**Panel 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.

**Panelists**

Please include a list of panelists (3-5) with each individual’s affiliation noted. Please clearly indicate the panel chair(s) or moderator(s).

**Introduction**

The introduction should define the problem or topic to be addressed by the panel. The introduction should also stimulate interest in topic and identify why the panel is uniquely situated to speak about the topic.

**Background**

This section should highlight the connection to existing literature/discussion (theory, practice, assessment, etc.) in the field of leadership, education or other related pedagogy/research. It may also provide information about the practical backdrop of the topic.

**Description**

This section is the place to highlight clear details about how the panel will be facilitated. This section should include an overview of the session plan with a focus on time allocation for the 90-minute session. Possible panelist question prompts should be included.

**Foreseeable Implications**

The facilitator(s) should reflect on the implications or impact the problem or topic will have on the leadership education community, as well as offer additional insights or implications relevant to other researchers or practitioners. This section should show a clear connection between the topic or problem and leadership education.

**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.

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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>