**Workshop Title: Centered, Boldface, and Title Case**

**Abstract**

An abstract is a brief summary of your proposal, which will be submitted as part of the online proposal form, allowing reviewers to quickly understand the main points and purpose of your work. Please limit the abstract to 200 words.

**Session Learning/Participant Objectives**

Include 2-3 learning/participation objectives.

**Introduction**

The introduction should define the problem or topic to be addressed by the workshop. The introduction should also stimulate interest in topic and identify why the workshop facilitator(s) are uniquely situated to facilitate a directed workshop about the topic.

**Background**

This section should briefly highlight the connection to leadership and/or pedagogical literature/theory or background of the method and its relevance to research in leadership education.

Please note that a review of related scholarship is meant to identify connections to established theory and/or practice which will ground and contextualize the proposal. Authors are not necessarily expected to have conducted original research or complete an exhaustive literature review. It is assumed that reviews of scholarship will be concise and will help readers/participants note how this work is informed by and connected to the larger field of practice.

**Description**

For workshops focusing on pedagogy or teaching practices, this section is the place to highlight clear details of the activity.  This may include specific steps of the practice, a plan for the presentation, and/or an outline of discussion questions.

For research methods focused workshops, this section may include specific steps to using the method, activities involving interacting with data and associated analysis outputs (statistical outputs, thematic coding schemes, etc.), and an outline of discussion questions.

**Foreseeable Implications**

This section should outline what the facilitator(s) anticipates are the personal and/or professional applications of the concepts/practice/method. Facilitator(s) should describe the outlets for utilizing the concepts/practice/method.

**Appendices**

Include handouts and supplemental materials here (up to four pages of handouts/reference material to be reviewed with the proposal).

**References**

The reference list that follows is a mock list.  According to APA style, the reference list should include entries for all in-text citations.  Material that was not mentioned in the narrative should be omitted from the reference list.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Kupers, W., & Weibler, J. (2008). Inter-leadership: Why and how should we think of leadership

and followership integrally? *Leadership, 4*(4), 443-475. <https://doi.org/10.1177/1742715008095190>

Rath, T., & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow.* Gallup Press.

Riggio, R. E., Ciulla, J. B., & Sorenson, G. J. (2003). Leadership education at the undergraduate

level: A liberal arts approach to leadership development. In S. E. Murphy & R. E. Riggio (Eds.), *The future of leadership development* (pp. 223-236). Lawrence Erlbaum Associates.

Ritch, S. W., & Mengel, T. (2009). Guiding questions: Guidelines for leadership education

programs. *Journal of Leadership Education*, *8*(1), 216-227. <https://doi.org/10.12806/V8/I1/C2>

Vedantam, S. (Host). (2019, October 28). BS jobs: How meaningless work wears us down [Audio podcast episode]. In *Hidden brain.* NPR. <https://www.npr.org/2019/10/28/774067928/bs-jobs-how-meaningless-work-wears-us-down>