



Teaching Conference for  
Management Educators

**OBTC 2017 at Providence College  
June 14<sup>th</sup> – 17<sup>th</sup>, 2017**

**Submission Template**

**SUBMISSION GUIDANCE**

*\* Remove all identifying properties from this document \**

*\* All files must be saved in PDF format \**

*\*Please include ALL supplementary text at the end of this document\**

*\*Only one document should be submitted\**

## **Submission Template for the 2016 OBTC Teaching Conference for Management Educators**

### 1) Title, Abstract & Keywords

*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.*

Supporting MBA Students on the Path to Success: Transformative Learning Experiences within a Leadership Foundations Course

This research presentation will explore the outcomes of introducing a Transformative Learning Experience (TLE) within a Leadership Foundations course for students as they began their MBA program. Student TLE reports were analyzed in order to determine next steps and adjustments needed within the program to ensure students are a) transitioning well to their new academic context and b) acquiring the necessary learning and skills for success. The presentation will outline the necessary adjustments needed for the program and examine how transformative learning experiences are used in the classroom to help instructors in supporting students to navigate the changing currents in higher education.

Key words: Leadership Development; Transformative Learning

### 2) 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.*

#### **Learning Objectives**

Upon completion of this conference session, participants will:

- Have a comprehensive example of a Transformative Learning Experience (TLE) that they could integrate into their undergraduate or graduate level leadership development courses
- Better understand the possible outcomes of introducing a TLE into their courses (data analyses revealed that many students struggled with stress management, time management, goal setting, and constructive responses to setbacks in progress).
- Learn about the content of TLE reflection report templates that could be utilized by their students within their leadership development courses

- Be exposed to critical components of a TLE by having participants experiment with actual TLE activities (eg. creation of their own Leadership Vision Statement; completion of a sample diagnostic to test their thinking styles and related behaviors; create possible action plans for change, and examine progress reflection procedures)
- Utilize study findings to consider and discuss how we can successfully meet the needs of our changing student demographics and ensure we are providing adequate support for them to transition to new academic contexts and higher learning in general.
- Discuss how our findings impact the development of the next iteration of the Leadership Foundations course for these students and considerations for future years of the MBA program.
- Address briefly the role of the post-secondary institution and instructors in supporting their students for success in higher education and ask participants to consider how we can best support our students based on our findings.

### **Relevant Management and Teaching Topics Including Disciplinary Foundations**

- This session describes a Leadership course that utilizes a teaching methodology referred to as a Transformative Learning Experience (TLE), in which students engage in problem identification, critical-analytical thinking and problem solving relevant to the student's own leadership development. In terms of management education topics, this session describes the process built within the course whereby students begin to understand and adjust the connection between how they think and an assortment of effective and ineffective leadership behaviors. Students learn how their thinking styles affect their ability to communicate to multiple audiences, resolve conflict, manage stressful situations, function in groups of varying dynamics, and display an assortment of emotionally intelligent responses during difficult situations. Students have an opportunity to identify areas requiring improvement and develop practical implementation steps to achieve positive change in these areas. The TLE journey is framed by Leadership A which focuses on "Leading from the Inside Out" & Leadership B which focuses on "Leading through Resiliency Building".

### **3) 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.*

### **Session Delivery Agenda (60 minutes)**

- Discussion of purpose of the TLE and examples of possible TLE activities (5 min)
- Participants are asked to write a "Leadership Vision Statement" (10 min)
- Participants "experience" the TLE activity of understanding how their thinking styles can produce both effective and ineffective leadership behaviors (25 min)
- Participants experience" the TLE journal writing using a "What?" "So What?" "Now What?" format (10 min)

- Debrief and discussion on value of integrating the TLE into management educator participants' own leadership development courses. (5 min)
- Debrief and discussion on value of the TLE in helping instructors support their students as they navigate the changing currents in higher education. (5 min)

#### 4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

The main purpose of this research was to determine how a leadership course, using a transformative learning experience, could be designed to best support students undertaking their MBA. At the core of this purpose is the understanding that students are currently facing unprecedented challenges in achieving success in higher education because of socio-cultural contexts and the changing state of the academic institution in the 21<sup>st</sup> century. This session fits with the overall theme of *Navigating the Changing Currents* as it strives to question and address how we can best help students navigating not only their MBA program, but these changing currents as well.

#### 5) 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?*

A similar proposal is under current review with the Society for Teaching and Learning in Higher Education. That proposal focuses on broader pedagogical and administrative issues that are not specific to Management Education. As such, this session will deal with specific issues relevant to management educators and focuses more on student issues relating to the theme of 'navigating the changing currents.'