

**Institute of Behavioral and
Applied Management**



2023 Conference Program

IBAM 30

October 12-13, 2023



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The Institute of Behavioral and Applied Management

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Reviewer Appreciation

It would not be possible to have a peer-reviewed conference without the efforts of many reviewers. Thank you to each person who served in this capacity. Please continue your service for 2023.

Contents

President’s Welcome	1
IBAM History	3
Program Chair Welcome.....	4
IBAM Leadership 2023	5
Leadership Opportunities with IBAM	6
A Brief History of IBAM.....	6
Founding Members of IBAM (1992).....	9
Schedule:.....	15
Abstracts:	23



President's Welcome

Dear Esteemed Colleagues Friends,

It is with great pleasure that I welcome you to the 2023 Annual Conference of the Institute of Behavioral and Applied Management (IBAM). This year's conference promises to be a transformative event, bringing together a diverse community of scholars, practitioners, and students to explore the cutting-edge themes and challenges at the intersection of management, behavioral sciences, and applied practices.

As the president of IBAM, I am proud to lead an organization dedicated to advancing the frontiers of knowledge and practice. Our institute stands at the crossroads of academia and industry, striving to bridge the gap between theory and real-world application. This conference is a testament to our commitment to fostering meaningful conversations and collaborations among these spheres.

The theme for this year's conference, "New Frontiers of Management – Web3," couldn't be more apt. In today's rapidly changing global landscape, characterized by disruptive technologies, environmental concerns, social responsibility, and evolving consumer expectations, the challenges faced by managers are more complex than ever before. As university professors, practitioners, and students, we must come together to explore innovative strategies, ethical leadership, and sustainable practices to navigate these uncharted waters successfully.

Our conference program reflects the diverse interests and expertise of our attendees. We are thrilled to offer a rich array of sessions, including academic paper presentations, practitioner case studies, student research showcases, and professional development workshops. Topics will span the spectrum from employee owned businesses and strategy to leadership, AI applications, environmental social and governance issues.

This conference is not just an opportunity to gain insights but also to network with like-minded individuals who share a passion for advancing management knowledge and making a positive impact on the world. We encourage you to engage actively in discussions, ask challenging questions, and seek collaborations that can drive innovation and positive change.

I would like to extend my heartfelt gratitude to our organizing committee, dedicated volunteers, sponsors, and all of you for making this event possible. Your contributions and participation are instrumental in shaping the future of management.

Together, let's embark on this exciting journey of discovery and transformation. The 2023 IBAM Annual Conference promises to be an intellectually stimulating and professionally enriching experience. I look forward to meeting you all and hope that you leave this event inspired and empowered to navigate the future of management.

IBAM would love to have you join us in moving the organization forward to the next decade!

Marcel C. Minutolo, Ph.D., CSSBB
Professor of Strategic Management
Rockwell School of Business
Robert Morris University
President, IBAM

IBAM History

IBAM history goes back to 1993. Help us continue this tradition.

Here is a listing of past IBAM Conferences.

IBAM 1 (1993) - Denver	IBAM 17 (2009) – Washington
IBAM 2 (1994) - Washington	IBAM 18 (2010) – San Diego
IBAM 3 (1995) - Seattle	IBAM 19 (2011) - Orlando
IBAM 4 (1996) - Portland	IBAM 20 (2012) - Nashville
IBAM 5 (1997) - San Antonio	IBAM 21 (2013) - San Diego
IBAM 6 (1998) - Orlando	IBAM 22 (2014) - Orlando
IBAM 7 (1999) - Annapolis	IBAM 23 (2015) - Pittsburgh – Robert Morris University
IBAM 8 (2000) - San Diego	IBAM 24 (2016) - San Diego
IBAM 9 (2001) - Charleston	IBAM 25 (2018) – West Long Branch – Monmouth University
IBAM 10 (2002) - Denver	IBAM 26 (2019) – San Jose – San Jose State University
IBAM 11 (2003) - Tampa	IBAM 27 (2020) – Virtual
IBAM 12 (2004) – Providence	IBAM 28 (2021) – Virtual
IBAM 13 (2005) – Scottsdale	IBAM 29 (2022) – Virtual
IBAM 14 (2006) - Memphis	
IBAM 15 (2007) - Reno	
IBAM 16 (2008) - Orlando	

Program Chair Welcome

On behalf of the Institute of Behavioral and Applied Management, it is my great honor to welcome each and every one of you to this year's IBAM 30 Conference. We are thrilled to have you here, and we extend our warmest greetings to all our esteemed speakers, participants, sponsors, and distinguished guests.

This conference is a testament to the power of collaboration, innovation, and the boundless potential of the field of management. Over the next two we have an exciting agenda lined up for you, featuring a diverse range of sessions, workshops, and discussions led by some of the brightest minds in the industry.

Our theme for this year, *Next Frontiers of Management: Web3*, reflects our commitment to exploring the latest trends, strategies, and best practices that are shaping the future of management. It is our hope that you will leave here with not only a wealth of knowledge but also a renewed sense of inspiration and purpose in your professional journey.

IBAM is focused on the application of management and behavioral science and this conference provides great opportunities to network and hear from industry executives. We are honored to have {keynote speaker} as our keynote speaker. Please join us on Friday at 11:00AM to listen to {keynote speaker} talk.

We encourage you to take full advantage of this platform for networking and knowledge sharing. Engage in meaningful conversations, ask questions, and forge connections that have the potential to lead to new insights and collaborations.

A special word of gratitude goes out to our sponsors and partners, whose generous support has made this event possible. Your dedication to advancing the field of management is truly commendable.

Before we kick off our first session, I would like to express my deepest thanks to our division chairs, committee, volunteers, and everyone who has worked tirelessly behind the scenes to make this conference a reality: Division 1, I-Shuo (Steven) Chen and John Stakeley; Division 2, Kimberly Foor; Division 3, Jai Joon Lee and Graeme Coetzer; Division 4, Paul Jacques; Division 5, Arthur Jue; and, Division 6, Polly Silva. We are an all-volunteer organization and this group works tirelessly to ensure academic quality and professionalism. Your dedication and passion have been instrumental in bringing us all together.

Once again, welcome to the IBAM 30 Conference (2023). Let us embark on this journey of learning, collaboration, and growth together. I have no doubt that the next two days will be filled with valuable insights and memorable experiences.

Thank you, and let's make this conference a resounding success!

John S. Stakeley, D.Sc.

IBAM VP/Program Chair

IBAM Leadership 2023

Officers

President: Marcel C. Minutolo, Robert Morris University
Vice President and Program Chair: John Stakeley, Chatham University
Program Chair-Elect: Jennifer Murnane-Rainey, Midland University
Secretary: Polly Silva, Eastern Connecticut State University
Treasurer: Graeme Coetzer, Southern University - Baton Rouge
Immediate Past President: Scott Jeffrey, Monmouth University
Proceedings Editor: Paul Jacques, Rhode Island College
JBAM Editor: Paul Jacques, Rhode Island College
JBAM Associate Editor: John Garger, The Science Survival Academy
JBAM Assistant Editor: Veselina Vracheva, Chapman University

Division Chairs

Division I: Organizational Behavior, Theory, and Development

I-Shuo (Steven) Chen, University of Dundee

Division II: International Management

Kimberly Foor, Department of Defense, US Army

Division III: Strategic and Global Management

Jay Lee, California State University, Sacramento
Graeme Coetzer, Southern University - Baton Rouge

Division IV: Professional Development

Paul Jacques, Rhode Island College

Division V: Ethics, Corporate Social Responsibility, & Sustainability

Arthur Jue, LiveFreely, Inc

Division VI: Teaching and Learning

Polly Silva, Eastern Connecticut State University

Board of Governors

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Scott Jeffrey, Monmouth University
Sara Kimmel, Mississippi College
Kenneth Levitt, Frostburg State University
Mary Pisnar, Immediate Past President, Baldwin Wallace University
Ed Portugal, State University of New York at Potsdam
Linda Thomas, Bellevue University
Melody Wollan, Eastern Illinois University

Leadership Opportunities with IBAM

If you would like to become more involved with IBAM, please contact Marcel C. Minutolo or John Stakeley.

Current Positions

- Volunteers
 - Strategic and conference workgroups: IBAM needs you! Volunteers who can work with marketing, promotion, web content, planning, divisions, and conference events are welcome.
 - See Marcel C. Minutolo or John Stakeley for more information.

Expectations of IBAM Leaders:

- Attend the annual conference, including the pre and post leadership meetings.
- Be engaged, support the organization's mission and values, and participate in making the conference and journal a success through positive interactions.
- Be interested in filling the position for two years and in mentoring others to help fill your position in the future.
- Detailed job descriptions for IBAM openings are available in the registration area.

IBAM at your fingertips

<https://www.ibam.com/>

<https://www.linkedin.com/groups/1826655>

<https://www.facebook.com>

<https://www.linkedin.com/company/ibam-jbam/>

A Brief History of IBAM

The exact date of IBAM's founding is uncertain (some say it began over drinks in Charleston, S.C. in the summer of 1990; others say it began later that year in Philadelphia during the annual meeting of the Association of Management (AoM); while still others point to a meeting in January 1992 in Pittsburgh). The first official meeting, however, was held in the summer of 1992 in Breckenridge, Colorado where the first roster of officers was elected, an initial mission was approved, and it was decided that we would begin to raise funds to support an initial national conference. An initial national office was established in the Monfort College of Business at the University of Northern Colorado, and Dan Rowley as the initial president and two student assistants (provided by the College) set about organizing the first official meetings.

Based on a major gift from the University of Northern Colorado and several smaller gifts from officers and other educational institutions, IBAM 1 was held in Denver in the fall of 1993. There were only 74 participants, but the conference was a success, raising enough money to support a call for papers for IBAM 2, to be held in the fall of 1994 in Washington, D.C. The Denver conference also attracted our first nationally-known Keynote speaker, Dr. Fred Luthans from the University of Nebraska, thus creating a tradition IBAM has tried to maintain over the years.

As they say, the rest is history. We've had our ups and downs, but IBAM has grown in terms of financial strength, national reputation, and quality over the years. The general format of the organization and its program has changed very little over the years, only adding new activities and academic areas as they have become evident in the body of knowledge in the Field of Management. Clearly, one of our major advancements has been the introduction of the *Journal of Behavioral and Applied Management* which is published as a virtual journal on the Internet. Its first edition was published in 1999 and has become a widely known and respected contribution by IBAM to the management academic community.

The original mission of IBAM was to provide a small boutique academic professional organization to serve the needs of professors (especially new professors), students, and management practitioners in a smaller, helpful, and constructive environment. As the organization has progressed, it has not only achieved the goals implied in the mission statement, but has sought to remain relevant, maintain a high level of quality, and become a family. It is a pleasure to have been associated with IBAM and its members over the past 18 years, and I hope to remain a part of this group for many years to come.

Daniel James Rowley, Ph.D.
Founding President of IBAM
Greeley, Colorado - August 2007

Dan Rowley was not only a founding member of IBAM, but continued his support of IBAM as a Past President, Reviewer, Author, and Discussant until his death. His historical

account of IBAM's origins and his authorship of the core documents of the organization serve to remind us of his honorable legacy.

Founding Members of IBAM (1992)

Daniel James Rowley, PhD
University of Northern Colorado

Sharon Clinebell, PhD
University of Northern Colorado

Pam Hopkins, PhD
Southern Connecticut State University

Paul Stepanovich, PhD
Southern Connecticut State University

Herbert Sherman, PhD
Southampton College -
Long Island University

Don Nixon, PhD
Central Washington University

Jim Nimnicht, PhD
Central Washington University

Ray Alie, PhD
Western Michigan University

Shahrokh Dalpour, PhD
University of Maine, Farmington

Eric Lansford (student)
University of Northern Colorado

Joan Coll, PhD
Seton Hall University

Howard Kinslinger, PhD
Bloomsburg University of Pennsylvania

John Kilpatrick, PhD
Idaho State University

Kimberlee Keef, PhD
New England University



Great Sessions Involve Quality Presentations, Organized Chairs, and Insightful Discussants

For IBAM to be a good experience, it is important that session participants perform their responsibilities and roles.

Authors, session chairs and discussants are encouraged to:

1. **Be prepared.** Show up to the room 10 minutes ahead of time; introduce yourselves to each other. The discussant and session chair should have already read the papers and prepared comments. Authors can use this time to upload presentations and prepare the audio-visual equipment for use.
2. **Structure the session.** Discuss the timing allocations and make sure everyone understands how time will be managed and how presentation and discussant times will be allocated. Remember to leave time for general audience participation.
3. **Keep on schedule.** Session chairs should introduce and open the session, offering a brief overview indicating how the papers are related. Enforce time limits strictly so that no author, discussant or audience member monopolizes someone else's time. Once author and discussant presentations are complete, the remainder of the time can be used for informal discussion with the audience and session participants.
4. **Remember the purpose.** A session audience does not need to know every detail of each presented paper. The authors' presentations should "whet the appetite" of the listeners and motivate them to read the papers.
5. **Stimulate audience interest.** Whenever possible, a discussant should assume the role of devil's advocate, provoking discussion among the session's presenters and between the presenters and the audience. A measure of a discussant's effectiveness is the extent to which he or she engages others in an open discussion about the issues raised. Thus, rather than using the allotted time to conduct a one-way presentation about the papers, a discussant should highlight controversial issues that will stimulate dialogue among those in attendance. Discussants might consider writing out a one-page memo to the authors (or following up after the conference with an email) with some of the finer points, the harsher criticisms or elements of revision that were not covered fully during the session.

Call for Papers: IBAM 31

Watch for the call for papers for IBAM 31 as we gather to discuss, debate, and present our ideas about the future of behavioral and applied management! IBAM welcomes management educators, business practitioners, and students to share their ideas, research, and experiences in a friendly and supportive environment. Session discussions are lively, informative, stimulating, and broad-based.

Submit your original paper, symposium, workshop, or idea incubator proposal for anonymous peer review. The IBAM conference is an excellent outlet for completed research, work-in-progress, and the sharing of experiences in a variety of management sub-fields through refereed paper sessions, symposia, workshops, and panel discussions. Please consider one of these six categories of submission – one is sure to fit your needs!

Full Paper

A completed paper that is being considered for publication. It might be a work in progress, work for which you are still collecting developmental feedback. It might also be a “bottom drawer” paper you are trying to revive. All full papers will be automatically considered for best paper awards.

Student

A subcategory of “Full Papers” is a student paper. One author (ideally the first author) must be a student and must attend. Undergraduate, Masters, and Doctoral learners are welcome. “Best Student Paper” award(s) will be selected from this category.

Sponsoring faculty members should encourage institutional or private support of students whose papers are accepted. Submissions should include a statement that the student will attend the conference.

Symposia or Workshop

Either panel or presenter format. Proposals that cross disciplines and include multiple institutions are highly encouraged. Note: Not double-blind reviewed; selected by the Program Chair for inclusion in the program.

Idea Incubator

A research idea that is still being “kicked around.” At a minimum, idea incubators should have a literature review, hypotheses or research questions, and some idea of methodology. Idea incubators will be placed into their own sessions to allow feedback from peers in a more informal setting.

Submission Guidelines

1. All submissions must be entirely original and may not be under concurrent consideration or accepted for presentation elsewhere. You may submit up to two papers and/or proposals in any or all of the divisions. This includes papers and proposals that are co-authored.
2. All submissions should include at least three keywords and a 75-word abstract. When selecting the Topic Area (s), please select at least one but no more than three. Papers, proposals, and summaries should be double-spaced with one-inch margins, typed in a 12-point font, and follow APA format.
3. Guidelines by submission type:
Paper: Upload a full paper stripped of all author identification information. The paper should be in APA format with full references. Information can be found at <http://www.apastyle.apa.org/>.

Student Papers: A subcategory of “Full Papers” is a student paper. One author (ideally the first author) must be a student and must attend. Undergraduate, Masters, and Doctoral learners are welcome.

Symposia or Workshop: A 3-5 proposal should be submitted through the conference site. Included in the proposal should be a statement that all contributors intend to register for and attend the conference.

Idea Incubator: The author(s) should submit a detailed abstract with as much information as they have. Full idea, methodology thoughts, etc.
4. Submit your paper, proposal, or summary by uploading it into the IBAM Scholastica website: <https://ibam.scholasticahq.com/for-authors> and following the instructions for submissions located at the IBAM site: <https://www.ibam.com/conferences>.
5. Please do not include a cover/title page with your paper. Author information will be recorded on the submission page at the IBAM web site. The uploaded document should be free of any identifying author indications and the document “Properties” data should be cleared as well. All submissions are double blind-reviewed.
6. All accepted program participants must register and attend the conference. Fees must be paid by posted deadlines and cannot be returned after this date for any reason.

We look forward to seeing you at IBAM 31!
Sincerely,

Marcel C. Minutolo, IBAM President
minutolo@rmu.edu

John Stakeley, IBAM Program Chair
j.stakeley@chatham.edu



JBAM

Call for Papers

JOURNAL OF BEHAVIORAL AND APPLIED MANAGEMENT

We invite management scholars, trainers and practitioners to contribute articles or cases for possible publication in the *Journal of Behavioral and Applied Management* (ISSN 1930 0158), a national refereed, online publication.

Manuscripts should be of interest to researchers, management instructors at the undergraduate and graduate levels, and to practitioners. A more complete call including the submission procedure, review procedure, review information, and some suggested topics may be found at [JBAM](#).

The *Journal of Behavioral and Applied Management* is listed with ProQuest's ABI Inform; and in the *Cabell's Directory of Publishing Opportunities*.

A style guide may be found at <https://jbam.scholasticahq.com/for-authors>.

Manuscripts may not be previously published or be under consideration for publication by another journal.

Previous issues can be examined at <https://jbam.scholasticahq.com/issues> .

Paul Jacques, Editor
John Garger, Associate Editor
Veselina Vracheva, Assistant Editor
Journal of Behavioral and Applied Management

We are extremely grateful for our sponsors and hope that you will consider visiting them.

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To become a sponsor, please visit www.ibam.com

Schedule:

Thursday	Theme	
9:30 am - 10:00 am NOTE: All times are Eastern	Opening remarks and networking	Marcel C. Minutolo, the President of IBAM welcomes the attendees and provides an opportunity for morning networking.
10:00 am - 11:00 am	Keynote	<div style="text-align: center;">  </div> <p> Kevin McPhillips has enjoyed more than 30 years working in both non-profit and private leadership. Before joining the PaCEO, McPhillips served as CEO of 1000 Museums, the leading online community destination for museums and exhibitions from around the world. Prior, he was President of The Princeton Companies, handpicked by the Governor's Office as a model of NJ Business growth, served as President of Direct Group, one of the nation's largest Direct Marketing firms, and spent 8 years leading non-profit centers for citizens with special needs. His experiences managing and owning businesses taught him that employee ownership and investment IS good business. Kevin is a graduate of Northwestern University. </p>
11:00 am - 12:00 pm	Session 1	<p style="text-align: center;"> Analogy of Glass and Straw: Understanding the Structure and Functions of Mombasa Port in East Africa's Transportation Networks </p> <p style="text-align: center;"> David Amakobe African Wood Inc dfamakobe@gmail.com </p> <p style="text-align: center;"> Kingsford Rucha Associate Professor University of Nairobi kingsrucha@uonbi.ac.ke </p> <p style="text-align: center;"> Kennedy Ogollah Professor </p>

		<p style="text-align: center;">University of Nairobi</p> <hr/> <p style="text-align: center;">Empirical examination of the Relationships between General Process Management Competency, Self-Efficacy for Project Teamwork and Team Member Performance in Short-Term Project Teams</p> <p style="text-align: center;">Graeme. H. Coetzer PhD Associate Professor of Organizational Management and Development College of Business Southern University graeme.coetzer@sus.edu (912) 399-5265</p> <p style="text-align: center;">Koffi Dodor PhD Assistant Professor Southern University – College of Business Koffi_dodor@subr.edu</p> <p style="text-align: center;">Testfalidet Tukue PhD Assistant Professor Southern University – College of Business Testalidet_tukue@subr.edu</p> <hr/> <p style="text-align: center;">Meditating Influence of General Process Management Competency on the relationship between Task Inattentiveness and Self-Efficacy for Project Teamwork among Management Students</p> <p style="text-align: center;">Graeme. H. Coetzer PhD Associate Professor of Organizational Management and Development College of Business Southern University graeme.coetzer@sus.edu</p> <p style="text-align: center;">Joseph Omonuk, PhD Associate Professor College of Business Southern University Joseph_omonuk@subr.edu</p> <p style="text-align: center;">Sung No, PhD Professor College of Business Southern University sung_no@subr.edu</p>
12:00 pm - 1:00 pm	Lunch Break	<p style="text-align: center;">LUNCH</p> <p style="text-align: center;">Feel free to bring your lunch to this virtual session where you can enjoy your meal and connect with others.</p>

<p>1:00 pm - 2:00 pm</p>	<p>JBAM</p>	<p align="center">Meet the editorial team of the <i>Journal of Behavioral and Applied Management</i></p> <p align="center">Paul H. Jacques, Management and Marketing Department Rhode Island College pjacques@ric.edu</p> <p align="center">John Garger, Associate Editor The Science Survival Academy john@johngarger.com</p> <p align="center">Veselina Vracheva Argyros School of Business, Chapman University vracheva@chapman.edu</p>
<p>2:00 pm - 3:00 pm</p>	<p>Session 2</p>	<p align="center">Generational Perceptions of the Performance Appraisal Process</p> <p align="center">Carol Locker, Ph.D. , PMP Purdue Global clocker@purdueglobal.edu</p> <p align="center">Jennifer Teague, Ph.D. Southern New Hampshire University j.teague@snhu.edu</p> <hr/> <p align="center">The Impact of Generational Differences on Work Ethic</p> <p align="center">Jennifer Teague, Ph.D. Southern New Hampshire University j.teague@snhu.edu</p> <p align="center">Jack Deem, Ph.D. Purdue Global jdeem@purdueglobal.edu</p> <p align="center">Carol Locker, Ph.D., PMP Purdue Global clocker@purdueglobal.edu</p> <p align="center">Lisa Phillips, Ph.D. Purdue Global lisa.phillips@purdueglobal.edu</p> <p align="center">Carol Taylor, MHRM Purdue Global ctaylor@purdueglobal.edu</p>

3:00 pm - 4:00 pm	Session 3	<p>Korean Restaurant Employees’ Affective and Continuance Commitment to the Organization as Reflections of Leaders’ Authenticity and Effectiveness</p> <p>Paul H. Jacques Management and Marketing Department Rhode Island College pjacques@ric.edu</p> <p>John Garger The Science Survival Academy john@johngarger.com</p> <p>Veselina Vracheva, Ph.D. Argyros School of Business and Economics, Chapman University vracheva@chapman.edu</p> <p>Kyuhoo Lee, Ph.D. School of Business & Economics Sonoma State University kyuhoo.lee@sonoma.edu</p> <p>Jae-Youn Ko, Ph.D. Department of Foodservice Management Kyunghee University</p>
		<p>It’s the Human Factor: Online Teaching Methods that Drive Student Engagement and Reduce Cheating</p> <p>Mary Pisanar, Ph.D. Professor School of Business Baldwin Wallace University mpisanar@bw.edu</p>
4:00 pm - 5:30 pm	Networking	<p>Virtual Happy Hour to connect, engage, and discuss you teaching, scholarship, and life with IBAM colleagues</p> <p>Connect with other IBAMers to catchup, build relationships, or get to know new members. This is BYOVV (virtual) and is an opportunity for an open discussion.</p>

Friday		
8:00am – 9:00am	PDW 1	<p align="center">Roundtable: "Harnessing CHAT GPT in Higher Education: A Collaborative Dialogue on Policies and Pedagogy"</p> <p align="center">Paul H. Jacques Management and Marketing Department Rhode Island College pjacques@ric.edu</p>
9:00am – 10:00am	Keynote	<div align="center" data-bbox="706 604 1295 1075">  </div> <p>Thomas Roback, Jr. is President/Principal/Managing Director of Blue Ridge ESOP Associates. Tom Roback has worked in the accounting, investment and ESOP industry for over 30 years. He is an expert in ESOP, 401(k) and equity compensation administration. He is a Qualified 401(k) Administrator (QKA), Certified Equity Professional (CEP) and was the Chair on the Board of Directors for the National Center for Employee Ownership (NCEO). Mr. Roback is also the Vice President-Membership for the ESOP Association’s Mid-Atlantic Chapter and the former President of the Central Virginia Employee Benefits Council (CVEBC). He is a member of: The ESOP Association; ASPPA; Employee-Owned S Corporations of America; Exit Planning Exchange; and the NCEO. Mr. Roback received his Master of Business Administration from the University of Baltimore and a Bachelor of Science in Accounting from the College of William and Mary.</p>
10:00 am - 11:00 am	Session 4	<p align="center">Social Responsibility: ESOPs vs Non-ESOPs</p> <p align="center">Ta’Niya-Marie Nored Chatham University</p> <hr/> <p align="center">How Employee-Owned Businesses Can Negate the Free-Rider Problem</p>

		<p>Rachel Tighe Department of Business Chatham University</p>
		<p>Employee-Owned Businesses: A Booster of Job Satisfaction</p> <p>Andrew Hoyt Department of Business and Entrepreneurship Chatham University</p>
11:00 am - 12:00 pm	PDW 2	<p>Roundtable: "Nurturing Critical Thinking in Undergraduate Management Courses"</p> <p>Paul H. Jacques Management and Marketing Department Rhode Island College pjacques@ric.edu</p>
12:00 pm – 1:00 pm	Panel Discussion	<p>Ethical Considerations on the Role of AI in AgeTech</p> <p>Dr. Arthur Jue Dr Paul Runge Vijay Kanth Goud Siddagowni Balram Daniel Jue</p>
1:00 pm - 2:00 pm	Session 5	<p>A Conceptual Look at the Future of Learning: Exploring Student Motivation in AI-Enhanced Assignments</p> <p>Paul H. Jacques Management and Marketing Department Rhode Island College pjacques@ric.edu</p> <p>Jiani Wu Magic Strategy Consulting Group</p> <p>John Garger The Science Survival Academy john@johngarger.com</p>
		<p>Should We Actually Be Going Back to the Office?</p> <p>Kenneth Levitt Ph.D. Associate Professor of Management Frostburg State University kjlevitt@frostburg.edu</p>

<p>2:00 pm - 3:00 pm</p>	<p>Session 6</p>	<p>Feeling Like an Owner — Because I Own (the Stock of) my Company, Because I Earn Money from it, or Because it Feels Fair? Interrelatedness of Employee Stock Compensation, Justice Perception, and Psychological Ownership</p> <p>Jungook Kim, Ph.D. Chatham University j.kim@chatham.edu</p> <hr/> <p>Exploring the Influence of Event Appraisal and Coping Strategies on Perceived Workplace Discrimination Among LatinX Mothers in the United States</p> <p>Paola Ginel Diaz Management and Marketing Department Rhode Island College pginel_7646@email.ric.edu</p> <p>Paul H. Jacques Management and Marketing Department Rhode Island College pjacques@ric.edu</p> <p>John Garger The Science Survival Academy john@johngarger.com</p>
<p>3:00 pm - 4:00 pm</p>	<p>PDW 3</p>	<p>Reimagining Statistics: An Experiential Exercise to Teach Multiple Regression using Real Estate Data</p> <p>Kenneth M. York, Ph.D. Professor School of Business Administration Oakland University york@oakland.edu contact</p> <p>T J Wharton, Ph.D. School of Business Administration Oakland University wharton@oakland.edu</p> <hr/> <p>Entrepreneurship: Would you like to start your own business?</p> <p>John Stakeley j.stakeley@chatham.edu Chatham University</p>

4:00 pm - 6:00 pm	IBAM Leadership Meeting	Annual business meeting of the Institute of Behavioral and Applied Management
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IBAM 30 comes to an end. The IBAM 30 Proceedings will be posted electronically on the IBAM website (<http://www.ibam.com>). We hope that you have been enriched by your time with us over the past two days.

Please continue to share your research with IBAM and JBAM. If you are interested in finding out more about volunteer opportunities with IBAM, please contact Marcel C. Minutolo (minutolo@rmu.edu) or John Stakeley (j.stakeley@chatham.edu).

Abstracts:

Analogy of Glass and Straw: Understanding the Structure and Functions of Mombasa Port in East Africa's Transportation Networks

David Amakobe
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Ports significantly influence the socio-economic development of any nation or region that depends on them. However, this is usually affected by many factors that render inefficiencies at the ports and along the corridors to the hinterland. This paper is an improved extract from a policy influencing assessment report on the socio-economic impact of operationalizing the standard gauge railway in the Port City of Mombasa to appreciate the ports' role. The study presents a concise analysis and a sneak preview of what may be considered a rare analysis of this topical issue. The study relied on secondary reports and information on the efficient and effective transport corridors in Eastern Africa. The East Africa region transport corridors consist of two major international corridors, the Northern Corridor and the Central Corridor, which traverse the sub-region, forming a CBTI network, each linking seaports with land-locked countries. A growing enhancement inland connectivity provides land-locked countries with adequate access to ports. The study delves into the ownership structure and development of the Port of Mombasa to address the objective. The study found that the degree of ownership naturally depends on national ideology. Thus, the management by Kenya Ports Authority depicts a public ownership structure. Evidenced also was the role of the Port of Mombasa in cargo movement within the corridors to rail and road networks for inter-land transportation. Mombasa Port Community Charter (the "Charter") seeks to optimize the full trade potential of the Port of Mombasa, in essence, helping a great deal in making the Port a competitive enabler of the northern transport corridor. Indeed, for a straw to draw well and judge its functionality, the content in the glass must be well prepared for drawing. One cannot blame a water pipe for not piping water efficiently, and the dam must also be functional.

Keywords: Transport Corridor, Port Ownership, Port Management, Role, Structure, Organizational Behavior, Mombasa

Empirical examination of the Relationships between General Process Management Competency, Self-Efficacy for Project Teamwork and Team Member Performance in Short-Term Project Teams

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This research study examines the mediating influence of self-efficacy for project teamwork (SEPTW) on the relationship between general process management competency (GPMC) and team member effectiveness in short-term project teams (TME). Ninety-two professionally employed business graduate students participated in a 14-week project team. Each subject completed a self-assessment measure of SEPTW, and a close associate completed an observer version of a GPMC scale. At the end of the project, each team member rated the effectiveness of the other team members. Product moment correlations were used to examine the hypothesized relationships between TME and both GPMC and SEPTW, and between SEPTW and GPMC. The Hayes process and the Sobel test was used to test the hypothesis that SEPTW mediates the relationship between GPMC and TME. TME was significantly correlated with both SEPTW ($r = 0.49, p < 0.01$) and GPMC ($r = 0.41, p < 0.01$) and SEPTW was significantly correlated with GPMC ($r = 0.52, p < 0.01$). Both the Hayes process and Sobel test ($Z = 2.978, p = 0.003$) confirm that SEPTW partially mediates the relationship between GPMC and TME. Business educators and practitioners need to be aware of the influence of GPMC and SEPTW on TME in project teams. Education, training, and organizational development interventions that promote general process management competency and self-efficacy for project teamwork in an integrated manner should improve team member performance in project teams. This is the first study to examine the relationships between GPMC, SEPTW and TME. The results of this study highlight the importance of enhancing both general process management competency and self-efficacy for project teamwork to help improve team member performance in project teams.

Keywords: Process Management, Process Management Competency, Conflict Management, Cooperative Conflict Management, Team member performance, Team member effectiveness

Meditating Influence of General Process Management Competency on the relationship between Task Inattentiveness and Self-Efficacy for Project Teamwork among Management Students

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This research study examines the mediating influence of general process management competency (GPMC) on the relationship between task inattentiveness (TIA) and self-efficacy for project teamwork (SEPTW) among management students. One hundred and sixty-four graduate management students completed self-assessment measures of TIA and SEPTW, and identified a close associate who completed an observer version of a general process management competency measure. Product moment correlations were used to examine the hypothesized relationships between SEPTW and both TIA and GPMC, and both the Hayes process and the Sobel test was used to test the hypothesis that GPMC mediates the relationship between TIA and SEPTW. SEPTW was significantly correlated with both TIA ($r = -0.24, p < 0.01$) and GPMC ($r = 0.44, p < 0.01$). TIA was significantly correlated with GPMC ($r = -0.33, p < 0.01$). Both the Hayes process and Sobel test ($Z = -3.49, p < 0.00$) confirmed that GPMC fully mediated the relationship between TA and SEPTW. Management educators and practitioners need to be aware of the influence of task inattentiveness and general process management competency on self-efficacy for project teamwork. Teaching strategies and other developmental resources that address task inattentiveness and promote general process management competency in an integrated manner will help improve self confidence in project teamwork (key contributor to team member effectiveness). This is the first study to examine the relationships between TIA, GPMC and SEPTW. The results of this study highlight the importance of developing teaching strategies and providing developmental resources that enhance both task attentiveness and general process management competency in an integrated manner, to promote greater confidence in the ability to work in project teams.

Keywords: Process Management, Process Management Competencies, Self-Efficacy for Teamwork, Self-Efficacy for Project Teams, Project Teams, Attention Deficit

Exploring the Influence of Event Appraisal and Coping Strategies on Perceived Workplace Discrimination Among LatinX Mothers in the United States

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This study focuses on the discrimination that takes place in the workplace environment and what effects perceived discrimination have on LatinX mothers. Anticipated outcomes to be observed are job commitment and psychological well-being. We develop an adapted version of Lazarus and Folkman's (1984) transactional stress and coping model by adapting it to the population of LatinX mothers. This study conceptualizes the model to uniquely capture the impacts of perceived discrimination by leveraging measures of perceived discrimination severity, their frequency, duration and their relationships with the target's primary appraisal of exposure to discrimination followed by the effects of the target's coping behavior on outcomes.

Keywords: LatinX, LatinX Mother, Workplace Discrimination, Prejudice, Coping, Stress, Event Appraisal

Employee-Owned Businesses: A Booster of Job Satisfaction

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A problem that is plaguing workplaces is employee turnover. Many people are leaving their job to gain a bigger challenge, have more power within the company, and feel more appreciated at work. Employee-owned businesses give employees an opportunity to experience these things. Employee-owned businesses give their employees more wealth, job stability, and a general sense of happiness while working there. The happiness leads to more motivation and productivity from the company and the co-workers.

Keywords: Employee-owned, wealth, job stability, happiness, motivation, productivity

Roundtable: "Harnessing CHAT GPT in Higher Education: A Collaborative Dialogue on Policies and Pedagogy"

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The roundtable discussion, titled “Harnessing CHAT GPT in Higher Education: A Collaborative Dialogue on Policies and Pedagogy,” aims to foster a collaborative exploration of Conversational Human-AI Technology (CHAT GPT) in higher education among college professors. In this 1000-word extended agenda, we outline a comprehensive program spanning various facets of CHAT GPT integration.

Participants will engage in discussions ranging from understanding CHAT GPT’s capabilities to sharing real-world classroom experiences and addressing policy and ethical considerations. The agenda emphasizes active participation, knowledge sharing, and collective problem-solving, allowing attendees to glean insights into harnessing CHAT GPT effectively for enriched pedagogy. Best practices and innovative teaching approaches will be highlighted, equipping educators with actionable strategies.

This 50 minute roundtable seeks to empower educators with a well-rounded understanding of CHAT GPT, guiding them in navigating the complex landscape of AI technology in education responsibly. Attendees will leave with concrete action items, networking opportunities, and a sense of community as they pioneer the future of college classrooms.

Keywords: AI in the classroom, Andragogy, CHAT GPT, Classroom ethics

Roundtable: "Nurturing Critical Thinking in Undergraduate Management Courses"

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The roundtable, titled “Nurturing Critical Thinking in Undergraduate Management Courses,” serves as a dynamic forum for college faculty seeking to enrich their pedagogical approaches. In a concise 50-minute session, attendees will embark on a collaborative journey to empower their undergraduate management students with critical thinking skills essential for success in a contemporary business landscape.

The roundtable format will foster engaging dialogue which will address the nuances of critical thinking within the context of management education. Faculty participants will share their current practices, challenges, and experiences, fostering an environment of mutual learning.

The heart of the roundtable lies in the exploration of innovative pedagogical techniques that stimulate critical thinking, along with effective methods for assessing and evaluating students’ progress. Discussion of actual exercises and techniques to foster the development of the skill of critical thinking will illuminate options for practical application, and lively discussions will encourage the exchange of ideas and experiences among peers.

Attendees will leave the roundtable with actionable takeaways, armed with a toolkit of creative exercises and strategies tailored to their management courses. The emphasis is on empowering educators to inspire and equip the next generation of managers with robust critical thinking capabilities, ensuring their readiness for the dynamic challenges in student’s professional careers.

Keywords: Developing critical thinking, undergraduate student, andragogy, management education

Korean Restaurant Employees' Affective and Continuance Commitment to the Organization as Reflections of Leaders' Authenticity and Effectiveness

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Although many studies assess the validity of leadership theories across contexts, samples, countries, and cultures, the literature still calls for leadership research that assesses such theories in contexts other than the typically Western ones in which they were developed, tested, and validated. This study addresses such calls by assessing authentic leadership and leader effectiveness as predictors of South Korean restaurant employees' affective and continuance commitment. From a survey methodology, results suggest that employees' perceptions of their direct managers' authentic leadership behaviors predict those same employees' perceptions of their direct managers' leader effectiveness. Such effectiveness also predicts both employees' affective and continuance commitment to the organization. Although it appears that these leadership theories operate as expected in a South Korean context, the literature rarely addresses what mechanisms are behind them. We offer several propositions that address why leadership theories can appear to operate similarly across contexts even though they are based on very different underlying mechanisms.

Keywords: South Korea, authentic leadership, leader effectiveness, affective commitment, continuance commitment, restaurant employees

A Conceptual Look at the Future of Learning: Exploring Student Motivation in AI-Enhanced Assignments

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This proposed research study aims to investigate the interplay between personality traits, the Technology Acceptance Model (TAM), and prior experience with AI in shaping student motivation when utilizing AI in academic assignments. The study will also consider the impact of two additional constructs, self-efficacy and perceived usefulness, on the motivation contrast among students using AI compared to those not using AI. The findings of this study can provide insights into how personality traits, technology acceptance, and prior experience with AI influence student motivation, which is crucial for educators and institutions seeking to enhance the integration of AI into educational contexts.

Keywords: Instructional deployment of AI, ChatGPT, student outcomes in higher education, student motivation, conceptual study, Student use of AI

Ethical Considerations on the Role of AI in AgeTech

Dr. Arthur Jue

Dr Paul Runge

Vijay Kanth Goud Siddagowni Balram

Daniel Jue

Abstract

Artificial Intelligence (AI) has made significant strides in various industries, including healthcare. One of the emerging fields where AI is increasingly applied is AgeTech, which focuses on addressing the needs of the elderly population. While AI in AgeTech offers promising solutions, it also raises ethical questions that need careful consideration. This interactive session with panelists involved in applying AI in developing solutions for seniors will explore these ethical considerations by posing relevant questions and discussing each question in detail.

Panel Objectives:

The objective of the session is to delve into the complex ethical landscape of AI applications in addressing the needs of the elderly. Participants will:

- Gain a better understanding of the ethical considerations surrounding the use of AI in AgeTech.
- Explore various questions and concerns related to autonomy, privacy, transparency, equity, bias, and human connection in AI-driven AgeTech.
- Discuss potential solutions and strategies for addressing these ethical concerns.
- Encourage critical thinking and thoughtful decision-making in the development and deployment of AI technologies for the elderly.

Session Format:

The session will cover the following questions, inviting both panelist and audience dialog and input:

1. **Autonomy and Privacy:** How does AI in AgeTech impact the autonomy and privacy of elderly individuals?

With the elderly population projected to grow by 30% over the next decade, many citizens will be involved in caregiving situations (1). AI-driven monitoring systems, such as smart homes or wearable devices, can assist in ensuring the safety of seniors but may also intrude on their privacy. Striking a balance between providing care and respecting autonomy and privacy is crucial. For example, should an AI system notify family members or healthcare providers without the elderly person's consent if it detects a potential health issue?

2. **Transparency and Accountability:** How can we ensure transparency and accountability in AI systems designed for the elderly?

Steve Wozniak, among other technology luminaries are raising the alarm about the need for greater transparency and accountability in the regulation and use of AI (2). Many health professionals argue that elderly individuals and their caregivers should have a clear understanding of how AI systems work and make decisions. Ethical concerns arise when AI algorithms are opaque, making it difficult to identify biases or errors. Pundits maintain that regulations and standards for transparency and accountability is essential to address these concerns (3). What standards and regulations should be implemented in this regard?

3. **Equity and Accessibility:** What measures should be taken to ensure that AI-based AgeTech is accessible and beneficial to all elderly individuals, including those with limited resources or technological literacy?

The digital divide can exacerbate inequalities among the elderly population. Ethical considerations include addressing disparities in access to AI-based AgeTech solutions, ensuring that affordability and usability are not barriers, and providing support and education for seniors to use these technologies effectively. What responsibility do solution providers, caregiving communities, governments, and others have to ensure literacy and accessibility? How is that best achieved?

4. **Bias and Fairness:** How can we mitigate biases in AI systems used in AgeTech to prevent discrimination against elderly individuals based on factors like race, gender, or socioeconomic status?

Bias in AI algorithms can lead to unequal treatment. For example, if an AI system for medication management is biased against a certain factor, it could result in inadequate care. Ethical considerations include rigorous testing for biases, continuous monitoring, and diverse input data to ensure fairness and inclusivity. How can we best ensure inclusivity in AgeTech? Who is responsible, how do we monitor it, and what are acceptable standards?

5. **Depersonalization vs. Human Connection:**How do AI interactions in AgeTech affect the emotional and social needs of the elderly? Is there a risk of depersonalization in care?

With the advent of generative AI, many argue that it is replacing human connection and displacing traditional healthcare workers. While AI can provide valuable assistance, is it replacing the human connection that is essential for emotional well-being, especially among the elderly. Ethical concerns revolve around finding a balance between the efficiency of AI-driven care and the need for meaningful human interaction.

Summary

AI has the potential to revolutionize AgeTech and improve the quality of life for elderly individuals globally. However, ethical considerations are numerous and significant in advancing the vanguard of innovation in this new area of study and practice. Autonomy, privacy, transparency, equity, bias, and the balance between AI and human connection are all vital aspects that must be addressed in the development and deployment of AI in AgeTech. These questions and discussions serve as a starting point for ethical reflection and decision-making in this rapidly evolving field, ensuring that AI benefits the elderly population while respecting their dignity and rights.

Panelists:

Panelist 1 (P1): Dr Arthur Jue

Dr. Arthur L. Jue is CEO of LiveFreely, Inc., a digital health company, and Dean of Lincoln Law School of San Jose. He has an extensive background as a serial entrepreneur, executive, educator, and author. In addition, he serves on numerous corporate and non-profit boards. He holds a Doctorate in Leadership, an MBA with emphasis in Technology Management, and a BSc. in Marketing and Decision Sciences. Dr. Jue is a Certified Corporate Director (Harvard), Certified Credit Union Director (London Business School), and graduate of Oxford's Advanced Leadership Program. He speaks extensively, has published multiple books, enjoys indie filmmaking, and is a concert violinist.

Panelist 2: Dr Paul Runge

Dr Paul Runge is a board-certified medical doctor, researcher, and innovator. Besides private practice in Sarasota FL, he has also taught resident physicians at the University of South Florida, Tampa and served on the staff of Sarasota Memorial Hospital. He has been a Fellow at the University of Tennessee in Health Sciences, a Fellow of the American College of Surgeons, and a member of the Royal Society of Medicine in London, UK, among other appointments. He is currently actively engaged in medical relief efforts in Ukraine.

Panelist 3: Vijay Kanth Goud Siddagowni Balram:

Vijay Kanth Goud Siddagowni Balram serves as a Technology Leader at TechMahindra Americas, specializing in the Healthcare and Biotech sectors. With a fervor for technology and a visionary focus on AI and its applications, he has garnered recognition for spearheading advanced enterprise and consumer solutions. Beyond his professional endeavors, he's a

passionate sports enthusiast, deriving joy from volleyball and badminton. Equally cherished is his time spent with family.

Panelist 4: Daniel Jue:

Daniel Jue serves as Co-founder & CTO of LiveFreely, Inc. He has over 20 years of experience in emerging technology and professional software development in companies such as IBM. A self-taught programmer, he wrote his first computer game at the age of 8 on a Radio Shack TRS-80 with only 4k of RAM. Having lived and worked abroad for ten years, he can speak several languages. He has a deep passion for entrepreneurship and has started several companies in the tech, import/export, and hospitality industries. He loves serving his community and exotic car racing.

Feeling Like an Owner — Because I Own (the Stock of) my Company, Because I Earn Money from it, or Because it Feels Fair? Interrelatedness of Employee Stock Compensation, Justice Perception, and Psychological Ownership

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Despite the implications of broad-based share compensation for employees' perceptions of organizational justice (OJ), little academic attention has been paid to the relationship of share compensation, justice perception, and psychological ownership. This study analyzed the surveys of workers from employee-owned companies (the National ESOP Employee Survey) and a comparison group from Amazon's MTurk to examine the association between antecedents of psychological ownership and justice perception, and the differences made by broad-based share compensation. The results supported the hypotheses on the positive relationships between workplace participation, information sharing, organizational justice, and psychological ownership.

Keywords: corporate social responsibility, organizational citizenship behavior, employee stock ownership, Worker-oriented Collective Incentives

Should We Actually Be Going Back to the Office?

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The current study clarifies the direct impact of working from home, working from an office, or in a hybrid work arrangement on Counterproductive Work Behaviors (CWBs) and Organizational Citizenship Behaviors (OCBs). An analysis of 391 working adults showed no mean differences between OCBs and CWBs based on where they worked. Multiple linear regressions indicate that coworker support and supervisor support predict CWBs and OCBs. Workplace loneliness also was only a significant predictor of CWBs. Implications of these results are discussed.

Keywords: organizational citizenship behaviors, coworker support, supervisor support, counterproductive work behaviors, workplace loneliness, work from home, hybrid work

Generational Perceptions of the Performance Appraisal Process

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The performance appraisal process is sometimes fraught with interpersonal conflict. The proposed research explores the impact of various demographic characteristics on the perception of conflict as a factor in performance evaluations, with special attention given to the role of generational differences in the workplace. Research findings can aid organizational decision-making and policy creation to leverage differences in generational perceptions of the performance appraisal process as a source of competitive advantage as opposed to conflict.

Keywords: generational differences, performance appraisal, conflict

Decentralized Autonomous Organizations to Teach Corporate Structure and Governance

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In this paper, the author presents an introduction to Decentralized Autonomous Organizations (DAOs), what they are and how they may be used for corporate governance. The author presents a proposed syllabus to teach students corporate structure and governance on a DAO using DAODAO as the backbone for the course. Additionally, the author suggests how DAOs may be used to hold value for Employee Owned Businesses (ESOPs) and how employees can transfer wealth and incentivize behaviors of peers with the transfer off DAO trough smart contracts.

Keywords: DAOs, Smart Contract, pedagogy, Web3, corporate governance

Social Responsibility: ESOPs vs Non-ESOPs

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Employee-owned companies are businesses where employees can share part of the company's stock and become part owners. After researching social responsibility within employee-owned businesses, I wanted my paper to evolve around why ESOPs are more likely to participate in social responsibility than non-ESOPs. Being a part of a company that is constantly involved in the community provides many benefits, including a good brand image, creating long-term success, and benefits society. The study used a mixed-methods approach, combining surveys, interviews, document analysis, and focus groups to gather data from a sample of non-ESOP and ESOP companies. This study finding discovers that non-ESOP companies face challenges in identifying and measuring the social impact of their activities. In contrast, ESOP companies have more stakeholder engagement and are more likely to consider social responsibility as a core part of their business practices. Finally, non-ESOP’s companies tend to prioritize stakeholder engagement and adopt more sustainable business practices to promote social responsibility. However, even though Non-Employee isn’t as socially responsible as other, community engagement is the new wave of the future. If such, non-ESOP’s companies, don’t get involved in the community, there road for success will be a short one.

Keywords: ESOP, community, engagement, document analysis, focus groups, examines, structures, and success

It's the Human Factor: Online Teaching Methods that Drive Student Engagement and Reduce Cheating

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Online teaching has become a pathway to serve students across markets and to enable instruction across time and distance. This study examines the student perspective on what teaching methods enable student engagement in the institution and what methods encourage students to take advantage of the technological interface to cheat. Data show that class structure, faculty communication, and collaborative processes increase student engagement. Using techniques such as breakout groups, games, and less personal communication increases the likelihood that students will cheat in the online environment. The study supports keeping the human factor in the online classroom as an essential element of student engagement.

Keywords: online teaching, student engagement, cheating

Entrepreneurship: Would you like to start your own business?

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In this session we will explore the Entrepreneurial Mindset: The ability to quickly sense, take action, and get organized under uncertain conditions. Includes the ability to persevere, accept and learn from failure, and get comfortable with a certain level of discomfort.

The Impact of Generational Differences on Work Ethic

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The study of generational differences in work ethic has garnered multidisciplinary attention due to evolving workforce demographics. The proposed research investigates how existing literature addresses variations in work ethic across generations. We explore how different cohorts interpret and apply work ethic, which is vital for adaptable organizational policies and intergenerational cooperation. The extant literature is outdated and lacks Generation Z's perspective. Implications span employers, educators, policymakers, and researchers, informing strategies, interventions, and harmonious workplace dynamics.

Keywords: work ethic, generational differences, meta-analysis

How Employee-Owned Businesses Can Negate the Free-Rider Problem

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A look at employee-owned businesses are susceptible to the free-rider and 1/N problems and the impact that co-workers, management, and overall company profit can get rid of these problems. Employee-ownership inspires team cooperation and high work performance as the success of the firm directly affects employee's payouts. However, if someone feels they can still reap the benefits of this hard work without contributing, their fellow employees and the company profit will suffer. Research looks at the effect that company culture and interacting with management has on free-riders and the actions of their co-workers.

Keywords: free-rider problem, 1/N Dilemma, company culture, HR policies, management, employee ownership, shirking

Reimagining Statistics: An Experiential Exercise to Teach Multiple Regression using Real Estate Data

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Experiential learning exercises are increasingly popular in management education because students learn through hands-on activities. This paper details an experiential exercise where student teams collect real estate data from Zillow and create a regression model to answer the research question, “What factors drive the list price of homes for sale?” The exercise is well suited for an upper-level undergraduate course focusing on research and data analysis, and students have some background in statistics and regression.

Keywords: Experiential exercise, multiple regression, statistics

END OF PROGRAM