United in Service

OBTC 2016

June 8 - 11
Walsh University | North Canton, Ohio

OBTS
Teaching Society for
Management Educators

Joe Seltzer
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La Salle University

Micheal Stratton
OB1 / Vice-President
UNC Asheville

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Jane Schmidt-Wilk
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Northern Michigan University

Lisa Stickney
University of Baltimore

Brandon Charpied
Executive Operations Director

Dear Colleagues and Friends,

It is my pleasure to welcome you to OBTC 2016. We will be "**united in service**" as we gather as management educators for our 43nd annual teaching conference. We serve out students by helping them to learn and thrive. We serve each other by creating a community of teachers and learners. OBTC is an opportunity to share ideas, techniques and both good and bad experiences toward exploring way in which we can unite and serve others and innovate in our teaching. 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, "united in service" As the call for papers says, we can think about:

- o Creating a climate where students unite and serve each other to fulfill a common goal.
- o Encouraging students to "think beyond" the textbook as they broaden their understanding of what it means to unite in service.
- o Uniting together to support ourselves and our colleagues as we progress through different career stages.
- o Appreciating the diversity in our classrooms and our world and leveraging it to create a unified front as we serve our communities.
- o Uniting and serving students who are in non-traditional educational models (e.g., distance learning).
- o Linking students with the community in a mutually beneficial way that serves both and deepens learning.

Please make a point of expressing your thanks to the individuals most responsible for this conference, Lisa Stickney (University of Baltimore) who has done a great job as Program Coordinator and Steve Edelson (Walsh University), our very able Site Coordinato, as well as the many members of the Walsh Community that assisted us in this process. 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, Joy Beatty (University of Michigan - Dearborn) and Micheal Stratton (University of North Carolina - Asheville). 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, JME and MTR.

This is my last conference as President. I've enjoyed my time on the Board and am pleased with new initiatives over the past three years, especially the Management Teaching Review, the Early Educators Institute, and the IOBTC. I believe the OBTS is in good hands with Tim Peterson as incoming President, Kathy Kane as incoming OB1 and a strong Board. So plan to

I look forward to talking with you during the OBTC and at the IOBTC being held in Great Britain July 8 and 9, 2016.

Joe Seltzer

Joe Seltzer
President, OBTS

Dear Friends,

It is our genuine pleasure to welcome you here in Northeast Ohio as you join us being *United in Service*. We have designed a great program for you which reflects the heart, soul and history of OBTS as well as the mission of our host, the DeVille School of Business at Walsh University.

Our theme, *United in Service*, will be evident throughout several sessions as well as our Thursday service-learning activity. Also, if you chose an electronic program, we have made a donation to benefit our service-learning partner, the Akron-Canton Regional Foodbank.

Some additional highlights of your experience here will include the Wednesday night opening barbecue at Hoover Park, a great facility right on Walsh's campus, leading into our fun opening session. If this is your first time at OBTC, we highly encourage you to hang out with our OB-1 (Micheal Stratton) as he explains the "*Magic*" of the conference and society in an informal orientation session.

Other highlights we are looking forward to include: a series of joint sessions where 30 minute sessions are grouped together to allow participants to serve each other through greater participation and relationships between the sessions; sessions allowing participants to meet the editors of peer-reviewed journals dedicated to the scholarship of management teaching and learning; and the aforementioned Thursday service learning activity followed by a great meal at a local landmark.

Those highlighted above are just a taste of the interactive, experiential sessions you will enjoy here in North Canton. And of course, OBTC wouldn't be OBTC without Jim's Place, our social hours each evening, starting Wednesday. Friday night's Jim's Place will also feature our world renowned[1] OBTC Talent Show which follows our annual Awards banquet!

Saturday isn't just a getaway day, but some of the best experiences happens Saturday. Our Doctoral Institute session highlights the future of management education! Our annual business meeting is open to everyone, as the board serves all of you who are part of our OBTS family. And this year, during the early afternoon, we'll be hosting a Writer's Workshop for those interested in moving their exercises forward toward publication.

We are very excited to have you here and join us *United in Service*, and know that you'll leave North Canton energized to serve your students and colleagues!

Enjoy the conference!

Steve Edelson and Lisa Stickney

Site & Program Chairs

OBTC 2016

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[1] This term is open to interpretation
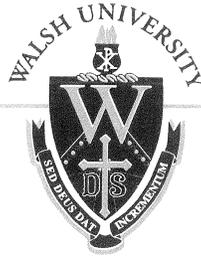
Dear OBTC participants,

It is my great pleasure to welcome you to the DeVille School of Business at Walsh University for OBTC 2016. We are delighted to be hosting a conference that aligns so well with our university and business school mission; the DeVille School of Business is focused on excellence in teaching, and hosting like-minded faculty and doctoral students from the world is a natural fit.

Walsh University is dedicated to educating its students to become leaders in service to others, and has been named to the President's Community Service Honor Roll each of the past four years. With this backdrop it is extremely gratifying to see the OBTS community embrace a service learning project with the Akron-Canton Regional Foodbank as part of this year's OBTC.

I would like to extend my sincere thanks to Dr. Steven Edelson, Associate Professor in the DeVille School of Business, the site coordinator of OBTC 2016. Steve has worked extensively with this year's program chair Dr. Lisa Stickney, Brandon Charpied, the Executive Operations Director of OBTS, and the entire OBTS team to bring you a conference to remember.

The DeVIlle School of Business motto is *"To grow, to learn, to lead and to serve the global community."* As you enjoy your stay in North Canton, I am certain this conference will afford you the ability to do all of these things. On behalf of the entire Walsh University community and OBTS, I welcome you to the 2016 OBTC Teaching Conference for Management Educators.

Sincerely,

Carole

Dr. Carole C. Mount, Ph. D.
Dean, The DeVille School of Business

CONFERENCE MEALS

Breakfast and lunch will take place in the Schervish Dining Hall within the David Center (check-in and check-out location). This is also the same building that will hold Jim's Place. Dinner on Wednesday night will be a BBQ beside the university dorms. Thursday night dinner will be held at Fieldcrest Estate following our Sevice Learning Project event at the Akron Food Bank. Our awards banquet on Friday night will be held in the Barrette Center Ballroom.

MONDAY (Pre-Conference)
Dinner (Board of Directors) - 6:30pm

TUESDAY (Pre-Conference)
Breakfast (Board of Directors) - 8:00am
Lunch (Board of Directors) - 12:00pm
DI & EEI Welcoming Reception w/ Board - 5:30pm
Dinner (Board of Directors, DI, and EEI) - 6:30pm

WEDNESDAY (Pre-Conference & General Conference)
Breakfast (Board of Directors, DI, EEI, JME/MTR) - 8:00am
Lunch (Board of Directors, DI, EEI, JME/MTR) - 12:00pm
Dinner (Begins General Conference) - 5:30pm BBQ at Hoover Park

THURSDAY
Breakfast - 7:00am
Lunch - 12:00pm
Dinner - 6:00pm at Fieldcrest Estates following Service Learning
          Project at Akron Food Bank

FRIDAY
Breakfast - 7:00am
Lunch - 12:00pm
Dinner - 6:30pm Awards Banquet in the Barrette Business
          Center Ballroom

SATURDAY
Breakfast - 7:00am
Lunch - 11:00am To-Go / Eat-In Lunches at Schervish Dining Hall
          (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.

WALSH UNIVERSITY IS IN THE EASTERN TIME ZONE. ADJUST YOUR WATCHES ACCORDINGLY!

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OBTC 2016 AT WALSH UNIVERSITY

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 Walsh University and the OBTC conference staff.

Conference Parking Map

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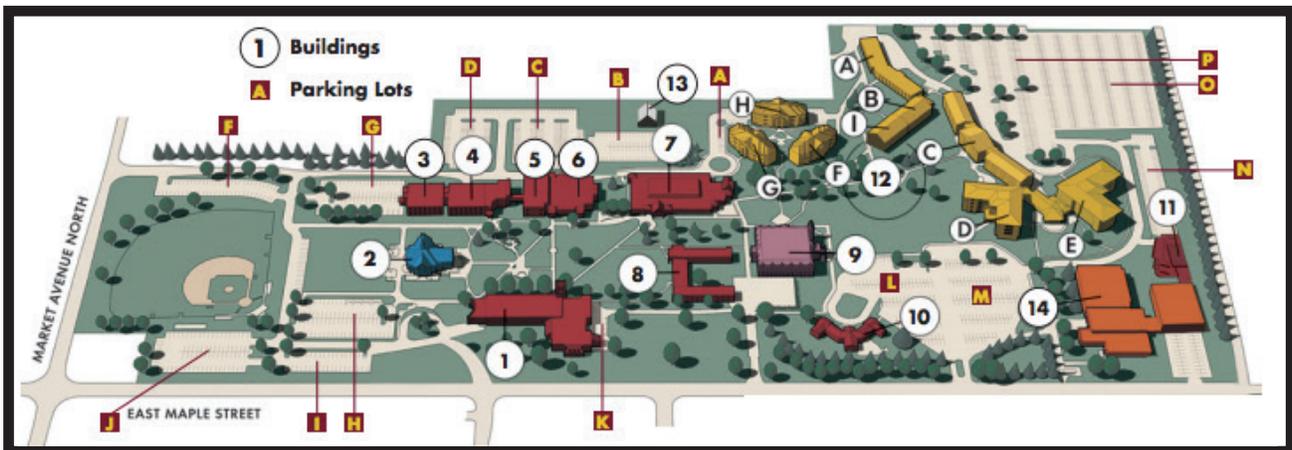
IMPORTANT LOCATIONS ON MAPS

Building #9 - David Center (Check-in and Check-out Location)   **Squared Letters** - Parking Lots
Circle Numbers - OBTC Session Rooms (primarily in #3 through #7)   **Circled Letters** - Dormitories

RELAX AT JIM'S PLACE AND SHOW YOUR STUFF AT THE TALENT SHOW

Jim's Place will be in the lounge bar area on the bottom floor of the David Center, located at building #9 on campus maps. It will be open on Wednesday, Thursday, and Friday nights during the conference. The Talent Show will take place on Friday evening in the same location.

KEEP IT CASUAL

Walsh University is relatively flat campus. The distance from the dorms to the dining hall, David Center, and session rooms is a minimal distance.

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

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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 *Management Teaching Review*. More information can be found at **OBTS.org**.

OBTS Board of Directors

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President
La Salle University

Micheal Stratton
OB1 / Vice-President
UNC Asheville

Rita Shea-Van Fossen
Treasurer
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Coastal Carolina University

Jane Schmidt-Wilk
Maharishi University of Management

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 2016: **Tim O. Peterson** (North Dakota State University) will take office as President. **Micheal Stratton** (UNC Asheville) will return to the board following his OB1 duties in an At-Large position. **Joy Beatty** (University of Michigan Dearborn), the OBTC 2014 Program Chair at Vanderbilt University, will return to the board in an At-Large position. **Rita Shea-Van Fossen** (Nova Southeastern University) was appointed Treasurer on January 1st, 2016. In addition, please show your appreciation for our outgoing Board Members **Joe Seltzer** (La Salle University), whose vision to promote OBTC to early educators led to the Doctoral Institute reaching new heights, the creation of the Early Educator Institute, and the creation of *Management Teaching Review*. **Micheal Stratton**, our OB1 for the past three years, has performed his duty as *Keeper of the Magic* to perfection and embodies the spirit of our Society and annual conference. **Cynthia Krom** (Franklin & Marshall College) led Nominations & Elections for the past three years and led that process to a point where we now have an embarrassment of riches with so many of our amazong members seeking positions on our Board of Directors. Kathy Kane's (University of San Francisco) term as Treasurer ended on January 1st. Kathy diligently oversaw the Society's books and portfolio ensuring the Society's financial well being at all times. Last but not least - our OBTC 2016 Site and Program Chairs, **Steven Edelson** (Walsh University) and **Lisa Stickney (University of Baltimore).** The joy and reinvigoration you feel this year at OBTC would not be possible without their hard work! Please thank each of these board members for their time and effort when you see them throughout the conference.

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2016 OBTS Awards Recipients

Fritz Roethlisberger Memorial Award

Daved Barry (Jönköping University International Business School) and Stefan Meisiek (University of Sydney Business School) for their publication "Discovering the Business Studio" published in the *Journal of Management Education* Volume 39 Issue 1 (2015). 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

Dave Fearon (Central Connecticut 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

Kathy Kane (University of San Francisco). 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

Magid Mazen (Suffolk 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

Nicholas Rhew (Coastal Carolina Univeristy). 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.

Lasting Impact Award

Ann Cunliffe (University of Bradford) for her publication "On becoming a critically reflexive practitioner," published in the *Journal of Management Education* Volume 28 Issue 4 (2004). 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.

2016 OBTS Awards Recipients

Mid-Career Distinguished Educator Award

Joy Beatty (University of Michigan Dearborn), Charles Fornaciari (La Salle University), Mark Julien (Brock University), Marc Lavine (UMass Boston), and Jennifer Leigh (Nazareth College of Rochester). The OBTS Mid-Career Distinguished Educator Award is presented to a mid-career management educator who has an established and well-respected record of innovative teaching, exemplary service leadership to our Society, and impactful intellectual contributions to the scholarship of teaching and learning.
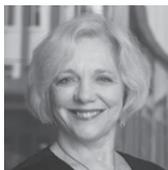
OBTS Fellows

Kathy Kane (University of San Francisco) and Anne McCarthy (Hamline 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.

Kathy Kane and Anne McCarthy join the following prestigious group of OBTS Fellows. Please thank our Fellows for their tremendous contributions to the Society.

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

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Learning From Smart People How to Teach

Magid Mazen
Suffolk University, Boston

Friday, June 10th from 8:30am – 10:15am in AHSC 201

We have a saying back in Egypt where I was born: Whoever taught me one letter, indebted me for a lifetime. So, I'm taking this opportunity to invite everyone for a moment of reflection in gratitude to our private lists of teachers.

Mine is nicely ranged: From Mr. Hughes, my boss at Purdue University's NASA Office (where I worked one summer about 40 years ago) as an assistant Janitor to him; to eminent Professors including Chris Argyris, David Bradford, Andre Delbeq, Lee Bolman, Bob Marx, Mike Morris, Roy Lewicki, Mahmoud Moursi, Dennis O'Connor, and Russ Vince—only to name a few among the many minds and examples that have guided me while in the US, whether they knew it or not; to Dr. Seddik Afifi, my MBA Professor at Cairo University in 1971, whose support, generosity, and love for my work still flow until today; to my parents, and families here and there (including, my younger brother, Maher, with whom I'd an unspoken agreement to warm my feet into his when I delved into our shared bed during the cold innocent nights of Egyptian winters some half a century ago); and of course, to the thousands of my students and (the not thousands of) clients whose wisdom has been glowing to guide me beyond measure. To all those who taught me a lesson, I am honored to bow in respect before you and to kiss your hands in deep gratitude, as the tradition in my old country hints.

In this session, for those who wish to honor a similar tradition within, we will begin by taking a few minutes to reflect on lessons gained in our respective learning journeys and to bow in respect to the givers of our collective wisdom.

Then, like a diligent working bee, I'll share the nectars from visited gardens of my travels across classes, hallways, conferences, movie theaters, cafes, kitchens, and deep within—all loved into a lifelong search for transformative learning (TL). To this end, the bulk of the session will be devoted to defining TL, sharing, and doing specific examples of what I've done to translate T.S. Eliot's words "Not known…because not looked for.." into sessions, exercises and pedagogy in management classes in search for this lofty and loveable goal. Our journey will include translating a wonderful advice by an anonymous OBTC reviewer into a matrix of "Triggers and Manifestations of my Defensiveness and Hot Buttons" (that made me some consulting money as well;) to an exercise designed to remember names on the right side of the brain that I've learned from someone sitting next to me in one of Tim Peterson's session over 20 years ago—and I've been grateful for the "Tip" ever since; to a list of reflective "Special Issues" in behavioral courses and consulting sessions—e.g., in negotiation, "How intimidate-able am I? "A 50-50 apology I may owe someone," and "What other assets am I sitting on un utilized?"; to sharing metaphors designed for learning—e.g., "The Learning Tree" and the "Learning Pyramid" (which you don't have to be descendant of Pharos to build;) to an inexpensive way to corporate the clinical paradigm in behavioral teaching, and linking it to a diagram about dis/comfort zones, as well as relating learning anxiety to an exercise on vulnerability; to designing the course as a drama and classroom as your own theater; to discussing the undiscusssibles in a safe learning setting; and an interactive story that is bound to get "undead" people in your class thinking about their own path and the money spent on education; to writing a nice "Letter to Self" at the end of the course.

And, of course, recognizing how you should also, take a bow—in all honesty—and receive the fruit of your own labor even in the dim light of end-of-semester anonymous evaluations: "Although sometimes you were a pain in the neck, you were also inspirational. You are a Ghandi, the Jesus of Christianity, the Mohammad of Islam, you started a movement, a religious-like movement," to which you may flick your hair saying, "You are just saying that;) and move on…

6/7 TUE

8:30am - 5:15pm in South Founders Room (David Center)

Board of Directors Meeting

Semi-annual meeting of the Board of Directors. Closed to Directors and invited guests.

4:00pm - 5:15pm in Conference Rooms A & B (Barrette Center)

DI & EEI Icebreaker Sessions

DI and EEI attendees and facilitators will meet for icebreaker sessions. The DI will meet in St. Martha's Room (Barrette Center) and the EEI will meet in the BBCC Conference Room (Barrette Center). Following the icebreakers, the DI and EEI attendees and facilitators will join the OBTS Board of Directors in an informal reception. Attendees should confirm specifics to these events with their respective Chairs (Barb Ritter for DI – britter@coastal.edu, and Carrie Blair Messal for EEI – messalc@cofc.edu).

5:30pm - 6:00pm in St. Martha's Room (Barrette Center)

Doctoral Institute & Early Educator Institute Reception

DI and EEI attendees and facilitators are invited for a light reception hosted by the OBTS Board of Directors. Come meet the board members that lead OBTS, its journals, and its conferences. Following the reception, the DI and EEI attendees and facilitators will go to dinner.

6/8 WED

8:45am - 5:15pm in BBCC 125 (Barrette Center)

JME Associate Editors Meeting

Meeting of *Journal of Management Education*'s Co-Editors, Associate Editors, and invited guests.

10:00am – 12:00pm in St. Martha's Room (Barrette Center)

MTR Associate Editors Meeting

Meeting of *Management Teaching Review*'s Co-Editors, Associate Editors, and invited guests.

1:15pm - 5:15pm in South Founders Room (David Center)

Fellows of OBTS Meeting

Closed to OBTS Fellows and invited guests.

8:45am - 5:15pm in BBCC Conference Room B (Barrette Center)

Early Educator Institute (EEI)

Many of us with experience recognize that being a "great teacher" is harder than it looks! Especially in institutions that also emphasize research, service, and teaching evaluations, finding time to focus on pedagogy is difficult. Because the struggles faced by Early Educators can be daunting, we hope to provide a forum for discussion and development specifically focused on this population. The EEI is limited to scholarship recipients and those that have purchased the workshop as a pre-conference activity.

8:45am - 5:15pm in BBCC Conference Room A (Barrette Center)

Doctoral Institute (DI)

The OBTC Doctoral Institute (DI) is a one-day, pre-conference workshop dedicated to providing promising new teacher-scholars with personal and professional development opportunities. The goals of the DI are to help participants explore a path to goal accomplishment in their academic lives and build a lasting network of fellow emerging teacher-scholars. DI participants will experience close interpersonal interaction with prominent management scholars who have successfully balanced the demands of teaching, research, service, and personal life. The DI is limited to scholarship recipients and those that have purchased the workshop as a pre-conference activity.

Conference Registration & Check-In

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! *Please only take a print program if you pre-registered for one, as we continue our efforts of minimizing waste and being environmentally friendly.*

5:00pm - 6:00pm in Hoover Park

Welcoming BBQ Dinner

Welcome OBTC friends and colleagues you haven't seen for some time at the traditional OBTC BBQ dinner! Canton-based Ichor Restaurant Group will showcase some of the food from their concepts "Smoke the Burger Joint," "Old Carolina Barbecue," and "Baja California Kitchen." So come on over, greet your old friends, meet new ones, and enjoy the food!

6:15pm - 7:15pm in Barrette Business Center Ballroom

Opening Session

Join Program Chair Lisa Stickney and Site Coordinator Steve Edelson for welcoming remarks and an interactive celebration of OBTC culture, along with some insight into our conference theme, *United in Service*.

7:15pm - 7:45pm in Barrette Business Center Ballroom

Newcomer Session

New to OBTC? Then don't you go anywhere just yet! Before heading over to *Jim's Place* (a name you might not yet know, but will soon come to love), please join the Society's OB1, Micheal Stratton, and others in the OBTS leadership for a brief orientation to learn about our culture, the session experience, conference activities, and other opportunities to grow as a teacher-scholar during your time at OBTC. It's a great way to start your OBTC experience and make life-long connections!

7:30pm - 9:30pm in David Center

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 (with an open bar including beer and wine), snacks, music, and good conversation.

6/9THU

7:15am - 8:45am in Schervish Dining Hall

Breakfast

Breakfast will be held in Schervish Dining Hall, adjacent to the buildings where our sessions will take place. **You must bring your meal ticket for access.**

8:45am - 10:15am in AHSC 201

Negotiation and Conflict Management Activities

Buying a Car: An introductory role play for teaching about negotiations

Joe Seltzer, *La Salle University*

This proposal describes a simple, introductory negotiations role play that can easily be created by the reader using local information. Briefly, a recent graduate has gotten a job and can afford an apartment and new car payments. He/she goes to a car dealer with a specific model and color in mind, but not much experience buying a car. A sales person talks to the buyer and tries to settle on the price for a car. An option provides half of the buyers with additional information about what other dealers charge and what comparable buyers have paid for this make and model car. Debrief questions are included. During the session, the author will discuss constructing and using role plays and ask participants to share their experiences with negotiation role plays.

A Conflict View of Coaching

David Kaplan, *Saint Louis University*

This session shows the potential and advantages of using the perspective of conflict resolution to understand and teach employee coaching. This approach provides a deeper understanding of why certain approaches to coaching are more effective than others and also provides recommendations on how to improve the coaching relationship. This session will cover two short exercises that will introduce and reinforce the conceptual points. Because this represents a specific application of conflict resolution, these exercises and applications can also be used to enrich our understanding of how conflicts can be effectively resolved.

Three Experiential Exercises: Active Listening, Student Contributions & Explaining Theory

Listening is Essential: An Exercise

Gordon Schmidt, *Indiana University Purdue University Fort Wayne*

In this session I will have attendees participate in an exercise I use in the Organizational Behavior classroom that illustrates the importance of active listening and non-verbal communication. Attendees will participate in the activity as both a speaker and listener, with discussion after each experience. I will then talk about difference ways to run the activity, leaving time for attendees to talk about their own experience teaching students about listening and non-verbal communication.

The Use of Fishbowls to Improve the Quantity and Quality of Student Contribution

Kelly Grace, *Georgia State University*

I had tried everything I could think of to get students to come to class ready and willing to engage —contribution points, cold calling, ranting and raving. Nothing seemed to help, until I tried fishbowls and found some success. I'll show you what a fishbowl is in case you haven't seen one in action, share the results of my experiment, and provide some ideas on you might integrate them into your larger sections.

What Is (Social Science) Theory, with Help from Stephen Hawking's A Brief History of Time

Nathan Goates, *Shippensburg University*

Students often struggle to understand what is meant by the word theory especially in what they expect to be a "business" class, even when they have been exposed to the popular scientific gestalt all their lives. This is a first-or-second-day-of-class activity that I use to help students understand what social science theory is using an area of unrealized common ground: their general knowledge of humans' evolving conceptualization of the universe from the Greeks to the Big Bang. In preparation for the activity, students read the first chapter of astrophysicist Stephen Hawkin's 1988 popular science book, A Brief History of Time. The instructor then leads a discussion, encouraging students to offer "truths," "rules," or "principles" of "how science is done." Through a semi-inductive approach, we finish the activity with a list of at least 13 "general principles" for understanding what scientific theory is.

Student Participation and Engagement Activities

Engaging Today's Students: Current Topics 2.0

Kathi Lovelace, *Menlo College*
Jane Parent, *Merrimack College*

In this session we share The Article Assignments activity, which evolved from an older version of a Current Topics assignment, where students bring in a current topics article and discuss this article at the beginning of class. Noting that students were no longer engaging in discussion, we revamped the assignment to respond to the different learning styles of millennial students. Specifically, we tapped into millennial students' need for structure, hands-on learning and feedback, and assignments that "count." The assignment also focuses on improving reading and writing skills. Activity materials are shared and discussions around engaging millennial students will be generated.

By Teaching (Teachers), We Learn

Robert Steinbauer, *Brock University*
Nicholas Rhew, *Coastal Carolina University*
Yasanthi Perera, *Brock University*
Shawna Chen, *Brock University*

In this session, we present a group project titled "Teach me to teach you" that requires students to develop innovative ways to teach a topic. Its purpose is to foster deep learning for the students by placing them in the role of the educator, while providing educators with valuable, student-centered point of views that include ideas for future delivery of course topics. We first describe how this project has been implemented in a business ethics course and present the results and feedback received from several teams. In addition, we explain how this model can be adapted across the management curriculum.

Gathering Around the Campfire: A Lyrical Look at Motivation

James Flynn, *Indiana University*
Patrick Flynn, *University of South Carolina*

Building on the popular OBTC session, "Gather Around the "Video-Clip" Campfire….", this proposed session uses a traditional aspect of a campfire, songs, to enhance student learning and engagement. Songs with lyrics that express key elements of motivation theories can help students understand the content of motivation theories and help them recognize when someone may be telling them which motivation theory applies to them. Examples of songs used in class, as well as those submitted by student teams for an assignment, will be presented to those attending and they will be asked to identify the theory they most closely match.

Discussion Potpourri: Learning Engagement & Faculty Development

Edutainment: Using Technology to Increase Student Engagement

Erin Makarius, *The University of Akron*

Edutainment, while seemingly a new and trending idea, is quite simply the combination of education and entertainment, or improving learning by making it more fun. What began as a way to teach children concepts such as multiplication with music (e.g. - School House Rock) has evolved into an integration of technology, design, and academics (e.g. - TED talks). Technology allows educators to become edutainers more easily by providing user-friendly formats and digital distribution that facilitates the creation of specialized content. This session will provide an overview of three edutainment technologies and how they can be used to increase student engagement.

The One Shot is Dead: Uniting Faculty and Librarians for Professional Development

Holly Rick, *University of Phoenix*

Working with a librarian is more than just "one shot instruction" for students. Now is the time for faculty to examine how librarians can become partners in building curriculum, enhance information literacy understanding and create opportunities for faculty professional development. In creating collaborative innovations with your librarian, you will find new ways to connect to your community, leverage services to create workforce ready students and build your own professional development portfolio.

Creativity and Change: Three Activities

Using Lasallian Principles to Educate Students for the Future

Carolyn Predmore, *Manhattan College*
Janet Rovenpor, *Manhattan College*

Abstract: Cognizant of the need to improve the way innovation is taught, we develop a unique approach, which builds upon three values of our college's Lasallian tradition: together by association, vigilance and attention to students, and a focus on practical knowledge. We have tested our exercises with a traditional undergraduate population and we are currently working with students who are facing a challenging educational environment in Bethlehem University. Part of a college's service mission is to unite students across disciplines, schools, and countries and to teach them how to manage their careers so that their technical and interpersonal skills can transcend borders.

Madagascar Energy – A leadership change game

Elizabeth [Beth] Haley, *University of Southern California*

A short demonstration of an online game created though a computer science class. The game involves selecting energy generating sites in Madagascar. Participants get one map to examine. Success depends upon an individual's memory plus integrating the information from all participants to make good choices. The twist is that the group's selected manager will be transferred to a new group after the first quarter. The reactions to their new managers are recorded. For the OBTC session, we will work through a quarter of the game and compare results. Bring laptops.

Service Learning Discussions

Incorporating Service Learning Into A Business Law Course

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

The law is a minimum standard of conduct in society. For management programs that include courses in the law, pairing legal principles and service learning may seem like an unlikely combination. Though the law does not require organizations to serve their communities, incorporating service work into the business law classroom is an important aspect of management student learning. In this session, we will explore the theoretical background and practical ways in which service learning can used to illustrate law-related concepts. Examples of service projects will be given that will encourage management students to "think beyond" the legal minimum.

Ethics in practice: how a service learning activity can encourage servant leader behaviors.

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

In order to deepen the learning about how organizations apply ethics and engage their local communities, students examined their ethical behavior and the level of involvement with community and/or charitable causes. The students united together around a shared interest through creating structural mechanisms, and social processes in which they served in a meaningful way. These structural mechanisms and social processes generated student impact. The experience transformed those served as well as those who serve resulting in an increase in the practice of servant behaviors and a sustainable community of servant leaders.

Expert Learning: Students Learning Leadership Through Community-Engaged Service

Brittany Harker Martin, *Werklund Youth Leadership Centre, University of Calgary*

This presentation describes a novel program in undergraduate education at the Werklund Youth Leadership Centre (YLC). The program is designed to provide community-engaged service-learning opportunities for undergraduate students. Several roles within the program are designated "service-leadership" and position students as leaders with the expertise to meet community-identified need. Program design and outcomes are shared, followed by details of a specific initiative where students took the leadership role as consultants for a nation-wide program. Preliminary data on the program evaluation measuring effects on variables such as social empowerment and intellectual engagement are also be discussed.

Group and Team Activities

"That was the best classroom team I've even been on!"

Gloria Miller, *Austin Peay State University*

Each semester, I have had more than a handful of my students declare that this was the best classroom team that they've ever had. They thank me for giving them such good teammates. I always tell them it wasn't necessarily the mix of team members, but rather the fact that we took certain steps to build the teams before they started on the work. I will share these steps with the participants. The participants will take part in one of the exercises I use. After the exercise, I will discuss the debrief and several ways it can be used in different classes. I will then ask for best practices from those in attendance.

Line up by attribute: An interactive way to create student groups

Gary Stark, *Northern Michigan University*

This session has attendees participate in a simple process that creates random groups of students for group exercises. In groups created using this process, attendees will discuss advantages and disadvantages of the process and suggest variations thereof. The group-creating process demonstrated here can be about as quick or as slow as one would want to make it (4 minutes to 20 minutes, usually) and is fun, interesting, active, and highly interactive and can be used to create groups for any exercise or simply to break the ice.

Pedagogy & Andragogy Discussions I

Research: Experiential Learning Impact on Success after Graduation

Sue McNamara, *SUNY Fredonia*

This will be an interactive session discussing the factors of experiential learning classrooms that can lead to students' success after graduation. A multi-year interdisciplinary research studied collected over 180 responses about how undergraduate students define success after graduation and how their college experiences prepared them for success. Emergent results indicate that students identify certain success factors they feel they have gained from their classes and also from participation in student organizations. Interestingly, students state that the success factors gained from experientially taught classes are similar to what they learn in student organizations. However, students tend to report a greater mastery of concepts in the experiential classroom setting than in student organizations. This session will be an open-discussion of experientially taught classes – what aspects are most important? What make the biggest difference? What are potential new directions?

Mind the Gaps: What Are We Missing in Teaching Management?

Laura Dwyer, *University of Evansville*

This session asks participants to consider in what areas management educators may be failing to serve students' post-graduation needs. That is, what should management majors know how to do that our organizational behavior and human resource management courses don't cover? What topics or skills are neglected, perhaps because they're not "academic" enough to make it into traditional undergraduate textbooks?

Toward a Blended Learning Large Lecture: Doing More with Less (Space)

Martin Fogelman, *University at Albany, SUNY*

To meet the conflicting demands of mushrooming enrollments, shrinking resources, and the need to engage digital natives, we are evolving a blended learning approach for our OB survey class. The format extends the flipped classroom model, which combines an online course presentation with a subsequent class session, by integrating self-customizable aspects of online learning with large lecture sessions. Participants will review and discuss the model being phased in here: its individual processes taught mainly through lectures and self-assessments, small group processes largely online with face-to-face and experiential exercises, and organization-wide aspects taught via the two modalities in roughly equal proportions.

HR Activities: Diversity, Performance Appraisals & Interview Training

Diversity and privilege: An exercise to raise awareness, cooperate, and serve

Linda Dunn-Jensen, *San Jose State University*
Katherine Ryan, *Indiana University*

Individuals who are privileged are unaware of unearned advantages that they have. Because of this lack of awareness, individuals with privilege may attribute poor performance of a non-privileged individual to that individual's lack of effort or ability, rather than recognizing that the non-privileged person may not have had sufficient opportunities or resources. Without fully being aware of such privilege, it can be difficult for students to appreciate the diversity surrounding them, both in the classroom and in the workplace. This session demonstrates a classroom activity and debrief strategies to illustrate the concept and consequences of privilege.

Teaching in Learning Groups: The Power of Peer Participation and Evaluation of Performance

Karen Stock, *Walsh University*

In keeping with the theme of service, this discussion focuses on how students learn to be of service to others during the semester of class. Students are placed in groups of diverse learning styles at the beginning of the semester and must rely upon each other to complete assignments and participate in class activities (Osland, Kolb, Rubin, & Turner, 2007). At the end of the semester students conduct performance appraisals on team members as a means of teaching experientially this important topic. Experience teaching in this manner over the past 4 years in an Organizational Behavior course will be shared. In addition, this session provides an opportunity to engage with others as to how performance appraisals and peer feedback is conducted by others through discussion with participants.

Pedagogy & Andragogy Discussions II

What's Your CQ? An Approach to Assessing and Developing Individual Student Cultural Intelligence the AACSB Way

George Smith, *University of South Carolina Beaufort*
Kathleen Barnes, *University of New Haven*
Olivia Hernandez, *EGADE Business School*
JoDee LaCasse, *University of St. Thomas*

Cultural intelligence 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 cultural intelligence dimensions, an understanding of the AACSB 2013 cultural intelligence program learning goals; the Cultural Intelligence Development (CID) project components; and results from the CID project.

The Influence of Principles for Responsible Management Education initiative in Higher Education

Meredith Storey, *University of Limerick*

The Principles for Responsible Management Education initiative (PRME) seeks to, "…To inspire and champion responsible management education, research, and thought leadership globally by bridging relationships and catalyzing collaboration among the United Nations, the Global Compact, and academia." Higher Education Initiatives (HEIs) and partners of PRME form a network of the world's leading voluntary corporate citizenship initiatives, which, in collaboration with the UN Global Compact, includes thousands of businesses from every continent, hundreds of Higher Education Institutes worldwide, and numerous other stakeholders. PRME provides a platform for Signatories to engage with each other, as well as business, civil society and individuals around the world. This engagement is supported by their Steering Committee, including accreditation organizations AACSB, EFMD and many others; the UN Global Compact; UN partners; and numerous other Supporting Organizations. PRME is committed to their the six principles, to uphold practices for responsible management education and to demonstrate responsible leadership to their stakeholders. Participation in PRME offers many competitive advantages to a Signatory (HEI partner) or Supporting Organization (business partner). Through their annual conferences, regional meetings, and working groups, PRME is able to promote a theme of service and goodness globally through management education. Through this session, the study seeks to highlight the value of PRME globally, as well as through the North American context. This study seeks to explore PRME resources as a means of teaching and learning responsible management education throughout the context of higher education. This will be accomplished via discussing the regional programs and partnerships, student organizations, testing mechanisms, and physical resources which PRME has inspired. Further discussion on how PRME is being or can be modeled to fit individual HEI contexts can be developed through discussion and dialogue.

Are we being fair to Introverts in our classes?

Cynthia Krom, *Franklin & Marshall College*

While the Introversion/Extraversion dimension of personality is frequently included as content in an Organizational Behavior course, it appears to seldom be considered when crafting course pedagogy, particularly grading. An examination of 50 recent OB course syllabi from a wide variety of schools in the USA indicates that 94% of the face-to-face courses included class participation, group/team assignments, or presentations as a substantial part of the course grade – activities that are generally easier for extraverts than introverts. Results of a survey (n=106) suggest students believe graded activities are geared toward extraverts. Let's talk about this aspect of student diversity!

Refreshment Break

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

What I Wish I Had Known: Lessons Learned

David Bradford, *Stanford University*
Joan Gallos, *Wheelock College*
Bob Marx, *UMass Amherst*
Larry Michaelsen, *University of Central Missouri*
Joe Seltzer, *La Salle University*

This interactive session will be given by a group of Fellows including David Bradford, Joan Gallos, Bob Marx, Larry Michaelsen, Joe Seltzer, and others. Most of us have over forty years of teaching experience. We will briefly share what has been the most important learning in teaching, and then we will open it up with participants to explore these issues in greater depth.

Red Solo Cups: An Illustration of Scalability and Talent to Task

Sue McNamara, *SUNY Fredonia*

Red Solo Cups is an exercise used to help prepare teams to work with clients to develop recommendations in growth situations. Scablity most often thought in context of start-ups is also useful for students to better understand the challenges of organizational growth. There are two rounds of a competitive exercise where small teams build towers from solo cups. In addition to the business concept of scalability, the exercise highlights the need for planning and the need for different skills sets, which sets up the concept of "talent to task". This simple exercise can be implemented in multiple classroom settings.

Imagining Management Education as Projective Test: Insights, Possibilities and Potentialities

Thomas R. King, *Providence College*
Matthew Eriksen, *Providence College*

A projective test is a personality test constructed to reveal elements of a person's unconscious subjectivity through her response to ambiguous stimuli. Projective tests can be contrasted with objective tests in which an individual's response is evaluated relative to a correct answer or universal standard. In addition to a discussion about the meaningfulness of the metaphor of "management education as a projective test," through engagement in an experiential exercise and dialogue, participants will explore how they might employ this metaphor to reimagine their pedagogy, curricula, and ways of interacting with students to facilitate those students' ability to be effective and ethical managers.

It's Salsa Time!

Kerri Crowne Brannen, *Widener University*

During the session, participants will have the opportunity to make salsa and to learn how to run the activity; which not only can be used as a general team building activity, but also can be used to discuss decision making and leadership. A discussion of how the activity has been used in a leadership class will be conducted at the end of the session, as well as how it can be used in other classes. A hand out of instructions will also be provided.

Peer Evaluations utilizing a Balance Scorecard Approach

Matthew VanSchenkhof, *University of Central Missouri*

Peer evaluations suffer from several biases including anchoring, ambiguity, empathy, framing, attribution, recency and many more. Developing an appropriate tool utilizing a Balance Scorecard will, in theory, allow students to better evaluate their own and their peer's performance during the term. The Balance Scorecard typically takes into consideration four specific and equally weighted areas allowing for an effective view of overall performance. In a peer evaluation format, two indicators for each of the four categories are selected by the involved team. Indicators and metrics are determined following a workshop developing options for teams to come to a consensus for using. Each team may have a different scorecard based on participants. This session walks through the overall concept. Then participants will develop a balance scorecard for the session by working through the indicator and metric development workshop.

Learning How to be a Transformational Leader through a Skill-Building, Role-Play Exercise

Maria Hamdani, *University of Akron*
Sorin Valcea, *Cleveland State University*

Transformational leadership is a universal ideal leadership style. Research has shown that transformational leadership is more effective and satisfying than transactional leadership style. However, in practice managers often resort to transactional style of leadership. Thus, it is important to provide students an opportunity to practice transformational leadership style.

Understanding Service through a Multi-tiered, Multi-level Framework for Teaching and Applying Culture

Anthony DiBella, *Eisenhower School for National Security*

This session will examine service as a cultural artifact, a behavior that reflects cultural values and assumptions. In doing so, we will tie into Edgar Schein's well-known framework that culture consists of three elements from the most tangible (artifacts and values) to the most tacit (assumptions). We will expand that framework to recognize that cultures as social systems are nested within each other. The result is a 3 x 3 matrix encompassing Schein's three elements along with three levels of socio-cultural integration: society, organization, and group. Session participants will discuss service examples using this analytical tool.

10:30am - 11:30am in CSI 260

The Power and Challenge of Facilitating Reframing: Applications in Teaching Negotiation

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

Gaining the ability to reframe (identify and significantly change their assumptions or perspectives) is a powerful learning opportunity, but it can be challenging to achieve. This session broadly introduces the issue and challenge of teaching reframing and then offers two short cases to facilitate reframing in negotiation. Participants in this session will negotiate and then debrief both cases. The cases are designed to produce "aha" (frame shifting) experiences. The cases will be made available to participants for their own use.

10:30am - 11:30am in TNSC 14

Learning is Fun: Enhancing Learning Experience through Gamification

Crystal Han-Huei Tsay, *University of Greenwich*

Engagement with students in learning activities has become increasingly important in Higher Education. To achieve flipped classroom, diversity in higher education, and student engagement, I reviewed the concept of gamification and designed a Personal and Professional Development course by incorporating several gamified elements that can be relatively easily incorporated into existing approaches and virtual learning environments (VLEs). Preliminary findings of the effectiveness of the gamified course were supported by evidence of student participation in learning activities. Also, opportunities and challenges of using gamification in course design are discussed.

10:30am - 11:30am in TNSC 16

Serving Through Community Leadership

Joan Marques, *Woodbury University*
Satinder Dhiman, *Woodbury University*

We want our students to be future leaders. What types of leaders? The same ones we have seen in recent decades, focusing on short-term outcomes, drawing humongous salaries and leaving all others in a mess? Or do we actually want to nurture leaders with compassionate, service-oriented, community-based actions? Cases, discussions, guest lectures, videos, they are helpful, but there's nothing better than getting a taste of the real thing, in order to give rise to empathy and awareness within our future leaders. Let's see how WE can instill a service mindset in future business leaders.

11:30am - 1:00pm in Schervish Dining Hall

Lunch

Lunch will be held in Schervish Dining Hall, adjacent to the buildings where our sessions will take place. ***You must bring your meal ticket for access.***

1:00pm - 2:30pm in AHSC 201

Service learning: A primer

Suzanne de Janasz, *Seattle University*
Vicki Whiting, *Westminster College*
Kent Fairfield, *Fairleigh Dickinson University*

Service learning is a powerful tool in the teaching of management. Many of our OBTS colleagues utilize service learning in their classrooms, and some publish extensively on the topic. This workshop, intended as a primer for faculty new to service learning, will feature several experienced faculty who will clarify service learning, explain benefits and challenges, share specific examples and lessons learned (before, during and at the end of the course). The discussion will be instructive (materials provided) and interactive-- engaging participants' questions throughout--and will close with tips for identifying and gaining support from mentors.

1:00pm - 2:30pm in BBCC 135

Designing, Delivering, Assessing, and Re-designing a course on Creativity, Innovation and Leadership

Kristi Tyran, *Western Washington University*
Gary Coombs, *Ohio University*

This session will describe our experiences teaching courses in Creativity, Innovation and Leadership. While we as OB instructors are familiar with general course design and delivery, teaching creativity emphasizes the need for continuous assessment and re-design. Redesigning a course is something that we are increasingly held accountable for as a part of the "closing the loop" process per the new AACSB Standards. Teaching a course on creativity, innovation and leadership in particular requires continuous assessment and improvement so as to model the topics it covers.

Storytime for Business Students

Tim Peterson, *North Dakota State University*
Claudette Peterson, *North Dakota State University*
Jon Beard, *Purdue University*
Carrie Messal, *College of Charleston*
Joy Beatty, *University of Michigan - Dearborn*
Shontarius Aikens, *North Dakota State University*
Brandon Charpied, *Organizational Behavior Teaching Society*
Ashley Lesko, *Queens University of Charlotte*
Erika Small, *Coastal Carolina University*

We may not consider using stories – especially children's stories – to achieve our learning objectives, but storytelling has a rich tradition. It can translate the dry numbers and analytics that we tend to scrutinize in business into compelling images of a leader's or teacher's goals. Storytelling improves learning because it activate multiple areas of the brain. Storytelling has recently entered the management classroom and is relevant to many management topics. Come learn how the story time we first knew as children can provide a effective learning method. See firsthand some examples of how storytelling can be used to teach many topics.

SURE: A Four-Step Pedagogy for Transforming Relationships

Lee Bolman, *University of Missouri-Kansas City*
Joan Gallos, *Wheelock College*

This session explores how we can better equip our students to understand and respond effectively to relationship difficulties in organizations. It uses a short case example of a manager's first meeting with a new boss ("The New Boss" in Appendix) to develop a four-step model built around the acronym SURE. After developing and illustrating the model through the case discussion, the presenters will facilitate a discussion of the model's content, the case discussion experience, and the model's usefulness and teaching implications. The session also offers opportunity for participants and presenters to explore their own teaching experiences and methods for teaching about people issues at work. Participant takeaways include the SURE model, exposure to a method for using case discussion as a vehicle for presenting and applying conceptual material, and new ideas for teaching about people issues.

Mindful Grading: Screencasting to Improve the Student Feedback Process

Roxanne Beard, *McKendree University*
Robyn A Berkley, *Southern Illinois University Edwardsville*

As faculty members, the time spent grading can get monotonous and impersonal. Faced with a stack of digital or hardcopy papers to grade, all saying relatively similar things, it is easy to see how faculty attitudes around grading can erode by the time we tackle the 20th paper. This becomes particularly salient when we experience time poverty at the end of the term when deadlines loom large. We know through research that the more mindfulness faculty bring to the classroom the more students benefit. The purpose of this session is to introduce faculty to screencasting as a way of leveraging mindfulness during the grading process, resulting in more personalized, and useful, feedback to students. During the interactive portion of the session, participants will create a screencast, then reflect and share how they might use the process to benefit both the student and themselves.

Organization Management Journal: Meet the Editors

Joy Beatty, *University of Michigan Dearborn*
Barbara A. Ritter, *Coastal Carolina University*
Kerri Crowne Brannen, *Widener Univeristy*

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

Meditation and Mindfulness in Management and Organizational Behavior

Kevin Lo, *University of San Francisco*

Increased mindfulness through meditation remains a popular topic. This session will present three meditation exercises that can increase mindfulness. Participants will have the opportunity after each exercise to share their thoughts through the experience. The facilitator will share his experiences utilizing these exercises in undergraduate management and organizational behavior classes and the ways in which students have responded to them.

1:00pm - 2:30pm in TNSC 14

Using Emergenetics® to form effective student teams and students in high failure rate core courses.

David Brobeck, *Walsh University, Division of Education*
Steven Edelson, *Walsh University, The DeVille School of Business*

Required core courses across various majors have lower passage rates than upper level courses. Student success in these courses is important for their subsequent collegiate success. Personality and learning style inventories have been used to form student groups with varied success. We have used a newer tool based on neuroscience and psychology. Using individual profiles to form teams has been successful in reducing failure rates among students in core courses that have had the highest failure rate. In this session, we take participants through an interactive tour of Emergenetics®, demonstrating how it can best be used to enhance student success.

1:00pm - 2:30pm in TNSC 16

Co-Creating Globally Inclusive Classrooms

Susan S. Case, *Case Western Reserve University*
Jaye Goosby Smith, *The Citadel*

Experiential activity for creation of inclusion in higher education, globally diverse classrooms. Even when a university has a diverse student body, it often fails at the important goal that diversity ideally serves: meaningful interactions between people from different backgrounds and different ways of looking at the world. In the proposed activity, our goal is to share and elicit from participants ways to make their classrooms more inclusive, where ingrained assumptions are challenged, entrenched thinking disrupted, and frames of reference broadened. Inclusion is about creating an optimal learning environment for all students: religious and non-religious, privileged and underprivileged.

2:30pm - 5:00pm in Akron-Canton Food Bank – Gather in PARKING LOT L

Thursday Event: Service-Learning Project & Dinner at Fieldcrest Estate

This year's Thursday Night Event will hold true with our service-learning theme, "United in Service." We will depart Walsh University for the Akron-Canton Regional Food Bank where we will volunteer our time in a variety of tasks to assist the great Akron-Canton area in its fight against hunger. This event is not ability restricted. We will have a task for anyone and everyone, so please join us so we can make a difference locally.

Pre-registered attendees to the Food Bank and Fieldcrest Estates are to load onto the buses at <u>***PARKING LOT L***</u> ***immediately following the conclusion of the prior sessions at 2:30.***

5:45pm - 8:00pm in Fieldcrest Estate

Thursday Event Dinner: Fieldcrest Estate

The service-learning project concludes with a buffet-style dinner at the luxurious Fieldcrest Estate – a tranquil destination inspired by the historic preservation of over 50 acres. Buses will transport attendees from Food Bank to Fieldcrest and then from Fieldcrest back to campus for an evening round of experiential sessions prior to *Jim's Place*.

8:15pm - 9:15pm in AHSC 201

RISKY BUSINESS: INCREASING STUDENT INTELLECTUAL RISK-TAKING IN MANAGEMENT EDUCATION

Alison Dachner, *John Carroll University*
Rosanna Miguel, *John Carroll University*
Rachel Patena, *John Carroll University*

The demands of today's ever-changing work environment oftentimes requires that employees engage in intellectual risk taking by being resourceful, trying new things, and asking questions even at the risk of making a mistake. Our research suggests that management educators can better prepare students for their future professions by conducting classes in ways that mirrors the modern work environment; specifically by incorporating autonomy and higher performance expectations. During this roundtable we will discuss strategies for incorporating autonomy and high expectations into a management education course, and share ideas about how to help students feel more comfortable with ambiguity and intellectual risk-taking.

8:15pm - 9:15pm in BBCC 135

The Science, Not the Art: A Social Psychological Approach to Strengthening Management Student Speaking

Beth Polin, *Eastern Kentucky University*

Communication and impression management are critical in the business environment, yet management students' opportunity to practice business public speaking is lacking. Even if an opportunity is offered to develop these skills, few students learn the science behind business public speaking, encouraging the idea that it is an art form that is innate or can be improved merely through practice. By offering the social psychological science of presenting oneself to others—whether it be at a meeting with five colleagues, in a board room with twenty, or at a large event with hundreds—students can learn how to best engage others.

One original post and two follow-ons: An online discussion board roundtable

Therese Sprinkle, *Quinnipiac University*
Robert Yawson, *Quinnipiac University*

With the growth in online classrooms, information exchange among online instructors is important. The basic online classroom design is similar: recorded lectures, students placed in groups and discussion boards very little is known about the pedagogical significance of the use of discussion boards in the classroom. This roundtable session seeks to explore and brainstorm with other online instructors as a means of gathering and sharing best practices in the online-discussion board space. Participants are encouraged to bring their discussion board guidelines and rubrics to the roundtable.

Not Seen and Not Heard: Managing Our Learning Disabilities as Management Educators

Sophie Jane, *Case Western Reserve University*
Chantal van Esch, *Case Western Reserve University*
Diana Bilimoria, *Case Western Reserve University*

While much is known about teaching students with learning disabilities, almost nothing is known about the experiences of management educators who have learning disabilities. This roundtable explores the experiences, opportunities, and barriers for faculty who identify, privately or publically, as learning disabled in academia. The first part of the session provides a space for educators to share their experiences with managing a learning disability in academia, or supporting others in this process. The second part is dedicated to developing strategies to support educators with learning disabilities in their academic work.

Developing Meaning and Connectivity through "Golden Circles" and Social Networks for Mutual Benefit

Nicole Jackson, *University of Connecticut*

In management education, there has been great debate regarding whose interests do educational models serve. Teachers? Students? Or, the broader community? To address these questions, educators must establish points of mutual benefit. Yet, tackling the concept of benefit historically stresses dichotomization (i.e., us versus them), and when bridging such differences, emphasizes how core needs and forms of inquiry must be acknowledged. In this session, I take an alternative approach. Leveraging Sinek's concept of "Golden Circles" and social network theory, I present three exercises, showing how they can be used to target the "why" and "who" for shared benefit.

Serving our International Students in Management Education

Barbara Larson, *Northeastern University*

This interactive roundtable session will explore the ways that increasing internationalization of university enrollments (85% increase in the past ten years!) are affecting our classrooms. We will first hear from international students, with their perspective on studying business in a different country. From there, we will share our own experiences of both the challenges and the opportunities provided by an international classroom, and we'll also develop an actionable list of steps that instructors can take to optimize the international student experience, while also leveraging the benefits of international perspectives.

Master the Craft: Touching Students' Lives Through Our Teaching

Dale Rude, *University of Houston*
John Stark, *California State University-Bakersfield*

Many faculty were inspired to become educators by teachers who touched their lives and want to recreate that experience for others. We will explore the phenomenon of touching student lives through teaching. We define "touching student lives" as facilitating a breakthrough in an important area of the student's life. It's a "share and learn" session in which everyone can get involved and share ideas. The session will advance the teaching "game" of the presenters and participants by raising awareness of the possibility of touching student lives and finding new ways to do so under a variety of classroom conditions.

Adapting Face to Face to On-Line: Credentialing high school teachers to teach dual enrollment.

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

A component of our state's strategy to enhance students' college and career readiness and postsecondary success includes "credentialing" high school teachers to teach dual enrollment courses. We became a "higher education partner" to a consortium of school districts that have been awarded significant grants from the state with a larger purpose to improve education. Goals include a robust education-to-employment model, exposing students to an array of business and technical pathways to prepare them to compete in the 21st century global economy. Our college was chosen to credential the teacher-students.

8:15pm - 9:15pm in TNSC 16

Diversity Discourse in Management Education
Gwendolyn Whitfield, *University of North Carolina Asheville*
Racial demographics in the United States are rapidly changing. Members of the minority population are projected to be the majority by 2043. Yet, few students in management programs are aware of the implications of the change or how to prepare for them. Unfortunately, the prevailing approach to "managing" diversity doesn't adequately address inequality and has not resulted in wide-spread progress for people of color into positions of leadership and decision making. One reason for a lack of discussion around inequality and access is discomfort avoidance. Research has shown that people find it difficult to discuss inequality when discussing diversity, thus it is important to understand the phenomenon of psychological discomfort in order to address the implications of changing racial demography in the U.S. How can management education address issues related to discomfort avoidance and equip students to be "diversity ready" for a business landscape that is changing?

9:30pm – 11:00pm in David Center

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 (with an open bar including beer and wine), snacks, music, and good conversation.

6/10FRI

7:15am - 8:45am in Schervish Dining Hall

Breakfast
Breakfast will be held in Schervish Dining Hall, adjacent to the buildings where our sessions will take place. ***You must bring your meal ticket for access.***

8:30am - 10:15am in AHSC 201

Bradford Award Winner Session: Learning from Smart People How to Teach
Magid Mazen, *Suffolk 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.

Learn more about this well deserved Bradford Award winner's session on Page 10 of this program. You won't want to miss it!

8:45am - 10:15am in BBCC 135

Preparing students for virtual teams - the use of virtual tools in the management classroom
Opal Leung, *St. Francis Xavier University*
Barbara Larson, *Northeastern University*
Kenneth Mullane, *Bentley University*
Harrison Fisher, *Presenter's Podium*
Working virtually has become the norm and students need to learn how to use technology to work in geographically dispersed teams. The purpose of this session is to introduce three different technological platforms and specific assignments that we have used (in on-ground classes, but which also could be used in online teaching) that help students practice how to communicate with one another in both asynchronous and synchronous platforms. Participants will leave the session with both a greater understanding of several technology tools, but also specific activities that they can take back to their classrooms. Relevant materials will also be provided.

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Issue-Based Problem Solving: From Management Consulting to the Management Classroom

Jonathan Sims, *Babson College*

This session will provide a thorough overview of "Issue-based Problem Solving" (IBPS), an intensive and challenging program for teaching upper-level management classes related to strategic management. Adapted from methods used by top management and strategic consulting firms, IBPS is both a framework and a process that enables students to logically and systematically identify, deconstruct, and propose innovative solutions to complex organizational problems. In this session, we will introduce three component frameworks (SCEQ, Question Trees and Communication Trees) and explore ways they can be used to supplement existing content in strategy, consulting or general management.

Gather around the video campfire and share your best video clips

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

OBTC has long been a place to discover compelling video clips. We propose another version of our "virtual video campfire" session with a plan to showcase a new set of our favorite clips and invite participants to do the same. Short (less than 5 mins) clips are preferred and a wonderful new feature this year is that we now have the capability to load and share all clips from DROPBOX so there will be immediate access to all clips. So bring your best "go-to" clips and we will orchestrate a spirited session -- and maybe even provide a roasted marshmallow.

The Scaffolded Learning Process for Learning Development

Thomas Hawk, *Frostburg State University*
Timothy Peterson, *North Dakota State University*
Claudette Peterson, *North Dakota State University*

Scaffolded learning is the process of taking learners from a place where they need the guidance of a more accomplished learner to accomplish a task to the place where the learner can accomplish the task on his/her own. It includes meta-cognitive, cognitive, and affective scaffolding through direction maintenance, cognitive recruiting, reduction in degrees of freedom, frustration control, and fading. We will introduce participants to such scaffolded learning techniques as providing advanced organizers, explaining, modeling, working through examples, using concept maps, using prompts and cues, giving feedback, questioning, and listening. Participants will consider ways in which they can apply the scaffolding process in their courses.

All In: Living Our Values in the OB Classroom

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

As OB instructors, most of us want a classroom where everyone is "all in", where students take responsibility for what happens in class and take an interest in each other's learning. We want an active learning environment where students get to practice the lessons from our field, succeeding and failing, growing as they build competence and putting new knowledge to work in real time. But how do we need to hold "the classroom" if we are to create the container for this to be our reality? In this session, together, we will get in touch with the values of our field and rethink our role as teacher in the OB classroom, re-imagining the possibilities. We will also grapple with the notion that we are not just teaching content and skills but are immersing our students in OB values.

Beyond the Gender Binary: Bringing Transgender Issues into Management Education

Michael Robinson,
Chantal van Esch, *Case Western Reserve University*
Diana Bilimoria, *Case Western Reserve University*

This session helps instructors understand how to bring transgender issues into their classrooms. An introduction to lexicon and pertinent issues will start this experiential session. Using a combination of experiential exercises, case study examples, and addressing fears of teaching diversity issues this session will help participants understand the impact of the gender binary. In doing so, educators will gain the skills necessary to introduce transgender issues to their students.

8:45am - 10:15am in TNSC 14

Meet the Editors – Incubator Session: Journal of Management Education and Management Teaching Review

Jeanie Forray, *Western New England University*
Kathy Lund Dean, *Gustavus Adolphus College*
Kathi Lovelace, *Menlo College*
Jane Schmidt-Wilk, *Maharishi University of Management*

Come celebrate our Society's journals – the well-respected, 25 year old Journal of Management Education and our new online journal, Management Teaching Review. In this session, we will review the mission and scope of these two journals and discuss the types of submissions that are unique to each outlet. Bring your manuscript ideas and participate in an Incubator activity, where our editors will provide feedback on your ideas. We will also discuss the submission and review process and provide guidelines for authors as well as reviewers.

8:45am - 10:15am in TNSC 16

Beyond the Brain: Incorporating the Senses into the Design...aka "Sense-ful Design Thinking"

Paul Swiercz, *The George Washington University*
Vanessa Kuffner-brandenburg, *The George Washington University*

Design thinking is a process for solving problems, achieving goals, and discovering new opportunities. Yet, design thinking protocols thus far have not incorporated recent advances in our understanding of the role of "senses" in decision making. By incorporating "sensing" in the design thinking process, this class exercise aims to add whole-body thinking to the discussion. It is premised on the argument that can design better decisions by tapping into our full set of senses.

10:15am - 10:30am in Betzler Atrium

Refreshment Break
Enjoy a snack and beverage as you refresh for another round of experiential sessions.

10:30am - 12:00pm in CSI 164

Discovering and learning to mitigate our primary saboteur's impact on us effectively being with our students to facilitate their learning

Matthew Eriksen, *Providence College*
Kevin Cooper, *Providence College*
Laura Nagel, *Providence College*

Effectively serving students' learning is dependent upon how well we know course content and who we are being in our relationships with students. Once we determine who to be, we must then become that person in our daily interactions with students. Saboteurs inhibit us from becoming who we wish to be. Saboteurs develop as part of the normal human development process during childhood when we, most often subconsciously, develop strategies to protect our self-worth. In this session, we will introduce the concept of a saboteur and help participants identify their primary saboteur and its impact on their relationships with students.

10:30am - 12:00pm in AHSC 004

More Teamwork. More Learning. Less Hassle. How a Web-Based Team Development System Can Change the Way You Teach!

Jay Tombaugh, *Team Plus*

Why do students often dread group assignments? Because teaching teamwork skills is not the primary focus of most courses. Lacking guidance and instruction, students often have bad experiences when working in teams – they find it difficult to ensure equal participation by all team members, manage interpersonal conflicts, plan and coordinate activities, identify roles and responsibilities, and agree on group processes. Consequently, instructors spend valuable time "intervening" in an attempt to solve team problems.

You may not teach teamwork skills, but you can help your teams overcome these challenges. Team+ is an easy to implement, fully web-based system that can be used in any course, regardless of course content. A series of carefully designed activities will help your student teams develop more effective teamwork skills. These activities promote participation (reduce social loafing!), communication, and planning and coordination among teammates. With less conflict, your teams will focus more on learning classroom material and you have more time to teach content. And, our unique Instructor Dashboard allows you to monitor the participation of each team member!

Join us for an interactive session where you can logon to the Team+ System and see all of its features, including the team development activities, a library of self-help videos, the 360° self and peer performance evaluation process, and the Instructor Dashboard.

Understanding Corporate Social Responsibility (CSR): AKA "Making a Difference"

Christine (Chris) Opatrny, *University of Central Missouri*

Learners often have trouble evaluating social responsibility in the business world; the public relations efforts of organizations obfuscate the actual from the perceived responsibility making it difficult to easily discern which organizations act responsibly. During this 90 minute interactive session, participants will identify and evaluate organizational corporate social responsibility (CSR) practices. Participants will learn how to cooperatively evaluate organizations with their in-class teams using iterative team-based learning small and large group processes. Participants will also take away lessons which their students can apply in their own job searches as they evaluate their future employers (e.g., making a future difference).

Gather Around the Experiential Fire

George Hrivnak, *Bond University*
Amy Kenworthy, *Bond University*
Jennifer Leigh, *Nazareth College*
Scott Allen, *John Carroll University*
Janet McCollum, *University of St. Thomas*
Catherine Barber, *University of St. Thomas*
Robert Herring, *Winston-Salem State University*
Mariana Lebrón, *Towson University*
Kathleen Novak, *University of Denver*
Terry Nelson, *University of Alaska Anchorage*
Tim Peterson, *North Dakota State University*
Lisa Amoroso, *Dominican University*

Come join us as we "gather around the experiential fire" once again to experience and enjoy a collection of engaging experiential exercises from a number of presenters in a hands-on "speed dating" format. This session includes traditional face-to-face and social media-based exercises on topics including personality, perception, team building, self-management, task interdependence, paradigm shifts, problem solving, leadership, followership, decision-making, and communication. The full details for using these exercises will be available in the Proceedings.

Expanding the Pie: Negotiating in Academia

Barbara Ritter, *Coastal Carolina University*
Kathleen Barnes, *University of New Haven*
Gary Coombs, *Ohio University*
Patricia Hedberg, *St. Thomas University*
D. Christopher Kayes, *George Washington University*
Erika Small, *Coastal Carolina University*
Micheal Stratton, *UNC Asheville*

This session will be an opportunity for academics on the job market to practice negotiating for an academic job with actual academic administrators. Participants will review best negotiation practices, observe others negotiating, and role-play a negotiation themselves. During the session, individuals will learn to expand the pie, negotiate with long-term relationships in mind, and increase confidence. The session is particularly targeted toward DI participants, but all interested individuals are welcome to experience how to teach a negotiation process.

An Experiential Process for Developing a Meaningful Group Service Project Mission While Simultaneously Learning Deeply From the Process

Tammy Hiller, *Bucknell University*

This session will engage participants in a condensed version of the group decision-making process that I use to guide students through choosing a meaningful service mission that the whole class will ultimately work together to carry out as a vehicle for learning deeply about organizing and managing. Participants will actively undertake the first several steps of the collaborative decision-making process; then I will describe the latter steps that can't realistically be done within this session. Together we will reflect on how to facilitate students' learning deeply about collaborative decision-making and mission establishment throughout the full process.

Mid-career and Senior Consortium

Dale Finn, *University of New Haven*
Joe Seltzer, *La Salle University*
Joan Weiner, *Drexel University*

Our session will 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 will be a conversation among the facilitators and audience toward continuing to build a community of support for ourselves. Based on conversations in previous years, topics could include: • what are you doing about retirement decisions • are you thinking of changing directions as you continue your career? • what are you doing now that you are passionate about/ feeds your soul? • what other topics are of interest to you.

12:00pm - 1:30pm in Schervish Dining Hall

Lunch

Lunch will be held in Schervish Dining Hall, adjacent to the buildings where our sessions will take place. ***You must bring your meal ticket for access.***

1:30pm - 2:30pm in AHSC 201

United We Win

C. Melissa Fender, *Rutgers-Camden*
Beverly DeMarr, *Ferris University*

Are you tired of hearing about problems in student groups? Do you anticipate a collective groan in your classes when students learn there is group work in the class? If your answer is "yes," join us to learn a new approach to turn student groans into grins. This lively interactive session features a fun, in-class game that helps students begin learning a number of key team skills. It focuses particularly the critical understanding that working in teams means you all win or lose together – united.

1:30pm - 2:30pm in BBCC 135

Barnga: A simulation game to help teach cultural diversity in classrooms

Ekundayo Akinlade, *Saint Xavier University*

How can we effectively prepare students to meet the challenges of an increasingly cross-cultural interactivity and global business environment? In this experiential session, participants will learn how to use a simple but effective card game, Barnga, in their classrooms to simulate issues related to cultural differences such as culture shock, cultural conflict, and intercultural communication. Following the activity, participants will reflect on their experience and hear some of the reflections of previous students.

1:30pm - 2:30pm in BBCC 136

Using the KASTER Narrative to tell your story: A Reflective Exercise for Providing Verbal Evidence of One's Professional Qualifications

Dennis Laker, *Widener University*

"The universe is made of stories, not atoms."
                    -- Muriel Rukeyser

Many students have difficulty explaining how their Knowledge, Abilities, Skills, Traits, Experience and Professional Relationships (KASTERs) are related to an employment opportunity. Asked to elaborate, most students are at a loss for words. This is especially true for their volunteer and service learning activities. This exercise is designed to help people give energy and meaning to their professional qualifications by putting them in the form of a brief narrative. Students are taught how to create such a narrative. Student illustrations, comments, feedback and suggestions for faculty will be presented.

1:30pm - 2:30pm in BBCC 137

Uniting Students to Fulfill the Common Goal of Online Reputation Management

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

Most college students are at least somewhat aware that negative personal information online can hinder their future employment prospects. In this session, we highlight a project that was designed to help management students recognize the potential pitfalls of their personal social media usage and how to be proactive about establishing a positive online reputation. In turn, these same management students are also assigned the task of helping others on campus achieve such awareness. This project therefore unites students across majors in a mutually beneficial way that serves both and deepens student learning.

Technology, Meet Pedagogy: Effective and Faculty-friendly Use of Student Response Systems

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

While the options for electronic student response systems ("clickers") to poll students continue to proliferate, many faculty face challenges in addressing the following questions: 1. What are my options for using this technology, and is it worth the effort? 2. What are the potential risks from technology glitches and how can I avoid unpleasant surprises? 3. What pedagogical issues should I be thinking through, and what are best practices for using these systems? This interactive session will share and solicit: experiences with multiple technology vendors, best practice strategies, and tips for dealing with problems that may arise. The emphasis will be on the issues of greatest interest to participants.

Teaching Business Ethics: Making it Personal

Amy Taylor-Bianco, *Ohio University*
Ana Rosado Feger, *Ohio University*
Mary Tucker, *Ohio University*

The students of today have witnessed a cascade of unethical and unlawful business behavior, ranging from insider trading to credit card meltdown and governance misbehavior. While students indicate that ethical training is essential and should be expected as part of a complete education, there is much debate as to how ethics should be taught. In this workshop we introduce the Reflective Ethics in Action portfolio project as a vehicle to engage students in exploration and reflection concerning their personal ethical values and how they relate to ethical behavior in the professional arena.

Toward Mindful, Self-regulated Learning: Creation of a Learning Academy for Management Students

Beth Polin, *Eastern Kentucky University*
Mike Roberson, *Eastern Kentucky University*

Today's learning environment for Management students is filled with challenges, often including long work hours, demanding course loads, and frequent distractions from personal technology devices. Many students struggle to establish personal study skills and habits that will allow them to learn efficiently and resist temptations for immediate gratification. Two Management professors share their experience with this problem from their recognition of significant challenges of the student learning process today, through their exploration of literature from a variety of fields of study, and ultimately to the design, facilitation, and results of a five week, research-based Learning Academy for undergraduate Management students.

Learning in the Matrix: Enter, Suspend, Reflect, Re-Engage

Chelsea Willness, *Edwards School of Business, University of Saskatchewan*
Vincent Bruni-Bossio, *Edwards School of Business, University of Saskatchewan*

In the 1999 film The Matrix, Neo enters into a world where he must repeatedly review and reassess what he has encountered, including a training simulation that involves continually entering into a confrontation and then exiting to reflect upon the events. Our workshop illustrates this technique — temporary suspension of an exercise to provide an objective vantage point on one's own performance, and the opportunity to observe and reflect on what has occurred and how best to proceed. This can facilitate learners' self-awareness and reflection in the learning process, and equip them with important transferable skills for navigating future situations.

Changing Employers at Mid-Career: Thoughts to Ponder Before Making the Jump

Rita Shea-Van Fossen, *Nova Southeastern University*
Charles Fornaciari, *LaSalle University*

In this session, two mid-career OBTCers who recently changed employers share their experiences and provide tools and resources to those pondering a similar change. This session will look at what brings about a job change at mid-career, things to consider before changing employers, the mid-career job search process, and first year experiences in your new role. Due to the sensitive nature of this session, we ask all session participants to abide by Las Vegas rules – who comes to and what happens in this session, stays in this session! Come and explore the possibilities.

Integrating College and Middle School Leadership Development Programs: An Unexpected Success Story

Terry Nelson, *University of Alaska Anchorage*

During this session, I will share how integrating college-level and middle school leadership development programs reaped unexpected success. I established a youth leadership development program for seventeen 8th graders with college students, faculty and staff in mentoring and supporting roles. Within 4 months, the program was featured on local TV several times, in a top local business magazine, and spurred a grassroots effort on my university's campus that expanded the program to three colleges, four disciplinary tracks, and approximately 100 students. Without solicitation, the program is continuing to expand with people from the community and university inquiring to be involved.

The Collegiate Leadership Competition: Updates, Discoveries and Way Too Many Questions..,

Scott Allen, *John Carroll University*
Steve Edelson, *Walsh University*

In it's second year, the Collegiate Leadership Competition (CLC) continues to explore the boundaries how to effectively "coach" leadership. Founded in 2015, the purpose of the Collegiate Leadership Competition is to create a leadership "practice field." One that is analogous to those in sports or the rehearsal rooms in the performing arts. This interactive session is designed to provide an update on progress, highlight our discoveries, and engage participants in dialogue about rubrics, research, and considerations moving forward.

Assessing Student Outcomes at the Program Level: The RealTest Exercise

Jeanie Forray, *Western New England University*
Melissa Knott, *Western New England University*

This session describes the "RealTest Exercise" (RTE), begun in 2007 and used annually to evaluate the knowledge, skills and abilities of graduating seniors in our management major. Undertaken with local alumni and business leaders, the event is also used as a career development opportunity. The RTE provides students with feedback about individual accomplishments and areas for improvement, and program-level feedback to the department for program evaluation and curriculum design. We describe the development of the RTE, involvement of alumni, organization of activities, and how the RTE is used as a basis for continuous improvement in our management & leadership program.

Planning for a Mid-Career Preconference Workshop for OBTC 2017

Joe Seltzer, *La Salle University*
Micheal Stratton, *University of North Carolina - Asheville*
Tim Peterson, *North Dakota State University*
Kathleen Kane, *University of San Francisco*

The Organization Behavior Teaching Society has had a Doctoral Institute as a preconference for many years and recently begun a pre-conference Early Educator Institute. This year we are giving our first annual award for an Outstanding Mid-career Educator. Thus, we would like to plan for a preconference workshop for OBTC 2017 that would be of interest to people who are post-tenure or have a similar length of experience. We invite you to attend this year's planning session and if you are mid-career, let us know what would be helpful to you. We would also like to invite more senior members of the Society to help us plan. We hope your greater experience will be of value and interest to mid-career individuals. The design of this session is primarily to share ideas and gain information toward planning for next year preconference workshop.

A Vision on Vision

Maria Alejandra Quijada, *Regis University*

In teaching leadership a key element should be a discussion about vision, what it is, how to communicate it, and how to ensure that it is effective and shared. I have developed a series of lectures that rely on videos to illustrate different aspects both in the positive and the negative. In this session I will share the videos and supporting materials that participants can then translate into their own lectures. A discussion on shared insights on the topic will follow.

An Exploration of Self-Directed Teams in Higher Education

Magdalena Krych, *Vanderbilt University*
Emmanuel LeGrair, *Vanderbilt University*
Ryan Hirsch, *Vanderbilt University*
Susan Kochanowski, *Vanderbilt University*

Group work is utilized in university programs to teach students how to solve complex issues, utilize multiple perspectives, and prepare them to effectively manage projects and relationships in the workforce. This session provides an overview of a training tool designed and implemented in a graduate program orientation for the purpose of improving the quality of student teamwork in the program. The training focuses on methods of how to build trust, utilize conflict, and increase group cohesion. Attendees will gain ideas on facilitating a learning experience that encourages students to focus their perceptions toward makes a successful group experience.

Applying the social identity relations model of team performance to the classroom experience: How two instructors use the classroom, rather than teams, as the in-group to create a cohesive environment across diverse individuals

Julie Palmer, *Webster University*
Wayne Davis, *Webster University*

This session will describe the use of social identification, or the perception of "oneness" with a group, in the classroom to the extent that student cognition about their identification extends beyond team identification to create a more cohesive, productive classroom environment with higher quality outcomes and inputs, including intragroup cooperation, more helping behaviors, and a higher level of learning.

Refreshment Break

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

Using tests in a positive manner to encourage student learning

Charles Fornaciari, *La Salle University*
Joseph Seltzer, *La Salle University*
William van Buskirk, *La Salle University*

Testing is often seen a necessary, but negative way to impact on student learning. The student takes a test, but opportunities for further learning are often ignored or simply skipped because the instructor doesn't return the tests for a week, by which time the student isn't interested in anything except the final grade. We think that there are more positive ways that test can encourage student learning. Our panel will present three alternative approaches in which testing becomes a significant part of the learning experience. We will then invite the audience to share their ideas and comment on the presentations.

Impact of Course Simulations on the Learning Environment

Brent Opall, *University of Wisconsin-Superior*

How can course simulations be used to teach management and unite students to fulfill a common goal? This session will explore how simulations can be used to; 1) create a climate where students serve one another, 2) encourage students to think beyond the course text book, and 3) is highly engaging. Session includes observations and survey data from distinct courses that have implemented the use of simulations, examples of how simulations can be implemented, and closes with a discussion and critique. Topics covered are applicable to face-to-face or on-line learning environments and examples will be provided.

Teaching Students about the Working Poor

Timothy Strait, *Uuniversity of Wisconsin-Platteville*

The concept of the working poor is largely overlooked in organizational behavior research while the ranks of the working poor are increasing. Limited research that does exist questions basic assumptions we have about motivation, perceptions, and behavior among the working poor. What should we teach our students about the working poor in light of this emerging research? This session builds on a session at OBTC 2015 and offers suggestions to management educators who want to introduce future leaders and managers to this emerging topic through use of the SNAP Challenge tailored to OB concepts.

An Ignatian Perspective to Enrich both Cases and Active Learning towards Leadership Formation

Dennis O'Connor, *Le Moyne College*
Daniel Orne, *Le Moyne College*

There is mounting evidence that at this juncture in the early 21st century we are facing an inflection point that requires a reconsideration of our historical strategies and assumptions in both academia and industry. Business leadership is a noble calling (Delbecq, 2009) and formation should begin early. This session will review key values and practices in the Ignatian tradition as a context to reconsider the fundamentals of business education and more specifically to enrich business cases and other experiential activities towards the formation of 21st century leaders.

Team-Learning Their Way to Unity: It's All About Personal Information

Julie J.P. Palmer, *Webster University*

This session explores one way to increase student team performance by focusing on providing opportunities to increase interpersonal understanding and social learning among team members, which has been shown to have positive effects on team performance in organizations. We will briefly review the process model of team learning and will describe how as instructors, we can positively influence the group process and ultimately increase team performance, with the added positive outcomes of cohesiveness and trust.

"Uniting in Service" through an Ethic of Care in Teaching and Learning

Jessica Nicholson, *University of Guelph*
Elizabeth Kurucz, *University of Guelph*

Though an ethic of care is generally overlooked in mainstream management theory and corporate responsibility textbooks (Hawk, 2011), it offers a valuable lens in rethinking management education. An ethic of care (Noddings, 2013) emphasizes the relational co-construction of knowledge in the classroom. We explore the value of enacting an ethic of care, and in particular learning team dialogues as a pedagogical tool, to promote learning and igniting passion in learners via caring for each other and caring about larger societal and environmental issues. This process is crucial to the development of future leaders capable of service in effecting positive change.

The Self-Leadership Change Project: Enhanced with Total Quality Tools

Robert Herring, *Winston-Salem State University*
James Phillips, *Northeastern State University (Oklahoma)*

The Self-Leadership Change Project (SLCP) has been presented at prior OBTC sessions and is the subject of ongoing research. The purpose of the session is to present an enhancement of the SLCP to include use of the basic tools of Quality Management (QM) and lead the participants in an active discussion regarding the efficacy of the proposal and methods for use in the participants' classes. Also, four consecutive OBTC sessions have presented examples of teaching the various QM tools, using examples from the students' own experiences. The use of QM tools in a student's SLCP can provide a powerful synergy.

Engaging Adjunct Faculty to Better Serve the Entire Academic Community

Christian Senk, *Walsh University*
John Kellamis, *Walsh University*
Valerie Giarrana, *Walsh University*

We have made a conscious effort to integrate adjunct faculty with full-time faculty and the broader University community. Higher education relies on qualified part-time instructors that bring real-world practice to the classroom. In this session, we will present our methods to advance and engage our adjunct faculty, developing them into participating faculty pursuant to AACSB standards. We will also highlight ways in which our adjunct faculty have connected with adult learners to create a learning environment conducive to open dialogue and real-world application. We invite participants to share techniques to create a repository of best practices.

Virtual Interview Training

Erin Makarius, *The University of Akron*
Bindiganavale Vijayaraman, *The University of Akron*
Scott Bible, *The University of Akron*

The use of technology in the selection process is becoming more common, but it still a relatively new format for both interviewers and interviewees. Research has suggested that because of this novelty, individuals may be more apprehensive during the virtual selection process which can influence their performance. In addition, neither individuals conducting virtual interviews or applicants engaged in virtual selection seem adequately prepared for the different nature and components of this process. This session describes a virtual interview training that was designed for students both as applicants and employers to facilitate more successful exchanges during the virtual selection process.

Leading Faculty Development for Teaching Quality: The Role of the Chair

Gary Coombs, *Ohio University*
Patricia Hedberg, *University of St. Thomas*
Erika Small, *Coastal Carolina University*
Micheal Stratton, *UNC Asheville*

Are you (or do you aspire to be) a department chair or director? Do you struggle with the challenges of developing faculty at various career stages with respect to teaching effectiveness? If so, join us for an exploration of what those challenges might be and share experiences you have had. After an initial session at OBTC 2015 on balancing the demands of being department chair, we seek to further build a community and support group for chairs/directors to turn to for advice.

Reflection as Mutual Service: Learning Through Shared Insight

Joan Marques, *Woodbury University*
Satinder Dhiman, *Woodbury University*

We learn more than we think but tend to forget some precious lessons if we don't make a note of them. Taking notes, written or mental, is not just a great vehicle for 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 pay enough attention to what is discussed in class. Let's address both concerns in a reflective way by implementing the rule of three!

Encouraging Team Formation with the Caterpillar Obstacle Course

Roger Woods, *Michigan Technological University*
Teresa Woods, *Michigan Technological University*

Early in an undergraduate management course it is difficult to get teams through the forming stage using traditional classroom methods. Interactions are often stiff and awkward between group members. Challenge course type activities can serve as an icebreaker for a new team and help begin conversations about group dynamics. This session will demonstrate the Caterpillar Obstacle Course exercise where teams are challenged with completing a variety of tasks as a team. This activity builds on individual activities from other sources, adds new activities and can be accomplished in less than an hour in the classroom environment. Volunteers will be asked to attempt the activity during the session.

Turning Failure into Success: How Resiliency May be the Key to Lifelong Achievement for Millennials

Carol Pietrasz, *Walsh University*
Patricia Berg, *Walsh University*

Millennials may be the most challenging generation seen in the academic classroom with unique traits and behaviors including a higher intention to quit and lower resiliency than non-Millennials (Berg, 2015). When faced with failure, they tend to give up and go home instead of becoming stronger and pushing through. This lack of resiliency may be one of the biggest challenges Millennials face in the classroom and beyond. This presentation will provide two experiential activities which integrate resilience training into the business curriculum, serving our students through helping them thrive in the classroom and in their careers.

Use of Personality Assessment as a Class Activity to Integrate and Apply Organizational Behavior Topics

Vicki R. Whiting, *Westminster College*

In this session participants will complete a personality assessment and analyze their personality preferences as a way to learn how to facilitate the use of personality assessments (MBTI, Keirsey) to teach organizational behavior, principles of management, or leadership concepts at both the undergraduate and graduate level, as well as in consulting settings. An integrated model of individual differences will be presented, and participants will learn how personality assessments can be applied to the Individual Difference Model to teach topics including person-job fit, leadership, communication patterns, team dynamics, and conflict resolution.

Ohmmm: Using Mindfulness Techniques in the Classroom

Michael Petrochuk, *Walsh University*
Philip Kim, *Walsh University*
Denise Gotchall, *Walsh University*

The application of mindfulness continues to increase within higher education and organizational development. One of the key concepts of mindfulness is to recognize the individual as a whole person. That is, beyond the role of student or employee, each person has unique emotional, physical, social, and spiritual needs. Mindfulness strategies have be used to enhance the individual's overall health and well-being. This hands-on session will show attendees various mindfulness strategies to be used in the classroom. Mindfulness techniques can be used as a method to reduce stress and increase focus for both faculty members and their students.

Using Student Self-Filmed Videos to Teach Integrative Negotiation

Monika Renard, *Florida Gulf Coast University*

Teaching negotiation can be both enjoyable and frustrating. Students enjoy negotiating their in-class role plays. However, when it comes to students demonstrating specific behaviors, there is a knowledge-skill gap that can be frustrating. This session will demonstrate an exercise I have developed and refined over time to improve students' ability to demonstrate integrative behaviors. Student-pairs film themselves negotiating, then analyze their performance and that of other students in class using a rubric. The session will ask participants to participate in grading a video.

Developing Creative Confidence and Capacity: Exercises and Practices

Colette Dumas, *Suffolk University*

Creative capacity is considered an essential skill in the 21st century workplace. Yet college graduates often lack the creative and innovative skills needed to add value to their workplaces and to serve their communities. In this interactive, experiential session, we will engage in exercises designed to help students develop their creative capacity and confidence. We will also reflect upon and discuss the outcomes of this hands-on session and how to best use these exercises in our classes.

The Effects of Human Resource Management Decisions: An Experiential Exercise

Smriti Anand, *Illinois Institute of Technology Stuart School of Business*
Elizabeth Durango-Cohen, *Illinois Institute of Technology Stuart School of Business*

We draw on theories of human resource management (HRM) and team literature to show the long-term costs and benefits of using employee specific customized work arrangements (i-deals), hiring, and firing decisions and their implications for the entire workgroup. Through excel-based analyses we attempt to explain the effects of human resource management decisions on employees and the organization. We believe our analytical approach will leave a lasting impression on the students and shape their management style in future.

The Ever-Evolving Organizational Behavior Scavenger Hunt: Lessons Learned (Not Just by Students!)

Joan McMahon, *Christopher Newport University*

In a team-based scavenger hunt, team members "serve" each other by fully engaging in an activity that may provide a valued reward (extra credit). The hunt "serves up" valuable lessons to students regarding OB concepts and theories. And it "serves up" valuable lessons to the professor that lead to adaptations that may better "serve" student learning in the future. OBTC participants will form teams, be given directions and materials, plan their hunt, GO ON A 20-MINUTE SCAVENGER HUNT, review debrief materials, share their experiences with scavenger hunts, and make recommendations for future use

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, as well as the newly created Mid-Career Distinguished Educators award. In addition, we will induct new OBTS Fellows and honor those Board Members departing us and those joining the Board.

Town Hall Meeting

Come discuss the future and direction of OBTS, its journals, its conferences, and other business issues of the Society with President Joe Seltzer, OB1 Micheal Stratton, and President-Elect Tim Peterson.

Jim's Place & Talent Show*

Hosted by OBTC 2016 Site Chair Steve Edelson, our popular talent show highlights the prodigious talents of our OBTC participants. If you are interested in participating, get in touch with Steve during the conference, sign up the registration table, or post to us in the OBTS app. Acts are limited to one song or poem, or 5 minutes of material.

*OBTS reserves the right to employ a loose interpretation of the word 'Talent'

6/11SAT

Breakfast

Breakfast will be held in Schervish Dining Hall, adjacent to the buildings where our sessions will take place. **You must bring your meal ticket for access.**

Closing Statements

Reflect on what we have learned during OBTC 2016 and hear bout next year's conference as we have the ceremonial hand-off from Walsh University to Providence College.

The Integration of Attendance at Outside Professional Organizations into the Management Classroom

Dennis Laker, *Widener University*

As part of an Introductory Management class, students are required to attend a professional meeting(s) off campus. Although challenging, most students have considered this exercise extremely beneficial. The student identifies, researches, contacts, and then attends a professional organization meeting relevant to their desired profession. As a result, students have developed networking skills; acquired contacts; received scholarships; served as liaisons between professional chapters; engaged in "pro bono" work, and most importantly, led to the development of greater self-efficacy as it relates to their professional development. Student illustrations, reflective papers, comments, feedback and suggestions for faculty will be presented.

The Art & Science of Conversation: Creating Presence and Impact in 5 Minutes or Less

Tracey Messer, *University of Hawaii, Shidler College of Business*
Linda Robson, *Kent State University*

Participants and facilitators will collectively explore the role of conversation in leadership development in undergraduate and graduate classroom settings. This session is an inquiry into how each of us can make a difference with our presence. Conversation, even in its most pedestrian forms, offers rich opportunities for those interested in gaining a better understanding of the impact of their presence and experimenting with leadership behaviors. Additionally, this session will explore how we as faculty use conversation in both formal and informal ways throughout the design and delivery of our courses, including how we can be more aware of our own conversation behaviors, as well as how we can use conversation as an effective learning and developmental tool with our students. In this session, we will explore conversation as means of data gathering about one's impact and presence through a variety of Gestalt exercises and practicums, reflection, and discussions.

Introduction to Research using a "Learning in Parallel" Experiential Design

Ray Luechtefeld, *University of Central Missouri*

Graduate management education in research is usually done in lectures where individual activities reinforce and evaluate learning. This activity presents an alternative "learning in parallel" CAO to introduce research in large (20 to 50+ student) classes. The activity guides students through an Observing – Reflecting – Planning – Acting cycle from Putzel's "XB" with experiences ranging from planning to presenting research, including surveys, grounded theory, phenomenology, quasi-experimental design, critical postmodern analyses, and coding. Outputs include presentations, papers, and a play about the experience. This activity can engage students in research for one day or several weeks of ten 30 to 45 minute sessions.

The Draft: Bringing Data into HRM exercises

Jeanne Holmes, *North Carolina A&T State University*
Randall Croom, *University of Florida*

Upon graduation, many management students join organization where leaders are expected to be strategic partners who know how to link human resource management (HRM) practices with financial returns to the organization. Unfortunately, exposure to data- and metric-driven HRM practices is often limited within the undergraduate education. The Draft is a teaching exercise that blends fantasy basketball with HRM strategy and decision-making. It is conducted in real-time during 2 – 4 class sessions (1.25 hrs each) and provides students with the opportunity to conduct workforce planning and execute the recruitment and selection plan they created. Teaching materials and tools will be provided.

Celebrating 20 years of a University Human Resources Practicum: Sharing Best Practices

Mark Whitmore, *Kent State University*
Cathy Dubois, *Kent State University*
Diane DeRubertis, *Kent State University*

In 1996 the Management and Information Systems department of a university college of business began a semester-long HR practicum course for junior and senior undergraduates and graduate students. The purpose of the course was to provide HR majors the opportunity to participate in HR projects for real organizations as a capstone to their education, while providing area nonprofits and small businesses the access to HR expertise that they would normally be unable to afford. The purpose of this session is for the presenter and attendees to share practicum best practices.

Time to Put Lewin's Change Model on Ice: Teaching Organizational Change in a World of Service and Perpetual Motion

Anthony DiBella, *National Defense University*

This session will consider the challenges in teaching organizational change when it is a constant and where the dominant theories for understanding it are based on Lewin's outdated model of unfreeze, change, refreeze. Organizations are always changing through formal (planned) and informal (unplanned) processes. Teaching change management must transition from focusing on discrete, episodic change projects to on-going change programs and processes. Through a small group exercise, participants will explore ways to make this transition. Consistent with the principles of organization development, we will consider how promoting change that makes organizations more effective is a form of service to its employees.

Returning Serve: Creating inclusive college classrooms for veterans and service members

J. Goosby Smith, *The Citadel*

Session attendees will engage in individual reflection, small-group dialogue, and large-group dialogue in order to elicit (or brainstorm) best practices for educating veteran and service members in the classroom. They will be briefed on common inclusion issues that arise for veterans and service members in higher education. Participants will be able to e the model of Ubuntic Inclusion to operationalize "inclusion" at a behavioral level, thus empowering them to improve the level of classroom inclusion experienced by veterans. Knowledge generated will be captured and shared with participants who provide their e-mail addresses.

Doctoral Institute Presentation

Barbara A. Ritter, *Coastal Carolina University*
Magid Mazen, *Suffolk University*
Joy Beatty, *University of Michigan Dearborn*
Russell Clayton, *Saint Leo University*
Christina Arroyo, *Baruch College & Graduate Center, CUNY*
Alexandra Dunn, *University of North Carolina at Charlotte*
Michele Heath, *Cleveland State University*
Bahareh Javadizadeh, *New Mexico State University*
Myungsun Kim, *University of Houston*
Marcie Lensges, *University of Cincinnati*
Yanni Liang, *New Mexico State University*
Steven Manning, *Colorado State University*
Victoria Mattingly, *Colorado State University*
Jessica Nicholson, *University of Guelph*
Kylie Rochford, *Case Western Reserve University*
Arlonda Stevens, *Case Western Reserve University*
Hank Strevel, *New Mexico State University*
Nathan Tong, *University of Cincinnati*
Amanda Weirup, *Carnegie Mellon University*
Carolyn Winsolow, *George Mason University*
Jia Yu, *University of Houston*
Mortaza Zare, *New Mexico State 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!*

Lunch (Choice of To-Go or Eat-In)

If you pre-ordered your to-go lunch during registration, you may pick it up (self-serve) at the Schervish Dining Hall beginning at 11am. ***You must bring your meal ticket for access.***

"Getting to Know You – Getting to Know All about You: Using the VALS Psychometric Tool to Improve Classroom and Career Success"

Michael Petrochuk, *Walsh University*
Julie Szendrey, *Walsh University*
Trish Berg, *Walsh University*

Deep learning occurs when students apply specific techniques at a personal level before projecting the concepts to a larger setting. Through knowledge transfer in the classroom, professors seek to educate students about important management concepts. The goal of this presentation is to provide tools that faculty can integrate into their curriculum to help students gain and apply these specific techniques. This interactive session will highlight the VALS Psychometric Tool, giving attendees the ability to understand their own personal values and traits, and those of people around them. The technique presented can be applied in the classroom setting and translated into the work environment to better understand, co-workers, customers, etc. The session's active learning strategies transcend the management classroom and are suitable in various domains, applying these concepts into the real-world environment. Presenters will share classroom experiences using this tool – including successes and challenges. Following the presentation, participants will be encouraged to submit their experiences using the tool, creating an inventory of best practices.

Connecting and uniting through stories: An interactive session on the use of metaphors (short stories) as an inspiring teaching method

Satinder Dhiman, *Woodbury University*
Joan Marques, *Woodbury 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!

Mapping OBTC's Competitive Advantage: Positioning for the Future

Vincent Bruni-Bossio, *Edwards School of Business, University of Saskatchewan*
Chelsea Willness, *Edwards School of Business, University of Saskatchewan*

OBTC faces the reality of ensuring a sustainable future in the face of increased competition from other conferences for participants who must allocate limited resources (e.g., time and funding). This presents a significant challenge for OBTC to identify a value proposition to participants that is unique and compelling. We will facilitate a discussion using an intuitive and innovative strategic planning tool to identify OBTC's competitive value curve against AOM's Teaching and Learning Conference. This important discussion will place session attendees in the pivotal role of participants in a strategic discussion to articulate OBTC's competitive advantage now and in the future.

Experiential Educator Workshop: Building Learning Spaces that Unite Educators and Learners

Elizabeth Fisher Turesky, *University of Southern Maine*
Gerri Light, *Western Governors University*

This Session is intended to further an educator's understanding about experiential teaching and learning by providing educators with a better understanding of their preferred approach to educating others. This session sets into practice the Kolb experiential learning model. Participants will learn about the four dynamic experiential educator roles in lifelong learning - the framework and the rationale. Research results of the Educator Role Profile (ERP), used to assess varying educator characteristics will be discussed. Participants will be given access to take the ERP to identify their instructional characteristics.

Integrated Team Milestone Management

Lorin Walker, *University of Central MIssouri*

This high involvement, hands-on session provides a proven, practical methodology for uniting the commitment and efforts of separate groups in the service of accomplishing integrated team milestones. The session will involve the audience in learning the process of blending separate yet compatible agendas into combined individual and team commitments, to accomplish over-arching goals, both sequentially and in parallel. Participants will learn, through a hands-on, high involvement process, how to bring clarity, focus and accountability to team and subteam deliverables and milestones for a 90 day timeframe.

Group Grades: Creating a Classroom Context to Unite

Grace Ann Rosile, *New Mexico State University*
Bahareh Javadazideh, *New Mexico State University*
Yanni Liang, *New Mexico State University*
Ruoqing Zhang, *New Mexico State University*
Elmira Shahriari, *New Mexico State University*
Hank Strevel, *New Mexico State University*
Steve DeGiulio, *New Mexico State University*
Mark Walker, *New Mexico State University*

Experience how group grading can unite, instead of tear apart, classroom groups. This session offers 3 mini-cases, 2 mini-exercises, 1 role play, a storytelling and cross-cultural version of the "Team from Hell" activity, a 14-item group-grading-strategy checklist, and Twenty Tips for using group grading in your classes, including a template for out-of-class service learning projects as a key feature of group grading. Participants will share their own experiences, and they will perform both the Yes/No and the Mountain Trek activities. A fun role-play will bring to life the Team from Hell, the Team from Heaven, and the Team from Earth.

Management Teaching Review Development Workshop

Are you thinking about turning your OBTC session into an article for our new online journal Management Teaching Review (MTR) but are not sure how? Do you have a great experiential exercise you use in class that you would like to let everyone know about through MTR? Are you just trying to figure out if you having something that could be submitted to MTR? Or maybe you just couldn't get a flight out until Sunday and need something to do Saturday afternoon. If any of these are true, then come to the MTR developmental workshop to get started on turning your ideas into publications.

AUTHOR INDEX

THANK YOU OBTC 2016 REVIEWERS!

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OBTS Honor Roll

Kathy Duncan, *University of La Verne*, received the Excellence in Teaching award honoring a single faculty member each year.

Carrie Blair Messal, *College of Charleston*, received the 2015 School of Business Distinguished Faculty Award for Teaching.

Vincent Bruni-Bossio, *University of Saskatchewan,* received the Outstanding New Teacher Award from the Office of the Provost, of which only one is awarded for the entire institution.

Melinda Weisberg, *Marist College,* received the 2015 Student Government Association Marist School of Management Faculty of the Year Award.

Sue McNamara, *SUNY Fredonia,* received the College Council Award for Community Engagement, the Pam Lydic Coalition Builder by the Chautauqua County Chamber of Commerce, and was recognized as a Woman of Distinction by Western New York Girl Scouts

Chelsea Willness, *University of Saskatchewan,* was awarded the Teaching Excellence Award by the University of Saskatchewan Students Union.

Jason Myrowitz, *Northern Arizona University,* was awarded the Full-Time Teacher of the Year hnor and named as a University Faculty Fellow.

Lisa T. Stickney, *University of Baltimore,* received the Dean James Chair for Distinguished Teaching for the third consecutive year.

Nicole L. Cundiff, *University of Alaska Fairbanks,* received recognition for being amongst the Top *40 Under 40* in the State of Alaska from the Alaska Journal of Commerce.

Past & Future OBTC Sites

1974 Stanford University

1975 Southern Methodist University

1976 Harvard University

1977 University of Toronto

1978 University of South Carolina

1979 University of Cincinnati

1980 University of Southern California

1981 Harvard University

1982 Case Western Reserve University

1983 University of Oklahoma

1984 Brigham Young University/Boise State

1985 University of Virginia

1986 Pepperdine University

1987 Bentley College

1988 Loyola Marymount University

1989 University of Missouri at Columbia

1990 University of Richmond

1991 Western Washington University

1992 University of Calgary

1993 Bucknell University

1994 University of Windsor

1995 Western Illinois University

1996 Keene State College

1997 Case Western Reserve University

1998 University of LaVerne

1999 New Mexico State University

2000 West Georgia State University

2001 James Madison University

2002 Chapman University

2003 Western New England College

2004 University of Redlands

2005 University of Scranton

2006 Nazareth College

2007 Pepperdine University

2008 Babson College

2009 College of Charleston

2010 University of New Mexico

2011 Marquette University

2012 Brock University

2013 UNC Asheville

2014 Vanderbilt University

2015 University of LaVerne

2016 Walsh University

2017 Providence College

2018 Coastal Carolina University

Notes

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# DOWNLOAD THE OBTC CONFERENCE APP FOR IOS & ANDROID

APP DOWNLOAD INSTRUCTIONS

1) Proceed to the Apple App Store or Google Play Store (app is scaled for both smart phones and tablets)
2) Search for: OBTS
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.

APP SCREENSHOTS

OBTC 2016
UNITED IN SERVICE

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Management Educators

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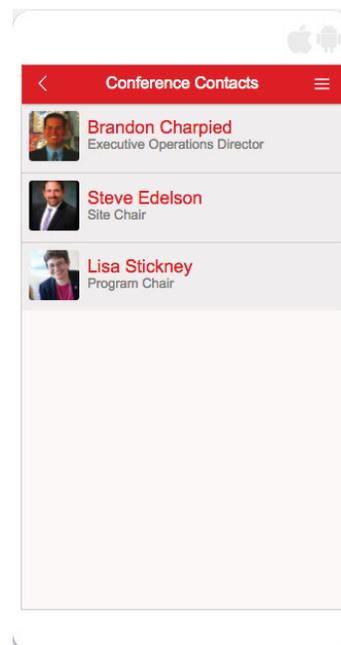
SAGE Offerings for your Organizational Behavior Course

Organizational Behavior: A Critical-Thinking Perspective provides insight into OB concepts and processes through a first-of-its-kind active learning experience. The authors provide a "big picture" framework that illustrates how individual processes, team processes, influence processes, and organizational processes impact important organization outcomes such as individual performance, job satisfaction, team performance, and organizational performance. Rich with thought-provoking content and practical applications, students will walk away with critical thinking skills that help them make effective and thoughtful decisions.

Christopher P. Neck • Jeffery D. Houghton • Emma L. Murray
ISBN: 978-1-5063-1440-2
January 2016 • $125 (hardcover)

"This is a very readable text suited for any graduate or undergraduate student. It contains real life examples that make the concepts understandable and explainable."

—Robert D. Gulbro,
Florida Institute of Technology

KEY FEATURES:

- Critical-thinking approach
- Rich, extended case study narratives
- A robust chapter on leadership
- *Thinking Critically* challenges, experiential exercises, self-assessments, and real-world case studies
- *Examining the Evidence* boxes
- *OB in the Real World* boxes that include stories, quotes, and real-life examples
- A unique chapter on creativity and innovation
- *Ethical dilemma* boxes in each chapter

BRIEF TOC:

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. This book is a must-have resource for any student looking to enter the professional workforce.
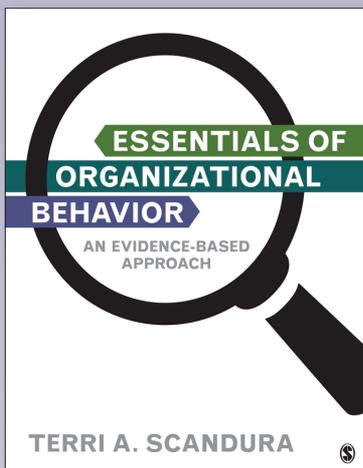
Terri A. Scandura
ISBN: 978-1-4833-4565-9
July 2015 • $108 (paperback)

"The Scandura text provides a rich contribution to the traditional Organizational Behavior conversation. It is well-grounded in behavioral theory and contemporary organizational research and promotes the tangible application of both."

—DeNisha McCollum,
John Brown University

KEY FEATURES:

- An evidence-based approach
- Leadership Implications in each chapter
- Strong coverage of timely topics
- Critical Thinking Questions, Best Practices, and Research in Action boxes.
- Chapter Toolkits that include real-world Case Studies, Self-Assessments, and Exercises
- A unique chapter on cross-cultural differences and adjustments

BRIEF TOC:

Request your review copy at sagepub.com

SAGE Publishing

OBTC 2017 at Providence College

Providence, Rhode Island | June 14 - 17, 2017

Navigating the Changing Currents

Kerri Crowne Brannen
Program Chair
Widener University

Matthew Eriksen
Site Chair
Providence College

WALSH UNIVERSITY
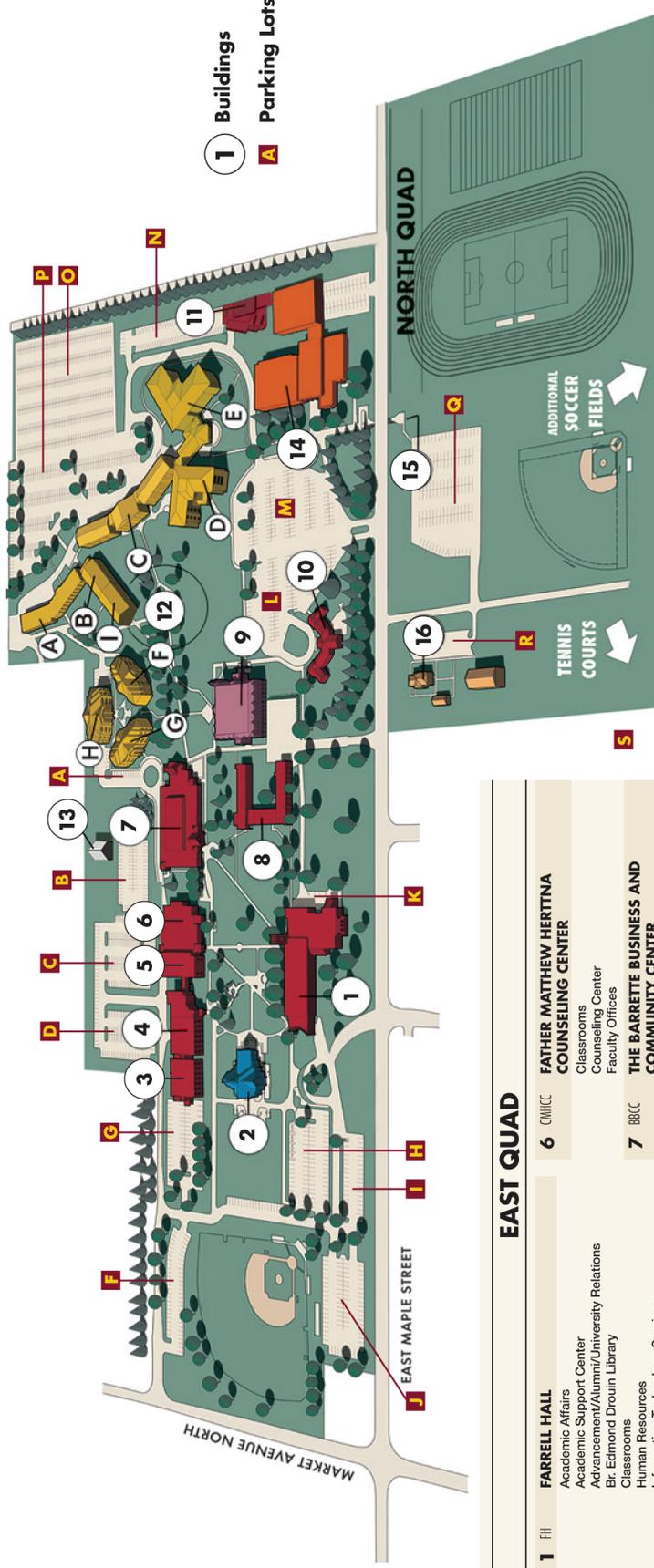
◯ **1** Buildings

◻ **A** Parking Lots

EAST QUAD

1 FH **FARRELL HALL**
Academic Affairs
Academic Support Center
Advancement/Alumni/University Relations
Br. Edmond Drouin Library
Classrooms
Human Resources
Information Technology Services
Office of the President
Student Service Center
Financial Aid/Registrar/Student Billing

2 REC **OUR LADY OF PERPETUAL HELP CHAPEL**
Classrooms
Religious Education Center

3 CSI **CENTER FOR SCIENCE INNOVATION**
Learning Labs
Faculty Offices
Research Labs

4 TNSC **TIMKEN NATURAL SCIENCES CENTER**
Classrooms
Faculty Offices
Research Labs

5 AHSC **AUTMAN HEALTH FOUNDATION BYERS SCHOOL OF NURSING/HEALTH SCIENCES**
BETZLE **CENTER/THE DON & IDA BETZLER SOCIAL AND BEHAVIORAL SCIENCES CENTER**
Betzler Auditorium
Byers School of Nursing
Classrooms/Labs
Faculty Offices

6 CMHCC **FATHER MATTHEW HERTTNA COUNSELING CENTER**
Classrooms
Counseling Center
Faculty Offices

7 BBCC **THE BARRETTE BUSINESS AND COMMUNITY CENTER**
Auxiliary/Special Services
Betzler Grille
Br. Robert Francoeur Conference Center
Classrooms
DeVille School of Business
Graduate Admissions
School for Professional Studies

8 **LA MENNAIS HALL**
Brothers of Christian Instruction Residence
Faculty Offices

9 DC **THE PAUL & CAROL DAVID FAMILY CAMPUS CENTER**
Admissions
Undergraduate/Transfer Admissions
Bookstore
Campus Ministry
Career Center
Cavalier Café
Founders Room
Post Office
Schervish Dining Center
Sodexo Food Services
Student Affairs

WEST QUAD

10 HC **HANNON CHILD DEVELOPMENT CENTER**
Classrooms/Labs
Faculty Offices

11 BCA **THE BIRK CENTER FOR THE ARTS**
Fine and Performing Arts Offices
Walsh Chorale/Chamber Singers
Cavalier Pride Marching Band

12 **RESIDENCE HALL COMPLEX**
(A) Alexis Hall
LH (B) Lemmon Hall
(C) Menard Hall/Betzler Towers
(D) Marie & Ervin Wilkof Towers
OT (E) Olivieri Family Towers
(F) Braucher Hall
(G) Meier Hall
(H) Stein Hall
(I) The Commons

13 **ST. KATHARINE DREXEL HOUSE**

14 PE **GAETANO M. CECCHINI FAMILY HEALTH AND WELLNESS COMPLEX**
Athletic Offices
Alumni Arena
Auxiliary Gym
Classrooms
Mercy Wellness Center
Cecchini Center

15 **TUNNEL TO ATHLETIC FIELDS**

16 **HOOVER HISTORICAL CENTER AND HOOVER PARK**

NORTH QUAD

WEST QUAD

ADDITIONAL SOCCER FIELDS

TENNIS COURTS

EAST MAPLE STREET

MARKET AVENUE NORTH