Transforming Business Education

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SAM CHENG

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Cover designed by Erin Stripe

Abstract

This Open Educational Resource (OER) offers a rich contextual portrait of our Honours Bachelor of Business Administration program at the Pilon School of Business (PSB) at Sheridan College, which is in the Greater Toronto area in Ontario, Canada. This co-created resource builds from the interactions and activities of a PSB Faculty Community of Practice that gathered and connected over a two-year period on a weekly basis. The artifacts, stories, and reflections illustrate our emerging conceptions of teaching and learning, and more specifically our sense-making and development as it relates to transformative learning and to competency-informed curricula in the context of business education. Our work is (w)holistic and learner-centered in nature and intended to equip graduates for the demanding business environment they will encounter. As such, our CoP focused many conversations and considerations on addressing both current and future state for business professionals; and the critical competence will be required to improvise and adapt within a contemporary and complex landscape.

PSB is a learning and teaching community with a strong ethic of care, focused on building and nurturing strong relationships, oriented towards co-creating with our learners. We are steadfast in our commitment to offering accessible, inclusive, and engaging experiences. We believe these qualities and strengths set us apart. In the spirit of continuous enhancement and reflective praxis, we often ask ourselves questions like: What unique and signature educational experiences do present-day business learners need, want, and seek out? And how might we prepare our learners with the discipline-specific and professional competencies required to be responsive to and thrive in the contemporary workplace and in becoming meaningful contributing members of society?

Our OER takes you on a journey of creatively exploring and critically examining some of these questions and curiosities. We invite you into this ongoing conversation by way of openly sharing this resource and our teaching, learning, and curriculum making experiences with you.

Acknowledgements

We are excited to share our insights and experiences related to the Transformative Learning Initiative in the Pilon School of Business (PSB) at Sheridan College by way of this Open Educational Resource (OER). Many people have invested significant time and energy into the Transforming Business Education initiative. This OER is a compilation of ideas and experiences from multiple constituents in our community that have been captured over the past two years. The work was primarily written and curated by Meagan Troop with continuous consultation, feedback, and enhancement from the multiple voices and perspectives of our PSB teaching and learning community members. As such, the OER represents a collaborative and collective effort with multiple inputs and contributions, which we've attempted to capture through shared authorship. In doing so, we aim to both disrupt and expand conceptions of community-based resource development and scholarly work in teaching and learning.

A special thanks to Dr. Anne-Liisa Longmore, Karen Booth, and Marcie Theoret for their inspired, collaborative partnership and substantive feedback throughout this process. To Erin Stripe, our PSB researcher, thanks so much for your valuable visual design contributions with the cover page design, theming for the OER, and visuals of the competency frameworks. Erin also assisted in the prototyping of the competency cards. Thanks also to Vivienne Wang, a student in the Bachelor of Interaction Design program at Sheridan, who collaborated with Meagan and Marcie in the design and development of the competency cards featured in Chapter Four: Transformative Learning in Practice.

We also want to acknowledge the multiple interested and affected constituents that provided important insights and feedback in the process of co-creating the Transformative Learning Model and competency-informed framework that is featured in the OER, namely the PSB Leadership Team, the Program Advisory Councils, and student and faculty research participants, whose perspectives enhanced our process of developing a model for transformative-focused education.

A heartfelt thank you to Sam Cheng from the Library and Learning Services team at Sheridan for assisting us in both developing and launching the OER in Pressbooks and in the development of the H5P assets featured throughout the book.

Last but not least, this work would not be possible without our Competency Community of Practice (CoP), a group that formed in Winter 2022. Marcie Theoret and Meagan Troop as co-leads of the CoP would like to both acknowledge and celebrate the meaningful contributions of current and previous members who have engaged in the Transforming Business Education initiative. This group has come together on a regular basis to share stories, exemplars, dilemmas, artifacts, critical questions, and curiosities about teaching and learning, with a particular focus on competency development, reflective practice, and transformative learning pedagogies. Throughout this shared journey, we've experienced a strong sense of community and connection, guided by care and collegiality and have been able to capture some of the co-created learning and teaching moments in this Open Educational Resource.

We'd like to thank the following PSB faculty colleagues involved in the Competency CoP who served as contributors of artifacts, ideas, and thoughtful feedback to the OER, namely:

Emily Brown
Wayland Chau
John Laugesen
Edward Marinos
Georgia Mello
Mojisola Oyadeyi
Douglas Peebles

Lavan Puvaneswaran
Vanessa Robinson

CREATING CONTEXT

By Meagan Troop

Introduction

This work has been co-created with multiple constituents as part of The Pilon School of Business's (PSB) Transforming Business Education initiative at Sheridan College, which is located in the Greater Toronto area in Ontario, Canada. The college has three campuses, each with their own distinguishing areas of focus. The Honours Bachelor of Business Administration (BBA) program is one of the programs offered in PSB and will serve as the case study in this Open Educational Resource (OER). The BBA program is based out of the Hazel McCallion Campus (HMC) in Mississauga, Ontario.

The HMC campus resides on the traditional lands of several Indigenous nations, including the Anishinaabe, the Haudenosaunee Confederacy, the Wendat, the Métis, and the Mississaugas of the Credit First Nation. In PSB, we acknowledge that it is both our individual and collective responsibility to honour and respect those who have gone before us, those who are here, and those who have yet to come. We are grateful for the opportunity to be working and living on this land, and to be learning with and from one another.

As a community of teaching and learning, we are aware that we need to equip graduates for the demanding and ever-shifting business environment they will encounter. Our shared reflections and resources, stories, and exemplars have been compiled and curated as a living snapshot of some of the transformative-focused processes and outcomes in the Pilon School of Business (PSB). These exemplars have been gathered largely within a Community of Practice (CoP) of educators that has been ongoing in PSB since Winter 2022. As educators in the CoP, one of our primary drivers is to address current and future expectations of business professionals and hone graduates' ability to continually adapt and thrive in their professional careers. In opening this conversation and exchange with a broader educational community, we invite you to engage with what is being shared in a spirit of generosity and collegial exchange.

This Open Educational Resource (OER) is laid out in the following manner:

- Chapter 1: Creating Context
- Chapter 2: Theoretical Foundations of Transformative Learning
- Chapter 3: Competency Development
- Chapter 4: Transformative Learning in Practice

Our PSB Teaching and Learning Community

PSB is a learning and teaching community with a strong ethic of care, focused on building and nurturing
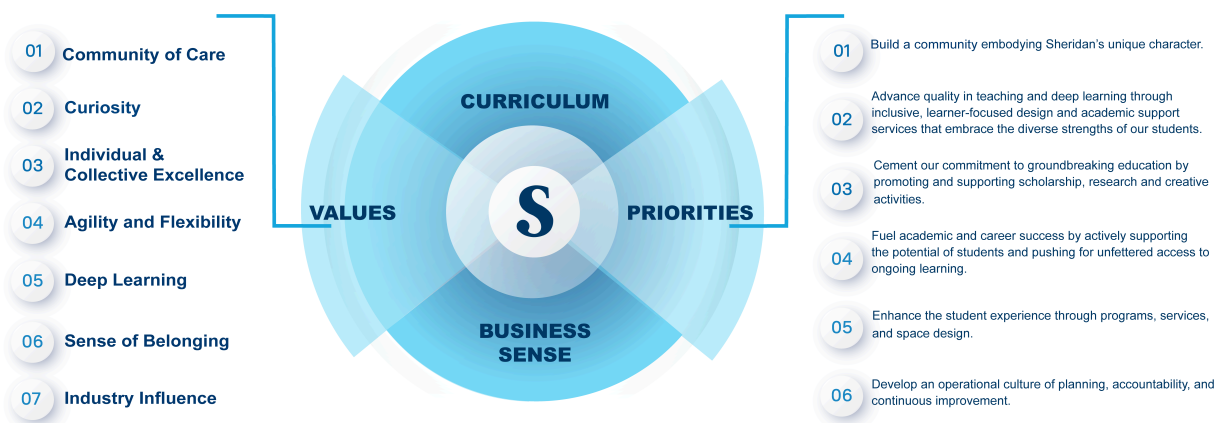
strong relationships, oriented towards co-creating with our learners. We are steadfast in our commitment to offering accessible, inclusive, and engaging experiences. We believe these qualities and strengths set us apart.

In the spirit of continuous enhancement and reflective praxis, we often ask ourselves questions like, what unique and signature educational experiences do current business learners need, want, and seek out? And how might we prepare our learners with the discipline-specific and professional competencies required to be responsive and to thrive in the contemporary workplace and in becoming meaningful contributing members of society? What do equitable and inclusive practices look like and feel like for both educators and learners? What barriers and/or constraints exist in reaching some of these outcomes and intended goals? How might we create sustainable structures and processes to support these educational goals?

There are many more questions to be asked and explored—these simply set the tone for the flavour of some that we've explored and continue to (re)consider.

PSB Program Dimensions

Here are some of the contextual factors or dimensions at play in the Pilon School of Business that inform and influence curriculum making, teaching and learning at both programmatic and course levels.

VALUES

01 Community of Care
02 Curiosity
03 Individual & Collective Excellence
04 Agility and Flexibility
05 Deep Learning
06 Sense of Belonging
07 Industry Influence

CURRICULUM

S

BUSINESS SENSE

PRIORITIES

01 Build a community embodying Sheridan's unique character.

02 Advance quality in teaching and deep learning through inclusive, learner-focused design and academic support services that embrace the diverse strengths of our students.

03 Cement our commitment to groundbreaking education by promoting and supporting scholarship, research and creative activities.

04 Fuel academic and career success by actively supporting the potential of students and pushing for unfettered access to ongoing learning.

05 Enhance the student experience through programs, services, and space design.

06 Develop an operational culture of planning, accountability, and continuous improvement.

This figure represents the interconnections between four key PSB program dimensions including a curricular-making process for the Honours Bachelor of Business Administration (BBA) Degree Program; the Business Sense framework; current priorities from the PSB Academic Plan (2019-2024); and our PBS values-based principles. The theoretical framework that connects these various dimensions is transformative learning, serving as a nexus for these various program components.

Additional image description

PBS values-based principles:

1. Community of Care
2. Curiosity

3. Individual and Collective Excellence
4. Agility and Flexibility
5. Deep Learning
6. Sense of Belonging
7. Industry Influence

Current priorities from the PSB Academic Plan (2019-2024):

1. Build a community embodying Sheridan's unique character
2. Advance quality in teaching and deep learning through intuitive, learner-focused design, and academic support services that enhance the diverse strengths of our students
3. Cement our commitment to groundbreaking education by promoting and supporting scholarship, research, and creative activities
4. Fuel academic and career success by actively supporting the potential of students and pushing for unfettered access to ongoing learning
5. Enhance the student experience through programs, services, and space design
6. Develop an operational culture of planning, accountability, and continuous improvement

Contemporary Business Education

The complexity of the landscape in which the business professional operates is increasing at an accelerating rate and is showing no signs of slowing down (Halkias, D., Neubert, M., Thurman, P. W., Adendorff, C., & Abadir, S., 2021; Kotter, 2012; Longmore, A-L., Grant., G., & Golnaraghi, G., 2018). With the continued demands for increasing productivity and profit, the ease of competitor entry to the market with increasing globalization and the maturation of the web, as well as the current integration of Environmental Social Governance (ESG) and Equity, Diversity, and Inclusion (EDI) initiatives into the business landscape, many enterprises are revising their value propositions and redesigning their businesses to maintain and grow their margins and market share.

We are amid an Industrial Revolution 4.0, that according to Halkias et al. (2021), "will no doubt change the way humankind lives, works, and relates to one another" (p. 7). In the context of post-secondary education, we have undoubtedly experienced significant changes during the pandemic (and continue to do so) in terms of the ways in which we learn with and from one another. In the current liminal space within our post-pandemic society where the only constant is change, multiple signals point to the potential for transformation. With potential transformation in mind, both incremental and dramatic in nature, Halkias et al. (2021) poses this critical, thought-provoking question, "Will business schools be the disrupter or the disrupted?" (p. 3).

Signature Teaching and Learning Experiences

One of the ways that PSB is currently disrupting the status quo at Sheridan is through intentional involvement with partnerships and collaborations in and across the institution. More specifically, PSB educators, learners, and administrators alike are actively participating and contributing to the development of several educational

initiatives—educational initiatives that intersect and align with our PSB Transforming Business Education initiative. In fact, PSB has taken a leading role in facilitating the conceptualization, design, and implementation of these enhanced learning experiences through our engagement and participation at micro, meso, and macro levels of the institution (Kenny, Watson, & Desmarais, 2016). For example, PSB faculty have recently been involved in designing and teaching Collaborative Online Learning Initiatives (COIL) and in leading facilitated conversations in the Sheridan Artificial Intelligence Symposia.
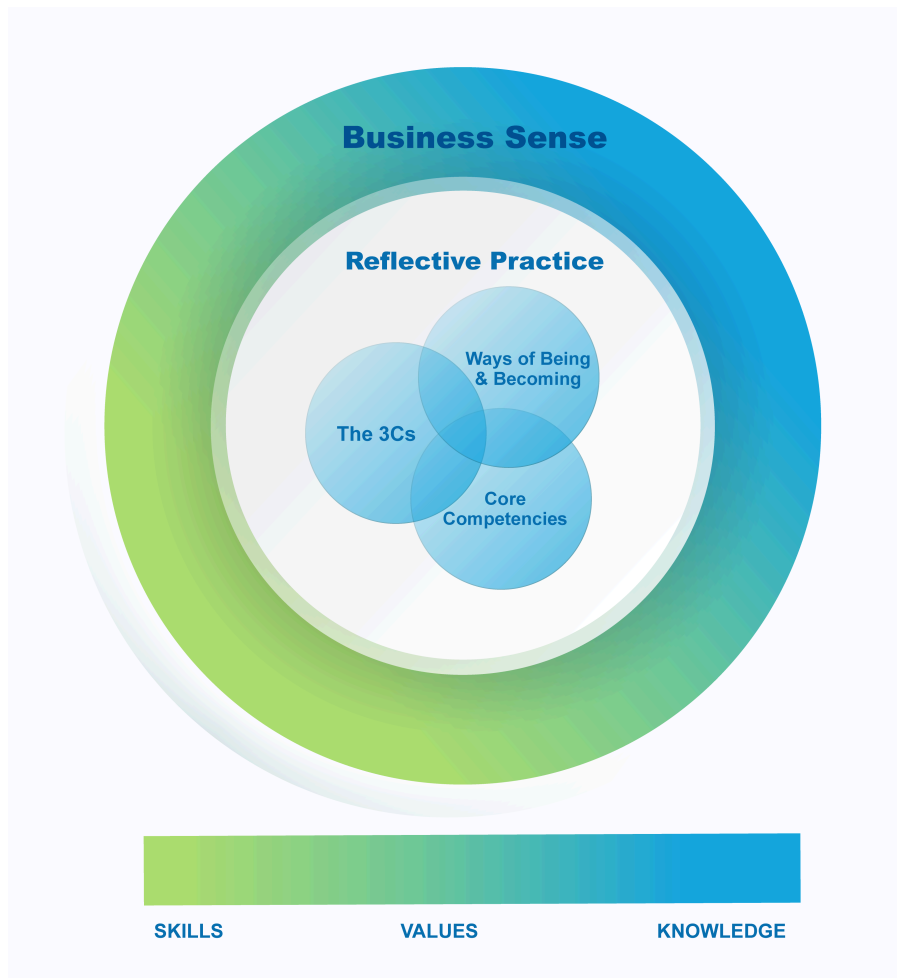
These signature Sheridan educational experiences in the context of PSB offerings, connect and extend to the development of learner competencies with a holistic approach, as we prepare graduates for the many possible futures that will inevitably involve "demographic and social changes, resource scarcity, inequalities, volatility, complexity and scale and enterprising dynamics" (Halkias, 2021, p. 6).

On a hybrid-hyflex continuum, it will be essential that we continue to lead in PSB with a transformative focused educational strategy that offers a radical reconceptualization of blended, flexible and personalized learning, guided by principles of choice, equivalency, reusability, adaptability, and human-centered design (Beatty, 2007; Darby, 2019). Our PSB educational transformation is and will continue to be informed by societal and educational trends that have emerged, such as advancements in learning analytics, big data, and data analysis, the incorporation of the United Nations Sustainable Development Goals (SDGs), the potential role that Artificial Intelligence (AI) will play in the competencies and skills that our graduates of the future will require, the internationalization and globalization of curriculum and programming, supported and realized through strategic partnerships and exchanges, as well as the demand for entrepreneurial and interdisciplinary mindsets and ways of being essential to tackling the wicked problems of our modern world.

Individuals shaping and navigating businesses into the future, such as PSB's graduates, need an educational foundation that provides the means to succeed in this challenging future business environment and within our complex world at large. To address this need, we are currently engaged in a process of visioning possible futures for business education with megatrends of 2030 and guided by signals from both research and industry (Halkias et al., 2021; Tse & Esposito, 2017). This process also involves connecting in rich conversation and activity with multiple constituents—both internal and external to Sheridan—including students, faculty, staff, administration, employers, and partners to gain insights from their experiences of business education.

"Business Sense" Framework

The visioning of possible futures in PSB has culminated in our "Business Sense" framework, which connects transformative learning to core competencies, their associated attributes, and ways of becoming for our Bachelor of Business Administration (BBA) graduates. Inspired by and aligned with Sheridan's strategic plan and the PSB academic plan, and multiple interested and affected parties, our Business Sense framework provides faculty and learners alike with a shared language for mobilizing transformative learning in practice. There are multiple ways of integrating the Business Sense framework with consideration for contextual and situational factors, such as modality, subject matter, teaching methods, student needs, preferences, and interests, to name a few.

Business Sense

Reflective Practice

Ways of Being
& Becoming

The 3Cs

Core
Competencies

SKILLS   VALUES   KNOWLEDGE

Click on the diagram for a larger view.

Our PSB transformative learning initiative serves as a call-to-action to participate in and contribute to a movement of change rather than simply reacting to it. We encourage our PSB community of educators to consider the importance of anticipating possible futures, and to reflect on the value of engagement and experimentation in the development of innovative curriculum, teaching, and learning approaches. Both individually and collectively, as part of this initiative, there have been and will continue to be multiple and diverse opportunities to share insights and experiences in reimagining the narrative(s) of future business education (Halkias et al., 2021).

THEORETICAL FOUNDATIONS OF TRANSFORMATIVE LEARNING

By Meagan Troop and Anne-Liisa Longmore

In this chapter, we will outline the foundational dimensions of the theory to inform our integration of transformative learning in practice.

Transformative Learning at PSB

Transformative learning is a prominent educational theory within the broader field of adult learning and development and has become ubiquitous in higher education contexts since Jack Mezirow first introduced the term in the mid-1970s. Over the last several decades, scholarly practitioners have examined and further developed the concept, in both theory and practice, exploring its diverse applications and extensions to a variety of contexts, including higher education, workplace, and community-based settings.

The theory serves "'many houses,' based on different purposes, disciplines, and foci on process and/or outcomes" (Anand et al. 2020, p. 732) and is being applied in PSB contexts and situations as a powerful way to honour a diversity of individuals and ideas as we co-create a shared language and vision. There are many complimentary educational theories, models, and frameworks that PSB educators may choose to integrate in tandem with transformative learning theory, such as social constructivism, complexity and critical theories, and practical models and frameworks like the ICE model (Fostaty Young, 2005; Fostaty Young & Troop; 2022), to name a few. The theory offers a contemporary, flexible, and grounded approach to business education and holds the potential and promise to empower educators in making sound and purposeful educational decisions that align with our value proposition and the needs and interests of the contemporary business graduate.

We invite you to explore the space of what might be possible with transformative learning in action—discover ways that the theory resonates and/or disrupts your current methods, approaches, and philosophies as an educator and to (re)consider the principles as you explore and experiment with new tools, strategies, perspectives, and approaches moving forward.

Transformative learning requires further delimiting, as the term has "increasingly been used to refer to almost any instance of learning" (Hoggan, 2016, p. 57). According to Anand et al. (2020), there are three primary concepts of transformative learning that provide enabling constraints for transformative learning theory, namely, "the transformation of one's worldview, the learning process of a person involved in a transformative experience, and as a series of practices that evoke or support transformation" (p. 732).

Foundational Concepts of Transformative Learning

TRANSFORMATION OF ONE'S VIEW:

The work of Illeris and Dirkx highlights the importance of inner work and identity as critical to transformative learning (Baldwin, 2019). Both scholars conceptualize transformative learning as "a deep type of learning characterized by a shift in consciousness and self-understanding." (Baldwin, 2019, p. 2). According to Holdo (2023), "change happens when people come to see the world differently" (p. 12). Changing our perspectives and by extension contributing to change in the world requires a deep, critical awareness of self, arrived at through reflection and practical experience. Clyde, Hyde, and Drennan (2013) and Illeris (2014) suggest that when we connect to our personalities, preferences, and to the inner core of self, we begin to make sense of the complexity and multi-faceted nature of our identities, our roles, and our relationships with others in terms of "behaviour patterns, values, meanings, and social conventions, such as habits of communication, patterns of collaboration, empathy, social distancing, and belonging" (Baldwin, 2019, p. 2). As educators, we hold the potential to transform ourselves and others by reframing experiences that model inclusive, discriminating, reflective, open, and emotionally agile ways of being and becoming (Mezirow, 2009; Longmore et al., 2018).

Why Transformative Learning?

As educators: How might you/we see ourselves and our learners in these principles of transformative learning theory? In what ways, if any, do you/we integrate and apply these principles in our teaching and learning contexts? Emily Style's (1988) metaphor for curriculum as window and mirror points to the importance of creating learning environments and experiences that reflect, resonate, and relate in human-centered ways (Mayparan, 2018). In PSB, there are multiple learning opportunities that leverage problem-based learning approaches, reflective writing, critical dialogue, and artifact creation as conduits for learning; these are some of the ways that educators and learners have felt seen and heard by virtue of having their voices and stories included. As an extension, transformative learning theory is a window and mirror for educators and learners alike as it provides a shared language for naming and framing both unique and common lived experiences, processes, and practices and invites everyone into the conversational exchange about teaching and learning in PSB through an accessible, inclusive, living theory of transformation (Anand et al., 2020).

Timmermans (2010) explores the notion of a threshold concept as a catalyst in the transformation of one's mindset or perspectives. When learners encounter threshold concepts as they cross new conceptual boundaries in discipline and/or domain, they often find themselves in a liminal space, which may cause discomfort and uncertainty. Liminal spaces emerge as individuals find themselves betwixt and between two ways of being and/or seeing the world. It is in a liminal space that learners discover and experiment with new mindsets and/or perspectives, challenging norms and current frames of reference. This developmental experience is transformative in nature, offering learners both difficulty and disorientation as they adopt and adapt fresh and/or different worldviews and perspectives in the process (Meyer & Land, 2006; Pace, 2017; Timmermans, 2010).

A (W)holistic View of Learning

The development of competencies complements the basic premises and principles of transformative learning, such that a more inclusive, integrated, and holistic perspective is a fundamental part of a process of learning and identity development (Illeris, 2014; Baldwin, 2019). The pedagogical conditions required to support and evoke transformative learning require that educators intentionally create time and space to pause and reflect on the human dimensions and interactions involved in our lived experience(s); these same conditions apply to the learning and development of competencies. By extension, competency development in PSB focuses on a process aimed at uncovering inner knowledge, with a heightened awareness about what competencies (skills, knowledge, and values) have been/are being discovered and shaped through interactions with self, other, and in the community (Gardner & Kelly, 2008; Longmore et al., 2018).

Here are some evidence-informed teaching and learning principles that support transformative learning:

Teaching & Learning Principles to Support Transformative Learning:

- Transformative learning is active, experiential, and reflective in nature.
- Risk taking is valued and important; feedback and failure are part of a process of taking risks and moving outside of one's comfort zone in courageous and accountable spaces.
- Time and space are afforded for both learner and educator as they move in and out of a dialectical dynamic and/or relationship.
- Guided reflection questions and prompts are used to uncover, unpack, and unearth our assumptions, beliefs, intentions, values, habits of mind, dispositions, and actions.
- Openness, compassion, and perspective taking are modelled; learners "try on" new and different perspectives or lens(es) to make sense of multiple, diverse worldviews, ideologies, and "troublesome" knowledge.
- Emotion is an integrated part of the learning experience.
- A diversity of individuals, ideas, and ways of being are both welcomed and celebrated.
- Facilitator serves as provocateur, guide, companion—multiple identities and roles are embodied in the dialectic exchanges and interactions with learners.
- Critical reflection, conscious-raising activities, and dialogue are embedded throughout the curriculum.

(Brookfield, 2002; 2017; Cranton, 2016; Davis, 2004; DeAngelis, 2022; Eyler, J. R., 2018; Fowler, 2006; Kenny, 2013; Longmore et al., 2018; Orstoga, 2006; Swartz & Triscari, 2016; Timmermans, 2010; Troop, 2017).

THE LEARNING PROCESS INVOLVED IN TRANSFORMATION:

As a process, King (2009) defines transformative learning as experiences that adult learners have as they make sense of ideas, feelings, concepts, and opinions they have not yet considered. This sensemaking process is often initiated by a disorienting dilemma and/or with disjuncture (DeAngelis, 2022; Mezirow, 2009; Longmore

et al., 2018), with engagement consciously and/or subconsciously, at various levels—individually, collectively, structurally, institutionally, locally, and globally—and in and across domains, such as, social, cognitive, affective, and psychomotor (Holdo, 2023; Illeris, 2014; O'Sullivan, Morrell, & O'Connor, 2002). Transformative learning holds the potential for shifts and patterns of change that range from "subtle to seismic" (DeAngelis, 2022, p. 586) and involves processes, according to Hoggan (2006), that lead to "significant and irreversible changes in the way a person experiences, conceptualizes, and interacts with the world (p. 71)."

In a learning process that is connected to transformative learning, educators intentionally design and facilitate learning experiences that invite learners to critically question what might be taken for granted or already known, support risk-taking and stretching beyond one's comfort zone, encourage multiple perspectives and fresh insights on a variety of issues and topics, and purposefully integrate threshold and bottleneck concepts inherent in relearning and unlearning (Baumgartner, 2012; Holdo; 2023; King, 2009).

STRATEGIES AND PRACTICES THAT SUPPORT OR EVOKE TRANSFORMATIVE LEARNING:

How might we/do we integrate transformative learning into the fabric of our curricula in PSB?
Transformative learning theory already underpins much of the work we do in our PSB teaching and learning community. The transformative learning principles outlined by Longmore, Grant, & Golnaraghi (2018) provide an evidence-informed approach to guide our design and facilitation practices both now and into the future:

1. The Whole Learner Learns
2. Experiences, disjuncture, and critical reflection as conduits for learning
3. Learning is emergent and socially constructed
4. Instructor as learning facilitator and companion

(Longmore et al., 2018)

The Triple Helix Model

The triple helix is a model proposed by Longmore, Grant, and Golnaraghi (2018) that aims to capture the dynamism of transformative learning experiences for business education in the 21st century. The model characterizes the various interconnected and interrelated parts involved in both the process and outcomes of transformation and highlights the socially constructed and emergent nature of the teaching and learning experience, emphasizing the critical importance of human interaction at the heart of experience. Three primary dimensions of the model are: the whole learner—hence the coinage of (w)holism—content and knowledge, and the other learning agents and actors. With each new learning cycle, time, space, and the environment (including situational and contextual factors) inform and influence the nature of the interactions and the co-creation of knowledge in relation to self, other, and community.
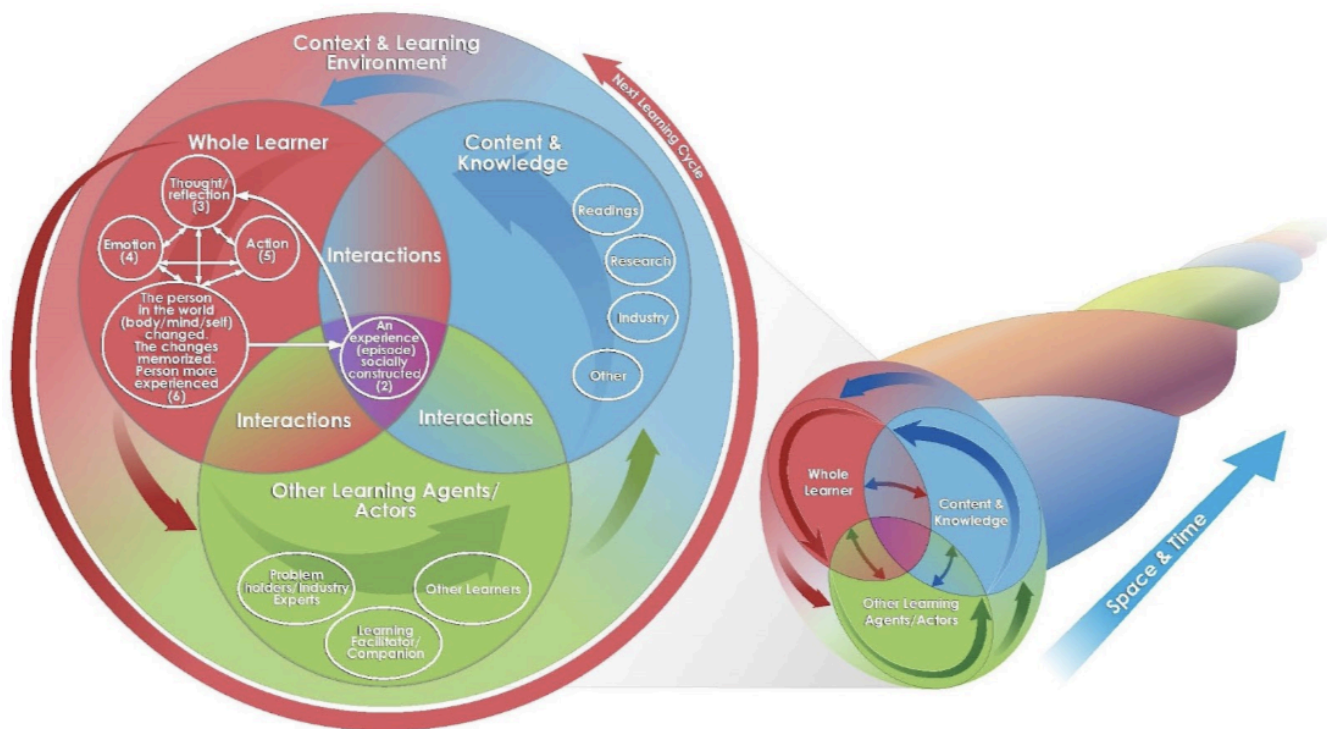
Excerpted from: Longmore, Grant, Golnaraghi (2018)

CONNECTING TRANSFORMATIVE LEARNING TO COMPETENCIES:

Our approach to transformative learning in PSB is based on the premise that teaching, learning, and curriculum- making are dynamic and recursive in nature. The learners, facilitators, subject matter, and context or milieu are all part of an interconnected, interrelated, and emergent ecological view of the higher education system in which we operate (Davis et al., 2008; Longmore et al., 2018). In PSB, we build on these ideas to cultivate our PSB ecosystem in support of the design and development of spaces, places, technologies, and pedagogies that focus on the whole learner experience.

The competencies and the development of our "Business Sense" competency framework is a critical part of designing and facilitating transformative-focused experiences in PSB. The competencies are intentionally framed as learner-centered and holistic in nature, tying to principles of transformative learning at each orbiting circular component of the competency framework. Each of the competencies and their attributes communicate a (w)holistic view of learning with a direct link to the development of knowledge, skills, attitudes, mindsets, and values (in alignment with cognitive, social-emotional, and psychomotor domains). The next chapter will explore the development of our competency framework as part of the Transformative Learning Initiative.

COMPETENCY DEVELOPMENT

By Meagan Troop, Marcie Theoret, Karen Booth, Erin Stripe, and Anne-Liisa Longmore

In PSB, learners and faculty alike are currently engaged in our BBA program in the development of core technical and business-focused competencies, as well as with practical competencies for life that extend beyond business contexts. More specifically, our PSB "Business Sense" framework draws on and includes interpersonal and intrapersonal dimensions of learning and identity development, metacognitive learning (learning about learning and how and why we learn), as well as the integrated domains (cognitive, affective, and psychomotor), which includes knowledge, habits of mind, values, attitudes, emotions, and skills. These contemporary competencies will prepare our BBA graduates for the workplace and for becoming meaningful contributors to society.

Defining Competency

A competency is characterised as multi-faceted, dynamic, and development in nature. More specifically, in our educational business context in PSB, we define competencies as an integrated bundle of knowledge, skills, and values made manifest through intentional action.

A Competency-Informed Approach: Our Origin Story

Sheridan's Pilon School of Business initially introduced the development of essential soft skills alongside discipline-specific technical skills in their Bachelor of Business Administration (BBA), Global Business Management (GBM) degree program. The BBA GBM was granted consent by PEQAB on May 30, 2008 and welcomed its last intake in September 2013. The GBM program focused on core business concepts in addition to three integrated and strategic streams: international financial management, international marketing management, and global supply chain management. In addition, the program incorporated the development of essential skills such as cross-cultural communication and negotiations, leadership, change management, continuous improvement, six Sigma/ISO quality assurance standards, ethical decision-making, and personal growth and development into the curriculum.

The BBA GBM program was foundational and provided important learning in the development of the next generation business degree programs to PEQAB, namely the BBA Accounting, Finance, Human Resources, Marketing and Supply Chain Management degree programs. Consent was granted in 2012 and the programs launched in Fall 2014.

When launched, the BBA model focused on the intention to graduate learners who would have immediate impact in the organizations in which they are employed and the communities in which they live. Core skill areas in areas such as leadership, citizenship, occupational readiness, strategy, creativity, and collaboration were identified as essential for the contemporary undergraduate business degree graduate (See Image below).
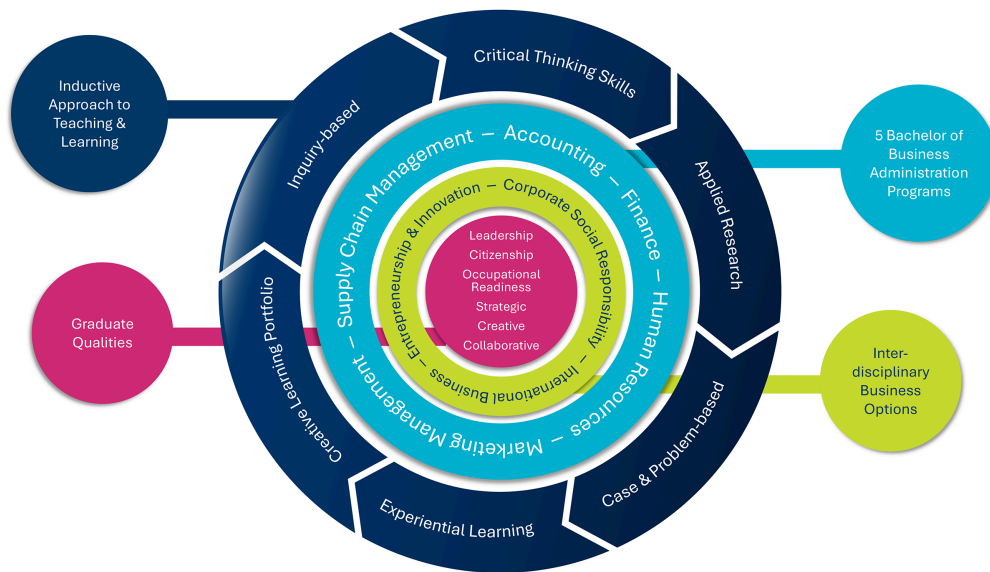
Click on the diagram for a larger view

Image adapted from Sheridan's Bachelor of Business Administration Model. Source: PEQAB BBA Accounting Submission (2012) p. 5.

To build the essential competencies, the program adopted a "whole learner development" approach, incorporating Tony Wagner's 21st Century Survival Skills (2008; 2010) and a Creative Learning Portfolio (Portfolio) to facilitate deeper, holistic learning and student success. The intention of introducing the Portfolio, was to create linkages and sense-making opportunities across the program by facilitating critical reflection on learning experiences and activities, the development of technical skills, mastery of contemporary competencies and highlight academic, creative leadership, professional and personal accomplishments through the intentional selection and curation of learning artifacts (Sheridan BBA PEQAB Submission, 2012).

Image adapted from the Original Sheridan BBA Creative Learning Model. Source: PEQAB BBA Accounting Submission (2012) p. 21.

During the first program review and PEQAB renewal, which took place in 2018-2019, it became clear that a coordinated integration of competencies had not yet been realized, and like many post-secondary business programs, the focus centered primarily on functional and/or discipline specific technical skills as opposed to the desired more holistic concept of competencies (skills, knowledge, and values), which includes interpersonal, intrapersonal, and metacognitive dimensions of learning.

This realization, which came about as a result of the program review process, prompted faculty and administrators to further explore what developments had occurred in industry, as well. We started by reviewing the relevance of the original Wagner's model with 12 faculty members from the BBA foundation courses who formed an ongoing Community of Practice (CoP), beginning in the Winter of 2022. With the CoP, we have continuously engaged in critical dialogue about what the competencies should be and why, and explored how the framework could be designed as an "entry to professional practice" component of the BBA program.

We created several draft competency frameworks that included multiple layers and received feedback from our Community of Practice and the leadership team. Some of these layers (3Cs and Core competencies) have been confirmed and some of the outer layers or components of the framework are still being developed and emergent in nature (Attributes for Core Competencies, Ways of Being and Becoming). At the same time, we engaged with and continue to involve the leadership team on a regular basis to ground us in our PSB value proposition, strategic vision, and philosophy. We have also looked to industry. For all 5 programs in the BBA, their main governing bodies had produced in-depth competency frameworks of their own, so we did a deep dive into what the industry associations had recently published and coded them as part of a document analysis

exercise. Further, we have engaged in conversation with our Program Advisory Council to gain insight into some of the trends and to offer industry-focused perspectives.

Core Competency Development at PSB

Competence is developed through informal and formal learning opportunities with an approach that considers where competencies are discovered, facilitated, practiced, and assessed and the levels at which they are introduced, strengthened, and integrated.

There are currently five core competency areas that have been identified in PSB for integration into our BBA program. The 5 competency areas in our Business Sense framework are:

- Collaboration and Communication
- Research and Innovation
- Critical Thinking and Problem-Solving
- Social Responsibility and Ethics
- Initiative and Leadership

All of these competency areas have reflective practice embedded in the discovery, design, development, and facilitation of teaching and learning experiences.

Click on the diagram for a larger view.

Competency Inputs



Description of the Competency Inputs image

- Wagner's Survival Skills – Critical thinking & problem solving, collaboration & leadership, agility & adaptability, initiative & entrepreneurship, oral & written communication, accessing & analyzing information, as well as curiosity & imagination
- Association Competencies – Accounting competencies (CPA), financial competencies (CFA), human resources competencies (HRPA), marketing competencies (CPSA, AMA, CIM), as well as supply chain competencies (SCC)
- PSB Guiding Principles – Community of care, curiosity, individual & collective excellence, deep learning, equity, diversity & inclusion, industry influence, agility, as well as technology
- Co-op Competencies
    - Self – Learning and growth, communication, agility & adaptability, critical thinking & problem solving, as well as creativity & innovation
    - Self and Others – Emotional acumen, responsibility & integrity, collaboration & teamwork, as well as intercultural understanding & inclusion
    - Self and Community – Leadership, digital literacy, as well as initiative & entrepreneurial mindset
- Sheridan S-Sense – Think, relate, innovate, and evolve

The 3Cs of Curriculum, Teaching, & Learning

At the centre of our Business Sense competency framework is our 3Cs, namely Curiosity, Criticality, and Connectivity. The 3Cs are intentionally woven throughout our curriculum, teaching, and learning experiences in PSB and connect to our transformative-focused vision in PSB.

CURIOSITY

The complexity and uncertainty of our contemporary society points to the need for learners to bring a keen curiosity with them into the learning and teaching environment. In PSB, learners are invited to imagine and generate new ideas, take risks as they experiment in new and unorthodox ways, productively struggle as they pursue areas of inquiry, and eventually revise and iterate—all important dimensions of a creative problem-solving process (Egan, Maguire, Christophers & Rooney, 2017; Elyer, J. R., 2018; Hoggan, Simpson & Stuckey, 2009). The development of curiosity, and by extension creative capacities, will prepare our learners to contribute meaningfully and purposefully at multiple scales and magnitudes in business and in society at large, as they learn to establish connections, work collaboratively, and synthesize ideas (Pink, 2006; Swartz & Triscari, 2011).
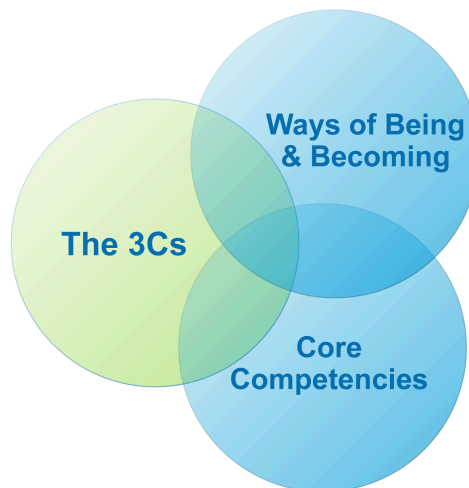
CRITICALITY

Criticality is intentionally modeled and embedded throughout our curriculum in PSB. We invite and engage others with a critical stance that involves critical reflection, reasoning, problem-solving, and evidence-informed thinking to better understand business and its intersections with other disciplines and domains, our inner and outer selves, our colleagues and peers, our industry partners, and our local and global communities (Brookfield, 2002; Brown, 2014; Longmore, et al., 2018; Petress, 2004; Swartz & Triscari, 2011). Through critical dialogue, experiential learning and reflection, we question and explore unexamined assumptions, embrace a plurality of perspectives, and continuously extend our current conceptions with openness, candor, empathy, and discernment (Baumgartner, 2019; Troop & O'Riordan, 2017).

CONNECTIVITY

Relationships are at the heart of teaching and learning in PSB. We conceptualize learning as co-created, interconnected, and emergent in nature (Davis, Sumara, & Luce-Kapler, 2008; Longmore, et al., 2018) and engage in relationships to learn with and from one another. We have an overall aim that ties directly to our PSB values to foster accessible and inclusive spaces and places in which to live, learn, and work. Our connectivity is enhanced through choice and access to multiple modalities and with multiple means of engagement,

representation, action and expression (CAST, 2018). Our Community of Inquiry approach (Garrison, Anderson & Archer, 2010) fosters meaningful interaction, with intentional engagement and connection made between learner to content, learner to learner, and learner to facilitator (Wilson & Opperwall, 2020).

Why Competency Development Matters

In response to the changing landscape in post-secondary education, many programs across a diversity of disciplines including business, have shifted to a competency-informed or competency-based educational (CBE) model (Dragoo & Barrows, 2016; Echols, Neely & Dusick, 2018; Rich et al., 2020). The efforts made to innovate curriculum through these approaches point to components that are integral to ensuring rigor, consistency, alignment, and choice for learners and provides a compelling rationale for this transformative shift in PSB that began over a decade ago. The scholarly literature and research on this topic indicate that a competency-oriented approach carries the potential for increased accountability in terms of academic quality with the articulation and assessment of program standards, clear assessment criteria, and competence milestones for entry to professional practice (Johnstone & Soares, 2014; Rich et al., 2020). Moving beyond the identification of critical competencies for 21st century business learner will require a competency-based education model that integrates educational philosophies to support student discovery, learning, and development. In a competency-based model, learners progress through the program curricula at their own rate to achieve the competence required for success. Through multiple and varied formative assessments, students have opportunities to learn and act upon feedback provided. These curricular dimensions in concert with personalization and choice in curricula, and flexible learning that is often not time-bound, will be central to realizing dimensions of a competency-based framework in PSB (Rich et al., 2020).

As Dragoo & Barrows (2016) note, "competencies should be developed through an explicit and transparent process" (p. 377). In PSB, we are indeed engaged in an explicit and transparent process that considers how, as Rich et al., (2020) put it "CBE differs from traditional higher education models concerning structure, pedagogy, assessment, faculty role, student interaction, and credentials." Many competency-based programs have common characteristics or components, such as: (a) constructive alignment of learning outcomes with assessments and activities (Fink, 2013; Johnstone & Soares, 2014; Treleaven & Voola, 2008; Wiggins & McTighe, 2015), (b) flexibility and variability in terms of modality, format, and timelines (Dragoo & Barrows, 2016; Pichette & Watkins, 2018), (c) competencies that are intentionally embedded throughout the curriculum with reusable, multiple-purpose, open resources leveraged for faculty and learner development (Dragoo & Barrows, 2016; Pichette & Watkins, 2018), and (d) robust and real-world application oriented formative and summative assessments (Dragoo & Barrow, 2016; Fink, 2013; Pichette & Watkins, 2018; Rich et al., 2020). These components in combination provide a heuristic—a solid set of guidelines—to follow in PSB as we continue to design, develop, and integrate competency standards for business education.

Connecting Competencies to Business

Scholarly literature on the topic of competency development, assessment, and implementation points out a widespread issue; that is, clearly defining what is meant by competency (Bawtinheimer, 2020; Rich, 2019). The lack of a universally accepted definition points to an opportunity to explore what has been discussed and

shared in the research thus far and to build and address this gap with the aim of enhancing understanding in PSB and in and across the post-secondary landscape (Dragoo & Barrows, 2016). With that in mind, consideration of contextual and situational factors will be involved to gain multiple stakeholder perceptions of competency-informed learning, teaching, and assessment at Sheridan.

We have aligned our PSB competencies with both industry and academic expectations (Bawtinheimer, 2020; Dragoo & Barrows, 2016). According to Johnstone & Soares (2014), the validity of competencies is determined via insights and feedback from students, and employers, as well as other stakeholder groups such as faculty, administration, and staff. As such, we are continuously and intentionally gathering feedback and data to assess our competencies, and we acknowledge the dynamic nature of competency development to maintain professional currency.

Competency Development in Practice

Our learning and teaching community will continue to apply this framework to encourage the intentional discovery, development, facilitation, and assessment of the contemporary Business Sense competencies. In alignment with course and program learning outcomes in PSB, we will connect these competencies in both curriculum mapping and curriculum design processes at program, course, and lesson levels. In the BBA program, competencies will also be scaffolded across the four years with the following levels: introduced, strengthened, integrated.

Introduced (I): Key ideas, concepts or skills related to the learning outcomes are introduced and demonstrated at a foundational level. Instruction and learning activities focus on basic knowledge, skills and/or competencies and entry-level complexity.

Strengthened (S): Learning outcomes are reinforced with feedback; students demonstrate the outcome at an increasing level of competence. Facilitation and learning activities focus on enhancing and strengthening existing knowledge and skills, as well as expanding complexity.

Integrated (IN): Students demonstrate the learning outcomes with an increasing level of independence, confidence, expertise and sophistication expected upon graduation and in preparation for entry into the profession. Facilitation and learning activities focus on and integrate the use of the content, values, and/or skills gained in multiple levels of complexity that demonstrate (w)holistic competence.

(Adapted from Veltri, Webb, Matveev & Zapatero, 2011; Dyjur & Kalu, 2017).

Each competency area will have attributes—qualities or characteristics—that help to define and create parameters for the knowledge, skills, and values that are aligned.

> "Professional identity is viewed as an on-going process of interpretation and re-interpretation of experiences. It does not answer the question of who I am at the moment, but who I want to become."
>
> (Clarke, Hyde & Drennan, 2013, p. 9)

Ways of Being & Becoming

The Ways of Being and Becoming represent an embodiment of the qualities and attributes of each of the competency areas. Learners will connect and reflect on business-focused and developmentally oriented narratives that they will self-author throughout their journey at Sheridan (Grant, Golnaraghi, & Longmore, 2015).

Reflecting on and revising the ways of being and becoming will offer students a purposeful way to connect to the foundational core competencies that have been both introduced and strengthened in their programs. This process will involve applying critical lenses to question their existing personal and professional narratives. In this process, learners will make choices about identities, roles, and narratives that resonate with their self-concept and grapple with changes that require them to discard prevailing ideologies and dominant discourse from their fields and disciplinary traditions. As they gain experience, these competencies will ideally become more habitual, intentional, and internalized. Learner stories of being and becoming will be created in diverse, multiple formats and shared to illustrate both the map and the terrain of their transformative journey at PSB (Grant et al., 2015).

Longmore et al. (2018) posit that educators are also informed by the engagement of learners in the learning context. Educators may engage metacognitively as they reflect on and make sense of the influence of theories, models, frameworks, principles, and philosophies that inform the decisions that they make. Transformative-focused activities could be part of future faculty development experiences, namely the crafting of ways of becoming through ongoing dialogue with peer colleagues, critical questions, and prompts, and with consciousness raising exercises. The exemplars described in the next section serve as a starting place for educators and learners as they begin the process of crafting and/or facilitating a process of reflection that involves exploring ways of being and becoming. This dimension of the framework is emergent in nature and will continue to be developed in consultation and connection with our PSB community.
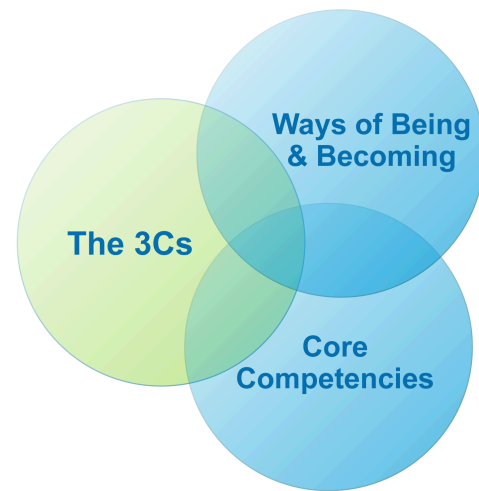
CHANGE AGENT

In business education, a change agent holds the capacity and potential to facilitate change within a system. A change agent generatively explores and assesses the current state, identifies and examines differences, opportunities and gaps, locates and co-creates the spaces for transformative exchanges, introduces an intervention, monitors the effect and influence, and then continues iteratively through the cycle. With a growth mindset, a change agent demonstrates their resilience in the face of adversity and challenge, persevering through difficult situations and challenges that come their way. They uncover pathways and possibilities that are both individually relevant and rewarding and those which are socially responsible, ultimately contributing to the greater good in their communities and to society at large.

COLLABORATIVE PARTNER

A collaborative partner co-creates with multiple interest and affected parties (both internal and external) in a generative and reflective spirit. At the heart of co-creation is an ethic of care and the cultivation of relationships. For collaborative partners, there is intentionality in the building, nurturing, and sustaining of both positive and healthy relationships with self, other, and in community. Staying focused and attuned, listening mindfully, and holding space for multiple and diverse voices and perspectives as we seek to understand are all critical qualities continuously cultivated as a collaborative partner.

INTERPROFESSIONAL LEADER

With strong communication skills in a variety of mediums (verbal, non-verbal, social media, written, aural) and contexts (virtual and in-person), interprofessional leaders are persuasive and inspiring, and use their authentic voices to facilitate and negotiate. Breaking down silos and barriers, interprofessional leaders seek to build shared understandings and consensus, with developed skills in clearly articulating intended outcomes, asking critical questions of themselves and others, and modeling social mores. In the context of moving in and across disciplinary boundaries, there is an orientation to learning with and from one another, experimenting with new ways of thinking and being, with the intention of moving toward a shared goal in the service of associated professional organizations and communities.

EMPHATHIC INNOVATOR

Driven by curiosity and creativity, the empathic innovator exhibits a willingness to take risks, explore and experiment, and is enthusiastic about ongoing iteration and enhancement. The empathic innovator is keen to develop and devise multiple strategies to solve problems and engages thoughtfully to ideate and implement practical applications for the business world. By keeping up with the trends and anticipating possible futures, empathic innovators are staying ahead of the curve in business through their exposure to research, experiential, and service-learning opportunities, and through human-centered approaches.
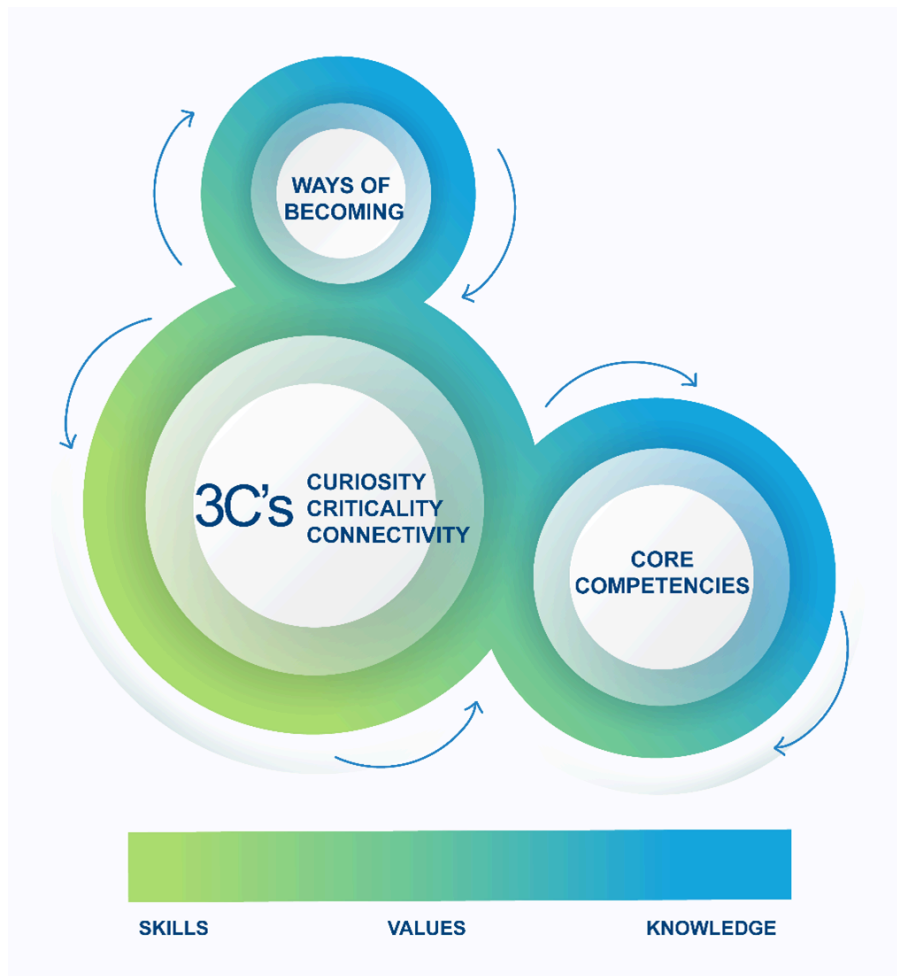
Click on the diagram for a larger view

TRANSFORMATIVE LEARNING IN PRACTICE

By Emily Brown, Wayland Chau, John Laugesen, Edward Marinos, Georgia Mello, Mojisola Oyadeyi, Lavan Puvaneswaran, Marcie Theoret, Meagan Troop, and Vanessa Robinson

This chapter will provide rich exemplars of transformative learning in practice gathered from faculty since Winter 2022 in the Pilon School of Business. In the context of our Community of Practice (CoP), our full-time faculty members are engaged in several meaning-making activities that are underpinned by principles of transformative learning and in many cases connected to the development of 21st century interdisciplinary competencies for business education.

Here are some of the activities that we have engaged in with the CoP as we developed connection and care, when framing our why, what, and how for the Transformative Learning initiative.

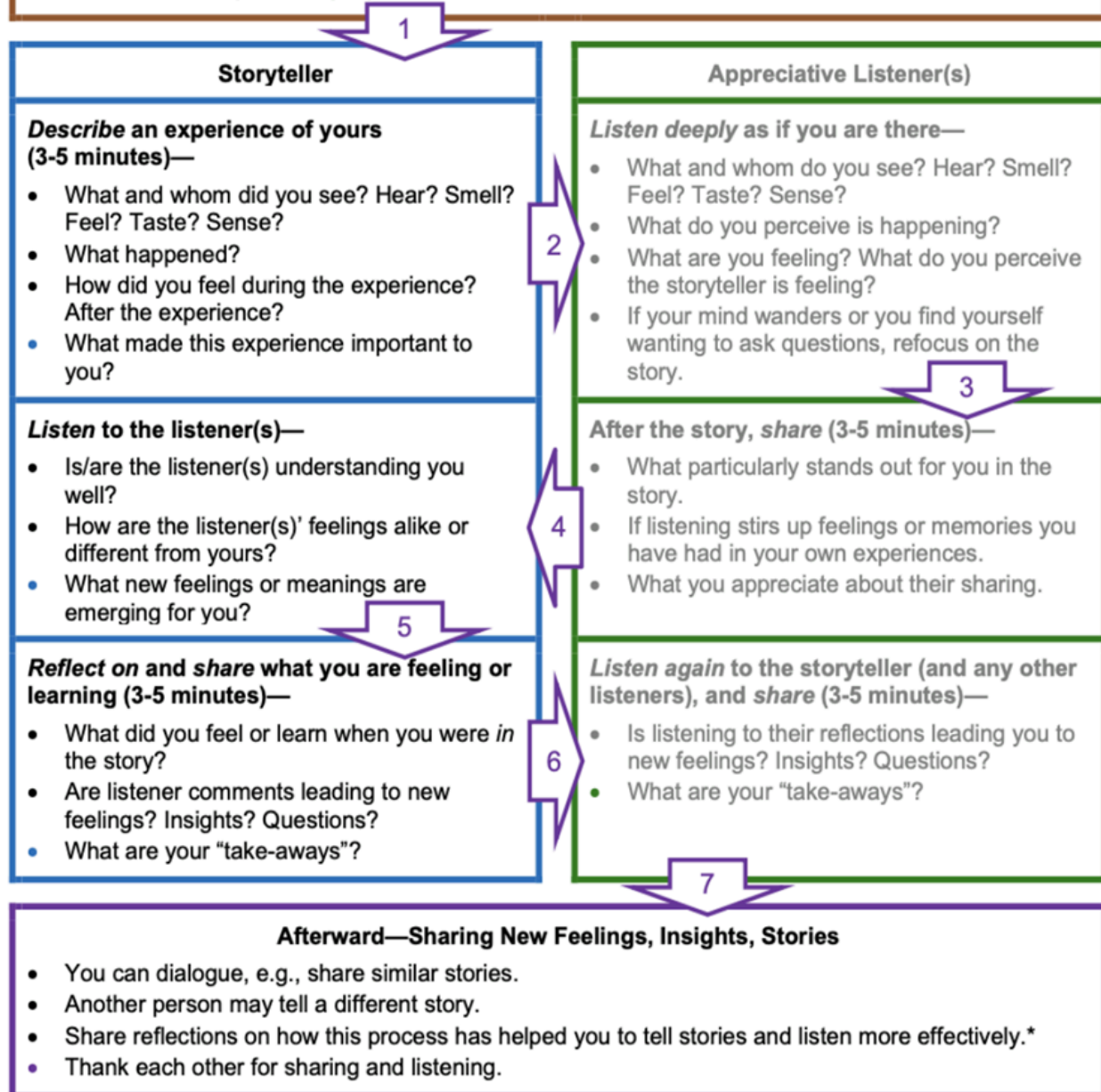## Framing the Conversation on Transformative Learning

Faculty were paired up in the CoP to engage in conversation, guided by the transformative listening protocol. They were asked to share stories related to teaching and learning.

Transformative Listening Protocol

This activity was designed by the Transformative Listening Project in conjunction with the 2018 International Transformative Learning Conference, "Building Transformative Community: Enacting Possibility in Today's Times." It is meant to improve appreciative listening skills through sharing and responding to stories in pairs and in groups.

Before the Story—Storyteller and Listener(s)

- Take a deep breath; relax.
- Be fully present to the story and your body's responses.
- Listen to the story without judgment.

1

Storyteller	**Appreciative Listener(s)**
***Describe* an experience of yours (3-5 minutes)—** • What and whom did you see? Hear? Smell? Feel? Taste? Sense? • What happened? • How did you feel during the experience? After the experience? • What made this experience important to you?	*Listen deeply* as if you are there— • What and whom do you see? Hear? Smell? Feel? Taste? Sense? • What do you perceive is happening? • What are you feeling? What do you perceive the storyteller is feeling? • If your mind wanders or you find yourself wanting to ask questions, refocus on the story.

2 (between Storyteller Describe and Listener) **3** (after Listen deeply)

***Listen* to the listener(s)—** • Is/are the listener(s) understanding you well? • How are the listener(s)' feelings alike or different from yours? • What new feelings or meanings are emerging for you?	After the story, *share* (3-5 minutes)— • What particularly stands out for you in the story. • If listening stirs up feelings or memories you have had in your own experiences. • What you appreciate about their sharing.

4 **5**

***Reflect on* and *share* what you are feeling or learning (3-5 minutes)—** • What did you feel or learn when you were *in* the story? • Are listener comments leading to new feelings? Insights? Questions? • What are your "take-aways"?	*Listen again* to the storyteller (and any other listeners), and *share* (3-5 minutes)— • Is listening to their reflections leading you to new feelings? Insights? Questions? • What are your "take-aways"?

6 **7**

Afterward—Sharing New Feelings, Insights, Stories

- You can dialogue, e.g., share similar stories.
- Another person may tell a different story.
- Share reflections on how this process has helped you to tell stories and listen more effectively.*
- Thank each other for sharing and listening.

8/2020

Anderson Sathe, L. et al. (2022). Listening for Transformation: Discovering Third Space and Connection Using a Listening Protocol. In: Nicolaides, A., Eschenbacher, S., Buergelt, P.T., Gilpin-Jackson, Y., Welch, M., Misawa, M. (eds) The Palgrave Handbook of Learning for Transformation. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-84694-7_24

Description of the Transformative Learning Protocol diagram above

This activity was designed by the Transformative Listening Project in conjunction with the 2018 international Transformative Learning Conference. "Building Transformative Community: Enacting Possibility in Today's Times." It is meant to improve appreciative listening skills through sharing and responding to stories in pairs and in groups.

   Before the Story-Storyteller and Listener(s):

- Take a deep breath; relax
- Be fully present to the story and your body's responses
- Listen to the story without judgment

1. **Storyteller** – Describe an experience of yours Listen deeply as if you are there (3-5 minutes)

    - What and whom did you see? Hear? Smell? Feel? Taste? Sense?
    - What happened?
    - How did you feel during the experience? After the experience?
    - What made this experience important to you?

2. **Appreciative Listener(s)** – Listen deeply as if you are there

    - What and whom do you see? hear? smell? feel? taste? sense?
    - What do you perceive is happening
    - What are you feeling? What do you perceive the storyteller is feeling?
    - If your mind wanders or you find yourself wanting to ask questions, refocus on the story.

3. **Appreciative Listener(s)** – After the story, share (3-5 minutes)

    - What particularly stands out for you in the story.
    - If listening stirs up feelings or memories you have had in your own experiences.
    - What you appreciate about their sharing.

4. **Storyteller** – Listen to the listener(s)

    - Is/are the listener(s) understanding you well
    - How are the listener(s)' feelings alike or different from yours?
    - What new feelings or meanings are emerging for you?

5. **Storyteller** – Reflect on and share what you are feeling or learning (3-5 minutes)

    - What did you feel or learn when you were in the story?
    - Are listener comments leading to new feelings? Insights? Questions?
    - What are your "take-aways"?

6. **Appreciative Listener(s)**– Listen again to the storyteller (and any other listeners), and share (3-5 minutes)

    - Is listening to their reflections leading you to feelings? Insights? Questions?
    - What are your "take-aways"?

7. **Afterward – Sharing New Feelings, Insights, Stories**

   ◦ You can dialogue, e.g., share similar stories.
   ◦ Another person may tell a different story.
   ◦ Share reflections on how this process has helped you to tell stories and listen more effectively."
   ◦ Thank each other for sharing and listening.

Transformative Principles in Practice

We engaged our CoPs with a gallery walk activity that required them to respond to critical prompts to address in what ways, if any, transformative learning principles were integrated into their teaching and learning practice. They were asked to free associate (words, quotations, frameworks, images) and share their ideas on a series of Jamboards.

   Here are the four principles that faculty explored:

1. The Whole Learner Learns
2. Experiences, disjuncture, and critical reflection as conduits for learning
3. Learning is emergent and socially constructed
4. Instructor as learning facilitator and companion

(Longmore et al., 2018)

📊 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
*https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=312#h5p-18*

[Download the Jamboards from the Transformative Learning in Practice Activity, Fall 2023]

Framing the Conversation on Competencies

Framing the Conversation on Competencies

A critical and foundational part of community making is the intentional act of co-creating a shared language. As such, one of the initial activities that the CoP group engaged with involved a free association activity guided by the following prompt: What comes to mind when you hear the word "competency?" Faculty were encouraged to use words, phrases, and/or images in this generative process.

The following image is from the Jamboard that we created:

We replicated this activity to create our shared language, clarify meaning, and to help define terms throughout our time together as a CoP. Terms and examples where we used this free association activity include: transformative learning, curriculum, ways of being and becoming, as well as some of the specific competencies that were being explored as new possibilities within our PSB competency framework, such as humility, research, innovation, digital fluency, social responsibility, and ethics.

Framing the Conversation in Courses

Students and faculty alike are engaged in ongoing conversations about competencies and the importance of developing competence intentionally. The example below is excerpted from the Undergraduate Competency Development (UCD) course to illustrate how competencies are both distinguished and connected to skills, knowledge, and values and explicitly framed in the first-year experience. We place a great deal of importance on situating competencies over content in our design and facilitation of learning and teaching experiences and drawing attention to synergies that exist with an outcomes-based pedagogy.

> *An interactive H5P element has been excluded from this version of the text. You can view it online here: https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=496#h5p-41*

Co-Creating Attributes for Competency Profiles

Our CoP engaged in a 5-step process over a series of months to co-create the competency profiles for the five competency areas in our framework. The five main steps involved the following components:

(1) Generating ideas about the competency area;

(2) Defining competency profiles;

(3) Articulating attributes;

(4) Aligning with course knowledge, skills, and values;

(5) Sharing artifacts from courses.

This is what the 5-step process looked like in more detail:

1. Starting with collaboration competency, the group generated ideas about the competency with critical prompts such as, "What comes up for you when you hear the word "collaboration?" What does that look like, feel like, and sound like in the context of the courses that you teach? What does collaboration mean to you?" Faculty were encouraged in an act of free association using words, visuals, and our phrases to capture their ideas. From there, they were asked to circle and highlight or build upon other responses in a process of co-constructing a working definition of collaboration.
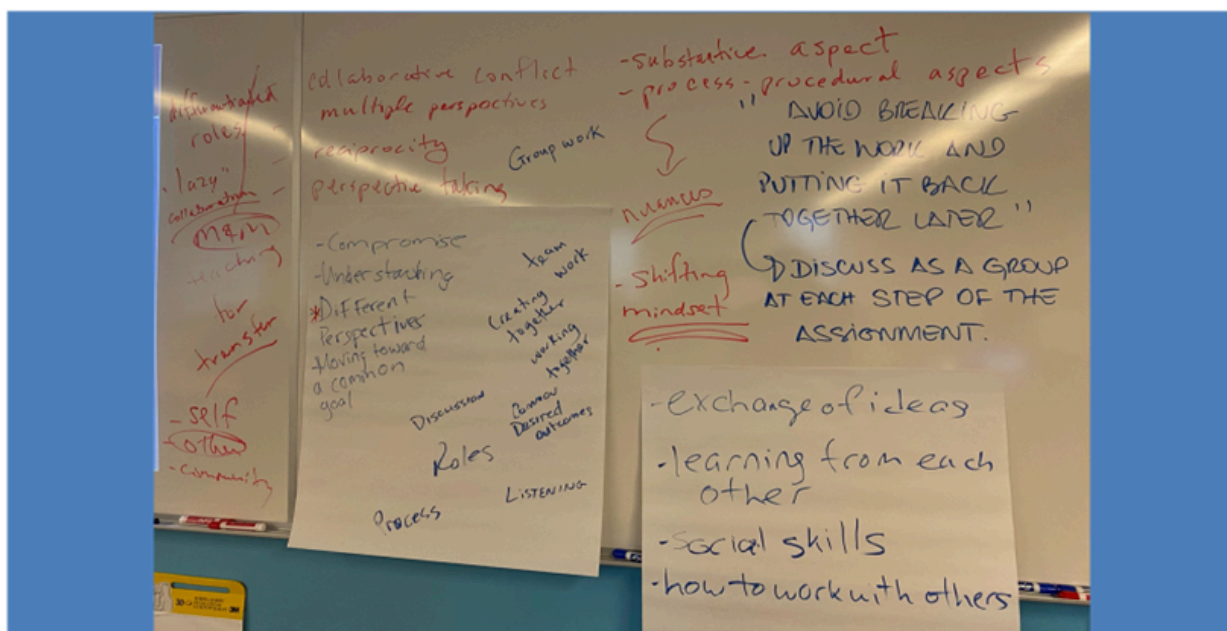
2. From the brainstorming activity in step 1, faculty were asked to select the attributes (qualities and characteristics) that they thought should be part of our working definition. The curation of ideas resulted in an iterative process where we refined and revised language and came to an agreement on what should stay and what should go.

Step 2: Competency Profile for Collaboration

-involves learning with and from one another

-develops social skills

-focuses on learning to manage and deal with conflict

-offers opportunities to engage in differentiated and diverse roles

-seeing and experiencing the process from multiple perspectives

-harnessing each other's strengths to achieve a shared or common goal

-engaging in consensus and relationship building

-taking notice and reflecting on their synergies and dynamics as a team

W. Chau
Feb 13, 2023

Add? the importance of communication and coordination in achieving a common goal

Anonymous
Feb 13, 2023

When emphasizing consensus, a team risks focusing on process instead of result. Although coordination and civility and good group dynamics are important, an over-emphasis on consensus runs the risk of enforcing groupthink.

3. The next step in the process required that faculty categorize the dimensions of the collaboration competency as knowledge, skills, and/or values. Here is what one small group came up with in their virtual breakout session:

Group 1: Collaboration Attributes

4. We then spent some time aligning the identified and categorized Knowledge, Skills, and Values for the Collaboration competency with the Learning Outcomes of the individual courses they were teaching in the BBA program.

> 🖼️ An interactive H5P element has been excluded from this version of the text. You can view it online here:
> https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=496#h5p-5

5. The final stage of the five-step process involved locating teaching and learning artifacts that provided evidence of the competency informed approaches in terms of assessment, activities, facilitative approach, learner experience, etc. Some of these artifacts are shared in this OER and the others are forming the basis of an emerging and robust faculty development program in PSB.

This iterative 5-step process resulted in our PSB Competency Framework, which includes the following areas:
   (1) Collaboration and Communication
   (2) Critical Thinking and Problem Solving
   (3) Initiative and Leadership
   (4) Research and Innovation
   (5) Social Responsibility and Ethics

Surrounding the framework is reflective practice, which is integrated and ideally infused in all of the competency areas through teaching, learning, and assessment.

Click on the diagram for a larger view.

Competency Cards

The competency cards have been designed for educators and learners alike, in both digital and analog applications, for use inside and outside the classroom, and in informal and formal learning spaces/ places. The cards are colour coded according to the Pilon School of Business core competency framework, and the associated attributes.

The competency areas in the framework include: communication and collaboration, critical thinking and problem solving, social responsibility and ethics, initiative and leadership, research and innovation. At the centre of the framework is reflective practice, which is integrated and ideally infused in all the competency areas. The competency cards were created as a digital deck in our Learning Management System and as a physical deck (see the prototype below).

An interactive H5P element has been excluded from this version of the text. You can view it online here: https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=496#h5p-40

We have created a Competency Cards Facilitator Guide that will serve as a living document and continue to be curated and populated with exemplars and suggested activities from the CoP groups within the Pilon School of Business. The guide highlights the Competency Areas for the framework, as well as the attribute (micro-competency) cards, and the Ideas-Connections-Extension cards with a series of critical prompts based on the ICE model (Fostaty Young & Troop, 2021).
Competency Cards Facilitator Guide

Competency Cards: Piloting in Courses

The Competency Cards are currently being piloted in BBA courses. We continue to gather feedback and insights from our faculty and learners that inform the continuous enhancement of this competency development resource. Below is an example from our UCD course that highlights an introduction to the cards and an activity that offers learners an opportunity to explore and experiment in various competency and attribute areas.

> *An interactive H5P element has been excluded from this version of the text. You can view it online here: https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=496#h5p-42*

Competency-Informed Curriculum

Curriculum Mapping: A Meaning-Making Process

The Community of Practice engaged in a series of activities to make sense of the curricular components of the learning and teaching experiences. In this exercises, we explored and addressed the following queries, amongst others, at a course level:

Mapping the Competencies in the Curriculum

Based on the current competency framework in PSB, which of the competencies are:

a.   Taught
b.   Practiced
c.   Assessed

in the context of your 1000 or 2000 level course in the BBA program?

- ·   What competencies are most prominent?
- ·   Are there any that are missing?
- ·   Are there any that you might suggest be added to your course? And if so, why
- ·   In what ways, if any, do your courses align and/or connect with the attributes associated with each of the competencies?
- ·   What do you see as the core competencies that are most relevant to your course? What are the ancillary competencies? How and where do these appear in your course?

Please provide three rich examples of competency development. Tell us about a time/moment in your course when you were teaching, practicing, and assessing competencies.

a.   What competency/competencies were addressed in this scenario?
b.   Paint us a picture of what the process looked like/sounded like/felt like for both you and the learners?
c.   What impact did this teaching and learning moment have on you? And your students?

A Competency-Informed Audit

The following template (see below) was used as part of a competency audit and indicates the various

competency areas that are connected to the learning experience. Faculty used a constructive alignment approach to connect learning outcomes to competencies, and then considered the assessments and activities in their courses to map to the categories of taught, practiced, and assessed in the matrix. Further, they made determinations of competency levels based on the learning verbs in the learning outcome, and named them as introduced, strengthened, or integrated.

> 🖥 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=316#h5p-11*

[Download the Competency Development Worksheets]

Here is another resource that was used to explore these competency-informed curricular considerations related to levelling of competence in and across courses in the BBA program:

> 🖥 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=316#h5p-1*

Connecting Competencies to a Graduate Profile

With competency-informed curriculum models and theories in mind, we posited both individually and collectively: What mindsets and/or dispositions are critical for the 21st-century business education student? Why do you deem this as critically important? As a professor, how might you/do you cultivate the mindsets that you've identified? What are the ideal attributes that a PSB graduate should possess upon graduation?

To address and grapple with some of these questions and curiosities, faculty created reference letters that intentionally connected to the competencies that they deemed as critical for the 21st-century business student to possess.

> 🖥 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=316#h5p-7*

Mapping Competencies in a Concept Map Activity

Another creative activity that faculty participated in involved creating concept maps focused on the context, content, and process of their courses. They were then prompted to highlight and draw out where the competencies come to life—where are they already discovered and developed? How do we know? (the evidence) and then what other possibilities are there for integrating competency-based approaches in each of these courses to support the teaching, learning, practice, and assessment of competencies?

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https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=316#h5p-6

Artifacts and Stories from our Practice

The next set of competency-informed artifacts feature learning outcomes, activities, and assessments from the Undergraduate Competency Development (UCD) course, which is a first year course that all students in the Honours BBA program are required to complete. This first artifact was co-created by several faculty who teach the UCD course. As part of a curriculum making process, the Learning Outcomes of the course were revisited and reconsidered in light of the revised competency framework.

Learning Outcome (re)Development

> 📇 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=685#h5p-13*

UCD: Laying the Foundation for Competency Development

In the UCD course, students are provided with a foundational introduction to the PSB competency framework and have intentional opportunities in each lesson to discover, develop, and reflect on their active and collaborative learning experiences.

This first artifact from UCD is completed during the second week of the course and requires students to self-reflect and self-report on their own experiences and capacity in each of the competency areas, creating a baseline that will be referred to throughout the course and again with their final video assignment.

Competency Development Reflection

> 📇 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=685#h5p-27*

[Download the worksheets for the Updated Universal Competency Development Reflection]

In the first few modules of UCD, students are exposed to a series of concepts, frameworks, models, and theories related to collaboration and communication. This initial competency area (collaboration and communication) is experienced and enhanced through several intentional transformative-focused experiences that include critical reflection, disjuncture, and active and collaborative learning opportunities.

Students begin the course by delving into the Communication competency area. The slide deck below illustrates the introduction of the competency framework followed by a series of considerations and concepts connected to multiple forms of communication that they will strengthen through practice in the course.

Communication

> An interactive H5P element has been excluded from this version of the text. You can view it online here:
> https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=685#h5p-38

The next slide deck features the introductory content that students experience related to collaboration as they build their vocabulary and exposure to the concept in preparation for collaborative team work that will span the majority of the course.

Collaboration

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> https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=685#h5p-37

Students will experience various roles and responsibilities as part of a Kayak business simulation that requires ongoing and intentional reflection of their collaboration and communication competencies week to week. The Standard Operating Procedures Assignment (see below) offers a clear example of the type of activity and assessment that students engage in as part of their learning journey in this course as they intentionally develop competence in collaboration, communication, and reflective practice, amongst other competencies that are later introduced and strengthened in and across the 14-week course.

Simulation Standard Operating Procedures (SOP) Assignment

> An interactive H5P element has been excluded from this version of the text. You can view it online here:
> https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=685#h5p-26

100MPH thinking

In one of the final modules of the Undergraduate Competency Development course, students complete a module on creativity and innovation. One of the activities that students engage in to encourage a creative learning process is 100MPH thinking, wherein they are asked to make connections between lipstick and a cell phone. In doing so, they intentionally practice both divergent and convergent thinking. This is part of a larger

lesson that speaks to Daniel Kahneman's concept of slow and fast thinking and the differences and importance of having both/and in one's competency toolkit!

> An interactive H5P element has been excluded from this version of the text. You can view it online here:
> https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=685#h5p-28

Students complete a final video reflection assignment at the end of their course experience to synthesize and critically reflect on their journey of intentional competency development in the UCD course.

Final Reflection Video Assignment

> An interactive H5P element has been excluded from this version of the text. You can view it online here:
> https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=685#h5p-25

Artifacts and Stories from our Practice

Here are some additional shared competency-informed resources shared by our full-time faculty members in PSB from the following courses: Business Communications, Business Law, Customer Relationship Management, and Business Fundamentals.

Business Communication course

The first set artifact is from an educator who teaches the first year Business Communications course in the BBA program. In this case, collaboration and communication competencies are discovered, taught, practiced, and assessed through the sequence and series of activities shared below.

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Business Law course

The next multimedia artifact offers a mini lesson that highlights the integration of multiple competencies in the context of a third year law course in the Honours Bachelor of Business Administration program (BBA). The examples below includes the teaching, learning, and assessment approaches for developing competence in Critical Thinking, Problem Solving, Communication, Leadership and Initiative.

In the following video, the instructor introduces a 3-step legal process and provides guidelines on what happens at each stage of the lesson, including relevant tools and/or concepts applied.

From there, students practice the process with a fun, "legal-lite" example. Students are shown a video of a soccer game where an "illegal" infraction occurs. They apply soccer rules as the "law" within the 3-step legal framework. Students are asked questions and nudged to make connections and develop their critical thinking and communication skills as they work in small groups. Socrative is used to post answers, vote on the best ones, and ultimately, applied to the 3-step legal process to enhance leadership, initiative, and problem solving capacity.

The assessment occurs in the form of a post-module quiz with another fun, but more legally-relevant example where they are asked to apply the process and explain their reasoning.

Customer Relationship Management course

This next example is a summative assessment from the Customer Relationship Marketing course that students take in their third year of the BBA program. This particular assignment highlights the intentional assessment of collaboration, leadership, critical thinking, problem solving, and reflective practice. Through a staged process, students are required to address a series of critical reflection prompts that prepare them to articulate and integrate their own key learning of competencies into an applied scenario of a job interview.

Business Fundamentals Course: Biz Café

This Biz Café assignment plays an integral part of the Business Fundamentals Course in the BBA program, which is another required course for all first year undergraduate students. The artifact illustrates the intentional mapping of competencies that are developed throughout the various phases of the Biz Café learning experience.

An interactive H5P element has been excluded from this version of the text. You can view it online here:
https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=321#h5p-35

Faculty Reflections

Transformative Teaching and Learning in PSB

Throughout this initiative, we have gathered reflections and insights from our broader community of stakeholders, including students, faculty, staff, leadership/administrators, and industry collaborators and partners—both internal and external. In this case, we wanted to highlight some of the faculty voices and perspectives of those involved in our Community of Practice group given that this Open Educational Resource is primarily faculty-focused.

When asked via an end of term survey: **What, if anything, would you do differently as an educator** as a result of participating in the Community of Practice (CoP), faculty responses included:

> 📱 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=408#h5p-22*

When asked to name and **describe a significant and/or meaningful dimension of their experience** in the CoP context, faculty members responded with the following reflections:

> 📱 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=408#h5p-23*

When asked about how they might **describe the CoP opportunity to another faculty colleague**, some of our CoP members shared the following accounts:

> 📱 *An interactive H5P element has been excluded from this version of the text. You can view it online here:*
> *https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=408#h5p-29*

The following are some of the faculty reflections gathered this term about the **influence and impact of their CoP experiences:**

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https://ecampusontario.pressbooks.pub/transformingbusinesseducation/?p=408#h5p-30

PART II
CONCLUSION

Our fast-paced, technology driven, globalized society is fraught with climate concerns, social and economic inequalities and injustices, ethical and moral dilemmas related to use of emerging technologies, such as industrial robotics and artificial intelligence, and increasingly destabilized democracies, all of which are considerations and concerns for now and into the future. We anticipate that graduates of the PSB will need to navigate an increasingly complex world throughout their lives and their careers. Their ability to meet the challenges they will face depends on their capacity and openness to adapt, to continuously learn, and to anticipate innovation and change within and among their sectors of the economy.

The Transforming Business Education initiative provides the PSB faculty with the means of integrating transformative learning principles and a competency-informed educational model into courses, programs, and co-curricular activities to support learners on a purposeful path of continued learning and development. With novel and innovative educational approaches that prepare our graduates for the opportunities and challenges of the future world of work, PSB is poised to initiate and lead productive, transformative disruptions and prepare learners to thrive in the uncertain conditions of our contemporary society (Halkias et al., 2021).

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