

**OBTC
2017**



**Navigating the
Changing Currents**

**ARTHUR F. AND PATRICIA RYAN
CENTER FOR BUSINESS STUDIES**

June 14 - 17 | 2017

**Providence College
Providence, Rhode Island**



Matthew Eriksen, Site Chair

Anthony Miccolis, Associate Site Chair

Kerri Crowne Brannen, Program Chair



Management & Organizational Behavior Teaching Society

2018

Conference

Myrtle Beach / Conway
South Carolina



E. Craig Wall Sr.
College of Business Administration

Reflective Reinvention: Harnessing our Heritage to Reshape Management Education



Come Experience M²OBTS 2018 and Enjoy the Grand Strand!

Erika Small, Program Chair | Nick Rhew, Co-Site Chair | Jess Doll, Co-Site Chair

Conference Dates: June 6-9, 2018 | Call for Papers Opens November 6, 2017

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President
North Dakota State University

Kathy Kane
OB1 / Vice-President
University of San Francisco

Rita Shea-Van Fossen
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Brandon Charpied
Executive Operations Director

June 14, 2017

Greetings Colleagues, Friends, and New Friends,

It is my pleasure and excitement to welcome you to OBTC 2017. As I write this letter I am listening to the sound track from the new musical *Come From Away*. It is the true story of the 38 planes that were forced to land at Gander International Airport in Newfoundland on September 11, 2001. It is an amazing story of the care that our neighbors to the north showed to the 6,000+ passengers on those planes. It reminds me that many of us come from away so we can rekindle our flame of learning and teaching. This conference would not happen if it were not for Kerri Crown Brannen, the 2017 Program Chair, Matthew Erikson and Anthony Miccolis, 2017 Site Coordinators, Barb Ritter, 2017 Doctoral Institute Coordinator, Carrie Blair Messal, Early Educator Institute Coordinator, and Brandon Charpied, our Executive Operations Director. These are the people who made this conference happen, so when we come from away we know we will be cared for at Providence College. 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 that we can gather at in 2019, 2020 and 2021. If you are interested in hosting a future teaching conference, please talk to me, Kathy Kane (OB1), 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, OBTS

Dear Friends,

We are excited to welcome you to the State of Rhode Island and the vibrant city of Providence for OBTC 2017. This year you will get to experience the beautiful campus of Providence College which is celebrating its 100th anniversary and the Arthur F. and Patricia Ryan Center for Business Studies that opened its doors in January. On Friday night, you will have the opportunity to experience some of the local culture attending a Pawtucket Red Sox baseball game. Rhode Island, the Ocean State, is best known for beaches, coastal communities, and Colonial villages. Although it is the smallest state in terms of area, Rhode Island boasts 384 miles of shoreline. Providence is the capital of Rhode Island and is known for its restaurants, WaterFire, arts culture and its institutions of higher education such as Brown University, the Rhode Island School of Design, Johnson and Wales University, and our own Providence College. Other popular cities in the state include Newport, which is renowned for its Gilded Age mansion such as The Breakers, Rosecliff, and Marble House and as a world-class yachting destination; and Block Island which is known for its bicycling, hiking, sailing, fishing and beaches and is on the Nature Conservancy's list of "The Last Great Places" – a list of twelve sites in the Western Hemisphere.

Our theme of "*Navigating the Changing Currents*" is fitting for our conference this year as we are largest OBTC ever. Our attendees come from across the country and around the globe, navigating their way to this beautiful state to not only share and collaborate with other teachers and scholars on the ever changing environment of academia, but also to share a love for teaching. Additionally, we have an OBTC record of over 100 first time attendees, who we are excited to welcome and hope to help them to navigate our conference, as well.

As always, we welcome you Wednesday night with an informal barbecue at which you can catch up with old friends and develop new ones. This will be followed by the opening session. We will end the evening with Jim's Place, which is a friendly, causal social hour that includes light snacks, beer, and wine. As an FYI for newcomers, there is no additional cost for food or drink at this, so come and join us! Jim's Place will be located in McPhail's (on the bottom floor of the Slavin Center).

You can also look forward to the many exciting and interesting sessions that will be held throughout Thursday, Friday, and Saturday. These sessions are either 30, 60, or 90 minute in length. Thursday night will also include our conference dinner and talent show. We realize this is a slight change in schedule from previous OBTCs, but we are confident that you can prepare to display your talent by Thursday night for the show. If not, Jim's place will be open, so the beer and wine will help everyone seem more talented!

The conference event this year is on Friday night. We will attend a Pawtucket Red Sox (PawSox, as they are affectionately known) game. The PawSox are the Triple A affiliate of the Boston Red Sox. Conference attendees will be shuttled to the ballpark to enjoy a private food tent and then watch the team take on the Rochester Red Wings. Shuttles will be returning periodically back to campus, so that we can all enjoy one last night at Jim's Place.

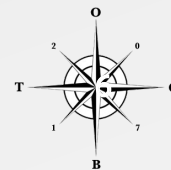
Finally, Saturday's events always include several wonderful sessions including the presentation by the Doctoral Institute attendees. Also, the annual business meeting is held and is open to all that would like to attend. The Board of Directors always looks forward to the comments and feedback from conference attendees. Finally, there will be a Writer's Workshop in the early afternoon for those who wish to gain feedback on how to improve an article for submission for publication.

Again, on behalf of our entire team, welcome to Providence College and OBTC 2017 and have a great time ***Navigating the Changing Currents!***

Matthew Eriksen, Site Chair
Anthony Miccolis, Associate Site Chair
and Kerri Crowne Brannen, Program Chair
OBTC 2017

OBTC 2017 PRE-ARRIVAL HANDBOOK

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 must be displayed on the windshield on the driver's side. If you arrive at the conference without having previously purchased a campus parking permit, obtaining a permit will be subject to availability and approval by Providence College and the OBTC conference staff.

IMPORTANT LOCATIONS ON MAP (Back Cover)

Huxley Avenue Gate - Your street entrance to the Ryan Center, dorms, and conference check-in.

Building #23, Ryan Center for Business Studies - This is one of our locations for conference sessions, for breaks, exhibitors, and other events throughout the conference.

Buildings #40 & #42, Davis Hall & Suites Hall Dorms - These are the dorms we will be using for the conference. On-site registration and check-in will be held in the lobby of Suites Hall.

Buildings #4, Slavin Center - This is where the fitness center is located. On the bottom floor is McPhail's, PC's bar where Jim's Place and the Talent Show will take place. In addition, there are locations for coffee and food.

Buildings #17, Raymond Hall Dining Facility - This is the location for breakfast and lunch each day of the conference.

Buildings #45, Ruane Hall - Along with the Ryan Center, Ruane Hall will be the other half of where our conference sessions take place.

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

Jim's Place will be in the lounge bar area on the bottom floor of the Slavin Center, located at building #4 on campus maps. It will be open on Wednesday, Thursday, and Friday nights during the conference. The Talent Show will take place on Friday evening in the same location.

KEEP IT CASUAL

Providence College has some moderate inclines and hills throughout its campus. The distance from the dorms to the dining hall (Raymond Hall), Jim's Place (Slavin Center), and session rooms (Ryan Center and Ruane Hall) is a minimal distance.

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



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 by 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. Carrie Blair Messal (messalc@cofc.edu) for any additional information. Please refer to the next page for food and reception info.

MONDAY (Pre-Conference - Invite Only)

Board of Directors - Meetings from 8:30am - 5:30pm

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

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

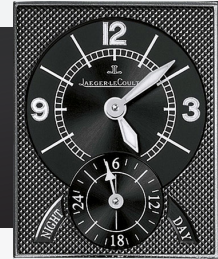
GENERAL CONFERENCE - Concurrent Sessions until ~12:00pm

Doctoral Institute - DI Session from 8:00am - 9:00am

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



PROVIDENCE COLLEGE IS IN THE EASTERN TIME ZONE. ADJUST YOUR WATCHES ACCORDINGLY!



CONFERENCE MEALS

Breakfast and lunch will take place in the Ray's Dining Hall. between the Ryan Center and the Slavin Center (Jim's Place, Fitness Center, Dunkin Donuts, etc.). Dinner on Wednesday night will be held outdoors between the Ryan Center atrium and the Suites Hall dorms, making it convenient for you to register, drop your things off, get a bite to eat, and catch up with old friends! Please note that the Awards Banquet and Talent Show will be held on Thursday night this year. Pending weather, the Awards Banquet is scheduled to be held outdoors by Slavin Lawn. Our event this year will be a private area for food, drinks, and seating to watch the Pawtucket Red Sox (Boston Red Sox Triple-A affiliate) play the Rochester Red Wings.

SUNDAY & 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) - 8:00am

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

Dinner (Begins General Conference) - 5:30pm at Ryan Center

Please note that conference registration meals do not begin until the Wednesday night dinner. No prior meals are covered by your conference registration.

THURSDAY

Breakfast - 7:00am

Lunch - 12:00pm

Dinner - 6:30pm Awards Banquet Dinner on Ryan Center Lawn

FRIDAY

Breakfast - 7:00am

Lunch - 12:00pm

Dinner - 5:00pm Transportation to Pawtucket Red Sox baseball stadium for dinner and ballgame

SATURDAY

Breakfast - 7:00am

Lunch - 11:00am To-Go / Eat-In Lunches at Ray's Dining Hall
(only for those that pre-registered their lunches)

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

OBTC 2017 AT PROVIDENCE COLLEGE

About OBTS Teaching Society for Management Educators

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

OBTS Board of Directors

Executive Committee

Tim O. Peterson President North Dakota State University
Kathleen Kane OB1 / Vice-President University of San Francisco
Rita Shea-Van Fossen Treasurer Nova Southeastern University
Scott J. Allen Secretary John Carroll University
Carrie Blair Messal At-Large College of Charleston

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Matthew Eriksen Providence College	Barbara A. Ritter Coastal Carolina University
Jeanie Forray Western New England University	Jane Schmidt-Wilk Maharishi University of Management
Joy Beatty University of Michigan Dearborn	Gary Stark Northern Michigan University
Kathi Lovelace Menlo College	Micheal Stratton UNC Asheville

Incoming / Ex-Officio Board Members

Melissa Fender University of Rutgers - Camden	Kevin Lo University of San Francisco
Jessica Doll Coastal Carolina University	Nick Rhew Coastal Carolina University
Ashley Lesko Queens University of Charlotte	Erika E. Small Coastal Carolina University

Please give a warm welcome to our incoming Board Members who will be taking office upon the conclusion of OBTC 2017: **Ashley Lesko** (Queens University of Charlotte) will take office as Secretary. **Kevin Lo** (University of San Francisco) will take on the role of Doctoral Institute Chair following the 2018 conference. and **Melissa Fender** (Rutgers University - Camden) arrives as an At-Large. In addition, please show your appreciation for our outgoing Board Members: **Scott Allen** (John Carroll University), who has served the Society so well in his role of Secretary. **Carrie Blair Messal**, our EEI Chair who oversaw the creation of this wildly successful preconference workshop. **Gary Stark** (Northern Michigan University), our Finance Chair who developed and oversaw our annual budgets. **Matthew Eriksen** (Providence College) who has been our gracious and diligent host of this year's OBTC at Providence, and **Kerri Crowne Brannen** (Widener University) who has been our phenomenal and energizing Program Chair for this conference. Last but not least, a special thank you to **Anthony Miccolis** and **Carolyn Duane** of Providence College as we owe much of this amazing conference experience to their constant support of OBTS, logistical expertise of Providence, 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.

2017 OBTS Awards Recipients



Fritz Roethlisberger Memorial Award

Richard Miller (University of Dallas) and Rosemary Maellaro (University of Dallas) for their publication "Getting to the Root of the Problem in Experiential Learning" published in the *Journal of Management Education* Volume 40 Issue 2 (2016). The award is granted each year to the author (or authors) judged to have contributed the best paper on teaching and learning in the organizational and management sciences published in the preceding year in the *Journal of Management Education*.



Susan Herman Service Award

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



Peter J. Frost Mentoring Award

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



David L. Bradford Outstanding Educator Award

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



New Educator Award

Terry Nelson (University of Alaska Anchorage). 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.



Journal of Management Education Lasting Impact Award

Lee Bolman (University of Missouri - Kansas City) and Terrence E. Deal for their publication "A simple—but powerful—power simulation," published in *Exchange: The Organizational Behavior Teaching Journal* (now *Journal of Management Education*), Volume 4, Issue 3 (1979), and Joan Gallos for her publication "Women's Experiences and Ways of Knowing: Implications for Teaching and Learning in the Organizational Behavior Classroom," published in *Journal of Management Education*, Volume 17, Issue 1 (1993). Presented by OBTS and SAGE Publications, the Lasting Impact Award recognizes an article published in JME at least 10 years prior to have a significant impact on management education or educators, either conceptually or practically, since its publication.

2017 OBTS Awards Recipients

Mid-Career Distinguished Educator Award

Suzanne de Janasz (Seattle University), Kathy Duncan (University of La Verne), Patricia Hedberg (University of St. Thomas), and Erika E. Small (Coastal Carolina University). The OBTS Mid-Career Distinguished Educator Award is presented to a mid-career management educator who has an established and well-respected record of innovative teaching, exemplary service leadership to our Society, and impactful intellectual contributions to the scholarship of teaching and learning.



Management Teaching Review Best Paper Award

David R. Hannah (Simon Fraser University) and Kirsten Robertson (University of Fraser Valley) for their publication "Jarvis Manufacturing: An Experiential Exercise for Teaching the Fundamentals of Teamwork" published in the *Management Teaching Review* Volume 1 Issue 1 (2016)). 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*.



OBTS Fellows

David Fearon (Central Connecticut State University) and William Torbert (Action Inquiry). OBTS Fellows are individuals identified and honored by the Society who have been involved at multiple levels, in multiple ways, and over an extended period of time to further the Society's objectives. Criteria are long-term involvement, commitment and contribution to the Society.

David Fearon and William Torbert join the following prestigious group of OBTS Fellows. Please thank our Fellows for their tremendous contributions to the Society.



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

OBTS Honor Roll

(recognition of Society members for awards and honors received over the past year)

Kevin Lo, *University of San Francisco*, was awarded the Outstanding Teaching Award for Tenured Faculty at the School of Management.

Gloria Miller, *Austin Peay State University*, received the Helping Hands Award, given by a non-traditional student upon graduation for helping him through his years.

Terry Nelson, *University of Alaska Anchorage*, received the Anchorage school district's Spirit of Tomorrow award in recognition of the College of Business and Public Policy partnership & Clark Middle School Leadership Fellows Junior Program that Terry Nelson created in 2015. Terry was also awarded the 2016 Chancellor's Excellence Award in Community Engagement and the 2016 Outstanding UAA MBA Faculty Award as voted by the students and awarded by the MBA Student Association.

Kim O'Connor, *Indiana University Purdue University Fort Wayne*, recognized by the college for outstanding contribution in teaching.

Tim O. Peterson, *North Dakota State University*, was nominated as Faculty Advisor of the Year as well as received the University Service-Learning Award.

Linda Ridley, *City University of New York Eugenio Maria de Hostos Community College*, received a faculty scholarship from The Case Centre, and was honored by CUNY's Chancellor as a "CUNY Scholar."

Sandra Romenska, *University of St. Andrews*, received the Students Association Award, given by the students of the University of St. Andrews to the academic who has delivered the most innovative and impactful teaching experience.

Gary Stark, *Northern Michigan University*, was honored as the NMU Teaching & Learning Scholar.

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

Micheal Stratton, *University of North Carolina Asheville*, was honored with the UNC Asheville Distinguished Service Award, recognizing his contributions to the Department, University, Community, and the fields of Management Education and Organization Studies.

MONDAY | JUNE 12

Monday | 8:30am - 5:30pm in Ryan 204

Board of Directors Meeting

The semi-annual meeting of the Board of Directors. Closed to current board members, incoming board members, and invited guests.

TUESDAY | JUNE 13

Tuesday | 8:30am - 5:00pm in Ryan 204

Board of Directors Meeting

The semi-annual meeting of the Board of Directors. Closed to current board members, incoming board members, and invited guests.

Tuesday | 3:00pm - 5:00pm in Ryan 205

Doctoral Institute Ice Breaker Session

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 2017 DI group begins their workshop experience and work toward their Saturday morning session.

Tuesday | 3:00pm - 5:00pm in Ryan 206

Early Educator Institute Welcoming Session

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 in Mesa / Atrium

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.

WEDNESDAY | JUNE 14

Wednesday | 1:00pm - 4:00pm in Ryan 202

Fellows Meeting

The annual meeting of the OBTS Fellows. This meeting is invite-only. Fellows should refer to internal communications for the exact time of this meeting.

Wednesday | 9:00am - 12:00pm in Ryan 203

JME Editorial Meeting

The annual editorial board meeting for the *Journal of Management Education*. This meeting is invite-only.

Wednesday | 9:00am - 12:00pm in Ryan 204

MTR Editorial Meeting

The annual editorial board meeting for the *Management Teaching Review*. This meeting is invite-only. Invitees should refer to internal communications for the exact time of this meeting.

Wednesday | 8:00am - 5:00pm in Ryan 205

Doctoral Institute Workshop

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

Wednesday | 8:45am - 5:00pm in Ryan 206

Early Educator Institute Workshop

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.

Wednesday | 8:30am - 3:00pm in Ryan TBD

Board of Directors Meeting (If Necessary)

If required, this day's meeting must conclude prior to the MTR Editors Meeting. The semi-annual meeting of the Board of Directors. Closed to current board members, incoming board members, and invited guests.

Wednesday | 5:00pm - 6:30pm in Ryan Center (Atrium & Lawn)

Welcoming Dinner

Welcome OBTC friends! Come enjoy our traditional welcoming dinner. Being true to Providence's strong Italian heritage, this welcoming dinner is a Tour of Italy where we will showcase some of the local favorites and flavors. So come on over, greet your old friends, meet new ones, and enjoy the food!

Wednesday | 6:30pm - 7:00pm in Ryan Center (Atrium)

Opening Session

Join Program Chair Kerri Crowne Brannen and Site Chair Matthew Eriksen for the welcoming remarks and an interactive celebration of OBTC culture, along with some insights into our conference theme and this year's program.

Wednesday | 7:00pm - 7:30pm in Ryan Center (Atrium)

Newcomer Session

New to OBTC? You're not the only one as we have a record 100+ of you this year! 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 OBTS leadership for a brief orientation to learn about our culture, the session experience, conference activities, and other opportunities to grow as a teacher-scholar during your time at OBTC. It's a great way to start your OBTC experience and make life-long connections!

Wednesday | 7:15pm - 11:55pm in McPhail's (Slavin Center)

Jim's Place

McPhail's is located on the lower level of the Slavin Center.

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

THURSDAY | JUNE 15

Thursday | 7:00am - 8:15am in Raymond (Ray's) Dining Hall

Breakfast

Breakfast will be held in Raymond (referred locally as Ray's) Dining Hall. You must bring your conference badge for access.

Thursday | 7:00am - 8:15am in Suites Hall

Starting the Day Right: Run or Walk with your fellow OBTCers

Rita Shea-Van Fossen *Nova Southeastern University*

Carrie Blair Messal *College of Charleston*

This session is a chance to get out early with other OBTCers and enjoy our host location, Providence College. Join us at 7 AM for a casual run or walk around campus and the surrounding area. Open to runners or walkers of all levels starting in front of our breakfast venue. At 7:45 all OBTC members are welcomed to join us for breakfast and conversation or head back to your dorm to be ready for the first official sessions of the day. Friday and Saturday will be self-organized for those who don't overdo at Jim's Place!

Thursday | 8:15am - 9:45am in Ruane 141

Ten Years of Building Simulations

Michael Roberto *Bryant University*

This session will describe one faculty member's decade of experience building and teaching three different simulations to teach key concepts in organizational behavior. Participants will have an opportunity to play the latest simulation during the session. The presenter will describe key lessons learned from designing and building these simulations, as well as from teaching via simulation to undergraduates, MBAs, and executive education participants.

Thursday | 8:15am - 9:45am in Ruane 142

New Frontiers in Global Leadership Education: Next Generation Interactive, Multimedia Cases for Online and Traditional Courses

Henry Lane *D'Amore-McKim School of Business, Northeastern Univ.*

David Wesley *D'Amore-McKim School of Business, Northeastern Univ.*

This presentation is a highly interactive session that combines an innovative presentation of an interactive, multimedia Next Generation case study and a professional development workshop. The number of schools offering online programs has increased dramatically. Academics have many questions about them regarding development, quality and teaching. One question in particular is whether the pedagogy and materials used in traditional courses can be transferred to an online format? The presenter will address these questions and lead participants through a Next Generation interactive, multimedia cases; and provide examples from teaching a course on cross-cultural management in online and traditional, on-the-ground MBA programs.

Thursday | 8:15am - 9:45am in Ruane 143

Fellows Session: Women in Academia, Challenges and Opportunities

Joan Gallos *Wheelock College*

Joan Weiner *Drexel University*

Maria Alejandra Quijada *Regis University*

This highly interactive session explores the experiences of OBTS Fellows and others as women who have held various faculty and administrative positions in academia over the course of their careers. The session will examine the unique opportunities and challenges that women face in academia; and offers opportunity to discuss issues like addressing the pay gap, student evaluations, support for promotions, asking for advancement opportunities, and more. Together all will strategize about opportunities to further careers and inspire all to become allies for the women in our lives.

Thursday | 8:15am - 9:45am in Ruane 205

Set Sail with a Live Case

Timothy Harper *Skidmore College*
Barbara Norrelli *Skidmore College*
Melanie Brandston *M.M. Brandston & Co. Inc.*
Mary Taber *United University Professions Union for SUNY Employees*

Seeking an effective learning experience for your students? Come learn about a hybrid live case experience that positions students in a real-world dilemma and allows the attainment of course learning goals. Our hybrid live case featured an interactive presentation from a “real-world” expert speaker/ animator and was complemented by a brief written case. The hybrid live case experience was created and designed by the course instructor, the expert animator (i.e., guest speaker) and a research team. This interactive session will involve a live case presentation experience as well as the introduction of a framework for implementing a live case assignment.

Thursday | 8:15am - 9:45am in Ruane 241

Action Learning and the Changing Practice of Management

Joseph Raelin *Northeastern University*

The presenter will make the case for action learning as the most promising learning method to prepare individuals for the changing practice of management. The reason is that management today is less frequently produced from a single individual; rather, it has become a dynamic practice that is distributed across workers and managers. Compared to traditional classroom learning often delivered in off-site settings, action learning summons participants to live engagements and reflection on their experience so as to expand and create knowledge while at the same time trying to improve practice. The session will feature a short case and ample dialogue.

Thursday | 8:15am - 9:45am in Ruane 242

Teaching Numbers to Non-Financial Students Through Visual Processes

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

This workshop will highlight a process for teaching financial statement analysis using knowledge visualization, visual perceptual learning and alternating tasks. Essentially, students are asked to think of financial statements as a picture and engage in tasks that resemble “word search” puzzles. They must alternate between these simple puzzle tasks and higher learning tasks that then examine what the numbers actually mean. This helps students overcome anxiety or cognitive barriers associated with looking at financials, and they become empowered to discuss the meaning of the financial information. This workshop is for suitable for anyone who struggles with understanding or teaching financials.

Thursday | 8:15am - 9:45am in Ryan 106

Using metaphors and analogies to plug students into currents which will light up interest and understanding of ob course concepts.

Deborah Butler *Georgia State University*
Mark Cannon *Vanderbilt University*
Edward Miles *Georgia State University*

This session will help management educators recognize the value of using metaphor and analogy for understanding and clarifying the experience of awakening students to the body of information OB offers. Both metaphor and analogies inform our approach to the various currents we face; our existing knowledge of one type of current can help us carry that wisdom into new territories. This session will drive a conversation about the phenomena of metaphor and analogy as powerful teaching tools and those who participate will be better equipped to develop future students because they will have gathered more navigational tools.

Thursday | 8:15am - 9:45am in Ryan 145

Using Classroom Debates to Teach Critical Thinking

Deirdre Snyder *Providence College*

Hiring managers and business professors alike have recognized the importance of critical thinking skills as a driver for student and employee success. The ability to influence and persuade listeners by articulating a reasoned opinion that is supported by factual evidence, and defending against counterproposals, is at the heart of boardroom success. These skills can all be taught in business school classrooms through the use of student debates. This session gathers best practices from published material on classroom debates and has attendees participate in a debate on goal setting to see first-hand how running a debate in their class might work.

Thursday | 8:15am - 9:45am in Ryan 202

Navigating the Dangerous Currents of Poverty

Tim O. Peterson *North Dakota State University*
Claudette Peterson *North Dakota State University*
Hailey Golpen *North Dakota State University*
Joy Beatty *University of Michigan-Dearborn*

The large scale behavioral simulation provides students and staff with a hands-on experience of what life is like for those living in poverty while fostering an environment to confront stereotypes and biases related to poverty. During this experiential session, you will experience a portion of the Poverty Simulation, then be introduced to the full simulation. You will learn why behavioral simulations are excellent instructional methods. You will hear students' comments about their experience. We will share details about the simulation, cost, and other learning that we have gained while using the simulation.

Thursday | 8:15am - 9:45am in Ryan 203

Tweetbook, FaceGoogle, and InstaChat: Navigating your students' digital waters to increase classroom engagement and learning

Kim Gower *University of Mary Washington*
Terri Scandura *University of Miami*

This session will discuss the main digital communication tools students use outside of class and show how they are being used by instructors to increase communication, inspire research, and keep students updated on pertinent classroom and world information, any time of the day or night! It will also introduce instructors to free digital tools for easy and effective use in the classroom. Each participant should bring a smart phone or tablet as we will be setting up accounts and interactively using these tools to show how to promote electronic knowledge gathering and learning for both the student and instructor!

Thursday | 8:15am - 9:45am in Ryan 204

Mutiny in the Band of Brothers: A juxtaposition of two leaders

Micheal Stratton *UNC Asheville*
Mark Julien *Brock University*
Russell Clayton *Saint Leo University*
Bryan Schaffer *Florida Gulf Coast University*

This interactive session challenges management educators to develop pedagogy that will allow students to creatively apply leadership theory in the context of video-case analysis. Using the first episode of HBO's Band of Brothers, we invite participants to exchange ideas and offer suggestions related to key leadership and OB concepts most relevant to the storyline. This episode offers a unique opportunity to examine contrasting, and clearly opposing, leadership styles. The ultimate goal is to identify the most relevant teaching topics that would drive home the importance of effective leadership and team development in times of uncertainty and change.

Thursday | 8:15am - 9:45am in Ryan 205

Teaching and Learning Organizational Behavior and Management Theories Through Narrative and Drama

Mike McCullough *University of Tennessee - Martin*

This session will engage participants as writers and actors. Their assignment will be to contribute, as a member of a team, to a narrative in which the characters are living out organizational behavior and management theories (e.g. Theories X and Y, Barnard's Zone of Indifference, The Johari Window, etc.). The brief story created by the team will be acted out by the team, complete with front-stage (the performance seen by the audience) and back-stage (the thoughts of actors, unseen by the audience) components. Keywords: Dramaturgy, Narrative, Drama, Storytelling

Thursday | 8:15am - 9:45am in Ryan 206

Reframing Revisited: The State of the Art

Lee Bolman *University of Missouri-Kansas City*

Bob Marx *University of Massachusetts*

Bolman & Deal's four-frame model of organizations and leadership first appeared more than 30 years ago and has since become a durable and widely-used approach to teaching topics in leadership, OB and related topics. Building on decades of experience, this session will discuss the strengths of the reframing model and the state of the art in teaching reframing, including teaching materials, designs and best practices.

Thursday | 9:45am - 10:00am in Ryan / Ruane

Refreshment Break

Enjoy a snack and beverage as you refresh for another round of experiential sessions. ***All refreshment breaks will be held in both the Ryan Center and Ruane given sessions are split equally across both locations.***

Thursday | 10:00am - 11:00am in Ruane 141

Competency-Based Leadership: Designing & Assessing a Co-Curricular and Academic Program

Erin Makarius *The University of Akron*

Sheri Schulte *The University of Akron*

Competencies are highly utilized and valued in organizations, particularly for human resources and management activities. Competencies are beginning to play a bigger role in education as well, as programs are incorporating them as means to demonstrate skills of students as well as indicate progress towards a degree. In this session, we plan to discuss the development of a co-curricular and academic competency-based leadership program. We will describe the process of strategic planning, competency mapping, and implementing the program, and will seek feedback on ways to improve and assess the leadership program further.

Service-learning as a means to developing self-awareness, communication skills, and leadership capabilities

Justina Oliveira *Southern New Hampshire University*

Come and discuss how volunteering in local organizations can build students' self-awareness, social responsibility, and communication skills while contributing meaningfully to their leadership development. This informal information period followed by small round table discussions will initiate idea creation for incorporating service-learning or volunteer work into your courses. Examples of service-learning and follow-up assignments will be provided, as will time for brainstorming how to develop these in your own classrooms.

Testing can be fun

Roger Saunders *Worcester Business School*

This session provides a practical guide for introducing test in a gameshow format to encourage students to engage, have fun, work collaboratively and learn.

Stand up for education: the use of humor for teaching and learning

Roger Saunders *Worcester Business School*

This session provides a practical guide for incorporating humor into the classroom environment, including introducing participants to various types of humor and how to construct a humorous anecdote into their teaching.

The noose: A case study in institutional miscommunication

Monika Hudson *University of San Francisco*

Keith Hunter *University of San Francisco*

Darrick Smith *University of San Francisco*

When racial symbols appear on campuses, college administrators often experience a panic that outpaces their reactions to natural disasters or armed attacks. While this may be due to the latter two phenomena becoming more frequent in the US, thus engendering a more laissez faire attitude, anti-black aggression and the associated triggers appear to evoke leadership consternation and communication responses that can be perceived as more harmful than the originating event. In this case study demonstration, we invite consideration of the factors that may underpin universities' crisis management racially-initiated reactions with an eye toward developing more appropriate communication-based plans of action.

I'm Exhausted! Racial Microaggressions and the Burden of 'Articulateness'

Keith Hunter *University of San Francisco*

Monika Hudson *University of San Francisco*

Given the unconscious nature of many racial micro-aggressions, conversations about them easily devolve into cycles of accusation and recrimination. To foster better understanding of microaggressions, this interactive exercise emphasizes listening, hearing and empathizing. By stressing and analyzing different segments of a frequently used sentence, individuals and groups consider both sides of oral messaging – the intent of the sender as well as the interpretation of the receiver. Both unintended and intended consequences are analyzed, opening up deeper discussions about the origins of our reactions to other people and their remarks.

Thursday | 10:00am - 11:00am in Ruane 205

Grand Ethical Challenges and Management Education: A Moral Intensity Approach

Nicholas Rhew *Coastal Carolina University*
Robert Steinbauer *Brock University*

This session calls participants to arms in the fight to solve society's grand ethical challenges, specifically political corruption. Using the dimensions of moral intensity as an organizing framework, we seek to demonstrate how management educators can highlight the deleterious effects of political corruption, which are not obvious at the point of transaction, to raise moral awareness and increase the likelihood of moral behavior beyond graduation. Participants will discuss how this approach can be adapted to address a variety of ethical issues. Participants will also receive a list of online tools, articles, and other links to assist in implementing this approach.

What's the Culture of this Organization? Understanding Organizational Culture

Peruvemba Jaya *University of Ottawa*

This session is a way of understanding and demonstrating the nonlinear, multi layered rich concept of organizational culture. Joanne Martin's (1992) work on three perspectives of organizational culture: integration, differentiation and fragmentation will be demonstrated through the activity and the session. This is done, specifically through the application of Joanne Martine's dynamic discussion of organizational culture. The goal is to unpack and discuss the layers of organization culture by looking at the core culture, sub cultures and counter cultures and demonstrate that all these are important parts to a holistic and in depth study of the concept of organizational culture.

Thursday | 10:00am - 11:00am in Ruane 241

The effect of interruptions on learning in e-learning and technology based learning environments

Jessica Federman *California State University Dominguez Hills*

Interruptions have been reported among the most common reasons why learners have trouble attending to and completing online training (Baldwin-Evans, 2004). Yet, research is lacking in identifying underlying characteristics of interruptions that detract learners during online training and how they impair learning and performance. This session will offer a theoretical framework based on data I collected that provides a typological characterization of interruptions that occur during online training and explains their effects on learning. In addition to presenting on the effects of interruptions during online training, useful self-regulatory learning strategies for managing interruptions will be discussed.

Thursday | 10:00am - 11:00am in Ruane 242

Community Circles: An experiential exercise for an Introduction to Organizational Behavior course

Maria Hasenhuttl *University of Texas at Dallas*
Graciela Katzer *self-employed*

In this paper we describe the use of an experiential exercise, we call "Community Circles", which facilitates cultural understanding and increases discussion participation in an Introduction to Organizational Behavior course. We suggest that this experiential exercise also increases psychological safety early on in the course. Prior research has shown that creating psychological safety for students helps learning on many levels, and it is essential for high participation in discussions. We describe how to use "Community Circles" and our experience using it in both undergraduate and graduate Introduction to Organizational Behavior courses.

Teaching leadership from the perspective of those being led: A structured reflective exercise

Dennis Laker *Widener University*

Many have had experiences with a manager, leader, coach, teacher, or professor that greatly influenced their satisfaction, commitment, performance and whether they continued the activity. They often did not realize the significance these individuals played in achieving these outcomes. This exercise asks students to reflect on their inclusion in both an "in-group" and "out-group", and what the leader provided. This exercise teaches in a personal way, the leader's influence an individual's success and other important individual outcomes. This exercise is based on the work on Leader-Member Exchange Theory, the Self-Fulfilling Prophecy and Pygmalion Effect.

Building Micro Learning to Support Online Students**Holly Rick** *University of Phoenix*

Students entering or reentering higher education experience challenges that are societal, organizational and intellectual. Designing instructional materials to meet the needs of students must be considered when creating curricular supporting materials. While the use of web tutorials and other technology based curriculum can assist the student with technology integration to the organization, it can alienate individuals who are not technology savvy.

Institutions micro learning provides timely support that advances and supports students' at time of need. Micro learnings allow flexibility and timely application. Just-in-time micro learning experiences prevent the student from "drinking from the fire hydrant of information."

Educating Millennials: Using Technoly-based Tools to Keep Them Engaged**Andrea Rodgers** *Florida International University***Anna Pietraszek** *Florida International University*

There are some traditional teaching methods that still work today. However, with the evolution of technology and the values of the millennial generation, many traditional methods are no longer effective. Millennials have grown accustomed to having information at their fingertips. This session will explore the use of tools in the classroom, such as Social Media platforms (YouTube, Twitter, etc.) and different game – based learning platforms (Kahoot). Discussion of how these technological tools are used to engage the millennial generation and how they provide millennials with tangible skills they can use in their jobs. Experiences will be shared as examples.

A Power and Decision Making Simulation: New Wrinkles on a Classic Exercise**Mike Roberson** *Eastern Kentucky University*

This session will share an update to a classic management exercise, with new wrinkles and expanded content. "A Simple but Powerful Power Simulation" was introduced by Bolman and Deal (1979). New instructions create a simulated organization with top executives, managers, and line workers, and the top executive team is empowered to take actions and make changes, including decisions that are unwise and unfair. Detailed information will be provided to session participants regarding the setup and administration of the exercise. Suggestions for application and improvement will be discussed.

Mindfulness and Self-regulation: A Series of Application Assignments**Mike Roberson** *Eastern Kentucky University*

Today's students face significant challenges to their thinking, concentration, learning, and self-discipline. Smart phones and other technologies have fundamentally changed the ways many students spend their time, their ability to focus attention over periods of time, and the quality of their social interactions with others. Students and business professionals need personal skills that will enable them to navigate these challenges through mindfulness, self-regulation, and goal setting. A management professor will share a set of mindfulness assignments used in a principles of management course, seek suggestions for improvement, and lead a discussion on other ways to address these important issues.

Navigating Change through the Change Management Simulation: Power and Influence

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

Session participants will learn how easy and effective it is to use the individual play web-based Change Management Simulation: Power and Influence in undergraduate and graduate courses. In this interactive and innovative simulation, students experience leading strategic change in different contexts given the instructor's ability to assign different authority levels and change urgencies to students. Students gain insights into change resistance and develop critical thinking skills. Simulations are also a great way to energize your courses and engage millennial students. We will share our experiences with the simulation, distribute our assignments, and discuss the strengths and limitations of the simulation.

Using a Web-based Platform to Administer Simulations and Role-Plays So You Can Focus on Teaching

Amanda Weirup *Carnegie Mellon University*
Niraj Kumar *iDecisionGames*

Experiential exercises can be difficult and time-consuming to administer, and the student experience can be reduced when they fail to run smoothly.

The iDecisionGames platform automates the tedious tasks involved in experiential exercises (face-to-face or online). Professors use iDecisionGames to run simulations effortlessly and provide students with instantaneous insights. Students use iDecisionGames to receive their role and team assignments, review individual and class results, and answer pre- and post-survey questions.

Join us for an interactive session to try an exercise on the iDecisionGames platform and discuss how iDecisionGames could be used in your classroom. Bring a laptop!

Use of Student Developed Cases

Mark Phillips *University of Texas at San Antonio*

For the last couple years I have had students develop their own cases for use in the classroom. I form the students into teams of 3 or 4 people, give instructions on how to write an interesting case and then have them submit one, 3-page paper on the case. The case is open-ended, so no analysis or solutions. At the end of the course, each individual student in the class turns in a 10-page paper using the material from the class to analyze the root cause of the problem of the case and potential solutions to the problems. Great results.

Flying High in Innovation Space: Exploring innovation opportunities using the 4Ps of innovation framework

Robin Bell *University of Worcester, UK*

Innovation is a key part of successful high-growth businesses and is often taught on small business, enterprise and entrepreneurship courses. Often viewed as developments to products or services, innovation goes beyond this, and innovation opportunity spans both incremental and radical adjustments to products, processes, positioning and underlying paradigms. The practical teaching activity presented in this session will position the participants in the (paper) aviation industry, to develop innovation across the different directions of innovation space. This session is designed to develop participants' understanding of innovation and innovation opportunities in an applied yet fun manner.

Creating Relevant Cases using the Noun-Verb Framework

Robert Bonner *University of Texas at San Antonio*
Andrea Neely *University of Tennessee at Chattanooga*
Anthony Neely *Independent Scholar*
Sarah Roche *Texas Wesleyan University*

Perceived relevance is a motivational contributor to student's classroom engagement. Instructors using outdated examples or cases may diminish their student's cognitive, emotional, and behavioral participation. However, the prospect of using new cases and class material each semester can be daunting. In this session, educators will learn a technique to efficiently develop cases using short in-class popular press articles and/or other media sources. Attendees will be given an opportunity to develop their own assignment using a recent article and the framework. Examples from strategic management will be used but the technique can be applied to many management topics and courses.

Making Your Case for OB and Competitive Advantage

Janice Molloy *University of Michigan-Dearborn*
Diana Smrt *University of Michigan-Dearborn*

Many students—and perhaps some of our faculty colleagues—fail to appreciate the fact that organizational behavior courses are dedicated to one of the few potential sources of sustained competitive advantage. This session begins with a quick recap of resource-based theory. Next, participants engage in an exercise they can use to show why and how organizational behavior resources can indeed be sources of sustained competitive advantage. Then, participants use Alka-Seltzer and water to compare how socially-complex (and other) resources operate in markets. Some graduating students recall this exercise as particularly memorable and useful.

Multilayered Skills Assessment: Using video to provide developmental feedback on behavioral, analytical, and self-evaluation skills in a negotiation course

Melissa Manwaring *Babson College*

Too often, we don't assess exactly what we want our students to learn. In a Negotiation course, for instance, we presumably expect students to improve their negotiation skills. Yet standard assessment vehicles such as papers, journals, exams, and presentations typically enable instructors to assess students' analytical and/or self-evaluation skills, but not their actual negotiation skills. This session discusses a video-based assignment (used in a Negotiation course, but applicable to any skills-oriented course) that enables instructors to assess students' behavioral skills as well as their analytical and self-evaluation skills. This assignment works well in a traditional, blended, or online course format.

Creating a Pinterest Board for the Collaborative Sharing of Management Video Clips

Gordon Schmidt *IPFW*

Educators in management have recognized the potential value of using video clips in class to illustrate concepts. While such video clip use can be valuable, a significant problem for the educator is finding those clips appropriate to particular class concepts. This presentation offers one way to help this concern, a shared Pinterest board where management educators can find clips based on topic and share their own. How to use Pinterest is discussed as well how the board can function in a collaborative way. Attendees will be able to join the board as well as offer their suggestions for its improvement.

Thursday | 10:00am - 11:00am in Ryan 205

The Tennis Ball Exercise

James Flynn *Kelley School of Business, Indiana University*
Nancy Houfek *Nancy Houfek.Com*

The day student teams are formed, this tennis ball tossing exercise is used to help them understand how to communicate effectively in teams and facilitate team building. The exercise's initial stage, of three, has few instructions about how to toss the ball. Participants enjoy this stage, however effectiveness and productivity are limited. More specific instructions are given in the two subsequent stages. Productivity increases, while fun decreases. Debriefing focuses on how throwing a tennis ball is analogous to communicating and how communication can improve team building. Discussion then focuses on how design tasks so they are both productive and enjoyable.

Attacking the Zombie Apocalypse: Teaching Team Building with Gamification

Jessica McGraw *Utah State University*
Scott Hammond *Utah State University*
John Hammond *Utah Valley University*

Online students are often denied the experience afforded traditional classes who work on a team project to apply group interaction concepts. The session shows an innovative course design that uses an online video game to provide a team learning experience to a team management course.

Thursday | 10:00am - 11:00am in Ryan 206

Group Project Survival Guide: A Free Online Multimedia Resource for Students and Instructors

Keith Rollag *Babson College*
Eric Palson *Babson College*

In this session we will present and demonstrate the Group Project Survival Guide, a series of free, publicly-available video presentations to help students with group effectiveness, managing group conflict, and dealing with problematic teammate behaviors. The guide includes 21 interconnected presentations, each 3-5 minutes long with extensive graphics, animations, professional voiceovers, and follow-up quizzes. Recently HTML5-enabled and fully responsive, it can be viewed on all devices and has an improved navigation scheme. We will also review how one can create similar resources, as well as lead a general discussion on how best to provide sustainable support to student project groups.

Virtual Teams in International Business

Brian Hanssen *NYU Stern School of Business*

I used VIBu (a virtual, global, business simulation) last year with my students, found it very successful, and would love to share it / discuss it at the OBTS Conference. Learners from all over the world work together in teams of 8-12 to operate their own simulation companies in real-time with the help of synchronous communication tools. Students in my class found the collaboration, the virtual environment, and the international context stimulating, and it is the perfect tool to introduce to more colleges and universities.

Thursday | 11:15am - 12:15pm in Ruane 141

Teaching Management in the Context of a Radically Changing Government: How Might Courses in Organizational Behavior, Organizational Theory, and General Management Incorporate Issues of Evolving Systemic Power?

Rae Andre *Northeastern University*

Join this working seminar to consider together how societal-level systems like type of government might be included in today's OB/OT/management classroom. Our premise is that future managers should study "systemic power," including the mutual influences of business and government, the importance of economic philosophies, and the distinct role of citizen-workers. In this session, we briefly consider the impact of critical, humanistic and related management theorists that have contributed in this area. Then participants will discuss forces for and against the study of systemic power, develop a wishlist of systems level topics, and brainstorm ideas for pedagogical materials.

Thursday | 11:15am - 12:15pm in Ruane 142

Teaching Charisma and Networking: Measuring Student Confidence Before and After a Classroom Lesson

Stephen Hill *Nazareth College*
Andrew Marsherrall *Miami University*

Communication teaching interventions can help students develop professional confidence. Specifically, networking and charismatic messaging can help students gain the confidence they need to successfully navigate the changing employment environment. This session is designed to generate consultative discussion surrounding the lesson and appropriate measurement professional confidence before and after engaging in a teaching intervention. This interactive session will involve the audience as they participate in the sample lesson as both students and evaluators. Feedback from this session will help inform subsequent research.

Thursday | 11:15am - 12:15pm in Ruane 143

Bloopers and Blunders in the Classroom: Learning from our Mistakes

Gary Coombs *Ohio University*
James Dowd, Jr. *Harvard Business School*
Joe Dobson *Western Illinois University*
Carolyn Egri *Simon Fraser, University*
Jeffrey Lewis *Pitzer College*
Anne McCarthy *Hamline University*

We learn as much from our mistakes as from our successes. It is the rare (we feel nonexistent) instructor who hasn't made a blooper or blunder in the classroom at some point in their career. During the session, participants will relate their darkest moments as an instructor and discuss how these can be turned into successful failures.

Thursday | 11:15am - 12:15pm in Ruane 205

Top Management Team in Crisis: An Experiential Exercise Focused on Communication Skills

Rebecca Bull Schaefer *Gonzaga University*

This session will demonstrate a group role-play exercise that engages participants in group information sharing, group decision-making, internal messaging and external press releases, social media management, and on-camera press conference presence. The exercise is designed to teach strategic management crisis communication skills relating to a public accusation of sexual harassment. The top management team must react immediately using different communication channels. Time pressure is extreme, and consequences are severe. Scenario information and full role-cards will be distributed to session participants.

Thursday | 11:15am - 12:15pm in Ruane 241

Poverty Poker: An exercise to gain insight into the root causes of poverty

Joy Beatty *University of Michigan – Dearborn*
Tim Peterson *North Dakota State University*

This session will demonstrate an exercise comparing the structural causes of poverty, and how these causes are borne out in individuals' earning potential. In the guided exercise, two players with full decks of cards will trade in cards as they respond to six scenarios addressing neighborhoods, education, nutrition, parenting, college, and discrimination. Each player's income is then calculated based on a random draw from their deck. Participants will see how differences in the causal factors quickly create significant disparities, and by extension that poverty is a complex social problem that transcends individuals' character and work ethic.

Thursday | 11:15am - 12:15pm in Ruane 242

Navigating the emotional currents of community change

Mary Anne Peabody *University of Southern Maine*
Elizabeth Fisher Turesky *University of Southern Maine*

The social phenomenon of change impacts a Universities psychological sense of community. This workshop introduces a new change model that positions emotions through a psychological sense of community lens. Participants will engage in an experiential 'object mediated communication' pedagogical approach that uses tangible visual images designed as psychosocial metaphors to enhance participant dialogue. Participants will externalize thinking, reflection, and sharing to help change how we talk about change. Participants will also have the opportunity to discuss how both the model and the pedagogical approach can be adapted and transferred across a variety of academic content and contexts.

Thursday | 11:15am – 12:15pm in Ruane 243

Navigating the Transition to Professor: Reflections on First-Year Teaching

Christopher Lyddy *Providence College*
Tiffany Schroeder *MacEwan University*

This session aims to help participants navigate becoming a professor by sharing experiences and identifying peers and practices in support of this transition. Two new faculty will begin by reflecting on their experiences in navigating this transition, including their successes, challenges, & utilized resources. Participants will then engage in breakout discussion groups to further consider these topics in relation to their own careers. Finally, presenters will discuss how their research around mindfulness and listening reveals some practices that may help to reduce stress and build positive relationships during the transition to becoming a professor.

Thursday | 11:15am - 12:15pm in Ryan 106

The student learning contract: a grounded approach

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

The session steps participants through the process of developing a student learning contract using a "grounded" approach. This identifies the desired behaviors of individual students, their allocated team members, and the educator using students' own words. This process is described for classes with and without the use of student teams. When teams are used, the process identifies desired behaviors of team members as well as those of individual students and the educator in a unique study of this three-way relationship. Results indicate that this helps to create a positive, productive and collaborative learning culture.

Thursday | 11:15am - 12:15pm in Ryan 145

Social Sector and Business Strategies for Complex Adaptive Change: Navigating the Changing Currents for Business Education

Robert Yawson *Lender School of Business, Quinnipiac University*
Gayle Peterson *Said Business School, University of Oxford/ PfC Social Impact Advisors*
Ivy Johnson-Kanda *Lender School of Business, Quinnipiac University*

Increasingly, the spotlight for global development that will improve the lives of the poor is shifting to the business sector and strategies to influence private sector practices. This requires a different set of skills than those traditionally taught in business schools. We explored how successful pedagogical experiments from business schools could be transferred across boundaries to drive public and private sector changes that accelerate social change. Overall, the session would take 60 minutes. In the session, we will use the World Café Approach. There will be 10 minutes presentation and 50 minutes for the world café.

Thursday | 11:15am - 12:15pm in Ryan 202

Non-traditional Professor's Playbook: How to successfully follow a non-traditional track OR work with professors that do

Ashley Lesko *Harvard Extension*
Brittany Martin *University of Calgary*

The academic jobs of today are becoming more and more different than those of the past. Many universities are creatively building variation in their academic breadth, and one way they are doing it is through non-traditional professors (non-tenure tracks, part-time professor, adjunct roles, online facilitators, instructors).

This HIGHLY interactive session will first develop some of the background (true and otherwise) on these roles, generate dialogue and best practices, and share the use of a how to "playbook" on being a non-traditional professor, or working more with them to benefit your school's goals and program.

Thursday | 11:15am - 12:15pm in Ryan 203

Supporting MBA Students on the Path to Success: Transformative Learning Experiences within a Leadership Foundations Course

Teal McAteer *McMaster University*
Leah Graystone *McMaster University*
Whitney Ross *McMaster University*

This research presentation explores the outcomes of introducing a Transformative Learning Experience (TLE) within a Leadership Foundations course for students at the start of a MBA program. Student TLE reports were analyzed in order to determine next steps and adjustments needed within the program to ensure students are transitioning well to their new academic context and acquiring the necessary learning and skills for success. The presentation will outline the necessary adjustments needed for the program and examine how transformative learning experiences are used in the classroom to help instructors in supporting students to navigate the changing currents in higher education.

Thursday | 11:15am - 12:15pm in Ryan 204

What I Wish I Knew in 1976: Interactive Reflections on Four Decades of Teaching Organizational Behavior

Michael Morris *University of New Haven*

The session will begin with the (soon-to-be-retired) facilitator sharing the most important lessons about teaching OB that he has learned in 40 years of.....teaching OB. This introduction will serve as the point of departure for participants to reflect upon, and discuss, the developmental milestones they have experienced in their journey as OB instructors and educators. The goal of this session is to take a step back from the individual "trees" that inhabit OB courses in order to contemplate the "forest" of OB wisdom that we wish to cultivate.

Thursday | 11:15am - 12:15pm in Ryan 205

Teaching Strategy by Focusing on Cannabis

Opal Leung *St. Francis Xavier University*

Industries laced in controversy can stimulate student engagement in the classroom. For example, studying cannabis companies in Strategic Management courses can be both relevant and engaging. They are relevant because competing in the cannabis industry requires the analysis and understanding of a wide range of organizational and environmental variables. Simultaneously, the controversial nature of the industry is interesting by virtue of it being a "changing current" at home and abroad. Participants will learn how to incorporate the cannabis industry as a context for a Strategic Management course. A short case on a Canadian cannabis company will also be presented.

Thursday | 11:15am - 12:15pm in Ryan 206

Creating a Learning Community to Navigate the Changing Current of Social Isolation

Jann Freed *Central College*

One of the main changing currents to navigate is the increase in social isolation. Even as students are more “connected,” there is an increasing level of distractions to learning. It is harder to get students engaged at a time when interaction and engagement is critical. This session provides interactive exercises to build the skills and sense of community needed in preparing future leaders for the changing workplace.

Thursday | 12:30pm - 2:00pm in Raymond (Ray’s) Dining Hall

Lunch

Lunch will be held at Ray’s. **You must bring your conference badge for access.**

Thursday | 2:00pm - 3:30pm in Ruane 141

PRME News: Citizen Reporting on Responsible Management Education

Jennifer Leigh *Nazareth College*
Jeanie Forray *Western New England University*
Danna Greenberg *Babson College*
Janelle Goodnight *Western New England University*

This interactive session will follow a nightly newscast format where participants will share and identify new responsible management education (RME) scholarship of teaching and learning (SOTL) resources. Our anchors and field reporters (i.e., presenters) and participants will cover a number of stories related to teaching responsible management with classic news segments such as News-in-Brief, Features, Exclusive Interviews, Reporting from the Field, as well as other news flashes and breaking news.

Thursday | 2:00pm - 3:30pm in Ruane 142

Case Writing Workshop: Creating Customized Learning Tools

Jack Brittain *David Eccles School of Business, University of Utah*

Participants will complete a first draft of a teaching case/exercise in 90 minutes. The workshop will cover (1) using learning objectives; (2) scripting the learning process; (3) developing the “story;” (4) characters and character development; and (5) completing the narrative. We will also discuss the development of supplementary materials, copyright, distribution options, and marketing.

Thursday | 2:00pm - 3:30pm in Ruane 143

Leadership & Management 2040: To Heck with the “Currents,” there is a Tidal Wave Coming

Scott Allen *John Carroll University*

We are on the cusp of transformational change, and by some accounts 47% of today’s jobs will be eliminated within the next 25 years. Megatrends such as globalization, climate change, artificial intelligence, virtual/augmented reality, nano-technology, machine learning, and gene editing (CRISPR) will fundamentally transform the landscape of business. Are we preparing our students for this tidal wave of change? What meta-competencies will be needed for the workplace of the future? What can we do now, to remain relevant? Come and join the dialogue.

Thursday | 2:00pm - 3:30pm in Ruane 241

Mid-career and Senior Consortium

Dale Finn *University of New Haven*
Tom Hawk *Frostburg State University (Retired)*
Kathleen Kane *University of San Francisco*
Sandra Morgan *University of Hartford (Retired)*
Joe Seltzer *LaSalle University (Retired)*
Judi Strauss-Lipkin *Benedictine University (retired)*
Joan Weiner *Drexel University*

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?"

Thursday | 2:00pm - 3:30pm in Ruane 242

It's Only Rock and Roll: Using Musical Groups to Illustrate Cool Organizational Topics like Organizational Life Cycle

Lucy Arendt *St. Norbert College*

Students love their music and thanks to their smart phones, they take it with them everywhere. In this interactive session, we'll explore how participants might use learner-selected musical groups to illustrate various management and organizational topics, such as organizational life cycle (the session's primary example) or other topics such as leadership, teams, and motivation. To optimize participants' learning experience, we'll use musical groups identified in advance by OBTC attendees and listen to their music. This session will replicate the activity used in the classroom and engage participants in critical review of the activity, enabling its improvement and expanding its utility.

Thursday | 2:00pm - 3:30pm in Ryan 106

Dramatically re-examining conflict management with Forum Theatre

Edmund Chow *INSEAD Business School*

In delivering content, professors often use case studies where students negotiate conflicts with each other. However, the quality of learning is dependent on the dyad's contribution. This loss of control on the learning outcomes can be rectified by re-examining the process of experiential learning. This session proposes using forum theatre, an improvisational pedagogy that demands meaning-making of a conflict situation. Here, participants uncover values, attitudes, and beliefs that affect communication. Similarly, through the improvisation, they get to rehearse a change in the outcome. This pedagogical model becomes a richer platform for learning as a process, rather than as a 'product'.

Thursday | 2:00pm - 3:30pm in Ryan 145

Teaching for Transformation: A Discussion about Deep Teaching and Learning

Marc Lavine *University of Massachusetts Boston*
Daniel Harris *Univ. of Arkansas, Tyson Ctr. for Faith & Spirituality in the Workplace*
Claudette Peterson *North Dakota State University*
Timothy Peterson *North Dakota State University*

When you're at your best, do you aim to foster profound and lasting learning experiences? Do you aim to transform your student's lives through your teaching? If so, this session is for you. We will discuss transformative/ transformational teaching and learning. Our goal is to consider what behaviors and practices enable or constrain deep, enduring learning. We will avail ourselves of research on this topic and aim to harness the collective wisdom of the group to share experiences about what factors seem to make deep, lasting transformation possible.

Thursday | 2:00pm - 3:30pm in Ryan 202

Charting participation: Encouraging, assessing, and rewarding student participation

David Kaplan *Saint Louis University*
Lisa Stickney *University of Baltimore*
Beverly DeMarr *Ferris State University*
Melissa Fender *Rutgers-Camden*

As your courses become more experiential, your students become more diverse, and your classrooms are more likely to be virtual, are you using the same methods to encourage, assess, and reward student participation? Do you struggle with how to more objectively measure something that has historically been inherently subjective? This engaging, interactive session explores some of the common issues and challenges that we as educators experience with student participation. Following this, the panelists will share various methods and strategies that we have implemented in our classes to encourage, assess, and reward participation.

Thursday | 2:00pm - 3:30pm in Ryan 203

A Gorgeous Tool for Transformative Learning: Tasting deep reflections on delicious special issues

Magid Mazen, *Suffolk University*

Come; steal my stuff (with special arrangements for teachers in my neighborhood;) In this session I'll share a sample of Special issues that I've used over the years to help students reflect in a journey for transformative learning in behavioral courses—with emphasis on a negotiation. Course. Participants may elect to reflect on any issue in the list; just sit and listen; or share their views on what students have said about any SI in their own journals. A sample of the issues include: Do I show signs of the Disease to Please? What words may I use to describe defensiveness? What are the Triggers and manifestations of my own defensiveness and hot buttons? How intimidatable am I? Does my behavior resemble that of a dog or a cat, and why—not whether I like dogs or cats? How do I handle silence? Do I have an outstanding 50-50 apology (you don't have to give it; just reflect on your 'would be' feelings.) Ever had someone who owes you an apology? Easing-in: Catch yourself during the week asking others questions to which you knew the answers, and observe signs of their defensiveness? Your most vulnerable points..(anonymous exercise on post-it notes). When was I (the prof.) vulnerable-to you-in class? What metaphors stuck with you during our course? What would you say in a loving letter-to-self about this course's journey---and are you ready to question or dislodge assumptions you have held as unquestionably true for some time? Which, if any? What other issues you would like to add to the list?

Thursday | 2:00pm - 3:30pm in Ryan 204

Being Happy: Happiness Through Mindfulness and Self-Awareness

Kevin Lo *University of San Francisco*

Are you happy? Would you like to be happier? Research suggests that we can increase our happiness quotients through mindfulness and self-awareness. Increasing mindfulness and self-awareness remain popular topics in both management and management education. More recent research links these practices to increased happiness. This session will demonstrate three mindfulness exercises that the facilitator uses in undergraduate management and organizational behavior classes. The facilitator will also share the ways in which students have responded to them. Participants will have the opportunity after each exercise to reflect on the experience of participating in the exercise as well as share their thoughts.

Thursday | 2:00pm - 3:30pm in Ryan 205

"Fail Often to Succeed Sooner": Teaching Students to Be Design Thinkers

Allison Butler *Bryant University*
Michael A. Roberto *Bryant University*
Lori A. Coakley *Bryant University*
James C. Segovis *Bryant University*

In this highly interactive session, participants will be introduced to the five phases of the design thinking model of innovation and problem-solving. Participants will learn the key elements of each phase and will have opportunities to practice aspects of design thinking firsthand. Next, two design thinking courses—one 3-day first-year student experience and another full-semester advanced course—will be presented as models for teaching design thinking to college students. Participants will leave the workshop with many resources and tools to support the integration of design thinking within their own courses and programs.

Thursday | 2:00pm - 3:30pm in Ryan 206

Laugh and learn: Engaging students through humor

Nancy Scott *Wheaton College*
Lisa Delise *Salem College*

For many faculty, navigating students' changing expectations can be challenging, specifically the expectation that faculty should simultaneously educate and entertain. A possible "edutainment" approach (Johnson & McElroy, 2010) to connect with students is using humor in class. Our session's goal is to frame a discussion about using humor within the context of "edutainment." This session will provide a forum to discuss our personal experiences as "edutainers" and the benefits and challenges of using humor in class. Finally, this session will provide a forum for the exchange of ideas/resources to help faculty integrate humor into classrooms for student laughter and learning

Thursday | 3:30pm - 3:45pm in Ryan / Ruane

Refreshment Break

Enjoy a snack and beverage as you refresh for another round of experiential sessions. ***All refreshment breaks will be held in both the Ryan Center and Ruane given sessions are split equally across both locations.***

Thursday | 3:45pm - 4:45pm in Ruane 141

Human Figures as an Effective Method of Teaching

Marcus Valenzuela *California State University, Bakersfield*
John Ross *Indiana University Southeast*
John Stark *California State University, Bakersfield*

Join us as we present an engaging session illustrating the concept of human figures in the classroom. Similar to the Village People physically representing the YMCA letters, human figures refer to the involvement of professors/students/participants to psychically depict printed figures (e.g., theoretical) often found in educational textbooks/journals (without the singing). We depict human figures not only as static representations, but fluid interpretations of such figures. In this session, we will demonstrate the concept of human figures using content theories of motivation (Maslow's Hierarchy of Needs and Alderfer's ERG Theory) and process theories of motivation (Vroom's Expectancy Theory) as examples.

Thursday | 3:45pm - 4:45pm in Ruane 142

Teaching "Executive Employability" to EMBA's and Executive Education Participants

Konstantin Korotov *ESMT-Berlin*

This session explores teaching "executive employability" to EMBA students and executive education participants. As a particular group of players in the labor market and an idiosyncratic type of students, EMBA's and executive education participants usually fall through the cracks of attention when employability is discussed in the context of educational institutions. Based on academic work on careers and executive education, this session turns research results into teachable blocks and explores the practices of working with executives on the topics of executive employability in a classroom. Participants will discuss and experiment with several teaching methods. They will receive a teaching video.

Thursday | 3:45pm - 4:45pm in Ryan 203

The Half Life of Management Theory

Gary Coombs *Ohio University College of Business*

What is the half-life of theory? In our courses we teach a large amount of theory that was developed in the 1950s, 60s, etc when typical organizational members participating in the studies were far more homogeneous, carrying different values with regards to work and when technologies did not permeate their experiences in and with work. At what point do we shelve those theories as quaint elements of the past until they are either retested or replaced? Come join a discussion about the appropriate half-life of our course content.

Thursday | 3:45pm - 4:45pm in Ruane 205

Red Solo Cup Challenge: What Happens when Organizations Scale Up

Sue McNamara *SUNY Fredonia*

The Red Solo Cup Challenge is a kinesthetic exercise offering a rich metaphor to discuss issues organizations may face when they grow, or scale their operations up. In the world of entrepreneurship, a critical question for investors is a start-up's ability to be scalable, often a concept difficult for students to grasp. By using red solo cups to build towers with increasingly more complex requirements during two rounds of competition, students experience opportunities for planning, "talent to task", process improvement, teamwork, and leadership. This exercise can be used in traditional undergraduate and adult entrepreneurship, organizational behavior, and leadership classroom settings.

Thursday | 3:45pm - 4:45pm in Ruane 241

Supermindfulness: Presence and Flexibility for Developing Creative and Resilient Leaders

Jack McCarthy *Boston University*

Eliza Lay *Boston University*

Being an effective leader requires the capability to understand ourselves and our interrelationships with those around us in creative, deep and nuanced ways, despite the turbulence we face in all organizations today. In this dynamic, experiential session we introduce, explore and demonstrate the concepts and practices of Supermindfulness as a leadership development initiative. We adapt and extend traditional mindfulness techniques (that increase awareness and decrease reactivity and stress) in combination with flexibility exercises (that increase our mental and emotional agility, adaptability and perspective) to enhance our understanding of the body and mind connections for greater resilience and improved leadership effectiveness.

Thursday | 3:45pm - 4:45pm in Ruane 242

A developmental workshop: Gaining course synthesis through multi-stage deliverables

Therese Sprinkle *Quinnipiac University*

Students often struggle to understand the interconnected nature of the organization and how strategy becomes institutionalized through policies, structure and culture. Success in developing this organizational perspective has been achieved through the blending of project-based learning and scaffolding assignments. This workshop provides tools to develop a multi-stage student project which builds upon each prior deliverable to encourage course synthesis. Facilitator will share thoughts for designing a multi-stage project, offer rubrics for quick grading, and best practices – in both online and onground classrooms. Time will be allotted for session participants to design a multi-stage project for their own course.

Thursday | 3:45pm - 4:45pm in Ryan 106

Measuring impact for management education teaching resources: Alternatives to the impact factor?

Joy Beatty *University of Michigan – Dearborn*

Jennifer Leigh *Nazareth College*

Jeanie Forray *Western New England University*

Joe Seltzer *Lasalle University*

We will convene a dialogue and brainstorming session to explore alternative measures for impact in teaching scholarship and resources. The critiques of impact factors for this domain are well known, but viable solutions have yet to be developed. Session facilitators will provide an overview of the key issues and debates around impact factors. Participants will then be guided through creative prompts to build upon existing models and generate new ideas, which will be reviewed by the group with emoticon measures and recorded in GoogleDocs.

Thursday | 3:45pm - 4:45pm in Ryan 145

Save the Blue Frog: Utilizing Social Presence Theory to Enhance Experiential Games

Michael Kraten *Providence College*

Do you play games in virtual worlds? Do you utilize virtual reality environments to educate students?

According to Social Presence Theory (SPT), virtual platforms enhance learning outcomes by employing communication technologies to create a synthetic “sense” that students are interacting with other individuals (who may or may not actually exist) on a face-to-face basis.

During this session, we will review the history of SPT. We will then present and discuss a pair of experiential games with differing levels of social presence. Finally, we will explore emerging opportunities to extend the use of SPT into experiential learning games.

Thursday | 3:45pm - 4:45pm in Ryan 202

Zoom: Incorporating Virtual Interactions into Hybrid and Online Classes

Erin Makarius *The University of Akron*

Scott Bible *The University of Akron*

Bindiganavale Vijayaraman *The University of Akron*

In this session, we will demonstrate how to use a technological tool called “Zoom”. This tool allows students to have virtual interactions with one another and to be easily recorded while doing so. These recorded files can be shared on learning management systems, with the instructor, or with other students. We will describe exercises and activities that utilize this tool that we have implemented in our classes as well as lead a discussion of other ideas for uses in the future. We see great potential in this tool as beneficial for helping students prepare for the virtual world of work.

Thursday | 3:45pm - 4:45pm in Ruane 143

Strategy Simulation as Experiential Learning and Assessment: Two benefits for the effort of one.

Steven Samaras *Longwood University*

James Haug *Longwood University*

Assessment grows increasingly rigorous relative to accreditation (important to program development and student recruitment). Knowledge exams may not satisfy this increasing rigor. Research identified potential validity issues with commonly used assessment tests of knowledge, and their measure of value added. The “Business Strategy Game” simulation which provides a rich learning experience, may also serve as an additional assessment tool to satisfy the quest for measures of knowledge, application, and critical thinking without extra burden on instructors. Session participants will discuss the use of this pedagogical tool to triangulate this performance based assessment in a fluid environment to traditional assessment measures.

Thursday | 3:45pm - 4:45pm in Ryan 204

Honoring the Intellectual Legacy and Impact of Andre Delbecq: Mind, Heart, and Spirit

Joan Gallos, *Wheelock College*

Bob Marx, *UMass Amherst*

This session explores and honors the intellectual legacy of Andre Delbecq on the theory and practice of organizational behavior, leadership, and management education. It is designed for participants to appreciate Andre’s broad range contributions to a variety of fields and to engage in reflecting and sharing Andre’s impact and lasting legacy in their own work and understandings of leadership, professional effectiveness, and organizations.

Thursday | 3:45pm - 4:45pm in Ryan 205

The Role of Deliberate Practice in the Collegiate Leadership Competition

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

In its third year, the Collegiate Leadership Competition continues to explore the role of deliberate practice in leadership and management education. Some hallmarks of deliberate practice include repetition, real-time coaching/feedback, and working on skills outside of one's current ability level. We will provide an update on our efforts to create a practice field for leadership education. Likewise, we will engage participants in a lively debate/discussion about how Ericsson's notion of deliberate practice aligns with current practices in management/leadership education.

Thursday | 3:45pm - 4:45pm in Ryan 206

Assessing the Impact of Community Engagement

Tracey Sigler *Northern Kentucky University*
Kristi Tyran *Western Washington University*

Are we assessing all of the important outcomes when students work with the community (in service learning or business projects)? How do we assess? What do we assess? How can we improve our assessment?

In this session we will share our own approaches to assessing student community engagement in service-learning, internship, and practicum project experiences. We explore how we might intentionally measure the impact of these experiences in a way that can be included in accreditation and assessment reporting. We will also solicit ideas from the group about their own best practices and develop a resource for assessment.

Thursday | 5:00pm - 6:00pm in Ruane 141

Business Education Needs Great Literature: Teaching Leadership Through Literature

Jeff Schatten *Washington and Lee University*

Learn how to use literature, both fiction and nonfiction, as a way to delve into the complexity of leadership, enabling learners to move beyond thinking of leaders as "heroic" and into a paradigm that understands leaders as dynamic, human and fallible. Literature can be used as a once-off project or drawn on to create an entire course on leadership. By using novels and biographies students are able to step into the lives of a diverse set of leaders, think through difficult decisions and reflect on what it means to be a leader.

Thursday | 5:00pm - 6:00pm in Ruane 142

The Self-Exploration Module: Helping Our Students Understand Themselves

Jane Wheeler *Bowling Green State University*

This session introduces the Self-Exploration Module (SEM) which allows for a deeper practice of self-exploration in the classroom. Effective self-exploration encourages us to quiet the mind and become more aware of one's self and one's surroundings. This, in turn, exponentially increases the potential for sincere, honest contact which can lead to significant, effective self-awareness. Self-exploration helps individuals focus, plan, and manage more effectively. It also encourages a sense of community, responsibility and ethics. All of which helps to create an effective learning community.

Navigating the Business World: From Classroom to Practice

Cheryl Adkins *Longwood University*
Steven Samaras *Longwood University*
James Haug *Longwood University*

It is vital for students to have opportunities to apply business knowledge in a “real world” setting. Structuring such opportunities can present challenges for faculty, especially in schools located in rural areas or when teaching online. In this session presenters will share their experiences using: 1) service learning in the capstone business course, 2) serving as faculty supervisor for interns, and 3) leading a consulting practicum in an online MBA program. The use of these experiences in assessment for AACSB purposes will also be addressed. Session participants will have an opportunity to share their approaches to developing experiential learning requirements.

Creative Leadership Development: Curating an innovative learning community

Jack McCarthy *Boston University*
Charles Allen *United States Army War College*

How to effectively engage research and practice in building meaningful, creative, results-driven leadership development initiatives? In light of the punishing competitive environment that is defined by uncertainty and change, this is a considerable challenge in academic institutions, corporations and nonprofit organizations. This session shares the lessons and experiences of a university-based leadership development consortium that has operated successfully across these three domains for many years. We demonstrate the approaches and provide examples of recent unique and effective leadership development initiatives to enhance creativity, innovation and decision-making for leaders in complex situations during times of high stress and uncertainty.

Enriching Success via Grit and Growth Mindset: Exploring the currents created by personal perceptions of learning

Mary Tucker *Ohio University*
Andrew Pueschel *Ohio University*
Katherine Hartman *Ohio University*
Nicole Gullekson *University of Wisconsin-La Cross*

Too many college students are searching for the easiest way to attain an A, resulting in minimal effort to achieve this goal and resulting in loss of the more important goal: learning. This session primes students for a growth mindset with implications for learning versus obtaining a grade. Participants should become more aware of the underlying currents created by mindset and how a growth versus fixed mindset impacts personal learning and success. Learners with a growth mindset will be equipped to maneuver the underlying currents of new knowledge needed to be successful in both professional and personal lives.

Experience Change Simulation

Colette Dumas *Suffolk University Sawyer Business School*

Creating buy-in around change is difficult work. Organizations that are good at change are able to quickly align people around new ways of doing things in response to opportunities or threats. Those that master it build resilience and an enduring competitive advantage. This mini-challenge is a great way to expose people to ExperienceChange™ - a team-based simulation that creates excitement and reveals opportunity. It's a 1-hour experience that provides a taste of change theory, interviews, planning and implementation.

Thursday | 5:00pm - 6:00pm in Ruane 243

A Team-Based Approach to Quantitative Managerial Decision Making

Bradley Ward *Milligan College*

The purpose of this exercise is to introduce management students to team-based, quantitative decision-making. Participants will create basic formulas in Microsoft Excel, working through a scenario related to a six-step decision-making process: identify a problem, identify decision criteria, allocate weights to criteria, develop alternatives, analyze alternatives, and select an alternative (Stevenson, 2015). This activity will force participants to work their way through a real-world business problem while developing team-building skills. Additionally, groupthink will affect the decision-making process, leading participants to gain a healthy skepticism of purely data driven decision-making models.

Thursday | 5:00pm - 6:00pm in Ryan 106

When Students Have Skin in the Game: Two Classroom Activities to Teach Persuasion and Negotiation with Real Outcomes

Emily Tarr *California State University San Marcos*
Kimberly McCarthy *California State University San Marcos*

This interactive session will teach participants about two activities we developed and used effectively in the classroom. It will incorporate a persuasion exercise that highlights the application of eight influence tactics identified by Yukl and Falbe (1990) as well as the four best practices of negotiation as described by Thompson (2015) and emphasize their application of these skills in two simulated scenarios.

This session's active learning strategies are applicable in many situations outside the classroom and would be particularly useful in various industry negotiations. Presenters will also discuss their experience using these activities, including both successes and potential challenges.

Thursday | 5:00pm - 6:00pm in Ryan 145

LinkedIn to Social Media

Janet Matelski-Smith *Kent State University*
Diane DeRubertis *Kent State University*

Social media technology has become an ever-growing influence on the student body as well as the individuals who will potentially hire them. It is also a necessary tool for ongoing professional development. This interactive session will share previously developed tools and techniques for creating engaging workshop sessions and assignments designed to maximize student self-awareness regarding the importance of a strong digital footprint and professional branding. Join the discussion on how to best prepare students for life after college and as future leaders in management.

Thursday | 5:00pm - 6:00pm in Ryan 202

Developing Critical Thinking Skills Through the Integration of Management Concepts and Theories and Current News and Events Using the Wall Street Journal

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

Employers have expressed a desire to hire college graduates who can exhibit critical thinking skills and possess an understanding of current business trends and events and their implications for strategic decision making. This session will present three learning activities (Analyze and Critique, Point-Counterpoint, Management Consultants) using the Wall Street Journal, the #1 source of business news. These activities will provide students with a platform for developing critical thinking, verbal communication, teamwork, and presentation skills. These activities will also enhance the relevance and usefulness of management concepts and theories in understanding and addressing challenging problems facing organizations.

Thursday | 5:00pm - 6:00pm in Ryan 203

Navigating the Plethora of Study-Abroad Opportunities: What should we advise our students?

Roger Dean *Washington & Lee University*

At many colleges, international study is a process that aims to complement the undergraduates' entire collegiate experience. From a practical perspective, for most young adults this will be the only time they will have an opportunity to immerse themselves in a foreign culture, living and studying in the host country rather than being a tourist. In this session, I will describe various study-abroad models, discuss some of the benefits of studying abroad, address some home-college concerns, and provide details of a highly successful program that I have developed.

Thursday | 5:00pm - 6:00pm in Ryan 204

Innovations in Teaching About Bias and Error in Perception and Decision Making

Mark Cannon *Vanderbilt University*
Corbette Doyle *Vanderbilt University*
Deborah Butler *Georgia State University*

The importance of heuristics and biases (System 1 and System 2 thinking) and other perceptual limitations has long been recognized by academics and has become of greater interest in the popular press. Nonetheless, the ability to produce durable learning and capability in effectively applying a knowledge of this material in making organizational and personal decisions remains a challenge. Merely awareness of these biases does little to ameliorate their potential disadvantages. We offer two highly engaging cases that have been using successfully for over a decade in better enabling students to apply these concepts to contexts to which they can relate.

Thursday | 5:00pm - 6:00pm in Ryan 205

Teaching human resource management from a parallel perspective to facilitate student career preparation and job seeking success.

Gerald Schoenfeld *Florida Gulf Coast University*

Most career center directors say students have a lack of interest in formal career preparation and professional development, which is preventing them from successfully gaining employment. Further, students often have unrealistic expectations when it comes to the amount of effort and motivation required to attain employment. The proposed workshop focuses on using the traditional Human Resource Management course as a vehicle to facilitate student's career preparation and job seeking capabilities by introducing a dual focus delivery of the HRM course content from both the traditional employer/manager perspective with an additional focus from the applicant/employee standpoint.

Thursday | 5:00pm - 6:00pm in Ryan 206

Dialogue Between Theory and Application: The Enduring Appeal of Carter Racing

Jack Brittain *David Eccles School of Business, University of Utah*
Sim Sitkin *Fuqua School of Business, Duke University*

Based on the Space Shuttle Challenger launch decision, Carter Racing is a best-seller 30 years after its introduction at the OBTC in 1987. The lessons currently taught, however, little resemble the original intent. For unique reasons, including the visibility of the tragedy, Carter Racing's interpretation has drifted upon the changing currents of organizational behavior. It has served as a vehicle for identifying the questions that do not get asked and for understanding why these questions, once asked, seem insufficient to change the decisions that occurred the night and morning of January 27-28, 1986, decisions that resulted in tragedy.

Thursday | 6:30pm - 8:00pm in Ryan Center Lawn

Awards Banquet

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

Thursday | 8:00pm - 11:55pm in McPhail's (Slavin Center)

Jim's Place & Talent Show

Hosted once again by Steve Edelson, our popular talent show highlights the prodigious talents of our OBTC participants. If you are interested in participating, get in touch with Steve during the conference, sign up the registration table, or post to us in the OBTS app. To enable participation for all, please limit your performance to one song, two poems, or 5 minutes of material.

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

FRIDAY | JUNE 16

Friday | 7:00am - 8:15am in Raymond Dining Hall

Breakfast

Breakfast will be held in Raymond (referred locally as Ray's) Dining Hall. You must bring your conference badge for access.

Friday | 8:15am - 9:45am in Ruane 141

From Idea Napkins to Beyond: Using the Ideation Process to Develop Oral Presentation Skills in the Entrepreneurial Classroom

Tammi Redd *Ramapo College of New Jersey*

This session will demonstrate the use of "Idea Napkins" in developing oral communication skills and idea development for the entrepreneurial classroom. Participants will experience an abbreviated version of the ideation process, learn how to give, receive and store feedback as data, as well as discuss techniques for analyzing the feedback received. By creating sales pitches as a team, participants will learn how incorporating an iterative presentation process can be beneficial for both idea development and oral communication skills development. Qualitative data in the form of student feedback and comments will be shared as well as sample student assignments.

Friday | 8:15am - 9:45am in Ruane 142

From student to executive: A strategic leadership performance model for career enhancement

David Boss *Ohio University*
Amy Taylor-Bianco *Ohio University*
Tim Reynolds *Ohio University*
Janna Chimeli *Ohio University*

Today's employers are looking for graduates who enter the workforce as independent, skilled and adaptable leaders. Our unique OBTC session presents findings and draws on the expertise of the audience to discuss how to best serve our students by offering differentiated programming to serve all of our student leaders and their future employers. We introduce two original scholar-practitioner models of leadership education and practice. The first model explores strategic leadership competencies and how they are achieved through curricula, hands-on applied learning and unique modules. The second model invites a discussion for an accelerated timeline for strategic leadership development.

Friday | 8:15am - 9:45am in Ruane 143

Seeing Social Class and Understanding Our Students

Elizabeth Siler *Worcester State University*
Pamela Derfus *St. Thomas Aquinas College*
Miriam Plavin-Masterman *Worcester State University*

There are large gaps in academic performance between students from low and high socioeconomic groups. In this session we introduce faculty to the research that explains these gaps, and lead them through exercises that challenge them to see how their assumptions and behaviors either bridge or exacerbate these gaps. We conclude with a discussion generating supportive faculty behaviors. We expect these ideas will surprise attendees as supportive behaviors are not what faculty expect them to be. This is NOT about spending more time in office hours with students one-on-one, using class time to teach remedial skills, or lowering performance standards.

Friday | 8:15am - 9:45am in Ruane 205

Choppy Waters Ahead: Exploring the Changing Currents in Higher Education

Rita Shea-Van Fossen *Nova Southeastern University*
Kathleen Barnes *William Patterson University*
John Stark *University of California – Bakersfield*
D.Ryan Miller *Nova Southeastern University*

Higher education is fighting a number of changing currents including, financial and competitive challenges; dramatic changes in college student demographics; increased accountability from the public, alumni, and accreditation agencies, and even changes in the perceptions of the purpose of higher education. This session will provide an overview of these changing currents followed by a collaborate dialogue using a World Café format to explore where these currents may take us, how these currents may change what we do as educators, and what we can do to prepare our institutions and ourselves to navigate these currents successfully.

Friday | 8:15am - 9:45am in Ryan 106

Gather around the “Video-Clip Campfire” and share your best teaching video clips

Bob Marx *UMass Amherst -- Isenberg School of Management*
Tim Baldwin *Indiana University - Kelley School of Business*
Maria Quijada *Regis University*

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

Friday | 8:15am - 9:45am in Ryan 145

Teaching Structure with La Cosa Nostra

Diana Smrt *University of Michigan-Dearborn*
Janice Molloy *University of Michigan-Dearborn*
Joy Beatty *University of Michigan-Dearborn*

Using the case of La Cosa Nostra, we aim at developing a more integrated understanding of how organizational structure and design concepts influence the functioning and performance of organizations. Specifically, we present theoretical grounding in the basics of organizational structure as well as information on La Cosa Nostra’s business. We then invite students work in teams to present a proposal to restructure La Cosa Nostra. Feedback and assessment scores from students suggest that the activity is both engaging and effective in conveying the concepts associated with organizational structure.

Friday | 8:15am - 9:45am in Ryan 202

Influence Across Difference: Influence Would Be Easy If Only There Weren’t People Involved!

Nan Langowitz *Babson College*

Influence would be easy if only there weren’t people involved! Organizational life is increasingly diverse, driven by changing demographics, globalization, and technology. This session will share a teaching approach targeted to the thorny issue of how to enhance the ability to develop influence when working with those who “aren’t like me.” This will be an experiential session designed to take participants through some of the key pedagogical vehicles that motivate the learning. The approach has been used with graduate and executive audiences but is relevant for undergraduate teaching as well.

Gather around the garbage fire! Learning from experiential activities gone awry

Steven Edelson *Walsh University*
Micheal Stratton *UNC- Asheville*
Gary Stark *University of Northern Michigan*
Scott Allen *John Carroll University*
Terry Nelson *University of Alaska – Anchorage*
Cristina Arroyo *Baruch College*
Chantal van Esch *Case Western Reserve University*
Kevin Lo *University of San Francisco*

While OBTC is a great place to pick up teaching tips from great educators; but what happens when attempts at engaging experiential exercises go “wrong”? Come join us as we “gather around the garbage fire” to experience and enjoy (read: schadenfreude) stories of experiential exercises that didn’t quite go the way they were intended. This session includes all types of exercises, online and in-class, across the spectrum of management topics. Share your stories as we all huddle around our smoking dumpster of broken dreams and plan how we can rescue our exercises from the flames.

Publish don’t perish: Charting the course for writing a book

David Kaplan *Saint Louis University*
Suzanne de Janasz *Seattle University*
Beverly DeMarr *Ferris State University*
Paul Ducham *Chicago Business Press*
Jeff Mello *Rhode Island College*

Have you ever wanted to write a book, but not been sure how to start or were concerned about what is involved? What is the impact of the changing nature of the publishing industry on the likelihood of having your book published? This session provides an opportunity to interact with authors who have made the leap and a publisher who has made the transition from a large publishing house to his own independent company. They will share their experiences, answer questions, and offer advice. The goal is to encourage a community of authors who seek to navigate today’s publishing waters.

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

Jeanie Forray *Western New England University*
Kathi Lovelace *Menlo College*
Kathy Lund Dean *Gustavus Adolphus College*

Come celebrate our Society’s journals – the 40-year old Journal of Management Education and our new online journal, Management Teaching Review. In this session, we will review the mission and scope of these two journals and discuss the types of submissions that are unique to each outlet. Bring your manuscript ideas and participate in an Incubator activity, where our 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.

iPads are Coming, iPads are Coming... Now What? Using Apps for Collaboration and Engagement

Linda Dunn-Jensen *San Jose State University*

As Gen Z students, “digital natives”, enter into higher education, faculty members will be faced with the challenges of integrating technology into the classroom. The purpose of this session is to introduce management educators to the Pedagogy Wheel, a framework in the selection of Apps for the classroom along with providing session participants hands-on experience using Collaboration and Engagement Apps. Finally, challenges and best practices of integrating technology into the classroom will be discussed.

Friday | 9:45am - 10:00am in Ryan / Ruane

Refreshment Break

Enjoy a snack and beverage as you refresh for another round of experiential sessions. ***All refreshment breaks will be held in both the Ryan Center and Ruane given sessions are split equally across both locations.***

Friday | 10:00am - 11:00am in Ruane 141

Loopy-System Structural Maps

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

A business system is composed of a set of describable beliefs, behaviors and/or resources and the relationships between them which can be described and drawn. A system structural map is the result of our working backwards from an event to the people and things involved and their relationships to each other (Kirkwood, 1998). When we detail this out or draw it, we have a representation of the system structure (Anderson & Johnson, 1997). This session introduces and provides practice in a short session for NON-Operations classes to give students a feel for systems thinking and causal loop diagramming.

Friday | 10:00am - 11:00am in Ruane 142

"Please take out your phone!": Students capturing pictures to facilitate engagement

Gregory Berka *Queens University of Charlotte*
Jessie Olien *UNC Charlotte - Organizational Science PhD Program*
Miles Moffit *UNC Charlotte - Organizational Science PhD Program*

Most students are very comfortable with their smart phones, including picture taking and uploading capabilities. This session embraces their comfort and demonstrates an activity where students capture pictures—using their phones—related to course concepts and theories that are used as part of introducing the concept or theory to the class. This student engagement focused activity requires students to explore the concept on their own and in advance, in order to capture a picture and then share with the class why the picture is relevant to the concept. Opportunities to leverage the activity within many management courses will be discussed.

Friday | 10:00am - 11:00am in Ruane 143

Navigating with Captain Ignatius: Timeless Principles for an Inner Compass

Dennis O'Connor *Le Moyne College*
Renée Downey *Le Moyne College*

More and more we have come to recognize that "white water" really is permanent (Vaill, 1989). Historical strategies and assumptions in academia, industry, and institutions are falling short. In the midst of turbulent complexity, more than ever, developing an inner compass is a critical leadership capacity. This session will review key values and practices in the Ignatian tradition as one context to build 21st century navigational skills (presence and centeredness, core values and spiritual practice, and a process of learning and discernment), and to design and debrief experiential activities towards leadership formation.

Team Based Learning Techniques for our Changing Classrooms

Jane Parent *Merrimack College*
Paul Antonellis *Merrimack College*
Cheryl Sullivan *Merrimack College*
Kathi Lovelace *Menlo College*

In this session we demonstrate quick and easy ways to enable students to learn together during class time. Originally conceived by Larry Michaelson and his colleagues (1982), Team Based Learning (TBL) was designed to engage students in larger classroom settings. Using his and others' subsequent research, we adopted and expanded this technique for our management classes. Here we share a TBL Power and Influence activity: the "Drink the Kool-Aid" case. Participants will experience a variety of team based learning activities that can be adopted across multiple classroom settings. Attendees will leave with fresh ideas for their ever changing teaching landscapes.

Hitting the Ground Running: Surviving and Thriving in the First Year in Your New Job

Rita Shea-Van Fossen *Nova Southeastern University*
Charles Fornaciari *La Salle University*

The excitement of starting a new job can cause people to underestimate, or overlook, the challenges of "hitting the ground running" in a new environment. While much generalized career advice exists about how to "fit in," this session focuses on issues pertinent to academia, especially in the critical first year where the foundations of promotions, contract renewal, and tenure are often laid. Led by mid-career academics who just recently switched institutions, we seek to share—and hopefully create with participants—the knowledge of the specific academic activities that will lead to a successful transition year.

REACHing the student, reaching the destination. The design and integration of a career preparedness initiative into an undergraduate management curriculum.

Rose Hair *Nazareth College*
Stephen Hill *Nazareth College*

This session will tell the story of the 'REACH' initiative - the efforts of a management school to embed career preparedness into the undergraduate business curriculum. The REACH initiative represents the joint efforts of faculty and staff to provide students not just with a career plan on graduation, but also a set of skills that will support the career decisions they make throughout their working lifetimes. As the world of work changes for millennials and the generations to follow, possession of these skills will represent a source of competitive advantage for those who can navigate the changing landscape of employment.

A Performance Feedback Approach for the YouTube Generation

Jason Pierce *University of Southern Mississippi*

Well-delivered feedback can lead to dramatically improved performance. Despite this potential, many of us feel mild to extreme discomfort with it due to the potential for misunderstandings and hurt feelings. This discomfort translates to lost opportunities for growth when we either deliver feedback in such a way that our message gets lost or avoid giving it altogether. In this session, we introduce a tool for overcoming this discomfort based on lessons learned observing MBA students give feedback to each other. We turned these lessons into a YouTube-based exercise to enable students to iteratively turn their ordinary feedback into extraordinary feedback.

Friday | 10:00am - 11:00am in Ryan 106

Virtual Teams Are Virtually Everywhere! Maximizing Online Course Team Performance through Tools and Technology

Diane DeRubertis *Kent State University*
Janet Matelski-Smith *Kent State University*

The necessity for virtual teaming has increased dramatically for working professionals. As students transition to the work environment, understanding how to successfully use online synchronous and asynchronous communication tools to communicate and collaborate effectively in an online business community will be imperative. This interactive session will share tools and techniques used in our Professional Business Practices course designed to enable student mastery of skills critical to successful, high-functioning teams in a virtual environment. Discussion will include the use of various technologies to enhance student learning and the overall group project experience.

Friday | 10:00am - 11:00am in Ryan 145

After the Flood: forming green shoots by co-designing management learning

Tom Rowledge *University of Southampton*
Stefan Cantore *Southampton Business School*
Tom Davidson *University of Southampton*
Mark Gatenby *Southampton Business School*
Stefanos Marangos *Southampton Business School*
Zak Rakrouki *Southampton Business School*

Business schools around the world face changing currents from political and economic forces, as well as changes to the academic profession itself. Looking back over several decades perhaps the biggest change has been the massive growth in student numbers participating in higher education: what we call the 'flood'. Working within a UK business school context, we are responding to these pressures with a 'co-design' approach to 'inquiry-based' management education – which is challenging and redefining the nature of academic roles and relationships. We will use this participative workshop to explore the implementation of co-design within undergraduate management education.

Friday | 10:00am - 11:00am in Ryan 202

Gamification: Introducing Badges, Points, and Leaderboards to Management Education

Erin Makarius *The University of Akron*
Steve Kaufman *The University of Akron*

Technology now makes it easier and beneficial to incorporate basic elements of games such as competition, feedback, and points into learning for all ages. This session will introduce techniques to incorporate gamification into the classroom, demonstrate elements of gaming, and discuss some of the advantages and disadvantages of using gamification in management education. We will provide an overview of how gamification is being used in the business world and how some of these elements can be transferred to engage students and help prepare them for a gamified world of work.

Friday | 10:00am - 11:00am in Ryan 203

Multicultural, Movies, and Management: Navigating Overseas Currents

Linda Christie *Marymount University*
Pramila Rao *Marymount University*

The unique contribution of this session is that we will demonstrate how we use international movies (such as Hindi, Chinese and Spanish etc.) to help students understand management concepts better. We have integrated international movie clips (such as Lunch Box, Slum Dog Millionaire, among others) to create dialogues on relevant management topics. Multicultural concepts are embedded in cultural contexts that require students to recognize and see these from local perspectives. We will show you how we navigate our students overseas virtually to teach multicultural concepts! We will include discussion questions and international movie clips as learning takeaways for the audience.

Friday | 10:00am - 11:00am in Ryan 204

Teaching Ethics: Moral Awareness in a Deregulated Business World

Marie McKendall *Grand Valley State University*

The new presidential administration is predicted to make things easier for business by rolling back years of governmental regulation. As much as they were sometimes disliked, regulations helped define what actions were permissible and which ones were thought to be harmful. How will a deregulated business environment affect the ethical decision making of businesspeople?

Using a behavioral ethics framework and a series of video clips of both famous and ordinary people, this session will engage participants in a demonstration of how organizational members use cognitive biases and self-deception to keep from recognizing and responding to ethical concerns.

Friday | 10:00am - 11:00am in Ryan 205

Building Undergraduates' Skills to Negotiate Salary in Today's Environment

Susan Dustin *Illinois State University*
Tina Thompson *Illinois State University*

New graduates often struggle with whether or not to negotiate their first salary. The purpose of this exercise is to help students understand the different elements that can be negotiated when accepting their first position and build their skills for integrative salary negotiation. Initially designed for a negotiation course or module, the exercise is scoreable to allow students to assess how they did on both integrative and distributive dimensions. The exercise can be modified to remove the scoreable aspect and used in any human resource or organizational behavior course to help students build their salary negotiation skills.

Friday | 10:00am - 11:00am in Ryan 206

Ping? Pong! Exercising the Sudden Search for Significance

David Fearon *Emeritus - Central Connecticut State University*

Teachable moments arise in the flow of classroom-based learning so potentially meaningful that you wish you had a planned exercise to elevate the intensity and viscosity of this naturally occurring experiential learning. Solution. Have a supply of Ping-Pong balls handy. Invite the class to invent on the spot how to make a vivid moment for visualizing the significance of an otherwise tacit organizational behavior. What might this behavior be? Any sort chosen by the teacher, even on the spur of the moment. It works. Testing this claim, participants will make sudden, revelatory meaning with Ping-Pong balls. Simple. Handy. Unforgettable.

Friday | 11:15am - 12:15pm in Ruane 141

Walk A Mile (For a Minute) In My Shoes – Applications of Micro-teaching and Learning With Drama and Improvisation for Leadership Development

Sandra Romenska *University of St Andrews School of Management*

This session presents an experiential exercise for leadership development where students are asked to perform in front of their peers a 1-minute leadership speech of their choice. The debrief of the exercise allows discussion of the practical implications of a number of leadership theories and highlights the importance of improvisational skills for leadership and innovation, which is of relevance to the theme of OBTC 2017. The exercise demonstrates that in a very limited time span of experiential exercises can be both a constraint and a resource for teaching and learning.

Friday | 11:15am - 12:15pm in Ruane 142

“Airplane of Responsibility: Effective Communication and Crucial Conversations” Exercise: Leaders Influencing Safe, Inclusive Environments Following the 2016 U.S. Presidential Election

Mariana Lebron *Towson University*

Since the 2016 U.S. Presidential Election, managers struggle in managing free speech, while creating safe, inclusive learning work environments; however, managing diversity is a necessary management skill. How have educational environments changed due to President-elect Trump’s declaration that political correctness is a “big problem [in U.S.]?” Students and employees have reported increased harassment based on ethnicity, race, sexual orientation, gender, religion, and political views. This interactive session will present the airplane of responsibility exercise integrating concepts relevant to managing psychologically-safe productive environments: communication, crucial conversation model, power and, organizational change. Learning effectiveness survey results from December 2016 will be shared.

Friday | 11:15am - 12:15pm in Ruane 143

A storm’s a brewin’: engagement in the digital age

Eamonn Lynch *University of New Brunswick*

As educators in the digital age, we are presented with novel challenges of engage our students in the face of increasing modes of distractions. This session will focus on how advances in technology impact student engagement, the challenges both students and educators face with regards to maintaining engagement, and methods that can be implemented to overcome these challenges. In addition, the session will make the connections between digital distractions in the classroom and the workplace.

Friday | 11:15am - 12:15pm in Ruane 205

The Social Capital Game: Introducing Instrumental and Affective Social Networks

Keith Hunter *University of San Francisco*
Gary Wagenheim *Simon Fraser University*

Provided ID numbers and a random selection of playing cards, students explore the formation and extraction of value from social networks as they make deals to accumulate high scoring combinations of cards. Students record the ID of each partner they negotiate with, and dyads may persist for as long as both parties wish. At the end of the game, the student(s) whose card combinations yield the highest score are rewarded, and the ID numbers recorded reveal each individual’s network structure and the overall network structure of the entire class. Debrief examines the emergent network structures, approaches to “networking” and negotiation.

Friday | 11:15am - 12:15pm in Ruane 241

Ethical Issues with Experiential Activities

David Bradford *Stanford University*

Experiential activities can be a powerful pedagogical tool to enhance conceptual and personal learning. However, they can also consume quite a bit of class time so how to gain the most benefit from time spent? One way is to integrate personal feedback, but a review of recent JME articles indicated that this is not frequently done. Doing so raises ethical issues. Most (higher) education focuses on conceptual awareness. Is personal feedback coercive in required courses? Even in elective courses, are there limits to students’ choices? Can instructor’s values become dominant? What are the ethical boundaries?

Friday | 11:15am - 12:15pm in Ruane 242

To Think Or to Blindly Follow: What Are We Actually Teaching Students in the Classroom?

Bahareh Javadizadeh *New Mexico State University*
Hank Strevel *New Mexico State University*

Our bifurcated strategy to engage students meaningfully is intended to entice students to think critically about themselves and, in particular, how they can relate what they know about themselves to the real world. When students perform a simple SWOT analysis regarding their own strengths, weaknesses, threats, and opportunities, they begin to engage in what the Greeks called aletheia, which is the unveiling of truth. In turn, aletheia can stimulate increased awareness about their need to be more aware in the first place. This fact becomes increasingly important when faced with inevitable ethical decisions that require thoughtful, meaningful, and decisive action.

Friday | 11:15am - 12:15pm in Ruane 243

Study Abroad As Impact, Innovation, and Engagement: Reframing International Experiences for Multiple Stakeholders

Nicholas Rhew *Coastal Carolina University*
Arlise McKinney *Coastal Carolina University*
David Fink *Coastal Carolina University*

Reputations of study abroad programs have suffered with recent reports highlighting increased substance abuse and other tragedies among U.S. students studying abroad. This session seeks to reframe study abroad experiences as exercises in innovation, impact, and engagement – the three areas of emphasis for the 2013 AACSB accreditation standards – rather than extended tourist treks with little emphasis on demonstrable benefits. Specifically, participants will discuss experiences with innovative program structure, strategies for demonstrating the impact of international experiences, and approaches to engaging alumni and broader communities in program execution. Participants will acquire tools for designing new or enhancing existing programs.

Friday | 11:15am - 12:15pm in Ryan 106

Leadership Simulations and OB: Improving the Student Experience

Charles Buchanan *Fisher College of Business, Ohio State University*
Roy Lewicki *Fisher College of Business, Ohio State University*

The purpose of this session is to introduce and discuss a new, interactive leadership simulation that provides a scalable, experiential learning opportunity for students in OB courses. The facilitators will present a simulation that compliments OB text books providing students with the chance to experience key learning objectives. The facilitators share how integrating simulation technology with other learning methods improved the learning experience for students. The facilitators discuss how simulations can be added to current courses of any class size. The audience will have the opportunity to view and experiment with the simulation and ask questions on implementation and effectiveness.

Friday | 11:15am - 12:15pm in Ryan 145

From Space Making to Place Making in the Virtual and Blended Classroom

Janine Clarke *Harrisburg University of Science and Technology*

This session takes the concepts of “spacemaking” and “placemaking” that have been used in urban design, and applies them to classroom “spaces” that we create as educators. With the growth of on-line and blended courses, these concepts are stretched even further. The author shares techniques and processes inspired by from programs such as the Project for Public Spaces (PPS) and the Moonshot Program for primary education in Florida. Principle goals of these programs can challenge educators to create places that are vital, engaging, connected to community, and support the social-emotional needs of learners, fostering integrated and connected learning.

Friday | 11:15am - 12:15pm in Ryan 202

'IDEAL' Meets 'Real': Applying Concepts in the Classroom Using Reality TV

Sinéad Ruane *Central Connecticut State University*
Stacie Chappell *Western New England University*

In this session, we present a team-based class activity which aims to deepen comprehension of management concepts through application to a reality TV case study. To set the stage, we introduce the IDEAL framework, an andragogical tool for developing students' written communication skills, and explain its role in the exercise, which participants will get to experience first-hand. To conclude, we'll address possible concerns about using reality TV in the classroom, and discuss how to modify the activity for different topics and audiences. Participants are encouraged to contribute comments, feedback, and ideas for developing and personalizing the activity for their classroom.

Friday | 11:15am - 12:15pm in Ryan 203

Integrative Team Teaching: Going against the tide at the U.S. Naval War College

Olenda Johnson *U.S. Naval War College*

This session describes an integrative approach to team teaching driven by role-definition based on Kolb's experiential learning model, an approach that differs from our institution's co-facilitation paradigm. Leveraging our respective expertise, one instructor enables Concrete Experience (CE) and Abstract Conceptualization (AC); while the other enables Reflective Observation (RO) and Active Experimentation (AE). Together, we synergistically ensure the connective thread for each learning element throughout every class lesson in order to achieve higher levels of student learning and development. Conference participants interested in team teaching will have the opportunity to consider how they might apply this approach in their teaching collaborations.

Friday | 11:15am - 12:15pm in Ryan 204

Eliciting Career Insight Through Classroom Interventions

Brittany Buis *Northern Illinois University*

Jon Briscoe *Northern Illinois University*

In this session 2-3 classroom methods for helping management students identify their career values, identify potential career paths, and increase career self-efficacy will be used with the audience. Based upon field experiments in several undergraduate and MBA classrooms, interventions were evaluated for their impact upon these outcomes. Exercises in defining your calling, career success, and creating and reflecting on career timelines will be profiled and demonstrated to varying degrees. Debriefing will occur with the help of the audience participants.

Friday | 11:15am - 12:15pm in Ryan 205

Developing Course Contexts that Facilitate Student Development

Matthew Eriksen *Providence College*

thomas r. king *Providence College*

While meaningful course content is essential to student learning and development, the context within which it occurs is as important. However, most management educators do not develop their course contexts (i.e., structures, processes, and relationships). But educators typically do not receive any training or support, lack time because of increasing research demands, or concerns that experimenting with course context may lead to poor student evaluations. In the session, we will share our experiences with intentionally creating course contexts that facilitate student learning and development, as well ask participants to share their own experiences and discuss new possibilities.

Friday | 11:15am - 12:15pm in Ryan 206

The Pink Elephant in the Classroom: Pedagogical Techniques to Tackle Controversial Topics

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

Kimberly Gower *University of Mary Washington*

Gary Stark *North Michigan University*

With increased globalization, automation, and communication, the world is rapidly changing, thereby posing new questions. In the US, these changes manifest in controversial ways, from political polarization to racial and/or religious discrimination, and therefore it may prove easier to avoid discussing such sensitive issues in the classroom. Using social and cognitive psychological concepts, educators can create an environment in which these controversial topics can be addressed in an informed, critical, and respectful manner in order to optimize student engagement and learning.

Friday | 12:15pm - 1:45pm in Raymond (Ray's) Dining Hall

Lunch

Lunch will be held at Ray's. ***You must bring your conference badge for access.***

Friday | 1:45pm - 3:15pm in Ruane 141

Learning Outside the Classroom by Launching, Building, and Analyzing an Online Business

Ruth Gilleran *Babson College*
Donna Stoddard *Babson College*

This highly interactive session guides you through the steps of a group project that aims to advance the students' understanding of how to drive traffic to an eCommerce website by adhering to Search Engine Optimization (SEO) and social media best practices. Over a three-week period, the teams build a website, use social media to drive traffic to it, and then analyze social media and Google analytics to determine what changes need to be made to their marketing campaigns and their website pages. Through this experiential project, the students learn to appreciate how difficult it is to build an online presence.

Friday | 1:45pm - 3:15pm in Ruane 142

Harvesting our learning together as we navigate the changing currents of collaborative learning

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

This session will both introduce and offer participants an opportunity to participate in an activity using a tool called the Interview Matrix which the facilitator was introduced to while instructing in an experiential graduate program (Harris & Agger-Gupta, 2015). The Interview Matrix can be structured using Experiential Learning Theory (Kolb, 1984). While a range of content meaningful to adult educators is available, in this particular session participants will explore the possibilities of co-creating collaborative learning environments in their classroom. This tool generates significant participation and it can be adapted for multiple OB-related classroom topics.

Friday | 1:45pm - 3:15pm in Ruane 143

Crafting the Aesthetic Workspace: An Experiential Arts-Based Exercise

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

Join us as we use a poetry gallery exercise to discuss the Aesthetic-Workspace—a place where teachers and students can share artistic experience, trigger the “artist inside” and discover energies that can lead to new insight into themselves, each other and to the course material itself.

Friday | 1:45pm - 3:15pm in Ruane 205

Educator as Adventurer: Using Inquiry in place of the Swiss Army Knife

Tracey Messer *Case Western Reserve*
Linda Robson *Kent State University*

Using questions to promote knowledge creation and critical thinking is an ancient and well-documented mode of learning and developing critical thinking. What has shifted, in addition the presence of technology in our lives and classrooms, is a soci-cultural context of “knowing,” which prioritizes and rewards quick fixes, answers, getting to the point, and quantity over quality. To counteract this shift, educators must return to classic approaches. This session will present leading inquiry theory, involve inquiry exercises for management courses, process experiences in group discussions, and offers practical take-aways.

Friday | 1:45pm - 3:15pm in Ryan 106

Issue-Based Problem Solving: A pedagogical approach enabling students to understand and address business challenges

Alia Crocker *Babson College*
Jonathan Sims *Babson College*
Richard Wang *Babson College*

This session will provide an introduction and practical examples of Issue-based Problem Solving (IBPS), a framework management educators can use to help bridge the theory-practice divide in the classroom. Adapted from techniques used by management and strategic consulting firms, we show how IBPS can be used over several classes to teach students to logically and systematically identify and deconstruct business challenges and to propose practical solutions to complex organizational challenges. We will introduce three component frameworks (SCEQ, Question Trees, and Communication Trees) and explore ways they can be used to supplement existing content in strategy, consulting or general management classes.

Friday | 1:45pm - 3:15pm in Ryan 145

Expanding the Pie: Negotiating in Academia

Barbara Ritter *Coastal Carolina University*
Kathleen Barnes *William Paterson University*
Gary Coombs *Ohio University*
Kim Gower *University of Mary Washington*
Patricia Hedberg *St. Thomas University*
Erika Small *Coastal Carolina University*
Micheal Stratton *UNC Asheville*
Anne McCarthy *Hamline University*

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

Friday | 1:45pm - 3:15pm in Ryan 202

Fellows Session

The OBTS Fellows

The OBTS Fellows, OBTS Teaching Society for Management Educators
In this session a group of the Fellows will present a session that examines an important dimension in management education. Stay tuned for further information on specifics!

Friday | 1:45pm - 3:15pm in Ryan 203

Teaching about diversity, equity and fairness as part of a business curriculum: Can we navigate the riptides or should we avoid those waters?"

Kimberly Sherman *Westfield State University*

Higher education is intended to educate, enlighten, challenge, and prepare students for post-graduation life. Management programs are also tasked with developing individuals to become future leaders and managers of organizations which are often diverse and increasingly, international. Adequate preparation should include an understanding of diversity, equity and fairness. In our current political and social climate these topics have taken on a controversial nature that can make it feel like being caught in a rip current. This interactive session is intended to open the discussion around how we successfully navigate these challenges. Participants are encouraged to bring ideas/resources to share.

Friday | 1:45pm - 3:15pm in Ryan 204

Humanizing Organizational Performance

Jason Pierce *University of Southern Mississippi*

The performance of organizations, like all complex systems, depends on their underlying architectures and alignment. In this session, we introduce a simple lesson that brings this reality quite literally to life in the classroom using an organization-as-athlete metaphor. Specifically, we will walk through four alignment principles central to athletic and organizational performance and do scalable exercises that allow participants of all fitness levels to experience each one at work in their own bodies.

Friday | 1:45pm - 3:15pm in Ryan 107

Exploring Moral Dilemmas Through Video Game Playing

Susan Case *Case Western Reserve University*
Edward Chavez Jr. *Case Western Reserve University*

The benefits and role video games play has been contentiously debated since their creation. Whether detrimental or developmental, researchers are finding, given the right environment and context, these diversions can be used not only to enhance problem solving and reasoning skills, but to provide a lasting ethical foundation for 'gamers' (Rice, 2007; Zagal, 2009). In this session, we outline benefits to be gained by incorporating ethically notable video games in the classroom, set aside time for teams to come together and 'live' in a virtual world, and dialogue about ethical experiences shared.

Friday | 1:45pm - 3:15pm in Ryan 206

"Ripped from the headlines": Problem-based learning through real-time scenarios

Beth Schneider *Queens University of Charlotte*

The case method, while instrumental in business education, can be improved when teaching management/business practices by utilizing real-time scenarios. The pedagogical practice of creating assignments on real-time and real-world scenarios stems from problem-based learning, and places greater emphasis on skill development necessary for employment in today's dynamic work environment. Therefore, the interactive session will lead participants through the process of developing problem-based learning with data and examples "ripped from the headlines" to help them bring their lessons to life. Participants will learn how to search, assess and develop material for facilitating real-time assignments relevant to all functions of business.

Friday | 3:30pm - 4:30pm in Ruane 143

Video Killed the Lecturing Star

Jason Myrowitz *Northern Arizona University*

I introduce a methodology for teaching management classes, especially strategic management, through a series of music videos. The symposium includes suggestions for music videos of different genres and artists that are highly relevant to many different topics in strategic management. I explain how I have successfully used the videos to generate discussion and achieve learning objectives across Bloom's taxonomy. Participants will leave with ideas for how to incorporate the methodology into their own teaching styles.

Establishing the Identity of the Class and Instructor

Dale Rude *University of Houston*
Cyrus Parks *University of Houston*

Establishing the class and instructor identities are crucial components of any successful class. At the genesis of the class, the roles of student and instructor are established, the work load set forth, and the class theme is shared. A muddled or bad start is very difficult to overcome. A clear start sets a smooth flight path. This session has two goals: 1) providing instructors early in careers ideas about beginning their classes and 2) giving all participants opportunities to share ideas. One presenter will have just completed his first university teaching assignment. The other has over 40 years of experience.

Applying Appreciative Inquiry to action-learning projects in teaching Organizational Transformation to graduate students.

Sheri Schulte *The University of Akron*

This session introduces a model for applying Appreciative Inquiry to a custom-designed change initiative in a graduate business course "Organizational Transformation". In the course, we introduce Appreciative Inquiry as a change methodology. It is specifically selected for the action learning projects because the very nature of a strengths-based approach effectively pushes graduate students out of their comfort zone. In the session, we will replicate the student experience with a brief introduction of AI and an appreciative interview practice. Participants will be provided with course syllabus, project requirements and insights into providing formative feedback along the way.

The Frisbee Session – How to develop a classroom activity from a simple idea

Kerri Crowne Brannen *Widener University*

This first aspect of this session will provide a simple group activity centered on a Frisbee. Participants will complete the activity and discuss it. The second part of the session will discuss how the idea for the activity was developed and how to take a simple thing and create something for your class.

Supporting College Students with Emotional Illnesses: A Discussion for Management Educators Abstract:

Rosanna Miguel *John Carroll University*
Alison Dachner *John Carroll University*

Not only are anxiety and depression two of the most prevalent mental health disorders in the United States, they are particularly common among college students (Falsafi, 2016). Reports of college student anxiety, depression, and emotional distress have been on the rise (Holterman, 2016). The stressors students face are evolving in alignment with changes in early child education and the broader work environment. Despite these changes, research in this area is sparse, and management educators typically do not receive any specialized training. The purpose of this session is to discuss ways to help students navigate this critical crisis of our times.

Entrepreneurial Tools and the i-Generation: Suggested Pivots

Janice Black *Coastal Carolina University*
Leann Mischel *Coastal Carolina University*
Frances Fabian *University of Memphis*

Despite calls for innovative pedagogy and program content, a persistent gap between head knowledge and behavior exists in college of businesses. This is particularly true when attempting to teach entrepreneurial students. Courses in entrepreneurship have added cases, and updated assessments through the use of information technology. These have not been true “pivots” but rather minor tweaks. They do not enhance the depth of thinking and problem solving needed by future entrepreneurs. We compare several entrepreneurial analytical and/or generative tools and demonstrate how they can be used to facilitate the acquisition of the type of thinking needed by future entrepreneurs.

Using Sequential Research Methods and Leading Change Courses to Increase Connections between Students and Community Partners.

Paul Thurston *Siena College*

The session will describe a novel approach which allows undergraduate students to practice their newly learned research methods and change management skills in a way that develops their confidence and provides meaningful impact in their community. The presenter will explain the actions necessary to solicit community partners, define common research objectives, manage the activities of up to 50 undergraduate students operating in ten teams, and produce results that are valuable to the community partners; all while providing an exceptional learning experience for the students.

Are We On The Same Page?: Using a Day 1 Questionnaire as a Guide To Develop Positive Student Relationships and an Active Engagement Course Culture

Shontarius Aikens *Concordia College*

What makes a student feel included in a course? What makes a student desire to actively engage in a course? As professors, sometimes our approaches to accomplishing these goals do not coincide with the approaches our students would be receptive to. Oftentimes, we do not find this out until after reading and reflecting on end of course evaluations. In this session, participants will learn how to craft a Day 1 questionnaire for their classroom that can be used as a guide to creating a positive learning environment for each individual student and for the class as a whole.

“Two birds, one web-enabled device”: Saving faculty time and engaging students through technology.

Jessie Olien *UNC Charlotte*
Greg Berka *Queens University of Charlotte*

With over 70% of universities offering online/distance education courses, faculty face additional complexities when adapting existing materials to fit new learning environments/technologies. Adopting teaching techniques that engage/appeal to tech-savvy students is also a growing challenge for management educators. This session embraces this changing landscape by demonstrating and providing resources on tech-based teaching techniques/technologies that can (1) be adopted in both face-to-face and virtual formats, (2) save faculty time, and (3) enhance student engagement; we close by discussing specific tech-based techniques/technologies that participants can implement in their own courses and workshop ways to address the challenges/barriers that come with adoption/implementation.

Friday | 3:30pm - 4:30pm in Ryan 204

Gems (Teaching Tools/Techniques) I Have Used (Stolen from OBTC Presenters) Over the Past 15 Years of OBTC

J.P. Julie Palmer Webster University

From 2002 as a wide-eyed doctoral student to 2016 as the newest member of JME's editorial board, this session will encompass a summary of the author's most meaningful teaching take-aways from her 12 years of attending OBTC. A brief recap of several of the major teaching tools/exercises the author incorporated into her teaching style/execution will be shown or described, and the author intends to invite several OBTC fellows to participate from whom the original tool/exercise originated.

Friday | 3:30pm - 4:30pm in Ryan 205

To XC or Not to XC: Let's Start a Barfight Over this Question

Gary Stark Northern Michigan University

Few topics in teaching provoke more passionate discussion than the use of extra credit (XC). Some adamantly oppose XC while others use it abundantly. One set of authors (Norcross, Horrocks, & Stevenson, 1989, p. 199) likened the debate to a barfight! This session will use that passion to uncover the philosophies behind both sides of the debate. Further, we will examine methods of offering XC. Finally, we'll see which methods work to allay XC objections and how XC methods fit into XC philosophies in general. Whether this session turns into a barfight at Jim's Place is another question!

Friday | 3:30pm - 4:30pm in Ryan 206

Bradford Award Session | Developing your legacy as a scholar-educator: Visioning and self-reflection

Joseph Garcia, Western Washington University

This session will engage us in thinking about our largely un-under-examined emerging legacy as a scholar educator and taking on a more thoughtful approach to its creation. We will explore our own thoughts, feelings and aspirations and be asked to construct a draft document of what we would like others to say about our life as a scholar and educator at our own memorial service. In doing so, we hope to add "heart" to what is more commonly a "head" experience when we set goals and action plans for personal and professional development. We will cultivate some lessons learned from the experience for ourselves and our students.

Friday | 5:00pm in Huxley Avenue Gate

Bus Loading to Pawtucket Red Sox Game

It's time to hop on the bus for a quick trip over to our Friday Night Event. We will be seeing the Boston Red Sox Triple-A affiliate, the Pawtucket Red Sox, square off against the Rochester Red Wings (Minnesota Twins affiliate). A buffet-style dinner will be served prior to the game in a private eating and viewing area from which we will watch the future stars of Major League Baseball.

Friday | 5:30pm - 10:00pm in Huxley Avenue Gate

Friday Night Event: Pawtucket Red Sox Game

A buffet-style dinner will be served prior to the game in a private eating and viewing area from which we will watch the future stars of Major League Baseball.

There will be a bus available to attendees who wish to depart the game early and head back to campus prior to the game's completion. Alternatively, attendees may desire to utilize Uber or Lyft.

Note: Jim's Place will open on campus at 9pm for those that desire to depart early from the game.

Friday | 9:00pm - 11:55pm in McPhail's (Slavin Center)

Jim's Place

McPhail's is located on the lower level of the Slavin Center.

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

SATURDAY | JUNE 17

Saturday | 7:00am - 8:15am in Raymond Dining Hall

Breakfast

Breakfast will be held in Raymond (referred locally as Ray's) Dining Hall. You must bring your conference badge for access.

Saturday | 8:00am - 9:00am in Ryan Center (Atrium)

Doctoral Institute Session

Our current DI participants will present their own designed session. Our annual pre-conference Doctoral Institute brings some of the brightest doctoral students and junior faculty in our field to the OBTC. They work with master management educators to gain insights into the action plans for achieving academic balance in teaching, research, and service. As part of their learning, they design this session themselves. Come and engage with the future of our Society and our field in one of our most anticipated sessions every year. Seating is limited!

Saturday | 9:15am - 10:15am in Ruane 141

An Organizational Structure Game (and BINGO! is its Name-o)

Joan McMahon *Christopher Newport University*

In this session, we'll play a non-computerized bingo game designed to accompany coverage of the topic of organizational structure in an undergraduate Organizational Behavior class. The game allows students to be actively involved in their learning, solidify their recognition and understanding of key organizational structure terminology, apply that understanding to an analysis of organizational charts in order to locate people and their titles, and develop their communication skills. The session will include a description of necessary materials and how to create them, and will conclude with a discussion of the activity and how to best use it in the classroom.

Saturday | 9:15am - 10:15am in Ruane 142

Mindful Listening Through Ancient Hermetic Principles

Carmen Dima *Niagara College, ON, Canada*

Good listening is the cornerstone of effective communication. Active listening recommends heeding verbal and non-verbal cues, maintain a neutral stance, be patient and consciously try to understand the message being communicated. Yet, communication continues to unravel more often than otherwise. Ancient Hermetic philosophy and Mindfulness practices claim to refine our outlook on life/reality. By understanding their axioms, we form new insights into inner reality and its manifestation in the physical plane. Drawing from ancient Hermetic Principles, a 360-degree listening practice is presented and demonstrated. The practice takes active listening from an externally engaged process to a deliberate and introspective activity

Saturday | 9:15am - 10:15am in Ruane 143

Just Because We Can Doesn't Mean We Should: Ethics In Experiential Teaching And Learning

Sarah Wright *University of Canterbury*
Jeanie Forray *Western New England University*
Kathy Lund Dean *Gustavus Adolphus College*

In-class teaching practices embedded within experiential learning theories (ELT) can result in transformative learning for students. However, in-class activities also come with learning risks associated with emotional engagement. In this session, we share several critical incidents that challenge the "always awesome, all the time" narrative about experiential engagement, facilitating a robust conversation about the ethics of ELT-based teaching and learning. After discussion of the competencies required to facilitate in-class learning experiences, we engage session participants in conversation about power, relationships, deception, risk, and choice, and consider what our ethical obligations are to students we bring on the experiential learning road.

Saturday | 9:15am - 10:15am in Ryan 106

Information Technology and Andragogy: Making them work together

Rick Herbert *Washington and Lee University*

Information technology is such a powerful tool there is danger that we will unwittingly distort our teaching to fit its strengths rather than use it to enhance our teaching effectiveness. It is important to evaluate technology for its impact on educational goals. A set of evaluation criteria will be presented based on the goal of teaching students to think critically about organizational behavior. The methods of andragogy are used as a guide to best practices to achieve this goal. Examples of class room practice will be presented followed by an interactive session to develop and exchange new ideas.

Saturday | 9:15am - 10:15am in Ryan 202

Navigating the Changing Currents of Social Media: Teaching Management Students How To Analyze and Understand University Social Media Policies

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

Most college students are highly underinformed as to whether their universities have a social media policy. Likewise, most college students do not realize that universities can discipline or even expel them for their personal social media use. In this session, we highlight a project that was designed to help management students recognize the potential pitfalls that their online behavior can have on their academic careers. This session also discusses common university social media policy language, how students can avoid problematic online behaviors, and what legal protections may or may not apply in university social media discipline cases.

Saturday | 9:15am - 10:15am in Ryan 203

Guess Who's Coming to Deliver?: A Meaningful Classroom Conversation about Microaggressions

Tina Thompson *Illinois State University*
Susan Dustin *Illinois State University*

This case will help students to identify types of microaggressions and to understand the damage that microaggressions can cause to professional and organizational-level outcomes. This session will engage participants in a discussion on microaggressions as we share and elicit ideas on facilitating meaningful classroom discussions on the topic.

Saturday | 9:15am - 10:15am in Ryan 204

A Perfect Storm for Teaching Training & Development: ADDIE, Practice, Project and Alignment All the Way

Sheri Schulte *The University of Akron*

Preparing students for real-world work is a theme in our courses. In the training world, projects often begin with a blank sheet of paper with little or no direction but are related to real business problems. In my Training & Development course, I use the ADDIE model (Analysis, Design, Development, Implementation, Evaluation) as a framework for the course that includes individual and group practice activities that further enable students to complete their group project. That project is a training program that covers all ADDIE phases.

Saturday | 9:15am - 10:15am in Ryan 206

Building a College-Wide Experiential Learning Strategy

Vince Bruni-Bossio *University of Saskatchewan, Edwards School of Business*

This presentation will describe a college-wide initiative directed at experiential learning. It will highlight strategic processes for enhancing experiential learning, including the appointment of a Director of Experiential Learning, the hiring of students to market experiential learning to students and community partners, experiential workshops for students for enhanced professional development, a centralized process for managing curricular and co-curricular initiatives, and guiding ethical processes. This presentation and discussion will assist those seeking to define, build, and support experiential learning for their college along with finding innovative ways to inspire it.

Saturday | 10:30am - 10:45am in Ryan / Ruane

Refreshment Break

Enjoy a snack and beverage as you refresh for another round of experiential sessions. *All refreshment breaks will be held in both the Ryan Center and Ruane given sessions are split equally across both locations.*

Saturday | 11:00am - 12:00pm in Ryan 105 (Lab)

Open Source OB: Using Open Educational Resources

Elizabeth Siler *Worcester State University*
Victoria Gruzynski *Worcester State University*
Miriam Plavin-Masterman *Worcester State University*

Textbook prices have increased at three times the rate of inflation in the past 30 years, and many students have trouble affording them. Open Educational Resources are one way to address this problem. OER are materials that are available free of charge and access barriers; in addition, the benefits of using OER go beyond the financial ones. In this session, we will learn the “what,” “why,” and “how” of OER, see an example of an OB class that uses only open resources, and discuss ways of using and developing materials.

Saturday | 11:00am - 12:00pm in Ryan 106

To Affinity and Beyond: Using Affinity Diagramming as Management Educators

Carrie A. Blair *College of Charleston*
Angela M. Passarelli *College of Charleston*

A handy tool for pulling together ideas from a group is the affinity diagram. An affinity diagram is a tool that organizes individual ideas or concepts into categories of related concepts. Affinity diagrams can be used to provide structure to brainstorming process, simplify components of complex problems, and catalyze discussion from a large group of people. In this interactive session, we will demonstrate multiple ways that we use affinity diagrams in the management classroom, and we will provide a framework for using the classroom tool as a means of developing student leadership skills.

Saturday | 11:00am - 12:00pm in Ryan 145

#Oopsism: Communicating Effectively Across Cultures in the 21st Century

Terry Nelson *University of Alaska Anchorage*

“That’s so White of you”; “You’re an old-timer, you wouldn’t understand”; “That’s so gay”; Oops! Have you ever had a situation when you wished you could literally grab the words that had escaped from your mouth? During this interactive workshop, participants will discuss how unintentional remarks shaped by society’s negative and positive stereotypes are deemed as subtle “isms” (sexism, racism, elitism, ageism, homophobia, etc.) rather than miscommunication or misconception. Participants will explore how to diffuse “Oops, that’s not what I meant!” moments. The ultimate goal of this workshop is to heighten participants’ awareness, comprehension, and appreciation of cultural differences.

Saturday | 11:00am - 12:00pm in Ryan 204

Not Seen and Not Heard: Building a Support System for Management Educators with Learning Disabilities

Chantal van Esch *Case Western Reserve University*
Sophie Jané *Case Western Reserve University*
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. This roundtable builds on last year’s session which 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.

Saturday | 11:00am - 12:00pm in Ryan 205

How a General Business course is a key for students in making the transition from being a first year student to developing the skill sets necessary for future successes

George F. Marron *Bentley University*

This session presents an overview of GB215: Human Behavior and Organizations and the important link that this course provides in the integrated business learning of Bentley University students. More specifically there is a discussion of how it is an important link between the first year experience of students and their preparation for upper level classes and future experiences. A discussion about the personal growth students experience in this class will also be included, with actual quotes from students that will be culled from the final reflection assignment and presented in an anonymous manner.

Saturday | 11:00am - 12:00pm in Ryan 206

I-Generation: Millennial Students on Steroids?

Janice Black *Coastal Carolina University*
Nicholas Rhew *Coastal Carolina University*
Frances Fabian *University of Memphis*

Millennials are derided as narcissistic and entitled, and commended as generous and achieving. These traits inform an increased focus on meaningful work, accommodation, and feedback-seeking, which may not align with traditional work patterns. Likewise, students from the I-Generation are now entering the classroom with their own preferences, which may not align with traditional work patterns or those designed for Millennials. In this session, participants will share pedagogical tools that have effectively addressed the needs of Millennials within the bounds of the work world. Participants will explore challenges presented by the I-Generation, and how this generational shift will impact the classroom.

Saturday | 12:00pm - 1:00pm in Ryan 205

OBTS Town Hall, Business Meeting, and a Look Forward to MOBTS 2018 at Coastal Carolina University

Tim O. Peterson *North Dakota State University*
Rita Shea-VanFossen *Nova Southeastern University*
Matthew Eriksen *Providence College*
Anthony Miccolis *Providence College*
Kerri Crowne Brannen *Widener University*
Brandon Charpiel *OBTS*

Come discuss the future and direction of MOBTS, its finances, its journals, its conferences, and other business issues of the Society with President Tim Peterson, OB1 Kathy Kane, Treasurer Rita Shea-Van Fossen, and others.

Saturday | 12:00pm - 2:00pm in Raymond (Ray's) Dining Hall

Lunch

Lunch will be held at Ray's, or available with to-go boxes. **You must bring your conference badge for access.**

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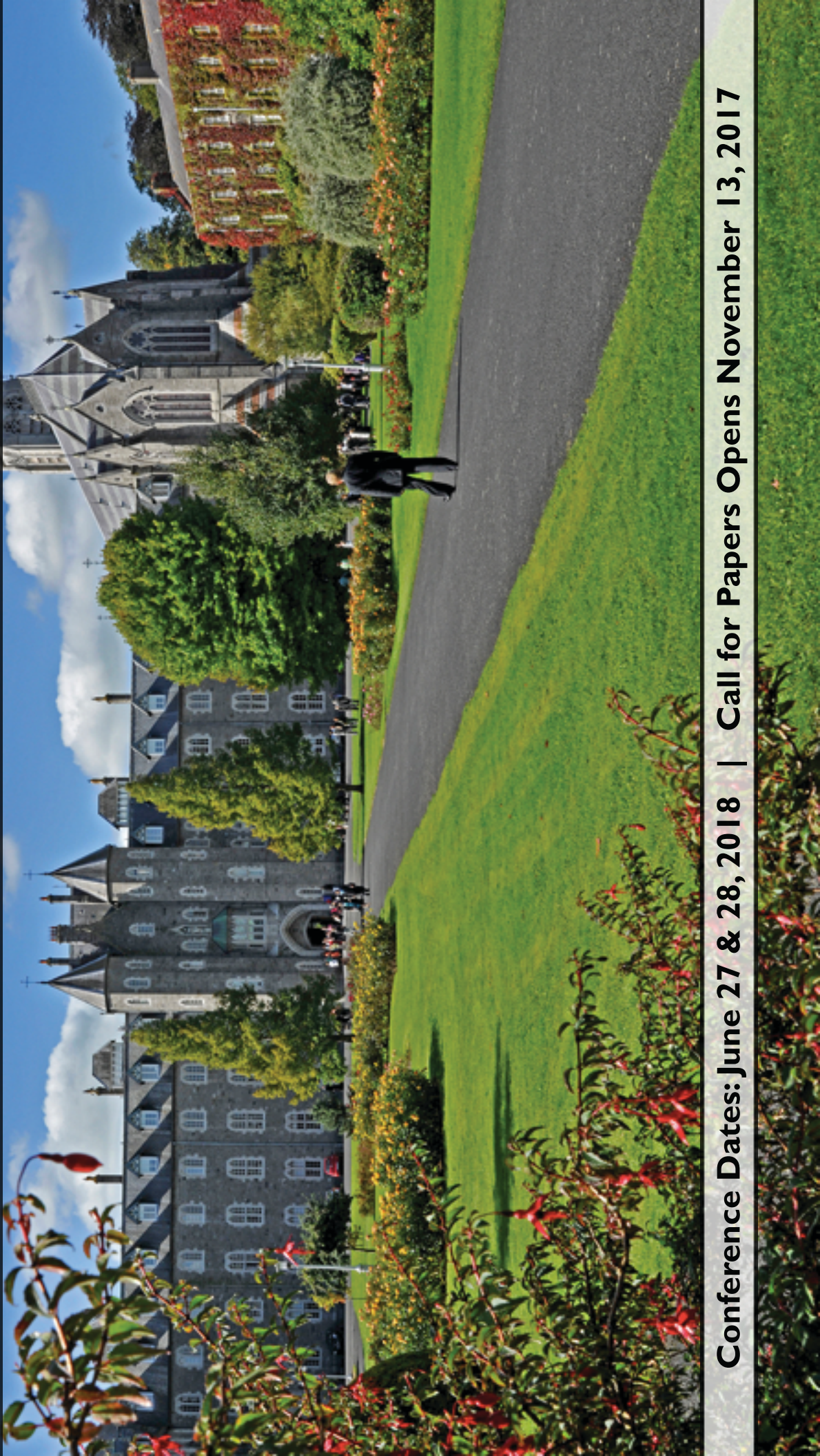


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COLLEGE

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MAIN CAMPUS

EAST CAMPUS

EATON STREET GATE

PHELAN GATES

LUXLEY AVENUE GATE



- 9 ALBERTUS MAGNUS HALL
- 3 ALUMNI HALL
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