



**OBTC 2017 at Providence College
June 14th – 17th, 2017**

Submission Template

SUBMISSION GUIDANCE

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Submission Template for the 2017 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.

Teaching “Executive Employability” to EMBA and Executive Education Participants

This session explores teaching “executive employability” to EMBA students and executive education participants. As a particular group of players in the labor market and an idiosyncratic type of students, EMBA and executive education participants usually fall through the cracks of attention when employability is discussed in the context of educational institutions. Based on academic work on careers and executive education, this session turns research results into teachable blocks and explores the practices of working with executives on the topics of executive employability in a classroom. Participants will discuss and experiment with several teaching methods. They will receive a teaching video.

Key-words: executive employability, EMBA, executive education, methods

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.

This session addresses class-room exploration of career development strategies for people who are already established in the managerial world. While the concept of critical competencies for long-term career success and adaptability has been in existence for a while, teaching them to executives remained unexplored. Research suggests that two thirds of MBA graduates in the long run pursue a protean (i.e. flexible, changing over its course) career, requiring multiple reconsiderations and changes of the career path (Reitman & Schneer, 2003), although literature shies away from suggesting ways to prepare people for such a path. In terms of Hall (2002), the proposed session aims at exploring development of a metacompetency of identity learning, a critical element related to the psycho-social construct of employability (Fugate et.al., 2004). This session shares the experience of translating the theoretical findings into teachable blocks.

Conference participants attending this session will be able to:

- Identify opportunities for bringing the topic of executive employability into their EMBA or executive education courses
- Experiment with launching executive employability discussions with their experienced students (EMBA and executive education participants)
- Familiarize themselves with a list of methods tested in discussing executive employability
- Use a teaching video demonstrating peer coaching method as one of the tools for teaching executive employability (the 11 minute teaching video will be made available to session attendees)

The respective academic starting points for exploring executive employability are:

- Documented MBA student expectations of increased employability as an expected outcome of pursuing an MBA degree (Hay & Hodgkinson, 2006), and
- Employability as a psycho-social construct (Fugate, Kinicki, & Ashforth, 2004) and the academic exploration of critical career competencies for modern economy (*knowing-why, knowing-how, and knowing-whom* (Arthur & Rousseau, 1996; Arthur et. al., 1999; DeFillippi & Arthur, 1996; Colakoglu, 2011)
- Concept of transformational executive education programs (Kets de Vries & Korotov, 2007, 201; Ward, 2008)
- The role of the spouses/significant others in career exploration and renewal (Lysova et.al, 2016).

Based on academic research from the fields of career studies, executive coaching, and leadership development, the session shares the presenter's practice of reinforcing the educational experience of EMBA with personalized exploration and development of work-related adaptability critical for ongoing identification and realization of employment opportunities.

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.

Minutes 0 – 5

Welcome and warm-up exercise

Minutes 6 – 10

A “nano”-introduction to the concept of “executive employability”

Minutes 11 – 15	“Buzz-group” exploration of participants’ experience with the topic of employability
Minutes 16 – 20	Plenary group sharing of “executive employability” teaching experience
Minutes 21 – 25	Presentation of a “nano”-case vignette from teaching executive employability experience
Minutes 21 – 25	“Buzz-group” discussion of the case
Minutes 26 – 30	Plenary conversation based on the case, discussion of challenges
Minutes 31 – 37	“Nano”-overview of the methods used in teaching executive employability: <ul style="list-style-type: none"> • Career workouts for executives • Executive coaching • Peer coaching • Participant – spouse consultations • Exploratory assignments involving critical stakeholders
Minutes 38 – 49	Demonstration of a teaching video illustrating one of the methods (“Peer coaching demonstration”)
Minutes 50 – 55	Overview of reported outcomes of participants’ engagement in “executive employability” exploration
Minutes 56 – 60	General discussion, issues for further exploration and development, Q&A

4) Application to Conference theme:

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

With life-time employment giving way to the goal of employability, employees and executives need to have the competencies required for navigating the VUCA (volatile, uncertain, complex and ambiguous) career landscape of modern organizations. EMBA and executive education participants are the people whose career progress is likely to be subject to disruption given the nature of executive jobs. Moreover, as leaders in the organizations, executives and EMBA are responsible for supporting and guiding other people in building their careers. Equipping EMBA with the conceptual knowledge and practical competencies associated with employability should provide benefits not only to the direct recipients of educational services, but a broader set of stakeholders, such as organizational members of companies where these students work. Executive employability is positioned as one of the competences required for navigating the changing currents of today’s employment world.

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?

This work hasn't been formally presented to a conference audience before. The institutional level project introducing "executive employability" into the teaching of the business school where the author is employed was previously submitted for an institutional competition (and was shortlisted for an award). That submission, however, dealt with a high-level approach to teaching the topic of employability and didn't involve the discussion of the teaching methods and the personal experience of the educators involved, which is the focus of the proposed session.

This proposal is currently NOT under review anywhere else.

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