

Nomination Dossier

Teaching Philosophy

During my 25-year career in industry, I witnessed a plethora of workplace inequities, bullying and unethical behaviour. Educating future leaders enables me to instill lessons that will create a better future for our students and generations to come. Creating future ethical leaders, I believe requires creating classrooms that mirror how workplaces should be not as they are. My beliefs that guide me are:

Unlocking Potential

I believe students are not blank slates waiting to be written on nor empty vessels waiting to be filled with information. Students arrive in the classroom with creative and novel solutions to problems. My role in the classroom is to help them unlock the potential they bring to the environment. In my work-integrated learning course, they have the opportunity to experiment in real world setting with support from me to take risks, correct their course, and deliver products they are proud of and add value to their clients. By coaching and mentoring them, I help them to unlock their ideas and gain the confidence to act on their tacit knowledge.

Student Centricity

I teach not so I can be heard but so that students can amplify their voices. A core belief that guides me is that students are the nucleus of all that we do in the classroom. A corollary for a work-integrated learning environment is that the clients must be the focus of the student work. This is achieved in the field projects environment by beginning with the end in mind. I require students to use their empathy and imagination. I have them shape their deliverables by asking questions. "What is your client's environment like?" "How do they like to be communicated with?" "How would you deliver bad news to the client?" By asking questions and reflecting on the answers for their own teams and other teams, the students need to be client centric and create products that are client appropriate. This enables them to see that there is not a one size fits all solution to any problem, perhaps not even any solution. We co-create deliverables and create mock environments to have them test their ideas with their peers prior to returning to the client site. This gives them an opportunity to take risks in a safe space, build their confidence and receive immediate feedback.

Social Change

I believe classrooms can be mechanisms for social change. Leveraging the work of Friere, I concur with Maryellen Weimer when she writes in *Learner-Centered Teaching*, "the central tenet of radical or critical pedagogy rests on the idea that education is a vehicle for social change." (Weimer, 2013). These ideals of critical pedagogy are paramount to why I believe education is so critical to future generations. If I want future workplaces to be free of unethical behaviour, creating classrooms that mirror these ideals is dominant for me. Bringing into the classroom discussions around project management and the value conflicts students may find themselves in, helps them to reflect on what they want their future workplaces to be like. Students will often find themselves in project situations where they need to make difficult decisions regarding their projects. Having autonomy to make difficult decisions is powerful for students and I support them through those decision-making processes.

Evolution

I believe that evolution is inevitable. There is a natural rhythm through the seasons, through business cycles, and through our lives. Therefore, as workplaces evolve, my approach to this course must constantly evolve to keep up with changing environments. Pre-Covid, class met in person, now we meet online. As I plan future versions of this course, understanding how workplaces will respond to work from anywhere demands of employees will be critical to continue evolving my pedagogical practices to reflect new workplace settings and norms while constantly striving to create better workplaces with thoughtful, ethical next generation leaders.