Facilitation Guide for Competency Cards

This facilitation guide offers some practical suggestions for getting started with the 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. This guide is intended to spark creativity, critical dialogue, and community-making within the Pilon School of Business (PSB). As such we encourage you to interpret the guide based on your own contextual and situational factors (Course content, teaching philosophy and or style, learner diversity, curriculum making processes, milieu), rather than using it as a prescriptive document to be followed.

The competency card deck is made-up of xx cards in total. 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.

Using the ICE model, which stands for *Ideas-Connections-Extensions*, here are some critical prompts to elicit and encourage deep learning and critical reflection. You are encouraged to experiment and play with the competency cards and to use these guiding questions as an overlay to the foundational competences and their attributes.

Questions for Generating Dialogue with Students

Ideas:

What does [insert competency-e.g. critical thinking] mean to you?

What comes up for you when you see this attribute?

Which competencies and/or attributes have you already developed? What examples support your claim(s)?

When have you had the opportunity to discover this competency/attribute?

Which competencies and/or attributes require further development? How do you know?

How does this competency show up in your everyday life/routine as a student?

What does this competency look like? feel like? sound like?

Which competency areas do you deem as strengths? And why?

Are there any competencies that you would add or take away? Why or why not?

Connections:

Why might/why is the development of these competency areas important for you as an aspiring business professional? As an undergraduate learner?

What concrete next steps will you take to develop _____[insert competency]?

In what ways, if any, is this competency area (e.g. communication and collaboration) related to this competency area (e.g. research and innovation)?

How might you continue the development of these competency areas? What types of opportunities will best support your development in these areas? (informal/formal/classroom-based/online)

Based on your experience, how might/how is collaboration connected or associated with communication? (use other competency pairs)

Extensions:

How do you plan to integrate these competencies into a work placement? Your field of study within the BBA?

In what ways do these competencies relate to business—what skills, mindsets, and values will prepare you for the work world of the 21st century?

What competencies will you focus on developing and practicing this term? This year?

How might these competency areas inform and influence your program and pathway directions in the BBA?

What might a competency pitch look like and sound like for your first job interview? What would you say and do to highlight your abilities and strengths in the competency areas?

Reflective Questions for Educators

Ideas

What comes to mind when you hear the word "competency" or "attribute"?

What does significant and meaningful mean to you?

Do you teach to the "whole learner?" Why or why not?

Do you have a guiding educational philosophy? What theories, models, and/or approaches are part of your philosophy as an educator?

How do you conceptualize learning? What does learning look like, feel like, sound like when you're teaching?

What do you care about deeply as an educator? How does that care show up in the classroom?

What competencies are most prominent in your course?

Are there any that you would deem missing?

Are there competencies that you would suggest to 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?

Connections

What is the nature of the relationship between competencies? (i.e. collaboration and communication)

In what ways will you operationalize these competencies in your business learning and teaching context?

How have you experienced competency development at Sheridan (in communications, directives, amongst peers, while teaching etc.)

How is upskilling and/or reskilling described in news media, academic studies, available reports, blogs, advertisements, political discourse, etc.

What trends have you seen over time related to preparing learners and educators for a complex business environment?

What trends have you seen over time and/or recently related to preparing students and educators for a complex business environment?

Extensions

How might we/do we keep up with industry standards, trends, and expectations?

How might we/do we remain current in our practice as business educators?

Given current time, space, and resource constraints, how might you/do you prioritize the discovery, development, and assessment of competencies?

Why is a competency-informed model valuable for 21st century business learners? What are the drawbacks and barriers to realizing a competency-informed educational approach?

How might/how does a competency-informed approach influence feedback and assessment?

In what ways, if any, does your teaching and learning approach intentionally connect and support our strategic plan at Sheridan? Our academic plan in PSB? Our value propositions?

Setting the Groundwork for Transformative Learning

Problematize and hunt assumptions with the following myths gathered from PSB:

"Learners want to learn"

"In business, we are flexible, agile, and fast."

"Faculty leadership has to come from a prior academic role."

"In person learning is 'better' than online learning experiences."

"Nothing gets done unless there are grades associated with it."

"You can provide the best educational experience with the least amount of time and resources."

"Collaboration amongst faculty occurs organically and does not require dedicated time and space."

Strengths-Opportunities-Aspirations-Results framework (SOAR)

Objective-Reflective-Interpretive-Decisional framework (ORID)