

MOBTS 2018

45th Annual Conference | June 6 - 9 2018

Reflective Reinvention

Harnessing our Heritage to Reshape Management Education

Coastal Carolina University | Conway, South Carolina



MOBTS



MOBTS

Program Chair: Erika E. Small
Site Co-Chairs: Nick Rhew & Jess Doll

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Table of Contents

Welcome from the President of MOBTS	3
Welcome from the Program and Site Chairs	4
About MOBTS & the Board of Directors	5
MOBTS Awards Recipients	6
JME & MTR Outstanding Reviewers	8
MOBTS Mobile App	9
Check-In Information	10
Important Locations on Campus	11
Preconference & General Conference Overview	12
Conference Meals	13
Friday Awards Banquet, The Dunes Club, & Transportation	14
WiFi Access & Numbers to Know	15
Session Schedule	16
Past & Future MOBTS Sites	58
Thank You, MOBTS Reviewers!	59
Author Index	60
MOBTS 2019 at Ramapo College	Inside Cover
Campus Map	Back Cover

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Executive Operations Director

Greetings Colleagues, Friends, and New Friends,

It is my pleasure and excitement to welcome you to first Management & Organizational Behavior Teaching Society (MOBTS) conference under our new name. As I write this letter I am musing on the quotation: We all need someone who inspires us to do better than we know how. It reminds me that it is one of the reasons I come to the MOBTS conference each year. I need to be inspired by each of you who keep the flame of learning and teaching alive in your classes and community. This conference would not happen if it were not for Erika Small, the 2018 Program Chair, Jess Doll and Nick Rhew, 2018 Site Coordinators, Barb Ritter, Doctoral Institute Coordinator, Joy Beatty, Early Educator Institute Coordinator, and Brandon Charpiéd, our Executive Operations Director. These are the people who made this conference happen. The fire has burned brightly in this group for the past few years and they inspire us with their commitment to the Society. A special shout out to Dean Ritter of the E. Craig Wall Sr. College of Business Administration who has committed her talent, time, and treasure to make this conference possible on the campus of Coastal Carolina University. I offer my gratitude to each of these individuals. Please thank them when you see one of them for their commitment and care for our Society.

While teaching is our passion, this is an opportunity for each of us to remember that we must be learners first. For if we do not learn, we cannot teach. Be willing to learn from each other. Every teaching conference I attend I am reminded why I love to teach - it is because I love to learn. My hope for you is that when the conference is over, the flame of learning will burn brightly in your heart so that everyone will know you as a scholarly teacher.

We are looking for other campuses where we can gather in 2020, 2021 and 2022. If you are interested in hosting a future teaching conference, please talk to me, Kathy Kane (OB1), Micheal Stratton (President-elect), a board member, or Brandon. We will also have a potential teaching conference table at lunch where you can learn more about hosting the conference on your campus. If you see me and want to share with me your thoughts about the future of the Society, I am ready to learn.


Keeping the flame of learning and teaching alive,

Tim O. Peterson
President, MOBTS

Welcome to MOBTS 2018

At Coastal Carolina University

We are pleased to welcome you to Coastal Carolina University and the E. Craig Wall Sr. College of Business Administration for the 2018 MOBTS conference. The Wall College of Business is home to a long list of MOBTS members, including current dean Barbara Ritter, past dean and current university president David DeCenzo, and about a dozen faculty members. Even our MOBTS Executive Operation Director Brandon Charpiel is a CCU alum. So it's safe to say we are excited and honored to bring MOBTS to Teal Nation this summer.

This year is the Society's 45th gathering and the inaugural conference under our new name, Management and Organizational Behavior Society (MOBTS). In honor of this transition, our theme this year is *Reflective Reinvention: Harnessing our Heritage to Reshape Management Education*. We asked you to actively reflect on our roots as we engage in discussion about the future of management education and the Society. Although all submissions were not required to adhere to the theme this year, 37 of the sessions in the program purposefully address the conference theme. These are marked in your program with the MOBTS flame , so we hope you'll attend these sessions and engage in a dialogue about what is on the horizon for future innovations in our field.

You will also notice that we have a record number of 40 roundtable discussions in the program this year, along with 84 activities and nine symposia. So there will be no shortage of engaging sessions to attend across Thursday, Friday, and Saturday morning. Our sessions will be held in the Wall building (WALL) and the brand new academic classroom building (AOC) adjacent to it. It's a short walk to lunch each day in CINO Grille. (CINO stands for Coastal Is Number One, in case you were wondering.)

We know that a huge part of an MOBTS is the opportunity to socialize with friends and colleagues after a long day of invigorating discussion and active learning. To that end, we will welcome you on Wednesday as we always do with a barbecue in Blanton Park. Catch up with old friends and get to know new ones as we share a meal and have a little fun during the opening session. Afterwards, we will stroll over to Atheneum Hall to enjoy Jim's Place in the Alford Ballroom; enjoy drinks and conversation inside or pull up a rocking chair on the patio. If this is your first conference, pause for a minute for a brief orientation so we can explain some of the unique aspects of MOBTS, such as Jim's Place (which is, by the way, a social hour each evening where you can have drinks and snacks and good conversation).

We wanted to give you a taste of both quaint downtown Conway as well as vibrant Myrtle Beach. So we are treating you to two off-campus dinners this year. On Thursday, we'll travel to downtown Conway to the historic Peanut Warehouse. We will enjoy great food and live music. Jim's Place will also be held there that evening, so relax and soak in the atmosphere and music, or take a stroll along the Conway Riverwalk. On Friday, The Dunes Club will host our awards banquet. Dinner will come with an ocean view, and you can take in a walk along the beach while there. Don't worry; we will make sure you are back at Alford Ballroom in time for Jim's Place and, more importantly, the Talent Show.

Although we will have to say our goodbyes on Saturday afternoon, there is an exciting program on Saturday morning that you will not want to miss. The day begins with our Doctoral Institute session and concludes with the annual business meeting, and there are nearly 20 session opportunities in between that you will not want to miss.

Again, on behalf of Coastal Carolina University and the Wall College of Business, we welcome you to Teal Nation and the 2018 MOBTS conference!

Erika Engel Small, Coastal Carolina University, MOBTS 2018 Program Chair

Jessica Doll and Nick Rhew, Coastal Carolina University, MOBTS 2018 Site Co-Chairs

MOBTS 2018 AT COASTAL CAROLINA UNIVERSITY

About the Management & Organizational Behavior Teaching Society

MOBTS has been promoting excellence in management education for now 45 years. Besides this annual conference, we sponsor the *Journal of Management Education*, the *Management Teaching Review*, and other activities. MOBTS 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 **MOBTS.org**.

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Melissa Fender <i>University of Rutgers - Camden</i>	Jane Schmidt-Wilk <i>Maharishi University of Management</i>
Jeanie Forray <i>Western New England University</i>	Erika E. Small <i>Coastal Carolina University</i>
Kevin Lo <i>University of San Francisco</i>	Micheal Stratton <i>UNC Asheville</i>

Incoming / Ex-Officio Board Members

Terry Nelson <i>University of Alaska Anchorage</i>	Steven Edelson <i>Walsh University</i>
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Please give a warm welcome to our incoming Board Members. **Terry Nelson** (University of Alaska Anchorage) will take office as an At-Large member. **Steven Edelson** (Walsh University) will take on the role of Treasurer on January 1, 2019. **Tammi Redd** and **Sridevi Shivarajan** join as incoming conference chairs at Ramapo College. In addition, please show your appreciation for our outgoing Board Members: **Barbara A. Ritter** (Coastal Carolina University), who has served the Society in her role as Chair of the Doctoral Institute. **Rita Shea-Van Fossen**, our Treasurer for the past 2-1/2 years, whose term will come to completion on December 31, 2018. **Erika E. Small** (Coastal Carolina University), MOBTS 2018 Program Chair. **Nick Rhew** and **Jess Doll** (Coastal Carolina University), our Site Co-Chairs of this year's MOBTS conference, and **Micheal Stratton** (UNC Asheville) who will be ascending to the role of President-Elect at the close of the conference. Last but not least, a special thank you to **Christina Genovevo** and **Steve Harrison** of Coastal Carolina University as we owe much of this amazing conference experience to their constant support of the Society, logistical expertise of Coastal Carolina, and constant communication of every detail. Please take a moment out of your day to thank each and every one of these critical contributors to our Society.

2018 MOBTS Awards Recipients



David L. Bradford Outstanding Educator Award

Joseph Seltzer (La Salle 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.



Peter J. Frost Mentoring Award

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



Susan Herman Service Award

Dale Rude (University of Houston). 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.



New Educator Award

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



Fritz Roethlisberger Memorial Award

Denise Linda Parris (Northern Arizona University) and **Cecilia McInnis-Bowers** (Rollins College) for their publication "Business Not as Usual: Developing Socially Conscious Entrepreneurs and Intrapreneurs" published in the *Journal of Management Education* Volume 41 Issue 5 (2017). 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*.



2018 MOBTS Awards Recipients



Journal of Management Education Lasting Impact Award

J. B. (Ben) Arbaugh (University of Wisconsin Oshkosh) for his publication “Virtual classroom characteristics and student satisfaction with internet-based MBA courses,” published in the *Journal of Management Education*, Volume 24, Issue 1 (2000). Presented by MOBTS 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.



Management Teaching Review Best Pedagogical Contribution Award

Lisa A. Delise (Salem College) and **Abby L. Mello** (Towson University) for their publication “Designing the Widget: A Group Decision and Negotiation Task,” published in the *Management Teaching Review* Volume 2 Issue 1 (2017). 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 *Management Teaching Review*.



Mid-Career Distinguished Educator Award

Lisa Stickney (University of Baltimore) and **Kathi Lovelace** (Menlo College). The MOBTS 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.

MOBTS Fellows

MOBTS 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. Please thank our Fellows for their tremendous contributions to the Society.

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

A Special Thank You to our Outstanding Journal Reviewers

Journal of Management Education Outstanding Reviewers

David Anderson, University of Lincoln, England
Susan Baker, Morgan State University, USA
Pauline Fatien Diochon, Pontificia Universidad Javeriana, Colombia
Marissa Edwards, University of Queensland, Australia
Christian Falaster, Ninth of July University, Brazil
Jenny Gibb, University of Waikato, New Zealand
Maria Hamdani, University of Akron, USA
George Hrivnak, Bond University, Australia
Janice Molloy, University of Michigan, USA
Jane Parent, Merrimack College, USA
Anne Reilly, Loyola University Chicago, USA
Grace Ann Rosile, New Mexico State University, USA
Sheldene Simola, Trent University, Canada
Nuria Toledano, University of Huelva, Spain

Management Teaching Review Outstanding Reviewers

Neal M. Ashkanasy, University of Queensland, Australia
Kory Brown, Pacific Lutheran University, USA
Mark Cannon, Vanderbilt University, USA
William Carter, University of Baltimore, USA
Richard Deane, Georgia State University, USA
Pauline Fatien Dichon, Pontificia Universidad Javeriana Colombia
Ronald Dufresne, Saint Joseph's University, USA
Mary B. Dunn, St. Edward's University, USA
Anne M. Greenhalgh, University of Pennsylvania, USA
Justin O'Brien, University of London, United Kingdom of Great Britain and Northern Ireland
Carolyn Plump, La Salle University, USA
Dale Rude, University of Houston, USA
Jerry Schoenfeld, Florida Gulf Coast University, USA
Atul Teckchandani, California State University, Fullerton, USA
Lucy J. Wishart, University of St. Andrews, United Kingdom of Great Britain and Northern Ireland

Your Dedication to our Journals is Greatly Respected and Appreciated!



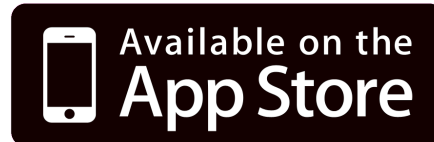
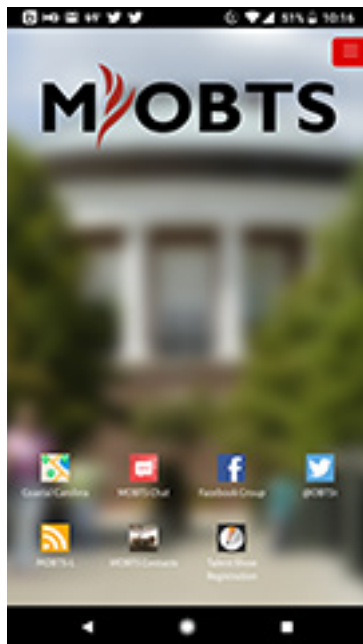
DOWNLOAD THE MOBTS CONFERENCE APP FOR IOS & ANDROID

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 (the app currently remains listed under our old acronym)
- 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 MOBTS 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 MOBTS 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



MOBTS 2018 CONFERENCE PROGRAM

CONFERENCE CHECK-IN AND CHECK-OUT



12pm - 8pm

YOUR CHECK-IN TIME ON JUNE 6TH AT TRADITION HALL

CONFERENCE CHECK-IN

Check-in will be at Tradition Hall (one of our two dorms) located adjacent to the HTC Center (Basketball Arena) and across the bridge from the Wall College of Business. Attendees staying on campus will be housed in either Tradition Hall or Chanticleer Hall. The parking lots to the dorms / registration are accessible via SC 544 or the HTC Center entrance. MOBTS staff, directors, and volunteers, as well as Coastal Carolina University staff, will greet you between 12 pm and 8 pm. For anyone checking in outside of the general check-in time, please contact Brandon Charpiel by email (brandon@mobts.org) or by phone/text at (843) 855-0301 and we will assist you as promptly as possible. In addition, contact information to check-in will be posted on the door.

Coastal Carolina University
Tradition Hall
3300 Elvington Loop
Conway, South Carolina
29526



All general conference attendees should arrive on Wednesday. If you need to arrive at a later time, please contact Brandon Charpiel, the Executive Operations Director, to make arrangements (brandon@mobts.org). Any attendees who arrive before Wednesday, June 6th **without prior arrangements must seek off-campus accommodations**. The dorms are only prepared for known arrivals, thus unannounced arrivals cannot be accommodated.

ALL GOOD THINGS MUST COME TO AN END (CONFERENCE CHECK-OUT)

Checkout will take place at Tradition Hall on Saturday, June 9th. All conference attendees will need to drop off their room key in the lobby with the conference and college staff that will be waiting there to assist you. Please be aware that a lost key carries a \$250 penalty as the doors will need to be rekeyed. Please notify the staff if you have lost your key as there will be a lost fee that will be incurred by MOBTS. Any notice of lost keys from university staff will result in an invoice sent to the conference attendee for the full amount of the penalty.



MOBTS 2018 CONFERENCE PROGRAM

CAMPUS INFORMATION



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

Campus parking permits will be issued at the conference check-in for conference attendees who purchased one during registration. If you did not purchase a parking permit during online registration, you can purchase one for \$20 at the registration table. It should be displayed on the windshield on the driver's side. Your permit enables you to park in any lot on the campus.

IMPORTANT LOCATIONS ON CAMPUS

Wall College of Business - The host of MOBTS 2018 and where half of our sessions will be taking place.

AOC2 - Immediately beside the Wall College, this building will host half of our sessions.

Tradition & Chanticleer Residence Halls - These are the dorms we will be using for the conference. On-site registration and check-in will be held in the lobby of Tradition Hall. Breakfast will be served in BOTH Halls each morning. The POD Market in Tradition will be open for the conference.

HTC Center - This is where the fitness center is located. On the bottom floor is the campus store, a rock wall, and entrance to the fitness facilities.

Atheneum Hall / Alford Ballroom - The location for Jim's Place on Wednesday and the Talent Show on Friday

Blanton Park - This is the site of the Welcome Dinner on Wednesday.

CINO Grille - Where lunch will take place on Thursday and Friday.

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

Jim's Place will occur in two different locations this year. On Wednesday and Friday nights, it will take place in Alford Ballroom. On Thursday night, it will take place at the Peanut Warehouse. On Thursday, we will have the Coastal Carolina University trolleys running roundtrips to allow for participants to leave The Peanut Warehouse whenever they choose.

KEEP IT CASUAL

Coastal Carolina University's campus is completely flat with no inclines. The distance from the dorms to the session rooms and all other facilities used is minimal.

If you have been to the MOBTS 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. *Remember, it will be hot!* 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 it.





PRE-CONFERENCE & GENERAL CONFERENCE OVERVIEW

| DOCTORAL INSTITUTE | EARLY EDUCATOR INSTITUTE |
| BOARD OF DIRECTORS | JOURNAL EDITORIAL BOARD | FELLOWS |

Preconference activities are by invite-only, whether be scholarship, a purchase of a workshop, invite by the Board of Directors, invite by the journal editors, etc. Please refer to the schedule below for a general timeline of events. These times may change in some instances. The Doctoral Institute should remain in contact with DI Chair Dr. Barbara Ritter (britter@coastal.edu), while the Early Educator Institute should remain in contact with EEI Chair Dr. Joy Beatty (jebeatty@umich.edu) for any additional information. Please refer to the next page for food and reception info.

TUESDAY (Pre-Conference - Invite Only)

Board of Directors - Meetings from 8:30am - 5:30pm
Doctoral Institute - Ice Breaker Session from 3:00pm - 5:00pm
Early Educator Institute - Opening Session from 3:00pm - 5:00pm

WEDNESDAY (Pre-Conference & General Conference)

Board of Directors - Meetings as Needed
Doctoral Institute - Workshop from 9:00am - 5:00pm
Early Educator Institute - Workshop from 9:00am - 5:00pm
JME Associate Editors Meeting - 9:00am - 12:00pm
MTR Associate Editors Meeting - 9:00am - 12:00pm
Fellows Meeting - 12:00pm - 4:00pm

GENERAL CONFERENCE - Conference Registration (12:00pm),
Welcoming Dinner (5:00pm), Opening Session (6:00pm),
Newcomer's Session (7:00pm), and Jim's Place (7:15pm)

THURSDAY & FRIDAY

GENERAL CONFERENCE - Concurrent Sessions All Day

SATURDAY

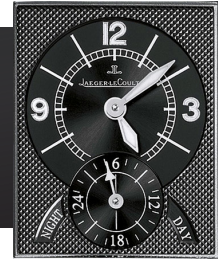
GENERAL CONFERENCE - Concurrent Sessions until ~12:00pm
Doctoral Institute - DI Session from 8:30am - 9:30am

GIVEN THAT THE PRE-CONFERENCE DATES ARE PRIOR TO GENERAL REGISTRATION OPENING, PLEASE CALL / TEXT BRANDON CHARPIED AT (843) 855-0301 IF YOU NEED CONFERENCE CHECK-IN ASSISTANCE.





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



CONFERENCE MEALS

Breakfasts will be conducted a bit differently this year (*"Daring to be Different"* again in the Carolinas?). Breakfast will be catered each day on the first floor of each residence hall (both Tradition and Chanticleer Halls) in a hotel-style buffet manner. Roll out of bed, have a great breakfast, and get ready to start your day. Dinner on Wednesday night will be held outdoors in Blanton Park. Thursday night will be the event at The Peanut Warehouse in downtown Conway. The Awards Banquet will be different this year in that we will be hosting it against the backdrop of the ocean at The Dunes Club.

MONDAY (Pre-Conference - Invite Only)

Dinner (Board of Directors) - 6:30pm

TUESDAY (Pre-Conference - Invite Only)

Breakfast (Board of Directors) - 8:00am

Lunch (Board of Directors) - 12:00pm

DI & EEI Welcoming Reception w/ Board - 5:00pm

Dinner (Board of Directors, DI, and EEI) - 6:30pm

WEDNESDAY (Pre-Conference & General Conference)

Breakfast (Board of Directors, DI, EEI, JME, MTR) - 7:30am

Lunch (Board of Directors, DI, EEI, JME, MTR) - 12:00pm

Dinner (Begins General Conference) - 5:00pm in Blanton Park*

**Backup location for weather is nearby Singleton Ballroom*

Please note that only the meals above are covered. Early arrivals and late departures do not have additional meals provided to them. There are no alternative meals offered to the above schedule should you decide not to partake in a meal/event.

THURSDAY

Breakfast - 7:00am

Lunch - 12:15pm

Transportation to The Peanut Warehouse - 5:30pm

Dinner - 6:00pm at The Peanut Warehouse (Jim's Place will be hosted here on this evening)

FRIDAY

Breakfast - 7:00am

Lunch - 12:15pm

Transportation to The Dunes Club - 4:45pm

Dinner & Awards Banquet - 5:15pm at The Dunes Club

SATURDAY

Breakfast - 7:00am

Lunch - 11:00am To-Go Boxed Lunches

PLEASE WEAR YOUR CONFERENCE BADGE AT ALL
TIMES WHILE ON CAMPUS.





FRIDAY AWARDS BANQUET | THE DUNES CLUB

We're changing things up a bit this year with our awards banquet as we want to ensure our attendees get a taste of both the country and the beach side of Coastal Carolina. Our awards ceremony will be hosted in the clubhouse of The Dunes Club. A buffet dinner and the ceremony itself will be hosted in the club's ballroom with the ocean as our backdrop. Attendees will have the opportunity to enjoy a stroll beyond the club's beautiful green, the dunes, and onward toward the ocean. Following the banquet, the university trolleys will take us back to campus to enjoy our famous talent show!

FRIDAY NIGHT TALENT SHOW

Hosted in the Alford Ballroom inside Atheneum Hall

Yes, it is time to begin thinking about the talent show and just what act you will perform this year?! The talent show will begin at approximately 8:00pm and conclude at midnight. As always, Jim's Place will be tied into the Talent Show; however, attendees will be able to depart from Alford Ballroom to enjoy a nice stroll under the stars in Blanton Park.

If you would like to perform in the talent show, you can do so by submitting your act here: <https://www.jotform.com/71498856355169>

JIM'S PLACE / TALENT SHOW TRANSPORTATION

University trolleys will be running continuously to and from the dorms in order to bring people to Jim's Place each night. The trolleys will run between the university dorms and the Alford Ballroom on Wednesday and Friday nights, and between the Peanut Warehouse and the university dorms on Thursday night.





If you have been to an MOBTS conference 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 heat and humidity factors. 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 attire is not desired. We specifically ask that you NOT bring formal business wear.

NUMBERS TO KNOW

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

MOBTS Contact – Brandon Charpied (call or text 843-855-0301) for all questions related to registration, session space, events, dining, housing, payments, and travel information. If you text, please introduce yourself so I know whose number is contacting me. You may also email me at brandon@mobts.org.

Campus Police - The Campus Safety Officers carry a duty cell phone on them at all times. Campus Police can be reached at any time by calling their general number at (843) 349-2177. For emergencies, you can call (843) 349-2911. Campus police can assist in vehicle lockouts, courtesy escorts between buildings and/or vehicles, and jumping car batteries, amongst other safety services. Campus police is located at 255 University Blvd., across University Blvd. on the US 501 / north side of campus.

WIFI LOGIN INFORMATION

We know for many, this is the most critical piece of information in the Pre-Arrival Handbook!

Event WiFi: **CCUeventguest**
passphrase: **mobts2018**

Conference attendees will need to connect to the **CCUeventguest** network and enter the passphrase **mobts2018** (case- sensitive). Once connected, if a captive portal screen does not pop-up to acknowledge the User Agreement (UA), you will need to launch a browser to any <http://> site. This will redirect you to the UA page. All you have to do on the UA page is check the box to agree and click **submit**.

NOTE: Any existing CCU user should NOT connect their device to this network or they could possible get locked!

PRECONFERENCE

Tuesday | June 5

Preconference Itinerary for Board of Directors on Tuesday, June 5th

Board of Directors Breakfast: 7:30am – 8:30am | WALL 222 Boardroom

Board of Directors Meeting: 8:30am – 5:00pm | WALL 222 Boardroom

Board of Directors Lunch: 12:00pm – 1:00pm | WALL 222 Boardroom

Tuesday | 3:00pm - 5:00pm

Doctoral Institute Icebreaker (Tradition Hall 130A)

This session is for the Doctoral Institute scholarship recipients and registered attendees. Facilitators and DI attendees will conduct a private ice breaker session as the 2018 DI group begins their workshop experience and work toward their Saturday morning session.

Early Educator Institute Icebreaker (Chanticleer Hall 128)

This session is for the Early Educator Institute scholarship recipients and registered attendees. Facilitators and EEI attendees will hold a welcoming session leading into the workshop the following morning.

Tuesday | 5:00pm - 6:00pm

Board of Directors / Doctoral Institute / Early Educator Institute Welcoming Reception

The Board of Directors invite the DI and EEI attendees and facilitators to an informal meet-and-greet reception. The Board, DI, and EEI attendees will disperse from this meeting to their respective dinner locations.

PRECONFERENCE

Wednesday | June 6

Preconference Itinerary for Wednesday, June 6th

Breakfast (Board, Doctoral Institute, Early Educator Institute, & Journals): 7:30am – 8:30am | Tradition Hall Lobby

Board of Directors Meeting: 8:30am – 5:00pm | WALL 222 Boardroom

Doctoral Institute: 8:30am – 5:00pm | Tradition Hall Multipurpose Room

Early Educator Institute: 8:30am – 5:00pm | Chanticleer Hall Multipurpose Room

Management Teaching Review Associate Editors Meeting: 10:00am – 2:00pm | WALL 211

Journal of Management Education Associate Editors Meeting: 8:30am – 12:00pm | WALL 226

Lunch (Board, Doctoral Institute, Early Educator Institute, & Journals): 12:00pm – 1:00pm | Catered in Respective Locations

Fellows Get Together: 1:00pm – 4:00pm | WALL 208

Wednesday | 8:30am – 5:00pm

Doctoral Institute Workshop (Tradition Hall 130A)

The MOBTS 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 preconference activity.

Early Educator Institute Workshop (Chanticleer Hall 128)

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.

GENERAL CONFERENCE

Wednesday | June 6

Wednesday | 5:00pm – 6:00pm

Welcoming Dinner (Blanton Park | *Backup Location in Case of Inclement Weather is Singleton Ballroom)

Welcome MOBTS friends! Come enjoy our traditional welcoming dinner. Welcome to the Lowcountry of the Carolinas, an area where cuisines is a blend of southern, BBQ, and the local Gullah Geechee culture. We will showcase some of the local favorites and flavors, including our famous local Gullah Geechee dish – Chicken Bog! So come on over, greet your old friends, meet new ones, and enjoy the food!

Wednesday | 6:00pm – 6:30pm

Opening Session & Remarks (Blanton Park | *Backup Location in Case of Inclement Weather is Singleton Ballroom)

Join Program Chair Erika Small and Site Chairs Jess Doll and Nick Rhew for the welcoming remarks and an interactive celebration of MOBTS culture, along with some insights into our conference theme and this year's program.

Wednesday | 6:30pm – 7:00pm

Newcomers Session (Blanton Park | *Backup Location in Case of Inclement Weather is Singleton Ballroom)

New to MOBTS? You're not the only one! 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, Kathy Kane, and others in the MOBTS 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 MOBTS 2018. It's a great way to start your conference experience and make life-long connections!

Wednesday | 7:00pm – 11:00pm

Jim's Place (Alford Ballroom in Atheneum Hall)

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

Thursday | June 7

Thursday | 7:00am - 8:30am

Breakfast (Residence Hall Lobbies)

Breakfast will be catered each day and served hotel-style buffet on the first floor of both residence halls (Tradition Hall & Chanticleer Hall). This will allow you to come down and grab a bite while still having time to get back to your rooms to get ready for your day of sessions over in the Wall College and AOC2.

Thursday | 8:30am - 9:00am

An Efficient Technique for Giving Feedback on Student Writing (WALL 226) | 8:30am – 9:00am

Joan McMahon, *Christopher Newport University*

Giving feedback on student writing can be time-consuming and exhausting. The autocorrect feature in Word can speed up the process. A list of frequent comments, along with short codes for each, can be added to a customized list of autocorrect items such that Word will replace the typed codes with the associated comments. In this session I'll share directions for inputting a customized list in autocorrect, and how I've used the technique. The time that is saved by using these customized comments regarding grammar, structure, and writing style issues can be used to give students substantive feedback on content.

An Exercise to Develop and Practice Self-Reflection (WALL 210) | 8:30am – 9:00am

Jann Freed, *Central College*

The most important person to lead is oneself. This interactive session describes and demonstrates an exercise used to develop and practice self-reflection in order to lead oneself. It is based on collecting feedback from a variety of perspectives in order to write a self-portrait. The exercise requires one to “look in the mirror” for an honest reflection. Based on feedback, students learn who they are and can choose what they become. This has proven to be a powerful exercise with both undergraduate and graduate students.

Beyond Video: Using Podcast Clips to Illustrate Management Concepts (AOC 216) | 8:30am – 9:00am

Caitlin Sockbeson, *Millsaps College*

I will explain how podcasts can be used effectively in the management classroom to discuss topics such as diversity, efficiency and effectiveness, communication, and more. I explain how I have used the clips to generate engaging classroom discussions. Participants will be encouraged to imagine how clips could be effectively used in their classrooms. A list of episodes for various topics and courses will be provided.

Developing Storytelling As a Pre-Entrepreneurship Skill (WALL 211) | 8:30am – 9:00am

Janice Black, *Coastal Carolina University*

Often students in business colleges have opportunities for improvement (they don't do very well in those areas and need to work on them) in areas of the arts. This appears to be true in the area of storytelling as well. This session shares a readily available "formula" for telling a story and provides a couple of follow up exercises to help students get the hang of being able to tell their entrepreneurial (or other disciplinary focus) story.

Fighting Abstraction in Strategy Courses: Using a Personal Career Lens and LinkedIn for More Relevant Learning (WALL 208) | 8:30am – 9:00am

Joseph Gerard, *Western New England University*

Strategy texts tend to focus on large multinational corporations (MNCs) to teach strategy. This inhibits both student learning and professors' practical approach to the concept. Students find strategy in part because its concepts are broad, cross-functional, and interdependent and because very few students have prior experience working as top decisions-makers, in multi-national corporations. This session describes semester-long project that avoids these impediments by drawing upon existing student experience in personally relevant contexts. The project further engages students by using LinkedIn as a tool for individual and professional research. This session describes the approach and reports on student responses.

Leadership Lessons from History (AOC2 201) | 8:30am – 9:00am

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

Threat of nuclear war, incredible natural disasters, expectations of increased transparency, and unique mistakes, e.g. a false warning of an impending missile attack have placed leaders in 2018 in extremely tough situations. This active conference session compares the concerns of current leadership to those of historical leaders through engaging classroom activities and considers the needs of future leadership. Participant will leave the room with new classroom ready ideas for teaching effective leadership. This session fits the conference theme by examining historical and contemporary leadership as a means to prepare for future leadership challenges.

Let's Try This Again: Shooting and Reshooting to demonstrate the impact of different constructs (AOC 217) | 8:30am – 9:00am

Joy Smith, *Elizabeth City State University*

Movies and movie clips are a staple source for examples of how different theories play out "in the real world". Likewise, students are typically very familiar with documenting their lives with selfies and video clips. This interactive session shows how these two can be brought together to demonstrate what would happen if different levels of different constructs were present in the scene as a means of having students show mastery of those constructs.

Pandemic In The Classroom! Using a cooperative board game to teach organizational behavior and "save the world." (AOC 214) | 8:30am – 9:00am

Chantal van Esch, *Cal Poly Pomona*

How often do you give your students the chance to save the world? If you are looking for more opportunities to do so, join me as I explain how I use the board game Pandemic in my Organizational Behavior classroom to teach teamwork, decision-making, and organizational communication. This activity could also be adjusted for Management or Human Resource classes.

Strike that pose: An infamous TED talk (AOC2 210) | 8:30am – 9:00am

David Kaplan, *Saint Louis University*

What do you do when you find out there is a problem with a favorite video, exercise, and/or example? This session uses the example of Amy Cuddy's Power Poses TED Talk. This TED Talk focuses on non-verbal communication while also imparting important life lessons. It has become infamous because the credibility of the science behind it has been called into question. Despite this controversy, there is still good reason to use it in class. This session will introduce people to the TED Talk as well as facilitating a discussion on how to handle something imperfect in class.

The "Aha!" of Student-Led Work Team Boosters (AOC2 204) | 8:30am – 9:00am

Jim Fullerton, *College of Coastal Georgia*

To help students to develop management skills, hands-on experience and practice is essential. In our undergraduate OB courses, many students have not yet had the opportunity to be a manager. One assignment that provides students with active learning experience is student-led work team boosters. Students research, choose, prepare, facilitate, and process an action-reflection activity with class members which provides them with an "Aha!" understanding of the importance of the role of the manager in improving employee performance and satisfaction.

Thursday | 9:15am - 10:45am

Decline in Empathy: What Management Education Has to Offer (WALL 210) | 9:15am – 10:45am

Janine Clarke, *Harrisburg University of Science and Technology*
Dale Finn, *University of New Haven*

A recent study has documented a sharp decrease in the capacity for empathy in college aged students. Recognizing the value of empathy, and the documented evidence of the value of empathy in management and leadership, this session is designed for faculty of undergraduate, graduate, and executive classrooms, to reflect deeply on their own experiences of empathy and together identify ways that they can bring experiential and other exercises into their management classrooms.

Addressing Persistent Questions of Our Careers and Calling (WALL 226) | 9:15am – 10:45am

E. James Flynn, *Indiana University*
Charles Fornaciari, *La Salle University*

This panel brings together a cross-section of MOBTS members to discuss questions the co-chairs have faced throughout their careers and have heard raised by faculty in other fields and at other schools: "Who are our students, and what do they need to know at the end of our class?" "What is my role in the world of management professors?" "What is my role in my school?" and "As a management professor, do I have a role outside of my professional role?" Attendees across career stages will carry on conversations about these questions, providing kindred spirits and insights to each other.

» **Creatively leveraging the power of story through Métissage to honor both heritage and reinvention.** (WALL 211) | 9:15am – 10:45am

Kathy Bishop, *Royal Roads University*
M. Beth Page, *Royal Roads University*

Métissage is a creative teaching method to support inquiry that interweaves personal stories. It is “a way of merging and blurring genres, texts and identities; an active literary stance, political strategy and pedagogical praxis” (Chambers, Donald, and Hasebe-Ludt, 2002, para. 1). This interactive, experiential session will invite participants to create their own Métissage by drawing upon their stories and ideas around reshaping management education and then explore the collective commonalities and differences that emerge to dialogue deeply around radical possibilities for reshaping education. Management educators will leave with a classroom learning tool and approach that can be used immediately.

Experiential Fire: Reigniting the Flames! (WALL 222 Boardroom) | 9:15am – 10:45am

Jennifer Leigh, *Nazareth College*
Rose Hair, *Nazareth College*
Collette Dumas, *Suffolk University*
Robert Herring, *Winston-Salem State University*
Ashley Lesko, *Harvard Extension School*
Julie Palmer, *Webster University*
Emily Tarr, *CSUSM, College of Business*

Come join us as we rekindle and “reignite the flames” of our experiential fire. A perennial favorite, come experience and learn by doing with this curated collection of engaging experiential exercises. Our eight presenters will introduce you to their innovative exercises in a “speed networking” format. This year’s session includes social categorization, the DISC model of communication, cultivating thought leaders, fostering cohesive classrooms, negotiation, currency exchange, organizational culture, and the UN sustainable development goals. You will see how to creatively use oranges, arm-wrestle, deal cards, and more! Full details of the exercises will be available in the Conference Proceedings.

» **Harnessing our Heritage with a (not so simple) activity: Experiencing Bolman & Deal’s Power Simulation** (AOC2 201) | 9:15am – 10:45am

Kathy Lund Dean, *Gustavus Adolphus College*
Lee Bolman, *University of Missouri--Kansas City*
Alex Bolinger, *Idaho State University*

In 2017, the Journal of Management Education’s Lasting Impact Award recognized Bolman and Deal (1979) “A simple—but powerful—power simulation” as one of two articles that continue to impact student learning. The simulation creates an environment designed to draw out role-based power and influence behaviors including managerial capacity to influence action, how managers may behave when given budget-based authority, and where communication breaks down among organizational levels. A train-the-trainer session, we’ll run the Power Simulation as if it were a class, allowing MOBTS participants to experience the activity and prepare to run it themselves for their own students.

Human Performance as the Bottom Line (AOC 214) | 9:15am – 10:45am

Tim Peterson, *North Dakota State University*
Kelsey Knutson, *Northwestern Mutual*

The human performance model is an excellent integrating construct for an organizational behavior class. This interactive session will introduce the participants to the model. It will have them experience the model in short exercises and through music. In addition, they will use a diagnostic tool to assist in determine appropriate interventions in the human performance model. Copies of the PowerPoints and the diagnostic tool will be made available to the participants.

Millennial-approved technology in the classroom (AOC 216) | 9:15am – 10:45am

Diana Smrt, *University of Michigan-Dearborn*

The need to engage and allow students to use their smart devices in the learning process is ever so present in our Millennial-populated classroom. During this interactive session, I will present the technology I use in my management classes. Specifically, I will demonstrate the use of cell phones, tablets, laptops, as well as Kahoot!, Voki, YouTube, polling tools, and Skype. My goal for this session is to not only demonstrate the use of technology as a learning tool, but to also encourage participants to share their experiences as well as to employ these tools in their classroom.

Teaching the Cynefin Domains of Knowledge as Practice (WALL 225) | 9:15am – 10:45am

Elyssebeth Leigh, *Aalto*

This interactive session leads participants through an analysis of Knowledge Management (KM) concepts that inform and influence how to teach management theory. The models suggest the importance of enacting knowledge for on-going accessibility. This will be an immersive experience demonstrating how KM theory can contribute to developing interactive teaching strategies for a range of management theories. While Lewin asserted that there is nothing so practical as good theory; good practice is equally theoretical. This session moves from theory to practice and back, modelling as much as possible its principles into action.

The Production Trading Game (AOC 217) | 9:15am – 10:45am

Garrett Giles, *University of Central Missouri*

Eric Nelson, *University of Central Missouri*

Christine Opatrny-Yazell, *University of Central Missouri*

The Production Trading Game is a game that teaches students about international resource trading and production, the forming of economies, all while adapting their critical thinking, interpersonal, and decision-making skills in a traditional classroom setting. The Production Trading Game also allows a platform to show where leadership shines and enables the formation of leaders through ideas. Trade negotiations can improve public speaking skills as well. The Production Trading Game is a fun way to learn complex topics and can be adapted to format essentially any subject while remaining fun and competitive in the classroom.

The Understanding Chain: Creating Effective Messages from Classic Stories for Various Audiences (AOC2 210) | 9:15am – 10:45am

Kimberly Jordan, *Ohio University*

Mary Tucker, *Ohio University*

Catherine Penrod, *Ohio University*

Shawnee Meek, *Ohio University*

Today's employers are looking for graduates who enter the workforce as skilled communicators. Our unique OBTC session presents three interlinked gamestorming activities that leads educators through audience, information, and message activities to create messages for varying audiences based on classic stories (or Disney films). Each activity is team based, interactive, and reinforces the writing process of plan, write, and edit using analysis and reflection. A 90-minute activity session takes educators through the highlights and materials, giving participants three experiential classroom activities to build communication skills.

Will this be on the test? Establishing Relevance in Strategic Management (WALL 208) | 9:15am – 10:45am

Francee Preston, *University of Memphis*

Finishing my first lesson as an undergraduate, student teacher in a high school classroom, a student asked, “will this be on the test?” My reaction surprised me; the question felt like an insult. Over time, I realized this question demonstrates students’ lack awareness of the content’s relevance to the real world. Often presented as a function reserved for top management teams, strategic management may seem irrelevant to students preparing to enter the workforce. Ambitiously, this interactive session strives to eliminate “will this be on the test?” in undergraduate strategic management courses by demonstrating classroom activities to establish relevance and motivation.

Thursday | 10:45am - 11:15am

Refreshment Break (Wall 222 Anteroom & AOC2 First Floor)

Enjoy a snack and beverage as you refresh before heading off to another round of experiential sessions.

Thursday | 11:15am - 12:15pm

Beyond Role Plays: New Strategies for Teaching Negotiation and Conflict Resolution (AOC2 210) | 10:45am – 11:15am

Amanda Weirup, *Babson College*
Melissa Manwaring, *Babson College*

The most common method for teaching negotiation and conflict resolution is to use a series of role plays, cases, and simulations. Come and discuss new strategies, methods, and tools to teach negotiations conflict management to undergraduates and MBA audiences. An informal information period will be followed by round table discussions about how to incorporate these ideas into their own classrooms. Participants will leave the session with a toolkit of practical insights on how to prepare and deliver lessons using these alternative strategies.

Board Games in the Classroom: Acquire (WALL 208) | 10:45am – 11:15am

Susana Velez-Castrillon, *University of West Georgia*
Pooya Tabesh, *University of St. Thomas – Houston*

The benefits of games and simulations as effective components of teaching pedagogy have been highlighted in management education literature. In our proposed activity/exercise session, we introduce a board game called Acquire, and demonstrate its applications for teaching undergraduate and graduate courses in strategic management. Specifically, we elaborate how the game can be used to introduce students to topics such as horizontal integration, growth, temporary alliances, and spin-offs. By forming several teams of session attendees and providing them with Acquire game sets, we will review the game basics, relevant learning objectives, as well as debrief questions and guidelines.

Gather around the garbage fire! More learning from experiential activities gone awry (WALL 226) | 10:45am – 11:15am

Steven Edelson, *Walsh University*
Kevin Lo, *University of San Francisco*
Micheal Stratton, *University of North Carolina - Asheville*
Terry Nelson, *University of Alaska*
Chantal van Esch, *California State Polytechnic University, Pomona*
Cristina Arroyo, *Baruch College*

At the 44th annual MOBTS conference, we presented a well-received session about learning from our mistakes. We appreciate that the MOBTS conference is one of the best places to pick up teaching tips from great educators; but we try to answer the question, “what happens when engaging experiential exercises go ‘wrong’?” Come “gather around the garbage fire” to experience, enjoy(?), and learn from stories of exercises that didn’t quite go as they were intended. Come share your stories as we all huddle around the smoking dumpster of broken dreams and, importantly, help one another rescue our exercises from the flames.

» Inquiry-Focused Pedagogy in a Radically Student Directed Classroom (WALL 225) | 10:45am – 11:15am

Ray Luechtefeld, *University of Central Missouri*

Bloom’s Taxonomy (Anderson et al, 2001) is often used to develop learning objectives and design questions directed toward students. But these practices are best applied to professor-centered classrooms where students are not directing their own learning. How can you use inquiry-focused pedagogy to apply Bloom’s Taxonomy in a course that is radically student-directed? I’ll briefly discuss one radically student-directed classroom design that encourages development of student inquiry skills at the highest levels of Bloom’s Taxonomy. I’ll compare it to other approaches to student-directed classrooms. Then we’ll engage in roundtable discussions to explore and develop possibilities for your own courses.

Learning from the Capture and Exploration of Stories: An Activity and Lessons Learned (WALL 211) | 10:45am – 11:15am

Jon Beard, *Iowa State University*

Stories can be an effective management tool, as they are simple, timeless, an excellent means of training, memorable, and can be fun. Stories have been presented as a method for teaching about and exploring various management topics (cf. Peterson, et al. 2016. “Storytime for Business Students”). This session is focused on having participants capture and interpret stories about the experiences of others (in various circumstances and settings). An exploration of the strengths and limitations of this approach will be conducted as we develop and examine our own stories and discover how to use them in our classes.

» Loving, Liking, or Loathing Leadership Lessons (AOC2 201) | 10:45am – 11:15am

Jason Pierce, *University of North Carolina at Greensboro*
Yonghong (Tracy) Liu, *University of North Carolina at Greensboro*

This roundtable discussion is for management educators who have taught or anticipate teaching leadership. Whether you love, like, or loath leadership, we want to talk with you about your experiences. We aim to distill our shared and unique experiences into a list of key lessons learned regarding what and what does not when it comes to training students to be more effective and ethical leaders.

Teaching with Twitter: Connecting with the Community and Classes (AOC 216) | 10:45am – 11:15am

Erin Makarius, *The University of Akron*
Alexa Fox, *The University of Akron*

Twitter is a unique social networking tool in that it is a microblog that can be used to connect, converse, and build community. In this session, we will discuss the advantages and disadvantages of using Twitter to teach. We present two class activities that can be used to connect students with the community and world around them. We will engage participants in the session by demonstrating a Twitter chat and various techniques to enhance the effectiveness of using twitter to teach.

Teams Time Machine: Past, Present, and Future of Teams in Management Education (AOC2 204) | 10:45am – 11:15am

Lisa Delise, *Salem College*
Nancy Scott, *University of Tennessee, Knoxville*

The use of teams in management education has flourished in response to the needs of businesses for employees to possess teamwork skills. This session will briefly discuss progress in use of and publication about teams. Next, we will open the floor for discussions about past use of teams (participant experiences with teams, perceptions of trends), and future expectations about teams (changes, challenges, and new instructor roles) in management education. Finally, we will encourage participants to share best practices and team exercises used in the present that may be useful in the future, given the possibilities discussed in the session.

The Role of Transformative Curricula in Leader Education and Development (AOC 217) | 10:45am – 11:15am

Daniel Smith, *United States Military Academy*
Daniel Harris, *University of Arkansas*
Denise Breaux-Soignet, *University of Arkansas*
Jordon Swain, *United States Military Academy*

This panel symposium will engage participants and those attending in discussion and debate regarding the need for, and role of, Transformative Curricula (i.e., values and character development) in management/leadership education. Participants will discuss best practices, and exchange ideas about how to integrate values and character development within a diverse array of courses, topics, and learning activities. The panelists include educators with a combined total of over 75-years of leadership experience in both public and private contexts. Panelists will address the topic of Transformative Curricula through three interrelated themes: 1) innovative pedagogy that incorporates real-world scenarios; 2) academic courses that leverage reflective writing and mentorship; and 3) the utilization of technology to deepen, extend, and create shared learning experiences.

Visual literacy through photography as a pathway to understanding complexity (AOC 214) | 10:45am – 11:15am

Justina Oliveira, *Southern New Hampshire University, Manchester*
Shawn Maureen Powers, *Southern New Hampshire University, Manchester*

Come explore how images can be used in assignments and shared in the classroom towards the goal of deeper learning of course topics, especially complex or abstract course concepts/theories. We will demonstrate a mini-workshop conducted with students prior to an assignment using photography. We will share examples of student work in order to indicate the usefulness of visual literacy in the Psychology classroom, and will discuss students' attitudes about the assignment structure. The goal for this interactive demonstration is to provide tools and examples of how to use visual literacy techniques in your own classrooms.

Who are we? Where are we from? From Self-Identity to Social Identity to Organizational Identity (WALL 210) | 10:45am – 11:15am

Timothy Harper, *Skidmore College*
Azita Hirs, *Skidmore College*

This session will challenge participants to more critically think about and better understand their perceptions and attitudes related to matters of identity, diversity and inclusion. We will examine self-identity and social identity and their impact on interpersonal dynamics. Through a series of experiential exercises and scenarios, participants will engage, analyze and discuss the impact of demographic characteristics across various settings.

Thursday | 12:15pm - 1:45pm

Lunch (CINO Grille in the Jackson Student Union)

Come enjoy a catered lunch in the CINO Grille in the Jackson Student Union. Please note that while Chick-Fil-A is on site, it is not included in the conference lunch. Attendees are more than welcome to purchase their own lunch at Chick-Fil-A, however. For those needing their Starbucks fix, it is located in the adjacent Kimbel Library.

Thursday | 1:45pm - 3:15pm

» A 5-year retrospective: What have we learned about teaching virtual work skills? (AOC 216) | 1:45pm – 3:15pm

Barbara Larson, *Northeastern University*
Erin Makarius, *University of Akron*

Five years ago, the authors of this proposal met for the first time at OBTC Asheville, and from that meeting began a collaboration in both research on and teaching of virtual work skills. In light of the MOBTS 2018 theme of “Reflective Reinvention,” we propose a session that brings back to MOBTC some of the virtual work skills teaching methods and tools that we have developed in the years since our first OBTC encounter. Using participant-centered demonstrations and discussions, we share four teaching activities, including two mini-cases and two simulation exercises, all designed to enhance effectiveness in working virtually.

A Kinesthetic Introduction to Organizational Architecture and Alignment (AOC 217) | 1:45pm – 3:15pm

Jason Pierce, *University of North Carolina at Greensboro*

The performance of organizations, like all complex systems, depends on their underlying architectures and alignment. This session introduces a method that brings this reality quite literally to life in the classroom using an organization-as-athlete metaphor. Specifically, it walks attendees through four alignment principles central to athletic and organizational performance and do scalable exercises that allow participants of all levels of fitness to experience each one at work in their own bodies. Attendees should wear comfortable clothing suitable for engaging in light exercise.

Building Consensus Around Academic Rigor in Management Education (WALL 226) | 1:45pm – 3:15pm

Arlise McKinney, *Coastal Carolina University*
Nicholas Rhew, *Coastal Carolina University*
Angela Miles, *North Carolina Central University*
Jennifer Collins, *Florida A&M University*
Millicent Nelson, *Middle Tennessee State University*

With rising college costs, increased scrutiny on the value of a college education has led many to question how much students actually learn through higher education. These questions imply a perceived lack of academic rigor in many programs. In this symposium, presenters and participants will explore approaches to ensuring academic rigor in both undergraduate and graduate programs, as well as across institutional classifications, including masters' and doctoral degree granting institutions and historically black colleges and universities.

Gather around the “Video-Clip Campfire” and share your best teaching video clips (WALL 222 Boardroom) | 1:45pm – 3:15pm

Maria Alejandra Quijada, *Regis University*
Timothy Baldwin, *Indiana University*
Robert Marx, *University of Massachusetts Amherst*

We will continue our tradition of a “virtual video campfire.” OBTC has provided us with some of the best videos for our classes and we want to continue expanding our library. We will showcase a new set of our favorite video clips and invite participants to do the same. We will compile all the submissions and provide access to our database. Bring your best “go-to” clips and we will orchestrate a spirited session that will be fun and ideally leave you with some new ideas for your classes.

Meet the Journal Editors (AOC2 210) | 1:45pm – 3:15pm

Kathy Lund Dean, *Journal of Management Education*
Jeanie Forray, *Journal of Management Education*
Jane Schmidt-Wilk, *Management Teaching Review*
Barbara A. Ritter, *Organization Management Journal*

In this session, we will review the mission and scope of these three 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 editorial team from both outlets will provide feedback on your ideas. We will also discuss the submission and review process and provide guidelines for authors as well as reviewers.

» Mindful Learning: The Role of Imprints, Storytelling and Action Inquiry to Improve Its Practice (WALL 211) | 1:45pm – 3:15pm

Nicole Jackson, *Menlo College*
Kenneth Klieman, *Independent Consultant for NEA (National Educator's Association)*

The past several decades have seen a strong emergence of mindful learning as a mainstay to facilitate greater learning agility. Originating from Ellen Langer's work in Western social psychology, mindful learning has been differentiated from other mindfulness traditions, particularly those from Eastern Buddhist practices, by focusing on how attention can be cued and made “conditional” without meditation. Yet, a key limitation is how imprints (i.e., previous learned experiences in what we value) can affect its enactment. We provide three alternative teaching methods (e.g., storytelling and action inquiry) that can surface these tensions along with their implications on management education.

Reflection Exercises and Assignments to Enhance Students' Emotional Intelligence (WALL 210) | 1:45pm – 3:15pm

Kevin Lo, *University of San Francisco*

There is agreement regarding the needs and benefits of cultivating emotional intelligence, so it is often included in management courses. There are quick ways of highlighting emotional intelligence and encouraging students to reflect on it in their lives. The exercises and assignments presented in this session illustrate ways in which students can reflect on their current practices and emotional states to build self-awareness and mindfulness. The facilitator will share experiences of using these reflections in an upper-level undergraduate management elective. Attendees at this session should come away with concrete ideas for using these exercises and assignments in their own classes.

Social Presencing Theater Teaching & Learning Activity (AOC 214) | 1:45pm – 3:15pm

Ken Mawritz, Ph.D., *Drexel University*

Workshop participants engage in individual mindfulness and in practices that increase awareness of the “social body.” By heightening their sense of inter-personal connection, participants are better able to access creativity, facilitate groups, and provide effective and compassionate leadership. The use of non-verbal techniques to inquire into “stuck” situations in one’s professional and organizational life lead to surprising insights and possibilities. Social Presencing Theater heightens sensitivity to current experience, brings attention to shifts in social justice or a contextual field, and is a method for prototyping seeds of the future.

Teaching and Facilitating a Spirit-in-Action Spiritual Leadership Practice (AOC2 201) | 1:45pm – 3:15pm

Kathy Bishop, *Royal Roads University*
Louis W. (Jody) Fry, *Texas A&M University - Central Texas*

Now more than ever the world needs leaders who are able to tap into higher callings and community as they lead self and teams. Leading Spirit-in-Action is about fusing our human and divine natures to awaken the highest good in the world. In this workshop, scholar-practitioners [Author Names] come together to offer a model of spiritual leadership, along with an operational process and various reflexive and creative tools for leading Spirit-in-Action. Participants will experience cultivating a dynamic leadership practice, and consider how this may be adapted to their own learning, teaching and facilitation to reshape management education.

Teaching OB in a Classroom as Organization Format: Your Questions Answered (WALL 225) | 1:45pm – 3:15pm

Debby Thomas, *George Fox University*
Stacie Chappell, *Western New England University*

Classroom as organization (CAO) is an experiential and transformational approach to teaching that can be applied to teach any management topic. In CAO the classroom becomes an organization and learning occurs by doing, where students are delegated responsibilities traditionally performed by the professor. The teacher is more of a coach, not addressing the class or lecturing, but rather helping the students to fulfill their roles, become part of a functioning organization, and learn organizational behavior by becoming an organization together. This presentation will give an overview of one example of CAO known as the XB (experiential based) classroom.

» **Using Visual Mapping to Communicate How Learning Objectives Link to Student Tasks (AOC2 204) | 1:45pm – 3:15pm**

Vincent Bruni-Bossio, *University of Saskatchewan*

Jay Wilson, *University of Saskatchewan*

This workshop will highlight a process for communicating learning objectives, content, themes and processes through using knowledge visualization and visual perceptual learning. Participants will be asked to visually map out the learning outcomes, objectives, and tasks students must perform in a one-page visual. The participant-created visual can then be used to communicate learning objectives to students as well as discuss the connections that students should be making. Using visuals to communicate key learning concepts helps students see the main purposes of the class and assists professors by having visual references to reinforce why tasks need to be completed.

Thursday | 3:30pm - 4:00pm

A Feedback Role Play (AOC2 210) | 3:30pm – 4:00pm

Maria Alejandra Quijada, *Regis University*

This session will discuss role play exercises designed to help students develop feedback giving and receiving skills. The role plays are geared towards graduate and undergraduate students in a traditional classroom format. Communications skills are fundamental for leaders and they are indeed skills, we can work on developing and strengthening them. The role plays serve as an introduction to the challenges and opportunities of providing and receiving feedback across different power positions. The session will discuss how to effectively debrief the exercise and connect it with key insights on best practices.

Designing a Management Education Course on Individual Leadership based on Emotional & Social Intelligence (ESI) and the Ideal Self (AOC2 201) | 3:30pm – 4:00pm

Udayan Dhar, *Case Western Reserve University*

Leadership education for MBA graduates makes business sense, and its need has been felt across business schools. This paper provides an ESI and Ideal Self based approach to developing individual leadership among MBA students. A thirty hour course which includes teaching, case study discussions, classroom activities, individual assignments and coaching sessions has been proposed, and an appropriate grading system recommended. Details of conducting a longitudinal impact analysis have also been provided.

Designing and Implementing a Management Professional Development Workshop (WALL 225) | 3:30pm – 4:00pm

Beth Polin, *Eastern Kentucky University*

Thomas M. Martin, *Eastern Kentucky University*

Case studies are an effective way to encourage critical thinking, leadership, teamwork, communication, decision making, complex problem solving, and creativity in Management education. And they have additional benefits if used outside the traditional classroom setting including networking opportunities, transfer of learning, and professional development. This session outlines the inspiration, design, and implementation of an annual internal case competition for undergraduate business students. Now in its fifth year, we discuss challenges overcome, lessons learned, and future goals for such an event. Session participants will gain the technical information and confidence to facilitate one of the many variations this model allows.

Everything in the environment changes, but do we? (WALL 211) | 3:30pm – 4:00pm

Dave Fearon, *Central Connecticut State University (Emeritus)*

Joe Seltzer, *LaSalle University (Emeritus)*

Joan Weiner, *Drexel University*

This session is to help faculty think about how the world and our students have changed and asks the question, have we changed how and what we teach? We will do a reflective exercise and discuss in small groups. Then we will ask the question, what are the teaching implications for us? Finally, there will be a discussion among participants.

Fun with the Fishbone Diagram: How Fundamental Attribution Error Affects Team Problem Solving (AOC 214) | 3:30pm – 4:00pm

Brad Ward, *Milligan College*

Fishbone Diagrams are a popular problem solving tool used in industry and upper level undergraduate management classes. To complete a Fishbone Diagram, cross-functional teams brainstorm possible causes to a problem. In industry, these potential causes are investigated to determine the root cause of a problem. However, this process is subject to Fundamental Attribution Error which limits the effectiveness of the tool. The purpose of the “Fun with the Fishbone Diagram” exercise is for teams to work through a business problem while purposefully making attribution errors. Participants will learn how to create a Fishbone Diagram and how to minimize attribution error.

Gamification and the Evolution of Management Education (AOC 216) | 3:30pm – 4:00pm

Danny Wysong, *Houghton Mifflin Harcourt*

Alex Scrimshire, *Xavier University*

It is exciting to wonder how management education will evolve as we move forward into technology driven learning environments. Schools are focusing on 21st Century Learning skills, how students learn and their capacity for learning is changing, all of which impact how we teach. Yet, how will these factors influence management education and what might a management curriculum look like in the future? This session will discuss and analyze activities and concepts found in gamification and how they may be applied in a management classroom to evoke high levels of student engagement while embracing benefits of personalized learning.

Greenwashing Product Lab for Responsible Business Leadership (WALL 208) | 3:30pm – 4:00pm

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

Business leaders generally delegate the management of product labeling and promotion to marketing experts. As companies become increasingly cognizant of environmental practice as part of their corporate social responsibility, business leaders should consider how genuine and legitimate their company’s “green” practices are. In this active learning session, participants will question business messages and whether deceptive packaging and labeling is being used. The interactive lab activity allows participants to investigate the concept of greenwashing through partner work and debriefing. The activity has been used over five semesters and has withstood the “test of time”.

Introducing Two Fun Games to Replace Traditional Paper and Pencil Quizzes (WALL 226) | 3:30pm – 4:00pm

Bahareh Javadizadeh, *New Mexico State University*
Hank Strevel, *Indiana University–Purdue University Fort Wayne (IPFW)*

In this session, we will present two creative and fun ways for students to take quizzes and exams in lieu of the traditional style. Our proposed testing method is designed to help undergraduate students learn business management concepts through two interactive, fun games. The games provide a fun class environment where students can actively be involved in the learning process while also boosting their recollection of key organizational concepts, solidifying the concepts in their mind, and enjoying their time in the classroom.

Missing Manager Escape Room Exercise (AOC2 204) | 3:30pm – 4:00pm

Elizabeth Haley, *University of Southern California*

This exercise is designed to challenge teams to quickly identify roles to take in solving multiple, ill-defined problems and coordinating the results to solve the larger puzzle under time constraints. By modeling it after the now popular escape room games, people are engaged in solving the room and the experienced problems or successes in working together are quickly exposed. This exercise has been run with leadership fellows from an MBA program and undergraduates in an upper level elective. Since only aspects of the escape room will be used, a standard classroom with computer, projector, and internet access are needed.

Using a Panel Discussion to improve students' learning about Performance Management and Appraisal in Human Resource Management (WALL 210) | 3:30pm – 4:00pm

David Beaudry, *Keene State College*

The Human Resource (HR) Management topic of Performance Management & Appraisal has a large breadth of material and learning options. Using a 'local experts' panel discussion, students improve their knowledge, understanding and appreciation of the Performance Management & Appraisal. In addition, the students gain an opportunity to interact with experienced Human Resource Management practitioners through the discussion. The session presents a structure to prepare and implement a "Panel Discussion on Performance Management & Appraisal" within a management course. Topics include panel member selection, discussion questions, classroom layout and agenda.

Using the Passion for Superbowl to Learn About Project Management (AOC 217) | 3:30pm – 4:00pm

Mark Thackeray, *Northern Kentucky University*
Janaina (Jane) Siegler, *Northern Kentucky University*

This exercise is designed to teach the triple constraints and the practical application of Project Management (PM) skills to undergraduate and graduate students for both face-to-face and online classes. Students are tasked with planning an "epic" party and must go through the various steps of defining the scope, budget, and schedule planning leading up to their event. This approach provides an enjoyable experience to applying the tools and skills of successful Project Management. The context of the project is well-known, requires no specific knowledge and since it is a common activity, can provide an interesting and entertaining post-activity discussion that helps students recognize the value of PM tools to achieving project success.

Thursday | 4:00pm - 4:30pm

Refreshment Break (Wall 222 Anteroom & AOC2 First Floor)

Enjoy a snack and beverage as you refresh before heading off to another round of experiential sessions.

Thursday | 4:30pm - 5:30pm

As the Cookie Crumbles: Porter's Five Forces (WALL 208) | 4:30pm – 5:30pm

Sue McNamara, *SUNY Fredonia*

We describe a visual and kinesthetic exercise offering students the opportunity to experience how Michael Porter's Five Competitive Forces in Strategy operate within a specific industry, a decorated cookie industry. Donning hats which spell out roles parallel to the Five Force model, students become buyers, suppliers, existing companies, disruptors and start-ups with the goal of becoming profitable. Quickly students begin operating as they might in the real world, making deals, addressing conflict, and being competitive. The exercise can be adjusted for varying sizes of classes and learning objectives and it can be used for both graduate and undergraduate students.

Bringing Liberal Arts Contents, Skills, and Pedagogies to the Study of Business (AOC 214) | 4:30pm – 5:30pm

Jeffrey Nesteruk, *Franklin & Marshall College*

I am project director of a Teagle Foundation collaborative grant among Franklin & Marshall College, Bucknell University, and the Wharton School of the University of Pennsylvania aimed at bringing liberal arts content, skills, and pedagogies to the study of business. In this roundtable discussion, participants will discuss a sampling of the course innovations under this grant with an eye towards generalizing the lessons learned through this collaboration to other schools and institutions.

Experiential Learning in management, bounds during debriefing activities: A follow up on “Ethical Issues with Experiential Activities” (WALL 211) | 4:30pm – 5:30pm

Carlos Baldo, *Colorado Mesa University*

Kyle Hull, *Aquinas College*

Experiential learning is a common method used in management education for knowledge acquisition through "learn[ing] by doing." To success on it, it is imperative that students or participants execute a form of reflection. A common form of reflection is debriefing. Through this reflection as a group activity, participants share their reflections. These sittings may also disclose personal and/or group perceptions that may be negative for students concerning their classroom relationships and beyond. In this session, we dive into best practices identified through the literature as well as opening debate for sharing other practices executed by participants interested in this method.

MOBTS Fellows Session: Designing a General Education Intro Course (WALL 222 Boardroom)

The Fellows present a session that will invite participants to sketch out the course syllabus for an introductory Management course for those students who wouldn't be caught dead in a business school – you know: the future lawyers, teachers, doctors, journalists, etc. who will turn out to really run our world; generate “breaking news” on CNN/MSNBC – who'd never take another management course beyond this one. It should be a fun conversation and we invite you to attend.

I Didn't Understand the Assignment: Mitigating Technology's Impact on Student Cognition (AOC 216) | 4:30pm – 5:30pm

Laurie Levesque, *Suffolk University*

Our students are not just distracted, they struggle to read and process information deeply and think critically. Technology and social media affect more than students' ability to focus, they also impact cognition and learning. There are many studies on learning and technology published outside of the business education arena that could assist us in reinventing how we engage the next generation of students. Participants in this session will work together using findings from current research on cognition and learning to redesign our favorite assignments and activities so as to compensate for these changes and better insure that students learn.

Illustrating and Demonstrating Path-Goal Leadership: A Golf Putting Activity (AOC2 201) | 4:30pm – 5:30pm

Shontarius D. Aikens, *Concordia College*

Session attendees will participate in a friendly golf putting activity that was designed to introduce Path-Goal Leadership theory to undergraduate leadership students. By participating in the activity, the concepts of this leadership theory are illustrated and demonstrated in an attempt to connect theory to practice.

Reflective Reinvention: Addressing the Skeletons in our Past (WALL 226) | 4:30pm – 5:30pm

Roger Dean, *Washington and Lee University*

Many of our institutions of higher learning have a history that, when judged by current standards, is embarrassing and sometimes shameful. Slave owners, slave traders, confederate generals, plantation owners – are associated with colleges in both the South and the North. Institutions were founded and endowed by these historical figures. Some colleges bear the names of these individuals, others have named buildings in their honor. As educators, concerned about reputation and integrity, how should we respond? Do we press on, unmindful of the past Do we remove statues, rename buildings Apologize for the sins of our forebears

Scrum-Sprints with Online Bulletin Boards for student projects and as a Qualitative Intro to Project Management (AOC 217) | 4:30pm – 5:30pm

Gregory Weisenborn, *Fort Hays State University*
Scott Jones, *Fort Hays State University*

Scrum sprints use team “self-organization” for small-group projects, and eliminate the need for a formal “project manager” and unwieldy traditional project management tools. Developed originally in the mid-1990s as part of an agile software-development framework, scrum sprints have gained traction as a practical project management tool during entrepreneurial start-up weekends, and in other diverse small group project settings. This experiential exercise will walk attendees through the creation of small team-projects using a free online collaborative bulletin board tool, and seek feedback on improving the exercise for future implementations. Student feedback from prior classroom exercises will be shared with attendees.

The Golden Shadow of Classroom As Organization (WALL 225) | 4:30pm – 5:30pm

Stacie Chappell, *Western New England University*
Debby Thomas, *George Fox University*

Classroom as organization (CAO) has not become widely adopted. Why is this? The leap from employing experiential activities to implementing CAO can be exacerbated by two shadows: the individual shadow related to being a competent teacher and the institutional shadow related to creativity and learning. This session will facilitate a discussion on each of these with the intended outcomes to: 1) explore the realities of implementing CAO, and 2) support participants to identify their learning edge in experiential teaching. The target audience for the session includes anyone interested in leveraging real-time organizational dynamics that occur in the classroom.

The Team-MRI as Method in Teaching and Training (AOC2 204) | 4:30pm – 5:30pm

Carsten Hennig, *Carsten Hennig Training & Beratung*

The Team-MRI (Multi-Rater-Investigation) is a method to reflectively work with groups in workshop-like teaching/training settings. The method combines a multi-rater approach – well known in the form of 360-degree-feedback – with circular questioning commonly used in systemic formats, e.g. coaching. The three-part session will focus on: - A) outlining the method's theory and examples of its application - B) the group of participants going through its own miniature MRI - C) a discussion of the experience as well as possible ways to tailor the MRI according to specific needs of individual classrooms and trainings.

What Students and Educators Can Learn from Negotiation Competitions (AOC2 210) | 4:30pm – 5:30pm

Melissa Manwaring, *Babson College*
Amanda Weirup, *Babson College*

While negotiation competitions for law students have existed for some time, such competitions for business students have emerged more recently. Drawing on their recent experiences as a coach for a domestic competition and a judge for an international competition, the presenters will lead an interactive session exploring the benefits of negotiation competitions for both students and educators. Participants will reflect on the relevant criteria for judging negotiation “success”; assess the design of several business negotiation competitions; discuss the potential benefits for competition participants; and brainstorm ideas for incorporating elements of negotiation competitions into existing skills-based courses.

Thursday 5:30pm - 6:00pm

Transportation to The Peanut Warehouse (Wall College Gates)

After your session, head on over to the buses in front of the Wall College of Business at the gates to make your way over to The Peanut Warehouse in downtown Conway.

Thursday | 6:00pm - 8:00pm

Thursday Night Event at The Peanut Warehouse (The Peanut Warehouse)

This year's Thursday Night Event will take place in downtown Conway, South Carolina at the historic Peanut Warehouse. The night will be filled with southern and barbecue cuisines, and live music. Attendees will also have the opportunity to take a nice stroll along the Conway Riverwalk (weather permitting).

The Peanut Warehouse has a long and rich history in the heart of Horry County, South Carolina. It was built in 1900 to house tobacco. Later, it was used to store fertilizer and finally as a peanut warehouse, hence the name. Located just off the Waccamaw River, in the heart of historic Conway, it played an important role in this river town's economy around the turn of the century. When you step inside, you get a wonderful glimpse of days gone by.

Jim's Place will take place on this evening at the event. The CCU trolleys will be making roundtrips throughout the night for those that want to head back to campus at any point.

Thursday | 8:00pm – 11:30pm

Jim's Place at The Peanut Warehouse (The Peanut Warehouse)

Don't go anywhere just yet as we're not quite done with the Peanut Warehouse! Jim's Place will be taking place in the Peanut Warehouse this evening. Jim's Place is the traditional evening social event, held each night of the conference. It is named in honor of Jim Waters, a regular conference attendee who passed away unexpectedly in the 1980s. Join other MOBTS attendees for refreshments (with an open bar including beer and wine), snacks, music, and good conversation.

Transportation shuttles will be running periodically back to campus and the dorms throughout the night.

Friday | June 8

Friday | 7:00am - 8:30am

Breakfast (Residence Hall Lobbies)

Breakfast will be catered each day and served hotel-style buffet on the first floor of both residence halls (Tradition Hall & Chanticleer Hall). This will allow you to come down and grab a bite while still having time to get back to your rooms to get ready for your day of sessions over in the Wall College and AOC2.

Friday | 8:30am - 9:30am

Academic Integrity: Understanding Faculty Attitudes & Strategies for Promoting Academic Integrity (WALL 226) | 8:30am – 9:30am

Michele Yoder, *University of Michigan-Dearborn*
Joy Beatty, *University of Michigan-Dearborn*

Academic dishonesty is an issue with which management faculty must deal on a regular basis. Extant research says a great deal about student attitudes towards academic dishonesty yet is less informative about faculty attitudes and their antecedents. This roundtable session will involve a discussion of 1) facts about academic dishonesty, 2) mechanisms for preventing academic dishonesty, and 3) the origins and effects of faculty attitudes towards academic dishonesty. This session will provide practical advice attendees can immediately apply in their classrooms as well as theoretical novelty by presenting and discussing in-progress research into faculty attitudes about academic dishonesty.

Follower Dependency and Ethical Decision-Making: A Scenario-Based Exercise (AOC 214) | 8:30am – 9:30am

Stephen Hill, *Nazareth College*

The influence of a leader and power dynamics can significantly impact decision-making on behalf of subordinates. This session activity is designed to introduce the idea of follower dependency in organizational settings and outline its impact on ethical and independent decision-making. Session attendees will learn about factors that impact follower dependency through a variety of decision-making scenarios, discussing possible outcomes in a group format. Feedback from this session experience will be solicited to help inform classroom applications.

Leading for the Planet: Introducing a Course on Leadership, Climate Change and Energy Evolution into the Management Curriculum (AOC2 201) | 8:30am – 9:30am

Rae Andre, *Northeastern University*

How are organizational and societal leaders addressing climate change and energy evolution? I describe the framework for a management course on leading for the planet that I have been developing in various classroom settings for several years. This course is interdisciplinary, with foundational theories in psychology, anthropology and systems theory, and it has spawned the development of many materials for classroom use. Participants will share their insights and challenges teaching material at the interface of leadership, climate and energy in business schools and elsewhere in the university. Participants with little experience teaching in this area are especially invited to attend.

Reflecting on and Renovating Teaching Evaluations within Non-Traditional Classrooms (AOC 217) | 8:30am – 9:30am

Velvet Weems-Landingham, *Kent State University*

This 60-minute roundtable session promotes instructor reflection on traditional teaching evaluations and offers ways to improving performance through the integration of varied tools and techniques. This session is designed to improve student assessment and instructor performance. Instructors will bring their institution's evaluative criteria. We will start by discussing the importance of teaching evaluations and the ways in which teaching has changed, yet measures of evaluation have not. Following this discussion, we will brainstorm ways to reinvent evaluations to address new and varied approaches to teaching and learning. Participants will reflect upon their institution's evaluation metrics and share how their performance is assessed. Finally, we will collectively outline supplemental tools and techniques with the potential to improve students' perceptions and evaluations of our teaching.

» **Reflective Reinvention: Let's Turn Back the Clock to our First Few Years in the Classroom** (WALL 211) | 8:30am – 9:30am

Julie "J.P." Palmer, *Webster University*

This roundtable discussion will begin with the facilitator sharing experiences with meaningful mentors, significant student experiences, and other early teaching moments in order to bring forward and reignite the initial passion behind some of the OBTC'ers and their profession. Participants will be asked to share similar experiences, with one goal of the session being to specifically identify "lost moments" or "forgotten techniques" that if reintroduced, may enhance the classroom experience for the students (and the instructor as well!). Additional outcomes may include the sharing of knowledge between participants, so as we can learn from each other in regards to what meaningful exercises/techniques/projects were done in their early days of teaching, which may have been long forgotten and could be beneficial to today's students.

» **Reinventing the Student Team Experience in a First-Year Integrated Curriculum** (AOC2 204) | 8:30am – 9:30am

Andrew Marsherrall, *Miami University Farmer School of Business*

Abstract: This session will focus on reflective reinvention of using student teams in management education. The goal is to help participants become intentional about team formation in classes. We will discuss the team experience model utilized in the Miami University Farmer School of Business' First-Year Integrated Core program. Using Tuckman's (1965) framework, we will explain how students move through the stages of teams throughout the semester. Participants will be given example exercises and learn best practices for providing a meaningful team experience.

» **Rethinking the T-Group as Pedagogy** (WALL 225) | 8:30am – 9:30am

Michael London, *Muhlenberg College*

As we reflect on our teaching and it's potential for transformational learning, we can rediscover and adapt a powerful but underused technology, the T-Group. Adapting the T-Group to the modern college environment is a great way to express commonly held OB values including; an appreciation for experiential learning and personal involvement, self-disclosure, using the self as an instrument of change, transformational leadership, emotional intelligence and individual, interpersonal and group skill building. In this session I will share my experience in starting a new T-Group course, "Managing Human Dynamics" and offer support and encouragement to others contemplating starting their own course. Those who have used T-Groups in their own teaching will also be asked to share their own experiences.

Stop, Aim, Deliver: An Exercise in Focusing on And Engaging Your Audience (AOC2 210) | 8:30am – 9:30am

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

To assist students in learning effective presentation techniques, we have created an exercise. The intent of this interactive exercise is to teach students how to focus and concentrate their attention on their audience, minimize distraction and to step away from podiums or other "safety zones" that separate them from their listeners. The target audience of this exercise has been on under-graduate business students in classes on presentation and training delivery; however, the activity could be used for any level of student or instructor engaged in these types of activities. This classroom activity is also designed for use in a traditional classroom setting.

Team Consulting Projects as Experiential Learning in an OB Classroom (WALL 222 Boardroom) | 8:30am – 9:30am

Dianne Murphy, *University of Wisconsin-Green Bay*
Gloria Miller, *Austin Peay State University*

The purpose of this team consulting project is to provide a semester-long forum for the students' development of team skills, problem-solving skills and Organizational Behavior concepts and theories in a real-world organization. Session participants will receive a project overview, including theoretical background, milestones, timeline, rubrics, hurdles, CATME, etc., followed by a discussion of team success/failure and the construction of a team contract. Subsequently, participants will further develop this project model of experiential learning through brainstorming. Lastly, participants will be provided templates for the Team Consulting Project, the Team Contract Exercise, and the Oral Presentation and Project Report Rubrics.

Understanding U.S. business culture through contrast: The case of undergraduate business study in Peru, Nicaragua, and Cuba (WALL 210) | 8:30am – 9:30am

Joseph Gerard, *Western New England University*
Jack P. Greeley, *Western New England University*

We examined the utility of study abroad in emerging economies in revealing students' preconceptions about business and society. In this session, we look at student reflections on their experiences to examine these preconceptions and surprises from the student perspective. Our submission contains course descriptions, learning objectives, and all assignments related to the trip to provide background. The purpose of the session is to discuss the "hidden agenda" in American business curricula as represented in student narrative before and after their travels.

Us Too? The Role and Responsibility of Management Education in a #MeToo World (WALL 208) | 8:30am – 9:30am

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

This session engages participants in (1) exploring our own experience and personal response to the #MeToo movement, (2) discussing management education's role in perpetuating leadership models, organizational structures and practices, and definitions of power that fuel the current #MeToo world, and (2) developing strategies for how our teaching, scholarship, and service can help build a more just world. Presenters will discuss their own experience and orientation toward the issues, and share their model of forces and dynamics in the academy that promote unhealthy norms and practices and impede lasting change, as well as research on pedagogical practices that support the movement. The take-aways the session hopes to offer are optimism, hope, and workable individual and institutional action strategies.

What Should Educators Do When Students Show No Interest in Traditional Learning? (AOC 216) | 8:30am – 9:30am

Marie Gould Harper, *American Public University System*

The faculty has always taken pride in the job that they do and are serious about ensuring that students have the best learning experience. However, recent trends (i.e., online education, mobile learning) indicate that the classroom experience today differs from what it was in the past. Two factors have been student expectation and performance in the classroom.

Friday | 9:45am - 10:45am

» **#Metoo and Management Education: Using this social media movement to encourage students to reflect upon workplace culture, law, and ethics** (WALL 208) | 9:45am – 10:45am

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

Sexual misconduct scandals have recently made headlines, highlighting issues such as workplace culture, law, and ethics. In this session, we will discuss ways to encourage management students to reflect upon the topic of sexual harassment in the workplace. We will explore current cases and discuss how the #Metoo social media movement can be used as a teaching tool. Additionally, we will discuss ways that management educators can encourage students to engage and participate in this national conversation. Attendees will participate in an activity designed to educate students about the relevant legal standards in sexual harassment cases.

All Tournaments are Rigged: How to Talk Coherently about Power (AOC2 201) | 9:45am – 10:45am

John Miller, *Bucknell (Emeritus)*

We'll explore participants' experiences, familiar observations and scholarship surrounding tournament structures and processes. We'll demonstrate how a rich, integrative tournament metaphor helps resolve common problems arising from familiar two-dimensional "machine rationality" and "social community" frameworks, making it possible coherently to describe and learn effectively from personal experiences with power. We'll test the tournament metaphor's usefulness with respect to case studies about commerce, industry, and government; daily news headlines and anecdotes about winning and losing in projects, markets, games, negotiations, careers, political campaigns, competitions, strategies and wars; and a fascinating host of related mission-oriented, competitive adventures, fights, debates and struggles.

» **CASTING A WIDE NET: THE USE OF PODCASTING TO REACH STUDENTS ON THE GO** (AOC 216) | 9:45am – 10:45am

Shaun Davenport, *University of North Alabama*

Podcasting has seen consistent growth in both users and content generation since the mid 2000's. College educated, 18 to 34 year olds represent the largest percentage of podcast consumers and that number is on the rise (Edison Research, 2017) Thus podcasting may be an effective way to deliver content to students in hybrid and online formats, and in particular working students who travel. In this interactive demonstration and discussion participants will examine some affordable podcasting hardware and software options and participate in a streamlined process of podcast creation, hosting, and iTunes publication.

It's Like Cycling: The Application of Threshold Conceptions to Teaching an Introduction to Human Resource Management (WALL 210) | 9:45am – 10:45am

Dianna Krueger, *Tarleton State University*
Thomas Bradley, *Tarleton State University*

Threshold conceptions bind different aspects of concepts (Land, Cousin, Meyer, & Davies, 2005). Individuals may have a basic understanding of concepts, but not the interrelatedness within these concepts (Perkins, 2006). Therefore, the purpose of this exercise is to discuss the importance of threshold conceptions in learning, and provide a detailed cycling framework for the conceptualization of human resource management. Additionally, frameworks that may be used in management to assist learning and overcoming threshold conceptions will be discussed.

Let's talk about Business Ethics! (AOC 214) | 9:45am – 10:45am

Robert Steinbauer, *Brock University*

Teaching Business Ethics presents many unique challenges to management scholars. While the 2017 JOME Special Issue on Behavioral Ethics was very informative, it still left many questions unanswered. This roundtable will provide scholars interesting in Business Ethics with an opportunity to ask questions and share their experiences. I have structured it to discuss the three biggest challenges I faced teaching the subject: 1) Content: What to teach? 2) How to teach 3) Service learning. In addition, there will be an opportunity to discuss any other questions or concerns.

Reinventing Ourselves: Thinking About Staying Relevant in Today's Dynamic Higher Education Arena (WALL 211) | 9:45am – 10:45am

Rita Shea-Van Fossen, *Nova Southeastern University*
George Smith, *University of South Carolina Beaufort*
Kathleen Barnes, *William Paterson University*
JoDee LaCasse, *SUNY New Paltz*

As the business world continues its constant and persistent evolution, staying relevant becomes much harder. This session seeks to explore the nature and meaning of relevance and examine the issue of relevance within several of the roles educators may find themselves. The engaging round table discussions will focus on 5 key changes areas (i.e., the general business environment, technology [i.e., online learning technologies, etc.], society [cultural references, etc., as we age], academic disciplines, and higher education) where faculty members may struggle to stay relevant as they progress in their academic careers.

Scaling Up: Maintaining Course Quality with Increased Class Size (WALL 225) | 9:45am – 10:45am

Cyrus Parks, *University of Houston - Bauer College of Business*
Barbara Carlin, *University of Houston - Bauer College of Business*

Continually escalating costs and higher enrollments result in larger management and OB classes. We want to explore how we can “scale up” traditionally smaller courses to medium (50-80) or large sections (100+). Our session will focus on the collection and sharing of instructional designs, activities, and best practices for leading larger sections of a writing-intensive, higher-level undergraduate course. We are particularly interested in practices that can be implemented in highly resource-constrained environments. Outcomes from the session will be categorized and shared with participants.

Soft Skills: A Professional Wrangle (AOC 217) | 9:45am – 10:45am

Matthew VanSchenk Hof, *Montana State University*
Roger Putzel, *St. Michael's College*
Eric Nelson, *University of Central Missouri*

Both AACSB and the companies that hire our graduates want them to have soft skills. But our teaching environment does not make it easy to teach these skills. Two problems: 1) How do you teach these soft skills? 2) How do you measure students' acquisition of them? To give students the opportunity to practice these skills, some teachers step out of the limelight. What methods could be used and how can we assess soft skill learning? How do innovators get support from colleagues, chairs, deans, and evaluation procedures? We don't have all the answers; please bring yours!

Something in the Air: Atmospheric Attunement in Management Education (WALL 226) | 9:45am – 10:45am

Kathy Mack, *USC Aiken*

The study of atmospheres has recently drawn the attention of scholars in organization studies with implications for management education. From an aesthetic perspective, atmospheres communicate a mood or quality of feeling that materializes from the co-presence of subjects, objects and environments. If you have ever entered a room and felt ‘something in the air’ then you know that atmospheres matter. This session introduces the concept of atmospheres and its connections with pedagogic practices. Examples from the literature on pedagogic atmospheres and the author's experiences with aesthetic interventions designed to shift atmospherics are provided. Participants are invited to engage in dialogue surrounding atmospheric attunement in management education.

The management league cup: A semester-long team-based experiential learning infrastructure (AOC2 204) | 9:45am – 10:45am

Matthew Luth, *Valparaiso University*

Instructors of management and organizational behavior courses often utilize team-based learning and a variety of experiential exercises in their courses. In this proposal, I describe a semester-long team-based approach to experiential learning, called the Management League Cup. In the Management League Cup, teams compete in a series of exercises throughout the semester where points are awarded for performance. These points accumulate over the course of the semester, and at the end of the semester, the team with the most points wins the cup. Individual exercises, as well as the macro-structure, will be discussed and critiqued.

Who's on First: An Exercise on Workplace Communication (AOC2 210) | 9:45am – 10:45am

Mark Julien, *Brock University*

Micheal Stratton, *UNC Asheville*

Russell Clayton, *University of South Florida*

Abstract: This fun and interactive session will explore the benefits and challenges of showing a classic Abbott and Costello comedy routine to a group of international students who were unfamiliar with baseball. We will show a clip from the comedy routine and have participants identify the various barriers to communication illustrated in the video. Participants will also discuss whether they have had similar challenges adapting their teaching materials to an international audience.

Friday | 10:45am - 11:15am

Refreshment Break (Wall 222 Anteroom & AOC2 First Floor)

Enjoy a snack and beverage as you refresh before heading off to another round of experiential sessions.

Friday | 11:15am - 12:15pm

“You were a lousy teammate, but I’ll give you an A”: The inflation of graded peer-assessments (AOC2 204) | 11:15am – 12:15pm

Jessie Olien, *UNC Charlotte*
Greg Berka, *Queens University of Charlotte*
Sabrina Speights, *UNC Charlotte*

This roundtable focuses on peer evaluations in team-based projects. We gathered quantitative data on peer non-graded ratings and graded peer ratings, and qualitative data on students’ reactions to graded vs. ungraded assessments across four classes. These data suggest students are most comfortable giving and receiving non-graded developmental feedback, and assign more variable ratings for non-graded assessments. This roundtable briefly summarizes these findings, and focuses on discussing instructors’ goals for peer assessments and when different ratings formats can be most effective. We end by sharing a peer-ratings template, which can aid instructors in optimally designing peer-assessments in their future classes.

An Activity in Service of Improving Students’ Final Presentations (AOC2 210) | 11:15am – 12:15pm

Sarah Woodside, *Canisius College*

Students are expected to create and deliver high-impact presentations or trainings as final projects to Organizational Behavior or Human Resources classes, yet they do not have the requisite skills. This exercise uses experiential learning to have students practice creating and delivering an interactive PowerPoint presentation in small groups in a short time mid-course to prepare them for their final projects. Students prepare and deliver a group interactive presentation, reflect, and then receive a “Best Practices” tip sheet all within 2.5 hours.

H5P: Creating Interactive and Engaging Online Content (AOC 216) | 11:15am – 12:15pm

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

This session will introduce a free, web-based software that allows you to create and edit virtual classroom activities such as interactive presentations with assessments built into the recording as well as the gamification of course content. The software allows you to customize course material and edit videos to provide greater engagement in the course. We will demonstrate how to create interactive lectures that incorporate questions to assess student comprehension and provide opportunities to enhance participation, particularly in online and hybrid courses.

How to Have a Conversation with a Stranger (AOC 217) | 11:15am – 12:15pm

Janice Black, *Coastal Carolina University*

More and more students know how to interact via a digital modality with others but not in a face to face experience. This is particularly true when placed into traditional business networking situations. This session shares a modified version of series of topics designed to help the student know what to talk about with strangers in business settings.

How to Hook Your OB Students Early with a “What’s in it for me?” Opener (WALL 210) | 11:15am – 12:15pm

Kenneth Mullane, *Salem State University*

Organizational Behavior (OB) students often have difficulty understanding how individual-, group-, and organization-level OB concepts interact to influence employee behavior in the workplace. As a result, students may disengage from the class. Yet, the simple prompt of asking students, “How do you get promoted?”, serves as an effective engagement trigger that helps students link course objectives to valued outcomes. The purpose of this session is to demonstrate how this activity can increase in-class participation, help students understand the basics of what OB represents, and provide students with a conceptual roadmap for the semester. Relevant materials will also be provided.

Lessons Learned from Incorporating Leadership Simulations in the Classroom (AOC2 201) | 11:15am – 12:15pm

Roy Lewicki, *The Ohio State University*
Charles Buchanan, *The Ohio State University*

The purpose of this session is to present and discuss the lessons learned from developing and incorporating a leadership simulation in an OB course. The simulation compliments leading OB textbooks and provides students with the chance to directly implement key OB concepts. The facilitators present how the simulation was developed and incorporated in a core undergraduate OB course, as well as reviewing the experience from both the students’ and instructor’s perspectives. The facilitators share how integrating simulation technology with other traditional learning methods improved the learning experience. The facilitators discuss how simulations can enhance current course models.

Sexual Harassment: Navigating a touchy subject (WALL 208) | 11:15am – 12:15pm

Kori Callison, *University of Alaska – Anchorage*

Recent high profile allegations of sexual harassment and misconduct (Harvey Weinstein, Mario Batali, Garrison Keillor, Matt Lauer, Charlie Rose, etc.) demonstrate that sexual harassment in the work place is a systemic issue of substantial concern that crosses demographics and fields of work. How do we a) utilize recent press articles to demonstrate the continuing problems with reporting and stopping sexual harassment in the workplace, b) highlight best practices for organizations to utilize, and c) establish an atmosphere that allows students to disclose experience and attitudes with/about sexual misconduct in the workplace.

Slow Professoring: Navigating the Complex and Controversial Management of Your Teaching and Scholarly Time for Holistic Wellbeing (WALL 211) | 11:15am – 12:15pm

Thomas Hawk, *Frostburg State University*

The corporatization of institutions of higher education for efficiency and competition and the demands for promotion, tenure, and accreditation have increased the workload and time pressures on full-time faculty. This session will (1) offer a discussion of the ways in which faculty time has become more crowded, and (2) surface ways in which faculty can adopt a “Slow Professor” approach to all aspects of their professional academic lives to enhance their wellbeing and that of their students. This roundtable discussion is intended for faculty in all stages of their career, but especially those who are pre-tenure through mid-career.

Using EthicsGame to Develop Ethical Identity and Awareness (AOC 214) | 11:15am – 12:15pm

Joy Beatty, *University of Michigan – Dearborn*

This session introduces the EthicsGame simulations and explains how the author has used them in both undergraduate and graduate organizational behavior classes. EthicsGame is a set of online tools designed to teach ethical awareness, critical thinking, and ethical decision making. The underlying framework incorporates and compares deontological, teleological, justice, and virtue theories of ethics. Participants will receive access to a demo account to try the Ethical Lens Inventory (assessing one's ethical preferences) and a brief Ethics Exercise. The presenter will also show other available resources on the site. Please bring your laptop to participate.

Using Professional Development Experiential Learning Workshops to Build Career Skills (WALL 225) | 11:15am – 12:15pm

Vincent Bruni-Bossio, *University of Saskatchewan*
Marjorie Delbaere, *University of Saskatchewan*

This presentation will provide an overview of a series of professional development (PD) experiential workshops for students that are part of a college wide experiential learning strategy. PD experiential workshops are used to target skills not normally taught in the classroom such as running an effective meeting, preparing your own taxes, managing your digital brand, learning digital photoshop and others. The results of surveys conducted for each workshop will demonstrate that running PD experiential workshops is a unique and effective way to augment student skill building and better prepare students for the real world challenges of their careers.

Who is Training the Trainers: Supporting our Adjunct Colleagues (WALL 226) | 11:15am – 12:15pm

John B Stark, *California State University, Bakersfield*
Lori Paris, *California State University, Bakersfield*

The number of adjunct instructors across the Academy has grown dramatically in the last several years, actually outnumbering the tenure and tenure-track faculty, in some institutions. These part-time faculty typically have little training, and they typically are largely on their own to teach their classes. However, as student outcomes are being put under the microscope, what are we doing to support this part of our faculty in promoting positive student outcomes? This session will explore ways to facilitate adjunct success.

Friday | 12:15pm - 1:45pm

Lunch (CINO Grille in the Jackson Student Union)

Come enjoy a catered lunch in the CINO Grille in the Jackson Student Union. Please note that while Chick-Fil-A is on site, it is not included in the conference lunch. Attendees are more than welcome to purchase their own lunch at Chick-Fil-A, however. For those needing their Starbucks fix, it is located in the adjacent Kimbel Library.

Friday | 1:45pm - 3:15pm

Best practices: Incorporating speakers in the classroom (AOC 217) | 1:45pm – 3:15pm

Carrie A. Blair, *College of Charleston*
Ivana Milosevic, *College of Charleston*
Alexis Carrico, *College of Charleston*

Our institution has created a competitive advantage around integrating alumni, business leaders, and donors into classes and non-curricular activities. While other disciplines also host speakers, the topics covered in management, organizational behavior, and entrepreneurship classes are particularly well-suited for integrating speakers, and our department is one of the cornerstones of our school's competitive advantage. The purpose of this session is to present the many factors that are important to successfully hosting guest speakers. With the help of the audience, we hope to further develop best practices for hosting speakers.

Expanding the Pie: Negotiating in Academia (AOC2 210) | 1:45pm – 3:15pm

Barbara Ritter, *Coastal Carolina University*
Kathleen Barnes, *Salem State University*
Patricia Hedberg, *University of St. Thomas*
Peter McNamara, *Maynooth 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 practice their negotiation skills!

Experiential Learning: Who Knew Wrapping Blocks Could Teach Management? (AOC2 204) | 1:45pm – 3:15pm

Regina C. Yanson, *Francis Marion University*
Alysa D. Lambert, *Indiana University Southeast*

Participants will engage in an informative session on experiential learning. This teaching practice provides students the opportunity to learn by doing. Much of the traditional classroom involves instructors lecturing. High quality lecture is important, but it should also be combined with methods that engage active learning. This session will include the following: basic information on designing and implementing an experiential learning experience, the opportunity to participate in an example, and discuss some "best practices" for experiential learning.

Managing To Flourish (WALL 210) | 1:45pm – 3:15pm

Peggy Andrews, *Hamline University School of Business*

Flourishing is an optimal state of wellbeing where an individual feels positive emotions and functions well psychologically and socially. Management students concern themselves with this concept because organizations where employees describe themselves as flourishing experience higher profitability and customer loyalty. This session will review the theoretical foundation of the Short Form Flourishing Assessment and options for using it to help students reflect on their own state of wellbeing, and learn how they as future managers can create organizational conditions where employees have opportunities to flourish. Participants will take the assessment and receive resources for using the assessment in their classrooms.

Mid-career and Senior Consortium (WALL 222 Boardroom) | 1:45pm – 3:15pm

Dale Finn, *University of New Haven*
Tom Hawk, *Frostburg State University (Retired)*
Kathleen Kane, *University of San Francisco*
Joe Seltzer, *LaSalle University (Retired)*
Judi Strauss-Lipkin, *Benedictine University (Retired)*
Joan Weiner, *Drexel University*
Joan Gallos, *Wheelock College (Retired)*

Abstract: The intent of the consortium is creating a space for open and frank conversation of special interest to 3 categories of OBTC participants: mid-career, senior faculty, and retired faculty. After an opening about confidentiality, we will invite participants to choose among three conversations/communities. We expect that there will be different issues: Mid-career faculty may want to talk about, “What do I want to do with the next 20 years of my career?” Senior faculty about “When should I retire?” or “What will I do when I retire?” Retired faculty about, “How can I find engagement and value in different activities?”

» Reinventing Classroom Learning in the 21st Century: An Exercise Toolkit for Management Courses (WALL 225) | 1:45pm – 3:15pm

Sheri Schulte, *The University of Akron*
Scott Bible, *The University of Akron*

This session introduces four practical application exercises that can be used in undergraduate courses. These exercises can be used both online and in a traditional classroom. We selected topics that have great relevance to students, especially in early stages of their careers. We seek to demonstrate that active learning can be an engaging part of a course that may have from 35-75 students enrolled in a section. In our session we will engage our audience in the exercises with short segments of practice and debrief intended to simulate how we would use in the classroom.

Teaching about diversity is hard, especially when you’re in the majority... (WALL 208) | 1:45pm – 3:15pm

Terry Nelson, *University of Alaska Anchorage*
Suzanne de Janasz, *George Mason University*

Creating an inclusive learning and constructive environment on divisive topics such as race, sexuality, or gender is challenging for faculty. Last year, a dialogue on diversity was initiated in the #Oopsism session, yet the challenges faculty face teaching such topics were not addressed. Socially sensitive topics can turn a classroom into an emotionally-charged and destructive environment if faculty do not carefully consider their pedagogical approach. In this interactive session, we share teaching strategies that can be utilized before, during, and after a class session to promote civil discourse and create a safe and constructive environment for the instructor and students.

» Towards a Poetry of Reflection and Reinvention: The Poetry Gallery Workshop (AOC 214) | 1:45pm – 3:15pm

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

ABSTRACT This presentation is an adaptation of The Poetry Gallery workshop to the conference theme. It was originally designed to sensitize students to the subtle, personal and emotionally charged dimensions of the undergraduate Organizational Behavior course. Through encounters with modern poetry, the Gallery evokes, clarifies and intensifies the metaphors through which students make sense of uncertainties in their own lives, deepen their appreciation of one another and creatively re-conceptualize course material. We believe that the conference themes of reflection and re-imagination can be enhanced by a good dose of poetry.

Friday | 3:15pm - 3:45pm

Refreshment Break (Wall 222 Anteroom & AOC 2 First Floor)

Enjoy a snack and beverage as you refresh before heading off to another round of experiential sessions.

Friday | 3:45pm - 4:45pm

A Tale of Three Cases: OB/HR Cases Developed After Attending a 2017 OBTC Workshop (WALL 225) | 3:45pm – 4:45pm

Susan Dustin, *Illinois State University*

Mary Sue Love, *Southern Illinois University at Edwardsville*

Tina Thompson, *Illinois State University*

This workshop will present three OB/HR cases that were initiated by the authors during a case writing workshop led by Jack Brittain at the 2017 OBTC. The first case involves selection and job search related issues when a candidate is overqualified for the position. The second case focuses on the transformational and LMX leadership qualities of an individual who also occasionally engages in abusive supervision. The third case focus culture at a small company with a start-up mentality. The third case is also useful for discussing sexual harassment and is particularly timely given the #MeToo movement.

Applying Pre-suasion by Cialdini to augment experience-based learning in OB (AOC2 210) | 3:45pm – 4:45pm

Ashley Prisant Lesko, *Harvard Extension*

Marvin Hansen, *Harvard Extension*

It has been almost 30 years since Cialdini's Influence emerged as a leader in applied persuasion and communication leadership techniques. In 2016, he penned Pre-suasion to look at what influences people to 'pre-frame' their thinking. This session will briefly summarize the book, its takeaways and share applicable ways to use the material in an OB or management classroom. You will have the chance to discuss and take away techniques to use in your class next semester.

Beyond Discussion Boards: Engagement Methods in the Online Classroom (AOC 216) | 3:45pm – 4:45pm

Therese Sprinkle, *Quinnipiac University*

Robert Yawson, *Quinnipiac University*

Student engagement has assumed broader significance and importance as a result of the increasing level of online teaching and learning. The purpose of this Roundtable Discussion is to create a forum where we can discuss how to move beyond discussion boards, and bring the "sync" back to the Asynchronous learning environments. We will facilitate and gather thoughts on how online instructors engage their students in the asynchronous classroom. The ultimate goal is to compile these discussions and share amongst participants.

Bradford Award Winner Session: My Top Ten List of Things I've Learned By the End of My Career That I Wish I Had Known at the Beginning (WALL 222 Boardroom) | 3:45pm – 4:45pm

Joseph Seltzer, *La Salle University*

I'm very pleased to have been given the 2018 David L Bradford Outstanding Educator Award. Now, at the end of my career, I've been reflecting on what I've done during that career. While I don't have many regrets, I have learned some lessons that in retrospect, would have been helpful if I had known them sooner. I'd like to talk about these lessons in my session, but as a preview, #7 is "find a way to make it experiential" So, part of my session will be experiential. Part will be me talking to and about my "home" community. I hope you can attend.

Grading: Providing feedback while maintaining your sanity (WALL 210) | 3:45pm – 4:45pm

Marie McKendall, *Grand Valley State University*

Beverly DeMarr, *Ferris State University*

When you look at the student assignments you need to grade, do you envision the hours it will take to provide comments and correct errors? Do you wonder if students will read your feedback and continue to make the same mistakes? Do traditional methods of grading increase student learning? And if they do not, or do so only marginally, why do we keep going through this tortuous ritual? This interactive session will introduce and allow you to practice techniques that will reduce the time you spend grading while still providing students with necessary feedback to facilitate learning.

Keeping the Passion, Cooling the Anger: Handling Controversial Subjects in Class through a Structured Exercise (WALL 208) | 3:45pm – 4:45pm

Mary Ellen Zuckerman, *SUNY Brockport*

This paper introduces an in-class exercise suitable for upper level undergraduate and graduate students designed to effectively manage class discussions of relevant but emotionally charged current events topics raised in management classes. The exercise was created with the learning objective of having students of differing points of view truly listen to and hear one another.

Mapping Management: An Online Tool for Collaborative Theory Mapping (AOC 217) | 3:45pm – 4:45pm

Matthew Jarman, *Virginia Military Institute*

Research suggests that learning comes with doing. This session presents a free online methodology that allows students to organize class management concepts and personal reflections into a theory map. Using Google Drawings and a recently developed method for theory mapping, students are able to create maps on their own or collaboratively with others. These maps help students to make sense of how different concepts relate to one another, how their own personal experiences fit these concepts, and to identify conceptual gaps in knowledge. The session will provide an introduction to creating maps and different ideas for individual and group activities.

Not Seen and Not Heard: Building a Support System for Management Educators with Learning Disabilities (WALL 226)
| 3:45pm – 4:45pm

Chantal van Esch, *Cal Poly Pomona*
Lisa Stickney, *University of Baltimore*

While much is known about teaching students with learning disabilities, almost nothing is known about the experiences of management educators who have learning disabilities themselves. This roundtable builds on sessions from the previous two years' and 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 a support system for educators with learning disabilities.

Research is Not My Passion – Help Me Publish Please (WALL 211) | 3:45pm – 4:45pm

Melissa Knott, *Western New England University*

MOBTS has a rich history of supporting innovative, experiential teaching and has been instrumental in elevating the Scholarship of Teaching and Learning (SoTL) in a collaborative community. The focus of this roundtable discussion is to harness the power of that community by brainstorming research ideas (SoTL and others) that can be put into action in the coming year. The group will also discuss the intersection of teaching and research, individual motivation for publishing and the challenges individuals face in publishing.

Using Leader-Member Exchange (LMX) as a Mental Model for Relationship Building (AOC2 201) | 3:45pm – 4:45pm

Shontarius D. Aikens, *Concordia College*

Building relationships is an important skill for managers. Leader-member exchange (LMX) leadership theory focuses on the quality of relationships between a leader and a follower. Using the LMX construct, management educators can create a mental model for students to reflect on current relationships and to determine how to build initial relationships in the future. In this session, participants will take part in a classroom activity designed for undergraduate leadership and organizational behavior classes to help students develop insights into relationship building.

Friday | 4:45pm - 5:15pm

Transportation to The Dunes Club (Wall College Gates)

Head over to the gates in front of the Wall College to hop on the bus and head down to the ocean for our Awards Banquet.

Friday | 5:15pm - 8:15pm

Awards Banquet at The Dunes Club (The Dunes Club)

We're changing things up a bit this year with our awards banquet as we want to ensure our attendees get a taste of both the country and the beach side of Coastal Carolina. Our awards ceremony will be hosted in the clubhouse of The Dunes Club. A buffet dinner and the ceremony itself will be hosted in the club's ballroom with the ocean as our backdrop. Join us as we award the recipients of the Roethlisberger, Bradford, Frost, Herman, Lasting Impact, New Educator, and Mid-Career Distinguished Educators awards, while also giving thanks to Board Members that are both departing and joining us. Attendees will have the opportunity to enjoy a stroll beyond the club's beautiful green, the dunes, and onward toward the ocean. Following the banquet, the university trollies will take us back to campus to enjoy our famous talent show!

Friday | 8:15pm - 8:45pm

Transportation to Campus, the Talent Show, and Jim's Place (The Dunes Club)

Following the Awards Banquet, we will be heading back to campus to the Alford Ballroom in Atheneum Hall to partake in our famous Talent Show.

Friday | 8:30pm - 11:45pm

Jim's Place & The Talent Show (Alford Ballroom in Atheneum Hall)

Hosted once again by Steve Edelson, our popular talent show highlights the prodigious talents of our MOBTS 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 MOBTS app. To enable participation for all, *all performers are to limit your performance to one song, two poems, or 5 minutes of material.*

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

Saturday | June 9

Saturday | 7:00am - 8:30am

Breakfast (Residence Hall Lobbies)

Breakfast will be catered each day and served hotel-style buffet on the first floor of both residence halls (Tradition Hall & Chanticleer Hall). This will allow you to come down and grab a bite while still having time to get back to your rooms to get ready for your day of sessions over in the Wall College and AOC2.

Saturday | 8:30am - 9:30am

Doctoral Institute Session (WALL 222 Boardroom)

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 MOBTS. 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 in one of our most anticipated sessions every year. Seating is limited!

Saturday | 9:45am - 10:45am

“My last client-based class project was a disaster”: Developing best practices for a successful project process (AOC2 204) | 9:45am – 10:45am

Beth Schneider, *Queens University of Charlotte*
Gregory Berka, *Queens University of Charlotte*

Client-based or applied projects can provide a host of benefits to students, clients, and the instructor. However, planning and facilitating the projects are often onerous for the instructor and result in unmet expectations for one or more of the participating parties. This session engages participants in a discussion of client-based learning project experiences and provides resources to aid in successful administration of future client-based class projects. Participants will respond to simulated issues encountered during client-based projects and develop tools to aid in design/planning for increased success and met expectations.

A Scaffolded Approach to Teaching about Organizational Culture: The Texas A&M Culture Exercise (WALL 211) | 9:45am – 10:45am

Alexander Bolinger, *Idaho State University*
Tyler Burch, *Idaho State University*

Organizational culture is a popular topic in introductory management and organizational behavior classes, but teaching about culture in a way to which undergraduate students can relate is a challenge. Furthermore, undergraduate students who are used to lectures and unaccustomed to active learning methodologies may initially be reluctant to actively participate in class exercises. In this session, I describe the Texas A&M culture exercise for teaching about organizational culture in undergraduate, face-to-face classes. The exercise enables students to learn how to diagnose an unfamiliar organizational culture and to evaluate the strengths and weaknesses of a strong culture.

Can Forced Ranking be Used as a Pedagogical Tool? (AOC 214) | 9:45am – 10:45am

Matthew VanSchenkof, *Montana State University*
Eric Nelson, *University of Central Missouri*

The era of forced ranking (FR) as a means of assessment in industry appears to have ended at the turn of the millennium. Does that mean it does not belong in classroom settings? Come join us and discuss the tragedy that befell one of the author's courses yet was successful in the other's. Help us answer the questions: 1. Does FR have a place in the classroom? 2. What outcomes could FR benefit and negate? 3. What else besides FR needs to occur? 4. How does one “sell” FR to participants and administration? Help a lost member! Join us!

Creating Community and Student Engagement beyond the Online Discussion Board (AOC 216) | 9:45am – 10:45am

Opal Leung, *St. Francis Xavier University*
Terry Nelson, *University of Alaska Anchorage*
W. Keith Story, *California State University, Fresno*

A sense of community and student engagement are factors that contribute to students having a positive learning experience. Achieving both of these elements in the classroom is challenging but even more so in a virtual classroom setting. Online instructors usually resort to the old standby – discussion board – as a tool to foster community and student engagement. However, the effectiveness of discussion boards is limited in asynchronous online courses. In this symposium, we present four different activities that complement discussion boards by stimulating critical thinking, teamwork, and interaction between students.

Effecting Change in Universities: Reflections on Four Change Efforts (WALL 226) | 9:45am – 10:45am

Dale Rude, *University of Houston*

I will share what I have learned from 36 years as a professor and from four major efforts to change my university. Great patience and persistence is required. Change is typically very slow because universities are large and bureaucratic organizations with multifaceted goals that are difficult to measure. In addition, having a reputation for being someone who cares about the institution and who is both reasonable and competent is critical. In my experience, the Faculty Senate is an important source of leverage for change. Participants will be invited to share their university change experiences and perspectives.

Evaluating a curriculum: How can we know what our students are really learning? (AOC 217) | 9:45am – 10:45am

Elena Dowin Kennedy, *Elon University*
Sean McMahon, *Elon University*

Faculty members are rarely able to assess the impact to student learning that occurs over several semesters of courses. While AACSB accredited schools do engage in formal curricular evaluation, the Assurance of Learning (AoL) process is often performative and generally fails to engage all of the faculty members who contribute to student learning throughout the curriculum. This session will foster a discussion of: 1) the impact we as faculty members wish to have on our students beyond what they can learn in an individual class and 2) methods we can employ to meaningfully measure the success of a curriculum.

Me Poster (AOC2 210) | 9:45am – 10:45am

Leann Mischel, *Coastal Carolina University*
Peter Gasca, *Coastal Carolina University*

This exercise allows participants to engage in a brief pictorial elevator pitch. Participants will construct a poster to advertise a class where they could teach or demonstrate a unique skill. We will compare popular and unpopular posters and discuss what made advertisements more or less successful. This exercise can be used to teach students how to advertise/market a product or service more effectively. It can also be used to teach students how to fail fast – fail safe – a situation where they can quickly learn whether an idea is worth pursuing without making a large investment up front.

» Reflection and Reinvention of Faculty and Student Interaction (WALL 210) | 9:45am – 10:45am

Aimee Wheaton, *Regis University*

Faculty and student interaction lies at the heart of the educational experience. This interaction is evolving as the composition of the professoriate and student body changes. Traditionally, the professoriate consisted mainly of tenured professors, this model is changing to increasingly include contingent faculty (Ginsberg, 2011). The role of the student is also evolving. Traditionally college students were viewed as apprentice learners needing an education. Today, students are increasingly viewed as customers whose needs are to be satisfied (Gerber, 2014). Given the changing composition of the professoriate and student body, adjustments in the education model need to be made so to effectively serve both constituencies.

The Workforce has Evolved: Are Business Schools Teaching Inclusive Leadership Techniques to Accommodate an Increasingly Dynamic Workforce? (AOC2 201) | 9:45am – 10:45am

Angela Even, *University of Maryland University College*

Inclusive leadership is important when considering new hiring trends. These trends are aimed at hiring disabled individuals and especially individuals with autism spectrum disorder. Young adults with ASD state that employment is their biggest challenge. Are managers educated to understand the needs of individuals with disabilities? What are business schools doing to educate management students on inclusion and inclusive leadership? The outcome of my proposed session is to establish a list of recommendations targeted toward business school educators and administrators for use in establishing inclusion training for future managers and educational opportunities aimed at inclusion. This will help to ensure that management is prepared to handle the changes in the evolving and dynamic workforce that they will be responsible for leading.

When it Goes Wrong in the Classroom: Reshaping, Reinventing, and Saving the Day (WALL 208) | 9:45am – 10:45am

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

As management educators, we strive to create a classroom environment where student learning is enhanced by group discussions, experiential exercises, and teamwork/group projects, among others. But, what happens when one of these unexpectedly takes a turn for the worse? Can it be rescued? In this session, we explore various pedagogical techniques that management educators can use to persevere through unexpected circumstances in the classroom. Attendees will reflect upon and discuss their own challenges, and presenters will offer ideas/potential solutions. Attendees will receive a handout outlining strategies to reshape, reinvent, and rescue the situation when the best laid plans go awry.

Saturday | 11:00am

Boxed To-Go Lunches (Wall 222 Anteroom)

Starting at 11:00am, those that opted to take boxed lunches on their registration forms may head over to the Wall 222 Anteroom (just outside the ballroom). Bring them into your next session, wait until noon to take them into the Business Meeting, or just grab one and head toward downtown Myrtle Beach!

Saturday | 11:00am - 12:00pm

A Dialogue on Navigating Change: Personal, Professional, Environmental, and Global (WALL 211) | 11:00am – 12:00pm

Kathy Kane, *University of San Francisco*

Dialogue is a well-known technique for learning and discovery. Dialogue (not “dialogue”) encourages individuals to think more deeply and in the moment. It opens our minds to new ways of seeing and experiencing our world. In this session, we will explore the topic of navigating change: our own internal, the world around us, and any other change individuals want to bring to the Dialogue. A quick overview of Dialogue will be given, as well as handouts, and the Dialogue will commence.

Developing A Formal Conceptual Process Model for Mentoring students in the development, execution and completion of Capstone and/or Independent Projects (WALL 210) | 11:00am – 12:00pm

Annette Mondry, *Edgewood College*
Loren Kuzuhara, *University of Wisconsin-Madison*

Independent study projects and capstone courses help students to develop higher-level learning outcomes that will prepare them for transitioning to greater confidence and competence in the workplace. Students and student advisors have expressed a need for a formal, systematic process and a range of pragmatic learning tools to assist students in developing, executing and completing independent learning projects including final capstone work. This session will present a variety of learning tools and activities that will provide students with a platform for effectively developing and executing capstone and independent projects or that will enhance the relevance and usefulness management concepts and theories in understanding and addressing challenging problems facing organizations.

Getting to Maybe? Negotiation and Conflict Resolution Strategies in Divisive Times (AOC2 210) | 11:00am – 12:00pm

Suzanne de Janasz, *George Mason University*
Joy Schneer, *Rider University*

In this politically-charged and divisive climate, getting to yes (borrowing from the seminal negotiation book) or finding common ground may seem impossible. What about getting to maybe? Maybe we could set aside our biases to listen to and consider an opposing view? Maybe we could pause before we "unfriend" someone because of what they chose to post on social media? Drawing from negotiation and conflict resolution frameworks and strategies, we provide tools to help ourselves and our students to get to maybe--a place where we allow for the possibility of engaging instead of assuming that doing so is impossible.

Lost in Translation: Helping Students Understand Scholarly Works (WALL 226) | 11:00am – 12:00pm

Vicki Taylor, *Shippensburg University*
Lisa Stickney, *University of Baltimore*
C. Melissa Fender, *Rutgers University - Camden*
Beverly DeMarr, *Ferris State University*

Comprehending and applying the information contained in scholarly articles can be challenging for undergraduate and graduate students for a variety of reasons. To help students develop greater literacy relative to scholarly works, we developed an exercise where students work independently and collaboratively to extract information from journal articles and translate findings into understand evidence-based practice that can be applied in organizations. In our MOBTS session, we will explain the exercise and practice translating "Academicese" into English understandable by students and practitioners.

Mind Mapping - The Power of Related vs Unrelated Stimuli (AOC 217) | 11:00am – 12:00pm

Leann Mischel, *Coastal Carolina University*
Peter Gasca, *Coastal Carolina University*

In this session, we will discuss the advantages and disadvantages of brainstorming and mind mapping. We will engage in a mind mapping exercise that will demonstrate the merits of using free association against related versus unrelated stimuli. The exercise will conclude with a discussion of why mind mapping might offer an advantage over brainstorming, the results of free associating against related and unrelated stimuli and the class contexts in which this exercise would be helpful.

Overcoming Resistance to Change: Managing student readiness for pre-learning instruction methods (Flipped learning and Team-Based Learning) (AOC 216) | 11:00am – 12:00pm

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

The session steps participants through the process of overcoming resistance to change where students are introduced to different methods of teaching such as Flipped Learning and Team-Based Learning. An in-class activity is presented which may be given to students to prepare them for a different learning culture associated with a pre-learning teaching method. Student feedback and peer review provide evidence that this method is effective in preparing students for pre-learning methods.

Those who can do, those who can't – teach: Three ways to go beyond professor and student stereotypes that will immediately energize your classroom (AOC 214) | 11:00am – 12:00pm

Ashley Lesko, *Harvard Extension*

Ever been stereotyped based on who/what you are or the job you hold? Know that you could do so much more if only asked? Ever think that your students feel the same way and want a new idea? If so – this session is for you. This session “breaks out” of traditional and focuses on YOU specifically – and your students. What areas have you not explored – because you’ve never been asked? We will share specific examples for you management, OB, or leadership class that will keep them engaged in class and help them in their next job. This session is part discussion, part roundtable as we go beyond what people see in your classroom – and get more of what you and your students want out of it.

Training MBAs to Use Management Research in Strategic Decision-making (AOC2 201) | 11:00am – 12:00pm

Klavdia Evans, *St. Mary's University*
Gail Kaciuba, *St. Mary's University*
Matt Gilley, *St. Mary's University*
Gregory Dess, *UT Dallas*

Strategy faculty have long lamented that their scholarship is rarely used by practitioners to assist with strategic decision-making. The blame is most often placed on the nature of our research and many prescriptions have been offered in this regard. We suggest that attempts to close the scholarship-practice gap should first begin in our classrooms rather than in our research. In this paper, we: (1) discuss the sources of managerial knowledge and provide an overview of the challenges to getting practitioners to use management scholarship in strategic decision-making, (2) make the case for using that research in the MBA classroom, and (3) provide a novel pedagogical use of such research to ensure that MBAs see its value in strategic decision-making and are comfortable using it after graduation.

Society Town Hall, Business Meeting, and Closing Statements (Wall 222 Boardroom)

Tim O. Peterson, *North Dakota State University*
Rita Shea-Van Fossen, *Nova Southeastern University*
Barbara Ritter, *Coastal Carolina University*
Erika Small, *Coastal Carolina University*
Jess Doll, *Coastal Carolina University*
Nick Rhew, *Coastal Carolina University*
Tammi Redd, *Ramapo College*
Brandon Charpied, *MOBTS*

Come discuss the future and direction of MOBTS, its finances, its journals, its conferences, and other business issues with Society leadership.

Past & Future MOBTS Sites

1974 Stanford University	1997 Case Western Reserve University
1975 Southern Methodist University	1998 University of LaVerne
1976 Harvard University	1999 New Mexico State University
1977 University of Toronto	2000 West Georgia State University
1978 University of South Carolina	2001 James Madison University
1979 University of Cincinnati	2002 Chapman University
1980 University of Southern California	2003 Western New England College
1981 Harvard University	2004 University of Redlands
1982 Case Western Reserve University	2005 University of Scranton
1983 University of Oklahoma	2006 Nazareth College
1984 Brigham Young University/Boise State	2007 Pepperdine University
1985 University of Virginia	2008 Babson College
1986 Pepperdine University	2009 College of Charleston
1987 Bentley College	2010 University of New Mexico
1988 Loyola Marymount University	2011 Marquette University
1989 University of Missouri at Columbia	2012 Brock University
1990 University of Richmond	2013 UNC Asheville
1991 Western Washington University	2014 Vanderbilt University
1992 University of Calgary	2015 University of LaVerne
1993 Bucknell University	2016 Walsh University
1994 University of Windsor	2017 Providence College
1995 Western Illinois University	2018 Coastal Carolina University
1996 Keene State College	2019 <i>Ramapo College</i>

Thank You to All of Our 2018 Conference Reviewers!

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van Esch, Chantal

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Varela, Otmar

Wagenheim, Gary

Weirup, Amanda

Wheaton, Aimee

Woodside, Sarah

Yanson, Regina

Yoder, Michele

Zuckerman, Mary Ellen

AUTHOR INDEX

A

Aikens, Shontarius D.....34, 50
 Andre, Rae.....37
 Andrews, Peggy.....46
 Arroyo, Cristina.....25

B

Balan, Peter56
 Baldo, Carlos33
 Baldwin, Timothy.....28
 Barnes, Kathleen41, 46
 Barrett, Frank47
 Beard, Jon.....25
 Beatty, Joy37, 45
 Beaudry, David.....32
 Berka, Gregory43, 52
 Bible, Scott43, 47
 Bishop, Kathy.....22, 29
 Black, Janice.....20, 43
 Blair, Carrie A.46
 Bolinger, Alex22, 52
 Bolman, Lee22, 39
 Bradley, Thomas40
 Breaux-Soignet, Denise.....26
 Bruni-Bossio, Vincent30, 45
 Buchanan, Charles44
 Burch, Tyler52

C

Callison, Kori44
 Carlin, Barbara41
 Carrico, Alexis.....46
 Chappell, Stacie29, 35
 Clarke, Janine21
 Clayton, Russell.....42
 Collins, Jennifer.....28

D

Davenport, Shaun40
 de Janasz, Suzanne47, 55
 Dean, Roger.....34
 Delbaere, Marjorie.....45
 Delise, Lisa.....26
 DeMarr, Beverly.....49, 55
 DeRubertis, Diane38
 Dess, Gregory.....56
 Dhar, Udayan30
 Dowin Kennedy, Elena.....53
 Dumas, Collette22
 Dustin, Susan.....48

E

Edelson, Steven25, 51
 Evans, Klavdia.....56
 Even, Angela54

F

Fearon, Dave31
 Fender, C. Melissa.....55

Finn, Dale21, 47
 Flynn, E. James.....21
 Fornaciari, Charles.....21
 Forray, Jeanie.....28
 Fox, Alexa26
 Freed, Jann.....19
 Fry, Louis W. (Jody).....29
 Fullerton, Jim.....21

G

Gallos, Joan39, 47
 Gasca, Peter53, 55
 Gerard, Joseph20, 39
 Giles, Garrett26
 Gilley, Matt53
 Gould Harper, Marie.....39
 Greeley, Jack P.39

H

Hair, Rose22
 Haley, Elizabeth.....32
 Hansen, Marvin48
 Hanson-Rasmussen, Nancy ...20, 31
 Harper, Timothy27
 Harris, Daniel.....26
 Hawk, Thomas.....44, 47
 Hedberg, Patricia46
 Hennig, Carsten35
 Herring, Robert.....22
 Hill, Stephen37
 Hirs, Azita27
 Hull, Kyle33

J

Jackson, Nicole.....28
 Jarman, Matthew49
 Javadizadeh, Bahareh32
 Jones, Scott.....34
 Jordan, Kimberly23
 Julien, Mark42

K

Kaciuba, Gail56
 Kane, Kathleen47, 54
 Kaplan, David.....21
 Kay, Alick.....56
 Kirchner, Michael.....54
 Klieman, Kenneth.....28
 Knott, Melissa.....50
 Knutson, Kelsey.....22
 Krueger, Dianna.....40
 Kuzuhara, Loren55

L

LaCasse, JoDee.....41
 Lambert, Alysa D.....46
 Larson, Barbara27
 Leigh, Elysabeth.....23
 Leigh, Jennifer22
 Lesko, Ashley48, 56

Leung, Opal52
 Levesque, Laurie.....34
 Lewicki, Roy.....44
 Liu, Yonghong (Tracy)25
 Lo, Kevin25, 29
 London, Michael.....38, 47
 Love, Mary Sue.....48
 Luechtefeld, Ray25
 Lund Dean, Kathy22, 28
 Luth, Matthew.....42

M

Mack, Kathy.....42
 Makarius, Erin26, 27, 43
 Manwaring, Melissa.....24, 35
 Marsherrall, Andrew38
 Martin, Thomas M.30
 Marx, Robert.....28
 Maureen Powers, Shawn.....26
 Mawritz, Ken29
 McKendall, Marie49
 McKinney, Arlise28
 McMahan, Joan.....19
 McMahan, Sean53
 McNamara, Sue.....33
 McNamara, Peter46
 Meek, Shawnee23
 Miles, Angela.....28
 Miller, Gloria39
 Milosevic, Ivana.....46
 Mischel, Leann.....53, 55
 Mondry, Annette55
 Mullane, Kenneth.....44
 Murphy, Dianne39

N

Nelson, Eric23, 41, 52
 Nelson, Millicent.....28
 Nelson, Terry25, 47, 52
 Nesteruk, Jeffrey.....33

O

O'Connor, Kimberly.....40, 54
 Olien, Jessie43
 Oliveira, Justina26
 Opatny-Yazell, Christine23

P

Page, M. Beth.....22
 Palmer, Julie "J.P.".....22, 38
 Paris, Lori45
 Parks, Cyrus41
 Penrod, Catherine.....23
 Peterson, Tim.....22, 57
 Pierce, Jason.....25, 27
 Polin, Beth30
 Preston, Francoe.....24
 Prisant Lesko, Ashley48
 Putzel, Roger.....41

Q

Quijada, Maria Alejandra28, 30

R

Rhew, Nicholas28, 57
 Ritter, Barbara28, 46
 Rude, Dale.....53

S

Schmidt, Gordon54
 Schmidt-Wilk, Jane28
 Schneer, Joy55
 Schneider, Beth52
 Schulte, Sheri47
 Scott, Nancy.....26
 Scrimshire, Alex.....31
 Seltzer, Joe31, 47, 49
 Shea-Van Fossen, Rita41, 57
 Siegler, Janaina (Jane).....32
 Small, Erika.....18, 46, 57
 Smith, Joy.....20
 Smith, George41
 Smith, Daniel26
 Smrt, Diana23
 Sockbeson, Caitlin.....19
 Speights, Sabrina.....43
 Sprinkle, Therese.....48
 Stark, John B45
 Steinbauer, Robert.....41
 Stickney, Lisa.....50, 55
 Story, W. Keith52
 Stratton, Micheal25, 42, 46
 Strauss-Lipkin, Judi.....47
 Strevel, Hank.....32
 Swain, Jordon.....26

T

Tabesh, Pooya24
 Tarr, Emily22
 Taylor, Vicki55
 Thackeray, Mark32
 Thomas, Debby29, 35
 Thompson, Tina48
 Tucker, Mary.....23

V

Van Buskirk, William47
 van Esch, Chantal.....20, 25, 50
 VanSchenkof, Matthew41, 52
 Velez-Castrillon, Susana24

W

Ward, Brad31
 Weems-Landingham, Velvet.....37
 Weiner, Joan.....31, 47
 Weirup, Amanda24, 35
 Weisenborn, Gregory34
 Wheaton, Aimee.....53
 Whitmore, Mark.....38

Wilson, Jay30
 Woodside, Sarah.....43
 Wysong, Danny31

Y

Yanson, Regina C.....46
 Yawson, Robert.....48
 Yoder, Michele.....37

Z

Zuckerman, Mary Ellen49

**Doctoral Institute
 Student Presenters
 p. 51**

- Brady, Lisa
- Buis, Brittany
- Dhar, Udayan
- Edwards, Shawn
- Javadizadeh, Bahareh
- Jean-Denis, Howard
- Millet, Eduardo
- Montague-Mfuni,
- Michelle Olien, Jessie
- Palmer, Catrina
- Pervez, Adam
- Preston, Francee
- Raheem, Lyn
- Steere, Robert
- Taylor, Phylicia
- Williams, Erika

Session Notes

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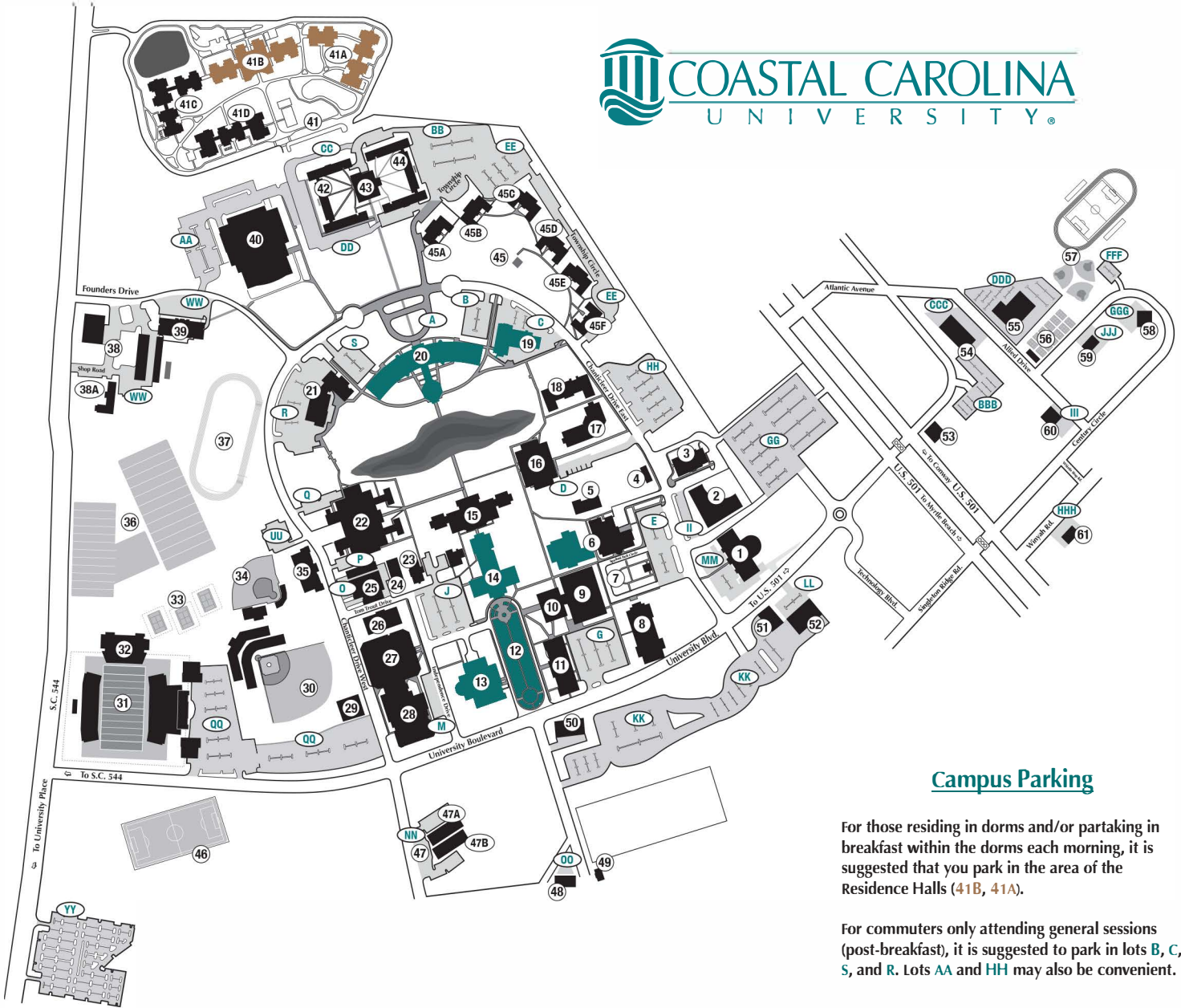
MANAGEMENT & ORGANIZATIONAL BEHAVIOR TEACHING SOCIETY



**RAMAPO
COLLEGE**
OF NEW JERSEY



MOBTS 2019 at Ramapo College | Mahwah, New Jersey
June 5- 8, 2019 | Conference Chairs: Tammi Redd & Sridevi Shivarajan



Campus Parking

For those residing in dorms and/or partaking in breakfast within the dorms each morning, it is suggested that you park in the area of the Residence Halls (41B, 41A).

For commuters only attending general sessions (post-breakfast), it is suggested to park in lots B, C, S, and R. Lots AA and HH may also be convenient.

Campus Map Key

- | | | |
|--|---|--|
| <p>1 Baxley Hall (BAXL) (Rotunda-Welcome Center / Admissions/ Financial Aid/ Student Accounts / Registrar/ CINO Card Office/ Graduate Studies)</p> <p>2 Horry County Scholars Academy</p> <p>3 Kingston Hall</p> <p>4 Mense Hall (MNSE) (R.O.T.C.)</p> <p>5 Central Energy Plant</p> <p>6 Jackson Student Union (STCR) / CINO Grille</p> <p>7 Spadoni Park / Graham Family Bell Tower</p> <p>8 Wheelwright Auditorium (WHEL)</p> <p>9 Kimbel Library (KLIB)</p> <p>10 Bryan Information Commons (BICL) 11 Kearns Hall (KRNS) (University College)</p> <p>12 Blanton Park</p> <p>13 Atheneum Hall (ATNM)
(Alford Ballroom)</p> <p>14 Singleton Building (SNGL)
(Singleton Ballroom)</p> <p>15 Prince Building (PRIN)
(Spadoni College of Education)</p> <p>16 Smith Building (SCI) (College of Science)</p> <p>17 Science II (SCI2) (College of Science) 18 Swain Hall (KESH) (College of Science) 19 Academic Building (AOC2)</p> <p>20 Wall Building (WALL)
(Wall College of Business Administration)</p> | <p>21 Brittain Hall (BRTH)</p> <p>22 Edwards Building (EHFA)
(Edwards College of Humanities and Fine Arts)</p> <p>23 Indigo Hall (INDO)</p> <p>24 Laurel Hall (Photography)</p> <p>25 Hampton Hall (Video/ Media Services)</p> <p>26 Chauncey's Choice (Dining Facility)</p> <p>27 Kimbel Arena (Intramural Basketball)</p> <p>28 Williams-Brice (WB) (Recreation Center)</p> <p>29 Hitting Facility</p> <p>30 Springs Brooks Stadium / Vrooman Field 31 Brooks Stadium / Benton Field</p> <p>32 Athletic Field House (ADF1)</p> <p>33 Nichols Tennis Center</p> <p>34 Softball Stadium</p> <p>35 Arcadia Hall (ARCA) (Athletic Administration)</p> <p>36 Athletic Practice Fields</p> <p>37 Track and Field Facility</p> <p>38 Facilities (38A. Facilities Administration)</p> <p>39 Sands Hall (U.S. Post Office)</p> <p>40 HTC Center (SRCC)
(Recreation Center / Chanticleer Store)</p> <p>41 Student Housing Complex
41A Chanticleer Hall 41B Tradition Hall
41C Teal Hall 41O CINO Hall</p> <p>42 Eaglin Residence Hall</p> <p>43 Hicks Hall (Dining Hall)</p> | <p>44 Ingle Residence Hall 45 Woods Residence Halls
45A Palmetto 45B Elm 45C Dogwood
45D Maple 45E Cypress 45F Oak</p> <p>46 Soccer Stadium</p> <p>47 Gardens Residence Halls
47A. Azalea 47B. Magnolia</p> <p>48 Hackler Golf Course (OHGC)</p> <p>49 Thrash Learning Center / Driving Range</p> <p>50 Lackey Chapel</p> <p>51 Public Safety</p> <p>52 Student Health Center
(Student Health Services/ Counseling Services) 53 Human Resources</p> <p>54 Burroughs & Chapin Center (BCMW)
(School of Coastal and Marine Systems Science)</p> <p>55 Coastal Science Center (CSCC)
(College of Science/ Academic Testing Center) 56 Stevens Tennis Complex</p> <p>57 Intramural Fields (INFD)</p> <p>58 Atlantic Hall
(Procurement/ Shipping and Receiving)</p> <p>59 450 Century Circle</p> <p>60 Department of Environmental Health and Safety / Transportation</p> <p>61 Band Hall (CCBH)</p> <p>62 University Place (Residence Halls)</p> |
|--|---|--|