



## September 2017 Newsletter

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### Reminisce Atlanta and Onward to AOM 2018 in Chicago MED Chair, Miguel R. Olivas-Luján

#### Your MED Division in Atlanta

What a treat it was to witness once more the quality of scholarship and collegiality that characterizes our division. I am truly grateful for the opportunity to serve our membership and our discipline this coming academic year as your Division Chair. Here is a “brief report” (it’s all relative, isn’t it?) of our Atlanta meeting.

The program **Paul** (Hibbert), our Program Chair, put together has been one of the strongest ever, not just in quantity (29 competitive scholarly sessions and symposia, based on 141 paper and 15 symposium submissions!!), but also in quality. His hard work coordinating 322 volunteers who completed close to 500 reviews cannot be overrated. I am already looking forward to reading many of those papers presented in Atlanta, once they make their way into our journals!!

**Kim** (Gower), as PDW Chair also had a difficult task: selecting 16 PDWs (of 27 submissions), so that we could enjoy 31 hours of programming for our division members and anyone else interested in learning and teaching management. I am sure that **Sabine** (Hoidn), our incoming PDW Chair for Chicago 2018 will have a similar challenge as we continue to serve our profession in an exceptional way. The PDWs served both new and seasoned instructors, in both general and specialized topics with the potential to make us better and more effective teachers and improve our research profile.

**Barb** (Ritter), our Past Chair has found us our newly-elected officers who will help the current leaders strengthen the division in 2017-2018. We welcome **Sabine** (Hoidn) as PDW Chair, **Ana** (Siqueira) as Research Coordinator-Elect, **Olivia** (Hernandez-Pozas) as Membership Coordinator-Elect, **Brett** (Matherne) as Representative-at-Large, and **Carla** (Messikomer) as Practitioner Liaison-Elect. I also wholeheartedly thank those nominated colleagues who were not elected for their generous heart and their courage to step up to the plate; we need your talent and hope to see you in Chicago, perhaps as newly elected officers in coming years (I was not elected the first time I ran for PDW Chair).

Persisting as active and highly committed volunteers for the division, **Olga** (Ryazanova) will continue her term as Secretary, **Gerard** (Beenen) will be Research Coordinator, **Kathleen** (Barnes) Membership Chair, **Nicole** (Coomber) Practitioner Liaison, **Patrick** (McGuigan) Program Evaluation Coordinator, and **Charlie** (Wankel)'s management of the MG-ED-DV list is also gratefully acknowledged. **Jennifer** (Schultz) will begin her second term as Representative-at-Large. We highlight that **Emmanuel** (Monod) will be organizing a small conference in Shanghai for OCIS, with all the support that MED members and board are able to offer (please contact him directly for details: [emmanuel.monod@sjtu.edu.cn](mailto:emmanuel.monod@sjtu.edu.cn)). Also exploring a new MED initiative, **Alan** (Eisner) will be our Junior Faculty Consortium Coordinator.

We also welcome **Volker** (Rundshagen) as the new Treasurer for 2017-2020. **Erika** (Small) served our division with excellence and we hope to see her back among those serving the division when her schedule permits. We also thank and look forward to having our outgoing officers and heavily involved volunteers back whenever they so decide: **Barb** (Ritter), **Josh** (Daspit), **Melanie** (Cohen), **April** (Wright), and **Brandon** (Charpied).

Very few of these achievements would have happened without the gentle and collegial leadership that **Peter** (McNamara) exerted during this academic year. We all know his are big shoes to fill, but the committed, shared vision we have to improve teaching and learning in and out of our classrooms should help us serve all members of our division.

As of July 1<sup>st</sup>, 2017, we had 1,863 members, which is +1.03% gain of last year!! The last time we had a positive increase number, was in 2013, with +0.53%. We are still below our highest number (1,889 members), but maybe this year we can surpass 1,900? I would obviously love to see our division surpass the 2,000-member mark (+8.6%), but I would be very pleased if we at least reach 1,900 or 61 more members (+3.2%) in July 2018 than we now have. Can you help us bring new (or lapsed) colleagues to MED?

Our Membership committee, led by **Sabine** (Hoidn) worked tirelessly with **Darlene** (Alexander-Houle), our Communications Coordinator this past year. Our membership was kept informed of events with respect to the division, and we had more newsletters with interesting content about our division than I can remember in my almost two decades as a member. It is my hope that we will continue to show a high level of communications with our members and that we will find someone to succeed Darlene in 2018 (she has served in this capacity for about five years and she has accepted to serve one more).

We also need generous MED members as ambassadors. Some of these roles are evolving as AOM is now rolling out a new communications system for its members (AOMConnect), and the MED Ambassador program is being formalized. Please reply to me in an email if you are interested in any of these positions, highlighting any previous experience that might help you exert the role with the professionalism that characterizes our division.

Lastly, I encourage you to email any of us on the Executive Committee at MED. Without our members' frequent communication and suggestions, we will not be able to serve you well. Please accept my best wishes for your new academic year!

Miguel R. Olivas-Luján,  
MED Division Chair,  
Clarion U. of Pennsylvania

## 2017 MED Awards

This year, the Management Education and Development division (MED) granted six awards to the best submissions received for the conference in Atlanta. Four paper awards, one symposium and one PDW award recognize the hard work of the thought leaders in our field of management education. In addition, the Executive Committee granted the Outstanding Member Service Award to **Darlene Alexander-Houle**, the MED Newsletter Coordinator for several years.

Our colleagues' scholarship, combine with the outstanding work that **Paul Hibbert** did as our MED Program Chair, **Kim Gower** as our PDW Chair, **Josh Daspit** as the MED Research Coordinator, and **Peter McNamara** as our 2016-17 MED Chair. Awards were selected through two rounds of review, first by the program reviewers from which **Paul Hibbert** chose a shortlist and then by the MED Research Awards Review committee, led by **Josh Daspit**. Each of the awards included a \$500 prize and an award plaque.

As my predecessors have stated in previous years, the most important awards were those to 43 management education researchers named Outstanding MED reviewer awardees (listed below). Without them, the program does not run. Most importantly, these reviewers advance the field of Management Education and Development research by providing collegial reviews that help us all to improve our work for future publication. We hope to add your name to this list in 2018! The first step will be signing up to review, once the AOM system opens in a few short weeks, this coming October.

### MED Best Paper in Management Education Award

Sponsored by Management & Organizational Behavior Teaching Society (MOBTS) and the Journal of Management Education

Title: "Transformational Teaching and Personnel Development: How Trainers Foster Transfer"



Authors: **Janina Mundt** and **Silke Weisweiler**.

Abstract: The purpose of this paper is to introduce transformational teaching as an innovative theoretical approach to explore the influence of trainer characteristics on positive training outcomes. In line with two theoretical frameworks, transformational leadership theory (Bass, 1985) and social learning theory (Bandura, 1977), we analyzed the positive effects of transformational teaching on short and long-term training transfer. Results are based on a sample of 507 trainees from 46 trainings at three points of measurement. Using structural equation modeling, we found that transformational teaching was positively related to short and long-term training transfer. The positive relation between transformational teaching and short-term training evaluation was mediated by role modeling and trainers' credibility. Explorative analyses showed a positive relation for transformational teaching on long-term knowledge acquisition, above and beyond prior knowledge. These results suggest trainer characteristics as one important source of training transfer. Implications for theory and practice of transformational teaching are discussed.

**Best Paper in MED Award**

Sponsored by Management & Organizational Behavior Teaching Society (MOBTS) and the Journal of Management Education

Title: "Transformational Teaching and Personnel Development: How Trainers Foster Transfer"



Pictured (left to right): Peter McNamara (MED Chair, 2016-17), Tim O. Peterson (MOBTS), Janina Mundt

**Abstract:** The purpose of this paper is to introduce transformational teaching as an innovative theoretical approach to explore the influence of trainer characteristics on positive training outcomes. In line with two theoretical frameworks, transformational leadership theory (Bass, 1985) and social learning theory (Bandura, 1977), we analyzed the positive effects of transformational teaching on short and long-term training transfer. Results are based on a sample of 507 trainees from 46 trainings at three points of measurement. Using structural equation modeling, we found that transformational teaching was positively related to short and long-term training transfer. The positive relation between transformational teaching and short-term training evaluation was mediated by role modeling and trainers' credibility. Explorative analyses showed a positive relation for transformational teaching on long-term knowledge acquisition, above and beyond prior knowledge. These results suggest trainer characteristics as one important source of training transfer. Implications for theory and practice of transformational teaching are discussed.

**MED Best Paper in Graduate Management Education (GME)**

Sponsored by the Graduate Management Admission Council (GMAC)

Title: "Management Education at the Interface: Raw Data, Real Projects, and On-demand Lectures"  
Authors: **Yuwei Shi, Sandra Dow.**



Best Paper in GME  
Pictured (left to right): Yuwei Shi, Peter McNamara

**Abstract:** Borrowing from Yale School of Management, we call this new approach the raw case method of teaching. Unlike a traditional case study, a raw case is not confined in print or pages of a narrative about a challenging management situation. It is an open, real-time information space through which case study students may wander. But it also comes with a specific and demanding assignment that requires students to discover, evaluate, analyze, decide, and communicate. This is indeed how real-world managerial decisions are made. It is more difficult today when the impact of business must be understood and managed against the backdrop of the changing political, economic, social and technological landscape. It is also, in our view, geared to transformational management education that coincides with the shared aspiration for our profession, as outlined in the new AACSB Vision. In this paper, we introduce the raw case method of learning, make a case for its adoption across business schools, and discuss several implementation issues.

### **MED Junior Faculty Best Paper Award**

Sponsored by SAGE Publishing and the Journal of Leadership and Organizational Studies

This is for the most significant contribution to management education by a Junior Faculty authorship team (all earned doctorates since 2008 or working on it).

Title: "The Supervisor as Coach: Measuring Managerial Coaching"

Authors: **Laura Austermann.**



Junior Faculty Best Paper Award  
Pictured (left to right): Laura  
Austermann and Peter McNamara

**Abstract:** Managerial coaching has attracted increasing attention in research and practice. However, even though this management practice is widely used and will continue to be promoted, the construct of managerial coaching lacks conceptual clarity and valid measurement. Most existing measures conceptualize managerial coaching along an exchangeable and extendable list of management behaviors, and there is ongoing debate about which and how many managerial behaviors should and should not be included in the managerial coaching scale. To address this gap, we offer a new conceptualization of the managerial coaching construct that is based on the three dimensions of relationship building, goal setting, and supporting goal achievement. These dimensions have emerged as commonalities from extant qualitative and quantitative research and been refined by extensive expert interviews. On this basis we conducted a state-of-the-art scale-development process in two independent, partly dyadic, samples to establish a new managerial coaching scale with good psychometric properties and an established nomological network. We demonstrate that the scale exhibits both convergent and discriminant validity while also confirming that managerial coaching positively relates to individual performance and job satisfaction. We also investigate the relationship between an employee's and her supervisor's perceptions in regard to managerial coaching, thus strengthening research following this direction and opening new lanes for future research.



**Barry Armandi Award for Best Student Paper in Management Education and Development**

Sponsored by MED and the Barry Armandi Memorial Fund

Title: "Navigating the Changes in Management Education Through Content Analyses of Papers Published in JME"

Authors: **Mortaza Zare** and **Alireza Moghimi**. [We regret not having a picture of these award winners!]

Abstract: The purpose of this paper was to analyze the published research in the field of management education by focusing specifically on the Journal of Management Education (JME). As the criticisms of management education have changed dramatically over time, analyzing the focus of the JME over the past quarter-century will help us understand which criticisms have been addressed, and which still require attention. We extracted all abstracts and titles of papers published in JME since 1991, which consisted of 894 abstracts that included more than one hundred thousand words. We used the text mining software, Leximancer, which employs an unstructured machine learning approach, to extract the fundamental concepts of management education in those abstracts and determine whether research in management education addresses the current concerns in the field.

**Best Symposium in Management Education and Development**

Sponsored by McGraw Hill/Irwin

Title: "High-Tech or High-Touch? Developmental Relationships in the Digital Age"

Organizers and presenters: **Angela Passarelli, Mandy Varley, Claudy Jules, Anthony Silard, Mary Beth Watson-Manheim, Kate Elgayeva, John Jameson, Ellen B. Van Oosten, and Mai P. Trinh.**



Best Symposium in MED

Pictured (left to right): Ellen B. Van Oosten, Mai P. Trinh, Angela Passarelli, Peter McNamara, Mandy Varley, and Kate Elgaeva

Abstract: The digital era in organizations has prompted shifts in the way organizational actors interrelate. Developmental relationships such as mentoring and coaching are not immune to these changes. Yet much research fails to account for the effects of technology on how these relationships form and function when individuals are not face-to-face. This symposium brings together a set of papers that examine how the realities of the digital world affect developmental relationships. Specifically, these papers use conceptual, qualitative, and quantitative methods to describe: (1) how technology-mediated communication impacts being in contact versus being emotionally connected in work relationships, (2) knowledge transfer in virtual mentoring dyads, (3) the effect of media richness on executive coaching relationships and outcomes, and (4) peer coaching for leadership development in distance education programs. A discussant will provide commentary on collective implications for practice and provocative questions for future research.

<p><b>Best Professional Development Workshop</b></p> <p>Sponsored by ASFOR, the Italian Association for Managerial Formation</p> <p>Title: "Teaching with Television Media"</p> <p>Organizer and presenters: <b>Jennifer Lynn Schultz, Sunyoung Park, Vance Johnson Lewis, Carol Stewart, Sumeet Jhamb, Debra Comer, Sharon Gibson Heilmann, Chanchai Tangpong, Alexis Downs, Elizabeth Cooper, Kevin Vincent Cavanagh, Michelle French, Bernd Kupka, Hongguo Wei, Brandon Soltwisch, Kathleen J. Barnes, Kyoung-Ah Nam, Dara Szyliowicz, and Suzanne C. De Janasz.</b></p>	<p>Abstract: This professional development workshop (PDW) will provide business educators with pragmatic, engaging, economical classroom activities to facilitate learning using television media. This session highlights educators from a variety of institutions (teaching, research one, private, public, small, large, etc.) and content areas (human resources, leadership, strategy, marketing, MIS, accounting and entrepreneurship) in an open-space learning format. Presenters will share authenticated student and instructor teaching materials in an interactive roundtable format. These materials will include video clips and instructions about such topics as performance management, research methods, gender bias, market regulations, strategy, coaching/mentoring, motivation, organizational change and forming alliances. All materials will be made public and available to attendees via a free online website.</p>
<p><b>The proud PDW team of 19 donated the monetary award to the Midwest Academy of Management for a student scholarship in the name of Janet A. Henquinet. The Janet A. Henquinet Scholarship (\$500) will be awarded at the 2017 annual meeting in Chicago to a doctoral student studying Human Resources, Organization Behavior, or a related field with an interest in International Human Resource Management who has at least a 3.5 grade point average, and a strong interest in teaching.</b></p>	
<div data-bbox="190 1192 1432 1726" data-label="Image"> </div> <p>Best PDW</p> <p>Pictured (left to right): Kathleen J. Barnes, Kevin Vincent Cavanagh, Michelle French, Peter McNamara, Sumeet Jhamb, Elisabetta Trinchero (representing ASFOR), Jennifer Lynn Schultz, Vance Johnson Lewis, Sunyoung Park, Elizabeth Cooper, Josh Daspit (MED Research Coordinator, 2016-17) and Debra Comer.</p>	

### **MED Best Reviewer Awards**

Also recognized during this annual Awards and Business Meeting were the following Best Reviewer Awardees (about 10% of reviews): **J. B. Arbaugh, Bonnie Aylor, Joy Beatty, Gerard Beenen, Alan Belasen, Monique Boddington, Virginia Bodolica, Manuela Brusoni, Simon Cadez, Lisa Callagher, Philip Cola, Debra Comer, John Cullen, Daniel Dayton, Viktor Dorfler, Melissa Edwards, Alistair Fee, Jeanne Forray, Stephen Forsha, Signe Frederiksen, Steve Gove, Danna Greenberg, Thomas Hawk, Josh Hodge, Andrea Honal, J. Duane Hoover, Margaret Hopkins, John Hulpke, Blake Jelley, Rita Kowalski, Maria-Teresa Lepeley, Vance Johnson Lewis, Sean McMahon, Peter McNamara, Miguel Olivas-Lujan, Judita Peterlin, Daniel Richards, Olga Ryazanova, Frank Siedlok, Simola Sheldene, James Spee, Siri Ann Terjesen, and April Wright.**

Four factors were used to identify our best MED reviewers:

- (1) Authors' assessments of quality of feedback,
- (2) Depth and timeliness of review,
- (3) Program Chair's assessment of quality of the review, and
- (4) Willingness to perform emergency reviews.

Please sign up to review for MED in October, and contribute to strengthening our discipline!

### **Special Thanks to the MED Awards Committee**

Last, and most certainly not least, on behalf of our division, I want to publicly thank the following twenty-three colleagues who helped **Josh Daspit** (MED Research Coordinator) and **Gerard Beenen** (RC-Elect) choose this year's award-winning submissions: **James Bailey, Lorenzo Bizzi, Manuela Brusoni, Robert C. Giambatista, Adelina Gnantlet, Kenneth Goh, Keith Hunter, Alvin Hwang, J. Kay Keels, Eric Lamm, Michele Medina, Jacek Miroński, Naser Nikandish, Jone Pearce, Denise Philpot, Shaun Pichler, Jonathan Pinto, Ron Riggio, Jamie Seo, Brooke A. Shaughnessy, Pratigya Sigdya, Steve Sommer, Chethan Srikant, and Heejin Woo.**

Once again, a big thank you to all who made this year's excellent program possible. I look forward to seeing you in person in Chicago in 2018!

As shared with AOM for AcadeMY News September/October Issue

**Miguel R. Olivas-Luján,**  
MED Chairperson,  
Clarion U. of Pennsylvania

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Consider England in April 2018 for the AOM Specialized Conference Big Data and Managing in a Digital Economy 18-20 April University of Surrey and Organizational Learning, Knowledge at and Capabilities's Learning to make a difference at University of Liverpool 25-27 April. See Calls for papers below.



Organisational Learning, Knowledge and Capabilities OLKC 2018  
University of Liverpool Management School 25-27 April  
Call for papers: *Learning to make a difference*

We are delighted to announce the **Call for Papers** for **Organisational Learning, Knowledge and Capabilities (OLKC) 2018 Conference** at the website:

<https://www.liverpool.ac.uk/management/conferences-and-events/olkc/>

The conference takes place from 25th to 27th April 2018 in Liverpool (UK). In the context of ULMS, 'Learning to make a difference' has three distinct elements. First, a focus on providing an inclusive learning experience which enhances employability and inspires our students to become socially responsible citizens. Secondly, all Faculty members aspire to produce innovative research which has global impact and enriches our programs. Finally, the School's cutting-edge research expertise is focused on having demonstrable impact on business and society. Therefore, we encourage a range of different contributions – as outlined below – dealing with the theme of 'learning to make a difference'.

Please submit an extended abstract (1800 words excluding references) **by October 18th, 2017**. Acceptance notification will be sent by 25th November 2017. Full papers (5,000-7,000 words) will be **due by 1st February 2018**. Abstracts and papers can be submitted *via* the conference website. Submission Guidelines are available at the conference website (see above). Content in the conference website will be added as the event develops and we invite you to check for updates from time to time.

#### **Full Papers**

Those whose work is fully developed should submit their work as a 'full paper' and such papers will be evaluated according to the usual standard academic criteria of rigor, reliability and originality. Please submit an extended abstract of 1800 words by 18<sup>th</sup> October 2017. Full papers (5000 to 7000 words) will be due 1<sup>st</sup> February 2018.

#### **Developmental Papers**

Submitting to the development stream will enable authors to obtain appropriate feedback to help progress their work towards a journal submission. The review stage will be used to provide guidance on how to strengthen the paper before presentation at the conference. Please submit an extended abstract of 1800 words by 18<sup>th</sup> October 2017. Revised abstracts (1800 words) should be submitted by 1<sup>st</sup> February 2018.

#### **Practice-led Papers**

We encourage practicing managers and consultants who seek to engage with scholarship (those undertaking DBAs or Professional Doctorates for example) to attend the conference. Please submit an abstract of 600 words by 18<sup>th</sup> October 2017. A full Practice paper (3000-4000 words) should be submitted by 1<sup>st</sup> February 2018.

#### **Symposia**

The OLKC2018 theme is 'Learning to Make a Difference'. Those interested in organizing a symposium related to this theme should submit an abstract of 500 to 800 words by 18<sup>th</sup> October 2017.

#### **Doctoral Workshop (PhD and DBA)**

We invite submissions for our doctoral workshop, which will take place in the University of Liverpool Management School on 25<sup>th</sup> April 2018. All students participating in the doctoral workshop will be eligible to attend the main conference without additional charge (except conference dinner). The

Workshop will provide the opportunity for students to engage with experienced researchers and journal editors from the OLKC community. An extended abstract of 1000 words should be set out under 7 sub-headings: Objectives, Research methods, (expected) Findings, Research implications, Practical implications, Originality, Key references.

You will then be required to submit a paper of 4000 words by 1st February, following the same format as the abstract. You should also include an additional section (no more than 300 words) outlining the main challenges you currently facing in your doctoral studies.

**Please circulate the Call widely within your networks**

We look forward to welcoming you to Liverpool. The conference venue is at the prestigious Hilton Hotel (4\*) located close to Liverpool's iconic Albert Dock.

Best regards

*Conference Organizing Committee:* Ossie Jones, Lisa Anderson, Elena Antonacopoulou, David Higgins, Allan Macpherson, Caroline Ramsey, Clare Rigg and Mike Zundel

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**Academy of Management Specialized Conference  
Big Data and Managing in a Digital Economy  
18-20 April 2018, Surrey, United Kingdom**



**Brief proposal submissions are now being accepted** for the groundbreaking, three-day **Academy of Management Specialized Conference on Big Data and Managing in a Digital Economy**. This exciting new conference, to be held just outside of London 18-20 April 2018, will be centered around **six innovative track themes**, and include a **mix of dynamic paper, symposium, keynote and active learning sessions**.

Please [visit the website](#) to learn more about #AOMBigData and [contact the Big Data Conference Committee](#) with any questions. Don't have a proposal to submit? Consider [signing up as a reviewer](#). Additional details about the benefits of becoming a reviewer can be found on the conference website.

[SUBMIT NOW](#)

**Deadline for ALL Submissions:** October 3, 2017 11:59 PM ET

[Download the Call for Submissions](#)

[Review the Submission Guidelines](#)

Paper and Symposium Proposals (6-8 pages)

Active Learning Workshop Proposals (1-3 pages)

[Explore the Conference Theme & Tracks](#)

[Conference Organizers](#)

Thank you in advance for your participation.

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## Recommending Russ Coff's Do Something Fun in Class Updated (*Free*) Strategy Teaching Tools Website

Note from Darlene: I have enjoyed the Strategy Teaching Tools for several semesters and after seeing the Live Case - Amazon Eats Whole Foods, wanted to share with my colleagues. Shared by Darlene Alexander-Houle

Please check out the new tools, experiential exercises and videos at:

[www.CarpenterStrategyToolbox.com](http://www.CarpenterStrategyToolbox.com)

**You can filter** by type of tool (exercise, video, etc.) using the tabs at the top or you can filter by topic in a strategy course (5 forces, RBV, global, etc.) using the categories on the right side. There is also a search function. You should find something useful in no time at all.

**Please help make the site more useful:**

- Comment on tools you have used in class (adding tips, etc.)
- Submit new tools so the resource is always growing
- Let me know if you have any questions or suggestions

Be sure to check out the most popular posts this week – including the [Paper Fight Exercise](#) and [Putting Together the Strategy Puzzle](#)! After that, here are links to a few *recently added* exercises and resources that you might find especially useful:

- [Live-Case: Amazon Eats Whole Foods.](#) With its \$13.7B bid, Amazon agreed to pay a 27% premium over Whole Foods' previous market valuation. The market rewarded Amazon with an increase in its stock price. While some opportunities are apparent, it remains unclear how Whole Foods will be worth 27% more to Amazon (and that's just to break even). This is a great live case to start the semester. Materials include news articles, poll, and a spreadsheet to test scenarios. Other cases can be found [by filtering on cases](#).
- [Exercise: Negotiating Coordination Costs.](#) Don't you envy folks teaching negotiation since students always find the exercises to be fun? Try the MicroTech negotiation to focus on the challenge of cooperation across units (for example to achieve synergies). MicroTech is a negotiation over the terms to transfer a technology between 2 divisions to take advantage of a market opportunity. In the process, about 20-40% of the potential value is typically left on the table. The discussion focuses on how to align objectives and achieve cooperation. Such cooperation is hard to achieve and may be a VRIO resource... You can find more [materials on experiential exercises by filtering on that topic](#).
- [Video: Moving Mountains on a Rugged Landscape.](#) This is a very short clip showing a huge boulder falling on the road in front of a car. This can be used to introduce the topic of anticipating what might go wrong while implementing a strategy. You can find more videos by [filtering on videos](#).
- [Research: Archive of PhD Seminar Syllabi.](#) While the toolbox is focused mostly on teaching strategy at the MBA and BBA levels, there is also room to provide some resources for PhD programs as well. Below are some strategy PhD seminar syllabi that may be useful. Check these out and feel free to send recent syllabi to add.

The [FAQ shows you how](#) to download and convert videos so they can be inserted into PowerPoint presentations.

-Russ

**Russell Coff**, UW Foundation Chairman Orr Bascom Professor of Strategy  
President, Strategic Management Society | [bus.wisc.edu/faculty/Russ-Coff](http://bus.wisc.edu/faculty/Russ-Coff)

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## MED Sponsors

### Sponsors

Without external sponsors MED would not be able to provide our range of socials, research awards and membership activities. Our core budget comes from AOM membership dues (please do encourage others to join), with a very significant proportion of our budget coming from sponsorships. We acknowledge the contribution of each of our sponsors, thank them for their support of the division, and in turn ask that MED members be mindful of their contributions to the division.



**the Italian Association for Managerial Formation**

<http://www.asfor.it/>



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**GMAC** <http://www.gmac.com/>

**Management and Organizational Behavior Teaching Society, Journal of Management Education**

<http://mobts.org/>

<http://journals.sagepub.com/home/jme>




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#### *Membership Committee Sponsors*

These sponsors provide financial support for specific MED promotion and awareness initiatives of the MED membership committee, for example promotional materials.

St Andrews University, UK  
St. Gallen University, Switzerland  
Maynooth University, Ireland

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## MED 2018 Officers – look for collaboration opportunities for the Chicago 2018 AOM meeting.

MED officers are always available to you:

Chair:	Miguel R. Olivas-Lujan, Clarion University of Pennsylvania <a href="mailto:molivas@clarion.edu">molivas@clarion.edu</a>
Past-Chair:	Peter McNamara, Maynooth University, Ireland <a href="mailto:Peter.McNamara@nuim.ie">Peter.McNamara@nuim.ie</a>
Chair-Elect:	Paul Hibbert, University of St. Andrews <a href="mailto:ph24@st-andrews.ac.uk">ph24@st-andrews.ac.uk</a>
Program Chair:	Kim Gower, University of Mary Washington <a href="mailto:drkingower@gmail.com">drkingower@gmail.com</a>
Program Chair-Elect, PDW Chair:	Sabine Hoidn, University of St. Gallen <a href="mailto:sabine_hoidn@mail.harvard.edu">sabine_hoidn@mail.harvard.edu</a>
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Junior Faculty Coordinator:	Alan Eisner, Pace University <a href="mailto:aeisner@pace.edu">aeisner@pace.edu</a>
ListServ Manager	Charles Wankel, St. John's University <a href="mailto:wankelc@verizon.net">wankelc@verizon.net</a>
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