



## Academy of Management      MED September 2016 Newsletter

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### Message from the Immediate Past Chair Barbara A. Ritter, Coastal Carolina University

Consistently, the Management Education and Development (MED) Division is identified by members as an inclusive and welcoming division for all members. The focus of the Division is to encourage professional scholarship and conduct research in management education and development. We promote the interchange of ideas, research, and other information in this area.

We also provide for fellowship among persons interested in teaching and researching the art of management education and development practices. Our division is a nurturing place for numerous scholars in the Academy who value the academic role in the classroom and want to improve themselves as teachers and/or teaching and learning practices.

In my experience, MED members take the developmental aspect of the division to heart and strive, not only to develop themselves as multifaceted professionals, but to also assist in the development of others. I first happened upon MED early in my academic career when I realized that I was not fully prepared as a graduate student to achieve to my potential in the classroom. In MED, I found a division whose members were eager and willing to help.

As a result of the most recent five-year review, our division engaged in some soul-searching, aided by members who are both committed and passionate about what MED provides. I have confidence that Peter McNamara, the new Division Chair, will guide the division to a future that provides tremendous value to current and new members. One thing that members can be certain of, however, is our love of all things teaching and learning will never diminish!

Barbara  
Barbara A. Ritter, Ph.D.  
Dean, E. Craig Wall Sr. College of Business Administration  
Vice President for Executive Development and Career Services  
Coastal Carolina University

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## Management Education and Development (MED) Awards 2016 Miguel R. Olivas-Luján, Division Chair-Elect 2016-17

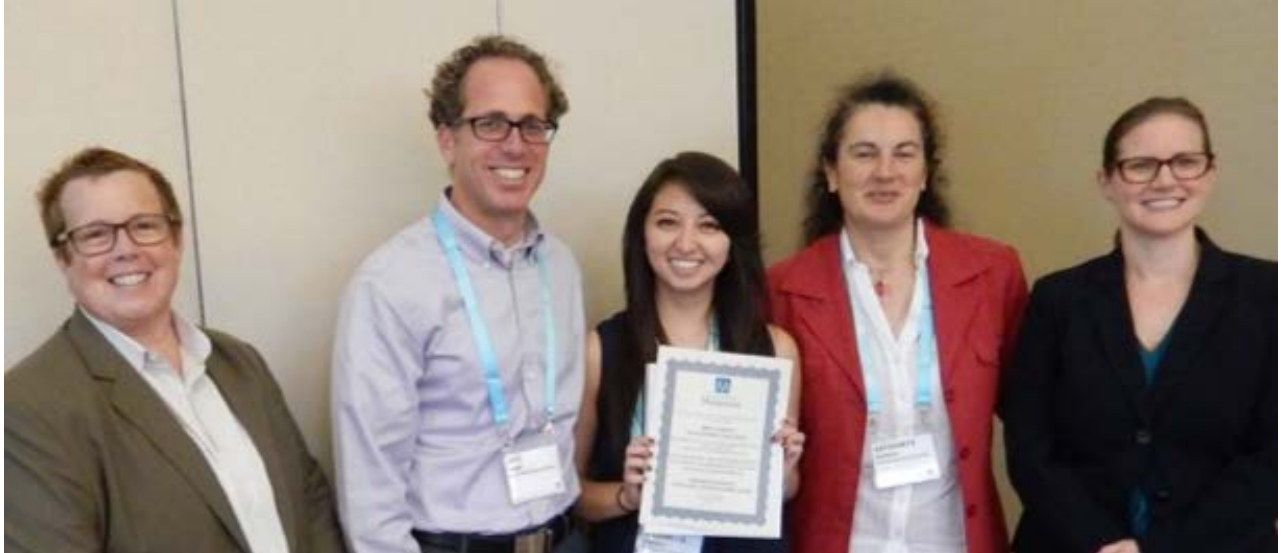
The Management Education and Development (MED) Division recognized the best submissions during the 76<sup>th</sup> Annual meeting of the Academy of Management in Anaheim, California. All papers, symposia, and professional development workshops (PDWs) competing for space in the program were double-blind reviewed by 243 peer reviewers during the first months of the year. Submissions rated the highest were then shortlisted and evaluated (again, through a double-blind review process) a second time, by a select group of reviewers that have been award winners in previous years.

Coordinating this process were Kim Gower, this year's Research Coordinator (RC), and Joshua J. Daspit, RC for 2016-17. Winners received a plaque to commemorate this achievement, as well as a \$500 check for each of the chosen submissions. The winners were:

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## MED Best Paper in Management Education Award

Sponsor: **Organizational Behavior Teaching Society (OBTS) and the Journal of Management Education**



Pictured (left to right): Kim Gower (MED RC 2015-16), Eric Lamm, Monique Domingo, Antoaneta Petkova, and Barbara Ritter (MED Chair 2015-16)

**Title: Let's Be Frank: The Real Improvement in Student Teamwork Effectiveness Following Peer Feedback**

**Authors: Monique Domingo, Antoaneta Petkova, Eric Lamm**

**Abstract:** This paper examines student improvement in five dimensions of teamwork effectiveness following detailed peer-evaluation feedback. Using a multi-method study design, they combine the insights from an in-depth qualitative study with formal hypothesis testing using quantitative data. Results show that students' grade aspirations and prior experience with the peer-evaluation system are positively related to the level of improvement following feedback, whereas the individual midterm peer-evaluation scores are negatively related to the level of improvement. Further, team conflict, interdependence and cohesiveness have different effects on the level of improvement in each dimension of teamwork effectiveness. Findings have some important scholarly and pedagogical implications.

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# MED Best Paper in Graduate Management Education

Sponsor: **Graduate Management Admission Council (GMAC)**



Pictured (left to right): Kim Gower, Teri Tompkins, Ann E. Feyerherm, and Barbara Ritter

**Title: How Exemplary Online Teachers Establish Relational Connections in Online Learning**

**Authors: Teri C. Tompkins, Ann E. Feyerherm, Kathryn S. Rogers**

**Abstract:** Because management researchers have conducted relatively little research on instructors and instruction of online education, we use exploratory research in this study in an attempt to explain how exemplary online teachers relate to and instruct students. We focus the purpose of this research on asking and further exploring two questions: “What are the demonstrated behaviors and attitudes of exemplary online teachers?” and “Is the element of human connection also an essential meaningful element of online teaching?” We found that, similar to on-ground exemplary instructors and instruction, there are behaviors and attitudes that exemplary online instructors demonstrate to enhance communication and build meaningful teacher- student connections, however they manifest differently in the online environment. Later, applying Cohen, et al’s (1984) social system conceptual scheme to our qualitative coding scheme, we found components related to instructor’s teaching philosophy, formal systems that support instruction, and adaptations online teachers make to enhance higher levels of interaction. But in most cases these manifested in different ways than would be available to the on-ground professor.

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## MED Global Forum Best Paper

Innovative Learning Solutions for best paper that creates the opportunity to address global issue(s) (universal or broad topic: applicable to all) of significance to management education and/or development



Pictured: Kim Gower, J. B. Arbaugh, and Barbara Ritter

**Title: Key Institutions and Discipline Area Competencies in Business and Management Education Research.**

**Authors: Charles J. Fornaciari, J. B. Arbaugh, Carlos J. Asarta, Regina F. Bento, Alvin Hwang, Kathy Lund Dean.**

**Abstract:** Business and management education (BME) research is largely fragmented across disciplinary silos, which is problematic for educational practice and research, and hinders the ability of scholars, administrators, and institutions to respond to different stakeholders. This study is arguably the first to examine institutional productivity across the BME research field as a whole, as well as within all its major disciplinary subareas. After a brief review of existing institutional studies of single-discipline BME research, we report and discuss our analysis of 4,464 BME articles published over a 10-year period (2005 through 2014) by approximately 1,900 schools worldwide, involving 9,612 authors. In a methodological innovation, we identify and rank institutional productivity in BME research not only on the basis of raw number of articles, but also in terms of a weighted quality score reflecting journal status. A comparison of our weighted and non-weighted lists indicates differing institutional research philosophies. Institutional rankings in the Top 100 list for overall BME research and the Top 10 lists within each of major BME disciplinary subfields indicate institutional diversity in excelling in broad versus discipline-focused BME research. Our results reveal that most BME research is conducted in AACSB-accredited schools in the United States and dispel the myth that R1 and R2 schools in the Carnegie classification are not interested in BME research.

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## MED Junior Faculty Best Paper Award

Sponsor: **SAGE/Journal of Leadership and Organizational Studies**  
**Junior Faculty Best Paper Award for the most significant contribution to management education by a Junior Faculty authorship team (all earned doctorates since 2007 or working on it)**



Pictured (left to right): Kim Gower, Kerul Kassel, Shelley Mitchell, Isabel Rimanoczy, Barbara Ritter

**Title: The Sustainable Mindset: Connecting Being, Thinking, and Doing in Management Education**

**Authors: Kerul Kassel, Isabel Rimanoczy, Shelley F. Mitchell**

**Abstract:** The authors present a novel definition and model of ‘Sustainability Mindset’ that can help educators frame curricula to facilitate broad and deep systemic learning among current and future leaders. A Sustainability Mindset is intended to help individuals analyze complex management challenges and generate truly innovative solutions. The Sustainability Mindset breaks away from traditional management disciplinary silos by integrating management ethics, entrepreneurship, environmental studies, systems thinking, self-awareness and spirituality within the dimensional contexts of being (values), thinking (knowledge) and doing (competency). We first review related literature, then propose a definition and model, exploring the content areas and dimensions of the proposed mindset, and finish by reflecting on how educators are facilitating this mindset in the context of management education and leadership development.

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



Pictured (left to right): Kim Gower, Joshua LeBlanc, Ruben Burga, and Barbara Ritter

### **Title: Analyzing the Effects of Teaching Approach on Engagement, Satisfaction and Future Time Perspective**

**Authors: Joshua Ervin LeBlanc, Ruben Burga, and Davar Rezania**

**Abstract:** Sensationalist media attention to corporate corruption and scandal has led to increased attention on the educational system preparing tomorrow's managers and senior executives for the workplace. Despite growing interest in corporate social responsibility (CSR) at both student and institutional levels, there exists a dearth of empirical research into how to best incorporate CSR into university education. This study explores the effects of student future time perspective orientation (SFTPO) on levels of student engagement and satisfaction throughout a 12-week course on CSR. Through the manipulation of pedagogical focus (content versus application) in a traditional face-to-face learning environment, we illustrate the dynamic nature of student SFTPO within a contextually specific domain. Multiple regression analyses testing for both individual level effects (age, gender, reason for taking the course, etc.) and learning environment effects (pedagogical focus) find lengthier SFTPO to predict greater levels of student engagement. While lengthier SFTPO predicts greater amounts of study time and deep learning strategies, it does not predict student satisfaction. Tests for indirect effects reveal that the influence of pedagogical focus on the relationships between SFTPO, student engagement and satisfaction, depend on length of exposure to CSR. Study limitations and future research directions are discussed.

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# Best Symposium in Management Education and Development Award

Sponsor: McGraw Hill/Irwin



Pictured (left to right): Kim Gower, EllenVan Oosten, Scott Taylor, Andromachi Anthanasopoulou  
Richard Boyatzis

Title: **New Frontiers in Coaching Research**

Authors: **Ellen Brooks Van Oosten, Angela M. Passarelli, Richard E. Boyatzis, Scott N. Taylor, Andromachi Athanasopoulou, Sue Dopson, Darren Good, Claudy Jules**

Abstract: Coaching grows rapidly as an industry and practice but what we know from research lags further. What we have learned from research has only begun to inform us as to what constitutes an effective coach, the outcomes of coaching, or the degree to which coaching brings about behavioral change in those coached. In this symposium we bring together presenters whose work encourages new frontiers in coaching research with a format inviting both scholars and practitioners to join together to explore those frontiers. Our presenters' papers explore (1) the need to better understand coach competence, (2) the process of coaching, and (3) the outcomes of coaching. We invited a scholar who conducts research on coaching and an experienced consultant and coach to serve as our discussants. They provide their unique perspectives to the papers presented and lead the discussion.

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## Global Forum Best Symposium in Management

Sponsor: **MED Division, Award for the symposium that best creates the opportunity to address global issues of significance to management education and/or development.**

**The Careers Best Symposium Award Finalist**



Pictured (left to right): Barbara Ritter, Jon Billsberry, Tine Koehler, Michael Cohen, and Kim Gower

**Title: Academic Careers in Management: What Have We Got Ourselves into?**

**Authors: Eden King, Michael Brian Cohen, Tine Koehler, Jon Billsberry**

### Abstract:

Academia has changed over the last decades and so have academic careers. The papers in this symposium discuss important factors that influence career success in the three main areas of academic job requirements, i.e., research, teaching, and service. The topics under evaluation include student evaluation of teaching and its impact on teaching quality and instructor well-being, shortcomings in the development and preparation of doctoral students and junior faculty members, the importance of professional service engagement, and the influence of important events and achievements on academic career success. We draw connections between the context of academic work today and specific career outcomes. This symposium will have important implications for research on careers and important practical implications for our discipline and the lives of the people in our community.

Evaluating the Advice That We Give to the Pre-Tenure Community, Presenter: Jose M. Cortina, George Mason U

Is Journal Reviewing Good for You? Outcomes of Professional Service Activities for Academic Careers, Presenters: Tine Koehler The U. Of Melbourne, Jon Billsberry Deakin U., Michael Brian Cohen Deakin

The Influence of Student Evaluations on Teach Behaviours and Well-Being, Presenter: Dirk C. Moosmayer, The U. of Nottingham, China

The Shocking Truth: The Role of Career Shocks, Presenters: Maria Kraimer U. of Iowa, Scott Seibert U. of Iowa, Lindsey M. Greco Oklahoma State U., Leisa D. Sargent, UNSW Australia

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## Best Professional Development Workshop

Sponsor: **ASFOR, the Italian Association for Managerial Formation**



Pictured (left to right): Barbara Ritter, Juan Andrei Villarroel, Chuck Eesley

Title: **Towards Business School 2.0: Online Models for Management Education**

Authors: **Juan Andrei Villarroel, Danica Purg, Chuck Eesley, Daniel Szpiro, Arshad Ahmad**

Abstract: We are inviting a panel of highly renowned leaders of change in the emergent field of “online management education” to explore the structure and dynamics surrounding a new generation of higher education organizations that transcend geographic, social, and economic boundaries in radical ways. The panel brings different stakeholder perspectives of this emergent ecosystem (from small and large education institutions, and from across many countries), and offers unique insights from initiatives that challenge the status-quo. As a result, a series of interactive discussions will offer a multi- faceted perspective around the “Business School 2.0” concept. Our panelists will unveil their perspectives around this concept, and altogether we will seek to converge on a set of propositions on the new opportunities (academic, economic, social, technical) for management education relative to the solely campus-based business school. The panelists will build on their complementary experiences to engage the PDW participants from their own perspective on the “new sources of value” (and corresponding challenges) in the emergent ecosystem associated with the concept. Our PDW should bring to the Academy an informed intellectual exchange on the key success factors rooted in practice that should benefit our quest for better models for management education.

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## Best Reviewer Award

Also recognized during this annual Awards and Business Meeting were the following **Best Reviewer** Awardees: J. B. Arbaugh, Jaime Andrés Bayona, Joy Beatty, Gerard Beenen, Alan T. Belasen, Jon Billsberry, Marcelo de Souza Bispo, Brian D. Blume, Kay Bunch, Rebecca M. Chory, Philip A. Cola, Cynthia S. Cycyota, Don Doty, Daniel M. Eveleth, Jeanie Mannheimer Forray, Steve Gove, Anne Graham, Danna Greenberg, Hakushi Hamaoka, Ciaran Heavey, Paul Hibbert, J. Laura Frost, Thomas F. Hawk, , Sabine Hoidn, Duane Hoover, Darlene Joy Alexander-Houle, John F. Hulpke, J. Kay Keels, Kerttu Kettunen, Rita Kowalski, Arthur LaMan, Opal Leung, Vance Johnson Lewis, Shirley M. Mayton, Rosemary Maellaro, Peter McNamara, Michele N. Medina, Frank Novakowski, James G. Pesek, Daniil Pokidko, Ruslan Ramanau, Heather Ranson, Dan Richards, Hector O. Rocha, Olga Ryazanova, Svetlana Serdyukov, Rita J. Shea-Van Fossen, Sheldene K. Simola, James C. Spee, Marilyn L. Taylor, Gislaine Cristina dos Santos Teixeira, Daniela C. Truty, Otmar E. Varela, Beth Woodard, and April Lee Wright.

Four factors were used to identify our best reviewers: (1) Submitters' assessments of quality of feedback, (2) Tone and usefulness of review, (3) Willingness to perform emergency reviews, and (4) Program Chair's assessment of these three and collegiality in the review. The importance of peer reviews cannot be understated; please sign up to review for MED in 2017 and contribute to strengthening our discipline!

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## 2016 PDW Program

The consistent themes of our PDW program were collegiality and collaboration. Let's look at collegiality first. We offered 17 PDW sessions which provided collegial development opportunities covering all of MED's diverse interests and expertise – research, pedagogy and practice in teaching, and impacting society. Sessions to help with research and writing were particularly popular, and our signature *Writer's Workshop* provided many emerging management education researchers with developmental advice. We look forward to seeing their scholarly submissions in 2017.

For those a little further on with their work, the long running session on *addressing reviewer comments* was so popular that extra contributors from the MED team were drafted to handle the level of interest! More generally there were opportunities to develop research-informed teaching in sessions focused on *case teaching*, *student teams* and *online management education*. Opportunities to unite research and teaching were provided in sessions such as *reflexivity & arts-based methods*, and *self-handicapping leadership*, while demonstrating the social impact of our research in sessions on *sustainability* and *responsibility*. So the PDWs offered tremendous *collegial support*, but there was also a lot of *collaboration* involved in making these sessions happen!

Overall, there were 217 registered contributors involved in delivering our PDW program, and our estimate of the total number of participants easily doubled contributors. We would also like to thank the Case Centre, who took an active role and provided sponsorship for the case teaching workshop. Overall we felt that the PDW program really demonstrated the collegiality and expertise of our

community, and showed that we are a supportive 'family' for our members. MED is a very large, extended family so we look forward to meeting even more members at the 2017 conference, in even more exciting workshops!

Paul Hibbert,  
2016 PDW Chair  
University of St. Andrews

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## MED 2017 Officers – look for information on the 2017 activities in the October newsletter:

Chair:	Peter McNamara, Maynooth, National University of Ireland
Past-Chair:	Barbara A. Ritter, Coastal Carolina University
Chair-Elect:	Miguel R. Olivas-Lujan, Clarion U of Pennsylvania
Program Chair:	Paul Hibbert, University of St. Andrews
Program Chair-Elect:	Kim Gower, University of Mary Washington
ListServ Manager	Charles Wankel, St. John's University
Membership Chair:	Sabine Hoidn, University of St. Gallen
Membership Coordinator-Elect:	Kathleen J. Barnes, William Patterson University
Newsletter Coordinator:	Darlene Alexander-Houle, University of Phoenix
Practitioner Liaison:	Melanie P. Cohen, Housing & Urban Dev/OCIO
Program Evaluation Coordinator:	Alan B. Eisner, Pace University
Representatives at Large:	Jennifer Lynn Schultz, Metropolitan State University and April L. Wright, University of Queensland
Research Chair:	Josh Daspit, Mississippi State University
Research Coordinator-Elect:	Gerard Beenen, California State University
Secretary:	Olga Igorevna Ryazanova, National University of Ireland
Treasurer:	Erika Engel Small, Coastal Caroline University

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