



Active Learning Strategy

Skill - Leadership

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Hire Ed Pedagogy

HIRE ED

EDUCATION AND ENTERPRISE WORKING TOGETHER

Students get a Hire education, and learn at Hire levels, by teaching what they are learning to enterprise professionals who want to observe their skills, coach them, and Hire them.

Students Teaching Professionals

Teaching is the ultimate audition of talent

Academic Year	FALL	SPRING	SUMMER	TOTAL MENTORS	TOTAL MENTOR VISITS WITH STUDENTS (each mentor meets with each student 12 times each semester)
2011-2012		22		22	264
2012-2013		23		23	276
2013-14	52	41		93	1,116
2014-15	53	23		76	912
2015-16	26	43	16	85	1,020
2016-17	36	54	10	100	1,200
2017-18	28	84	38	150	1,800
2018-19	80			80	960
				629	7,548

<https://hireedpartners.com>

Six requests from employers:

1. Systematize this process (like Airbnb or Uber).
2. Use blockchain technology to distribute the revenue stream to Hire Ed's partners:
 1. Universities
 2. Professors
 3. Students
 4. Employer Mentors
3. Send us the topics that students are going to teach us at the beginning of the semester. Have students send us specifically what they are going to teach us at least 1-2 days in advance of teaching us. (Better alignment of enterprise's education needs with what professors are teaching their students).
4. Facilitate opportunity for students to complete mini projects, individually and in groups (internships).
5. Better match students with the industry, or specific employers, where they want to be employed.
6. Gather observable, performance based, data (teaching), processed using machine learning (tested A.I. based algorithms), to determine employer/employee fit. (A paradigm shift how employers and students evaluate each other for employment, with hope to drive down employer turnover costs).

HIRED



CEO Report (Handout)

MGMT 4800 – Weekly CEO Report: Teach, Listen, Learn, Reflect, and Report
(individual work)

Student name: _____ Cell phone #: _____

E-mail address: _____ Date of CEO visit: _____

Type of visit—in person or by telephone: _____ Text Chapter #: _____

MiniCase Title: _____

Name, Title, Telephone # of person visited: _____

Name of CEO's company: _____

1. Summarize, in outline format, this week's textbook chapter content you prepared and studied to teach to your CEO (you are allowed to copy and paste the answers you prepared for the textbook chapter questions into this section.)
2. Report, in outline format, how the CEO responded to this week's textbook chapter content you taught him/her.
3. Summarize, in outline format, this week's MiniCase content you prepared and studied to teach to your CEO.
4. Report, in outline format, how the CEO responded to this week's MiniCase content you taught him/her.
5. Report, in outline format, how the CEO is, or is not, applying the textbook and case content in his/her company.
6. Report, in outline format, how the CEO plans to, or not to, implement the textbook and case content in his/her company.

Hire Ed Pedagogy

- Study to Teach
- Teach to Learn
- Learn to Apply

Hire Ed Pedagogy

Students that:

- Study to Teach
- Teach to Learn
- Learn to Apply

Are also engaging in:

- Experiential Learning
- Service Learning
- Community Engagement
- Global Engagement
- Mini-Internships
- Soft-Skills Auditions
- Discipline Auditions

Teach Me! – Workshop Summary

Shandon D. Gubler, Hazy 338, gubler@dixie.edu, 801-362-3999

An emerging mindset for **employers** hiring generational students:

- *“Teach Me,” and perform mini-projects for me like an internship, so I can observe your technical and soft skills, and assess if you are a fit for our culture, enabling me to make an informed decision whether to “Hire You.”*
 - “TeachMeHireYou.com”

An emerging mindset for generational **students** evaluating employers:

- *Let me “Teach You” and perform mini-projects for you like an internship, so I can show you my technical and soft skills, and experience your corporate culture, enabling me to make an informed decision if I want your company to “Hire Me.”*
 - “TeachYouHireMe.com”

Teach Me! – Workshop Summary

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This “Teach Me!” workshop has five objectives. Participants will learn:

1. Why “HireEdmployers” want to “Partner with Professors” to require students to teach them what they are learning.
2. Why “HireEdmployers” are willing to pay money to universities and professors who integrate “Hire Ed Pedagogy” - “Study to Teach, Teach to Learn, Learn to Apply” into their course design.
3. How “HireEdProfessors” can easily tweak their course design to enable their “HireEdStudents” to “Teach” what they are learning to real-world practitioners.
4. How “HireEdPartners” will use advanced web technology to capture data and make this process enjoyable and profitable for all parties—professors, universities, students, and employers.

The Message

- Employers have learned that “teaching is the ultimate audition of talent,” effectively revealing a student’s soft skills and technical knowledge.
- Students have learned that teaching a professional is an effective way to learn—and get hired.
- Industry is willing to pay Hire Ed a portion of their \$4,129 average cost-per-hire as a fee to operationalize these two truths, hoping to reduce their rapidly escalating personnel cost.

(<http://www.catalyst.org/knowledge/turnover-and-retention>).

Problems/Opportunities

- **The annual U.S. cost of employee turnover is \$536 billion** (Lindsay Sears, Ph.D., [2017 Retention Report: Trends, Reasons & Recommendations](#), Work Institute (2017)).
- Job hopping millennials cause most turnover costs (<http://www.pewresearch.org/fact-tank/2018/04/11/millennials-largest-generation-us-labor-force/>).
- Higher Education faces disruption (<https://www.insidehighered.com/digital-learning/article/2017/04/28/clay-christensen-sticks-predictions-massive-college-closures>).
- Students want inquiry-based active learning (<https://www.facultyfocus.com/articles/teaching-professor-blog/deeper-thinking-active-learning/>).
- **Universities need new revenue streams** (<https://hechingerreport.org/opinion-americas-colleges-universities-serious-revenue-problem/>).
- Retired professionals want to mentor (https://www.educationdive.com/news/institutional-innovation-taking-advantage-of-industry-experts-to-build-a-w/528078/?utm_source=Sailthru&utm_medium=email&utm_campaign=Issue:%202018-07-19%20Higher%20Ed%20Education%20Dive%20Newsletter%20%5Bissue:16252%5D&utm_term=Education%20Dive:%20Higher%20Ed).
- **Wharton: Mentors promoted 6X more, mentees 5x, retention 20% higher** (<https://www.inc.com/marissa-levin/4-questions-to-answer-before-you-ask-someone-to-be-your-mentor.html>)
- **Reverse mentoring. Younger employees are valuable ... (and eager to teach)** <https://work.qz.com/1206074/reverse-mentoring-is-the-technique-that-helps-managers-as-much-as-their-employees/>

Solution/Product

- Hire Ed's pedagogy will produce proven people ready to be hired using "reverse mentoring," students teaching professionals what they are learning from textbooks, with professionals reciprocally teaching students how textbook theory is applied in the real world.
- Hire Ed pedagogy will produce performance-based data, processed using machine learning, to better identify employee/employer matches, hoping to reduce industries escalating hiring/turnover costs.

Potential Return/Revenue Model

- As a technology platform like Airbnb, Hire Ed will capture the willingness of professionals worldwide to engage in reverse mentoring with students.
- Professionals will use their smart phones to submit candid observations while being taught by students.
- Students will submit candid observations about the culture of the companies they teach.
- Industry will pay Hire Ed a portion of their \$4,129 costs-per-hire.
- Hire Ed will use block-chain technology to share revenue with universities, professors, students, and employer mentors—a true partnership!

Competition

Hire Ed differs from competitors in two ways:

- Professors worldwide will be financially incentivized to integrate Hire Ed pedagogy into their course design, thus increasing the supply of proven candidates that industry can evaluate for hire.
- Machine learning is only as good as the data. Hire Ed's partners will generate high quality data from repeated performance-based interactions between professionals and students, making Hire Ed's database 3rd party independent and valuable. Competitors primarily use candidate's self-produced information, and sub-optimal letters of recommendation.

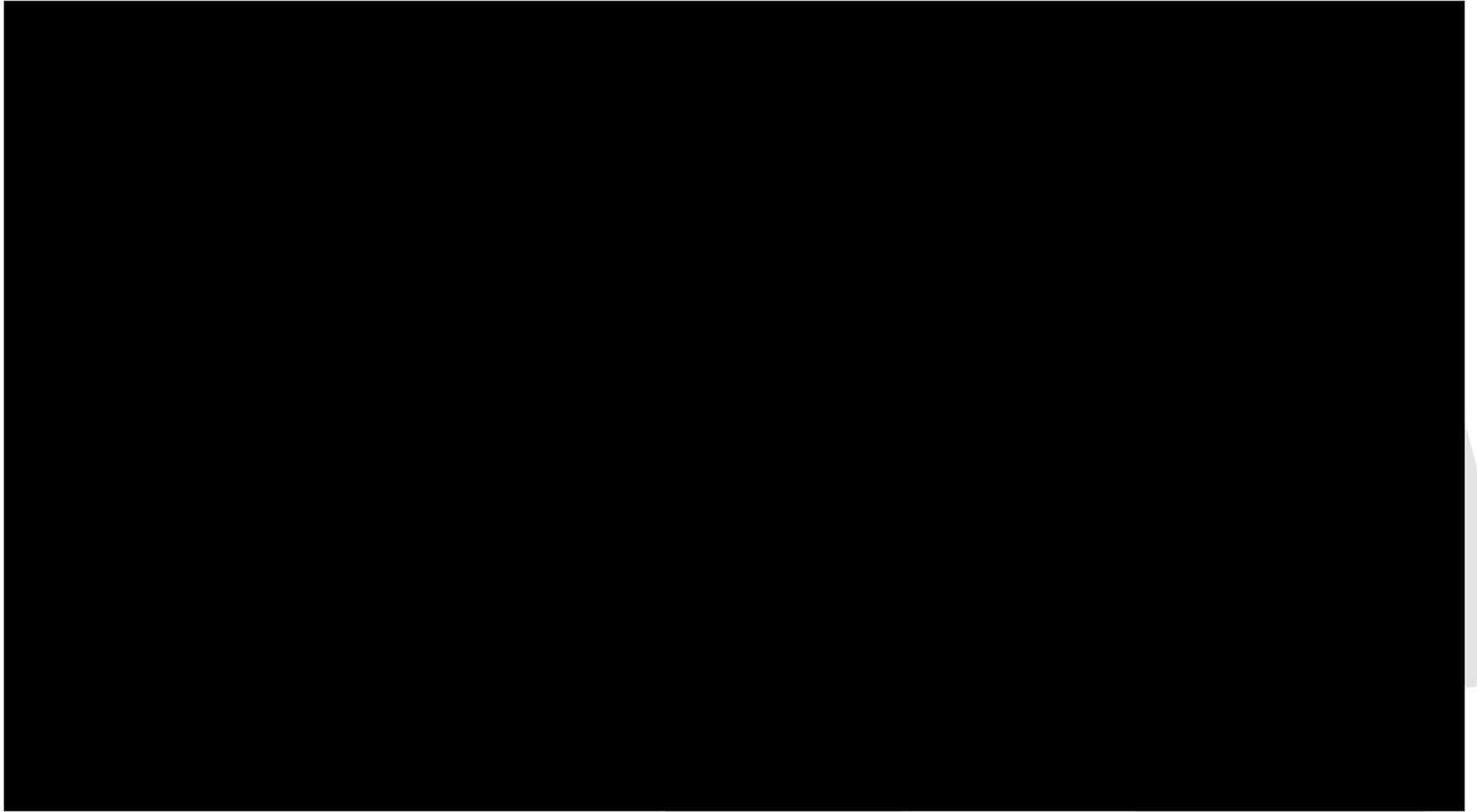
EXECUTION PLAN/GO TO MARKET STRATEGY

Prof. Gubler's 6,170 "reverse mentoring" connections have produced confidence in the merits of Hire-Ed pedagogy.

Next steps:

1. Legal protections
2. Systematize Hire Ed
3. Cloud storage
4. Machine learning algorithms
5. Blockchain revenue distribution
6. Online certification for universities, professors, students, corporations, and mentors/coaches
7. Joint marketing & research with universities & industry.

Opportunities Have Never Been Greater



...and the pace of change is accelerating!

https://www.linkedin.com/feed/update/urn:li:activity:6415300704528891904/?midToken=AQG2_A4SeU9gRA&trk=eml-email_feed_ecosystem_digest_01-recommended_articles-2-EditorialVideo&trkEmail=eml-email_feed_ecosystem_digest_01-recommended_articles-2-EditorialVideo-null-jmtyr%7Ejive4rem%7Ez6-null-neptune%2Ffeed%2Eupdate&lipi=urn%3Ali%3Apage%3Aemail_email_feed_ecosystem_digest_01%3BEK8s3F71TeOjoONoj9YUWg%3D%3D



Paradigm Shifts



Almost every significant
breakthrough is the result of a
courageous break with traditional
ways of thinking.

— *Stephen Covey* —

AZ QUOTES

Paradigm Shifts



“If You Want Small Changes,
Work On Your Behavior;
If You Want Quantum-Leap Changes,
Work On Your Paradigms.”

- STEPHEN R. COVEY



<https://agilix.com>



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Buzz®

SKILLS EMPLOYERS WANT IN COLLEGE GRADUATES - National Association of Colleges and Employers (NACE) has identified eight (8) competencies that prepare college graduates for a success the workplace.

<http://www.naceweb.org/career-readiness/competencies/career-readiness-defined/>

The eight competencies associated with career readiness are:

1. Critical thinking/problem solving - Exercise sound reasoning to analyze issues, make decisions, and overcome problems. Ability to obtain, interpret, and use knowledge, facts, and data in this process, and demonstrate originality and inventiveness.

2. Oral/written communication - Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. Public speaking skills; ability to express ideas to others; and write/edit memos, letters, and complex technical reports clearly and effectively.

3. Teamwork/collaboration - Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. Ability to work within a team structure, and negotiate and manage conflict.

4. Digital technology - Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. Demonstrate effective adaptability to new and emerging technologies.

SKILLS EMPLOYERS WANT IN COLLEGE GRADUATES - National Association of Colleges and Employers

(NACE) has identified competencies that prepare college graduates for a success the workplace.

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The eight competencies associated with career readiness are:

5. Leadership - Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. Ability to assess and manage one's emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

6. Professionalism/work ethic - Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. Ability to demonstrate integrity and ethical behavior, act responsibly with the interests of the larger community in mind, and ability to learn from mistakes.

7. Career management - Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. Ability to navigate and explore job options, understand and take the steps necessary to pursue opportunities, and understand how to self-advocate for opportunities in the workplace.

8. Global/intercultural fluency - Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. Demonstrate openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' differences.

Current Approved Research Studies

IRB Case # - QA-001-201830

How reverse mentoring influences students as they prepare for careers in the workforce. We are researching two questions:

1. How does the reverse mentoring process help students learn their coursework?
2. What phenomena are students experiencing in reverse mentoring?

Unexpected outcome – Better way for employers and students to evaluate each other for employment.

Reverse Mentoring – A Win/Win Deal

According to a Wharton study:

<https://www.inc.com/marissa-levin/4-questions-to-answer-before-you-ask-someone-to-be-your-mentor.html>

1. Mentors were promoted 6X more
2. Mentees were promoted 5X more
3. Retention Rates were 20% higher

Giant MOOCs succeeding in enrollment, ROI

https://www.educationdive.com/news/giant-moocs-succeeding-in-enrollment-roi/526398/?utm_source=Sailthru&utm_medium=email&utm_campaign=Issue:%202018-06-26%20Higher%20Ed%20Education%20Dive%20Newsletter%20%5Bissue:15927%5D&utm_term=Education%20Dive:%20Higher%20Ed

By James Paterson

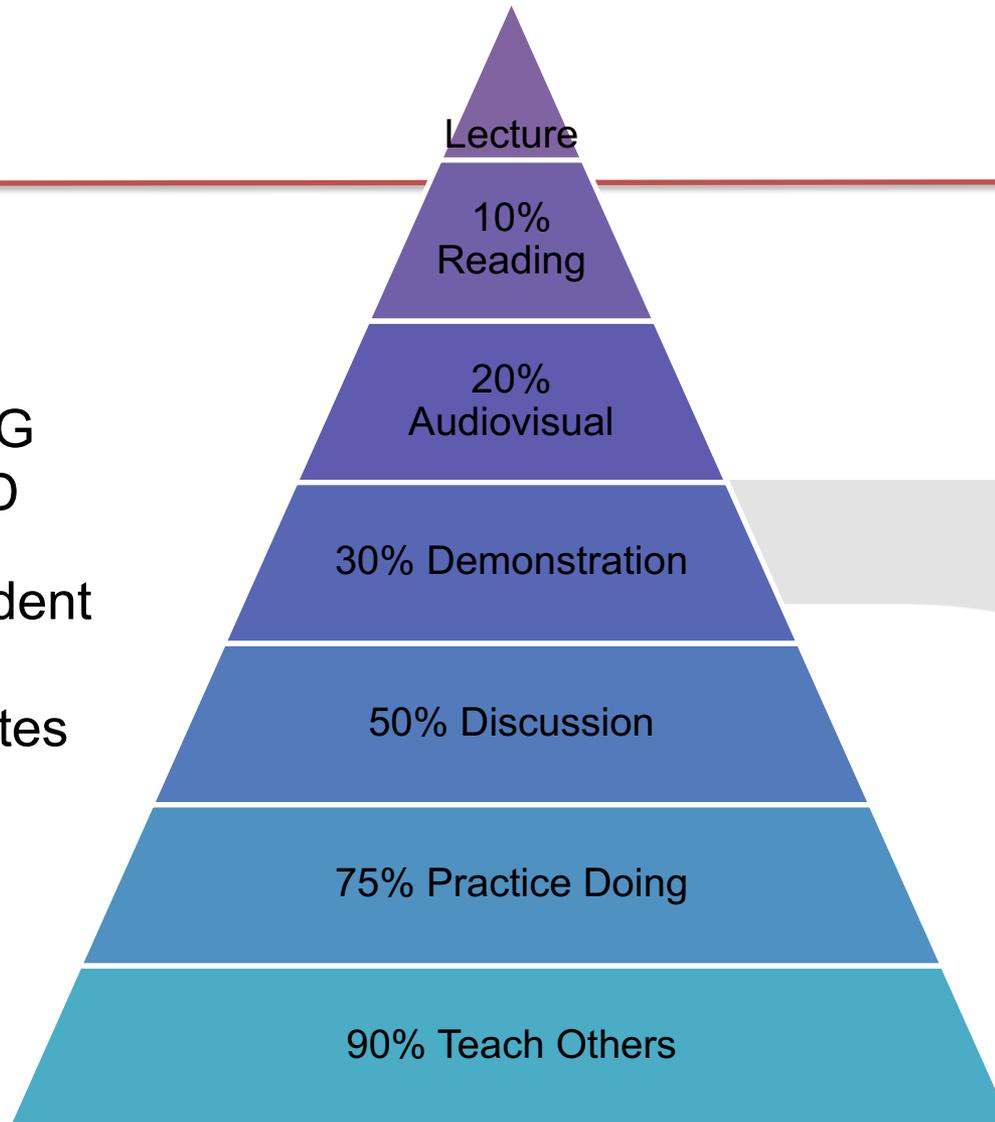
- Published June 26, 2018

[An analysis by EdSurge](#) of the most popular MOOCs from Coursera and edX shows that they create revenue — in one course, the company split with producers an estimated \$2.5 million for a course. Instructors are paid through various arrangements.

The [University of Michigan](#) has been among the most successful institutions creating MOOCs, and it splits the income from its courses evenly among central administration, the department offering the course and the professor who teaches it

THE LEARNING PYRAMID

Average student
learning
retention rates



Source: National Training Laboratories,
Bethel, Maine

Students Teaching Professionals

The Cambridge Handbook of Learning Sciences states: ”

“...the best learning takes place when learners articulate their informed and still developing understanding, and continue to articulate it throughout the process of learning.

“Articulating and learning go hand in hand, in a mutually reinforcing feedback loop. In many cases, learners don't actually learn something until they start to articulate it—in other words, while thinking out loud, they learn more rapidly and deeply than studying quietly.”

(Cambridge Handbook of Learning Sciences, R. Keith Sawyer, Editor, 12th Edition)

Students Teaching Professionals

Researchers, Bransford, Brown, and Cocking state:

"The learning sciences have discovered that when learners externalize and articulate their developing knowledge, they learn more effectively"

(Bransford, Brown, and Cocking, 2000, How people learn: brain, mind, experience, and school. National Academy Press).

Literature Review – Learning through Teaching

Abstract

- Teaching as a form of learning helps students in three ways: 1) more effective study sessions, 2) the ability retain content is increased, as well as 3) the ability to identify knowledge gaps. Across various disciplines, structuring students' learning by having them teach has a positive impact on making student's education stick. This literature review dives into several documented studies to discover how student-teaching helps and why this learning method should be implemented more in course curriculum. Learning through teaching is a form of experiential learning that should have educators' attention when seeking to develop skills, talents, and knowledge.
- *Keywords:* learning-by-teaching; active learning; experiential learning; peer teaching; student teaching; engagement; learner responsibility; teaching preparation; teaching delivery
- It's the end of May 2018, and local elementary schools have recently finished the '17-'18 schoolyear. With school still fresh on his mind, a 6-year-old was asked for his opinion of the purpose of school. The child typically answers questions with a few words, so his response, "To learn.", came as no surprise. Yet, when asked why it was learning, he confidently responded, "So that when you get older, you don't have to get other people to help you do stuff." To claim he believes that individuals learn in school in order to get a job would be an assumption, but his first-grade response unquestionably illustrates that the purpose of school is to make one individually efficient, or qualified, to complete a task.
- Like this 6-year-old, other much older individuals have also noted self-efficiency as a purpose of education. Dr. Martin Luther King Jr. (1947) said, "Education must enable a man to become more efficient, to achieve with increasing facility the legitimate goals of his life." Heidegger (Thomson, 2001), also discussing education's purpose, kept the idea of efficiency and...

Literature Review – Reducing Employee Turnover

Abstract

- Mentoring is a process that improves self-confidence, strengthens relationships, and improves behavior. It is an ancient practice with origins in ancient Greece. During the last five decades, it has become a popular research topic, garnering the attention of many scholars, and has been highly scrutinized. However, due to its broad applicability in vastly different settings, it still lacks a solid and consistent operational definition. For researchers, this broad applicability creates inconsistencies across articles. Furthermore, social generational changes necessitate fluidity in mentoring design methods and techniques. This literature review is a survey of mentoring techniques and developments that improve academic-professional mentoring partnerships amongst higher education students and professionals. It aims to examine existing mentoring practices that improve higher education student employability and intends to extract future research opportunities. It will not address mentoring methods that aren't directly related to academic-professional relationships.
- *Keywords:* Mentoring, Employability, Higher Education, Professional, Partnerships

Reducing Employee Turnover: A Review of Academic-Professional Mentoring Partnerships

- Mentoring is a widely accepted method that positively impacts individual growth, relationships, and environments. No official record exists of formal mentoring origins but it is believed to have started in ancient Europe in Greek mythology. (Jacobi, M., 1991) It wasn't until the 1970s that various organizations in the United States adopted mentoring as a formal improvement practice for youth, academia, and the workforce. It continues to be increasingly used in various scenarios as an effective tool.
- While previous research, both quantitative and qualitative, have studied mentoring techniques, changing social dynamics and environments create the need for current literature review. This need is especially true for youth mentoring, academic mentoring, pre-service teachers, medical disciplines, and workforce mentoring. Results from existing research reflect a surprisingly large number of differing opinions regarding mentoring methods.
- Environments and relationships are dynamic, therefore no two mentoring methods are exactly alike. These differing environments require unique mentoring techniques as the needs of the participants vary. The varying mentoring methods - include but are not limited to - formal, informal, traditional, peer, academic, workforce, reverse, blended, and step-up mentoring. It could be argued that the aforementioned list is not complete, that some of those items belong in subgroups, or that some of these methods have the same meaning. The inconsistency is a result of inconsistent mentoring definitions across research articles.
- Apparent inconsistencies are largely a result of variables found in each mentoring environment. (Jacobi, M., 1991) Often, mentoring tactics are tied by the relationship or the ...

Research Plan

General Phenomenon:

- The phenomenon that I wish to study is the role of Reverse Mentoring as a form of experiential learning. In Reverse Mentoring, students take the course content they're reading and learning about in class and then teach it to working professionals in a field of their choice. Because students will meet with their professional once per week, this process requires students to take the initiative and learn the content before they teach it to their professional, so they don't embarrass themselves. The student's learning is then compounded through their own teaching, and the professionals can confirm, clarify, and apply their teaching to what the professional is doing in real life. Thus, students have a unique opportunity to prepare, teach, and see how their learning is applied in the real world.

Research Question:

- How does Reverse Mentoring help students learn course content and prepare for a future career?

Rationale:

- Millennial's are known for bouncing between jobs until they find one that they feel is right for them. This is costly for both businesses and the students because it costs time and money for both parties, sometimes in great amounts. There's also value in students being able to experience their fields of interest in person as a way for them to grasp what desired career fields are truly like. I feel that students having the opportunity to teach themselves so that they can teach, then teach what they've learned, and see how their teaching is applied in fields...

Nicholas B. Gubler's Research Plan - Method

Research Question:

- How does zoom/in-person meeting frequency impact student learning in student-professional reversed-mentoring settings?
= "Reversed Mentoring" is defined as students teaching professionals what they're learning from their respective course.

Mixed Methods Approach:

- Longitudinal beginning, middle, and end distribution of questionnaire containing likert scale and free response prompts.
- Longitudinal beginning, middle, and end distribution reporting of amount of times met, where (online or in-person), session time length.
- From 5 classes of 24 students, total potential student responses is estimated to be around 600.* (5 total data documents per student, 120 students)
- Employers also will also fill out quantitative report & qualitative questionnaire, resulting in 600 more data documents.*



Possible student-specific questions:

- What do you expect to learn about your field from this reversed-mentoring experience?
- What have you learned about your chosen career from your reversed-mentoring experience?
- I learned more than expected from this experience? Disagree, Somewhat Disagree, etc.

Possible professional-specific questions:

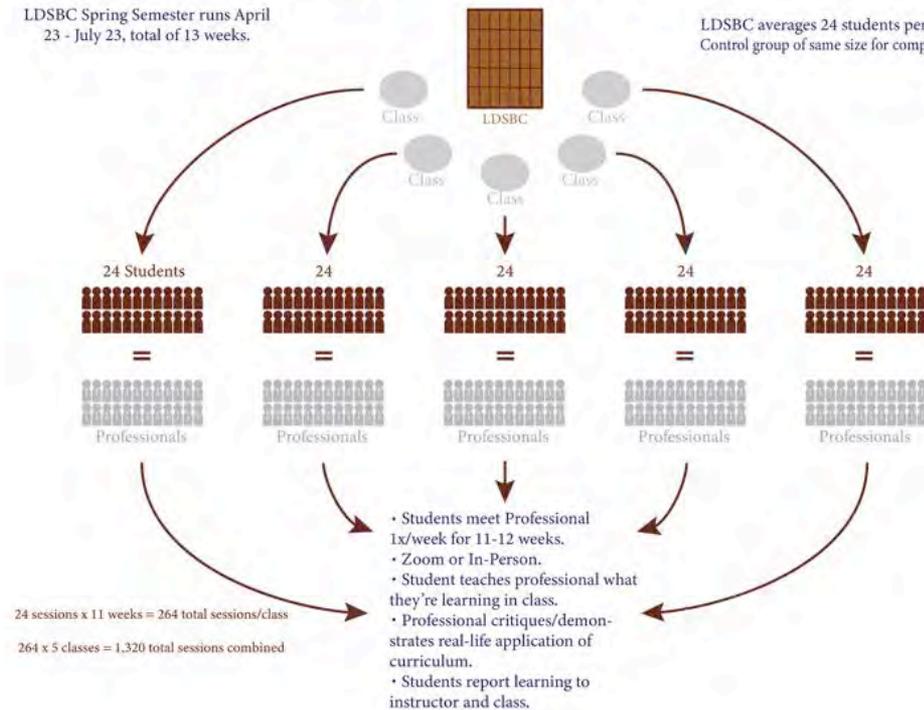
- What do you expect the student's understand of your field will be?
- What have you learned about your student from this reversed-mentoring experience?
- I am interested in hiring my student as an employee? Disagree, Somewhat Disagree, etc.

* indicates educated guess

Nicholas B. Gubler's Research Plan - Process

LDSBC Spring Semester runs April 23 - July 23, total of 13 weeks.

LDSBC averages 24 students per class. Control group of same size for comparison



The Times They Are a-Changin’ Bob Dylan song – 1964

<https://www.theguardian.com/music/2017/apr/02/bob-dylan-finally-accepts-nobel-prize-in-literature-at-private-ceremony-in-stockholm>

The lyrics that helped Bob Dylan win the Nobel Prize

<https://www.cbsnews.com/media/the-lyrics-that-helped-bob-dylan-win-the-nobel-prize/3/> AP October 13, 2016, 3:34 PM

- Come senators, congressmen
- Please heed the call
- Don't stand in the doorway
- Don't block up the hall
- For he that gets hurt
- Will be he who has stalled
- There's a battle outside
- And it is ragin'.
- It'll soon shake your windows
- And rattle your walls
- For the times they are a-changin'.