

Midwest Scholars Conference

Indiana Wesleyan University

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Teaching as Acting

Tracy S. Manning

Taylor University

Abstract

All education is – or should be – about transformation, whether for teachers or learners: transformation in conceptual understanding, in the range and nature of strategies available for completion of tasks, and in personal perspective related to the way challenges are met. Is it enough to simply impart the facts to our students? What is the danger of droning on for hours about what is easily accessible in the book? For knowledge to be transformational the facts need some urgency and reality that gives students a reason to care. I believe this involves theatricality: teaching then becomes a variation on the art of acting; and the teacher who is unaware of this is likely to be a well-meaning bore. In this session we will be exploring the commonalities between teaching and acting and exercise our abilities to incorporate what we learn into our experience. No previous acting experience required.

Impact of Principal Leadership on School Improvement Plan (SIP)

Implementation and Acceptance

Jill D. Forte, Chyrise S. King, and Richard M. Van Doel

Indiana Wesleyan University

Abstract

Implementation of meaningful long-term organizational change is difficult. However, a primary function of leadership is to implement change. This study examined the relationship between Principal involvement and follower engagement in the successful implementation of change within two elementary schools. The schools selected were from two different school districts within a Midwestern state. The change initiative involved School Improvement Plans (SIP) designed and implemented by the individual schools. The study included structured interviews (2-schools, qualitative, $n = 48$) and a formal survey (1-school, quantitative, $n = 24$) concerning follower perceptions of the Principal's (leader) involvement, allocation of appropriate resources and perception of change success. Statistical analyses of the quantitative survey results included non-parametric informational statistics. The statistical analysis identified several significant relationships between Principal involvement and follower engagement related to the successful implementation of change. These results are discussed with regard to their implications for future research and the improvement of practice. Understanding how the relationship between Principal involvement and follower engagement impacts change implementation should be of interest to school districts, Principals, and school assessment practices.

Servant Leadership: A Literature Review

Kim S. Parcher

Indiana Institute of Technology

Abstract

Servant Leadership (SL) remains a topic of great interest well over thirty years after Greenleaf (1977) introduced the term. Theory development has progressed, though empirical studies have lagged behind (Hamilton, 2005; Washington, Sutton & Feild, 2006), especially in cross-cultural contexts (Hale & Fields, 2007; Hannay, 2009). Complicating SL theory development and validation is the diverse nature of studies that have been completed with both positive and negative outcomes (Parcher, 2011). Such can be confusing. The following literature review will consider SL from the perspective of the current body of cross-cultural, empirical studies while proposing an answer to the dissonance between secular and religious analysis in current research. Religious studies specifically will be reviewed as this branch of SL appears undeveloped in the literature. The purpose of this review will be to investigate literature exploration of the relationship between Church leadership and the SL teachings associated with Christ (Sendjaya and Sarros, 2002), the cross-cultural applicability of that relationship and finally, to search for a published research instrument with established reliability and validity.

Examining the Role of Educational Foundations in our Current Political Climate

David J. Roof

Ball State University

Abstract

This study examines the impact of social foundations coursework on perceived levels of personal efficacy—the belief that teachers can make a difference. Research has shown that efficacy is directly linked to teacher attrition rates, successful educators, and job satisfaction. Previous studies of efficacy have centered on the perceived capacity to impact student success. This study offers an original and provocative contribution by focusing on students capacity to effectively navigate the social context of education as well as the perceived ability to understand and influence the changing political climate; a climate that includes the introduction of merit pay based on state mandated testing, a law that limits collective bargaining rights, and new policies for evaluation and teacher tenure.

Implementation of Active Learning Strategies in Online Courses in the Health Sciences

Paula L. Griswold and Annette R. Tommerdahl

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Abstract

This work focuses on the application of active learning strategies to improve student engagement in online courses in the Health Sciences. Getting students to actively participate in an online course is a challenge as students may have misconceptions of how to effectively participate. By implementing active learning strategies, students are given a more structured approach for modeling and encouraging class participation. Several active learning strategies, including case studies, video clips, discussion forums, and health professional interviews, were utilized as tools and techniques in online courses to more effectively engage students in the subject matter. Case studies and video clips were used to prompt discussion within the context of the assignments rather than as stand-alone course elements. When carefully selected and integrated into a course these active learning strategies can lead students to higher-order thinking. The discussion forums were utilized to encourage students to actively debate current issues and gain a better understanding of course content. The assignment of interviewing a healthcare professional was designed to link academic material with different healthcare professions. By implementing active learning strategies into online courses, students gain a deeper understanding of the relevance of the course material, and are more engaged in the course. As a result, retention rates and student satisfaction have improved. Utilizing active learning strategies has enriched our courses and provided a more robust and thought-provoking learning experience for our students in the health sciences.

Assessing Business Programs through the Business Capstone Course

Rick Corum

Campbellsville University

Abstract

Numerous college and university business schools utilize a Capstone course to measure the outcomes of their program, and the student's attainment of program goals. This research examines the use of the Business Capstone course as an effective assessment tool for undergraduate business degree programs. The presentation will include: an overview of the Capstone course, a brief menu of elements that should and should not be included in a Capstone course, methodology for program assessment via the Capstone course, and a section that addresses the best practices in business degree assessment at a variety of business schools. The discussion will also include a comparison of Capstone courses between graduate and undergraduate degree programs. This presentation will help business educators and institutions to re-tool their existing Capstone courses, or develop a Capstone course to meet the new, rigorous assessment objectives with regional accrediting agencies, the Council of Higher Education, and independent accreditors. Through proper assessment of business programs Deans, Chairs, and Faculty committees can ensure that their students are getting the best education possible; and / or recommend changes and enhancements to existing programs to bring their programs up to par.

Learning Styles and Cultural Intelligence in Global Leadership Development

Heather Y. Z. St. Peters

Indiana Institute of Technology

Abstract

Cross-cultural training (CCT) without regard for individual differences, such as learning style, may hamper training effectiveness (Yamazaki & Kayes, 2004). Yamazaki and Kayes (2004) proposed that the ideal global leader would prefer concrete experience to learn. This study addressed: Do individuals engaging in the various learning processes during experiential training convert the experience to knowledge, thereby demonstrating a change in CQ? CQ positively relates to organizational attitudes and behaviors such as cultural adjustment and task performance (e.g., Ang et al., 2007) and, thus, represents a suitable target for CCT. Data were collected from 34 participants in a language program held over three weeks in Eastern Europe. 32 participants completed both pre- and posttest for a response rate of 94%. Learning style was assessed using a 16-item scale drawn from the quick activity of the Kolb learning inventory and CQ was assessed with a 20-item scale, measuring the four factors. Between pre- and posttests, participants received 12 hours of dramaturgical/experiential training. Using a multiple regression analysis, the linear combination of learning modes was significantly related to the change in CQ, $F(4, 27) = 2.73, p < .05$. The sample multiple correlation coefficient was .54, indicating that approximately 29% of the variance of the change in CQ in the sample can be accounted for by the linear combination of strength measures. With the exception of RO, all the bivariate correlations between learning style and the variance in CQ were negative and only CE was statistically significant ($p < .02$).

Improving Student Engagement in an Online Learning Environment

Bill Adams, Chuck Crain, and Kevin Hughes

Campbellsville University and Mount Vernon Nazarene University

Abstract

The online learning environment can be a very isolating and lonely place for many students. Online instructors play a critical role in not only facilitating course discussion, but also ensuring that the students are engaged in the course. “It is imperative that we learn what engages students in order to offer effective online learning environments” (Dixson, 2010, p. 1). The session will include personal best practices for improving student engagement in an online course, as well as reliable and valid ideas rooted in current literature that attendees can take and immediately apply to improve their respective pedagogical techniques.

University Faculty Development to Enhance Graduate Level Adult Learning

Jim Freemyer, William Rivera, Tajuana Washington, and Jeremy Williams

Indiana Wesleyan University

Abstract

Recent growth in the number of adults pursuing higher education and graduate degrees has prompted a fresh look at faculty development needs for the thousands of adjuncts who provide online and onsite courses to this population. The focus of the research is to seek input directly from the adjunct faculty regarding their perceived development needs. Capturing and focusing on the specific areas of desired improvement from the perspective of the faculty will create a learning organization and result in quality curriculums. What approaches to faculty development would enhance overall job satisfaction, classroom engagement, and effectiveness? How do online faculty development needs differ from live, onsite classes? This research will tap into these life experiences and help inform the andragogy that guides adjunct faculty members in delivering effective and engaging classroom experiences. Challenges of new technology, globalization, the economy, and available time are elements of change that must be addressed to develop stronger engagement between the learner and the learning environment. More than 900 adjunct faculty members from one university will be surveyed to determine what they believe to be their biggest needs. Perceived strategies for improved adult student engagement will be assessed from feedback directly from adjuncts seeking such improvement in the online and onsite learning environments. Focus on the creation of a learning organization through faculty and program development results in continuous learning for the faculty as a catalyst to the success of the adult graduate student.

Environmental Scanning: Critical to Business

Marcus L. Myers

Indiana Wesleyan University

Abstract

Environmental scanning is a critical element of designing, creating, and operating a successful business endeavor and is a valuable tool in many other situations. Aguilar (1967) described environmental scanning as “the activity of acquiring information” (p. 1). This literature review examines the research related to both the theory and the process of environmental scanning and the usage of the resulting information. This review of over 100 articles focuses on various topics ranging from strategic thinking and planning, organizational behavior and decision making to adult business education. The importance of environmental scanning (ES) is sometimes an accepted but underappreciated factor in many decisions and operational activities. The review not only examines the uses of environmental scanning, but also the advances of the ES processes in the related qualitative and quantitative business literature.

Corporate Social Responsibility and Deming's Continuous Improvement

Ryan Nolte

Indiana Wesleyan University

Abstract

Corporate Social Responsibility (CSR) is self-regulation integrated into an organization's strategy and business model. CSR calls for companies to strike a balance between economic responsibility to shareholders, legal responsibility to comply with laws, ethical responsibility to abide by societal norms, and philanthropic responsibility to meet the needs of society. This effort is directed at continually improving an organization's performance on social, environment, and economic metrics. Organizations that aspire to meet strategic future challenges must have cultures and systems that drive improvement in all parts of the business. Deming's fourteen points provides a roadmap for CSR that promotes leadership that engages the entire workforce in organizational transformation towards excellence.

Better Grading Faster: Technologies to Improve Student Feedback and Save Instructor Time

David S. Kotter

Institute for Faith, Work, & Economics

Abstract

Educators agree that students are most likely to thrive in the classroom when they receive timely and detailed feedback about their papers and homework. Yet extensive remarks and annotations can strain the limits of an instructor's scarce time outside of the classroom, especially in light of large classes, a multiplicity of assignments, and the challenge of scrawling paragraphs into narrow margins. Several emerging (and increasingly inexpensive) technologies bring hope that the inherent conflict between serving students and saving time can be relieved. This presentation will describe and demonstrate how voice-to-text software, Microsoft Word macros, grammar-checking programs, dual computer screens, custom menus, keyboard shortcuts, and other techniques can aid instructors, even those who suffer from technophobia or operate on a limited financial budget. In addition, time will be available for audience participation and the exchange of best practices from many instructors. The goal of this presentation is to provide new techniques that will significantly improve student feedback while reducing the seemingly endless hours devoted to assigning grades.

Greed or Self-Interest: A Biblical Evaluation of Adam Smith's Wealth of Nations

David S. Kotter

Institute for Faith, Work, & Economics

Abstract

Adam Smith is called the father of modern economics for publishing *An Inquiry into the Nature and Causes of Wealth of Nations* in 1776. As evidence of his ongoing influence, this weighty book not only is still in print more than two centuries after his death but even ranks near best-seller status on Amazon. Smith contends that the pursuit of self-interest is a trait shared by all people and that self-interest is the engine which drives the material improvement of mankind throughout history. As he famously observed, “It is not from the benevolence of the butcher, the brewer, or the baker, that we expect our dinner, but from their regard to their own interest.” On the other hand, self-interest easily crosses into greed, which causes all manner of misery in personal lives and human society. Many consider greed as one of the seven deadly sins that lead to many other iniquities. This presentation will carefully analyze the work of Adam Smith from a biblical perspective to demonstrate ways in which his economic theories are consistent with the Bible or deviate from Christian orthodoxy. The goal of this presentation is to challenge and equip business instructors (and indeed everyone who participates in commercial activity) to discern between biblical truths and fundamental errors which underlie modern economics.

All the world's a stage: Improvisation, simulation, and game-playing
as critical teaching and learning tools

Jon Ross

Union Institute and University

Abstract

There's something about play that builds coherence and camaraderie in the classroom and establishes a basis for exploring complex issues creatively. Improvisation - which can be described as extemporaneous response to and creative variations on established themes, is not only fun, it's a skill upon which we all can build. And its increased use in the classroom – from pre-kindergarten through universities and medical/professional schools – can be seen in part as a move to teach critical thinking/learning (Berk & Trieber 2009, p. 30-31, Willingham 2007, p. 8). If, as Willingham suggests, critical thinking involves effectiveness, novelty, and self-direction (p. 10), the use of improvisation and related games/exercises can free up and harness students' creativity, often opening doors to and providing new perspectives on serious issues. The forms of communication derived from game-playing and improvisational exercises can shed light for students on real-world scenarios, tools and benefits used widely in a number of disciplines in both the hard sciences and social sciences. The presenter, an instructor in American Government, Communication/Media Studies, and Interdisciplinary Studies at two Chicago-area institutions of higher learning, has used improvisational/role-play exercises across teaching disciplines both as “icebreakers” and warm-ups as well as framing and reframing issues around power dynamics and status central to subject matter in these disciplines. The presentation will provide a perspective on role-playing/improvisation and their applications to the classroom. And, consistent with improvisation's cardinal rule of “show, don't tell,” he demonstrate the value of such exercises by facilitating an improvisation/role-play for those attendees daring enough to enjoy the process.

Wisdom for Leadership: Modeling the Cognitive Domain of Wisdom

Judson Curry

Indiana Wesleyan University and North Park University

Michelle Dossa

Indiana Wesleyan University

Scott Peterson

Indiana Wesleyan University and Mount Vernon Nazarene University

Abstract

Wise leadership is required in times of change and uncertainty. Understanding the nature and function of wisdom in leadership is the purpose of this ongoing research project. The Wisdom Model for Leaders (Ludden, 2013) defined wisdom as

A dynamic process a leader uses to apply knowledge, experience, and virtue to seek truth that subsequently governs the leader's actions and decisions. Wisdom engages a person's cognitive, affective, and conative abilities for personal, interpersonal, community, societal, and global improvement. Wisdom is manifested by continuously seeking more knowledge, experience, and virtuosity to achieve these ends.

This model posited 10 individual constructs that contribute to the operation of wisdom linked through a set of three processes: accumulation, amplification, and action. The final construct, spiritual formation, serves as a medium in which the processes of wisdom operate. The purpose of the current research has been to develop a valid instrument capable of assessing wisdom according to the Wisdom Model for Leaders (Ludden, 2013). This presentation will focus on the three constructs that make up the cognitive domain of wisdom: knowledge, critical thinking, and authenticity. The presentation will articulate the conceptual interrelationships between these three constructs and report on initial analysis of data collected in a survey of over 300 leaders from four institutions.

Memory Strategies Used by Teachers

Sau Hou Chang

Indiana University Southeast

Abstract

There is a lot of information students need to remember at school. The current study examined the strategies teachers used to help students to memorize the information. Research questions were: (1) What type of information students need to remember? (2) What strategies do teachers use to help students to remember the information? Twenty-nine teachers (10 males and 19 females; mean age=33.88 years old) were asked to answer a questionnaire in writing as part of the requirement for a graduate course in education. There were two open-ended questions in the questionnaire: What information did your students need to remember in the subject you teach? What strategies did you use to help your students to remember this information? Results showed that the information students need to remember were mostly facts and basic knowledge, and strategies teachers used to help students to remember were repetition, visual images, practice, elaboration, and mnemonics.

Teaching Research Concepts Through Challenging Student Assumptions

Lisa Hoffman

Indiana University Southeast

Abstract

Understanding foundational elements of research—such as validity, reliability, generalizability, and researcher bias—requires well-developed critical thinking skills and the ability to evaluate textual arguments (Suter, 2012; Davis, 2007). This study investigated whether case-study-based activities designed to develop critical thinking skills would also increase student mastery of foundational concepts in an introductory research course. Assessments indicated that the participatory activities which required students to evaluate textual arguments and most challenged student assumptions had the most effect on student understanding and application of fundamental research concepts in a graduate education program. This presentation discusses activities that can be used in face-to-face or online class settings to encourage students to question their assumptions about “what counts as research” and how quality research is evaluated. Attendees will participate in a demonstration activity and will be encouraged to share their own experiences with educational activities which successfully develop both critical thinking skills and content knowledge through challenging student assumptions.

Local Church Volunteer Experience of Ministry Satisfaction in the Contexts of a Local Church
and its Organizational Leadership

Paul E. Garverick

Indiana Wesleyan University

Abstract

Local church volunteer satisfaction received little study in comparison to general sector volunteer satisfaction and job satisfaction. This exploratory, qualitative case study utilized three semi-structured group interviews to gather data from local church volunteers. The central research question asked; how do local church volunteers experience ministry satisfaction in the contexts of the local church and its organizational leadership? This study bridged from previous research among general sector volunteer satisfaction studies to local church volunteer ministry satisfaction in relation to; (a) local church organizational leadership, (b) group integration, and (c) participation efficacy. A purposeful population of twenty volunteers participated in one of three group interviews. The researcher used NVIVO 10 to assist in data analysis of the aggregated group interviews. The data and findings extended previous research from general sector volunteer satisfaction studies identifying group integration and participation efficacy as contributors to volunteer satisfaction in the local church. In addition, organizational leadership elements of empowerment and organizational support were explored and supported previous findings. New data findings included four elements called residual satisfaction, contagious satisfaction, cumulative satisfaction, and core satisfaction. God's role among organizational leadership and volunteers clearly affected volunteer satisfaction, especially among long-term volunteers. Participants also identified issues of growth and maturity as factors related to their volunteer satisfaction.

Understanding What Undergraduates Know About Social Media:

Transitioning from Casual to Business Usage

Susan A. Baim

Miami University Middletown

Abstract

Contemporary business students are prolific users of social media. Among friends, casual communications through social media venues are eclipsing traditional communication channels. Concurrently, businesses view social media as the newest communications frontier and, in many cases, an ideal way to connect with customers. As business students transition into the workforce, they will find it necessary to apply their social media skills in ways that they may never have envisioned. This paper describes research to better understand business students' knowledge of social media and the self-perceptions of their readiness to effectively use such technologies at work. Results are used to develop a series of learning modules, suitable for business courses, to help students transition from casual to professional social media applications. Use of the learning modules as a starting point for developing undergraduate business courses targeting social media theory and applications is also discussed.

Constructing an Assessment For The Imbalance Theory Of Foolishness

Melvin J. Woodard III

Indiana Wesleyan University

Abstract

This research study sought to construct a valid and reliable assessment for the imbalance theory of foolishness (Sternberg, 2002). The theory was first introduced in a chapter entitled “Smart People Are Not Stupid, But They Sure Can Be Foolish.” After a thorough examination of the literature, no empirical evidence was identified in support of the theory. This theory builds upon the balance theory of wisdom (Sternberg, 1998) by viewing foolishness as an acquired trait opposing wisdom. Sternberg believed that people in positions of great power often acquire dispositions that dispose them to foolishness. He offered six fallacies of thinking: unrealistic optimism, egocentrism, omniscience, omnipotence, invulnerability, and ethical disengagement. The scale development process began with 150 questions generated from articles written by Sternberg and Jordan, a student of Sternberg that studied the balance theory of wisdom and developed a scale for it. Jordan (2005) argued that, in organizational environments where power and status are highly valued, the “emphasis on gaining and retaining power and status is expected to prime those in such environments to develop fallacious ways of thinking about oneself and one’s abilities (p. 20). This study, which made the initial attempt to empirically test the imbalance theory of foolishness, laid the foundation for a stream of future research. This study resulted in a measure known as the Leadership Influence and Decision Making Inventory (LIDMI), which may prove helpful to organizations and executives alike. The results offer insight into Sternberg’s theory that may prove useful to other students and researchers.

Quantitative Comparison of Traditional to Combined Online Instruction
for Simple Linear Regression
Joseph A Snider
Indiana Wesleyan University

Abstract

Businesses require statistically literate workers. The purpose of this exploratory study was to research a possible method of improving statistical literacy under the recommendations of the 2005 GAISE college report by comparing a combined approach of four online instructional methods to traditional methods of lecture and textbook for the topic of simple linear regression. The participants in the study were from MBA cohorts at a private Midwestern university. The research design was a pretest and posttest model with a control group (traditional methods, N = 11) and quasi-experimental group (combined online methods, N = 9). The results provided evidence that additional research is worth pursuing and that effective and inexpensive online materials are achievable. Statistical literacy was improved for the quasi-experimental group, and not for the traditional approach. The four online instructional methods were an eCoursemap, a WebQuest, a learning object, and an immersive Web case study.

Resolving Credit Hours with Blended Implementation

Cindy Carter

Fresno Pacific University

Abstract

How can adult learner programs adapt to Carnegie Hour requirements while enriching students' skills? A time-sensitive, two semester model for institutional transformation is described, including step-by-step guidelines for the implementation of an adult model blended learning system. Many adult learner programs across the country struggle to defend reduced instructional hours in the face of growing regulatory guidelines and scrutiny. At the same time, new online learning technologies offer both content and skills training which enhance students' academic experiences and provide advanced training for future employment practices. The implementation of blended learning technologies maximizes personal contact between faculty and students while simultaneously expanding students' web-based learning repertoires. Factors leading to Fresno Pacific University's blended initiative are reviewed. Because the implementation required approximately 250 degree completion faculty members to move from 100% face to face instruction into blended teaching, the learning curve was steep. Our intention was to provide faculty with the most basic yet effective blended teaching practices and encourage additional course delivery creativity over time. A detailed report on the complex implementation of blended learning for adult students is presented. The challenges associated with this academic 'sea change' are acknowledged along with the opportunities. Attendees review a 'reverse implementation' timeline, starting with a target implementation date and working backward. Fresno Pacific University's experience serves as a case study, including success stories and cautionary tales.

Business Planning in an “Out of the Blue” Environment

Gary F. Wilkinson

Indiana Wesleyan University

Abstract

Over the past decade, businesses have encountered a number of events that seem to have come “out of the blue.” Some of these events, such as the financial and housing crisis, were due to inadequacies in our political and/or financial systems. Others, such as the tsunami in Japan (which severely disrupted supply chains for various industries), or the effects of hurricane Sandy, were events that could not be forecasted. In all cases, businesses have had to cope with both risks (variation which can be reasonably estimated), but also uncertainty (influences which cannot be forecasted). This paper will discuss some current advances in business planning which go beyond traditional forecasting and risk analysis. The focus will be on techniques for simulation and stress testing of business systems to order to build greater flexibility within business organizations.

Organizational Culture, Leadership, and Change

Judson B. Curry, Jill D. Forte, and Richard M. Van Doel

Indiana Wesleyan University

Abstract

Identifying and understanding organizational culture is a key consideration to leadership and organizational effectiveness. Cameron and Quinn (2011) identified that a majority of organizations (80%) completing the Organizational Culture Assessment Instrument (OCAI) have one dominant culture and that congruence between leadership styles and organizational cultures were predicative in achieving organizational effectiveness. The panel discussion will share the results of the current and preferred cultures of three different organizational types including for-profit executed in 2012 ($n = 41$) and repeated in 2012 ($n = 48$), not-for-profit, executed as two sub-groups the Board of Directors ($n = 4$) and the organization ($n = 23$) and an academic institution ($n = 11$) as measured by the OCAI. Additionally, the panel will discuss use of the Management Skills Assessment Instrument to assess leader (change agent) skills. The MSAI results will be compared to the OCAI current and preferred culture state to identify leader congruence or non-congruence with the organizations culture. Finally, the panelists will discuss the change methods employed to achieve the culture change from the current to the preferred culture state. Understanding the nature of the relationship (congruent or non-congruent) between organizational culture and the organizations' leaders may identify an unknown competitive advantage for the organization or provide an opportunity to develop a new competitive advantage.

Authentic Leadership and its Relationship to Ministerial Effectiveness

Timothy R. Puls

Concordia Theological Seminary and Indiana Wesleyan University

Abstract

Sometimes bright pastors fail at building credible relationships with laity. Improving self-awareness and balanced decision making while cultivating relational trust and transparency are essential leadership skills. Strengthening a pastor's authentic leadership is a critical step toward more effective leadership with lay leaders. A quantitative survey of 58 experienced ordained pastors of the Indiana District (The Lutheran Church – Missouri Synod) and 164 of their lay leaders was conducted in June, 2011. Each self-rating pastor and other-rating lay leader completed the Authentic Leadership Questionnaire (ALQ) by Walumbwa, Avolio, Gardner, Wernsing, and Peterson (2008) and the Ministerial Effectiveness Inventory (MEI) developed by Majovski (1982). This study discovered a significant relationship between authentic leadership and ministerial effectiveness.

Acculturation, Social Support, and Self-Esteem as Predictors of Mental Health

Among Foreign Students: A Study of Nigerian Nursing Students

Verna LaFleur

Indiana Wesleyan University

Abstract

Aim/purpose: The purpose of this study was to investigate the association between acculturation, social support, and self-esteem on mental health among Nigerian nursing students. **Background:** This study sought an explanation for the challenges that Nigerian students experience while completing their nursing education in the US. **Methods:** A sample of 76 Nigerian nursing students enrolled in Baccalaureate nursing programs from three universities in the District of Columbia and Maryland metropolitan area participated. Data were obtained using a valid and reliable online survey of 69 items. A descriptive cross sectional design was used. **Results/findings:** The final regression model revealed that acculturation, companionship constructs of social support, and self-esteem were significant predictors of mental health ($R^2 = 0.638$). **Conclusions:** Understanding the factors that impact academic performance in nursing school will help educators to design interventions that will decrease the health problems and increase the possibility of success for this subgroup.

Research Project Report: A Study of Followership

Joyce Terry and Lonnie Clinkscale

Indiana Wesleyan University

Abstract

This study provides a compelling argument that followership has significant meaning in enhancing organizational value and encourages the discussion of how followers are as important to the organization as leader are. 154 service employees at the Aramark ® Corporation were surveyed using the Personal Style Questionnaire by Robert Kelley (1992). The results demonstrated differences in how two different departments of service employees rated on critical thinking and active engagement. Based upon comparing the means for the Independent Thinking and Engagement scores for two test groups (male vs. female, and Food Services vs. Environmental Services - EVS), Differences between male and female employees were insignificant with regards to Engagement. However, the data indicates that the Food Services team members exhibit more Independent Thinking than the EVS team members. Furthermore, the study indicates a moderate positive relationship between Engagement and Independent Thinking indicating the need to find more opportunities for EVS employees to make decisions about how they do their work in order for them to feel more engaged with the organization.

Improving Pre-Service Teachers' Questioning Patterns:

An Example from Language Education

Muchun Yin

Indiana Wesleyan University

Abstract

Teacher questioning—the ways in which a teacher asks questions and responds to student answers in the classroom—plays a vital role in constructing and extending student knowledge, and can also be seen as a kind of assessment for learning. Research on attempts to improve teachers' questioning patterns has shown that training can be effective; however, that literature is small and more research is needed. This paper reports on the implementation and results of a pedagogical task designed to improve pre-service language teachers' questioning. As part of a course on language assessment taught by the author, 15 teacher trainees in an undergraduate TESOL (Teaching English to Speakers of Other Languages) program were each required to tutor an English language learner twice. Each tutorial was to be recorded and transcribed. After their first tutorials, the pre-service teachers met with the author individually to discuss ways to improve their questioning. Common problems were that the trainees had very short wait times, asked yes-no or closed-ended questions too frequently and open-ended questions too infrequently, answered their own questions, and did not follow up on student responses. After their second tutorials, the teacher trainees wrote reports on the ways in which their questioning patterns improved (or not), using evidence from their tutorial transcripts. Based on the transcripts and self-reports, teacher trainees were indeed generally able to improve their questioning, although with varying degrees of success. Further benefits, issues, limitations, and recommendations related to the pedagogical task are also discussed in the paper.

Digital Window: An ARG for Leadership Preparation Programs

John Somers and Lynn Wheeler

University of Indianapolis

Abstract

A challenge for educational leadership programs is to bring the reality of leading and managing schools into the university classroom. The field is in need of a training platform that blends the reality of leadership challenges with guided support and practice. An Alternate Reality Game (ARG) appears to be a good choice for providing an immersive experience for principal candidates. Although case studies and field experiences integrated with coursework accomplish some of this challenge, they do not necessarily deliver a level of problematic complexity commensurate with *in vivo* school leadership. Furthermore, field experiences are not controllable and may not afford the candidate a necessary and sufficient range and depth of issues and situations that are required for effective preparation. In addition, these experiences cannot be controlled to ensure an appropriate developmental sequence. That is, the sequence and nature of clinical experiences encountered by the candidate may exceed her knowledge base and cause consternation. Exposing new leaders to daunting dilemmas without appropriate scaffolding and guidance can result in frustration, confusion and sometimes costly decisions. An education-based Alternate Reality Game serves as a pedagogical tool to address situated realities of leadership. Qualitative analysis of student reflections indicates positive benefit to two cohorts of aspiring principals.

vLeader: A Simulation for Leadership Preparation Programs

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Abstract

The University of Indianapolis principal preparation program, iLEAD, is utilizing vLeader as a tool to support our students' leadership development through a software simulation based on business principles. Our goal is to help students respond to multiple questions: "What's it like to lead?" "How do we build foundational relationships with stakeholders?" "How can we practice different leadership styles?" vLeader practiceware was developed by Clark Aldrich in 2003 to provide a format to role-play communication skills with artificially-intelligent avatars and receive objective feedback and assessments. Initially, vLeader was utilized by corporate partners in the United States and abroad as well as government agencies including the U.S. Army. The program consists of five scenarios in a fictional company called Nortic. The primary objectives are: cultivating effective leadership communication skills, moderating tension and building personal influence, enhancing emotional intelligence, discovering ways to generate ideas and encourage idea generation in others, improving ability to resolve conflict, and realizing the importance of organizational culture and the leader's role as a change agent. Live coaching and de-briefing are often embedded during the simulation that further develop and deepen the students' leadership acumen.

Examining the Relationship that Spiritual Well-Being and Gender have with the Leadership

Practices of College Student Leaders

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Abstract

This study contributed to the ongoing research surrounding the leadership practices of college student leaders and the variables that contribute to these practices. Data for this research was collected at four private, protestant Christian universities in the Midwest. The dependent variable used in this research was the leadership practices of college student leaders. The data for this variable was collected using Kouzes and Posner's (2006) Student Leadership Practices Inventory (S-LPI). Two independent variables were used in this study as well. The first of these variables was spiritual well-being, using Ellison and Paloutzian's (1982) Spiritual Well-Being Scale (SWBS). The second independent variable used in this research was gender, placing the participants into two self-selected groups, male and female. This was accomplished with a self-report demographic sheet distributed at the same time the participants received and completed the SLPI and SWBS assessments. A positive correlation between the S-LPI and the composite score of the SWBS for college student leaders was discovered, with $N=210$. This discovery provides evidence that spiritual well-being influences the leadership practices of college student leaders. An independent-samples t -test was calculated examining the mean scores male and female participants for each of the five components of the SLPI and a significant difference was discovered, with females scoring significantly higher than male participants within all five components. A more thorough examination will provide opportunity for colleges and universities to review their current leadership development programming, both curricular and co-curricular, for opportunities to enhance student leadership development.

Bearing Witness in the Literature and Composition Classroom Leads to Student Empowerment

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Abstract

Linguistic theory posits that the act of testifying is empowering for the speaker (Coates, 2004; Spender, 1980; Tannen, 1990). My research analyzing contemporary American fiction through the lens of linguistic theory demonstrates that literary characters, such as the women of Julia Alvarez's *In the Time of the Butterflies*, Edwidge Danticat's *The Farming of Bones*, and Barbara Kingsolver's *The Poisonwood Bible*, overcome oppression and survive because of their ability to testify. This empowerment extends to the classroom as well. Analyzing narrative and profile essays of Freshman Composition students, I have found that student writing improves when students are given the opportunity to bear witness to their personal experiences, specifically when they are describing their own tales of survival. This presentation will compare the survival narratives of the aforementioned novels with survival narratives from student writers who testify about overcoming personal difficulties. Pre- and post-writing surveys reflect the levels of students' abilities to overcome and feel empowered through the act of writing. These surveys also demonstrate students' abilities to cope and heal by bearing witness to their experiences. This research has pedagogical implications that extend beyond the literature or composition classroom, as students across the curriculum can be encouraged to reflect on past resilience and become increasingly confident in their chosen disciplines as a result.

Faculty Development in the Age of Online “Everything”

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Purdue University Calumet

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Abstract

Nearly everything today is online – course materials, grading, registration, financial aid, the list goes on. Most facets of the university are being moved, at least in some form, to the online realm, but how can such an evolution be made simpler and more straightforward for both faculty and students? Our research and practice has found that the key to success in transitioning into the online and hybrid teaching arena lies in adequate, understanding, and knowledgeable support, so that faculty can make the necessary leap to the online world while maintaining a student-centered approach that is accessible to all, including students with disabilities and those using assistive technology. This presentation focuses on faculty development programs and associated research at two regional public universities in northwest Indiana, including successes, challenges, and lessons learned during the creation and implementation of these programs. Participants will gain perspective on what it takes to provide quality support for faculty transitioning to online and hybrid classroom models, including the important and yet often-overlooked aspect of how to ensure that accessibility for persons with disabilities is infused throughout the support process.

Sturdy Enough: Stepping Beyond Some of Servant Leadership's Critiques

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Texas State University -- San Marcos

Christopher D. McNiven

Trinity International University

Abstract

A foundational critique in the literature on servant leadership (SL) is: *there is no consensus as to the nature of SL*. This should not be surprising as Greenleaf (1977) acknowledges that there were inherent conflicts and inconsistencies in his conceptualization of servant leadership, and since people disagree about how to resolve those tensions, they are bound to disagree about the nature of SL itself. Using the frame of moral disagreement we suggest that we don't see eye to eye on what constitutes servanthood. This is not because we differ on what, in fact, servants do. Rather, we have varying perspectives on what servants *should* do; we have a variety of expectations about excellence in this domain. And so, in an effort to add to the conversation on servant leadership, this session will look to address three areas. First, it will highlight this central critique of servant leadership and sketch out its intended consequences. Next it will make use of the philosophical lens to address virtue ethics, moral disagreements, and normative theory, and to provide an answer to the critique. Finally, it will look to present a developing "both/and" framework of servant leadership and its related implications for consideration and feedback.

The High Performing Organization: A Model for Leaders in the New Now

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Trinity International University

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Abstract

In 2008, the economic downturn established a new norm under which all sectors would have to find adaptive approaches to operating in a challenging financial climate (Anheier, 2009). Healthcare (Richard, Bohmer & Thomas, 2009) and specifically the Aging Service Field were not spared, and have struggled to find their footing in a depressed housing market, with heightened focus on perceived value by older adults, and increased scrutiny by all shareholder groups. The response is a High Performance Organization (“HPO”) Framework which represents an opportunity to reinvent leadership, culture and infrastructure, themes central to sustainable organizations. This framework is built on a collection of studies in organizational performance (de Waal, 2008; Jetson, 2008; Gupta, 2011) and represents an *innovative research to practice format* that uses a mixed methods approach to establish and maintain focus on operational excellence and customer service. This session will provide an overview of the foundational assumptions, core features and means of investigating the HPO organization. It does so in terms of understanding leadership’s strategic activities resulting in sustained periods of growth and increased market share. The HPO Framework, while designed for healthcare, is generalizable across sectors and industries and would benefit from collaboration with the academy.

Exploring Cultural Competence within the School Context and the Resulting Implications
for a Teacher Preparation Program

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Abstract

This study emphasizes multicultural education, school leadership and teaching. Teachers play a critical role in the education of nonmainstream students (Irvine, 2003; Ladson-Billings, 2004). Oftentimes, teachers face challenges with classroom behaviors and student learning when pedagogy does not relate to students' cultural lives (Grant and Sleeter, 1999; Gay, 2000). There is significant research based on teachers' cultural backgrounds differing from those of their students and relating to issues of an achievement gap in student learning (Moule, 2012; Grant & Sleeter, 2007). The school context (policies, culture, history, etc.) affects how teachers interact with cultural competence. Pollack et al. (2010) reveal that teachers have ongoing struggles regarding issues related to cultural competence such as power and inequities in education. A key implication to cultural competence in the school context deals with the need to build more awareness and sensitivity to cultural competence in school leadership and contextual support. Teachers and their school leaders are the primary transmitters of knowledge in the swiftly changing landscape of the American education system, and until leadership and teacher training or expertise reflect and meet the increasing demands of our changing society, gaps in achievement will remain. We will present results of two studies in conjunction with the literature and include school leader and teacher voices on the topic of cultural competence in the school context.

Of Discipleship and Discipline: A Conversation on Student Formation at Christian Universities

Anne Thome and Christopher D. McNiven

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Abstract

Over the past ten years, market factors and institutional choices (Benne, 2001; Corts, 2011; Hemingway, 2009) have added a layer of complexity to the mission of student formation upon which so many schools were established. These factors and choices are exacerbated by prospective and current students who skeptically view Christianity and its ethos (Barna, 2009). The result for at least one Christian University has been a wrestling to hold the line as it relates to institutional purpose. Using a case study of Resident Life at one Christian University, this session looks to explore a flex- framework of student formation that has migrated to fit the changing spiritual demands of traditional undergraduate students in a residential program. It offers a theological perspective that meets a current generation of students who appear out of phase with the implicit norms of the institution. The facilitated conversation is designed to incorporate audience participation (questions and input) and to advance an honest dialogue on the struggles of the primary mission of the Christian University in today's climate.

The Relationship Between Leader Humility, Trustworthiness, and Integrity:

A Study of Teachers' Perceptions of Principals

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Abstract

Humility in leadership has received growing scholarly attention in recent years. However, the literature is devoid of empirical studies of the relationship between leader humility, trustworthiness, and integrity. This quantitative study examined these understudied relationships, guided by two primary research questions: (1) What is the relationship between leader (principals') humility, trustworthiness, and integrity, as perceived by followers (teachers)? (2) Do leader trustworthiness and/or integrity differ by the level of leader humility? In this study, 137 teachers from K-12 educational settings completed a survey measuring teachers' perceptions of their principals' humility, trustworthiness, and integrity, with trustworthiness and integrity being measured by the Idealized Influence scale of the Multi-Factor Leadership Questionnaire (MLQ) 5x-Short. For Research Question 1, data were analyzed using *Pearson r* correlation coefficients. For Research Question 2, data were analyzed using an Analysis of Variance (ANOVA). Correlational results showed that the relationship between humility, trustworthiness, and integrity was significant at $p < .001$. ANOVA results showed that leader trustworthiness and integrity significantly differed by the level of leader humility ($p < .001$), with high levels of humility being associated with high levels of trustworthiness and integrity, and low level of humility being associated with low levels of trustworthiness and integrity. The findings provide support for the role of humility as an attribute that contributes to perceptions of leader trustworthiness and integrity.