OBTC

Teaching Conference for Management Educators

OBTC 2015 at University of La Verne
June 17th – 20th, 2015

Submission Template

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1) Title of Proposal:

Developing Responsible Leaders by Developing their Response-ability

2) Abstract:

Leadership education typically focuses on the individual learner and their rational mind, the acquisition of generalized, decontexualized knowledge, completion of case studies, and the development of leadership skills. However, this does not adequately prepare students to become responsible leaders within the unfolding relationships and situations wherein they find themselves, in their body with all its' attendant thoughts, feelings and wants. In this session, we explore how to educate students to become response-able. We will share our pedagogy of becoming to develop students' response-ability, and also share our experiences of attempting to facilitate the development of our students becoming response-able leaders.

3) Keywords:

Responsible Leadership, Responsibility, Leadership Education, Pedagogy of Becoming

4) Format

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

5) Time Requested:

    ____ 30 Minutes
    _x_ 60 Minutes (*Roundtables must select 60 minutes*)
    ____ 90 Minutes

6) Planning Details:

We do not have any special requirements for space or materials.

7) Learning Objectives or Goals for the Session:

- Participants will learn from one another's experience of teaching leadership.
- Participants will discuss and understand the challenges of effectively educating students to become leaders, in general, and responsible leaders, specifically.
- Participants will be presented with a pedagogy for developing students' response-ability.
- Participants will come away with ideas of how to effectively educate student to become leaders.

8) Management or Teaching Topics:

- Responsibility - The topic of our responsibility has a long history within philosophy and psychology.   Influential philosophers such as Jean-Paul Satre (1993), Emmanuel Levinas (1998) and Paul Ricoeur (1992) and psychologists such as Viktor Frankl (2006) and Rollo May (2009) have identified responsibility as a fundamental characteristic of what is means to be human. Our most important responsibility is towards other human beings, especially those whom are different from us (Levinas, 1998; Logstrup, 1997; Ricoeur, 1992)

- Responsible Leadership - Whether concerned with responsible leadership at an individual, organizational, or societal level, domestic or global, regardless to whom or what leaders should be responsible for or what roles they inhabit (Maak & Pless, 2006; Pless, et. al., 2011; Waldman & Galvin, 2008) and which of the numerous conceptualizations of responsible leadership, it is fundamentally about relationships: how a leader acts towards others (i.e., stakeholders) and their interests (e.g., environment and community) (Maak & Pless, 2006).

- Pedagogy of Becoming – "education should aspire toward the inclusion, promotion, and nurturance of human virtue and valuation as a fundamental goal (Mills, 2002, 9)."

- Becoming – we are not human being but human becoming – we are continuously

becoming over the course of our lives rather than fixed beings (Allport, 1955).

- o Embodied Leadership – an understanding of leadership and leadership development built on the understanding that we are not merely rational minds but embodied human beings (Hamill, 2013).

- o Relational Leadership – see leadership as a way of being in relationship to others (Cunliffe & Eriksen, 2011)

9) Session Description and Plan:

- o 10 minutes – We will begin by exploring the questions "When teaching leadership what is your overarching purpose?" and "What are your greatest challenges to achieving your purpose?"

- o 5 minutes – Explain our overarching purpose – to educate students to be able be response-able to be responsible [to others] when leading.

- o 5 minutes – Discuss the challenges of normative leadership education and its shortcoming - focuses on the individual learner and his or her rational mind, the acquisition of generalized, decontextualized knowledge, completion of case studies, and the development of leadership skills. But this does not adequately prepare students to become response-able to be responsible leaders, within the unfolding relationships and situations within which they find their embodied self with all its attendant thoughts, feelings and wants.

- o 10 minutes – Introduce our pedagogy of becoming to develop students' response-ability.

- o 10 minutes – Talk about experience in the classroom of developing students' response-ability.

- o 15 minutes – Discussion

- o 5 minutes – Wrap-up.

10) For Activities and Exercises:
- o For the conference, we will construct a diagram that displays our pedagogy of becoming to hand out to participants during out session.

11) Implications for Teaching or for Teachers:

o   Teachers will learn from one another's experience of teaching leadership.
o   Teachers will discuss and understand the challenges of effectively educating students to become leaders, in general, and responsible leaders, specifically.
o   Teachers will be presented with a pedagogy for developing students' response-ability.
o   Teachers will come away with ideas of how to effectively educate student to become leaders.

12) Application to Conference theme:

o   Our pedagogy of becoming to develop response-able students draws on the social nature of learning and conceives the classroom is a community of becoming in which students connect with one another in deep ways (i.e., sharing their experiences and coaching one another) that facilitates their learning and becoming.

13) Unique Contribution to OBTC:

NA

14) References and/or Additional Materials:

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