

Layout

Concurrent Session	Time Slot	Ansonborough Room A	Ashley Room B	Harleston Room C	Cooper Room D	Wraggborough Room E	Stono	
CONFERENCE DAY 1 - SUNDAY, JULY 9 (7/9/17)								IPP
	Noon - 7:30 pm	Registration and Welcome Table (Hotel Lobby)						RP
	4 - 5 pm	Newcomer Reception and ALE Orientation (Wraggborough)						EW
	5:30 - 7:30 pm	Opening Reception (Stono)			POSTER PRESENTATIONS (Stono)			RT
	7:30 - 9 pm	Mentoring Program Dinners (Charleston; Dutch Treat)						POSTERS
CONFERENCE DAY 2 - MONDAY, JULY 10 (7/10/17)								Special Session
	8:30 am - 4 pm	Registration and Welcome Table (Hayne Street Gallery)						
	8:30 - 9:30 am	Opening Plenary & Breakfast (Stono)						
1	9:45 - 10:15 am	1-A-1	1-B-1	1-C-1	1-D-1	1-E-1		
	10:15 - 10:45 am		1-B-2		1-D-2			
	10:45 - 11:15 am		1-B-3		1-D-3			
	11:30 am - 1 pm	Lunch with Speaker: Dr. Matt White (Stono)						
2	1:15 - 1:45 pm	2-A-1***	2-B-1		2-D-1	2-E-1	Post-Keynote Discussion	
	1:45 - 2:15 pm		2-B-2		2-D-2			
	2:15 - 2:45 pm		2-B-3		2-D-3			
	2:45 - 3 pm	Sponsored Break						
	3:15 - 4 pm	ROUNDTABLES SESSION A (Stono)						
	4:05 - 4:50 pm	ROUNDTABLES SESSION B (Stono)						
	5 - 6:30 pm	Dinner on Your Own (Charleston)						
	7 - 9 pm	Downtown Tour & Excursion at Charleson Music Hall with Speaker: Charles Carmody						
CONFERENCE DAY 3 - TUESDAY, JULY 11 (7/11/17)								
	7 - 7:45 am	Special ALE Bylaws Session (Wraggborough)						
	8 - 9:30 pm	Breakfast with Speaker: Erin Fisher (Stono)						
3	9:45 - 10:15 am	3-A-1	3-B-1		3-D-1	3-E-1	Post-Keynote Discussion	
	10:15 - 10:45 am		3-B-2		3-D-2			
	10:45 - 11:15 am		3-B-3		3-D-3			
4	11:30 am - Noon	4-A-1	4-B-1	4-C-1	4-D-1**	4-E-1***		
	Noon - 12:30 pm	4-A-2	4-B-2	4-C-2		4-E-2		
	12:45 - 2:15 pm	Lunch with Speaker: Dr. Josie Ahlquist (Stono)						
5	2:30 - 3 pm	5-A-1	5-B-1	5-C-1	5-D-1	5-E-1	Post-Keynote Discussion	
	3 - 3:30 pm		5-B-2		5-D-2			
	3:30 - 4 pm		5-B-3		5-D-3			

Layout

	4 - 4:15 pm	Break					
	4:15 - 6:15 pm	ALE Board Meeting (Wraggborough)					
	7 - 8:30 pm	Awards Dinner (Stono)					
CONFERENCE DAY 4 - WEDNESDAY, JULY 12 (7/12/17)							
	8 - 9:30 am	Morning Plenary with Breakfast and Teach & Share Forum (Stono)					
6	9:45 - 10:15 am	6-A-1	6-B-1	6-C-1	6-D-1***	6-E-1	
	10:15 - 10:45 am		6-B-2	6-C-2	6-D-2		
	10:45 - 11:15 am		6-B-3	6-C-3			
7	11:30 am - Noon	7-A-1	7-B-1*	7-C-1	7-D-1	7-E-1	
	Noon - 12:30 pm	7-A-2		7-C-2	7-D-2	7-E-2	
	12:30 - 1 pm	Closing Plenary (Stono)					

* = 2017 ALE Outstanding Research Paper

** = 2017 ALE Outstanding Practice Paper

*** = 2016-17 ALE Mini Grant Recipient

Research Papers

Session Title	Description	Author(s)	Session Number	Date	Start Time	End Time	Room
Trajectories of Student Leadership Development through Training: An Analysis by Gender, Race, and Prior Experience	We examined the developmental trajectories of students who participated in a national leadership program. Results indicated increases in all areas immediately after participation with tapering occurring over time. Trajectories differed with regard to gender; while similar when examined by race, pre-existing differences emerged.	David M. Rosch, Assistant Professor, University of Illinois at Urbana-Champaign Clinton Stephens, Assistant Professor & Director of Leadership Studies, Emporia State University Vernon Wall, Director of Business Development, LeaderShape, Inc.	1-B-1	7/10/2017	9:45 AM	10:15 AM	Ashley
Who Participates? Who leads? What are the outcomes for college students in co-curricular activities?	Sessa and London's learning model (Sessa & London 2006, London & Sessa, 2006) was used to generate hypotheses suggesting that readiness to learn predicts which college students chose to respond to learning triggers in the institutional context of a university (i.e. co- or extra-curricular activities, take on leader roles) and that participation leads to such learning outcomes as higher GPA, psycho-social development, and flourishing/well-being. Results partially support hypotheses.	Nicole Alonso, Student Valerie Sessa, Professor Jennifer Bragger, Professor Montclair State University	1-B-2	7/10/2017	10:15 AM	10:45 AM	Ashley
The Motivation and Intent Towards Leadership and Entrepreneurship of Undergraduate Students Enrolled in Leadership Majors or Minors	The results of a study of undergraduate leadership students' motivation, and intent towards leadership and entrepreneurship will be presented. This research forms a foundation for continued dialogue regarding how leadership educators can help their students become more motivated to lead, and increase their intention to do so after graduation.	Allison L. Dunn, Graduate Student Summer F. Odom, Assistant Professor Brad Borges, Undergraduate Student Texas A&M University	1-B-3	7/10/2017	10:45 AM	11:15 AM	Ashley
Eco-Leadership in Practice: A Mixed Methods Study of County 4-H Programs	Ecological perspectives of leadership are characterized by collective decision-making, collaboration, shared leadership, and grassroots organization — and they are becoming more prevalent. This study seeks to empirically link ecological approaches to leadership and organizational success by studying collective leadership in county 4-H programs.	D. Adam Cletzer, Assistant Professor, University of Missouri Eric K. Kaufman, Associate Professor, Virginia Tech	2-B-1	7/10/2017	1:15 PM	1:45 PM	Ashley
A Youth Perspective: The 4-H Teen's Leadership Identity Development Journey	This qualitative study examined 4-H teen leadership identity development journeys. Yielding six emergent themes: (1) leaders have characteristics; (2) leaders engage with others; (3) leaders address the greater good; (4) leadership is a position (role); (5) leaders are exemplars; and (6) how do youth leaders understand themselves.	Sarah A. Bush, Graduate Assistant Jeremy Elliott-Engel, Graduate Assistant Shannon Wiley, Graduate Assistant Tonya Price, Ph.D., Assistant Professor & Extension 4-H Specialist Virginia Tech	2-B-2	7/10/2017	1:45 PM	2:15 PM	Ashley
The Current State of Youth Leadership Development Programs in Nebraska, and its Implications for Pedagogies and Assessments in Youth Leadership Education	The current state of youth leadership programming across Nebraska is explored. Specifically, program information regarding leadership definitions, pedagogies used, evaluation strategies, accessibility, and target population was collected from 16 programs from across Nebraska. Implications for youth leadership education are discussed.	L.J. McElravy, Associate Professor Katie Brock Jessica Bartak, Graduate Teaching Assistant Lindsay J. Hastings, Assistant Professor University of Nebraska - Lincoln	2-B-3	7/10/2017	2:15 PM	2:45 PM	Ashley
Leading School Change Through Innovation	Decades of differing philosophies and conventions have placed the idea of change at the forefront of current reform efforts (Rothkopf, 2009). With the implementation of rigorous standards to prepare students to be college and career ready, school leaders must be innovative and change agents for continuous school improvement.	Dr. Aneta Walker, Principal Dr. Ellen Reames, EELT Professor Auburn University	3-B-1	7/11/2017	9:45 AM	10:15 AM	Ashley

Research Papers

Session Title	Description	Author(s)	Session Number	Date	Start Time	End Time	Room
An Examination of Exemplary Leaders in Higher Education: A Focus on Academic Deans	This case study describes the characteristics of successful academic deanship by exploring the perspectives of a dean, faculty members, staff members, students, and alumni.	Comfort Okpala, Chair and Professor, Leadership Studies and Adult Education, North Carolina A&T State University Dr. Kimberly Young Walker, Academic Program, Manager, South Carolina Commission on Higher Education	3-B-2	7/11/2017	10:15 AM	10:45 AM	Ashley
The Relationship between Culture and Leader-Member Exchanges (LMX)	The authors will present the results of a research study examining the relationship between cultural values and leader-member exchanges, with a sample of professionals in a research organization, using Hofstede's Value Survey Module Questionnaire and the LMX7 Questionnaire. Results were surprising and provide a focus for future research.	Mark Villanueva, Senior Project Planner, Southwest Research Institute Carol A. Wheeler, Assistant Professor, Our Lady of the Lake University	3-B-3	7/11/2017	10:45 AM	11:15 AM	Ashley
Student Learning Outcomes Associated with eService-Learning	This case study explores student learning outcomes from a student-led, eService-learning (SLESL) course. The researchers interviewed 12 participants in addition to evaluating final reflection papers. Data analysis yielded three general categories including leadership insights, personal growth and development, and working with others.	Justin Greenleaf, Assistant Professor of Leadership Studies Brent Goertzen, Professor of Leadership Studies Fort Hays State University	4-B-1	7/11/2017	11:30 AM	12:00 PM	Ashley
An Assessment of Volunteer Leaders' Competencies and Skills Following Leadership Training	The purpose of this study was to determine if identifying and training volunteer leaders is beneficial to the outreach of organizations they serve. Volunteers were assessed prior-to, and following, a leadership training based on their ability to demonstrate leadership competencies and skills.	Carley C. Morrison, Graduate Assistant Laura L. Greenshaw, Assistant Professor Mississippi State University	4-B-2	7/11/2017	12:00 PM	12:30 PM	Ashley
Effect of Instructor Transformational Leadership on Student Learning Behavior	This study provides an insight into the relationship between instructors' transformational-leadership behaviors and students' learning behaviors. It investigates the effects of transformational teaching on student's motivation, positive attitude, and participation.	Alaba Apesin, Assistant Professor, Saint Michael's College	4-C-1	7/11/2017	11:30 AM	12:00 PM	Harleston
A Call for Metacognitive Intervention: Improvements Due to Curricular Programming and Training	This research paper session is aimed at sharing the results of a quantitative study looking at the effects of training in metacognition as part of a Leadership course, compared to controls. Effects were promising, and curricular development in the area of metacognition is recommended.	Melissa S. Terlecki, Associate Professor and Chair Anne McMahon, Undergraduate Student Cabrini University	4-C-2	7/11/2017	12:00 PM	12:30 PM	Harleston
Exploring the Lived Experiences of Becoming and Being a Leadership Educator: A Phenomenological Inquiry	Little is known about the leadership educators who work in more than 2,000 leadership programs worldwide. This phenomenological study of 13 experienced leadership educators from four states and 11 universities explored the lived experiences of becoming, and being a leadership educator in higher education.	Daniel Jenkins, Director and Assistant Professor, Leadership & Organizational Studies, University of Southern Maine	5-B-1	7/11/2017	2:30 PM	3:00 PM	Ashley
The Quest of Legitimacy: The Future of Leadership in a Complex World	This session considers leadership as a body of knowledge and practice, and the role of legitimacy in academia. By conceptualizing disciplines and exploring legitimacy arguments for leadership studies as a discipline, areas of further inquiry are identified as we continue to define and advocate for leadership as a body of knowledge and practice.	Katherine Friesen, Instructor & Graduate Assistant, Iowa State University	5-B-2	7/11/2017	3:00 PM	3:30 PM	Ashley

Research Papers

Session Title	Description	Author(s)	Session Number	Date	Start Time	End Time	Room
A 15-Year Perspective of the Journal of Leadership Education	Perspective analysis of research journals provide important information about topic areas being researched, and most common methodologies. This 15-year analysis found that more articles in JOLE focus on research than any other category. Of those research articles, the vast majority used descriptive or experimental methodology.	Katelyn Mize, Student Barry Boyd, Associate Professor Jennifer Strong, Associate Professor Texas A&M University	5-B-3	7/11/2017	3:30 PM	4:00 PM	Ashley
Cultivating Innovative Teen Leadership Programming: Building Evidence of Impact	To provide meaningful leadership and civic-engagement experiences to teens, a statewide teen leadership program model was created. Four central components of the model are understanding of self, developing a network, community problem solving, and advocacy. This evaluative research aimed to determine the overall effectiveness of the program model.	Sarah A. Bush, Graduate Assistant, Virginia Tech Benjamin Grove, Director of Development, Virginia Cooperative Extension Jeremy Johnson, Associate Specialist, Volunteer Development, Virginia Tech Megan Seibel, Ph.D., Assistant Secretary of Agriculture & Forestry, Commonwealth of Virginia Tonya Price, Ph.D., Assistant Professor & Extension 4-H Specialist, Virginia Tech	5-D-1	7/11/2017	2:30 PM	3:00 PM	Cooper
Girls Just Wanna have Leadership Development: A Systematic Literature Review with Implications for Business Schools	Using a systematic literature review of 143 academic publications, we identified five major themes and found that a range of factors impact leadership development programs for girls. We identify important implications and questions for leadership programs in business schools, and offer an agenda to guide future research.	Helen De Cieri, Professor Nathan Eva, Lecturer Anita Devos, Senior Lecturer Jennifer Veres, Student Monash University	5-D-2	7/11/2017	3:00 PM	3:30 PM	Cooper
Relationships between Eco-Leadership and Problem-Solving Styles of Gifted and Talented Youth	We examined the relationship between youth's problem-solving style with ecological views of leadership, namely systemic thinking and hierarchical thinking. Theoretically, we suggest that no relationship should exist between the KAI and LABS-III measures, and we found no empirical evidence to support the relationship.	Curtis R. Friedel, Assistant Professor, Virginia Tech D. Adam Cletzer, Assistant Professor, University of Missouri Sarah A. Bush, Graduate Assistant, Virginia Tech J. Danielle Barber, Graduate Assistant, Virginia Tech	5-D-3	7/11/2017	3:30 PM	4:00 PM	Cooper
What Skills do Volunteer Leaders Need? A Delphi Study	This study, employing Delphi methodology, was conducted with volunteer directors in the community to identify leadership competencies for volunteer leaders. At the conclusion of three rounds of iteration, 42 competencies were identified.	Carley C. Morrison, Graduate Assistant Laura L. Greenshaw, Assistant Professor Mississippi State University	6-B-1	7/12/2017	9:45 AM	10:15 AM	Ashley
Emotional Intelligence: Performance matters – or does it?	This session will present the results of a study of the relationship between Emotional Intelligence and Job Performance. Job performance is measured using an online business simulation game. Business aptitude is also measured and used as a control variable. Gender differences are also examined.	Justin C. Matus, Associate Professor, Wilkes University	6-B-2	7/12/2017	10:15 AM	10:45 AM	Ashley
Personality Types, Generations, and Gender: A Closer Look at the Graduates of an Agricultural and Natural Resource Leadership Development Program	Since 1989, the Wedgworth Leadership Institute for Agriculture and Natural Resources (WLIANR) has provided leadership programming for opinion leaders working in the agriculture and natural resource industries in Florida. This study sought to describe the personalities of WLIANR participants through personality types and preferences as well as in context to generation and gender.	Valerie McKee, Leadership Programs Coordinator, IFAS Center for Leadership Hannah Carter, Director, IFAS Center for Leadership Kayla Waldorff, Graduate Assistant University of Florida	6-B-3	7/12/2017	10:45 AM	11:15 AM	Ashley

Research Papers

Session Title	Description	Author(s)	Session Number	Date	Start Time	End Time	Room
Longitudinal Effects of Session Racial Diversity within a Student Leadership Immersion Program	We examined the impact of racial diversity on students within a leadership program. A total of 667 participants in sessions coded as either "High," "Moderate," or "Low" in racial diversity within the session served as the sample. Longitudinal results suggest that session diversity significantly predicts gains for all students regardless of race.	David M. Rosch, Assistant Professor, University of Illinois at Urbana-Champaign Jasmine Collins, Graduate Student, University of Illinois at Urbana-Champaign Vernon Walls, Director of Business Development, LeaderShape, Inc.	6-C-1	7/12/2017	9:45 AM	10:15 AM	Harleston
A Narrative Inquiry of the Perceptions Leading to the Under-Representation of Women's Political Leadership: A Study Measuring the Intensity of Perception	The theory of measuring the Intensity of Perception (IPT) is achieved by optimizing leadership performance (decision-making and behavior) that follow a predictable path. Measuring perception makes it necessary to interact with others as a course of action to establish the cognitive level of an individual's performance.	Vincent Drew Jemison, Doctoral Student, University of Phoenix	6-C-2	7/12/2017	10:15 AM	10:45 AM	Harleston
U.S. College Students Thriving Through a Global Leadership Education	This paper explores how students benefit from traveling abroad, in order for faculty to better advocate for co-curricular programs, global perspectives, and increasing cultural competencies. Faculty must provide evidence and support of the necessity of international perspectives, and working to make them accessible to all students.	Cameron Beatty, Assistant Professor, Salem State University Amber Manning-Ouellette, Lecturer, Iowa State University	6-C-3	7/12/2017	10:45 AM	11:15 AM	Harleston
Are Undergraduate Millennials Open to Feedback? The Impact of Peer Feedback on Undergraduate Leadership Development	In today's ever-changing "knowledge economy," leadership development skills and abilities have become increasingly crucial to success in the workforce. Peer feedback can be a critical antecedent to leadership development and, contrary to popular belief, millennials may be quite open to receiving it.	Brian Griffith, Associate Professor Allie Love, Undergraduate Student Vanderbilt University	7-A-1	7/12/2017	11:30 AM	12:00 PM	Ansonborough
Do Formal Leadership Programs Really Prepare Students to Become "Ready, Willing, and Able" Leaders? A Multi-campus Study	This research examined the differences between students with significant prior experience in formal leadership initiatives and a comparison sample. The multi-campus study (n=1,112) suggests that experienced students have no more complex cognitive models of leadership than those with no experience.	David M. Rosch, Assistant Professor, University of Illinois at Urbana-Champaign	7-A-2	7/12/2017	12:00 PM	12:30 PM	Ansonborough
Experiences and Outcomes of a Women's Leadership Development Program	Women's leadership training programs provide opportunities to value women leaders as resources. This session will address practices most helpful in women's leadership development, including personal agency changes; cognitive, affective, and behavioral growth dynamics; engaging learning activities, social capital development, and relational modeling.	Krystal Brue, Assistant Professor, Cameron University	7-B-1*	7/12/2017	11:30 AM	12:30 PM	Ashley

Innovative Practice Papers

Session Title	Description	Author(s)	Session Number	Date	Start Time	End Time	Room
Mindful Leadership and our Future Leaders: Undergraduate course integration to a University Mindfulness and Honors Program	One way in which mindfulness is being offered on campus to students in Fall 2017, is through the development of a one credit, eight-week, undergraduate Mindful Leadership course. The course is directed to Honors students, and integrates the history of mindfulness, leadership theory, and practical application of mindful leadership in diverse industries.	Carolynn Komanski, Graduate Student, University of Florida	1-D-1	7/10/2017	9:45 AM	10:15 AM	Cooper
Finding Sense in a Complex World: Linking Mindfulness and Adaptive Leadership Practices	Today's turbulent world challenges leaders to gain clarity and to approach problems from different vantage points. Two leadership development programs currently link the practices of mindfulness and adaptive leadership with positive results in helping leaders clear their mental path from the dance floor to the balcony.	Christine H. Shaefer, Faculty, Federal Executive Institute Gregory T. Gifford, Dean, Federal Executive Institute Robert L. McKeage, Director of the Business Leadership Honors Program, University of Scranton	1-D-2	7/10/2017	10:15 AM	10:45 AM	Cooper
Developing Complex Adaptive Leadership Capacity through Virtual Reality: Extending the Immersive Experience	Immersive leadership learning experiences can assist leadership educators in developing critical competencies and capacities grounded in complex adaptive leadership necessary for addressing our most pressing global issues. This session will address how these experiences can be created via Virtual Reality Leadership Learning.	Anthony C. Andenoro, Assistant Professor of Leadership Education & Director, Challenge 2050 Project Matthew Sowcik, Assistant Professor of Leadership Education and Coordinator, Leadership Minor Jocelyn Widmer, Assistant Scholar & Director, Masters of Urban and Regional Planning University of Florida	1-D-3	7/10/2017	10:45 AM	11:15 AM	Cooper
Listening and Leading from the Circle	The authors describe their informal experiments with peace circles in the classroom, organizations, and work places as ways to foster strong relationships and reach consensus. Peace circles naturally promote active listening and reliance on non-authoritarian leadership. The authors will facilitate a discussion on future research.	Carolyn D. Roper, PhD, Associate Professor of Leadership Adrian James, PhD, Assistant Professor of Organization Behavior and Leadership Purdue University Northwest	2-D-1	7/10/2017	1:15 PM	1:45 PM	Cooper
The Leader's Communication Tools: A Framework for Teaching Leadership Communication	Leadership and communication are inextricably linked. Determining which communication tools are beneficial in a context can be a challenge. This session provides a model and framework for equipping leaders to better utilize the communication tools that are available, as well as to reflect upon strengths and weakness in leadership communication	Cheryl Noel Ross, EdD, Director of the Center for Leadership Development, Southeastern Bible College	2-D-2	7/10/2017	1:45 PM	2:15 PM	Cooper
Industry Practicum: Teaching Skills, Producing Thought Leaders	This innovative practice paper uses a journalism training practicum to discuss how the process of teaching specific skills can empower and embolden its participants to think critically about their professional goals, and allow them to emerge not only with new technical skills, but also as industry thought leaders.	Keith Herndon, Professor of Practice and Director of the Cox Institute Ryan Kor, Graduate Assistant University of Georgia	2-D-3	7/10/2017	2:15 PM	2:45 PM	Cooper
Pushing Students to their Limits: Combining Leadership Theory and Complex Societal Problems in an Infographic Assignment	The purpose of this innovative practice session is to introduce an infographic assignment implemented to challenge students to think critically about how leadership can be applied to solve complex problems within specific contexts.	Laura L. Greenshaw, Assistant Professor Carley C. Morrison, Graduate Assistant Mississippi State University	3-D-1	7/11/2017	9:45 AM	10:15 AM	Cooper
Teaching Creativity in a Leadership Seminar	Leaders need to learn to be creative in order to solve 21st century problems. At North Central College, we offer a Seminar on Leadership that focuses on creativity. This session will share details of the seminar, including rationale, objectives, assignments, and class exercises in the hope that other institutions may create similar offerings.	Renee Kosiarek, Assistant Professor, Aurora University	3-D-2	7/11/2017	10:15 AM	10:45 AM	Cooper

Innovative Practice Papers

Session Title	Description	Author(s)	Session Number	Date	Start Time	End Time	Room
PhotoVoice as a Means of Meaning Making in a Leadership Theory Course	An instructor used PhotoVoice to engage students in meaning making and critical thinking. Designed to push students to connect the abstract nature of leadership theory to their own "everyday lives," this practice moved students out into the(ir) worlds, and helped them understand leadership was not "out there," but right where they were every day.	Jackie Bruce, Associate Professor Abigail Whitaker, Graduate Student Caroline Clement, Graduate Student North Carolina State University	3-D-3	7/11/2017	10:45 AM	11:15 AM	Cooper
Educating and Developing Principled Leaders: Implementing an Empirical Model of Servant Leadership within a Values-Based, Residential University Community	Could a university with long-established traditions of values-based leadership embrace a theoretically grounded, empirical leadership model in achieving its organizational mission of educating and developing principled leaders? The Citadel, in Charleston, SC, launched an initiative in 2015 to find and implement such a model to enhance its outcomes.	Benjamin P. Dean, PhD, Department Head & Associate Professor, Leadership Studies, The Citadel, Charleston, SC	4-A-1	7/11/2017	11:30 AM	12:00 PM	Ansonborough
Learning Servant Leadership and Identifying Community-based Strategies in Times of Divide: A Student, Faculty, Community Partner Interfaith Collaboration	Using service-learning, combined with community engaged scholarship, this pedagogical approach enhances student transformation, involves and benefits the community growing together, and explores potential contributions to literature in servant leadership.	Margaret Douglas, Student Dr. Kristine Hoover, Faculty & Director of Institute of Hate Studies Gonzaga University	4-A-2	7/11/2017	12:00 PM	12:30 PM	Ansonborough
Exploring Deliberate Practice & the Use of Skill Sheets in the Collegiate Leadership Competition	Little has been written about the use of skill sheets in leadership education, and this session will demonstrate their use in one specific context. Skill sheets are used in a number of domains (e.g., medical education), and their introduction to leadership learning and education is a critical step in our development as a discipline.	Scott J. Allen, Associate Professor of Management, John Carroll University Daniel Jenkins, Director and Assistant Professor, Leadership & Organizational Studies, University of Southern Maine Bela Krizanovic, Executive Director, Collegiate Leadership Competition	4-D-1**	7/11/2017	11:30 AM	12:30 PM	Cooper
Kansas Leadership Studies Summit: Cultivating Collaborative Capacity for the Common Good	This summit responds to local and national needs for intensive dialogue focusing on collaboration and capacity building among leadership educators for advancing the common good. We will share outcomes of these dialogues, including new initiatives and recommendations for other multi-campus collaborations.	Kerry L. Priest, Assistant Professor, Kansas State University Clinton M. Stephens, Assistant Professor & Director of Leadership Studies, Emporia State University Brandon W. Kliewer, Assistant Professor of Civic Leadership, Kansas State University	4-E-1***	7/11/2017	11:30 AM	12:00 PM	Wraggborough
Girls on the Run: Practical Movement-based Interventions to Develop Leader Identity in Young Girls	This participatory session will engage GOCR programs as a case for intentional curriculum interventions to develop leader identity in girls. The session will present an overview of the program, sample leader identity lesson, and engage participants in conversations around connections to their own work with youth development.	RJ Youngblood, Acting Assistant Director, Kansas State University	4-E-2	7/11/2017	12:00 PM	12:30 PM	Wraggborough
The Certificate of Social Justice Program	The Certificate of Social Justice (CSJ) pilot project is a comprehensive, grant funded program that begins our students' leadership experiences focused on inclusion/activism. These young leaders are being provided with the needed skills to build bridges with others, and create more socially aware and engaged communities.	Jackie Bruce, Associate Professor Joy Morgan, Assistant Professor Wendy Warner, Associate Professor Katherine McKee, Office of Faculty Development North Carolina State University	6-D-1***	7/12/2017	9:45 AM	10:15 AM	Cooper
Development of an Interdisciplinary Doctoral Program in Organizational Leadership	This proposal addresses the gap that exists between the environment in which leaders lead, and the leadership development programs designed to prepare leaders. A newly created, interdisciplinary, and innovative Ed.D. in Organizational Leadership program that bridges this gap is presented from design to implementation.	Joseph Marchetti, Professor of Education George Sharp, Assistant Professor of Education Pamela Vaughan, Assistant Professor of Education Stockton University	6-D-2	7/12/2017	10:15 AM	10:45 AM	Cooper

Innovative Practice Papers

Session Title	Description	Author(s)	Session Number	Date	Start Time	End Time	Room
Sounds Good, But: Assessing Relational Leadership Teaching	This session presents an original survey of leadership program alumni, measuring the personal and professional impact of the courses' relational elements. Along with gauging the effects of in-class and post-graduation cohort relationships, survey results suggest ways to maximize benefits of interpersonal techniques and focus in leadership teaching.	Yael Hellman, Educational Development Administrator, Los Angeles County Sheriff's Department	7-C-1	7/12/2017	12:00 PM	12:30 PM	Harleston
Using Project Based Learning and Communities of Practice to Develop Transformative Leadership for Advocate and Activist Social Identities	Project based learning (PBL) is powerful tool in leadership education. In this case, PBL is used in teaching at the intersection of leadership education and social justice education to facilitate the development of advocate and activist identities in students.	Katherine McKee, Office of Faculty Development Jackie Bruce, Associate Professor North Carolina State University	7-C-2	7/12/2017	11:30 AM	12:00 PM	Harleston
"I Am Different, Not Less:" Temple Grandin and Strengths-Based Leadership Education	The film, <i>Temple Grandin</i> , was utilized in an undergraduate personal leadership development course to help students synthesize and apply strengths-based leadership concepts. This session describes the teaching methodologies employed, and provides recommendations for leadership educators seeking to implement the use of film in their courses.	Haley Nicole Rosson, Graduate Student Penny Pennington Weeks, Professor Oklahoma State University	7-D-1	7/12/2017	11:30 AM	12:00 PM	Cooper
Promoting Leadership for Sustainability via "Momentum for Change" Awards Project	There is a growing need in leadership education for strategies to teach students global awareness. This innovative practice session will present a tested exercise that can be used to sensitize leadership students to model projects recognized by the United Nations "Momentum for Change" awards for innovative sustainability solutions.	Barbara Altman, Associate Professor of Management, Texas A&M University - Central Texas	7-D-2	7/12/2017	12:00 PM	12:30 PM	Cooper
Moving Beyond Responsible Conduct of Research Training: Ethical Leadership Development for PhD Students in STEM	Training in responsible conduct of research, the primary training expectation for graduate students, typically conveys content passively. This presentation will highlight the Ethical Leaders in STEM program, and discuss the assessment and outcomes of a program that is experiential, active, and focused on creating future ethical leaders in STEM field	John Lubker, Associate Dean of the Graduate School Ethan Fridmanski, Graduate Assistant Laura Carlson, Associate Provost & Dean of the Graduate School University of Notre Dame	7-E-1	7/12/2017	11:30 AM	12:00 PM	Wraggborough
A Unique Approach to the Standing Teaching Assistant Program	This session presents an alternative approach to teaching assistant programs, and shares the non-traditional learnings of a program participant. By the end of this session, participants will understand how teaching assistant programs can evolve to the next level and offer a life-long development for all involved.	Anna Capeder, Assistant to the Coordinator, Leadership Minor Grace M. LaPrairie, Student Associate, Leadership Minor University of Minnesota	7-E-2	7/12/2017	12:00 PM	12:30 PM	Wraggborough

Educator Workshops

Session Title	Description	Author(s)	Session Number	Date	Start Time	End Time	Room
But Who Grows Apples? Experiential Learning to Develop Active Listening in Leadership Education	The challenge for transformational leaders in our current complex world is to find ways to listen effectively. This workshop provides content and pedagogy to effectively and experientially combat this challenge by introducing the theoretical and practical application of active listening in the university classroom.	Caitlin Bletscher, Assistant Professor, Washington State University	1-A-1	7/10/2017	9:45 AM	11:15 AM	Ansonborough
Developing a Campus-wide Leadership Model	Join us for this session where we will briefly give the history and overview of this campus-wide values and competency-based leadership model, and highlight some of the practical ways (course curriculum, student/staff development and student programs) the Framework has been implemented, with a particular focus on our Leadership Certificate.	Barb Kautz, Assistant Director of Leadership Development Donna Freitag, Leadership Specialist/Band Liaison University of Wisconsin - Madison	1-C-1	7/10/2017	9:45 AM	11:15 AM	Harleston
Cultivating Critical Thinking in a Complex World	Participants at this educator workshop will learn the theoretical basics, a model for critical thinking, and specific strategies and activities to implement in the classroom, to increase students' critical thinking skills. Outcomes include increased knowledge of critical thinking standards and the elements of thought, as well as practical and implementable teaching strategies to increase student critical thinking.	Barry Boyd, Associate Professor Jennifer Strong, Associate Professor Texas A&M University	1-E-1	7/10/2017	9:45 AM	11:15 AM	Wraggborough
DRAG-IT: A Guide for Critical Reflection for Enhancing College Student Learning and Leadership Development	This engaging session introduces an innovative pedagogical tool for leading students and staff in critical reflection. DRAG-IT is an easy to remember acronym that assists facilitators in debriefing classroom and experiential learning. The session will discuss the theory and development of DRAG-IT, and provide opportunity for application.	Cheyenne Luzynski, Teaching Assistant Professor, West Virginia University Cory Hamilton, Lecturer and Doctoral Student, Eastern Michigan University	2-A-1***	7/10/2017	1:15 PM	2:45 PM	Ansonborough
The Future of Civic Leadership: Exploring the Intersections of Service-Learning and Community Engagement and Leadership Education	This session invites leadership educators to join the conversation and consider how the future of service-learning and community engagement intersects with the teaching, practice, and study of leadership.	Kerry L. Priest, Assistant Professor, Kansas State University Lori E. Kniffin, Graduate Assistant, Institute for Community and Economic Engagement, University of North Carolina Greensboro Patti H. Clayton, SLCE consultant and Senior Scholar, IUPUI, UNCG, & Kansas State University	2-E-1	7/10/2017	1:15 PM	2:45 PM	Wraggborough
Noticing, Stopping the Action, and Starting Something New: A Look at the Core of Intentional Emergence Teaching	In the last decade, the Leadership Minor at the University of Minnesota has seen substantial growth since the adoption of our Intentional Emergence Model. This workshop will focus on three core competencies of the Model: noticing, stopping the action, and starting something new. Join us as we practice together!	David Hellstrom, Teaching Specialist Jason Jackson, Multicultural Education Specialist Ben Marcy, Graduate Student University of Minnesota	3-A-1	7/11/2017	9:45 AM	11:15 AM	Ansonborough
Effective Learning Outcomes Assessment for Leadership Educators	The interactive workshop session will allow leadership educators and practitioners the opportunity to practice writing higher order learning outcomes, identify appropriate assessment methods to measure learning, and discuss ways assessment results can be used for continuous program improvement in the field of leadership education.	Kaley Klaus, Instructor & Director of Student Leadership Development & Assessment, Leadership Studies Jeni McRay, Assistant Professor of Leadership Studies Fort Hays State University	3-E-1	7/11/2017	9:45 AM	11:15 AM	Wraggborough

Educator Workshops

Session Title	Description	Author(s)	Session Number	Date	Start Time	End Time	Room
The Complexities of Challenge and Support: Intersecting Identities of Leadership Educators and Students	This workshop will ask leadership educators to consider their multiple intersecting social identities and examine how these identities frame their ability to challenge and support students. Activities will be based off of the Intentional Emergence framework in which participants' identities will help inform other participants' practice in the moment.	Jason Jackson, Multicultural Education Coordinator & Teaching Specialist Ben Marcy, Leadership Instructor/Graduate Assistant Cayley Reif, Leadership Minor Associate University of Minnesota	5-A-1	7/11/2017	2:30 PM	4:00 PM	Ansonborough
Leadership Coaching: The Innovative Intersection of Career and Leadership Development	Come learn the new cutting edge leadership development service - Leadership Coaching. Participants will discuss the intersection of leadership skill development and neuroscience, learn the Leadership Coaching structure, and role play ways to increase a student's process to gain 21st century leadership skills.	Erin Morgenstern, Assistant Director for Leadership Erika Peyton, Assistant Director for Employer Relations and Marketing Ohio University	5-C-1	7/11/2017	2:30 PM	4:00 PM	Harleston
A New Lens for Leadership Education: Grounding Agency in Credible Knowledge in the Face of Counter-Reality	Leadership learning should empower students to take action in addressing complex problems. This workshop purports to address this challenge by teaching leadership educators to develop agency in leadership learners, so they will be better equipped to make rational judgments and practice complex adaptive leadership in the face of counter-realities.	Anthony C. Andenoro, Assistant Professor of Leadership Education & Director, Challenge 2050 Project Linnea Dulikravich, Undergraduate Research Associate Nicole L. P. Stedman, Professor of Leadership Development and Undergraduate Coordinator University of Florida	5-E-1	7/11/2017	2:30 PM	4:00 PM	Wraggborough
Crucial Conversations: Facilitating Dialogue in Turbulent Times	In a world of 24/7 news and responses triggered by social media, emotions, and experiences, we are often afraid to express opinions due to anticipated response. This workshop teaches how to empower students to facilitate a program called Crucial Conversations, by guiding participants to explore their own values and implicit biases on current events.	Susan Luchey, Associate Director, University Student Centers for Leadership Development, University of Delaware Barbara Altman, Associate Professor of Management, Texas A&M University - Central Texas	6-A-1	7/12/2017	9:45 AM	11:15 AM	Ansonborough
Cultivating the Intentional Use of Art as Leadership Pedagogy: Mixing Music and Media	This educator workshop showcases experiential, art-based instructional strategies to demonstrate the wide uses of art as a tool to teach leadership concepts. In this session, experienced leadership educators will explain the intentionality and learning outcomes associated with, and model activities for delivering, this strategy.	Daniel Jenkins, Director and Assistant Professor, Leadership & Organizational Studies, University of Southern Maine Amanda Cutchens, Academic Advisor and Doctoral Student, University of South Florida	6-E-1	7/12/2017	9:45 AM	11:15 AM	Wraggborough

Roundtables

Session Title	Description	Authors	Session	Table Number	Date	Start Time	End Time	Room
Exploring the barriers to developing complex adaptive problem solvers in leadership learning environments	Grounded in an ongoing study examining leadership faculty behaviors, this roundtable allows for honest dialogue aimed at identifying environmental barriers and educator limitations that inhibit the development of complex adaptive problem solvers.	Anthony C. Andenoro, Assistant Professor of Leadership Education and Director, Challenge 2050 Project Madeline Grace Black, Undergraduate Research Associate University of Florida	A	1	7/10/2017	3:15 PM	4:00 PM	Stono
Mindfulness & Acceptance in Leadership Education: Case study of ACT (Acceptance and Commitment Training) among university students	The facilitator shares success with infusing Acceptance and Commitment Training (ACT) into her university leadership and communication course and encourages discussion for future implementation in leadership education. ACT uses acceptance and mindfulness strategies alongside commitment and behavioral change to increase psychological flexibility.	Caitlin Bletscher, Assistant Professor, Washington State University	A	2	7/10/2017	3:15 PM	4:00 PM	Stono
Calling All Grads: Exploring How Graduate Students can be Successful in their Academic Programs	This roundtable discussion seeks to collaboratively and constructively examine factors that impact graduate students success in our academic programs. This dialogue will provide tangible insights for students and educators to best answer the question, "How can we be successful graduate students and be prepared for our careers after graduation?".	Carolynn Komanski, Graduate Student, University of Florida Jennifer Moss-Breen, Program Director and Associate Professor, Creighton University	A	3	7/10/2017	3:15 PM	4:00 PM	Stono
Application of the Big 5 Personality Model to Virtual Team Leadership	This roundtable discussion will share the results of a recently created virtual team leadership assignment that was implemented in a Master's Degree program and presented in a hybrid format in a foundational leadership course. It was loosely based on a 2012 study of 71 virtual teams in an undergraduate business program.	David G. Wolf, Ph.D., Associate Professor, Barry University	A	4	7/10/2017	3:15 PM	4:00 PM	Stono
Analytics in Business Education: Building Leaders as Data Literate Decision Makers	As the volume of information grows, so does the gap in leaders with the ability to manage, understand and make decisions using data. A deeper understanding and ability in data modeling and its outcomes is key to leadership development today.	Donna L. Haeger, Ph.D. Professor, Cornell S.C. Johnson College of Business Laurie A. Branch, Ph.D., Professor, St. Bonaventure University	A	5	7/10/2017	3:15 PM	4:00 PM	Stono
Deconstruction and Reconstruction: Driving Questions and Considerations for Leadership Education Program (re)Design	Join us to discuss common questions that drive curriculum development and redesign, including how our educator identities inform curricula decisions. The session will include discussion on considerations for program redesign and will conclude with an invitation to continue the dialogue as a cross-institutional community of inquiry and practice.	Dr. Nyasha M. Guramatunhu Cooper, Assistant Professor Dr. Jennifer W. Purcell, Assistant Professor Dr. Heather I. Scott, Program Director and Assistant Professor Dr. LaJuan Simpson-Wilkey, Department Chair and Professor Dr. Felicia Mainella, PhD, Leadership Studies Faculty Kennesaw State University	A	6	7/10/2017	3:15 PM	4:00 PM	Stono
Leadership and Career Education: Connecting For a New Vision	Leadership and career education share a common purpose of self-knowledge and efficacy, and a mutual goal of enhancing skills and competencies of students to make a difference in their personal, organizational, and global worlds. We will dialogue about a vision to connect student engagement, leadership, and career readiness to prepare students.	Gayle Spencer, Director, Illinois Leadership Center, University of Illinois at Urbana-Champaign	A	7	7/10/2017	3:15 PM	4:00 PM	Stono

Roundtables

Session Title	Description	Authors	Session	Table Number	Date	Start Time	End Time	Room
Everything You Want to Know About ALE but Were Afraid to Ask	Whether you're a brand-new member or a long-term member, a guest or a visitor, a student or a seasoned professional, this roundtable discussion is for you! Join a lively conversation about all things ALE! Want to know how to get involved? We've got answers! Want to know where we've been? We've got answers! Want to know where we're going? We've got answers! What to know how you can make an impact in leadership education? We've got answers!	Donnette Noble, 2016-2017 ALE President; Associate Professor and Chair, Organizational Leadership Program, Roosevelt University	A	8	7/10/2017	3:15 PM	4:00 PM	Stono
Examining the Intersectionality of Leadership and Management: Reframing Our Pedagogical Approach	We understand leadership and management as distinct disciplines, yet with overlapping characteristics in a Venn-like fashion. Our goal is to utilize a round-table discussion comprised of experienced faculty to develop new and innovative pedagogy that will help equip our students for a better future.	Jared Nielsen, Assistant Professor Brendon Fox, Assistant Professor Fort Hays State University	A	9	7/10/2017	3:15 PM	4:00 PM	Stono
An Introduction to JOLE	Join members of the JOLE Editorial Advisory Board for an introduction to the Journal of Leadership Education. We will discuss ways to be involved and engaged with the JOURNAL and exciting things coming ahead.	Adrian Popa, Chair, JOLE Editorial Advisory Board; Associate Professor, Gonzaga University Kathryn Hollywood, JOLE Editorial Advisory Board Member; Professor & Doctoral Faculty, Concordia University Chicago Jackie Bruce, JOLE Editor; Associate Professor, North Carolina State University	B	1	7/10/2017	4:05 PM	4:50 PM	Stono
Evaluation of Yearlong Academic Leadership Cohort Programs	The purpose of this roundtable discussion is to enhance the current research efforts on yearlong academic leadership cohort programs, provide opportunities for learning about yearlong academic cohort programs, and invite individuals with similar programs to participate in the existing collaborative effort.	Justin Greenleaf, Assistant Professor of Leadership Studies, Fort Hays State University Brett Whitaker, Assistant Professor of Leadership Studies, Fort Hays State University Aaron McKim, Assistant Professor, Michigan State University Jonathan Velez, Associate Professor, Oregon State University	B	2	7/10/2017	4:05 PM	4:50 PM	Stono
Cultivating in a Complex World: The State of Leadership Studies	As leadership studies in institutions of higher education becomes more legitimized, we should continue engaging in conversations to conceptualize this academic work and identify where we are headed. Come to engage in this discussion. We will share the latest thoughts and our perspectives on thought-provoking questions—plus hear your perspectives.	Katherine Friesen, Instructor, Iowa State University Clinton M. Stephens, Director of Leadership Studies & Assistant Professor, Emporia State University	B	3	7/10/2017	4:05 PM	4:50 PM	Stono
Teaching Leadership at the Graduate Level: Drawing Upon Our Complex World to Enhance Learning	This roundtable session is designed for those currently engaged with or interested in graduate leadership education. The conversation will offer the opportunity to discuss strategies to engage adult graduate learners and how to effectively make the transfer between teaching undergraduate leadership students to students at the graduate level.	Leah Georges, Assistant Professor for EdD Program in Interdisciplinary Leadership Jennifer Moss-Breen, Program Director for EdD Program in Interdisciplinary Leadership Creighton University	B	4	7/10/2017	4:05 PM	4:50 PM	Stono

Roundtables

Session Title	Description	Authors	Session	Table Number	Date	Start Time	End Time	Room
Moving Away from Management: Engaging in Difficult Campus Conversations	This roundtable will discuss the role of leadership educators in student empowerment related to a recent divisive campus-wide event. The roundtable will focus on how leadership educators can cultivate spaces for student-driven conversations so they are better prepared to engage in environments that are often polarizing, challenging and complex.	Maria Versteeg, Leadership Minor Student Associate Gloria Kerandi, Leadership Minor Student Associate Ben Marcy, Leadership Instructor & Graduate Assistant, Leadership Minor University of Minnesota	B	5	7/10/2017	4:05 PM	4:50 PM	Stono
Educational Leadership through Differentiation: Responsive Teaching for a Complex World	Are higher educators ready for differentiation and responsive teaching? This session will explore various methods by which to differentiate discipline-specific activities and the leadership necessary to promote faculty development.	Maude Yacapsin, Associate Professor, Messiah College	B	6	7/10/2017	4:05 PM	4:50 PM	Stono
Project YES Virtual Mentorship Program	The purpose of this roundtable session is to explore the Project Youth Extension Service (YES) virtual mentorship program. This versatile, innovative program provides college interns access to high-quality talent development, exposure to a wide array of seasoned professionals, and experiential learning activities.	Mr. Cameron Rutledge, Leadership Training Specialist, General H. Hugh Shelton Leadership Center Dr. Myra G. Moses, Associate Director for Executive Education, Curriculum Technology & Communications, General H. Hugh Shelton Leadership Center Mr. James C. Johnson, National Director, Project Youth Extension Service Dr. Harriett C. Edwards, Associate Professor & Extension Specialist for Volunteerism/Extension Military Liaison North Carolina State University	B	7	7/10/2017	4:05 PM	4:50 PM	Stono
Innovating Leadership Programs that Develop Leaders: Addressing the Gap between Leadership Education and Leaders' Needs	Organizations are spending more money than before on leadership development to handle the complex challenges faced in today's world. However, leadership development's classroom approach has been described as ineffective. As leadership educators, we can restructure our program design to meet expectations of participants with experiential leadership.	Sky Georges, PhD Student/Graduate Assistant Benjamin Morris, PhD Student/Graduate Assistant Madeline Grace Black, Undergraduate Research Associate University of Florida	B	8	7/10/2017	4:05 PM	4:50 PM	Stono

Posters

Poster Number	Session Title	Description	Authors	Type of Poster	Date	Start Time	End Time	Room
1	Images of Culture: Exploring Photographic Representations of Cultural Experiences	Study abroad experiences are common among undergraduate students. A case study approach offers insight into a study abroad experience designed for agricultural leadership, including service, cultural immersion through homestays, and agricultural tourism experiences over 10-12 days in a South American country through photo elicitation methods.	Natalie Coers, Program Coordinator University of Florida	Research	7/9/2017	5:30 PM	7:30 PM	Stono
2	Cultivating Visionary Leaders to Transform Our World	Vision has long been a quality and characteristic defining leadership. To cultivate vision among undergraduate students in a course, the United Nations' Sustainable Development Goals are utilized as a foundation to inspire a vision that connects local service and personal interests to global, complex issues.	Natalie Coers, Program Coordinator University of Florida	Practice	7/9/2017	5:30 PM	7:30 PM	Stono
3	Identifying the Most Critical Competencies for Entry-Level Leader Lawyers	This qualitative study examines the most critical competencies required for job success for entry-level lawyers. Historically, law Schools have almost exclusively focused on teaching doctrinal and legal content. While such education is essential, this study highlights how most of the critical skills are 'softer' ones that are traditionally ignored.	Chris Leupold, Associate Professor Sarah Kowalkowski, Law Student Sibley Fillette Alicia Norton Elon University	Research	7/9/2017	5:30 PM	7:30 PM	Stono
4	Surfacing the Iceberg of Leadership: A New Taxonomy of Leadership Concepts and Theories	Leadership scholars have long tried to impose order on the numerous theories in leadership literature. While mid-level theories abound, no taxonomy exists to provide hierarchy and a mechanism for explaining how theories interrelate. This poster offers a taxonomy for organizing leadership theories and concepts based on the metaphor of an iceberg.	D. Adam Cletzer, Assistant Professor, University of Missouri Eric K. Kaufman, Associate Professor, Virginia Tech	Research	7/9/2017	5:30 PM	7:30 PM	Stono
5	How does leadership education shape students' definitions of leadership? Insights from the Multi-institutional Study of Leadership	The Multi-institutional Study of Leadership covers more than 400 different variables, including participants' self-reported definitions of leadership. By coding and categorizing those definitions, we are able to explore the relationship with leadership education activities.	Eric K. Kaufman, Associate Professor John Thornton, Undergraduate Student Jama Coartney, Graduate Assistant Virginia Tech	Research	7/9/2017	5:30 PM	7:30 PM	Stono
6	Determining How Participation in a Strengths-Based Curriculum May Affect Authentic Self-Awareness in First-Year College Students.	This proposed research study will attempt to determine if participation in a StrengthsFinder curriculum affects the authentic self-awareness in first-year college students. The study's participants will include members of a first-year experience course at the University of Florida.	Clay Hurdle, M.S. Student & Graduate Assistant University of Florida	Research	7/9/2017	5:30 PM	7:30 PM	Stono
7	The Development and Maintenance of Social Identity within a Military Motorcycle Club	This autoethnographic study examined the development and maintenance of social identity within the context of a voluntary association, a military motorcycle club, the influence of social identity on individual behavior within the organization, and the impact of low salience on organizational identity on organizational stagnation and member attrition.	Dr. Todd Wiggen, Assistant Professor Southwestern Oklahoma State University	Research	7/9/2017	5:30 PM	7:30 PM	Stono
8	Online Leadership Short Course for County Extension Directors	The CED Leadership Short Course was designed to build leadership competencies in County Extension Directors in six sessions. Through an online-learning environment, program participants stay engaged with both the instructor and other program participants through green screen presentations, videos, readings, discussion boards, and assignments.	Jera Niewoehner, Graduate Assistant Matt Benge, Assistant Professor Matthew Sowcik, Assistant Professor University of Florida	Practice	7/9/2017	5:30 PM	7:30 PM	Stono
9	The Content, Tools and Resources to Teach Humility in Your Leadership Class	Recent research suggests that humility predicts prosocial behaviors such as creativity, generosity, performance on the job and forgiveness. This poster will cover the creation of a class on the topic of humility and the objectives, resource and assignments needed to provide students exposure to this much needed construct.	Matthew Sowcik, Assistant Professor Austin D. Council, Graduate Assistant University of Florida	Practice	7/9/2017	5:30 PM	7:30 PM	Stono

Posters

Poster Number	Session Title	Description	Authors	Type of Poster	Date	Start Time	End Time	Room
10	Global Leadership Exchange: An exploration of homelessness	The purpose of this innovative practice paper is to describe a leadership exchange program that engages students to explore homelessness through immersion experiences in two major cities in the Southeastern United States. This paper provides an overview of the power that exchange models can have on leadership development and community engagement.	Judy G. Craven, Director of Engagement and Outreach Hannah Moon, Manager of Global and Domestic Leadership Engagement Initiatives Center for Student Leadership, Kennesaw State University	Practice	7/9/2017	5:30 PM	7:30 PM	Stono
11	Ten Year Update: A Review of Undergraduate Leadership Major Programs	The purpose of this qualitative study was to identify and understand undergraduate leadership major programs offered throughout the world. Using five databases of undergraduate leadership programs in addition to an extensive web search, 165 programs offering a major in leadership were initially identified.	Justin Greenleaf, Assistant Professor of Leadership Studies Seth Kastle, Instructor of Leadership Studies Jill Arensdorf, Associate Professor of Leadership Studies Brett Whitaker, Assistant Professor of Leadership Studies Kyle Sramek, Graduate Teaching Assistant Fort Hays State University	Research	7/9/2017	5:30 PM	7:30 PM	Stono
12	Effects of Leadership Education and Personality Types on Motivation to Lead of Undergraduate Students Studying Leadership	This study examined the affective-identity and social-normative motivations of students in leadership courses and how their personality traits connect to these motivations. Descriptive statistics were used to illustrate participants' personality tendencies within the Big Five model along with affective-identity and social-normative motivations.	Madison Wilkerson, Undergraduate Student Allison L. Dunn, Graduate Student Summer F. Odom, Assistant Professor Texas A&M University	Research	7/9/2017	5:30 PM	7:30 PM	Stono
13	Utilizing Biomimicry to Teach Organizational Structure, Culture, and Decision-making in an Introductory Leadership Course	Biomimicry is one innovative practice focused on integrating knowledge across disciplines, as it searches for nature-inspired solutions to human challenges. Using honey bee behavior as examples, biomimicry principles were used in a face-to-face introductory leadership course to incorporate leadership concepts with naturalistic solutions.	Allison L. Dunn, Graduate Student Summer F. Odom, Assistant Professor Robert Strong, Jr., Associate Professor Tracy Rutherford, Professor Texas A&M University	Practice	7/9/2017	5:30 PM	7:30 PM	Stono
14	An Assessment of the Undergraduate Leadership Teaching Assistant Experience (ULTA): Students' Change in Transformational Leadership Behaviors	This study examined how students (N = 32) who participated as an undergraduate leadership teaching assistant perceived their abilities to exhibit transformational leadership behaviors changed as a result of the experience. Results showed significant increases in students' perceptions of their abilities to exhibit each of the four transformational.	Whitney Green, Undergraduate Student Summer F. Odom, Assistant Professor Lori L. Moore, Associate Professor Texas A&M University	Research	7/9/2017	5:30 PM	7:30 PM	Stono
15	Exploring the Embodiment of Story in Nonprofit Leadership	This emerging research begins to explore the skill of "embodying story" (Gardner, 1995) as reflected in the connections between a leader's personal identity story and leadership as manifested in their non-profit organization's member perceptions and branding.	Margaret Hunt, Undergraduate Student Lori M. Throupe, Instructor Christopher Newport University	Research	7/9/2017	5:30 PM	7:30 PM	Stono
16	Life Cycle of a Theory to Pedagogy	Through the proposed stages of establishment, translation, implementation, assessment, and confirmation this poster showcases the process using Emotionally Engaged Thinking (EET) FACE Method as an example. Within the existing literature a model of this nature has not been documented, leaving a gap for those seeking to document this process.	Nicole Stedman, Professor Tony Andenoro, Assistant Professor University of Florida	Practice	7/9/2017	5:30 PM	7:30 PM	Stono

Posters

Poster Number	Session Title	Description	Authors	Type of Poster	Date	Start Time	End Time	Room
17	Buzz Groups and Role Simulation: Interactive Teaching Methods for Interpersonal Leadership Skills	This poster presentation will focus on teaching and learning, incorporating buzz groups, and role simulation instructional methods into curriculum. These instructional and active learning methods occurred within an interpersonal skills for leadership course to integrate key content and leadership development, leading to student comprehension and application.	James Edd Jason Headrick, Doctoral Student, University of Nebraska-Lincoln	Practice	7/9/2017	5:30 PM	7:30 PM	Stono
18	Using PhotoVoice to Understand how Undergraduate Students Make Meaning of Leadership Theories & Concepts	This qualitative study attempted to discern how undergraduate students in an introductory leadership course make meaning of the course content via photographs. Throughout the course of the semester, students took photos and submitted them as demonstrations of their understanding of the leadership theories under study.	Caroline W. Clement, Graduate Teaching Assistant Abigail V. Whitaker, Graduate Teaching Assistant Dr. Jackie Bruce, Associate Professor North Carolina State University	Practice	7/9/2017	5:30 PM	7:30 PM	Stono