



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

Submission Template

SUBMISSION GUIDANCE

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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: Teaching Charisma and Networking: Measuring Student Confidence Before and After a Classroom Lesson

Abstract: Communication teaching interventions can help students develop professional confidence. Specifically, networking and charismatic messaging can help students gain the confidence they need to successfully navigate the changing employment environment. This session is designed to generate consultative discussion surrounding the lesson and appropriate measurement professional confidence before and after engaging in a teaching intervention. This interactive session will involve the audience as they participate in the sample lesson as both students and evaluators. Feedback from this session will help inform subsequent research.

Keywords: professional confidence, charisma, interpersonal communication, networking

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.

Foundational undergraduate business curriculum can function to promote successful skills during a critical period in emerging adulthood for traditional students. We would like to examine the impact of foundational skills on the development of professional competency and confidence. Given the importance of networking skills as outlined by

Janasz and Forret (2008), student learning objectives for the proposed networking elevator pitch lesson include providing students with a basic understanding of networking, helping students develop an introduction of themselves (elevator pitch), and simulating a networking environment. Learning objectives for the charismatic pitch exercise include utilizing the charismatic leadership tactics outlined by Antonakis, Fenley, and Liechti (2012) to craft a persuasive statement with peer feedback. We intend to measure student confidence using a pre/posttest design. The proposed interventions are as follows:

Networking Elevator Pitch Exercise:

de Janasz and Forret (2008) assert that networking skills are essential for social capital and career success, but many individuals are not adept at networking. In this exercise, students are provided a scenario where they are attending a professional networking event held at their university. Students are first directed to introduce themselves to three classmates as though they are at the fictitious networking event. After practicing introductions, students are asked to reflect on their introductions, identifying what they chose to say and their level of confidence introducing themselves. Afterwards, the instructor provides a short lesson on developing an elevator pitch. Students are tasked with brainstorming their own elevator pitch using the principles discussed in the lesson. Next, students are asked to repeat the professional networking event simulation, introducing themselves to three classmates. Following the introductions, students reflect on the experience, comparing their content and level of confidence during the first and second simulations. This pre/post test measure will be used in a proposed research before the lesson begins and upon conclusion of the classroom exercise.

Charismatic Pitch Exercise:

Antonakis, Fenley, and Liechti (2012) discuss the impact of charisma on successful communication. The authors highlight specific charismatic leadership tactics which can include the use of dimensions such as metaphors, rhetorical questions, and three-part lists. After a brief lecture and discussion of this topic, students are asked to create a written charismatic message related to an objective at work or school. After drafting these short statements, students are asked to share their statements with the class. The class audience is charged with identifying the charismatic leadership tactics in the statements, as well as providing an overall rating of the perceived message effectiveness/charisma. Upon the conclusion of the exercise, students should gain confidence in effectively communicating objectives with others while utilizing charismatic tactics. The understanding of this learning ability should positively impact professional confidence. Once again, students' confidence will be measured with the same pre/post test protocol.

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.

In this 60 minute session, we will focus on foundational interpersonal skills within the context of management education. Specifically, we will provide the audience an opportunity to assess and evaluate activities related to networking. The activities will begin with an overview of the topic followed by a pre-test baseline assessment of participants' confidence in a professional setting (10 minutes). Next, we will simulate a lesson plan designed to teach students networking skills incorporating an activity (approximately 25 minutes). Afterwards, we will conduct a post-test follow up measurement of confidence to determine how the lesson impacted students (10 minutes). Finally, we will facilitate a discussion with the audience regarding the effectiveness of the lesson and best practices to measure professional confidence (15 minutes). This interactive session will involve the audience as they participate in the sample lesson as both students and evaluators.

4) Application to Conference theme:

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

In this time of rapid change in the business environment, foundational skills will increase in importance as students navigate the changing employment landscape. Specifically, interpersonal communication skills, such as networking and charismatic communication that are sought after by employers to engage others in an interactive manner. These skills can be applied in a variety of employment contexts and will benefit students throughout their careers.

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?

The work in this proposal has not been previously presented. It is being used in the development of a foundational skills study that will be conducted during the 2017/18 academic year.

References

- Antonakis, J., Fenley, M., & Liechti, S. (2012). Learning Charisma. *Harvard Business Review*, *90*(6), 127-130.
- deJanasz, S.C. & Forret, M.L. (2008). Learning the art of networking: A critical skill for enhancing social capital and career success. *Journal of Management Education*, *32*(5), 629-650.