

## **POSTERS** **(Practice & Research)**

### **Practice & Research Poster Sessions CFP:**

**Practice & Research Poster Sessions** aspire to professional quality posters outlining either practice or research relevant to the leadership education field from undergraduates, graduate students, faculty, or administrators. Accordingly, **Practice Posters** should introduce, share, or describe interesting practice or programs in the field of leadership education. **Research Posters** should introduce speculative, late-breaking results in an emerging or existing leadership research project. Proposals may be up to four (4) pages single-spaced (excluding references).

Suggested poster proposal headings include:

- Abstract
- Introduction
- Background (including connection to leadership or pedagogical literature/theory)
- Description of program, research, or methodology
- Current results
- Conclusions/Recommendations
- References

### **A Note about Poster Session Judging**

The Poster Session will provide authors and participants the ability to network with other like-minded leadership educators/researchers and engage in discussions about their work in an informal setting. When a poster is accepted, participants will be able to request a Poster Mentor (PM). The PM will be an ALE member that is an expert in the field. The PM will attend the poster session and collaboratively engage the author(s) regarding the content of the poster to advance the program or research to a new level.

Posters will be judged in three categories (#2 and #3 are done on-site at the conference):

1. Overall Poster Proposal Quality
2. Professional Presentation of Content
3. Communication with Presenter

Please plan for a maximum poster size of 4'x4'. (Poster sizes may vary but are typically in the 3'x3' – 4'x4' range.)

**For questions regarding Practice & Research Posters**, please contact Dr. Kelleen Stine-Cheyne ([kelleen@stine-cheyne.com](mailto:kelleen@stine-cheyne.com))

## **Practice & Research Poster Proposal Template:**

### **Practice & Research Posters: Centered, Boldface, and Title Case**

#### **Abstract**

An abstract is a brief summary of your paper, allowing reviewers to quickly understand the main points and purpose of your work. Please limit the abstract to 125 words.

#### **Introduction**

Although guidelines of the American Psychological Association (APA) indicate an introduction should begin on a new page (APA, 2019), we prefer that you place it on the same page as the abstract. Accordingly, it may be appropriate to use an “Introduction” heading to distinguish this section from the abstract.

In general, the manuscript should adhere to the following guidelines:

- Full narrative no more than four (4) pages. References and appendices may extend beyond.
- 1-inch margin left, right, top and bottom.
- No headers or footers.
- Font is 12-point Times New Roman.
- Paragraphs flush left, with no indenting or tabbing.
- Single-spaced text.
- Paragraphs separated by a blank line.
- Headings centered with blank line above and below.
- Inclusion of tables and figures is encouraged.
- Do not use footnotes or endnotes. Include the material in the body of the text.
- Remove all identifying information such as author names and institutions ([Author], 2013).
- Follow the *Publication Manual of the American Psychological Association* (7th edition), except as directed.

#### **Background**

The background should review relevant scholarship related to the research/practice reviewed within your paper, include frameworks utilized, and list research questions or program goals.

## Description of Program/Methodology

This section should briefly describe the practice or methods incorporated within your research/practice. We suggest considering specific sections that focus on audience/samples, guidelines/procedures, and/or assessment or data analytic techniques.

## Current Results

Please follow APA 7<sup>th</sup> edition guidelines related to the use of tables and figures. This could include either empirical or assessment data.

## Conclusions/Recommendations

In addition to a discussion of results, we suggest including sections that discuss implications, limitations, and future directions in practice and/or research.

## 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. Please include DOI information for all article references for which this information exists.

Andenoro, A. C., Allen, S. J., Haber-Curran, P., Jenkins, D. M., Sowcik, M., Dugan, J. P., & Osteen, L. (2013). *National leadership education research agenda 2013-2018: Providing strategic direction for the field of leadership education*. Retrieved from Association of Leadership Educators website: <http://leadershipeducators.org/ResearchAgenda>

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: Author.

Council for the Advancement of Standards in Higher Education (2009). Student leadership programs. In *CAS professional standards for higher education* (7<sup>th</sup> ed.). Washington, DC: Author.

Kupers, W., & Weibler, J. (2008). Inter-leadership: Why and how should we think of leadership and followership integrally? *Leadership*, 4, 433-475. doi:10.1177/174271500809510

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). Mahwah, NJ: Lawrence Erlbaum Associates.

Ritch, S. W., & Mengel, T. (2009). Guiding questions: Guidelines for leadership education programs. *Journal of Leadership Education*, 8(1), 216-227.

