

EXERCISES IN EVIDENCE BASED MANAGEMENT



Andrew O. Herdman, Ph.D.
College of Business
East Carolina University

Leadership & Management-

The Current State of Affairs

- ⊙ Research-practice disconnect:

- <1% of practitioners make any effort to seek out and understand research related to management/leadership.
- 20% competency rate (would you work for them again?).

- ⊙ The reality:

- “Everyone is an expert.” (personal preference, bad habits, tradition)
- “Experience is the best teacher.” (unsystematic evidence)
- General skepticism about the idea that we can positively affect our own leadership ability (got it, or not)



The Alternative: Evidence based Approach

- ◉ My own story: “A long time ago, in a galaxy far, far away...”
- ◉ Evidence-based approach:
 - Systematic and intentional application of what is known to work (example: medicine).
 - What does the best available evidence suggest that great leader's do?
- ◉ Applying it in the classroom:
 - Management 4343
 - Geography 3230



Management 4343- Leadership

- ◉ In the COB, students have (minimum) 9 hrs of leadership under their belts before I see them.
- ◉ Leadership projects:
 - An experiment in evidence based leadership.
 - Affect a change of their own choosing (act from their passions) in the university, organizations, and communities .
 - Evaluated on application– i.e. leading intentionally based on the best evidence.



Management 4343- Leadership

◎ Goals:

- Equip students with an opportunity to engage in intentional leadership through the application of research.
- Provide a positive experience in evidence based leadership and build skills and trust in research that is important to future leadership efforts.
- Provide a leadership story to tell to prospective employers.
- Experiences, challenges and critical questions confronting projects serve as basis for in-class discussion.
- Make a positive and lasting difference to the university and community.



Management 4343- Leadership

◎ Results (Fall 2012)

- ❖ Students in the course raised more than \$20,000 in initiating and leading charitable events.
- ❖ Standing support groups were developed for students with weight issues.
- ❖ More than 3,000 lbs of food collected for the local food pantries.
- ❖ Student invited to serve on local food pantry board of directors.
- ❖ Several environmental clean-up efforts executed.
- ❖ 130 pints of blood were collected.
- ❖ A company was incorporated.
- ❖ A rural volunteer fire department revitalized.
- ❖ Many more.





GEOG 3230- GLOBAL CLIMATE CHANGE

- ◉ Support teaching efforts of Drs. Rosana Ferreira and Scott Curtis
 - Course has dual purposes:
 - Content- Global climate change
 - Team projects- Student teams with members from five countries selecting and implementing a project designed to address climate change.
 - Challenges abound- language, technological, cultural, etc., etc.
- ◉ Solution?
 - What does the research say? Be intentional:
 - Based on two papers co-authored with Drs. Bill McDowell and Josh Aaron about “team charters.



GEOG 3230- GLOBAL CLIMATE CHANGE

⦿ Team Charters

- What does the research say about great project teams?
- Students discuss and ratify a team charter prior to project inceptions.

⦿ Results:

- Positive (or at least more positive) student responses.
- Deeper understanding and trust in research.
- Great projects, friendships and a story to tell.



Questions?

