



Welcome to the 2016 **TLC@AOM**

Teaching and Learning Conference
Sunday, August 7, 2016
Anaheim Convention Center
Anaheim, CA

Teaching and Learning Conference Committee

Co-Chair: **Ben Blackford**, *Northwest Missouri State University*
Co-Chair: **Linda Klonsky**, *Chicago School of Professional Psychology*
Program Co-Chair: **Susan Fox-Wolfgramm**, *Hawaii Pacific University*
Program Co-Chair: **Brett Paul Matherne**, *Georgia State University*
Communications Co-Chair and Program Co-Chair Elect: **Gemma George**, *University of Redlands*
Communications Co-Chair and Program Co-Chair Elect: **Rob Koonce**, *Creighton University*
Communications Co-Chair Elect: **Michael Brian Cohen**, *Deakin University*
Communications Co-Chair Elect: **Rebecca Thacker**, *Ohio University*

Highlights:

- **Where and When:** All TLC sessions will be held at the Anaheim Convention Center, on the 3rd floor, on Sunday August 7th.
- **Admission:** To attend any session at TLC@AOM you must be a member of the Academy of Management, registered for the Annual Meeting, and registered for the TLC@AOM. The cost to register for TLC is US\$130.00 and the deadline to register is August 7, 2016. Please be sure to bring your TLC tickets, which will be printed on your AOM name badge.
- **Breakfast:** We begin at 7:30 AM on Sunday in Ballroom B with informal conversations, a light continental breakfast (pastries and coffee), and a few welcoming remarks.
- **Program Choices:** You have a choice of 5 concurrent sessions. See the TLC@AOM program for session descriptions.
- **TLC Cafe:** All day in Ballroom A- III. Come to network and/or conduct informal discussions during each of the one-hour time blocks throughout the day.
- **TLC @AOM Cookies FEEDback:** 4:00 PM in Ballroom A- III. Join us for reflections, feedback, and thoughts for next year!
- **Plenary:** From 12:00 PM – 1:30 PM enjoy lunch and listen to a lively talk by our distinguished keynote speaker, Dr. Max Bazerman of Harvard University, whose topic is Teaching People



What They Don't know: Back to Lewin's Idea of Unfreezing. Professor Bazerman will focus on the role of experiential learning in the context of decision-making, negotiation, and ethics; discuss the role of failure; and conclude by connecting to Kurt Lewin's ideas from the 1940's.

Teaching & Learning Conference

Program Chair: Susan Fox-Wolfgramm, Hawaii Pacific U.
Program Chair: Brett Paul Matherne, Georgia State U.

Day	Start	#	Location	Session Information
Sun	7:30am	486	ACC:Ballroom B	TLC@AOM Coffee, Conversation & Welcome
	8:30am	507	ACC:303A	Strategic Followership in the Classroom
		508	ACC:303B	Teaching with Cases Online
		509	ACC:303C	Making Online Graduate Education Meaningful
		510	ACC:303D	Writing and Publishing Cases
		511	ACC:304A	Use of Excel in Essay Grading
		512	ACC:304B	Online Pedagogical Design
		513	ACC:Ballroom A- II	Teaching Practice
		514	ACC:Ballroom A- III	TLC Cafe
	9:40am	522	ACC:303A	How to Develop a Problem-based Learning Experience
		523	ACC:303B	Shark Tank in the Classroom
		524	ACC:303C	Making Meaning: Mythopoesis in Business
		525	ACC:303D	Pop-Ups and Hackathons
		526	ACC:304A	Embodying Followership
		527	ACC:304B	Arts-based Leadership
		528	ACC:304C	Teaching Entrepreneurship GOTB
		529	ACC:304D	Enhancing Motivation
		530	ACC:Ballroom A- II	Teaching and Technology
		531	ACC:Ballroom A- III	TLC Cafe
	10:50am	542	ACC:303A	Education for Emerging Markets
		543	ACC:303B	International Experiences
		544	ACC:303C	Promoting Integrity
		545	ACC:303D	Teams and Projects Curriculum
		546	ACC:304A	Got Competencies - Now How Do I Teach Them?
		547	ACC:304B	Experiential Learning
		548	ACC:304C	Mindfulness in Management
		549	ACC:304D	Case Writing by Students
		550	ACC:Ballroom A- II	International Faculty Discuss
		551	ACC:Ballroom A- III	TLC Cafe
	12:00pm	568	ACC:Ballroom B	TLC@AOM Luncheon & Plenary
	1:40pm	624	ACC:303A	Teaching Leadership
		625	ACC:303B	Ambidexterity Development
		626	ACC:303C	The Seven Deadly Sins of Service Learning
		627	ACC:303D	Teaching Lean Startup
		628	ACC:304A	The Neurobiology of Learning
		629	ACC:304B	Instructor as Project Manager
		630	ACC:304C	Munchiez:Experiential Learning
		631	ACC:304D	Exemplars for Sustainability
		632	ACC:Ballroom A- II	Teaching and the Workplace
		633	ACC:Ballroom A- III	TLC Cafe
	2:50pm	679	ACC:303A	Concept Maps
		680	ACC:303B	Make your Course Relevant
		681	ACC:303C	Impactful Scholarship
		682	ACC:303D	High Impact Internships
		683	ACC:304A	HiPo Programs in ExEd
		684	ACC:304B	Teaching the Teacher
		685	ACC:304C	Unleashing Creativity
		686	ACC:304D	Walking the Talk: Embodying Organizational Values
		687	ACC:Ballroom A- II	Integrating and Facilitating Adjunct Faculty
		688	ACC:Ballroom A- III	TLC Cafe
	4:00pm	706	ACC:Ballroom A- III	TLC@AOM Cookies FEEDback

Sunday 7:30AM

486 : (TLC) TLC@AOM Coffee, Conversation & Welcome

7:30am - 8:20am Anaheim Convention Center: Ballroom B

Tweet this session: [#AOM2016 486](#)

Please join us for informal conversations, a light continental breakfast (pastries and coffee), and a few welcoming remarks.

This session is part of the Teaching and Learning Conference.

Registration for USD\$130 is required at

<https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Participants: Benjamin Blackford, Northwest Missouri State U.; Michael Brian Cohen, Deakin U.; Susan Fox-Wolfgramm, Hawaii Pacific U.; Gemma George, U. of Redlands; Linda Klonsky, Chicago School of Professional Psychology; Rob Koonce, Creighton U.; Brett Paul Matherne, Georgia State U.; Rebecca A. Thacker, Ohio U.

Sunday 8:30AM

507 📖: (TLC) Strategic Followership in the Classroom

8:30am - 9:30am Anaheim Convention Center: 303A

Tweet this session: [#AOM2016 507](#)

Track 1: Course Management Approaches

There is a growing interest in followership, the process by which individuals who occupy follower roles, collaborate with leaders to facilitate mutual goal achievement. One emerging area is strategic followership, a bottom-up perspective that examines the process by which followers and leaders relate to achieve strategic objectives of the organization. Given the interest of organizations in the contribution of employees to their strategic goals, and the role of business schools in shaping the behaviors of potential employees, it seems imperative to incorporate strategic followership within classroom instruction. In this interactive 60 minute session, participants will learn how to design and integrate strategic followership in their online MBA curriculum. To begin, we will introduce the concepts of strategic followership and highlight the components, processes, and outcomes of strategic followership to guide instruction. Next, participants will learn about the various types of strategic followers and will engage in an exercise to examine strategic followership behaviors. Last, we will discuss methods for integrating strategic followership within the course curriculum. We conclude the workshop with suggestions for adaptations of the exercise.

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Presenters: David B. Zoogah, Xavier U.; Erica L Anthony, Morgan State U.

508 📖: (TLC) Teaching with Cases Online

8:30am - 9:30am Anaheim Convention Center: 303B

Tweet this session: [#AOM2016 508](#)

Track 1: Course Management Approaches

This interactive session focuses on practical advice that online case instructors can implement immediately. We'll talk about how to

plan a case-based online course, how to teach it, and how to evaluate it and provide feedback to students. The session is for faculty who already teach with cases, but perhaps have never taught an online case-based class, or if they have, are looking to refine their skills. I hope the session sparks ideas for how instructors can improve their own teaching by taking the ideas attendees share back to their own class environments. The key learning objectives center around 3 elements of a great case-based online course:

--Foundation: planning the structure of the online course and establishing mutual expectations with students. --Flow: mastering the techniques of creating lively discussion, both synchronously and asynchronously. --Feedback: communicating effective and actionable feedback to students, both during and after the course.

This session is part of the Teaching and Learning Conference.

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Facilitator: Bill Schiano, Bentley U.

509 📖🗣️: (TLC) Making Online Graduate Education Meaningful

8:30am - 9:30am Anaheim Convention Center: 303C

Tweet this session: [#AOM2016 509](#)

Track 1: Course Management Approaches

In this interactive session, the presenters and participants will discuss the growth, influence, challenges and opportunities of online education. Participants will be provided with practical ideas, activities and strategies for developing and implementing meaningful online education at the masters and doctoral level by presenters with many years of experience in online teaching, online learning, online course and program development, and administration of online academic programs. The latest research and best practices for meaningful online education will be shared and participants will leave this session with guides for meaningful online teaching, how to find and utilize various free/open educational resources in online courses and a tool for determining the quality of online faculty engagement.

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Presenters: Anthony Pina, Sullivan U.; Ashley Lesko, Harvard Extension - Square Peg Solutions; Gary Boettcher, Conflict Management Strategies, Inc. - Sullivan U. Online Graduate School; Kenneth Moran, Sullivan U.

510 📖: (TLC) Writing and Publishing Instructive and Popular Business Cases

8:30am - 9:30am Anaheim Convention Center: 303D

Tweet this session: [#AOM2016 510](#)

Track 1: Course Management Approaches

Case writing has become a valuable skill. Educators who can write cases have the power to: fill in worrisome voids in a teaching plan; engage students with relevant, current material; gain a competitive edge by tailoring executive education programs; develop research ideas with practitioners; and, increasingly, receive publishing credit applicable to tenure decisions. Consistent with the conference theme, case writing allows researchers to explore organizational

meaningfulness in a holistic manner that includes different levels of analysis and encourages examination of the mechanisms and structures that affect non-financial impact. This 90-minute case writing overview is designed for new case writers, or for moderately experienced case writers who are looking for a refresher. Potential audience members include new and experienced faculty from every division and interest group in the Academy, and even doctoral students – anyone with plans to teach undergraduate, master's level, and/or executive education courses. This dynamic, interactive session will offer practical advice on how to address each step of the case writing process, including: determining what kind of case to write; finding leads in the field; collecting data; writing a well-liked case and teaching note; getting the case released; and testing the case. Participants will leave with a number of guides and checklists that can be put to use immediately to facilitate their personal case writing process.

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Chair: **Karen Teresa MacMillan**, Wilfrid Laurier U.
Presenters: **Meredith J. Woodwark**, Wilfrid Laurier U.; **Karin Schnarr**, Wilfrid Laurier U.; **Brent D Beal**, The U. of Texas at Tyler

511 📖 🗨️: (TLC) Using Excel to Decrease Grading Time and Increase Personalization of Student Feedback

8:30am - 9:30am Anaheim Convention Center: 304A

Tweet this session: **#AOM2016 511**

Track 1: Course Management Approaches

The objective of this workshop is to introduce TLC@AOM attendees to using intermediate Excel functions as a tool for expediting their grading process and enhancing personalization of their feedback. It is tailored towards all instructors who assign frequent written assessments in their classes and who wish to continue providing direct, timely, and personalized feedback to their students. Because the main suggested use of Excel as a feedback tool is to save time by creating shortcuts for common essay errors, faculty assigning multiple iterations of their assignments or those working with ESL students might especially benefit from its use. Over the course of 60 minutes, participants will learn the following: 1) how to use basic Excel features to create a feedback-ready grading rubric; 2) how to generate Excel shortcuts based on common mistakes their students make and how to integrate those shortcuts with their own personalized comments; 3) how to use mail merge to send students highly personalized, meaningful, and impactful feedback that grabs their attention.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Facilitator: **Maja Graso**, Zayed U.

512 📖 🗨️ 📱: (TLC) Pedagogical Design For Online Courses In Business & Management

8:30am - 9:30am Anaheim Convention Center: 304B

Tweet this session: **#AOM2016 512**

Track 1: Course Management Approaches

This session will be informed by a research project involving five institutions from Europe and North America and one 3rd party content provider. This international group of researchers are comparing and contrasting the pedagogical design of online courses in various disciplines. The researchers are tabulating a menu of tools being used, reports of success and challenges in a number of disciplines within business and management. The intent of this seminar will be to inform the audience on the preliminary findings of the research project as well as to engage the audience in discussing their own experience on online course design and teaching; on the tools that they believe are effective to engage students in the learning process; and on their perception of any differences in design required in various subject areas. The seminar will conclude with an overview of the range of current practices as discovered in the research process and the outcome of the session. The session will serve to further inform the research effort and may uncover future expanded research opportunities and collaborations.

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Chair: **Sylvie Albert**, U. of Winnipeg
Facilitators: **Maurice Grzeda**, Laurentian U.; **Alex Janes**, U. of Exeter

Presenter: **Diane Fulton**, Clayton State U.

513 🗨️: (TLC) The Practice of Teaching (Share and Compare Classroom Practices)

8:30am - 9:30am Anaheim Convention Center: Ballroom A- II

Tweet this session: **#AOM2016 513**

Track 1: Course Management Approaches

This session will create groupings among subject areas (i.e., OB, Strategy, HR...) for colleagues to share and compare their experiences in the classroom. The goal of this session is to help create a broader network for individuals specifically targeting the practices of teaching. In a sense, we hope to encourage the level of professionalism in teaching and increase the socialization among individuals that are passionate about teaching. Participants are encouraged to bring their favorite exercises, cases, syllabi, grading rubrics, etc...to share and compare with others.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenters: **Rebecca A. Thacker**, Ohio U.; **Susan Fox-Wolfgramm**, Hawaii Pacific U.

514: (TLC) TLC Cafe

8:30am - 9:30am Anaheim Convention Center: Ballroom A- III

Tweet this session: **#AOM2016 514**

The TLC Cafe welcomes TLC attendees to come to network and/or conduct informal discussions throughout the day.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Sunday 9:40AM

522 📖: (TLC) How to Develop a Problem-based Learning Experience

9:40am - 10:40am Anaheim Convention Center: 303A

Tweet this session: [#AOM2016 522](#)

Track 2: Innovative Teaching Ideas

This session will focus on how to create an effective learning and highly student- engaged culture in the classroom using problem-based learning (PBL). We will focus on the experiences of the presenters, their different levels of expertise in using PBL, their challenges, and how PBL improved the engagement, the knowledge, and the skills of their students. Then we will engage the session participants in discussing their experiences using PBL or questions about the approach. We will use a model we developed to present the key elements (planning, execution, and assessment) important in developing and sustaining a PBL approach. The session participants will examine key components of developing an effective PBL environment including the development of the appropriate scale and scope in defining the problem, strategies for faculty preparation, and effective preparation of the students for a radically different approach to learning. In addition, topics will be covered related to selecting effective problem(s) for the class to study, adjustment of the faculty role to a facilitator with a holistic approach to assessing student learning, and the effectiveness of the PBL approach – its challenges and benefits. In the workshop experienced, successful PBL instructors will kick- start the learning of faculty members to assist them to develop their own approach to problem-based learning and give them the tools to create an effective and highly engaged classroom experience based on lessons learned. We are passionate about using PBL as a way to bring the students closer to understanding how concepts work, decision-making in a real world context, and active course integration with teams.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

*Participants: **Kenneth R. Thompson**, DePaul U.; **Toni Ungaretti**, The John Hopkins U.; **Tim O Peterson**, North Dakota State U.; **Richard G. Milter**, Johns Hopkins U.*

523 📖: (TLC) Watch out for the Sharks: Shark Tank as an Experiential Exercise

9:40am - 10:40am Anaheim Convention Center: 303B

Tweet this session: [#AOM2016 523](#)

Track 2: Innovative Teaching Ideas

This session will begin with a panel discussion of faculty who have implemented Shark Tank into a variety of courses, mainly related to entrepreneurship and negotiations. During the brief introductory discussion, the panelists will provide details on how the show is used in their classrooms and a discussion of best practices and the issues that have been encountered by the panel when utilizing the show as an educational tool. This session will be of interest to a variety of TLC participants. It will help participants who are considering similar activities be better prepared and give them ideas of what to expect. Those who already use similar activities will also benefit through the sharing of best practices and potential new ways to utilize such projects. The session will include an actual example

of how one member of the panel uses Shark Tank in their classroom. This portion of the session will include watching a segment of the show, completing a sample exercise, and reflecting on the activity. The overall goal is to bring together those who use, or would like to use, this experiential exercise to provide practical advice on how to best apply it to the classroom. In addition, it is expected that many of the best practices outlined during this session could be applied to other video experiential exercises in a variety of classes and not just to Shark Tank in the classes discussed during the session.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

*Organizer: **Benjamin Blackford**, Northwest Missouri State U. Participants: **Shruti Sardeshmukh**, U. of South Australia; **Ronda M. Smith**, Ball State U.; **Roger Volkema**, IAG PUC Rio; **Charles A Wolfe**, Fort Hays State U.*

524 📖🗣️📱: (TLC) Making Meaning: Mythopoesis in Business

9:40am - 10:40am Anaheim Convention Center: 303C

Tweet this session: [#AOM2016 524](#)

Track 2: Innovative Teaching Ideas

Scholarly interest in the creative economy and innovation is widespread, but until recently, there has been little consideration for the integration of innovation into business education. Current trends indicate that a convergence of global competition, aging populations, revolutionary changes in technology and a demand for sustainability and corporate social responsibility are mandatory. According to Canadian HR Reporter nearly one-half of Canadian employers anticipate losing 20% or more of their executives (due to retirement) by 2017 and 90% of respondents believe the next generation of managers is not ready to take over. These statistics have significant implications for leadership education. The retirement trend coupled with increased complexities of the 21st century mean that educators must be far more intentional in designing transformational and authentic experiential learning that encourages leadership development, creativity and innovation that prepare learners for their future careers. But how? A constructivist approach to scholarship and teaching seeks to transform the learning experience by having the student deeply engage with their own belief structure and personal story to create meaning. In this interactive session, I will discuss the introduction of intentional reflective practice encompassing experiential learning, critical reflection and the use of mythopoesis in a business school setting. I will conclude by offering recommendations for faculty members who wish to embark on their own transformative learning experiences with the aid of an eportfolio tool.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

*Participant: **Ginger Grant**, Sheridan Institute of Technology and Advanced Learning*

525 📖🗣️: (TLC) Pop-Ups and Hackathons: Creating Meaningful Learning Experiences

9:40am - 10:40am Anaheim Convention Center: 303D

Tweet this session: [#AOM2016 525](#)

Track 2: Innovative Teaching Ideas

This session introduces pop-ups and hackathons in business and management education. We argue for short, problem-focused units to align learning and teaching styles to learning that has become increasingly open, fragmented, on demand, and problem driven. Higher education meaningfulness arises from engaging students in ways that capitalize on their learning preferences and delivering experiences that generate social and economic impact. We use lessons learned from a pop-up (Refugees and Business in Australia) and a hackathon (The Australian Rhino Project Challenge) to introduce participants to the topic and examine the suitability of pop-ups and hackathons, delivered in a face-to-face and blended format that also extends to the students, the outcomes and solutions provided. Through workbooks and guided group discussion participants then get a primer in designing and/or improving their education practices by focusing on the time dimensions and problem solving aspects that characterize new generation learning habits. Participants co-create take-aways by designing their own pop-up or hackathon. They make and examine choices around themes, topics, participants from inside and outside the university, business and community, coordination and sequencing and institutional and practical challenges to these practices and implementation. The participants share their pop-up and/or hackathon plans and also gain access to additional support materials as well as an incipient network of practitioners.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

*Facilitator: Kishi Di Pan, The U. of Sydney
Coordinator: Sandra Peter, The U. of Sydney*

526 📖🗣️: (TLC) Embodying Followership and Leadership: Four Classroom Activities

9:40am - 10:40am Anaheim Convention Center: 304A

Tweet this session: [#AOM2016 526](#)

Track 2: Innovative Teaching Ideas

When a key organizational role is invisible, not discussed, underappreciated, or even denigrated, it creates stress. Furthermore, when this role is also used as a decision criterion for rewards such as promotions or choice assignments, and when it directly impacts personal effectiveness, this silence can create a deep sense of injustice, lower morale, and destroy engagement (Beehr, Nair, Gudanowski, & Such, 2004). One such role is followership – in most organizations 100% of employees, from CEO to frontline staff, are followers. Followership is integral to organizational effectiveness (Agho, 2009; Podsakoff & MacKenzie, 1997) and to career success (Dixon & Westbrook, 2003; Shipper & Dillard, 2000) yet there are few instructional tools to help students understand followership, expose innate prejudices against followership, unpack good followership, or foster discussions about all the ways leadership and followership co-create healthy partnerships. In this highly experiential session, attendees will learn innovative teaching approaches that have been used to make the

invisible concept of followership visible including an embodied learning, craft work, introductions, and an activity specifically for more introverted students. Each activity has a specific purpose from starting a discussion about the bias against followership (Hopton, Christie, & Barling, 2012), to knowing what constitutes good followership.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Participants: Marc Hurwitz, U. of Waterloo; Samantha Hurwitz, FliPskills

527 📖🗣️: (TLC) Leading a Musical Movement: Meaningful Arts-based Methodologies for Business Management Education

9:40am - 10:40am Anaheim Convention Center: 304B

Tweet this session: [#AOM2016 527](#)

Track 2: Innovative Teaching Ideas

This in-depth interactive workshop uses an experiential music exercise to better understand current conceptualizations of team leadership. As an accessible, inclusive and generative arts-based medium, music provides a natural platform for the investigation of creative team-based leadership. The workshop is therefore relevant for all academic faculty that teach and/or practice leadership. Premised on open space learning techniques, participants will engage with embodied forms of learning and navigate the landscape of possibilities that are enabled by the musical exercise. Traditional forms of management education have been somewhat slow to embrace alternative pedagogical approaches in terms of delivery. For instance, those involving the arts. Through experiential learning this workshop contributes to these emerging teaching methodologies via a team-based musical leadership exercise. The reflections from participants of this workshop (co-facilitated by a musical artist and two academics) will uncover alternative conceptualizations of team leadership, and the discussions will illuminate the benefits/challenges of arts-based methodologies in business management education. Notably, an evaluation of the proposed heightened degree of meaning for participants of these more creative forms of pedagogy will be explored.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Participant: Ashley James Byron Roberts, Warwick Business School

528 📖: (TLC) Teaching Entrepreneurship: The Challenge of Getting Students to “Get Out of the Building” (GOTB)

9:40am - 10:40am Anaheim Convention Center: 304C

Tweet this session: [#AOM2016 528](#)

Track 2: Innovative Teaching Ideas

Entrepreneurship education has moved from whether it should be taught to how it should be taught. Action-based entrepreneurship education approaches seem to be gaining in popularity powered by recent paradigms such as the lean startup methodology by Eric Ries and Steven Blank and the principles of effectuation by Saras Sarasvathy. A majority of these programs are very customer-centric

and highlight the importance of co-creating the venture idea in conversation with the customer. One of the core tenets of this customer-centric view is that “valuable” information about the market rests with the customer which often is out of the student’s comfort zone. To get closer to the customer and understand the pains and needs, one needs to adopt a “get out of the building approach”. We propose that this core tenet of the lean startup methodology has not been properly understood or applied by the students. The symposium will, through an interactive participant participation, run through the challenges and biases that students are subject to when trying to “get out of the building”. This will be followed by proposed innovative pedagogical and gamification interventions with a second round of participant discussions on the proposed impact of interventions before reflections and round-up. Participants are expected to go back with increased awareness of the reality and the challenge of “the get out of the building” exercise but more importantly experience cross-disciplinary innovative approaches to a “real-world” student problem.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenters: **Rajiv Vaid Vaid Basaiawmoit**, Aarhus U.; **Suresh Bhagavatula**, Indian Institute of Management, Bangalore

529 📖: (TLC) **Enhancing Motivation in the Classroom via Meaningful Experience**

9:40am - 10:40am Anaheim Convention Center: 304D

Tweet this session: **#AOM2016 529**

Track 2: Innovative Teaching Ideas

Whether we are teaching a quantitative course such as big data analytics, or a hard skills course such as ethical leadership, student motivation can be a significant concern for faculty. In this Teaching and Learning Conference (TLC) interactive session, we'll start with a group discussion of the fundamental question of “what is motivation?” Building on this foundation, we'll utilize important insights from education and social psychology research to identify five research supported strategies to enhance motivation in the classroom by creating a meaningful experience. For each teaching strategy, the strategy is concretely explored with video examples, group exercises, small group discussions, and classroom examples.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenter: **Don Vandewalle**, Southern Methodist U.

530 🤖: (TLC) **21st Century Tools and Technology in the Classroom (Futuristic)**

9:40am - 10:40am Anaheim Convention Center: Ballroom A- II

Tweet this session: **#AOM2016 530**

Track 2: Innovative Teaching Ideas

This session addresses the increasing rate of technological change and how it affects teaching. This directed session will include discussion of using different media, platforms, and course delivery mechanisms. We approach this session in a holistic manner, and anticipate the involvement of many stakeholders, that experience

the impact of increased technological advances in their teaching and programs.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenters: **Michael Brian Cohen**, Deakin U.; **Brett Paul Matherne**, Georgia State U.

531 : (TLC) **TLC Cafe**

9:40am - 10:40am Anaheim Convention Center: Ballroom A- III

Tweet this session: **#AOM2016 531**

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Sunday 10:50AM

542 📖🗺️👉🗣️👏: (TLC) **Creating and Providing Management Education in Emerging Markets that Best Serves its Stakeholders**

10:50am - 11:50am Anaheim Convention Center: 303A

Tweet this session: **#AOM2016 542**

Track 3: Teaching the Human Connection

In our TLC@AOM session, we invite participants to explore three broad themes with us: 1) the philosophy and design of management education in emerging markets; 2) the design of curricula and teaching for students at business schools in these markets; and 3) forging community ties and conducting academic and case study research relevant to local realities. Group facilitators (Greg, Saikal, and Seth) will lead separate breakout sessions and share their experience in these various aspects of management education in emerging markets. Participants will be encouraged to provide feedback, share their own experiences, and to propose alternative perspectives and ways of viewing the issues.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Facilitators: **Gregory Dunn**, American U. of Central Asia; **Saikal Anvar kyzy**, American U. of Central Asia; **Seth Fearey**, American U. of Central Asia

543 📖🗺️👉🗣️👏: (TLC) **Understanding How We Can Better Integrate Our International and Domestic Students.**

10:50am - 11:50am Anaheim Convention Center: 303B

Tweet this session: **#AOM2016 543**

Track 3: Teaching the Human Connection

In creating meaning for their stakeholders, nearly all business schools seek to include some reference to delivering globally competent managers or international leaders. There are a number of strategies that institutions use in order to provide that international experience to their students, some of which are more meaningful and successful than others. It seems that facilitating a change in the

thinking and behavior of our students is often problematic. However, It is suggested by some that actions taken by individuals in the classroom and at policy level can provide an opportunity for students' personal development. In this highly interactive workshop, we address these challenges. Specifically, we address the challenges of facilitating integration a) within the classrooms where student integration can be limited by cultural, personal and linguistic issues, b) within student assessment regimes where students' actions outside of the classroom can build or destroy relationships, c) within the social setting of a vibrant and diverse student social life, and d) at policy level, where unintended consequences can damage a well-intentioned idea. We strongly encourage participants to bring their own challenges in delivering an international experience for their students. We will discuss these challenges at round tables. Participants will go home with a deeper understanding of the issues and assumptions that affect their students' experiences. They will also generate new ideas about how to address these challenges in their everyday teaching practice with the support of a network of colleagues with an interest in meaningful experiences.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Participants: **Peter G. Morgan**, The U. of Nottingham, China; **Marilyn R Kaplan**, The U. of Texas at Dallas; **Dirk C. Moosmayer**, The U. of Nottingham, China; **'Alim J. Beveridge**, The U. of Nottingham, China; **Kenneth G. Brown**, U. of Iowa

544 📖 🗣️: (TLC) Making Your Classroom Meaningful: Best Practices for Promoting Integrity

10:50am - 11:50am Anaheim Convention Center: 303C

Tweet this session: **#AOM2016 544**

Track 3: Teaching the Human Connection

Academic integrity is more than “do not cheat” or “do not plagiarize.” In this interactive session, participants will reflect on how they communicate academic integrity in their classrooms. Through interactive exercises, participants will consider a values-driven approach to not only communicating standards for academic integrity, but to integrating ‘integrity’ into their course curriculum. By promoting integrity more broadly—through class discussions, activities, and assignments—instructors can engage students in values that will ultimately serve them well in the professional workplace, and in turn, create a forum that fosters a meaningful learning experience. In preparation for this session, participants are encouraged to bring the syllabus for one of their courses.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Participants: **Jennifer Lynn Eury**, Pennsylvania State U.; **Tricia Bertram Gallant**, U. of California, San Diego

545 📖: (TLC) Managing Teams and Projects - Identifying Learning Outcomes, Educational Objectives and Skills

10:50am - 11:50am Anaheim Convention Center: 303D

Tweet this session: **#AOM2016 545**

Track 3: Teaching the Human Connection

The purpose of this session is to help participants design a curriculum or course involving working in teams, or leading and managing projects. A well designed course dealing with these curriculum topics can prepare students very well for a competitive work force. The teaching and learning goals for our session are to identify learning outcomes, educational topics, and transferable skills for an applicable business or management course. We will also discuss the relevance of our effort to assessment of learning outcomes at both the course and program level.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Chair: **Vijay Kanabar**, Boston U.

546 📖 → 🗣️ 🗋️: (TLC) Got Competencies - Now How Do I Teach Them?

10:50am - 11:50am Anaheim Convention Center: 304A

Tweet this session: **#AOM2016 546**

Track 3: Teaching the Human Connection

This session will address the difficult issue of developing managerial competencies for undergraduate business students. Rutgers Business School in 2012-2013 undertook a comprehensive review of the introductory courses in management and organizational behavior to better serve undergraduate students in their development of managerial competencies and to meet the changing needs of industry/. This session will address the themes of continuous improvement and innovation in teaching, redesigning curriculum, and attempts to address the needs of employers and changes in the global workplace while motivating undergraduate students to participate more fully in class discussions and case studies. The new courses that came out of this redesign have been deployment on the Newark and New Brunswick campuses since 2013 and this session will allow for the presenters to share their experiences in improving the teaching practice of introductory course in management.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Organizers: **Alexander Settles**, Rutgers U.; **Joseph Markert**, Rutgers U.

547 📖: (TLC) Creating Experiential Learning Opportunities for Students to Market Their Soft Skills

10:50am - 11:50am Anaheim Convention Center: 304B

Tweet this session: **#AOM2016 547**

Track 3: Teaching the Human Connection

This interactive session is designed to motivate participants involved in interdisciplinary methodologies such as career development, business communication or organizational behavior. It should interest any level faculty member interested in learning and sharing best practices as they relate to students' development of soft skills. This session is ideal for faculty who teach theory (the why) who want to provide students with an opportunity to put what they learned into professional practice (the how). Session participants will learn how to create a project framework, how to assess the project's viability, and how to analyze and evaluate the

results in order to provide feedback to students. After the presenter provides job aids to the attendees and demonstrates how they can be used, the attendees will participate in a guided activity and will share and discuss their concerns. Participants should walk away with ideas to improve the balance needed for successful job placement. Strategies used can help improve job acceptance rates used in the accreditation process, which also supports the conference theme of "Making Organizations Meaningful".

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.
Presenter: **Carol H Stewart**, Southern CT State U.

548 📖🗣️: (TLC) **What Can We Learn from Silence and Stillness? Building Mindfulness into Management Curriculum**

10:50am - 11:50am Anaheim Convention Center: 304C
Tweet this session: **#AOM2016 548**
Track 3: Teaching the Human Connection

In recent years, there has been an exponential growth of research on mindfulness and its benefits for many aspects of organizations, from meaningful work and productivity to mindful leadership. Mindfulness-based learning and teaching shifts the pedagogical paradigm in management education from traditional, expert-centered, subject-specialized teaching to student-centered, internally-oriented, wholistic-learning. Traditional teaching and learning utilizes only a fraction of our human capacity to know, to learn, and to change – our students' capacity as well as our own capacity as faculty. Mindfulness offers a method for discovering one's potential and the meaning of work and leadership by engaging all human senses. Mindfulness training equips students with the "trans-disciplinary" skill and ability to thrive in the unprecedented uncertainty and complexity that characterize the 21st century. This training is particularly relevant to the conference theme of "Making Organizations Meaningful" because it is by the self-discovery of the meaning and purpose of their work that future organizational leaders lay the foundation of meaningful organizations. This session explores techniques for building rigorous and science-based mindfulness practice into undergraduate, graduate, MBA, and executive education courses. It features a panel of faculty members who have distinguished academic careers as well as extraordinary deep and extensive personal mindfulness practice and professional and science-based mindfulness trainings. They will share how they design innovative organizational behavior and leadership courses incorporating rigorous, evidence-based mindfulness practice, lead a mindfulness practice, engage the participants in the mindfulness teaching exercises and techniques used in their classes, and present the consistently positive student learning outcomes from their courses.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.
Organizer: **Tracy Chang**, Rutgers U.

549 📖: (TLC) **Case Writing as a Student Assignment: The Student-Written, Instructor-Facilitated (SWIF) Approach**

10:50am - 11:50am Anaheim Convention Center: 304D
Tweet this session: **#AOM2016 549**
Track 3: Teaching the Human Connection

Cases are popular in business schools because they are effective at bridging theories and real world situations. In this 60-minute session, we will examine how to use case writing as a pedagogical tool to increase student engagement and learning. Case writing as a student assignment (or class project) asks students to move from a mostly passive analyst role to take on a variety of roles – researcher, interviewer, writer, and, ultimately, teacher. Students must not only demonstrate an understanding of course material, they are required to take the 'pedagogical turn' to determine how to guide the learning of others. We will address each component of the student case writing process including: preparing students for case writing, customizing the assignment to fit the class learning objectives, requiring incremental work, addressing unique challenges associated with case writing as a student project, facilitating peer critique, grading students cases, managing student teams, and determining potential outlets for finished cases. This session is designed for faculty members from every division and interest group in the Academy, and even doctoral students – anyone with plans to teach undergraduate, master's level, and/or executive education courses in either a traditional or online format. Consistent with the conference theme, case writing allows researchers to explore organizational meaningfulness in a holistic manner that includes different levels of analysis and encourages examination of the mechanisms and structures that affect non-financial impact.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.
Chair: **Brent D Beal**, The U. of Texas at Tyler
Presenters: **Karin Schnarr**, Wilfrid Laurier U.; **Meredith J. Woodwark**, Wilfrid Laurier U.; **Karen Teresa MacMillan**, Wilfrid Laurier U.

550 🌐: (TLC) **TLC World Cafe-international Faculty (Share and Compare)**

10:50am - 11:50am Anaheim Convention Center: Ballroom A- II
Tweet this session: **#AOM2016 550**
Track 3: Teaching the Human Connection

This session invites faculty from around the world to share their teaching insights, based on their unique cultural perspectives. The potential to discuss the most pressing issues in different contexts is strongly encouraged, as the Academy of Management looks to expand its TLC conferences in different locations and times around the world.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.
Facilitator: **Linda Klonsky**, Chicago School of Professional Psychology

551 : (TLC) TLC Cafe

10:50am - 11:50am Anaheim Convention Center: Ballroom A- III

Tweet this session: **#AOM2016 551**

The TLC Cafe welcomes TLC attendees to come to network and/or conduct informal discussions throughout the day.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Sunday 12:00PM

568 : (TLC) TLC@AOM Luncheon & Plenary

12:00pm - 1:30pm Anaheim Convention Center: Ballroom B

Tweet this session: **#AOM2016 568**

TLC@AOM welcomes you to enjoy lunch and listen to a lively talk by Dr. Max Bazerman, our distinguished speaker, whose topic is Teaching People What They Don't Know: Back to Lewin's Idea of Unfreezing. Professor Bazerman will focus on the role of experiential learning in the context of decision making, negotiation and ethics, discuss the role of failure, and conclude by connecting to Kurt Lewin's ideas from the 1940's.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Sunday 1:40PM

624 📖🗣️: (TLC) Teaching Leadership: Aesthetics, Experiential Knowing, and Relational Reflexivity

1:40pm - 2:40pm Anaheim Convention Center: 303A

Tweet this session: **#AOM2016 624**

Track 4: From Classroom to Society

The complexity and uncertainty of organizational life in the 21st century requires innovative executive or doctoral education that shifts from traditional leadership concepts to evolving post-modern theories. Engaging students in meaningful explorations of cutting-edge leadership theory and practice necessitates creative pedagogies. This emergent challenge calls for overturning outdated teaching approaches to design the classroom as a leadership laboratory merging experiential education, epistemological perspectives, and leadership concepts. Three streams of thought underlie this workshop: 1) experiential knowing (Heron & Reason, 1997; Kolb & Kolb, 2005) – “the transformation of experience into new knowing ...occurring at the intersection of engaged participation within an event and making connections between that event and one's self...” (Sutherland & Jelinek, 2015, p. 291); 2) the social constructionist perspective of relational leadership where the process of leadership emerges during situated interaction (Cunliffe, 2009; Sutherland & Jelinek, 2015; Uhl-Bien, 2006); and 3) aesthetic leadership (Mack, 2015) – “involv[ing] meanings ... construct[ed] based on feelings and emotions about what we experience via our senses” (Hansen, Ropo, & Sauer, 2007, p. 545). This one hour highly interactive session utilizes an improvisational musical exercise, developed by Ron Heifetz at Harvard's Kennedy School, to explore leadership, aesthetics, and interdependency in moments of action. Targeted for students and faculty, this session is a holistic

model for the teaching of leadership at the doctoral level, allowing for deep insights into theory, practice, and relational reflexivity while assessing the implications for leadership in situations of uncertainty.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

*Facilitator: **Linda Klonsky**, Chicago School of Professional Psychology*

625 📖🗣️: (TLC) The “Ambidexterity Challenge”: What is it and How do we Address it?

1:40pm - 2:40pm Anaheim Convention Center: 303B

Tweet this session: **#AOM2016 625**

Track 4: From Classroom to Society

Since Duncan's introduction of the term “ambidexterity” into the management literature in 1976 and March's (1991) popularization of the concept to include the exploitation of competencies with the search for innovations (i.e., exploration), considerable attention has been given on the need to reconcile the two seemingly antithetic functions of exploitation versus exploration. Yet, few have studied the implications of ambidexterity in the context of the classroom. How can it be taught? What does it mean for organizations and for individual professional development purposes? We term this the “ambidexterity challenge”. To address it, we present, in our 60-minute session, three experiential and in- classroom exercises that business faculty can use with undergraduate and graduate students to build awareness of the nature and challenges of ambidexterity. The outcomes from our session connect to broader management themes of how to develop exploitative and exploratory potential needed to address broader marketplace and personal demands.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

*Participants: **Nicole C. Jackson**, U. of Connecticut; **Isabelle Lescent-Giles**, U. of San Francisco*

626 📖: (TLC) **The Seven Deadly Sins of Service Learning**

1:40pm - 2:40pm Anaheim Convention Center: 303C

Tweet this session: [#AOM2016 626](#)

Track 4: From Classroom to Society

This session applies the classic seven deadly sins to the contemporary context of service learning. The presentation will provide an overview of these sins and their virtuous contrasts based on a review of service learning literature, input from a service learning faculty focus group, and presenter experience. This interactive session will feature presentation, audience discussion, participant reflection, and a series of guided mindfulness exercises. The goal of this proposed TLC session is to help cultivate individual reflective capacity and also resilience to address the myriad challenges related to planning, managing, and evaluating service learning efforts today.

This session is part of the Teaching and Learning Conference.

Registration for USD\$130 is required at

<https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenter: Heather Getha-Taylor, U. of Kansas

627 📖: (TLC) **Teaching Lean Startup in the Undergraduate Classroom: From Opportunity to Crowdfunding Campaign**

1:40pm - 2:40pm Anaheim Convention Center: 303D

Tweet this session: [#AOM2016 627](#)

Track 4: From Classroom to Society

*Entrepreneurship has recently seen a proliferation of books in the popular press on innovative approaches to entrepreneurship. These books include *The Four Steps to the Epiphany*, *The Lean Startup*, *Value Proposition Design*, *Business Model Generation*, and *The Startup Owner's Manual*. The availability of so many new and novel sources of idea makes it difficult for an instructor to organize a course around the chapters of a traditional textbook and keep the material relevant. At the same time, more and more free Web tools like *Launchrock.com*, *Wix.com*, and Google sites, forms, and analytics, as well as crowdfunding sites like *Kickstarter*, have dramatically reduced the costs of starting a startup. This one-hour workshop leads participants through the steps of learning about and teaching lean startup techniques in the classroom. The texts and hands-on tools I will teach are from the semester-long "New Venture Development: From Opportunity to Crowdfunding Campaign" course that received the Entrepreneurship Division's "Innovation in Pedagogy" award in 2015. Participants will learn what these lean startup techniques and tools are, how to teach them to their students, and how to oversee their use by students. Instructors will learn how to lead students through different lean startup exercises toward the development of a promising crowdfunding campaign for student's proposed products or services.*

This session is part of the Teaching and Learning Conference.

Registration for USD\$130 is required at

<https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenter: Craig E. Armstrong, The U. of Alabama

628 📖 🗣️: (TLC) **The Neurobiology of Learning: Teaching Meaning in Work Life**

1:40pm - 2:40pm Anaheim Convention Center: 304A

Tweet this session: [#AOM2016 628](#)

Track 4: From Classroom to Society

More than half of post-secondary students attend college with the goal of discovering their purpose and meaning in life. Given the hunger felt by both college students entering the workforce and by established workers to find a meaning in life that is greater than the self, it is imperative that professors of management have tools to help future employees and managers develop this asset. Neuroscience and cognitive science research provide rich data on how the brain learns and ways in which to help students both retain new information and develop novel insights. The workshop will cover how the brain learns, the process for the transfer of learning to creative applications, and the practical strategies that correlate with this research to improve students' successful learning. This information will be applied to teaching students to identify meaning in life, as well as develop ways to experience meaning in work.

This session is part of the Teaching and Learning Conference.

Registration for USD\$130 is required at

<https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenter: Michelle French, Mount Saint Mary's U., Los Angeles

629 📖: (TLC) **Treating Your Service Learning Class as a Project Manager**

1:40pm - 2:40pm Anaheim Convention Center: 304B

Tweet this session: [#AOM2016 629](#)

Track 4: From Classroom to Society

Service learning continues to gain popularity as a means to connect students with their local communities and to help students connect theory with practice. In project oriented service learning courses, managing and assessing students is a challenge. This is especially true for courses where the student to teacher ratio is greater than 35:1. This session shares how co-instructors in a management department at a Hong Kong university used formal project management techniques to facilitate a university wide Sustainability Service Learning course of 102 students. The two instructors guided 22 student project teams (4-5 students each) working with 8 NGOs in the Hong Kong community. This interactive session will expose participants to these project methods via similar activities used to develop project management skills for the service learning teams. Participants will also gain insights on how various technologies including social media were used to monitor and assess students throughout the semester.

This session is part of the Teaching and Learning Conference.

Registration for USD\$130 is required at

<https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenters: Kenneth Ward, U. of Kansas; Lianne Lam, Hong Kong Polytechnic U.

630 📖: (TLC) **Munchiez: An Experiential Learning Initiative Cultivating Collaborations and Entrepreneurship**

1:40pm - 2:40pm Anaheim Convention Center: 304C

Tweet this session: [#AOM2016 630](#)

Track 4: From Classroom to Society

Through concrete examples, role play and reflection, this seminar suggests a way to implement a student initiative through experiential

learning, interdepartmental collaboration, mentoring prospects, and application of critical thinking. In the Spring of 2014, three students in a business plan preparation course introduced the idea of starting a late night food truck operation for the Southern NH University community. The Munchiez food truck has been successfully operating since utilizing entrepreneurship, innovation, and real-world practices. This experience will be used as a backdrop for the seminar to explore the challenges, opportunities, and successes that have been observed over the past 2 years. The profundity of the learning for students, faculty, administration and staff has surpassed the original intended outcomes of this initiative and has provided added value for all stakeholders. These benefits will also be explored during this seminar. The objective is to further the body of knowledge used to effectively implement and utilize experiential learning. This transfer of knowledge can assist with future initiatives by faculty, administration, staff and students and propose the creation of a networking opportunity for experiential initiatives.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenters: **Susan Losapio**, Southern New Hampshire U.; **Sophia N. Koustas**, Southern New Hampshire U.

631 📖 🗣️: (TLC) Using Exemplar Activist Organizations to Add Meaning through the Integration of Sustainability

1:40pm - 2:40pm Anaheim Convention Center: 304D

Tweet this session: **#AOM2016 631**

Track 4: From Classroom to Society

This session is intended to directly respond to the AOM meeting theme of "Making Organizations Meaningful." It will demonstrate how the use of exemplar activist organizations can inspire and enable faculty to integrate sustainability frameworks, concepts, processes and practices into existing courses. As a result, existing course content becomes more relevant and students are more likely to open up to changing expectations about business and organizations generally. This session will address how required elements of disciplinary content can be complemented and enhanced by using inspiring and critically positioned examples that integrate sustainability into courses. This session is specifically designed for those seeking to gain a foothold in introducing sustainable organizations. The session's material is appropriate for use at the undergraduate and graduate (masters) levels and in traditional or online formats.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenter: **Linda Forbes**, Western Connecticut State U.

632 🗣️: (TLC) Matching Teaching Practices to Workplace Productivity

1:40pm - 2:40pm Anaheim Convention Center: Ballroom A- II

Tweet this session: **#AOM2016 632**

Track 4: From Classroom to Society

This session will create a unique interaction among a sample of students from local universities in California and companies, to discuss management education. We anticipate a robust discussion

among employers, faculty, and students about increasing the effectiveness of management in the future.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenter: **Benjamin Blackford**, Northwest Missouri State U.

633 : (TLC) TLC Cafe

1:40pm - 2:40pm Anaheim Convention Center: Ballroom A- III

Tweet this session: **#AOM2016 633**

The TLC Cafe welcomes TLC attendees to come to network and/or conduct informal discussions throughout the day.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Sunday 2:50PM

679 📖: (TLC) The Use of Concept Maps to Enhance Your Lectures (WITHDRAWN)

2:50pm - 3:50pm Anaheim Convention Center: 303A

Tweet this session: **#AOM2016 679**

Concept map (CM) is a way of graphical representation of concepts and can be seen as a cognitive tool for enhancing learning and introduces a "new" way to organize, structure and hierarchize the subjects in a cognitive way. CM is one active learning method and can influence motivation and performance of a significant number of students. The session will consist in a sequence of steps in which the TLC participants will understand the meaning of CM, know how to build it in a hand on exercise and see its benefits for them and for the students. They will benefit from this session because they will know and understand a collaboration tool in teacher education; enhance the quality in lecturing using an active learning instrument; integrate the concept map strategy into their pedagogical course; have better conceptual understanding of issues and the interrelations among these issues when incorporating visual aids; use CM as a teaching, learning and assessment tool.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Presenter: **Hong Yuh Ching**, Centro U. da FEI

680 📖: (TLC) Make Your Course Count in Developing Knowledge and Skills for Success

2:50pm - 3:50pm Anaheim Convention Center: 303B

Tweet this session: **#AOM2016 680**

Track 5: Professional Development

All of us want to improve the quality of the courses we teach. Only by having a clear understanding of the desired outcomes, is it possible to have a good understanding of what should be included in a high- quality course. This session is an interactive discussion of how to make a course more occupationally relevant by using well-recognized research into the knowledge and skills that help prepare students for management occupations. It does so in four steps. First, we work with session participants to determine the career tracks that

their former students have historically followed and that future students may aspire to. Second, we show how the O*NET database (www.onetline.org) can help participants translate their students' expectations into the knowledge and skills needed to excel in their careers. Third, we help the participants determine how to assess some on the knowledge and skills mentioned in steps one and two. Fourth, we help participants fine-tune a particular course with which most of them are highly familiar: Principles of Management. The participants will take away skills that can be applied to almost any management course.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Participants: **Kenneth R. Thompson**, DePaul U.; **Daniel J Koys**, DePaul U.; **Phil Lewis**, National Center for O*NET Development; **William F. Martin**, DePaul U.

681 (TLC) Scholarship for Actionable Results: Reversing the Devolution of Care?

2:50pm - 3:50pm Anaheim Convention Center: 303C

Tweet this session: **#AOM2016 681**

Track 5: Professional Development

The co-authors of this submission suspect that the profile and skills-set of the graduates of Executive MBA and doctoral researcher programs need to change if the Academy is to produce the leaders of the future who will make organizations more meaningful; and results more actionable for the world we face today where societies need to be made more sustainable, less unequal and safer. We believe that executive managers and leaders are key to evolving new regimes of common-sense and institutional logics of societies since they are responsible for directing resource allocation, organizational focus, and sustaining high-level discourses around these initiatives. We share the concerns of management scholars who state that an over-emphasis of representational knowledge in curricula as well as the prevailing tendency to pursue theoretical fetishism and mono-disciplinary isolationism in management research (Birkinshaw et al., 2014) contributes to the devolution of researcher care (Schwarz et al 2015). In this panel we ask what the consequences of reversing these trends are for the re-design of Executive MBA and doctoral researcher training programs? Our proposal brings together contributors from across three continents: Europe, Africa, and the United States. Together, we share this analysis, and share the view that change involving curriculum re-design is necessary. Our session will show-case experiments in doctoral training innovation for future sustainability scholars and practitioners; in researching for actionable results which partner business; in leadership and values-centered E-MBA training; and in co-construction design methodologies to address some of our most pressing societal problems.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Chair: **Kosheek Sewchurran**, U. of Cape Town
Participants: **Sally Randles**, The U. of Manchester; **Prasad Boradka Boradka**, Arizona State U.; **Annemieke Roobeek**,

Nyenrode Business U.; **Mario Pansera**, Academy of Business in Society

682 (TLC) The Role of Faculty in Creating High Impact Internships

2:50pm - 3:50pm Anaheim Convention Center: 303D

Tweet this session: **#AOM2016 682**

Track 5: Professional Development

This experiential exercise is intended to assist faculty members, who serve as mentors to students in both undergraduate and graduate programs, in creating high-impact internships. A high impact internship is one in which students learn to use their professional voices to offer new ideas or suggested improvements in the workplace under the proper conditions. Our model focuses on three main variables. And though the variables vary with individual differences, they are common in their influence on the choice to exercise voice or to remain silent. These include the broader organizational culture, external legitimacy perceived by the student exercising voice in the current situation, and internal utility derived by the student from the exercise of voice. The model works best when facilitated by a faculty mentor. We demonstrate how the model can be (and has been) used in two different internship situations. In other empirical work, we have data on the utility of the model in a variety of actual internship situations (Arora & Rovenpor, in preparation). We believe that our work can be beneficial to any faculty member who oversees a student's internship. It addresses the need to render internships meaningful to students and to prepare them for opportunities that will arise in the workplace about whether or not to exercise voice. It reflects on the theme of continuous improvement and innovation in teaching.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Participants: **Janet Linda Rovenpor**, Manhattan College; **Poonam Arora**, Manhattan College

683 (TLC) Designing, Developing, and Delivering High Potential Development Programs in Executive Education

2:50pm - 3:50pm Anaheim Convention Center: 304A

Tweet this session: **#AOM2016 683**

Track 5: Professional Development

Customized executive education programs commissioned by companies aim to serve needs at both the individual and the organizational level. Companies use executive education as a tool to facilitate strategic change, and demand to see measurable impact of their investments into personnel development – especially so in the case of programs targeted to the organization's most promising employees, so-called High Potentials. At the individual level, current viewpoints on executive education tend to favor the opinion of broadening perspectives and shaping mind-sets rather than on teaching immediate solutions. In the interactive 60-minute session, the authors give rich accounts of two unique customized High Potential programs and one additional generic program structure. The feedback from the participants on the two delivered programs was positive, and the impact on the individual participant's behavior and future career, based on their own account was favorable and has been described as career enhancing by superiors of certain individuals who participated. The authors have been personally

involved with these programs and will be able to give firsthand information about different phases of the design, delivery and feedback on the programs. Participants in the session are provided with background information on the programs in question and shown the different phases of the design and delivery together with actions taken in view of the further development of the programs.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7. Presenters: **Riitta Maria Lumme-Tuomala**, Aalto U.; **Mikko Laukkanen**, Aalto U.; **Pekka Mattila**, Aalto U.

684 📖🗣️ (TLC) Teaching the Teacher: Developing a Culture of Learning in a Business Faculty

2:50pm - 3:50pm Anaheim Convention Center: 304B

Tweet this session: **#AOM2016 684**

Track 5: Professional Development

Abstract: Faculty members want to do a good job in the classroom. We ask them to do it, we reward them if they do it, but we often leave their teaching development up to learning and teaching centers instead of using in-house faculty expertise to improve teaching. This session will address several cultural stepping stones that any faculty can implement towards developing a teaching and learning culture. Specifically, we will focus on topics from a series of faculty lunch-and-learns developed by the authors for a Canadian research intensive business school. Lunch time sessions that run from 60-90 minutes are an easy way to inject learning into a faculty member's schedule. Developing these at the start of the semester so faculty can plan around them is critical for attendance. Support from the dean and department chairs is helpful and easily gained. The most difficult part of educating faculty is motivating them to change their lessons. This motivation only comes if they can see a reason to teach another way, and if they feel confident with the new lesson plan. This workshop will provide a buffet of ideas for teaching management students, along with supportive ways to gain faculty buy-in. Participants in this workshop will leave with many new teaching methods/classroom activities; an outline for developing a teaching and learning workshop; and ideas for supporting faculty as they develop new classroom teaching methods.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7. Participant: **Heather Ranson**, Gustavson School of Business

685 📖🗣️ (TLC) Unleashing Creativity in Business Students: Challenges and Opportunities

2:50pm - 3:50pm Anaheim Convention Center: 304C

Tweet this session: **#AOM2016 685**

Track 5: Professional Development

In this session, we will discuss experiences, challenges, solutions, and best practices for unleashing creativity for undergraduate, MBA, and EMBA audiences. The participants all agree that as educators, we need to reflect on how we should go about designing or redesigning our curricula to develop creative capabilities in our students. This session is an opportunity for this type of shared inquiry among the participants and the audience. We will identify

and describe challenges in teaching creativity, and focus on experiential learning activities to overcome those challenges. The discussion will be appropriate for traditional, non-traditional, or hybrid formats of delivery. We expect the content to appeal to a broad AOM audience spanning multiple divisions and interest groups. We will open with brief presentations by each of the participants and then invite audience interaction. We plan to wrap up the session with participant reflection and take-aways.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Participants: **Berna Polat Aksu**, Saint Mary's College of California; **Geoffrey Desa**, San Francisco State U.; **Nancy Lam**, Saint Mary's College of California; **Natasha Vijay Munshi**, Wright State U.; **Xin Yao**, U. of Colorado, Boulder

686 📖🗣️ (TLC) Walking the Talk: Embodying Organizational Values

2:50pm - 3:50pm Anaheim Convention Center: 304D

Tweet this session: **#AOM2016 686**

Track 5: Professional Development

Holebeche's (2012: 10) report: Changing Times in Universities, refers to the need for 'openness to new ideas, genuine questioning for improvement, and commitment to a common cause'. As executive leadership and management continue to become increasingly mission critical and performance driven, the need for organizational agility and flexibility is imperative. Like many of these competencies, they require active exploration and practice. This interactive and immersive workshop, relevant to all academic Faculty and Practitioners, will illustrate how Warwick Business School (WBS) is taking steps to re-imagine its role and responsibility in preparing undergraduate students for employment. The session's focus will be placed on how WBS uncovers the skills and competencies that are now deemed necessary to thrive in what is a competitive and uncertain graduate market place (Barnett, 2011; Stiglitz & Greenwald, 2014). The session will provide participants with a guided, illustrative and interactive tour of a 10 week, required core module (entitled CORE Practice) for 600 first year students. Using fictionalized case material drawn from the module, and based in a similar open space learning environment, the session will model the importance of seeing things differently from a range of perspectives and viewpoints. Emphasis will be placed on reflective inquiry (Dewey, 2008, 2009, 2011) as well as on the open-minded, flexible (Kolb, 1984; 2015) and risk adverse attitudes that are necessary to build trust and manage uncertainty (Kolb, 1984; 2015; Zgaga, 2009).

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Participant: **Ashley James Byron Roberts**, Warwick Business School

687 ☉: (TLC) Integrating and Facilitating Adjunct Faculty

2:50pm - 3:50pm Anaheim Convention Center: Ballroom A- II

Tweet this session: **#AOM2016 687**

Track 5: Professional Development

This session addresses the increasing use of adjuncts in universities and how to integrate and coordinate them. Topics to be discussed in this interactive session include job descriptions for adjuncts, textbook adoption, syllabus templates, involvement in other college/university events, student perspectives of adjuncts, and monitoring. We anticipate a holistic view during this session, and therefore, encourage deans, department chairs, course coordinators, and adjuncts to attend, share, and compare their perspectives.

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

*Presenters: **Rob Koonce**, Creighton U.; **Gemma George**, U. of Redlands*

688 : (TLC) TLC Cafe

2:50pm - 3:50pm Anaheim Convention Center: Ballroom A- III

Tweet this session: **#AOM2016 688**

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

Sunday 4:00PM

706 : (TLC) TLC@AOM Cookies FEEDback

4:00pm - 5:00pm Anaheim Convention Center: Ballroom A- III

Tweet this session: **#AOM2016 706**

Please join us for reflections, feedback and thoughts for next year!

This session is part of the Teaching and Learning Conference. Registration for USD\$130 is required at <https://aom.link/RegisterForAOM2016>. The deadline to register is August 7.

*Participants: **Benjamin Blackford**, Northwest Missouri State U.; **Michael Brian Cohen**, Deakin U.; **Susan Fox-Wolfgramm**, Hawaii Pacific U.; **Gemma George**, U. of Redlands; **Linda Klonsky**, Chicago School of Professional Psychology; **Rob Koonce**, Creighton U.; **Brett Paul Matherne**, Georgia State U.; **Rebecca A. Thacker**, Ohio U.*