OBTC

Teaching Conference for
Management Educators

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Submission Template for the
2016 OBTC Teaching Conference for Management Educators

1) Developing Meaning and Connectivity through "Golden Circles" and Social Networks for Mutual Benefit

In management education, there has been great debate regarding whose interests do educational models serve. Teachers? Students? Or, the broader community? To address these questions, educators must establish points of mutual benefit. Yet, tackling the concept of benefit historically stresses dichotomization (i.e., us versus them), and when bridging such differences, emphasizes how core needs and forms of inquiry must be acknowledged. In this session, I take an alternative approach. Leveraging Sinek's concept of "Golden Circles" and social network theory, I present three exercises, showing how they can be used to target the "why" and "who" for shared benefit.

Keywords: Mutuality of Benefit, Social Networks, and Needs Analyses

In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.

2) Format

_X__Activity or exercise
_X__Roundtable discussion (60 minute only)
___General discussion session

2a) For activities and exercises only, is yours best suited for

_X__A traditional classroom
___An online class
___Either

2b) For activities and exercises only, is yours best suited for

___Undergraduate students
___Graduate students
__X_Either

3) Time Requested:

___30 Minutes
_X_60 Minutes (*Roundtables must select 60 minutes*)
___90 Minutes

4) Planning Details:

Each room contains a white board with markers, computer (PC) with DVD capability and computer projector. Does your session require any other equipment?

This session does not require any additional equipment.

5) Teaching Implications:

What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.

There is no question that management educators face considerable challenges and opportunities. With increased attention given to how management educators can increase value for their students and community stakeholders beyond just academic work and institutions, a natural question is how to define benefit?

From an historical perspective, this question has been a long-standing problem in management education reaching into ethical debates around the purposes of education, but also centers on how we define service in the context of management education. Godfrey, Illes, and Berry (2005), for example, highlight whether the purpose of management education is to serve academic interests alone? Or, is it even reasonable to consider how students and communities have a stake in the design of management education beyond academics and corporate interest groups? Yet, another take on this issue, is whether we have the right line of questions to understand who benefits and why in concepts of service? Yorio and Ye (2012:10) position this line of questing around the following: "(1) What are theoretically established learning outcomes of service-learning?; 2) What is the overall strength of service-learning in terms of these learning outcomes?; and (3) What factors moderate the relationship between service-learning and these expected learning outcomes?"

Much of this debate harkens back to Locke and Bentham around individual versus group benefit, the social and economic purposes of organizations, and individual choice whereby motive has been questioned and has led to dichotomization or bifurcation on the issue of benefit. However, to shift toward mutual benefit, management educators and practitioners need to develop interventions that identify how benefit originates from a point of familiarity and not just a point of difference.

Conceptually, mutual benefit emerges through the idea of reciprocity and is acknowledged as one of the three-legged stools in service learning (i.e., reality, reciprocity, and reflection) (e.g., Godfrey, Illes, & Berry, 2005; Yorio & Ye, 2012). The idea of mutual benefit can be abstractly related to the concept of how to build for authentic leadership and specific to the ideas of creating meaning for self both from past and present experiences (See Berkovich, 2014). Management scholars, however, have addressed this issue mostly by looking at what core needs drive motivation and engagement differently or how to build perspective around those needs such as through action-based inquiry methods.

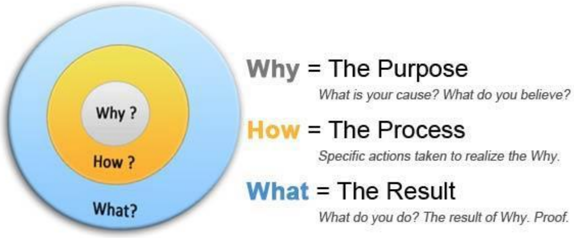
While the communication and identification of these needs are helpful, they may never get fully at the "why".

Sinek (2009) posits that addressing "the why" is essential because learning and engagement is a biologically not just a psychologically driven process; although Sinek relates these processes to a general leadership function, he argues that success in learning behavior stems from emotional and relational outcomes in information use found in the limbic part of the brain needed for preservation and survival. Sociologists and psychologists (e.g., Horn, 1985) equally argue, that in order for information to "stick", the information must be positioned around why because of imprinting (i.e., shaping of cognition through early experiences and learning through what is familiar); familiarity is related to comfort and emotional uses of information, which drive survival behaviors. At a simpler level, this is associated with the common expression of "what's in it for me" or the degree of resonance among co-centric interest circles between individuals' and organizations' needs that might explain levels of mutuality or conflict.

However, targeting of the why needs to account for what enables familiarity as a by-product of association (i.e., the who) not just an awareness of what one personally values. Cross and Prusak (2002) as well as Krackhardt and Hanson (1993) cite, for example, that the structure of social networks and the role that people play in these networks can have bearings on how individuals test their understanding, creativity, and trustworthiness in information. This understanding is dependent on the structure and points of accessibility to those networks and how they can be used to establish common points of familiarity and resonance in value and information use. For example, individuals learn through recognizable paradigms and concepts, but in action they need to resonate with networks that control flows in information and resource use. Degrees of separation in these networks and paradigms must be recognized as both a challenge and an opportunity but must be leveraged proactively.

In the following exercises, I show how the concepts from Sinek's (2009) Golden Circle, as pictured in Figure One below, can be applied toward broadening and being united in service by establishing points of mutual benefit. As part of extending this model, I re-focus needs assessments "conventional needs assessments" toward identification of the "why". I then tie this analysis into assessments of "who" in social networks should be tapped to establish action points of mutuality.

Figure One: Sinek Model



The learning outcomes from this session are as follows:

1. To turn needs assessments "on their head" by having participants examine "the why" of their immediate and long-term goals and actions
2. To have participants explore how social networks can be optimized to reduce risk and to create opportunities needed to achieve the "why" of goals and actions
3. To establish linkages between networks and points of why to include action steps, linking service needs for organizations and self

6) Session Description and Plan:

What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that 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.

To achieve these learning outcomes, I present three exercises, running roughly 20 minutes each, which management educators and practitioners can use both within the classroom and in general practitioner contexts. The exercises are outlined briefly below and build from each other.

Exercise 1: Goal and Needs Assessment and Risk Profile *(20 Minute Exercise)* – A major challenge with surfacing "the why" is that it is often embedded in everyday goals and needs. As part of this first activity, participants spend 20 minutes surfacing their short-run, intermediate, and long-term career goals and plans; they then develop an initial risk and opportunity profile to identify what matters to them. This activity contains two parts (i.e., Parts A and B) and are described below. Part A begins by asking participants to list their short-term, intermediate, and long-term goals and to identify at least two reasons for each goal along with major obstacles and opportunities. A sample of activity form for Part A is provided below.

Part A: For this activity, please answer, as best as possible, the following.

Short career term objectives:

- Over the next 6 months through the next year, I would like to accomplish the following goals (Please list a minimum of three goals below and provide at least two reasons why they are important to achieve) …
- The major challenges preventing me from achieving each goals is (Please list at least three challenges)
- The major opportunities needed to reach each goals is (Please list at least three challenges)…

Intermediate career term objectives:

- Over the next three to five years, I would like to accomplish the following goals (Please list a minimum of three goals below and provide at least two reasons why they are important to achieve) …
- The major challenges preventing me from achieving each goals is (Please list at least three challenges)
- The major opportunities needed to reach each goals is (Please list at least three challenges)…

Long-term career term objectives:

- Over the next five to ten years, I would like to accomplish the following goals (Please list a minimum of three goals below and provide at least two reasons why they are important to achieve) …
- The major challenges preventing me from achieving each goals is (Please list at least three challenges)
- The major opportunities needed to reach each goals is (Please list at least three challenges)…

After filling out Part A, participants are then asked as part of Part B of this exercise to describe their ideal organization and how this organization ties to their goals and objectives. At the end of this exercise, participants share their analysis with a partner and identify three general risks and opportunities that they need to focus upon holistically. A sample activity form for Part B is provided below.

Part B: For this activity, please begin with a description of your most ideal organization followed by your answers to the questions listed below.

Description of Your Ideal Organization:

How does this organization's mission and values tie to your goals and objectives as listed in Part A of this activity?

Once you have finished, pick a partner and share your answers. As part of your discussion, identify three risks and opportunities in your ability to achieve your objectives to those of this organization. Please note those risks and opportunities below.

Three risks

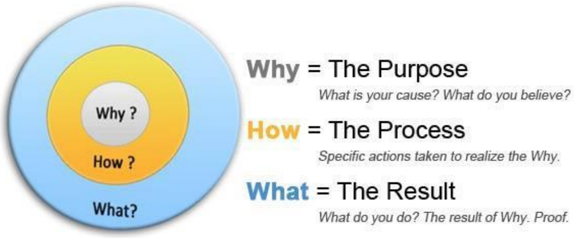
-
-
-

Three opportunities

-
-
-

Exercise 2: Application of the Golden Circle to Value Identification *(20 Minute Exercise)* – The preceding exercise helps surface what specific factors in organizations and in career planning matter to participants. This first exercise aids in the identification of specific "why" variables. Yet, to deepen this analysis, participants need to "tie" their understanding of these variables to core drivers (i.e., their passion and purpose) and how they might hold specific implications for themselves and their organizations. This second exercise furthers this process by asking participants to skim through their answers from the first activity; providing them with an explanation of the Sinek "Why" Model as pictured below; and from these first two steps, asking participants to brainstorm on note paper a list of adjectives and descriptors around their values. What specifically drives them and their work? How does this relate to their core identity? How might others perceive their results? After brainstorming a list of adjectives and descriptors, participants are then asked to build an identity tree by listing the top three values, how they will go about achieving them, and what specific results they seek. A sample handout for the identity tree is provided below.

Figure 1: Sinek Model



Identity Tree Handout

From the brainstorm and reflection, select three values that matter to you the most. Write them down in the table below and provide a brief explanation why they matter. For each value, identify at least three action steps and what result you seek. After writing down these points, revisit your answers to the first exercise (i.e., Exercise 1) and update as necessary.

Core Value	Why It Matters	Three Action Steps	Results Sought
Core Value 1:		1. 2. 3.	
Core Value 2:		1. 2. 3.	
Core Value 3:		1. 2. 3.	

Exercise 3: Social Network Analysis and Profiling the "Who" in Go-To Contributions and Service Implications *(20 Minute Exercise)* – To round out these activities and their service contributions, participants next identify the "who" and not just the "why" of mutuality in benefit. As part of this final and third exercise, participants are asked to review their Identity Tree table and to brainstorm a list of at least 5-10 people who could help them achieve these action steps and results. From this list of people, participants are asked to reflect whether this list contains people from the same domain (i.e., all work-related, school related friends) and how the degree of their overlap may positively or negatively affect the outcome hoped/achieved. If students fail to list at least 5-10 people, they are asked to explore why that may be the case - and, where they might go to establish these networks and relationships. From this analysis, participants identify at least three other domains or sources where they can expand their social network. From the final list, participants are also asked to identify what could be both individual and holistic benefits that these parties would seek. The final step of this exercise is to present a combined (i.e., consolidated) analysis through a share-out by describing each value, why it matters for the organization and to the individual, a summary of the action steps and results sought, and the key go-to people and "what might be in it for them" for service contributions. As a follow-up activity, participants may choose, as homework or at a future date, to interview some of the people listed to refine their analysis.

7) Application to Conference theme:

How does your session fit with the overall OBTC theme of *United in Service*?

The contributions of this session take a pro-active rather than a reactive approach toward establishing mutuality of benefit by surfacing the key assumptions of the "why" regarding the "what's in it for me" and "what's in it for them". A major issue when defining service benefits holistically surrounds how to identify core values, but also the go-to actions to make meaningful service contributions happen.

The contributions of this session address this gap by creating a context where students can understand how their own personal goals can be aligned to fulfill a common or superordinate goal through the development of "why" via the Golden Circle, which can be extended to service benefit; encouraging movement "beyond the textbook" by utilizing social networks to realize that benefit; and, from the Golden Circle and social networks activities, identify specific action steps to link and deepen learning for self to service contributions.

8) 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?

This is the first time this proposal has been presented to OBTC and at a conference.

References

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