1) Title of Proposal:

Reducing the Transferability Gap: The Link between Service-Based Learning and Career Development in Management Education

2) Abstract:

Historically, the benefits of service-based learning have been identified with higher academic performance and greater engagement with community issues. Yet, a major area needed to sell more strongly the contributions of service-based learning programs includes how these programs can reduce the transferability gap in management education. The transferability gap in management education can be defined as the gap between theory and practice that limits career development and accessibility. This paper takes a conceptual look at how students can market what they have learned in service-based learning projects for career opportunities that can help address this transferability issue.

3) Keywords:

Learning Transfer
Service-Based Learning
Career Development

4) Format

 X Activity or exercise
 X Discussion roundtable (60 minute only)
 ___ General discussion session

5) Time Requested:

 ___ 30 Minutes
 X 60 Minutes (*Roundtables must select 60 minutes*)
 ___ 90 Minutes

6) Planning Details:

Does your session have any special requirements for space or materials?

This session requires only copies of the material titled, "Marketing What You Have Learned From Service-Based Learning". This material was developed based on my background in HR recruitment as well as through informational interviews conducted with recruiters, HR, and management professionals This material will be walked through either as an activity or as part of a discussion and is divided into the following three sub-components.

- Part I: Understanding Your Audience – examines what drives human resource professionals in the recruitment process and what students need to do to convince these professionals as to how service-based learning can benefit their organizations.
- Part II: Making Your Learning "Real" To Employers – builds from Part I and looks at how to integrate service-based learning to address three to four common pain points in management. They include project management, organizational development, and leadership and team development. Addressing these pain points helps make the learning from service-based projects more "realistic" in application to future employers.
- Part III: Packaging Your Learnings onto The Resume – is a consolidation of what was learned from Parts I and II and looks at how students might capture what they learned from service-based learning onto their resumes. This section concludes by looking at how students might defend and talk about these points in an interview situation.

7) Learning Objectives or Goals for the Session:

What are 2-4 specific learning outcomes that participants will get from your session?
The learning objectives from this session will facilitate greater discussion and exploration as to how service-based learning can be used to reduce the transferability gap in management education through career self-development exercises, resume reflection, and interview

questions. These objectives also address how Human Resource professionals and hiring managers can see the value in service-based learning beyond what is promoted by students and their faculty.

8) Management or Teaching Topics:

Describe what management and/or teaching topics are relevant to your session, and why? Please include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

This session builds off of standpoint theory and specific to issues surrounding learning transfer in management education. In the context of service-based learning, a critical assumption is that students challenge and extend scholarly discourses through their interactions with others; this process of understanding exposes where there are both issues and opportunities in the learning and application of new knowledge that are needed to broaden issues and forms of application.

Standpoint theory is often used by service-based learning researchers and researchers more generally to describe how individuals begin their understanding from this perspective (e.g., Astin et al., 2000; Harding, 1991). Similar to other forms of experiential learning, service-based learning depends on students' capacity to learn from others to facilitate, but also to promote understanding more effectively. This capability is similar to what standpoint researchers describe as the ability to "transport" one's experiences (Astin et al., 2000), akin to mindful learning where individuals can take perspectives of the other (e.g., Langer, 1997). However, it is a process that also requires that the context be sufficient enough to realize luminary experiences that will bring the "ah-ha" moments to students.

In the research on service-based learning, the predominate focal point of these "ah-ha" moments rests prominently on what students can bring to service-based organizations or what educators can reinforce as critical learning opportunities in learning application such as social responsibility and ethics (e.g., Flannery & Pragman, 2008; Kohls, 1996; Kolenko et al., 1996; Papamarcos, 2002, 2005; Weber and Sleeper, 2003; Wittmer, 2004; Zlotkowski, 1996) as well as authenticity in learning (e.g., Hazen et al., 2004). Less often does service-based learning integrate standpoint theory to address the needs of future employers as part of developing "ah-ha" moments for students in their career development. This is despite some of the cited benefits of service-based learning on career development including exploration of career interests as well as development of work experience (e.g., Ellis, 1993, Franta, 1994).

9) Session Description and Plan:

What will you actually do in this session? What activities will you facilitate, how long will they take, and how will participants be involved? Reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session. Include a timeline for your session.

In this session, I will provide an overview of the document, "Marketing What You Have Learned from Service-Based Learning" and its three subcomponents that represents an

application of how standpoint theory is used to link service-based learning to career development. As part of this session, I will spend roughly 10 minutes on each of the three components of this document, as listed under section of this proposal, followed by some case examples of how it has worked for my students in my Organizational Behavior and Management classes. The purpose of this discussion is to broaden the conversation with fellow management educators regarding better ways to reduce the learning transfer issue in management education and specific to practitioner projects around service-based learning and how to link them to career development.

10) For Activities and Exercises:
Attach any materials needed to run the activity and debriefing questions. Evidence for effectiveness may also be included.

MARKETING WHAT YOU HAVE LEARNED FROM SERVICE-BASED LEARNING

This course centered on organizational behavior theory to practice through a service based learning project. The next step involves marketing what was learned from this course for future career development.

To answer this question involves two perspectives: 1) looking at what recruiters want (i.e., what specifically drives them, their departments, and their organizations) and most importantly 2) what do you want in your career development.

PART I: UNDERSTANDING YOUR AUDIENCE

The Recruitment Perspective

- **Recruiters are assessed on metrics relating to the quality of the new hire measured in retention rates and future performance on the job as well as time to hire.**
- **To ensure high retention and job performance, most recruitment is therefore based on the art of good prediction (i.e., how do I know that "x" behavior will lead to "y "outcome).**
- **Apart from reference checks and selection testing, recruiters create prediction mostly during the interview by assessing the following:**
  - **The strength of your value proposition (i.e., what you bring to the table in terms of concrete examples and competencies that can be a value add)**
  - **The results that you produced (actual is preferred -- with undergraduate students, recruiters will also look for hypotheticals since they don't expect the same level of work experience)**
  - **Level of thought leadership (i.e., how you can think differently to bring innovations and/or show demonstration of learning from failures not just success)**

- o **Strength of credibility (i.e., how effectively you can convince them with theory and practice)**
- o **Suitable presentation (i.e., your presence)**
- **Aspects of the above are often tested through the STAR model.**

"S"ituation	The situation could be anything from the classroom, project, group, and/or outside activity involving service-based learning as related to the value proposition, results, thought leadership, credibility, and suitable presentation that you can bring to a job.
"T"ask	What was the task, its goals, and how was the work generally structured related to these points?
"A"ction	What were the specific steps you took?
"R"esult	What were the results? This could be numerical or qualitative. As part of this discussion, you want to discuss both the strengths and failures of the context and link it back to what you learned. This discussion ties into mindfulness and also what you understand about transferability.

From the applicant side, you want to be able to do the following:

Define who you are or who you would like to become → tied to the value proposition

Provide examples of this value proposition from class/outside service learning projects → tied to how they contribute to results (actual or hypothetical)

What makes you different and unique linked to reflection → tied to thought leadership (both in understanding success and failure from these projects)

Ability to cross-integrate theory and practice → tied to strength of credibility

Management of your image (i.e., how others perceive you) → tied to suitable presentation

HOW SERVICE BASED LEARNING LINKS TO THESE DIFFERENT LEVELS

Value proposition	Who you are	• From your analysis of your service-learning project performance, discuss how your personality, communication, and work-style define this value proposition.
Results	Examples from class/outside projects	• If your project was a success in application, you want to talk about what you accomplished. If your project was more challenging, you want to talk about what you have learned and what you could have done differently.
Thought leadership	What makes you different and unique	• Discuss how well you understand and use your personality, communication, and work-style differently and, most importantly, how that understanding sets you apart from other people over the course of the service-based learning project. This is one way to build for mindful application but needs to be tied to your own value proposition as part of your own thought leadership and specific to what competencies and innovations you bring to the table.
Credibility	Ability to cross-integrate theory to practice	• With each theory learned, how can you establish credibility in what you know about the limits and opportunities in application? You will want to pick at least three different examples from class or things that you did on the service-learning project which you can talk about in an interview and market as part of your skills.
Suitable Presentation	How others perceive you	• How did other people perceive you either positively or negatively over the course of the service-learning project? This information should be drawn from surveys, interviews, and tape-recorded conservations that move beyond your self-reported findings of how you may think others perceive you. You can use this information to explain how you manage your image.

PART II: MAKING YOUR LEARNING "REAL" TO EMPLOYERS

In most management situations, service-based learning teaches us skills related to project management, organizational development, as well leadership and team development. Other skill areas can be included. However, beginning with the above points, briefly jot down three things related to the following areas that you learned over the course of the service learning project and which you would feel most comfortable talking about in an interview situation.

Project Management (understanding of time, budget constraints, division of labor)

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Organizational Development (diagnosing an organization, its practices, and methods to change the organization)

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Leadership and Team Development (leadership and team development and communication dynamics)

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When marketing these learning experiences in an interview situation, incorporate them into the STAR model. Remember the STAR Model involves discussion of the "S"ituation, "T"ask", "A"ction, and "R"esult.

"S"ituation	The situation could be anything from the classroom, project, group, and/or outside activity involving service-based learning as related to the value proposition, results, thought leadership, credibility, and suitable presentation that you can bring to a job.

"T"ask	What was the task, its goals, and how was the work generally structured related to these points?
"A"ction	What were the specific steps you took?
"R"esult	What were the results? This could be numerical or qualitative. As part of this discussion, you want to discuss both the strengths and failures of the context and link it back to what you learned. This discussion ties into mindfulness and also what you understand about transferability.

PART III: PACKAGING YOUR LEARNINGS ONTO THE RESUME

Now see if you can capture what you have learned from these exercises into sample resume statements that you can market to employers. See the example below.

Organizational Development Analyst for XYZ Service-Learning Project

- Assessed the viability of volunteer outreach programs for xyz organization
- Conducted a best of the breed analysis including assessment of marketplace threats to this organization and avenues for social outreach
- Co-developed and co-managed a team of four to develop a strategic set of recommendations that would help enhance and redefine the recruitment, retention, and reward practices of this organization tied to its marketing and organizational efforts
- Created a performance management process to assign work and assess the quality and timely delivery of work products to the client against resource constraints that reduced cost by 50%.
- Served as a liaison among key stakeholders to ensure seamless communication across work products and their delivery

Finally, select a person to provide a critique of your resume and see if you can answer the following interview questions based on what you captured.

Sample interview questions:

- Tell me about a time when you worked on a difficult project. Tell me what you did and how you resolved the issues. What was the outcome?
- Describe a sample work product or situation where you were particularly successful. What made it a success? What was the outcome?

- **What are the most important attributes of a leader today? Can you give me an example of good leadership that you learned in class or a real-world setting?**
- **What are the most important attributes to a successful team or organization? Can you provide an example? How might those attributes look or work differently in different contexts?**
- **If you had to select for an important set of qualities in an employee today, what would they be? How are they linked to your learning in course or outside work?**
- **Describe some sample work products or recommendations that you created for an organization. How did you develop those products or recommendations? What made them a success or a failure? What would you do the same or differently the next time around?**

11) Implications for Teaching or for Teachers:

What is the contribution of your session?

The contribution of this session tackles a deeper problem in management education and specific to how educators use and leverage learning from practitioner projects such as service-based learning to address career development concerns. Often left out of this equation is what HR professionals are looking for in a new hire and how this perspective can be integrated back into reducing the learning transfer problem in management education. This session takes a look at that perspective.

12) Application to Conference theme:

How does your session fit with the overall OBTC theme of Learning in Community?

This session stresses connectivity between what students understand about their subject and themselves in service-based learning toward real world application. This session also touches implicitly upon how teachers should approach the benefits of service-based learning beyond the classroom such as career development.

13) Unique Contribution to OBTC:

Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?

I have not formally presented the work in this proposal before. The material referenced in this proposal has been used in previous sections of an Organizational Behavior course with Service-Based Learning projects involving over 200 students across 40 projects during one full academic year. The contribution looks at a how learning from service-based learning projects can be marketed to external employers that can further validate the benefits of service-based learning programs to students.

14) References and/or Additional Materials:

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