



**OBTC 2015 at University of La Verne  
June 17<sup>th</sup> – 20<sup>th</sup>, 2015**

**Submission Template**

**SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
- \*Please include ALL supplementary text at the end of this document\**
- \*Only one document should be submitted\**

## **Submission Template for the 2015 OBTC Teaching Conference for Management Educators**

### **1) Title of Proposal:**

Authentic Classroom Facilitation: How Attachment Theory Can Inform Classroom Management.

### **2) Abstract:**

*Classroom management is a perennial challenge, and even the best educators can struggle with engaging students from an authentic place. Attachment theory, a theory regarding internal working models, could help inform educators on how to establish and maintain an authentic presence in the classroom. Attachment theory has been linked to positive relationships between co-workers, leadership style and other mentorship environments, and this presentation will extend this conversation to classroom management and facilitation. A discussion around secure base experiences for learners will be facilitated, and different ways to engage learners from an attachment perspective will be discussed.*

### 3) Keywords:

*Authentic Teaching, Attachment Theory*

### 4) Format

- Activity or exercise
- Discussion roundtable (60 minute only)
- General discussion session

### 5) Time Requested:

- 30 Minutes
- 60 Minutes (*Roundtables must select 60 minutes*)
- 90 Minutes

### 6) Planning Details:

*None are necessary*

### 7) Learning Objectives or Goals for the Session:

*There are several goals for the session:*

1. *The attendee will gain an appreciation for attachment theory, and how it can affect the relationship between student and educator.*
2. *The attendee will gain an understanding of how relationships can be fostered upon a positive base, and the ways attachment theory can inform this base.*
3. *The presenter will convey how attachment theory is a relevant perspective for mentoring relationships, and how this theory can help educators connect positively with students.*

## **8) Management or Teaching Topics:**

*There are several management/teaching topics which are relevant to this session. First, attachment theory. Attachment theory has hundreds of empirically supported findings, and has been applied to multiple disciplines. I will review how these findings can affect teaching interactions, and ways to structure a classroom experience to maximize the benefits possible for the learning community. I will discuss the secure base concept, a phenomenon related to attachment theory, and how educators can create a platform from which students feel they can explore from and return to. Attachment theory has been shown to be linked to leadership style, curiosity, self-esteem and other behavior components. While the management field has published multiple studies and findings around attachment theory, this presentation hopes to extend this linkage to management education as well.*

## **9) Session Description and Plan:**

*First, I will discuss attachment theory in some depth. I will then facilitate a conversation around different approaches to creating a secure base platform in the classroom, and different ways educators can create these environments. I will also discuss empirically sound ways to induce positive mindsets for both the learner and the educator, both in the classroom and during extra-class interactions with learners. Finally, I will discuss different ways to help groups build positive relationships between different learners, and how attachment theory can inform facilitation of group development in learning settings.*

*Timeline:*

*20 minutes of exposition around attachment theory. Five minutes of question and answer. 15 minutes of conversation around secure base platforms, and how to create a secure base experience with students. Fifteen minutes will cover group development, and the final five minutes will discuss resources and takeaways around attachment theory.*

## **10) For Activities and Exercises:**

*No deliverables needed. I will post the attachment theory assessment tool and 'further readings' at the end of the session.*

### **11) Implications for Teaching or for Teachers:**

*The attendee will hopefully have a different perspective when it comes to the learner, the environment and the mentality an authentic educator can bring to the classroom. The educator will have tools to further explore different experiences of the classroom, and a different perspective regarding student-educator interactions. Finally, the educator will have a new explanation for both positive and negative interactions with students, and a set of tools for exploring both of these interactions.*

### **12) Application to Conference theme:**

Attachment theory is, fundamentally, about the relationship between individuals. While it refers to dyads mostly, the core concepts of attachment theory explore and explain the phenomenon around why individuals choose to engage with others. Finally, a strong educator can create a community informed by attachment theory. This community will be one of positivity, creativity and sound connection.

### **13) Unique Contribution to OBTC:**

*I have not presented using attachment theory to frame management education in any way.*

### **14) References and/or Additional Materials:**

Bowlby, J. (2005). *A secure base: Clinical applications of attachment theory* Taylor & Francis.

Davidovitz, R., Mikulincer, M., Shaver, P. R., Izsak, R., & Popper, M. (2007). Leaders as attachment figures: Leaders' attachment orientations predict leadership-related mental representations and followers' performance and mental health. *Journal of Personality and Social Psychology, 93*(4), 632.

Keller, T. (2003). Parental images as a guide to leadership sensemaking: An attachment perspective on implicit leadership theories. *The Leadership Quarterly, 14*(2), 141-160.

Popper, M., Mayseless, O., & Castelnovo, O. (2000). Transformational leadership and attachment. *The Leadership Quarterly, 11*(2), 267-289.

Riley, P. (2010). *Attachment theory and the teacher-student relationship* Routledge.