Institute of Behavioral and Applied Management

IBAM

2022 Conference Program
IBAM 29

October 13-14, 2022

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 2022.

Contents

President's Welcome

Welcome to IBAM 29!

Welcome to the Institute of Behavioral and applied Management. This collegial organization has been building networks and helping academics pursue research and practice for over 29 years. IBAM 29 is our third virtual event. This virtual conference allows us to connect and share effectively across time and regions. Our members include students, academics, researchers, consultants, and practitioners. The goal of IBAM is to help you develop professionally, whether that means getting published, promoted, building a research stream, or finding a group of colleagues to share teaching techniques. Enjoy the wide variety of presentations at this conference. Find time to connect with colleagues.

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

Mary Pisnar, D.B.A., SPHR, SHRM-CP
Professor, School of Business
Baldwin Wallace 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 2 (1994) - Washington
IBAM 3 (1995) - Seattle
IBAM 4 (1996) - Portland
IBAM 5 (1997) - San Antonio
IBAM 6 (1998) - Orlando
IBAM 7 (1999) - Annapolis
IBAM 8 (2000) - San Diego
IBAM 9 (2001) - Charleston
IBAM 10 (2002) - Denver
IBAM 11 (2003) - Tampa
IBAM 12 (2004) – Providence
IBAM 13 (2005) – Scottsdale
IBAM 14 (2006) - Memphis
IBAM 15 (2007) - Reno
IBAM 16 (2008) - Orlando

IBAM 17 (2009) – Washington
IBAM 18 (2010) – San Diego
IBAM 19 (2011) - Orlando
IBAM 20 (2012) - Nashville
IBAM 21 (2013) - San Diego
IBAM 22 (2014) - Orlando
IBAM 23 (2015) - Pittsburgh – Robert Morris University
IBAM 24 (2016) - San Diego
IBAM 25 (2018) – West Long Branch – Monmouth University
IBAM 26 (2019) – San Jose – San Jose State University
IBAM 27 (2020) – Virtual
IBAM 28 (2021) – Virtual

Program Chair Welcome

Welcome to the third virtual meeting of IBAM. While I would have preferred to be seeing you at the 29th annual meeting of the Institute of Behavioral and Applied Management in person, I am pleased nonetheless to be welcoming you. It is clear given the tumultuous year that we have had that we should all reflect on this year's theme, *Applied management and leadership in the digital age: Emerging paradigms and challenges*, and what it means to us personally and as a field. I look forward to talking with you about this concept over the course of the conference to hear how you define it and how it applies to the work that you are doing.

Those who have attended IBAM conference in the past know that long-lasting friendships are developed here and I encourage you to attend our virtual social lounges and networking. We are an academic conference so please attend as many sessions as possible to provide your insight and, perhaps, find your next research collaboration. During the sessions, listen carefully and question any assumptions and conclusions of the presenters. Be social and discuss their ideas with them. We all love to talk about our activities, so engage.

The awards session will be on Friday so please attend. We are always looking for people to get more involved so please feel free to talk with any one of our leadership team about how you can get more active in the organization.

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 Richard L. Schneider, Chief Strategic Officer of NOMS Healthcare, as our keynote speaker. Please join us on Friday at 11:00AM to listen to Mr. Schneider's talk.

If you are unfamiliar with GoTo meeting which is the platform that we will use for our conference, HERE is a link to a quick tutorial on how to use the system.

I would like to extend my appreciation the Division Chairs who work so hard to keep this organization afloat: 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.

Finally, the folks who sacrificed a lot of their time planning the meeting deserve a lot of gratitude: Mary Pisnar, Paul Jacques, Polly Silva, Kim Foor, Graeme Coetzer, and John Stakeley. If I have omitted anyone, forgive me. Without the IBAM volunteers, this is not possible.

Enjoy IBAM 29, get involved, and tell your friends!

Marcel C. Minutolo, Ph.D.

IBAM VP/Program Chair

IBAM Leadership 2021

Leadership Opportunities with IBAM

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

Current Positions

- Volunteers
  - <u>Strategic and conference workgroups</u>: IBAM needs you! Volunteers who can work with marketing, promotion, web content, planning, divisions, and conference events are welcome.
    - See Mary Pisnar or Marcel C. Minutolo 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/IBAM25/

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 (AsM); 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 30

Watch for the call for papers for IBAM 30 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.

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.

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.

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.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 web-site: 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 30!
Sincerely,

Mary Pisnar , IBAM President   *Marcel C. Minutolo, IBAM Program Chair*
mpisnar@bw.edu   minutolo@rmu.edu

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 http://www.ibam.com/pubs/jbam/callforpapers.asp

The *Journal of Behavioral and Applied Management* is listed with the online Directory of Open Access Journals (DOAJ—http://www.doaj.org/); 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.

American Society for Quality Social Responsibility Technical Community

Chatham University

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

Schedule at a glance:

Thursday	Theme	
9:30 am - 10:00 am	Opening remarks and networking	Mary Pisnar, the President of IBAM welcomes the attendees and provides an opportunity for morning networking.
10:00 am - 11:00 am	Session 1 Mary Pisnar (Chair)	**A subtle form of innovative and creative leadership: The art of tinkering as a leadership skill** Steven Cates* scates@purdueglobal.edu Matthew Temmer matthewtemmer@student.purdueglobal.edu Jason Jackson jjackson@purdueglobal.edu School of Business and IT, Purdue University Global
		Finding your North Star: Using Principles to Transform Organizations Gail Ferreira drgail.ferreira@gmail.com Management, Walden University
11:00 am - 12:00 pm	Session 2 John Garger (Chair)	**Practitioners as Professors: Trends in Business Administration Higher Education** Sara Culler sara_culler@wilmington.edu Angela Mitchell angela_mitchell@wilmington.edu Business and Economics, Wilmington College
		Employee owned businesses and Payroll Protection Loans: How employee owners faired John Stakeley j.stakeley@chatham.edu Mark Haney m.haney@chatham.edu Chatham University Marcel Minutolo minutolo@rmu.edu Robert Morris University

Time	Session	Details
12:00 pm - 1:00 pm	Lunch Break	**LUNCH**
1:00 pm - 2:00 pm	JBAM Paul Jacques (Chair)	**Meet the editorial team of the *Journal of Behavioral and Applied Management*** Paul H. Jacques, pjacques@ric.edu School of Business, Rhode Island College John Garger, Associate Editor john@johngarger.com The Science Survival Academy Veselina Vracheva vracheva@chapman.edu Argyros School of Business, Chapman University
2:00 pm - 3:00 pm	Session 3 Eklou R. Amendah (Chair)	**Does cooperative conflict management help explain the relationship between general process management competency and team-member effectiveness?** Graeme. H. Coetzer PhD graeme.coetzer@sus.edu College of Business, Southern University Joseph Omonuk PhD Joseph_omonuk@subr.edu College of Business, Southern University Sung No PhD sung_no@subr.edu College of Business, Southern University
		Success found in employee owned businesses Tanner A Cindrich tanner.cindrich@chatham.edu Chatham University
3:00 pm - 4:00 pm	Session 4 Mary Pisnar (Chair)	**Walt Disney: A critical biograph** Jackie Deem jdeem@purdueglobal.edu David Starnes dstarnes@purdueglobal.edu James Ziegler

		jziegler@purdueglobal.edu School of Business & Information Technology, Purdue University Global
		Future Business Leaders Explore Emotional Intelligence in the Age of COVID-19 Amanda Evert amanda.evert@swosu.edu Jonna Myers jonna.myers@swosu.edu Cinthia Pinon Chavez pinoncs@student.swosu.edu Robert Williams williamsrc2@student.swosu.edu Brittan Jenks brittanjenks5@gmail.com Randi Troglin rtroglin3@gmail.com Southwestern Oklahoma State University
4:00 pm - 5:30 pm	Networking	**Virtual Happy Hour to connect, engage, and discuss you teaching, scholarship, and life with IBAM colleagues**
Friday		
9:00am – 10:00am	PDW 1 Paul Jacques (Chair)	**Best practices in remote teaching and learning** Paul H. Jacques, pjacques@ric.edu School of Business, Rhode Island College Mary Pisnar mpisnar@bw.edu School of Business, Baldwin Wallace University
9:00am – 10:00am	PDW 2 John Stakeley (Chair)	**Entrepreneurship: Would you like to start your own business?** John Stakeley j.stakeley@chatham.edu Chatham University

10:00 am - 11:00 am	Session 5 Graeme Coetzer (Chair)	**Why Employed Owned Businesses Succeed** Caleb I. Cunningham caleb.cunningham@chatham.edu Chatham University
		A framework integrating critical success factors and grounded theory to aid global information systems implementations James Kimpel jfkimpel@pitt.edu contact Business, University of Pittsburgh Ann Jabro jabro@rmu.edu Robert Morris University
11:00 am - 12:00 pm	Keynote Mary Pisnar	 Richard L. Schneider, Chief Strategic Officer For over twenty years, Rick Schneider has been extensively involved in the healthcare field. Rick began his career with Huntington Bancshares (NASDAQ:HBAN) healthcare vertical, advising healthcare clients (hospitals, physician groups, long term care, etc.) on risk transfer vehicles and strategic alliances. Known as a relationship builder with a pragmatic, results driven, strategic approach, Rick was consistently recognized for his contributions to the Huntington organization and was the first member of the insurance division to participate in Huntington Bank's intensive 120 hour credit program covering all aspects of the credit lending process.

		In 2015, Rick was recruited to join to NOMS Healthcare (pronounced KNOW-mz) as its Senior Vice President of Network Development. At the time, NOMS Healthcare was a small independent healthcare delivery group with seventy providers in 30 offices. Since his joining NOMS, he has been instrumental in effectively growing the enterprise by 300% in size (topline revenue and provider count) in that time. His responsibilities include commercializing intellectual property, mergers and acquisitions, insurance products, and enterprise risk management. Rick also serves as an advisor to the NOMS Board of Directors, including their Executive and Finance Committees. He has also served as a board member for the Mercy Foundation of Lorain County, Physician Consortium of Northern Ohio Physician/Hospital collaboration, The Nord Center, and the Susan G. Komen Northeast Ohio Affiliate. Rick received his bachelor's degree from Bowling Green State University in 2000, and his MBA from Baldwin Wallace University in 2021. He enjoys spending his free time with his wife Karen and four children and coaching their sporting activities.
12:00 pm – 1:00 pm		Break
1:00 pm - 2:00 pm	Session 6 Polly Silva (Chair)	**Meditating influence of social interaction anxiety on the relationship between diversity appreciation and self-efficacy for teamwork** Graeme. H. Coetzer PhD graeme.coetzer@sus.edu College of Business, Southern University Ronald Jackson PhD, CEC, CHBC ronald_jackson@subr.edu College of Business, Southern University Jocelyn Evans PhD EvansJ@cofc.edu School of Business, College of Charleston

		Do I really want to go back to the office? **Antecedents of employees' attitudes toward teleworking** Paul H. Jacques pjacques@ric.edu School of Business, Rhode Island College John Garger The Science Survival Academy Angela Mullen School of Business, Rhode Island College
2:00 pm - 3:00 pm	Session 7 T.J. Wharton (Chair)	**You want me to do what in this job? An experiential exercise in** **understanding the usefulness of realistic job previews for recruitment and** **retention** Kenneth M. York york@oakland.edu Oakland University T.J. Wharton wharton@oakland.edu Oakland University
		Student perceptions of remote learning: What works, what doesn't Mary Pisnar mpisnar@bw.edu School of Business, Baldwin Wallace University
3:00 pm - 4:00 pm	PDW 3 Paul Jacques (Chair)	**Getting Ready to Review for Peer-Reviewed Journals** John Garger john@johngarger.com The Science Survival Academy
		Getting Published Paul H. Jacques pjacques@ric.edu School of Business, Rhode Island College

		Veselina Vracheva vracheva@chapman.edu Argyros School of Business, Chapman University John Garger john@johngarger.com The Science Survival Academy
		Strategies to deal with declining enrollments and the "Academic Cliff" Kenneth J. Levitt Frostburg University kjlevitt@frostburg.edu
4:00 pm - 6:00 pm	**IBAM Leadership Meeting**	**Annual business meeting of the Institute of Behavioral and Applied Management**

IBAM 29 comes to an end. The IBAM 29 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 Mary Pisnar (mpisnar@bw.edu) or Marcel C. Minutolo (minutolo@rmu.edu).

Abstracts:

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A subtle form of innovative and creative leadership: The art of tinkering as a leadership skill

This study considered the effect of tinkering, both individual and organizational, upon leadership confidence. Leadership confidence was expressed via eight facets of leadership confidence to include: empowerment, recognition, influence, expertise, strategy, goals, innovation, and opportunity. Each facet was tested for both correlation coefficients, which were evaluated for strength. Also, regression analysis was conducted to test for association between dependent and independent variables. Of 16 tests conducted, only 3 had statistical significance as a measure of moderate or weak association. Individual tinkering was found to have association with strategy. Both individual and organizational tinkering was found to have association with opportunity. Future research on more detailed connections between opportunity and tinkering is advised.

Keywords: Tinkering, Leadership, Innovation, Creativity, Organizational Success

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Success found in employee owned businesses

When hearing about employee-owned businesses, many peoples first thought is a small company run by a few people who started it and no other workers below them, when in fact employee-owned businesses can be much more than that. Some employee-owned businesses that are more well-known are Publix supermarkets with 207,000 employees and Penmac in second with 28,000 employees. Although there is a big jump in the number of employees, these companies are both quite large. Employee-owned companies are also known as an ESOP (Employee Stock Option

Plan) company which means workers and employees of the company own shares of the company. These shares are only available to employees as these shares aren't public. Normally after a year of working for the company, the employee is rewarded with options which is the option to acquire shares of the company. The ESOP is best started whenever the company's first round of financing has been done but before a start-up has begun doing a major amount of hiring. Owners of a company will commonly convert their business into an employee-owned business for one smart reason. Instead of selling the company to another business or person, the owner will convert his company into an ESOP because 100% of the profits he makes from distributing his company to his employees isn't taxed. With this being said, it does not mean the owner has to distribute all of his company to the employees, he can distribute as much or as little as he wants.

Keywords: Employee-owned, ESOP, shares

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Meditating influence of social interaction anxiety on the relationship between diversity appreciation and self-efficacy for teamwork

Purpose – This research study examines the mediating influence of social interaction anxiety (SIA) on the relationship between diversity appreciation (DA) and self-efficacy for teamwork with team-mates who are perceived as significantly different (SETD).

Design/methodology/approach - Two hundred and seventy-six undergraduate business management students completed self-assessment measures of DA and SETD, and identified a close associate who completed an observer version of the social interaction anxiety scale (M-GUDS-S). Product moment correlations were used to examine the hypothesized relationships between SETD and both DA and SIA, and both the Hayes process and the Sobel test was used to test the hypothesis that SIA mediates the relationship between DA and SETD.

Findings – SETD was significantly correlated with both DA ($r = 0.32$, $p < 0.01$) and SIA ($r = -0.45$, $p < 0.01$). DA was significantly correlated with SIA ($r = -0.35$, $p < 0.01$). Both the Hayes

process and Sobel test (Z = 4.66, p < 0.001) confirmed that SIA partially mediated the relationship between DA and SETD.

Practical implications – Educators and practitioners need to be aware of the influence of DA and SIA on SETD. Team development interventions that integrate activities oriented toward both diversity appreciation and reduction in social interaction anxiety should improve team member confidence in their ability to work in teams with team-mates who they perceive as significantly different from themselves.

Originality/value – This is the first study to examine the relationships between DA, SIA and SETD. The results of this study highlight the importance of both promoting diversity appreciation and supporting a reduction in social interaction anxiety in order to increase confidence in teamwork with team-mates who are perceived as significantly different from oneself.

Keywords: Social Interaction Anxiety, Diversity Appreciation, Attitude toward Diversity, Teamwork, Self-Efficacy, Self-Efficacy for Teamwork

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Does cooperative conflict management help explain the relationship between general process management competency and team-member effectiveness?

Purpose – This research study examines the mediating influence of problem-solving conflict management (PSCM) on the relationship between general process management competency (GPMC) and team member effectiveness in project teams (TME).

Design/methodology/approach – One hundred and four graduate management students participated in a 14-week project team. Each subject completed a self-assessment measure of GPMC and a close associate completed an observer version of the problem-solving component of the Dutch conflict management style 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 PSCM, and between GPMC

and PSCM. The Hayes process and the Sobel test was used to test the hypothesis that PSCM mediates the relationship between GPMC and TME.

Findings – TME was significantly correlated with both GPMC ($r = 0.33$, $p < 0.01$) and PSCM ($r = 0.37$, $p < 0.01$). GPMC was significantly correlated with PSCM ($r = 0.46$, $p < 0.01$). Both the Hayes process and Sobel test ($Z = 2.096$, $p = 0.036$) confirms that PSCMA partially mediates the relationship between GPMC and TME.

Practical implications – Business educators and practitioners need to be aware of the influence of GPMC and PSCM on TME in project teams. Education, training and intervention activities that promote general process management and cooperative conflict management in an integrated manner may help improve the team member effectiveness of project team members.

Originality/value – This is the first study to examine the relationships between GPMC, PSCM and TME. The results of this study highlight the importance of teaching both process management and problem-solving conflict management competencies 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

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Practitioners as Professors: Trends in Business Administration Higher Education

Many smaller institutions are seeing an uptick in students interested in obtaining degrees in the more applied fields. For the applied fields, there is a distinct benefit to having practitioners move into the role of professor as a "second career." The value of this approach has been recognized in fields such as public policy, education, and nursing for quite some time (He, et. Al 2022; LaRocco & Bruns, 2006; Ritter, 2007). These practitioners bring not only the content expertise, but also the depth and credibility to draw the connection between theory and practice for the students. The concept of practitioners as professors has yet to be studied in business programs. The use of practitioners in the field of accounting and finance has been examined as a means to combat the shortage of doctorates in the field, but not to a great extent (Boyle, et. Al, 2013). The research on "second career academics" (LaRocco & Bruns, 2006) has predominately been

centered on the challenges the individuals face when moving from the corporate to academic environment.

This study is aimed at understanding the trends in business programs with respect to hiring practitioners into full time professorship positions. Many students at our institution have commented that they appreciate real-world examples being used in the classroom when referencing various business topics. The majority of the faculty in the business and economics program at the intuition are second career academics. While textbooks are great tools, they cannot replace the experiences that professional practitioners encounter. The study will examine the number of professors with professional experience as practitioners in their fields prior to entering the academic world. The research will use survey methodologies to get an understanding of the status of practitioners in business programs in the United States. The benefits that these practitioners bring to their students that could further enhance the educational experience will also be investigated. As a second phase to the research, we hope to uncover the motivations for moving into academic and to better understand the challenges and rewards for making such a transition. Additionally, we will research potential tensions that might exist between the first career academics and the second career academics (practitioners) (Clinebell & Clinebell, 2008). We hypothesize that there is an increasing number of business programs employing practitioners into professorship positions. Furthermore, we anticipate that students will benefit and recognize the value these practitioners bring into the classroom.

Keywords: business administration, professors, practitioners

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Why Employed Owned Businesses Succeed

Employee owned companies have been around for a while, however there is now growth in the industry revolving around different structure types. There are three main structures when setting up an employee owned company and they are worker cooperative, an employee stock ownership plan (ESOP) or a hybrid worker owned firm. There are many advantages and disadvantages of starting and working in an employee owned company, some of the advantages include increasing productivity and giving employees high job security. Just like starting any company there are disadvantages that come along with finding the right structure to use and if you are going to be able to offer your employees everything you want by assessing your assets and future growth. Even with these disadvantages many entrepreneurs are moving towards starting employee owned companies due to the benefits it offers employees and the tax benefits that the company itself can receive.

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Walt Disney: A critical biograph

In this paper we look at the life of Walt Disney using Critical Biography Methodology, synthesizing with this the concepts of Life-Span Theory (LST). We show how many of the behaviors that were exhibited throughout his life were the result of events and situations that occurred early on. We conclude that LST is a valuable analytical tool for managers to understand their own behaviors and work to overcome those that produce negative outcomes.

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Future Business Leaders Explore Emotional Intelligence in the Age of COVID-19

The need for nimble, adaptive business education has become even more evident as COVID-19 has redefined many aspects of the modern world (Aristovnik et al., 2020). Specifically, the impact of social distancing and masks has changed the way many management and marketing professionals communicate. The purpose of this article is to share a hands-on class activity where students explored the topic of emotional intelligence. Marketing and Management students played a game of emotional charades. Students were divided into teams of four. Then students randomly drew emotion cards. Students wearing masks were asked to act out the emotions on the cards. Less than 90% of students were able to identify the emotions demonstrated by masked students. Next researchers asked students to critically reflect on their classroom experience in an online discussion board. Key themes identified in the online discussion included the impact of masks, online communications, and emotional intelligence in the workplace.

Keywords: emotional intelligence, COVID-19, classroom, masks, online, Zoom

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Finding your North Star: Using Principles to Transform Organizations

Moving forward with digital transformation requires a set of actionable outcomes based on principles. Multiple models and frameworks embrace principles first, to understand the why of transformation. Without creating a clear North Star for an organization, people are directionless and working for different goals. Thus, a clear North Star needs to be established first to have a clear set of goals for the teams, and alignment on the goals must take place to avoid organizational silos.

In this workshop, guiding principles to lead transformation will be explored, and teams will define their North Star. First an overview of principles from Scrum, Agile, Modern Agile, XP, Spotify, SVPG, Scaled Agile, LeSS and Disciplined Agile will be conducted. A group exercise will be presented to set the vision for an organizational strategy, and the audience will break into teams of 5-9 people. In the first iteration, each team will create a backlog by selecting 3-5 principles that are resonant. In the second iteration, a "North Star" will be established, based on identifying the one metric that matters the most to the team. If time allows, a third iteration will

be introduced to create Epics and Stories to identify tactical actions for each principle. At the end of the session, the principles will be read out and discussed with the group.

Link to Miro Board here: Dr. Gail Visioning Exercise, Online Whiteboard for Visual Collaboration (miro.com)

https://miro.com/app/board/o9J_lW9PdN8=/?invite_link_id=988198461920

Keywords: Strategy, leadership, Transformation, Principles, Agile

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Best practices in remote teaching and learning

This PDW will be a roundtable where you can share your best practices. Dr. Paul Jacques, who earned his Training Online Certification from Quality Matters, will lead a discussion that focus on assessing your learner's readiness to learn, how to create instructor presence in your online course, orienting your online learners and more of the body of knowledge and research associated with the very different (and very vast) domain of remote teaching and learning. This PDW is targeted towards both experienced and novice online instructors.

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Do I really want to go back to the office? Antecedents of employees' attitudes toward teleworking

This conceptual paper will examine how personality, mediated by cognitive processes as described by Ajzen (1991) in the Theory of Planned Behavior (TPB), impacts employee attitudes towards teleworking. While research findings have suggested the superior outcomes and attitudes

associated with teleworking, this research is invariably one-dimensional in that the nomological relationships associating attitudes towards teleworking have failed to include cognitive components that various scholars have long demonstrated are important in predicting attitudinal outcomes. As such, the promise that this research represents is to construct a richer, more predictive model leveraging the TPB to explore a greater level of depth to explain employee attitudes associated with teleworking from home versus working in the office. The implications of the study are based on the five-factor model of personality and how each individual views telecommuting based on the character traits that best classifies each person's characteristics and can afford managers a greater understanding of the forces that shape employee work preferences.

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A framework integrating critical success factors and grounded theory to aid global information systems implementations

The implementation of a global information system (IS) is a complex technological and social endeavor. This mixed methods research explored these difficulties through the holistic analysis of a global Product Lifecycle Management (PLM) IS implementation project conducted by an international business. The study filled a gap in the literature by developing a framework that integrates Critical Success Factors and Grounded Theory to aid global IS implementations.

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Strategies to deal with declining enrollments and the "Academic Cliff"

There has been a decline in college enrollments since 2017, with many Colleges and Universities experiencing an enrollment decline of up to 20%. This trend is predicted to continue for demographic reasons with another 10% decline expected between the years 2026 and 2035. University administrators and faculty have tried various strategies to stem the decline in enrollment, such as enhanced marketing, lowering admission standards, online course delivery and developing programs aimed at the adult learner population. In this roundtable session, participants will discuss the causes of the trend, how it has impacted on their school, and the strategies that are being implemented to increase enrollment.

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Student perceptions of remote learning: What works, what doesn't

The historic shift to remote learning that occurred over the past two years has enabled changes in course delivery in higher education that may have otherwise taken years to come to fruition. In this exploratory study student focus groups at a Midwestern University were used to identify the remote learning techniques that worked from the student perspective. Focus groups were conducted across the Schools of Business, Health Sciences, the Humanities, and Education at a Midwest University. A total of 156 students participated in the focus groups. While many of the familiar remote learning techniques were identified by the students, the impact of these techniques on motivation and cheating is noteworthy.

Keywords: Remote Learning, pedagogy

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Entrepreneurship: Would you like to start your own business?

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.

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Employee owned businesses and Payroll Protection Loans: How employee owners faired

Employee ownership of a company is one means for employees to benefit from the value that they create. Wealth in an employee owned business is transferred to the employees through participation in the ownership of the firm. The employees benefit when the firm performs well but are also put at risk when the firm underperforms since at least a portion of the employee's assets are tied to the firm. Amidst the pandemic caused by the outbreak of COVID-19, unemployment soared to above 10% in the United States and firms languished. In attempt to mitigate the impact of the need to let employees go, Congress initiated the Payroll Protection Program (PPP) intended to support firms in the short-term. The loans are forgivable if the firm used the loan for payroll, interest on mortgage obligations, rent, and utilities. Using a dataset provided by the National Center for Employee Ownership to identify employee owned businesses, we look at how employee owned businesses performed with respect to the PPP loans received. The maximum amount of loans that a firm could receive is $10M with a floor of $200. We present the amount of loans received, number of employees impacted, what the loans were used for, and how many of the loans have been forgiven to date. Where the employee owned business are publicly traded, we present results on the relationship between amount of loan received and firm performance with the loan.

Keywords: COVID-19, Payroll Protection Program, Employee Owned Business, Firm Performance

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You want me to do what in this job? An experiential exercise in understanding the usefulness of realistic job previews for recruitment and retention

A key management function for any organization is recruitment. An organization needs to attract qualified applicants and retain effective employees. To enhance the recruitment and retention of employees, job applicants should be given a Realistic Job Preview (RJP) which includes both the positive and negative aspects of the position. This presents an experiential exercise which provides students a better understanding of the need for, and the use of RJP's, by developing RJP's for various jobs.