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# Innovative Teaching Ideas for Management Educators: Professional Development Workshop

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## PROFESSIONAL DEVELOPMENT WORKSHOP SUBMISSION ACADEMY OF MANAGEMENT 2008

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Workshop Title: Innovative Teaching Ideas for Management Educators

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Human Resources (HR)  
Organizational Behavior (OB)  
Organization Development and Change (ODC)  
Entrepreneurship (ENT)

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Abstract (up to 250 words):

The primary purpose of this innovative professional development workshop (PDW) is to promote excellence in teaching by providing participants with ideas for effective and creative educational experiences in college and university classrooms and in the surrounding community environment. The goals of this workshop are threefold. First, this session will provide a forum for academy members to obtain and discuss new and creative ideas to enrich classroom environments, ultimately leading to increased student learning. Second, it will provide participants an opportunity to be involved in an active, experiential, and interesting workshop that is designed to motivate current and future faculty to incorporate innovative learning experiences into their curricula. Finally, it is designed to assist in fostering an increasing awareness of the importance of teaching excellence to the members of Academy. This innovative workshop will offer participants teaching ideas (assignments, activities, and techniques) that can provide students with unique and interactive ways to learn management and business concepts. Faculty members from institutions across the country will present, demonstrate, and discuss five creative teaching ideas in 15-minute segments. The PDW will conclude with a 15-minute large group discussion on the segments presented and also ideas for future scholarly dialogue and research on the *Scholarship of Teaching and Learning* within our disciplines. By providing forums for scholarly discussions on improving the undergraduate and graduate experiences of our students, we can improve the effectiveness of our academic courses and programs across the U.S. and beyond.

# INNOVATIVE TEACHING IDEAS FOR MANAGEMENT EDUCATORS

## WORKSHOP OVERVIEW

For improving what we do we need to continually ask questions about how we might enhance the impact of our teaching. The theme of the Academy of Management conference in 2008 is “The Questions We Ask.” Interesting, through the years we have observed that the most effective management educators are those who persistently ask questions that help them continuously improve their teaching methods and enhance learning experiences of their students. These individuals ask questions to their students, colleagues, administrators, practitioners, and even (possibly most importantly) themselves. It is through this type of constant inquiry that teaching excellence can be attained. Therefore, this proposed PDW is closely linked to the theme of the 2008 conference. We believe that any creative and innovative teaching ideas can be useful for all Academy attendees who are interested in improving their own teaching. Of course, this PDW fits most closely with the TTC and MED as these divisions both focus on management education.

### **Session Purpose and Goals**

The primary purpose of this innovative professional development workshop (PDW) is to promote excellence in teaching by providing participants with ideas for effective and creative educational experiences in college and university classrooms and in the surrounding community environment. The goals of this workshop are threefold. First, this session will provide a forum for academy members to obtain and discuss new and creative ideas to enrich classroom environments, ultimately leading to increased student learning. Second, it will provide participants an opportunity to be involved in an active, experiential, and interesting workshop that is designed to motivate current and future faculty to incorporate innovative learning experiences into their curricula. Finally, it is designed to assist in fostering an increasing awareness of the importance of teaching excellence to the members of Academy. This innovative workshop will offer participants teaching ideas (assignments, activities, and techniques) that can provide students with unique and interactive ways to learn management and business concepts.

### **Session Description and Format**

This innovative session will provide participants with teaching ideas (assignments, activities, and techniques) that can provide students with unique and interactive ways to learn management concepts. The facilitator will begin by briefly describing the purpose of the session and introducing the presenters. Faculty members from institutions across the country will then present, demonstrate, and discuss five specific creative ideas in 15-minute segments:

1. *Community and Project-Based Learning for Enhancing Student Perceptions of Value of Management Education* (Charles M. Vance, Loyola Marymount University):

This presentation will examine a recent experience in changing a traditional classroom-delivered course in human resource management to include a significant amount of outside "laboratory" work using student team community-based and project-based learning assignments. The value of this approach will be examined through the results of an outcomes assessment measure based on student perceptions of satisfaction, relevance, self-efficacy, and different forms of career development instrumentality. Participants will discuss possible applications of this "field learning" approach in different courses within the management curriculum.

2. *Using Music to Teach Introductory HRD to the I-pod Generation* (Kenneth R. Bartlett and Rex Foster, University of Minnesota):

Ken teaches an undergraduate "Introduction to HRD" course with about 50 percent non-HRD majors. Each week he assigns readings in the *Foundations of Human Resource Development* text. One required assignment involves students identifying a song or piece of music that they feel relates to the content/theory behind a particular chapter. The assignment includes writing a short paper listing and describing 1) the song or music, 2) reasons for its selection, 3) connection to the HRD chapter concepts and theories, and 4) Web link to the cited song/music where the song can be found. For each class, those students who have selected that week's assigned textbook readings submit their paper. The provided weblink is used to play a segment of the song or music (done in the format of a "Name that Song" contest). Then, having collected the written assignment, students are asked individually to stand and explain why they selected the song and how it relates to the week's reading. Other students in class are invited to respond or to ask additional questions of the presenter.

Ken and Rex have studied the influence of this assignment in 1) increasing student motivation and likelihood to read the text each week, 2) to think about what they were reading, and 3) to consider how the music related to the chapter contents. During this presentation, Ken and Rex will play a couple of song clips and then read selections from the student's assignments on how they felt the song reflected HRD idea/theories. Their segment will conclude with a discussion of ways to integrate music into teaching.

3. *Teaching HR Concepts through Creative Debates* (Susan R. Madsen, Utah Valley University):

Susan teaches undergraduate courses in human resource management, organization development, and training and development. She is strongly committed to the value of active and experiential learning activities and experiences. One such learning activity she uses is debate. There are a variety of forms of debate varying from informal to formal. Susan has used a wide range of formats that take anywhere from five minutes to a full class period. When more in-depth formats are utilized, she assigns preparatory readings and research. She has found that various forms of debate are valuable tools for students to learn course concepts. Further, debate can also be beneficial in the development and strengthening of essential skills and competencies that graduates need for effective

professional careers (e.g., public speaking, argumentation, logical presentation of thoughts, thinking on ones feet, critical thinking, analysis, research, teamwork, and confidence). Susan will provide a handout of the different debate formats and ideas. She will also facilitate a mini-debate on a well-known HR topic with session participants.

4. *Bringing Market Reality to Academic Exercise* (James Davis, University of Notre Dame):

Students often learn the theory of doing business without developing the skills and insights necessary to apply their learning in practice. Students who lack application skills and an understanding of business/market realities typically lose faith in their learning and are ineffective when they leave academe and begin their careers. Jim will describe how to use effective external mentoring on student projects, with discussion groups and in personal advising to enhance the learning experience and better prepare them for professional effectiveness. He will discuss how to (a) set up and manage a professional network, (b) manage the student-mentor interface, and (c) structure the relationship/alliance for the maximum learning and benefit of all parties.

5. *Teaching Cross Cultural Skills Using Media* (Scott C. Hammond, Utah Valley University):

Cross cultural skills have become an increasingly important for business students working in a global environment. Most business skills courses look at conceptual models or parade out a list of protocols on when to kiss, bow or shake hands. But deeper cultural sensitivity can only be taught through observation and experience. Hammond describes uses media (podcasts, papers, and cinema) to teach keener observation and cultural reading skills so that students experience real cultural transcendence.

## **Conclusion**

This session will not only help support goals of the divisions focused on teaching and learning, but it will be an interesting, interactive, and enjoyable session for conference participants to attend. By providing forums for scholarly discussions on improving the undergraduate and graduate experiences of our students, we can improve the effectiveness of our academic courses and programs across the U.S. and beyond.

## **Statement**

I have received signed statements from all intended participants agreeing to participate for the entire workshop, and that these participants are not in violation of the “Rule of Three + Three).

Susan R. Madsen