

Designing Transformative Experiences for Undergraduate and Graduate Business Students

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Agenda

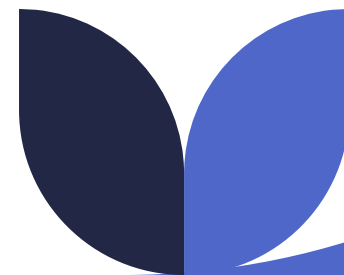
- Introduction
- What are transformational experiences and why they are important?
- Examples of transformational experiences
- Interactive Brainstorming



Ursuline College Mission Statement

Ursuline College offers holistic education that **transforms students for service, leadership and professional excellence** by providing undergraduate and graduate programs that foster lifelong learning and personal wisdom in an environment characterized by:

- Catholic and Ursuline heritage
- Women-centered learning
- Values-based curricula
- Inclusive, global perspective



What is transformation?

- to change in composition or structure
- to change the outward form or appearance of
- to change in character or condition
- a major change in form, nature, or function

TRANSFORMATION IS A PROCESS.

GROWTH DOESN'T HAPPEN WITHOUT MOMENTS OF STRUGGLE.

Transforming students for:

Service:

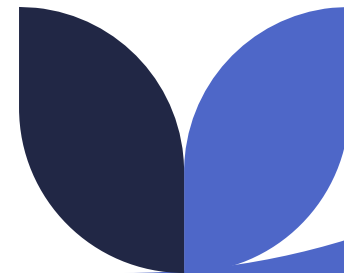
- Thinking about the needs of others
- Interdependence
- Cooperation
- Collaboration
- Conscientiousness

Leadership:

- Confidence
- Humility
- Communication
- Adaptability
- Respect
- Decisionmaking
- Risk Taking
- Goal Setting

Professional Excellence:

- Competence
- Critical Thinking
- Accountability
- Focus
- Teamwork
- Time Management



High Impact Practices in Higher Education



In 2008, George Kuh advanced the notion of high-impact practices (HIPs) in higher education.

HIPs include first-year seminars and experiences, common intellectual experiences, learning communities, writing-intensive courses, team-based projects and assignments, research, global learning, internships, service- or community-based learning, and capstone courses.

Increase student engagement, retention and motivation for students to succeed academically.

<https://www.aacu.org/trending-topics/high-impact>

Open Discussion #1

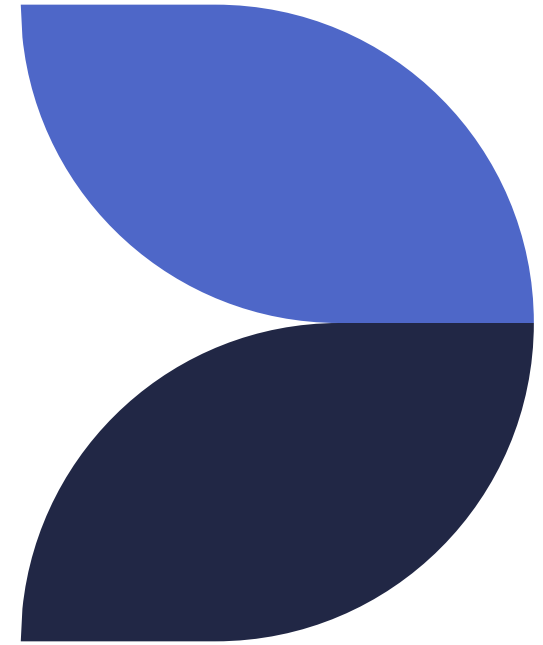
Think about your own education, from childhood through doctoral degree.

- What experiences do you remember vividly?
- What experiences changed your perspective?
- How have these experiences impacted your career & life?



Creating Transformational Learning Experiences for Students

Examples from Undergraduate Business



Transformational Experience #1

BU 440 Leadership Competencies

Climbing Mount Everest



**Harvard
Business
Publishing**
Education

This award-winning simulation uses the dramatic context of a Mount Everest expedition to reinforce student learning in group dynamics and leadership. Students play one of 5 roles on a team of climbers attempting to summit the mountain. During each round of play they must collectively discuss whether to attempt the next camp en route to the summit.



Skill Based Learning Objectives

1. Acquire and apply the different skills needed for effective leadership;
2. Enhance critical thinking/decisionmaking and problem solving skills;
3. Enhance both verbal and written communication skills;
4. Enhance leadership skills in group situations

Mount Everest Simulation – In-Class

Team members analyze information on weather, health conditions, supplies, goals, and hiking speed, and determine how much of that information to communicate to their teammates. Along the journey, the team must also make decisions in response to 3 hidden challenges which affect their ascent, hiking speed, health, and overall success.

The screenshot displays the 'Leadership and Team Simulation: Everest' interface. The browser address bar shows the URL: <https://forio.com/app/harvard/everest/?sso=1#/facilitator/results/challenge-details>. The interface includes a navigation bar with tabs: Simulation Setup, Class Summary, Team Results (selected), and Facilitator Materials. Below this, there are sub-tabs: Decision Details, Challenge Details (selected), Survey Results, and Review Chat Log. The main content area lists three challenges:

Challenge Name	Challenge Description	Team Action	Result	Score
Classic Health Challenge	Physician to provide the Inhaler to the Environmentalist	The Physician provided the Water to the Environmentalist	This team did not pass this Challenge.	0
Classic Weather Challenge	The Marathoner should predict the weather at Camp 4 to be between -25°F and -10°F AND no one should hike to Camp 4 on day 4	The Marathoner predicted the weather at Camp 4 to be less than -25°F No one from the team hiked to Camp 4 on day 4.	This team did not pass this Challenge.	0
Classic Oxygen Challenge	The team members still on the mountain require the following number of canisters: Leader 2 Physician 4 Photographer 2 Marathoner 6 Environmentalist 6	Leader 2 Physician 4 Photographer 2 Marathoner 6 Environmentalist 6	This team passed this Challenge.	1

At the bottom, the interface shows the copyright notice: © 2017 Harvard Business School Publishing, a Credits link, and a note: Developed in partnership with Forio Online Simulations. The Windows taskbar at the bottom indicates the system time is 10:15 AM on 1/2/2025, with a weather forecast of 27°F and Cloudy.

Anne Richman – Owner of Shaker Rocks



BU 440 Students





Impact of Mount Everest Climbing Experience

“The simulation and practical experience of rock climbing allowed me to understand how leadership looks in different scenarios. Not all scenarios are the same, some are planned and some are not. This is where I learned that leaders need to adapt to different situations and saw how that would look in real life and the workplace.”

“My experience doing the Mount Everest simulation and visiting Shaker Rocks was extremely rewarding as it allowed me to work with a team while also implementing my strengths for the benefit of the group. In both activities, I had to make informed decisions and listen to others for guidance. It also helped me develop my leadership skills both inside and outside the classroom.”



Transformational Experience #2

Field Trips in Business courses

Field trips allow students to witness first-hand how workplaces function in society, expose students to new experiences and places and forge connections between the college, the students and the community.

“Students that engage in learning experiences outside of the classroom report having higher levels of motivation, recall the course material more vividly, and have improved academic performance in the class” (Ryan and Deci, 2017).

Field Trips

BU 440 – Leadership Competencies
Women's Leadership Conference
Monday Mentoring Event
Cuyahoga Community College



Field Trips

BU 358 Entrepreneurship
MAGNET – Manufacturing
and Growth Network
Hough



Transformational Experience #3

Student Designed Speaker Series

Evening of Entrepreneurship

- Choice of Speaker, Agenda, Marketing, Logistics

Life After College Skills Seminar

- Topic, Speakers, Agenda, Outreach, Marketing, Logistics

Local Entrepreneur Night

- Speakers, Agenda, Marketing, Outreach, Logistics



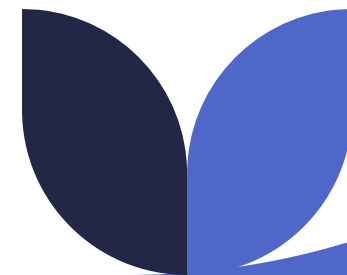
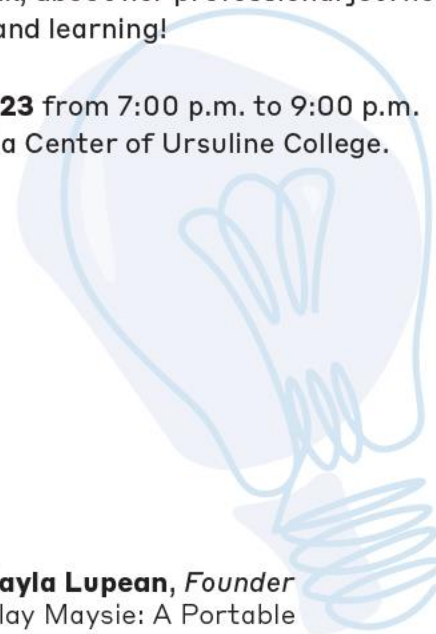
Arts, Sciences, & Professional Studies
2550 Lander Road
Pepper Pike, Ohio 44124
ursuline.edu

Ursuline College Arts, Sciences, & Professional Studies invites you to an *Evening of Entrepreneurship*. We'll hear from guest speaker, **Kayla Lupean**, founder of Play Maysie: A Portable World of Play, and entrepreneur featured on Shark Tank, about her professional journey. Come for an evening of networking and learning!

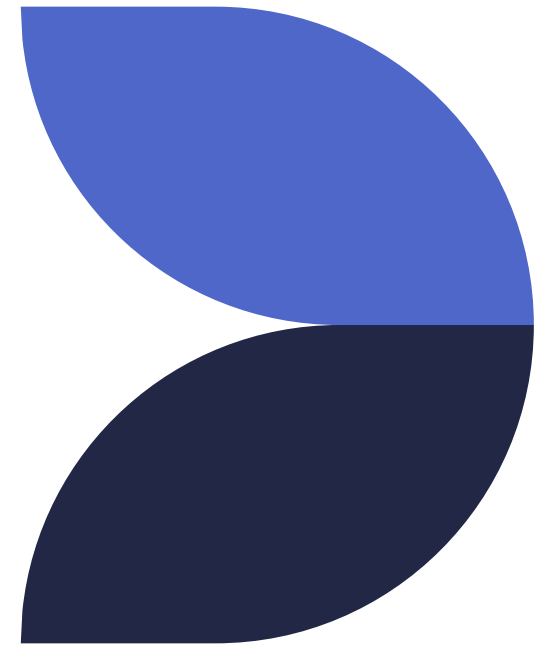
Join us **Thursday, November 16, 2023** from 7:00 p.m. to 9:00 p.m. in the Student Dining Hall at the Pilla Center of Ursuline College.



Kayla Lupean, *Founder*
Play Maysie: A Portable
World of Play



**Creating
Transformational
Learning
Experiences
Graduate Students**



Historical Info

- Created similar service-learning courses since 2015
- Face-to-face and 100% online
- Over \$60K collectively raised since inception
- Partnered with local, regional, and national organizations



Senior Megan Burns is a student in Dr. Mary Kovach's Commerce 111 course who recently completed her service-learning project for the semester. Her efforts contribute to the Alzheimer's Association. We are proud to share that upon graduation she will be working full-time as a GL Accounting Coordinator for TruPartner Credit Union.



Adam Whaley is a student in Dr. Mary Kovach's Commerce 111 management course who not only achieved his service-learning project goal, but doubled it! His efforts through the Sons of Italy Grand Lodge of Ohio contributed to the Cooley's Anemia relief. Great job Adam!



SPC Hannah Maxwell is an Army veteran who served as a Behavioral Health Specialist. Currently, Hannah is a student in Dr. Mary Kovach's CMR 111 management course who recently surpassed her service-learning project goal by 50%! Her efforts contribute to Cooley's Anemia relief. We thank her for a job well done and for her service to our country!

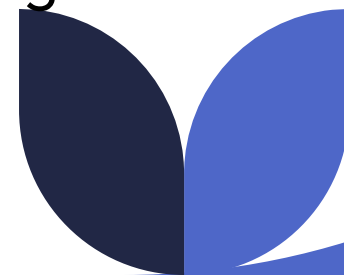


- **I loved the community partner,** The Doug Flutie Foundation. Autism hits close to home for me and I know the financial toll it can take on a family. I am so thankful for programs like this that help to support families. **I enjoyed collecting money for an organization that I admire and does so much for people.** ...I would recommend this project for another class. **It was nice to manage a project that I could be creative with and put on my resume.** I would recommend this community partner because I feel there are a lot of people that relate to it. It is nice to raise money for a common cause that everyone can get behind. - Sydney C.



MBA Service-Learning Course Objectives

1. Outline and implement **project management** tools for application.
2. Demonstrate financial progress through **financial and accounting** statements.
3. Construct and initiate a **marketing** program, considering the four Ps, the five Cs, and use of various social media platforms in collaboration with predetermined community partners.
4. Evaluate the various **leadership styles** used throughout the course, including additional analysis of moods, emotions, and organizational behavior-based concepts.
5. Execute the **managerial process** and meet or exceed predetermined fundraising goals for a predetermined nonprofit organization.



MBA CAPSTONE: SERVICE-LEARNING COURSE

Student charges:

- **Create a fundraiser** with a predetermined, required amount to be raised
- **Use specific skills** developed throughout the MBA
- **Partner** with a predetermined national charity organization
- Provide **weekly updates** using Agile methodology
- **Demonstrated results** eligible for resume/LinkedIn



Success Story

Service Learning Capstone (MBA 651) : Strategic Learning & Global Dynamics

Thank you for your donation to the Doug Flutie, Jr. Foundation for Autism, on behalf of the Ursuline College MBA 651 course project! This project allows students to utilize and build upon what they learned in the MBA program, execute a major project to include on their resumes, and make a solid contribution to society as they look to enhance their careers. Your contribution supports their fundraiser, and in turn, benefits the autism community. Please consider sharing this initiative with your friends, family, as well as your greater network. This page will remain open after the class project ends.

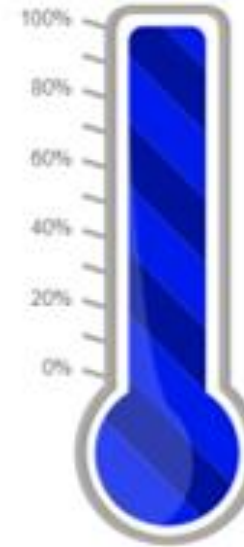
Ursuline College 
MBA

- 10 classes (30 credit hours)
- 7-week terms
- 100% online
- Earn your MBA in 11 months!
- Structured flexibility; on your time!



Ursuline.edu/MBA

2024 Total Fundraising

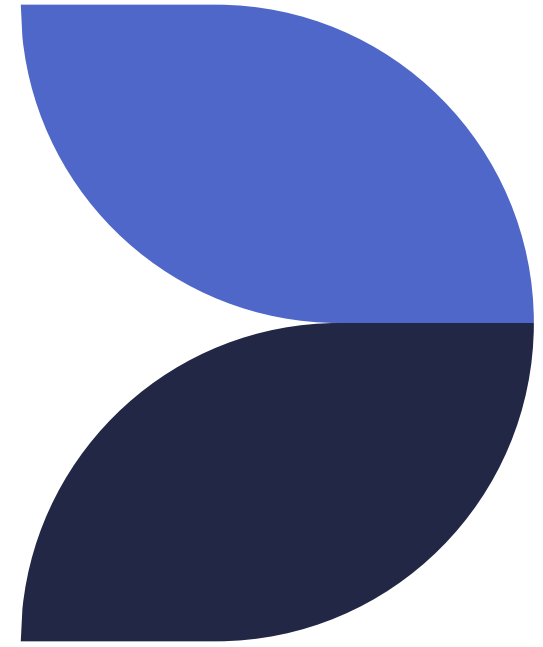


178%
of your goal reached

[Donate to a Student](#)

[Create a Fundraising Page](#)

Open Discussion #2



Open Discussion

What type of “transformational experiences” would enhance my course?

What resources or support do I need to make this happen?

What results do I expect by adding this experience?





Thank you

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