

**OBTC 2015 at University of La Verne**

**June 17th – 20th, 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\**

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

1. **Title of Proposal:**

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| What Direction is Your Leadership Heading? |

1. **Abstract:**

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| This exercise introduces a leadership metaphor that describes four types of leadership styles (North, South, East, and West). Participants use this metaphor to explore the strengths and challenges of each style and to identify strategies for understanding and collaborating with styles that differ from their own. This information is powerful because it points out how each of us leads and thinks differently. |

1. **Keywords:**

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| *Use three or four keywords to describe your session.*  Leadership, collaboration, styles |

1. **Format**

X Activity or exercise

Discussion roundtable (60 minute only)

General discussion session

1. **Time Requested:**

30 Minutes

X 60 Minutes (*Roundtables must select 60 minutes*)

90 Minutes

1. **Planning Details:**

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| *Does your session have any special requirements for space or materials?*  Enough space for participants to move around. This is not an activity that is done sitting at tables, as it requires movement and really only chairs and 4 tables are necessary. |

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?*  By the completion of this session, participants will be able to do the following:   1. Explore a variety of leadership styles using four compass point as metaphors; 2. Identify each compass point’s strengths and challenges; and 3. Explain why and how to respect and collaborate with diverse leadership styles. |

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.*  *We teach leadership theories to our students, we have them do research, locate videos/YouTube clips and do exercises to compliment the theoretical perspective. As OB faculty we also teach personality styles and behaviors This exercise compliments the theories we teach in an approach that is engaging, introspective and promotes a greater understanding of one another's behaviors, preferred style as well examining their least preferred style and discussing the why's.*  *Topics that this exercise can be used in are OB and Leadership. It could also be tailored to accommodate a variety of topics and settings.* |

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.* |

**Session Overview** (Time: 60 minutes)

Introduction/The Big Picture 5 minutes

Compass Point Style Review 10 minutes

Identify Your Leadership Style 5 minutes

Activity: “The Award” 25 minutes

Reflection/Closure 15 minutes

**I will explain:** The leadership compass is a metaphor that describes four leadership styles, using the four compass points – North, South, East, and West – as categories. Like all style or preference tools or metaphors (e.g., Myers-Briggs and DiSC), this one has limits. This information should not be used to label or stereotype others or ourselves. This metaphor is being offered as a mechanism for catalyzing though and dialogue about leadership styles. Understanding your own style – and being open and respectful of differing styles – is a key competency of leaders.

Flip Chart 1

The Leadership Compass

Learning Objectives

By the completion of this session will:

1. Explore a variety of leadership styles using four compass point as metaphors;
2. Identify each compass point’s strengths and challenges; and
3. Explain why and how to respect and collaborate with diverse leadership styles.

* This is a participatory activity. You will self-select to move into small groups, based on what you determine to be your preferred compass point (or leadership) style.
* Each group will have a task to accomplish and present back to the rest of the group.

*Detailed Leadership Compass Poster Boards will be strategically placed in the 4 corners of the room.*

**Compass Point Style Review** (5 minutes)

Ask the participants to listen to each work style descriptions as it's read, and ask them to reflect on whether the depiction describes their typical leadership style. (Only read the portion described as work style.) The descriptions are also on poster boards at different places in the room. Allow time for participants to wander around the room and read each directional description.

**Identify Your Leadership Style** (5 minutes)

After participants review the different descriptions, I will ask them to move to the compass point they identify with most. (If participants identify with more than one, they will be asked to choose one for the purposes of this activity. They can change directions during the activity if they feel they are in the wrong group.)

I will ask the North, South, East, and West groups to compare notes for about five minutes, sharing why they resonated with or agreed with some or most of the descriptors. Encourage them to adapt the wording of any descriptor that doesn’t describe them properly, and to add any descriptors they want.

*ME: Now that you’ve chosen a compass point style and shared a little bit with other in your small groups, each group will be given an assignment.*

**Activity: “The Award”** (25 minutes)

Each of the compass point groups will do the following:

* Select a social justice leader (either living or dead) to receive an award;
* Create a title for the award; and
* Select a representative to explain to the larger group (in less than two minutes) the rationale for selecting the recipient and for naming the award.

**Explain**: As a larger group, we will process what it was like to complete this activity, looking for particular points that demonstrate the distinct leadership styles of the compass point groups.

During the activity time, I will watch the groups and will share overall behaviors during the debriefing. More times than not the behaviors between the 4 groups is different during this exercise, playing into their leadership and personality types.

In previous programs, the following has happened:

* North’s had more than one recipient and/or award titles – they all felt right when picking a recipient.
* South’s had to check in with each other to make sure everyone was involved – to the point of not accomplishing goals.
* East's talked about the vision of the recipient using passionate and descriptive words to explain why the recipient deserved the award.
* West's had to ask for clarification and used a system to select their recipient.

After 15 minutes of small group work, ask for the group representative to present the award name and the recipient the group selected. Monitor the time (two minutes per group) so that all four groups have a chance to present.

**Least preferred style**

All participants will now go the leadership style that they would find the most difficult. All members will discuss why it would be most difficult or uncomfortable. This is to expose participants to different styles in an effort to gain respect for all styles.

**Debriefing/Reflection/Closure**

After all four groups have presented, ask these questions:

* What patterns did you see? Were there differences between the four styles?
* What did you discover about your own style/preference and the other groups’ styles/preferences? Reread full work style descriptions to stimulate discussion.

*Briefly summarize the session. Discuss their preferred leadership style: North, South, East, or West. Discuss how they felt when they were placed in the style that is most uncomfortable and discuss ways to close that gap. In addition, discuss what the participants learned about different styles and how they can better work with each of them. Connect the current objectives to the overall conference theme.*

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.*  I will bring the necessary materials and only need a projector. |

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

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| *What is the contribution of your session?*  *My session brings a different approach to leadership and behaviors. This is an exercise we can all facilitate with our students that will give them a hands on understanding of styles and behaviors and the necessity to understand your own strengths and weaknesses. This exercise will also expose participants to their least preferred style, or the style that is most difficult for them. As part of the de-brief they will have an opportunity to discuss their preferred and least preferred style with colleagues in an effort to gain an understanding of others styles.*  *I have heard students say they believe a leader should just adapt...well that would be wonderful, however all of our personalities only allow us to adapt so much and for so long. Having knowledge and understanding will go along way for our idealistic young students. This exercise integrates overarching leadership theory as well as high level MBTI and DiSC components. This session is a 'hands' on approach that shows leadership traits in action and uncovers our style based on our personality and communication styles.*  *Leadership styles differ; however, through development, experience, or coaching, individuals find themselves working within one of numerous models. When considering traditional theories, Transformational leadership as described by Ardichvili and Manderscheid (2008), Cragg and Spurgeon (2007), and Yukl (2006) as a leadership style that produces employees who exhibit increased loyalty, motivation, and commitment. Bass (1985), Bass and Riggio (2006), and Cragg and Spurgeon (2007) noted that for transactional leadership, the primary focus is on task. Bass and Riggio (2006), Cragg and Spurgeon (2007), and Northouse (2004) added that the foundation of transactional leadership is based on leader–member exchange in a reward–punishment system. Northouse (2004) and Yukl (2006) both contended that while charismatic leaders are self-confident, motivate their followers, and possess high expectations, there is also a dark side in that followers can overdevelop their trust and begin to completely rely on the leader. Laissez-faire leadership as described by Ardichvili and Manderscheid (2008) and Rue and Byars (2007) as a hands-off approach to leadership in that the followers make all the necessary decisions. Situational leadership, according to Ardichvili and Manderscheid (2008), Cragg and Spurgeon (2007), and Yukl (2006) is a style in which the leadership depends on the circumstances; Yukl (2006) further described the leadership behavior as ever changing based on the maturity level of the followers.*  *As we know the MBTI is founded and based on personality traits created by Katharine Briggs and Isabel Myers. With the first US publication by Katharine Cook Briggs and Isabel Briggs Myers in 1943. DiSC is a behavioral instrument who some argue stems from the research of Jung, however it was Dr. William Moulton Marston's theories that brought to fruition the DiSC assessment. They compliment one another as personalities, behavior and communication are studied.*  *The overlap can be seen as the "North" style is Assertive, decisive and challenging, where the "D" (dominance) in Disc is challenging, to the point and impatient, and the "Judger" of the MBTI is fixed, definite and scheduled.*  *The nuances of each of these instruments, combined with the leadership theories we are familiar with turn this exercise into a real understanding of the strengths and weaknesses as well as the difficulties and ease of differing leadership styles. We teach leadership theory, and facilitate personality and behavioral assessments with the ever-present disclaimer that one size does not fit all. The participants of this exercise will readily identify with these nuances and take away a practical leadership exercise. I have facilitated this exercise in class as well as with clients through my consulting practice and have been thanked for introducing a hands-on, interactive method of discussing leadership as it relates to individual styles, opposed to facilitating a straight up psychological assessment.* |
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1. **Application to Conference theme:**

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

This exercise is community/group based. It allows participants to discuss and learn as small communities and to gain an understanding from the community at large (participating in this exercise).

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| 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?*  *I have not presented at OBTC in the past and this will be my 2nd conference with OBTS. I have not submitted this proposal to any other conference or institution.*   |  | | --- | | 1. **References and/or Additional Materials:** |   The PowerPoint is also included for your review.  Ardichvili, A., & Manderscheid, S. (2008, October). Emerging practices in leadership development: An introduction. *Advances in Developing Human Resources, 10*(5), 619–631.  Bass, B. M., & Riggio, R. E. (2006). *Transformational leadership* (2nd ed.). Mahwah, NJ: Erlbaum.  Cragg, R., & Spurgeon, P. (2007). Competencies of a good leader. *Clinician in Management, 15*(3/4), 109–114.  Northouse, P. G. (2004). *Leadership theory and practice* (3rd ed.). Thousand Oaks, CA: Sage.  Rue, L. W., & Byars, L. L. (2007). *Management skills and application* (12th ed.). New York, NY: McGraw Hill.  Yukl, G. A. (2006). *Leadership in organizations* (6th ed.). Upper Saddle, NJ: Prentice Hall. |

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**The Leadership Compass**

**Rationale and Addendum to OBTC Proposal**

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The Leadership Compass is an exercise which can be used in both academia and in organizational workshops. It is used by many practitioners, but tweaked to best represent the goals of the workshop, the practitioner’s style, and the participants involved. The exercise itself can be traced to the Native American Medicine Wheel which identifies four ‘directions’ of people, the warrior, the healer, the teacher, and the visionary. The premise that it draws from is that we are each individuals with individual dispositions, personality types, strengths, and weaknesses, and to perform most effectively it is important to understand ourselves as well as understand, respect, and appreciate others.

I have used different variations of this exercise over 50 times in groups as small as 10 and as large as 200, with participants spanning from traditional undergraduate students, adult graduate students, judges, doctors, lawyers, members of law enforcement, financial planners, and many others. With each group some of the activities can (and should) be tweaked while others such as identifying how people can work best with ‘someone like you’ should remain constant.

Participants leave these workshops (which can range from a short 60 minute exercise as will be demonstrated in the session at OBTC to a 2.5 hour workshop where participants will explore in more depth what it is like to work with people of similar and different dispositions) understanding their own styles better and also exploring why it is often difficult to work with people like themselves as well as people who are different.

Participants will learn that they do not need to be strong in every style (directive, empathetic, data driven, or big picture visionary), but they need to learn to appreciate and respect the value that each style brings to the table.

The OBTC session will explore the above take-a-ways as well as some of the ways the Compass can be morphed to fit our own style as practitioners and educators. As mentioned earlier, the exercise is a great way for participants in all walks of life to learn to work with people of similar styles as well as those who are quite different, and may be perceived as difficult to work with.