

Institute of Behavioral and Applied Management



2019 Conference Program (Final)

IBAM 26

August 1-3, 2019

**San Jose State University
San Jose, California**



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The Institute of Behavioral and Applied Management

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Published by:

The Institute of Behavioral and Applied Management

Reviewer Appreciation

It would not be possible to have a peer-reviewed conference without the efforts of many reviewers. For 2019 we were fortunate to have over 30 scholars volunteer to serve in this capacity and complete over 50 reviews. Thank you to each person who served in this capacity. Please continue your service for 2020.

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Institute of Behavioral and Applied Management
IBAM 26 –August 1-3, 2019, San Jose State University, San Jose, CA

It is hard to believe that we are celebrating our 26th IBAM conference this year. This niche conference was born in 1993 to provide academics studying management a friendly environment in which to discuss their ideas. The founders felt that traditional conferences were more about who you were, who you knew, and where you were from than about the quality of your ideas. They believed this did not provide a welcoming environment for the sharing of ideas.

In the spirit of that founding, we have worked hard to retain a collegial environment in which to discuss our ideas with old and new friends. Even though we are collegial, we have not lost our commitment to high-quality research and presentations. Being nice does not mean accepting low-quality work, and academic rigor is still one of our core values. To maintain this high level of quality, we rely on our division chairs, many of whom are new to the role. I want to thank all of them for their service.

In Division I, Human Resources, we now have Leslie P. Fillipelli- DiManna and Paul Jacques from Rhode Island College leading the division. These two took over from Kathy Utecht who could no longer resist the pull of retirement. We wish her the best of luck in retirement and good fortune for her future. We hold out hope that we might still see her at some future conference.

Division II, OB and OT, is now chaired by I-Shuo (Steven) Chen from Wuhan University in China, and Bob Heiser from the University of Southern Maine. These two take over from Tom Martin who ran that division very well for over 10 years. Even though he remains strongly committed to IBAM, he felt it was time to spend more time with his family. We wish him well in future adventures and hope to see him back at some point in the future, even if it's just for a quick pop in.

Division III, Strategy and International is still under the watchful eyes of Marcel Minutolo of Robert Morris University (also our treasurer and editor-in-chief of JBAM) as well as Jay Lee of California State University Sacramento. Our Pedagogy division (Division IV) is now headed up by Kimberley Foor, University of Maryland, who has only recently agreed to help out the leadership. We are looking for a co-chair of that division, if you are interested, talk with Sara Kimmel or me.

It is my honor to serve as IBAM's President. Having been the Program Chair for the last two conferences, I have been able to understand the inner workings of IBAM and how difficult it is to put on a good conference. I am so grateful to Mary Pisnar of Baldwin Wallace University and Arthur Jue of CRANDL Consulting who have both worked tirelessly to put on IBAM 26.

IBAM would not be possible without the help of great volunteers, including our board and past-presidents who stay closely involved with our activities. We hope that you find IBAM to be a useful conference and choose return and maybe even to become involved in leading us into the future. If you wish to get involved, please speak to any existing member of the leadership who are listed in the program.

Scott Jeffrey
IBAM President, 2018-2020

IBAM Conferences

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

Here is a listing of past IBAM Conferences.

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

Welcome to San Jose, California and the heart of Silicon Valley!

Welcome to San Jose State University and the heart of Silicon Valley for IBAM 26! Our theme this year is *Crafting the Future*. It is clear that the pace of change is accelerating, and the future will transform the way we do business, the way we teach, and even the way we think. We hope that IBAM 26 will provide you with tools and direction to help navigate this changing landscape.

Those who have attended IBAM conferences in the past know that socializing with your friends from past conferences is one of the great pleasures of attending. However, we are also an academic conference, so please attend as many of the sessions as you can. During these 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.

In addition to the scholarly sessions IBAM is known for, we also have time for networking and bonding during informal events. Please join us at the Presidential Reception on Thursday night at the Silicon Valley Capital Club. This reception will give us time to network and consider the impact of Silicon Valley on our lives. The Awards Luncheon on Friday afternoon is a great launching point to meet new colleagues and renew old friendships.

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 **Philip J. Carmack**, VP and General Manager of Emerging Technologies from Google, as our keynote speaker. He has been Chief Executive Officer of PsiKick, Inc. and a serial entrepreneur in the technology industry for more than 30 years. Our welcome lunch on Thursday supports networking with **Sandra Clark**, CEO, LinkedIn Mentoring, with a planned appearance by **Jean Luc Vaillant**, Co-Founder, LinkedIn. **Dr. Russell Hancock**, President, and CEO of Joint Venture Silicon Valley will share his experiences and insights into how technology is changing our lives at breakfast on Friday morning. **David Entwistle**, President, and CEO of Stanford Health Care will share his insights on the trends affecting healthcare at breakfast on Saturday morning.

This conference is a team effort. Past Presidents Sara Kimmel and Christy Hutchison have been critical in marketing and organizing this conference. I would like to thank the Division Chairs and co-chairs: Leslie P. Filipelli-DiManna and Paul Jacques of Division 1; I-Shuo (Steven) Chen and Robert Heiser of Division 2; Marcel Minutolo and Jay Lee of Division 3; Scott Jeffrey of Division 4; and, T.J. Wharton of Division 5. They serve as volunteers and work tirelessly to make this conference a success. The Division Chairs are the true gatekeepers of the quality of the IBAM academic experience. Thank you to everyone who volunteered as a reviewer in 2019. Please continue to donate your service to IBAM.

A special thanks to Arthur Jue, CRANDL Consulting for arranging all speakers and tours. The Global Leadership Center at San Jose State University has been an exceptional partner in this conference, with Anu Sairaj, the Assistant Program Manager of the Global Leadership Advancement Center as the primary coordinator on site. I greatly appreciated Anu's attention to detail, follow-through and professionalism in organizing this conference.

Enjoy IBAM 26 and plan to get involved!

Mary Pisnar, D.B.A., SPHR, SCP, IBAM VP/Program Chair

IBAM Leadership 2018-2020

Officers

President: Scott Jeffrey, Monmouth University

Vice President and Program Chair: Mary Pinar, Baldwin Wallace University

Program Chair-Elect: Robert Heiser, University of Southern Maine

Secretary: Jennifer Murnane-Rainey, Indiana Tech University

Treasurer: Marcel Minutolo, Robert Morris University

Immediate Past President: Sara Kimmel, Mississippi College

Proceedings Editor: Paul Jacques, Rhode Island College.

JBAM Editor: Marcel Minutolo, Robert Morris University

JBAM Co-Editor: Paul Jacques, Rhode Island University

JBAM Co-Editor: Arthur Jue, CRANDL Consulting

Division Chairs

Division I: Human Resources Management

Leslie P. Filipelli-DiManna, Rhode Island College and Paul Jacques, Rhode Island College

Division II: Organizational Behavior, Theory, and Development

I-Shuo (Steven) Chen, Wuhan University and Bob Heiser, University of Southern Maine

Division III: Strategic and Global Management

Marcel Minutolo, Robert Morris University and Jay Lee, California State University Sacramento

Division IV: Management Education and Pedagogy

Kimberly Foor, University of Maryland

Division V: Student Papers

T.J. Wharton, Oakland University

Board of Governors

Arthur Jue, Twilio and Walden University, CRANDL Consulting

I-Shuo (Steven) Chen, Wuhan University

Graeme Coetzer, College of Charleston

Kenneth Levitt, Frostburg State University

Kelly Sylte, Bellevue University

Past Presidents Council

Chair: Christy Hutchison, Peru State College

Sara Kimmel, Mississippi College

Kenneth Levitt, Frostburg State University

Ed Portugal, State University of New York at Potsdam

Linda Thiede Thomas, Bellevue University

Melody Wollan, Eastern Illinois University

Howard Fero, Albertus Magnus College

Rebecca L. Herman, Purdue Global University

LEADERSHIP OPPORTUNITIES WITH IBAM

If you would like to become more involved with IBAM, please contact Sara Kimmel or Scott Jeffrey.

Current Positions

- Leadership
 - Co-chairs for Division IV, and Division V
- Volunteers
 - Strategic and conference workgroups: IBAM needs you! Volunteers who can work with marketing, promotion, web content, planning, divisions, and conference events are welcome.

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 in a click!

IBAM Website

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

IBAM on LinkedIn

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

Journal of Behavioral and Applied Management (JBAM)

<https://jbam.scholasticahq.com/>

Summary Schedule of Conference Events

Thursday, 1 August

8:00am – 10:00am	Leadership Breakfast
10:15am – 11:45am	A1: Workshop: The How To's of Critical Discussion A2: The Global Leadership Advancement Center: Contributions and Lessons A3: Workshop: Presence, Listening, and Loving: Practices to Create a Healthy Culture
12:00pm – 1:30pm	Welcome Luncheon <i>"Speed Networking Silicon Valley Style" facilitated by Sandra Clark, CEO, LinkedIn Mentoring</i>
2:00pm – 3:30pm	B1: Workshop: Think Like a Scientist B2: Workshop: You Are the Judge! Academic Freedom in the College Classroom B3: Workshop: Beyond Culture: A Model for Cross-Disciplinary Study Abroad
3:30pm – 3:45pm	Break
3:45pm – 5:15pm	C1: Workshop: Distributed Leadership: Mindful Practices of Leaders **C2: Workshop: Blockchain Systems and Their Potential Impact on Business Processes C3: Leadership of Innovation C3.1: Leadership of Innovation in Applied Stem Cell Therapy
6:00pm – 8:00pm	Presidential Reception Silicon Valley Capital Club

Friday, 2 August

- 7:00am – 8:15am Breakfast
Dr. Russell Hancock, President, and CEO, Joint Venture Silicon Valley
- 8:30am – 10:00am **D1: Academic Assessment Tools**
D1.1: A Tipping Point Analysis of Service-learning Hours and Student Outcomes
D1.2: Common Method Variance During Instructor Assessment
D1.3: I Can't Get No (Grade) Satisfaction: Self-regulated Learning and Success in a School of Business
- D2: Building Technology systems**
D2.1: Ethical Framework for Blockchain Technologies
**D2.2: Building Platform-enabled Technology Ecosystems: Alliance Strategies to Balance Focus and Spread
D2.3: A Large-Scale Process of Digital Technological System-Building
- D3: The Critical Nature of Customer Choice**
D3.1: State of the Literature - The Attraction Effect and Choice Decoys
D3.2: Optimizing Growth through Customer-Centered Management
- 10:15am – 11:45am **E1: Gender and Social Identity**
E1.1: The Effects of Sexual Harassment in a Higher Education Setting
E1.2: Women of Courage: Ladies Who Led and the Legacy They Left Us
E1.2: The Effect of a Leader's Power on Citizenship Behaviors: A Social Identity Perspective
- E2: Strategy, Systems, and Stakeholder Concerns**
E2.1: A Stakeholder Analysis of the Solar Industry
E2.2: The Hanson Brothers Effect: Is Rough Play a Winning Strategy in the NHL?
E2.3: Achieving Improvement in the Peer Review Process: An Ecosystem Perspective

- 12:00pm – 1:30pm **Awards Lunch and Keynote Address**
Philip J. Carmack, VP/GM, Google
- 1:45pm – 3:15pm **F1: Engagement and Motivation**
 **F1.1: Emotional Intelligence Skills Management and AI
 Decision Systems Need to Engage Employees in Establishing and
 Operating Successful Organizations
 F1.2: Love of Money and Incentive Effectiveness
 F1.3: Motivations, Demographics & Self-Gifting Consumer
 Behavior in Japan and the USA
- F2: Strategic Choice**
 F2.1: Strategic Responses to Entry Threat in the Mobile Telecom
 Market
 F2.2: Are There Optimal Forms of Public-Private Partnerships?
- F3: Workshop: Trust Your Instincts: A Neuroscience-Based
 Approach to Transforming Organizational Performance
- 3:30pm – 5:00pm **G1: Change Initiatives**
 G1.1: Identifying Academically At-Risk Students: The Role of
 Suburban High School PLC Educators
 G1.2: Handheld Devices as Digital Currency to Advance Student
 Language Acquisition and Mathematics Competency
 G1.3: Psych-social Determinants of Health: Leading Behavioral
 Change in Military, Academic, and Commercial Settings
- 3:15 pm Google Tour
- 6:00 and beyond Dinner on your own

Saturday, 3 August

- 7:00am – 8:15 Breakfast
David Entwistle, President, and CEO, Stanford Health Care (SHC)
- 8:30am – 10:00am **H1: Innovating in Health Care**
 H1.1: Innovating Psychosocial and Behavioral Interventions for
 Psychological and Traumatic Brain Injury
 H1.2: A Robust Solution to Health Care Coordination in Vulnerable
 Populations

** Best Paper Award Winners

THE BEST OF IBAM 2019

BEST PAPERS

Division II: *David Amakobe, Colorado Technical University*

Emotional Intelligence Skills Management and AI Decision Systems Need to Engage Employees in Establishing and Operating Successful Organizations

Division III: *Sean Tsuhsiang Hsu, California State University Fullerton; Susan Cohen, University of Pittsburg*
Building Platform-enabled Technology Ecosystems: Alliance Strategies to Balance Focus and Spread

Division IV: *Vince LoRusso, TruUp; Stanton Heister, Portland State University; Kristi Yuthas, Portland State University*

Blockchain Systems and Their Potential Impact on Business Processes

BEST REVIEWER

Jay Lee

California State University Sacramento

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

Pam Hopkins, PhD
Southern Connecticut State University

Herbert Sherman, PhD
Southampton College -
Long Island University

Jim Nimnicht, PhD
Central Washington University

Shahrokh Dalpour, PhD
University of Maine, Farmington

Joan Coll, PhD
Seton Hall University

John Kilpatrick, PhD
Idaho State University

Sharon Clinebell, PhD
University of Northern Colorado

Paul Stepanovich, PhD
Southern Connecticut State University

Don Nixon, PhD
Central Washington University

Ray Alie, PhD
Western Michigan University

Eric Landsford (student)
University of Northern Colorado

Howard Kinslinger, PhD
Bloomsburg University of Pennsylvania

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 27

College of Charleston

Charleston, South Carolina, USA

July 30 – August 1, 2020

Join us for IBAM 27 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 27!

Sincerely,

Scott Jeffrey IBAM President
sjeffrey@monmouth.edu

Mary Pisanar, IBAM Program Chair
mpisanar@bw.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 <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 <http://www.ibam.com/pubs/jbam/styleguide.asp>. Manuscripts may not be previously published or be under consideration for publication by another journal.

Previous issues can be examined at <http://www.ibam.com/pubs/jbam/toc.asp>.

Marcel Minutolo, Editor
Paul Jacques, Co-Editor
Arthur Jue, Co-Editor
Journal of Behavioral and Applied Management

Detailed Schedule
All events in the Boccardo Business Complex (BBC)

IBAM 26 Program - Thursday, August 1st San Jose State University	
8:00 a.m. – 5:00 p.m.	Registration
8:00 a.m. – 8:30 a.m.	Leadership Breakfast: Board of Governors, Past Presidents, Administrative Team, Division Chairs
8:30 a.m. – 10:00 a.m.	Leadership Meeting: Board of Governors, Past Presidents, Administrative Team, Division Chairs
10:15 a.m. – 11:45 a.m.	Professional Development Workshops Sessions A1, A2, A3
12:00 p.m. – 1: 30 p.m.	Welcome Luncheon – All Registered IBAMers Opening Remarks and Introductions IBAM President: Scott Jeffrey Speakers "Speed Networking Silicon Valley Style" facilitated by Sandra Clark, CEO, LinkedIn Mentoring Special Appearance by Jean Luc Vaillant, Co-Founder, LinkedIn
2:00 p.m. – 3:30 p.m.	Professional Development Workshops Sessions B1, B2, B3
3:30 p.m. – 3:45 p.m.	Break
3:45 p.m. – 5:15 p.m.	Professional Development Workshops, Academic and Practitioner Papers Session C
6:00 p.m. – 8:00 p.m.	Presidential Reception Silicon Valley Capital Club

10:15 a.m. – 11:45 a.m.

Session A: Professional Development Workshops

Session A1: The How To's of Critical Discussion

Presenter: Tim Hegstrom, San Jose State University

This workshop will explain the communication skills required to lead and participate in critical discussion groups and to practice clarification and critical questioning.

Session A2: The Global Leadership Advancement Center: Contributions and Lessons

Presenter: Joyce Osland, The Global Leadership Advancement Center, San Jose State University

This session briefly describes GLAC's programs, all based on best practices, and the lessons learned from our GLLab assessment center and its ongoing evaluation research, bench-marking studies on university programs, co-curricular programs for undergraduates, a cultural exchange program for MBAs, and a certificate in Advanced Global Leadership for post-graduates.

Session A3: Presence, Listening, and Loving: Practices to Create a Healthy Culture

Presenter: Kathryn Goldman-Schuyler, Alliant International University

This experiential workshop will invite you to pause, experience, and reflect on what you already know and do with regard to becoming present, listening, and loving as part of creating an organizational culture.

12:00 p.m. – 1:30 p.m. BBC 032

Welcome Luncheon "Speed Networking Silicon Valley Style"



Join our guests from LinkedIn for an exercise in making connections.

Facilitated by Sandra Clark, CEO, LinkedIn Mentoring

Sandra Clark is a LinkedIn and networking expert who works with individuals, teams, and organizations to create and manage their LinkedIn presence for dynamic results. Her teaching experience spans more than 20 years of training in Silicon Valley and abroad. She enjoys demystifying the finer points of LinkedIn and creating strategies for connecting people that achieve results. Sandra works with busy professionals in a variety of industries, from high tech to academia, with any level of social media experience. To take full advantage of this activity, please download the LinkedIn App to your mobile device and be sure you can login in advance

Sandra will be joined by Jean Luc Vaillant, the Co-Founder of LinkedIn

Jean Luc Vaillant immigrated to the US from France in 1996 and has been pivotal as an entrepreneur in creating several social networking and social media sites, including Match.com. He is perhaps most noted for his leadership roles as Co-Founder and CTO of LinkedIn, the world's largest professional network on the Internet with 600 million accounts in more than 200 countries and territories. LinkedIn's corporate hiring solutions are used by more than 70% of the Fortune 100. In 2016, LinkedIn was acquired by Microsoft for \$26.2 billion.

2:00 p.m. – 3:30 p.m.

Session B: Professional Development Workshops

Session B1: Workshop: Think Like a Scientist

Presenter: T.J. Wharton, Oakland University

This paper presents three experiential learning exercises which focus on enhancing a student's ability to "think like a scientist" to improve their critical thinking skills.

Session B2: You Are the Judge! Academic Freedom in the College Classroom

Presenter: Christy Hutchison, Peru State College

Test your knowledge of the nature and parameters of free speech of professors and students by predicting how courts have ruled in classroom speech cases.

Session B3: Beyond Culture: A Model for Cross-Disciplinary Study Abroad

Presenter: Sara Kimmel, Mississippi College; John Brandon, Mississippi College

The workshop will present a model for developing objective-driven and measurable, cross-disciplinary partnerships within the university to create valuable study-abroad programs.

3:45 p.m. – 5:15 p.m.

Session C: Professional Development Workshops and Academic, Practitioner Papers

Session C1: Distributed Leadership

Presenter: Cheryl Burleigh, University of Phoenix

Administrators and educational leaders do not need to lead in isolation. Distributed leadership centers on the how and why of leadership activity, beyond traditional consideration of roles and strategies.



Session C2: Blockchain Systems and Their Potential Impact on Business Processes

Presenters: Vince LoRusso, TruUp; Stanton Heister, Portland State University; Kristi Yuthas, Portland State University

Blockchain technologies introduce fundamental changes in the mechanisms available for verifying identity, transferring wealth, securing records, and tracing the movement of assets. This workshop introduces a paper-based assignment designed to provide students this valuable opportunity.

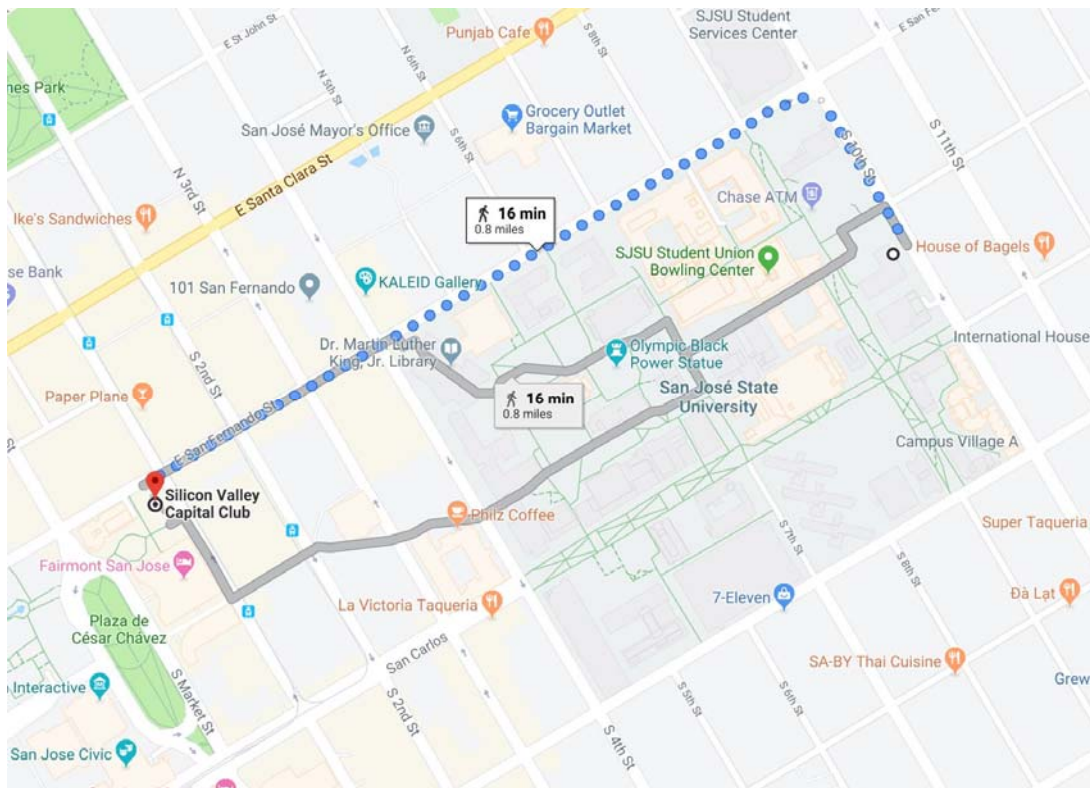
Session C3: Leadership of Innovation in Applied Stem Cell Therapy

Presenter: Evelyn Li, Asian Medical Clinic

This workshop will (1) introduce the basics of stem cell therapy, (2) explore issues related to the ongoing health management, as well as leadership and socio-political implications/issues, and (3) look at applications and innovations in "crafting the future" of the field.

6:00 p.m. – 8:00 p.m.

Presidential Reception: Silicon Valley Capital Club



50 West San Fernando, San Jose, CA 95113

Meet and greet other IBAMers, catch up on research, network, and just relax with friends. Drinks and Heavy Appetizers provided.

Friday, August 2nd

7:00 a.m. – 2:00 p.m.	Registration
7:00 a.m. – 8:15 a.m.	Breakfast Speaker: Dr. Russell Hancock is president and CEO of Joint Venture Silicon Valley (JVSC),
8:30 a.m. – 10:00 a.m.	Academic and Practitioner Presentations Sessions D1, D2, D3
10:00 a.m. – 10:15 a.m.	Break
10:15 a.m. – 11:45 a.m.	Academic and Practitioner Presentations Sessions E1, E2
12:00 p.m. – 1: 30 p.m.	Awards Lunch and Keynote Address <ul style="list-style-type: none">• Best Paper Awards• Best Review Award • Keynote Speaker: Philip J. Carmack, VP/GM, Google
1:45 p.m. – 3:15 p.m.	Workshop, Academic and Practitioner Presentations Sessions F1, F2, F3
3:15 p.m.	Optional Google Tour

IBAM 26 Program - Friday, August 2, 2019

7:00 a.m. – 8:15 a.m.



Breakfast Speaker

Dr. Russell Hancock is president and CEO of Joint Venture Silicon Valley (JVSC), the recognized clearing house of regional analysis and a collaborative consortium of government and business leaders tackling the region's toughest challenges. In 2011, the US GAO launched a national indicators project modeled after JVSC's *Silicon Valley Index*, with Dr. Hancock advising. Today, the Joint Venture model is being replicated in metropolitan regions across the US and abroad. Dr. Hancock has advised governments in Beijing, London, Madrid, the Netherlands, and Taipei. Previously, he was Vice President of the Bay Area Council, where he led efforts to create a Bay Area Water Transit Authority, among other initiatives. Dr. Hancock is on *Silicon Valley Business Journal's* annual list of the Valley's most influential "players." His interviews appear regularly in the *NYT*, *Wall Street Journal*, *Bloomberg Business Week*, *The Financial Times* and *Forbes*. He is also a frequent guest on *NBC Nightly News* and is host of *Inside Silicon Valley*, a weekly radio program. Harvard educated in the field of Government, Dr. Hancock received his Ph.D. in Political Science from Stanford and teaches in its Public Policy Program. He is also a world-class pianist and founder of *The Saint Michael Trio*.

Enjoy a delicious continental breakfast with IBAM friends.

Guide to ICONs:



Best Paper Winner

8:30 a.m. – 10:00 a.m.

Session D: Academic and Practitioner Papers

Session D1: Academic Assessment Tools

Discussant: Christy Hutchison, Peru State College

Chair: Kenneth York, Oakland University

Session D1.1: A Tipping Point Analysis of Service-learning Hours and Student Outcomes

Author and Presenter: Veselina Vracheva, Chapman University. Co-Authors: John Garger, The Science Survival Academy and Paul Jacques, Rhode Island College.

This paper examines the link between the number of service-learning hours students work and three educational outcomes—student satisfaction with the service-learning project, class relevancy to the service-learning project, and expected community involvement.

Session D1.2: Common Method Variance During Instructor Assessment

Presenter and Student Author: Melanie DiMartino, Rhode Island College.

This paper demonstrates that common method variance, specifically single-source bias, threatens the validity of a university-created student assessment of instructor instrument, suggesting that decisions made from these assessments are inherently flawed or skewed.

Session D1.3: I Can't Get No (Grade) Satisfaction: Self-regulated Learning and Success in a School of Business

Sara Kimmel, Mississippi College; Stephen Trouard, Mississippi College; Randall Robbins, Mississippi College

The current paper examines student grade expectations, self-interventions, and satisfaction (with grade).

Session D2: Building Technology Systems

Discussant: Scott Jeffrey, Monmouth University

Chair: Michael Pawlish, Georgian Court University

Session D2.1: Ethical Framework for Blockchain Technologies

Stanton Heister, Portland State University; Kristi Yuthas, Portland State University

Blockchain is among the most revolutionary technological innovations in decades. Its impacts will affect every sector in business, government, and nonprofit. Before the technology matures and stabilizes, it is essential to explore the full range of its ethical implications and impacts.



Session D2.2: Building Platform-enabled Technology Ecosystems: Alliance Strategies to Balance Focus and Spread

Susan Cohen, University of Pittsburg; Sean Tsuhsiang Hsu, California State University–Fullerton

New platforms confront a chicken-and-egg dilemma: to attract enablers, complementors, and users, sponsors must demonstrate platform value, but this value is contingent upon the support a platform attracts.

D2.3: A Large-Scale Process of Digital Technological System-Building

Robert Chapman Wood, San Jose State University

Today large digital systems can transform contributions of products. This study of a medical devices maker shows how innovation over three decades produced systems that prolong life much more successfully.

Session D3: The Critical Nature of Customer Choice

Discussant: Jennifer Murnane-Rainey, Indiana Tech University

Chair: Robert Heiser, University of Southern Maine

D3.1: State of the Literature - The Attraction Effect and Choice Decoys

Sybil Yang, San Francisco State University

The attraction effect is a well-known and studied consumer choice anomaly, a context effect that flies in the face of economic regularity. The current work aims to comprehensively document and organize the existing literature and to suggest areas of continued exploration for the subject.

D3.2: Optimizing Growth Through Customer-Centered Management

Lynn Hunsaker, University of California Santa Cruz

This paper describes customer-centered management in three phases: align from the top, all-hands-on deck, and systematic value.

10:15 a.m. – 11:45 a.m.

Session E: Academic and Practitioner Papers

Session E1: Gender and Social Identity

Discussant: Sara Kimmel, Mississippi College

Chair: Jennifer Murnane-Rainey, Indiana Tech University

Session E1: The Effects of Sexual Harassment in a Higher Education Setting

Leslie P. Filippelli-DiManna, Rhode Island College

Sexual harassment in higher education has attracted a number of research efforts that have examined a variety of consequences resulting from harassing behaviors. We propose a model that extends the research of sexually harassing behaviors, to include the frequency and duration of those behaviors, and examine how such behaviors influence a victim's appraisal of the situation, the type of coping strategies used to moderate the effects of such an appraisal on outcomes, and the moderating effects of victim coping.

Session E1.2: The Effect of a Leader's Power on Citizenship Behaviors: A Social Identity Perspective

Mee Sook Kim, California State University–East Bay; Won-Woo Park, Seoul National University; Haeseen Park, King's College London

Applying social identity theory, we examine how a leader's power perceived by team members influences their citizenship behaviors. We argue that a leader's power positively influences the extent to which team members identify themselves with their team, which in turn leads to greater citizenship behaviors.

Session E2: Strategy, Systems, and Stakeholder Concerns

Discussant: Robert Heiser, University of Southern Maine

Chair: Robert Chapman Wood, San Jose State University

E2.1: A Stakeholder Analysis of the Solar Industry

Michael Pawlish, Georgian Court University

The focus of this proposed paper is a stakeholder analysis of the solar industry using the “shared value” concept (Porter & Kramer, 2011) to gain a deeper understanding of the stakeholders that affect or are affected (Freeman et al., 2010) by the solar installation firms.

E2.2: The Hanson Brothers Effect: Is Rough Play a Winning Strategy in the NHL?

Kenneth York, Oakland University; Cynthia Miree, Oakland University

The effectiveness of rough play in the National Hockey League (NHL) as measured by penalties was examined for the effect on the on-ice performance of the teams.

E2.3: Achieving Improvement in the Peer Review Process: An Ecosystem Perspective

Martin Monroe, University of Houston Downtown

Previous scholarly work in management science has noted substantial problems with the peer-review process. I derive an ecosystem view of the participants based upon the value proposition that improvement in the quality journal articles via peer review is of mutual interest. Factors at two levels, inter-organizationally, and intra-organizationally, are identified as critical to achieving the shared value proposition.

12:00 p.m. – 1:30 p.m.

Awards Luncheon and Keynote Address

Chair: Scott Jeffrey, IBAM President

AGENDA

- 1. Announcements: Presented by Scott Jeffrey**
- 2. Best Paper Awards: Presented by Division Chairs, Moderated by Scott Jeffrey**
- 3. Best Reviewer Award: Presented by Scott Jeffrey**
- 4. Keynote Speaker: Introduced by Scott Jeffrey**

**Keynote Speaker: Phillip J. Carmack,
VP/GM of Emerging Products at
Google**



Philip J. Carmack is Vice President and General Manager of Emerging Products at Google. He has been Chief Executive Officer of PsiKick, Inc. and a serial entrepreneur in the technology industry for more than 30 years. Mr. Carmack has served as the Chief Executive Officer of Aptina Imaging Corporation, Senior Vice President of Engineering at 3dfx Interactive, Inc., Senior Vice President for NVIDIA Corporation's Mobile Business Unit, Senior Vice President of Handheld GPU Business Unit of Nvidia Corp., and Senior Vice President of Wireless Media Processor Business Unit of Nvidia Corp. He has over 20 years of engineering and management experience in high-end computing graphics systems, as well as silicon and software design. Mr. Carmack has also served as Senior Vice President and Chief Operating Officer at Gigapixel and founded and served as Chief Executive Officer of Raydiant. In addition, he is currently serving as a director of PsiKick and Aptina. Mr. Carmack earned a Bachelor of Science degree in Electrical Engineering at Brigham Young University and a Master of Science degree in Electrical Engineering from Stanford University.

1:45 p.m. – 3:15 p.m.

Session F: Academic and Practitioner Papers and Workshops

Session F1: Engagement and Motivation

Discussant: Kenneth York, Oakland University

Chair: Leslie P. Filippelli-DiManna, Rhode Island College

F1.1: Emotional Intelligence Skills Management and AI Decision Systems Need to Engage Employees in Establishing and Operating Successful Organizations



David Amakobe, Colorado Technical University

The study addressed the problem that Emotional Intelligence (EI) skills business managers need to engage employees in establishing a successful healthcare business was not well developed. The purpose of the qualitative exploratory study was to explore the EI skills business managers need to engage employees in establishing a successful healthcare business.

F1.2: Love of Money and Incentive Effectiveness

Scott Jeffrey, Monmouth University

Scholars have studied the effectiveness of cash vs. non-cash incentives in an attempt to find what works best to accomplish firm objectives. This study will examine how attitudes towards money affects the relative effectiveness of cash vs. non-cash incentives.

F1.3: Motivations, Demographics & Self-Gifting Consumer Behavior in Japan and the USA

Roblyn Simeon, San Francisco State University

Although the phenomenon of self-gifting consumer behavior has been shown to be an important area of research, it has nevertheless only appeared intermittently in the domestic literature. For this research project, we propose using a number of validated scales to examine SGCB in the US & Japan. We will also introduce demographic & personal cultural orientation factors to further explore the differences across individuals and geographic boundaries. For this idea incubator event, we have already collected data in both countries and completed a number of analyses.

F2: Strategic Choice

Discussant: Robert Chapman Wood, San Jose State University

Chair: Paul Jacques, Rhode Island College

F2.1: Strategic Responses to Entry Threat in the Mobile Telecom Market

Jay Lee, California State University Sacramento

This paper is empirically investigating how incumbents are responding to potential new entry threats in the mobile telecommunication market. In particular, this paper deals with the incumbents' price deterrence strategy, focusing on how incumbents' heterogeneous attributes will have to do with the limit pricing mechanism.

F2.2: Are There Optimal Forms of Public-Private Partnerships?

Yi Karnes, California State University East Bay

Many emerging economies have launched ambitious efforts to privatize state-owned enterprises (SOEs). However, not all privatization entails complete ownership and control transfer from public to private hands. In this study, we recognize different forms of public-private partnerships in investment projects in emerging economies. We find that there are optimal forms of partnerships that benefit the performance of public-private investments.

F3: Behavioral Interventions

Innovating Psychosocial and Behavioral Interventions for Psychological and Traumatic Brain Injury

Carolyn Salerno, ARC Leadership Group; Steve Goveia, Inorbis Technologies, Inc.; Jennifer Mackie, Sixth and Harbor Consulting; Arthur Jue, LiveFreely Inc & CRANDL Consulting; Tom Sawyer, Health Directions Consulting LLC; Kathryn Schuyler, Alliant International University

This proposal revolves around the concept of creating psycho-social and behavioral interventions to assist in the management of recovery from significant trauma such as PTSD.

3:15 p.m.

Optional tour of Google

Transportation is provided by IBAM. Please sign up for the van by Thursday 6:00 p.m.

IBAM 26 Program - Saturday, August 3, 2018

7:00 a.m. – 8:15 a.m.	Breakfast Speaker Enjoy a delicious continental breakfast with IBAM friends.
8:30 a.m. – 10:00 a.m.	Academic and Practitioner Presentations
10:00 a.m. – 11:30 a.m.	Interactive Publishing Panel
11:30 a.m. – 2:00 p.m.	Leadership Meeting We welcome your involvement!!!

7:00 a.m. – 8:15 a.m.	Breakfast Speaker David Entwistle, President, and CEO, Stanford Health Care
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David Entwistle has extensive experience leading academic medical centers and is a passionate advocate of precision health - tailoring treatments to a patient’s specific conditions as well as focusing on prevention and empowering individuals to take charge of their health care. He joined SHC in 2016, attracted by the technological innovation of Silicon Valley that helps advance health care, such as wearable devices for tracking activity or monitoring blood glucose levels. Previously, David served as CEO of the University of Utah Hospital & Clinics, where he received the Modern

Healthcare “Up and Comers Award,” for significant contributions in health care administration, management, and policy. He has served as SVP and COO at the University of Wisconsin Hospital and Clinics and as a VP of City of Hope National Medical Center in Duarte, CA. David also serves on the boards of the American Hospital Association, the AAMC Council of Teaching Hospitals, the Accreditation Council for Graduate Medical Education, and Vizient. He is past chair of the Utah Hospital Association and was appointed by the governor of Utah to the state’s Medicaid Task Force. An avid cyclist, often accompanied by his son, he enjoys competing in Ironman Triathlons as well. David tweets at @DEntwistleSHC.

8:30 – 10:00 a.m.

Academic and Practitioner Papers

Session H1: Innovating in Health Care

Discussant: Jay Lee, California State University Sacramento

Chair: T.J. Wharton, Oakland University

H1.1: Identifying Academically At-Risk Students: The Role of Suburban High School PLC Educators

Cheryl Burleigh, University of Phoenix

Accountability and ownership of learning are no longer educational priorities; instead, academic success is reduced to an API score. Research findings indicated the best ways to support educators to assist academically at-risk students included collaboration, awareness of academic responsibility and accountability, increased counseling and school funding, and the development of specific intervention programs.

H1.2: Handheld Devices as Digital Currency to Advance Student Language Acquisition and Mathematics Competency

Cheryl Burleigh, University of Phoenix

This exploratory case study, based on systems thinking, grounded in stories shared by educators, will not only reveal teachers' observations of student success, but also the powerful impact hand-held devices may have in the classroom.

H1.3: Psycho-social Determinants of Health: Leading Behavioral Change in Military, Academic, and Commercial Settings

Carolyn Salerno, University of San Diego; Richard R. Brydges. Cdr. Ret.

This paper presents research on the effectiveness of Employee Assistance Programs (EAP) in generating productivity improvements within organizations through applications of transformational leadership and stewardship theory.

H2: Workshop: A Robust Solution to Health Care Coordination in Vulnerable Populations

Tom Sawyer, Health Directions Consulting LLC; Steve Goveia, Inorbis Technologies, Inc.

The current health care environment remains unsustainable given its access and affordability, its costs and outcome challenges, and high levels of dissatisfaction among patients and providers. These challenges are doubly true of vulnerable populations such as low income, blind and disabled, and older adults. Significant challenges exist in these populations in housing, transportation, cognitive difficulties, lack of ability to contact the person, and competing risks interfering with health care priorities. This session proposal is intended to present a solution to this current dilemma in current health care coordination and solicit feedback and engagement from session participants in constructive dialog in refining said solution.

10:00 a.m. – 11:30 a.m.

Session I: Interactive Publishing Panel

Moderator: Scott Jeffrey, Monmouth University

Carolyn Salerno, ARC Leadership Group; Paul Jacques, Rhode Island College; Steve Piersanti, Berrett Koehler Publishers; Kathryn Schuyler, Alliant International University

Trying to navigate academic journals to get your papers published? Struggling to find a wider audience for your research? This session is for you! Not only will you meet the editorial team responsible for IBAM's own journal, the Journal of Behavioral and Applied Management, you will have a chance to network and learn from the CEO of highly respected Berrett-Koehler Publishers as well as a publication editor for the International Leadership Association and review board members of additional publications, such as the Journal of Management, Spirituality, and Religion.

11:30 a.m. IBAM 26 comes to an end.

The IBAM 26 Proceedings will be posted electronically on the IBAM website (<http://www.ibam.com>). We hope that you have been enriched by your time in San Jose and wish you safe travels home.

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 Scott Jeffrey (sjeffrey@monmouth.edu) or Mary Pisnar (mpisnar@bw.edu).

Presentation Abstracts

Session A

A1: Workshop: The How To's of Critical Discussion

Tim Hegstrom, San Jose State University

Many organizational groups depend upon critical decision-making, the careful examination of problems and solutions. Such discussion depends, in turn, on a willingness to disagree, without being disagreeable. It depends on a willingness to encourage dissent and to listen carefully when suggestions are offered. The skill set required can be learned and coached. Organizational sites in which this is helpful vary from the executive staff meeting to the ad hoc task force. In this workshop, I propose to explain the communication skills required to lead and participate in critical discussion groups and to practice the clarification and critical questioning. Some of the more helpful skills include sharpening the question to be discussed, deciding upon and analyzing the issues (or key sub-questions), offering and evaluating data and other evidence, recognizing hidden premises and logical fallacies, and encouraging participation.

A2: The Global Leadership Advancement Center: Contributions and Lessons

Joyce Osland, The Global Leadership Advancement Center, San Jose State University

The Global Leadership Advancement Center (GLAC) was founded in 2007 with the mission of advancing, fostering and disseminating knowledge on global leadership and its development. San Jose State is known for its global leadership curricula, innovative programs, and research. This session briefly describes GLAC's programs, all based on best practices, and the lessons learned from our GLLab assessment center and its ongoing evaluation research, bench-marking studies on university programs, co-curricular programs for undergraduates, a cultural exchange program for MBAs, and a certificate in Advanced Global Leadership for post-graduates.

A3: Workshop: Presence, Listening, and Loving: Practices to Create a Healthy Culture

Kathryn Goldman-Schuyler

This experiential workshop will invite you to pause, experience, and reflect on what you already know and do with regard to becoming present, listening, and loving as part of creating an organizational culture. Kathryn Goldman-Schuyler will introduce you to gentle, simple approaches that she has developed over twenty years of teaching and consulting. She will discuss the research she has done using these in the workplace, how you might adapt it to your own research, teaching, or consulting, and offer structured opportunities to learn about yourself, mindfulness, and how these relate to creating healthy cultures.

Session B

B1: Workshop: Think Like a Scientist

T.J. Wharton, Oakland University

This paper presents three experiential learning exercises which focus on enhancing a student's ability to "think like a scientist" to improve their critical thinking skills. Experiential exercises are an effective way for students to learn a variety of concepts because they allow students to be actively engaged in the learning process. The exercises are especially useful for students with non-science backgrounds by providing them a different perspective on problem formulation and decision making.

B2: Workshop: You Are the Judge! Academic Freedom in the College Classroom

Christy Hutchison, Peru State College

"You are the Judge!" Test your knowledge of the nature and parameters of free speech of professors and students by predicting how courts have ruled in classroom speech cases. After a discussion of the law and principles involved, the actual court ruling will be explained. This discussion may also include media reports of classroom speech dustups not yet filed in court, and personal experiences of audience members. (Note: this session may include discussion of offensive, sexually explicit words as recited in federal court opinions and media reports of classroom incidents.)

B3: Workshop: Beyond Culture: A Model for Cross-Disciplinary Study Abroad

Sara Kimmel, Mississippi College; John Brandon, Mississippi College

Study abroad is widely considered a significant experiential opportunity for students; however, smaller universities often lack dedicated study abroad offices, faculty, or financial motivation to create meaningful academic experiences for students beyond culture or language courses. Additionally, in smaller universities, departmental reluctance may exist due to the concern over cannibalization of existing programs or on-campus courses. Due to the expressed focus on culture, history, and language in many study abroad programs, schools of business and management often express concern that short-term study opportunities are not geared toward serious academic learning. The workshop will present a model for developing objective-driven and measurable, cross-disciplinary partnerships within the university to create valuable study-abroad programs.

Session C

C1: Workshop: Distributed Leadership: Mindful Practices of Leaders
Cheryl Burleigh, University of Phoenix

Administrators and educational leaders do not need to lead in isolation. Distributed leadership centers on the how and why of leadership activity, beyond traditional consideration of roles and strategies. The emphasis of distributive leadership is across the school as a process that provides opportunities for faculty to promote collaborative mindful practices and school improvement. Successful leaders create collaborative cultures, seek shared leadership and decision-making practices which focuses on school initiatives, student learning, and achievement.

C2: Workshop: Blockchain Systems and Their Potential Impact on Business Processes
Vince LoRusso, TruUp; Stanton Heister, Portland State University; Kristi Yuthas, Portland State University

Blockchain technologies introduce fundamental changes in the mechanisms available for verifying identity, transferring wealth, securing records, and tracing the movement of assets. The technology is poised to profoundly affect business processes and models in industry, government and the social sector. Business students will graduate into a world in which they are likely to work in businesses that deploy or interact with blockchain and related technologies. Business programs need to prepare students for their future responsibilities by introducing them to the intellectual foundations of this emerging technology and the operating practices it enables. This paper introduces a paper-based assignment designed to provide students this valuable opportunity.

C3: Leadership of Innovation
C3.1: Leadership of Innovation in Applied Stem Cell Therapy
Evelyn Li, Asian Medical Clinic

This proposed workshop/session will (1) introduce the basics of stem cell therapy, (2) explore issues related to the ongoing health management, as well as leadership and socio-political implications/issues, and (3) look at applications and innovations in "crafting the future" of the field. Attendees will come away with a better appreciation for the interdisciplinary behavioral and applied management implications, connections, and juxtapositions relative to this emerging field that promises to transform the healthcare environment as we know it for generations to come.

Session D

D1: Academic Assessment Tools

D1.1: A tipping point analysis of service-learning hours and student outcomes

Veselina Vraceva, Chapman University; Paul Jacques, Rhode Island College

This paper examines the link between the number of service-learning hours students work and three educational outcomes—student satisfaction with the service-learning project, class relevancy to the service-learning project, and expected community involvement. Although extant literature links overstimulation to various job outcomes, most studies do not consider a service-learning context, and they suggest a linear association between stimuli and outcomes. In contrast, applying activation theory and Yerkes-Dodson law logic, we test curvilinear relationships between service-learning hours and student outcomes. Results suggest that students benefit from service-learning up to a certain duration of a service-learning project. This investigation identifies the tipping point of the number of service-learning hours beyond which there are decrements to the three student outcomes.

D1.2: Common Method Variance During Instructor Assessment

Melanie DiMartino, Student Author; Paul Jacques, Rhode Island College

This paper demonstrates that common method variance, specifically single-source bias, threatens the validity of a university-created student assessment of instructor instrument, suggesting that decisions made from these assessments are inherently flawed or skewed. Single-source bias leads to generalizations about assessments that might influence the ability of raters to separate multiple behaviors of an instructor. Exploratory factor analysis, nested confirmatory factor analysis, and within and between analysis are used to assess a university-developed, proprietary student assessment of instructor instrument to determine whether hypothesized factor structures are identifiable. Findings suggest that common method variance, specifically single-source bias, resulted in the inability to identify hypothesized constructs statistically. Additional information is needed to identify valid instruments and an effective collection method for assessment. Institutions are not guaranteed valid or useful instruments even if they invest significant time and resources to produce one. Without accurate instrumentation, there is insufficient information to assess constructs for teaching excellence. More valid measurement criteria can result from using multiple methods, altering collection times, and educating students to more accurately distinguish multiple traits and behaviors of individual instructors.

D1.3: I Can't Get No (Grade) Satisfaction: Self-regulated Learning and Success in a School of Business

Sara Kimmel, Mississippi College; Stephen Trouard, Mississippi College; Randall Robbins, Mississippi College

In schools of business, students are challenged with mastering large amounts of multi-disciplinary content while developing as autonomous and effective learners who will become self-directed and effective managers in the workplace. Sebasta and Speth (2017) state, "Self-regulated learning is the process of setting learning goals, monitoring progress toward them, and applying appropriate study strategies. SRL characterizes successful 'expert' learners, and develops with time and practice." Using school of business courses, we replicated the Sebasta and Speth (2017) study, surveying students across courses in five majors (Accounting, Business Administration, Entrepreneurship, Finance, and Marketing) to determine: (1) student self-reported self-regulated learning strategies; (2) strategies associated with higher achievement and with grade improvement on exams; and (3) study approaches students proposed to use for future exams. In the comparative study, students were surveyed twice using the instrument: once, after the first major test or quiz in each course; and, again, after the second major test or quiz in the course. Fourteen different courses were represented, some with multiple sections, for a total of 21 classes that participated. Results are presented to inform offices of student success. The current paper examines student grade expectations, self-interventions, and satisfaction (with grade).

D2: Building Technology systems

D2.1: Ethical Framework for Blockchain Technologies

Stanton Heister, Portland State University; Kristi Yuthas, Portland State University

Blockchain is among the most revolutionary technological innovations in decades. Its impacts will affect every sector in business, government, and nonprofit. Before the technology matures and stabilizes, it is essential to explore the full range of its ethical implications and impacts. The worldviews and values of system developers, typically young white males from wealthy countries, will literally be coded into these systems and increasingly difficult to change as these technologies mature. We plan to draw from a variety of ethical frameworks and perspectives associated with traditional and emerging information and engineering technologies as we build out our own ethical framework. In addition, we will draw from social and environmental impact measurement methodologies used for evaluating corporate social responsibility and nonprofit and governmental performance.

****D2.2: Building Platform-enabled Technology Ecosystems: Alliance Strategies to Balance Focus and Spread**

Susan Cohen, University of Pittsburg; Sean Tsuhsiang Hsu, California State University–Fullerton

New platforms confront a chicken-and-egg dilemma: to attract enablers, complementors and users, sponsors must demonstrate platform value, but this value is contingent upon the support a platform attracts. Wide bridges, multiple points of contact between a sponsor and prospective supporters, can mitigate uncertainty, but focusing resources to form wide bridges leaves fewer available to spread influence to other desired ecosystem participants. We theorize sponsors of new platforms manage this focus and spread dualism by choosing partners capable of dispersing information and influence beyond wide bridges. In the context of 2G wireless platform competition, we find support for our hypotheses: a new platform sponsor forms wide bridge alliance ties with firms whose partners create value in diverse ways, have multiparty alliances, and/or are technologically prominent.

D2.3: A Large-Scale Process of Digital Technological System-Building

Robert Chapman Wood, San Jose State University

"Today large digital systems can transform contributions of products. This study of a medical devices maker shows how innovation over three decades produced systems that prolong life much more successfully."

D3: The Critical Naturel of Customer Choice

D3.1: State of the Literature - The Attraction Effect and Choice Decoys

Sybil Yang, San Francisco State University

The attraction effect is a well known and studied consumer choice anomaly, a context effect that flies in the face of economic regularity. Since Huber, Payne & Puto revealed the effect in 1982, much research has emerged to establish boundary conditions and theories as to how the attraction effect alters consumer choice making. Given the wide array of research published on the subject, no comprehensive literature review has been published on the subject. The current work aims to comprehensively document and organize the existing literature and to suggest areas of continued exploration for the subject.

D3.2: Optimizing Growth Through Customer-Centered Management

Lynn Hunsaker, University of California Santa Cruz

This paper describes customer-centered management in three phases: align from the top, all-hands-on deck, and systematic value. Contrary to popular notions of service, Net Promoter Score(R), and digital experience, the keys to best return on investment are not programmatic, but rather systemic in aligning your enterprise with your core customers. This applies to every industry, sector, and geography. Customer-centered management is not an overhaul of the way business is being done today, but it is profoundly powerful in shifting mindsets and norms toward engagement that yields sustained internal and external retention, productivity and growth.

Session E

E1: Gender and Social Identify

E1.1: The Effects of Sexual Harassment in a Higher Education Setting

Leslie P. Filippelli-DiManna, Rhode Island College

Sexual harassment in higher education has attracted a number of research efforts that have examined a variety of consequences resulting from harassing behaviors. We propose a model that extends the research of sexually harassing behaviors, to include the frequency and duration of those behaviors, and examine how such behaviors influence a victim's appraisal of the situation, the type of coping strategies used to moderate the effects of such an appraisal on outcomes, and the moderating effects of victim coping. It is expected the results will show the impacts of sexual harassment on students is of a complex nature and reflects individual differences in outcomes.

E1.2: The Effect of a Leader's Power on Citizenship Behaviors: A Social Identity Perspective

Mee Sook Kim, California State University–East Bay; Won-Woo Park, Seoul National University; Haeseen Park, King's College London

Applying social identity theory, we examine how a leader's power perceived by team members influences their citizenship behaviors. We argue that a leader's power positively influences the extent to which team members identify themselves with their team, which in turn leads to greater citizenship behaviors. We further investigate how the quality of LMX (Leader-Member Exchange) moderates the indirect effect of a leader's power on citizenship behaviors. The moderated mediation analysis using survey data collected from 464 employees in South Korea showed that a leader's power positively influenced team members' citizenship behaviors by increasing their team identification. This indirect effect was stronger when the team members had high-quality LMX with their leaders.

E2: Strategy, Systems, and Stakeholder Concerns

E2.1: A Stakeholder Analysis of the Solar Industry

Michael Pawlish, Georgian Court University

The focus of this proposed paper is a stakeholder analysis of the solar industry using the “shared value” concept (Porter & Kramer, 2011) to gain a deeper understanding of the stakeholders that affect or are affected (Freeman et al., 2010) by the solar installation firms. This new research stream by the author will analyze the stakeholder relationships with solar energy installation firms through qualitative interviewing (Rubin & Rubin, 2012). The use of qualitative interviews would seem to be the method to examine the stakeholder relationships and will advance Stakeholder Theory in three ways. First, the interviews will assist in applying the theory from a management perspective to organizations in a specific industry. Second, by using qualitative interviews of the firms, the author will identify the primary and secondary stakeholders that affect or are affected by the firms. The final way Stakeholder Theory will be advanced is by using the information from the identified stakeholders where additional qualitative interviews will be conducted to examine the relationship with the theory and how value is created.

E2.2: The Hanson Brothers Effect: Is Rough Play a Winning Strategy in the NHL?

Kenneth York, Oakland University; Cynthia Miree, Oakland University

The effectiveness of rough play in the National Hockey League (NHL) as measured by penalties was examined for the effect on the on-ice performance of the teams. There were no statistically significant differences in Penalties in Minutes (PIM), Major Penalties, and Minor Penalties between teams that won the Stanley Cup (the NHL championship) and the other NHL teams, between the two Stanley Cup finalist teams and the other teams, nor between the 16 teams in the Stanley Cup playoffs and the other teams. PIM, Number of Major Penalties, and Number of Minor Penalties were not significantly correlated with Wins or Points, and were not significant predictors of Wins or Points, for the regular season. There were some significant correlations with other measures of on-ice performance. In the Stanley Cup playoffs, there were also no significant differences in PIM, Major Penalties, and Minor Penalties between teams that won the Stanley Cup and the other NHL teams, nor between the two Stanley Cup finalist teams and the other teams. Again, there were some significant correlations with other measures of on-ice performance. PIM, Number of Major Penalties, and Number of Minor Penalties were not significantly correlated with Wins or Points, and were not significant predictors of Wins or Points, for the regular season, and were not significant predictors of Wins, for the Stanley Cup Playoffs. Rough play was not found to be related to better on-ice performance, for the regular season nor for the Stanley Cup Playoffs.

Session F

F1: Engagement and Motivation

****F1.1: Emotional Intelligence Skills Management and AI Decision Systems Need to Engage Employees in Establishing and Operating Successful Organizations**

David Amakobe, Colorado Technical University

The study addressed the problem that Emotional Intelligence (EI) skills business managers need to engage employees in establishing a successful healthcare business was not well developed. The purpose of the qualitative exploratory study was to explore the EI skills business managers need to engage employees in establishing a successful healthcare business. The research questions identified the EI skills managers need to engage employees in creating a successful healthcare business. The research hypothesized that if managers would perceive and express emotion, assimilate emotion in thought, understand and reason with emotions, and regulate emotion in themselves and their employees, then the employees will be personally engaged in their work roles resulting in mutually beneficial sustainable corporate outcomes.

F1.2: Love of Money and Incentive Effectiveness

Scott Jeffrey, Monmouth University

Scholars have studied the effectiveness of cash vs. non-cash incentives in an attempt to find what works best to accomplish firm objectives (Bareket-Bojmel, Hochman, & Ariely, 2014; Gneezy, Meier, & Rey-Biel, 2011; Jeffrey, 2009; Jeffrey & Shaffer, 2007; Mahmood & Zaman, 2010; Shaffer & Arkes, 2009). While many have come to the conclusion that non-cash is often a more effective reward, the majority of the research has compared the two incentives across similar populations. These studies ignore individual differences between the employees by only looking at average performance improvement. This study will address that shortcoming by examining how attitudes towards money affect the relative effectiveness of cash vs. non-cash incentives.

F1.3: Motivations, Demographics & Self-Gifting Consumer Behavior in Japan and the USA
Roblyn Simeon, San Francisco State University

Although the phenomenon of self-gifting consumer behavior has been shown to be an important area of research, it has nevertheless only appeared intermittently in the domestic literature. A precursor to this area would be the literature on compulsive buying, gift-giving dynamics and the impact of moods and motivation on consumer behavior. Self-gifting consumer behavior (SGCB) has been defined as types of self-communication, personally symbolic and context-bound consumer purchase behaviors for managing a range of moods and motivations (Mick & DeMoss, 1990; Mortimer et al, 2015). Specifically, self-gifting behaviors occur on the occasions where you purchase a product, service or experience in order to reward yourself for accomplishments, overcoming difficulties, the preparation for upcoming tough tasks or projects or just to feel special. For this research project, we propose using a number of validated scales to examine SGCB in the US & Japan. We will also introduce demographic & personal cultural orientation factors to further explore the differences across individuals and geographic boundaries. For this idea incubator event, we have already collected data in both countries and completed a number of analyses.

F2: Strategic Choice

F2.1: Strategic Responses to Entry Threat in the Mobile Telecom Market
Jay Lee, California State University Sacramento

This paper is empirically investigating how incumbents are responding to potential new entry threats in the mobile telecommunication market. In particular, this paper deals with the incumbents' price deterrence strategy, focusing on how incumbents' heterogeneous attributes will have to do with the limit pricing mechanism. These attributes will be determined whether potential entry threat is actually realized or not. Also, they are going to be influenced by the maturity of market competition. In addition, this paper analyzes the incumbents' price fluctuations when actual entries have been made and the competition has intensified in the market. As a result, this paper compares the price strategy of incumbents when potential vs. actual competitions take place in the mobile telecom market.

F2.2: Are There Optimal Forms of Public-Private Partnerships?

Yi Karnes, California State University East Bay

Many emerging economies have launched ambitious efforts to privatize state-owned enterprises (SOEs). However, not all privatization entails complete ownership and control transfer from public to private hands. In this study, we recognize different forms of public-private partnerships in investment projects in emerging economies. We conceptualize these organization forms as different ownership and control by SOEs and private entities. Integrating transaction cost economics (TCE), agency theory, and institution-based view; we propose that public-private partnership forms are interdependent with characteristics of private entities and institutional environments. We find that there are optimal forms of partnerships that benefit the performance of public-private investments.

F3: Innovating Psychosocial and Behavioral Interventions for Psychological and Traumatic Brain Injury

Carolyn Salerno, ARC Leadership Group; Steve Goveia, Inorbis Technologies, Inc.; Jennifer Mackie, Sixth and Harbor Consulting; Arthur Jue, LiveFreely Inc & CRANDL Consulting; Tom Sawyer, Health Directions Consulting LLC; Kathryn Schuyler, Alliant International University

This proposal revolves around the concept of creating psycho-social and behavioral interventions to assist in the management of recovery from significant trauma such as PTSD. The literature is filled with knowledge about significant trauma, phases of recovery, and therapeutic or clinical interventions. However, trauma (both brain injury and psychological) is often ongoing, a phenomenon that extends beyond current formal health system interventions.

Session H

H1.1: Identifying Academically At-Risk Students: The Role of Suburban High School PLC Educators

Cheryl Burleigh, University of Phoenix

Accountability and ownership of learning are no longer educational priorities; instead, academic success is reduced to an API score. A focus on test preparation hinders educators, forcing them to abandon teaching in favor of managing the business of education. This qualitative study explored the relationship between social and behavioral factors that may cause students to be academically at-risk. These students had less than average grades and achieved scores of proficient/advanced on STAR assessments. The research design provided participants the ability to express viewpoints

revealing five themes. Research findings indicated the best ways to support educators to assist academically at-risk students included collaboration, awareness of academic responsibility and accountability, increased counseling and school funding, and the development of specific intervention programs.

H1.2: Handheld Devices as Digital Currency to Advance Student Language Acquisition and Mathematics Competency

Cheryl Burleigh, University of Phoenix

Teachers, as inspired learning professionals, continuously strive to develop exciting curriculum to actively engaged students in the classroom. To advance language acquisition and mathematics competency, hand-held devices are used to improve individual student learning goals while maintaining a direct connection to learning. This exploratory case study, based on systems thinking, grounded in stories shared by educators, will not only reveal teachers' observations of student success, but also the powerful impact hand-held devices may have in the classroom.

H1.3: Psych-social Determinants of Health: Leading Behavioral Change in Military, Academic, and Commercial Settings

Carolyn Salerno, University of San Diego

This paper presents research on the effectiveness of Employee Assistance Programs (EAP) in generating productivity improvements within organizations through applications of transformational leadership and stewardship theory. Three applied case studies are introduced in military, academic, and commercial organizations where positive advances in psycho-social and behavioral healthcare management have or are yielding positive impacts. The integration of emerging social and collaborative technologies is also discussed as a potential catalyst for assisting in health and wellness-related organizational transformations.

H2.1: A Robust Solution to Health Care Coordination in Vulnerable Populations

Tom Sawyer, Health Directions Consulting LLC; Steve Goveia, Inorbis Technologies, Inc.

The current health care environment remains unsustainable given its access and affordability, its costs and outcome challenges, and high levels of dissatisfaction among patients and providers. These challenges are doubly true of vulnerable populations such as low income, blind and disabled, and older adults. In these populations, socioeconomic, environmental, institutional, and disconnectedness from social networks have a greater impact on health outcomes than the medical care they receive. Social determinants of health (SDOH) are the conditions in which people live, work, play, and age. These factors are "upstream" and highly interrelated to "downstream" health behaviors, health conditions and outcomes. While some of these behaviors (e.g.,

smoking, alcohol use) are in an individual's control, many risks (lack of nutritious food sources, air quality, poor wages, lack of political power) lay outside an individual's control but deeply impact his or her health outcomes. Among social factors are the devastating impact of mental illness and addiction and their comorbid impact when combined with chronic illnesses such as diabetes, hypertension, or arthritic conditions. While there is much talk regarding how social factors impact health care outcomes, many of these efforts lack actionability and comprehensiveness, especially in the siloed world of social benefits and their integration into the health care space. Significant challenges exist in these populations in housing, transportation, cognitive difficulties, lack of ability to contact the person, and competing risks interfering with health care priorities. This session proposal is intended to present a solution to this current dilemma in current health care coordination and solicit feedback and engagement from session participants in constructive dialog in refining said solution.

H2.2: Trust Your Instincts: A Neuroscience-Based Approach to Transforming Organizational Performance

Arthur Jue, CRANDL Consulting

This session will leverage neuroscientific research into the psychological construct of conative instinct as an application of volition in improving workplace performance. Interdisciplinary research supports the veracity of conation as a third dimension of mind. Balancing all three dimensions of mind - cognitive, affective, and conative – can yield higher performance as measured by productivity and efficiency. Embracing this holistic approach to unleashing human potential within organizations can enhance commitment and engagement, thereby reducing stress, tension, and workplace burnout. Participants will learn about the implications of this stream of research for organizational effectiveness and transformation, leadership development, learning, talent management, and other purposeful action.

Session I

Interactive Publishing Panel

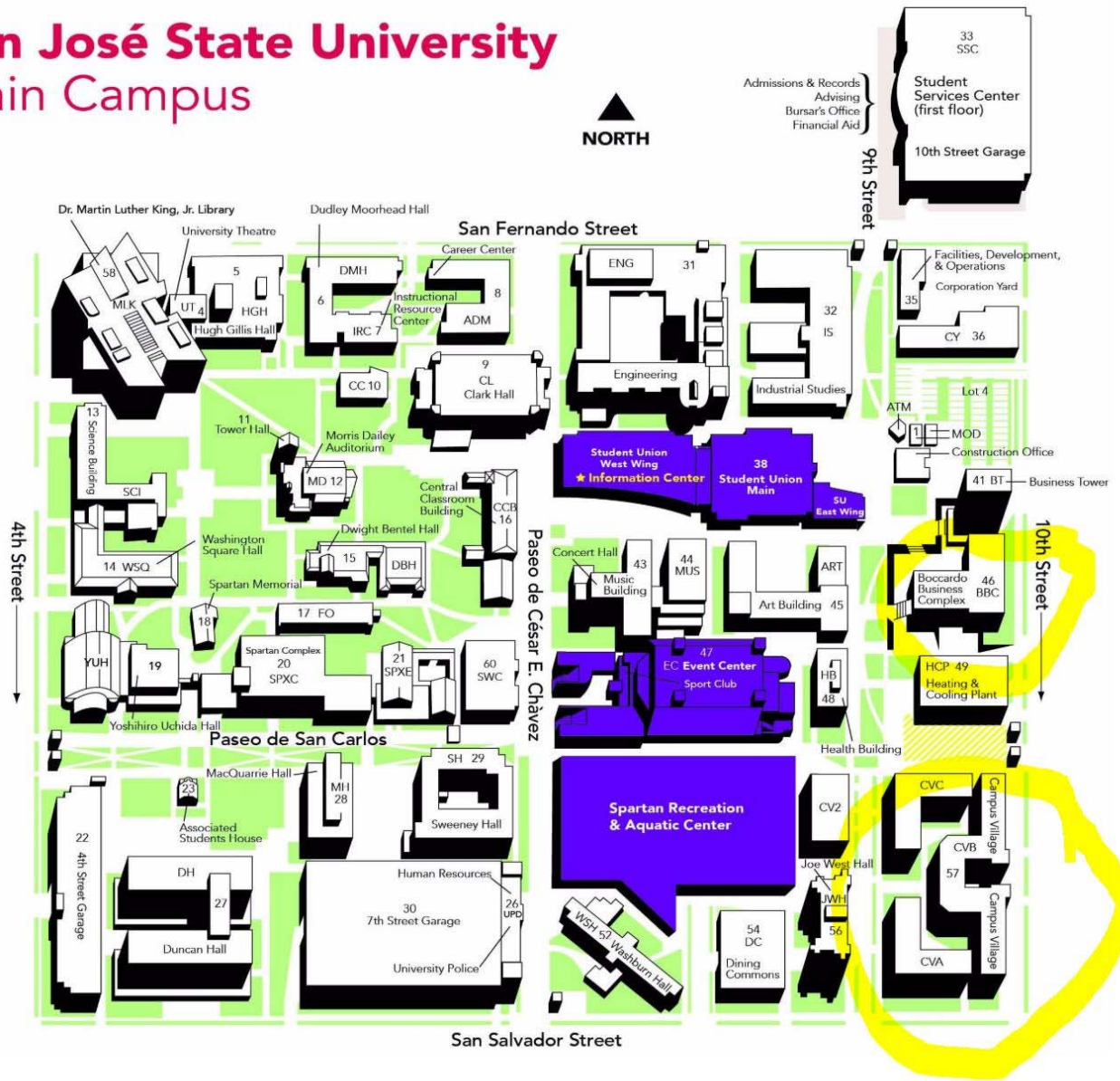
Carolyn Salerno, ARC Leadership Group; Paul Jacques, Rhode Island College; Steve Piersanti, Berrett Koehler Publishers; Kathryn Schuyler, Alliant International University

Trying to navigate academic journals to get your papers published? Struggling to find a wider audience for your research? Wondering what trade publishers are looking for in their acquisition efforts? This session is for you! Not only will you meet the editorial team responsible for IBAM's own journal, the Journal of Behavioral and Applied Management, you will have a chance to network and learn from the CEO of highly respected Berrett-Koehler Publishers as well as a publication editor for the International Leadership Association and review board members of additional publications, such as the Journal of Management, Spirituality, and Religion.

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