



**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:**

Learning Leadership: More than just PowerPoints...

**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.*

Learning in the classroom should appeal to a variety of learning styles to be most effective. However, in teaching leadership most professors default to using case studies and PowerPoints. The leadership activities presented here will not only enhance learning, but fully engage every student and provide opportunity for a rich classroom discussion sure to hit home with every student.

### 3) Keywords:

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

Leadership, activities, engagement, fun

### 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?*

None

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

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

Participants will learn two activities: one to help with teaching LMX, the other to help with teaching team dynamics. Participants will also learn how to use these activities to build what we all want, an active learning community in our classroom.

## **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 is arguably one of the most debated and talked about topics in management and social sciences (DeRue, Nahrgang, Wellman, & Humphrey, 2011; Bennis, 2007). In organizations, good leadership allows organizations to face the complexity and rapid changes in the industry (DeRue, Sitkin, & Podolny, 2011). On the other side, “destructive” leadership can also have detrimental effects on follower’s outcomes and behaviors (e.g., attitudes towards leaders and individual performance; Schnyns & Schilling, 2013). Similarly, leader and member relationships (or leader-member exchanged) are essential for positively related work outcomes and attitudes such as citizenship behavior (Ilies, Nahrgang, & Morgeson, 2007) and job performance ((Dulebohn, Bommer, Liden, Brouer, & Ferris, 2011). It then comes to no surprise that organizations spend billions of dollars in leadership development programs (O’Leonard, 2010). Similarly, business schools have acknowledged the importance of leadership education in their institutional programs (DeRue et al., 2011).

According to Schyns, Kiefer, Kerschreiter, and Tymon (2011), research on leadership often focuses on the personal characteristics, behaviors, and skills of leaders, including transformational leaders (Bass, 1985), charismatic leaders (Conger & Kanungo, 1994), authentic leaders (Walumbwa, Luthans, Avey, & Oke, 2009). However, it is not clear in the literature how the development of these characteristics and individual attributes can be taught (DeRue et al., 2011). This is not surprising given the fact leadership is one of the most important but most difficult topics to teach in organizational behavior (Harrington & Griffin, 1990). Moreover, many leadership teaching activities revolve around case methods (e.g., Hammond, 1990; O’Connell, McCarthy, & Hall, 1997, 2004). For these reasons, this session searches to address some of the shortcomings of teaching leadership in the classroom by introducing new and intriguing, experiential, and interactive leadership and team activities.

Participants in this highly interactive session will be working and engaging leadership learning activities. Working in teams has been shown to be a valuable practice in learning (e.g., Cohen, 1994; Johnson & Johnson, 2002; Webb, 1989) with plenty of benefits to students. These benefits include improved communication, social and team skills, active learning, higher student motivation and achievement, and positive interdependence (Hansen, 2006). By working on teams, we intend to make use of these benefits as participants engage in the presented activities.

However, we are also aware of the conflicts arising from working in teams. Conflict may be caused by perceived or real differences between team members (De Dreu, Harinck, & Van Vianen, 1999; Thomas, 1992; Wall & Callister, 1995). As a consequence, conflict may result in tension and lower team satisfaction and productivity (Gladstein, 1984; Saavedra, Earley, & Van Dyne, 1993; Wall & Nolan, 1986). For this reason, we also discuss how to reduce the negative effects of working on teams at the beginning and throughout the activities.

Besides team engagement, the exercises are rooted in experiential learning, mostly based on “learning from experience.” Exemplary educators such as John Dewey and Carl Rogers have been pioneers of experiential learning (Kolb, 1984). Therefore, the activities presented are designed to engage participants in the experiential learning process. This learning process is unremitting, all-inclusive (uses all senses), synergetic, and addresses conflict through creative knowledge (Kolb & Kolb, 2005).

At the end of the session, participants are allowed to express their experience, thoughts, and comments on the activities. The feedback provided will help improve the presented activities as well as shining new ideas on the development of new and innovative activities for the teaching and development of various leadership-related topics/

## **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.*

**5 min** – Welcome/introduction.

**7 min** – LMX game explanation

**10 min** – All participants play the game with game board and game pieces provided

**7 min** – Discussion on game and why it's effective in teaching.

**5 min** – Tent Pole activity explanation

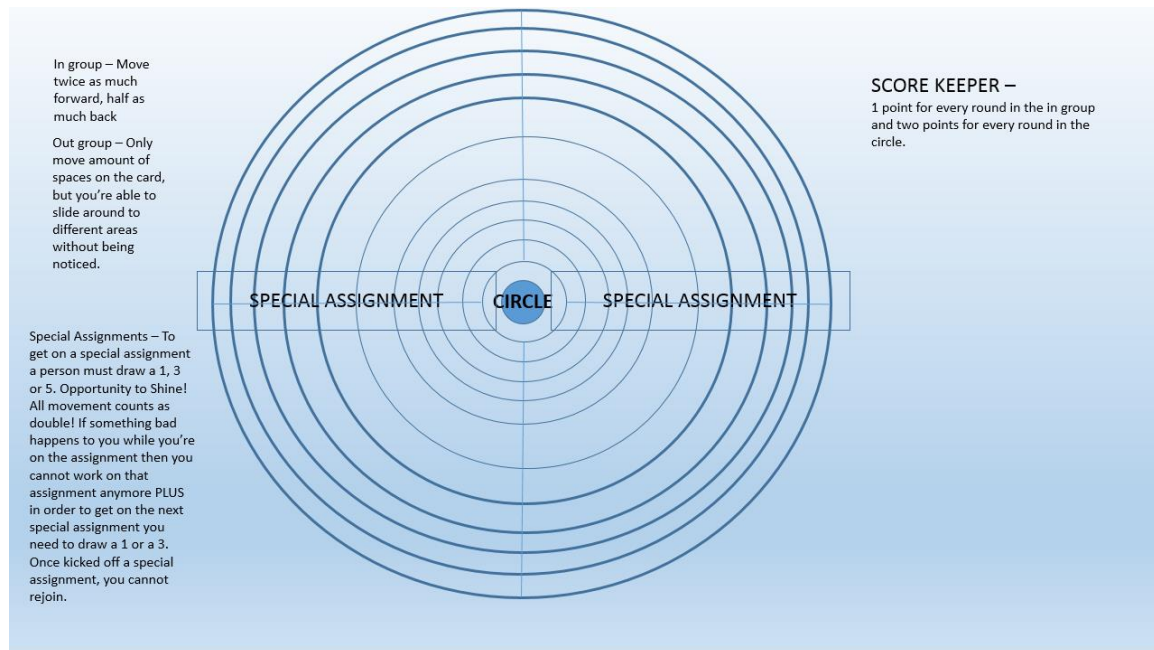
**15 min** – Tent Pole activity with all participants

**7 min** – Discussion on Tent Pole Activity and why it's effective in teaching in teams

**4 min** – Conclude, summary.

## 10) For Activities and Exercises:

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



There are additional cards that will be drawn by participants. Those will be brought to the event along with multiple enlarged game boards.

Debriefing questions for LMX activity:

Raise your hand if you never got in the in-group? How did that feel? What was it like seeing everyone else in the in-group except you?

Raise your hand if once you were in the in-group you stayed in the in-group pretty much the rest of the time? How was that seeing your points go higher and higher? How did you feel about those in the out group?

How does this apply to the real workplace?

Tent Pole Activity – Just the tent poles which will be brought to the activity

Tent Pole Activity Debrief:

How was the activity? What made the activity so difficult?

What process did you see you all take? Did anyone think about cheating? At what point did they think about it?

Which is harder: working as a team or coordinating with other teams? Why?

How is this like the real workplace?

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

*What is the contribution of your session?*

Not only do these activities provide an active and fun way to learn leadership, but they are also specifically designed to provide a rich discussion thread on times when our students might have experienced similar situations. It also contributes to the learning community as more tools for the leadership teaching toolbox.

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

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

Often times we, as professors, think of our learning community as a community of other professors teaching similar topics, but it is vital that we also consider our classroom a community of learning. Doing so opens our minds to the vast number of resources that we call students. These activities are designed to remove the professor as the Chief Knowledge Officer and enable the students to learn from each other and the experiences that they've had by providing them with an activity that encourages thoughtful discussions on the topics.

## **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?*

Never been presented.

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

Bass, B. M. 1985. *Leadership and performance beyond expectations*. New York: Free Press.

Bennis WG. (2007). The challenges of leadership in the modern world—Introduction to the

- special issue. *American Psychologist*, 62, 2–5.
- Cohen, E. G. (1994). Restructuring the classroom: conditions for productive small groups. *Review of Educational Research*, 64, 1, 1–35.
- Conger, J. A., & Kanungo, R. N. (1994). Charismatic leadership in organizations: Perceived behavioral attributes and their measurement. *Journal of organizational behavior*, 15(5), 439-452.
- DeRue, D. S., Nahrgang, J. D., Wellman, N. E. D., & Humphrey, S. E. (2011). Trait and behavioral theories of leadership: An integration and meta-analytic test of their relative validity. *Personnel Psychology*, 64(1), 7-52.
- DeRue, D. S., Sitkin, S. B., & Podolny, J. M. (2011). From the Guest Editors: Teaching Leadership—Issues and Insights. *Academy of Management Learning & Education*, 10(3), 369-372.
- Dulebohn, J. H., Bommer, W. H., Liden, R. C., Brouer, R. L., & Ferris, G. R. (2012). A meta-analysis of antecedents and consequences of leader-member exchange integrating the past with an eye toward the future. *Journal of Management*, 38(6), 1715-1759.
- Hammond, J. S. (1990). *Learning by the case method*. Boston: Harvard Business School Publishing.
- Hansen, R. S. (2006). Benefits and Problems With Student Teams: Suggestions for Improving Team Projects. *Journal Of Education For Business*, 82(1), 11-19.
- Ilies, R., Nahrgang, J. D., & Morgeson, F. P. (2007). Leader-member exchange and citizenship behaviors: a meta-analysis. *Journal of applied psychology*, 92(1), 269.
- Johnson, D. W. & Johnson, R. T. (2002). Learning together and alone: overview and meta-analysis. *Asia Pacific Journal of Education*, 22, 95–105.
- Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development* (Vol. 1). Englewood Cliffs, NJ: Prentice-Hall.
- Kolb, A. Y., & Kolb, D. A. (2005). Learning Styles and Learning Spaces: Enhancing Experiential Learning in Higher Education. *Academy Of Management Learning & Education*, 4(2), 193-212. doi:10.5465/AMLE.2005.17268566.
- O’Connell, D., McCarthy, J., & Hall, D. T. (1997). *Ingar Skaug and Wilhelmsen Lines: Leadership in organizational transformation* (teaching case #97-33). Boston: Boston University Publications
- O’Connell, D. J., McCarthy, J. F., & Hall, D. T. (2004). Print, Video, or the Ceo The Impact of Media in Teaching Leadership with the Case Method. *Journal of Management Education*, 28(3), 294-318.



- O'Leonard, K. 2010. *The corporate learning factbook: Statistics, benchmarks, and analysis of the U.S. corporate training market*. Bersin & Associates.
- Schyns, B., Kiefer, T., Kerschreiter, R., & Tymon, A. (2011). Teaching implicit leadership theories to develop leaders and leadership: How and why it can make a difference. *Academy of Management Learning & Education*, 10(3), 397-408.
- Schyns, B., & Schilling, J. (2013). How bad are the effects of bad leaders? A meta-analysis of destructive leadership and its outcomes. *The Leadership Quarterly*, 24(1), 138-158.
- Walumbwa, F. O., Luthans, F., Avey, J. B., & Oke, A. (2011). Authentically leading groups: The mediating role of collective psychological capital and trust. *Journal of Organizational Behavior*, 32(1), 4-24.
- Webb, N. W. (1989). Peer interaction and learning in small groups. *International Journal of Educational Research*, 13, 1, 21-39.