



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

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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: Competency-Based Leadership: Designing & Assessing a Co-Curricular and Academic Program

Abstract: Competencies are highly utilized and valued in organizations, particularly for human resources and management activities. Competencies are beginning to play a bigger role in education as well, as programs are incorporating them as means to demonstrate skills of students as well as indicate progress towards a degree. In this session, we plan to discuss the development of a co-curricular and academic competency-based leadership program. We will describe the process of strategic planning, competency mapping, and implementing the program, and will seek feedback on ways to improve and assess the leadership program further.

Keywords: Leadership, Competency, Skills Assessment, Co-curricular

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.

Theoretical Foundations

Competencies are a well-established construct in the management literature and have been particularly valuable in human resource management, where they are often used in workforce planning, selection, training, performance management, are career development (Catano, Darr, & Cambell, 2007; Dubois & Rothwell, 2004; Sanchez &

Levine, 2009; Wood & Payne, 1998). Draganidis and Mentzas (2006) indicate four phases of the competency life cycle including competency mapping, competency diagnosis, competency development, and monitoring of competencies. Organizations have been utilizing competencies for some time, and now competency-based education is coming to a forefront as it is becoming increasingly prevalent and relevant way to learn (Mendenhall, 2012). This session aims to describe the process of creating, implementing, and assessing a co-curricular and academic competency-based leadership program in the College of Business. We will share resources and ask for recommendations and feedback to help improve the program further.

Contribution to Management Pedagogy/Andragogy:

We will discuss the process of strategically designing and implementing a co-curricular and academic competency-based leadership program. We began this process by using a competency mapping approach to determine the most relevant core competencies. Next, these competencies were divided into levels representing the self, group, and context (see Table 1). Then, we designated academic courses and co-curricular activities specific to each level (see Table 2). For example, students can take an academic experience of a leadership and personal development class and combine it with a co-curricular leadership development group, or 6-person team that meets weekly to discuss various aspects of their own leadership identity, to build the core competency of leadership identity/ self-awareness. We provide both academic and co-curricular activities at each level to build competencies as student progress through the program. At the end of a level, students receive a leadership designation that goes on their transcript. We provide individual development plans (IDPs) for each student as they go through the program (see Table 3). This contributes to management pedagogy in three ways. First, by using a strategic plan to determine relevant competencies, we make sure students have the skills that employers want and that are most important to our program. Second, by designing a co-curricular and academic program, we are able to combine classes with extracurricular activities to allow students a chance to both learn and demonstrate particular competencies. Third, by implementing an assessment and evaluation of competencies, we are able to certify that our graduates have skills that are desirable and prepare them for leadership in their career.

Learning Objectives:

1. Demonstrate the value of a competency based program
2. Describe the process for developing competency based leadership
3. Evaluate the effectiveness of the competency based leadership program

Management Teaching Topics:

This topic would be relevant for leadership, organizational behavior, human resources, and management courses. Although we focus on competency modeling through a co-

curricular and academic program for leadership, many other areas could use this process as a template for shifting to greater emphasis on competencies themselves. For example, we would like to take this approach and use it to re-design our human resource classes to provide competency certificates in selection, training, compensation, and benefits, for example, and to demonstrate that students from our program have achieved proficiency in the SHRM competencies. This would provide a signal to employers not only that potential employees have taken classes in these areas, but also have gained a mastery of skills.

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.*

This session will serve as interactive discussion, both on the 'how-to' strategically plan and implement a competency-based leadership program as well as an incubator for ideas on assessing such a program. We will describe our initial approach to evaluating and seek feedback for further suggestions. Specifically, a timeline for the session would be as follows.

1. Introduction of presenters and competency-based leadership (5 minutes)
2. Discussion of Program Design and Resource Sharing (10 minutes)
 - a. Strategic Planning
 - b. Competency Mapping
 - c. Level Designation
 - d. Academic and Co-Curricular Programs
3. Small Group Activity: Determining an Assessment Approach (10 minutes)
 - a. Using Kirkpatrick's level of training evaluation, we will have participants get into small groups and discuss how they would evaluate the leadership competencies. Specifically, we'd have each group focus on the following questions:
 - i. Which level of Kirkpatrick's evaluation should be used to assess student leadership competencies?
 - ii. How would you design an assessment for that level?
 - iii. How often should students be assessed? Should certificates be rewarded after demonstration of each competency?
 - b. After giving the small groups a chance to come up with ideas, we will present our evaluation method and initial results
4. Debrief and discussion of how to implement and improve the program in the future (5 minutes)

4) Application to Conference theme:

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

In an article in the Washington Post (2016), Michael Hansen, chief executive of Cengage Learning, indicates that “the most exciting development during this time... is competency based education” (p. 1). He argues that the competency-based model “rethinks what education should look like”. We aim through the development and assessment of this leadership program to be able to have students demonstrate their mastery or proficiency of leadership competencies. As such, we will help students navigate the changing currents of education that focuses more on competencies that yield credentials important to employers. This offers a great pathway for success that allows students to signal their skills to employers throughout the educational experience, and focuses on the learner and changing educational trends. Competencies offer ports of call in the educational journey, providing an opportunity for students to make smaller, interconnected trips along the way rather than just cruising towards a degree.

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 proposal was developed exclusively for the OBTC conference and has not been presented nor under review elsewhere.

References

- Catano, V., Darr, M., & Campbell, C. (2007). Performance appraisal of behaviour-based competencies: A reliable and valid procedure. *Personnel Psychology*, 60, 201–230
- Dubois, D., & Rothwell, W. (2004). *Competency-Based Human Resource Management*. Davies–Black Publishing.
- Draganidis, F., & Mentzas, G. (2006). Competency-based management: A review of systems and approaches. *Information Management & Computer Security*, 14, 51–64.
- Hansen, M. (2016). Why businesses need to look beyond the four-year degree. *Washington Post*. <https://www.washingtonpost.com/news/grade->

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Mendenhall, R. (2012). What is Competency-Based Education? The Huffington Post. http://www.huffingtonpost.com/drrobertmendenhall/competencybasedlearning_b_1855374.html

Sanchez, J. I., & Levine, E. L. (2009). What is (or should be) the difference between competency modeling and traditional job analysis? *Human Resource Management Review*, 19, 53–63.

Wood, R., & Payne, T. (1998). *Competency-Based Recruitment and Selection*. Wiley.

Table 1: Leadership Competency Model

SELF		GROUP		CONTEXT
Personal Mastery	Ethics & Integrity	Interpersonal Growth	Team Process	Enterprise Thinking
Self-Awareness/ Leadership Identity	Value Identification	Interpersonal Communication	Team Development & Process	Vision Building
Self-Management	Recognition of Ethical Dilemmas	Relationship Management	Project Management	Systems Thinking/ Connectivity
Time Management/ Goal Setting	Integrity	Networking	Challenging Processes	Global Awareness
Personal Adaptability	Social Consciousness	Interpersonal Adaptability	Collaboration	Strategic Planning
Desire to Lead	Citizenship	Empathy	Giving & Receiving Critical Feedback	Sustainability

Table 2: Co-curricular and Academic Program Options

Leadership Designation Program: Program Selection List

1 st /2 nd Year		2 nd /3 rd year		3 rd /4 th Year
Level I Academic	Level I Co-Curricular	Level II Academic	Level II Co-Curricular	Advanced Academic/Co-Curricular
1600:100 Leadership & Personal Development	Leadership Development Group	6600:275 Professional Selling	Team Player Styles Inventory/Workshop	6100:499 Leadership Experience Project
6100:100 Business Issues in a Connected World	Ethical Lens Workshops	7600:345 Business & Professional Speaking	Effective Communication Series	6100:497 (Honors version) Leadership Experience Project
6100:200 Personal Leadership Skills (fall, 2 nd yr)	360 Degree Evaluation (Rd.1)	6300:301 New Venture Creation	Project Management Workshop	6100:495 Internship in Business Administration
1600:101 Introduction to Leadership	3 – Success Beyond The Major Sessions	6500-357 Organizational Behavior	2 documented networking events	Effective Presentation Series
6400:220; Legal and Social Environment of Business (fall, 2 nd yr)	Self-Awareness Workshop	6100:350 Advanced Presentation Skills	3 – Success Beyond The Major Sessions	360 Degree Evaluation – Post & Self Evaluation (Rd.2)
	Critiqued Résumé		Critiqued Résumé	Critiqued Résumé
	20 Hours of Documented Community Service		20 Hours of Documented Community Service	20 Hours of Documented Community Service
	Participate in 1 Registered Student Organization		Leadership Role in Registered Student Org.	Leadership Role in Registered Student Org.
				Leadership E-Portfolio

Level I – Complete 2 academic requirements and all co-curricular requirements

Level II – Complete 2 academic requirements and all co-curricular requirements

Advanced – Complete both academic requirements - (6100:499 (or 497, if Honors) and 6100:495, and all co-curricular requirements

Table 3: Leadership Individual Development Plan

Leadership Designation Individual Plan Guide

See "Completion Map" for Academic and Co-Curricular Options
 Call 330-972-8115 or e-mail leadership@uakron.edu to schedule an appointment to plan your experience

Student Name: _____ E-Mail: _____



1 Level I		
Academic Courses	Semester/Year	
6100:200 Personal Leadership Skills		
Co-Curricular Requirements		
Leadership Development Group	Strengths-based leadership	Introduction to Ethical Lens
360 Personal Evaluation	Core Self Evaluation	3 Success Beyond the Major Speakers
Critiqued Résumé	20 Hours, Community Service	Join 1 CBA Student Organization
Student Organization Involvement (organization)		
Community Service (organization)		

2 Level II		
Academic Courses	Semester/Year	
Co-Curricular Requirements		
LEAD Cluster	Effective Communication Workshop	Team Player Styles Workshop
3 Success Beyond the Major Speakers	2 Networking Events	Project Management Training
Critiqued Résumé	20 Hours, Community Service	Leadership Role, CBA Student Organization
Student Organization Leadership (title, organization)		
Community Service (organization)		

3 Advanced Level		
Academic Courses	Semester/Year	
6100:499/497 Leadership Experience Project		
6100:495 Internship in Business Administration		
Global Experience (option in place of LEP)		
Co-Curricular Requirements		
Effective Presentations Workshop	360 Personal Evaluation	Leadership Role, CBA Student Organization
Critiqued Résumé	20 Hours, Community Service	E-Portfolio
Internship Organization/Semester/Year:		
Student Organization Leadership (title, organization)		
Community Service (organization)		

Approved by: _____ Date: _____