty, and community partners. Utilizing the ABCD model for our community engagement efforts has allowed us to transform learning spaces and to authentically include community partners as co-educators. This interactive workshop will introduce participants to the Asset Based Community Development model and provide examples of how it can be implemented in teaching, research, and service.

5:15pm-6:15pm

FH 20

Customized instruction and support for student network creation and the exploration of professional identity using the LinkedIn professional social network

*Joseph G. Gerard, Western New England University
Reena Lederman Gerard, Massachusetts College of Pharmacy and Health Sciences
Melissa J. Knott, Western New England University*

Successful networking is accepted as a critical activity for business students but enormously challenging even for advanced students paralyzed by the experience. Exponential growth in online social networks has added complexity to networking but has simultaneously magnified opportunity. This workshop provides instructors with hands-on, customizable networking and professional identity-building activities that take greater advantage of the 300+ million LinkedIn professional network, shifting emphasis to better understanding professional self and community foundations rather than simple LinkedIn tool use. A short presenter introduction transitions rapidly into customized network/identity activities that participants can use to meet their students' professional needs.

5:15pm-6:15pm

FH 22

**Encouraging students to craft their work:
Exploring the value of friendships in small
learning communities**

*Alison Dachner, John Carroll University
Rosanna Miguel, John Carroll University*
Social learning theory, as well as research on informal learning, suggests that one of the most important ways students learn is through collaboration. We suggest that as social learners, students who experience friendships in their project team will benefit from communal learning and increased proactivity. Our research finds that student job crafting is more prevalent for students with friends on their team because of the increased commitment and open discussion they experience. Participants in this session will engage in a powerful discussion regarding the implications of allowing students to work with their friends and encouraging students to craft their work.

5:15pm-6:15pm

HB 130

**Learning by Serving: Community
Engagement through Service Experiences**

Jim Fullerton, College of Coastal Georgia

How can we help students to experience and better understand a "service ethic" in the workplace and community? This "share and tell" session will provide a focus on "Learning by Serving." Bring your ideas and share resources for facilitating this theme through:
*Service-Learning (often through volunteering/"voluntolding" with local non-profit agencies that provide social services) *Servant Leadership (challenging students to rethink their concepts about leadership, and leading the way by providing service to others) *Customer Service (asking students to reflect upon and evaluate their customer service experiences in their workplaces).

5:15pm-6:15pm

FH 212

**Experiential learning:
High-impact engagement to create
communities of learning**

Arlise McKinney, Coastal Carolina University

Experiential learning is widely considered to be an important component of learning in terms of knowledge transference. Teams are often used as experiential activities that provide the learner with hands-on practice and actively engage in an experience related to their academic program or career aspirations. This session addresses experiential learning activities focusing on the "impact" of the learning through team-based projects that have a consulting focus. These projects allow students to interact with each other to learn the process of collaborative work that teaches them how to be a community as well as learn how to deliver a quality deliverable.

5:15pm-6:15pm

FH 9

**Learning Governance: Community-Based
Partnership for Capacity Building**

*Chelsea Willness, University of Saskatchewan
Vincent Bruni-Bossio, University of Saskatchewan*

This presentation will describe the development of the Governance & Leadership Development Practicum, a senior undergraduate course that substantiates community-based experiential learning and capacity building. The goal of the course is to provide students with an exceptional learning opportunity, mentored tacit knowledge transfer about organizational structures and leadership, and—equally important—to contribute to leadership sustainability in the community. We provide an account of the course design, development, and implementation, and the unique foundations of this process that were grounded in principles of partnership, collaboration, and stakeholder engagement. Lastly, we offer considerations for development of similar courses (or course components).

5:15pm-6:15pm

FH 216

Managing Entrepreneurship: Stories from Past and Present Captains of Industry

*Aimee Wheaton, Regis University
Maria Alejandra Quijada, Regis University*

We were looking for a way to teach the impact of entrepreneurship in the United States and Entrepreneurship Stories was born. In this presentation we share our class design and a wide set of resources that we put together to teach it. Participants will walk away with a new perspective on how to look at historical figures and how to illustrate the importance of the external environment in the success of entrepreneurs. Participants will also gain a new perspective on how to present common management problems that have been addressed historically and currently.

5:15pm-6:15pm

HB 129

Quiet Students: Engaging Introverts in a World of Extroverts

Teri Tompkins, Pepperdine University

Most OB teachers agree that it's important to create a classroom environment that serves as many learning styles as possible. This session addresses the learning styles of Quiet people and the unconscious biases we have when we design the type of fun, interactive classrooms many of us enjoy. The session reflects the lessons I've learned as a mother and advocate of a Quiet 18-year-old. We will discuss and design a lesson plan that fairly balances learner activities and grading assessments for both introvert and extrovert temperaments. For example, vary team size 2-to-3 vs 4-to-6; include reflection journals; try discussion roles.

5:15pm-6:15pm

FH 217

**Not just for kids:
Using Dora the Explorer Techniques to teach Leadership in the classroom**

Ashley Lesko, Sullivan University

Leadership is a tricky lesson that can be taught in a variety of ways, shapes and sizes. Sometimes, however, it's the simplest form of education that can stick in a student's mind. This training applies the lessons of a popular children's program, Dora the Explorer to an actual leadership lesson ("Take Care of your People, Take Care of your Job"), and includes comments from Dora's Executive Producer. The session will show a simple way including activities and handouts to educate students in the classroom community.

5:15pm-6:15pm

FH 211

**What is this thing called politics?:
Using film and television to teach political game theory**

Shontarius Aikens, North Dakota State University

While some management concepts can be vague, abstract, and hard to grasp by students with limited real-world experience, film and television are platforms that can illustrate these concepts unlike anything else while also encouraging a deeper learning and understanding of the topic. In this session, attendees will participate in a fun learning technique that uses film and television media to introduce students to political games described by Mintzberg (1983, 1985).

5:15pm-6:15pm

HB 127

Puzzling with Teams: Round 2

Kerri Crowne Brannen, Widener University

This session is to provide an exercise which can be used in variety of courses to introduce teams. Many times instructors simply place students in teams or groups without actively engaging them in some type of activity prior to them completing the assigned and often graded assignment. Participants in the session will complete the activity and I will provide information on how the activity is run in my classes. Also, participants will also have an opportunity to provide feedback on the exercise.

6:15pm - 8:15pm

Campus Center Ballrooms

Awards Banquet

The annual awards presentations will take place during dinner. Join us as we award the recipients of the Roethlisberger, Bradford, Frost, Herman, Lasting Impact, and New Educator awards. In addition, we will induct new OBTS Fellows and honor those Board Members departing us and those joining the Board.

8:15pm – 11:00pm

Campus Center Ballrooms
Jim's Place

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

Campus Center Ballrooms
Talent Show

Hosted once again by Jerry Biberman, our popular talent show highlights the prodigious talents of our OBTC participants. If you are interested in participating, get in touch with Jerry during the conference, or sign up the registration table. Acts are limited to one song or poem, or 5 minutes of material.

6/20SAT

6:00am - 12:00pm

Vista Dorms
Residence Hall Checkout

Please drop off your suite and room keys at the checkout station. Be aware that failure to check out and provide both keys will result in a post-conference expense for a 'lost key' which will be invoiced to the attendee.

7:30am - 9:00am

Davenport Dining Hall
Breakfast

Breakfast will be held in Davenport Dining Hall, adjacent to the buildings where our sessions will take place. You will use your conference badge for access.

8:30am - 9:30am

President's Dining Room
**Doctoral Institute Presentation
Breakfast Session**

Erika Small, Coastal Carolina University
Barbara Ritter, Coastal Carolina University
Magid Mazen, Suffolk University
Jennifer Leigh, Nazareth College
Kim Gower, University of Richmond
Liliane Furtado, FGV/EBAPE
Juliana Mansur Kopp, EBAPE / FGV
Tobi Popoola, University of Mississippi
Konrad Jamro, University of California
Michelle Hong, Virginia Tech
Caitlin Sockbeson, Tulane University
Christian Calderon, University of Memphis
Phillip Witt, Washington State University
Delia Mannen, ESADE Business School
Sid Saleh, University of Colorado Boulder
Pooya Tabesh, Pooya Tabesh
Chantal van Esch, Case Western Reserve University
Emily Tarr, Ohio State University
Ny Mia Tran, Muhlenberg College
Bradley Baker, Temple University
Leigh Lester-Holmes, Maharishi University of Management
Patricia Berg, Walsh University
Alex Tawse, University of Houston
Mateo Cruz, Columbia University
Jody Tolan, USC Marshall School of Business
Stephen Kuselias, University of Massachusetts – Amherst
Avis McGriff Rasmussen, Regent University

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!

9:30am - 10:00am

President's Dining Room
Town Hall & Closing Statements

Come discuss OBTS's future directions and other business issues of the society with President Joe Seltzer, OB1 Micheal Stratton, and the rest of the Board of Directors. Reflect on what we have learned in our OBTC 2015 community and hear about next year's conference as we have the ceremonial hand-off from the University of La Verne to Walsh University.

11:00am - 12:00pm

Davenport Dining Hall
To-Go Lunch Pickup

If you pre-ordered your to-go lunch during registration, you may pick it up at the Davenport Dining Hall beginning at 11am.



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ESSENTIALS OF ORGANIZATIONAL BEHAVIOR: AN EVIDENCE-BASED APPROACH

TERRI A. SCANDURA

ISBN: 978-1-4833-4565-9 • July 2015 • \$100.00

Essentials Of Organizational Behavior: An Evidence-Based Approach equips students with the theory, research, and skills they need to be effective leaders and managers in today's organizations. Author Terri A. Scandura utilizes a toolkit of real-life case studies, assessments, and exercises to teach students how organizational behavior can improve performance at every level in the workplace. With an emphasis on developing critical thinking skills and applying research to real scenarios, this book is a must-have resource for any student looking to enter the professional workforce.

- **An evidence-based approach** introduces students to theories, models, and concepts that are validated by research, focusing on contemporary approaches that work rather than historical approaches that aren't supported by research.
- **Chapter Toolkits** include real-world **Case Studies**, **Self-Assessments**, and **Exercises** that allow students to practice applying OB concepts to real organizations and their own lives.

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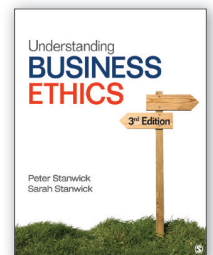
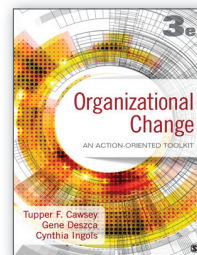
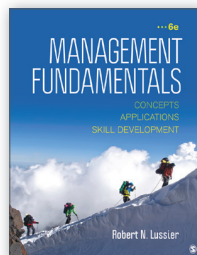
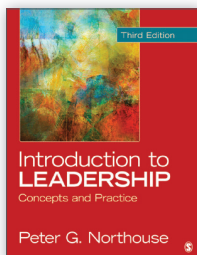
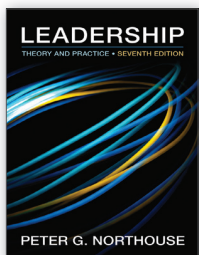
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Rothenberg, Neil

S

Savage, Dayle
Schmidt, Gordon
Seltzer, Joe
Shea-Van Fossen, Rita
Sherman, Cindy
Sigler, Tracey
Small, Erika
Smith, Wayne
Snyder, Kevin
Spence, Kirsty
Stark, Gary
Starks Lawrence, Katherine
Stickney, Lisa
Strait, Timothy
Stratton, Micheal

T

Tompkins, Teri

V

Valenzuela, Marcus

W

Weisberg, Melinda
Wertheim, Ed
Whitehead, David
Willness, Chelsea

Z

Zozimo, Ricardo

Past & Future OBTC Sites

1974 Stanford University	1996 Keene State College
1975 Southern Methodist University	1997 Case Western Reserve University
1976 Harvard University	1998 University of LaVerne
1977 University of Toronto	1999 New Mexico State University
1978 University of South Carolina	2000 West Georgia State University
1979 University of Cincinnati	2001 James Madison University
1980 University of Southern California	2002 Chapman University
1981 Harvard University	2003 Western New England College
1982 Case Western Reserve University	2004 University of Redlands
1983 University of Oklahoma	2005 University of Scranton
1984 Brigham Young University/Boise State	2006 Nazareth College
1985 University of Virginia	2007 Pepperdine University
1986 Pepperdine University	2008 Babson College
1987 Bentley College	2009 College of Charleston
1988 Loyola Marymount University	2010 University of New Mexico
1989 University of Missouri at Columbia	2011 Marquette University
1990 University of Richmond	2012 Brock University
1991 Western Washington University	2013 UNC Asheville
1992 University of Calgary	2014 Vanderbilt University
1993 Bucknell University	2015 University of LaVerne
1994 University of Windsor	2016 Walsh University
1995 Western Illinois University	2017 Providence College

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OBTC 2015 AT UNIVERSITY OF LA VERNE

CONFERENCE INFO

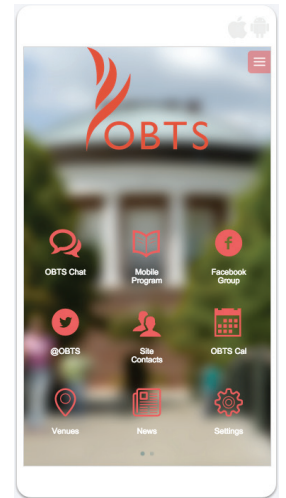
DOWNLOAD THE OBTC CONFERENCE APP FOR ANDROID OR IOS

After the widely used Yapp app that we beta tested at OBTC 2014, we are very happy to announce that the Society has moved forward in creating a customized app that will be independent of any parent app (as it had been with Yapp). This app is a full stand alone app.

APP DOWNLOAD INSTRUCTIONS

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

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



NUMBERS TO KNOW

If you have any questions about the University facilities or have an emergency, please feel free to contact these individuals or offices.

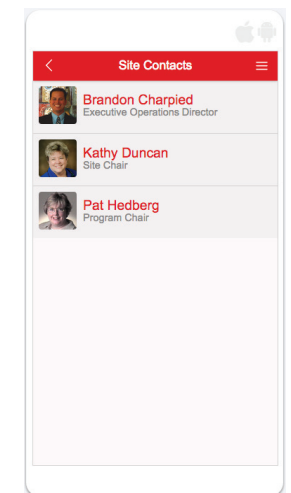
OBTS/OBTC Contact – Brandon Charpied (843-855-0301, brandon@obts.org) for all questions related to registration, session space, events, dining, housing, payments, and travel information.

Campus Police - The Campus Safety Office is located in the Sports Science Athletic Pavilion (SSAP) Room E110. Campus Safety Officers carry a duty cell phone on them at all times. They can be reached by calling 909 208-4903, or, by dialing extension 4950 from any campus phone. If off-campus, dial 911.

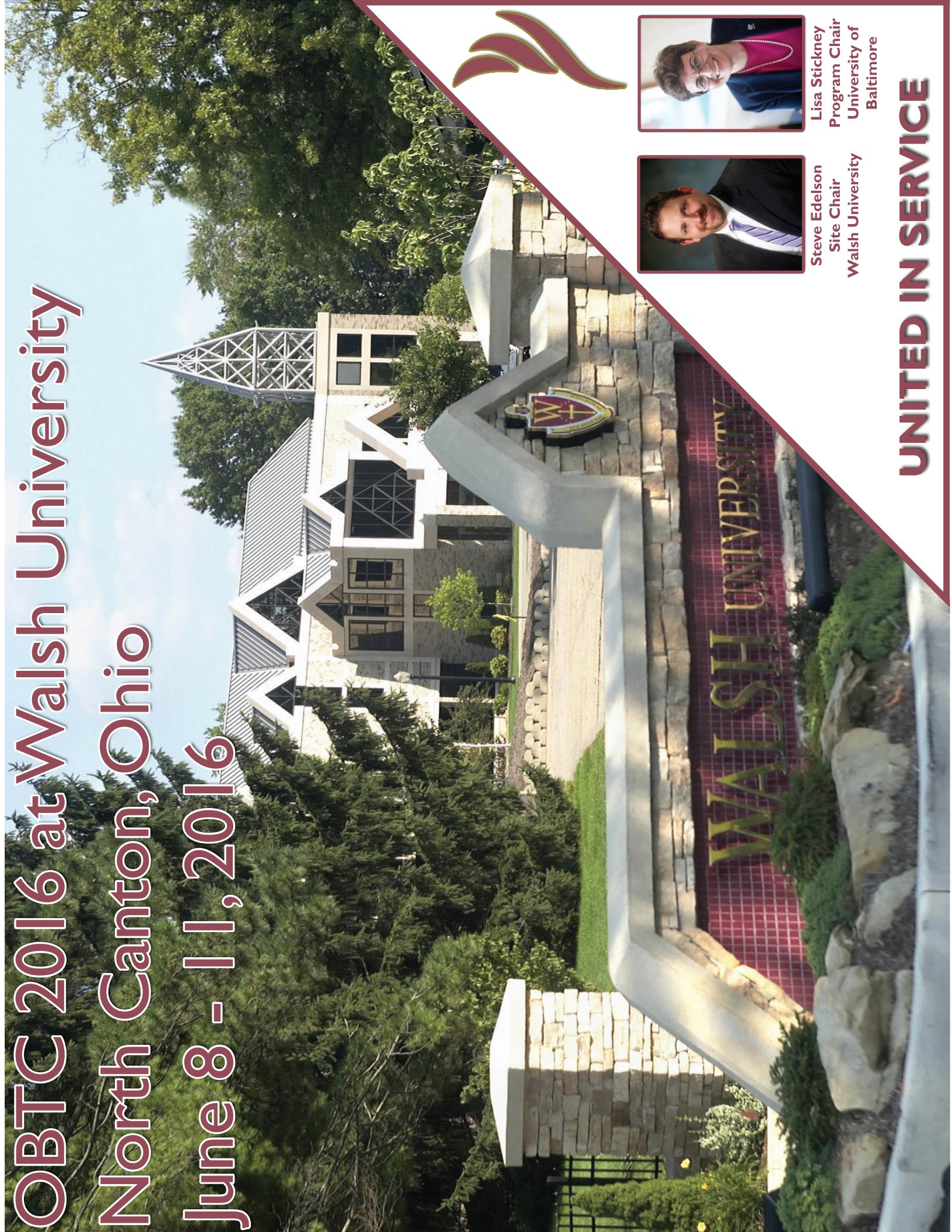
LeoSafe – It is a La Verne Safety App which provides students, faculty, staff and others with important safety and security information about University of La Verne. The app, Leo Safe, includes our campus crime statistics, safety resources, and important information. It can be downloaded for free in iTunes or Google Play, just search under LeoSafe.

La Verne University Student Health Services – The location of the on campus building is on the west side of "E" Street, between 1st and 2nd Streets. Its address is 2147 "E" Street, La Verne, CA 91750. The phone number is (909) 448-4619. If you have an emergency please go to the Pomona Valley Hospital Medical Center located at 1798 N. Garey Ave., Pomona, CA 91767.

Zipcar – (www.zipcar.com/ulv) Need to make a quick trip to the store? Want to do a little shopping? Looking to explore the sites of Los Angeles? University of La Verne has a Zipcar station that can assist. Simply go to the link above, and log in (if you are already a user), or click on the For Community Members join link.



OBTC 2016 at Walsh University North Canton, Ohio June 8 - 11, 2016

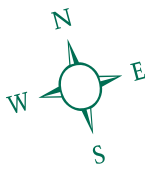


Steve Edelson
Site Chair
Walsh University



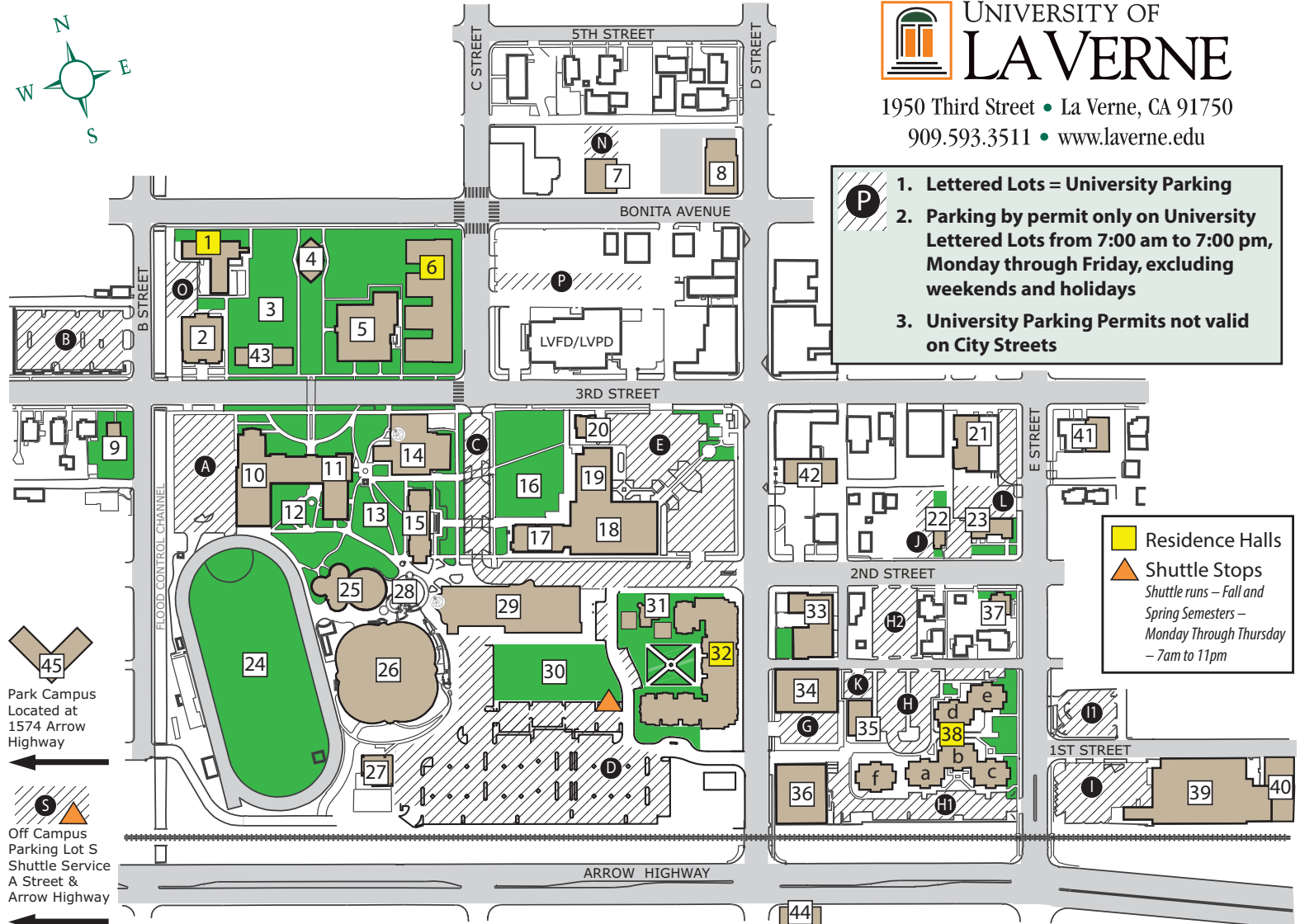
Lisa Stickney
Program Chair
University of
Baltimore

UNITED IN SERVICE



**UNIVERSITY OF
LA VERNE**

1950 Third Street • La Verne, CA 91750
909.593.3511 • www.laverne.edu



P

- 1. Lettered Lots = University Parking**
- 2. Parking by permit only on University Lettered Lots from 7:00 am to 7:00 pm, Monday through Friday, excluding weekends and holidays**
- 3. University Parking Permits not valid on City Streets**

■ Residence Halls
▲ Shuttle Stops
Shuttle runs – Fall and Spring Semesters – Monday Through Thursday – 7am to 11pm

45
Park Campus Located at 1574 Arrow Highway

S
Off Campus Parking Lot S Shuttle Service A Street & Arrow Highway

UNIVERSITY OF LA VERNE MAP LEGEND

2100 Arrow Highway44 <i>Baseball Batting Cages</i>	Center for the Advancement of Faculty Excellence41 <i>Office of Sponsored Research</i>	Classroom A-B-C <i>Student Accounts East</i>	Leo Hall33 <i>Business Management & Leadership College of Education & Organizational Leadership – Dean’s Office Organizational Leadership Public & Health Administration</i>	Sneaky Park16
2215 E Street23 <i>Counseling Center Disabled Student Services</i>	Central Services - east40 <i>Capital Planning Facilities Space Management ULV Graphics Unified Services Desk</i>	ELS Language Center9	Lordsburg Building42 <i>Liberal Studies</i>	South Quad30 <i>Shuttle Stop for Parking Lot S</i>
Abraham Campus Center29 <i>ASULV Barbara’s Place Abraham Campus Center Administration Career Services Commencement Graduate Success Center International & Study Abroad Services Learning Enhancement Center Ludwick Conference Center Multicultural Services Office of Student Life Student Affairs Undergraduate Admission</i>	Central Services - west39 <i>Enrollment Management (and Communications/ROC) Graduate Admissions Housekeeping Mail Services Marketing & Recruiting Purchasing ROC Administration Strategic Communications Undergrad Admissions Operations</i>	Founders Hall11 <i>Chief Diversity and Inclusivity Office Computer Science History & Political Science La Verne Experience Morgan Auditorium Music President’s Office Provost’s Office</i>	Mainiero Hall10 <i>Biology Chemistry La Fetra Lecture Hall Mathematics Physics</i>	Sports Science & Athletics Pavilion26 <i>Athletic Training Campus Safety Frantz Athletic Court Intercollegiate Athletics Movement & Sports Science Transportation and Parking Services</i>
Arts & Communication36 <i>Art Communications LVTV & LEOFM Studios Tall Wall Space</i>	Chapel4 <i>Campus Ministry</i>	Graduate Academic Services22	Miller Hall15 <i>Carlson Gallery of Photography English Legal Studies Modern Languages Philosophy & Religion Photography Speech Communication</i>	Stu-Han Residence Hall6
Barkley34 <i>Education</i>	College of Business & Public Management19 <i>Business Management & Leadership – Dean’s Office Public & Health Administration</i>	Hanawalt Fitness Center27 <i>Football Program</i>	Modular Classroom43	University Advancement7 <i>Alumni Relations Public Relations</i>
Barkley Annex35 <i>RCA Teacher Education</i>	Dailey Theatre25 <i>Theatre Arts</i>	Hanawalt House31 <i>Hanawalt West Courtyard and East Patio University Scheduling and Events Services</i>	Music Annex20	University Quad13
Brandt Residence Hall1 <i>Psychology</i>	Davenport Dining14 <i>Presidents Dining Room West Dining Room</i>	Health Services37	Oaks Residence Hall38	University Mall3 <i>Campus Store</i>
Bonita Building8	E Street Building-2180 3rd St21 <i>CBPM Advising and Student Services</i>	Hoover5 <i>College of Arts & Sciences – Dean’s Office Psychology CAPA (RCA) Sociology/Anthropology University Counseling Center</i>	Ortmayer Athletics Complex24	Vista La Verne Residence Hall32 <i>Campus Store</i>
		Johnson Family Plaza28	Park Campus45 <i>Facilities and Technology Services Human Resources/Payroll Literacy Center Office of Information Technology Unified Computing Services</i>	Wilson Library18 <i>Honors Center</i>
		Landis Academic Center17 <i>Applied Business Science & Economics Business Management & Leadership Harris Art Gallery Howell Board Room</i>		Woody Hall2 <i>Academic Support & Retention Accounts Payable Finance Financial Aid Registrar Risk Management Student Accounts Treasury, Management & Budget</i>