

**OBTC 2015 at University of La Verne**

**June 17th – 20th, 2015**

Submission Template

SUBMISSION GUIDANCE

*\* Remove all identifying properties from this document \**

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*\*Please include ALL supplementary text at the end of this document\* \*Only one document should be submitted\**

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

1. **Title of Proposal:**

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| How to be a “leader” of your class: Four choices that teachers must make to be effective leaders of their classes (taught by leadership scholars and teachers) |

1. **Abstract:**

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| *Please include a brief session description (not to exceed 100 words).If your proposal is accepted, this description will be printed in the conference program.*  To be an effective leader, one must be a person that followers want to follow. Similarly, to be an effective teacher, one must be a person that students want to learn from. This is more than just being an expert in a given subject. An effective teacher must lead their class in such a way that keeps the students mentally and physically engaged. Negative impressions of the teacher’s classroom leadership reduce the student’s willingness to learn and participate. In this session, we will discuss four choices that teachers must make to be effective leaders of their classes. |

1. **Keywords:**

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| *Use three or four keywords to describe your session.*   1. Leadership 2. Student engagement 3. Teacher effectiveness |

1. **Format**

Activity or exercise

Discussion roundtable (60 minute only)

**X** General discussion session

1. **Time Requested:**

30 Minutes

x 60 Minutes

**X** 90 Minutes **(Preferred)**

1. **Planning Details:**

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| *Does your session have any special requirements for space or materials?*  A standard projector that we could use with one of our laptops. Also, access to sound equipment would be preferred (for showing a few short video clips). |

1. **Learning Objectives or Goals for the Session:**

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| *What are 2-4 specific learning outcomes that participants will get from your session?*  From our personal experiences being teachers and former students, and from discussions with colleagues, university and college faculty often make decisions about structuring and leading their courses in ways to make the administration of the course as easy as possible. But, what is “easy,” or the most comfortable for the teacher, is often not what is best for the students. This dilemma represents one of four dilemmas that all teachers face, and their decisions separate the poor or good teachers from the great teachers. These dilemmas include the decisions to be: (1) purpose-centered rather than comfort-centered, (2) internally driven rather than externally driven, (3) other-focused rather than self-focused, and (4) externally open rather than internally closed. Thus, the purpose of this session is to help university and college faculty understand these dilemmas, why they exist, the proper choices faculty need to make to be effective leaders of their class, and the consequences of these decisions. |

1. **Management or Teaching Topics:**

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| *Describe what management and/or teaching topics are relevant to your session, and why. Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*  The overarching topic of this session is leadership as it pertains to teaching. This topic obviously has deep theoretical roots in management. But, so do the four choices that we will be focusing on. These four choices are discussed in a leadership book entitled, *Lift: Becoming a Positive Force in Any* Situation, written by Ryan W. and Robert E. Quinn. Thus, we rely upon the framework provided in *Lift*, but we also supplement this framework with relevant research stemming predominantly from the academic leadership literature as follows.  The first choice a teacher must make to be an effective leader of their class is to be purpose-centered rather than comfort-centered. These concepts are founded in the transformational leadership literature and management-by-exception/laissez-faire literature, respectively (Avolio, Bass, Jung, 1999). Transformational leaders possess a clear purpose and communicate that purpose to their followers; they are focused on doing the right things, which are often not the easy things. Leaders that lead through management-by-exception or laisse-faire have a tendency to do the easy thing, rather than the right thing. For example, a laisse-faire leader is unlikely to discipline a poor performer because it may be difficult or uncomfortable to do. Likewise, a comfort-centered teacher is unlikely to provide detailed feedback because it may be time-consuming to do so.  The second choice a teacher must make to be an effective leader of their class is to be internally driven rather than externally driven. When we are internally driven, we allow ourselves to be guided by our values. When we are externally driven, we allow ourselves to be guided by something other than our values, commonly incentives and/or pressure. When a teacher is internally driven, they are espousing the principles of authentic leadership, including possessing relational transparency (presenting one’s authentic self) and internalized moral perspective (an internalized and integrated form of self-regulation that is guided by moral standards and values versus group, organizational, and societal pressures; Walumbwa, Avolio, Garner, Wernsing, & Peterson, 2008). But commonly, teachers are externally driven by incentives and expectations that do not necessarily align with their values. For example, because teacher evaluations have an influence on faculty member tenure and other performance evaluations, teachers are commonly incentivized to be externally driven and do what might result in high teacher evaluations, which may or may not be aligned with one’s values. Specifically, if a teacher values student learning, but chooses to make the class a “fun” atmosphere instead of a “learning” atmosphere for the primary purpose of obtaining high student evaluations (of course, we agree that a course can possess both a fun and learning atmosphere), the teacher will not be an effective leader of their class because they are externally driven.  The third choice a teacher must make to be an effective leader of their class is to be other-focused rather than self-focused. Being other-focused revolves around the idea of being servant leaders/teachers, viewing students as people, and doing our best to individualize our teaching to our students (Arbinger Institute, 2000; Buckingham & Clifton, 2001; Drury, 2005). Being self-focused revolves around the idea of viewing students as objects, or as challenges that we must “get through.” Theoretically, servant leadership is founded upon the principals that the leader has a primary focus or emphasis on the followers. Effective leaders of their classes are those that have this follower-focus (van Dierendonck, 2011), and their behaviors often represent that focus (e.g., learning their students’ names, learning their backgrounds, and seeking to give quick and detailed feedback). In research we have recently conducted, currently under review at Journal of Applied Psychology, we found that the main reason why leader behaviors impact follower performance is because of the relationship that the follower has with the leader. We believe this finding translates to teaching. A student is much more likely to perform and learn at a high level if they have a good relationship with the teacher, almost regardless of the behaviors that the teacher engages in.  The fourth choice a teacher must make to be an effective leader of their class is to be externally open rather than internally closed. These concepts revolve around the concepts of leader humility and incomplete leadership (Christensen, 2010; Ancona, Malone, Orlikowski, & Senge, 2007). Being externally open means that the teacher is open to feedback from students, verbal or non-verbal. This requires that the teacher be humble and recognize that he or she is fallible. They must be willing to (a) adjust their teaching based upon how the class responds to it, (b) admit when they make a mistake, and (c) allow students to have a voice in the major decisions made by the teacher (e.g., grades). Teachers who are internally closed, on the other hand, are viewed as being “set in their ways,” and “always correct.”  Altogether, we believe that in order for teachers to be effective, they must be effective leaders of their class. We have provided a parsimonious framework that allows us to draw upon multiple leadership domains to clearly and concisely explain how teachers can be effective leaders of their class. In all, we believe that if teachers can be effective leaders of their classes by following our framework they can expect their students to be actively engaged for the following reasons:   * Purpose fosters engagement because students know where they are going and know that they are going somewhere extraordinary. * Internal direction fosters engagement because values-driven behavior inspires others (i.e., students) to want to live up to their own values. * Other-focus fosters engagement because students trust and like their teachers, and positive relationships have been shown to increase follower performance. * External openness fosters engagement because students feel heard and feel safe contributing in environments led by teachers who seek, appreciate, and respond enthusiastically to feedback.   Each of these represents one side of four dilemmas that all leaders and teachers face, and must make choices about. Our objective is to help teachers make choices that properly address these four dilemmas, thereby becoming better leaders and teachers of their classes. |

1. **Session Description and Plan:**

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| *What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you’d like to do, and the extent you can reasonably accomplish the session’s goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.*  The first 20-25 minutes will be an introduction to the topic. During this time, we will (a) discuss how teaching is related to leadership and introduce the four dilemmas we will go in depth about, and (b) seek engagement from participants regarding their personal experiences dealing with these dilemmas. To engage the participants, we will first divide the participants into small groups and have them discuss their own challenges in dealing with the four dilemmas. Then, we will have each of the group present to all participants  The majority of the time (50-55 minutes) will be spent discussing each of the four dilemmas that teachers face (as described previously). For each, we will discuss why they exist, why their choices regarding these dilemmas are so critical to being an effective leader of their class, and the consequences that these decisions have on the teacher as well as the student. Throughout this section, we will continually be seeking engagement from participants’ regarding their personal experiences dealing with the dilemmas and various student outcomes.  The final 10-15 minutes will be spent providing best-practice recommendations for becoming effective leaders of their classes, and being teachers from which students want to learn. |

1. **For Activities and Exercises:**

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| *Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.*  Not applicable |

1. **Implications for Teaching or for Teachers:**

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| *What is the contribution of your session?*  As noted, in order to be an effective teacher, the teacher must be someone that students want to learn from. This requires more than just being an expert on the topic. It requires that the teacher make important choices regarding four common dilemmas. The purpose of this session is to help teachers navigate these dilemmas and be purpose-centered, internally driven, other-oriented, and externally open. In doing so, I believe that participants will be more capable of being effective leaders of their class. |

1. **Application to Conference theme:**

How does your session fit with the overall OBTC theme of Learning in Community?

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| We are full believers in the power that comes from learning within a community, but we also know that in order for learning to effectively occur within a community, the context must be right. Our session is directed at helping teachers create a context through proper classroom leadership in which learning can occur with little mental and/or emotional distractions.   1. **Unique Contribution to OBTC:**   *Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*  This is our first proposal to OBTC. Although some of the ideas have been published before and discussed in conferences sessions associated with leadership, we have never presented our ideas with an emphasis on teachers being leaders. But, we believe that the idea of leaders as teachers is a fruitful avenue to merge managerial and educational issues.   |  | | --- | | 1. **References and/or Additional Materials:**   Ancona, D., Malone, T. W., Orlikowski, W. J., & Senge, P. M. (2007). In praise of the incomplete leader. ***Harvard Business Review***, 85:92-100.  Arbinger Institute (2000). ***Leadership and self-deception.*** San Fancisco, CA: Berrett-Koehler Publishers, Inc.  Avolio, B. J., Bass, B. M., & Jung, D. I. (1999) Re-examining the components of transformational and transactional leadership using the Multifactor Leadership Questionnaire. ***Journal of Occupational and Organizational Psychology****,*72: 441-462.  Buckingham, M., & Clifton, D. O. (2001). ***Now, discover your strengths.*** New York, NY: The Free Press.  Christensen, C. M. (2010). How will you measure your life? ***Harvard Business Review***, July-August: 46-51.  Deci, E. L., Koestner, R., & Ryan, R. M. (1999). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation. ***Psychological Bulletin***, 6: 627-668.  Drury, S. (2005). Teacher as Servant Leader: A Faculty Model for Effectiveness with Students. Proceedings of the 2005 Servant Leadership Research Roundtable. Retrieved October 14, 2009, from <http://colowebsite.regent.edu/acad/global/publications/sl_proceedings/2005/drury_teacher_servant.pdf>.  Quinn, R. W., & Quinn, R. E. (2009). ***Lift: Becoming a positive force in any situation.*** San Fancisco, CA: Berrett-Koehler Publishers, Inc.  van Dierendonck, D. (20110). Servant leadership: A review and synthesis. ***Journal of Management***, 37: 1228-1261.  Walumbwa, F. O., Avolio, B. J., Gardner, W. L., Wersing, T. S., & Peterson, S. J. (2008). Authentic leadership: Development and validation of a theory-based measure. ***Journal of Management***, 34: 89-126. | |