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Academic Background

Degrees

- Ph.D. Texas Tech University, Lubbock, Texas, Business Administration (Concentration: Management) (Research Methods minor), 1995
- Ed.S. New Mexico State University, Las Cruces, NM, Curriculum & Instruction (Learning Technology), 2004
- M.B.A. Sonoma State University, Rohnert Park, CA, General Business, 1991
- B.S. California State University, Sacramento, Sacramento, CA, Communication Studies, 1979
- B.S. California State University, Sacramento, Sacramento, CA, Business Administration (Human Resource Management), 1979
- A.A. Santa Rosa Junior College, Santa Rosa, CA, General Education, 1977

INTELLECTUAL CONTRIBUTIONS

Refereed Articles

- Black, J. A., Latta, M., & Twigg, N. W. (2012). Leaders' Skill of Innovation and Relationship to Preferences for Handling Risk & Uncertainty. *Business Journal for Entrepreneurs*, 2012 (2), 48-60.
- Black, J. A., Oliver, R. L., Benson, P. G., & Kinghorn, B. L. (in press, 2012). The Effect of Entrepreneur Turnover on an Intangible Resource: A Virtual Experiment. *Journal of Leadership, Accountability and Ethics*.
- Oliver, R. L. & Black, J. A. (2011). Micro-Business Hierarchies, Performance and Strategic Intangible Resources. *Journal of Marketing Development and Competitiveness*, 5 (5), 9-28.
- Kinghorn, B. H., Black, J. A., & Oliver, R. (2011). The Interaction of Leadership Roles and Organizational Learning Environment: a Canonical Correlation Approach. *Journal of Leadership, Accountability and Ethics*, 8 (4), 45-55.
- Wang, L., Hinrichs, K. T., Prieto, L., & Black, J. A. (2010). The Effect of Followers' Behavior on Leader Efficacy. *Journal of Business and Management*, 16 (2), 139-151.
- Black, J. A. & Smith, Y. S. (2009). The Disciplined Writer: Two Steps to Creating Academically Legitimate Integration Papers. *Christian Business Academy Review*, 4 (1), 48-56.
- Black, J. A. (2008). Reflections on Quality: Reputation, Accreditation & Dedication. *Kern Economic Journal*, 10 (4), 8-9.
- Black, J. A., Fabian, F. H., & Hinrichs, K. (2007). Fractals of Strategic Coherence in a Successful Nonprofit Organization. *Nonprofit Management & Leadership*, 17 (4), 421-441.
- Black, J. A., Oliver, R. L., Howell, J. P., & King, J. P. (2006). A Dynamic System Simulation of Leader and Group Effects on Context for Learning. *Leadership Quarterly*, 17 (1), 39-56.
- Sherman, W. S. & Black, J. A. (2006). The role of market structure to differentiate strategy from entrepreneurship. *SAM Advanced Management Journal*, 71 (2), 29-38.

Refereed Proceedings

Full Paper

- Domke-Damonte, D., Keels, J. K., & Black, J. A. (2012). Taking a Bite Out of Strategic Understanding: The

APPLE Analysis in a Strategic Management Classroom. Southeast InFORMS Meeting.

Black, J. A. & Twigg, N. W. (2012). Academic Debate on Critical Thinking Elements. Southeast InFORMS Meeting.

Black, J. A., Keels, J. K., Domke-Damonte, D., & Ritter, B. (2012). Using Knowledge, Skills and Abilities (KSAs) and Stakeholder analysis to Develop Management Specializations. Southwest Academy of Management.

Black, J. A., Twigg, N. W., & Latta, M. (2012). Intreprenurial Leaders and Performance. Southwest Academy of Management.

Black, J. A. & Megehee, C. (2012). Identity and the Micro-Business. Southwest Academy of Management.

Black, J. A., Keels, J. K., & McKinney, A. P. (2012). Can business ethics and personal (social) responsibility really be taught: Evidence of change over knowledge. Southern Management Association Annual Meeting.

Latta, M., Twigg, N. W., & Black, J. A. (2011). Successful Innovation in Organizations: The Effects of Transformational Leadership, Product Innovativeness, and Market Receptivity. Southeast InFORMS Meeting.

Black, J. A., Latta, M., & Twigg, N. W. (2011). Leaders' Skill of Innovation and Relationship to Preferences for Handling Ambiguity & Uncertainty. Southeast InFORMS Meeting.

Black, J. A., Domke-Damonte, D., & Keels, J. K. (2011). Melding Team Roles and Leader Roles into One Skills Development Program. Southeast InFORMS Meeting.

Black, J. A., Oliver, R. L., Paris, L. D., & Howell, J. P. (2010). Charismatic Leadership Up Close: Entrepreneurship & Charisma. Southwest Academy of Management.

Black, J. A. (2008). Developing a Taste for Academic Rigor in Working Adults. Western Academy of Management.

Black, J. A. & Oliver, R. L. (2008). Micro-business Hierarchies, Performance & the Context-for-Learning. Western Academy of Management.

Kinghorn, B. & Black, J. A. (2007). Relationships between Competing Values Framework Leader Roles and the Context for Learning: Expert Panel versus the Field. Southwest Region Decision Science Institute.

Fass, R. D. & Black, J. A. (2007). Entrepreneurial Opportunity Seeking: Governmental Shocks and Opportunities. Southwest Region Decision Science Institute.

Black, J. A., Savage, G., & Kinghorn, B. (2007). Suspension of disbelief: The bridge between research paradigms. Southwest Academy of Management.

Black, J. A. & Gladstone, J. (2007). Entrepreneurial Conation Preferences: Working Adults versus Students. Western Academy of Management.

Fabian, F. H. & Black, J. A. (2007). Mimicry, Hypocrisy, Coherence, Cacophony: Adoption Patterns of Deep Strategic Rules. Western Academy of Management.

Fabian, F. H. & Black, J. A. (2007). Organizational Identity, Dominant Logic & the Goal of Strategic Coherence. Southern Management Association.

Black, J. A. & Oliver, R. L. (2006). Supporting innovation through a context-for-learning: Comprehensive leadership training and the leader's effect on a context-for-learning. Western Academy of Management.

Black, J. A., Kinghorn, B. H., & Oliver, R. L. (2006). An Entrepreneurial Perspective of Terrorism. Southern Management Association.

Presentation of Refereed Papers

International

McKinney, A. P., Small, E., Frye, C., Newell, S., & Black, J. A. (2012, August). Are we missing the mark? The Assumptions we make about learning in higher education. Academy of Management Annual Meeting, Boston, Massachusetts.

Black, A. A. & Black, J. A. (2009, August). What's up with engineering? Identifying a continuing gender-equity gap in Academia. Academy of Management, Chicago, Illinois.

Black, J. A., Oliver, R. L., & Benson, P. G. (2009, August). The Effect of Leadership Turnover on an Intangible Resource: A Virtual Experiment. Academy of Management, Chicago, Illinois.

Black, J. A., Oliver, R. L., & Hunt, J. G. (2006, August). Modeling Forgetting: The dark side of organizational capability development and competition. Academy of Management, Atlanta, Georgia.

National

Black, J. A. & Smith, Y. S. (2008, October). A system for integration writing: Focusing the light. A Workshop to Improve Professional Skills. Christian Business Faculty Association, Indianapolis, Indiana.

Regional

Black, J. A., Keels, J. K., & McKinney, A. P. (2012). Can business ethics and personal (social) responsibility really be taught: Evidence of change over knowledge. Southern Management Association Annual Meeting, Ft. Lauderdale, Florida.

Black, J. A. & Twigg, N. W. (2012, October). Academic Debate on Critical Thinking Elements. Southeast InFORMS Meeting, Myrtle Beach, South Carolina.

Black, J. A. & Megehee, C. (2012, February). Identity and the Micro-Business. Southwest Academy of Management, New Orleans, Louisiana.

Black, J. A., Twigg, N. W., & Latta, M. (2012, February). Intrepreneurial Leaders and Performance. Southwest Academy of Management, New Orleans, Louisiana.

Black, J. A., Keels, J. K., Domke-Damonte, D., & Ritter, B. (2012, February). Using Knowledge, Skills and Abilities (KSAs) and Stakeholder analysis to Develop Management Specializations. Southwest Academy of Management, New Orleans, Louisiana.

Domke-Damonte, D., Keels, J. K., & Black, J. A. (2012, October). Taking a Bite Out of Strategic Understanding: The APPLE Analysis in a Strategic Management Classroom. Southeast InFORMS Meeting, Myrtle Beach, South Carolina.

Black, J. A., Boal, K. L., Hinrichs, K., & Fabian, F. H. (2011, November). Getting business students to effectively think, collaborate and communicate: Addressing the Academic-Practitioner Soft Skills Gap within a Business School Curriculum. Southern Management Association Conference, Savannah, Georgia.

Black, J. A., Domke-Damonte, D., & Keels, J. K. (2011, November). Effective Class-Based Teams. Southern Management Association Conference, Savannah, Georgia.

Black, J. A., Domke-Damonte, D., & Keels, J. K. (2011, October). Melding Team Roles and Leader Roles into One Skills Development Program. Southeast InFORMS Meeting, Myrtle Beach, South Carolina.

Black, J. A., Latta, M., & Twigg, N. W. (2011, October). Leaders' Skill of Innovation and Relationship to Preferences for Handling Risk & Uncertainty. Southeast InFORMS Meeting, Myrtle Beach, South Carolina.

Black, J. A. & Twigg, N. W. (2011, March). Transferring Knowledge Across Contexts: Embedding Critical Thinking in Core Business Classes. Annual Southwest Academy of Management Meeting, Houston, Texas.

Black, J. A. & Oliver, R. L. (2011, March). Big Bang for Little Bucks: The use of Camtasia to Enhance Training and Student Learning. Annual Western Academy of Management, Victoria, Canada.

Black, J. A. (2011, March). Closing Feedback Loops Tips and Reflections on Facilitating the Transference of Knowledge For Business Students. Annual Western Academy of Management, Victoria, Canada.

Latta, M., Twigg, N. W., & Black, J. A. (2011, October). Successful Innovation in Organizations: The Effects of Transformational Leadership, Product Innovativeness, and Market Receptivity. Southeast InFORMS Meeting, Myrtle Beach, South Carolina.

Black, J. A. (2010). On Thinking: Scholarly Papers & Business Education. Southwest Academy of Management, Dallas, Texas.

Black, J. A., Oliver, R. L., Paris, L. D., & Howell, J. P. (2010, March). Charismatic Leadership Up Close: Entrepreneurship & Charisma. Southwest Academy of Management, Dallas, Texas.

Ropp, D., Evans, M., & Black, J. A. (2010, March). Critical Thinking 'R' Us: Integration of Critical Thinking into a Business Program, Assessment, and Accreditation Processes. Southwest Academy of Management, Dallas, Texas.

Black, J. A. (2008, March). Developing a Taste for Academic Rigor in the Working Adult. Western Academy of Management, Oakland, California.

Black, J. A. & Oliver, R. L. (2008, March). Micro-business Hierarchies, Performance & the Context-for-Learning. Western Academy of Management, Oakland, California.

Black, J. A., Savage, G., & KInghorn, B. (2007, March). Suspension of disbelief: The bridge between research paradigms. Southwest Academy of Management, San Diego, California.

Black, J. A. & Gladstone, J. (2007, March). Entrepreneurial Conation Preferences: Working Adults versus Students. Western Academy of Management, Missoula, Montana.

Fabian, F. H. & Black, J. A. (2007, November). Organizational Identity, Dominant Logic & the Goal of Strategic Coherence. Southern Management Association, Nashville, Tennessee.

- Fabian, F. H. & Black, J. A. (2007, March). Mimicry, Hypocrisy, Coherence, Cacophony: Adoption Patterns of Deep Strategic Rules. Western Academy of Management, Missoula, Montana.
- Fass, R. D. & Black, J. A. (2007, March). Entrepreneurial Opportunity Seeking: Governmental Shocks and Opportunities. Southwest Region Decision Science Institute, San Diego, California.
- Kinghorn, B. & Black, J. A. (2007, March). Relationships between Competing Values Framework Leader Roles and the Context for Learning: Expert Panel versus the Field. Southwest Region Decision Science Institute, San Diego, California.
- Black, J. A., Kinghorn, B. H., & Oliver, R. L. (2006, November). An Entrepreneurial Perspective of Terrorism. Southern Management Association, Clearwater Beach, Florida.
- Black, J. A. & Oliver, R. L. (2006, March). Supporting innovation through a context-for-learning: Comprehensive leadership training and the leader's effect on a context-for-learning. Western Academy of Management, Long Beach, California.

Book Chapters

Refereed

- Black, J. A., Oliver, R. L., & Paris, L. M. (2009). Comparing Simulation Results of Leadership Style Impacts on Emergent versus Specific Task Outcomes and Required Simulation Model Components, In F. J Yammarino & F. Dansereau (Eds.), Multi-level Issues in Organizational Behavior and Leadership (Vol. 8 of Research in Multi-Level Issues). Bingley, UK: Emerald Publishing.
- Black, J. A., Oliver, R. L., & Paris, L. D. (2009). Modelling Entrepreneurial Action Choice: From Intent Through Rhetoric To Action, In Aimee Heene & Ron Sanchez (Eds.), Advances in Applied Business Strategy, Vol. 12, Enhancing Competences for Competitive Advantage. Emerald.
- Black, J. A. & Oliver, R. L. (2008). The Distribution of Leadership Skills Across a Single Focus Company, a Multi-focus Company and an Industry: Three Case Studies, In Rudy Martens, Aimee Heene & Ron Sanchez (Eds.), Advances in Applied Business Strategy: Confidence Building and Leveraging in Interorganizational Relations (pp. 169-190). London: Elsevier Limited.
- Black, J. A., Oliver, R. L., & King, J. P. (2008). Leadership Style Matters: The Deployment of Leadership Competencies in the Developing an Organizational Contextfor-Learning Capability, In Aime Heene, Rudy Martens & Ron Sanchez (Eds.), Advances in Applied Business Strategy: Competence Perspectives on Learning and Dynamic Capabilities (pp. 75-98). London: Elsevier Ltd..

Working Papers

- Megehee, C. M. & Black, J. A. (2012). "Metaphors and Stories Small Business CEOs Tell about Customers, Competitors, Employees, and Self" targeted for Journal Of Retailing.

Professional Associations

Memberships

- South East INFORMS, 2011-Current
- Southern Management Association, 2010-Current
- Christian Business Faculty Association, 2004-Current
- Irish Academy of Management, 2002-2005
- Southwest Academy of Management, 1999-Current
- Competence-Based Management, 1994-2010
- Academy of Management, 1993-Current
- Western Academy of Management, 1992-Current

Certifications

- Human Subjects Principal Invesitor Certification, 5 years
- Community College Teaching Credential, University of California, Berkeley (Accounting/Bookkeeping), 1990

Teaching

Courses Taught

Courses from the Teaching Schedule: Creativity and Innovation (MBA), Entrepreneurial Leadership, Faces & Stories Entrepreneurs, Management and Organization, Practicum in Entrepreneurship and Innovation, Spt: Profiles of Entrepreneurs, Strategic Management

Courses taught, but not in the Schedule:

2008-2009

California State University--Bakersfield

Undergraduate:

BA 490: Senior Seminar (Strategic Management) Course meets business degree capstone requirements. Course introduces students to strategic management concepts and walks them through a major strategy project. Course used a variety of texts.

MGMT 345: Small Business Management Course meets school and department requirements for an upper division elective and is part of the Small Business Management concentration. Course used a series of readings.

CSUB 103/303: Roadrunner Passions: Faces of Entrepreneurs Course meets university requirements for a freshman/transfer student year one experience course. Course focused on profiles of various entrepreneurs- interview-based research- and culminated in a term project in which students videotaped interviewing an entrepreneur.

CSUB 105/305: Roadrunner Ambassador: Stories of Entrepreneurs Course meets university requirements for a freshman/transfer student year one experience course. Course focuses on compiling and editing the previously videotaped interviews of an entrepreneur and sharing the result with others both on and off campus.

BA 477: Special Topics Course Profiles of Entrepreneurs This upper division course combines the efforts of CSUB 103/303 & 105/305 into one 5 credit course only with the expectation that each individual would interview 3 entrepreneurs- compile and edit their interviews and share the results during an Entrepreneurship Fair.

Graduate:

MGMT 600: Seminar in Organizational Theory This MBA required course exposes students to the macro level of organizational theory and the organization as a system. It looks at the result of deliberate organizing efforts and emergent results from system interactions. The goal is to help students shift to a macro perspective and to use that perspective in analysis, in understanding and in creating and reaching team and organizational goals.

1998-2008

New Mexico State University

Undergraduate:

MGT 310G: Faces of Entrepreneurs Course meets univ. graduation requirements for upper division research course outside of student's own college. Course uses Nelson & Bell-- Profiles in Entrepreneurshi-- UG RESEARCH COURSE

BUSA 421: Integrated Business Concepts 1 (Strategy Formulation) Course used a variety of texts.--LIVE PROJECT COURSE;

BUSA 422: Integrated Business Concepts 2 (Strategy Implementation). No text used but rather course centered around three HBP simulations. TEAM TAUGHT COURSE with professors from other departments.

MGT 465/565: Entrepreneurship Course used Zimmerer & Scarborough-- Essentials of Entrepreneurship and Small Business Management. ON-LINE COURSE

MGT 490: Special Topics: Entrepreneurs & Strategy Course was an elective that brought actual local entrepreneurs into the class for students to interact with and assess the strategic processes in use by the entrepreneurs.

Graduate:

MGT 503: Organizational Behavior & Systems Course taught in Cohort Program (like Executive MBA programs). It was taught using an experiential approach of managerial and leadership skills using Quinn et al.-- On Becoming a Master Manager.

MGT 590: Strategic Management Course taught both in regular MBA program and in Cohort program (like Executive MBA programs). The pedagogical approach varied from a projects approach to one using simulations using Carpenter & Sander-- Strategic Management a Dynamic Perspective StratSim Edition.

MGT 675: Strategy Seminar Course taught to Ph. D. students. This course provided both an overview of strategy and an opportunity for students to participate in a live research project. Again a very active learning style approach.

Other Teaching Activities

Course (Existing) - Compensated Redesign

2011 - Course (Existing) - Compensated Redesign. All syllabi, and three examples of student assignments are found in the Teaching Schedule area of this program by associated term.

Other Teaching Activities

2011 - Other Teaching Activities. Annual Review Summary Form for 2011 includes summary statements for all areas not just teaching

2011 - Other Teaching Activities. Here is a list of Grade Distributions for Summer 2011 Courses 2 Sections of CBAD 478 Strategic Management

2011 - Other Teaching Activities. Student Evaluations from Fall 2011

Consulting

2011: Christian Business Faculty Association, Coaching on Academic Writing, This workshop detailed the processes to reach out to other writing scholars at one's institution to develop a support network of a writing circle to help hold each other accountable for the writing process during academic terms and to use that time to refresh one's memory on writing mechanics, to polish the micro-structure of one's article and to customize it for a particular outlet. This workshop also made explicit the persuasive logic used in academic writing.

2011: Christian Business Faculty Association, Coaching on Academic Writing, This workshop detailed the processes to gather resources, identify constraints, describe the context and begin or extend a scholarly research effort. It went on to render into parts the macro structure of an article including tips on how to structure one's time to fit in writing along with higher loads of teaching and service required at smaller institutions.

Other Intellectual Activities

Discipline-Based Scholarship

2006: Strategic Competence & Social Capital. Other Publications. This journal based in Ireland has an acceptance rate of about 30%. This article first won best paper in the Conference.

Service:

Service to the University

Department Assignments

Chair:

2012: Recruiting Committee for the Entrepreneurship Lecturer Position: I was the chair of the recruiting committee for the Entrepreneurship Lecturer Position. I coordinated the efforts of evaluating over 60 applications and the on-site interviews of the top three candidates. The search resulted in the hire of P. (Dick) Drass.

2011: Ad Hoc Entrepreneurship & Innovation Concentration Development Committee: I was the co-chair of the ad hoc committee that examined the feasibility and content of a macro-level management concentration dealing with entrepreneurship and innovation. Darla Domke-Damonte was the other co-chair. Together along with Kay Keels, we developed a proposal for the Entrepreneurship & Family/Small Business Innovation concentration. This concentration was approved by the Department in October and by the faculty of the Wall College of Business in November with a name change to Entrepreneurial Management. Ad Hoc committee was disbanded at the end of the Fall term.

2011: Fall: Management Macro-Level Concentration Task Force: Fall: I was Co-Task Force chair with Darla Domke-Damonte for the macro-level management concentration task force. The task force met and

we discussed our understandings of what might be a macro-level concentration based on innovation and creativity. We decided to call for a student survey of preferences and passed that request on to our new Department head, Barb Ritter. While we waited for that information, I researched current concentration offerings at the macro-level of our peer and aspirant colleges, researched what published research was available on undergraduate management degree components, researched what entry level management jobs indicated were required knowledge bases, capabilities and skills, and reported this to the Task Force. We crafted a concentration proposal that used the research as its base and presented that to the Management Department's 2nd meeting (the first meeting after the initial organizational meeting of the newly created Management Department).

Faculty Advisor:

2011: Fall Student Advising: Fall 2011: I had a Pizza party for my advisees early in the fall to welcome them back to Coastal. I advised my graduating students (2) in such a fashion that their paperwork was timely submitted. I began advising my new students and set up an additional 12 hours per week open advising times during the first two weeks of October.

2011: Spring Student Advising: Spring 2011: Advised students assigned to me by the Wall Center of Excellence. Meet with all of my students in the Spring and helped them enroll in summer and fall courses. Continued to interact with students in the summer while not under contract to facilitate their taking summer classes.

Faculty Sponsor:

2012: Entrepreneurial Management Concentration: I have acted as the champion of the Entrepreneurial Management concentration. I have shared advising documents both formally and informally. I have represented the concentration at various college and university functions like the QEP Fairs in March and October and during some of the college club recruiting opportunities.

2011: Spring: Ad Hoc Management Department Subcommittee: Spring 2011: I called an ad hoc off campus gathering of the management faculty to share our areas of expertise and discuss the process/idea of becoming a separate department and our points of pride as our current chair, Mark Mitchell had mentioned as discussion points called for by the dean. We also talked about our ideas for concentrations/specializations and what that might mean. The upside was that most all management faculty came... the downside was that our location decided to begin offering Friday evening live music and the band was practicing before the official start and we could hardly hear each other. No actionable items were crafted but a conversation was begun.

Member:

2012: Management Core Curriculum Ad Hoc Committee: Committee is doing a periodic examination of the objectives for the Management degree. Along with the main program objectives, objectives of the core management courses will be examined. A preliminary set of these objectives will be presented in the January 2012 Management and Decision Sciences Department meeting.

Other Institutional Service Activities:

2012-2013: Mentor for R. Dick Drass: I acted as mentor to new hire during first year of employment.

College Assignments

Assurance Of Learning - Institutional Service:

2012-2013: Wall College of Business Assurance of Learning Committee Member: I was voted onto the Wall College of Business assurance of learning committee with a term to begin in fall of 2012.

2011-2012: Wall College of Business Liaison to the English Department: I act as a communication conduit with the English department regarding the assessment of written and oral work done in the business communication class.

Chair:

2011: Fall: Ad hoc MBA Creativity, Innovation, Entrepreneurship Sub-Committee: Summer 2011 & Fall 2011: The ad hoc sub-committee continued its work digitally over the summer by sending out copies of syllabi for feedback for the 1 credit courses. These course syllabi were delivered to the new MBA Director, Ken Small at the start of the Fall term. Two of the 1 credit modules were combined into a 2 credit class for inclusion in the official MBA program. These were voted upon by the faculty. Ad hoc committee

completed its tasks with the submission of a combined syllabus for inclusion with the rest of the courses for the MBA revamping. Again, I emerged as the initiating faculty member and default leader/co-leader with Rob Salvino.

2011: Spring: Ad Hoc MBA Creativity, Innovation, Entrepreneurship Sub-Committee: Spring 2011: While not officially appointed as the committee chair (and this is not an official committee) I took the initiative to call meetings and invite all people interested in entrepreneurship and creativity and innovation to meet to discuss the content of such a course and/or concentration of 1 credit modules at the graduate level. Consistent members attending were Rob Salvino and myself. Other members came on a more sporadic basis. Reports were submitted to the Ad hoc MBA Revision Committee at the end of Spring. Sirini was the official representative from the Ad hoc MBA Revision Committee to this sub-committee.

Faculty Advisor:

2012: Advising: Advisor to 24+ students during the year. Advised and talked with almost all students (there was one that didn't respond to repeated emails and who I have never met).

Faculty Sponsor:

2010-2011: Presented Awards: Represented Faculty at ETS Top Quartile Award Reception

Other Institutional Service Activities:

2011: Real-Time Strategy Case Competition: Acted as judge in the first college-wide competition based on the real-time strategy class case term project.

2011: Judge for 2011 Spring CCU Business Plan Competition: Judged submitted business plans for CCU Business Plan Competition.

University Assignments

Faculty Sponsor:

2012: Represented Entrepreneurial Leadership/Faces & Stories of Entrepreneurs class at QEP Fair: Attended Spring and Fall QEP fairs and shared the classes with students from across the university.

2012: Coastal Entrepreneur Organization: Faculty advisor/sponsor for the start up of htis stucent club. Club began in Fall 2012.

Other Institutional Service Activities:

2012: Living Learning Community: A committee developed to address retention of undeclared students. Living Learning Communities: I was one of two representatives from the College of Business on the advisory board for the Living Learning Communities committee.

2012: Faculty Senate: took over as Faculty Senate Rep from the Wall College of Business from Janis Chesson

2011-2012: Faculty Senate: Fall: I stepped into the Faculty Senate Position for the retiring Janis Chesson.

Service to the Profession

Academic Conference: Moderator / Facilitator

2012: Southeast InFORMS Meeting, Myrtle Beach, South Carolina.

Officer: Organization / Association

2012: Southwest Academy of Management, New Orleans, Louisiana. I was the president until February's meeting when I became the Immediate Past-President and in charge of the Doctoral Consortium.

2011: Academy of Management, San Antonio, Texas. I attended the Academy of Management in my role as President of the Southwest Academy of Management. I conducted an executive committee meeting and represented this affiliated regional group to the international group.

2011: 2011 SouthWest Academy of Management, Houston, Texas.

2010: Southwest Academy of Management, Dallas, Texas. I was Program Chair for the 2010 Annual Conference of the Southwest Academy of Management that was held in Dallas, Texas in March of 2010.

Other Professional Service Activities

2011: Academy of Management, San Antonio, Texas. I represented the general membership by volunteering on the Placement Committee which facilitates the networking between scholars and universities.

Reviewer: Conference Paper

2012: Southeast Decision Sciences Institute Regional Conference, Charleston, South Carolina. Acted as reviewer for SEDSI

2011: Western Academy of Management, Victoria, Vancouver Island, Canada. I presented a paper and a workshop, as well, as reviewing.

2011: Southern Management Association Conference, St. Petersburg, Florida.

2010: Southwest Academy of Management, Dallas, Texas. I was a reviewer for the Organizational Behavior and Entrepreneurship tracks of the Southwest Academy of Management for 2011 Conference submissions.

Service to the Community

Other Community Service Activities

2012: Provided Links from classroom to local entrepreneurs, I provided outreach opportunities through a term long class assignment in CBAD 404 and MGMT 320 to local entrepreneurs.

2011: Business Plan Competition Judge, I was a judge in the CCU Business Plan Competition that was supported by The Charles G. Koch Charitable Foundation.

2010: Obtained Local Business Managers as Guest Speakers for CBAD 371: Management and Organizations, The following local managers spoke on the associated days to my CBAD 371 class sections during the Fall 2010. This outreach exposed our students and their quality to local managers who may be future employers.

September 13, 2010 for Section 6: Dennis Wade, CEO of The Jackson Companies

September 13, 2010 for Section 7: Dr. Cynthia Elsberry, Superintendent of The Horry County School District

October 11 for Section 6: Mr. Mike Hill, President of AvCraft Support Services

October 11 for Section 7: Mrs. Suzanne Hinde, General Manager of the Sheraton Myrtle Beach Convention Center Hotel

November 8, 2010 for both Sections: Mr. Dodd Smith, President of Metglas

Speech / Presentation at a Community Meeting

2012: Submitted Published Research Paper to ADX Paper Competition 2012, I submitted the two publication from 2011 to the competition.

2011: Submitted Published Research Paper to ADX Paper Competition, I submitted a 2010 published research paper to the ADX Research paper competition and participated in the subsequent conference.

Faculty Development

Assurance of Learning - Professional Development

2010: Southwest Academy of Management, Dallas, Texas. The AACSB requirement that the school or college of business explicitly show how it supports the overall goals of a high education campus can be more difficult if said campus has taken an explicit 'Liberal Arts' focus. The workshop will begin by sharing the process of transitioning to a critical thinking oriented curriculum within a school of business that can be directly linked to a larger goal of developing critical thinking at the university level. The Paul-Elder model is detailed for the audience participants and a small inexpensive blue booklet that many instructors require students to purchase will be distributed. The use of the blue booklet in an in-class assignment will be modeled. Participants will be encouraged to group with others teaching similar courses to brainstorm how the Paul-Elder model of Critical Thinking could be integrated into one or more assignments..

Instructional-Related Conference

2012: Academy of Management Management and Education Division, Boston, Massachusetts. Are we Missing the Mark? Designing and Assessing Management Curricula (session 76) Presenter in session

Organizer: Arlise P. McKinney; Coastal Carolina U.; Organizer: Erika Engel Small; Coastal Carolina U.; Presenter: Angela Miles; North Carolina A & T State U.; Presenter: Matrecia S.L. James; Jacksonville U.; Presenter: Millicent F. Nelson; Middle Tennessee State U.; Presenter: Alice C Stewart; North Carolina A & T State U.; Presenter: Jennifer Oyler; Texas A&M U., Commerce; Presenter: Crissie M. Frye; Eastern Michigan U.; Presenter: Stephanie E Newell; Eastern Michigan U.; Presenter: J Kay Keels; Coastal Carolina U.; Presenter: Darla Domke-Damonte; Coastal Carolina U.; Presenter: Janice A. Black; Coastal Carolina U.; Faculty involved in management education have noted significant concerns in learning outcomes of the current generation of college students including: (1) student learning behaviors and retention of knowledge and (2) ability of students to demonstrate the applied skills needed for employment success (e.g., critical reasoning, problem-solving, and decision-making). Recent revelations from Arum and Roksa (2011) concluded that university students did not demonstrate desired learning outcomes, and they offer the lack of academic rigor as the primary culprit. Additionally, many stakeholders, including those with an interest in hiring college graduates, have provided feedback citing notable deficiencies in the knowledge and skill levels in college graduates' readiness for the U.S. workforce (The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management, 2006). Specifically, students demonstrated lower levels of knowledge, critical reasoning, and interpersonal skills (The Society for Human Resource Management & The Wall Street Journal Career Journal, 2008). This PDW is designed to address these concerns and the responses by institutions of higher education charged with the responsibility of preparing students for both academic and employment success. Participants will work in breakout sessions with management education faculty to address observed learning deficiencies of students in higher education contexts. The outcome of this session is to develop a network of management education strategies that can begin to address participants' concerns at their respective institutions with an exchange of ideas aimed at promoting desired learning outcomes. This PDW is designed to address concerns of the workforce readiness of college students. Search Terms: workforce readiness , learning , assessment.

2012: Academy of Management Management and Education Division, Boston, Massachusetts. Applied Creativity: Using Creative Problem Solving to Develop Business Students as Creative Leaders (session 177) Facilitator: Gerard Puccio; International Center for Studies in Creativity; Facilitator: Amy D. Zidulka; Royal Roads U.; Facilitator: Steven Glover; Royal Roads U.; Facilitator: James Milligan; Social Conscience Fairtrade Sports Balls; Creative abilities are increasingly considered integral to leadership success and a necessary part of the Business School curriculum. However, the ways in which faculty can foster innovation skills are far from clear, and few generally agreed-upon pedagogical strategies exist. This professional development workshop will provide participants with an understanding of the Creative Problem Solving (CPS) process, a practical and proven method for helping students develop as creative leaders. Activities will include participation in a CPS session and discussion around how to design and teach CPS curriculum, in both the face-to-face and online environments. Items of discussion will include, "How might class design and instruction foster the attitudinal preconditions to creativity?" "What should be assessed and how should assessment be conducted in a class that fosters creative thinking?" and "How does the teaching of creativity skills differ in the face-to-face and online environments?" The session will be co-facilitated by the author of a textbook on the topic, two MBA faculty members who teach an on-line MBA class using the text, and a mid-career student from the class, who has successfully used CPS in developing his start-up business. Search Terms: Management Education , Creativity , Creative Problem Solving.

2012: Academy of Management Annual Meeting, Boston, Massachusetts. Development of Social Media Plan for Entrepreneurs (session 334) Chair: Ronald G Cheek; Academy of Entrepreneurship Journal; Participant: Donna Elisabeth Miller Kermani; Florida Institute of Technology; Participant: Bob Hatfield; Western Kentucky U.; Participant: Tamela Ferguson; U. of Louisiana; Participant: Mark Brown; Bradley U.; Social media has become an ingrained part of the networked environment in which every entrepreneurial organization functions. Entrepreneurs must be able to communicate with their customers using the different methods of social media. Without a strong social media plan organizations will not be able to adequately meet the demands of the net-based economy of the 21st century. In this PDW we will provide a background in social media, discuss the elements of a Social Media Plan, and through the use of a case study involve participants in the hands on development of a Social Media Plan for Entrepreneurs. Search Terms: social media , social media plan , entrepreneurs.

2012: Academy of Management Annual Meeting, Boston, Massachusetts. Bridging the Disconnects between Academics and Practice in Entrepreneurship (session 382) Organizer: Suresh U Kumar; NexAge Technologies USA Inc; Organizer: Norris F. Krueger; Entrepreneurship Northwest; Distinguished Speaker: Tom Mierzwa; U. of Maryland, U. College; Distinguished Speaker: Patricia G Greene; Babson College; Distinguished Speaker: Per Davidsson; Queensland U. of Technology; Distinguished Speaker: Anne Evans; VP, Strategic Resources; Distinguished Speaker: Mark T. Schenkel; Belmont U.; Distinguished Speaker: Robert S. D'Intino; Rowan U.; Distinguished Speaker: Deborah V. Brazeal; California State Polytechnic U., Pomona; Academic and

practitioner groups in the field of entrepreneurship hold large annual conferences but rarely interact effectively. Barring a few exceptions, there is very little by way of strategic partnerships between academic and practitioner organizations that tie in practice, research, education, advocacy and policy in meaningful ways. While there may not be a one size fits all solution, it is critical for academic and practitioner organizations and their individual members to explore avenues for collaboration to find out what works and what does not. This participatory workshop conducted by practitioner- researchers discusses practical and innovative strategies that have worked. This workshop is not an academic exercise - rather, it will feature a series of vignettes by expert entrepreneurs, researchers, consultants, and leaders of not-for-profit organizations that showcases academic-practice bridging strategies that have worked in the field of entrepreneurship education. This workshop will highlight innovative ideas that can help bridge the divide and identify common ground between education and practice. The objective of this workshop is to share knowledge and help participants build upon it and thereby help make education and research more relevant to practice. We encourage participants not just to showcase 'best practices' but also to reflect upon the challenges faced, how innovative solutions were crafted, why the strategy has been so effective and how the experiences were leveraged to enhance learning and practice. Search Terms: Entrepreneurship Education , Bridging gaps between academics and practice , Collaboration between academicians and practitioner.

2011: Teal Center Training, Conway, South Carolina. I attended an open introduction/discussion workshop on Blackboard Learn that was sponsored by the Teal center on February 24, 2011..

2010: Southern Management Association, St. Pete's Beach, Florida. I attended a pedagogy related session and found a potential teaching paper focused coauthor..

2010: Wall Skills Based Workshop for Students, Conway, South Carolina. I attended the first of the presentation workshops to consider it for a required workshop for the CBAD 478 class..

Research-Related Conference/Seminar

2010: Southwest Academy of Management, Dallas, Texas. Charismatic leaders are thought to enhance work groups and their ability to attain high performance levels. Given that the enhancing affect of the charisma factor only applies when the follower perceives the leader as being charismatic, using an agent-based model we are able to ascertain that followers in a small firm startup still lag seeing the entrepreneur as charismatic especially once a firm is established as opposed to early and more uncertain stages of the new venture life cycle. Furthermore, there was no effect from charisma in groups with high levels of context for learning and effective leaders..

2010: Southern Management Association Conference, St. Pete's Beach, Florida. I attended research based sessions in the entrepreneurship area..

2009: Academy of Management, Chicago, Illinois. Science, engineering and technology based careers have been identified by many industrialized countries as very important for those countries continued economy stability and growth. These same countries have poured political support and funds into promoting the full participation of women into these academic areas and their associated careers. After comparing advanced degree attainment across science/math & non-science/math advanced degree attainment, significant decreases are found in the differences between numbers of women and men attaining advanced degrees except for in attaining engineering and information technology degrees. Reasons for the continued discrepancy in engineering are explored and suggestions made for additional research..

2008: Western Academy of Management, Oakland, California. Major strategic theories (RBV) applied to small firms, the backbone of many economies, suggests that intangible socially-constructed resources are critical. We examine, using agent-based modeling, the twin growths of the strategic intangible resource, a Context-for-Learning (CFL), and performance potential for two small/micro business hierarchical structures: one that mimics a solo work group; and one that has two work groups. We find differences in the development of CFL between the two structures and configurations of effective leaders with at least one High CFL work group have higher levels of performance..

2007: European Academy of Management, Paris, France. Entrepreneurs may start a firm and then leave it. What impact does this leadership turnover have on the firm's intangible resources? Creating an agent-based simulation of a start-up, we examine changing leaders and the development of the intangible resource, the context-for-learning (CFL). Changing leaders negatively impacts firm CFL but firms with a high level of CFL recover quicker. Firms that have a new leader with an effective leadership profile also recover quicker. Multiple leadership changes result in a developmental path for CFL that bounces around and ends below the developmental path with the original entrepreneur. For firms with low levels of CFL and an entrepreneur with an ineffective leadership profile, leadership turnover with another entrepreneur with a similar ineffective profile resulted in improved firm CFL levels. Leaders and groups matter. The relative difference between the last leader and the current leader also matters in developing socially constructed resources..

2007: Southwest Region Decision Science Institute, San Diego, California. A critical strategic intangible resource of an organization is the leadership found within that organization. These leadership skills can provide a means for an organization to remain competitive. Organizations are most interested in pragmatic solutions to the ongoing needs of the organization rather than the theories of the leadership debate. Combining both of these sets, Quinn and associates viewed a balanced approach to these skills with the 'master' manager (Quinn, Faerman, Thompson, & McGrath, 2003). The competing values framework (CVF) offers a method to analyze the master managers' skills (Quinn & Cameron, 1983; Quinn, 1984, 1988; Quinn, Sendelbach & Spreitzer, 1991; Quinn, Spreitzer & Hart, 1992). Similar to Quinn's CVF, another framework offers pragmatic definition of leader behaviors. That model is the context for learning (CFL) (Black & Boal, 1997). Black & Boal (1997) suggest that organizations are under constant change, and with that change inherent needs to learn and adapt. The CFL framework proposes that the collective learning environment can be a strategic intangible resource. Both of these models provide specific behaviors that leader's exhibit during their terms as leaders. However, the correlations between these two models have never been tested. Using data from Black & Boal (1997) for CVF and Black, Oliver, Howell & King (2006) for CFL, the correlations between models can be established. These correlations may prove to be a link to further development of leadership qualities. Further, these correlations can provide insight into other dimensions of leadership (Leader vs. Follower). These insights can include leader vs. follower (in general), leader vs. follower (in particular contexts), or even high performing groups (leader/leader and leader/follower). Particular hypotheses can be raised between the two models with distinct insights available..

2006: Academy of Management, Atlanta, Georgia. Many strategy scholars argue for competing on various intangible and knowledge based organizational competencies. However, forgetting as an integral part of knowledge development and management is an overlooked research area. This paper explores the impact of forgetting on the development of a strategic resource. An agent-based simulation modeling the social construction of an organizational context-for-learning is used to examine the influence of forgetting. We found that forgetting more strongly impacts lower-skilled sets of leaders and followers but significantly slows the ultimate attainment of top skill levels of all leader-follower combinations..

2006: Western Academy of Management, Long Beach, California. Innovation implicitly calls for learning and change. One way to facilitate change and learning in organizations is to create an organizational context for learning (CFL); however, such contexts represent social capital resources (SCRs). Given the sensitivity of SCRs, is any one type of leadership training program more effective than another in effectively developing a CFL? This paper examines this issue through using agent-based computer modeling, virtual data and data from a critical site case study. Using this specialized case study method, we found that a comprehensive program of leadership training resulted in leaders whose work teams had a projected more effective development of CFL. Furthermore, computer simulations provide an excellent venue for dynamically examining hard to identify social capital resources..

Other Professional Development

2012: Center for Effective Teaching and Learning, Conway, South Carolina. I attended a one-on-one session with Dodie Hodges regarding issues brought up on last Spring's course evaluations. Discussion centered around current sensitivities of students and how to adapt to meet their needs while enabling them to grow. Several upcoming workshops (Fall 2012) were identified as useful. Planned to meet again to review syllabus before fall term for its polishing to meet current student learning issues..

2012: Southern Management Association Annual Meeting, Ft. Lauderdale, Florida.

Business ethics is generally defined as "what constitutes right or wrong behavior in the work of business and how moral and ethical principles are applied by in the workplace" and has now become standard course in most business school curriculums. This workshop seeks to blend "macro" and "micro" approaches to teaching ethics, corporate social responsibility, and personal (social) responsibility in undergraduate and graduate curriculums. After a review of current approaches to teaching business ethics and personal social responsibility, participants will work in break-sessions to formulate best strategies for weaving business ethics and personal social responsibility that serve all members that work with students and seek ways to create shared norms of expected behaviors in the learning environment.

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2012: Southeast InFORMS Meeting, Myrtle Beach, South Carolina.
The Debate Question:

Critical Thinking for the Business Student means Systems Thinking and Systemic Quality Standards

Affirmative Stance: Business students because of their expected environment after college really only need to know about systems thinking and the needed quality standards.

Negative Stance: Since business students go to both for profit and non-profit oriented organizations, their critical thinking skills also need to include persuasive logic and the explicit boundaries and setting of the system.

2012: Southeast InFORMS Meeting, Myrtle Beach, South Carolina.

This paper proposes a new process, the APPLE Analysis, for developing pre-analysis comprehension about company conditions, resources, and challenges, as a part of the undergraduate strategic management curriculum. The results of its first application indicate strong student support for its ability to deliver on content outcomes, with 74.9% noting its value.

2012: Southwest Academy of Management, New Orleans, Louisiana.

Formalized assessments for degree programs, including their concentrations and specializations, are critical to meet today's university and business school accreditations. Doing a stakeholder analysis and collecting data from a survey of students and faculty supplemented by published research and online job announcements allowed for the identification of 6 potential specializations (2 variations on leadership, 2 variations on management information systems and technology integrated with operations, and 2 variations on entrepreneurship and small business management) and 16 concepts. Student learning objectives using the concepts and the entrepreneurship specialization are also presented.

2012: Southwest Academy of Management, New Orleans, Louisiana. Intrepreneurship (entrepreneurship inside of an organization) has had a rich history in literature (Pinchot, 1984). Since the 1990s, the idea of innovation across all levels in the organization has been put into practice (Howell & Higgins, 1990). Logically then, organization leaders should have been encouraged to acquire innovation skills or the skills of the intrepreneur. The question is, do these intrepreneurial leaders impact organizational performance and personal performance? How does a preference for uncertainty or ambiguity reduction impact this relationship? This paper develops the idea of the intrepreneurial leader and proposes conditions under which such a leader might be successful..

2012: Southwest Academy of Management, New Orleans, Louisiana. While research examining organizational identity and image has gained momentum in recent times, there is little recognition of the unique circumstances of the micro or small business where the entrepreneurial identity of the owner-manager, the organization's image and reputation may be one multifaceted entity. This paper presents a theoretical perspective that integrates these literatures and presents some research propositions regarding the coherence or dissonance of these constructs for the micro-business owner-manager..

2012: Academy of Management Annual Meeting, Boston, Massachusetts.

A revelation from Arum and Roksa (2011), in their book, *Academically Adrift: Limited Learning on*

College Campuses, advised that university students are not learning very much and they offer the lack of academic rigor as the primary culprit. Additionally, many stakeholders including those with an interest in hiring college graduates have provided feedback citing notable deficiencies in the knowledge and skill levels in college graduates for workforce readiness. This PDW is designed to address the issues reflecting student learning in higher education contexts with a specific focus on how faculty have shaped curricula, delivered content, and assessment challenges. Higher education contexts have changed little in the past 30 years beyond delivering learning in online settings, yet students have demonstrated lower levels of knowledge, critical reasoning, and interpersonal skills. This session is designed to address strategies for improving workforce readiness of college graduates by addressing the assumptions we make in curricula design, delivery, and evaluation.

2011: Academic Advising Workshop, Conway, South Carolina. I attended an advising training workshop held by the Wall Center for Excellence on determining program evaluation for graduating seniors. It was held on March 1, 2011..

2011: Annual Southwest Academy of Management Meeting, Houston, Texas. I attended the conference..

2011: Annual Western Academy of Management, Victoria, Canada. Reviewed papers for entrepreneurship track..

2011: Southern Management Association Conference, Savannah, Georgia. Abstract: Employers have long used teams to enable their companies to be more effective and efficient. Having new hires from colleges who are good capable team players is important to them and remains a concern despite the ongoing emphasis by them in their feedback to business schools and colleges. Students going through business schools and colleges often report unpleasant team experiences or extremely varied experiences when working in teams. Often the better students view team work as 'they do the work and a bunch of inept students get joint credit' which implies that the teams that they have been a part of are ineffective and inefficient. This workshop provides some innovative examples on team formation exercises, training in effective team processes, a structured team feedback system and a way to remove the inadvertent perceived inequities of awarding one team grade to all team members..

2011: Southern Management Association Conference, Savannah, Georgia. Abstract: Colleges of business recognize that they are an applied discipline. As an applied discipline there is tension between the goals of research for knowledge, the practical application of that knowledge in a work environment (especially a for-profit environment) and what is included in our business curriculums. Recently, several popular press outlets have noted a disjoin between business curriculum and practical needs of businesses and other organizations. Dissatisfaction with the curriculum and/or pedagogical methods have been voice by business scholars too. This growing set of disgruntled stakeholders argues that either 1) there has been a change in the needed skill sets of employers of business school graduates, 2) there has been a change in the assumed entering skill sets of business students, or 3) both of the above. This appears to particularly be the case with the issue of 'soft' skills. This symposium is composed of a series of 'Presentations' which address each area of relevance, pedagogy, and assurance of learning with regard to 'soft skills' needed by business students exiting with either an undergraduate or graduate degree..

2011: Southeast InFORMS Meeting, Myrtle Beach, South Carolina. Teamwork is widely employed in upper-level business courses as a way to accomplish large-scale projects while developing effective team skills that are thought to be important in the students' future work settings. Good teamwork requires the development of leadership skills as well as skill in being an effective team member. This paper discusses a way to provide both leadership skill development and practice in developing effective team role skills concurrently. We detail the skills involved in both leader and team member roles in the context of an undergraduate Strategic Management class. We conclude with a report of the resulting quality of deliverables at the team level..

2011: Southeast InFORMS Meeting, Myrtle Beach, South Carolina. The United States of America have been shown to be a laggard in innovation (Latta & Twigg, 2008). This lag suggests either markets are not as receptive to U.S. innovations as business leaders might think, or transformational leaders are not as effective as thought in successful innovation. In this study we suggest leadership style affects both organizations

innovativeness and its innovative success, but is limited by market receptivity. This study looks at the relationship among leadership style, organizational innovativeness, market receptivity, and performance. In the classical view, organizational innovativeness includes two sources; innovation success (Baker & Sinkula, 2009) and product innovativeness (Wang & Ahmed, 2004) as strategies to improve an organization's effectiveness. It is suggested here another avenue to improve an organization's effectiveness in innovation is finding receptive markets and exploiting them..

2011: Southeast InFORMS Meeting, Myrtle Beach, South Carolina. Intrapreneurship, or entrepreneurship inside of an organization, has had a rich history in literature (Pinchot, 1984). The qualities (Honig,2001;Seshadri & Tripathy, 2006; Amo & Kolvereid, 2005,) and context (Feyzbakhsh, Sadeghi & Shoraka, 2008; Willison, 2006; Amo, & Kolvereid, 2005; Koen, 2000) supporting intrapreneurs in an organization have been well studied. A goal of intrapreneurship is to increase the innovativeness of organizations (Luchsinger & Bagby, 1987). Given that this research and call for intrapreneurs began in the 1980s, and the high amount of innovation that has been incorporated into organizations (especially technological innovation, Howell & Higgins, 1990), it seems that acting entrepreneurially within an organization is useful for organizations. This paper examines the relationship among a leader's style with regard to innovation, risk, and product innovation. The questions and provides an answer based on several organizations found in the southwestern part of the United States..

2011: Southeast InFORMS Meeting, Myrtle Beach, South Carolina. Teamwork is widely employed in upper-level business courses as a way to accomplish large-scale projects while developing effective team skills that are thought to be important in the students' future work settings. Good teamwork requires the development of leadership skills as well as skill in being an effective team member. This paper discusses a way to provide both leadership skill development and practice in developing effective team role skills concurrently. We detail the skills involved in both leader and team member roles in the context of an undergraduate Strategic Management class. We conclude with a report of the resulting quality of deliverables at the team level..

2010: Southwest Academy of Management, Dallas, Texas.

2008: Christian Business Faculty Association, Indianapolis, Indiana. This workshop covered three main areas: A system for integration of ideas, a system for academic writing, and a system for discipline in writing..

2007: Southwest Academy of Management, San Diego, California. To allow the suspension of disbelief, we utilize the overlapping quantitative and qualitative areas of adequately portraying the phenomena, appropriately linking theory with social phenomena, specifying the applicable theoretical boundaries, and demonstrating the dependability of the results. An evaluation grid is presented and sample evaluations are included..

Professional Seminars / Workshops

2012: Center for Effective Teaching and Learning, Conway, South Carolina. Participated in ceTEAL workshop: Classroom Motivation & Management presented by Dodie Hodges This workshop was for faculty at Coastal Carolina University and covered common tips for both motivating students and managing students in the classroom setting. I attended this course as part of my personal continual improvement plan with respect to reaching and motivating students in the Wall College of Business..

Technology-Related Training

2011: Annual Western Academy of Management, Victoria, Canada. A Professional Development Workshop addressing: The use of Camtasia as a student tool, a distance education instructional tool, and as a professional service training tool..

2010: Teal Center Training, Conway, South Carolina. I attended the BlackBoard 9 Learn Introduction Workshop presented by the TEAL center on November 15, 2010..

2010: Teal Center Training, Conway, South Carolina. I attended the BlackBoard 9 Learn Tools Workshop presented by the Teal Center on November 17, 2010..

2010: Southwest Academy of Management, Dallas, Texas. Workshop Leader/Facilitator: Janice A. Black, California State University, Bakersfield, SWAM Program Chair
This Service Excellence Workshop discusses how the online system works from the perspective of the major roles in SWAM: Authors, Reviewers, Track Chairs and Assistants, Program-Chair Elects, and Program Chairs. Tips, tricks and some newly devised operating norms will be discussed. Open Question and Answer about the System will complete the session. This session is excellent for all who will be taking a service role in SWAM. We especially encourage doctoral students, newcomers, those thinking about taking on one or more of these service roles and those who've had such roles in the past to attend this session..

Honors-Awards-Grants

Award

2010: Best Paper in Entrepreneurship Track

Charismatic Leadership Up Close: Entrepreneurship & Charisma

By Janice A. Black, Richard L. Oliver, Lori D. Paris, and Jon Howell

Abstract

Charismatic leaders are thought to enhance work groups and their ability to attain high performance levels. Given that the enhancing affect of the charisma factor only applies when the follower perceives the leader as being charismatic, using an agent-based model we are able to ascertain that followers in a small firm startup still lag seeing the entrepreneur as charismatic especially once a firm is established as opposed to early and more uncertain stages of the new venture life cycle. Furthermore, there was no effect from charisma in groups with high levels of context for learning and effective leaders. Southwest Academy of Management.

2005: Best Paper in Conference

Strategic Competence & Social Capital

By Judith Weisinger & Janice A. Black

Abstract

Strategic resources, such as knowledge based resources are often socially constructed. Developing and leveraging social capital is critical for leaders, staff and volunteers in nonprofit organizations. An issue then is the process by which the NPOs gather and use both the social capital of its employees and its volunteers as it creates its strategic resources and pursues its strategic goals. This paper pulls together the literature from strategy, social capital and nonprofits, and a case study to understand this process and develop a strategic implementation process model useful for organizations who use both owned and accessed resources whether nonprofit or in one of the new network organizations. In our case study of a large, national nonprofit organization with a significant volunteer membership, we found that staff rely primarily on the bridging type of social capital in achieving the competing strategic aims of expanding membership (an customer value goal) and achieving pluralism (an internal process goal). Further, they appear to leverage their social networks more for the customer value goal than for the internal process goal. Irish Academy of Management.

2004: Best Paper in Track (General Management)

Proactive versus Passive Leader Behavior and Style Influences on the Group Level Context-for-Learning

By Janice A. Black, & Richard L. Oliver

Abstract

Change is ubiquitous. Yet leaders are called both to have current high performance and to handle change. Strategic resources that support both handling change and current high performance are hard to identify. The Context-for-Learning is a socially-created group level tacit resource which provides a context in an organization that supports learning and change. Tacit socially-created competences are notoriously difficult to manage and research. Specifically, this paper examines the emergence of a Context-for-Learning index over time for various workgroup and leader combinations using virtual experiments from a computer based simulation. From our virtual experiments, we find that the composition of the group and the particular leader profile, and the leader's proactive-passive orientation results in different developmental paths. The specific set of followers, the particular perceptions of a leader, and the proactive or passive orientation of a leader are all critical in determining the developmental paths of the group Context-for-Learning. Irish Academy of Management.

Qualification: Academic/Professional

Academically Qualified

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