



Teaching Conference for
Management Educators

**OBTC 2016 at Walsh University
June 8th – 11th, 2016**

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 2016 OBTC Teaching Conference for Management Educators

1) Title, Abstract & Keywords

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

Title: The Collegiate Leadership Competition: Updates, Discoveries and Way Too Many Questions..,

Abstract: In it's second year, the Collegiate Leadership Competition (CLC) continues to explore the boundaries how to effectively "coach" leadership. Founded in 2015, the purpose of the Collegiate Leadership Competition is to create a leadership "practice field." One that is analogous to those in sports or the rehearsal rooms in the performing arts. This interactive session is designed to provide an update on progress, highlight our discoveries, and engage participants in dialogue about rubrics, research, and considerations moving forward.

Key words: Leadership education, leadership competition

2) Format

- Activity or exercise
- Roundtable discussion (60 minute only)
- General discussion session

2a) For activities and exercises only, is yours best suited for

- A traditional classroom
- An online class
- Either

2b) For activities and exercises only, is yours best suited for

- Undergraduate students
- Graduate students
- Either

3) Time Requested:

30 Minutes

60 Minutes (*Roundtables must select 60 minutes*)

90 Minutes

4) Planning Details:

Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?

- We do not need any special equipment with the exception of two fog machines, 7 lasers, and 800 brown M&Ms.

5) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

- *What is the contribution of your session to management pedagogy/andragogy?*
 - *We are introducing the notion of a “practice field” to management/leadership education. Other realms such as entrepreneurship, rhetoric, and mathematics, have opportunities for students to practice and compete outside of the classroom and we feel that bringing this same opportunity to management/leadership students is an innovation to our work. We are exploring the question of how to “coach leadership/management.”*
- *Specifically, please include your learning objectives*
 - This session will be an opportunity for participants to share their wisdom. As a result, our learning objectives are “higher level.”
 - Appraise our efforts and make recommendations for moving forward.
 - Recommend ways for us to conduct research on the competition.
 - Critique our current thinking about how to measure learning and development over the course of four months.
 - Formulate suggestions for us to consider as we develop the research agenda.
- *Describe what management and/or teaching topics are relevant to your session, and why.*
 - Relevant topics include: leadership/management education, actively coaching growth and development in a co-curricular setting, models of

problem solving, the interpersonal dimension of leading others, the use of rubrics, and skill building.

- *Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*
 - *The following articles/authors/scholars have informed our work:*
 - Allio, R. J. (2005). Leadership development: Teaching versus learning. *Management Decision*, 43(7), 1071-1077.
 - Baldwin, T. T., Pierce, J. R., Joines, C. J., & Farouk, S. (2011). The elusiveness of applied management knowledge: A critical challenge for management educators. *Academy of Management Learning & Education*, 10(4), 583–605.
 - Cunliffe, A. L. (2002). Reflexive Dialogical Practice in Management Learning. *Management Learning*, 33(1), 35.
 - DeRue, S. D., Sitkin, Sim, B., & Podolny, J. M. (2011). From the guest editors: Teaching leadership—issues and insights. *Academy of Management Learning & Education*, 10(3), 369–372.
 - Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, 100(3), 363–406.
 - Hay, A., & Hodgkinson, M. (2006). Rethinking leadership: A way forward for teaching leadership? *Leadership & Organization Development*, 27(2), 144 - 158.
 - Raelin, J. A. (2007). Toward an epistemology of practice. *Academy of Management Learning & Education*, 6(4), 495–519.
 - Riggio, R. (2008). Leadership development: The current state and future expectations. *Consulting Psychology Journal: Practice and Research*, 60(4), 383–392.
 - Whetten, D. A. & Cameron, K. S. (2010). *Developing Management Skills* (8th Ed.). Upper Saddle River, NJ: Prentice Hall.
 - Wren, D. A., Halbesleben, J. R., & Buckley, M. R. (2007). The theory-application balance in management pedagogy: A longitudinal update. *Academy of Management Learning & Education*, 6(4), 484–492.

6) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that 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.

- *What will you actually do in this session?*
 - 10 minutes – introduce the topic/explain the competition and what was done in 2016

- 15 minutes – share our list of terms, rubrics and describe the process of judging
- 10 minutes – answer questions
- 35 minutes – engage in dialogue based on learning objectives
 - Please praise our efforts and make recommendations for moving forward.
 - Please recommend ways for us to conduct research on the competition.
 - Please critique our current thinking about how to measure learning and development over the course of four months.
 - Please formulate suggestions for us to consider as we develop the research agenda.

7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

- We see two concrete connections to the conference theme and description.
 - Creating a climate where students unite and serve each other to fulfill a common goal.
 - The CLC fosters teamwork among students interested in learning more about leadership. They practice leadership for three months and the compete with other collegians from across the United States and in the process, must serve each other to fulfill a common goal.
 - Encouraging students to “think beyond” the textbook as they broaden their understanding of what it means to unite in service.
 - Designed to be an extra-curricular or co-curricular activity, CLC encourages students to practice what has been learned in many of their courses. Whether it’s emotional intelligence, decision making or creative problem solving, CLC provides students with an opportunity *practice* what has been learned.

8) 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?

- *We have not presented this session before. While we provided an update we conducted on some research at the International Leadership Association meeting in Barcelona, we did not cover the materials we hope to explore in this session.*