About the authors

Debby R. Thomas is an Assistant Professor of Management at George Fox University, USA. Thomas was drawn to experiential, empowering methods of teaching from her 20 years of doing holistic community development in Africa. In her second year of teaching she was assigned to teach an organizational behavior (OB) course, and instinctively knew that this material needed a highly experiential and student-involved approach for the material to be meaningful to the undergraduate students. She searched high and low to find existing models of teaching that would match her desire for empowering students and active learning, landing on Classroom as Organization (CAO). While she started teaching CAO from existing models, presently she teaches a form of CAO that she created together with Stacie Chappell and David Bright based on the literature and Bright's long experience teaching CAO. This model is working beautifully; learning is deep, students are fully engaged, and course evaluations are consistently high. Thomas has recently adapted this CAO design for a Doctor of Business Administration (DBA) course which was extremely well received by the students, and is working on extending CAO to the Organizational Systems course in the MBA program. Additionally, Thomas has adapted Romme's (2003) thesis ring to a DBA program writing circle. In the writing circle students hold organizational roles and the whole group meets regularly, reads each other's writing, and gives meaningful feedback.

Stacie F. Chappell is Associate Dean of Graduate Programs in the Faculty of Management at Vancouver Island University, Canada. Stacie has a longstanding interest in leadership development, which she views as 'an inside job' that requires going on an inner journey. She began her career as an Organizational Development Consultant at the University of British Columbia and then later the University of Western Australia (UWA). Chappell began teaching in an academic classroom when she was asked to bring a 'practical and applied approach' to a required leadership course at UWA's Graduate School of Management. She has always incorporated experiential learning in her teaching practice,

drawing on her background in leadership and organization development. Stacie discovered CAO at the Management and Organizational Behavior Teaching Conference. She was integral in leading the adoption of the CAO approach by the Management Department at WNE University, mentoring junior faculty as they learned the methodology. In addition to facilitating whole-course CAOs with undergraduate students, Stacie has incorporated elements of the CAO methodology in a fourth-year leadership course, group-based MBA independent study courses, and MBA leadership courses. She has facilitated conference presentations in an effort to support other faculty to adopt CAO, and considers herself a life-long learner of the principles that underpin the method: experimentation, reflection, and authenticity in co-creating learning spaces.

David S. Bright is a Professor of Management and Organizational Development, and Chair of the Department of Management and International Business at Wright State University in Dayton Ohio, USA, and has more than 25 years of experience as an organization development facilitator and consultant. He has co-authored two studies on the patterns and effects that emerge through a CAO (Bright, Turesky, Putzel, and Stang, 2012; Bright et al., 2016). He has also published examples of specific innovations and exercises that emerged through his Positive Organizational Scholarship (POS)-based models of CAO (Gruys and Bright, 2011; Bright, 2020). Bright has been interested in highly immersive experiential approaches throughout his career as a professor. He discovered the CAO approach to teaching while a doctoral student at Case Western Reserve University in the early 2000s. During the last two decades, he has developed his own CAO approach through at least three different course designs. He believes that CAO can be used to provide students with immersive experiences with any organizational type or form, and that each form of organization has its unique characteristics. His specific approach to CAO provides students with an experience of participation in a positive, flourishing organizational system that incorporates the patterns discovered through two decades of POS. Using CAO has given him an opportunity to develop facilitation skills that help him work effectively with both students and client organizations.