



Teaching Conference for  
Management Educators

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

SUBMISSION GUIDANCE

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

**1) Title of Proposal:**

Leadership Development Online

**2) Abstract:**

*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.*

This brainstorming session will look at creating online leadership courses. Teaching leadership is highly debated, having a multitude of theories and formats to draw from. Leadership course often involve complex interactions, game/role playing, and other engaging activities, revolving around groups. How can one teach leadership online and get similar effects as a traditional classroom setting? Participants are encouraged to bring examples, syllabi, and laptops to demonstrate what could and shouldn't be done while teaching this often-amorphous subject online. The purpose is to share best practices, and vetting what we should be doing to increase the effectiveness of these courses.

### 3) Keywords:

*Use three or four keywords to describe your session.*

Online, Best Practices, Leadership

### 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:

*Does your session have any special requirements for space or materials?*

Round table- preferably large with access to Wi-Fi and power outlets. White board and/or large sticky notes and pens for capturing notes.

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

*What are 2-4 specific learning outcomes that participants will get from your session?*

- Increased understanding of “what works” for online leadership courses
- Better understanding of what doesn’t work in terms of online leadership courses
- Examples of activities for application of leadership theories

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

*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.*

Leadership development is understood as a necessary ingredient in management training across diverse settings, while the pedagogy on leadership is vast. By working together, as apposed to “recreating the wheel” or learning by trial and error, this roundtable will share best practices, as well as things that seem to not work for online leadership courses. This session not only has the possibility of increasing knowledge in the leadership field, but also can increase the quality of online leadership courses in the field. By creating more effective and higher quality courses in leadership, we can impact the field of management dramatically by indirectly increasing current and future managers skills.

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

*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.*

### **Time will vary based on the number of people in the session**

15-minutes- Roundtable introduction. Participants will be asked their name, title, school/position, and courses they teach. They will also be asked to identify if they have developed an online leadership course, currently developing one, or planning to develop one.

30 minutes- Open format. I will ask for those that have examples (both best practices and failures) to share with the group\*. Presenters will be given instructions of keeping their dialogue to 5 minutes so that there will be time for multiple examples. They will also be asked, besides describing their example, to explain why they believed it worked or didn’t work and under what conditions/constraints.

*\*Examples will be requested in order to accumulate ideas into a document that then can be shared with participants after the session. A sign up sheet will be passed around.*

15 minutes- The audience will be sorted into dyads or triads, which will be determined by the *N* of group and self-determined expertise on developing online courses. In order to do

this, I will ask those who feel like they have vast expertise in developing online courses to come to the front of the room, those that have some to moderate experience to form a group in the middle, and those with little to no knowledge in this area to go towards the back of the room. Based on the group dynamics, I will sort them into groups and ask the less experienced participants to interview the more experienced participants. I will have several prompts for them to choose from if they need some help with what to ask, such as...

- What are the first 3 things I should do when putting together an online leadership course?
- What are some resources that you recommend?
- What helped make things easier for you when developing your course(s)?
- What were your biggest “ah-ha” moments?
- What programs/projects should I avoid entirely? Why?

End- If time allows, participants will be asked to report out what they learned from the session or general take-a ways. Participants will also be asked to fill out the evaluation form for the session.

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

*Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.*

Debriefing questions would include:

- How would you utilize what you learned here today?
- See above timeline for additional activities.

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

*What is the contribution of your session?*

- Increasing the effectiveness and quality of our online courses, especially for leadership development classes.
- Enhancing participants’ toolbox for best practices in leadership development.

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

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

This session is directly linked to the theme of “Learning in Community”, as it increases knowledge areas and applications for leadership courses, by bring together our

community in order to brainstorm and learn from each other on the topic. The more time we spend developing each other in this area, the more the broader community will gain by getting access to higher quality education.

### **13) 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?*

I have not presented this work before, and it is not under review.

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

Moderator will use the following examples:

**EXAMPLE 1----- Take the MLQ actual/ought survey with some costs associated.  
[www.mindgarden.com](http://www.mindgarden.com)**

LEAD Assignments: Goal is to find ways to personally become a better leader in one's own community; otherwise known as Servant Leadership.

#### **1) Leadership Style Assessment**

Take a Leadership Style assessment provided online by instructor and write a two-page reflection on what you learned and how this knowledge applies to your leadership aspirations (see assignment #2, personal leadership mission & vision).

#### **2) Personal Leadership Mission & Vision**

The idea behind a vision is to clearly articulate your personal leadership goals in a simple and digestible form. The following questions can be used to get you started or you can go your own route: What type of impact do you want to have on your world? On others? How far do you want to go in life? What are the things you can do to improve yourself and become a better leader (socially, within the community, in an organization or field that interest you, in your hobbies, etc...).

#### **3) Action Plan**

Develop an action plan to assist you in achieving your personal leadership mission and vision. What are the steps that you can take to obtain your goals? Do you need more

schooling? Other types of training? A mentor? Travel? Work experience? Volunteer hours? etc.... be creative here and let me know what you plan to do in order to become the best leader you envision yourself to be in the next 5 to 10 years.

*The goal of the next two assignments is to give the student a better understanding of leadership development activities and programs that are available for personal development.*

**4) Work with a volunteer organization (suggestion: SOLD)**

Attend at least 3 meetings or volunteer 3 times (or a combination of both) and see what your selected organization has to offer you as a leader; if you cannot make the meeting time due to conflict with work, ask instructor for additional ways to get involved or to suggest other activities that will help you with this assignment. Describe the pro's and con's to the organization, and offer suggestions on different programs or ways that the group can achieve its mission. Also, describe how working with an organization such as this could **benefit you** and your personal leadership mission/vision.

**5) Attend a leadership development relevant event (suggestions: SOLD, NLC, or LIVE programs)**

Attend an event on leadership development in your community. Write a reflection on what you learned at the event and how the event assisted you in achieving some of your personal leadership mission/vision. A list of community events related to leadership development will be provided for the interior regions of Alaska; along with occasional updates throughout the class. If you have questions outside of this area, don't hesitate to ask.

**EXAMPLE 2----- Simulation Report:**

Towards the end of the semester, you will be placed in a group (different from your Team Project) that will work together to complete a leadership simulation. Based on what you learned from the simulation (i.e., experiences, teamwork/dynamics, negotiation, communication, conflict, etc...), you will need to write a 2-page report describing your experiences and then relating them back to the theories you learned over the semester in this class.

Grading criteria:	Possible points
+ Thoughtfulness of content	0..... 20
+ Understanding assignment	0..... 10
+ Application to theories	0..... 25
+ Implications for personal develop	0..... 20
+ Mechanics (Grammar/spelling)	0..... -3
Total Possible points	(75 points)

Page excerpted from:

<http://cb.hbsp.harvard.edu/cbmp/product/7000-HTM-ENG>

## **Leadership and Team Simulation: Everest V2**

Michael A. Roberto; Amy C. Edmondson Price: \$45.00

The simulation uses the dramatic context of a Mount Everest expedition to reinforce student learning in group dynamics and leadership. Students play one of 5 roles on a team of hikers attempting to summit the mountain. During each round of play they must collectively discuss whether to attempt the next camp en route to the summit. Ultimately, teams must climb through 5 camps in 6 simulated days totaling approximately 1.5 actual hours of seat time. Team members analyze information on weather, health conditions, supplies, goals, or hiking speed, and determine how much of that information to communicate to their teammates. Along the journey, the team must also decide how to effectively distribute supplies and oxygen bottles needed for the ascent--decisions which affect hiking speed, health, and ultimately the team's success in summiting the mountain. Failure to accurately communicate and analyze information as a team has negative consequences on team performance. This second release of the web-based Leadership and Team Simulation: Everest combines the proven learning objectives and storyline of the original with an updated user experience and enhanced administrative features. The simulation is designed to be used with teams of students. A Teaching Note contains an overview of theory, simulation screens, and reference materials.

### **Learning objective:**

To learn how to build, participate in, and lead teams more effectively; how teams can improve the way that they make collective decisions; how cognitive biases impair decision-making; how teams can solve problems and make decisions more effectively in situations when members have different information and opposing interests; how different leadership approaches can affect team performance in situations with time and competitive pressures; and how teams and their leaders deal with tradeoffs between short-term task completion and longer-term team effectiveness

### **Subjects Covered:**

Decision making; Group dynamics; Leadership; Leading teams; Simulations; Strategy