



Active Learning Strategy

Skill - Leadership

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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



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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.

(NACE) has identified 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:

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

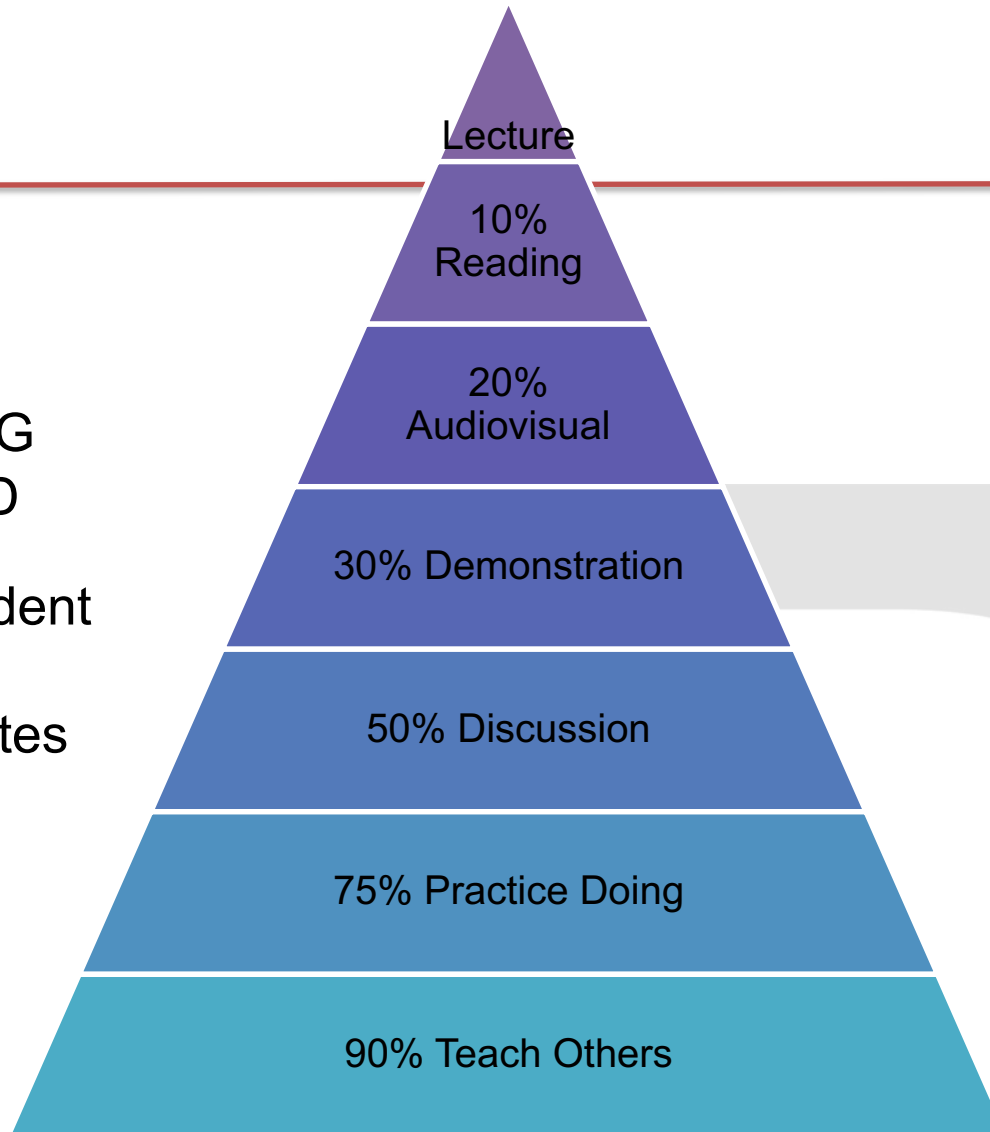
- Published June 26, 2018

[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...

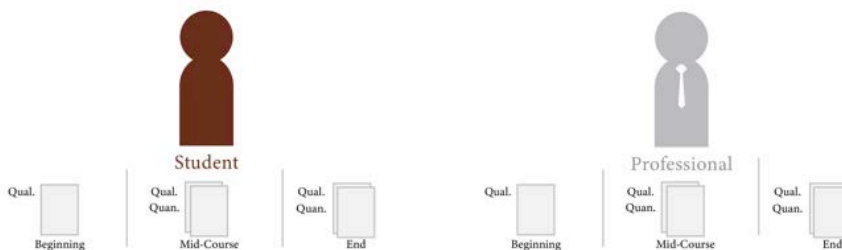
Nicholas B. Gubler's Research Plan - Method

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:

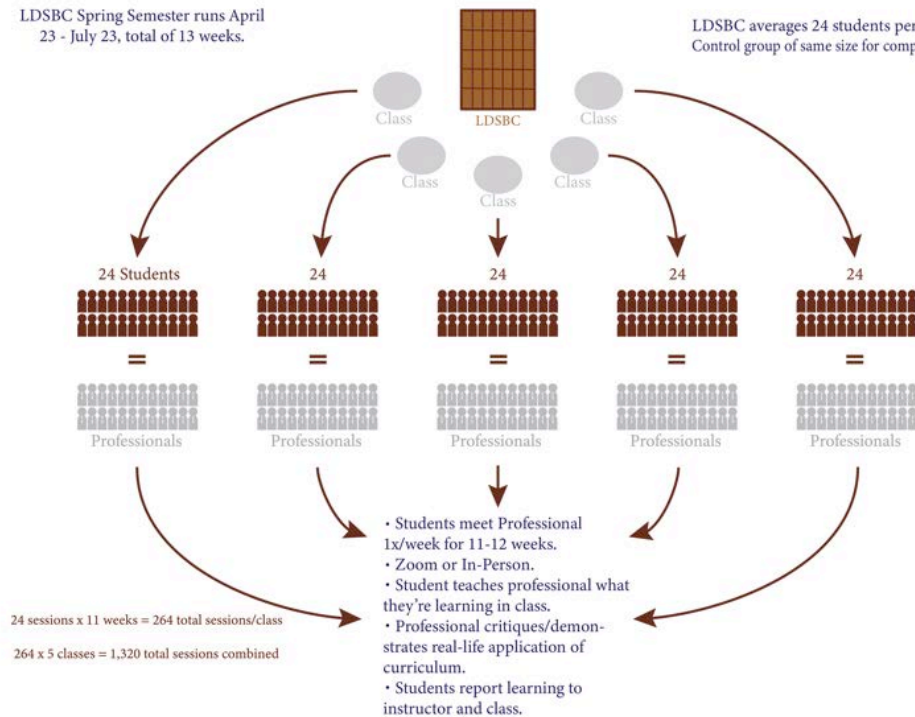
- What do you expect the student's understand of your field will be?
- What have you learned about your student from this reversed-mentoring experience?
- I am interested in hiring my student as an employee? Disagree, Somewhat Disagree, etc.

* 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'.