



Teaching Conference for  
Management Educators

## **OBTC 2017 at Providence College June 14<sup>th</sup> – 17<sup>th</sup>, 2017**

### **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 2017 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 Role of Deliberate Practice in the Collegiate Leadership Competition

**Abstract:**

In its third year, the Collegiate Leadership Competition continues to explore the role of deliberate practice in leadership and management education. Some hallmarks of deliberate practice include repetition, real-time coaching/feedback, and working on skills outside of one's current ability level. We will provide an update on our efforts to create a practice field for leadership education. Likewise, we will engage participants in a lively debate/discussion about how Ericsson's notion of deliberate practice aligns with current practices in management/leadership education.

**Key Words:**

Deliberate practice, collegiate leadership competition, management education, leadership education

### 2) 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.*

**Contribution:**

The primary contribution of this session is to challenge participants to think more critically about the management educator's role in providing a space for K. Anders Ericsson's notion of "deliberate practice" in management/leadership education.

**Learning Objectives:**

- Discuss Ericsson's components of deliberate practice

- Benchmark “traditional efforts” in the classroom with Ericsson and Pool’s (2016) definition of deliberate practice
- Debate, the possibility of truly creating a context for deliberate practice in the field of management and leadership.
- Share our efforts to apply some components of deliberate practice through a competition for undergraduates

### **Management and/or Teaching Topics:**

This session uses content from the expertise literature (Ericsson, Krampe, & Tesch-Römer, 1993) to critically examine our efforts in management/leadership education.

### **Theoretical Foundations**

K. Anders Ericsson and colleagues, highlight several requirements for an educational intervention to be considered “deliberate practice.” It’s interesting to benchmark these with current approaches to leadership/management education, because one could say we have a long way to go – *if we can get there at all*.

In 1993, Ericsson et al. (1993) concluded that it is *deliberate practice* that separates world class performers from novices. The authors concluded that deliberate practice involves components such as motivation to learn, access to coaching and feedback, a structured curriculum, considerable time (upwards of 4-5 hours each day), and engagement in activities outside of one’s current ability level. In 2016, Ericsson & Pool published several criteria for an intervention to be considered “deliberate practice.” *The following is text from their book “Peak” and will serve as the foundation for 30 minutes of debate and dialogue.*

#### *Deliberate Practice...*

1. “requires a field that is already reasonably developed – that is, a field in which the best performers have attained a level of performance that clearly sets them apart from people who are just entering the field” (p. 98). Ericsson & Pool also emphasize the need for objective criteria upon which superior performers can be judged.
2. “requires a teacher who can provide practice activities designed to help a student improve his or her performance...in particular, deliberate practice is informed and guided by the best performers’ accomplishments and by an understanding of what these expert performers do to excel. Deliberate practice is purposeful practice that knows where it is going and how to get there” (p. 99).
3. “develops skills that other people have already figured out how to do and for which effective training techniques have been established” and has “teachers to provide beginners with the correct fundamental skills in order to minimize the chances that the student will have to relearn those fundamentals skills later when at a more advanced level” (p. 99).

4. Requires a practice regimen “that should be designed and overseen by a teacher or coach who is familiar with the abilities of expert performers and how those abilities can be best developed” (p. 99)
5. “takes place outside one’s comfort zone and requires a student to constantly try things that are just beyond his or her current abilities. Thus, it demands near-maximal effort, which is generally not enjoyable” (p. 99).
6. “involves well-defined, specific goals and often involves some aspect of the target performance; it is not aimed at some vague overall improvement. Once an overall goal has been set, a teacher or coach will develop a plan for making a series of small changes that will add up to the desired, larger change” (p. 99).
7. “requires a person’s full attention and conscious actions. It isn’t enough to simply follow a teacher’s or coach’s directions. The student must concentrate on the specific goal for his or her practice activity so that adjustments can be made to control practice” (p. 99).
8. “involves feedback and modifications of efforts in response to that feedback. Early in the training process much of the feedback will come from the teacher or coach, who will monitor progress, point out problems, and way to address those problems” (p. 99)
9. “both produces and depends on effective mental representations. Improving performance goes hand in hand with improving mental representations; as one’s performance improves, the representations become more detailed and effective, in turn making it possible to improve even more. Mental representations make it possible to monitor how one is doing, both in practice and in actual performance. They show the right way to do something and allow one to notice when doing something wrong and to correct it” (pp. 99-100).

### 3) 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?**

- Introduce the topic of experts vs. novices – 5 minutes
- Introduce the topic of deliberate practice – 10 minutes
- Debate/Discuss the various components of deliberate practice (listed in section 2) and their application to management/leadership education – 30 minutes – *This is primarily where participants will be involved.*
- Introduce the Collegiate Leadership Competition and share our application/lessons (CLC) – 15 minutes

**Time Requested – 60 minutes**

#### 4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

New and innovative approaches are needed to advance leadership/management education. The expertise literature holds valuable clues for all educators interested in truly developing skills and competence. At a time when assessment or learning is ever-present (a changing “current” in higher education over the last decade), deliberate practice offers important clues for designing learning experiences that make a difference in the lives of our students.

#### 5) 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 session has not been conducted before or submitted elsewhere.

## References

- Ericsson, K. A., Pool, R. (2016). *Peak: Secrets from the new science of success*. New York, NY: Houghton Mifflin Harcourt.
- 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.
- Ericsson, K. A., Prietula, M. J., & Cokely, E. T. (2007). The making of an expert. *Harvard Business Review*, 85, 114-121.