

# IMPARTING SUSTAINABLE, LIFE- LONG LEARNING SKILLS

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# BUS 100 - Enterprise

## ○ Course description

- Gives the opportunity to expose oneself to various areas in field of business and by facilitating active discussion in these areas, you should have a good indication if this not only a career field for you, but also which field in business you want to pursue.

# BUS 100 - Enterprise Course Objectives

- ◉ Acquire an understanding of how various business functions interrelate within an organizational context as well as interrelate with other firms and business's role in society.
- ◉ Develop an understanding of how to work in a team environment.
- ◉ Be able to take a position on an issue, defend it, and use your communication skills to persuade others to your point of view.
- ◉ Be able to see the multiple and many times simultaneous roles/dimensions that businesses play in society.

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- In teaching sustainable, life-long learning skills the methods employed must be:
  - Engaging
    - Students acquire knowledge through constructive dialogues (Mills, et.al., 1998)
  - Where students prepare their own educational material
    - Have a creative environment where:
      - Learner takes a fully active role
      - Learning becomes “fun” (Imelmen, 2002)
  - Able to show relevance
    - Importance to both future and professional life.

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- Partial model adopted (Knight, 2002)
  - Action Research
    - Awareness of the problem
    - Exploration of the problem
    - Study of the problem
    - Suggestions for action
    - Monitoring of action

# BUS 100 - Enterprise Interdisciplinary

- **Before discipline:**

- A way of teaching, learning, and doing research on the between and among.

- **After discipline:**

- Broad task of building and maintaining an intellectual culture that promotes free and inventive thinking on various issues worthy of inquiry.

# BUS 100 - Enterprise Interdisciplinary

- Collaborative Knowledge Production
  - Learner can be informed from numerous angles
    - Importance here is in:
      - the defining and illustrating of the relationships which exist and
      - the synthesis and analysis in understanding the existence for/of these relationships
      - the ability to articulate them, individually and as well as in a team environment.

# Developing Sustainable, life-long skills

- Requires one to dig deep within oneself to discover:
  - Who you are: characteristics
  - Form the basis for those skills and how they will develop
- Example: Decision making process
  - Identify and critically evaluate a given situation and determine its underlying causes
  - Generate alternative solutions or to support a given position
  - Choose and justify one course of action or your position on an issue
  - Provide the convincing argument.

# Developing Sustainable, life-long skills

- Skills required:
  - Self-assessment
  - Critical thinking
  - Synthesis and analysis
  - Communication: debate

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## ○ Digging Deep

- Importance of self-reflection
- Role of Master Student
- Improving your learning skills
- Improving literacy and reading skills
- Problem-solving skills
- Assessment and evaluation
- Personal development

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## ○ Business Skills

- Relating and working with others
- Business Function areas
  - Series of articles dealing with various business topics in various areas
  - Team Position-paper
    - Team chooses either a “Yes” or “No” position
    - Present article and convincing argument why you believe that way
  - Individual Position-paper (2 parts)
    - Paper stating your position on the given issue - must be persuasive to your point of view: due date of presentation
    - Assessment of presentation/persuasion
      - assess group presentation and
      - state whether you changed your position based on the presentation.

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- Sustainable, life-long learning skills reinforced:
  - Thinking
  - Problem-solving
  - Analysis and Synthesis
  - Communication
    - Oral: presentation and debate.
    - Written
  - Team environment: ability to work with others
    - Organization
    - Society